MANAGEMENT PERCEPTION OF THE INFLUENCE OF INSTITUTIONAL CULTURE ON THE IMPLEMENTATION OF CHANGE IN THE UNIVERSITY OF NAIROBI

BY:

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D61/7397/04

A MANAGEMENT RESEARCH PROJECT PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION [MBA], SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI.

2006

DECLARATION

This management project is my original work and has not been presented for a degree in any other University.

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DEDICATION

To my Dear Husband
Andrew Onyach
Whose love for education and wholehearted
support encouraged me to pursue higher education

To my kids
Michael, Oliver and Michelle

To my parents
Mr. and Mrs. Edward Okiro
Who underwent pains to ensure I got the best in education

To my late parents in law
Mr. and Mrs. Ben Onyach
R.I.P

To my sisters, brothers and in-laws
Without whose support I would not have made it

ACKNOWLEDGEMENTS

ABSTRACT

The purposes of the study were to establish the management's perception of the influence of culture on implementation of change at the university of Nairobi, and secondly to establish the management perception of the challenges of institutional culture in the process of change implementation in the University of Nairobi. Data was collected from the forty-five (45) members of the University of Nairobi's management board with a reasonably high response rate of 58 percent. The data was then summarized and presented in the form of proportions, tables and percentages.

Based on the results from data analysis and findings of the research from chapter four, the following conclusions were made: First, the top management and the Vice Chancellor formulates the university strategy since the power to make decisions rests with top management and committees, which make it non-participative. Secondly, the major changes in structure in the University took place more than two years ago, but despite a history of change, the university is still retains some archaic characteristics such as emphasis of rules and regulation, poor work ethics among others. The research however found out that the current departmental organizational structure supports the implementation of strategy as documented in the 2005-2010 strategic plans. Thirdly, on change implementation, the major factors that have led to transformations and reforms are the technological changes, changes in the patterns of financing and governance, the emergence of new types of institutions and curriculum reforms.

Fourthly, the university's specific actions in its purposeful effort to alter existing policies and practices emphasized the flexibility to employ an adaptive process to achieve the outcome and the initiation to achieve the outcome. Fifthly, the most crucial forces that have affected the university's ability to formulate and implement sound strategies were found to be the university culture, the structure, and the people in the university.

Sixthly, On culture, the university has a strong base on the totality of socially transmitted behaviour patterns, arts, beliefs and institutions; which are documented as a sets of shared values, beliefs, assumptions, and practices that shape and guide member's attitudes and behaviour .

The major cultural change inhibitors in the University were identified as inflexibility, non-existent trust among members and leaders, the dysfunctional communication patterns, lack of long-term and strategic planning, the inability to recognize member needs and the uncooperative and unconcerned leadership. In conclusion culture was identified as a critical component in the university's process of both planned and unplanned change and could be an obstacle to change or a vital ingredient of the university's success depending on how it is managed as an institutional component.

The following recommendations were made to the University of Nairobi especially the management board: it should find ways of reversing key change inhibitors like inflexibility, non-existent trust among members and leaders and the dysfunctional communication patterns. The only limitations were time and financial constraint in carrying out the research

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CHAPTER ONE: INTRODUCTION

1.1 Background

In the past few years, many countries have witnessed significant transformations and reforms in their higher education systems, including the emergence of new types of institutions, changes in the patterns of financing and governance, establishment of new evaluation and accreditation mechanisms, curriculum reforms and technological changes. Creamer and Creamer (1991) indicate that change is a purposeful effort to alter existing policies and practices to incorporate new behaviours, values, goals, new technology or structural changes in communication or authority systems of an organization. Change comprises four specific actions: the recognition that the current state needs modification or replacement, the identification of a desired outcome, the initiation to achieve the outcome, and the flexibility to employ an adaptive process to achieve the outcome (Robbins, 1991).

Lewin (1948) points out that effort to change in non-supportive environments fail. This is true in nature as well as organizations. Universities are no longer solely accountable to elite power holders (national governments or elite boards of trustees), but to a diverse constituency of business, professional, and political interests. As higher education institutions engage in exchanges with all of these groups, they need to demonstrate efficiency and effectiveness in their use of resources and service delivery. In addition, they need to respond flexibly to new ideas and opportunities, and improve their efficiency in the allocation of resources; this has made change almost a permanent feature in universities and other institutions. But as much as we recognize the importance of change, we also recognize that change is very difficult for most people as it is seen as undermining the security that their past practices afforded. Though there have been some well publicized examples of public sector change projects which have gone badly wrong (Brindle, 1999), there is no evidence to show that public sector managers are, inherently, any less capable of managing change than their private sector counterparts (Ferlie et al., 1996) However, the challenges they face are different from those of their private sector counterparts especially in terms of organizational culture.

1.1.1 Change and Change Management

Hanson (1985) defines change as "a conscious deliberate attempt to manage events so that the outcome is re-directed by design to some predetermined end". Change in higher education involves institutional improvement and renewal rather than injecting something new into the organization (Dill and Friedman, 1979). Kuhns (1975) posits that change in higher education depends on changes in the action of individual faculty members, administrators and students and unless change occur in individuals, institutional change is unlikely. He further notes that purposeful change does not ignore the `human` elements that influence change such as emotions, needs, motivation, rewards and entrepreneurial judgment. Successful implementation depends on working through others, organizing, motivating, culture building and creating strong fits between strategy and how an organization does things.

Yip (1992) identified four crucial organizational forces that affect a company's ability to formulate and implement strategy as consisting of the organization structure, culture, people and the management processes. This is further supported by Maor (1999) who asserts that change management practices in the public sector aim at changing from hierarchical to economically based structures, from regulative to economically based processes and from legality to economically based values. Insufficient consideration of the cultural framework of the public sector has been blamed for the failure to successfully implement change management practices. Failure to change organizational culture has been identified as the single most common denominator of most unsuccessful change efforts (Argyris, 1990). Most public sector organizations have undertaken change practices while at the same time preserving elements of the traditional public sector culture thereby creating cultural "clashes" in implementing change management programs. Content issues such as efficiency, accountability and effectiveness have been over emphasized ignoring the role of people and culture change required for strategic change.

Argyris (1990) identified seven change inhibitors common to all dysfunctional organizations: inflexibility, inability to recognize member needs, uncooperative and unconcerned leadership, dysfunctional communication patterns, lack of long-term and strategic planning, non-existent trust among members and leaders, and ignorance of the need for change. In order for an

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organization to be continually successful it must have more than just a strong and appropriate culture. It must be able to continuously adapt to its environment. Adaptive culture is generally characterized as one in which people will take risks, trust each other, have a proactive approach to organizational life, work together to identify problems, share considerable confidence in their own abilities and those of their colleagues and have enthusiasm for their jobs.

Thus, long-term change in educational administration occurs in a university environment that encourages, supports, and nurtures change. Here, both the university and the educational administration program are learning organizations operating with a sense of mutuality. More importantly, collegial governance has been well adapted to conditions where prestige maximization was the main or sole organizational objective of higher education institutions. The implementation of these principles within a traditional bureaucratic base where services were provided based on social values and equity (Doyle et al, 2000) result in a shift greater than what is experienced in the private sector. Ingrained behavior does not change just because a new strategy has been announced (Thompson and Strickland (1993). Several authors have suggested that to implement change programs efficiently; the organization culture should be molded to the change method or vice versa. Through Strategic planning exercises undertaken by universities they can identify both favourable and harmful trends in their internal/ immediate environment and linking them to an assessment of their strengths and weaknesses, institutions can better define their mission, market niche and medium-term development objectives and formulate concrete plans to achieve these objectives.

Lewin (1957) proposed that there are forces that support change and forces that resist change and when balanced a `quasi-stationary equilibrium ` occurs .He further proposes a shift of the field of forces by adding supporting forces and diminishing the opposing forces tying to his three step theory of `unfreezing –moving –refreezing. Culture has proved to be a critical component in the process of both planned and unplanned change in organizations. Major reform efforts by any institution are likely to succeed if the institution has an internal culture that support change.

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1.1.2 The Role of Culture in Change Management

Kuh and Whitt (1988) defined culture as the collective, mutually shaping patterns of norms, values and assumptions that shape and guide behaviour of individuals and groups in an institution. According to Eckel et al., (1998) organizational culture is a means of preparing an environment for change. It influences readiness for and responsiveness to change thereby affecting the results of the transformation process. There are both positive and negative attributes of culture, which affect the change process differently in universities. Overtime culture has become increasingly considered as both an obstacle to change and a vital ingredient of organizational success or failure. It influences how members interpret organizational life and the meaning they place on organizational activities.

It facilitates goal alignment, leads to high levels of employee motivation and its better able to learn from its past. Negative effects arise when culture facilitates goal alignment of unethical goals that do not encourage good economic performance. It may encourage many different attitudes towards the organization and to work other than the purely positive. Radical change tends to take people away from the core beliefs "the way we do things around here" and therefore achieving a situation where academic and support staff is in agreement with change is far from an easy task. "Organizations that have been successful in the past may persist in their cultural values even though these values inhibit the organization from adapting to a changing business environment" (Kotter and Heskett, 1992). Managing change successfully ultimately depends upon understood and shared values and objectives for the managers and the managed. Organizational culture offers a shared system of meanings, which forms the basis of communication and mutual understanding. If the organizational culture does not fulfill these functions in a satisfactory way, the culture may significantly reduce the efficiency of an organization (Furnham and Gunter, 1993).

According to Hofstede (1991) culture manifests in several ways but symbols, heroes, rituals and values together cover the concept rather neatly. Symbols are words, objects, or pictures that carry a particular meaning to members of the same culture. Heroes are persons real or imaginary who possess characteristics that are highly prized in a culture. Rituals are collective activities considered essential. Values are broad tendencies to prefer certain states of affairs to others.

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Culture epitomizes the expressive character of organizations: it is communicated through symbolism, feelings, the meaning behind language, behaviours, physical settings and artifacts. The elements of culture to be measured therefore relate to aspects such as innovation/creativity, co-operation, work orientation, reward system, conflict tolerance, control, communication patterns, direction, identity, and individual initiative.

Institutional leaders note that the environment is changing and seek to effect change on campus that will align it with these external shifts. In relation to teaching and learning, there are efforts towards reviewing both undergraduate and post-graduate programmes to make them more tailored to the job market and the graduates more competitive. The traditions of the academy strongly favor individuality, creativity, even heterodoxy. Freedom of action is highly valued. Accountability is viewed as much less important than independence.

The introduction of norms that emphasize hierarchy, team loyalty, and discipline is difficult, not because they are not worthwhile values, but because these values are not those deemed especially important for scholarship or teaching. They create a dissonant kind of bewilderment, if not outright hostility (Kennedy, 2000). Organizations (Schools and colleges) must become entrepreneurial (Clark, 1998) and move beyond bureaucratic organizational structures to utilize their members' creativity and knowledge more productively.

1.1.2 Background On University of Nairobi

University of Nairobi has a unique history being the first University in Kenya. It started as Royal Technical College in 1956 and later reorganized into a university college in collaboration with university of London in 1960. In 1963 it was inaugurated as a constituent college of the university of East Africa. Being the Premiere University in Kenya it has greatly influenced the university and the education system in the country with some having their origin as its constituent colleges.

The University previously had the president as the chancellor with the Kenya's first president becoming the first Chancellor on its inauguration. This has since changed with the appointment of chancellors for the various Universities .The Vice-chancellors were equally political appointees and University of Nairobi chartered the way through competitive recruitment. It is the

largest university with student population of approximately 25,000 for regular and self–sponsored student according to the current university calendar (www.uonbi.ac.ke).

The administrative structure consists of The Chancellor as head of the institution, Vice-Chancellor as the chief executive assisted by Deputy Vice Chancellor Administration and Finance, DVC academic, and DVC student Affairs. The Principal of colleges The University council and The Senate .The university has had annual congregations for conferment of degrees for all faculties, colleges, and institutes presided over by the chancellor but this has since been changed with the various units holding separate congregations increasing their autonomy as the university gains greater autonomy from the state. As a premiere university in Kenya, University of Nairobi holds a unique position in Kenya as it has charted the way for the development of the rest of the universities in country and higher education system as a whole (www.uonbi.ac.ke).

In reference to change, the university has always played two quite different, at times even contradictory, roles. On the side of change, the academy is devoted to inquiry, discovery, new knowledge, and learning. Its faculty is supposed to be skeptical, critical, imaginative, revisionist, and sometimes-even radical. The university is a principal engine of economic competitiveness and individual self-betterment. All of these are clearly missions abetting change. At the same time, and reinforcing a natural conservatism, the university is also a custodian, defender, and transmitter of culture and tradition. Whether it is or is thought to be controlled by; the state, the faculty, or some form of management, it is controlled by those with power and status, and in turn transmits and thus perpetuates this very power and status. These are missions of continuity, stability and likely resistance to change (Kiamba, 2005).

The response of Kenyan universities to the evolving and complex local and global environment under the idea of an entrepreneurial University, as exemplified by the University of Nairobi, has obviously been very challenging and has significantly changed the way the University functions. Initially, however, the new efforts were not without problems and indeed problems do still persist in certain areas. Early considerable resistance threatened the new phenomenon staking root, but following an aggressive campaign of ensuring that both staff and students were

involved and owned the process, the University of Nairobi was able to begin a process that greatly enhanced financial base and capacity to realize its objects and functions (Kiamba, 2005).

During 1994/95 financial years the government reduced the education budget by about 7% leading to a drastic drop in the funding of public universities (Kiamba, 2005). This was further worsened by high rates of inflation in the country, universities had to adopt a number of reforms to face the challenge that came up with such changes. They had to develop new service delivery systems, change their personnel and organization structures. This has proved to be such a challenge as universities are not structured to chase opportunity like fast moving corporations nor do the members think like corporate employees. They have deep -rooted traditions of academic freedom, which are designed not to change easily with the times. As the environment becomes turbulent, administrators and academic leaders are caught between opposing forces that both demand change and at the same time resist it (Hood 1991)

All indications are that there are changes occurring at UON as a result of higher public expectations, increased concern over the quality of education, increase in student population and higher costs. This calls for serious cutting of costs through freezing on hiring, down-sizing, eliminating weak/non-value adding programs, contracting out non-core activities and reformulating programs. These Changes invariably leads to conflict as the university culture has been geared to a social mission of preservation and transmission of knowledge as opposed to the new management demands. Schein (1985) identifies the "difficulty of shaking organizations out of their fearful paralysis" while Lewin (1951) talks about " unfreezing".

University of Nairobi as a Public University is governed by an Act of parliament (cap 210) its culture is stereotyped as a bureaucracy like all other public sector organizations. Bureaucratic culture has values like high formalization, standard rules, hierarchical and centralized management structures. It has a unique history based on its origin as the first university in the country. This gives it a distinct corporate name and a strong institutional tradition. It has a tradition of high profile leadership of integrity and the Vice-Chancellor is held with high esteem with the largest office and marked parking spaces, aspects of the university policy are likely to center on his views, his influence on the institutional culture can therefore not be underestimated.

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it had one of the largest graduation ceremonies, which however has been changed with the various colleges and schools holding their graduation.

The University logo, mission and vision serve as a unifying factor to the stakeholders and its blue corporate identity stands out. The university is popular for its public lectures on topical issues affecting the society. Recently the university has been keen on its corporate image undertaking a facelift of the physical layout in most of the facilities .The office plan like most public offices is closed system with departments dispersed in the various schools and campuses Political appointment of senior university administrators made them resort to autocratic management styles (Mwiria, 1998) which has since been replaced by competitive recruitment It consists of inflexible rigid structures as a result of the centralized system. The values and beliefs widely held belong to the distant past established through earlier administrative systems that were characterized by greater government regulation. The work culture is largely individual based with little attention to team performance. There is however efforts towards the development of teamwork, mutual respect and culture conducive for learning and research as indicated in the university's current strategic plan. Masland (1985) appreciates the difficulty involved in uncovering culture within an institution and goes on to highlight the importance of the cognitive components of culture like assumptions and beliefs because they attribute meaning to other components such as artifacts and behaviour. The power of these beliefs is that people do not think about them, but they still influence what people do.

The current plan highlights the need for an institutional culture conducive for learning and research through teamwork, of sense of belonging and consistency of elements that promote the institutional culture such as the logo, rituals and routines. Senior leaders and heads of departments need to clearly articulate a shared vision of the future, one in which academics and managers accept as meaningful, the right way to go for themselves and the university. A shared vision is one that integrates managerial (university) and academic (individual) values and goals and defines, with appropriate indicators, effective performance levels. Value integration has to occur within the 'academic heartland' (i.e., academic disciplines, old and new) since it is here

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innovations are most likely to fail and the "life of the institution proceeds largely as before" (Clark, 1998). It is known for a culture of academic distinction making it a university of choice for many in the region.

1.2   Statement of the Problem

The pressure to improve performance has resulted in a shift in ways of operating through adoption of change strategies such as downsizing, devolution of management responsibilities contracting, re-engineering, restructuring among other strategies. The University of Nairobi has undertaken a number of strategic changes such as the introduction of the module two programmes, competitive recruitment of the Vice Chancellor, comprehensive strategic planning among other changes, this has heralded a change in the management practices at the university, which in the words of the Vice Chancellor marks the dawn of a new era.

Despite the many changes that are currently underway, there exist a number of challenges in the successful implementation of the same, the Vice Chancellor faces the insurmountable task of putting in place new management practices against a background of traditional bureaucratic culture. Despite a history of change, the university retains a number of bureaucratic characteristics such as emphasis of rules and regulation, poor work ethics among others, most of which are non-value adding to service delivery. The focus of change as stated in the current strategic plan include change in the curriculum which requires alteration of content and reorganization of the curriculum, aligning policies to the stated goals and values, new organization structures, new decision –making structures and patterns, change in institutional self image through development of new language to describe themselves in the context of change 'Leading African University with international character ` and a new mission statement (Uon strategic plan,2005-2010) .

The most notable change however has been the creation of new models of institutional governance through competitive recruitment of the Vice- Chancellor, this came with a performance contract with clearly set performance targets that have to be achieved through improved efficiency in service delivery, resource utilization, financing and governance. Successful implementation of the change strategies is therefore critical to the success of the

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management. As the university of Nairobi embarks on the implementation this first five-year (2005/2010) comprehensive strategic plan, a study of the institutional culture and its influence on the previous change efforts is vital.

From the foregoing, there was need to conduct a study that was to look at the attainment of such targets in an adaptive environment as opposed to the rigid systems and procedures that characterize most public universities, supported by an academic culture that is flexible to assist the University of Nairobi attain most of its targets in the strategic plan. The consciousness of the University's management to the effect of culture and culture management mechanisms is critical to the change implementation process. It's vital to underscore the challenges imposed by the prevailing institutional culture to the change strategies at the University Of Nairobi.

A number of studies had been carried out in relation to culture and change in public universities both locally and internationally. Elmore, (1987) and Wimott, (1993) concluded that organizational culture is a competitive advantage instrument that influences the type of change strategies to be adopted. Most local studies have focused on the general challenges of implementation with a biased to the importance of structure, leadership and the change processes in different sectors in Kenya; Aosa (1996) concluded that it was important to synchronize the management and implementation of change with the context within which such a change is being carried out; Nyamache (2003) also focused on the effect of cultural issues on civil service reform process. He further noted that rules and regulations stifle entrepreneurial and innovative behavior.

Although a number of researches had been done in relation to culture and change in public universities, no study of this kind hd been done on and in the university of Nairobi. This study therefore was an attempt to establish the management's perception of the influence of culture on implementation of change at the University of Nairobi. It equally sought to establish the management's perception on the challenges of institutional culture in the process of change implementation at the University of Nairobi. Management was identified as a unique referent for organizations because its responsibilities differ from those of immediate supervisors. An organization's management is responsible for formulating business strategies, locating and

llocating valued resources and translating general goals into action plans which have a broad mpact on the institution (Kraut et al., 1989).

.3 Objectives of the Study

This study therefore aimed to underscore the following objectives:

a)   To establish the management perception of the influence of culture on implementation of change in the university of Nairobi

b)   To establish the management perception of the challenges of institutional culture in the process of change implementation in the University of Nairobi.

1.4 Significance of the Study

a) Researchers

Findings from the research will help to stimulate further research on how to create an institutional culture conducive for change in public universities.

b) To University management

As the University undertakes the various changes, information on the challenges of the prevailing culture will help to highlight the fact that successful change lies within the campuses and the importance of identifying the prevailing organizational culture prior to implementing strategic plans.

C) To the government

Highlight the challenges faced by public sector organizations as a result of the effect of bureaucratic framework created by government policy and the need for change.

CHAPTER TWO: LITERATURE REVIEW

2.1 The Concept of Organizational Change and Change management

Change is defined as a dynamic process entered into by a person or group that transcends their existing state. Thus, change operates as a noun and verb. Acting as a noun and verb, change. Comprises four specific actions: the recognition that the current state needs modification or Replacement; the identification of a desired outcome; the initiation of the process to achieve the outcome and the flexibility to employ an adaptive process to achieve the outcome (Robbins, 1991).

The failure to understand change as a noun and verb compromises efforts to change. For example, when the concept of change means abandoning one way of acting and replacing it with another way, some interpret change to mean taking one's identity and replacing it with another. The need for change is set aside and replaced with a power struggle for political control over identity. Here, dominant groups define identity and the direction of change. Any victory is temporary since the oppressed group, rather than co-operating with the dominant group, subverts the change and waits to regain power. Covey (1989) sees this as a dysfunctional paradigm that stifles co-operation. In effect, the organization's desire for stability and balance directs change resistance, making support for change directly proportional to the organization's age. Over time, the organization creates a set of rules that resist change and rapid adaptation to the environment.

Nadler et al. (1995) identified two types of change in the public sector, incremental change and discontinuous change incremental change constantly occur in organizations and improvements are made relating to work processes and reporting relationships. On the other hand discontinuous change closely associated to strategic change one more dramatic and involves almost a complete break with the past and a major reconstruction of every element of the organization's work. it involves a shock to the system as people will have learn new ways of thinking and acting and they will have to "unlearn" past approaches. The pressure to improve performance has resulted in a shift in ways of operating through adoption of change strategies such as downsizing devolution of management responsibilities contracting, re-engineering restructuring among other strategies. This has been described as the new public management.

Hood (1991) described the new public management as consisting of seven main principles: Hands – on professional management; Explicit standards and measures of performance; Greater emphasis on output controls through reduction of costing terms of money and authority used to achieve current levels of production; A shift to desegregation of units; Shift to greater competition in the public sector; Stress on private sector styles of management practice identifying and responding to citizens aspirations . Stress on greater discipline in resource use by increasing quantity or quality of public activities per resource expended. There is attempt to align public sector enterprises to the private sector management enthusiasm for "customer-driven" culture by gauging the satisfaction of those who interact with the organization as clients or customers.

Six main categories of theories of change assist in understanding, describing, and developing insights about the change process these include evolutionary, teleological, life cycle, dialectical, social cognition, and cultural. Each model has a distinct set of assumptions about why change occurs, how the process unfolds, when change occurs and how long it takes, and the outcomes of change. The main assumption underlying evolutionary theories is that change is a response to external circumstances, institutional variables, and the environment faced by each organization (Morgan, 1986). Social systems as diversified, interdependent, complex systems evolve naturally over time because of external demands (Morgan, 1986). Teleological theories or planned change models assume that organizations are purposeful and adaptive. Change occurs because leaders, change agents, and others see the necessity of change. The process for change is rational and linear, as in evolutionary models, but individual managers are much more instrumental to the process (Carnall, 1995; Carr, Hard, and Trahant, 1996).

Life-cycle models evolved from studies of child development and focus on stages of growth, organizational maturity, and organizational decline (Levy and Merry, 1986). Change is conceptualized as a natural part of human or organizational development. Dialectical models also referred to as political models, characterize change as the result of clashing ideology or belief systems (Morgan, 1986). Conflict is seen as an inherent attribute of human interaction change processes are considered to be predominantly bargaining, consciousness-raising, persuasion

nfluence and power, and social movements (Bolman and Deal, (1991). Social-cognition models describe change as being tied to learning and mental processes such as sense making and mental models. Change occurs because individuals see a need to grow, learn, and change their behavior.

In cultural models, change occurs naturally as a response to alterations in the human environment; cultures are always changing (Morgan, 1986). The change process tends to be long-term and slow. Change within an organization entails alteration of values, beliefs, myths, and rituals (Schein, 1985). Some researchers suggest using several models or categories, as each sheds light on different aspects of organizational life (Van de Van and Poole, 1995). The advantage to multiple models is that they combine the insights of various change theories.

Bolman's and Deal's (1991) re-framing of organizations and Morgan's (1986) organizational metaphors illustrate how assumptions from teleological, evolutionary, political/cultural, social-cognition, and lifecycle models can be combined to understand change. There are two main reasons   it is necessary to develop a distinctive approach to change within higher education, overlooking these factors may result in mistakes in analysis and strategy, and using concepts foreign to the values of the academy will most likely fail to engage the very people who must bring about the change.

In order to develop a distinctive model, the following unique features of higher education institutions need to be taken into account: Interdependent organization, academy, institutional status, Values-driven, Multiple power and authority structures, Loosely coupled system, Organized anarchical decision-making, Professional and administrative values, Shared governance, Employee commitment and tenure, Goal ambiguity, Image and success. Although not an exhaustive list, this represents some of the key features of higher education institutions that affect organizational change (Morgan, 1986).

In light of these distinctive organizational features, higher education institutions would seem to be best interpreted through cultural, social-cognition, and political models. The need for cultural models seems clear from the embedded ness of members who create and reproduce the history and values, the stable nature of employment, the strong organizational identification of members,

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he emphasis on values, and the multiple organizational cultures. Because there are no bottom-line measures for examining performance in higher education, image and identification are extremely important in understanding if change is occurring and how it occurs. The relationships of image and identification to change seem to indicate that social cognition is important to understand. Furthermore, the loosely coupled structure, anarchical decision-making, and ambiguous goals make meaning unclear, and social-cognition models' emphasis on multiple interpretations may be important to consider when examining and facilitating change (Morgan, 1986; Hearn, 1996).

The shared governance system, organized anarchy, conflicting administrative and professional values, and ambiguous, competing goals also point to a need for the interpretive power of political models. Evolutionary models are important for understanding the impact of environmental factors on change, such as accreditation, foundations, and legislatures in an interdependent system, especially since these factors are growing in magnitude and influence. However, even though a higher education institution is an open system, it may have internal consistency and logic that can be damaged by the intrusion of external environmental forces. Organizational change can best be explained through political, social-cognition, and cultural models. Political processes such as persuasion, informal negotiation, mediation, and coalition building appear to be very powerful strategies for creating change (Conrad, 1978; Hearn, 1996).

Social-cognition models illustrate the importance of altering mental models, learning, constructed interaction, and other processes for creating change (Eckel and Kezar, 1995). Cultural models demonstrate the importance of symbolism, history and traditions, and institutional culture for facilitating change on campus (Cohen and March, 1974). Evolutionary models highlight some key characteristics of change such as homeostasis, interactivity of strategies, or accretion, that appear important to understanding change. Life-cycle models have not, for the most part, been applied to higher education institutions, but show promise for helping to develop explanations of how organizational change occurs. There is mixed evidence about the explanatory power of teleological models, but to date they appear to have limited support from the research in terms of how change actually occurs in higher education and of efficacy for

acilitating change. Some strategies, such as incentives or vision, have proven successful for reating change.

2.2 Approaches to Change Management

Though Change appears to be happening with increasing frequency and magnitude in both the public and private sectors, it is argued that there is no one best way to manage organizational change but that public sector organizations need to adopt an approach to change that match their needs and context. People rather than processes are the central focus of any successful change management and communication approach (Dawson & Jones, 2003).

The philosophy underpinning the approach is to recognize and acknowledge the differing needs of individuals and create conditions and opportunities that enable the university's participants to engage with and enact the change (Tierney, 1999). To create, stimulate and maintain an environment in which change can take place, effective leadership needs to occur (at different levels) that creates the conditions and opportunities for people to engage with change and for teams to perform at a high level (Tierney, 1999).

In the last two decades higher education institutions have increasingly adopted a number of change strategies of which a significant number have failed to achieve the desired outcome (Detert et. al., 2002). Miller (2002) Acknowledges that organizations fail to implement more than seventy percent of their strategic initiative and the focus in the field of strategic management is now shifting from formulation to implementation. Whereas strategic planning and formulation has clearly defined models and framework such as SWOT analysis, industry analysis and the generic strategies, strategy implementation by contrast has no practical and sound authoritative models to guide the action of managers and they therefore implement strategies without considering the multiple factors that must be addressed to make implementation work.

Schein (1972) and Bell (1978) agree that change occur through a process of recognizing the need to change and breaking away from current practices or ideas. In common with other public sector institutions, universities are seeking to maintain the three `E`s of efficiency, effectiveness and

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economy. Dobson et.al (1996) asserts that the agenda for change is all encompassing as it outlines how all areas of the university could be transformed to advance organizational effectiveness.

From the time of Taylor (1911), there has been a series of recommendations on how to implement change. These range from unilateral to shared methods (Greiner 1967). Unilateral methods are prescriptive control and authority based techniques, which modify objectives or formal aspects of the work place. They tend to be top – down, procedural, focused on resource allocation and follow formal authority lines. Because objective and formal aspects of the organization can be modified, the prior support of the work force is not necessary Beer et al. (1990) argues that successful change efforts focus on the work itself, not on abstractions like participation or culture, attitude and behavioral changes will be pulled along overtime.

In contrast, the shared method, which highlights the significance of culture, is participative, consultative and directly, targets the values, attitudes and skills of organization members. The primary goal of these methods is to build employee support for the change. Because employees are involved, they develop an ownership for the change (Dunphy and Griffiths, 2002). Ownership eventually translates to commitment and motivation. Advocates of this approach consider unilateral approach to be simplistic in trying to disregard the support of employees (Coch and French, 1948).

Organizational change varies on a number of key dimensions, which may affect the choice of implementation methods. He distinction is made between; Technical – structural change – This involves making measurable modification on the physical routines of jobs (Lawrence, 1954). Social – behavioral change – This refer to modification of established relationships in the organization Lavist (1965) adds a third category of structural change which includes computers, measurement. Communication system. It involves redesigning areas of responsibility and authority, decentralizing profit centers and reorganizing workflows.

Powell and Posner (1980) argue that for behavioral – social change the shared approach to implementation is most appropriate while structural technical change is more successfully

mplemented with unilateral methods. Without the people support is it unlikely that significant changes in attitude, culture or behaviour can be achieved. The challenge facing universities throughout the world is one of adjusting prevailing cultures to secure closer alignment of individual and collective goals, so that the sum of individual performance is accurately reflected in aggregate performance. That is more likely to be achieved through effective accessing of Bergquist (1992) four cultures of the academy (collegial, managerial, negotiating and developmental) than by centralist attempts at micro-management. As part of the strategy we need to sharpen the articulation of the concept and definition of professionalism in universities. We also need to cultivate a climate of individual responsibility within a clearly understood and shared set of institutional policies and strategies that form a coherent framework or ethos.

People are often locked into traditional ways of doing and seeing things and this undoubtedly affects their ability to contemplate new options and new solutions. The decision regarding which strategy to follow will depend in part on what information has been selectively focused on, how it's interpreted the values and assumptions of the organization. Institutional culture will influence strategy through the organizations environmental scanning behaviour, perception, interpretation, reaction and validation. According to Horsch, (1986) culture is both the means to effective organizational performance through the medium of strategy and a potential barrier inhibiting required strategic realignment, which can adversely affect strategy implementation.

The most appropriate approach to managing any form of organizational change has to be introduced rather than there being a generally applicable approach to change which is appropriate for all organizations at all times. Therefore, before embarking on change projects, it is important that organizations not only undertake an appraisal of the change project itself, but also assess the context in which the change will be introduced. For example, in situations where, either by accident or design, changes do challenge existing norms and attitudes, organizations need to ask themselves whether the effort required is really warranted by the results they expect to achieve – after all, what is involved are difficult-to-achieve cultural and attitudinal changes rather than some form of quick fix. Part of the answer to this question is to understand the approach to change they would need to adopt in this in order to be successful in this situation (Dunphy and Griffiths, 2002).

Schwartz and Davis (1981) suggested that when an organization is considering any form of change, it should compare the strategic significance (the importance to the organizations future) of the change with the cultural resistance which attempts to make the particular change will meet (we would add to this the level of cognitive dissonance caused). They term this the "cultural risk" approach. They argue that it is then possible for an organization to decide with a degree of certainty whether to ignore the culture, manage round it, attempt to change the culture to fit the strategy, or change the strategy to fit the culture.

This is particularly important given that few would dispute the difficulty and risks involved in attempting to change culture.

Indeed, Meek (1988)] argued that: Culture as a whole cannot be manipulated, turned on and off, although it needs to be recognized that some [organizations] are in a better position than others to influence aspects of it ...Culture should be regarded as something an organization "is", not something it "has": it is not an independent variable nor can it be created, discovered or destroyed by the whims of management.

Given that individual attitudes have a large part to play in shaping culture and certainly climate within an organization, the above can also be said to apply to attitudinal change. It therefore becomes even more imperative to adopt an approach, which compares the difficulty and costs of changing culture, and the level of cognitive dissonance generated, against the benefits anticipated. To consider the type and depth of employee involvement before proceeding with a change project is not just a matter of good management practice, it also becomes a deciding factor in whether or not to embark on the project at all.

2.3 Organizational Culture and Culture Management Strategies

American heritage dictionary defines culture as "the totality of socially transmitted behaviour patterns, arts, beliefs institutions and all other products of human work and thought characteristics". It consists of a combination of artifacts, values and beliefs and underlying assumptions that organizational members share about appropriate behaviour (Schein, 1992;

Schwartz and Davis, 1981) organizational culture therefore refer to a set of shared values, beliefs assumptions, and precious that shape and guide members attitudes and behaviour in the organization (Kotter and Heskett, 1992). According to Schein (1990): When one enters an organization one observes and feels its artefacts. This category includes everything from the physical layout, the dress code, the manner in which people address each other, the smell and feel of the place, its emotional intensity, and other phenomena, to more permanent archival manifestations such as company records, products, statements of philosophy and annual reports.

The "other phenomena" referred to include organizational structure and technology, language (jargon, sayings and slogans), stories (myths, sagas and legends), ceremonies and celebrations, ritualistic activities and patterned conduct (norms and management practices). According to Schein (1990) the problem with artefacts is that they are palpable but hard to decipher accurately. We can see, for example, that one company centralizes all its decision making at the top but this does not tell us anything about why this is so or what meaning it has to the members. As Sathe (1985) has noted, artefacts are relatively "easy to see but hard to interpret without an understanding of the other [two] levels."

Patterns of behaviour are things that members of an organizational culture continue to do (or that cause members to do things) often without thinking. Included at this level are management practices such as human resource practices, innovation practices, relation to clients, etc. (Calori and Sarnin, 1991), norms, rites and rituals. Rites and rituals are described by Ott (1989), as being the "mundane, systemic, stylized and programmed routines of daily organizational life", and could, for example, include all outgoing letters being routed via the organization's director.

In Schein's (1985) typology, values and beliefs give the reasons why people behave as they do. They provide justifications for behaviour (Sathe, 1985). Ott (1989) suggests that "beliefs and values are so important to organizational culture that many organizational culture authors define them - and the broader system of ethical or moral codes in which they are embedded - as the organizational culture". For example, Deal and Kennedy (1982; 1983) talk of shared values that govern everyday life in the workplace and Calori and Sarnin (1991) describe the culture of an organization as "a set of values".

Beliefs are consciously held; they are cognitive views about truth and reality, such as a belief that concentrating on serving the customer will make an organization more competitive, or a belief that competition between employees usually does more harm than good (Hofstede *et al.*, 1990). Ott (1989) reports that beliefs provide cognitive justifications for organizational action patterns while values provide the emotional energy or motivation to enact them. Calori and Sarnin (1991) list 60 work-related values, which include such things as the value that the customer should rules or the value of honesty.

Composite always come first, the value of respecting systems of values and beliefs, which make up moral and ethical codes and/or organizational ideologies are also included at this level of culture. Ethical and moral codes refer to systems of right and wrong, and ideologies refer to the major beliefs and values expressed by top management, that provide organizational members with a frame of reference for action (Hartley, 1983). According to Pettigrew (1979) ideology is an important component of culture since it has an action impelling quality, i.e. it has the ability to link attitude with action.

"Basic assumptions" is a relatively new concept that has only recently received attention in the literature. However, some organization theorists, notably Schein (1985), are now defining organizational culture as its basic assumptions. Schein (1985) defines basic assumptions as fundamental beliefs, values and perceptions that "have become so taken for granted that one finds little variation within a cultural unit…". These assumptions may begin as values but over time they gradually come to be taken for granted and move out of members' consciousness into their preconscious ness. Therefore, basic assumptions can be thought of as a comprehensive, potent, but out-of-consciousness system of beliefs, perceptions and values.

Pool (2000) suggested that organizational culture allowed an organization to address ever – changing problems of adaptation to external environment and internal integration, it's therefore expected that certain types of culture might facilitate the change process while other types might not. The culture of an organization serves as an informal control mechanism. It is a powerful determinant of group and individual behaviour. It affects practically all aspects of an organizations life from interaction performance and decisions.

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According to Martins (2000) organizational / culture fills the gaps between what if formally announced and what actually takes place. Kotter and Heskett (1992) Asserts that culture is the "social glue that hold the organization together by providing appropriate standards for what employees should say and do". They conclude that although tough to change, corporate culture can be made more performance enhancing.

Wallace et al (1999) identified two types of culture, formal and informal culture. Formal culture consists of idealized statements of what belief and behaviour should be; it's typically manifested through mission / vision statements policies, procedures and rules. Informal culture consists of actual beliefs and behaviour, which is key to understanding organizations. It is the unwritten unconscious message that fills in the gaps between what is formally decreed and what actually takes place (Deshpande et al., 1986). According to Schwartz and Davis (1981) corporate culture is related to organizational strategy particularly in the implementation of a selected strategy.

When one speaks about an organization's culture, it implies the dominant culture, which represents the core values shared by most of the organization's members. Some organizations have very strong cultures, which means that the core values are intensely held and widely shared within the organization. Strong cultures have a greater influence on the behaviour of its members. Religious organizations, cults, sporting teams and Japanese companies are examples of organizations with strong cultures. In larger organizations there are often subcultures that are shaped by the different circumstances and values within the smaller departments and teams within the organization. The core or dominant culture of the organization is modified and added to by the values within these subsections (Robbins, 1996).

The potential influence of organization culture is revealed by Kotter and Heskett (1992), where it is proposed that corporate culture can have a significant impact on a firm's long-term economic performance will probably be an even more important factor in determining the success or failure of firms in the next decades a common inhibitor to long-term financial performance even in firms that are full of reasonable and intelligent people. Organization culture has a number of functions; it creates a distinction between one organization and another, it provides a sense of identity for organizational members, it generates a commitment to the larger team or organizational unit and it is the social glue that holds the organization together by providing cues for what employees should say and do. Culture can be a liability when the shared values are not

in agreement with what is needed to enhance organizational effectiveness. The organization culture can limit ability to adapt to a changing environment. An organization such as Telstra for example, had difficulty at first responding to a deregulated market because its internal culture did not place a high priority on customer service.

Organizational culture forms an integral part of the general functioning of an organization. A strong culture provides shared values that ensure that everyone in the organization is on the same track (Robbins, 1996). The role that organizational culture plays in an organization can be divided into the functions of organizational culture and the influence that organizational culture has on the different processes in the organization.

Furnham and Gunter (1993) summarize the functions of organizational culture as internal integration and coordination. Based on a literature study of the functions of organizational culture, internal integration can be described as the socializing of new members in the organization, creating the boundaries of the organization, the feeling of identity among personnel and commitment to the organization. The coordinating function refers to creating a competitive edge, making sense of the environment in terms of acceptable behaviour and social system stability; which is the social glue that binds the organization together (Martins, 2000).

Organizations use different resources and processes to guide behaviour and change. Organizational culture complements rational managerial tools by playing an indirect role in influencing behaviour. Culture epitomizes the expressive character of organizations: it is communicated through symbolism, feelings, the meaning behind language, behaviours, physical settings and artifacts. Rational tools and processes like strategic direction, goals, tasks, technology; structure, communication, decision-making, cooperation and interpersonal relationships are designed to do things. The expressive practice of culture is more a reflection of a way of saying things (Coffey et al., 1994). An example is the role that organizational culture plays in the mission and goal statements. Organizational culture fills the gaps between what is formally announced and what actually takes place. It is the direction indicator that keeps strategy on track (Martins, 2000).

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This implies it could affect the success of organization in trying to achieve its goals and objectives Kotter and Heskett (1992), found that corporate culture has a significant impact on a firm's long term economic perform and it's becoming more important in determining the success on failure of rims in the next decade. The concept of culture is particularly important with attempting to manage organization wide change (Senge, 1990) practitioners are coming to realize that despite best – laid plans, organizational change must include not only changing structures and processes but also changing the organizational culture as well (Robbins and Smith, 2000).

The major cultural elements include unique history, shared values, rituals, institutional symbols, ceremonies, decision-making patterns and basic assumptions. These elements are likely to be differentially resistant to change with artifacts being the least resistant while basic assumptions are the most resistant (Hofstede, 1980). Cultural elements originate from national /societal culture, dominant leader's personality and management style and the type of business the organization undertakes (Brown, 1996) Public universities by their nature are subject to the whims of government policy characterized by centralized bureaucratic structures. According to Harrison (1972) and Hardy (1989) typology of culture based on structural design features, university culture can be classified under the role culture commonly found in large bureaucratic organizations. Their culture varies widely within the sub-communities in the university in terms of work culture. Different departments and faculties have different approaches to how they work which sometimes create conflicting priorities and values among the sub-cultures.

Culture provides the 'central tendencies' that make it possible to generalize about the character of" the systems that make up a campus. Culture establishes "an 'envelope' or range of possible behaviors within which an organization usually functions (Schon, 1988). He went on to define four models of institutional behavior to help us think about the range of normal behaviors of the organization we are seeking to change: the collegial institutions, where power and values are shared throughout the campus community; the bureaucratic institution that is based on a rational structure and decision making that follows standard pathways of influence, usually top-down; the political organization, where different constituencies vie for power and influence and resources; and the anarchical organization, where each component is an island unto itself and the institution as a whole has problematic goals and decision-making channels that are unclear and shifting.

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Leaders must develop their influence differently in these distinctive cultures. It is unlikely that an institution is a pure example of any one kind of organization and decision-making, but these models offer a way to size up the environment.

It is important to understand that Culture actually has several layers: surface, unspoken, and deep. The surface layer is discernable by observation. Do students address the president as President So-and-So or do they use his or her first name? Do students of all backgrounds sit together in the student commons or do groups stay pretty much to themselves? How do men and women interact? Are there symbols and places that hold special meaning for the campus? Underneath this surface there is a set of unspoken rules about conduct and expectations that determine whether new people will be accepted. Often, special expectations apply to the new leader. It is this level that we seek to address when we set up mentoring programs for new faculty or support programs for new students. If only there were such programs for new presidents! Some unspoken rules hold sway on most campuses, but some rules may be unique to your particular institution. It is sometimes possible to discern some of the outlines of this level of Culture by noticing carefully how people answer such questions as, "Why do we do things this way?" The explanations that people use to account for things can offer valuable clues to the mental models and the boundaries of the culture (Robbins and Smith, 2000).

Deeply buried in a culture, and only brought to the surface when open challenges to leadership occur, is the sense of identity, belonging, and citizenship in a community of like-minded people. Unfortunately, transformational change efforts may disturb this cultural layer. When this happens, the resulting emotional response may be either anger or cynicism. The predominant emotion depends on the primary out-come of change. If the results mostly show that the "new way" has some problems or faults, the result is likely to be cynicism on the part of people who were willing to go out on a limb and try it. If the outcome seems to suggest that there were some genuine advantages to the old way, senior members of the campus community may become outraged at the efforts of others to meddle with perfectly good programs and processes that did not, in their opinion, need to be meddled with in the first place. Cynicism slows down the change process and may derail it because its proponents abandon the effort rather than acknowledge that we too have some responsibility for a good outcome (Robbins and Smith, 2000).

Bergquist (1992) on the other hand focuses on archetypes by which numerous institutions might be categorized and described the four different academic culture archetypes that reflect any higher education institution—as collegial culture, managerial culture, developmental culture, and negotiating culture. The collegial culture arises primarily from the disciplines of the faculty. It values scholarly engagement, shared governance and decision making, and rationality, whereas the managerial culture focuses on the goals and purposes of the institution and values efficiency, effective supervisory skills, and fiscal responsibility. This contrasts with the developmental culture, which is based on the personal and professional growth of all members of the collegiate environment.

Lastly, the negotiating culture values the establishment of equitable and egalitarian policies and procedures, valuing confrontation, interest groups, mediation, and power. Bergquist (1985) illustrated how the managerial culture, for example, might hinder an institution's ability to change structures, whereas a collegial culture was better equipped to modify institutional structures because there was greater trust. As observed by Aosa (1992) lack of compatibility between strategy and culture can lead to resistance to change. Change implementers must therefore be concerned not only about "changing to what but also with changing from what" (Kabanoff et al., 1995.). There is need for a degree of congruence between the change strategy and the values, norms, and goals of the institution. To bring this congruence an understanding of the present culture is critical in order to identify the facets that are supportive of change and those that are not.

Kotter and Heskett (1992) argued that performance enhancing organizational cultures is those that have many shared values and practices are able to adapt to change are strategically appropriate, and which value both large stakeholders and effective leadership at all levels. Strong culture refers to companies in which beliefs and values are shared relatively consistently throughout an organization. In order for an organization to be continually successful it must have more than just a strong and appropriate culture. It must be able to continuously adapt to its environment. Adaptive culture is generally characterized as one in which people will take risks, trust each other, have a proactive approach to organizational life, work together to identify

problems, share considerable confidence in their own abilities and those of their colleagues and have enthusiasm for their jobs.

Public sector organizations have strong cultures with shared values, which are supported throughout the organization (Chatman and John, 1994). According to Brooks and Bate 1994. The public sector is characterized by a culture that stresses stability and conservatism through bureaucratic processes aimed at minimizing public uncertainty and risk. It is equally marked by autocratic political self – interest, un-adaptive and non – responsiveness to stakeholders.

It is generally defined as bureaucratic by many authors. Feldman (1985) calls it a culture of conformity. Adams and Ingersoll (1990) term it a culture of technical rationality and for Ban (1995) it is a culture of control. Morse (1986) confirms it's a culture detrimental to the needs of innovative process and therefore to any kind of change. The generic features of this bureaucratic tendency in public sector agencies include: Authoritarian management with high degree of control; Top – down management with little communication; Individuals search for stability with limited scope for initiative and an orientation towards obeying orders; Centralized and Whorton and Worthley (1981) holds that managerial techniques have failed to succeed in public sector because of the resistance offered by the bureaucratic culture of these agencies.

Keston (1992) asserts that public sector agencies must move towards a culture, which is not afraid of making decisions. There is need to create organizational norms where experimentation and innovation are not feared but valued. Light (1988) recommends the creation of "freedom to imagine", pushing authority down wards, lowering the barriers to internal collaboration and shifting from centralized rule to a more participator style.

Schein describes culture as having three levels. The first level consists of visible Organizational structures and processes such as facilities, procedures and overt behaviors. This level of culture can be easily observed. The Second level consists of espoused values manifested in the strategies, repetitive decision – making process, goals, and philosophy of the organization. While not as visible as the artifacts present in the first level, these values can be ascertained by the Way things are done in the organization. The third level consists of basic Assumptions, or unconscious beliefs, perceptions, thought, and feelings. This level is the ultimate source of levels

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ne and two. But these basic Assumptions are taken for granted and invisible, and an rganizational Member cannot tell you what the assumptions are.

'ulture within the public organization is delivered from the larger societal culture especially the tandards and expectations concerning the role of public organizations. It has been transmitted vertly to members through the processes of hiring, orientation, performance appraisal and romotion as well as through communication and conversation. To meet the challenges of a hanging environment, the public sector require reform practices that would rid it of ' nefficiencies of bureaucracies while encouraging the market focus required to deliver more fficient and effectives servers. Henhart and Denhand (1999) recognize that many public rganizations are 'risk a verse' and place high value on "not rocking the boat". A significant part f building a culture of innovation is setting expectations with respect to risk and opportunity. 'ultural attributes typically one deep seated in any organization and will represent substantial orces.

'he university is anything but homogeneous. It could better be described as former University of 'alifornia president Clark Kerr called it – a "multiversity" with multiple units, each with its own et of constraints, opportunities, incentives and constituencies. Each unit – whether a department f science or humanities or a professional school – responds differently to external threats and pportunities through a cultural lens that supports and directs its activity. The academic units' ultures also reflect their environments and how they define their "customers". Except for niversal beliefs in academic freedom, faculty autonomy, and rational thought, their cultures and vork processes are extraordinarily different from one another. What is abundantly clear is that vithout the commitment of the faculty any process to change things is meaningless. But gaining his commitment is another matter and it is made more difficult by a persistent sense of mistrust hat lies submerged between the faculty and administration. The roots of this antipathy lie buried n history. There have been efforts to change this through 'shared governance'. While overall policies are needed to insure the university serves a common vision and mission, university strategy attempts to redefine its purpose.

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Hofstede (1991) identified six key factors in the management of culture as being cultural diagnosis which involves setting a cultural map of the organization, this is then followed by strategic choices on strategy culture fit, adaptation, culture change or strategy change based on cost-benefit analysis. Once the choices are made, there is need to create a network of change agents in the organization from the key people who are likely to influence others. Design necessary structural and process changes, revise personnel policies and continue monitoring development of culture. In attempted culture changes, new symbols often receive a lot of attention because they are easily visible, new name, new logo, uniforms slogans and portraits

2.4 Organizational Change and Perception

Organization's capacity to sustain strategic change has become synonymous with organizational success, an understanding of organizational environment is central in the management of change programs as it shapes employees perception of the change process the impact of change on managers' attitudes and perceptions, particularly contrasting managers in different sectoral. Settings Managers in the public sector also tend to regard the prevailing management styles in their organization to be far more authoritarian, bureaucratic, cautious, centralized, reactive, secretive, traditional and vacillating than managers in the private sector. In summary, the differences between managers' perceptions in the private and public sectors are pronounced and profound. Worrall and Cooper (1998) argues perceptions of the business and human impacts of organizational change varies massively with the respondent's location in the management hierarchy, with directors and above having a much more benign view of the impact of restructuring compared to senior, middle and junior managers.

Lack of attention to employees' psychological responses to organizational change is implicated in the failure of change programs (Kotter, 1995). Psychological response refers to the perceptual and experiential components of the interaction between organizational environment and the employee. Senior managers in the public sector should be able to understand the broader human implications of their styles of management and their actions; second, perhaps managers need to be better trained to implement change without destroying their colleagues' morale, motivation, loyalty or sense of job security. If the public sector and public sector management have been

"reinvented" in the last decade (Osborne and Gaebler, 1993; Talbot, 1994), this process of reinvention would seem to have had a major – and not particularly positive – effect on the working patterns, career structures, perceptions and experiences of the majority of public sector managers – particularly those at the lower levels of the managerial hierarchy.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research design

This was a census survey on the perceptions of the management on the influence of culture on change implementation. The research design was chosen other than for instance, the cross-sectional survey, because the basic idea behind survey methodology was to measure variables by asking people questions and then to examine relationships among the variables. In most instances, surveys attempt to capture attitude or patterns of past behavior; they are also a cost-effective type of research (Kothari, 1990).

3.2 Population

The target population included the forty-five (45) members/managers who constitute the University's management board (2005/2006 University of Nairobi calendar). This did not include the other subsidiaries operating under the University's umbrella/name, for example University of Nairobi Enterprises and Services.

3.3 Sample Frame

Stratified Random Sampling was appropriate to obtain a sample from the population. The Strata was based on the following members of the University's management board drawn from respective schools/faculties/institutes/boards (see appendix 3). The respondents included the Vice chancellor, Deputy vice chancellor-Administration & Finance, Deputy vice chancellor-Academic Affairs, Deputy vice chancellor-Student Affairs, Deputy principal-CHSS, Academic Registrar, Administration Registrar, Planning Registrar, Finance Officer, the six principals of each University College, thirteen deans of faculties/schools and eighteen directors of Schools /boards /institutes(University of Nairobi 2005/2006 calender). Based on numbers, thirty-six respondents were considered. This conforms to the widely held rule of thumb that to be representative, a sample should have 30 or more test units (Wayne and Terrell, 1995).

3.4 Data Collection

The study of culture relies largely on perception and therefore require people who are aware of the organization's basic assumptions to obtain both Primary and secondary data. The use of a semi-structured questionnaire (closed/structured questions) survey technique with a list of

questions or statements about the organization, which the managers have to evaluate, provides a good overall impression of the prevailing beliefs, values and attitude within the organization. The questionnaire will be divided into 3 sections: Part A: Institutional/Personal information; Part B: Change and change implementation; Part C: Aspects of culture and Change Inter-linked. Respondents were allowed fair latitude in their answering of interview questions. Direct observation of the physical layout and artifacts was also used.

3.5 Data analysis

Once the response was received, the questionnaires were edited for completeness and consistency before processing. Data was coded to facilitate categorization. The data collected on the strategic responses was analyzed quantitatively on the basis of the variables to be highlighted. Descriptive statistics was used especially the mode to determine the most frequent response on the factor under study. The mean was also used to determine the average response of the relationships between the two variables under study. The presentation of the data utilized the use of tables and charts. These tools were selected for their clarity, preciseness, ease of understanding and interpretation. The Statistical Package for Social Sciences (SPSS) was used to analyse data, make conclusions and recommendations from the study.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter covers data analysis and findings of the research. The data is summarized and presented in the form of proportions, tables and percentages. The purposes of the study were to establish the management's perception of the influence of culture on implementation of change at the university of Nairobi, and secondly to determine the role of institutional culture in organizational change and the importance of aligning institutional culture to the change strategies adopted by an organization. . Data was collected from the forty-five (45) members of the University of Nairobi's management board. Of the forty-five sampled, 26 responded, a reasonably high response rate of 58 percent.

4.2 Respondents Profile

The members of the University of Nairobi's management board were the respondents for this study. The included the Vice chancellor, Deputy vice chancellor-Administration & Finance, Deputy vice chancellor-Academic Affairs, Deputy vice chancellor-Student Affairs, Principals of the seven University Colleges, Deputy principal-CHSS, Academic Registrar, Administration Registrar, Planning Registrar, Finance Officer, Deans of faculties/schools, and Directors of Schools /boards /institutes. All the respondents were proportionally well represented. This section presents general information on these respondents' demographics/personal profiles and the institutional information.

4.2.1 The Number of Years Worked in the University of Nairobi

Table 4.1 The Number of Years Worked

Number of years	Frequency	Percentage
0 – 9 years	10	53
10 – 15 years	6	32
16 – 19 years	3	16

Source: Research Data

The number of years an employee has worked in an institution has an influence on his/her experience in matters of planning and directing, and above all they understand which matters require change as they are enlightened on an institution's culture. The respondents were asked to indicate the number of years they have worked in the university and the results are in table 4.1. From table 4.1, of those who were sampled, 53% indicated they worked in the University for 0 – 9, 32% have worked for between 10 – 15 years, and 16% for 16 – 19 years. This is an indication the people who responded had rich experience on the issues that were under study in relation to the institution under study.

4.2.2 Number of Years the Department has Been in Operation

The University of Nairobi is believed the oldest public university in Kenya. The respondents were asked to indicate number of years their department has been in operation. From the research data, 58% of the respondents indicated that the department has been in operation for more than 21 years, 39% indicated for 16 to 20 years, as 4% gave 11 to 15 years. Indeed the University of Nairobi is oldest public university ,that has given it a strong cultural background and thus can be studied with respect to change and culture. This concurs with Kiamba's (2005) underscore that the University of Nairobi is a premiere university in Kenya, and it holds a unique position in Kenya as it has charted the way for the development of the rest of the universities in country and higher education system as a whole.

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4.2.3 The Management Board's Highest Level of Education

The level of education has an impact on one's delivery, decision-making, flexibility and performance. Majority of the members in the University's management board are expected to second degree holders or PhD holders by the nature of their work. The respondents were asked to indicate their level of education. From the research data, 83% of the respondents were PhD holders, as 17% were masters' holders. This is a clear indication that university management board members have a rich a academic background and thus they understood the issues that were being tested and they can be relied upon in handling the delicate matters of academia.

4.2.4 Gender

Everywhere in the world there much is emphasize on gender equality. The academia is not any exception. Public universities are expected to demonstrate this aspect; especially in the management board. From the research data, out of the 26 who were sampled, 53% were male members as 47% were female members. This is relatively a fair distribution in gender, and serves as a good example to other organizations.

4.3 Management Perception of the Influence of Culture on Implementation of Change in the University of Nairobi

4.3.1 Who Formulates Strategy at the University of Nairobi

Position and power are the main bases for exercise of authority. The respondents were asked to indicate on how formulates the strategies for the university. From the research data, 80% indicated that it is the top management that formulates the university strategy, 67% believed it is the VC, 60% gave selected committee, as 10% indicated that it is all employees who participate and consultants. This affirms Mwiria's (1998) observations that power to make decisions rests with top management and committees, which make it non-participative.

4.3.2 Existence of Departmental Annual Objectives

Senior leaders and heads of departments need to clearly articulate a shared vision of the future, one in which academics and managers accept as meaningful, the right way to go for themselves and the university. The respondents were asked to indicate whether this is reality is in practice and from the research data, they indicated that this is done at departmental level with 83%.

4.3.3 Setting Objectives in the Units

The process of clearly articulating a shared meaningful requires clearly set objectives from the departmental units. The respondents were asked to point out on who sets the right way to go for unit and the university. From the research data, 77% of the respondents indicated it is the departmental heads that sets the unit objectives, 20% gave the top management, as 3% gave the employees of the department. This is as per Clark's (1998) observation that a culture of a unit's academic distinction a choice of the departmental heads.

4.3.4 The Last Time a Major Change in Structure or Function Took Place in the Departments

The university underwent a major change in its governance in 2004, which heralded a change in the management practices at the university; the vice chancellor faces the insurmountable task of putting in place new management practices against a background of traditional administrative leadership style. The respondents were asked to indicate when major changes in structure took place in the University and from the research data, 60% indicated that it is more than two years ago, 36% indicated is less than a year ago, as 4% indicated more than three years ago. But despite a history of change, the university is still retains some archaic characteristics such as emphasis of rules and regulation, poor work ethics among others. The focus of change as stated in the current strategic plan includes all the above but it is like it has not taken effect (Uon strategic plan, 2005-2010). The most notable change though has been the creation of new models of institutional governance through competitive recruitment of the Vice Chancellor.

4.3.5 Factors that Have Led to the Transformations and Reforms in the University

There are many factors that can facilitate change, which can be in form of a reform or a transformation. According to Hanson (1985), transformations and reforms in their higher education systems range from the emergence of new types of institutions, changes in the patterns of financing and governance, establishment of evaluation and accreditation mechanisms, curriculum reforms and technological changes. The respondents were asked to indicate the factor that have led to the above transformations and reforms, and from the research data, out those sampled, 73% gave technological changes, 72% gave changes in the patterns of financing and governance, 62% gave the emergence of new types of institutions, 46% gave curriculum reforms, as 39% gave the establishment of evaluation and accreditation mechanisms as major factors facilitating reforms.

4.3.6 The Role of Culture at the University

The university's culture is the totality of socially transmitted behaviour patterns, arts, beliefs and institutions. Culture can be documented as a sets of shared values, beliefs, assumptions, and practices that shape and guide member's attitudes and behaviour in the university. The respondents were asked whether such is the case in the university, and from the research data, 86% of the respondents indicated that there exists a set of values, beliefs, assumptions, and precious that shape and guide member's attitudes and behaviour.

Table 4.2 The Benefits of the Sets of Shared Values, Beliefs Assumptions, and Practices that Shape and Guide Member's Attitudes and Behaviour in the University

The Benefits	Frequency	Percentage
They facilitate the change process	20	57
They have allowed the university to adapt to external environment	17	49
They have facilitated internal integration	17	49
It is an informal control mechanism	15	43
It affects all aspects of the university's life (interaction, performance and decisions)	15	43
It is a powerful determinant of group and individual behaviour	13	37

Source: Research Data

There are so many benefits of having a sets of shared values, beliefs assumptions, and precious that shape and guide member's attitudes and behaviour. The respondents were asked whether there are any benefits they have realized from the set of shared values, beliefs assumptions, and precious that shape and guide member's attitudes and behaviour in the university. From table 4.2, 57% of the respondents indicated that it has facilitated the change process, 49% indicated it has allowed the university to adapt to external environment, 49% indicated that is has facilitated internal integration, 43% indicated it is an informal control mechanism, and it affects all aspects of the university's life (interaction, performance and decisions), as 37% indicated it is a powerful determinant of group and individual behaviour. This concurs with Pool's (2000) suggestions that organizational culture allowed an organization to address ever – changing problems of adaptation to external environment and internal integration, facilitate the change process while other types might not, serves as an informal control mechanism, and it acts as a powerful determinant of group and individual behaviour.

4.3.7 Layers of Culture in the University

Table 4.3 Layers of Culture in the University

Layers of Culture	Frequency	Percentage
Are there symbols and places that hold special meaning for the campuses?	21	96
Are there sets of unspoken rules about conduct and expectations that determine whether new people will be accepted?	12	92
Is there sense of identity, belonging, and citizenship in the university of like-minded people?	10	91
Are there mentoring programs for new faculty or support programs for new students?	17	90
Do men and women interact?	11	79
Do students of all backgrounds sit together in the student commons or do groups stay pretty much to themselves?	18	75
Are there special expectations applied to the new leader?	8	62

Source: Research Data

It is important to understand that Culture actually has several layers: surface, unspoken, and deep. The respondents were asked to give their understanding and demonstration of the layers of culture in the university. From the results in table 4.3, 96% of the respondents indicated that there are symbols and places that hold special meaning for the campuses, 92% of them said that there are sets of unspoken rules about conduct and expectations that determine whether new people will be accepted, 91% indicated there is a sense of identity, belonging, and citizenship in the university of like-minded people, 90% indicated that are mentoring programs for new faculty or support programs for new students, 79% indicated that men and women interact, 75% indicated that students of all backgrounds sit together in the student commons or do groups stay pretty much to themselves, as 62% indicated that there are special expectations applying to new leaders.

This is hand in hand with Robbins and Smith's (2000) proposition that people use explanations to account for things that can offer valuable clues to the mental models and the boundaries of the culture in their institutions.

Culture change should be emphasized in the strategic planning process. The respondents were asked whether they emphasize culture change in strategic change during the university's strategic planning process. From the research results, all the respondents indicated that they emphasize culture change in the strategic change planning process.

4.3.8 The University's Most Powerful Culture Manifestations

According to Hofstede (1991) culture manifests in several ways but symbols, heroes, rituals and values together cover the concept rather neatly.

Table 4.32 The University's Most Powerful Culture Manifestations

Manifestation	Frequency	Percentages
Words, objects, or pictures that carry a particular meaning to university members	22	73
Broad tendencies to prefer certain states of affairs to others in the university	20	67
Persons real or imaginary who possess characteristics that are highly prized at the university	19	63
Through well defined policies, procedures and rules	19	63
Through actual beliefs and behaviour, which is key to understanding organizations	11	37
Collective activities considered essential at the university	7	23
Through mission / vision statements	7	23

Source: Research Data

From the results in table 4.32, 73% of the respondents indicated the major manifestations are the symbols (words, objects, or pictures) that carry a particular meaning to members of the same culture: 67% gave values which are broad tendencies to prefer certain states of affairs to others:

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63% gave heroes who are persons real or imaginary who possess characteristics that are highly prized in a culture: 63% also gave through well defined policies, procedures and rules, 37% indicated it is through actual beliefs and behaviour, which is key to understanding organizations , as 33% gave rituals are collective activities considered essential and mission / vision statements.

4.3.9 The University's Most Powerful Means of Communicating its Expressive Character

According to Hofstede (1991), culture epitomizes the expressive character of organizations; it is communicated through symbolism, feelings, the meaning behind language, behaviours, physical settings and artifacts. The respondents were asked to give the university's most powerful means of communicating its expressive character. From the research results, 73% indicated that it is through symbolism, 47% it is through behaviors, 43% it is through physical settings, 40% it is through artifacts, 33% it is through feelings, as 30% indicated it is through the meaning behind language.

4.3.10 The Measured Aspects Related to Elements of Culture the University

Table 4.4 The Measured Aspects Related to Elements of Culture the University

Measured Aspects	Frequency	Percentage
The university's identity	17	49
Co-operation in the university system	16	46
The university's controls	14	40
University's work orientation	13	37
The university's reward system	13	37
Innovation/creativity	12	34
The university's individual initiative	12	34
Communication patterns in the university	11	31
The university's direction	10	29
The university's conflict tolerance	8	23

Source: Research Data

he elements of culture to be measured relate to aspects such as innovation/creativity, co-peration, work orientation, reward system, conflict tolerance, control, communication patterns, irection, identity, and individual initiative (Hofstede (1991). The respondents were asked to idicate the aspects that are measured by the university in relation to the university's key cultural lements. From the results in table 4.4, 49% indicated that they measure the university's identity, 6% measures co-operation in the university system, 40% measures the university's controls, 7% measures the university's work orientation, 37% measures the university's reward system, 4% measures the Innovation/creativity, 34% measures the university's individual initiative, 1% measures the communication patterns in the university, 29% measures the university's lirection , as 23% measures the university's conflict tolerance.

4.3.11 Agreement with Change/Strategy Implementation Statements

3efore embarking on change projects, it is important that organizations not only undertake an appraisal of the change project itself, but also assess the context in which the change will be introduced. For example, in situations where, either by accident or design, changes do challenge existing norms and attitudes, organizations need to ask themselves whether the effort required is really warranted by the results they expect to achieve – after all, what is involved are difficult-to-achieve cultural and attitudinal changes rather than some form of quick fix. The respondents were asked to indicate their extent of agreement with some change/strategy implementation statements, and from the research data, 88% of the respondents agreed that the current departmental organizational structure supports the implementation of strategy as documented in the 2005-2010 strategic plans; 70% also concurred that the procedures/regulations followed by the department are supportive of change implementation as documented in the current strategic plan, and lastly, 43% of the respondents agreed that the current policy adequately support the institutions strategic plan.

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4.3.12 The Benefits of Culture in the University's Planning Process

Table 4.5 The Benefits of Culture in the University's Planning Process

The Benefits	Frequency	Percentage
Leads to high levels of employee motivation	26	74
It facilitates goal alignment	20	57
Encourages a unified attitude towards the university	17	49
Its better able to learn from its past	7	20

Source: Research Data

An organizational culture influences readiness for and responsiveness to change thereby affecting the results of the transformation process. There are both positive and negative attributes of culture, which affect the change process differently in universities. The respondents were asked to give some of the benefits of culture in the university's planning process. From the results in table 4.5, 74% of the respondents indicated that it leads to high levels of employee motivation, 57% indicated that it facilitates goal alignment, 49% indicated that it encourages a unified attitude towards the university, as 20% indicated that its better able to learn from its past.

The above concurs with Eckel et al.'s (1998) proposition that organizational culture is a means of preparing an environment for change. Overtime culture has become increasingly considered as both an obstacle to change and a vital ingredient of organizational success or failure.

4.3.13 How the University of Nairobi Differ from other Public Universities/Organizations in its Culture Change Implementation Dimensions

Table 4.6 How the University of Nairobi Differ from other Public Universities/Organizations in its Culture Change Implementation Dimensions

Culture change implementation dimensions	Frequency	Percentage
It makes modifications of established relationships in the organization	12	57
It redesigns it major areas of responsibility and authority	11	52
It makes measurable modification on the physical routines of jobs	11	44
Takes structural change which includes computers, measurement and communication system	8	38
It reorganizes workflows	6	29

Source: Research Data

The consciousness of the University's management to the effect of culture and culture management mechanisms is critical to the change implementation process. Different institutions have different way/mechanisms of doing this. The respondents were asked to show how the University of Nairobi differs from other public universities/organizations in its culture change implementation dimensions. From the results in table 4.6, 57% of the respondents indicated the University of Nairobi makes modifications of established relationships in the organization, 52% indicated that the university redesigns it major areas of responsibility and authority, 44% indicted that the university makes measurable modification on the physical routines of jobs, 38% of the respondents indicated the university takes structural change which includes computers, measurement and communication system, as 29% indicated that the university reorganizes workflows.

4.3.14 The Characteristics of the University's Adaptive Culture in the Process of Continued Adapting to its Environment

Table 4.7 The Characteristics of the University's Adaptive Culture in the Process of Continued Adapting to its Environment

The Characteristics	Frequency	Percentage
hare considerable confidence in those of their colleagues	18	69
eople take risks	17	65
ave a proactive approach to organizational life	16	62
ork together to identify problems	16	62
hare considerable confidence in their own abilities	14	54
eople trust each other	13	50
ollegial governance has been well adapted to conditions	12	48
he university operating with a sense of mutuality	8	31
he university environment encourages, supports, and nurtures hange	6	29
People have enthusiasm for their jobs	7	27

Source: Research Data

In order for an organization to be continually successful it must have more than just a strong and appropriate culture. It must be able to continuously adapt to its environment. The respondents were asked to give the characteristics of the university's adaptive culture in the process of continued adapting to its environment. From the results in table 4.7, 69% of the respondents they share considerable confidence in those of their colleagues, 65% indicated that people take risks, 62% indicated they have a proactive approach to organizational life, 62% indicated that they work together to identify problems, 54% indicated they share considerable confidence in their own abilities, 50% indicated that people trust each other, 48% indicated that collegial governance has been well adapted to conditions, 31% indicated that the university is operating with a sense of mutuality, 29% indicated that university environment encourages, supports, and nurtures change, as 27% indicated that people have enthusiasm for their jobs.

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4.4 The Management Perception of the Challenges of Institutional Culture in the Process of Change Implementation in the University of Nairobi

4.4.1 Emphasis on Institutional change, Improvement and Renewal

Change is a conscious deliberate attempt to manage events so that the outcome is re-directed by design to some predetermined end. The respondents were asked to indicate whether they emphasize on institutional improvement and renewal rather than injecting something new into · the university, and from the research data, 65% of the respondents indicated that they emphasize injecting something new as opposed to improvement and renewal which scored 35%. This is contrary to Dill and Friedman's (1979) proposition that change in higher education involves institutional improvement and renewal rather than injecting something new into the organization.

The respondents were further asked to indicate whether they actually emphasize change in their strategic planning and management process, and from the research data, 58% indicated that they do. This concurs with Creamer and Creamer's (1991) indication that change is a purposeful effort to alter existing policies and practices to incorporate new behaviors, values, goals, new technology or structural changes in communication or authority systems of an organization. Maor (1999) made an assertion that change management practices in the public sector aim at changing from hierarchical to economically based structures. The respondents were asked to indicate the organization structure the university is aiming at with its current change management practices. From the research data, 84% of the respondents indicated that they emphasize economically based structures, as 19% indicated they emphasize hierarchical based structures. This is indeed what is expected in the new management practice.

Maor (1999) also made an assertion that change management practices in the public sector aim at changing from regulative to economically based processes. The respondents were asked to indicate the organization process the university is aiming at with its current change management practices. From the research data, 74% of the respondents indicated that they emphasized economically based processes, as 26% indicated that they emphasize regulative-based processes. This is a signal of flexible processes that can sustain the university and enhance responsiveness.

The respondents were lastly asked to indicate the organization values the university is aiming at with its current change management practices. From the research data, 83% of the respondents indicated that they emphasized economically based values, as 20% indicated that they emphasize legality based values. This takes Maor's (1999) argument a step further that change management practices in the public sector aim at changing from legality to economically based values.

4.4.2 Process, Purpose and Responsibility in Change Implementation

According to Robbins (1991), change comprises four specific actions: the recognition that the current state needs modification or replacement, the identification of a desired outcome, the initiation to achieve the outcome, and the flexibility to employ an adaptive process to achieve the outcome. The respondents were asked to give the university's specific actions in its purposeful effort to alter existing policies and practices, and from the research data, 62% of the respondents indicated that the specific action is the flexibility to employ an adaptive process to achieve the outcome, 53% gave the initiation to achieve the outcome, 44% gave the recognition that the current state needs modification or replacement, as 41% indicated the actions to be the identification of a desired outcome.

There are set aims and reasons of implementing change as a purposeful effort to alter existing policies and practices. The respondents were asked to indicate the major reasons for change implementation. From the research data, 68% gave the major reason was to incorporate new structural changes in communication, 63% gave it was to demonstrate effectiveness service delivery, 63% indicated it was to respond flexibly to new ideas and opportunities, 58% gave it was to incorporate new technology, 53% said it was to incorporate new authority systems of an organization, 50% gave it was to incorporate new behaviors and to incorporate new values, 47% gave it was to demonstrate efficiency in their use of resources, 42% gave it was to incorporate new goals, as 32% gave it was to be accountable to a diverse constituency of business, professional, and political interests.

To realize the intended purposes of change requires somebody to take responsibility in the implementing and taking action. The respondents were asked to indicate who is responsible for the action on change in the University. From the research data, 75% of the respondents indicated it is the responsibility depends in the action of administrators, 50% indicated the responsibility

lies in the action of individual faculty members, as 44% gave it is in the action of students. This is in line with Kuhns (1975) observation that change in higher education depends on changes in the action of individual faculty members, administrators and students and unless change occur in individuals, institutional change is unlikely.

4.4.3 Significant factors in Change Implementation

According to Kuhns (1975), any purposeful change should not ignore the "human" elements that influence change such as emotions, needs, motivation and rewards, entrepreneurial judgment, successful implementation depends on working through others, organizing, motivating, culture building and creating strong fits between strategy and how organization does things.

The respondents were asked to give the human elements that focus on when implementing change. From the research data, 79% focused on the needs, 50% focused on the rewards, 29% focused on the motivation, 27% focused on the entrepreneurial judgment, as 18% focused on the emotions when implementing change.

The respondents were asked to give the university's major emphasize in its successful implementation of purposeful efforts when altering existing policies and practices. From the research data, 78% of the respondents indicated that during implementation, the university emphasizes the culture building on how organization/management does things, 59% gave working through others, 30% gave organizing how the university does things, 22% gave creating strong fits between strategy and how organization does things, as 19% gave motivating how management does things.

Yip (1992) had identified four crucial organizational forces that affect a company's ability to formulate and implement strategy as consisting of the organization structure, culture, people and the management processes. The respondents were asked to give the most crucial forces that have affected the university's ability to formulate and implement sound strategies. From the research data, 49% indicated the major force as the university culture, 43% gave the university structure, 43% gave the people in the university, as 40% gave the university's management processes. This is a clear indication that all the forces have relatively an equal influence in strategy formulation and implementation.

4.4.4 The Change Inhibitors in the University

Table 4.8 The Change Inhibitors in the University

The Change Inhibitors	Frequency	Percentage
Inflexibility	21	68
Non-existent trust among members and leaders	20	57
Dysfunctional communication patterns	16	46
Lack of long-term and strategic planning	16	46
Inability to recognize member needs	15	43
Uncooperative and unconcerned leadership	15	43
Ignorance of the need for change	9	27

Source: Research Data

There are many change inhibitors and the respondents were asked to give some of the change inhibitors in the university, and the results are as in table 4.4. From table 4.8, 68% of the respondents gave inflexibility as the major inhibitor, 57% gave non-existent trust among members and leaders, 46% gave the dysfunctional communication patterns, 46% gave lack of long-term and strategic planning, 43% gave the inability to recognize member needs, 43% gave the uncooperative and unconcerned leadership, as 27% gave ignorance of the need for change. This is in line with Argyris' (1990) seven change inhibitors common to all dysfunctional organizations: inflexibility, inability to recognize member needs, uncooperative and unconcerned leadership, dysfunctional communication patterns, lack of long-term and strategic planning, non-existent trust among members and leaders, and ignorance of the need for change.

The respondents were asked to indicate whether culture has proved to as a critical component in the university's process of both planned and unplanned change, and the research results had 89% agreement and only 11% in disagreement, the respondents indicated that indeed culture is a critical component in the university's process of both planned and unplanned change. Culture has indeed proved to as a critical component in the university's process of both planned and unplanned change, but sometimes it is a major obstacle in implementing change. The respondents were asked to indicate whether culture is an obstacle to change and as a vital

ingredient of the university's success or failure, and the results indicated 89% agree it is an obstacle while 11% are in disagreement, the respondents indicated that indeed culture is a major obstacle in implementing change.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The major purposes of this study were to establish the management perception of the influence of culture on implementation of change in the university of Nairobi; and secondly to establish the management perception of the challenges of institutional culture in the process of change implementation in the University of Nairobi. This chapter presents the summary and conclusions of results obtained from the study in line with above objectives.

5.2 Summary

The following is the summary of the findings of the study.

On the respondents' and institutional profile, the members of the University of Nairobi's management board were the respondents for this study. All the respondents were proportionally well represented. The majority of the members had worked in the University for 3 – 9, an indication they had rich experience on the issues that were under study in relation to the institution under study. it was also that the University has been in operation for more than 21 years, hence it had a strong cultural background and thus can be studied with respect to change and culture. It was also found that most of the members were PhD holders, a clear indication that university management board members have a rich a academic background and thus they understood the issues that were being tested and they can be relied upon in handling the delicate matters of academia. There is also a relatively fair distribution in gender in the University of Nairobi, and this serves as a good example to other organizations.

On the management perception of the influence of culture on implementation of change in the University of Nairobi: it was found that it is the VC and selected committee who formulates the strategies for the university, affirming Mwiria's (1998) observations that power to make decisions rests with top management and committees, which make it non-participative. The research also found out that it is the senior leaders and heads of departments who articulate a

shared vision of the future, one in which academics and managers accept as meaningful, the right way to go for themselves and the university. The departmental heads also set the unit objectives, which is also in line with Clark's (1998) observation that a culture of a unit's academic distinction a choice of the departmental heads.

The major changes in structure in the University took place more than two years ago, but despite a history of change, the university is still retains some archaic characteristics such as emphasis of rules and regulation, poor work ethics among others. The research found out that the current . departmental organizational structure supports the implementation of strategy as documented in the 2005-2010 strategic plans; the procedures/regulations followed by the department are supportive of change implementation as documented in the current strategic plan, and lastly, the current policy adequately support the institutions strategic plan.

On change implementation, the major factors that have led to the above transformations and reforms were found to be technological changes, changes in the patterns of financing and governance, the emergence of new types of institutions and curriculum reforms. The university emphasizes injecting something new as opposed to improvement and renewal which is contrary to the proposition that change in higher education involves institutional improvement and renewal rather than injecting something new into the organization. The management a actually emphasizes change in their strategic planning and management process.

The university's culture has the totality of socially transmitted behaviour patterns, arts, beliefs and institutions which is documented as a sets of. shared values, beliefs, assumptions, and practices that shape and guide member's attitudes and behaviour in the university. Some of the benefits resulting from these set of shared values, beliefs assumptions, and precious that shape and guide member's attitudes and behaviour in the university includes facilitated the change process, it has allowed the university to adapt to external environment, facilitated internal integration, and an informal control mechanism, and it affects all aspects of the university's life (interaction, performance and decisions).

On the sub layers of culture, it was found that the university understands and demonstrates the layers of culture, for example there are symbols and places that hold special meaning for the campuses, there are sets of unspoken rules about conduct and expectations that determine

whether new people will be accepted, there is a sense of identity, belonging, and citizenship in the university of like-minded people, mentoring programs for new faculty or support programs for new students, men and women interact, students of all backgrounds sit together in the student commons or do groups stay pretty much to themselves, and lastly there are special expectations applying to new leaders. The cultural archetypes highly focused in the university's strategic planning process is a collegial culture and a managerial culture which arises primarily from the disciplines of the faculty, and it values scholarly engagement, shared governance and decision making, and rationality. It was also found that organizational culture change is highly emphasized in the University's strategic change planning process. They actually emphasize culture change in the strategic change planning process.

The university's major culture manifestations were found to be the symbols (words, objects, or pictures) that carry a particular meaning to members of the same culture: the values which are broad tendencies to prefer certain states of affairs to others: the heroes who are persons real or imaginary who possess characteristics that are highly prized in a culture: and well defined policies, procedures and rules. the university's most powerful means of communicating its expressive character were found to be through symbolism, behaviors, physical settings and through artifacts.

The aspects that are measured by the university in relation to the university's key cultural elements were found to be the university's identity, co-operation in the university system, the university's controls, the university's work orientation, and the reward system. The University of Nairobi differs from other public universities/organizations in its culture change implementation dimensions because it makes modifications of established relationships in the organization, it redesigns it major areas of responsibility and authority, the university makes measurable modification on the physical routines of jobs, and lastly it takes structural change which includes computers, measurement and communication system.

Culture has also proved to as a critical component in the university's process of both planned and unplanned change. It is an obstacle to change and a vital ingredient of the university's success or failure. The characteristics of the university's adaptive culture in the process of continued adapting to its environment were found to be sharing considerable confidence in those of their

colleagues, people take risks, a proactive approach to organizational life, working together to identify problems, sharing considerable confidence in their own abilities, people trust each other and collegial governance has been well adapted to conditions. The benefits of culture in the university's planning process included culture leading to high levels of employee motivation, facilitating goal alignment and encouraging a unified attitude towards the university.

On the management perception of the challenges of institutional culture in the process of change implementation in the University of Nairobi: the university emphasizes injecting something new as opposed to improvement and renewal which is contrary to the proposition that change in higher education involves institutional improvement and renewal rather than injecting something new into the organization. The management actually emphasizes change in their strategic planning and management process.

The university's specific actions in its purposeful effort to alter existing policies and practices emphasized the flexibility to employ an adaptive process to achieve the outcome and the initiation to achieve the outcome. The major reasons for change implementation were found to be incorporation of new structural changes in communication, to demonstrate effectiveness service delivery, to respond flexibly to new ideas and opportunities, to incorporate new technology to incorporate new authority systems of an organization and lastly to incorporate new behaviors and to incorporate new values. The responsibility for action in the University depends in the action of administrators and the action of individual faculty members. The human elements that are focused on when implementing change are the needs, motivation and the rewards. The university's major emphasize in its successful implementation of purposeful efforts when altering existing policies and practices is on the culture building on how organization/management does things and working through others.

The human elements that focused in implementing change at the University are the needs, the rewards, the motivation and the entrepreneurial judgment. The four crucial organizational forces that have affected the University's ability to formulate and implement strategy are the University's organization structure, culture, people and the management processes, a clear indication that all the forces have relatively an equal influence in strategy formulation and implementation.

The major change inhibitors in the University were found to be inflexibility, non-existent trust among members and leaders, the dysfunctional communication patterns, lack of long-term and strategic planning, the inability to recognize member needs and the uncooperative and unconcerned leadership. The above inhibitors are based on some of the fact that were raised that culture has also proved to as a critical component in the university's process of both planned and unplanned change. It is an obstacle to change and a vital ingredient of the university's success or failure.

5.3 Conclusions

Based on the results from data analysis and findings of the research from chapter four, one can safely conclude the following: On the management perception of the influence of culture on implementation of change in the University of Nairobi:

First, the top management and the VC and selected committee formulates the strategies for the University, affirming Mwiria's (1998) observations that power to make decisions rests with top management and committees, which make it non-participative. There are annual departmental objectives and unit objectives set by the departmental heads.

Secondly, the senior leaders and heads of departments who articulate a shared vision of the future, one in which academics and managers accept as meaningful, the right way to go for themselves and the university. The departmental heads also set the unit objectives, which is also in line with Clark's (1998) observation that a culture of a unit's academic distinction a choice of the departmental heads.

Thirdly, the major changes in structure in the University took place more than two years ago, but despite a history of change, the university is still retains some archaic characteristics such as emphasis of rules and regulation, poor work ethics among others. The current departmental organizational structure supports the implementation of strategy as documented in the 2005-2010 strategic plans; the procedures/regulations followed by the department are supportive of change

implementation as documented in the current strategic plan, and lastly, the current policy adequately support the institutions strategic plan.

Fourthly, the major factors that have led to the above transformations and reforms were found to be technological changes, changes in the patterns of financing and governance, the emergence of new types of institutions and curriculum reforms. The university emphasizes injecting something new as opposed to improvement and renewal which is contrary to the proposition that change in higher education involves institutional improvement and renewal rather than injecting something new into the organization. The management actually emphasizes change in their strategic planning and management process. The university's culture has the totality of socially transmitted behaviour patterns, arts, beliefs and institutions which is documented as a sets of shared values, beliefs, assumptions, and practices that shape and guide member's attitudes and behaviour in the university.

Fifthly, Some of the benefits resulting from the set of shared values, beliefs assumptions, and precious that shape and guide member's attitudes and behaviour in the university includes facilitated the change process, it has allowed the university to adapt to external environment, facilitated internal integration, and an informal control mechanism, and it affects all aspects of the university's life (interaction, performance and decisions). The university understands and demonstrates the layers of culture, for example there are symbols and places that hold special meaning for the campuses, there are sets of unspoken rules about conduct and expectations that determine whether new people will be accepted, there is a sense of identity, belonging, and citizenship in the university of like-minded people, mentoring programs for new faculty or support programs for new students, men and women interact, students of all backgrounds sit together in the student commons or do groups stay pretty much to themselves, and lastly there are special expectations applying to new leaders. The cultural archetypes highly focused in the university's strategic planning process is a collegial culture and a managerial culture which arises primarily from the disciplines of the faculty, and it values scholarly engagement, shared governance and decision making, and rationality. It was also found that organizational culture change is highly emphasized in the University's strategic change planning process. They actually emphasize culture change in the strategic change planning process.

Sixthly, the university's major culture manifestations were found to be the symbols (words, objects, or pictures) that carry a particular meaning to members of the same culture: the values which are broad tendencies to prefer certain states of affairs to others: the heroes who are persons real or imaginary who possess characteristics that are highly prized in a culture: and well defined policies, procedures and rules. The university's most powerful means of communicating its expressive character were found to be through symbolism, behaviors, and physical settings and through artifacts.

Lastly, the aspects that are measured by the university in relation to the university's key cultural elements were found to be the university's identity, co-operation in the university system, the university's controls, the university's work orientation, and the reward system. The University of Nairobi differs from other public universities/organizations in its culture change implementation dimensions because it makes modifications of established relationships in the organization, it redesigns it major areas of responsibility and authority, the university makes measurable modification on the physical routines of jobs, and lastly it takes structural change which includes computers, measurement and communication system.

On the management perception of the challenges of institutional culture in the process of change implementation in the University of Nairobi:

Firstly, culture has also proved to as a critical component in the university's process of both planned and unplanned change. It is an obstacle to change and a vital ingredient of the university's success or failure. The characteristics of the university's adaptive culture in the process of continued adapting to its environment were found to be sharing considerable confidence in those of their colleagues, people take risks, a proactive approach to organizational life, working together to identify problems, sharing considerable confidence in their own abilities, people trust each other and collegial governance has been well adapted to conditions. The benefits of culture in the university's planning process included culture leading to high levels of employee motivation, facilitating goal alignment and encouraging a unified attitude towards the university.

Secondly, the university emphasizes injecting something new as opposed to improvement and renewal which is contrary to the proposition that change in higher education involves institutional improvement and renewal rather than injecting something new into the organization. The management actually emphasizes change in their strategic planning and management process.

Thirdly, the university's specific actions in its purposeful effort to alter existing policies and practices emphasized the flexibility to employ an adaptive process to achieve the outcome and the initiation to achieve the outcome. The major reasons for change implementation were found to be incorporation of new structural changes in communication, to demonstrate effectiveness service delivery, to respond flexibly to new ideas and opportunities, to incorporate new technology to incorporate new authority systems of an organization and lastly to incorporate new behaviors and to incorporate new values. The responsibility for action in the University depends in the action of administrators and the action of individual faculty members. The human elements that are focused on when implementing change are the needs, motivation and the rewards. The university's major emphasize in its successful implementation of purposeful efforts when altering existing policies and practices is on the culture building on how organization/management does things and working through others.

Lastly, the major change inhibitors in the University were found to be inflexibility, non-existent trust among members and leaders, the dysfunctional communication patterns, lack of long-term and strategic planning, the inability to recognize member needs and the uncooperative and unconcerned leadership. The above inhibitors are based on some of the fact that were raised that culture has also proved to as a critical component in the university's process of both planned and unplanned change. It is an obstacle to change and a vital ingredient of the university's success or failure.

5.4 Recommendations

The following recommendations are also worth making to the University of Nairobi especially the management board:

Having established that culture is a critical component in the university's process of both planned and unplanned change, it is an obstacle to change and a vital ingredient of the university's success or failure. The management board should therefore find ways of reversing some of culture related inhibitors. The key change inhibitors to be addressed should be inflexibility, non-existent trust among members and leaders, the dysfunctional communication patterns, lack of long-term and strategic planning, the inability to recognize member needs and the uncooperative and unconcerned leadership.

The management should emphasize all the stakeholders' discipline, especially the student involvement since they are the customers under focus for any change in the higher education. All members' involvement, motivation, leadership and teaching and learning resources should be highly emphasized in change management.

5.5   Limitations of the Study

There was time and financial constraint in carrying out the research. The members of the management board who were the targets for the questionnaire were very busy most of the time and kept turning down the appointments. Most of the informants were reluctant to participate in the research and had to be really convinced to. Some felt they were not part and parcel of the team involved in strategic management process, thinking it is the duty of the vice chancellor. Some of them were saying the 2005/2010 strategic plan has not been in place for long thus it could not be challenged/criticized for the one year it has been in place.

5.6 Suggestion for Further Research

The major purposes of this study were to establish the management perception of the influence of culture on implementation of change in the university of Nairobi; and secondly to establish the management perception of the challenges of institutional culture in the process of change implementation in the University of Nairobi. Culture is a very critical component in the an organization's process of both planned and unplanned change, it is an obstacle to change and a vital ingredient of an organization's success or failure The researcher recommends a study to be conducted to determine the extent of perception of the challenges of institutional culture in the process of change implementation in other companies outside the education sector. Such studies will highlight the challenges facing Kenyan organizations in the implementation of change with respect to institutional culture.

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APPENDICES:

APPENDIX 1: LETTER OF INTRODUCTION

Dear _____

I am a student pursuing a postgraduate degree at the school of business, university of Nairobi, currently in research year. The title of my study is **"Management's perception of the influence of institutional culture on the implementation of change at the university of Nairobi"**. You have been selected to participate in this study as a categorical respondent at the university because of your role in strategic management activities.

The questionnaire attached asks questions about your organization's strategic management practices, responses and organizational commitment to the changing higher education environment. Your participation is essential to this study and will enhance our knowledge of strategic management practices in relation to responses to the ever-changing environment. I also wish to inform you that the information you provide will only be used for academic purposes and will be treated with strict confidentiality. If you would like, we can send to you the report of the findings on request. My address is provided below.

Thank you very much.

Okiro Herina
University of Nairobi
P.O Box 30197
Nairobi.
Tel:0733-798649
Email: obelly1970@yahoo.com

APPENDIX 2 SEMI -STRUCTURED QUESTIONAIRE

PART A: RESPONDENTS PERSONAL/ INSTITUTIONAL INFORMATION

College\School…………………………………..Position Held………………………

1. The number of years you have been in the University of Nairobi-School of Business (please tick)

a)   Less than 1 year   [ ]

b)   1 – 2 years   [ ]

c)   3 – 9 years   [ ]

d)   10 – 15 years   [ ]

e)   16 – 19 years   [ ]

f)   More than 20 years   [ ]

2.   Name of Department_____

3.   Number of years the organization/Department has been in operation

a)   Less than 5 years   [ ]

b)   6 to 10 years   [ ]

c)   11 to 15 years   [ ]

d)   16 to 20 years   [ ]

e)   More than 21 years   [ ]

4.   Your highest level of education (please tick)

a)   Diploma level   [ ]

b)   Bachelors Degree   [ ]

c)   Masters Degree   [ ]

d)   PhD Degree   [ ]

e)   Other (specify)_____

5.   Your Gender   Male   [ ]   Female   [ ]

6.   Who formulates strategy at the university of Nairobi?

a)   CEO   [   ]

b)   Top management   [   ]

c)   Selected committee   [   ]

d)   All employees participate   [   ]

e)   Consultants   [   ]

f)   Others_____

7.   Does your department have annual objects   Yes [ ]   No [   ]

8.   Who sets the objectives in your unit?

a)   Top management   [   ]

b)   Departmental heads   [   ]

c)   Employee of the dept   [   ]

d)   Selected committee   [   ]

e)   Others specify_____

9.   When was the last time a major change in structure or function took place in your
department?

a)   Less than a year ago   [   ]

b)   More than two years ago   [   ]

c)   More than three years ago   [   ]

d)   More than five years ago   [   ]

e)   Not in the recent past   [   ]

10. Please indicate your agreement with the following statements

Aspects	Yes	No
Does the current policies adequately support the institutions strategic plan?		
Does the current departmental organizational structure support implementation of strategy as documented in the 2005-2010 strategic plan?		
Are the procedures/regulations followed by the department supportive of change implementation as documented in the current strategic plan?		

PART B: CHANGE IMPLEMENTATION

11. What are some factors that have led to the transformations and reforms in your University?

a) The emergence of new types of institutions   [   ]

b) Changes in the patterns of financing and governance   [   ]

c) Establishment of evaluation and accreditation mechanisms [   ]

d) Curriculum reforms   [   ]

e) Technological changes   [   ]

12. `Do you emphasize institutional improvement and renewal rather than injecting something new into the university?

a) Yes   [   ]   b) No   [   ]

How?_____

_____

_____

13. Do you think the university has made a conscious deliberate attempt to manage events so that the outcome is re-directed by design to some predetermined end?

a) Yes   [   ]   b) No   [   ]

How?_____

_____

_____

_____

14. What are some of the University's specific actions in its purposeful effort to alter existing policies and practices?

a)   The recognition that the current state needs modification or replacement[   ]

b)   The identification of a desired outcome   [   ]

c)   The initiation to achieve the outcome   [   ]

d)   The flexibility to employ an adaptive process to achieve the outcome   [   ]

e)   Others_____

15. What are some of the major reasons for the University's a purposeful effort to alter existing policies and practices?

a)   To incorporate new behaviours   [   ]

b)   To incorporate new values   [   ]

c)   To incorporate new goals   [   ]

d)   To incorporate new new technology   [   ]

e)   To incorporate new structural changes in communication   [   ]

f)   To incorporate new authority systems of an organization   [   ]

g)   To demonstrate efficiency in their use of resources   [   ]

h)   To demonstrate effectiveness service delivery   [   ]

i)   To respond flexibly to new ideas and opportunities   [   ]

j)   To be accountable to a diverse constituency of business, professional, and political interests   [   ]

k)   Others_____

16. Whose action does change in the university depend on?

a)   In the action of individual faculty members   [   ]

b)   In the action of administrators   [   ]

c)   In the action of students   [   ]

d)   Others_____

17. Where does the University focus (`human` elements) its purposeful efforts when altering existing policies and practices?

a) Emotions   [   ]

b) Needs   [   ]

c) Motivation   [   ]

d) Rewards   [   ]

e) Entrepreneurial judgment   [   ]

f) Others_____

18. What is the university's major emphasize in its successful implementation of purposeful efforts when altering existing policies and practices?

a) Working through others   [   ]

b) Organizing how the university does things   [   ]

c) Motivating how management does things   [   ]

d) Culture building on how organization/management does things   [   ]

e) Creating strong fits between strategy and how organization does things   [   ]

19. What are some of the forces that affect the university's ability to formulate and implement strategy?

a) The university structure   [   ]

b) The university culture   [   ]

c) People in the university   [   ]

d) The university's management processes   [   ]

20. Which organization structure is the university aiming at with its current change management practices?

a) Hierarchical based structures   [   ]

b) Economically based structures   [   ]

21. Which organization process is the university aiming at with its current change management practices?

a) Regulative-based processes [   ]

b) Economically based processes [   ]

22. Which organization based value is the university aiming at with its current change management practices?

a) Legality based values [   ]

b) Economically based values [   ]

c) Others_____

PART C: CULTURE

22. Does the university rest on the totality of socially transmitted behaviour patterns, arts, beliefs institutions and all other products of human work and thought characteristics?

a) Yes [   ]   b) No [   ]

23. Are the sets of shared values, beliefs assumptions, and precious that shape and guide member's attitudes and behaviour in the university?

a) Yes [   ]   b) No [   ]

24. What are some of the benefits of the sets of shared values, beliefs assumptions, and precious that shape and guide member's attitudes and behaviour in the university?

a) They have allowed the university to adapt to external environment [   ]

b) They have facilitated internal integration [   ]

c) They facilitate the change process [   ]

d) It is an informal control mechanism [   ]

e) It is a powerful determinant of group and individual behaviour [   ]

f) It affects all aspects of the university's life (interaction, performance and decisions)[]

25. Does the university understand and demonstrate the following layers of culture?

Aspects	Yes	No
Do students of all backgrounds sit together in the student commons or do groups stay pretty much to themselves?		
Do men and women interact?		
Are there symbols and places that hold special meaning for the campuses?		
Are there sets of unspoken rules about conduct and expectations that determine whether new people will be accepted?		
Are there special expectations apply to the new leader?		
Are there mentoring programs for new faculty or support programs for new students?		
Is there sense of identity, belonging, and citizenship in the university of like-minded people?		

26. In the university's strategic planning process, which cultural archetypes do you think are highly focused on?

a) Collegial culture   [   ]

b) Managerial culture   [   ]

c) Developmental culture   [   ]

d) Negotiating culture   [   ]

e) Others_____

27. Do you emphasize culture change in strategic change during the university's strategic planning process?

     a) Yes   [   ]   b) No   [   ]

28. What are some of the change inhibitors in the university?

a) Inflexibility   [   ]

b) Inability to recognize member needs   [   ]

c)   Uncooperative and unconcerned leadership   [   ]

d)   Dysfunctional communication patterns   [   ]

e)   Lack of long-term and strategic planning   [   ]

f)   Non-existent trust among members and leaders   [   ]

g)   Ignorance of the need for change   [   ]

29.   Has culture proved to be a critical component in the University's process of both planned and unplanned change?

    a) Yes   [   ]   b) No   [   ]

How/Why?_____

_____

30.   Is culture an obstacle to change and a vital ingredient of the university's success or failure?   a) Yes   [   ]   b) No   [   ]

How/Why?

_____

_____

31.   In the process of the university's continued adapting to its environment, what are major characteristics of your adaptive culture?

a)   People take risks   [   ]

b)   People trust each other   [   ]

c)   Have a proactive approach to organizational life   [   ]

d)   Work together to identify problems   [   ]

e)   Share considerable confidence in their own abilities [   ]

f)   Share considerable confidence in those of their colleagues [   ]

g)   People have enthusiasm for their jobs   [   ]

h)   The university environment encourages, supports, and nurtures change [   ]

i)   The university operating with a sense of mutuality

j)   Collegial governance has been well adapted to conditions [   ]

32.   What are some of the benefits of culture in the university's planning process?

a)   It facilitates goal alignment   [   ]

b)   Leads to high levels of employee motivation   [   ]

c)   Its better able to learn from its past   [   ]

d)   Encourages a unified attitude towards the university   [   ]

33.   What are the university's most powerful culture manifestations? (Please tick more than one and give example)

Manifestation	Tick	Examples
Words, objects, or pictures that carry a particular meaning to university members		
Persons real or imaginary who possess characteristics that are highly prized at the university		
Collective activities considered essential at the university		
Broad tendencies to prefer certain states of affairs to others in the university		
Through mission / vision statements		
Through well defined policies, procedures and rules		
Through actual beliefs and behaviour, which is key to understanding organizations		

34.   What are the university's most powerful means of communicating its expressive character? (Please tick more than one and give example)

a)   Through symbolism   [   ]

b)   Through feelings   [   ]

c)   Through the meaning behind language   [   ]

d)   Through behaviours   [   ]

e)   Through physical settings   [   ]

f)   Through artifacts   [   ]

35.   Which aspects related to elements of culture do the university measure?

a)   Innovation/creativity   [   ]

b)   Co-operation in the university system   [   ]

c)   University's work orientation   [   ]

d)   The university's reward system   [   ]

e)   The university's conflict tolerance   [   ]

f)   The university's controls   [   ]

g)   Communication patterns in the university   [   ]

h)   The university's direction   [   ]

i)   The university's identity   [   ]

j)   The university's individual initiative   [   ]

36.   How does the university of Nairobi differ from other public universities and other organizations in its culture change implementation dimensions?

Culture change implementation dimensions	Tick	How/Examples
It makes measurable modification on the physical routines of jobs		
It makes modifications of established relationships in the organization		
Takes structural change which includes computers, measurement and communication system		
It redesigns it major areas of responsibility and authority .		
It reorganizes workflows		

Thanks for taking your time to fill this questionnaire

APPENDIX 1: LIST OF SCHOOLS/ FACULTIES/INSTITUTES/BOARDS

A. Schools (Where Principals Were Drawn from)

College of humanities and social sciences

College of education and external studies

College of Adult and distance learning

College of Agriculture and veterinary sciences

College of architecture and Physical sciences

College of health sciences

B. Faculties (Where Deans Were Drawn from)

African Studies	Development Studies	Journalism
Population Studies	Research institute	Science
Computer science	External degree studies	Adult studies
Agriculture	veterinary medicine	Law
Arts	Medicine	Engineering
Commerce	Extra Mural studies	Distance studies

C. Institutes/Boards (Where Directors Were Drawn from)

Institute for Tropical & Infectious Diseases	African Studies
Institute of Diplomacy and International Studies	Development Studies
Population Studies Research	Nuclear Science
Dry land Research, Development and Utilization	School of Journalism
Centre for International programmes and Links	Common Undergraduate Studies
School of Computing and Informatics	Postgraduate Studies
Housing and Building Research	Sports and Games

Director, Student welfare Authority

Co-ordinator, University of Nairobi Information & Computing Services

Co-ordinator, Centre for Advanced Studies of Environmental Law & Policy (CASELAP)

University of Nairobi Science and Technology Park