



**DETERMINANTS OF STRATEGY IMPLEMENTATION IN KENYAN
PUBLIC UNIVERSITIES; A CASE OF MASINDE MULIRO
UNIVERSITY OF SCIENCE AND TECHNOLOGY**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A
DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND
MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

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DECLARATION

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

Signature..... Date.....
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This research project report has been submitted with my approval as the university supervisor

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DEDICATION

I dedicate this work to my wife, Judith Seka Odhiambo, whose love, devotion and generosity of heart has sustained the family through trying times and given new meaning to our lives.



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Our lecturers were committed, helpful and professional in facilitating our studies. They ensured that the learning experience was interactive and enjoyable. I thank all of them. My colleagues and classmates were friendly, tolerant and helpful. They brought with them diversity of experiences that enriched our studies. I thank them for their friendship and the companionship shared.

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Fig. 1 conceptual framework showing relationship between independent variables and dependent variable 38

ABBREVIATIONS AND ACRONYMS

AAU:	Association of African Universities
AUCC:	Association of Universities and Colleges of Canada
GOK:	Government of Kenya
MMUST:	Masinde Muliro University of Science and Technology
MOU:	Memorandum of Understanding
PPP:	Public-Private Partnership
PSSP:	Privately Sponsored Students Programme
SHERA:	Strengthening Stakeholder Relations in Africa
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
VIP:	Vision Institute of Professionals

ABSTRACT

The purpose of the study was to establish the determinants of strategy implementation in Kenyan public universities with particular reference to Masinde Muliro University of Science and Technology. The objectives of the Study were to: establish how strategy formulation influences strategy implementation; assess how leadership style influences strategy implementation; establish how financial resources influence strategy implementation; and assess how communication influences strategy implementation. Descriptive survey design will be used in the research. The target population of 685 was drawn from the teaching, non teaching staff and top management of Masinde Muliro University of Science and Technology using stratified random sampling and purposive sampling respectively. A sample size of 205 respondents was selected from the target population through simple random and purposive sampling techniques. The research instruments used in the study were questionnaires and interview schedule. Both content and construct validity of the research instruments was obtained. This included scrutiny of the instruments by the supervisor and other lecturers of the University of Nairobi. Qualitative data was recorded verbatim, transcribed and recorded in themes and sub-them. Questionnaires were used to gather data from the teaching and non- teaching staff while top management involved the use of interview schedule. Pilot testing of the study instruments was conducted at Moi University. Cronbach's Alpha of Co-efficiency of at least 0.7 was obtained. From the analysis, the research instruments obtained an Alpha of co-efficiency of at least 0.868 which was within the minimum recommended in social sciences. Data analysis involved the use of statistical package for social sciences, SPSS, version 20. Both descriptive and inferential statistics was used in data analysis. Descriptive statistics included the use of frequency, percentages and mean while inferential statistics included the use of correlation standard deviation and multiple regressions. Data was presented in the form of tables and cross tabulation. Data analysis was done at 95% confidence level and 0.5% significance. The study found out a statistically significant positive effect between strategy formulation and strategy implementation ($r_1 = 0.557$), leadership style had a statistically significant positive effect on strategy implementation ($r_2 = 0.610$), financial resources had a statistically significant positive effect on strategy implementation ($r_3 = 0.835$), while communication had a statistically significant effect on strategy implementation ($r_4 = 0.605$). The recommendations of the study include participation of all stakeholders in strategy formulation, empowerment of staff in decision making, fair allocation of resources for strategy implementation, and recruitment of communication experts. The findings of the study form a base for future reference by interested parties in the field of academia and any other interested parties in future.



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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

American universities were the first institutions of higher education to adopt strategic planning in the 1980s. The universities were inspired by George Keller's Book: *Academic Strategy: The management Revolution* (1983). Keller in his book exhorted universities to design plans, programs, priorities and expenditure through strategic planning to insure their futures and keep the American higher education among the best in the world.

The American universities therefore started implementation of institution-wide planning as a means of addressing growing demographic, economic and social pressures, and as a result of an increasingly complex internal environment coupled with growing constraints in the external environment. Today, strategic planning has become the norm and is a deeply entrenched management practice in American universities (Machado and Taylor, 2006).

Yet despite the entrenchment of strategic planning in American universities, little research has been undertaken to establish their effectiveness. According to Dooris, Kelley and Turner (2002), there are many stories of success and



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failure on the topic of strategic planning, but a convincing, generalisable empirical study on the efficacy of strategic planning in higher education in USA has yet to be published.

Hughes and White (2005) agree that strategic planning has been discussed in literature but little is known about the factors that lead to successful strategic planning in universities.

European universities have been slow in embracing strategic planning because of culture, suspicion, and lack of expertise in planning in higher education institutions. According to Machado et al, (2006), market forces have not had a major impact on European institutions of higher education because the vast majority of European systems are public and therefore dependent on public financing from their governments. In addition, there are still vestiges of welfare state in some European countries. Secondly, many European universities have been distrustful of U.S. involvement abroad in higher education and regard it as an effort towards Americanisation rather than internationalisation. Thirdly, the planning expertise is more established in the business sector than within higher education.

Despite this reluctance, however, European universities have increasingly adopted strategic planning to address emergent market forces such as globalisation, massification of higher education, and internationalisation. According to Gibbons (1998), the globalisation of the economy and pressures of international competition are dissolving boundaries between nations, institutions and disciplines, creating a distributed knowledge production



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system that is becoming increasingly global; and universities are part of this system.

Watson (2000) strongly advocates for adoption of strategic planning by European universities to cope with a dynamic environment. According to Watson (2000), managing strategy is arguably the most important thing a college or university does, enabling all its core activities of teaching, research and a wider social and economic service to be optimally achieved.

African universities adopted strategic planning in the 1990s at the instigation of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the World Bank. The completed strategic plans were to be used as a framework of reference to guide funding negotiations with governments and donors and build a sustainable long-term future for the universities within a continuously changing environment. More particularly, the strategic plans were meant to: achieve equilibrium between the universities and its turbulent environment, sort and clarify priorities, allowing the setting of objectives at various levels, enable best uses of limited resources, facilitate better coordination among departments, achieve organisational goals, and establish a basis for subsequent performance monitoring (Farrant and Fielden, 1996).

Farrant et al (1996) identify three main obstacle to strategic planning in African universities as: ambivalent governments which fail to give universities

full autonomy to make far-reaching changes, reluctant academicians who see planning as a diversion of their time and are sceptical about the value of planning and are also fearful of the process, and the lack of adequate resources for universities to function in the way they were designed to function.

These obstacles, according to Farrant et al (1996), raise shortcomings in the planning process namely; weak internal ownership due lack of extensive consultation and discussion during the process, failure to identify most important priorities and inability to make realistic financial projections in implementation of the plans.

In Kenya strategic planning was introduced by the Government as a requirement of performance contracting in 2004 in all public institutions, including public universities (GOK document, 2006). According to Macau and Omboi (2009), however, Kenyan universities and colleges have always planned but there was never anything strategic about it because the planning has always been the traditional one that followed the Government's five year planning cycle.

While formulation of strategic plans has been comparatively easy, successful strategy implementation has been the biggest challenge to many African universities due to obstacles mentioned by Farrant et al (1996). A recent joint study by the Association of African Universities (AAU) and Association of



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Universities and Colleges of Canada (AUCC) (2009) suggests lack of meaningful progress in the implementation of their respective strategic plans.

The majority of the universities sampled reported that they had strategic plans but made strong demands for assistance in developing strategic plans which sounded contradictory. As a result of the findings, AAU/AUCC developed the “Strengthening the External Stakeholder Relations in Africa” (SHESRA) project (2009-13). The key components of the project is to pair African and Canadian universities to develop institutional strategic plans, develop case studies and strengthen the AAUs external stakeholders’ relations and capacity to support its member institutions. As a result of this initiative, three Kenyan public universities namely the University of Nairobi, Jomo Kenyatta University of Agriculture and Technology and Masinde Muliro University of Sciences and Technology (MMUST) have been partnered with three Canadian Universities to help them review their strategic plans and build capacity.

Wasike (2012) alludes to challenges of strategy implementation in Kenyan public universities when he states that in spite of most universities having various strategies on various programmes, they are hardly implemented successfully.

Masinde Muliro University of Science and Technology has been involved in strategic planning since 2004 but no comprehensive evaluation to document



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the level of success or failure of the implementation process has been undertaken. The study focuses on four determinants of strategy implementation in Kenyan universities with reference to MMUST.

1.2 Statement of the Problem

Effective strategy implementation is not only the biggest challenge to African universities but many major business, public and non-profit organisations all over the world. Yet it is easily acknowledged that organisations that successfully implement their chosen strategies out-perform their rivals.

According to Noble (1999), implementation is complex and difficult because the process is messy, ambiguous and often involves many departments in the firm. The implementation process also takes years, unlike strategy formulation which can be completed in a few weeks. During those years, many internal and external factors that were not predicted may intervene to derail the implementation effort.

This complexity has resulted in high rate of failure. Implementation literature shows the rate of implementation failure as ranging from 50 to 90 per cent. According to Lin (1996), implementation failure is commonplace, non-random and patterned. DeLisi (2001) cites a report in Fortune Magazine by Walter Kiesel which shows that only 10 percent of formulated strategies get implemented. An Economist (2004) survey found that a discouraging 57



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percent of firms were unsuccessful at executing strategic initiatives in the last three years.

Specific to African universities, Farrant et al (1996) have observed the shortcomings in the planning process as weak internal ownership due lack of extensive consultation and discussion during the process, failure to identify most important priorities and inability to make realistic financial projections in implementation of the plans.

Wasike (2012) on his part finds that most Kenyan public universities hardly implemented successfully their various strategies on various programmes.

Several questions therefore arise with regard to strategy implementation in universities; can the universities succeed where big business corporations have failed? What factors influence strategy implementation in universities? And do the universities have the resources and capacities to successfully implementation their strategic plans? This study was therefore undertaken to determine strategy implementation in Kenyan public universities, with specific reference to MMUST.

1.3 The Purpose of the Study

The purpose of the study was to establish the determinants of strategy implementation in Kenyan public universities with particular reference to Masinde Muliro University of Science and Technology.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To establish how strategy formulation influences strategy implementation.
2. To assess how leadership style influences strategy implementation.
3. To establish how financial resources influence strategy implementation
4. To assess how communication by the management influences strategy implementation.

1.5 Research Questions

In order to evaluate the objectives of the study and establish the relationship between the variables, the following research questions were used:

1. How does strategy formulation influence strategy implementation?
2. How does leadership style influence strategy implementation?
3. To what extent do financial resources influence strategy implementation?



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4. How does communication by the management influence strategy implementation?

1.6 Significance of the Study

It was hoped that the findings of the study might enable university managers and planners to identify facilitative mechanisms and solutions that reduce obstacles to implementation problems. It was also hoped that the study might make a modest contribution to literature on strategy implementation in Kenyan public universities for future references by other researchers.

1.7 Basic Assumptions of the Study

Lack of cooperation from some respondents which was anticipated before commencement of the study was not encountered. In fact the return of questionnaires was 100%. The top management was equally cooperative and those scheduled for interview made themselves available. However, it took much longer than expected to get the questionnaires back due to the busy schedule of most of the respondents. Analysis of the questionnaires and interpretation of the data required some skills which took time to acquire.

Budgetary constraints slowed down the study as there were many financial commitments that competed for priority. However, these were eventually overcome with some sacrifices.

The internal environment was found conducive as many staff members found the study worthwhile and relevant and could easily relate it to their work plans in the departments.

1.8 Limitations of the Study

Lack of cooperation from some respondents which was anticipated before commencement of the study was not encountered. In fact the return of questionnaires was 100%. The top management was equally cooperative and those scheduled for interview made themselves available. However, it took much longer than expected to get the questionnaires back due to the busy schedule of most of the respondents. Analysis of the questionnaires and interpretation of the data required some skills which took time to acquire.

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1.9 Delimitations of the Study

The study was confined to strategy implementation at Masinde Muliro University of Science and Technology. As a result, the findings of the study were not used to make inferences on the practice in other Kenyan public universities.

Secondly the study considered only four determinants of strategy implementation from more than sixty factors that have been identified to influence strategy implementation. It would therefore be difficult to categorically state which combination of the more than sixty determinants so far identified by researchers are best suited for successful strategy implementation.

1.10 Definitions of Significant Terms Used in the Study

Commitment: refers to the relative strength of the individual's identification with and involvement in a particular organisation.

Communication: refers to the activity of conveying information, includes systems in use and personal skills of communication.

Competitive advantage: refers to the unique comparative position developed by an organisation through its pattern of resource deployment and scope of decisions.

Culture: refers to core values, shared values, attitudes, value system that is responsive to change

Managerial leadership: refers to leadership provided by managers in formal organisations

Mission: refers to the organisation's current purpose and scope of operation

Organisational structure: refers to the way in which employees are divided into groups for coordination and control

Participation: refers to involvement of employees in the decision-making processes

Strategy: refers to an organisational plan of action that is intended to move it towards achievement of its short-term goals and, ultimately its fundamental purposes

Strategic change: refers to broad long term and organisational-wide issues involving change defined in terms of strategic vision and scope.

Strategy formulation: refers to the process of planning strategies; results in a plan of action for the organisation at its various levels.

Strategic intention: refers to the purpose for which an organisation exists and operates, often expressed in its mission and vision statements.

Strategy implementation: refers to the actualisation of strategic plans

Strategic leadership: refers to the ability to anticipate, envision, maintain flexibility and empower others to create change

Strategic planning: refers to both strategy formulation and implementation

Synergies: refers to the total effect sought by the organisation through all its strategic decision-making

Top management refers to key managers who are responsible for selecting and implementing the firm's strategy

Vertical communication: refers to communication flows up and down the management hierarchy.

Vision: refers to a forward looking statement of what the organisation wants to be in the future

1.11 Organisation of the Study

Chapter one contains the background to the study, statement of the problem, the purpose of the study, the objectives of the study, the research questions, the significance of the study, the basic assumptions of the study, the limitations of the study, the delimitations of the study, and definitions of significant terms used in the study.



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Chapter two discusses the literature review on the concept of strategic planning, the factors that influence strategy implementation, namely strategy formulation, leadership style, financial resources and communication by management. It has a summary of the literature reviewed and also captures the theoretical and conceptual frameworks and gaps identified in empirical research.

Chapter three discusses research methodology which consists of research design, target population, sample size and sampling procedure, research instruments, validity of research instruments, reliability of research instruments, data collection procedure, data analysis and ethical issues.

Chapter four presents data interpretation and discussion. The analysis was based on the objectives of the study namely the influence of strategy formulation on strategy implementation, the influence of leadership style on strategy implementation, the influence of financial resources on strategy implementation and the influence of communication by management on strategy implementation.

Chapter five discusses the summary of the findings, draws conclusions and makes recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher presents the review of related literature to the subject of study. Reviewed literature is organised under the following sub headings: the concept of strategic planning, the influence of strategy formulation on strategy implementation; the influence of leadership style on strategy implementation; the influence of financial resources on strategy implementation; and the influence of communication by management on strategy implementation. It has a summary of the literature reviewed and also captures the theoretical and conceptual frameworks and gaps identified in empirical research.

Reference has been made to relevant books, journals and other electronic publications

2.1 The Concept of Strategic Planning

The concept of strategic planning as a management tool emerged in the business sector in the 1950s. This is a process that focuses on strategic and operational goals, objectives and strategies based on organisational policies, programs and actions designed to achieve organisational aims, desirable results and competitive advantage. It was seen as an appropriate tool to cope



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with new and rapidly changing technological, economic and organisational developments that followed the end of the Second World War. Its popularity grew rapidly among major corporations in the U.S and European countries in the 1960s and 70s (Machado et al, 2006)

According to Bryson (1988), public and non-profit organisations recognised the usefulness of strategic planning during the 1980s when the notion of market for public and non profit organisations gained prominence. Most of these organisations then adopted the model developed by the Harvard Business School whose primary strength was its systematic analysis of strengths, weaknesses, opportunities and threats.

George Keller, with his book: *Academic Strategy: The management Revolution* (1983) is credited with bringing the concept of strategic planning to the attention of higher education.

There are many perceived benefits to be gained by organisations involved in strategic planning. According to Paris (2003), these benefits include stability in the institution notwithstanding leadership changes, making the organisation proactive and able to shape its own destiny and getting valuable feedback from stakeholders among other things. Researchers also assert that organisations that successfully implement their strategies out-perform their rivals

2.2 The influence of Strategy Formulation on Strategy Implementation

Strategy formulation and implementation are the key elements in strategic planning. Literature review indicates that there is a strong relation between the two and that they should be treated as two sides of the same coin. According to Mintzberg (1990), the majority of implementation literature viewed the strategy implementation as a separate stage after strategy formulation. However more recent literature acknowledges more and more that strategy formulation and implementation are intertwined. Noble (1999) concurs that strategy formulation and implementation have deep relationship although seen as separate processes. Noble (1999) asserts that strategies are responsible for best outputs when formulation is done as part of implementation that requires basic interaction between planners and executives. As such, managers should think about implementing when planning and review formulating and implementing simultaneously. Noble (1999) concludes that the planning process should always involve concrete means of implementation.

The chances of success or failure of strategy implementation are proportionately increased by compatibility or otherwise of the two. According to Comerford and Callaghan (1985), if there are fundamental problems with the strategic plan, the successful implementation will be extremely difficult and accordingly propose involvement of implementers in the planning stage.

NICKOLS (2000) identifies the four combinations that influence strategy success or failure as: flawed strategy and flawed execution; sound strategy and flawed execution; flawed strategy and sound execution; and sound strategy and sound execution. Nickols (2000) argues that only when the strategy and execution are sound does the organisation stand a good chance of success, barring aside environmental and competitive influences. Nickols further contends that executing the wrong strategy is one of the major problems leading to unsuccessful implementation of strategies.

DeLisi (2001) found out that lack of knowledge of the strategy process is one of the critical reasons leading to strategy failure. DeLisi (2001) remarks that few managers have solid grasp of strategy and strategy process due to lack of knowledge and "strategy oftentimes gets created which is not strategy at all." He concludes that such "strategy" is doomed to failure. DeLisi (2001) also advocates for an inclusive formulation process where all employees participate to make them fully understand and relate plans to their work the plans and finally for ownership.

Paris (2003) recommends five essential ingredients for an effective planning process, namely the right people, good data, preparation, a structured process, and adequate resources of time and dollars. Paris (2003) explains that the right people means representation of all the key stakeholders who participate in the process and provide feedback to the groups they represent for revising the

draft plans. Secondly, good and reliable data is required about the true state of affairs before starting on the planning process. The third ingredient, preparation, is crucial to enable all the participants, whether representing departments or units to explore the many alternative directions and what others have found successful. This may also involve inviting futurists to speak to the planning team prior to the event. Fourthly the services of a neutral facilitator is recommended to ensure that the planning sessions are conducted in a structured manner that allows all fair allocation of time and opportunity to all participants to contribute freely and at the end of the planning process, tangible results can be shown to have been achieved. Finally, adequate time and money is required to enable the participants prepare in advance all the documentation and information they need in the planning process. Budgetary allocation is necessary to meet payments for various services such as travel, venue, facilitation fees, meals and refreshments and the like.

The formulation process should therefore be participatory, by involving all levels of staff including the implementers. It has been noted that when the process excludes other employees, there is usually a lack of feeling of ownership and resistance to the plan may develop. As observed by DeLisi (2001), when people are not involved in creation of the plan, they don't buy into the plan and don't feel committed to it, especially where their legitimate objects to the plan are suppressed due to lack of open environment in which people feel safe or the culture does not support it.

One of the major obstacles to strategy implementation as found out by DeLisi (2001) in his research is when strategy is not clear, focussed and consistent. He points out that in such instances, people cannot internalise the strategy and act upon it as well as understand the priorities of the business. A sound strategic plan should therefore be clear, focussed and consistent, emphasising on the priorities of the business. It should have specific, measurable, achievable, realistic and time-bound (SMART) short term objectives, programs and action plans to operationalise them. Mechanisms for monitoring and evaluation should also be built in at this juncture.

Public universities have unique constraints that have implications on formulation and implementation of strategic plans. Two of these constraints discussed by Wheelen, Hunger and Rangarajan (2010) are the heavy dependence on outside sponsorship, especially on national governments, donors and other stakeholders for revenue funding, and professionalization. Dependence on multiple sponsors limits the universities' autonomy and compromises the planning process because the sponsors' interests have to be accommodated. Governments often regulate what the universities can do or not do. The effect of these on strategic plans is that the mission statements and operating objectives are expressed in guarded, ambiguous and unqualified terms. This makes implementation of the strategic plan difficult.



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Professionalization on the one hand facilitates and impedes formulation and implementation at the same time. Jurinksi (1991) notes that planning is an academic exercise for which universities are best suited. Wheelen et al (2010) agree that professionalization simplifies detailed planning but observe that rigidity to professional values and traditions can prevent the organisation from changing its conventional behaviour patterns to fit new service missions tuned to changing social needs. In other words, academicians are very conservative and mostly resistant to changes.

Paris (2003) argues that planning means change and some things have to go at the end of it. The static professional norms and attitudes cannot be therefore indefinitely sustained. Paris (2003) further comments that academicians regard the planning process as a distraction of their time and when the exercise is completed, there is a great sense of relief, even celebration. These views reflect the difficulties universities may experience in formulation and implementation of strategic plans. But as Wheelen et al (2010) optimistically observe, things are changing for the better as universities attempt to become business-like and more and more academicians are receiving training in leadership and management.

2.3 The influence of Leadership style on Strategy Implementation.

Leadership has been identified as perhaps the most critical factor in strategy implementation. Cole (1997: 145) asserts that managerial leadership is vital,



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for without this, no strategy can be implemented effectively and efficiently. Dess, Lumpkin and Eisner (2008) identify four critical roles played by leadership as setting a direction, designing the organisation, nurturing a culture dedicated to excellence and ethical behaviour, and overcoming barriers to change and the effective use of power. These views are similar to those expressed by Ireland, Hoskisson and Hitt (2009) who define five key roles of strategic leadership in strategy implementation as consisting of: determining the firm's direction; effectively managing the firm's resources (including exploiting and maintaining core competencies and managing human capital and social capital); sustaining an effective organisational culture and emphasising ethical practices; and establishing balanced organisational controls.

Determining the firm's direction requires the leadership to develop and communicate a vision for the organisation and formulate strategies or strategic plans to achieve the vision. Effective management of resources includes allocation of financial and physical resources and their efficient utilisation throughout the organisation to achieve strategic goals. Human capital has been recognised as the greatest asset any organisation can have and consists of the knowledge, skills and abilities of the people in the organisation (Amstrong, 2009). It is the role of the leadership to develop strategies to attract, develop and retain suitable staff so as to enhance their performance. These will also help the firm accomplish tasks and create value for customers and



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shareholders/ stakeholders (Ireland et al, 2009). Such strategies include recruitment and selection policies, training and development policies and reward systems. According to Pearce, Robinson and Mital (2011), leaders use education, principles, and perseverance to build the organisation. Education involves familiarising managers and future managers with an effective understanding of the business and the skills they need to develop.

Research suggests that effective strategy implementation is affected by the quality of people involved in the process (Govindarajan, 1989). Quality here refers to skills, attitudes, capabilities, experiences and other characteristics of people require by a specific task or position (Peng and Litteljohn, 2001). All managers should be therefore well trained to acquire superior skills to effectively formulate and implement strategies (Ireland et al, 2009).

The organisational culture is shaped and managed by the leadership. According to Koontz and Wehrich (2010), transformational leadership have the capacity to motivate, shape the organisational culture and create a climate favourable for organisational change. Cole and Kelly (2011) concur and state that the influence of management culture and style can have radical effects on the way structure is used to implement strategy. Cole and Kelly (2011) further point out that culture is important because it determines the spirit in which a strategy is formulated. They conclude that the success of implementing a chosen strategy depends very considerably on how acceptable the corporate



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culture is to the workforce and how well it is conceived and communicated by the top management of the organisation.

Wheelen, Hunger and Rangarajan (2010) also caution that when implementing a new strategy, a company should have time to assess strategy ó culture compatibility.

Ethical practices require that leaders are principled. According to Pearce et al (2011), principles are the leader's personal standards that guide his sense of honesty, integrity and ethical behaviour. The behaviour of the leaders can build or destroy an organisation as they are closely watched by every manager, employee, customer and supplier of the organisation.

Establishing balanced organisational controls, according to Simons (1994) are the formal information based procedures that strategic leaders use to frame and change patterns of organisational activities. Comerford and Callaghan (1985) see organisational controls as measurement systems for monitoring and evaluation of strategic plans. Such mechanisms should measure all areas of performance including both financial and non financial performance.

Central to the success of strategy implementation is the commitment and involvement of managers in the process. Studies suggest that one reason for strategy execution failure is the lack of managerial commitment. While top-



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management are involved in the formulation process, they tend to leave the responsibility for implementation to middle level and lower level managers whom they did not involve in the formulation stage. Heracleous (2000) suggests that all management and non management staff should be involved in strategy formulation to ensure their commitment to it and promote successful implementation. Top managers should also continue to be fully engaged in the implementation process and should not think their role is over after formulation of the strategic plan. They have the onus to sustain the commitment of the implementation process through effective communication and involvement in it.

Noble and Mokwa (1999) put forward three dimensions of commitment as central factors which influence strategic outcomes. These are: organisational commitment; strategy commitment; and role commitment. They define organisational commitment as the extent to which a person identifies with and works toward organisation-related goals and values. Strategy commitment is defined as the extent to which a manager comprehends and supports the goals and objectives of the strategy. Role commitment is describe as the extent to which a manager is determined to perform his/her individual implementation responsibilities well, regardless of his/her beliefs about the overall strategy.

Reed (2002) sees leadership in universities as not suitable to strategic management and calls for new managerialism to deconstruct bureaucratic hierarchies the leadership has created. Reed (2002) suggests introduction of

more productive and flexible administrative practice to supplant status quos where academics are elevated to managerial and leadership positions within the universities.

2.4 The Influence of Financial Resource on Strategy Implementation

Financial and physical resources are important to actualise strategic plans. Without adequate financial resources, it would be impossible to implement any plans.

According to Wheelen et al (2010), an ideal strategy might be found to be completely impractical only after specific implementation programs are costed. They add that planning a budget is the last real check a corporation has on the feasibility of its selected strategy. Other researchers who identify insufficient financial resources or inadequate and unavailable resources as one of the major barriers to strategy implementation are Brannen, (2000), and Hrebiniak, (2005). Cole (1997) posits that financial and physical assets can be deployed to achieve optimum synergy in the actualisation of strategy.

Paris (2003) argues that the planning process should have a relationship to the budget process; otherwise the strategic plan is of little value. The source of funding and availability of financial resources should therefore be identified right at the strategy formulation stage; otherwise the exercise is futile and should not be undertaken. And according to Comerford and Callaghan (1985)



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if resources are not available or in excess, the strategic plan should be re-evaluated.

Many public universities in the world, including American and European universities are faced with the problem of dwindling government funding but at the same time, face the demand to increase and improve their services (Paris, 2003).

Scott (1999), in reference to European universities observes that financing is a major issue as universities are more dependent than ever on national governments for their budgets. This dependency has led to the advent of plural funding strategies which involve encouragement of higher education institutions to raise additional private income to supplement normal budgets.

The same challenge of dwindling government funding is experience by the majority of African universities. One of the key purposes of strategic planning in African universities is to use the documents to negotiate with their national governments and donors for funding. And because there is no certainty in securing adequate funding from either the national government or donors the universities adopted a model of strategic planning known as "rolling strategic plans" meaning that strategic objectives that cannot be implement are postponed to the subsequent years indefinitely until funds become available (Farrant and Fielden, 1996).



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The Kenyan Government has acknowledged its inability to fully finance public universities. The Sessional Paper No.1 of 2005 on Policy Framework for Education, Training and Research states that "University education is particularly expensive to Government and is not sustainable within current resources. Universities will, therefore, have to reduce their dependence on the Government and diversify their sources of income as well as ensure more efficient and cost effective use of institutional resources. They will also be required to establish comprehensive financial management systems that ensure efficiency in the application of resources"

The government has made the generation of extra revenue (Appropriation-in-Aid) and cost reduction/savings key performance indicators in the annual the performance contracts universities sign with the government.

To address the problem of inadequate government funding and in order to provide for more services than the sponsors and client can pay for, universities have engaged in various activities. These activities include piggybacking, strategic alliances and use of internet (Wheelen et al, 2010). Piggybacking refers to the development of new activities that would generate funds needed to make up the difference between revenues and expenditure.

Universities in USA and other parts of the world are engaging in "auxiliary services" such as bookstores, computer centres and, hiring out their facilities



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such as conference halls when not in use by students as alternative sources of income (Wheelen et al, 2010).

In Kenya, the most popular income generating activity is the privately sponsored programme (PSSP) or module II as it is variously known. It allows the universities to enrol students who pay higher fees than the government sponsored students but have to cater for their accommodation. Other activities universities are engaged in include farming, operating cafeterias and hotels, bookshops, cyber cafes and production units for fabrication of various equipments for sale among others (MMUST Business Plan 2012).

Strategic alliances involve collaborating with other institutions to enhance the universities' capacity to serve clients more efficiently and economically than if they were done alone. The arrangement allows the universities to retain their identity and the integrity of their programmes. USA had by 1998 twenty one (21) consortia representing one hundred and twenty five (125) colleges and universities (Wheelen et al, 2010).

In Kenya, many public universities are collaborating with tertiary institutions to offer their programmes in locations where their physical presence would be uneconomical or where the institution has a competitive advantage. MMUST, for example, has signed memoranda of understanding (MOU) with Vision Institute of Professionals (VIP) in Nairobi, Elgon View Colleges in Eldoret



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and Bukura Agricultural College among others to offer MMUST programmes and share money collected from fees paid by students.

The massification of university education has also put enormous pressure on public universities to expand their physical infrastructure to cope with the large student numbers. The universities, however, do not have the financial capacity to provide all the required facilities. As a result universities are engaging with the private sector in an attempt to develop their infrastructure under an arrangement known as public-private partnership (PPP). MMUST, for example, has offered land to private investors to build facilities the university requires for tuition and accommodation of students and recover their investment over an agreed period of time then transfer the property to the university thereafter (MMUST policy document on PPP).

The internet is a major information and communication technology (ICT) tool universities are using to provide services more efficiently to thousands of students without the need to expand physical facilities for tuition and accommodation on campus.

According to Wheelen et al (2010), about 75 percent of US colleges and universities have websites enabling students to access course information and download assignments. They report that such websites are replacing library reserve rooms. But the greatest advantage is the ability to enrol and teach



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millions of students in diverse locations all over the world. Wheelen et al (2010) report that US universities are offering complete courses and degree programmes over the internet, and by 1997-8 had enrolled millions of students in distance education courses.

Many Kenyan public universities such as the University of Nairobi, Kenyatta University, Moi University and Maseno University among others have developed and are now offering open learning, distance education and e-learning programmes to thousands of students in different parts of the country.

Mergers is a strategy that is worth exploring to make Kenyan public universities viable and specialised in view of constraints in funding, shortage of academic staff, the deteriorating quality standards and the massification of university education. Kallio, Niukko and Jalava (2009), report that in Finland, the government is putting pressure on the several small public universities to merge and specialise.

2.5 The influence of Communication by management on Strategy Implementation

Communication serves many functions within the organisation: control, motivation, emotional expression and information dissemination and is a key factor in the success or failure of organisations. Managers use communication to develop culture by communicating values, the mission and organisational



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purpose, goals and the expected way of doing things. They tell stories and issue rewards and sanction punishments (Cole and Kelly, 2011: 289).

Communication also plays a major role in strategy. Scholars and researchers of strategy such as Alexander, (1985), Rapert and Wren, (1998), Peng and Litteljohn, (2001) recognise the key role of communication and its link to successful strategy implementation. Argenti, Howell & Beck (2005) find that where companies take a strategic approach to communication, it becomes integral to the formulation and implementation of strategy.

For communication to be effective, managers must understand how communication takes place, how technology may enable it and the barriers to communication (Cole and Kelly, 2011). Argenti et al (2005) also find out that companies most likely to recognise the strategic communication imperative are those in which the chief executive officer has an inherent understanding of how communication can be a differentiator and thus drive strategy.

The managers should therefore create an environment where information flows easily both horizontally and vertically throughout the organisation. Rapert and Wren (1998) find that an organisation where employees have easy access to management through open and supportive communication climates tend to outperform those with more restricted communication environments.



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Venliquette and Garrets (2002) state that communication and shared understandings play an important role in the implementation process, particularly when vertical communication is frequent, strategic consensus (Shared understanding) about strategic priorities is enhanced and an organisation's performance improves. Also the findings of Peng and Litteljohn (2001) support this view when they state that effective communication is a key requirement for strategy implementation.

Organisational communication further plays an important role in training, knowledge dissemination and learning during strategy implementation. Argenti et al (2005) argue that communication not only helps the top management to reinforce and implement strategy by communicating with key constituencies but also interpret constituency responses in ways that inform strategy moving forward.

Tribe (2010) writes that "effective communication is at the heart of strategy implementation. Each organisation which engages in a systematic process of strategic planning may overlook this vital aspect so that strategy may remain the property of senior management and its circulation may be intentionally or unintentionally restricted."

Where strategy is not communicated properly to all employees, there exists lack of feeling of ownership and resistance to strategic change. (Nutt, 1987)

found that managers formulate strategic decisions then administratively impose them to lower and non-management employees with little consideration of the resulting functional level perceptions. Nutt (1987) recommends that the information should be properly communicated among all layers of the organisation to create consensus, lack of which creates barrier to successful implementation. Theodore Levitt of Harvard Business School observes that the effectiveness of communication of strategy lies in its simplicity, clarity and brevity. He is quoted as saying; "to be successful, a strategy must be simple, clear and expressible in only a few written lines; If it is elaborate and complex, and takes a lot of space or time to communicate, few people will understand it and march to its tune."

Communication barriers are reported more often than any type of barrier. Such barriers are mainly attributed to management culture and style and the resultant organisational structure (Cole and Kelly, 2011). Specifically some barriers to communication include lack of trust within the organisation, perceived gaps between management and employees and lack of involvement within the strategy process. Other causes include high workload, timing of communication, lack of coordination, change fatigue and employee cynicism.

A 1996 Renaissance solution survey, found that only 5% of employees understand their corporate strategy due to lack of adequate communication. The May/June (1999) issue of Strategy and Leadership Journal mentioned that



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the typical company gives access to only 42 per cent of managers and 27 per cent of employees and where it is communicated, it is oftentimes unclear what strategy really is. A study by Schaap (2006) of casinos industry in Nevada shows that over 38 per cent of the senior-level leaders do not communicate the company's direction and business strategy to all of their subordinates.

Noble (1999) agrees that the lack of shared knowledge with lower level management and non management employees creates a barrier to successful strategy implementation.

Argenti et al (2005) suggest measures that can be taken to make communication effective. These include the involvement of senior managers who must understand the importance of communication and leverage it strategically with all their constituents; integrating communication by ensuring that communication that emanates from the business units are aligned with and support the company's overall strategy; having communications functions under one executive for structural integration; developing a master communications strategy, that is communication must have a long term orientation; and ensuring that top communicators must have broad general managerial skills. Effective communications professionals are those that speak the same language as the senior executive and have a clear and deep understanding of the business and its strategy (Argenti et al, 2005).

2.6 Theoretical Framework

This study is anchored on the transformational leadership theory developed by Burns (1978) and later extended by Bass (1985). Burns (1978) first introduced the concept but used the terminology *transforming* leadership. According to him, transforming leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation.

Burns (1978) also claimed that transforming leadership creates change in the life of people and organisations. It re-designs perceptions and values and changes expectations and aspirations of employees. It is based on the leader's personality, traits and ability to make a change through, for example, articulation of an energising vision and challenging goals. Transforming leaders are idealised as moral exemplar of working towards the benefit of the team, organisation and/or community.

Bass (1985) extended the work of Burns (1978) and introduced the term *transformational* in place of transforming. Bass (1985) tried to explain how transformational leadership could be measured and how it impacts on followers. The followers of such a leader feel trust, admiration, loyalty, and respect for the leader because of the qualities of the leader. The leader offers followers something more than just working for self-gain, they provide followers with an inspiring mission and vision and give them identity. The leader transforms and motivates followers through his idealised influence



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(charisma), intellectual stimulation and individual consideration. The transformational leaders therefore articulate a vision, inspire and motivate followers and create a climate favourable for organisational change.

There are striking similarities between the concepts of transformational and charismatic leadership. Charismatic leaders were assumed to possess certain characteristics such as being self-confident, having strong convictions, articulating a vision, being able to initiate change, communicating high expectation, having a need to influence followers, demonstrating enthusiasm and excitement and being in touch with reality. Many of these characteristics of charismatic leaders are closely related to those of traits leadership theory.

The concept of transformational leadership therefore appears to be an attempt by Burns (1978) and Bass (1985) to improve on the earlier theories of traits and charismatic leadership but the transformational leader initiates innovation and change. The theory of transformational leadership has, however, gained wide popularity and application.

The theory of transformational leadership can be applied by managers in the implementation of strategy through: developing a challenging and attractive vision together with the employees; tying the vision to a strategy for its achievement; translating the vision to specific actions; expressing confidence, decisiveness and optimism about the vision and its implementation, and



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realising the vision through small planned steps and small successes in the path to its full implementation.

The theory of transformational leadership behaviour and style is deemed appropriate for the study because the leadership style plays a critical role in the successful strategy implementation. And effective strategy implementation requires the leadership to participate in the formulation of the strategy, identify and allocate sufficient financial and other resources for the implementation, and communicate the chosen strategy effectively to employees to cultivate a sense of ownership among them.

Transformational Leaders are today recognised as the captains of industry who steer their organisations through turbulent waters to out-perform their rivals. The effective execution of strategic plans is their weapon of choice.

2.7 Conceptual Framework

The conceptual framework below shows the relationship between independent variables and the dependent variable

Conceptual framework is important because it enables the researcher understand the study by breaking it into manageable components.

Independent variables

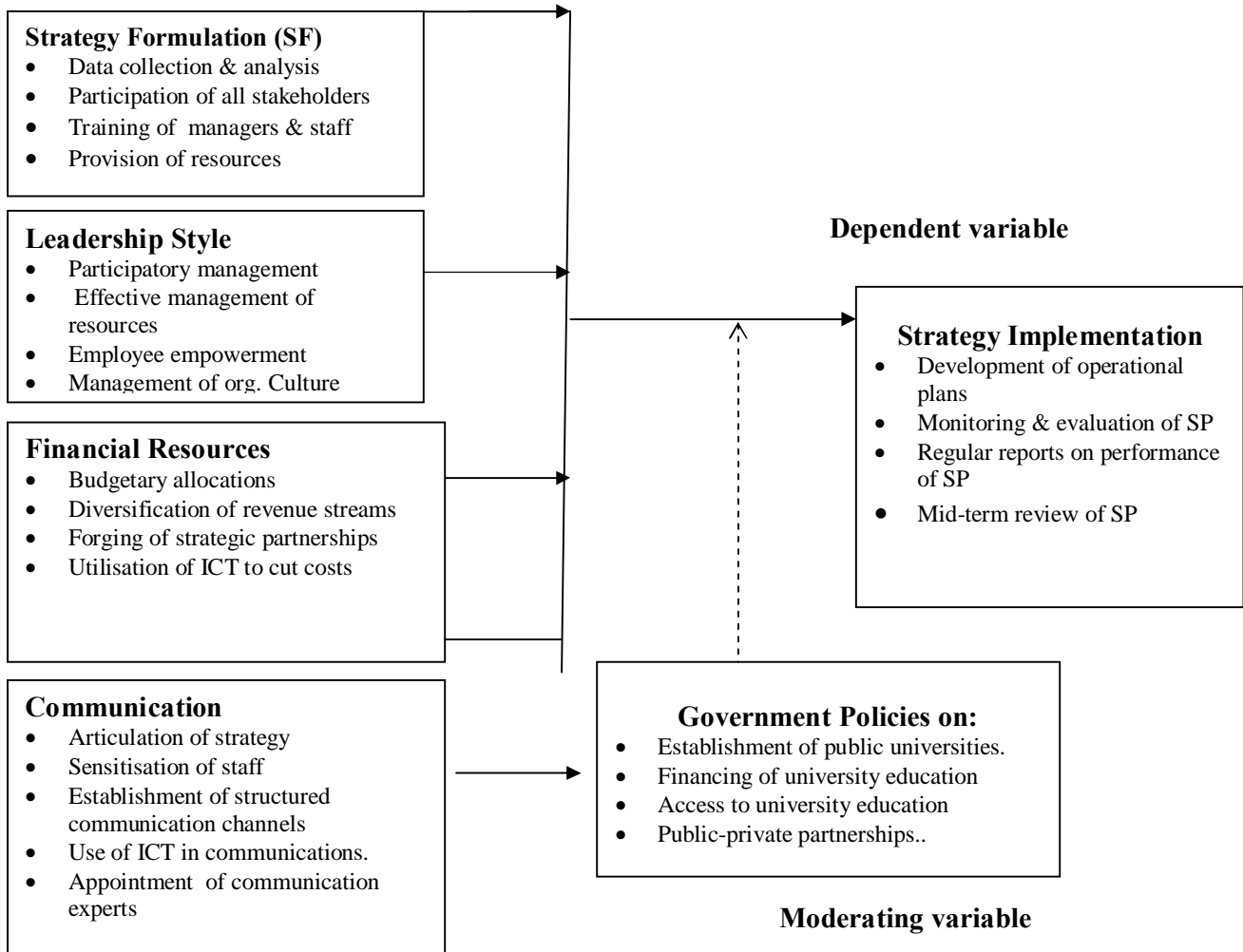


Fig. 1 conceptual framework showing relationship between independent variables and dependent variable.

2.8 Summary of Literature Review

Literature review reveals that the concept of strategic planning had its roots in the military but evolved as a management tool in the business sector in the USA in the 1950s.

The concept gained popularity and spread to other major corporations in Europe in the 1960s and 70s. Strategic planning was then seen as a panacea to address turbulent economic forces unleashed by the Second World War. Public and non-profit organisations adopted the practice in the 1980s.

Literature suggests that strategy formulation is far much easier than strategy implementation. Strategy implementation is deemed as a complex and difficult exercise. It involves many players and departments in an organisation, and takes several years to accomplish unlike strategy formulation which can be completed in a few weeks.

The environment constantly changes and this may make well conceived plans obsolete before they are implemented

It is acknowledged, however, that organisations which successfully implement their chosen strategies or strategic plans consistently out-perform those that do



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not. It also enables such organisations to manage change easily and insures their survival during turbulent times.

Literature review also reveals that there is high rate of failure of strategy implementations among organisations, sometimes, as high as between 50-90 caused by varied factors. Some researchers have suggested as many as 63 success or failure factor while others have condensed the number to below 10 factors.

Literature further suggests that the failure of strategy implementation has persisted because researchers have paid little attention to it and not come up with solutions. Most of the research has been concentrated on the side of strategy formulation at the expense of strategy implementation. Coupled with this is inadequate documentation of success and failure factors by researchers of organisations involved in strategic planning

2.9 Identified Gaps

Noble (1999) observes that there is little research interest on the subject of strategy implementation to offer practitioners meaningful solutions to mitigate the high rate of strategy failure in many organisations. It has also hampered efforts of few researchers interested on the subject as there is lack of significant body of literature on which to base new efforts.



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Both public and private universities in Kenya continue to operate in an increasingly competitive environment. Since strategic plans provide roadmaps towards achievement of organisational vision, it is important to study the factors that may lead to success or failure in strategy implementation and document it.

This study was therefore undertaken to make a modest contribution in bridging the gap in empirical research and documentation in strategy implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with research design, target population, sample size and sampling procedure, research instruments, validity of research instruments, reliability of research instruments, data collection procedure, data analysis and ethical issues.

3.1 Research design

The study applied descriptive research design. A survey research according to Mugenda and Mugenda (2000) is an attempt to collect data from member of a population in order to determine the current status of that population with respect to one or more variable. Survey research is thus self-report study which requires the collection of quantifiable data from the sample by interviewing or administering questionnaires to sample individuals (Kothari, 2004, Orodho, 2003, Mugenda and Mugenda, 2000). It involves gathering facts or obtaining pertinent and precise information concerning the current status of phenomenon and whenever possible draw conclusions from the facts discovered.

Descriptive research was used to obtain useful data that helped in evaluating present phenomenon and provided a framework for decision making. Survey design was appropriate for this study because it enabled the researcher to

collect as much information as possible and make conclusions from the findings of the study.

3.2 Target population

The target population consisted of 685 teaching, non- teaching (administrative and technical) staff and top management of MMUST (Basic statistics, 2013)

The university was chosen because it is one of the universities that have developed very comprehensive and well articulated strategic plans but implementation (which is the subject of analysis in the study) is a challenge, and also familiarity with the university assisted the researcher in accessing the population.

3.3 Sample size and sampling procedure

The sample consisted of 205 respondents selected from the University. Nine members of top University Management (purposively sampled) were incorporated because they are the heads of the organization in the absence of University Council. They are also responsible for the financial and administrative decisions in the University including the implementation of the strategic plan. To ensure proportional representation, staffs were grouped into teaching, administrative and technical staff. Then, using simple random sampling, 30% of the total number of each category was picked as shown in the Table below. The three categories of staff were chosen because they are key players in strategy implementation for the University to actualize its mandate of teaching, research and extension services.

The decision to choose 30% and above of the population size was because, it was considered large enough to be a representative of the entire population as advocated by Kothari (2004).

Table 3.1 Stratified random sampling of teaching and non teaching staff.

Distribution of Staff at MMUST	Number	Sample 30%
Teaching Staff	314	94
Middle level Administrative staff	280	84
Technical Staff	82	24
TOTAL	676	202

Source (Masinde Muliro University of Science and Technology Basic Statistics 2015.)

3.4 Research instruments

According to Richard and Plight (1988), most techniques for measuring perception and attitude rely on verbal material in the form of interview and questionnaire, thus the Questionnaire was the main instrument for data collection in this research study.

Questionnaires are appropriate because respondents have time to answer and give their view of the matter without coercion or influence from the researcher besides being easy and economical to manage in time and space.

The questionnaire was constructed to reflect the objectives of the study, personal experience, literature review, and was used to evaluate and examine items vital to the variables. Interviews were used to clarify and fill in any possible gaps in the completed questionnaires for primary data. Secondary data was obtained from literature review from books, journals and other relevant documents.

3.4.1 Questionnaires for teaching and non teaching staff

The researcher administered closed and open ended questionnaires for gathering information from the 202 teaching and non teaching staff of MMUST.

3.4.2 Interview guide for top managers

The researcher used structured interviews to get information from the nine top managers.

3.5 Validity of research instruments

According to Best and Khan (1993) Validity is the degree to which the result obtained from analysis from the data actually represents the phenomenon under study; it measures how much the measured values agree with the true values. Carmines and Zeller (1979) discuss two types of validity; content validity and criterion-related validity that is, predictive and concurrent validity.

In this study, content validity was used whereby instruments were given to my supervisor and two other lecturers of the University of Nairobi in the area of Project Planning and Management for comments. Their comments were then incorporated in the final draft of the study.

3.6 Reliability of research instruments

Reliability is the extent to which a test, method or tool gives consistent results across a range of settings and if used by many researchers. It enables studies to be replicated to obtain the same results using the same methods as those earlier used (Kothari, 2004). According to Mugenda and Mugenda (1999) Reliability test is the degree to which a research result yields consistent result of data after a repeated trials, which can be quantified by taking several measurements on the same subjects. The extent to which the test gives the same result after repeated trials measures the precision of a single such test hence the internal consistency was measured using Cronbach's alpha coefficient.

To test the reliability of the instruments, the questionnaires and interview schedules was tested at Moi University where a sample size of 10 was picked. This was aimed at detecting problems in the questionnaire design and to see if the questionnaire had an easy-to-follow layout, clear instruction, understandable statements, easy to answering, comfortable time to complete the questionnaire and generally to give the respondents a chance to propose

several constructive suggestions for further improvement. To ensure reliability of the instruments during test-retest, the researcher checked on the consistency with which the question were generated and the flow of the question was analysed. The researcher noted down and discussed the findings with the supervisor.

3.7 Data collection procedure

The research got an introductory letter from the University of Nairobi and used it to obtain permission from the university management to conduct research at MMUST.

3.8 Data analysis Techniques

Data analysis refers to examining what has been collected in a survey and making deductions and inferences (Kombo and Tromp, 2006). Consequently, both quantitative and qualitative analyses were performed on the data. Collected data was checked for completeness, coded and cleaned by the researcher and analysed using Statistical Package for Social Sciences (SPSS version 20). Data was presented in form of tables.

Before embarking on the objective analysis for the study, the data collected was descriptively represented through calculation and summary of the responses by use of frequencies, charts, and tables where frequencies were generated for all the key variables of the study. The background information in each study was in the form of descriptive statistics. The demographic

information was useful in this study as it captured aspects of age group, gender, job category and years of service with the University.

Various statistical tests were used for purposes of checking relationships and making inferences to evaluate and examine if relationships existed between the variables in the study. Key among such statistical used was the multiple regression analysis. The detailed procedure for the multiple regressions was done in four steps namely: exploration of the data, univariate analysis of all predictor variables with dependent variable and multivariate analysis with moderator, independent and dependent variables. To explore the data means checking for any outliers and testing for normal distribution to ensure that the assumptions for regression are being met. The dependent variable is assumed to be a linear function as;

$$\hat{Y} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where:

\hat{Y} ; Ease of strategy implementation

β_0 ; a constant

$\beta_1 - \beta_4$ = beta values

X_1 = Strategy formulation

X_2 = Leadership

X_3 = Financial resources

X_4 = Communication

ϵ = error term

The research was conducted at a 95 percent confidence interval.

3.9 Ethical issues

The researcher observed confidentiality especially for the information given from questionnaires and interviews. The respondents' information was not passed to any third party. The respondents were required to give their names. The researcher used numbers to identify them. The researcher also observed ethical issues during the entire research period.

Table 3.2 Operationalization table

Objectives	Variable	Indicators	Measures	Scale
To establish how strategy formulation influences strategy implementation.	Strategy formulation	Data collection & analysis Participation of all stakeholders Training of managers & staff Provision of resources	No of reports documented No. of trained staff & managers Budget provided for strategy formulation	Nominal
To assess how leadership style influences strategy implementation.	Leadership	Participatory management Effective management of resources Employee empowerment Management of org. Culture	No of managers involved Budget allocated for each department Delegation of responsibility Evidence of shared vision	Descriptive
To establish how financial resources influence strategy implementation	Financial resources	Budgetary allocations Diversification of revenue streams Forging of strategic partnerships Utilisation of ICT to cut costs	Amount of budget allocated No. of income generating activities No. of partnerships Evidence of use of internet	Descriptive / Nominal
To assess how communication by the management influences strategy implementation.	communication	Articulation of strategy Sensitisation of staff Establishment of structured communication channels Use of ICT in communications. Appointment of communication experts	Availability of vision statement No. of meetings for staff No of communication channels Use of intranet No. of communication experts	Nominal

Source: Researcher 2015

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

The results of data analysis are presented in this chapter. Data has been organized and interpreted as per the research questions. The information was acquired from the respondents according to their socio-economic status at the time of study.

4.2 Data collection and analysis process

The following were the study objectives; to establish how strategy formulation influences strategy implementation; to assess how leadership style influences strategy implementation; to establish how financial resources influence strategy implementation; to assess how communication by the management influences strategy implementation. The questionnaire return rate was 100% since 202 questionnaires supplied to the respondents were all returned. A response rate of at least 90% was considered a good rate according to Saunders et al. (2007).

The conceptual frame work and the research questions formed the basis of collecting data. All statistical tests were performed using Microsoft EXCEL 2003 and SPSS version 20 software programs. Commonly accepted descriptive statistics including measures of central tendency such as mean,



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standard deviation, frequency distribution and correlation, were determined, as advocated by Stephens (2004) and Neuman (2003)

Data collection by questionnaire survey was employed to gather the information from the respondents. The data collection process associated with the survey used in this research began with contacting the management of Masinde Muliro University of science and Technology with a letter of recommendation from the University of Nairobi, for permission to access staff and information deemed not for public utilization. The survey questionnaire was administered in January, 2015 to all targeted respondents. The questionnaire comprised of 41 questions subdivided into different categories as per the conceptual framework and designed on a Likert scale approach. The questionnaire was tested for reliability where Cronbach's alpha scores were computed using SPSS version 20. It was found to be 0.868 for all the 41 items that were coded. An alpha score of 0.7 or greater is acceptable for social sciences or non-clinical research reliability (Groth- Marant, 2003). The table below shows the reliability test results.

Table 4.1 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.868	41

Source: Research data 2015

4.2 Background information of the respondents

The background information used in the study included, age, gender of respondents, department of service, length of service as discussed.

4.2.1 Gender

The respondents indicated their gender and the results were recorded in Table 4.2 below. The results indicate that the male respondents were 110 (54.5%) while the female respondents were 92 (45.5%). The results indicate nearly the same number of male respondents having participated in the study like women. This shows every gender was actively involved in the study.

Table 4.2: Gender

Gender			
	Frequency	Percent	Cumulative Percent
Male	110	54.5	54.5
Female	92	45.5	100.0
Total	202	100.0	

Source: Research data, 2015

4.2.2 Age bracket

The second question sourced information from the respondents on their age bracket. The table below shows the results.

Table 4.3 Age bracket of respondents

Age bracket			
	Frequency	Percent	Cumulative Percent
below 25	16	7.9	7.9
26-35 years	77	38.1	46.0
36-45 years	77	38.1	84.2
46 to 55 years	32	15.8	100.0
Total	202	100.0	

Source: Research data 2015

From the results indicated in table 4.3 above, 7.9% of the respondents were below 25 years, 38.51 were between 26- 35 years, 38.1% were between 36 and 45 years while 15.8% of the respondents were between the ages 46 and 55 years. The results indicate that majority of the respondents were between 26 and 45 years.

4.2.3 Department of respondents

The respondents were told to indicate in which department they belong. They were to indicate the department they belong to in question three. The response is as shown in the table below.

Table 4.4 Department of respondent

	Department		
	Frequency	Percent	Cumulative Percent
Faculty of science	29	14.4	14.4
ICT	15	7.4	21.8
FESS	29	14.4	36.1
PSSP	15	7.4	43.6
CDMHA	15	7.4	51.0
Research and extension	14	6.9	57.9
Performance and monitoring	14	6.9	64.9
SGS	15	7.4	72.3
Administration	42	20.8	93.1
SOLACE	14	6.9	100.0
Total	202	100.0	

Source: Research data 2015

From the results in the table above, majority of the respondents were in Administration category with 20.8%, faculty of science had 14.4%, faculty of

education and social sciences with 14.4%, while the remaining departments had 7.4% of the respondents except SOLACE, performance and monitoring and research and extension that had 6.9% of the respondents. This indicates that all the respondents were distributed across all the departments.

4.2.4 Length of service of respondents

The respondents had to indicate the duration they had worked in the University. This was done by asking them question No. 4 on the questionnaire. The response is as shown in table 4.5 below.

Table 4.5 Length of service of respondents

	Length of service		
	Frequency	Percent	Cumulative Percent
Less than 1 year	12	5.9	5.9
Between 2- 4 years	72	35.6	41.6
5 years and above	118	58.4	100.0
Total	202	100.0	

Source: Research data 2015

From the results majority of the respondents have indicated that they had worked for 5 years and above (58.4%), 72 respondents had worked between 2 to 4 years (35.6%), while 5.9% had worked for less than one year.

4.2.5 Category of staff

The respondents further had to indicate whether they were teaching or non teaching. The response is as shown in table 4.6 below.

Table 4.6 Category of staff

	Category		
	Frequency	Percent	Cumulative Percent
Teaching	94	46.5	46.5
Non-teaching	108	53.5	100.0
Total	202	100.0	

Source: Research data 2015

From the results, there were two broad categories of respondents; teaching and non teaching. The teaching staffs were 46.5 % of the entire group while 53.5% were non-teaching staff.

4.2.6 Management position held

The respondents were also to indicate whether they held any position. They were to respond to question 6 on the questionnaire. The results were as indicated in the table below

Table 4.7 Managerial positions held

Any management position			
	Frequency	Percent	Cumulative Percent
Dean/ Director	5	2.5	2.5
COD/HOS	4	2.0	4.5
None	193	95.5	100.0
Total	202	100.0	

Source: Research data 2015

From the results, 2.5 % of the respondents were either Deans or directors, 2% were chairmen of department or heads of department while 95.5% were not in any position of management.

4.3. University strategic plan.

The information under this section was seeking to find out whether the respondents had any information on the availability of a strategic plan in the university. The following was the responses under the availability of the strategic plan.

4.3.1 Awareness of the strategic plan

The respondents had to indicate by either responding yes, no or I don't know on the issue of the strategic plan. The following table records the response from the respondents.

Table 4.8 Awareness of the strategic plan

Aware of strategic plan				
		Frequency	Percent	Cumulative percent
Valid	Yes	202	100.0	100.0

From the results, all the respondents indicated that they knew the university has strategic plan in place. The next question was to find out the formulation of the strategy.

4.3.2 Formulation of strategy

The respondents were asked to indicate whether they were involved in the formulation of the strategy. From the results 59.4% of the respondents had indicated that they were not involved in the formulation of the strategy (120), while the remaining 40.6% had indicated that they were involved in the formulation of the strategy.

4.3.5 Success in strategic plan implementation

From table 4.11 above, every respondent agreed that s/he was involved in strategic plan implementation. The next question was to find out the success in strategic implementation. The response is as indicated in table 4.12 below.

From table 4.12 below, 40.6% of the respondents were in agreement that the implementation of the strategic plan was successful while 59.4% were of the opinion that implementation of the strategic plan had not been successful.

Table 4.12 Success in the implementation of the strategic plan

You think strategic plan has been implemented or can be implemented			
	Frequency	Percent	Cumulative Percent
Yes	82	40.6	40.6
No	120	59.4	100.0
Total	202	100.0	

Source: Research data 2015

The next question was to give reason for the answer in table 4.12 above. Those who had indicated that the implementation of the strategic plan had been successful pointed out that the strategic plan was documented well and communicated to them early enough with specific objectives. The majority of the respondents who had a negative opinion pointed out some of the things that have made implementation of the strategic plan to fail. This included inadequacy in the availability of resources to enable strategic implementation, lack of team work, lack of continuous assessment (evaluation of the process)

and poor leadership. Given that the majority of the respondents were of the opinion that the implementation of the strategic plan had not been successful, the study further established why the implementation had not been successful.

4.3.6 How formulation influence strategy implementation

To establish the influence of formulation on strategic plan implementation regression analysis was done. The regression model of the nature

$$\hat{Y} = \beta_0 + \beta_1 X_1 + \epsilon$$

was used

Where:

\hat{Y} ; Ease of strategy implementation, β_0 , a constant, β_1 = beta value, X_1 = formulation

ϵ = error term.

The results were as shown in the table below

Table 4.13 Regression of formulation on implementation of strategic plan

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.557 ^a	.311	.307	.58847		
a. Predictors: (Constant), Formulation						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.519	.220		6.896	.000
		.132	.013	.557	9.887	.000
a. Dependent Variable: Strategic implementation						

Source: Research data 2015



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From the results, $\beta_0 = 0.132$, $\beta_1 = 0.557$, and $C = 0.58847$.

The results indicate that 31.1 % of strategy implementation can be attributed to well formulation of the strategy ($r^2 = 0.311$).

4.4 Descriptive statistics of leadership style.

There were questions regarding leadership style and how it affected the implementation of the strategic plan. The respondents were asked to rate by scoring Strongly Agree, SA= 5, Agree, A =4, Agree A= 3, Disagree, D =2, strongly disagree, SD =1 against each question. The descriptive statistics enables the study to find out whether leadership style had contributed to the implementation of the strategic plan or not. The results were as presented in table 4.13 below.

Table 4.14 Mean and standard deviation of leadership style

Descriptive Statistics		
	Mean	Std. Deviation
Top University management has provided inspiring leadership and is committed to the implementation of the strategic plan	2.7624	0.06176
Top management has the skills to successfully guide the formulation and implementation processes of the strategic plan	3.6089	0.26197
organizational power and politics have influenced the implementation of the strategic plan	2.8119	0.38372
University leadership is principled and transparent in the implementation of the strategic plan	2.7277	0.09277
The university has established unit to coordinate strategic planning issue.	2.6139	0.06943
Implementation of the strategic plan is at all levels	2.5941	0.16053
University stakeholders are involved in all the stages of strategic planning	2.9010	0.25389
The university involves all the stakeholders in the Evaluation and review of the strategic plan	2.7327	0.09172
Trainings on strategic plan implementation is done to all stakeholders.	2.5743	0.03035
University engages expertise in the designing of the strategic plan.	3.5099	0.18967
The process of planning is integrated and inclusive	2.8515	0.31872
There is an established Committee to oversee the core and operational elements at all level of the strategic planning process	2.3911	0.15061

Source: Research data 2015

From the results, the question on whether top University management had provided inspiring leadership and was committed to the implementation of the strategic plan had a mean of 2.7624 and standard deviation of 0.06176, question if top management had the skills to successfully guide the formulation and implementation processes of the strategic plan had a mean of 3.6089 and standard deviation of 0.26197, organizational power and politics

had influenced the implementation of the strategic plan had a mean of 2.8119 and standard deviation of 0.38372, university leadership being principled and transparent in the implementation of the strategic plan had a mean of 2.7277 and standard deviation of 0.09277, the university having established unit to coordinate strategic planning issue had a mean of 2.6139 and standard deviation of 0.06943, implementation of the strategic plan being at all levels had a mean of 2.5941 and standard deviation of 0.16053.

Question on whether university stakeholders were involved in all the stages of strategic planning had a mean of 2.9010 and standard deviation of 0.25389, the university involved all the stakeholders in the evaluation and review of the strategic plan had a mean of 2.7327 and standard deviation of 0.09172, training on strategic plan implementation was done to all stakeholders had a mean of 2.5743 and standard deviation of 0.03035, University engaged expertise in the designing of the strategic plan had a mean of 3.5099 and standard deviation of 0.18967, the process of planning was integrated and inclusive had a mean of 2.8515 and standard deviation of 0.31872, there was an established committee to oversee the core and operational elements at all level of the strategic planning process had a mean of 2.3911 and standard deviation of 0.15061. The descriptive statistics presents a varied mean since most of the response on the issue of leadership had been indicated as negative. Further, given that the standard deviation is less than one in all the cases further confirms that the response is true.

4.5 How leadership style influence strategy implementation

To establish the influence of leadership on strategic plan implementation regression analysis was done. The regression model of the nature

$$\hat{Y} = \beta_0 + \beta_2 X_2 + \epsilon$$

Where:

\hat{Y} ; Ease of strategy implementation, β_0 ; a constant, β_2 = beta value, X_2 =

Leadership

ϵ = error term.

The mean of leadership style was regressed against the mean of strategy implementation. The results were presented in table 4.14 below.

From the results, $\beta_0 = 0.140$, $\beta_2 = 0.610$, and $\epsilon = 0.54516$.

The results reveal that 37.2 % of strategy implementation can be attributed to leadership style ($r^2 = 0.372$).

Table 4.15 Regression of leadership on strategy formulation

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.610 ^a	.372	.369	.54516	
a. Predictors: (Constant), Leadership style					
Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	.971	.204		4.755	.000
Leadership	.140	.012	.610	11.336	.000
a. Dependent Variable: strategic plan implementation					

Source: Research data 2015

The linear relationship was $Y = 0.140 + 0.610 X_2 + 0.54516$

4.6 Financial resources and strategy implementation

There were also some questions in section C of the questionnaire aimed at establishing out if financial resources had any effect on the strategy implementation. The following subsections presents the findings.

4.6.1 Departmental budget

The respondents were asked to indicate whether the university provided budget to the respective department to implement the strategic objectives. The results in table 4.15 below presents the findings.

Table 4.16 Provision of budget in the department.

University provide budget for implementation			
	Frequency	Percent	Cumulative Percent
True	103	51.0	51.0
False	27	13.4	64.4
Don't know	72	35.6	100.0
Total	202	100.0	

Source: Research data 2015

From the results 51% of the respondents were sure that the department was supplied with the budget, 13.4% were of the negative opinion while 35.6% were not sure.

The next question was to find out if the departments utilized the funds allocated to them well.

4.6.2 Utilization of funds allocated to the departments.

The respondents were asked to indicate if departments had funds allocated to them for strategic plan implementation.

The results are as shown in table 4.16 below.

Table 4.17 Utilization of funds

All the funds allocated to the faculty are utilized			
	Frequency	Percent	Cumulative Percent
False	98	48.5	48.5
True	27	13.4	61.9
Don't know	77	38.1	100.0
Total	202	100.0	

Source: Research data 2015

From the results, 48.5% of the respondents were of the opinion that the department did not utilize the funds well, 13.4% agreed that the departments utilized the funds well while 38.1% do not know whether the funds were utilized well or not.

4.6.3 Adequacy of the budget

The study further established if the budget was adequate. The results were as presented in the table below.

Table 4.18 Adequacy of budget

You think the budget is adequate			
	Frequency	Percent	Cumulative Percent
Adequate	34	16.8	16.8
Inadequate	125	61.9	78.7
Don't know	43	21.3	100.0
Total	202	100.0	

Source: Research data 2015

The results reveal that 16.8% were in agreement that the budget was adequate, 61.9% indicate that the budget was inadequate while 21.3% indicate they didn't know whether it was adequate or not. The majority who indicated that the funds were inadequate pointed out the facilities to aid the process of implementation being inadequate.

4.6.4 Capacity to implement strategy

Table 4.19 University capacity to implement

University has financial capacity to fully implement strategic plan			
	Frequency	Percent	Cumulative Percent
No	40	19.8	19.8
Yes	122	60.4	80.2
I don't know	40	19.8	100.0
Total	202	100.0	

Source: Research data 2015

From the results 60.4% were of the opinion that the university had all that it takes to implement the strategic plan while 19.8% were either of the negative opinion or they did not know.

4.6.5 Percentage of funds allocated

The respondents were to indicate which percentage was allocated to implementation of the strategic plan.

Table 4.20 Percent of funds allocated

Percentage of university budget allocated for strategic planning			
	Frequency	Percent	Cumulative Percent
Less than 3%	24	11.9	11.9
3.1-6%	60	29.7	41.6
6.1- 10%	99	49.0	90.6
Above 10%	19	9.4	100.0
Total	202	100.0	

Source: Research data 2015

From the results, there was a mixture of response. Majority of the respondents i.e 49% felt it was between 6.1% to 10%, on the other hand 29.7% felt it was between 3.1% to 6% , 11.9% felt it was less than 3% while 9.4% felt it was over 10%.

4.6.6 The percentage to allocate funds.

The table below presents the contribution from the respondents the percentage they felt should be allocated to strategic implementation

Table 4.21 Percentage of funds to be allocated.

What do you think should be allocated			
	Frequency	Percent	Cumulative Percent
Less than 3%	36	17.8	17.8
3.1-6%	18	8.9	26.7
6.1- 10%	46	22.8	49.5
Above 10%	102	50.5	100.0
Total	202	100.0	

Source: Research data 2015

From the results, 50% who were the majority respondents felt funds allocated to the implementation of the strategic plan should be above 10%.

4.7 How financial resources influence strategy implementation

To establish the influence of financial resources on strategic plan implementation regression analysis was done. The regression model of the nature

$$\hat{Y} = \beta_0 + \beta_3 X_3 + \epsilon$$

was used

Where:

\hat{Y} ; Ease of strategy implementation, β_0 , a constant, β_3 = beta value, X_3 = financial resources

ϵ = error term.

The mean of leadership style was regressed against the mean of strategy implementation. The results were presented in table 4.14 below.

From the results, $\beta_0 = 3.303$, $\beta_3 = 0.835$, and $\epsilon = 1.6445$.

The results reveal that 69.8 % of strategy implementation can be accounted to the financial resource ($r^2 = 0.698$)

Table 4.22: Regression analysis of financial resources on strategic plan implementation

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.835 ^a	.698	.696	1.64405		
a. Predictors: (Constant), Financial services						
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.975	.602		4.940	.000
		3.303	.148	.835	22.373	.000
a. Dependent Variable: Strategic plan implementation						

Source: Research data 2015

4.8 Descriptive statistics of communication

Communication was one of the independent variable. Respondents were asked to indicate their opinion on the issue regarding communication. The response was rated on a likert scale by scoring yes = 3, don't know =2 and no= 1.

The mean and standard deviation of the response is as presented in table 4.22 below.

Table 4.23 Mean and standard deviation of communication

Descriptive Statistics

	Mean	Std. Deviation
There is communication and communication channels established in the	1.3900	.32300
Important strategic decisions are usually communicated to staff for their feedback before implementation	1.0693	.35288
There is a conducive environment in the University for open and honest exchange of views between the management and non-management staff	1.4554	.49925
The views of non-management staff are taken seriously by the top management	1.7800	.03209
The university has taken full advantage of communication channels at its disposal to inform staff promptly of important decisions that affect them	1.3497	.22973
There are established procedures for approaching strategic partners to support the University programmes	1.2997	.00000

Source: Research data 2015

From the results, the respondents were of the opinion that communication has not been effectively done since all the mean was below 2 and with standard deviation of less than 1 indicated their response was a true reflection.

4.9 How communication influence strategy implementation

To establish the influence of communication by management on strategic plan implementation regression analysis was done. The regression model of the nature

$$\hat{Y} = \beta_0 + \beta_3 X_3 + \epsilon$$

was used

Where:

\hat{Y} ; Ease of strategy implementation, β_0 , a constant, β_3 = beta value, X_3 = communication by management

ϵ = error term.

The mean of communication was regressed against the mean of strategy implementation. The results were presented in table 4.14 below.

From the results, $\beta_0 = 2.262$, $\beta_3 = 0.605$, and $\epsilon = 2.37950$.

The results reveal that 36.7 % of strategy implementation can be accounted to the financial resource ($r^2 = 0.367$)

Communication and implementation of strategic plan

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.605 ^a	.367	.364	2.37950		
a. Predictors: (Constant), Communication						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.781	.683		12.856	.000
		2.262	.202	.605	11.205	.000
a. Dependent Variable: Strategic plan implementation						

Source: Research data 2015

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings, conclusions and the recommendations made from the findings of the study as per the research objectives. It also presents the suggestions for further researches.

5.2 Summary and key findings

The following were the study objectives; to establish how strategy formulation influences strategy implementation; to assess how leadership style influences strategy implementation; to establish how financial resources influence strategy implementation; to assess how communication by the management influences strategy implementation. The questionnaire return rate was 100% since 202 questionnaires supplied to the respondents were all returned. A response rate of at least 90% was considered a good rate according to Saunders et al. (2007).

Data collection by questionnaire survey was employed to gather the information from the respondents. The data collection process associated with the survey used in this research began with contacting the management of Masinde Muliro University of science and Technology with a letter of recommendation from the University of Nairobi, for permission to access staff and information deemed not for public utilization. The survey questionnaire

was administered in January, 2015 to all targeted respondents. The questionnaire comprised of 41 questions subdivided into different categories as per the conceptual framework and designed on a Likert scale approach. The questionnaire was tested for reliability where Cronbach's alpha scores were computed using SPSS version 20. It was found to be 0.868 for all the 41 items that were coded. An alpha score of 0.7 or greater is acceptable for social sciences or non-clinical research reliability (Groth- Marant, 2003). The table below shows the reliability test results. The results indicate that the male respondents were 110 (54.5%) while the female respondents were 92 (45.5%). The results indicate nearly the same number of male respondents having participated in the study like women. This shows every gender was actively involved in the study.

From the results 7.9% of the respondents were below 25 years, 38.51 were between 26- 35 years, 38.1% were between 36 and 45 years while 15.8% of the respondents were between the ages 46 and 55 years. From the results above, majority of the respondents were in Administration category with 20.8%, faculty of science had 14.4%, faculty of education and social sciences with 14.4%, while the remaining departments had 7.4% of the respondents except SOLACE, performance and monitoring and research and extension that had 6.9% of the respondents. This indicates that all the respondents were distributed across all the departments.

From the results majority of the respondents have indicated that they had worked between 5 to 7 years (58.4%), 72 respondents had worked between 2 to 4 years (35.6%), while 5.9% had worked for less than one year. From the results, 2.5 % of the respondents were either Deans or Directors, 2% were chairmen of department or heads of department while 95.5% were not in any position of management. All the respondents indicated that they know the university has a strategic plan in place. The next question was to find out the formulation of the strategy. In addition, 59.4% of the respondents have indicated that they are not involved in the formulation of the strategic plan (120), while the remaining 40.6% have indicated that they are involved in the formulation of the strategy.

From the results, 40.6% of the respondents are in agreement that the implementation of the strategic plan was successful while 59.4% are of the opinion that implementation of the strategic plan has not been successful. Those who had indicated that the implementation of the strategic plan has been successful pointed out that the strategic plan is documented well and communicated to them early enough with specific objectives. The majority of the respondents who had a negative opinion pointed out some of the things that have made implementation of the strategic plan to fail. This included inadequacy in the availability of resources to enable strategic implementation, lack of team work, lack of continuous assessment (evaluation of the process) and poor leadership. Given that the majority of the respondents were of the

opinion that the implementation of the strategic plan has not been successful, the study further established why the implementation has not been successful.

There were questions regarding leadership style and how they affect the implementation of the strategic plan. The respondents were asked to rate by scoring Strongly Agree, SA= 5, Agree, A =4, Undecided A= 3, Disagree, D =2, strongly disagree, SD =1 against each question. The descriptive statistics enables the study to find out whether leadership style has contributed to the implementation of the strategic plan or not.

The question on whether top University management had provided inspiring leadership and was committed to the implementation of the strategic plan had a mean of 2.7624 and standard deviation of 0.06176, question if top management had the skills to successfully guide the formulation and implementation processes of the strategic plan had a mean of 3.6089 and standard deviation of 0.26197, organizational power and politics have influenced the implementation of the strategic plan had a mean of 2.8119 and standard deviation of 0.38372, university leadership being principled and transparent in the implementation of the strategic plan had a mean of 2.7277 and standard deviation of 0.09277, the university having established unit to coordinate strategic planning issue had a mean of 2.6139 and standard deviation of 0.06943, implementation of the strategic plan being at all levels had a mean of 2.5941 and standard deviation of 0.16053. On the question

whether university stakeholders were involved in all the stages of strategic planning had a mean of 2.9010 and standard deviation of 0.25389, the university involves all the stakeholders in the evaluation and review of the strategic plan had a mean of 2.7327 and standard deviation of 0.09172, training on strategic plan implementation is done to all stakeholders had a mean of 2.5743 and standard deviation of 0.03035, the University engages expertise in the designing of the strategic plan had a mean of 3.5099 and standard deviation of 0.18967, the process of planning is integrated and inclusive had a mean of 2.8515 and standard deviation of 0.31872, there is an established Committee to oversee the core and operational elements at all level of the strategic planning process had a mean of 2.3911 and standard deviation of 0.15061. The descriptive statistics presents a varied mean since most of the response on the issue of leadership had been indicated as negative. Further, given that the standard deviation is less than one in all the cases further confirms that the response is true.

To establish the influence of leadership on strategic plan implementation regression analysis was done. The regression model of the nature $\hat{Y} = \beta_0 + \beta_2 X_2 + \epsilon$ was used Where: \hat{Y} ; Ease of strategy implementation, β_0 , a constant, β_2 = beta value, X_2 = Leadership, ϵ = error term. The mean of leadership style was regressed against the mean of strategy implementation. From the results, $\beta_0 = 0.140$, $\beta_2 = 0.610$, and $\epsilon = 0.54516$. The results reveal that 37.2 % of strategy implementation can be attributed to leadership style ($r^2 = 0.372$). The

linear relationship was $Y = 0.140 + 0.610 X_2 + 0.54516$. There were also some questions in section C of the questionnaire aimed at establishing out if financial services had any effect on the strategy implementation. The following subsections presents the findings.

From the results 51% of the respondents were sure that the department is supplied with the budget, 13.4% were of the negative opinion while 35.6% were not sure. The next question was to find out if the departments utilize the funds allocated to them well. From the results, 48.5% of the respondents are of the opinion that the department does not utilize the funds well, 13.4% agree that the departments utilize the funds well while 38.1% do not know whether the funds are utilized well or not.

The results reveal that 16.8% were in agreement that the budget is adequate, 61.9% indicate that the budget is inadequate while 21.3% indicate they don't know whether it is adequate or not. The majority who indicated that the funds were inadequate pointed out the facilities to aid the process of implementation being inadequate. From the results 60.4% are of the opinion that the university has all that it takes to implement the strategic plan while 19.8% are either of the negative opinion or they don't know. From the results, there was a mixture of response. Majority of the respondents i.e 49% felt it is between 6.1% to 10%, on the other hand 29.7% felt it is between 3.1% to 6% , 11.9% felt it was less than 3% while 9.4% felt it was over 10%.

To establish the influence of financial resources on strategic plan implementation regression analysis was done. The regression model of the nature $\hat{Y} = \beta_0 + \beta_3 X_3 + \epsilon$ was used Where: \hat{Y} ; Ease of strategy implementation, β_0 , a constant, β_3 = beta value, X_3 = financial resources, ϵ = error term. The mean of financial resources was regressed against the mean of strategy implementation. From the results, $\beta_0 = 3.303$, $\beta_3 = 0.835$, and $\epsilon = 1.6445$. The results reveal that 69.8 % of strategy implementation can be accounted to the financial resource ($r^2 = 0.698$).

To establish the influence of communication on strategic plan implementation regression analysis was done. The regression model of the nature $\hat{Y} = \beta_0 + \beta_4 X_4 + \epsilon$ was used Where: \hat{Y} ; Ease of strategy implementation, β_0 , a constant, β_4 = beta value, X_4 = communication, ϵ = error term. From the results, $\beta_0 = 2.262$, $\beta_4 = 0.605$, and $\epsilon = 2.37950$. The results reveal that 36.7 % of strategy implementation can be accounted to the communication ($r^2 = 0.367$). All the four independent variables i.e formulation (VF), leadership style (VL), financial resources (VF2) and communication (VC) were regressed against strategic plan implementation. The relationship was in a linear function of the nature $\hat{Y} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$. Where: \hat{Y} ; Ease of strategy implementation, β_0 , a constant, $\beta_1 - \beta_4$ = beta values, X_1 = Strategy formulation, X_2 = Leadership, X_3 = Financial resources, X_4 = Communication and ϵ =

error term. The results were in the form $\hat{Y} = 2.432 + 0.171 X_1 + 0.233 X_2 + 0.769 X_3 + 0.383 X_4 + 1.61881$

5.3 Conclusions

According to Mintzberg (1990), the majority of implementation literature viewed the strategy implementation as a separate stage after strategy formulation. However more recent literature acknowledges more and more that strategy formulation and implementation are intertwined. Noble (1999) concurs that strategy formulation and implementation have deep relationship although seen as separate processes. Noble (1999) asserts that strategies are responsible for best outputs when formulation is done as part of implementation that requires basic interaction between planners and executives. As such, managers should think about implementing when planning and review formulating and implementing simultaneously. Noble (1999) concludes that the planning process should always involve concrete means of implementation.

Paris (2003) recommends five essential ingredients for an effective planning process, namely the right people, good data, preparation, a structured process, and adequate resources of time and dollars. Paris (2003) explains that the right people means representation of all the key stakeholders who participate in the process and provide feedback to the groups they represent for revising the

draft plans. Secondly, good and reliable data is required about the true state of affairs before starting on the planning process. The third ingredient, preparation, is crucial to enable all the participants, whether representing departments or units to explore the many alternative directions and what others have found successful.

The research findings on leadership are in line with Cole (1997: 145) who asserts that "managerial leadership is vital, for without this, no strategy can be implemented effectively and efficiently." Dess, Lumpkin and Eisner (2008) identify four critical roles played by leadership as setting a direction, designing the organisation, nurturing a culture dedicated to excellence and ethical behaviour, and overcoming barriers to change and the effective use of power. These views are similar to those expressed by Ireland, Hoskisson and Hitt (2009) who define five key roles of strategic leadership in strategy implementation as consisting of: determining the firm's direction; effectively managing the firm's resources (including exploiting and maintaining core competencies and managing human capital and social capital); sustaining an effective organisational culture and emphasising ethical practices; and establishing balanced organisational controls.

Further, the results are in line with Paris (2003) who argues that the planning process should have a relationship to the budget process; otherwise the strategic plan is of little value. The source of funding and availability of

financial resources should therefore be identified right at the strategy formulation stage; otherwise the exercise is futile and should not be undertaken.

According to Comerford and Callaghan (1985) if resources are not available or in excess, the strategic plan should be re- evaluated. In addition, the research reveals that for communication to be effective, managers must understand how communication takes place, how technology may enable it and the barriers to communication (Cole and Kelly, 2011). Argenti et al (2005) also find out that companies most likely to recognise the strategic communication imperative are those in which the chief executive officer has an inherent understanding of how communication can be a differentiator and thus drive strategy.

5.4 Recommendations

Based on the research findings, the following recommendations have been made;

Universities should engage experts to guide the strategy formulation process and train employees to develop a sound strategy. This will ensure production of sound strategy with high chances of successful implementation.

Secondly it is important to involve all the stakeholders in the strategy formulation process to create consensus and ownership of the document. This will make it easier for employees to relate strategy to their work and



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implement it more successfully if everybody participated in the formulation process. Research findings reveal that results reveal that capacity building and engagement of all employees in strategy formulation has a positive impact on the strategy implementation.

Leadership style is critical to successful strategy implementation. The top management should participatory management style that empowers employees to perform their responsibilities without fear of reprimand. The top management should also create a free and open working environment where employees can express their opinions freely without fear of victimisation. This will ensure that critical feedback from employees responsible for strategy implementation is appreciated and acted on. Research findings suggest that there is a positive effect between good leadership style and strategy implementation.

Financial resources have a positive effect on strategy implementation. It is therefore recommended that the top management of should ensure adequacy of financial resources to implement the strategy right from the formulation stage. Having recognised that the government will not fully finance the public universities' budgets, it is imperative that alternative sources of income should be identified to bridge the gap in funding requirements.

Universities can diversify their revenue sources through engaging in various business ventures, grant proposal writing, consultancy, forging public-private



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and public-public partnerships, and enhancing utilisation of ICT in service delivery among others.

Lastly, it has been recognised that where communication is ineffective, strategy remains the property of the top management and the employees fail to identify their role in its implementation. The top management therefore needs to constantly communicate the strategy using various channels such as meetings, staff bulletins, and intranet among others. The top management should also establish an office and employ a corporate communications officer who can professionally package and coordinate communication to ensure that the message passed out is properly articulated and is easily understood.

5.5 Suggestions for further research

The following suggestions were made for further research based on the findings of this study.

The findings do not conclusively establish the variables under study are the only determinants of strategy implementation. Further research is encouraged to establish other variables. Secondly, the study was narrowed down to one public university in Kenya. Further research is encouraged to include other public and private universities in Kenya. Lastly, the result does not conclusively mean that there will always be a positive effect between the determinants and strategy implementation. Further research is encouraged to get the debate going.

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TRANSMITTAL LETTER

Odhiambo Onyango
Masinde Muliro University of Science and Technology,
P. O. Box 190-50100,
Kakamega.
Tel: 0722375914

January, 2015

Dear Sir/ Madam.

RE: REQUEST TO COMPLETE RESEARCH QUESTIONNAIRE

I am a student of the University of Nairobi pursuing a master's degree in Project Planning and Management. As part of my degree requirement, I wish to conduct research entitled Determinants of Strategy Implementation in Kenyan Public Universities; A Case of Masinde Muliro University.

I wish to request you to spare a few minutes of your time to complete the attached research questionnaire as truthfully and accurately as possible.

I wish to assure you of strict confidentiality in the treatment of information you will give. It will be solely for the stated research purpose and not shared with anybody else.

Thanking you.

Yours faithfully,

Odhiambo Onyango.

APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR TEACHING AND NON TEACHING STAFF

PERSONAL DATA

1. Please indicate your sex
a) Male [] b) female []
2. Indicate your age a) below 25 b) 26- 35 years c) 36-45 years d) 46- 55 year e) over 56 years
3. Please indicate your Department.....
4. Please indicate length of service in the university
a) Less than 1 year []
b) Between 2-4 years []
c) 5-7 years []
d) 8-10 years []
e) Above 10 years []
5. Please indicate whether you are a teaching or non- teaching staff
a) Teaching staff [] b) non-teaching staff []
6. Please indicate if you hold any management position
a) Dean/Director [] Chair/ head of dept/ section/ unit. [] none []

(A) UNIVERSITY STRATEGIC PLAN

6. Are you aware that the university has a strategic plan?
a) Yes [] b) No [] c) don't know
7. Did you participate in the formulation of the strategic plan?
a) Yes [] b) No [] c) don't know
8. Did your section / unit /department participate in the formulation of the strategic plan? A) Yes [] b) No []
9. Do you play a role in implementation of the strategic plan?
a) Yes [] b) No [] c) don't know

10. Do you think the strategic plan has been or can be implemented successfully?

- a) Yes [] b) No [] c) don't know

b. Give reason for your Answer.....
.....

11. If no, what constraints do you think inhibit successful implementation of the strategic plan?

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(B) LEADERSHIP STYLE

12. The following statements relate to leadership style. Indicate whether you:
--- Strongly Agree=SA, Agree =A, Don't Know =, DK, Disagree =D and Strongly Disagree= SD.

S/N	STATEMENT	SA	A	DK	D	SD
1.	Top University management has provided inspiring leadership and is committed to the implementation of the strategic plan					
2.	Top management has the skills to successfully guide the formulation and implementation processes of the strategic plan					
3.	organisational power and politics have influenced the implementation of the strategic plan					
4.	University leadership is principled and transparent in the implementation of the strategic plan					
5.	The university has established unit to coordinate strategic planning issue.					
6.	Implementation of the strategic plan is at all levels					
7.	University stakeholders are involved in all the stages of strategic planning					

8.	The university involves all the stakeholders in the Evaluation and review of the strategic plan					
9.	Trainings on strategic plan implementation is done to all stakeholders.					
10.	University engages expertise in the designing of the strategic plan.					
11.	The process of planning is integrated and inclusive					
12.	There is an established Committee to oversee the core and operational elements at all level of the strategic planning process					

Any comments you may wish to make on the university leadership style

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(C) FINANCIAL RESOURCES

13. The university provide a budget to your faculty/ department to implement your strategic objectives in the strategic plan?

- a) True [] b) False [] c) don't know []

14. All the funds allocated to the faculty/ department for implementation of strategic objectives are utilised

- a) True [] b) False [] c) don't know []

15. Do you consider the budget adequate or inadequate to implement the strategic objectives?

- a) Adequate [] b) inadequate [] c) don't know

b) Please explain justify your answer in (15 a) .above

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16. Do you think the university has the financial capacity to fully implement its strategic plan?

- a) Yes [] b) No [] C) I don't Know

17. What percentage of the University budget is allocated to the process of strategic planning and implementation?

- a) Less than 5% []
- b) 6-10% []
- c) 11-15% []
- d) Above 15 % []
- e) I don't Know []

18. What (% of the university budget do you think should be allocated for strategic planning and implementation?

- a) Less than 3% []
- b) 3.1-6% []
- c) 6.1-10% []
- d) Above 10 % []
- e) don't Know []

19. A committee has been established to mobilize resources for strategic implementation and other university development.

- a) Yes [] b) No [] c) don't know []

(D) COMMUNICATION

- 20. There is communication and communication channels established in the system.
a) Yes [] b) No [] c) don't know []

- 21. Important strategic decisions are usually communicated to staff for their feedback before implementation?
a) Yes [] b) No [] c) don't know []

- 22. There is a conducive environment in the University for open and honest exchange of views between the management and non-management staff
a) Yes [] b) No [] c) don't know []

- 23. The views of non-management staff are taken seriously by the top management?
a) Yes [] b) No [] c) don't know []

- 24. The university has taken full advantage of communication channels at its disposal to inform staff promptly of important decisions that affect them
a) Yes [] b) No [] c) don't know []

- 25. There are established procedures for approaching strategic partners to support the University programmes.
a) Yes [] b) No [] c) don't know []

- 26. Any suggestion you may wish to make to improve communication in the university?
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Thank you for your time

APPENDIX 2

INTERVIEW SCHEDULE FOR TOP MANAGEMENT:

- 1) The university has been involved in strategic planning since 2004, what would you say are your major achievements in its implementation?
- 2) What percentage of the strategic plans would you estimate has been implemented successfully? Please justify
- 3) What obstacles, if any, have you experienced in the implementation of the university strategic plans?
- 4) In your opinion is strategic planning a useful tool for universities? If yes Please give your reasons
- 5) What measures would you suggest should be put in place to improve strategic planning and its successful implementation in the university?
- 6) How are the Resource allocated for strategic planning and implementation?
- 7) Do the University organise Training of all staff on strategic planning and implementation
- 8) How is the reporting on strategic implementation carried out in the Organization?
- 9) In what format and forum is the report presented?
- 10) How does the university ensure that the process of strategic implementation is inclusive and integrated?
- 11) Is there a format followed in implementing the strategic plan?
- 12) What percentage of the University budget is allocated to the process of strategic planning and implementation?
 - f) Less than 5% []
 - g) 6-10% []
 - h) 11-15% []
 - i) Above 15 % []



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j) I don't Know []

13) What (% of the university budget do you think should be allocated for strategic planning and implementation?

f) Less than 3% []

g) 3.1-6% []

h) 6.1-10% []

i) Above 10 % []

j) I don't Know []

14) What strategies have the University put in place to mobilize resources for strategic implementation and other university development?.

Thank you for your time