CHANGE MANAGEMENT STRATEGIES AND INSTITUTIONAL SUCCESS AT MOUNT KENYA UNIVERSITY

IVY MUTULU KIOKO

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

December, 2017

DECLARATION

This research project report is my original work and has not been submitted to any other university or institution to the best of my knowledge.

Signed.................................... Date.........15/12/2017.........

IVY MUTULU KIOKO

D61/75508/2014

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

Signed.................................... Date....15.../12/.2017

Dr. JOSEPH ARANGA

LECTURER, SCHOOL OF BUSINESS

UNIVERSITY OF NAIROBI

ACKNOWLEDGEMENT

I would like to take this opportunity to thank The Lord for guiding me throughout my academic life and letting me reach this juncture. My appreciation also goes out to my supervisor Dr. Joseph Aranga, moderator Seth Odongo and the research defense panelists at large for their guidance during the entire study; your constructive criticism and contribution led to successful completion of this project.

I would also like to thank my classmates and friends for their encouragement, support and tolerance throughout the writing of this project.

DEDICATION

I dedicate this work to my parents, Eng. Simon Kioko Ndambuki and Serah Wangu Kioko for their continued financial, spiritual and emotional support; and to my siblings, Viola and Bryan for their encouragement and contribution towards the completion of the project. It is my sincere prayer that you attain greater excellence in your respective academic and professional fields.

TABLE OF CONTENTS

ABSTRACT

Change management is an approach that organizations normally adopt to enhance their performance. It can be defined as the method of promoting and steering improvement in an organization through enhancement of directions and capabilities for better organizational performance. There are four strategies under change management and they include Empirical- Rational, Normative-Re-educative, Power-Coercive, and Environmental-Adaptive Strategies. This study sought to explore the change management strategies and institutional success at Mount Kenya University, and was anchored on the three theories namely; the institutional theory, structure follows strategy theory, and the resource-based theory. In order to conduct the research, case study research design was applied. The study relied on primary data and to obtain this, interviews and a focus discussion were conducted, with eleven heads of departments from the eleven schools/divisions of Mount Kenya University targeted as the interview respondents. Out of the number targeted, six of them were interviewed individually and also engaged in a focus discussion. The data collected was analyzed using content analysis. The findings and conclusion were that the four strategies were applied concurrently but at different case in points and this led to success of the institution. It was also found out that the other strategies such as restructuring and kaizen strategies were applied and consequently led to the success of the institution. There was as well the existence of the research and quality assurance departments which facilitated success through innovation and ensuring quality standards are met. The institution's success was measured in terms of improved standards of services, recognition of the national and international levels, upgrading of lecturers, increased number of graduates, wider coverage beyond both the county and national boundaries and better management control of both staff and students. In line with these findings, the study recommends the need for more research to be conducted based on other higher learning institutions. The study also recommends the use of different research designs while conducting research as this supports the making of comparisons of the change management strategies at different institutions and consequently determine the strategies' influence on the success of the institutions.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Individuals and all sorts of organizations have to constantly make changes in their structures so as to keep up with the dynamic environment that they operate in (Johnson & Scholes, 2003). Burnes (2004) defines change as a universal aspect of organizational formation that defines the strategic level and operational competency of a firm. Therefore, in order for this change to be successful, the process has to be implemented and managed in a proper way. Change management can be defined as an organized and efficient dimension of enabling a change in the behaviour among employees in an organization to promote efficiency and effectiveness (Todd, 1999). Change management strategies therefore include the use of the rightful procedures that are aimed at ensuring that the organization attains the set mandate as well as promoting and conformational alignment of the competitive strategies that seek to keep the firm at the forehead of the competitors (Davis & Holland, 2002).

This study was anchored on the three theories namely; the institutional theory, structure follows strategy theory, and the resource-based theory. The institutional theory views the organizational existences from the perspective that the social world is substantially consisted of institutions which have lasting rules, practices, and structures that set conditions on action (Lawrence & Shadman, 2008). Additionally, this theory is of the opinion that organizations have to fit in to the guidelines and belief systems prevalent in the environment so as to survive (DiMaggio & Powell, 1983; Scott, 1995). The structure follows strategy theory was advanced by Chandler (1962) and it states that the firm's formation follows the strategy. This means that all dimensions of a company's formation that are intended to bring any change be it

departmental changes or line of duty changes should be embraced in such a way that do not alter the main goal of the firm which is to promote and ensure continual improvement and performance. The resource-based theory explains the importance of resources in the implementation of change in the organizations. This means that, in order for any organization to implement a strategy, there has to be the commitment of adequate resources to that strategy for it to be successful (Berger & Luckmann, 1966).

Mount Kenya University is one of the institutions of higher learning in Kenya. This institution was initially founded as a computer outreach program, bearing the name Thika Institute of Technology. It advanced to a profit-making college in the year 2000 by offering management and computer training courses. In 2006, the institute began to offer diploma and degree courses in collaboration with Jomo Kenyatta University of Agriculture and Technology after receiving an approval from the Commission for University Education. In the year 2011, after satisfying the requirements as specified in the guiding principles, the institution was awarded charter to operate as a privately funded university (Mount Kenya University, 2017).

1.1.1 Change Management

Change management is one of the best approaches that organizations adopt to enhance their performance. According to Moran and Brightman (2001), change controlling is the method of promoting and steering improvement in an organization through enhancement of directions and capabilities for better organizational performance. This also involves the practice of handling transformation in a well-staged manner for consistency and steady achievement of organizational goals (Study.com, 2017).

Nyachoti (2014) describes change management as a multidimensional but an unceasing challenging process, which methodically deals with behaviors, strategies,

people, practice, mechanisms, attitude, and structures. In addition to that, Nyachoti (2014) explains the indispensability of this process to any organization's performance due to the existing highly competitive, incessantly evolving business environment.

Change management trails five stages. The first stage involves the acknowledgement of a trigger demonstrating the need for change. This is followed by the explanation of the outcome. Once this is done, the next stage involves preparations on how to achieve the change; followed by execution of the transition. The final stage involves guaranteeing the change is enduring, which is done through maintenance of systems and operation in the organization (Al-Khouri, 2010).

This practice of change management requires formulation and implementation of relevant strategies. Change management is incorporated of four main strategies that enhance its viability and credibility in an organization. They include Empirical-Rational, Normative-Re-educative, Power-Coercive, and Environmental-Adaptive Strategies (Management-hub, 2017).

1.1.2 Institutional Success

Employees are the key determinants of how best a change is achieved in an organization. In this case therefore, an institution's success when undergoing change can occur only when employees are willing to support the change and be part of the change. Mourfield (2014) contends that change is mainly affected by the attitudes among the individuals. In this case, there is need to first of all focus on altering the altitude among persons that block them from accepting the changes before implementing any change.

The change management strategy chosen for an organization should also ensure proper communication. Information sharing is very critical in an organization that

seeks to go far as far as change management is concerned (Mourfield, 2014). There should be better mechanisms to have the incorporation of the employees and their views sought before any change is implemented. This ensures that they are well informed and in case they had a different opinion it's well catered for and thus enabling them to accept the change. According to Kumar (2014), making the employees aware of any measure that is put in place to accommodate a new idea in the organization prepares them for the coming change and this plays a big role in changing their attitude towards the proposed changes.

Kash, Spaulding, Johnson and Gamm (2014) echo the above analysis in their study on success features for premeditated change wits: a qualitative research on healthcare administrators' standpoints. The findings revealed that some human resource practices such as information sharing, rewarding and employee involvement serves a key character in promoting the performance of company as well as making it easy for the management to come up with new ways and procedures within the organization that seek to bring out a clear operational environment.

1.1.3 Mount Kenya University

Universities in Kenya have played a significant part in promoting the growth and development of the country both economically, socially and politically. Incorporated as a private university in Kenya, Mount Kenya University is one of the best performing universities with high value in leadership and development. The university dates back to 1996 when it was started as a computer college under the name; Thika Institute of Technology. It majored with offering computer training and support among the residents in the area with the key aim of promoting technological advancement. The institute expanded in the year 2000 and started offering management and computer training programs. The college was later in the same year

fledged as a full higher learning institution by the ministry of education (Mount Kenya University, 2017).

In the year 2002, the university initiated training of other courses such as information technology, business and entrepreneurship as well as medical courses. In the years 2005 and 2006, the institute was allowed to adopt offer diploma and degree courses in collaboration with JKUAT by the ministry of higher education. In 2011, the institute was fully incorporated as a private university under the Private Universities Act 1989. Since then, the university has emerged to be one of the major performing private universities in the region with a profiling number of students of more than 50,000 students, a number not attained even by most of the public universities.

The university is ISO 9001:2008 certified and a member of the Association of Common Wealth Universities and the Inter-University Council for East Africa which are the key bodies ascertaining the quality and legality of the higher learning institutions in a bid to create trust among the customers. The university aspires in offering quality education for regional integration and development in fields such as technology, social sciences and entrepreneurship.

1.2 Research Problem

The aspect of change has been a focus for interest of research since it covers various areas including, but not limited to, change implementation, change management and practices, challenges of management of change, and change management strategies in organizations. This is because the approaches to change differ and are contingent to the structure and environment of the firms (Kivuva, 2012). The fruitful controlling of alteration is acknowledged as an obligation so as to endure and prosper in the current exceedingly competitive and unceasingly growing milieu (Luecke, 2003). Selecting

the change management strategies is a crucial step, as it may lead to the success or failure of the transition in an institution. Thus, selected strategies should further be incorporated with proper communication and ensuring commitment with the employees in order to ensure institutional success.

As an institution that recently converted from a college to a university, Mount Kenya University has undergone several transformations since its time of commencement in the year 1996. This has been mostly influenced by the need keep up with the training needs of the society, the technological advancements in the country and also the need to advance so as to meet their vision and mission. It started out as a computer outreach program bearing the name Thika Institute of Technology, and later changed to being a commercial college in 2000. It then advanced to offering training programmes, moreover collaborating with government institutions and other universities in the years 2002, 2005 and 2006. Fast forward to the year 2011, Mount Kenya University became the twelfth private university to be awarded a charter by the government of Kenya.

Several scholars have directed their focus on the areas of controlling of change and practices. In their study, Fernandez and Rainey (2006) identified several factors such as ensuring the need for change, developing a plan, and building internal support, which ensured a prosperous organization change management in the public sector. Todnem (2005) published an article that provided a critical review of a few of approaches and theories to management of change, with a bid to highlight the need for a new framework framework for management of change. Bogonko (2013) conducted a study that identified the challenges of change management in secondary schools of Trans-Nzoia County. Okiiya, Kisiangani, and Oparanya (2015) published an article that highlighted the relation between change management and performance in public

secondary schools in the Sub County of Siaya. These studies focused on the change management approaches in theory, public sector and secondary schools. They failed to account for the management of change at colleges and universities. This study thus sought to answer the question; which strategies of change management does Mount Kenya University adopt to ensure institutional success?

1.3 Research Objective

To explore the change management strategies and institutional success at Mount Kenya University

1.4 Value of the Study

The study would contribute significantly in generating new knowledge. This is through building on the theories of structure follows strategy, institutional theory and the resource-based theory. The study also aimed at being noteworthy in terms of adding knowledge to the concepts of change management and change management strategies. This would consequently benefit other researchers who intend to carry out studies related to change management.

Mount Kenya University, which is the case study for this research, would benefit as this study aimed at adding knowledge to their management databank with regards to the importance of implementing relevant change management strategies hence ensuring the success of the institution. Further to that, highlighting the strategies employed by Mount Kenya University would assist other colleges and universities in their quest to manage change in their institutions, especially in the time of converting from colleges to universities.

The study would be beneficial to the policy makers, which in this case are the Ministry of Education and the Commission for University Education. This is because

this study would assist by providing an insight on the need for formulation of policies that can facilitate smooth change management in the institutions.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter contains the theoretical review, change management strategies, empirical literature review of relevant studies, and the chapter summary and knowledge gap.

2.2 Theoretical Foundations of the Study

This study was anchored on three theories namely; Institutional Theory, Structure follows strategy theory, and the resource based theory.

2.2.1 Institutional Theory

The theory provides that organizations must to fit in to the guidelines and belief systems prevalent in the environment so as to survive (DiMaggio & Powell, 1983; Scott, 1995). Berger and Luckmann (1966) define the term 'institution' as a scenario as to where a given participant is anticipated to perform in a certain way, given a set of predetermined conditions. A precise manner of undertaking things can be reflected as long-standing to the extent that there is an equitable anticipation of execution, in the form of fronting communal agreements or losing legality when there is action by an institution that is divergent from the norm (Streeck & Thelen, 2005). This remark relates to both types of institutions; strict and casual. Neo-institutional theory however, goes further than this broad conception to differentiate amid rational, normative, and regulative magnitudes of establishments. It also specifies the diverse contrivances of established isomorphism which lean towards to emphasis one or alternative of these scopes (DiMaggio & Powell, 1983; Scott, 1995).

Meyer and Rowan (1977) maintain that the norms practiced in the companies are mainly kept so as to make the operational environment of the company legal and conducive to work in despite the being incoherent and myopic. The scholars further

claim that most of the companies will adopt different terms of formations with specified titles and roles which in real sense are not there but just meant to bring the organizational atmosphere to conformity with whatever is happening in outside world. This, as Meyer and Rowan (1977) argue, serves to preserve the organizational dignity and ensuring the employees as well as the customers develop good faith with the firm and its products thus preserving its image and market position for that matter.

Thelen (1999) explains that associations are the outcome of antique brawls above fundamental considerations as well as rulebooks concerning the plans and this is a time and again forgotten insight when analyzing the process of institutionalization. Further to that, it is hardly satisfactory to look at its present-day economic utility or significance when trying to understand an individual institution. In retrospect to the bygone backgrounds, foundations are every so habitually molded by compromises, conflict and contestations. Organizations thus replicate the exacting influence associations at a certain theme; though so long as they have been up brought, the organizations can thereafter grow themselves and maintain their positions in the market through well embraced and strategized leadership.

DiMaggio and Powell (1983) contends that the effects implanted in the organizational formations are meant to have the organizations, through the management, have a strong foundation that seek to make them stand firm in the operational environment and thus promote the profound ability of the firms to create more basis and expand for better survival capabilities. The pressures that the organizational management put among the stakeholders of the firms such as the employees are mainly meant to make them perform and be more productive for enhanced organizational performance. However, as DiMaggio and Powell (1983) argue, the pressures should be within the

legal doctrine so as to promote professionalism and reduce the doubtfulness among the parties involved.

According to Jackson (2010), institutions in most cases seal power relationships by outlining responsibilities and rights and accordingly, mold the individualities of societal groups in customs that are resilient over long periods of time. Such practices of institutionalization have the tendency of bringing up difficult consequences that the organization may not be able to bare. This is to mean that as the organizational management strives to prevent some behaviors from having their way in the firm, more new norms get their way in and this keeps on being the system until they become unbearable and even bring incurable conditions to the firm (Jackson, 2010).

Institutional theorists emphasize that the operational environment adopted in an organization plays a key role in bringing out the way the firm will be operating and to some extent, the norms practiced at the internal organizational environment develop to be the way of things and this becomes the real measure of how the continuity of the firm will be drawled. Through such mechanism however, the firm is able to have a unique operational environment which in turn becomes the actual cradle of the company's competitiveness**.**

2.2.2 Structure Follows Strategy Theory

This theory, put forward by Alfred Chandler in the year 1962, states that each one aspects of a company's formation, from development of other organizational sections to indulgent of newer processes should be at all times in line with the firm's set goals. Chandler (1962) delineated strategy as the determination of the requirements that need to be fixed for the firm to comfortably attain the set targets through conformational leadership and flow of authority, materials and information. The

scholar afterwards outlined structure as the style of the organization through which a strategy is run. This theory deliberated that new structure forms aren't any over a spinoff of strategy as he outlined it. His three step slant styles the company structure to match an outlined strategy: choose a basic firm design; adjust the look to match the requirement; and complement it with directing contrivances and message arrangements.

When considering an amendment in firm configuration, one should confine mind the subsequent criteria for a decent structure: The strategy aligns the organization to best follow strategic direction; it permits for clearly outlined roles and responsibilities; it clarifies who makes what decisions; it allows clear accountability; reduces handoffs that have an effect on the client experience; and at last diminishes handoffs that make misperception over the person chargeable for what consequences. Generally, there are numerous ways in which to structure an organization. These embody structuring by operate, product, client section, business method, or matrix (Rhodes, 2011).

2.2.3 Resource-based View

The resource-based view explains the importance of resources in the implementation of change in the organizations. This means that, in order for any organization to implement a strategy, there has to be the commitment of adequate resources to that strategy for it to be successful. The amount of resources committed in terms of human capital and monetary resources have a great impact of the success rate of the strategy. This theory emphasizes on focusing more on the competences and capabilities of the firm, rather than it's positioning in its chosen markets (Peteraf & Bergen, 2003).

The resource-based view focuses on enhancing the performance of the firm through proper management of organizational resources and ensuring that the skills of

employees are well maintained (Mills, Platts & Bourne, 2003; Peteraf & Bergen, 2003). Competitiveness is enhanced through better strategies and enhancing the adoption of the strategies that focus on making the organizational continues performing. This however is enhanced through well management of the employees who are the key implementers of the strategies adopted by the management (Barney, 1991). Firm resources enhance the performance of the company through making the internal consistency of the firm and making the operations of the firm flow effectively.

Value creating strategy is as well one of the best determinants of how best an organization performs and gets ready for competitiveness. In this regard, for a company to have a well stage managed strategy, it is important for the firm to reorganize its internal consistency through proper management of the resources. According to Barney (1991) organizational resources differ and that most of the resources within the organization contribute to competitiveness more than other. This is to say that some resources such as human resources which include the employee skills and capabilities play a key role in promoting the firm competitiveness. Barney (1991) argues that human resources are the most unique organizational resources thus they play a major role in making a firm stand still and different from the competitors.

2.3 Change Management Strategies

This practice of change management requires formulation and implementation of relevant strategies. Change management is incorporated of four main strategies that enhance its viability and credibility in an organization. They include Empirical-Rational, Normative-Re-educative, Power-Coercive, and Environmental-Adaptive Strategies (Management-hub, 2017).

Empirical rational strategy focuses on the risk management and rewarding which in this case mean that the presence of proper communication and incentives being given so as to ensure that change takes place. Employees are in most cases coherent and will always strive to have their self-interests met. In this case, communicating and sharing the necessary information to the employees will stead their minds to adopt any form of change provided that they are convinced that the said change will influence their personal interests. While putting aside value judgments, people can as well be bought (Nickols, 2010). Incentives will only influence employees if offered in the rightful manner. In this case, the two sides of the incentives, that is, the positivist and nativist sides should not be overlooked so as to have the needs of the employees met by both means (Management-hub, 2017).

Normative Re-educative is another strategy that will in many cases relies upon the culture adopted by the people. This is to mean that the strategy usually focuses on what people believe in based on the work they do, their personal lives and the world at large (Management-hub, 2017) and therefore for change to be successful, it should focus on definition of the existing norms and values in new dimensions as well as developing other strategic values among the employees. An approach for this strategy is soliciting and connecting the casual frontrunners of the company and making sure that they are well involved in the organizational matters (Nickols, 2010).

The other strategy is the Power-Coercive strategy. This strategy adopts the authority as a way of imposing changes among the people. According to Nickols (2010) for change to achieve the set mandate, it is important for the persons in charge to impose sanctions and fully exercise authority among the employees. This is to mean that people will always do whatever they are ordered to do by those who supervise them and if threatened, they will be more committed as a way of securing their positions

and jobs to be precise. On the divergent, if self-sufficiency and free enterprise is present, then one will have to fill up some slots in order to effect the change, in the event this approach is taken (Management-hub, 2017).

The other strategy is the Environmental Adaptive strategy which customs the adaptive nature of the people. Employees will in most cases reject changes and thus a strategy manager will avoid imposing change but instead shift the employees to other organization or departments where they will get new rules which they are supposed to adhere to. According to this strategy, change is mainly meant to bring out a new organization out of the existing one. The strategy therefore focuses on shifting the problem of bringing change from the organizational management and laying it to the employees whereby they will be forced to change not by the management but by circumstances. This scheme is paramount matched for circumstances where fundamental, transformative adjustment is required (Nickols, 2010).

2.4 Empirical Literature Review

There has been several researches conducted that relate to this study. The studies focused on, just to reference a few, change management practices, challenges of change management, and factors affecting management of change.

Fernandez and Rainey (2006) identified eight factors that ensured a successful organization change management in the public sector. These factors include: Ensuring the need for change, developing a plan, building internal support for change to occur and also overcome resistance, ensuring top management's support and commitment to change, building external support, providing the required resources to enable change, institutionalizing the change, and finally pursuing comprehensive change.

Todnem (2005) published an article on a critical review of a few of approaches and theories to management of change. The review brought out the need for a new framework for management of change. This is for the reason that there is a lack of a valid framework to managing change and contradicting approaches which led to change management inititatives failing at a reported rate of around 70percent.

Muga (2013) conducted a study with an aim at determining the change management practices at the Posta Savings and Credit Co-Operative Society Limited. with a further interest in the challenges involved in such practices. The findings of this study were that key drivers of change in the SACCO involved the introduction of the Sacco Societies Regulations Authority (SASRA), advancements in information technology and competition. With regards to the change management practices, the findings revealed that the SACCO made use of the communication strategy to streamline its operations. There was also the use of staff training and development strategy to equip its staff with the required skills. Lastly, there was the application of a restructuring strategy where a number of staff members were retrenched so as to enable it has a lean workforce.

A study conducted by Kiange (2010) sought to inquire if there are change management practices which organizations going through the change transitions can use to overcome the main challenges to change. The study's main focus was the Kenya Ports Authority. The findings were that the organization was able to successfully manage the challenges to change by use of use of various strategies and change management practice techniques such as cultural adjustment, support by the top management, communication, participation, training and coercion.

Okiiya, Kisiangani, and Oparanya (2015) published an article on public secondary schools and the extent to which they practice largely recognized change controlling top applies to boost performance. The focus of the study was the schools in Siaya County. The study findings indicated that the schools embraced strategic planning as a current management trend. Additionally, the findings revealed that the schools have not fully embraced change management strategies since the immediate school managers require the support from the top management which in their case have not embraced the same.

Bogonko (2013) conducted a research on shortcomings of change management among secondary schools in Trans-Nzoia County. From its findings, the challenges encountered included the financial constraints, sabotage and resistance from both within and outside the institutions. Lack of cooperation from the expected stakeholders also made it difficult for change management to be successful. Other obstacles to change management identified were poor communication and bureaucracies within support institutions such as education offices and ministries.

Chepkorir (2013) sought to determine the factors affecting control of change in the road agencies in Kenya by conducting a cross sectional survey. The study concluded that finance affects the management of change in Road agencies. In this respect, cost of services, capital requirements, road agencies reserves, customer base/reach, operational costs and profitability affect management of change within the road agencies. The study also determined that management styles and staff training influence the management of change within the road agencies. The study thus established that there's a requirement to develop modification management practices to push processes of modification.

A research on the modification management at Commercial Bank of Africa was conducted by Kivuva (2012). The findings ascertained were that each interior and external factor created the bank modification however it handles its activities. The inner factors that necessitated modification embrace firm formation modification, modification in procedures and processes of operation; while the external factors are technology, competition and government rules. So as to manage modification, it had been discovered that the bank has established a department that is expected to manage and implement modification within the bank, whereas conjointly acting as acts as a bridge between the staff and also the topmost management of the bank. This department is anticipated to figure hand in hand with employed professionals and also the human resource department to speak on the changes expected to require place within the organization.

Ochieng' (2012) study on strategic change management practices at Jamii Bora Bank Ltd sought to explore the strategic change management practices and determine the factors influencing strategic change management at the bank. The findings were that there was no formal policy framework to guide strategic change management at Jamii Bora Bank. However, there were strategic changes occasioned by environmental changes and as such, the company adopted strategies for purposes of competition, remaining relevant and sometimes being unique. Such changes include expansion programmes to wider reach by opening branches, system overhaul to boost robustness and become more efficient, human resource changes to increase skills experience and expertise and introduction/innovation of new products to target wider clientele base.

2.5 Chapter Summary and Knowledge Gap

The theories relevant to this study were reviewed, such as the resource based theory that states that a successful strategy implementation requires the backing and

commitment of relevant resources. The strategies of management of change were also reviewed. This included an analysis of the power-coercive strategy that involves the exercise of authority and sanctions in the bid to implement change in the organization.

The studies reviewed above related to this research and they discuss the factors affecting change management, the challenges encountered and the change management practices with regards to performance of organizations. These studies were based on secondary schools, banks and government agencies, just to mention a few. The studies, however, did not base their discussions on colleges or universities and how they manage change. This study therefore sought to fill this gap by conducting a research on the change management strategies and institutional success at the Mount Kenya University.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This section covers the research design, data collection procedures, and data analysis methods that will be applied in this study.

3.2 Research Design

The research design adopted was a case study. This design involves an in-depth investigation of a single individual, group or event to explore the causes of underlying principles (Mugenda & Mugenda, 2003). Therefore, its application in this study was relevant as it enabled a detailed exploration of the institution both holistically and in context.

3.3 Data Collection

This study used primary data and to obtain this, interviews and a focus discussion were conducted. The interview guide constituted five sections: Section A consisted of basic information; and Sections B to E comprised questions on the change management strategies and institutional success at the Mount Kenya University. Eleven heads of departments from the eleven schools/divisions of Mount Kenya University were targeted as the interview respondents. The researcher conducted the interviews in person.

The use of an interview guide as a data collection instrument helped in obtaining in-depth information. This is for the reason that the researcher was able to adjust the questions where necessary, clarify doubts and ensure that the responses are well understood through paraphrasing or repeating where required (Cooper & Schindler, 2006).

A focus group discussion was useful to this study as it entails in-depth interviewing of a group whereby the participants influence each other through their answers to the ideas and contributions during the discussion. The eleven heads of departments interviewed were the targeted participants for this discussion which aided an exhaustive confab of the topic at hand (Cooper & Schindler, 2006).

3.4 Data Analysis

The data collected was analyzed using content analysis. This involved major concepts, contents or themes relevant to the research objective being analyzed and interpreted so as to draw conclusions and recommendations (Saunders, Lewis, & Thornhill, 2007). The data collected from the individual interviews were merged with those from the focus group discussion into an inclusive construal of the findings of the study.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter provides the analysis, interpretation and discussion of findings of the study. The analysis and discussion of the results were done in line with the objective of this research which was to explore the change management strategies and institutional success at Mount Kenya University.

4.2 Response Rate

Out of the eleven targeted respondents, six of them were interviewed individually and engaged in a focus discussion. The other five targeted respondents could not participate in the research due to their busy schedules. This therefore equated the response rate to 54.54% which, according to Mugenda and Mugenda (2003), is sufficient in research. This procedure for collecting data was done as set out in the research methodology of the study. The interviewees were representative of the various departments/ schools at Mount Kenya University and reported to have worked for over five years in the institution.

4.3 Change Management Strategies and Institutional Success

Four change management strategies namely, the empirical-rational, normative re-educative, power-coercive and environmental-adaptive strategies were identified and this research sought to explore these strategies and how they relate to the institutional success at Mount Kenya University.

4.3.1 Empirical-Rational Strategy and Institutional Success at Mount Kenya University

The researcher sought to explore the empirical rational strategy and institutional success at Mount Kenya University. This strategy entails the use of incentives and proper communication. All of respondents were in agreement that bonuses, in form of vouchers, are issued to the employees of the institution on a yearly basis, at the end of the year. The interviewees also pointed out those bonuses were also issued during the major celebrations for example the marking of several years of excellence.

The findings indicated that incentives are offered to the employees and departments that adapt to the changes initiated by the management of the institution. This was done annually in terms of bonuses and tokens. The incentives are also in form of tours and benchmarking of other institutions so as to learn more from the other institutions. Job promotions also constitute the incentives given to the employees and these are determined through appraisals of the performance of the employees with reference to the job descriptions and contracts.

Four of the respondents pointed out that the mode of communication of information within of the institution is dependent of the weight and urgency of the information. They ranked the modes of the communication with the internal memos being the least weight and urgency, followed by emails and departmental or organizational meetings being the most weight and urgency. The other two interviewees were of a different opinion. They stated that internal memos are the most effective mode of communication all through, from the top management to the heads of departments to the administration, who then inform the lecturers and staff through memos. This then can be followed by meetings to discuss the changes at hand. They stated that the internal memos were used for in house communication and channels such as emails,

phone calls and text messages are used for follow ups and communication of minor changes.

All the respondents were in agreement that this strategy was applied during the transition of this institution from a college to a university. This strategy was implemented through organization forums and meetings, and sponsorships for employees to pursue courses in higher learning. There was the use of newsletters whereby the employees would go through them and give feedback which would be used to contribute to the transition of the institution.

The findings also indicated that the empirical - rational strategy is considered when effecting changes mostly on a quarterly basis when reviewing the progress of change adherence. In conclusion, the respondents were of the view that the application of the empirical-rational strategy has a positive effect on the success of the institution. The reasons provided include: Improvement of institution's international outlook, recognition on both the national and international levels, the upgrading of the lecturers, increase in the number of students and graduate, a successful adoption of the virtual learning system and finally, wider coverage beyond the county and national boundaries through increased number of campuses.

4.3.2 Normative Re-educative Strategy and Institutional Success at Mount Kenya University

The normative re-educative strategy is an approach to change management whereby the management effects changes by redefining the culture and norms of the institution. The respondents defined the culture of Mount Kenya University as a culture of inclusiveness of all stakeholders. They also defined the culture as one that is of an open door policy.

The results of the research revealed that the management sometimes makes an effort in altering the norms and culture of the institution. An instance is when adapting to the information technology system whereby the management makes certain that the institution is in tandem with the evolving technology. The findings further revealed that the normative re-educative strategy was on few circumstances because of its complexity in implementing and requires lot of time and resources to implement.

The findings of the study revealed that this strategy was adopted during the conversion of Mount Kenya University from a college to a university. This is because the change of the institution's culture was a crucial aspect in ensuring a successful transition. The implementation process of this strategy was done by altering the existing organization structures and it involved the formation of a board of directors. This also ensured that the structure of Mount Kenya University was in line with the university requirements as stipulated by the Commission for University Education hence being awarded a charter.

The interviewees were of the opinion that the adoption and implementation of the normative re-educative strategy has a positive effect on the success of the institution including the increase in homegrown teaching staff. This is for the reason that the organizational structure forms the institution's springboard.

4.3.3 Power – Coercive Strategy and Institutional Success at Mount Kenya University

The researcher sought to explore the power coercive strategy and institutional success at Mount Kenya University. This strategy involves the management implementing changes by enforcing rules and fully exercising its authority. All the respondents provided that this strategy is applied frequently in the institution. Illustrations on

when this strategy is applied include; the enforcement of the use of automated identification of both the students and staff at the school entrances. Staff and students have to upgrade their identification cards so that they can scan to access to the schools. Another area is the issuance of results whereby students have to adapt to the electronic way of accessing their results. Another case in point is the monitoring of lecturers' contact hours with the students where the lecturers have to clock in and out. This monitoring also applies to the students whereby they have to sign an attendance sheet, sit for examinations and meet all the requirements before they graduate. The management also monitors the contact hours between the lecturers and students under distance learning.

According to the interviewees, this strategy was applied during the conversion from a college to a university. This was for the reason that the management had to ensure that the institution met the Commission for University Education for it to be awarded a charter. The strategy was implemented by coming up with deadlines for achieving certain tasks so as to ensure all structures are redefined to fit those of university standards. This also ensured that the institution was up to the ISO standards.

The power-coercive strategy, as per the findings, has led to the success in the institution. This is because it enables to management to ensure that there is smooth running of the institution through improved coordination and better management control of the staff and students. This consequently leads to the channing out better equipped graduates. The implementation of this strategy also helps in the improving of the institution's standards.

4.3.4 Environmental Adaptive Strategy and Institutional Success at Mount Kenya University

The researcher also sought to explore the environmental adaptive strategy and institutional success at Mount Kenya University. This strategy relies on the adaptive nature of people hence employees are moved to department where the required changes have already taken effect. In order to fully understand this, the interviewees were asked to provide whether employees are reshuffled within departments. The response was that rotation of administrators occurs frequently because of the following reasons; to learn the norms of different departments, to be hands on hence can assist one another when need be, and for transparency and accountability. AS for the heads of departments and lecturers, rotation is limited to the areas of specialization. This hence leads to adoption of changes by the employees through the interaction of the status quo leading to the improved services and transparency of the institution being actualized. This has also led to the elevation of job skills through interaction with new environments.

As for the period of conversion from a college to university, the environmental adaptive strategy was not applicable as described above. However, there was the introduction of a new impetus by bringing in a crop of new administrators and lectures through pouching with entice. This meant that the management brought in new employees who had the desired characteristics in line with the required changes and hence become an influence to the existing structures.

4.4 Other Change Management Strategies implemented at Mount Kenya University

Apart from the strategies mentioned above, the respondents were asked to provide, if any, other strategies are applied in the institution to ensure its success. Restructuring

strategy was one of them and it was applicable so as to ensure that the institution met the Commission for University Education requirements. Another strategy is the kaizen strategy which basically is continuous improvement and it involves the continuous training and development of staff so that they are equipped with information relevant to their departments. There is also the existence of a research department and also a quality assurance department. The research department is useful in finding ways for innovation at the institution which ensures its success through new and improved ways of conducting their operations. The quality assurance department works hand in hand with the Commission of University Education to ensure that the institution offered the required level of education standards. This department also ensured that the ISO standards are met by the institution.

4.5 Discussion of the Research Findings

This research was conducted to explore the change management strategies and institutional success at Mount Kenya University. The strategies under study were empirical rational, normative re-educative, power coercive and environmental adaptive strategies. The findings were that the four strategies were considered and implemented to manage changes at the institution. The findings also revealed that besides the four, there was the implemented of two more strategies and they include the restructuring and kaizen strategies.

The findings of this study related to past studies that were reviewed. The use of the empirical rational strategy by Mount Kenya University related to Mugo (2013) study on change management practices by SACCOs which revealed that there was the use of the communication strategy to streamline its operations and the staff training and development strategy to equip its staff with the required skills. Kiange (2010) also

indicated in his study that the change management practices at Kenya Ports Authority included the use of communication and training strategies.

The normative re-educative strategy was applied as well in the other organizations as shown in a study conducted by Kiange (2010) where one of the techniques applied for change management included cultural adjustment. The findings on power coercive and restructuring strategies applied by Mount Kenya University also related to other organizations as evidenced by studies conducted by Muga (2013), Kiange (2010) and Ochieng'(2012). These reviewed studies additionally supported that the various strategies could be applied in tandem as evidenced by the findings of this study.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter draws a summary of the study, conclusion based on the findings, limitations and recommendations for further research.

5.2 Summary

Mount Kenya University is one of the private universities in Kenya and was awarded charter by the Commission for University Education in the year 2011. Its application to this study was relevant as the research was conducted with the intention of providing the change management strategies in higher learning institutions.

There are four strategies under change management and they include Empirical-Rational, Normative-Re-educative, Power-Coercive, and Environmental-Adaptive Strategies. This study sought to explore these change management strategies and institutional success at Mount Kenya University, anchoring the research on the three theories namely; the institutional theory, structure follows strategy theory, and the resource-based theory.

The research design applied in this research was case study. The study relied on primary data which was obtained through the conducting of interviews and a focus discussion with eleven heads of departments from the eleven schools/divisions of Mount Kenya University being the targeted interview respondents. Out of the number targeted, six of them were interviewed individually and also engaged in a focus discussion. The data collected was analyzed using content analysis. The findings were that the four strategies were applied concurrently but at different case in points and this led to success of the institution. It was also found out that the other strategies

such as restructuring and kaizen strategies were applied and consequently led to the success of the institution. There was also the existence of the research and quality assurance departments which facilitated success through innovation and ensuring quality standards are met. This success was measured in terms of wider coverage beyond both the county and national boundaries, improved standards of services, recognition of the national and international levels, upgrading of lecturers, the increased number of graduates and better management control of both staff and students.

5.3 Conclusion

The findings indicated that the change management strategies were applied by the management of Mount Kenya University. Therefore, it can be concluded that the strategies were taken into consideration and implemented in tandem and this led to success of the institution.

It can also be concluded that the strategies are effected different case in points depending on the types of changes that need to be effected. In addition to that, some strategies are applied more often than others. For example, power coercive strategy is applied more often than the environmental adaptive strategy. Another conclusion would be under the cost of implementation for instance, the normative re – educative strategy that requires lots of resources and more complex to implement.

5.4 Limitations of the Study

The study was limited by factors including disclosure of information, objectivity and availability of the respondents. The respondents, being employees at the institution, may have not provided information in certain capacities so as to prevent supplying corporate confidential.

Objectivity of the respondents may have also been a limiting factor in that the respondents may have provided bias facts in order to keep their respectable employment track record. Availability of the respondents was also a limiting factor. This is because of their busy schedules in order to meet certain deadlines such us preparations for the forthcoming graduation.

5.5 Recommendations for Further Research

The study on change management strategies and institutional success cuts across all sectors of the economy. This study focused on the education sector, specifically higher education learning whereby Mount Kenya University was taken up as the case study. Therefore, one recommendation would be that there is need to conduct more research on other higher learning institutions. Studies to be conducted can focus on colleges and universities and this can assist in coming up with a generalization on the type of strategy and ways of implementation that is standard in all higher learning institutions.

Another recommendation would be the use of different research designs and data collection techniques. This would support in making comparisons of the change management strategies at different institutions and consequently determine the strategies' influence on the success of the institutions.

REFERENCES

Al-Khouri, A. M. (2010). Suceeding With Transformational Initiatives: Practical Approaches for Managing Change Programs. *Management Research and Practice, 2*(1), 108-131.

Barney, A. (1991). *Managing Change* (4 ed.). Harlow, England: Prentice Hall.

Berger, P. L., & Luckmann, T. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge.* Garden City, New York: Doubleday.

Bogonko, R. A. (2013). *Challenges of Change Management in Secondary Schools of Trans-Nzoia County.* MBA Project, University of Nairobi, Nairobi.

Burnes, B. (2004). *Managing Change: A Strategic Approach to Organizational Dynamics* (4 ed.). Harlow: Prentice Hall.

Chandler, A. D. (1962). *Strategy and Structure: Chapters in the history of the industrial enterprise.* Cambridge: M.I.T Press.

Chepkorir, J. (2013). *Factors Affecting Management of Change in the Road Agencies in Kenya.* Masters Project, University of Nairobi, Nairobi.

Cooper, D. R., & Schindler, P. S. (2006). *Business Research Methods.* Boston, Mass: Irwin/McGraw-Hill.

Davis, J., & Holland, T. (2002). The Challenge of global change for strategy. In A. H. Shirivastava, & J. Dutton, *Advances in Strategic Management: Responding to a Changing World* (Vol. 9). JAI Press.

DiMaggio, P. J., & Powell, W. W. (1983). The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizatonal Fields. *American Sociological Review, 48(2)*, 147-160.

Fernandez, S., & Rainey, H. G. (2006, March-April). Managing Succesful Organizational Change in the Public Sector. *Public Administration Review, 66*(2).

Jackson, G. (2010). Actors and Institutions. In G. Morgan, J. Campbell, C. Crouch, O. K. Pedersen, & R. Whitley, *The Oxford Handbook of Comparative Institutional Analysis* (pp. 63-86). Oxford: Oxford University Press.

Johnson, G., & Scholes, K. (2003). *Exploring Corporate Strategy* (6 ed.). PrenticeHall.

Kash, B. A., Spaulding, A., Johnson, C. E., & Gamm , L. (2014, January-February). Success factors for strategic change initiatives: A qualitative study of Healthcare Administrators' perspectives. *J. Healthc Manag , 59(1)*, 65-81.

Kiange, D. M. (2010). *Chaneg Management Practices at Kenya Ports Authority.* Masters Project, University of Nairobi, Nairobi.

Kivuva, E. (2012). *Change Management at Commercial Bank of Africa.* Masters Project, University of Nairobi, Nairobi.

Kumar, S. (2014). *Changing Employees' Attitudes is Key to Effective Organizations.* Retrieved from CiteHR: http://www.citehr.com/2336-employees-attitudes-key-effective-organization.html

Lawrence, T., & Shadman. (2008). *Institutional Theory; In the International Encyclopedia of Communication.* Retrieved from https://thomaslawrence.files.wordpress.com/2008/08/2008-lawrence-shadnam-encyclopedia-of-communications.pdf

Luecke, R. (2003). *Managing Change and Transition.* Boston, M.A: Harvard Business School Press.

Management-hub.com. (2017). *Change Management strategies the four types.* Retrieved from Management-hub.com: http://www.management-hub.com/change-management-strategies-the-four-types.html

Meyer, J. W., & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology, 83*, 340-363.

Mills, J. F., Platts, K. W., & Bourne, M. C. (2003). Applying Resource-Based Theory: Methods, What Really Matters in Operations Management. *8th International European Operations Management Association Conference* (pp. 177-190). UK: University of Bath.

Moran, J. W., & Brightman, B. K. (2001). Leading Organizational Change. *Career Development International 6(2)*, 111-118.

Mount Kenya University. (2017). *History Profile*. Retrieved from Mount Kenya University: http://www.mku.ac.ke/index.php/mount-kenya-university/our-history

Mourfield, R. (2014). *Organizational Change: A Guide to Bringing Everyone on Board.* SPEA Honors Thesis, Indiana University, Indiana.

Muga, C. B. (2013). *Change Management Practics at Posta Savings and Credit Co-opearitve Society Limited.* Masters Project, University of Nairobi, Nairobi.

Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods: Quantitative and Qualitative Approaches* (2 ed.). Nairobi: ACTS Press.

Nickols, F. (2010, May 11). *Four Change Management Strategies.*

Nyachoti, P. J. (2014). *Strategic Change Managementt and Performance at National Bank of Kenya Limited.* Masters Project, University of Nairobi, Nairobi.

Ochieng, C. O. (2013). *Strategic Change Management Practices at Jamii Bora ank Limited in Kenya.* Masters Project, University of Nairobi, Nairobi.

Okiiya, A. S., Kisiangani, B. W., & Oparanya , W. (2015, April). Change Management and Performance of Public Secondary Schools in Siaya sub County. *International Journal of Scientific & Technology Research, 4*(4).

Peteraf, M. A., & Bergen, M. E. (2003). Scanning dynamic competitive landscapes: a market-based and resource based framework. *Strategic Management Journal, 24(10)*(Special Issue), 1027-1041.

Rhodes, M. (2011, January 23). *Strategy first then Structure.* Retrieved from Managementhelp.org: https://managementhelp.org/blogs/strategic-planning/2011/01/23/194/

Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research Methods for Business Students* (4 ed.). Harlow: Financial Times Prentice Hall, Edinburgh Gate.

Scott, W. R. (1995). *Institutions and Organizations.* Thousand Oaks, CA: Sage Publications.

Streeck, W., & Thelen, K. (2005). *Beyond Continuity: Explorations in the Dynamics of Advanced Political Economies.* Oxford: Oxford University Press.

Study.com. (2017). *Strategic change management definition*. Retrieved from Study.com: http://study.com/academy/lesson/what-strategic-change-management-definition-models-examples.html#lesson

Thelen, K. (1999). Historical Institutionalism in Comparative Politics. *American Review of Political Science, 2*, 369-404.

Todd , D. C. (1999). *A strategy for Change:Concepts and Controversies in the Management of Change.* Routledge, London.

Todnem, R. (2005, December). Organizational Change Management: A Critical Review. *Journal of Change Management, 5*(4), 369-380.

APPENDICES

APPENDIX I: INTERVIEW GUIDE

SECTION A: Basic Information

1. State the department that you work in.

    …………………………………………………………………………………………

2. How long have you worked at the University?

    …………………………………………………………………………………………

SECTION B: Empirical-Rational Strategy and Institutional Success at Mount Kenya University

1. Does the institution offer bonuses to its employees? If yes, how often.(Monthly, Quarterly, Yearly)

2. Are incentives awarded to employees or departments that adapt to the changes set in the institution? How often?

3. How is information regarding changes in the institution communicated to the employees? (Internal Memo, E-mails, Meetings-departmental or organizational)

4. Did the institution adopt the Empirical-Rational Strategy as a change management strategy when the converting from a college to a university? How was it implemented?

5. Does the institution also consider this strategy when there's need to effect any other changes? How often

6. From your perspective, does the management's decision to apply the empirical rational strategy have an effect on the success of the institution? Explain

SECTION C: Normative-Re-educative Strategy and Institutional Success at Mount Kenya University

1. How would you describe the organizational culture of Mount Kenya University?

2. Does the management attempt to effect changes in the organization by altering or redefining the culture of the institution?

3. Did the institution adopt the Normative-Re-educative strategy as a change management strategy when the converting from a college to a university? How was it implemented? Did it have an effect on the institution's success?

4. Does the institution also consider this strategy when there's need to effect any other changes? How often

5. In your opinion, does the management's decision to apply the Normative-Re-educative strategy have an effect on the success of the institution? Explain

SECTION D: Power-Coercive Strategy and Institutional Success at Mount Kenya University

1. Does the management enforce sanctions and fully exercise its authority when effecting changes in the organization?

2. Was the Power-Coercive strategy adopted as a change management strategy when the converting from a college to a university? How was it implemented? Did it have an effect on the institution's success?

3. Does the management also consider this strategy when there's need to effect any other changes? How often

4. In your view, does the management's decision to apply the Power-Coercive strategy have an effect on the success of the institution? Explain

SECTION E: Environmental-Adaptive Strategy and Institutional Success at Mount Kenya University

1. Does reshuffling of employees within the departments occur? How often?

2. Does this reshuffling occur in a bid to effect changes in the institution?

3. Did the institution adopt the Environmental-Adaptive strategy as a change management strategy when the converting from a college to a university? How was it implemented? Did it have an effect on the institution's success?

4. Does the management's decision to apply the Environmental Adaptive strategy have an effect on the success of the institution? Explain

5. Which other change management strategy is employed with the aim of ensuring successful change? Explain the implementation process. Does it have an effect on the institution's success?

Thank you for your participation