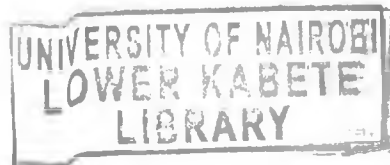


**MANAGEMENT OF STRATEGIC CHANGE AT KENYA
INSTITUTE OF EDUCATION**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF
THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION
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DECLARATION

This research project is my original work and has not been submitted for another degree award of this or any other university.

Signed  Date 12TH NOV 2012

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

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DEDICATION

I dedicate this research project to my loving Dad Sospeter, my loving Mum Phoebe, my brother Richard and my sisters Happiness and Purity. Thanks so much for your financial, emotional and moral support, encouragement and prayers without which it would have been very difficult to complete this project.

To my daughters Allylah and Hilda and my cousin Happiness. Thanks for your perseverance during those long hours when I had to be away in the evenings.

ABSTRACT

Change is the only sure way of remaining relevant for any organization. This is a case study on management of strategic change at the Kenya Institute of Education, KIE. KIE is a national curriculum and research centre whose core function is to conduct and develop curricula for all institutes below all levels of the university. This study sought to establish the management practices as well as challenges facing K.I.E in the management of change.

In order to achieve the objectives of the study, primary and secondary data collection methods were used. This was case a study done through interviewing heads of different sections. Secondary data was sourced from the organizations online stores and other publications. The study established that KIE has been changing to adapt to the changing environment. Digitization of the curriculum was a major step in enhancing e-learning bearing in mind that the teachers available are not sufficient compared to the number of students in school

K.I.E pursues the planned approach to change management. The study established that as much as K.I.E had planned for these changes some challenges emerged since it was a new field being ventured into. The study had some limitations. The study was only limited to change management practices and the challenges involved. Other aspects of change management can still be studied in KIE and other institution too.

The study suggested that the impact of digitization of the curriculum could be assessed at various levels in the Kenyan education system and even the impact of Technology on employee perception and performance.

The study concludes by observing that change at KIE is evident in the successful digitization of the curriculum and observes that greater change is still on the way when it will change to Kenya Institute of Curriculum Development.

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ABBREVIATIONS AND ACRONYMS

ABE	–	Adult and Basic Education
ACE	–	Adult and Continuing Education
CDF	–	Constituency Development Fund
CHE	–	Commission for Higher Education
EFA	–	Education For All
KEMI	–	Kenya Education Management Institute
KESSP	–	Kenya Education Sector Support Program
KICD	–	Kenya Institute of Curriculum Development
KNEC	–	Kenya National Examination Council
MDGs	–	Millennium Development Goals
MOE	–	Ministry of Education
NFE	–	Non-Formal Education
SNE	–	Specials Needs Education
TIVET	–	Technical, Industrial, Vocational and Entrepreneurship Training
TIQET	–	Totally Integrated Quality Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

An organization cannot operate in isolation. It interacts with its environment and so has to adapt in order to survive and stay effective (Robbins, 1990). Different environments determine different structures in organizations. The more mechanistic structures will be suited to stable, unchanging (or slow changing) simple and predictable environment. Organic structures that are flexible, diverse and non-authoritarian will function well in dynamic, complex and turbulent environments that are ever changing. This therefore means that organizations are open systems. They are open as they interact both with their external environment and also internally. Various sub systems within the organization interact with each other and so a change in one area affect other areas and in turn have an impact on the external environment, and vice versa (Buckley, 1986). The Open systems theory is concerned with understanding organizations in their entirety: therefore it takes a holistic rather than a particularistic approach thus reflected on its approach to change. This school sees organization as composed of a number of interconnected sub-systems. (Scott, 1987).

The organizational sub-systems are interdependent meaning any alteration in one sub system has to take into account its dependence or impact on the rest of the organization. Secondly, training as a mechanism for change is unlikely to succeed on its own because it concentrates on the individual and not the organizational level. Burke (1980) argues that although training may lead to individual change and in some cases to small group

change, there is scant evidence that attempting to change the individual will in turn change the organization. He further argues that in order to be successful an organization needs to tap and direct the energy and talent of their workforce. This requires the removal of obstacles and the provision of positive reinforcement. This may require a change to such things as norms, reward systems and work structure and must be approached from an organizational, rather than an individual or group perspective. Change therefore requires the corporation and consent, or at least acquiescence, of groups and individuals that make up the organization, for it is only through their behavior that the structures, technologies, systems and procedures of organizations can move from being abstract concept to concrete realities (Burke, 1980).

Kenya Institute of education is undergoing change in its structure and programs. It is in the process of changing to Kenya Institute of Curriculum Development awaiting the ascent of a bill in parliament (KICD Bill 2012). It has redefined its functions, mandate and powers. The Institute has developed new, revised and adapted curriculum at all levels. It has digitized the curriculum and produced instructional materials that have led to the development of digital content in different subjects. Technological changes have made it possible to KIE to digitalize the secondary school curriculum. Digital content has been sent to about 2,000 schools under Economic Stimulus Plan since 2010 and digital conversion of books and syllabus content is also on going (Nzomo, 2011).

1.1.1 Concept of strategic change

Strategic change means changing the organizational vision, mission and objectives the adopted strategy. Strategic change is defined as changes in the content of a firm's strategy

as defined by its scope, resource deployments, competitive advantages, and synergy (Hofer and Schendel 1978). Strategic change is defined as a difference in the form, quality, or state over time in organization's alignment with its external environment.

Strategic change could be affected by the states of firms and their external environments. The performance of firm is dependent on the fit between firms and their external environments, the appearances of novel opportunities and threats in the external environments, in other words, the change of external environments, require firms to adapt to the external environments again; as a result, firms would change their strategy in response to the environmental changes. Based on the argument of Rajagopalan and Spreitzer (1997), the factors which affect decision maker's cognition of external environment would affect strategic change. They suggest that external environment could not be constantly decided; it would be decided depending on the decision markers cognition of the external environment.

Managers go about change management by updating and communicating change procedures, leading a team to review and accept completed change requests with a focus on higher-risk changes, managing and conducting periodic change review meetings, compiling and archiving change requests, auditing network changes change communication and notification, managing change postmortems and creating and compiling change management metrics (Burnes, 2009).

1.1.2 The Education Sector in Kenya

Since independence, the Government has addressed challenges facing the education sector through commissions, committees and task forces which have made different

recommendations. The report of the National Committee on Educational Objectives and policies (Gachathi Report, 1976), focused on redefining Kenya's educational policies and objective, giving consideration to national unity, economic social and cultural aspiration of the people of Kenya. It led to the establishment of KIE among other institutions. The report of the Presidential working Party (Mackay Report, 1981) led to the removal of the advanced (A) level, expansion of other post secondary training institutions and the establishment of the Commission for Higher Education (CHE). The Kamunge report of 1988 led to the policy of cost sharing in education between government, parents and communities. The commission of inquiry into the education systems in Kenya (The Koech report, 2000) recommended Totally Integrated Quality Education (TIQET) which was never implemented due to cost implication (Sessional paper No. 5, 2004).

The introduction of Free Primary Education and Free secondary Education has focused on the attainment of Education for All and in particular, equity, quality and relevance and internal and external efficiencies within the education system. In an effort to realize the Millennium Development Goals (MDGs) and Education for All (EFA) objectives by 2015, the government adopted the Kenya Education Sector Support Program (KESSP). In addition, the government has increased its effort in education funding through bursaries disbursed through Ministry of Education and Constituency Development Fund (CDF) via their education committees.

Major management reforms and innovations are geared towards improving service delivery in education to attain this goal. These include the organization, structure and management of the Education system. The education system has evolved from the 7-4-2-3 structure to the 8-4-4 system introducing a broad based curriculum which offers the

learners pre-vocational skills and technical education. However between 2002 and 2005 vocational subjects were removed from the regular primary and secondary schools. Other programs include: Technical and Vocational Education and Training (TIVET), Special Needs Education (SNE), Adult and Basic Education (ABE) and Non-Formal Education (NFE). Management reforms included the move from centralization to decentralization of functions including dispersal of resources directly into the school accounts to minimize leakage of resources and ensure the special needs and marginalized learners have been reached (Sessional Paper No. 5, 2004).

The current education curricula for primary, secondary TIVET and Adult and Continuing Education (ACE) have undergone continuous review processes since 2002. These include; reduction of the number of subjects offered in both primary and secondary schools, the infusion and integration of emerging issues such as HIV/Aids, child labour, child rights, social responsibility, drug and substance abuse, environmental conservation and gender responsiveness among others. The removal of content overlaps across and within levels, inclusion of innovative strategies and methodologies in the curriculum to enhance access and participation of learners from poor and vulnerable background. Digitalization of the curriculum at different levels to enhance e-teaching and e-learning, review and development of curriculum support materials, regular in-servicing and orientation to teachers on new program, enhancement of outreach programs for teachers, schools and communities, enhancement of monitoring and evaluation of the curricula at all levels, modularization of curriculum in TIVET to allow flexibility in attendance and evaluation and strengthening of industrial attachment and linkages for TIVET programs (Kilonzo, 2011).

1.1.3 Kenya Institute of Education

Kenya Institute of Education is a national Curriculum and Research Centre. The institute was established in 1968 under the Education Act, Cap 211, of the laws of Kenya, and its legal status defined in the 1976 KIE Order, issued through Legal Notice No. 105 of 1976, as provided for by the Act. Amendments to this Order are made by Legal Notice No. 144 of 1980, and Legal Notice No. 126 of 1984 and 125 of 2004. Even with the provisions under this legal framework the institutes authority and decision making processes are restricted. As a result the ability of the institute to fulfill its mandate is constrained.

The Institute's core function is to conduct and develop curricula for all institutes below the level of the university. To fulfill this mandate, it conducts research and prepares syllabuses for pre-school education, primary education, secondary education, teacher education, special needs education, post-school, technical, business education, Non Formal Education (NFE) and ACE. It conducts research and prepares teaching and evaluation materials to support ministry of education approved, including the preparation of books, teachers' guides, mass media programs and materials. KIE also conducts in-service, workshops and seminars for teachers and teacher trainer's quality assurance officers and administrators on syllabus and teaching methods and materials. In addition, it conducts orientation programs for field education officers and keeps them informed of the developments that are taking place in the school and teachers' college curriculum. It also develops and transmits programmes through mass media (print and electronic) to support the developments that are taking place in education, prepare distance education courses for students, teachers and the general public (KIE strategic plan, 2006).

The Institute has three materials development sections namely languages, sciences and humanities, which develop syllabuses and handbooks. The Institute also develops and provides quality curriculum support materials for effective curriculum delivery. It also enhances equity and access to curriculum support materials through various formats.

1.2 The Research Problem

The changes in the constitution for example is a major influence on the operations of different organizations and may at times require that there be change in order to remain relevant. These changes which are so often initiated by the top management need carefully considered the two aspects of the change in organization if change is to be successful, the business and people dimensions. The business dimension of change requires that the scale, magnitude, duration and strategic importance are considered in formulating the change strategy, business processes, systems and structure, its implementation and post implementation.

The Kenya Institute of Education is currently undergoing strategic changes significant to the education sector. It is even in the process of changing its name to Kenya Institute Curriculum Development. Recent changes in the education policies and the new constitution has necessitated change at KIE. KIE's effectiveness depends on the implementation of its programs, that is curriculum implementation, which is majorly done by the Ministry of Education and curriculum evaluation which is done by Kenya National Examination council.

Various studies have been conducted on management of strategic change in different organization. Otiso (2008) studied strategic change management practices in Merchant

Assurance Company. Odida (2011) studied strategic change management in the downstream petroleum industry in Kenya. Kiche (2011) studied management of strategic change at Nokia Siemens Network –Sub Saharan Africa region. Gichohi (2007) studied the challenges of change management at Unga Group Limited. Kipto (2008) conducted a study on strategic change management at the University of Nairobi. Moraa (2011) studied management of strategic change Kenya Roads Boards. Mwangi (2011) studied management of strategic change at the New Kenya Creameries cooperative among other studies.

In all the above studies, the organizations operate in very competitive environment where the power of consumer is a major force in shaping their operations. Competition therefore within the sector in which they operate influences their adopted strategies in order to survive. KIE does not have such cut throat competition; instead stake holders and their partners in the sector are a major influence in its operations. So how has KIE managed the change?

1.3 Research objectives

The objectives of the study were to:

- i) Establish the change management practices adopted at Kenya Institute of Education.
- ii) Determine the challenges of managing change at Kenya Institute of Education.

1.4 Value of study

This study contributes to building up theory in management of strategic change. An organization as an open system interacts with the environment and is composed of a number of interconnected sub-systems (Scott, 1987). This study seeks to show that any change to one part of the system will have an impact on other parts of the system and in turn on its overall performance. It also forms a basis for other related studies in that, other similar studies can be carried out be in different institutions operating within the ministry of education.

The study would assist the government in policy making on education system. The change that has successfully taken place in K.I.E specifically on the digitization of the curriculum can be a basis of introducing other programmes that would lead to more efficiency in ensuring Education For All.

Other institutions within the Education sector are also likely to benefit from this study for example are Kenya National Examination Council (KNEC), Kenya Education Management Institute (KEMI) and other semi-autonomous government agencies since they all operate under the same policy framework.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews various concepts of change management as documented by various authors. It specifically highlights Strategic change, change management approaches, theoretical foundations of change management, arguments on change management, change management practices and lastly key challenges in managing change.

2.2 Strategic Change

Rapid changes in the environment within which organizations operate demand those organizations to alter their strategies and structures in order to survive. Strategic change is the movement of an organization from its present state towards some desired future state to increase its competitive advantage (Hill and Jones, 2001). Change may occur at both corporate and/or business level. The state of firms will also affect the occurrence of strategic change. For example, firms tend to adopt new strategies in the face of financial distress for the purpose of surviving the critical situations.

In addition, organizations would possess structural inertia that they tend to keep their previous structure and strategy (Hannan and Freeman, 1984). However, former researches on strategic change have not shown expected empirical results. Rajagopalan and Spreitzer (1997), explains this by suggesting that the external environment can not be constantly decided; depends on the decision maker's cognition of

external environment. Therefore, the occurrence of strategic change should be related to their cognition of external environment.

2.3 Change Management Approaches

Change management is a structured approach to transition individuals, teams and organizations from a current state to a desired future state. Holland (2004) defines change management as the use of systematic methods to ensure that an organization is guided in a planned direction, conducted in a cost effective manner and completed within the targeted time framework and with desirable results.

Change is perceived differently and so its management too. For the Classical school, change management is relatively easy since it assumes that managers and workers are rational beings and change is the logical thing to do. The human relational movement on the other hand sees change as more problematic. It views organizations as social systems, and so change is not a rational process but instead, emotions come to play as well. Therefore persuasion and leadership play a key role in changing organizations.

Change management can be done following different approaches. This is often in response to the motivation behind the change. Drivers of change could be mergers and acquisitions, innovations, technology, restructuring and reorganization, globalization, expansion and growth. There are two main approaches in managing change, the Planned approach and the Emergent approach.

Planned change is a term that was first coined by Lewin (1994) to distinguish change that was consciously embarked upon by an organization as opposed to unintended changes

such as those that might come about by accident, by impulse, by misunderstanding or that might be forced to an unwilling organization (Marrow, 1969). Planned change, in this case means that an organization identifies an area where it believes that change is required and undertakes a process to evaluate, and if necessary, bring about change.

Successful change of any magnitude goes through a process (Kotter, 1996). Kotter's eight step change model (which technically falls under planned model) show the different steps that an organization has to go in order to succeed. Step one: Establishing a sense of urgency. This means to convince the employees that this change is necessary in order to survive. There is therefore need to communicate that the change is achievable without detrimental effects to their job. Step two: Creating a guiding coalition. This is to comprise of some respected employees within the organization. Step three: Developing the change vision which will show clear direction to how the change will better the future of the organization and its employees. Step four: Communicate the change vision developed in step three. The vision must be fully understood in order to be followed. Step five: Empower broad based action, the employees, to execute the change. Step six: Generate short term wins. This enables the employees to see their progress and so accept the change. Step seven: Consolidating gains and producing more change, otherwise the plan for change will seize and die. Step Eight: anchoring new approaches in the culture. This makes the change permanent by fitting it into the company's culture and practices (Chapman, 2006).

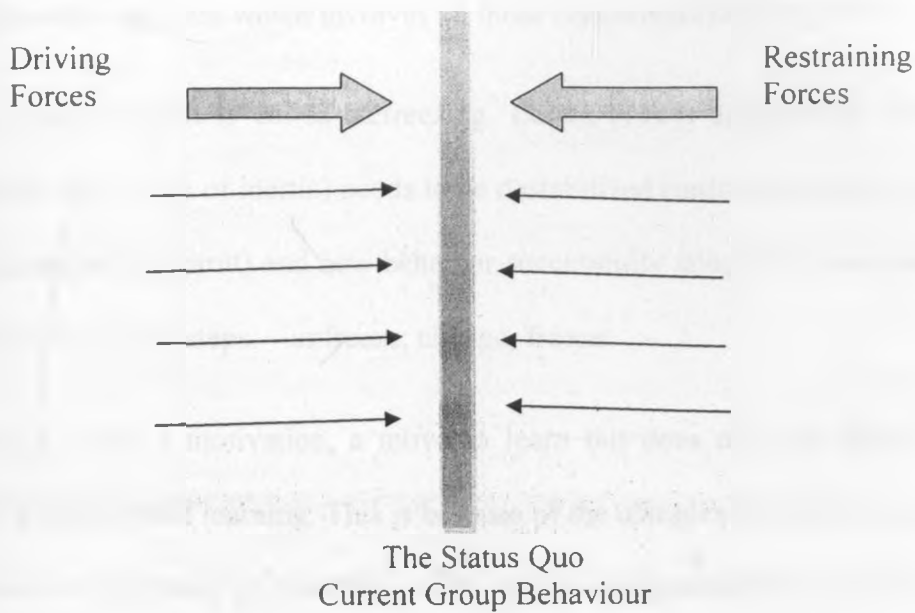
Emergent approach tends to see change as driven from the bottom up rather than from the top down. It stresses that change is an open ended and continuous process of adaptation to changing conditions and circumstances (Wilson, 1992). It sees the process of change

as a process of learning, and not just a method of changing organizational structures and practices (Dawson, 1994). Change is continuous, dynamic and contested process that comes from unpredictable and unplanned fashion. The rationale for the Emergent approach stems from the belief that the key decisions about matching the organization's resources with opportunities, constraints and demands in the environment evolve over time and are the outcome of cultural and political processes organizations (Hayes, 2002). Advocates of Emergent approach therefore tend to stress the developing and unpredictable nature of change. They view change as a process that unfolds through the interplay of multiple variable within an organization, especially context, consultation and political behavior (Dawson, 2003). Core managerial competences are essential for the effective management of change because change is complex and multifaceted (Canall, 2003).

2.4 Theoretical Foundations of Change Management

In the Force Field theory Lewin (1994) argues there are forces restraining change which include personal defenses or group norms and those driving change. This means that the present situation - status quo - is maintained by certain condition or forces when forces driving change are in balance with restraining forces as shown below. Consequently, any changes in behavior stems from changes in the forces within the field (Burnes, 2009).

Figure 1. Force Field Analysis



Source: (Burnes, 2009)

Action research emphasizes that change requires action; it recognizes that successful action is based on analyzing the situation correctly, identifying all possible alternative solutions and choosing the one most appropriate to the situation at hand (Bennett, 1983). For success there must be a felt need. If this is low in the group or organization, introduction of change becomes very problematic. Action Research proceeds in a spiral of steps each of which is composed of planning, action, and fact-finding about the results of the action. Action research draws from Lewin's Field Force theory to identify the forces that focus on group to which the individual belongs. It also draws from Group Dynamics to understand why group members behave in the way they do when subjected to these forces. Lewin stressed that routines and patterns of behaviour in a group are more than just the outcome of opposing force (Burnes, 2009). Action research stresses that for

change to be effective; it must take place at the group level, and must be a participative and collaborative process which involves all those concerned (McNiff, 2000).

Another change model is called Refreezing. Lewin (1994) argues that in this model, equilibrium (the forces of inertia) needs to be destabilized (unfrozen) before old behavior can be discarded (unlearned) and new behavior successfully adopted. A successful change project involves three steps. – unfreeze, change, freeze.

Unfreezing creates a motivation, a move to learn but does not necessarily control or predict the direction of learning. This is because of the complexity of forces concerned. It is the iterative approach of research, action and more research that enables group and individuals to move from a less acceptable to a more acceptable set of behaviors. Schein (1996) identified three processes necessary to achieve unfreezing: disconfirmation of validity of the status quo, the induction of guilt or survival anxiety, and creating psychological safety. He argues that unless sufficient psychological safety is created, the disconfirming information will be denied or in other ways defended against, no survival anxiety will be felt, and consequently, no change will take place. Those concerned have to feel safe from loss and humiliation before they can accept new information and reject behaviors. Change or transition is the second stage of this model. Since change is not an event but a process it usually takes some time.

Refreezing seeks to stabilize the group at a new quasi-stationary equilibrium in order to ensure that the new behaviors are relatively safe from regression. This new behavior must be in line with the rest of the behavior, personality and environment of the learner or it will simply not be sustained. This requires reinforcement; otherwise the change would

only be short lived. Reinforcement is an important phase in ensuring that the change is sustained. The more modern ADKAR model is more explicit about this point. Therefore refreezing often changes the organizational culture, norms, policies and practices (Cummings and Huse, 1989).

2.5 Arguments on Management Change

Group dynamics stress that group behavior rather than individuals should be the main focus of change. (Bernstein, 1968; Dent and Goldberg, 1999). Lewin's definition of a group is not the similarity or dissimilarity of individuals that constitutes a group, but interdependence of fate. As Kippenberger (1998) notes, Lewin was addressing two questions: First, what is it about the nature and characteristics of a particular group that causes it to respond (behave) as it does to the force which impinge on it? Secondly, How can these forces be changed in order to elicit a more desirable form of behavior? Lewin (1994) maintains that it is fruitless to concentrate on changing the behavior because the individual in isolation is constrained by group pressures to conform. Consequently the focus of change must be at the group level and should concentrate on factors such as group norms, roles, interactions and socialization processes to create 'disequilibrium, and change (Schein, 1988). Belbin (1996) maintains that individuals in a group fall into nine team roles – Plant, Resource Investigator, coordinator, Shaper, Monitor Evaluator, Team worker, Implementer, Completer Finisher and Specialist. Tuckman (1965) identified four stages which a team must go through in order to grow and develop its effectiveness –Forming, Storming, Norming and Performing. Later he added a fifth stage - adjourning – in recognition that the original objectives and task of a

group may have been achieved or may no longer be required and therefore, the group is no longer required (Tuckman and Jensen, 1977).

2.6 Change Management Practices

There are five different styles identified in managing of change. The first style is education and communication. This helps in overcoming lack of information or misinformation. Although it so time consuming, Bowman and Asch (1987) points out that it is based on the assumption that if people are given the rationale for change, they will see the need for it and therefore accept it.

Collaboration or participation is the style of involvement of those who will be affected by the change to participate in the identification of strategic issues, setting the strategic agenda, the strategic decision-making process or planning of the strategic change. This leads to better quality of decisions than would otherwise have been achieved. It is used to increase ownership of a decision and change process as well a commitment.

Intervention is the third style whereby the co-ordination of and authority over processes of change is by a change agent who delegates certain elements of the change process. It has the benefit of involvement of people but the risk of perceived manipulation (Johnson and Scholes, 2008).

Change can also be managed by direction. This involves the use of personal managerial authority to establish a clear strategy and how change will occur. It is usually a top—down management of strategic change associated with a clear vision or strategic intent

and may also be accompanied by similar clarity about critical success factors and priorities. It has a risk of lack of acceptance and ill-conceived strategy.

The last style is that of coercion and it involves the imposition of change or the issuing of edicts about change. It is explicit use of power and may be necessary if the organization is facing a crisis or a state of confusion. (Bowman C and Asch, 1987).

The nature of change determines so much the kind of practices to be embraced. These changes may take any of the forms ranging from a smooth incremental change covering slow, systematic evolutionary change, bumpy incremental change which pertains to periods where smooth flow of change accelerates, or discontinuous change which are similar to the punctuated equilibrium model (Senior, 2002).

Managers in organizations that are dealing with change need to Re-align their check list, perform organizational assessment, define core function create high level organization recommendation, staff organization define detailed processes and transition to the new organization. Managers need to assess and proactively manage readiness for change throughout the life cycle of the project. Strategically engage leadership throughout the project, maximize key stakeholder involvement and support, articulate urgency in a compelling and unique way, communicate, equip impacted group with right skills and tools, begin the education process on day one, align the change process to business strategy and vision, design enabling organization structure and processes (Dawson, 1994).

2.7 Challenges in Managing Change

Challenges to management of change are numerous and are found at almost every point both in administrative and structural levels. They are also encountered at the initiation, midstream and their summative stages. However, in their view Dunphy et al, (2007) have singled out the biggest single challenge facing managers today as globalization. Though there isn't one agreed definition for globalization, Reich (1998) shows that there is some agreement among different scholars as to what drives it. These include: the intensification of international competition, the fall of communism, economic liberalization, the removal of trade barriers and the advent of new communication technologies such as the internet. An organization has to keep pace with the fast changing technology and innovations in order to survive both locally and globally.

Achieving sustainability in a world of dwindling resources and increasing environmental pollution is another challenge. Sustainability encompasses three levels: individual, the organizational and societal which are all intimately related to the organization's key stakeholders (Dunphy et al, 2007). However, Docherty et al (2002) argues that sustainability cannot be attained without considering work force diversity and business ethics. People are a major determinant to the success of any change. Selecting the right people to fill in key positions, developing their skills, core competencies in such a manner that that rivals cannot match and their competitive capabilities and creating a strategy-supportive organization structure is no easy task. There is also a need to attach rewards and incentives to achievements of key objectives which often managers overlook.

Resistance to change is one other big challenge. Machiavelli says, there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain of success than to take a lead in the instruction of a new order of things. This is because the innovation has enemies – those who have done well under the old conditions and lukewarm defenders in those who may do well under the new conditions (Ansoff and McDonnell, 1990). With the environmental turbulence the organization capacity may easily become an obstacle to change. The components of the organization capacity – functional capability and general management capability have to be matched. The organizational culture, organizational behavior, functional resources, and power structures within and among functions can easily be a big challenge to the implementation of any change. A mismatch between the manager' ability, organizational climate and organizational competence is a challenge to be overcome before any meaningful change can occur.

Most change initiatives fail because of some errors. According to Kotter, (1996) there are eight errors that lead to this failure. Allowing too much complacency, failing to create a sufficiently powerful coalition, underestimating the power of vision, under communicating the vision by a factor, permitting obstacles to block the new vision, failing to create short-term wins, declaring victory too soon and neglecting to anchor the change firmly in the corporate culture.

A study conducted by Prosciunco at an organizational level indicates the following challenges to change management: Ineffective change management sponsorship from senior leaders, insufficient change management resourcing, resistance to change from employees due to a number of reasons, middle-management resistance, poor communication which may be in the form of inconsistent messages or communications

that does not address the need or reason for the change, difficulty reaching employees because of geographical separation and long gaps of time between communications. In addition, lack of a buy-in for change management especially by senior executives and project teams and disconnect between project management and change management leads to conflicting priorities and misalignment between project management and change management teams.

Other reasons for resistance to change which pose a big challenge include fear of change, employees not being consulted or involvement at the initial stages, poor communication the resulting, change to routines that come with change which could be in the form of new procedures, reporting lines corporate structure, low trust which could be related to past experience of change evidenced at top management support misunderstanding about the need for change by those who strongly believe in the current way of doing things and exhaustion from continuous change (Wilson, 1992).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research adopted in this study. It further outlines the data collection procedure and analysis method that was adopted.

3.2 Research Design

The research adopted a case study design with Kenya Institute of Education as its unit of study. The design was aimed at equipping the researcher with in depth information on how KIE manages Change. According to Mugenda & Mugenda (1999), a case study is a very powerful form of qualitative analysis that involves a careful and complete observation of a social unit; be it a person, family, institution or even an entire community. The merit of a case study in this research is that it enabled the researcher to conduct an in depth investigation of issues in managing change within KIE.

The case study was appropriate for this study since it gave a full contextual analysis of KIE as an organization. It allowed for the qualitative analysis which involved a careful and complete observation of the unit of study. As Kothari (1990) would put it, it was more of a drill down than a cast wide design.

3.3 Data Collection

Prior to data collection, a test run was done to authenticate the effectiveness of the research instruments. In this case, only one division of KIE was used. In the final run, this division was however excluded to block predetermined or prejudiced information.

Primary and secondary source was used to collect data for the study. The primary data was collected through interview schedules. Heads of divisions- who are deputy directors- were interviewed since they were the people in charge of change management teams. Secondary data was derived from relevant reports, the institution strategic plan, its websites, KIE curriculum watch magazines, papers presented during workshops and journals.

3.4 Data Analysis

Data obtained from the interviews formed the basis for content analysis. Content analysis was used to extract key themes, concepts and arguments in the qualitative data. Where possible, Likerts scale was used to gauge the respondent's convictions of their opinions, looked at documents, text, or speech to see what themes emerged.

The qualitative data was then reduced and transformed through selection, sharpening, sorting, focusing, discarding, organizing and summary or paraphrasing in such a way that the final conclusion was drawn and verified (Miles and Huberman, 1994). This was a preferred method because the information intended to be collected needed to be described and interpreted and the subject matter could not allow for numerically objective analysis. Content analysis has been successfully used in other similar empirical studies.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This study was set on the broad aim of evaluating management of strategic change at the Kenya Institute of Education with establishment of change management practices adopted at KIE and the challenges it faces in managing the change as its main objectives. The research adopted and structured questionnaires and interview schedules as its main instruments. Its focal point was specifically on how the institution has managed its strategic changes.

This chapter details the research findings, an analysis and discussion of the same. The chapter looks at KIE's change management practices, the drivers of change at the institution and the challenges it faces in managing change. All these cast the context in complementary research findings.

4.2 Change at Kenya Institute of Education

The study found that drivers of change in various government institutions derive their objectives, for example, for Ministry of Education it is to ensure equitable access, attendance, retention, attainment and achievement in education, science, research and technology by ensuring affordability of services, it was discovered that the ministry seeks to mobilize resources for sustainable and efficient delivery of relevant educational research, technological and other educational services. The Ministry ensures co-ordination of the provision of education and training for efficient delivery of services

between government, donors, Non Governmental Organizations and communities. It promotes and popularizes a Science and Technology Culture.

The Ministry has set specific targets against key priorities these include: Universal Primary Education (UPE) by 2005 and Education for All (EFA) by the year 2015; Achievement of Transition rate of 70% from Primary to Secondary from the current rate of 47% by 2010; Enhanced access, equity and quality in Primary and Secondary Education supported through capacity building for 45,000 education managers by 2005, and construction / renovation of physical facilities/equipment; and Developing a National Strategy for technical and vocational education and training in 2004, leading to the rehabilitation of physical facilities and equipment and making sure that Vocational and Technical Institutions are appropriately equipped by 2010. KIE plays a major role in the fulfillment of these objectives and they form part of its driving force to change. Therefore the ministry of Education through its objectives and mandate is a major driver of change at KIE.

The study also found that the new constitution has brought about changes in the way things are to done. These changes need to be taught in the school curriculum. In order for this to be incorporated in the curriculum, changes have to be made in order to accommodate them. This has necessitated the review of the curriculum at different levels and the incorporation of digital content in order to have it reach the intended recipients far and wide. Personnel shortage for example teacher shortage estimated at 40,000 countrywide against numerous set targets has been a driving force.

Improved technology has also driven change at KIE. With technology the curriculum can be better and easily implemented especially when there are any changes being introduced. Initially any change required that there be some in-servicing of teachers in a cascading manner. This was done in such a way that the heads of schools would be trained and then expected to train the teachers, a method that never worked well. Currently, it was noted these changes can directly be communicated to the teachers they are intended for through teleconferencing with immediate corrections and clarifications where necessary.

Job market pressures have also made KIE to change the Technical, Industrial, Vocational and Entrepreneurship Training courses to suite the current demands. It was relevant that this has led to a change from a summative curriculum to a modular curriculum in TIVET, whereby after finishing a module, one is examined and given a certificate because he/she is competent enough to work. This eliminated the initial state whereby one had do study even areas irrelevant to his job ambition.

The digitalization process at KIE itself became a driving force to other changes. With the digitization of the curriculum, the infrastructure has had to be upgraded at some point. The procurement procedures for the required tools and equipment also changed to be in line with the requirements of the new constitution. Time factor was also noted as a driver to change.

The need to effectively manage time during all these process led to the introduction of an electronic clock in system. This required that when the employees came to work, they

clock in and as the left, they clocked out. This served to manage time and reduce the rate of absenteeism among the employees.

The study also found out that the institution is in the process of changing its name from Kenya Institute of Education to Kenya Institute of Curriculum Development. This the respondents believed would better reflect its function and mandate. From its name, “people often think that it is an institution of learning where courses in education are offered” said the head of public relations. In addition the change in name is “in order to avoid the common confusion with other institutions with the same initials,” he said.

4.3 Change Management Practices at Kenya Institute of Education

The study found out that KIE has been undertaking changes in order to align itself with the changing environment. According to respondents, KIE has implemented several changes in the last few years in order to achieve its goals and objectives as outlined in its vision and mission statement.

A major change which is the focus of this study is the digitization of the curriculum which has led to making E-learning possible. Digitization of the curriculum required the integration of Information Communication and Technology in education. To effectively integrate Information Communication and Technology in education, the National Information Communication and Technology policy and Ministry of Education Information Communication and Technology strategy for education and training identified e-learning, capacity building, content digitization, infrastructure and connectivity as key areas.

This therefore meant that the people's ability to handle the change was very crucial to its implementation. The study found that some departments were not directly involved in the real digitization of the curriculum content, but it was discovered that their roles were very instrumental and supportive in as far as they also required change. The technical knowledge required by the people was noted passed across through several training sessions. The institute engaged the services of consultants who took the members through what would be expected of them to handle Information Communication and Technology in relation to their areas. At some point "coercion was necessary" says the head of media, especially the point where it appeared like they were in a crisis to meet the set deadlines.

The study found that subject specialists within the organization and those in the fields were invited in order to establish the extent to which the levels and quantities of curriculum content was to be digitized. It was established that this was a requirement by the National Information Communication and Technology policy and Ministry of Education Information Communication and Technology strategy for education and training a proof of KIE's conformity to government policies. Their participation of these subject specialists in identifying strategic issues was evidently crucial.

Through the above mentioned strategy, the Kenya Institute of Education identified the gap that existed within its mandate on provision of curriculum and curriculum support materials and developed a strategy to direct, harmonize and coordinate curriculum digitization and e-learning initiatives in Kenya.

4.4 Challenges of Managing of Change at Kenya Institute of Education

The study found that in the process of digitalization of the curriculum and effecting other changes, at KIE, some challenges were encountered. Since this was a new initiative from the ministry of education who actually did not know what was truly on the ground at KIE, it experienced technical, capital and personnel challenges as it assessed awareness of existing policies that governed curriculum digitization and e-learning, established the role e-Learning plays in the provision of education and training, established priority listing of curriculum content to be digitized, determined the types of equipment required for digitization and e-learning at different curriculum levels, established the types of application software's required for digitization and e-learning. The newness of the whole process according to the head of Information Communication and Technology “ posed a big challenge.”

The study showed that as much as some training was done to the people involved before the change begun, it emerged that in the process of the conversion of the curriculum content, a lot of learning still had to take place. As much as there were consultants who were specialist in Information Communication and Technology to assist at some point, there was a disjoint in that they could not exactly conceptualize what a specialist in a subject wanted to put across and the subject specialist did not understand the full potential of the system and so could not advise especially when it came to animations.

Working within the budgetary allocation from the ministry was also challenging. So often, it was noted, there could arise so much unforeseen cost since this was the very first time such an undertaking was being carried out. Resources, the study discovered, were greatly strained because already KIE had an underdeveloped Information Communication

and Technology and a narrow financial base (The Kenya Institute of Education Strategic Plan 2006-2010).

The study also found out that current legal status of KIE is a challenge to its intended changes since it limits its capacity and scope of operations. This is because KIE is regarded as a department of the ministry of Education. This creates serious administrative difficulties which impact negatively on staff morale and performance and on the effectiveness of the institute in performing its critical functions as observed by the Public Relations Officer.

Time factor was a challenge too. The time within which these changes were expected to have been effected was not enough. It was noted that at some point it was quite overwhelming to the people handling the whole process. At times they had to work up to quite late into the night especially at the final stages. Deadlines had to be met and at some points the conveyer belt policy was very disappointing in that after working at one station when it came to transferring the same technology to a different station, it would fail. Capacity constraints also posed challenges. The head of ICT noted that the system put in place at some point was not sufficient and could not handle the whole process. This therefore required a lot of adjustments in the process of converting the curriculum content to the digital form.

Another challenge reported towards the end of the process was resistance to change by workers. This was not experienced at the beginning since there seemed to have been adequate preparation but as time went on, it came to the point where the whole process was very involving that people felt a little inadequate to handle it, so some resistance

cropped in. Reportedly, doubt and ambivalence took centre stage therefore compromising the efficiency of the whole process.

The study found out that just like in any other organizations, resistance to change is common. At KIE the impact of opposition to change was greatly reduced especially for major changes within the institution. This it was revealed was because communication flow was good such that long before a change would be implemented, the members would know quite long in advance and so no one was taken by surprise when the change came. This was made possible by a program called education day whereby once a week there was a session of updates on what was going on within the organization or just general information be it on safety, health or any such emerging issues.

Seminars were reported to have been conducted before any major change took place especially to those directly involved. Several training sessions were organized and consultants invited to pass necessary information in preparation for the change. As much as all these were done, they were a little inadequate.

4.5 Discussion

KIE plans and manages its strategic changes. It has a time frame within which changes have to be implemented, change implementation milestone, budgets, change management teams and goals to be met. This corroborates Holand's (2004) definition of change management. Holand (2004) defines change management as the use of systematic methods to ensure that an organization's change can be guided in a planned direction, conducted in a cost effective manner and completed within the targeted time frame and

with desired results. Change at KIE was successful and clearly followed as in Kotter's (1996) eight step change model.

KIE as an organization operates as an open system. It interacts with the external environment and with the sub systems within it (Scott, 1987). Changes within the environment like technological changes and the new constitution have been driving forces of change for KIE and the interdependence of the sub systems within has made these changes successful.

This study confirms that most of the changes are planned and initiated by top management. It supports Bateman and Zeitham's (1990) view that change commonly occurs because of identified gap that needs to be filled. This also supports the findings of (Kiche 2011) and (Odida 2011) that training and human resources are essential in providing creativity which is paramount to any strategic change.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the study's findings, outlines the conclusions derived from the analyzed data, and lastly draws recommendations for future policy and practice actions. It also highlights on the limitations of the study and suggests areas that need further research. All these are in the light of the study objectives.

5.2 Summary of Findings

The study's main aim was to evaluate management of strategic change at KIE. It specifically had the objective to establish the change management practices adopted at KIE and determine the challenges it faces in managing change. In light of the above, it was found that KIE has been undergoing changes to adapt to the changing environment and to achieve its set goals and objectives. These changes include digitization of the curriculum.

The study also revealed that e-learning is a key area pertinent to far and wide learner reach-out. It is a capacity build up that nevertheless required syllabus content and infrastructure adaptation via cable and wireless connectivity which necessitated the digitizing of the curriculum. The study further revealed that implementation of change demanded manpower building. This forced the KIE to outsource specialist Information Technology consultants to facilitate personnel upgrading as well as infrastructure transformation. It was also discovered that wide raying consultations with special interest

groups for example subject (content) specialists was regular and pre-requisite to all intended changes.

The study showed that all the above changes were driven by the Ministry of Education set objectives that is to ensure equitable access, attendance, retention, attainment and achievement in education through affordable services. The sweeping forces of the new constitution, re-organized government policies implementation of state processes and social pressure from growing enlightened taxpayers added vim to KIE's quest for change. Other driving forces noted were; technological changes, market pressures and requirements of improved time management skills and attitudes.

The above changes however met both foreseen and unprecedented challenges in the form of the domino effect – thus digitization process triggered unforeseen attendant changes that implanters were not prepared for, secondly the intuition experienced technical, personnel and financial shortages especially due to its semi-autonomy. The 'newness' of the digitization process was a shocker to many staff and despite prior sensitization on intended changes, internal salient resent and revolt was recorded – with the net effect of slowing down the whole process. Its legal status as it is now was discovered to be a challenge in itself to KIE's transformation processes.

5.3 Conclusions

Given the above outlined summary and findings, the study concludes that change at KIE is evident especially in digitization of its operations and curriculum – all with the positive

effect of improving learning. This has enabled and is concluded, will allow more learners to 'meet' the few teachers hence the initiative will bridge the gap and minimize costs.

The study also concludes that the KIE like other government bodies lack specialists in some critical areas for example ICT. This therefore points to a need for permanently employing its experts especially in this field since technology is such an important driving force of change in any organization. KIE is conforming to government ICT policy and this is of great importance in the pursuit of the 2030 industrialization vision.

The study concludes that prior and constant consultations with interest groups enabled change to take place with relative ease at KIE. The drivers of change at KIE were noted to be numerous. Some positive while others were negative by nature. The study concludes that without drivers, no meaningful change could possibly take place. However, only drivers with nonnegative psychological effects on implementers should be promoted/enhanced and alternatives to "negative motivators" be identified and nurtured. This would help solve the "approach –avoidance" dilemma implementers face in the course of their duties.

The study also concludes that KIE has modestly managed numerous challenges to its transformation process. This is evidenced by vibrant albeit mushrooming Information Communication and Technology platform which promises to take learning experience to greater levels. It is therefore recommended that the government, Non Governmental Organizations and donor bodies and organizations should chip in to help the country realize its education goals more so to satisfy the UN's MDG of EFA by 2015.



5.4 Recommendations

The study recommends that more emphasis to be given to the programme of digitization in terms of infrastructure in order to reach more institutions and the same replicated in other government departments. The study also recommends that KIE, enhances its personnel skill base by offering training opportunities to its employees and the same be done in other government agencies since they are critical to change implementation.

The study recommends that there is need to invest more in on information Technology even if that means employing experts. This is so because technology is such a major driver of change in many institutions. Relying on outsourcing the services of these experts does not give the exact required results. In addition, there is need to train the staff on the same even though they could be have specialized in other fields.

On conformity to government Information and Communication Technology policy, this study recommends that the government should regularly review it expectations and put in place a credit award scheme to such policy adherents like KIE in order to spur rapid and positive change especially in pursuit of the 2030 industrialization vision.

5.5 Limitations of the Study

Whereas there are a number of areas in strategy, this study focused on management of strategic change. The study was limited to finding out the change management practices adopted at the Kenya Institute of education and the challenges experienced in managing change in the same institution.

This study is also limited specifically to Kenya Institute of Education which functions as

a department of the Ministry of Education. Whereas there are other institutions within the Kenyan Education sector, this study restricts itself only to Kenya Institute of Education.

The research methodology was also limited to a case study, giving a drilldown rather than a cast wide design. Other methodologies could be adopted to provide for comparisons across a number of organizations.

5.6 Suggestions for further research

Following the findings of this study, the following are suggestions for further research. A study on other strategy issues like strategy implementation at Kenya Institute of education could be done. In addition this study could be extended to other institution either related or unrelated to the education sector, government agencies, Non Governmental Organizations, profit or non- profit making organizations.

A cross sectional study across a number of institutions within a sector can also be done to make comparisons on some specified strategic issues. This could further be extended to institutions that depend on each other in order to function. Further still this study could be done again as soon as the Kenya Institute of Education changes to become Kenya Institute of Curriculum Development.

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APPENDIX I: INTERVIEW GUIDE

1. What are the current ongoing changes at KIE
2. How has the new constitution affected KIE? What of vision 2030
3. Are the changes in KIE planned
4. How do the Ministry of Education policies affect KIE?
5. Besides the Ministry and the constitution what other external forces have necessitated change at KIE
6. KIE is changing its name to KICD, what has the name got to do with the changes taking place?
7. What is it that really changed that necessitated the changes taking place at KIE?
8. How are these changes affecting the

- Different departments

- the organization as a whole?

9. What kind of adjustments were made in order to accommodate the changes in terms of

System

Structure

Peoples' knowledge and skills

10. Were the adjustments made adequate enough to meet the demands of the change?
11. How easy was it to have the changes carried on?
12. Please list the challenges encountered in the process of implementing change.

13. How did you deal with the challenges

14. How was this change institutionalized.



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Date: 4th October, 2012

TO WHOM IT MAY CONCERN

The bearer of this letter Msenya Glory Gathi

REGISTRATION NO: D61/63684/2010

The above named student is in the Master of Business Administration degree program. As part of requirements for the course, she is requesting to carry out a study on **Management of Strategic Change at the Kenya Institute of Education**

She has identified your organization for that purpose. This is to kindly request your assistance to enable her complete the study.

The exercise is strictly for academic purposes and a copy of the final paper will be availed to your organization on request.

Your assistance will be greatly appreciated.

Thanking you in advance.

Sincerely,

MR. ALEX JALEHA
COORDINATOR, SOB,



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