

**STRATEGY IMPLEMENTATION PRACTICES AT  
CENTER FOR MATHEMATICS, SCIENCE AND  
TECHNOLOGY EDUCATION IN AFRICA (CEMASTEAM)  
IN KENYA**

**BY:**

**NYANCHOKA DAR MIYOGO**

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

**SEPTEMBER, 2015**

## **DECLARATION**

This is my original work and has not been submitted for examination in any other university.

Signed.....

Date.....

**NYANCHOKA DAR MIYOGO**

**D61/78971/2012**

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

Signed.....

Date.....

**DR. JOHN YABS**

**SENIOR LECTURER**

**DEPARTMENT OF BUSINESS ADMINISTRATION**

**SCHOOL OF BUSINESS**

**UNIVERSITY OF NAIROBI**

## **ACKNOWLEDGEMENTS**

I express my gratitude to the Almighty God through whom everything is possible, for giving me good health and the energy throughout the programme.

To my parents, brother and sister thank you for your prayers, support and encouragement. You are truly the definition of inspirational love.

Special thanks to my husband Joel Amenya and daughter Tina Saringi for being understanding while I was away; I came to school out of your emphatic support for my advanced education.

I am also deeply grateful to my supervisor, Dr. John Yabs for the guidance and positive criticism that has led to the successful completion of this research project. Thanks to the University for providing a flexible MBA project and delivery of quality education.

God bless you all immeasurably.

## **DEDICATION**

This dissertation is dedicated to my dear parents Gideon Miyogo and Salome Mong'ina, who have devotedly supported my education since my first day at school to this day and their continuous reminder to me to always give the best in all I endeavour to do.

To my dear husband, brother and sister, for the support and inspiration throughout the course, you never tired of my day on day grumbles about school.

## ABSTRACT

Despite having well developed strategic plans, strategy implementation has proved to be an uphill task in most organizations especially government institutions in Kenya. They have strategic plans meant to direct the implementation of their programmes but tend to face many challenges in execution. On the other hand government institutions that work in conjunction with strategic partners tend to implement their strategies with fewer difficulties. The objectives of this research were to identify strategy implementation practices at CEMASTEPA, the challenges CEMASTEPA is facing in strategy implementation and solutions adopted in response to the challenges. The findings of the study are a product of a detailed case study of the Centre for Mathematics Science and Technology Education in Africa (CEMASTEPA) which is a model where the Government of Kenya in conjunction with a strategic partner, Japan International Corporation Agency (JICA) develop and implement strategies. Primary and secondary data collection methods were used in this study. Data was collected by way of interviews with key informants. Online sources and the organization information, education and communication materials were the secondary sources of data. The response received from the interviewees and data collected from online sources and organization records were analyzed using content analysis. The study established three major findings; first the partnerships and linkages have assisted CEMASTEPA to implement its strategies. Through partnerships it has been able to meet the cost of programme materials, develop capacity for Kenyan personnel and establish linkages for skills transfer. The partnerships and linkages are complementary to the support from the Ministry of Education which finances recurrent expenditure. Secondly, it emerged that the human resource element is very critical in strategy implementation and by carefully managing the human resource element CEMASTEPA has had a positive impact on its strategy implementation. This positive impact can be attributed to the recruitment, selection, training and motivation of staff. In addition, there is need to foster relationships within and outside the organization in order for organizations to succeed in strategy implementation. Where the needs of the individual and the demands of the organization are incompatible frustrations and conflict are bound to occur and strategy implementation cannot be achieved (Mullins, 2005). Finally, the study established that the internal and external environment in which CEMASTEPA operates greatly affects the outcomes of strategy implementation. The internal environmental factors that affect its strategy implementation include; staff, culture and financial resources. On the other hand the external environmental factors that affect it mainly includes; political, economic, technological and legal. Indeed working with a strategic partner has a significant impact on strategy implementation. From the study CEMASTEPA has greatly benefited from the input of strategic partners. It is highly recommended that other government institutions consider establishing strategic partnerships and linkages because this has been shown to greatly improve the outcomes of strategy implementation in government institutions.

## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.1.1 Concept of Strategy .....	2
1.1.2 Strategic Management .....	3
1.1.3 Strategy Implementation.....	4
1.1.4 Strategy Implementation Practices .....	5
1.1.5 Education Sector in Kenya .....	7
1.1.6 Center for Mathematics, Science and Technology Education in Africa (CEMASTE A).....	8
1.2 Research Problem.....	10
1.3 Research Objectives .....	12
1.4 Value of the Study.....	12
<b>CHAPTER TWO .....</b>	<b>14</b>
<b>LITERATURE REVIEW .....</b>	<b>14</b>
2.1 Introduction .....	14
2.2 Theoretical Foundation .....	14
2.2.1 Environment Dependence.....	14
2.2.2 McKinsey 7S Framework.....	15
2.3 Strategy Implementation Practices.....	16
2.4 Challenges of Strategy Implementation .....	19
2.5 Measures for Overcoming Challenges of Strategy Implementation .....	21
2.6 Empirical Review .....	23

<b>CHAPTER THREE .....</b>	<b>25</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>25</b>
3.1 Introduction .....	25
3.2 Research Design .....	25
3.3 Data Collection.....	25
3.4 Data Analysis .....	26
<b>CHAPTER FOUR.....</b>	<b>27</b>
<b>DATA ANALYSIS, RESULTS AND DISCUSSIONS .....</b>	<b>27</b>
4.1 Introduction .....	27
4.2 Background of the Interviewees.....	27
4.3 Strategy Implementation Practices at CEMASTEAM .....	28
4.4 Challenges of Strategy Implementation .....	33
4.5 Measures Adopted to overcome Strategy Implementation Challenges .....	37
4.6 Discussion of findings.....	39
<b>CHAPTER FIVE .....</b>	<b>45</b>
<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS .....</b>	<b>45</b>
5.1 Introduction .....	45
5.2 Summary of Findings .....	45
5.3 Conclusion.....	49
5.4 Recommendations .....	50
5.5 Limitations of Study.....	51
5.6 Suggestions for Further Research .....	52
<b>REFERENCES.....</b>	<b>53</b>
<b>APPENDIX I: LETTER OF INTRODUCTION .....</b>	<b>56</b>
<b>APPENDIX II: INTERVIEW GUIDE .....</b>	<b>57</b>

## LIST OF ABBREVIATIONS

**CEMASTEA** Centre for Mathematics, Science and Technology Education in Africa

**CUE** Commission for University Education

**ECD** Early Childhood Development

**HELB** Higher Education Loans Board

**IBM** International Business Machines

**ICADETA** Institute for Capacity Development of Teachers in Africa

**INSET** In-Service Education and Training

**JICA** Japan International Corporation Agency

**JKF** Jomo Kenyatta Foundation

**KEMI** Kenya Education Management Institute

**KICD** Kenya Institute of Curriculum Development

**KISE** Kenya Institute of Special Education

**MOEST** Ministry of Education, Science and Technology

**NACOSTI** National Commission for Science, Technology and Innovation

**NEPAD** New Partnership for Africa Development

**SAGA** Semi-Autonomous Government Agencies

**SMASSE** Strengthening of Mathematics and Science in Secondary Education

**TCTP** Third Country Training Programme

**TSC** Teachers Service Commission

**UNESCO** United Nations Educational, Scientific and Cultural Organization

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

Strategy is the direction and scope of an organization over the long term that achieves advantage for the organization through its configuration of resources within a changing environment and to fulfill shareholder's expectations (Johnson & Scholes, 2002). Strategy implementation is the amplification and understanding of a new strategy within an organization (Mintzberg, 1994). For a strategy to be successful, it is important for an organization to understand the impact of strategy on the external environment, internal resources and the expectations and influence of stakeholders. In Kenya, it has become almost a fad for government institutions to develop strategic plans but implementation has proved to be an uphill task. As Kaplan and Norton (2001) rightly observed the ability to execute the strategy seems an even bigger management challenge than developing the strategy itself. On the other hand government institutions that work in conjunction with strategic partners tend to implement their strategies with fewer difficulties. Okumus (2003) argues that strategy implementation faces challenges which may include poor leadership and management, inadequate resources, the lack of fit between strategy and organization structure and culture and unhealthy organization practices.

Strategy implementation is informed by various theories. These include the environment dependence theory and the McKinsey 7S framework among others. The environment dependence theory provides managers with explanations about how the environment is an important part of the organization. The McKinsey 7S framework is a popular model used

in organizations to analyze the environment to investigate if the company is achieving its intended objectives.

The Centre for Mathematics Science and Technology Education in Africa (CEMASTEAM) is a model where the government in conjunction with a strategic partner, Japan International Corporation Agency (JICA) develops and implements strategies. The overall objective of CEMASTEAM is to provide and coordinate In-Service Education and Training (INSET) for practicing teachers of Mathematics and Science in Kenya. The program has been a success which has prompted JICA to replicate the model in selected countries on the African continent.

### **1.1.1 Concept of Strategy**

Strategy as a concept has many varied meanings, yet it remains closely related to planning and planning models. According to Johnson and Scholes (2002), strategy is the direction and scope of the organization over the long term, which achieves advantage for the organization through its configuration of resources within a challenging environment, to meet the needs of markets and to fulfill stakeholder's expectations. They were supported by Thompson and Strickland (2002) who defined strategy as the game plan management has for positioning the company in a chosen market arena, competing successfully, pleasing customers and achieving good business performance. These two definitions clearly point out that strategy is about keeping the stakeholders needs in mind when searching for the direction in which they would like the organization to move. On the other hand Burnes (2009) describes strategy as a coherent or consistent stream of actions which an organization takes or has taken to move towards its vision.

Strategy is usually conceptualized as a term for operating at both the corporate, business and operational level. Johnson, Scholes and Whittington (2005) rightly observed that corporate level strategy is related to the overall purpose and scope of an organization and how value will be added to the different parts of the organization. The business strategy level provides guidance towards competing successfully in particular markets. A company has competitive advantage whenever it can attract customers and defend against competitive forces better than rivals (Rasoolian, 2011). Business strategy is important to the implementation of corporate strategy. Hence good strategic performance at the business level helps make corporate strategy work. Operational level is the contribution of the resources, processes and people to the corporate and business level strategies. Essentially an organization should be able to come up with a good business strategy since it determines the attraction of customers.

The strategy of an organization clarifies how the business will achieve its short term and long term objectives, manage each functional level, out compete its rivals, knowing what resources (skills, assets, finance relationships, technical competence, and facilities) are required in order to be able to compete and satisfy its stakeholders. A good strategy fits the organization's external and internal environment, builds sustainable competitive advantage and improves the organizations performance.

### **1.1.2 Strategic Management**

Strategic management is the managerial process of forming a strategic vision, setting objectives, crafting a strategy, implementing and executing the strategy, and then over time initiating whatever corrective adjustments in the vision, objectives, strategy, and execution are deemed appropriate (Strickland and Thompson, 2003) .The most powerful

economic decision makers in the world are strategic managers in business organizations. These are the people who guide the world's economic machine, deciding what to produce, how to produce it, how to distribute it, where to distribute it, and so forth for all of the world's economic products and services. (Stead, 2004).

Strategic management is an interdisciplinary approach i.e. for correct application of strategic management to study of commerce, science, economics, statistics, psychology and mathematics is very essential. The process of strategic management is a continuous one that changes as the organizational goals and objectives evolve. According to Clayton (2013), the strategic management process is more than just a set of rules to follow. It is a philosophical approach to business. Upper management must think strategically first, then apply that thought to a process. The process of Strategic management involves environment scanning, strategy formulation, strategy implementation and strategy evaluation and control.

### **1.1.3 Strategy Implementation**

According to Johnson and Scholes (2002), strategy is the direction and scope of the organization over the long term, which achieves advantage for the organization through its configuration of resources within a challenging environment, to meet the needs of markets and to fulfill stakeholder's expectations. Strategy implementation is the process of allocating resources to support the chosen strategies. This process includes the various management activities that are necessary to put strategy in motion, institute strategic controls that monitor progress, in order to ultimately achieve organizational goals. Strategy implementation evolves either from a process of winning group commitment

through a coalitional form of decision making, or as a result of complete coalitional involvement of implementation.

Implementation is a key stage of the strategy process, but one which has been relatively neglected (Noble, 1999). Despite this it is generally perceived as a highly significant determinant of performance. According to Raps and Kauffman (2005), the implementation process covers the entire managerial activities including such matters as motivation, compensation, management, appraisal and control processes which entail cascading strategy to all functional areas in such a way as to achieve both vertical and horizontal logic and enhance implementation of policies.

Awino (2001) identified four challenging areas affecting successful strategy implementation. He cited lack of fit between strategy and structure; inadequate and failure to impart new skills; information and communication systems. He identified most challenges as concerning connecting strategy formulation to implementation; resource allocation; match between structure with strategy; linking performance and pay to strategies; and creating a strategy supportive culture. The successful management of strategy implementation requires thoughtful planning on the part of change leaders and the involvement of those to be affected by it. A common challenge to strategy implementation is resistance from those who feel that the implementation is being forced on them.

#### **1.1.4 Strategy Implementation Practices**

Strategy implementation involves both operationalization and institutionalization of strategy. Institutionalization of strategy involves setting proper organizational climate.

Organizational climate refers to the characteristics of internal environment that conditions the co-operation, the development of the individuals, the extent of commitment and dedication of people in the organization, and the efficiency with which the purpose is translated into results. Operationalization is concerned with turning strategic intent into operational reality. It involves implementing a plan of action by a firm that describes how they will employ their resources in the production of a product or service. Firms make significant investments in their strategy processes, not only in terms of bringing strong talent to key projects, but also in terms of investments in other resources, information, sources of expertise, and other key ingredients. Top management serve as Steering Team members on such strategy projects, providing their guidance and insight from start to finish, adopting and implementing the right practices is essential to attaining “world-class” performance (Brownet al., (2007).

Boggis and Trafford (2014) assert that for strategies to be successful, leaders need to create conditions that enable the organization to pull itself into an improved future, a future that not only reflects the strategic intent, but also becomes an operational reality. Best practices in strategy implementation include; communicating to staff about the plan and its importance to the organization. In addition, all employees should know why the plan was developed, what it means to the company, who will be involved in its implementation and how they can contribute to its success. Accountability must be explicit to ensure successful implementation. Managers must identify employees responsible for executing specific aspects of the plan giving them deadlines to meet their work targets and informing them how their success will be measured. If lack of performance is overlooked, or if nobody verifies that tasks were completed, employees

begin to believe that their efforts don't matter. Finally there is need to summarize regularly to evaluate success and make corrections or changes to the plan and plan assignments, as needed. This is an important practice for strategy implementation.

### **1.1.5 Education Sector in Kenya**

The Education Sector comprising of the Ministry of Education, Science and Technology (MOEST), the Teachers Service Commission (TSC) and their affiliated agencies and institutions envisions “a globally competitive education, training, research and innovation for sustainable development.” In realization of this, the Sector undertakes “to provide, promote and coordinate quality education and training; integration of Science, Technology and Innovation in sustainable national socioeconomic development processes.” The sector's overall goal is to increase access to education and training; improve quality and relevance of education, reduce inequality as well as exploit knowledge and skills in science, technology, and innovation for global competitiveness.

To effectively discharge its mandate, the Ministry of Education, science and Technology has Semi-Autonomous Government Agencies (SAGAs) which are charged with various responsibilities. A SAGA is a semi-private agency where it operates without government supervision under its own charter. The government ministry or department is managed by the public administrators.

The SAGAs include: CEMASTEIA; Kenya Institute of Curriculum Development (KICD) Kenya Education Management Institute (KEMI); Kenya Institute of Special Education (KISE), Jomo Kenyatta Foundation (JKF); Kenya Literature Bureau (KLB); Commission for University Education (CUE), Higher Education Loans Board (HELB), National

Commission for Science, Technology and Innovation (NACOSTI), Kenya National Commission for UNESCO. The SAGAs report directly to the Principal Secretary particularly on issues of accountability and the Education Secretary on professional matters.

#### **1.1.6 Center for Mathematics, Science and Technology Education in Africa (CEMASTEVA)**

The Centre for Mathematics, Science and Technology Education in Africa (CEMASTEVA), was established under Section 15(2) of the Education ACT CAP 211 of the Laws of Kenya, in 2004. The inaugural Board of governors for the Centre was established under Legal Notice No. 96 of 2006. This establishment is an effort by the Government of Kenya to institutionalize the activities of the Strengthening of Mathematics and Science in Secondary Education (SMASSE) project, a bilateral technical cooperation intervention between Japan, through Japan International Cooperation Agency (JICA) and the Kenya Government, through the MOE, whose implementation in the country was initiated in 1998.

The establishment of CEMASTEVA is, therefore, a two-pronged strategy by the Kenya Government to consolidate the gains made under the SMASSE project and to institutionalize In-Service Education and Training (INSET).The Centre has also established collaborative links and partnerships with strategic institutions and organizations such as the Association for Development of Education in Africa (ADEA) and New Partnership for Africa's Development (NEPAD).

Centre for Mathematics, Science and Technology Education in Africa (CEMASTEА) implements INSET programmes for mathematics and science teachers since 2004. The programmes, whose overall goal is to upgrade the capability of young Kenyans in Mathematics and Science started in 1998 and were implemented in three phases as technical cooperation projects with the Government of Japan through JICA. Phase 1 (1998-2003) implemented under the strengthening of Mathematics and Science in Secondary Education (SMASSE) project that targeted mathematics and science (M&S) teachers at secondary school level in selected districts in Kenya led to the establishment of CEMASTEА in 2004.

Under phase II (2004-2008), INSET programmes were extended country wide. Other African countries were also brought onboard under the auspices of the Strengthening of Mathematics and Science in Secondary Education-Western, Eastern, Central and Southern Africa (SMASSE-WECSA) Association. CEMASTEА became the secretariat of SMASSE-WECSA association and implemented the Third Country Training programme (TCTP) for African countries with support from JICA.

In phase III (2009-2013), the inclusion of INSET programmes for primary education necessitated name change from SMASSE to Strengthening of Mathematics and Science Education (SMASE) project. In 2014, CEMASTEА started transitioning to Institute for Capacity Development of Teachers in Africa (ICADETA). This is because of the recommendations made by the Technical committee to reengineer CEMASTEА whereby the Centre's mandate was expanded to include Early Childhood Development (ECD), all primary and secondary school subjects, and special needs education. Thus CEMASTEА

has fast grown from a project to an institution which signifies successful strategy implementation.

## **1.2 Research Problem**

Despite having well developed strategic plans, strategy implementation has proved to be an uphill task in most organizations especially government institutions in Kenya. They have strategic plans meant to direct the implementation of their programmes but tend to face many challenges in execution. As Johnsons and Scholes (2002) rightly observed that implementation of appropriate strategies remain one of the most difficult areas of management considerably though, energy and resources is given over to devising a strategic plan. On the other hand government institutions that work in conjunction with strategic partners tend to implement their strategies with fewer difficulties. CEMASTEAM which implements its programmes closely with JICA had its first strategic plan for the period 2009 to 2013. At the end of this period it achieved its strategic objectives key among them being training of school principals and teachers as well as integration of ICT in teaching. This resulted in improvement of students performance in mathematics and enrolment in physics improved. Lessons learnt during this strategic plan period have informed the development of the current strategic plan 2014 to 2019 which is in its second year of implementation.

Implementation of strategies is never an easy task; it comes with its fair share of challenges. Several researchers have revealed a number of problems in strategy implementation. According to Beer and Eisenstat (2000) weak management roles in implementation, lack of communication, lacking a commitment to the strategy, unawareness or misunderstanding of the strategy, unaligned organizational systems and

resources, poor coordination and sharing of responsibilities, inadequate capabilities, competing activities and uncontrollable environmental factors are some of the major challenges faced in strategy implementation. In its strategy implementation CEMASTEFA faces similar challenges among them limitations by all participating countries being subjected to a common curriculum based on locally designed content, conditionality emanating from the SMASE project 2009 to 2013 bilateral agreement between CEMASTEFA and JICA and inadequate resources.

There has been extensive research on strategy implementation in the education sector. A study by Nyariki (2011) on challenges of strategy implementation at the University of Nairobi established that some aspects of culture and structure, staff motivation due to unsound reward systems, insufficient communication and alignment of resources to strategy as a major challenge faced by the organization. Achenda (2012) carried out a study on challenges of strategy implementation in the Kenya Education Sector Support Programme (KESSP) and found out that strategy implementation was affected by poor allocation of resources which included misappropriation of funds, lack of consensus between parents of public school students and government on the concept of cost sharing and lack of employee commitment especially public school teachers and organizational culture regarding the aspect of decision making. Although Atandi (2010) carried out a study on strategic plan implementation at the Higher Education Loans Board (HELB), she sought to explore how the board is implementing its strategic plan and challenges encountered in its pursuit.

All these researches put very little emphasis on organizations working in conjunction with strategic partners. Hence there still exists a gap as far as strategy implementation in organizations that work in conjunction with strategic partners. In an attempt to bridge the gap, this research seeks to answer the question; how is CEMASTEVA implementing its strategies and the impact of its strategic partnership?

### **1.3 Research Objectives**

The objectives of this study were:

- i. To identify strategy implementation practices at CEMASTEVA
- ii. To identify the challenges CEMASTEVA is facing in strategy implementation.
- iii. To identify solutions adopted by CEMASTEVA in response to the challenges.

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

Findings of the study will provide direction to CEMASTEVA and other similar organizations. It will help them understand the challenges faced in strategy implementation and provide valuable insights on how to mitigate the challenges so as to achieve their objectives. This will provide direction on the strategic management practices the institutions will adopt in scrutinizing their own strategy implementation process, identifying the challenges faced in strategy implementation and provide valuable insights on how to mitigate the challenges. This would ensure that the intentions of the well formulated strategies are met and performance improved a factor that is vital for survival in the ever changing business environment.

Secondly, the findings of this study will help in enlightening the key decision makers both in the public and private sectors on how to implement their strategies in conjunction

with strategic partners and how they could purpose to mitigate the challenges facing it. This will help them to see that policies put in place contribute to strategy effectiveness in the dynamic operating environment. The findings will provide evidence of advanced theories in the academic body thus contributing to the body of knowledge of strategy implementation.

Thirdly, the study adds to the pool of knowledge useful to other researchers for reference in areas of strategy implementation. In addition, it will be a source of reference material for researchers and academicians in this area of research. It therefore seeks to enrich the study of strategic management and help identify further areas of research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter will focus on the theoretical foundation, strategy implementation practices, challenges of strategy implementation and measures to be adopted to respond to the challenges.

#### **2.2 Theoretical Foundation**

A theoretical foundation provides a particular perspective, or lens, through which to examine a topic. The theoretical foundation for this study is informed by the environment dependence and McKinsey 7S framework.

##### **2.2.1 Environment Dependence**

The study is built on the environment dependence theory which provides managers with explanations about how the environment is an important part of the organization. All organizations are dependent on the environment for their survival (Pfeffer & Salancik, 2003). The internal environment consists of forces within the organization's boundaries such as human resources, financial resources and culture. External environment consists of outside forces of the organization boundary such as economic, political/legal, demographic and international environment (Hiriyappa, 2009). For Organizations to survive, to be sustainable and to successfully implement their strategies they must align their capabilities with the external environment (Strategic fit). These capabilities include their level of strength and weakness which would be expected to match opportunities and threats provided by the environment.

Once the organization has assessed their capabilities, it needs to develop an effective strategy to take advantage of its strengths and opportunities, overcome or minimize its weaknesses and threats in order for it to survive in the existing competitive environment. This confirms the assertion by (Scholes & Whittington, 2008) that for the organization through its configuration of resources within a challenging environment to meet the needs of markets and to fulfill stakeholder expectations it needs strategy. The organization is not self sufficient but depends upon the environment. This relationship between organizations and environment is referred to as open system since both are in continual communication such that organizations acquire inputs and feedback from the environment and after transformation gives its output back to it. Strategic partners are essential to this process because of the resources which they provide. The strategies which are input into the organizations then implemented in conjunction with strategic partners result into successful outputs.

### **2.2.2 McKinsey 7S Framework**

The McKinsey 7- S framework is a popular model used in organizations to analyze the environment to investigate if the company is achieving its intended objectives. The model was developed by Tom Peters & Robert Waterman, consultants at the McKinsey & Company consulting firm. The model proposes 7 interdependent factors – 3 hard ‘S’ which include; strategy, structure, systems; and 4 soft ‘S’ which include; shared values, skills, style and staff. The soft areas although harder to manage, are the foundations of the organization and are more likely to create the sustained competitive foundation (Maalu, 2008).It sought to present an emphasis on human resources rather than the traditional mass production tangibles of capital, infrastructure and equipment as a key to higher

organizational performance (Modahl, 2000). The 7-S model can be used in a wide variety of situations like determining how best to implement a proposed strategy, examining the likely effects of future changes within a company and improving the performance of a company.

According to Peters and Waterman (1982) the seven factors have to be in balance in an organization and need for it harmonized with each other for strategy implementation to be effective. If something within your organization or team isn't working, chances are there is inconsistency between some of the elements identified by the McKinseys 7S model. Once these inconsistencies are revealed, you can work to align the internal elements to make sure they are all contributing to the shared goals and values.

### **2.3 Strategy Implementation Practices**

Strategy implementation is the amplification and understanding of a new strategy within an organization (Mintzberg, 1994). Thompson and Strickland (1998) argue that strategy implementation is all about acting on what has to be done internally to put formulated strategies in place thus ensuring that targeted results are achieved within the targeted framework. Strategy is the back bone of implementation, without it strategy implementation cannot take place.

The existence of a strategy is an essential condition for strategy implementation. Strategic plans need to be put into action for the organization to achieve its set objectives but they frequently remain in the form of untouched documents, failing to materialize as a part of the organization or its people. According to Aosa (1992), once strategies have been developed, they will need to be implemented; they are of no value unless they are

effectively translated into action. Strategy implementation is directly related to organizational change because all organizations resist change and try to maintain status quo even if it yields unsatisfactory performance (Miller, 1997). This is because delicate and sensitive issues are involved in strategy implementation, such as resource mobilization, restructuring, cultural changes, technological changes, process changes, policy and leadership changes. Strategy implementation involves both operationalization and institutionalization of strategy. Institutionalization of strategy involves setting proper organizational climate. Operationalization is concerned with turning strategic intent into operational reality.

Strategy implementation practices include presentation of various models showing the organizational characteristics suggested as significant factors for effective strategy implementation (Guffy, 1992). One such model is the McKinsey 7S model that helps organizations determine the way in which they operate. The 7S McKinsey's framework identifies the factors as structure, strategy, shared values, skills, staff, style and systems. Strategy is the plan of action an organization prepares in response to, or anticipation of, changes in its external environment. The structure refers to the specific division of tasks for efficiency and clarity of purpose and coordination between the interdependent part of the organizations to ensure effectiveness. The flat organizational structure is increasingly becoming popular because of its flexibility. The idea is to make the organizations more flexible and devolve the power by empowering the employees and eliminate the middle management layers (Boyle, 2007). Style/ culture, includes the dominant values, beliefs and norms which develop over time and become relatively enduring features of the

organization life. Culture remains an important consideration in the implementation of any strategy in the organization (Martins and Terblanche, 2003).

Staff are the people who make the real difference to the success of the organization in the increasingly knowledge-based society. It is also important for the organization to instill confidence among the employees about their future in the organization and future career growth as an incentive for hard work (Purcell and Boxal, 2003). Shared Values/Superordinate Goals, these are fundamental ideas or guiding concepts around which the business is built. Systems are the internal processes to support and implement the strategy and run day-to-day affairs. These processes are normally strictly followed and are designed to achieve maximum effectiveness. Special emphasis is on the customers with the intention to make the processes that involve customers as user friendly as possible (Lynch, 2005). According to Peters and Waterman (1982) the seven factors have to be in balance in an organization and need for it harmonized with each other for strategy implementation to be effective.

Several studies treat institutional relationships among different departments and different strategy levels as a significant factor that affects the outcome of strategy implementation (Slatter and Oslo 2001 and Chimanzi and Morgan 2005). Relationships within and outside the organization need to be fostered well in order for organizations to succeed in the strategy implementation. Where the needs of the individual and the demands of the organization are incompatible frustrations and conflict are bound to occur and strategy implementation cannot be achieved (Mullins, 2005).

The key elements to successful strategy implementation include: strategy, structure, systems, staff, shared values and skills. These should be in equal measures to avoid inconsistencies that may occur when one element overrides the other.

## **2.4 Challenges of Strategy Implementation**

Organizations dedicate substantial internal and external resources to a strategy development process, but ultimately, fail to move the firm in the direction identified or realize the benefits of their investment. Why is it that so many firms fail in strategy implementation?

Downes (2001) states that the kinds of execution obstacles most companies run into fall into two categories that is problems internal to the company and problems generated by outside forces in its industry. Hansen, Boyd and Kryder (1998) identified strategy implementation problems such as failing to periodically alter the plan or adapt it to changes in the business environment, deviation from original objectives and lack of confidence about success. Al-Ghamdi (1998) stated that problems with implementation often occur when companies concentrate on new strategy development and in the process forget their main line of business that underlie within previously formulated business strategies. The organization should maintain a balance between ongoing business activities and working on new strategic initiatives. Only when the strategy and the execution are sound the organization has a pretty good chance for success, barring aside environmental and competitive influences.

Hrebiniak (2005) recognized the difficulty of strategy execution and the reward from doing that correctly. He observed that factors that may cause obstacles to successful

strategy implementation included: Lack feelings of ownership of a strategy or execution plans among key employees, not having guidelines or a model to guide strategy execution efforts; lack of understanding of the role of organizational structure and design in the execution process, inability to generate 'buy in' or agreement on critical execution steps or actions, lack of incentives or inappropriate incentives to support execution objectives, insufficient financial resources.

Leadership may also contribute to a large extent as a challenge to strategy implementation. As Beer and Eisenstat (2000) rightly observed that leadership influences strategy implementation. Leading strategy implementation requires a balancing act - the ability to work closely with partners in order to build cohesion and support for the firm's strategy, while maintaining the objectivity required in making valuable decisions.

The lack of understanding of a strategy and the inability to connect strategy formulation and implementation has an impact on successful implementation. Where there is a paradigm shift changes do not implement themselves and it is only people who make them happen (Bryson, 2005). People working in an organization sometimes resist such proposals and make strategies difficult to implement (Lynch, 2000). This may occur due to fear of economic loss, inconvenience, uncertainty, and break in normal social patterns (David 1997)

Challenges of strategy implementation are also found in sources external to the organization. The challenges emanate due to the changes in the macro-environment context, namely Economic, Politico-legal, social, technological and environmental (Macmillan & Tampoe, 2000). The macro environment forces such as the political-legal

forces may hinder favorable legislative framework. The ever changing policies within the education sector, change of curriculum, political instability and insecurity brought about by the increased terror attacks may impact negatively on strategy implementation. Further the macroeconomic may also impact on strategy implementation especially where economic sanctions by strategic partners and inflation interfere with the budgeting and financial management.

Problems with strategy implementation continue unabated. This signals a need for balancing strategic planning with implementation based strategies and studies. To a larger extent the external factors are the main challenges to strategy implementation since the external environment is highly unpredictable.

## **2.5 Measures for Overcoming Challenges of Strategy Implementation**

It is crucial for managers to consider measures of overcoming the challenges of strategy implementation to ensure that strategies are successfully implemented. There is need to evaluate the strategic plan periodically and adapt the strategies to changes in the business environment since the environment is ever changing. Robbins and Coulter (1996) have taken into consideration that no matter how effective a company has planned its strategies, it could not succeed if the strategies were not properly implemented.

The structure of the organization should be compatible with the chosen strategy and if there's incongruence, adjustments should be made either for the structure or the strategy itself (Koske, 2003). This is because the nature of the organization structure to be used in implementing strategy is influenced by the environment stability. Hence there's need to create a flexible structure for necessary adjustments.

Leaders should be able to make people work together in harmony in order to overcome challenges of strategy implementation. As Mullins (2005) stated the most vital thing the leader does is to create team spirit around him and near him and its effectiveness has to be seen and is best seen in action. Leaders also need to constantly change their leadership styles for effective strategy implementation. In other words, the leader may be autocratic, consultative and participative depending upon the decision and situation.

There is need for employees to understand strategy and connect strategy formulation and implementation. Hence Organizations should train their strategy implementers on strategy formulation and implementation. The training should focus on management staff because if an organization is to realize successful strategy implementation, the people involved should be of relevant and right skills. Proper analysis should be done to determine the relevance, type, frequency and length of training as well as the costs involved. Management should undergo continuous training to be updated on new developments in the business environment. This helps avoid resistance among employees. Organizations should realign institutionalized control system with strategy. A strategy cannot fully achieve its potential unless it is s integrated with other control systems such as budgets, information systems and reward. Aosa (1992) in his survey of private manufacturing firms in the Kenyan context concluded that companies which maintained links between strategies and budgets were significantly more successful in implementing strategy than those do not maintaining such links.

For resources to be well allocated managers should understand the strategy, the resources required and come up with control systems. Identifying the appropriate resources and competencies to support strategy implementation will not result in successful

implementation unless the organization is also able to allocate resources and control performance in line with strategy (Daft, 2000).

Relationships within and beyond the organization should be well maintained to ensure effectiveness of strategy implementation. This means there is need to obtain a buy in by all key stakeholders. This is because the organization is a social system of relationships among people who individually or jointly subscribe to the same goals. The most important resource of an organization is its people (Johnsons & Scholes, 2003). Among the internal relationships devolution has become a powerful tool because of globalization and communication that facilitate speed at which decisions need to be made closer to the customers.

The process of strategy execution is challenging, but focusing on the issues identified above and following a logical model or set of guidelines definitely will help. Managers should be able to evaluate the implementation process from time to time in order to discover the challenges and quickly come up with measures to overcome the challenges.

## **2.6 Empirical Review**

The environment in which CEMASTEVA operates is critical for it to achieve its strategic objectives. The internal environment includes the human resources, financial resources and organizational culture within CEMASTEVA while its external environment includes the MOEST and JICA. CEMASTEVA depends on support from JICA and MOEST in terms of financial resources and technical expertise. During implementation of its strategies CEMASTEVA is required to make continuous reference to MOEST on matters of policy and oversight. CEMASTEVA has also been able to achieve its strategic plan

through creating a balance between its strategies and systems like budgetary controls, performance management and reward systems. This is coupled with skills through training of its staff to ensure competency and shared values which is shown by commitment of staff towards achieving collective objectives.

Organizations that work in conjunction with strategic partners are able to overcome most of the challenges in strategy implementation than those that do it on their own. Scholars have identified the challenges as poor leadership and management, lack of fit between strategy and organizational culture and unhealthy organizational practices as the most common challenges. Conditions emanating from bilateral agreements between organizations and the strategic partners ensure strict adherence to the strategic plans.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methods that were used in this study to collect the data and analyze the data. It discusses the research design, data collection methods and analysis that were used.

#### **3.2 Research Design**

The researcher used a case study model. This is a type of research design used to describe a detailed study of a single social unit. Kothari (1990), defines a case study as a very popular form of qualitative analysis and it involves a careful and complete observation of a social unit, the unit can be a person, a family, an institution or the entire community. This method places more emphasis on the full analysis of a limited number of events or conditions and other interrelations. The design was helpful in fulfilling the objectives of the study since it provided in depth insights on how or why questions that were asked about contemporary sets of events.

#### **3.3 Data Collection**

Primary and secondary data collection methods were used in this research study. Interview guide was the Primary data collection method that was used. Online sources and organization records available were used as secondary data collection methods. In this study interviews were the most appropriate because they had a high response rate, enabled the researcher to obtain spontaneous responses and seek clarification and there was a possibility of probing. Unstructured interview or open ended questions were used

because they provided an opportunity to gain insight on the questions asked. In addition they were more flexible as questions could be adapted and changed depending on the respondent's answer. It also ensured increased validity because it gave the researcher the opportunity to probe for a deeper understanding, ask for clarification and allowed the interviewee to steer the direction of the interview. The secondary data collection methods outlined above were used because they are easily accessible and helped the researcher generate new insights from previous analysis.

The key informant in this study were; Programme coordinators, heads of departments and Deputy coordinator Performance contracting because they are the top management and middle management team and hence were important in giving first-hand information regarding strategy implementation. The interview was conducted at the interviewees' place of work in CEMASTEPA which is located in Karen along Bogani road in Nairobi.

### **3.4 Data Analysis**

Data got from the interviewees, online sources and organization records available were analyzed using content analysis. Content analysis is a method of analyzing written, verbal or visual communication messages. It's a technique for making inferences by systematically and objectively identifying specified characteristics of the message and using the same to relate to trends. It enabled me to examine words or phrases within a wide range of texts.

## **CHAPTER FOUR**

### **DATA ANALYSIS, RESULTS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter discusses the findings of the study based on the analysis and interpretation of primary and secondary data. The data was collected using interviews and information education and communication materials from CEMASTEА. Data was collected from a wide range of interviewees working in different capacities. Using interview guides as a tool of data collection, respondents were selected from the top management and middle level management. The findings of the study are presented in three sections according to the objectives namely; to ascertain strategy implementation practices at CEMASTEА, to identify the challenges CEMASTEА is facing in strategy implementation and solutions adopted by CEMASTEА in response to the challenges. In addition, the chapter discusses in-depth the findings to provide more insight on the feedback from the interviewees.

#### **4.2 Background of the Interviewees**

The interviewees were from both top and middle level management. A total of seven out of the intended ten interviewees were interviewed. They included heads of department in human resource, chemistry, mathematics, physics ICT, the programme coordinator and the deputy coordinator performance contracting. Most of the interviewees had worked in the organization for more than ten years. It was therefore felt that they provided valuable insight into the subject matter and achievement of the research objectives. This clearly implies information collected was from employees who have massive experience and familiarity with strategy implementation practices in CEMASTEА.

### **4.3 Strategy Implementation Practices at CEMASTEА**

CEMASTEА which implements its programmes closely with JICA had its first strategic plan for the period 2009 to 2013. At the end of this period it achieved its strategic objectives key among them being training of school principals and teachers as well as integration of ICT in teaching. This resulted in improvement of students performance in mathematics and enrolment in physics improved. Lessons learnt during this strategic plan period have informed the development of the current strategic plan 2014 to 2019 which is in its second year of implementation. According to the interviewees, the recruitment of staff is done through a competitive criteria that involves various stakeholders like TSC and Sub-county Education officers which ensures that the right staff are selected to do a particular task thus reducing their turnover rate. In addition, a clear term of engagement of trainers and management committees helps them to remain focused in strategy implementation.

In terms of human resource development, a technical team of Kenyan and Japanese experts conduct National training for trainers, who conduct INSET for teachers in district INSET centres hosted in selected public secondary schools throughout the country. Over 450 Kenyan personnel have so far been trained in Japan, Philippines or Malaysia to fast-track and make capacity building more cost-effective. Staff was also exposed to Japanese best practise in work since it gives them the opportunity to learn. CEMASTEА in partnership with JICA continuously invests in training and improving the welfare of its staff. Employees who feel appreciated and challenged through training opportunities feel committed to their jobs. Flexibility in work and a healthy work life balance ensures staff retains a high level of innovation while producing higher-quality work at a higher level of

efficiency. The human resource element is very critical in strategy implementation. Effective strategy implementation at CEMASTEА can be attributed to recruitment and selection, training and motivation of staff.

The staff interviewed both at the top and middle level management confirmed that CEMASTEА staff was fully involved in the Strategy formulation process and their opinions were taken into consideration which ensured that they were conversant with the organization's vision, mission and objectives and what the strategic plan had in store for them. This helped them to remain committed during the strategy implementation process. Staff involvement and participation in the strategy formulation process results in a strategy that is owned by the staff.

The study also examined the structure of CEMASTEА and its influence on strategy implementation. According to the interviewees, CEMASTEА has administrative structures in place from national to institutional levels. It has an established INSET system at National, County and Sub County levels which enhance implementation of activities. In addition, CEMASTEА is a fully-fledged National INSET centre, with 61 full-time academic staff and 4 Japanese experts. 1,442 District trainers conduct INSET for 16,251 teachers at the 108 district centres every year. It also emerged that the systems in the organization influence strategy implementation. SMASSE, at various levels, is managed by committees (Secondary, Primary, Research and Development and project committees). The performance contracts and the appraisal system practiced at CEMASTEА have made it compulsory for the targets to be met although not necessarily as per the strategic plan schedule. An officer is charged with the responsibility of

ensuring that strategy activities formulated are implemented. Performance contracting is a mechanism by the government to increase efficiency and effectiveness in service delivery and utilization of public funds as well as realization of key government strategic objectives.

Management information system has yet to be adequately implemented. An in house ICT infrastructure has been established but staff and client capacities to use MIS are yet to be built. The structures that CEMASTEА has established have a great influence in strategy implementation. While the structure has worked well at the national level, the same cannot be said of the county and sub county levels which do not have the benefit of dedicated secretariats and facilities.

The interviewees also indicated that relationships within and outside CEMASTEА are a valuable tool for strategy implementation. Government finances recurrent expenditure through the Ministry of Education while JICA meets the cost of INSET materials, capacity development for Kenyan personnel in Japan, Malaysia or Philippines and dispatch of Japanese experts (short or long term) for skills transfer. Aga Khan University Institute for Educational Development, East Africa works hand in hand with CEMASTEА in capacity development of staff. MASHAV-Israel's Agency for International Development Cooperation on Education for Sustainable Development ensure that CEMASTEА activities in quality capacity development are achieved leading to successful strategy implementation. The relationships have been key in enhancing support and resource mobilization as well as programme monitoring, evaluation and performance management.

The interviewees further indicated that during the strategic planning sessions, the strategy is well communicated to all departmental heads who are then tasked to cascade to their teams at the departmental or unit levels. However, the study established that this does not happen at county and sub county levels. Some interviewees argued that the real implementers on the ground ought to be thoroughly acquainted with the new strategies. Departments offering common units also coordinate and collaborate with departments that need this services. Some of the common media of communication include: Online memos, Short Message Service (SMS) and meetings. Management meets once a week to review the progress of programmes and activities. A Public Relation function was yet to be established to enhance the corporate image of the centre.

In terms of speeding up strategy implementation, the respondents observed that sensitization activities have been directed at senior education officials, resulting in SMASSE-type INSET in about 20 countries. As the Secretariat, CEMASTEА plans and facilitates Annual Regional Conferences under the auspices of JICA, to provide opportunities for sharing of good practices, promising approaches and strategies to mitigate emerging challenges in teacher development through INSET. In addition, the relevance of the program and interaction with the development partner has also helped it to speed up strategy implementation. CEMASTEА has developed a policy on ICT integration and prepared ICT integration in education manual. This has been done through partnership with International Business Machines (IBM). Majority of staff were trained on ICT integration in teaching. This enabled them speed up integration of ICT in CEMASTEА programmes.

The interviewees indicated that timeliness, professionalism, team driven culture and continuous improvement are key to successfully achieving the set objectives. They pointed out that CEMASTEAM maintains a balance between new strategy initiatives and on going organizational activities through harmonization of strategic goals and objectives between the activities, maintaining constant audits and reviews of both activities and ensuring enhanced communication of the strategies to the implementers.

The existing stakeholders include; JICA who are the sponsors of the programme, they assist in formulation and implementation of strategic plan by providing experts/advisors, infrastructure and resources .Ministry of Education, Science and Technology (MOEST) its parent ministry provides direct capitation to CEMASTEAM, Teacher Service Commission helps in recruitment of staff who are well fitted in the various posts, Kenya Education Management Institute (KEMI) collaborates with CEMASTEAM in terms of training and also acts as a bench marker and KICD helps to validate the training curriculum. These stakeholders also carry out evaluations to ascertain the extent of implementation including any variance in performance while providing inputs to be used in drafting performance contract targets. The stakeholders are a valuable mechanism for support and resource mobilization.

CEMASTEAM mobilizes its resources for strategy implementation from various sources. Government and donor agency funding are the main sources. The Ministry of Education also ensures that there is a budget available for INSET programmes through Free Secondary Education. JICA also provides materials for INSET training, expert trainers and advisors. The resources are supplemented by Appropriation in Aid by leasing out CEMASTEAM facilities. Resource allocation through budgeting is done hand in hand with

strategy formulation to ensure available resources are utilized effectively in realization of strategic objectives.

The interviewees pointed out that in order to ensure that the expansion of CEMASTEAs activities as it transitioned to ICADETA did not compromise quality, an internal monitoring and evaluation (M&E) system was established. Mid-term and end-term evaluation conducted by JICA and GOK based on Development Assistance Committee Criteria rated SMASSE Project highly successful. A series of consultative meetings and workshops are also held with management and staff to review implementation of CEMASTEAs Strategic Plan. CEMASTEAs commits to continued evaluation and reviews its performance to meet customer's expectations in accordance with the legal and ISO 9001: 2008 International Standard requirements. Ensuring quality through an internal monitoring and evaluation system has helped CEMASTEAs to effectively implement its strategic plan.

#### **4.4 Challenges of Strategy Implementation**

Several factors have been suggested by the interviewees as challenges in implementing CEMASTEAs strategies. These include; the internal environment and external environment in which CEMASTEAs operates, decentralization of SMASSE- INSET programmes, emergent activities which were not in the initial strategic plan, top management turnover, teachers resistance to adopt technology and lack of criteria to link performance to pay.

The internal environment in which CEMASTEAs operates greatly affects the outcomes of its strategy implementation. Inadequate involvement of staff in strategic planning results

in staff implementing a strategy they do not fully understand because they do not own it. Inability of new staff to quickly fit into the organization culture has resulted in delays during strategy implementation, they take long to adapt to the new culture and align their work ethic to the strategic plan. Lack of clear communication channels has resulted in gaps in the transmission of the messages from the national level to the county and Sub County levels which if not addressed result in negative speculation and assumptions. Strategic planning practices are mainly anchored on corporate management level and which when not communicated properly sometimes becomes a major challenge in strategy implementation.

The interviewees pointed out that decentralization has become a challenge because SMASE-INSET programmes are executed at the national level and the regional levels. At the national level the programmes are executed by the CEMASTEAs secretariat while at the regional level the programmes are executed by school based CEMASTEAs centers. This cascaded system of strategy implementation lacks uniformity and consistency in the execution of the programmes. This can be attributed to the fact that the quality standard applied by CEMASTEAs secretariat is not applied by the regional centers. The absence of a clear National INSET policy informed by international standards of teacher education has further contributed to the inconsistency in INSET implementation between the national and district level. While some districts hold INSET every year as expected, there are others which do not. In some cases, teachers do not attend INSET and the mechanisms of dealing with such teachers have not been clearly established. Most District planning committees do not have a laid down policy on how to handle cases of teacher indiscipline during INSET.

Strategy implementation is broken down into programmes and activities which are in turn allocated to specific individuals to execute according to intricate work plans. When activities which are not in the strategic plan emerge, individual staff members are called upon to undertake those activities which means they have to do those activities alongside what they have been allocated in the work plans. This interferes with the strategy implementation schedules, hence delays the achievement of some targets within the strategic plan.

The interviewees further indicated that top management turnover is a major threat to the success of the strategy implementation and makes it very difficult to sustain its benefits. Over the last 15 years, CEMASTEAs has had seven directors; this is not healthy for successful strategy implementation. Top management turnover results in a drain on management time, and creates pressures in workforce planning. In order for strategic planning and implementation to be successful there is need for supportive and committed leadership and management. Stability in top management encourages long-term planning and commitment to pursuing strategic objectives.

Integration of ICT in teaching was adopted with the aim of improving students' performance in mathematics and enrolment in physics. Teachers' resistance to adopt technology has slowed down the integration of ICT in teaching. This has resulted in the strategic objective of integration of ICT in CEMASTEAs programmes being achieved satisfactorily.

The external environment in which CEMASTEAs operates has significantly influenced the outcomes of its strategy implementation. Political activity, incidents of terrorism,

drought, floods and teacher strikes have interrupted CEMASTEAs activities in some regions. CEMASTEAs centers are situated in schools; their activities are disrupted when schools are closed because of any of the above events. Consequently CEMASTEAs programmes have to be discontinued in those areas until such time that the environment is conducive.

Poor inflation control affects budgeting and financial management. The consequence of inflation is that whilst the price level continues to grow, the financial resources available to the institution remain constant. Higher prices mean higher cost of running programmes. In the long run this is detrimental to the ability of CEMASTEAs to achieve its strategic objectives if inflation control mechanisms are not in place.

The delayed disbursement of funds by the Ministry of Education has proved to be a major challenge in strategy implementation. A significant proportion of CEMASTEAs financial resources are channeled through the Ministry of Education. This means the process of disbursement of financial resources has to be in accordance with the public financial management guidelines. Compliance with these guidelines can take long especially at the start of government financial year. This has resulted in delays in the execution of the strategic plan according to the laid out schedules.

SMASE – INSET is among many other teacher capacity development programmes being offered to teachers. Teachers find themselves having to make a choice from other equally important capacity development programmes on offer. When confronted with the offer to make a choice, they cannot resist the temptation to look at what personal benefit they stand to gain before they can participate in a capacity development programme. SMASE

INSET programmes are in competition with other overlapping programmes for teachers. This has made it difficult for CEMASTEА to achieve its set targets.

The interviewees indicated that lack of criteria to link performance and pay to strategies lowers employee motivation to achieve their performance targets. This has resulted in employees only achieving what is set out in their performance contracts and not going an extra mile to surpass the set targets. Hence, new innovations that may come up during work may not be revealed since there is no mechanism in place to reward them.

#### **4.5 Measures Adopted to overcome Strategy Implementation Challenges**

A national INSET policy has been finalized by CEMASTEА working closely with the Ministry of Education. It has undergone stakeholder validation and is awaiting roll out. Once rolled out it will address some of the weaknesses observed in the current structure. Provision for emergent issues during the review of the strategic plan needs to be put in place. This will avoid possibility of a rigid plan that is not capable of accommodating important emergent activities that may not have been foreseen at the time of strategy formulation.

All staff should be involved in strategy formulation process so that they are able to fully understand the strategy and own it. Simplification of the strategic plan is essential so that every employee is able to understand the plan, what responsibility he or she has to play and how that fits into the overall objective. Adopting a robust communication channel so that information from the national level flows to the counties and to the sub counties without the possibility of being distorted .Embracing Circulars and reassessing the

existing communication quality standard to fill the gaps in the transmission of messages from the national level to the county and sub county levels.

During the process of strategic planning, the allocation of key responsibilities in strategy implementation should be aligned to the possibility of changes in key top management positions. This will help in minimizing drain on management time, cost of training new employees, interruption of work and reduction in productivity in the event of exit of any of the top managers.

CEMASTEAs should introduce a special ICT programme for teachers intended to equip teachers with skills to overcome teachers' resistance. The programme will be aimed at developing champions in the use of ICT in teaching. The champions are expected to complement the efforts of CEMASTEAs in promoting use of ICT in teaching.

The events or circumstances within the external environment cannot be predicted with certainty; strategic planners can only make contingency plans to cater for incidents of terrorism, drought, floods and teacher strikes which may disrupt CEMASTEAs programmes. In addition there is need to periodically review, alter the plan and adapt it to changes in the environment.

CEMASTEAs should work closely with the Teachers Service Commission to develop criteria for accreditation for the SMASE – INSET programmes so that the teacher's employer can consider SMASE INSET certificates for promotion of teachers. The organizers of the SMASE - INSET programmes should also synchronize the programme calendar so that the programme does not coincide with other programmes targeting the teachers.

Timely remittance of funds and accountability systems are essential in operationalization of INSET programmes at national, county and sub county levels. Regular audits and submission of financial reports on the use of INSET funds enhances accountability and transparency.

CEMASTEА management should link employee performance during implementation phase with the overall reward and compensation systems in the organization. This will help employees to increase employee morale, productivity and retention.

#### **4.6 Discussion of findings**

The study found that indeed the various theories of strategy implementation do hold. The environmental dependency theory as advanced by (Pfeffer & Salancik 2003) stated that all organizations are dependent on the environment for their survival. The finding of this study brings out evidence of the organization's dependence on the environment. This has had a great impact on achievement of organizational objectives and goals as various activities had to be done in conjunction with the strategic partners and stakeholders. This is evidenced by JICA providing the INSET materials experts and advisors, the Ministry of Education Science and technology providing the capitation, Teachers Service Commission assisting in competitive recruitment of staff to ensure that the right staff are available to do the tasks set out in the strategic plan, KEMI assists as a bench marker to ensure that CEMASTEА is on the right track and also collaborates with CEMASTEА in training and KICD helps to validate the curriculum used in training.

The political and technological factors within the environment in which CEMASTEА operates has a direct impact on whether or not CEMASTEА will achieve its strategic

objectives. The environment in which CEMASTEА operates is political. A number of political decisions taken by the government of the day have a direct effect on the operations of CEMASTEА. Two examples best illustrate this assertion; the decision by the government of Kenya to provide free primary and secondary education directly touches on the activities of CEMASTEА. Both have been political party manifesto policies which have resulted in significant increase in school enrollments both at primary and secondary levels. An increase in school enrollments has unfortunately not been proportional to the increase in the number of teachers.

Consequently teachers of mathematics and sciences have seen their work load significantly rise. The second illustration is the Jubilee government's much hyped laptop for schools programme. The programme presented a good opportunity to promote use of ICT in Kenyan schools by not only availing computers in schools but also training teachers in the use of computers. This would have helped CEMASTEА overcome the resistance to change it has been facing from teachers, hence enable CEMASTEА achieve its objectives. The implication of this is that SMASE – INSET programmes have been relegated on the teacher's priority list resulting in CEMASTEА not achieving its set targets. In addition, the culture within the organization also helps in strategy implementation. CEMASTEА has a culture of timeliness, professionalism, team work and continuous improvement to ensure that its strategies are successfully implemented. These findings go hand in hand with those of (Martins and Terblanche, 2003) that culture remains an important consideration in the implementation of any strategy in the organization.

The study has further established that both the hard and soft elements as suggested by Peters and Waterman (1982) in the McKinseys 7s model need to be aligned for effective strategy implementation and achievement of objectives. The structure and systems should be aligned with strategy if intended objectives are to be met. The staff should have appropriate skills, management style that supports strategy and values that are common and shared within the organization in order to effectively implement strategy successfully. Indeed as (Modahl, 2000) stated, the human resources rather than the traditional mass production tangibles of capital, infrastructure and equipment are key to higher organizational performance. Thus the larger investment of CEMASTEА in its staff through training, exposure and creating a flexible work environment has highly contributed to successful strategy implementation at CEMASTEА.

Strategy implementation practices at CEMASTEА involve creating good relationships within and outside the organization. CEMASTEА's relationships with the government of Kenya and its key strategic partner JICA have played a significant role in implementing its strategies effectively. In order for an organization to be successful, it needs to be in constant interactions with other stakeholders, create and employ strategy supportive policies and programmes for continuous improvement, monitoring and evaluation. It also needs to ensure that staff is highly motivated through creating a work life balance policy, ensuring that the structure is aligned to the strategy and creating a balance between new initiatives and ongoing organizational activities. CEMASTEА's partnership with the government of Kenya and JICA is an example of what value good relationships add to strategy implementation.

Challenges of Strategy implementation at CEMASTEAs include lack of criteria to link performance and pay to strategies as Hrebiniak (2005) stated that lack of incentives or inappropriate incentives to support execution objectives as an obstacle to successful strategy implementation, downstream communication to staff is not uniform and consistent. In addition the macro environment forces include; the ever changing policies within the education sector, change of curriculum, terrorist attacks, teachers' strikes, ecological risks such as drought and floods have interrupted CEMASTEAs programme implementation in some regions. This is because CEMASTEAs centres are in schools, hence when schools are closed because of the above events, CEMASTEAs programmes have to be discontinued in those areas. These findings confer with Beer and Eisenstat (2000) that uncontrollable environmental factors are some of the major challenges faced in strategy implementation.

Strategies if not well communicated and well administered to employees to facilitate ease in adoption can be a challenge during strategy implementation. These are findings from the study which confer with those of (Awino, 2001) which he cited lack of communication as one of the challenging area affecting strategy implementation. Teachers resistance to adopt technology has also slowed down the integration of ICT in teaching which resulted in the strategic objective of integration of ICT in CEMASTEAs programmes being achieved satisfactorily. These findings from the study support those of Okumus (2003) who found that the main barriers to the implementation of strategies include lack of coordination and support from other levels of management and resistance from lower levels including lack of or poor planning of activities.

Economic changes like delayed disbursement of funds by the Ministry of Education Science and Technology and inflation are some of the challenges that this study identified as hindrances to strategy implementation. These findings are consistent with (Macmillan & Tampoe, 2000).

The assumption that organizations that work in conjunction with strategic partners tend to implement their strategies with fewer difficulties holds. This is because JICA being the main strategic partner is fully involved from the strategy formulation and implementation process. It funds CEMASTEAM programmes and meets the cost of INSET materials, capacity development for Kenyan personnel in Japan and Malaysia and dispatch Japanese experts (short or long term) for skills transfer.

Measures adopted to overcome challenges in strategy implementation include; a flexible structure is needed to take into account any changes that may be required to ensure successful strategy implementation. This will ensure that information is not watered down at the operational level. These findings are consistent with (Koske, 2003) who observed that the structure of the organization should be compatible with the chosen strategy and if there's incongruence, adjustments should be made either for the structure or the strategy itself.

The study further found that the possible measures to overcome challenges of strategy implementation practice at CEMASTEAM include; involvement of all staff in strategy formulation, working closely with the Teachers Service Commission to develop a criteria for accreditation for the SMASE – INSET programmes so that the teacher's employer can consider SMASE - INSET certificates for promotion of teachers. Linking employee

performance during implementation phase with the overall reward and compensation systems in the organization and making contingency plans in the event of uncontrollable aspects which occur within the external environment.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

In this, a summary of the findings is presented. Conclusions and recommendations from the findings are also presented with highlights of the limitations experienced in the course of the study and suggestions for further research.

#### **5.2 Summary of Findings**

The main objectives of the study were to identify strategy implementation practices in CEMASTEА, challenges faced in strategy implementation and solutions adopted to overcome the challenges.

The study established that the human resource element is very critical in strategy implementation. Effective strategy implementation at CEMASTEА can be attributed to recruitment and selection, training and motivation of staff. Competitive recruitment and selection ensures that CEMASTEА has the right staff assigned to do a particular job. This helps staff to be committed to the job responsibilities and reduces the rate of staff turnover. Continuous improvement of staff through training and gaining exposure through JICA ensures that staff has the right skills to match the ever changing environment. Flexibility of work and healthy work life balance keeps staff motivated towards achieving the organization's objectives.

CEMASTEА staff and stakeholders are involved during strategy formulation process which makes them feel part and parcel of the strategic plan. This helps them to remain committed to the strategy implementation process. CEMASTEА has in essence adopted

the top-down approach of strategy implementation. Strategy is implemented from top-management then cascaded to the middle level managers and finally to the operational level. Strategy implementation is achieved through aligning structures, systems and policies to the strategies to be implemented. Roles and responsibilities of various strategies to be implemented are defined to ensure accountability. Communication of strategy to other departmental staff is charged to the heads of department. The heads of departments are charged with the responsibility of creating awareness and understanding of the intended strategies to their departmental staff. In the departments, implementation is achieved through individual performance contracting covering all activities to be achieved in the plan. This ensures efficiency and effectiveness in service delivery.

Partnerships and linkages have contributed greatly to effective strategy implementation. The main strategic partner is JICA which meets the cost of INSET materials, capacity development for Kenyan personnel and dispatch of Japanese experts (short or long term) for skills transfer, the Ministry of Education finances recurrent expenditure, CEMASTEAM has developed a policy on ICT integration and prepared an ICT integration in education manual. This has been done through partnership with International Business Machines (IBM). Aga Khan University Institute for Educational Development, East Africa and MASHAV-Israel's Agency for International Development Cooperation on Education for Sustainable Development ensure that CEMASTEAM activities in quality capacity development are achieved.

Continuous monitoring and evaluation is done during and after strategy implementation. This ensures that any deviations from the strategic plan are dealt with in good time to avoid delays in strategy implementation. Sensitization activities through annual

conferences have also sped up the strategy implementation process. This is because the programme has gained recognition to the trainees, hence ensuring the targeted number of trainees is achieved.

The internal and external environment in which CEMASTEAs operate greatly affects the outcomes of its strategy implementation. The internal environment consists of staff, culture and resources. Staff plays a critical role during strategy implementation therefore leaving out some employees during strategy formulation leads to lack of ownership among the employees. This results into lack of commitment among the staff to implement the strategy. Inability of new staff to quickly fit into the organization culture has resulted in delays during strategy implementation, they take long to adapt to the new culture and align their work ethic to the strategic plan. Lack of clear communication channels lead to speculation among staff and therefore the right information does not get to staff in order for them to implement the strategies successfully.

Top management turnover results in a drain on management time, and creates pressures in workforce planning. Successful strategy planning and implementation needs supportive and committed leadership and management. Political activities, incidents of terrorism, drought, floods and teacher strikes have interrupted CEMASTEAs activities in some regions. CEMASTEAs centers are situated in schools; their activities are disrupted when schools are closed because of any of the above events. Consequently CEMASTEAs programmes have to be discontinued in those areas until such time that the environment is conducive. Poor inflation control has also resulted in CEMASTEAs not achieving its set strategic objectives and targets.

Decentralization and absence of a clear national INSET policy informed by international standards has resulted in lack of consistency and uniformity during strategy implementation. This can be attributed to the fact that the quality standard applied by CEMASTEAs secretariat is not applied by the regional centers. Emergent activities which are not in the initial strategic plan have also delayed strategy implementation because staff is forced to do their work alongside these emerging activities.

Other challenges faced by CEMASTEAs during strategy implementation include; Teachers' resistance to adopt technology which has slowed down integration of ICT in teaching. The delayed disbursement of funds by the Ministry of Education has proved to be a major challenge in strategy implementation. SMASE-INSET programmes are in competition with other overlapping programmes for teachers. Lack of criteria to link performance and pay to strategies leads to low morale among staff to go an extra mile to achieve the set objectives.

Measures adopted to overcome challenges of strategy implementation include; all staff should be involved in strategy formulation process so that they are able to fully understand the strategy and own it. During the process of strategic planning, the allocation of key responsibilities in strategy implementation should be aligned to the possibility of changes in key top management positions. This will help in minimizing drain on management time, cost of training new employees, interruption of work and reduction in productivity in the event of exit of any of the top managers.

Contingency plans should be put in places to cater for incidents of terrorism, drought, floods and teacher strikes which may disrupt CEMASTEAs programmes. This is because

the external environment is uncontrollable. CEMASTEAM management should link employee performance during implementation phase with the overall reward and compensation systems in the organization. This will help employees to increase employee morale, productivity and retention.

### **5.3 Conclusion**

Partnerships and linkages have assisted CEMASTEAM to effectively implement its strategies. This is shown by JICA, meeting the cost of INSET materials, capacity development for Kenyan personnel and dispatch of Japanese experts (short or long term) for skills transfer, the Ministry of Education finances recurrent expenditure, CEMASTEAM has developed a policy on ICT integration and prepared an ICT integration in education manual. This has been done through partnership with International Business Machines (IBM). Aga Khan University Institute for Educational Development, East Africa and MASHAV-Israel's Agency for International Development Cooperation on Education for Sustainable Development ensure that CEMASTEAM activities in quality capacity development are achieved.

CEMASTEAM has faced challenges in strategy implementation that emanate mostly from sources internal and external to the organization. The organization has also planned for measures to avert majority of the challenges.

The importance of continuous monitoring and evaluation in the organization is highlighted in strategy implementation process. It is important to continually evaluate implementation of strategies. This ensures that any deviations are realized in time and mitigating measures taken to correct the same. The human resource element is very

critical in strategy implementation. Effective strategy implementation at CEMASTEА can be attributed to recruitment and selection, training and motivation of staff.

#### **5.4 Recommendations**

CEMASTEА management should work closely with the Teachers Service Commission to develop criteria for accreditation for the SMASE – INSET programmes so that the teacher’s employer can consider SMASE- INSET certificates for promotion of teachers. This will help increase the number of teachers registering for this training programme because it will change their attitudes and perceptions of the programme. This will help CEMASTEА achieve its set targets

The management should adopt a robust communication channel so that information from the national level flows to the counties and to the sub counties without the possibility of being distorted .Embracing Circulars and reassessing the existing communication quality standard to fill the gaps in the transmission of messages from the national level to the county and sub county levels. This will result to the right information reaching the staff for strategy implementation.

CEMASTEА management should ensure frequent interaction and sharing of ideas between top and middle level managers in strategy implementation to ensure ease in succession of key top management positions. This will help in minimizing drain on management time in recruiting top managers, cost of training new employees, interruption of work and reduction in productivity in the event of exit of any of the top managers.

The management should reconsider linking performance and pay to strategies. This can be achieved by engaging the employees to establish the changes they would like to see in the reward structure. This will go a long way in motivating the employees towards achievement of a common organizational goal. This will incline the employees to even go the extra mile sometimes required in strategy implementation as they feel that their efforts are recognized and appreciated.

### **5.5 Limitations of Study**

Foremost, the study faced time constraints since the time within which the study was to be conducted was limited. However, the researcher countered this limitation by carrying out the research across the department and management level in the organization to enable a generalization of the study findings.

Some key interviewees were unavailable for the interview due to their busy schedules and the others interviewed could only avail very little time for the interview thus the researcher was not able to probe deeply into the issues. This therefore led to rescheduling of the interview time to fit into the respondents' diary, the study was therefore not given adequate time to capture all the information that may have been required for this study. In some circumstances the researcher had to carry out a telephone interview.

The bulk of research conducted on strategic management is concentrated on strategy formulation. Strategy implementation is a neglected and overlooked area of strategic management. This posed a challenge in obtaining adequate literature on the subject area. There lacks a good process model which explains the implementation process duly, accounting for the interactive effects of variables influencing it in an integrated manner.

Other interviewees were uncomfortable being interviewed despite being assured of confidentiality and use of research for academic purposes only. It therefore took a lot of persuasion by assuring the respondents of absolute confidentiality to get them to participate in the study, though some respondents withheld important information which in the long run affected the study.

### **5.6 Suggestions for Further Research**

In future, researchers could also interview teachers and stake holders to find out their impact on strategy implementation. The impact of the strategy implementation practices could be established as viewed by persons outside the organization. This would be beneficial as these are the main people who strategy is intended for and the organization's performance is also important to them.

This particular study was confined to strategy implementation practices in CEMASTEAM Kenya. Further research may include more intensive qualitative research to get the insights from different respondents in Western, Eastern, Central and Southern Africa. This will enable us to get comparison from a wide range of respondents and identify the success factors.

The research was not concerned with how successful CEMASTEAM was in implementing its strategy as compared to other similar institutions like KEMI. Hence it had no yard stick for measuring but was satisfied with achieving the goals it had set. Therefore a study can be done to come up with a yard stick against which the organization can benchmark its success.

## REFERENCES

- Achenda P.E. (2012). *Challenges of strategy implementation in the Kenya Education Sector Support Programme*. Unpublished MBA project, University of Nairobi.
- Aosa, E. (1992). *An Empirical Investigation of Aspects of Strategy Formulation and PhD Implimentation Within Large, Private Manufacturing Companies in Kenya*. Unpublished Thesis. University of Strathclyde.
- Atandi K.B (2010). *Strategic plan implementation at the Higher Education Loans Board of Kenya*. Unpublished MBA project, University of Nairobi.
- Awino Z.B, (2001). *Effectiveness and problems of Strategic implementation of Financing Higher Education in Kenya by the Higher Education Loans Board*. Unpublished MBA project. University of Nairobi
- B. Hiriyappa, (2009). *Strategic Management*, New Delhi, New Age International.
- Beer, M., & Eisenstat, R. (2000). *The silent killers of strategy implementation and learning*: Sloan Management Review, Vol 41, No 4.
- Boyle, S. (2007). Impact of changes in Organizational Structure on Selected key performance indicators for cultural organizations. *International journal of cultural Policy*, 334.
- Brown, S., Squire, B. and Blackmon, K. (2007), "The contribution of manufacturing

*strategy involvement and alignment to world-class manufacturing performance,”*  
International Journal of Operations and Production Management, Vol.27  
No.3,pp.282-302

Chimhanzi, J.& Morgan, R.E. (2005). Explanations from the marketing/human resources  
for marketing strategy implementation effectiveness in service firms. *Journal*  
*Business Research*, 58.

Chimhanzi, J.(2004). The impact of marketing/HR on marketing Strategy  
implementation. *European Journal of Marketing*, 38.

Clayton, J. (2013). The Five Stages of the Strategic Management Process. Retrieved on  
17<sup>th</sup> October 2013 from [http://smallbusiness.chron.com/five-stages-strategic-  
management-process-18785.html](http://smallbusiness.chron.com/five-stages-strategic-management-process-18785.html)

David, F.R. (1997). *Strategic Management*. Francis Marion University.

Hrebiniak, L.G.(2006). *Obstacles to Effective Strategy Implementation, Organizational*  
*Dynamics*, 35.

Jeffrey Pfeffer and Gerald R., Salancick (2003), *The External Control of Organizations,*  
*A Resource Dependence Perspective*, C.A. Stanford University Press.

Johnson, G., Scholes, K. and Whittington, R. (2008).*Exploring Corporate Strategy; Texts*  
*and Cases*, (8th Edition). Prentice Hall, Europe.

Johnsons G. & Scholes, K. (2002). *Exploring Corporate Strategy (6<sup>th</sup> Edition)*. Prentice –  
Hall, Europe

Kaplan and Norton (2006), *How to implement a new strategy without disturbing your organization*, Harvard Business Review, March 2006, pg. 102.

Lynch,R.(2005),*Corporate Strategy*.(5<sup>th</sup>Edition).Financial Times -Prentice Hall, England.

Martins, E .and Terblanche, F. (2003) Building organization culture that stimulates creativity and innovation, *European Journal of Innovation Management*, 6, 64-74

Mintzberg, H. (1994). *Structure in Fives: Designing Effective Organizations*. Prentice-Hall, Englewood Cliffs, NJ.

Musyoka, L.W. (2011). Challenges of Strategy Implementation in Jomo Kenyatta Foundation. *International Journal of Current Research*, 3(11):301-308.

Noble C.H. (1999).*The Ecclectic Roots of Strategy Implementation*. *Research. Journal of Business Research* Volume 45, 119-134.

Nyariki N.K. (2012). *Challenges of strategy implementation at the University of Nairobi*. Unpublished MBA project. University of Nairobi.

Okumus, F. (2003), A framework to Implement Strategies in Organizations. *Management Decisions*, vol. 41.9. MCB UP.

Peters, T. and Waterman, R. (1982). *In search of Excellence*.New York, London.

Thompson, A.A. and Strickland, A.J (2003).*Strategic Management Concepts and Cases*.(13<sup>th</sup> Edition). New Delhi, Tata McGraw-Hill

# APPENDIX I: LETTER OF INTRODUCTION



**UNIVERSITY OF NAIROBI**  
**SCHOOL OF BUSINESS**  
**MBA PROGRAMME**

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

P.O. Box 30197  
Nairobi, Kenya

DATE... 8/4/2015 .

**TO WHOM IT MAY CONCERN**

The bearer of this letter DAR NYANCHOKA MIYOGO .

Registration No. D61178971/2012 .

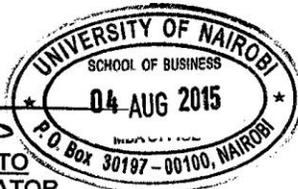
is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

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

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

Thank you.

  
**PATRICK NYABUTO**  
**MBA ADMINISTRATOR**  
**SCHOOL OF BUSINESS**



## **APPENDIX II: INTERVIEW GUIDE**

**Research Topic: Strategy Implementation at Center for Mathematics, Science and Technology Education in Africa (CEMASTEА) in Kenya.**

### **SECTION 1: BACKGROUND INFORMATION**

Please provide us with some information about yourself:

Name (Optional)

Designation:

Division:

Years of service:

### **SECTION 2: INTERVIEW QUESTIONS**

1. How do you ensure CEMASTEА staff is committed to strategy implementation?
2. How has the structure of CEMASTEА influenced strategy implementation?
3. How do the systems in the organization influence strategy implementation?
4. How do the relationships within and outside the organization influence strategy implementation?
5. What are some of the values and beliefs shared by the members of the organization?
6. How has the culture being practiced in the organization affected implementation of strategy?
7. How does the organization communicate to staff to ensure they get the right information to enable them implement the strategies?

8. How do you link performance and pay to strategies to ensure successful strategy implementation?
9. What factors have influenced the speed of strategy implementation in CEMASTEА?
10. How do the strategic partners contribute to strategy implementation?
11. How does the organization acquire the resources for strategy implementation?
12. How does the organization institutionalize control systems with strategy?
13. How does the organization maintain a balance between new strategy initiatives and ongoing organizational activities?
14. Which other factors have influenced strategy implementation?
15. How has strategy implementation been affected by the micro/ internal environment in Kenya?
16. How has strategy implementation been affected by the macro/ external environment in Kenya?
17. What other challenges do you encounter in strategy implementation in your department?
18. What mechanisms does the organization use to ensure proper resource allocation in line with the strategies being implemented?
19. What measures have been instituted to overcome the challenges faced by CEMASTEА in strategy implementation?
20. What other suggestions would you give that would help CEMASTEА to minimize strategy implementation challenges?