

**JIPE**  
**Journal of Issues and Practice in Education**  
**Volume 4 No. 1, June 2012 ISSN 1821 5548**



The Open University of Tanzania  
Faculty of Education  
P. O. Box 23409  
Dar es Salaam  
Tanzania

Email: [jipe@out.ac.tz](mailto:jipe@out.ac.tz)  
Website: [www.out.ac.tz](http://www.out.ac.tz)

### *Editorial board*

Dr. John A. Soka	The Editor; Ed. Admin, Plan and Policy Studies, Faculty of Education, The Open University of Tanzania
Prof. Ezra Maritim	Education Psychology, The Open University of Tanzania
Prof. Cornelia Muganda	Education Foundation, The Open University of Tanzania
Dr. Felix Mulengeki	Curriculum and Instructions, The Open University of Tanzania
Prof. Philemon A. K. Mushi	University of Dar es Salaam
Dr. Elinami Swai	Adult and Distance Education, The Open University of Tanzania
Prof. Emmanuel Babyegeya	Ed. Admin, Plan and Policy Studies, The Open University of Tanzania
Dr. Peter P. Lipembe	Linguistics, The Open University of Tanzania
Dr. Joviter K. Katabaro	DUCE

The Journal of Issues and Practice in Education (JIPE) is a property of the Open University of Tanzania and is operated by the Faculty of Education. The journal publishes research articles that add new knowledge in the field of education.

All correspondence should be addressed to:

The Chief Editor –JIPE  
The Open University of Tanzania  
P.O. Box 23409  
Dar es Salaam, Tanzania

or

Email: [jjipe@out.ac.tz](mailto:jjipe@out.ac.tz)

©The Open University of Tanzania, 2012  
All rights reserved

Note: Opinions expressed in this journal are those of the authors and not necessarily those of the publisher - The Open University of Tanzania

### *Editorial*

The Open University of Tanzania is celebrating its 20<sup>th</sup> anniversary this year. Being the first public Open University in Eastern Africa it has unveiled the best educational preference to many people in the region. The best learning process transcends the efficiency and ethics of a workforce. Through research and hard work, the university has been stirring social transformation evidently in the elevation of dependable approach in solving social problems consistently with the needs of the 21<sup>st</sup> century. Although the OUT doesn't brag for its learning output, its mission and vision attract many to share the reputation of belonging to such learning institution. The importance of this occasion inspires all university stakeholders to re-evaluate the contribution of the open and distance learning to the nation. The growth in delivering and expanding access to many students in Eastern Africa has been marked with increased knowledgeable workforce in the society.

Adult learning contributes in attainment of achievers of social reform and development. For 20 years, East African nations have absorbed graduates capable of transforming society dreams to reality. Learners' response in e-learning has proved that acquisition of knowledge and skills can be done in a non-tradition classroom setting. Deviating from conventional mode of delivery, learning becomes the source of interest and excitement to both students and scholars. The uniqueness of the Open University of Tanzania is realized in its attainable goals, and taking risks while embracing internal and external challenges. The opportunity to extend access and knowledge coincides with emphasis on andragogical learning methodologies. Mobilization of educational resources and guidance in the acquisition of new knowledge empower learners' confidence and sense of belonging to the institution. Inclusion of learners' background and experience has moderated the pace of learning whereby students are in control of what and when to take courses. An online learning method has encouraged students' inclination and motivation to engage in the 21<sup>st</sup> century technology. The OUT has adhered to students' quest for new knowledge through face to face sessions, virtual and physical libraries.

Open and Distance Learning (ODL) has liberated many individuals from stagnation to active participant through e-learning. Learners appreciate their recognition and inclusion of their experience in the learning process. ODL acts as the remedy of many shortfalls of traditional system of education. ODL is also mentioned by Mushi in her article to create free critical and relatively independent thinkers capable of interrogating, interpreting and innovating. East African governments have welcomed the OUT move to create challengers of actions, goals, social structures, traditions and thinking. Higher quality of learning and achievable goals override society status quo. Although liberation is refined by social transformation, the OUT is still challenging its staff and students to be more conversant with emerging technologies.

Human capital has been a pillar of OUT for realization of its goals. Outsourcing innovators and those proven to excel the norm, has made the institution firm to the

present. Mbwette and Ngirwa emphasized the importance of human resource managers to increase diversity of employees. Inclusion of individual's contributions enables the institution to achieve multiple goals. Differences offer higher chance of growth but is also mentioned by Mbwette and Ngirwa to elevate chances of creating specific challenges. The institution is current in its delivering superior knowledge through qualified individuals and its initiative in sponsoring its workforce in acquisition of new knowledge and skills. The stability of the institution to its core values is affirmed in its unitary vision of all stakeholders.

Dr. John Soka  
The Editor

## Participative Leadership in Unfreezing Employees for Change

Coletha C. Ngirwa<sup>a</sup> and Cleo A. Ngirwa<sup>b</sup>

<sup>a</sup>*The Open University of Tanzania, Faculty of Education*

<sup>b</sup>*Tumaini University: Iringa University College*

**Abstract:** *The article explains the importance of participative leadership in creating employees' readiness for change. Leaders are capable of creating a positive perceptions and effective change initiatives to their employees. Through theoretical model, this article offers understanding of four leadership skills in unfreezing university employees for change. Some technique used to motivate change include effective communication, total involvement of employees in planning and decision making, building teams and analysis of university capabilities.*

**Key words:** Participative leadership style, employee positive perceptions, unfreezing, organisational change.

### Introduction

The fast changing world necessitates organisations to accept changes in their structures, processes and procedures as a prerequisite for their performance and survival. Organisational leaders on their part have been challenged with ways they can manage successful change processes for their organisations' survival in the business world. It has been recently documented that managing change relies heavily on managing people (Bauer & Erdogan, 2010). Thus, success in the process of organisational change is determined by leadership effectiveness and efficiency in managing people (Hiatt & Creasey, 2003). Gilley (2005) argues that managing change means to motivate employees and not to demoralize them. Organisational researchers and theorists have long been focusing on leadership effectiveness in leading employee motivation and successful change initiatives (Bordia, Hobman, & Jones, 2004; Eby, Adams, Russell, & Gaby, 2000; Gilley, McMillan, & Gilley, 2009; Jones, Jimmieson, & Griffiths, 2005; Labianca, Gray, & Brass, 2000; Lewin, 1951; Yukl, 2010). These theories and studies are not well known in many African organisations. Hence, the goal of this article is to explain the role of participative leadership approaches in creating university members' readiness for change. It is arguably suggested that employee motivation and effective organisational change initiatives are grounded from leaders' success at unfreezing stage of change management. University leaders would benefit from the change management skills explained in this article. We first review basic concepts and theories that guided our theoretical frame (Figure 1). Thereafter, a discussion follows, where we link each element (i.e., from the framework) with practical management endeavours in leading change processes in Tanzanian universities.

### Definition of Key Terms

The term 'unfreeze' was adapted from Lewin's (1951) model of managing change. Lewin posited three stages in the change management process. The first stage is

*unfreezing* that is meant to prepare an organisation and make it ready for change. This requires leader ability to create feelings of urgency and change employees' old minds towards organisational change (Kotter, 1996). In this endeavour, leaders use various means to portray the need for change. For example, leaders communicate effectively the vision of change through various means (oral and written) (Armenakis, Harris, & Mossholder, 1993). *Change* is Lewin's second stage. This stage covers employee motivation to participate in the change initiatives. The third stage is *refreezing*. This stage is concern with institutionalizing the new values in the organisational daily practices (Kotter, 1996). That is when the changes stick and can be identified as organisational culture. We focus our review on leadership effectiveness at the unfreezing stage of change management. We believe that efficiency at this level predicts employee positive perceptions and success in all stages of change efforts. The review intends to convey a message that employee positive perceptions and effective change initiatives would be influenced by leaders' success during unfreezing.

### **Leadership Styles in Managing Change**

Leadership styles refer to the generally constant and sensible forms of a leader's behaviour in influencing their subordinates to accomplish tasks (Ngirwa, 2012). Various leadership studies focus on mainly two types of diametrically opposed leadership behaviours: 'production oriented' and 'people oriented' (Blake & Mouton, 1985) or 'task focused' vs. 'person focused' leadership behaviours (Burke, Stagl, Klein, Goodwin, Salas, & Halpin, 2006); 'vertical vs. shared leadership' (Pearce & Sims, 2002); or 'engagement' vs. 'disengagement leadership' (Dixon, 2008). Jointly, these scholars referred to *directive leadership* style that emphasize control, close supervision and commands; and *participative leadership* style that insists human relations approaches-involve, empower, support and build teams (Euwema, Wendt, & van Emmerik, 2007; Herold, Fedor, Caldwell, & Liu, 2008; Mullins, 2005; Wendt, Euwema, & van Emmerik, 2009; Yukl, 2010). In this review, we regard participative leadership behaviours (e.g., involving subordinates in planning and decision making processes, communicating) as effective in preparing organisations for change (see Jones *et al.*, 2005). These leaders are expected in most cases to be caring, avoiding force and considering employee needs in their change management endeavors. We also regard participative leaders to be sensitive to organisation capabilities in relation to the needed changes in the process of implementing changes (Jones *et al.*, 2005).

Gilley *et al.* (2009) studied leadership behaviours' that develop into successful implementation of change. They have learned that leaders' behaviour based on employee motivation, effective communication and teamwork lead to successful change initiatives. Jones *et al.*'s (2005) results indicated that employee positive perceptions towards human relations-leadership approaches were highly related with their readiness for change and successful change implementation. According to Jones *et al.* employee readiness and effective change initiatives depend heavily on the practices of human relations approaches. Referring to Beckard and Harris (1987), Jones *et al.* added that in the process of change, leaders need to assess employee readiness

(motivation and willingness) and organisational capabilities (knowledge, skills and abilities). Although the studies were not focused on Tanzanian organisations, they fit adequately into our review purpose of this article. We put forward that participative leadership approaches (effective communication, involvement, total participation, team building) are crucial leadership strategies in the process of unfreezing organisations for change. We add to this, the organisational context (resources and workload), support (knowledge, skills, and finance) in the antecedent bin of unfreezing.

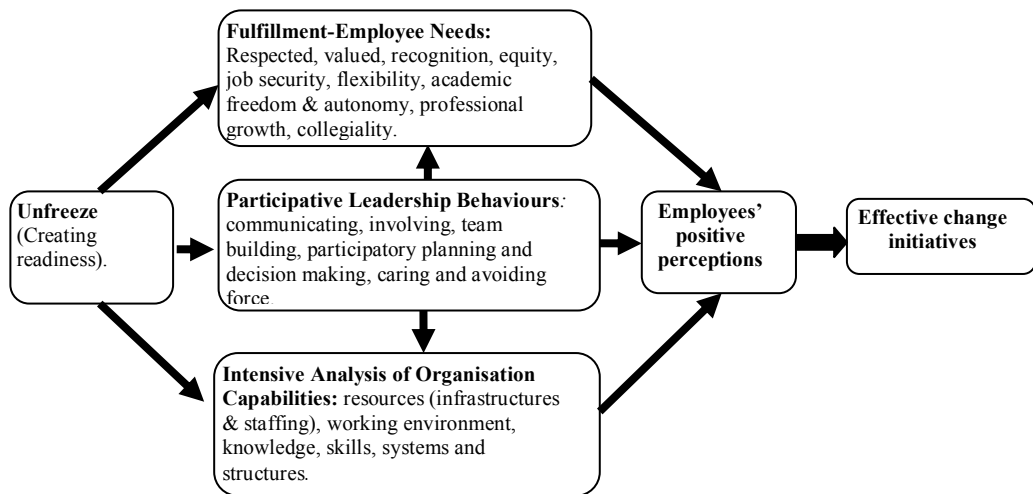
Armenakis *et al.*'s (1993) readiness model posits important elements by leaders that yield employee readiness for change. These are: effectively communicating the change to the extent that employees appreciate and feel its importance; developing employee understanding and appreciation that the change process is meant to benefit the majority of employees, promoting individuals capability for change, and changing their attitudes and beliefs to match the new vision. Armenakis *et al.* (1993) insisted that leaders need to communicate effectively and in various ways:

Persuasive communication is primarily a source of explicit information regarding discrepancy and efficacy...the form of persuasive communication employed also sends symbolic information regarding the commitment to, prioritization of, and urgency for the change efforts. For example, a CEO who travels to all corporate locations to discuss the need for change sends the message explicitly communicated in his/her comments and the symbolic message that the issues are important enough to take the time and resources necessary to communicate them directly...Oral persuasive communication involves direct, explicit message transmission through meetings, speeches, and other forms of personal presentation (p. 688).

Sometimes communication and participation in decision-making might revealed negative relationships with uncertainties in the process of organisational change (Bordia *et al.*, 2004). In this manner, effective communication and planned employee involvement create an understanding of, and positive perception to change initiatives. Eby *et al.* (2000) insisted that an organisation's readiness for change is pertinent in employee attitudes, motivation, priorities and organisational context. Thus, employees' negative perception would indicate uneasiness with the change efforts. Besides, P. Weber and J. Weber (2001) results show that perceived readiness was moderated by the leaders support. They also learned that 'employee- participation', 'autonomy' and 'feedback' determined the level of the perceived leaders support and organisational readiness (P. Weber & J. Weber, 2001). With specific attention to higher education, Gappa, Austin, and Trice (2007) posited six *Essential Elements* (i.e., *respect, employment equity, academic freedom and autonomy, flexibility, professional growth and collegiality*) that seemed important in addressing academic staff concerns, motivation and institutional effectiveness (Gappa & Austin, 2010). The elements should be practiced in management endeavours of higher education working environment (Gappa & Austin, 2010). In summary, the reviewed literature posited

important variables that influence organisational readiness for change. It provides the recipe to illustrate leadership effectiveness and efficiency in unfreezing and the outstanding employee perception and change initiatives as shown in Figure 1. Figure 1 is based on various literatures on leadership and change management.

Figure 1  
*Theoretical model*



This model consists of three main elements. Namely: participative leadership behaviours, employee needs that are to be fulfilled by leaders, and organisation capabilities in the process of organisational change. The effectiveness in these elements would influence employees’ motivation and effective change initiatives. Each element is contextualize in the Tanzanian university environment in the analysis that follows. At the end of each analysis, there is contextualization of major objective (i.e., effective unfreezing on employees’ perception and effective change initiatives, through the three main elements).

**Participative Leadership**

The key leaders’ role in creating organisational readiness for change is effective communication (Allen, Jimmieson, Bordia, & Irmer, 2007; Armenakis *et al.*, 1993; Gilley *et al.*, 2009; Kotter, 1996). In this regard, leaders are expected to communicate the vision, need and purpose of change to their subordinates. This can be appropriately done through referring to the existing world (Armenakis *et al.*, 1993). We argue that university-top managers should communicate the change to the extent that employees feel the limitations of old ways (Nadler & Tushman, 1989) and thus appreciate that change is required (Katz & Kahn, 1978 in Armenakis *et al.*, 1993).



There are various ways in which leaders communicate the change initiatives. These ways are influenced by the organisational model of decision making (top- down or bottom- up decision making) (see Miller, Johnson, & Grau, 1994). In cases of top-down arrangements, changes are communicated as orders and the room for inputs from employees is always limited. While, leaders who practice bottom up approaches value employee' inputs by involving and communicating is always interactive (Cummings & Worley, 2009; Yukl, 2010).

However, communication is more meaningful when employees are involved in initial plans and decisions of the change efforts. It may be unfortunate for instance, if leaders introduce a change at management meetings (with middle management and employee representatives) while maintaining their stands. This may discourage ownership spirit, teamwork and the managers may lose employee trust (Ngirwa, 2013). This could be the same as when faculty/department concerns are not considered in the university-management decisions. This may demoralize employees and build a culture of ignoring university tasks (Ngirwa, 2013). This actually builds a culture of "theirs and not ours". The employees' culture of not reading documents before meetings (Luhanga, Mkude, Mbwete, Chijoriga & Ngirwa, 2003) could be cultivated through this kind of management. It is human nature to feel proud when their inputs are seen in the ongoing successful projects. Besides, employees' feel more control over the change initiatives when they are involved in decision making (Bordia *et al.*, 2004).

Another ineffective of communicating the change vision could be when leaders communicate management decisions while limiting followers from airing their views. We regard this communication as being meaningless, because employees have limited chance of making contributions. This kind of leadership destructs employee talents and potentials concerning the change at hand. It is based on directive leadership behaviours that control the discussions and dialogues (Cruz, Henningson, & Smith, 1999). Directive leaders may in the end miss important inputs on the change efforts, and derive employees' negative perceptions and ineffective change initiatives (Ngirwa, 2013). Thus, top management should value and provide unconditional room for employees' inputs to change processes. Middle and lower level managers (e.g., faculty deans and heads of departments in universities) would provide a helping hand in involving and communicating change initiatives. Allen *et al.*'s (2007) study found that immediate supervisors such as heads of department in a university were helpful in communicating change related issues.

Covin and Kilmann (1990) posited positive and negative people's insights on management processes of *large-scale change programs*: on the positive part among others mentioned: "management support, preparing for a successful change, encouraging employee participation, and high degree of communication" (p. 237, 238). The negative impacts were: 'shortage of management support, top managers forcing change on unwilling organisation, inconsistent actions by key managers, unrealistic expectations, lack of meaningful participation, and poor communication'. The scholars suggested important factors for managers to consider when leading change processes.

Managers should put more efforts on the positive issues and avoid the negative issues as both affect the change processes differently. The main aim should be to gain employees' positive perceptions and successful change initiative through participative leadership (Jones *et al.*, 2005).

Euwema *et al.*'s (2007) study found out that as opposed to participative (supportive) leadership, directive leadership approaches were negatively related to employee organisational citizenship. Directive leadership behaviours (e.g., poor communication and uninvolving) may raise employee uncertainties on the need and importance of change, and job security and thus develop fear, resistance and employee morale goes down (Cummings & Worley, 2009; Ngirwa, 2013; Yukl, 2010). Berger and Calabrese (1975) in Allen *et al.* (2007) posited that uncertainties reveal insufficient information. Allen *et al.* suggested working on employee uncertainties through various communication channels. Armenakis *et al.* (1993) insisted that communication should be in *oral*-person speeches, and *written*-memos and newsletters. Therefore, we suggest that employees who are well equipped with change related information gain better understanding and motivation to change initiatives. Leaders on their part are called upon to effectively manage communication processes in the process of organisational change.

Many studies associated change failures with employees' resistance to change (Bauer & Erdogan, 2010; Hiatt & Creasey, 2003). Bauer and Erdogan grouped employee resistance/support into four main groups. *Active* resistance which involves employee voice of objections of the change initiatives, while *passive* concern with employees' underground resistance, dislike change but can't speak out their concerns, and can silently look for alternatives elsewhere (e.g., turnover). *Compliance* refers to employee partial support of the change initiatives, while *enthusiastic* support is the employee's total commitment to change. At least every manager would prefer the latter (i.e., compliance and enthusiastic support). But how to get that kind of team is to deliver human relations- participative management approaches.

Employee motivation to change initiatives would be the most preferable recipe to employee enthusiastic support. However, a university with a passive team of managers is more disadvantaged. Employees who dislike change but can't voice their views are most likely not to participate in the university change initiatives. Their turnovers should also be expected (Bauer & Erdogan, 2010). The passive resisters call for university leaders' attention on the employee-status at unfreezing stage.

Whether you are an executive, supervisor...leader or manager of any type where your job is to manage people, you likely have experienced resistance to change from employees. However, you may not recognize the role that you can play in preventing that resistance and leading change. Most managers do not make this connection until they have personally experienced failure in an important change project. "I should have communicated better." "Next time I will involve more people." .... "I was undermined by managers

who felt threatened by this change and did not understand the vision.” (Hiatt & Creasey, 2003, p.2).

Human relations approaches have been positively associated with employees' motivation to change and effective change efforts (Jones *et al.*, 2005). Armenakis *et al.* (1993) while referring to Coch and French (1948) posited kinds of participation: 'no participation, participation via representation and total participation'. According to Armenakis *et al.* participation was found as effective control of employee resistance to change initiatives (Cummings & Worley, 2009). With reference to Tanzanian universities, there has been over the years a management strategy of *participation by representatives* in most of management processes (Luhanga, 2009). This would be effective if the representatives are 'real representatives', if they *enjoy* total participation in management committees and effectively provide feedback to the faculties or departments. We suggest that all employees deserve equal chances of information and involvement from top management. If Professors are involved as representatives or are well informed about management decisions, they should also think about junior staff's inputs (e.g., tutorial assistant) on the decisions.

In summary, successful implementation of change is derived from employees' motivation (Jones *et al.*, 2005; Ngirwa, 2013). Thus, leaders' efficiency in communicating, team building, involving in planning and decision-making would allow successful unfreezing. Reluctance of leaders to employ participative leadership at unfreezing would naturally yield employee negative perceptions and ineffective change initiatives (Stanley, Meyer, & Topolnytsky, 2005).

### **Fulfillment of Employee Needs**

As it could be expected of any employee in an organisation, university staff require among other things, to be respected, valued, recognized, equity, job security, flexibility, collegiality, academic freedom and autonomy (Gappa, *et al.*, 2007 in Gappa & Austin, 2010). These can be met through human relations (participative) leadership approaches in implementing change. This requires leaders to communicate persuasively, involve (Allen *et al.*, 2007; Armenakis *et al.*, 1993); build teams (Gilley *et al.*, 2009), thus empower, build trust and a sense of ownership to employees (Ngirwa, 2013).

University leaders should learn individual needs and accommodate them in their change management processes. For instance, we have learned that employees need to be valued and assured of job security (Gappa & Austin, 2010). Let's take an example of retiree senior staff (Professors and Doctors); most of them hold rich experiences and knowledge that would help university management in their endeavors in inducing change. But does the organisational climate allow their 'voices'? If the answer is 'yes', are their ideas valued or accommodated? And if the answer is 'no' i.e. the organisational climate (e.g., end/not renewed contracts of vocal staffs) limits their inputs, what can be done? Don't we miss their potentials? In whatever direction the

situation could be the same for employees in private universities (i.e., under contract employment). Bauer and Erdogan (2010, p. 334) note that:

By listening to people and incorporating their suggestions into the change effort, it is possible to make a more effective change. Some of a company's most committed employees may be the most vocal opponents of a change effort. They may fear that the organisation they feel such a strong attachment to is being threatened by the planned change effort and the change will ultimately hurt the company. In contrast, people who have less loyalty to the organisation may comply with the proposed changes simply because they do not care enough about the fate of the company to oppose the changes. As a result, when dealing with those who resist change, it is important to avoid blaming them for a lack of loyalty.

The central idea in this contention is that top management should value employee inputs in implementing changes. They are also called upon to positively address 'vocal employees', as Bauer and Erdogan regard them as more committed to the organisation. How do Tanzanian university leaders react to vocal employees? What is the working situation of vocal employees under contract employment? Let these questions be unfolded by researches.

### **Analyses of Organisational Capabilities**

Therefore, it is important to screen the organisation's environment in order to harness the change initiative. Jones *et al.* (2005) while referring to other scholars e.g. Sharma and Vredenburg (1998), posited organisational capabilities such as resources, technology, and managerial processes. Top managers need to review their technological systems (e.g., internet connections, power), infrastructures (offices, classes, computers, printers, etc.) and workload when planning for change.

Some universities in Tanzania have enrolled students un-proportional with the available university resources (Luhanga, 2003; Othman, 2009). The situation may lower academic staff working environment.

Our universities take pride for having raised the students' numbers, but what about the teaching facilities? Is a single class of 400 students a best way of conducting teaching? ...Are the seminar rooms meant for 20 to 30 people but now taking more than 60 people conducive for learning? (Othman, 2009, p. 11).

If we can also ask 'is that context conducive for teaching'? 'Is the intended goal of seminars still alive anyway'? 'How about marking students' scripts'? 'Is the teacher/student ratio appropriate'? Researchers in this area may reveal answers to these questions. Poor working environment, inadequate resources and heavy workload have been linked to employee negative perceptions to change initiatives (Ngirwa, 2013).

Leaders also need to review employee existing knowledge and expertise in relation to the change requirements. This will help to know if there is a need of planning for long

and or short courses for the competence of employees in the change process (see Cummings & Worley, 2009; Mills, 2008). Besides, all these should be transparently handled otherwise they might create fear, uncertainty and cynicism to employees. Indeed, communication and full participation of employees is of leaders' advantage tools in the review task. In summary, we call for top management attention to university contextual status when planning for change. This will forecast the needed degree of change, resources, knowledge, skills, staff and financial resources.

### **Conclusion**

This article offers an understanding of the role of participative leadership in creating organisational readiness to change. Our theoretical model suggests that efficiency of leaders to communicate, involve, build teams and resourcing; lead to success of unfreezing where, employees hold positive perceptions and lead to effective change initiatives. To our knowledge in Tanzanian universities, this article would be among the few (Ngirwa, 2013) attempts that have addressed this important process of unfreezing employees for organisational change. Thus, we call for researchers' attention on the topic.

### **Epilogue**

Higher education institutions in Tanzania, has been adapting changes in their attempt to satisfy society's needs. The changes influenced many developments in universities. For example the University of Dar es Salaam (UDSM) of 1961 with only 13 students (Omari, 1991) or of 1980s (Mkude, Cooksey, & Levey, 2003) is quite different from that of 2000s. The number of students has increased to 135,367 for 2010/2011 academic year (TCU, 2013), the increase of infrastructures, academic staff, changes in organisational structure, and establishment of entrepreneurial programs. Moreover, its links with the business world are also lucid. For instance, the establishment of the "Mlimani City" and the Radio and TV "Sauti ya Mlimani" which have been helpful in society development. There are also engineering projects like Kibaha Business/Technology Incubator, Lushoto and Morogoro Business (Mshoro, 2006) and political research- REDET (Luhanga, 2009). These have been useful in society. However, UDSM has currently been explained to be deteriorating in its quality of education and environmental wellbeing of its academic staff and students (Othman, 2009).

The Open University of Tanzania (OUT) as the only university that offers opportunities for employers and employees to study at their work stations has gained recognition in the country. From 1994 when it was started, a sea of Tanzanians has been cherishing their professions through degrees obtained from OUT. At least in all regions in Tanzania OUT is a known university as witnessed by beautiful and modern buildings of the university. The number of students at OUT is above the normal number of students in other universities in Tanzania (see TCU, 2013). This has been possible due to its visionary management and mode of delivery (distance education). Besides, OUT has established new and unique programs such as: Law degree in ICT, Teacher

Educator Diploma and Foundation courses which are not offered by any other university in Tanzania. However, the available number of Academic staff (see TCU, 2009) compared to the numbers of students, the teacher/students ratio cannot easily be calculated, though teaching by distance mode. The resources and staff working environment is also a university challenge.

We have also been witnessing mushrooming of University-Constituent Colleges like RUCO, TUMAINI, MUCE, DUCE just to mention few, let alone the increase of university-student enrollments. The changes note medals to university top managers for their competence in moving the university services near to society and institutions development in particular. However, only visible and quantity part of the changes can be eyed and measured. How about their (universities) psycho-social management capabilities? How do university leaders manage institutional changes? Yet, we see the importance of adding this resource (review) in leaders' shelves, as we call for their attention to employees and organisational readiness for successful implementation of changes. Researchers are motivated to fill knowledge gaps that exist in the area of change management in Tanzanian universities.

### References

- Allen, J., Jimmieson, N. L., Bordia, P., & Irmer, B. E. (2007). Uncertainty during organisational change: Managing perceptions through communication. *Journal of Change Management*, 7(2), 187-210.
- Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993). Creating readiness for organisational change. *Human Relations*, 46(6), 681-703.
- Bauer, T. & Erdogan, B. (2010). *Organisational behavior*. Version 1.1, Flatworld Knowledge.
- Beckard, R., & Harris, R. (1987). *Organisational transitions: managing complex change*. In Jones, R. A., Jimmieson, N. L., & Griffiths, A. (Eds.), The impact of organisational culture and reshaping capabilities on change implementation success: the mediating role of readiness for change. *Journal of Management Studies* 42(2), 361-386.
- Berger, C., & Calabrese, R. J. (1975). Some explanations in initial interaction and beyond: toward a developmental theory of interpersonal communication. In Allen, J., Jimmieson, N. L., Bordia, P. & Irmer, B. E. (Eds.), Uncertainty during organisational change: Managing perceptions through communication. *Journal of Change Management*, 7(2), 187-210.
- Blake, R. R., & Mouton, J. S. (1985). *The managerial grid III*. Gulf Publishing Co.
- Bordia, P., Hobman, E., Jones, E., Gallois, C., & Callan, V. J. (2004). Uncertainty during organisational change: Types, consequences, and management strategies. *Journal of Business and Psychology*, 18(4), 507-532.
- Burke, C. S., Stagl, K. C., Klein, C., Goodwin, G. F., Salas, E., & Halpin, S. M. (2006). What type of leadership behaviours are functional in teams? A meta-analysis. *The Leadership Quarterly*, 17(3), 288-307.

- Coch, L., & French, J. (1948). Overcoming resistance to change. In Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (Eds.), *Creating readiness for organisational change. Human Relations*, 46(6), 681-703.
- Covin, T. J., & Kilmann, R. H. (1990). Participant perceptions of positive and negative influences on large-scale change. *Group & Organisation Management*, 15(2), 233-248.
- Cruz, M. G., Henningsen, D. D., & Smith, B. A. (1999). The impact of directive leadership on group information sampling, decisions, and perceptions of the leader. *Communication Research*, 26(3), 349-369.
- Cummings, T. G., & Worley, C. G. (2009). *Organisation development and change*. 9<sup>th</sup> Ed. South-Western, Cengage Learning.
- Dixon, P. (2008). *Leadership and motivation*. Retrieved 22 October, 2010 from <http://www.youtube.com/watch?v=LD72GzaxxuI&p=ECBC00011E996AFE&playnext=1&index=21>
- Eby, L. T., Adams, D. M., Russell, J. E. A., & Gaby, S. H. (2000). Perceptions of organisational readiness for change: Factors related to employees' reactions to the implementation of team-based selling. *Human Relations*, 53(3), 419-442.
- Euwema, M. C., Wendt, H., & van Emmerik, H. (2007). Leadership styles and group organisational citizenship behaviour across cultures. *Journal of Organisational Behavior*, 28(8), 1035-1057.
- Gappa, J. M., & Austin, A. E. (2010). Rethinking academic traditions for twenty-First-Century faculty\* *AAUP Academic Freedom, Vol. 1*. American Association of University Professors.
- Gappa, J. M., Austin, A. E., & Trice, A. G. (2007). Rethinking faculty work. Higher educator strategic imperative. In Gappa, J. M., & Austin, A. E. (Eds.), *Rethinking academic traditions for twenty-First-Century faculty\* AAUP Academic Freedom, Vol. 1*. American Association of University Professors.
- Gilley, A. (2005). *The manager as change leader*. Westport, CT: Praeger.
- Gilley, A., McMillan, H. S., & Gilley, J. W. (2009). Organisational change and characteristics of leadership effectiveness. *Journal of Leadership and Organisational Studies*, 16(1), 38-47.
- Herold, D. M., Fedor, D. B., Caldwell, S., & Liu, Y. (2008). The effects of transformational and change leadership on employees' commitment to a change: A multilevel study. *Journal of Applied Psychology*, 93(2), 346-357.
- Hiatt, J. M., & Creasey, T. J. (2003). *Change management: The people side of change* (1<sup>st</sup>ed). U.S.A: Prosci Learning Centre Publications.
- Jones, R. A., Jimmieson, N. L., & Griffiths, A. (2005). The impact of organisational culture and reshaping capabilities on change implementation success: The mediating role of readiness for change. *Journal of Management Studies*, 42, 361-386.
- Katz, D., & Kahn, R. (1978). The social psychology of organisation. In Armenakis, A. A., Harris, S. G. & Mossholder, K. W. (Eds.), *Creating readiness for organisational change. Human Relations*, 46(6), 681-703.
- Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.

- Labianca, G., Gray, B., & Brass, D. J. (2000). A grounded model of organisational schema change during empowerment. *Organisation Science*, 11(2), 235-257.
- Lewin, K. (1951) *Field theory in social science*. New York: Harper & Row.
- Luhanga, M. L. (2009). *The courage for change: Re-engineering the University of Dar-es-Salaam*. Dar-es-Salaam University Press.
- Luhanga, M. L. (2003). The Tanzanian experience in initiating and sustaining tertiary education reforms. *Regional training conference on improving tertiary education in Sub-Saharan Africa: Things that work!* Accra.
- Luhanga, M. L., Mkude, D. J., Mbwette, T. S. A., Chijoriga, M. M., & Ngirwa, C. A. (2003). *Strategic planning and higher education management in Africa: The University of Dar-es-Salaam experience*. Dar es Salaam, DUP Ltd.
- Miller, V. D., Johnson, J. R., & Grau, J. (1994). Antecedents to willingness to participate in a planned organisational change. *Journal of Applied Communication Research*, 22(1), 59-80.
- Mills, C. (2008). *Leading your organisation through change: A management plan – 5 rules for success*. FASTLANE Coaching. <http://www.tagonline.org/articles.php?id=266>
- Mkude, D., Cooksey, B., & Levey, L. (2003). *Higher education in Tanzania: A case study*. Dar es Salaam: Mkuki na Nyota.
- Mshoro, I. B., (2006). The potential of UDSM-CoET technology/business incubation project for supporting the innovations systems and clusters programme in Tanzania. *Proceedings of the Third Regional Conference on Innovation Systems and Clusters in Tanzania*, Dar es Salaam, Tanzania, pp. 357-370.
- Mullins, L. J. (2005). *Management and organisational behaviour* (7<sup>th</sup> ed). Edinburgh Gate: Pearson Education Limited.
- Nadler, D., & Tushman, M. (1989). Organisational frame bending: Principles for managing reorientation. In Armenakis, A. A., Harris, S. G. & Mossholder, K. W. (Eds.), *Creating readiness for organisational change*. *Human Relations*, 46(6), 681-703.
- Ngirwa, C. A. (2012). *Principles and practices of leadership in African work organisations*. In Press, Dar es Salaam.
- Ngirwa, C. C. (2013). *Leadership and organisational change: A study in Tanzanian universities*. Published PhD Thesis, University of Leuven, Belgium.
- Omari, I. M. (1991). Innovation and change in higher education in developing countries: Experiences from Tanzania. *Comparative Education*, 27(2), 181-205
- Othman, H. (2009). The role of media in the development of higher education in the East African region. *IUCEA March Newsletter*. Dar es Salaam, Tanzania.
- Pearce, C. L. & Sims Jr., H. P. (2000). Vertical versus shared leadership as predictors of the effectiveness of change management teams: An examination of aversive, directive, transactional, transformational, and empowering leader behaviors. *Group Dynamics: Theory, Research and Practice*, 6(2), 172–197.
- Sharma, S., & Vredenburg, H. (1998). Proactive corporate environmental strategy and the development of competitively valuable organisational capabilities. In



- Jones, R. A., Jimmieson, N. L. & Griffiths, A. (Eds.), *The Impact of Organisational Culture and Reshaping Capabilities on Change Implementation Success: The Mediating Role of Readiness for Change. Journal of Management Studies* 42(2), 361-386.
- Stanley, D.J., Meyer, J. P., & Topolnytsky, L. (2005). Employee cynicism and resistance to organisational change. *Journal of Business and Psychology*, 19(4), 429-459.
- Tanzania Commission for Universities (2009). *Teaching staff by qualification in public Universities 2005/2006*. Retrieved 01 October, 2009 from <http://www.tcu.or.tz/>
- Tanzania Commission for Universities (TCU) (2013). Universities and colleges recognized by TCU. [www.tcu.go.tz](http://www.tcu.go.tz)
- Weber, P. S., & Weber, J. E. (2001). Changes in employee perceptions during organisational change. *Leadership & Organisation Development Journal*, 291-300.
- Wendt, H., Euwema, M. C., & Van Emmerik I.J. H. (2009). Leadership and team cohesiveness across cultures. *The Leadership Quarterly*, 20(3), 358-370.
- Yukl, G. (2010). *Leadership in organizations*(7<sup>th</sup> ed). New Jersey: Pearson Education, Inc.