AN ASSESSMENT OF THE STRATEGIC PLANNING AND

MANAGEMENT OF THE UNIVERSITY OF NAMIBIA

By

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A RESEARCH REPORT

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DECLARATION

I, Mathew Nghihangwa, hereby declare that this study is my own original work and that all sources have been accurately reported and acknowledged, and that this document has not previously, in its entirety or in part, been submitted at any university in order to obtain an academic qualification.

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M. NGHIHANGWA

15 OCTOBER 2007

DEDICATION

This study is dedicated to my two children Tangi and Ndilipo, to be their source of

inspiration in their future endeavors.

My Uncle Mhanda, for raising me up and his keenness to invest in my education.

My dear parents, your support are greatly appreciated.

Lastly, my sincere tribute goes to my late brothers, Tlofimus and Nathaniel, their hard

work has inspired me enormously.
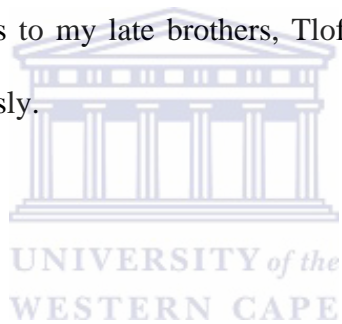
ACKNOWLEDGEMENTS

First of all I want to thank the Almighty God, who gave me the strength and has been with me during the time of my study.

I am indebted to everyone who helped me in one way or the other during the course of this study. The management and staff of the University of Namibia, your contributions to this report are highly appreciated. In particular, I would like to thank my supervisor Prof. Christo de Coning, for his friendly and effective supervision style and my editor, Dr A Ogunmokun. I would also like to acknowledge the excellent services provided by the School of Government under the leadership of Professor John Barldill, and the total support of the staff. Finally, I would like to thank my friends, Desderius Haufiku and Ndahafa Namweda, who have been the sources of my inspiration and courageous.

LIST OF ABBREVIATIONS

BOLESWANA – Botswana, Lesotho, Swaziland and Namibia

CES – Centre for External Study

COST – College of Out of School Training

GRN- Government of Republic of Namibia

MHEVTST- Ministry of Higher Education, Vocational Training Science and Technology

NACHE – National Advisory Council for Higher Education

NC – Northern Campus

NDP - National Development Plan

NHEP- National Higher Education Policy

NGO – Non-Governmental Organizations

NPC – National Planning Commission

NPTF – Northern Project Task Force

NQA – National Qualifications Authority

PON – Polytechnic of Namibia

RSA – Republic of South Africa

SADC – Southern Africa Development Community

SME – Small and Medium Enterprises

TPT – Transition Planning Team

UNAM – University of Namibia

UNISA – University of South Africa

UWC – University of the Western Cape

ABSTRACT

This study has evaluated the strategic planning and management of the University of Namibia. The crucial objective was to assess the strategic planning process of the University of Namibia to see if the strategic plans were properly developed and also determine how the Northern Campus feature in the overall strategic plan of the University of Namibia. The research has used the body of knowledge on strategic planning and management to investigate the problem.

The secondary objective was to develop a theoretical understanding of strategic planning and management. The study will record and develop a case study on the strategic planning of the University of Namibia, and see how planning has been able to address the issue of development. On the basis of the findings, the research has suggested alternative guiding principles of the planning process. At conclusion the research has made numerous recommendations for the decision makers on how properly planning process can be followed.

Information has been gathered from the secondary sources and by means of administering research schedules in an interview situation. The sample of the study includes all members of the management of the main campus and the management of the Northern Campus, ten senior managers of various units and seven Deans of Faculties. The study has reviewed various relevant literatures and has consulted a number of available materials including the two strategic planning documents, institutional audit report and

annual reports. The study has also determined if there was a research done related to the strategic planning of the University of Namibia.

This study find out that the planning process used by the University of Namibia is not sufficiently inclusive and has lot of inconsistence with the most acceptable planning procedure and lack the implementation gear. The research has therefore suggested that a change in the management approach could be effected and recommended the best planning practices of involving all stake holders in planning.

This study was not been able to go beyond the assessment of the strategic planning process and management, however further study can be undertaken to **evaluate the impact of strategic planning of the University of Namibia: its deliverance and implications on human development and capacity building.**
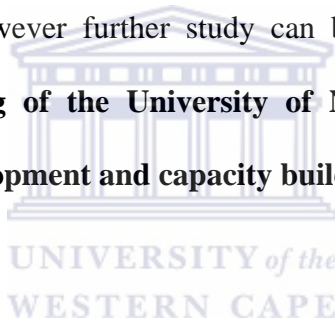
CHAPTER ONE:

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Today, universities around the globe are considered to play a major role in economic development, advancement of new knowledge and the development of human resources. In Africa, Universities are expected to adapt to African circumstances such as producing human capital, promoting economic development and championing ethical and moral values of society and pass it on to new generations while fostering teaching and research. This was emphasized by Prime Minister, Nahas Angula, when addressing the [1](BOLESWANA) Educational Research Symposiums at UNAM in 2005 that "It is only through dynamic transformation that Africa will be able to make a leap into the future. This is our common responsibility. We must all make contribution towards African development." The University of Namibia needs to commit itself to the development of the potential of the people, enhancing of the social progress and improvement of the quality of life in the country.

Being the first university in the country, UNAM has a unique responsibility to play. It is mandated to serve and provide quality tertiary education to all the Namibian people. The University is tasked with many responsibilities which are captured in its mission statement. UNAM strives to improve access to education; serve as a research and quality training centre; contribute actively to socio-economic development; promote theoretical

learning and practical skills development; increase educational opportunities, and to be a multi-purpose and multi-cultural institution (UNAM, 1999).

The University of Namibia needs proper planning to achieve this set of objectives and also to respond to all other development challenges and imminent changes that affect the Nation. This study has reviewed the strategic development plan for the first five year period, from 1995-1999 and the second five year strategic plan of 2001-2005 for the University of Namibia which were developed to guide the University development.

This review looked at the strategic planning process, clear strategic objectives, the institutional arrangements, participation in planning process, regular review of the plans and the commonality of the University mission to other campus such as Northern Campus and the implementation process. This is an introduction chapter and will cover the background of the problem, objectives and purpose of the study, literature review and research methodology.

1.2 BACKGROUND OF THE STUDY

The University of Namibia came into existence after the dissolution of the old Academy in 1992, when the University of Namibia Act no 18 of 1992 was promulgated in the parliament. Since then, the University has developed to its full potential and started functioning as a legal entity under the Chancellorship of His Excellency the President, Dr. Sam Nuyoma and the Vice Chancellor, Professor Peter H. Katjavivi.

When newly established, the University of Namibia inherited five faculties that is the Faculty of Economics and Management Science; Faculty of Education; Faculty of Science, Faculty of Humanities and Social Science; and the Faculty of Nursing and Medical Science. Apart from academic programmes, the university has a well established administrative structure headed by a Pro-Vice Chancellor for Finance and Administration in order for the University to grow. A strategic planning Process was then initiated by the office the Vice Chancellor to strengthen the capacity of the University in delivering tertiary education and direct all its development activities in the country.

The First Five Year Development Plan was developed with a central theme of addressing the whole issues of development priorities of UNAM within the overall framework of the National Development Plan, National policy on higher education and works toward the realization of the national vision 2030. This was later reaffirmed by Prof Hangula, the current Vice Chancellor of the University of Namibia, who said during the launching of Task force on Vision 2030 in 2005 that: "In our quest for an appropriate strategy to develop relevant Namibian Human Resources, we shall be guided by the Namibian vision 2030 document, the NDP progrmmes and the triple PPP principles in the implementation of mission 2030".

During the same occasion, the Vice Chancellor further emphasized what the Founding President, His Excellency Dr. Sam Nujoma, re-iterated at the Launch of the Namibia vision 2030 document, that. " UNAM in particular has to prioritize the training of our people in relevant fields of medicine, engineering, economics, agriculture, marine

biology, geology and other displines, including biotechnology and engineering" The first five year development plan started in 1995 - 1999 and was followed by the second strategic plan from 2001-2005. Although the late was never officially approved, it was used as an internal document.

However, no assessment study was made to determine whether a proper strategic planning process was followed to develop the strategic plan1 and the strategic plan2. It is also interesting to determine whether the strategic planning has made a significant impact on the development of the University of Namibia in general.

Recently, various regional centers were established across the country. The visions, goals and objectives of these centers had never been determined in terms of the overall University goals and objectives and of the National priorities. It is very interesting to investigate how these centres are progressing, particularly the Northern Campus, the second largest of all other UNAM centres in the sphere of the strategic plan.

1.3 PROBLEM STATEMENT

The University of Namibia, as an institution of higher learning is expected to maintain an exceptionally high standard of performance, if it has to survive and thrive in a competitive world. The development of strategic plans 1 and 2 was a direct response to the ever changing environment, public demands and the advancement of information and

technologies. The first strategic plan was developed with minimal consultation as it was basically aimed at positioning the University within the community it serves.

The second strategic plan could not be launched and the deliverance thereof was not compelling. The document was later kept as an internal document of the management. This has left much to be desired from the strategic management and the planning process perspective and thus this research is interested in assessing the planning process which was used by the University of Namibia in carrying out its strategic planning.

The Oshakati centre was turned into a second Campus of the University of Namibia in 1998, making it the second largest UNAM Centre in the country. Established in the most highly populated and previously disadvantaged northern regions, the Northern Campus was regarded as a great achievement of the University of Namibia in terms of the university outreach. The Northern Campus was developed to respond to societal needs and provides relevant teaching, research and community outreach programmes. However, the vision, goals and objectives of the campus has never been determined in terms of the University's strategic plan.

Since its inception, the campus has been offering degrees and diploma programmes on distance mode such as Bachelor of Nursing Science (offered through the Faculty of Health and Medical Science), Bachelor of Business Administration. Bachelor of Education, Diploma in African Language and Diploma in Adult Education and Community Development (offered through Centre for External Studies). On a fulltime

mode, the campus has been offering the Diploma in Nursing and midwifery, Specialized Post graduate Diploma in Special Education, Post graduate Diploma in Education and a Science Foundation Programme. The Northern campus has not been able to introduce new additional courses particularly on full time for the past ten years of the existence of strategic planning. Equally there has been a lack of guiding principles, goals and objectives for this Campus. Situated some 800km away from the main campus in the Capital city Windhoek, the Northern Campus has been receiving inadequate support services from its main campus. By receiving less support from its main campus, the Northern Campus became less effective, and inept in its operations. This could be a lack of proper planning and management. This problem has negatively affected the campus in its delivery of tertiary education in the northern regions.
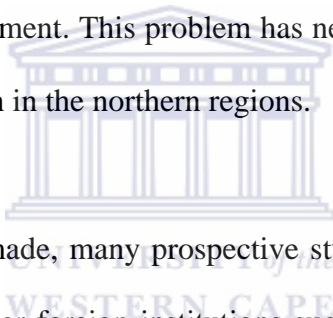
In spite of the little progress made, many prospective students of the Northern Campus have opted to register with other foreign institutions such as UNISA due to the lack of required programmes at the Northern Campus. It is therefore the aim of this research to determine whether the University of Namibia has followed its strategic plan in developing the Northern Campus.

The problem being investigated in this study is that an insuffient assessment of the strategic planning has been made and it is the aim of this study to look into the planning and management process of the strategic plan of the University of Namibia to see if all necessary procedures has been followed, and whether a proper implementation process has been executed to achieve its objectives.

After determining the problem, the study will provide recommendations on the bases of the findings.

1.4 PURPOSE OF THE STUDY

It is the purpose of this study to determine the strategic planning process undertaken by the University of Namibia to develop a strategic plan aimed at achieving its goals and objectives and facilitating its development. The primary objective of this study is therefore to assess the planning process of the strategic planning and management of the University of Namibia, its vision and mission and how it relates to the country's Vision 2030. It is also the objective of this study to determine whether the developments of regional campuses such as the Northern Campus are in line with the strategic plan of the University of Namibia.
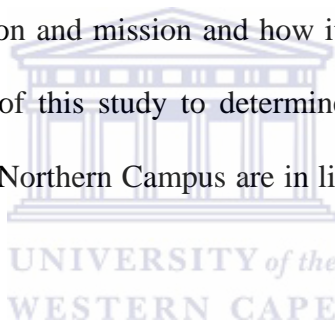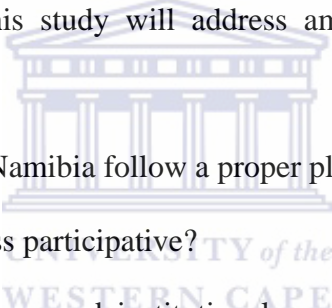
The secondary objective is to develop a theoretical understanding of strategic planning and management in relation to the development and management of strategic plans in public institution. As Michael (1997) alluded, strategic planning can be complex, challenging and cumbersome at times, but it is always informed by the commitment of the stakeholders to prioritize the essentials to the mission. Thus the output of the strategic development plan determines the success of planning.

This study intends to focus on the planning processes; the models of planning and techniques which makes planning a powerful tool of success. It will also review the

strategic objectives and determine its validity. The study will further examine the level of institutional arrangement, participation and determine how often plans are being reviewed. It is also the objectives of this study:

- to develop a theoretical understanding of strategic planning and management;

- assess the strategic objectives and develop a case study on the strategic planning of the University of Namibia;

It is the intention of this study to use the strategic planning of the University of Namibia as a case study to determine the planning process employed during the time of planning and also verify the impact of the first and second five-year strategic plans. In the light of the issue mentioned above, this study will address among others the following key research questions.

❖ Does the University of Namibia follow a proper planning process in its planning?

❖ Was the planning process participative?

❖ Did the University have sound institutional arrangements in place to facilitate planning and implementation?

❖ What are the key issues that render UNAM Strategic plans less effective?

❖ How is the Strategic planning of the University of Namibia achieving its objectives in relation to the Vision 2030?

❖ Does strategic planning responds to the public demands?

❖ Does the University of Namibia have an effective implementation mechanism for the strategic plan?

❖ How can the Northern Campus be developed?

On the basis of findings, this research will suggest option for a proper planning and how to develop a plan that will enhance growth and development of the University of Namibia as well as its regional campuses. The research will make necessary recommendation to the University management for consideration in its strategic planning.

1.5 LITERATURE REVIEW

The study reviewed various literatures to develop a theoretical understanding of strategic planning and management and also assess the theories on developing strategic plans that works well. Ackoff, (1981) noted that planning is an anticipatory decision – making, a process of deciding before action is required. It allows decision to take place in advance by answering, what, how, when and who questions. Planning can be defined as a process which closes the gap from where we are today and where we want to be tomorrow.

 Strategy, as articulated by Andrews (1980) is a pattern of purpose and policies defining the company and its business. This was contrasted by Mintzberg (1993) who defined strategy as a pattern that is consistence in behavior over time. However, Kaye (1997) concluded that strategic planning is a systematic process through which an organization agrees on and builds commitment among stakeholders. The research reviewed the University 1st strategic plan (1995-1999) and the 2nd Plan (2001-2005) as well as various annual report documents of the University of Namibia. The 3rd strategic plan, which covers the period of 2006-2010 is about to be completed, however this will not be covered in this report as its content was not revealed at the time of this study.

1.6 RESEARCH METHODOLOGY

In order to provide answers to the research questions, Information in this research will be gathered by means of empirical study. The use will be made of primary and secondary sources. In primary sources, the research will take the form of fieldwork, whereby respondents will be interviewed while in the secondary sources; useful information will be obtained from various university publications such as University of Namibia research reports, conference proceedings and the strategic plan documents.

The method to be used by this research will be broadly located within the framework of qualitative research. Qualitative research generally attempts to conduct research in a relatively unstructured manner (Bryman, 1988). Qualitative methods are also seen to offer an opportunity to probe deeply and to analyze intensively the multifarious phenomenon (Cohen & Manion, 1989).

The strategic planning of the University of Namibia will be used as a case study and the study will be conducted at the two University Campuses, the main campus is situated in Windhoek and the Northern campus is in Oshakati. It would be good to investigate a particular locality within its real life context. Permission to conduct the study was obtained from the management of the University of Namibia. With regards to ethical issue, the purpose of the study was explained verbally and in writing to the Management of both Campuses. The respondents were informed that their participation in the research process is voluntary. They will be assured that their names will be treated with

confidentiality and that it will not be revealed in the research report emanating from this research. The researcher has also ensured the anonymity of participants in expressing their opinions regarding the development and impacts of the strategic planning of the University of Namibia.

Permission was also obtained from the participants to record the interviews on tape for accurate transcripts where necessary. The final report will be made available to both management and all participants. The sample of the study will therefore consist of two groups: all members of the management of both campuses, Deans of Faculties, Directors of centres, and ten other senior managers from various operational units of the University.

The information was obtained by means of structured questionnaires through one-on-one interviews. One-on-one interviews are more private and minimize the chances of conflicts that are inevitable within group interviews.

1.7 SIGNIFICANCE OF THE STUDY

This study is very important given the social responsibility of the University of Namibia. This is the first research of its kind to be undertaken assessing the strategic planning and management of the University of Namibia since its inception. The results are expected to contribute toward improving strategic planning and management of the University of

Namibia. It will also provide useful guidelines to the management of the University of Namibia in reshaping its strategic planning process to become more effective.

The study has highlighted the role of the University of Namibia in achieving the National Vision 2030 and developed a lesson of experience on how to manage satellite campuses. It is also hoped that the outcome of this research will help UNAM to overcome the challenges of strategic planning and development. The study consulted theories on how to develop, manage and effectively implements strategic plans. On the basis of finding, recommendations were made for decision makers as to how best a workable strategic plan can be developed.

1.8 CHAPTER COMPOSITION

This study is divided into six chapters as follows:

a) Chapter one is an introductory and covers the abstract, statement of the problem, purpose of the study, research methods, scope and the significance of the study and the structure of the study.

b) Chapter two provides a theoretical framework on strategic planning, and management.

c) Chapter three provided an overview of the University of Namibia

d) Chapter four developed a case study on the strategic planning of the University of Namibia, and presents the Fieldwork results.

e) Chapter five analyzed the case study and presents the research findings.

f) Chapter six is the recommendations and conclusion. Suggestion is also made for further research.

CHAPTER TWO:

THEORETICAL PERSPECTIVE ON STRATEGIC PLANNING AND MANAGEMENT

2.1 INTRODUCTION

The first chapter offers an introduction to this study. This chapter will start by giving a theoretical perspective on strategic planning and strategic management processes before concentrating on strategic planning process. Thereafter, various steps, techniques and planning models which should be used in the planning process were explored. Finally, I highlighted some important theoretical aspects of the implementation of the strategic plan before I concluded the chapter. This is the chapter that I have used mainly to analyze the case study in chapter five.
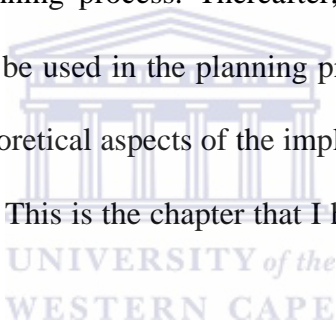
Many a times, institutions and organizations are faced with situations of no direction and preoccupied with immediate issues which lend them to lose sight of their ultimate objectives. Universities in particular, as institution of higher learning, are very complex organ and easily affected by interplay of many dynamics. Without a focused direction it is likely that efforts of various units and individuals thwart one another resulting in an inevitable failure.

This situation normally leads to a business review in some organizations and the development of a strategic plan in others as a new paradigm to harmonize the effort of all

active players in order to achieve synergy and embrace a sense of direction. The strategic plan usually serves as a guide in the process of attaining organizational goals. Even though it is not a recipe for success, it helps much organization to prosper and those that are without it are much more likely to fail. A good strategic plan serves as a frame work for decision making and stimulates changes and become a building block for more planning.

The strategic planning also requires a strong back up of strong strategic management to ensure that a proper planning process has been adhered to and the stated goals and objectives are achieved. Theories and argumentations on strategic management will be discussed later on in this chapter. It is therefore a common factor that most colleges and universities are currently engage in long-range planning or strategic planning with a purpose of enhancing their ability to steer a course in a changing external environment.

Before developing a strategic plan, an institution needs to develop a proper strategic planning process which has to be carried out in a fashionable way to ensure good planning results. The planning process may differ from one institution to another but the idea is always one: to produce a plan which is both workable and achievable.

2.2 CONCEPTUAL CLARIFICATION

Before I start defining strategic planning, let me first provide the meaning of the two words: Strategic and Planning. The word "strategy" comes a long way from the Greek

word stratego, a combination of stratos (the army) and ego (leader) which referred to "a role", for instance a General in command of an army. However, Nutt and Backoff, (1992, 56) refers "strategos" to a "general set of maneuvers carried out to overcome an enemy during combat". Thus strategic planning began as the art of the General in war for deception of an enemy (Drucker, 1980, 61). Importantly, the art of the war for the general involves the psychological, behavioral and managerial attributes such as the ability to lead, persuade, exert power and administer an organization.

Walker (2002, 17) then concluded that "… an understanding of the need to be victorious in battle, to ensure the continuance of dominance and power as civilization, resulted in the adoption of a strategy that in turn led to the art of practicing strategic management". As it has been alluded, the success of strategic management in an organization is reliant on other factor such as strong managerial skills, particularly those of leadership and strong personal skills complemented by administrative skills. It is because of this that great general such as Sun-Tzu and Alexander the Great were successful in battle as their attributes on a psychological, behavioral and managerial level were very strong and inspired others to follow them.

Planning in general refers to a general mental process of thoughts about the action necessary to create a preferred future position. It is a process of establishing objectives and choosing the most suitable means for achieving these objectives before taking an action. This thinking process is crucial to the creation and refinement of a plan. Ackoff in Goodstein (1993, 3) argued that planning is an anticipatory decision – making, a

process of deciding before action is required. It allows decision to take place in advance about what to do, how to do it, when to do it and who should do it. In general, strategic planning can be understood as a systematic method used by organizations to anticipate and adapt to expected change. This involves the creation of an action plan based on clear end results and accurate assessment of current reality. Planning is therefore used to close the gap from where the organization is today, and where it wants to be tomorrow.

From the above definitions, strategic planning can therefore be understood as a disciplined effort to produce an essential decision and action that shape and guide what an organization is, what it does and why it is doing that. It is a process which defines organization directions and helps the decision maker in allocating resources such as capital and people to pursue its strategies. In contrast Mintzberg (1993, 35) distinctly defined strategic planning as "the process by which the guiding members of an organization envision its future and develop the necessary procedures and operation to achieve that future". This vision about the future position of the institution provide a boost to initiate the vision and a direction in which the organization intent to move.

Mintzberg's definition is in inconsistent with what Goodstein et al (1993, 5) have said that the "strategic planning is much more than just an envisioning process." It requires a setting of clear goals and objectives during a specified period in order to achieve the planned future state. However, Mintzberg maintained that this envisioning process is very different from long range planning we know. He emphasized that this envisioning is

more than an attempt to anticipate the future and prepare accordingly. It involves a belief that aspects of the future can be influenced and changed by what we currently doing.

Therefore, for a comprehensive understanding of the concept of strategic planning Mintzberg suggested six critical factors that should be considered.

First, he stated that strategy is a coherent, unifying and integrative pattern of decisions. This implies that strategy development is conscious, explicit, and proactive.

Second, strategy is a means of establishing an organization purpose in terms of its long term objectives, action plans and allocation of resources.

Third, strategy is a definition of an organization competitive realm: which indicate what business the organization really is in.

Fourth, strategy is a response to internal strengths and weaknesses and to external opportunities and threats in order to develop a competitive advantage.
Fifth, strategy becomes a logical system for differentiating executive and managerial task and roles at corporate, business, and functional levels so that structure follows functions.

Six, strategy is a way of defining the economic and non-economic contribution the organization will make to its stakeholders.

According to Schilder (1979) strategic planning needs to answer three basic questions for an organization which are: Where are we? Where do we want to be? and How do we get there?

For a strategic plan to deliver and achieve the objectives of the institution, a proper strategic management needs to be employed and aligned to the strategic objectives.

Differences in private and public sector planning process

There is a notion that there is no holistic system in use in the public sector for planning and in some instances there seems to be no obligation for state agencies to develop their own strategic plans. However, the strategic management model developed by Bryson (1995) is designed to fit well in the public sector.
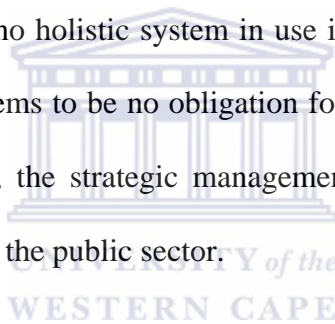
Moreover, Fitzgerald (1995, 279) noted that "the strategic management model is meant to stimulate the change from a traditionally bureaucratic, hierarchical organization to one that embraces the philosophy of public and development   management."

That will see the public sector moving away from formalistic rule-driven public administration towards a more developmental oriented, capable of taking into account the public interest. Bunning (1992, 54) and Walker (2002, 33) elaborate further that the predominant view in many government institutions is that planning is "impossible, dangerous, or a waste of time."

But Diane Schilder of Harvard Family Research Project noted further that many states in USA have developed their strategic plans to guide their result-based accountability systems. The planning process followed here involved stakeholders and requires consideration and articulation of values and priorities. (HFRP, 2007)

The Plan should reflect views expressed by all those involved in the process. She further pointed out that those states that have successfully designed and adopted plans had involved the programe manager, service providers, legislators and the public in the articulation of vision. Some states held public meeting.

The theory of Diane Schilder on public strategic planning process varies completely to what is in practice with the private sector. David (1998, 5) pointed out that the classical components of the strategic planning process include: develop of vision and mission, conduct a SWOT analysis, establish objectives, generate alternative strategies and choose a particular strategy to be pursued.

2.3 RATIONALE FOR STRATEGIC PLANNING

It is well articulated by many writers that planning is what we need to do before taking an action. The reason why most organizations undertake strategic planning is not merely as an exercise that a company has to do but as an exercise to produce a framework for action which can be embedded in the mind-sets of the organization and its employees. Strategic planning provides a framework for managers to be able to assess strategic situations.

'Strategic planning is carried out to enable organization leaders to unleash the energy behind a shared vision and a shared belief that the vision can be fulfilled' (Timothy et al, 1993, 6)

Strategic planning also makes it easy for organizations to implement the strategic plan completely and within a reasonable time. Goodstein (1993,6) pointed out that organizations take the opportunity of the strategic planning to organize themselves, get a better understanding of environment in which they operate and also assess their potentials and limitations.

Strategic planning also sensitizes the organization about the threats posed by competitors and provides an opportunity for adjustment. Universities, in particular need to plan strategically to be able to contain any confrontation, set priorities and make directed decisions to be able to survive a competitive environment.

Mintzberg (1994, 15) suggest that organizations has many reasons to plan, some of these reasons are as follow:

1. Organizations must plan in order to coordinate their activities- where decisions are made together formally in a single process will always ensure that the efforts of the organization are properly coordinated. And when plans are well articulated it provides a mechanism of communication that promotes coordination across different part of the organization.

2. Organizations must plan to ensure that the future is taken into account. The good reason for looking at the future in a systematic way is to understand the future implications of the present decisions and also the present implication of future events.

3. Organization must plan to be rational. The good reason put forward for engaging in planning is that it is simply a superior form of management: formalized decision making is better than non formalized decision making.

4. Finally, organization must plan to control. Control through planning extends itself in all directions, it is meant to control others in the organization, particularly those whose work is coordinated. Controlling is not only for those down in the hierarchy but it controls also some of the work of top management if planning formalizes strategy making. It also controls the organization and its environment.
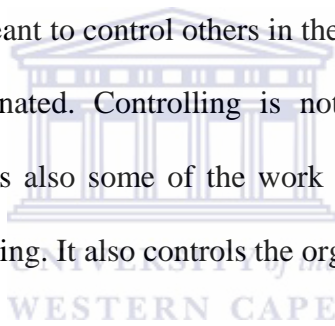
2.4 STRATEGIC PLANNING PROCESS

In today's highly competitive environment, strategic planning becomes a deliberate process in which institutions clearly defines their objectives and assess both internal and external situations. This is done to formulate strategies, implement these strategies, evaluate progress and make all necessary adjustment in order to survive and prosper in today's competitive world. Many organizations had adopted a formalized top down strategic plan model while other chose to follow the traditional Long-range Planning model. The two models will be discussed; however the top down strategic planning

process will be used to analyze the case. The following diagram (Figure: 2-1) depicts a formalized top-down strategic planning model.

The Strategic Planning Process
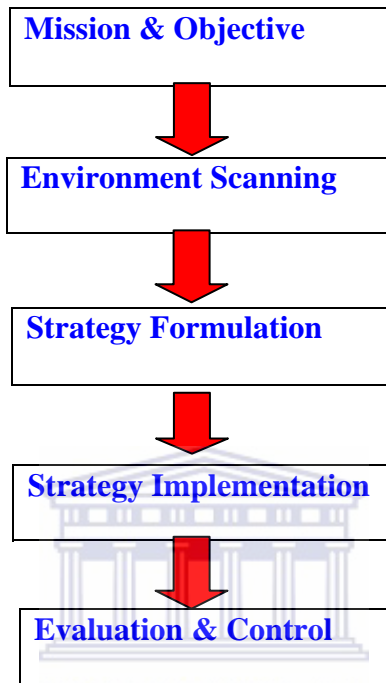
Figure: 2-1 Strategic planning process model. (**sources: NetMBA.com, 2006**)

As Morrison (1984, 3) has put it "the Traditional long-range planning model is, in its most elementary form based on the concept that planning consists of at least four key steps which are monitoring, forecasting, goal setting, and implementing. These are intended to answer question such as (1) Where is the organization now? (2) Where is it going (3) and Where does it want to go? and (4) What does it have to do to change where it is going to get to where it wants to go?"

Morrison maintains that the long-range planning cycle begins by **monitoring** selected trends of interest to the organization, **forecasting** the expected future of those trends,

defining the desired future by **setting** organization **goals** within the context of the expected future and lastly developing and **implementing** specific policies and actions designed to reduce the difference between the expected future and the desired future while monitoring the effects of these actions and policies on the selected trends.

This is a continuing process and implies that every five or ten-year long-range plan has to be produced every year. The whole process can be graphically represented as indicated in figure2-2.
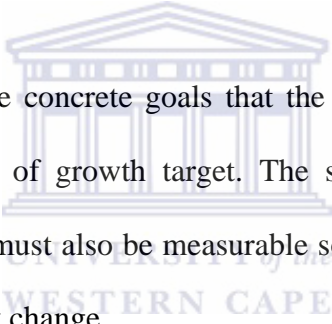
Figure2-2. Traditional long-range Model**,** adapted from **James L Morrison, (1984,3)**

2.4.1 Mission and objectives

A company's mission statement is an enduring statement of purpose that distinguishes one organization from other similar enterprises. It is known as a declaration of an organizations "reason for being." (Drucker, 1970). The mission is always expressed in the form of a mission statement, which conveys a sense of purpose to staff members and portray a company image to customers.

The mission statement reveals the company's long-term vision, including unchanging values and purpose and forward looking visionary goals that guide the pursuit of future opportunities. Vern McGinnis, the former vice president of strategic planning for GROWMARK and now a Chairman of ACDI/VOCA is of the opinion that a mission statement should (1) define what the organization is and what the organization is aspiring to be; (2) be limited enough to exclude some venture and broad enough to allow for creative growth; (3) serve as a framework for evaluating both current and prospective activities; and (4) be clearly stated to be able to be widely understood throughout the organization.

Objectives are considered to be concrete goals that the organization seeks to reach. A good example is the earnings of growth target. The strategic objectives need to be challenging and achievable. It must also be measurable so that the company can observe its progress and make necessary change.

2.4.2 Environment analysis

Today, most organizations are confronted by an increasing changing in environment. Some researchers, including Utterback (1975), suggest that this environment is 'turbulent' 'which means an environment characterized by an increasing numbers of variables that impact corporate performance, instability in the kind and the degree of interrelatedness among these variable and even uncertainty as to their very identity at any point in time'

It is an ideal that each organization must accommodate itself to changes in its environment which are often beyond its control or influence (Utterback, 1979). Once the organization has specified its objectives and embarks on developing its strategies, it is always important to carry out an analysis of the organization and its environment as it is at the moment and how the organization may develop in the future. By analyzing the current situation, organizations are able to devise strategic plans that will enable them to reach those objectives.
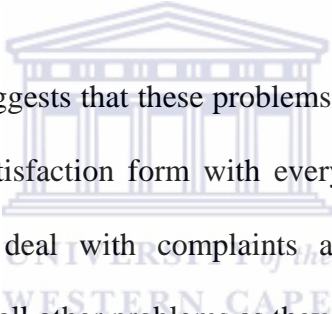
Environment scanning has to be executed at internal level as well as on external level. On internal level, the organization will determine its strength and weakness while on external level will identify available opportunities and threats. This profile of the strengths, weakness, opportunities and threats is generated by means of SWOT analysis. Organizations need to know their own capabilities and limitations to be able to select the opportunities that it can pursue with a higher probability of success.

2.4.2.1 Internal environment scanning

In internal environment scanning, emphasis has been placed on identifying where the organization performance is strong or weak. This implies that "the organization has to look at its performance relatively to the expectation of its customers and other stakeholders, as well as to the performance of other organizations. This also means

looking at questions of internal structure, attitudes, values, culture, skills and capabilities"

(Smith, 1994, 31)

It is very important that organizations develop a clear means of tracking how customers - the life blood of any organization - perceive that internal environment, and how well the internal environment operates directly impacts customer satisfactions. A good example is a poor internal communication between organizational segments. Other problems such as poor marketing, delaying in shipment and incorrect billing of customers and lack of quality control, affects customers and adversely affects the future of the organization.

Goodstein, et al (1993, 131) suggests that these problems can be tracked down by simple methods such as customers satisfaction form with every order, appointing a customer satisfaction representative to deal with complaints and systematically tracking of responses that are received and all other problems as they surface.

Most of the techniques used in the internal environment analysis concentrate mainly on considering whether the organization is doing the right things and whether it is doing them well, and where there is a failing then organization must know what is that holds it back. Some time, the members of the planning team are part of this internal environment scanning and there is always a danger of being nearsighted in observing this failing. In his theories, Goodstein (1993, 131) suggested that an external consultant can be especially helpful at this point in strategic planning process. He further argued that an external consultant has the obligation to make certain that the evaluation of the internal

environment that is developed in the planning process is fair and it pays equal attention to the strength and weakness of the internal environment.

Some of the techniques which can be used in the internal environment analysis, according to Smith, (1994) includes: benchmarking, the Boston potfolio matrix, product life cycles, values chain analysis and 7-S Framework. It is not the intention of this research to discuss all the techniques in details, Concentration will be much on benchmarking for being the best practiced techniques and most used by successful organization around the world. This is also a technique which I am intending to use in analyzing the case study. However, a brief account of others techniques can be provided.

Benchmark has been highlighted for its comparison of organizations in terms of performance and improvement. The Boston matrix is regarded as a concept of the inexpensive curve. Henderson and Smith (1994,78) alluded that the experience curve implies that large market share tends to be associated with a low cost relative to competitors based on learning, specialization, investment and scale. It is further stated that a difference in market share of 2 to 1 should produce about 20 per cent or more differential in pre tax cost on value added. This phenomenon implies that a high market share tends to be associated with ability to generate large positive cash flows.

The product life cycle is considered as an extremely simple concept in its entirety. It determines the length of period the product will remain in the market after it was launched through growth and maturity before it declines. It is not useful in the public

sector but mostly in private sector where organizations have a wide range of product or service to offer. The Value chain analysis introduced by Michael Porter represents a new way of looking at a firm's activities and divides it in two categories such as primary and support to enable it to identify sources of competitive advantages.

The last technique, the Mckiney 7-S framework is an example of checklist techniques. The ideal of 7-S framework is to ensure successful implementation of strategies by matching seven elements such as skill, structure, systems, share value, staff, style and strategy. The 7-S framework is used to look at the organization's present position and help to identify problems and weaknesses which need to be addressed

Benchmarking
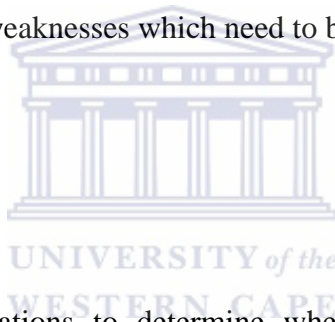
This technique helps organizations to determine whether they are good, bad, and indifferent or they are at the top of the league in their sector of industry, both in manufacturing or in the provision of services. "Benchmarking is regarded as a systematic attempt of one organization to compare its own organization's performance with the other organization. This is normally done with an emphasis on the comparison with the best in order to determine where it can improve its own performance" (Smith, 1994, 74)

Some of the good type of benchmarking can be seen here along two dimensions as depicted in figure 2-3. The horizontal axis involves consideration of who our

benchmarking partners should be, while the vertical axis considers aspects of performance which should be benchmarked.

Figure: 2-3. The benchmarking grid   (adapted: R Smith, 1994, 74)

Benchmarking partners

The internal benchmarking is the most straight forward technique in strategic planning process. Robert Smith (1994, 75) stressed that if the same types of activities are being undertaken by different groups within the organization or by different individuals within the organization then performance of the groups or individuals can be compared. Sometime, benchmarking is considered as a threat to these groups and individual. However, the emphasis is always on promoting a constructive spirit. It encourages people to learn from the experience of others. It also ensures that a strong management is required to engender a healthy competitive environment and constructive debate rather

than fostering a fierce competition, which can lead to secrecy and game plays. The basic requirement of this technique is that similar work should be done by different groups.

Some of the good examples in the public sector where this condition is met are the payment of social security benefits, customs and excise, Inland Revenue, Hospital, School and prison. However, according to Smith (1994, 76) "benchmarking against competitors has a fairly obvious potential pay-off, if one is seeking to establish a competitive advantage."

The difficulty here is that there may be an understandable reluctance, particularly in private sector to share data, for fear of enabling a competition to catch up. Therefore, the potential of benchmarking against competitors tends to be limited to that information which is published or readily available. It is an ideal to benchmark activities which organization undertakes which mirror activities in organization in different business such as paying employees, transport services and personnel functions.

Parallel benchmarking tends to have less precision than benchmarking function. If we have to take a large number of booking for example it might be worth benchmarking with an airline or travel operator.

Benchmarking topics

Benchmark has been a common practice for many year in comparing financial performance and key financial ratio. 'The private sector in recent years has been

increasingly emphasizing on non financial aspects of performance which are considered to be a key pointer towards financial success, for example the delivery times, repeat business, market share and customer perceptions' (Smith,1994,76). These issues are considered to be hard aspect of performance.

There is a great deal to be learned by benchmarking 'softer' topics such as the approach to managing a particular process. Benchmarking should be a learning process and it should be able to establish that one organization has managed to reduce its stockholding to half of its competitor's organization and copy the best practice way of doing business. In this case benchmarking goes beyond collecting numbers and involves sharing information about process.
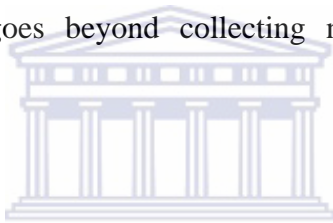
According to Smith, (1994, 78) the 'softer' end of the topic axis in figure 2-1 is 'styles' but looking at parallel, we might identify a particular company excellent in satisfying and retaining the loyalty of its customers. Use can be made of newsletter and special offers to existing customer. It might also be partly by attitude, styles and culture within the organization.

Benchmarking application

Benchmarking is not a technique which can be used on a one – off basis, whenever there is a new plan to be prepared, but it is a technique which needs to be applied on a continuous basis if it is to be used to the maximum benefit. In his inaugural lecture: The

rise and role of the University through the ages, Prof Lazarus Hangula (2005), made a remark by quoting (Grundmann, 1976.11) that "in as much as every universities is a singular entity with its own historical identity, universities were never (and still are not) entirely a primary creations. They always draw inspiration from other national or foreign academic institutions" To apply benchmarking, the following step is therefore suggested: (1) to determine what is to be benchmarked; (2) who to benchmark against; (3) how to get the information; (4) how to analyze the information and (5) how is the information going to be used. Each items of benchmarking should then be plotted in its appropriate box on the grid and see if the distribution will make sense.

2.4.2.2 External environment scanning
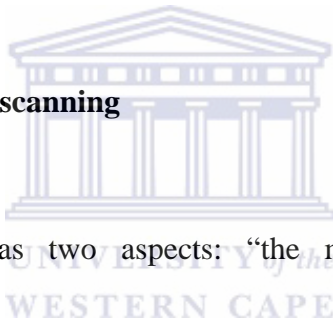
The external environment has two aspects: "the micro-environment and macro environment factors"

Micro – environment analysis

The Micro – environment are those aspect that affects only some organization in a specific industry. These are used as techniques to analyze mainly the industry in which the firm operates or is considering operating. In terms of competitive advantages, five forces technique was developed by Michael Porter as a frame work for industry analysis. This is an external analysis technique which can be applied to a combination of internal and external environment. It looks mainly into the areas of barriers to market entry, customers, suppliers, substitute products and rivalry among competing firms.

Macro-environment factors

Macro environment are those factors that include political, economical, sociological and technological factors (known as PEST), (Utterback, 1979, 134). These factors as depicted below in figure 2-4, affects all firms.

Political	Economical
Politic Instability, Trade-tariffs, price regulation	Comparative Advantages skills, free marked and Exchange rate labor cost

PEST

Sociological	Technological
Education Culture Attitude Demographics	Hi-tech, impact on cost, impact on values. Tech diffusion
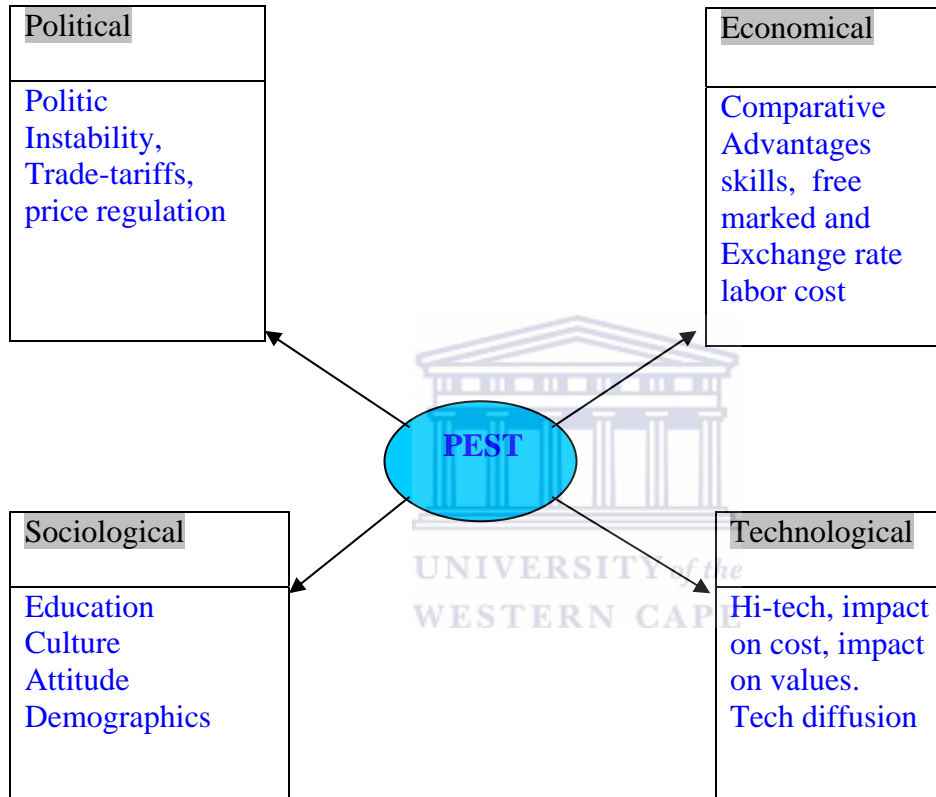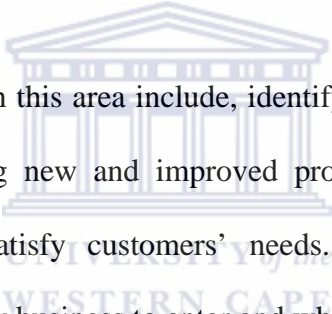
Figure 2.4 PEST analysis (adapted: Smith, 1994, 54)

2.2.3 Strategic Formulation

Schendel and Hofer (1979, 95) defined strategic formulation as "a process by which an organization develops a strategy to achieve its objectives." It is during this process that

specific strategic alternatives are developed once a clear picture of the firm and its environment is in hand.

Environment assessment usually provides insight into how best the organization can fit into its environment. "The essence of strategic formulation is an assessment of whether an organization is doing the right things and how it can be more effective in what it does" (David, 1998, 202). This process according to Thompson and Strickland (1998, 21) involves the development of a business mission, and the establishment of long – term objectives.

The most important activities in this area include, identifying opportunities to create and enter new markets, developing new and improved products and services as well as developing better ways to satisfy customers' needs. Strategic formulation allows organization to decide what new business to enter and what are those it needs to abandon, how to allocate resources and whether to merge or form a joint venture. More importantly, strategic formulation allows organizations to re-direct resources from area of low or diminishing returns toward area of higher or increasing returns.

2.4.4 Strategic implementation

Goodstein et al (1993, 325) stated that "the pay off of strategic planning is entirely in its application, in the execution and mostly in the implementation of the strategic plan". This was also emphasized by Thompson and Strickland (1980, 21) that "the task of

implementing and executing the strategic plan is essentially administrative in character".
This involves administering and organizing the necessary daily activities, setting up of
policy and monitoring how well this policy is functioning.

For effective implementation to take place, the strategic plan needs to be translated into
more detailed policies that can be easily understood at the functional level of the
organization. In addition to functional policies, the implementation phase should involve
identifying the required resources and putting into place the necessary organizational
changes. It is noted however, that some organizations opt to include the project
management to manage those new programs.

In such a case, the strategic manager needs to decide who should be involved in these
programmes and what resources will be needed to ensure effective implementation. The
execution of the strategic plan needs to capture the commitment of the people who must
execute it. This was emphasized by Goodstein et al (1993, 327) that "there is a need for
ownership, at least psychological ownership, which is very important for
implementation."

It is very important, however, that the implementation of the strategic plan involves the
initiation of the several action plan designed at various units and functional levels. This
will necessitate the implementation to be done concurrently with the initiation of several
tactic and operation plan at different levels of the organization. People who were
involved with the strategic planning should be kept in the system to oversee the progress

of the implementation process. Goodstein (1993, 328) further noted that the most important test for implementation is, however, the degree to which organizational members, especially managers, integrate strategic plan into their everyday management decisions.

For an organization to succeed in achieving its goals, it requires both some imagination and higher degree of commitment to the full implementation of the strategic plan. The Mckiney 7-S framework, which is an example of checklist techniques, would be an ideal technique in ensuring successful implementation of strategies by matching seven elements which are skill, structure, systems, share value, staff, style and strategy. The 7-S framework is used to look at the organization's present position and help to identify problems and weaknesses which need to be addressed.
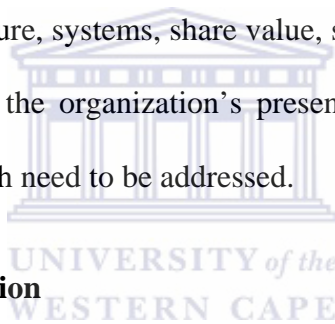
2.4.5 Monitoring and Evaluation

It is important to know why modern public institutions have to monitor and evaluate their work. According to Pearce and Robinson (2000), the focus of monitoring and evaluation is to enhance effectiveness of public institutions by establishing a clear link between past, present and future interventions and results.

Monitoring and evaluation can help an organization to extract, from the past and ongoing activities, relevant information that can subsequently be used as the basis for programmatic fine tuning, reorientation and proper planning. Without monitoring and evaluation, organization would not be able to judge if they are getting where they want to

go, whether they can credibly claim progress and success or how to improve on their efforts.

Monitoring can be defined as a continuous function aimed primarily at informing the management and stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in achievement of result. Evaluation on the other side is considered to be a selective exercise that attempts to systematically and objectively assess progress towards the achievement of an outcome. This is not a one-time event, but quite an exercise that involves assessments of differing scope and depth carried out at several point in time in response to evolving needs for evaluative knowledge and learning during the effort to achieve an outcome.

Monitoring is arguably the most important responsibility of the strategic management to monitor the progress of the planned activities of the organization towards the intended outcomes. Monitoring is based on adequate planning and serves as the basis for evaluation.

The role of the strategic management in monitoring and evaluation process is to ensure that the work has been carried out effectively as planned. The management usually make decision based on the feedback it received from the indicators to improve performance. The feedback provides information and knowledge, which the management can use to assess the overall progress towards results or confirm the achievement of results. This feedback may consist of findings, conclusions, recommendations and lessons from experience. Strategic Planning will never succeed if the monitoring and evaluation tools are week.

2.5 PARTICIPATION IN THE STRATEGIC PLANNING PROCESS

Leonard (1993) is of the opinion that it is critically important not to rush into the actual planning process without clarifying the various expectations held by people in the organization about planning and without considering who is and not is involved in the planning. This move is essentially to secure the commitment of the entire management including the Chief Executive Officer, line managers, etc. to ensure equal participation effort.

A preference is however, often drawn up between two distinctive approaches such as top-down and bottom-up approach. Both approaches offer different advantages to the Company if managed effectively. Leornard (1993) further stated that a good example of a top-down approach is one in which the CEO produced a plan alone and filtered it downward for implementation. This could be essential and visionary but it carries the risk that those that are going to be involved in the implementation process or in the delivery of the services to the customers will not be well acquainted with the plan and it may become unrealistic to them.

Another risk involved is that the plan may appear rigid and practical but it may not be shared by key managers and staff across the board. It prompts the manager to either actively or passively be involved and thus undermining the whole intention of the Chief Executive Officer.

The bottom-up approach can be produced by asking individual staff across the Organization about what they would like to see happening within the organization and putting those ideas together. These ideas could also be radical and unrealistic in terms of resources that may be required. People may then question the reason of planning without resources.

Bryson (1988) suggested that a top-down and bottom-up approach can be merged as required. He explained that effective strategy formulation can be top-down or bottom-up. Organizations which are best at strategic planning indeed seem to combine the two approaches into an effective strategic planning system. He contended that some sort of overall strategic guidance is given at the top but detailed strategy formulation and implementation typically occur deeper in the organization. Detailed strategies and their implementation may then be reviewed at the top for consistency across strategies and with organizational purposes.

The very important point from Bryson's explanation is that the system will help to build commitment through allowing key managers to contribute to the strategies. The key managers will feel the degree of ownership of the strategies. Some recommend that for participation to be ensured, a planning team should be put together to carry out the planning task of the organization. For it to be effective, the planning team should be able to observe and produce its group dynamics. The group size is always limited to 12 members and management could decide on who should be involved and what criteria for

selection to be used. The planning team will also be involved in soliciting input and feedback on regular basis from various segments of the Organization.

2.6 STRATEGIC PLANNING MODELS

We came to know that most of the planning models developed in the past paid much attention to the strategic planning. However, the interest of the classical approach was mainly on developing strategies during the process of strategic planning. Bryson (1995, 4) delineate strategic planning as a "disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it." On the contrary, strategic planning is regarded by the contemporary approach to strategic management "as an instrument around which all other control systems – budgeting, information, compensation, and organization – can be integrated" (Gray, 1991, 143).
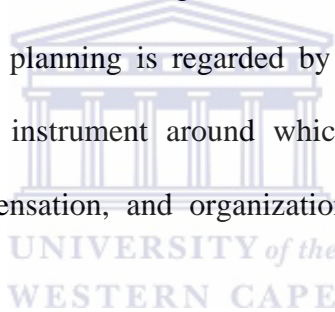
 The progress from strategic planning to strategic management can only be assured in an organization if strategic change is based on a process, and implemented well without resistance. "Thus strategic planning is a tool used to achieve a paradigm shift based on a predetermined path of strategic changes. This has been a major shift of thinking in the school of management and reflects contemporary thinking and practice on strategic management." Walker (2000. 20). However, Bryson (1991), as reflected by Walker (2000, 20), was a prominent theorist on strategic planning and an instrumental in adapting corporate private sector strategic planning models to the public sector

environment. There are many different strategic planning approaches being used in the corporate private sector.

Bryson has assessed these approaches through identifying key features and further assessed their applicability to the public sector environment. **Table 2-1**, provides a summary of these approaches.
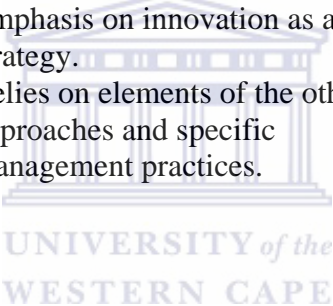
All the approaches discussed in this table are quite practical in the context of public sector. Some of them are suitably applied to the public sector than others. However, a distinction can always be made whether the approach is a process or a content base. A process approaches tend to emphasize on the policy and direct setting issues, while the other process models tend to concentrate mainly on a particular element of process.
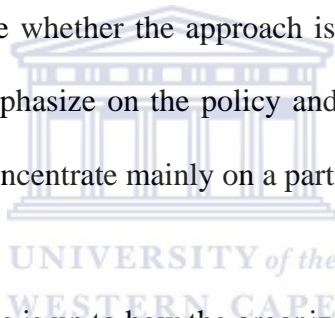
 The application of these models is up to how the organization wants to use it and it is not a prescription in terms of setting a direction for an organization but rather it provides an advice to organizations who want to map out their direction. The tabulated strategic planning approach as presented in Table: 2-1 is divided into: process approaches, approaches with specific focus on elements, and content approaches.

Table: 2-1 Strategic Planning Approaches (adapted from Bryson, 1991, 23-29)

	APPROCH	KEY FEATURES	APPLICABILITY TO THE PUBLIC SECTOR
PROCESS APPROACHES	Harvard Policy Mode	• Applicable at planning unit level • SWOT analysis • Analyses the social obligation and values at management level. • Develops the best fit between an organization and its environment through strategy	✓ Yes, as long as planning units is functional. ✓ SWOT analysis is highly applicable. ✓ Considers stakeholder interests.
	Strategic Planning System	• A system to assist the formulation and implementation of decisions across levels and functions within an organization. • Resources are allocated based on a strategic framework and strategic decision-making.	✓ Yes, but in less rigid and comprehensive form.
	Stakeholder Management Approach	• Identification of key stakeholders and criteria used to assess an organization's performance. • Develop strategies to address each stakeholder.	✓ Yes, agreement must be reached amongst management over key stakeholder group and strategies are developed to address each group.

APPROACHES WITH SPECIFIC FOCUS ON PROCESS ELEMENTS	Strategic Issues Management	• Approach recognizes and resolves strategy Issue	✓ Yes, a dedicated strategic issues management group must guide the process and manage the issues.
	Logical Incrementalism	• Focuses on the importance of small changes as a critical part of developing and implementing changes in an organization. • Fuses strategic formulation and implementation.	✓ Yes provided that consensus is reached on organizational purpose as a framework for incremental decision-making.
	Strategic Negotiations	• Negotiations and bargaining over the identification and resolution of strategic issue	✓ Yes, as long as agreement can be reached.
	Framework for Innovation	• Emphasis on innovation as a strategy. • Relies on elements of the other approaches and specific management practices.	✓ Yes, although it involves risk-taking as part of the process. The public may not warrant the adoption of this approach by a public sector organization. ✓ The development of a framework to manage the innovation is a difficult task.
CONTENTS APPROACHES	Portfolio Methods	• An organization's core business areas are categorized into groups based on certain focus areas. • A corporate strategy is developed for each group. • It attempts to balance a corporation's strategic objectives.	✓ Yes, if economic, social and political focus area can be defined. ✓ A group must exist that will make and implement decisions based on these portfolios.
	Competitive Analysis	• Involves an analysis of key forces that shape an industry	✓ Yes, but only for organizations that operate within a sectoral industry.

2.7 THEORECTICAL CONTEXT OF STRATEGIC MANAGEMENT

In the first part of this chapter, much attention has been devoted to strategic planning which is a tool of strategic management. In this section, the conceptual understanding of the strategic management and the necessity of strategic management in the planning process will be covered. Nowadays, most public institutions are strategically managed. This is because managers and corporate executives view the contribution of strategic management as the success to their organization. Strategic management is seen as instrumental to high performance; a kind of evolutionary and perhaps revolutionary step in its ever growing sophisticated business nature. As viewed by some theorists, "strategic management is applied by leaders to align an organization's direction with the organization's aims" (Nutt and Backoff, 1992, 3)
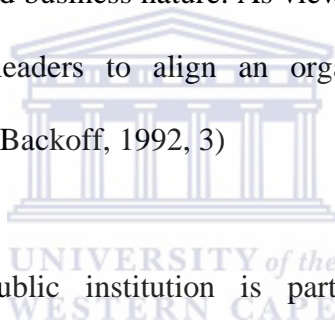
Effective management of public institution is part of the modern executives' responsibilities. The modern executives need to equip themselves with the necessary skills and knowledge in order to respond to the vast challenges posed by the institutions' immediate and remote external environments. Some of these immediate external environments I am referring to include competitors, the suppliers, increasing scarce resources, government watchdogs, government agencies and their ever more numerous regulations and those customers whose preferences often shift inexplicably.

Notably, however, external environment comprises as economic and social conditions, political priorities as well as technological development. In modern public organization

all of these must be anticipated, monitored, assessed and be incorporated into the executives decision making.

Even though the executives are often compelled to lessen the demands of the organizations internal activities and external environment numerously, they should be prepared to deal effectively with everything that affects the growth and profitability of the organization. The executive should employ the management processes that they feel will position the organizations optimally in its competitive environment by maximizing the anticipation of environment changes and of unexpected internal and competitive demand.

2.7.1 Understanding of strategic management

"We want our organization to succeed. In order to prosper, we must acquire the support and resources our organization needs to fulfill its mission. We measure success by how well we accomplish our organization's mission and vision" (James Morrison, 1996).

From his remarks on strategy and mission, strategic management can be regarded as a technique that can be used to create a favorable future and help any organization to prosper. For an organization to create this favorable future it must start to involve its stakeholder in envisioning the most desirable future and working together to make the vision a reality. This implies that the key to a successful strategic management is communication coupled with good collaboration between members.

Strategic management is defined by David (2003, 5) as "the art and science of formulation, implementing and evaluating a cross functional decisions that enable an organization to achieve its objectives". Strategic management specifies an organization's objectives, help in developing policies and plans necessary to achieve these objectives as well as allocating resources which will necessitate the implementation of these plans.

In modern public organizations strategic management refers to the highest level of management activity, usually performed by CEOs and executives. It consists of three stages, which are: strategy formulation, strategy implementation, and strategy evaluation. David (1998, 6), further stated that the process of strategic management can be "objective, logical and a systematic approach for making major decisions in an organization… basically it is about integrating intuition and analysis in decision making"
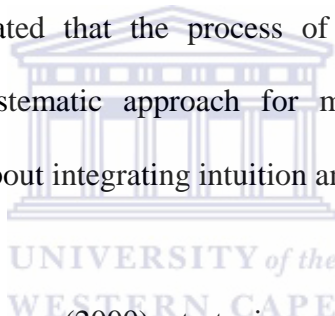
According to Pearce and Robinson (2000), strategic management involves some critical tasks in organization these include:

> Formulating the organization's mission, including broad statements about its purpose, its philosophy and its goals.
> Conducting an analysis that reflects the organization's internal conditions and capabilities.
> Assessing the organization's external environment; this includes both the competitive and general contextual factors.

- Analyzing the organization's options by matching its resources with external environment.

- Identifying the most desirable options by evaluating each option in light of organization's mission.

- Selecting a set of long term objectives and grand strategies that will achieve the most desirable options.

- Implementing the strategic choice by means of budgeted resources allocations in which the matching of task, people, structures, technologies and reward system is emphasized.

- Evaluating the success of the strategic process as input for future decision-making.
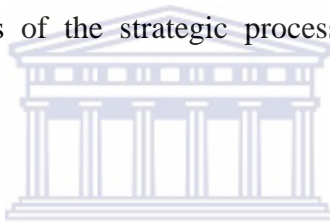
In addition to these tasks, strategic management provides overall direction to the whole organization. This process involves matching the organization's strategic advantages to the business environment the organization faces. One of the good objectives of an overall corporate strategy is to put the organization into a position to carry out its mission effectively and efficiently. "A good corporate strategy should be able to integrate an organization's goal, policies, and action, sequential into a cohesive as whole."

(Pearce and Robinson, 2000)

Strategic management does not replace traditional management activities which includes budgeting, planning, monitoring, marketing, reporting as well as controlling. In fact,

strategic management integrates them into a broader context, taking into account the external environment and internal organizational capabilities.

Each public organization's experience with strategic management is unique, reflecting the organization's distinct culture, environment, resources, structure, management style, and the organizational features. However, Pearce and Robinson's experience in working with leaders and managers in a variety of organization indicates that some questions and concerns develop as organizations implement strategic management. Leaders who have addressed these questions and concerns have developed a common basis of experience that is valuable for those just entering a strategic management process.

Strategic management does not only create plans attuned to assumptions about the future but also focuses on using these plans as a blueprint for daily activities. The chief executive of a strategically managed organization must be able to imbue the organization with strategic vision so that the organization's members are able to think big and act big. This implies that the chief executive must be able to deal with the uncertainty of contemporary events and turn these events to the organization's advantage. Managers in such organizations must be superb at continually adjusting competitive strategy, organizational structure and indeed the modus operandi as the market place demands.

2.7.2 The need for strategic management in planning process

Strategic Planning cannot be performed in isolation; it has to be treated at all time as a line function of the strategic management. It therefore requires a strong backup

management to ensure a successful strategic planning, strategic formulation and strategic implementation.

Morrison, (1984), stated that "the need for strategic management in organization became necessary way back in 1970, when long-range planning, new venture management, planning, programming, budgeting and business policy were blended" This was in actual sense a processes of responding to increase in the size and number of competing organizations; to the expanded role of government as a buyer, seller, regulator and even as a competitor in the free enterprise system; and to greater business involvement in international trade.

For strategic management to take its course in the process of planning and implementations, a proper organizational structure has to be developed to optimize the execution of strategies and plans. In other words plans can be successful implemented only if the organizational structure makes this possible.

2.8 CONCLUSION

Every company needs to have a mission statement stipulating its long term vision, values and purpose to be able to distinguish itself from others and display its uniqueness in their industry. Each institution is well position if its employees are well vested with the vision and values of the institution as they would always work toward that. The characteristic of

environment turbulence denotes the importance of doing SWOT analysis before the commencement of the planning process.

It is good to determine the strength, weakness, opportunities and threats of the organization to make correct decisions. Theories indicated that strategic management is the backbone of the strategic planning and the lack of it, is the failure of an organization. Some good models as presented by Bryson are quite useful and provide an insight into the planning process approach. This chapter provided a theoretical framework to the study and the next chapter will provide a broad overview of the University of Namibia.

CHAPTER THREE

OVERVIEW OF THE UNIVERSITY OF NAMIBIA

3.1 INTRODUCTION

The theoretical framework within which this study is rooted was presented in chapter 2. In this chapter, a broad overview of the University of Namibia is given to get the glimpse of the case which will be presented in the next chapter. At the time of this study, the University of Namibia was celebrating its 15 years of its existence, with an excellence in training and research service to the whole country, Providing and equipping the people of the country with the necessary skills and knowledge in an appropriate and enabling environment in order for them to develop their own intellectual potential and be able to engage actively in the economic upliftment of the country. (UNAM, 2007)

3.1.1 Genesis of the Academy

The University of Namibia came into being shortly after independence of the Republic of Namibia, when the Academy was dissolved. The former Academy was established by the South African Colonial power way back in 1980 as a tertiary education institution in Namibia.

The Academy comprised of two components: the Technikon Namibia and the College for Out of School Training (COST). The Technikon Namibia was responsible for offering academic programmes which lead to the confinement of certificates, diplomas and degrees. COST was offering vocational oriented programmes. The Academy followed the

curriculum and syllabus of the University of South Africa (UNISA) until the year 1985 (GRN and USAID 1999, 60).

In 1985, the Academy Act (Act 9 of 1985) was promulgated and granted the Academy a status of autonomy. As a result, a third component of the University was added and authorized to award its own degrees, diplomas and certificates. The University component of the Academy had five faculties, namely Economics and Management Science, Education faculty, Humanity and Social Sciences, Nursing and Medical Science, and Science. I addition, the University component also housed one research Bureau, and three centres which are Computer, External studies, and Visual and performing Arts.

3.1.2 Commission on Higher Education in Namibia

After the independence of the Republic of Namibia, His Excellency, the former President Dr. Sam Nujoma, appointed a Commission on Higher Education in Namibia in January 1991, under the chairmanship of Professor John Turner. The Presidential Commission on Higher Education in Namibia was tasked to analyze the existing situation in the country and make necessary recommendations on their findings.

The terms of reference of the Commission were among others: "identifying the needs of higher education in the medium and long-term; analyzing the funding requirements both recurrent and capital; identifying various suitable higher education programmes and determine how research can be promoted and managed"(GRN, 2001). The presidential Commission submitted its report in September 1991 and recommended that the Academy should be dissolved to create two new institutions; the University of Namibia (UNAM)

and the Polytechnic of Namibia (PON). The Commission further recommended that higher education in the country should be coherent, and responsive to national development goals, needs and employment requirements (GRN, 1999).

3.1.3 Establishment of the University of Namibia

To implement the recommendations of the Presidential Commission in establishing the University of Namibia, His Excellency, the former President, appointed a Vice-Chancellor Designate, Dr Peter H. Katjavivi, to initiate the planning and transforming of the Academy into UNAM. A Transition Planning Team (TPT) was then established by the Vice-Chancellor designate to assist him with planning and transformation. As a result of dedication of the TPT, the University of Namibia Act No. 18 of 1992 was promulgated in the parliament on 4 August 1992. The Act became active on August 31 of that year, with H.E, the former President, Dr Sam Nujoma as the founding Chancellor and Professor P.H.Katjavivi the founding Vice Chancellor.

3.2 THE DEVELOPMENT OF UNAM NORTHERN CAMPUS

The Northern Campus came into being as one of the Outreach Regional Centres for the Centre for External Studies and a Unit of the Faculty of Medical and Health Sciences. Recognizing the seriousness of educational needs of the Northern regions of Namibia, the University of Namibia found it important to develop a full Campus in Oshakati. A comprehensive investigation into the needs of the area was then undertaken.

In 1998, the Northern Project Task Force (NPTF) was instituted to look into various ways and methods, through which education and training services could be delivered to some

parts of the country which were mostly neglected during the pre-independence period. As a result of this initiative a series of workshops were conducted to deliberate on the development of the Northern Campus. One of these was the first Vision to Action workshop held at Mokuti Lodge in 14-18 March 1999 and the second Vision to Action workshop at Cresta Lodge, Ondangwa on the 7-9 August 2002.

A number of ad hoc planning initiative were also held at community level in which community members were engaged to share their views on the development of the University in the region.

The new regional Campus of the University of Namibia was then developed to facilitate the implementation of the University vision. Some of the academic units at UNAM such as Centre for External Studies (CES), Faculty of Medical and Health Science, The Language Centre and the University Library were initially involved to provide relevant programmes and service to the community.

As a result, the Northern Campus starts offering the following Diploma in Comprehensive Nursing Science and Midwifery, Diploma in African Languages, Diploma in Adult Education and Community Development. On top of that the following Degrees were offered: Bachelor of Education, Bachelor of Nursing Science and Bachelor of Business Administration. On a level of postgraduate, the Campus is offering a Diploma in Specialized Education. In addition, various short courses such as Computer, English, Portuguese, Afrikaans and Oshindonga, Community Leadership Development Courses and Small and Medium Enterprises (SME) skill training.

3.3 CURRENT STATUS OF THE UNIVERSITY OF NAMIBIA

At present, the University of Namibia has been able to expand in terms of physical structure as well as on academic programmes. In Table 3-1: UNAM system, Faculties and Centres will be identified.

1. UNAM Windhoek Campus	The main Campus in Windhoek
2. UNAM Northern Campus	The second Campus in Oshakati
3. Neudamm Agricultural College	An extension of the Faculty of Agriculture
4. Ogongo Agricultural College	An extension of Crop Science Department
5. Henties Bay Marine & Coastal RRC	Marine Resources Research Centre
6. Other Regional Centres across the country (see fig 3-1)	Such as: Rundu, Katima, Korixas, Tsumeb, Otjiwarongo, Keetmanshop

FACULTIES	CENTRES OF EXCELLENCE
Faculty of Agriculture and Natural Resource	Centre for External Studies
Faculty of Economics and Management Sc.	Language Centre
Faculty of Education	Multi-disciplinary Research and Consultation Services
Faculty of Humanities and Social Science	Centre for Public Service Training
Faculty of Law	Computer Centre
Faculty of Medical and Health Science	Ecumenical Institute for Namibia
Faculty of Science	Human Rights & Documentation Centre
	Justice Training Centre
	Information Learning+Resources Centre
	University Central Consultancy Bureau
	Improvement of Teaching & Learning U

Table 3-1: UNAM System, Faculties and Centres (sources: UNAM guide 2006, 4-5)
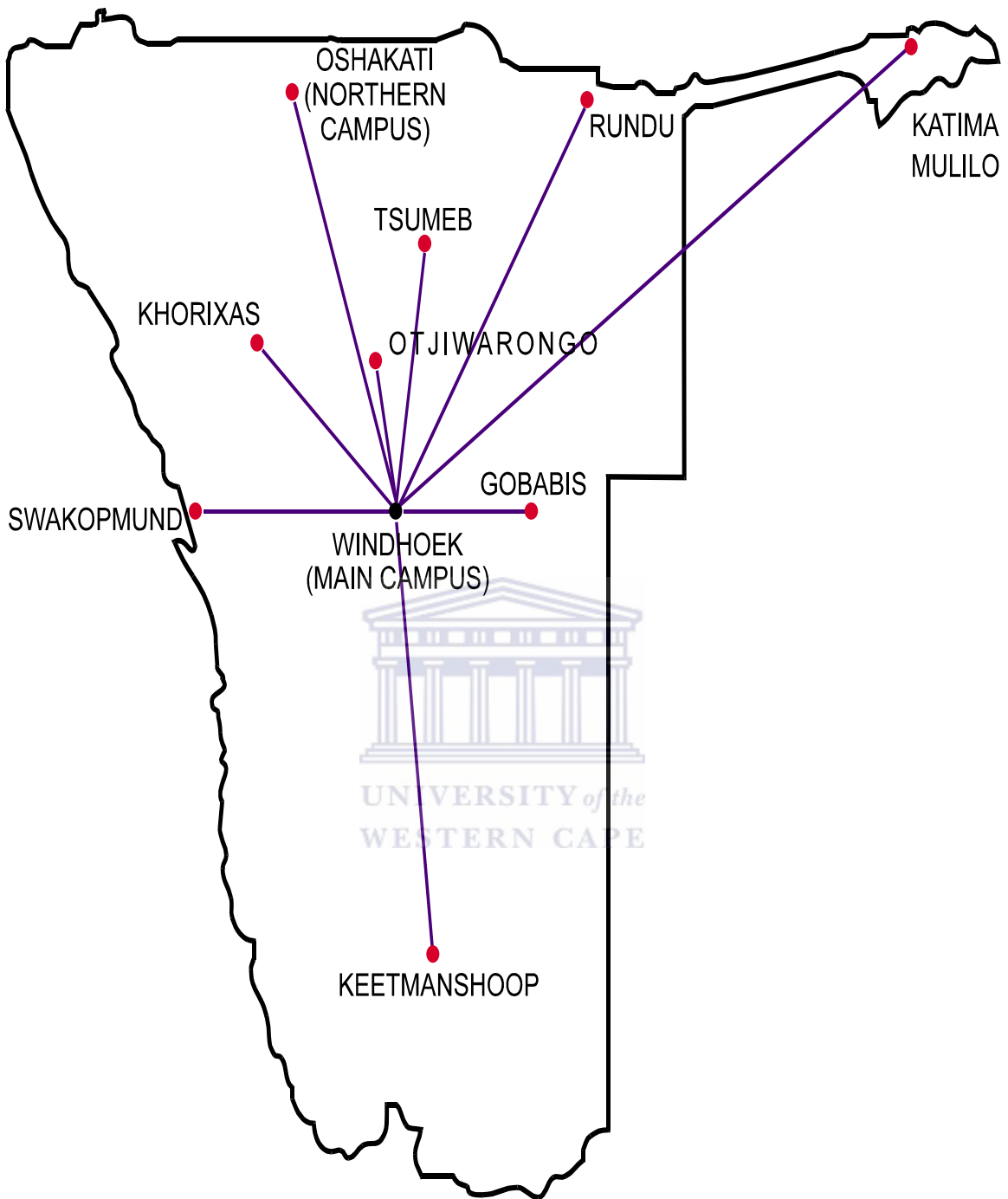
Figure: 3-1. Map: UNAM Centres across the country

3.4 POLICY FRAMEWORK FOR THE DEVELOPMENT OF UNAM

The strategic planning processes of the University of Namibia were developed in line with the framework of the National Development Plan, National Policy on Higher Education and the National Vision 2030 in mind.

The government of the Republic of Namibia had, through the then, the Ministry of Higher Education, Vocational Training, Science and Technology (MHEVTST) developed a national policy on Higher Education to guide the development of institutions of higher education in the Country. This policy seeks to fashion a mix of central direction, control, and openness to innovation and diversity in the development of higher education institutions. This policy is therefore supports a liberal or market oriented system that encourages diversity of types, modes and means of education in the country (GRN, 1998, 10).
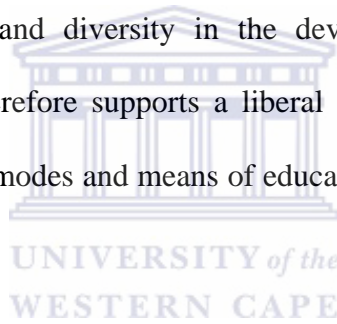
Historically, higher education in most African countries has been characterized by a strong centralized authority and control exercised by their governments. The government of Namibia does not support this system and does not have restrictions on the autonomy and ability of higher education institutions in shaping their own policies and direction in the country (MHEVTST and USAID, 1998, 15)

The government sees the need for regular consultation and strong spirit of cooperation with the stakeholders as it seeks to develop an appropriate balance of central direction, coordination and institutional independence. The policy however, stipulates that the

government should provide direction to institutions on specific national objectives and priorities and allocate resources to support them.

The MHEVTST is supposed to play an indirect leadership role, unlike the then Ministry of Basic Education and Culture which directly opens, controls and manages the schools in the country. It is has been the expectations of many people in the country that the then MHEVTST should function in a similar way to govern its domain with a firm voice and explicit instructions.

In higher education, the government of Namibia attaches a higher value to the independence and self – governance of its institutions and accord them latitude in deciding on programmes, standard, staff and student related matters (MHEVTST 1998, 10). This implies that MHEVTST must lead, coordinate and integrate institutions whose own autonomy is highly valued.
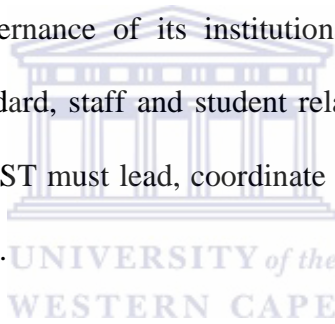
The First National Development Plan (NDP1) represents the first medium – term national development strategy for Namibia, intended to lay the foundation of economic prosperity, social welfare in which all Namibian will be participants and beneficiaries. UNAM was established to serve the national interest on education and serve as a repository for the preservation of knowledge. UNAM should therefore "increase the relevance and applicability of the University's academic programmes in order to equip students with the knowledge, skill and leadership abilities suitable for future employment and entrepreneurship". (NDP2)

CHAPTER FOUR:

CASE STUDY OF THE STRATEGIC PLANNING OF THE UNIVERSITY OF NAMIBIA

4.1 INTRODUCTION.

In previous chapter, a broad overview of the University of Namibia was given and this chapter will present the case study of the strategic planning of the University of Namibia and field work results. The next chapter will deal with the case analysis and present the research findings. The University of Namibia has been engaging itself in the strategic planning after every five years to produce a strategic plan, in a bid to facilitate its activities of development, optimally manage its resources and advance its growth.
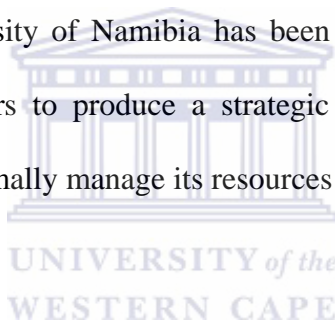
4.2 CASE STUDY

The University of Namibia has started its planning process by crafting the Vision and Mission which will guide its development and the national priority.

VISION

'The Vision of the University of Namibia as a national University is to engage with society in the creation and dissemination of knowledge, through teaching, research and advisory services, and a commitment to lifelong learning; thereby becoming a treasure house of knowledge at the services of national development, and available to all in forms directly relevant to the improvement of the quality of their lives.'

MISSION

'The mission of the University of Namibia is to engage in society and national relevant, academic and technical training, research and educational programmes with the involvement of all stakeholders in a conducive environment for learning, innovation, knowledge creation, and professional development, functional skills development and development related competencies, within the cultural context of the Namibia people.'

The planning of the University of Namibia started with the Transition Planning Team (TPT) which was established by the then Vice-Chancellor Prof Peter Katjavivi, in preparation of the setting up of the University of Namibia. This Planning team led the University of Namibia to be established by the act no 18 of 1992 as a legal entity and was given an autonomy to run its own affairs without much interference of the state in its daily activities and governance.
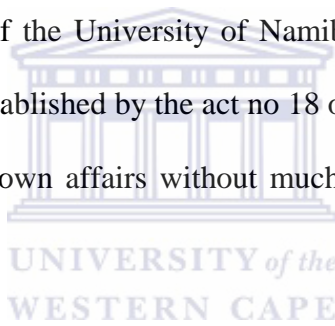
After the establishment of the University of Namibia, the former Vice Chancellor prof. Peter Katjavivi established that it is necessary for the University of Namibia to engage itself in planning to be able to address issues of National development and successfully overcome the imbalances of the past and foster the socio-economic development of the people of Namibia.

The First Five Year Development Plan was produced for the first time in March 1995 and run until the end of 1999. The second Five Year Strategic Plan which cover the period from 2001 – 2005, was produced a year after the completion of the first five year period. plans produced to date have taken a five-year forward look. The University of Namibia

has managed to successively complete the two five-year period of strategic Planning and is now entering its 3rd five-year strategic plan. The 3rd strategic plan is hoped to be published in the middle of 2007, covering the period between 2006 -2010. The focus in this case study, however, remains on the first two strategic plans.

4.2.1 The development of the First Five Year Development Plan.

The First Five Year Development Plan (1995-1999) of the University of Namibia was developed as a collective idea of the three prominent academic staff members, including Prof. Keto Mshingeni, Prof Andre du Pisan and Prof. Geoffrey Kiangi. The trio was tasked to compile a consolidated detailed plan of Faculties and Centres, collectively with the contributions received during the November 16-17, 1994 Consultative Conference.

The purpose of the First Five Year Development Plan was to prepare UNAM to be able to define its developmental path, drive and direction at the dawn of 21st Century. The document has also provided the first major effort in undertaking a unified policy framework for the University.

4.2.1.1 Planning process

The process took few people from the University ranks to work on the strategic planning of the University. Faculties were then requested to submit their Departmental reports and plans of what they intend to do in a near future. The First Five Year Development Plan was produced with the following objectives:

- improving the governance of the University

- Promoting a balance output from the University system

- Prioritizing the training programmes

- Strengthening staff development

- Addressing some of the relics of colonial regimes

- Strengthening UNAM research and consultancy capacity

- Strengthening linkages with Government ministries and the private sector and reduce cost.

After spelling out the key objectives and goals for the First Five Year Development Plan, a situational analysis of the current state of the University was carried out. This was done mainly with an intention to give a summary report on the University governance, management structure and all other major activities of UNAM Faculties and Centres. A complete summary of the situational analysis and the projections of various Faculties, Centres and Departments was then drawn up and provided with much needed information in costing their objectives. A critical overview of the information gathered was done to determine where the University needs to make improvements. This was done by looking at all strategic objectives set at the beginning and carefully developing achievable goals for each of the objectives.

4.2.1.2 Implementation process

An implementation process was planned to involve a completion time table for all strategic objectives. This was supposed to be done together with a periodical assessment to be developed and performed annually in assessing the progress to be made toward the

realization of the planned development activities. The plan also advocates a regular consultation among various stake holders to ensure smooth progress in the attainment of objectives. It was also the intention of the University of Namibia to engage the public in dialogue to determine the need of the society thereby take into account opinions and suggestions of the public and keep itself abreast with the changing environment in which it operates.

4.2.2 The development of the Second Five Year Strategic Plan

The Second Five Year Strategic Plan was developed a year after the completion of the First Five Year Development Plan. It was also developed during the reign of Prof Peter Katjavivi. The planning process that led to the development of the Second Five Year Strategic plan was virtually different from the approach employed to develop the first development plan. The Second Five Year Strategic Plan was compiled by Prof G Kiangi, Dr BK Ndjoze-Ozo and Mr. RM Mbetjiha who was also appointed as Director of the Strategic Planning, to direct all activities of the University planning.

4.2.2.1 Planning process

Various faculties and Centres were consulted to provide their input and much information was gathered by task forces which culminated in a workshop. The Second Strategic Plan was well organized in the sense that it provided a background and current status of the University of Namibia. It also provided an assessment of the First-Five Year Development Plan to determine the achievement, the perceived problems and the shortcomings.

Seven Strategic Objectives were identified for the second five year period of 2001-2005. From these seven strategic objectives, seventeen UNAM core objectives were derived. These objectives were set to take into account the achievements and shortcoming of the First Five- Year Development Plan and also the current opportunities and challenges facing the University of Namibia. These objectives include:

- Access to the University Education and outreach

- Relevance and Applicability of UNAM academic programmes

- Improvement of student Learning Environment

- Affirmative Action and Staff Development

- Strengthen Basic and Applied Research

- Increase Cost effectiveness and income Diversification

- Improve common values

A SWOT analysis was developed independently to check whether these objectives adequately address the strengths, weaknesses, opportunities and threats within and around the University. The University's overall core objectives were translated to lower-level objectives within Faculties, Centres and specific academic programmes. These lower level objectives were linked to activity plans which outline specific steps that each Faculty, Centre as well as Unit needs to take into account to achieve the stated objectives.

The planning process of the second strategic plan considered the importance of performance assessment plan. This necessitated the inclusion of monitoring and evaluation process in determining the target and setting up of performance indicators.

The emanated document of planning, the second strategic plan, could not be launched due to some technical problems, hence it was never distributed. It was however used by the top management as an internal document.

The strategic plan is a very important document of the University of Namibia as it will always guide the operation of the institution. It allows a more focused understanding of the problem and develops suitable remedies to address it. The strategic plan helps the University community to understand the general direction and priorities of the University as defined by the strategic objectives and strategic targets. It also helps staff members to put their own work into a wide context.
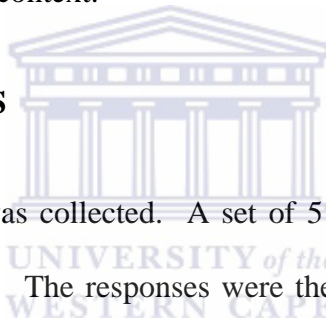
4.3 FIELDWORK RESULTS

A sample of 21 respondents was collected. A set of 5 Structured Questionnaires were used in the interview situation. The responses were then grouped and organized under six themes to be able to express the response into percentages and allow the researcher to determine the variance. The capacity labels are as follows: Deans = Faculty, Directors = Manager, Management = Senior Manager, deputies = middle managers.

Figure 4-1 Participants biographical data Matrix

Cases	Capacity	Year of services	Qualification	Gender F/M	Age
1.	Manager	11	PhD	M	59
2.	Senior Manager	15	MA	M	57
3.	Manager	5	MA	F	44
4.	Faculty	19	MA	F	50

No.	Position	Years	Qualification	Gender	Age
5.	Middle Manager	18	MA	F	48
6.	Middle Manager	12	MA	M	51
7.	Middle Manager	3	BA	M	35
8.	Senior Manager	14	PhD	M	59
9.	Faculty	20	MA	F	51
10.	Middle Manager	12	Hon.	M	38
11.	Middle Manager	5	BA	M	39
12.	Faculty	9	PhD	M	50
13.	Manager	7	MBA	F	47
14.	Middle Manager	5	BA	M	35
15.	Manager	8	LLB	M	43
16.	Middle Manager	19	Diploma	M	49
17.	Manager	10	PhD	F	48
18.	Manager	18	MA	M	47
19.	Manager	16	MBA	M	47
20.	Faculty	24	PhD	F	53
21.	Manager	10	MA	F	40
	Managers-8 38% SeniorManager-2 10% Middle Manager-7 33% Faculty- 4 19% 100%		PhD-5 24% MA-10 48% BA-5 24% Dipl.-1 4% 100%	Male- 13 = 62% Female-8 = 38% 100%	31-40 = 23% 41-50 = 48% 51-60 = 28% 100%

4.3.1 Theme one: Strategic Planning process

76% of the respondents indicated that they have the knowledge of the existence of the strategic plan of the University of Namibia. This group also specified that the planning process starts with a call from the Vice Chancellor's office, requesting senior managers and faculty representatives to submit their unit plans. All unit plans were then compiled together to form up a strategic plan.

This group also responded that the strategic plans need to be in the hands of the "right people" such as Directors, Deans, project coordinators and all other senior staff members. It would serve a good purpose not to distribute the strategic plan to the people whose nature of work may not qualify to receive a copy of the strategic plan such as driver and cleaners.
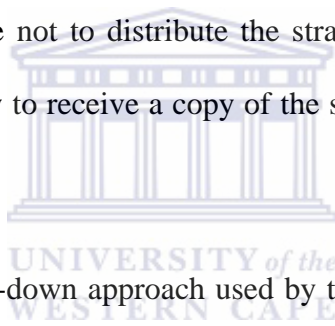
The respondents felt that a top-down approach used by the management is not inclusive and cut junior staff off consequently. When a strategic plan conference is called only few people from the management cadre attends. These managers oftentimes do not first discuss the proposed plans within their departments before submitting the plans.

The other 24% represents the number of managers who did not either get access to the copies of the strategic plans 1, and 2 or have never been considered for contribution during the planning process.

All suggestions received were combined as follow:

The management needs to change the system from top-down approach to the bottom-up approach. The bottom up approach is believed to make more room for proper consultation and enhance participation. It would give all stakeholders an opportunity to share their vision with the management and thereby create ownership of the document.

Strategic objectives would be realized once all the stakeholders are involved from the beginning, this would also make it easier for the university to get access to resources and grab the opportunities that may come up during the planning process. The respondents also want to see an action plan to be drawn up in addition to the strategic plan.

The Northern Campus development needs to be addressed differently and not by being represented by a paragraph in the strategic plan. This lack of specific planning for the Northern Campus gives the community and the government a picture of lack of UNAM's seriousness to develop the Northern Campus.
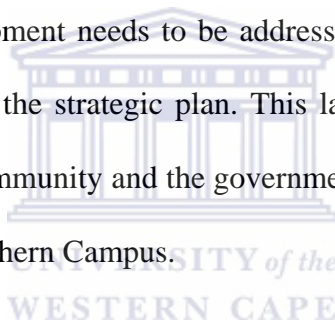
4.3.2 Theme two: Institutional arrangement
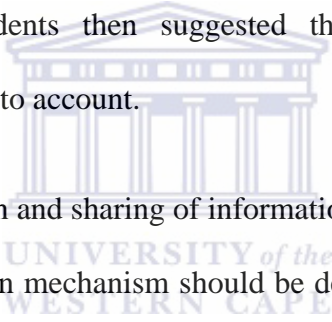
There is a clear indication that the University of Namibia had made little arrangement prior to the strategic planning process and after the strategic plan was produced. This was attested to 71% of the total respondents, who said that there has been little internal arrangement for the strategic planning and the implementation process.

The respondents further indicated that there was no provision made for distributing the strategic plan and as a result lot of staff did not get a copy of the First Five Year Development Plan especially the junior staff. The second strategic plan was never shared with all staff. One of the University manager responded by saying: "I have been with

UNAM for more than ten years, and I only came to know about the strategic planning after being appointed to this position".

The other 29% of the respondents indicated that the only arrangement made was on the allocation resources to achieve those strategic objectives. Each unit was given or instructed to get a copy. UNAM also appointed a Director of Strategic Plan who was much involved with the consultation that led to the development of the 2nd strategic plan. Since he had vacated his position, the responsibilities have been under the office of the Vice Chancellor.

The majority of the respondents then suggested that the following institutional arrangement need to be taken into account.

- A proper communication and sharing of information with all staff members.
- A proper implementation mechanism should be devised to allow UNAM achieve its goals and objective and catch up with the national demands.
- A proper consultation is necessary to get everybody's participation.

4.3.3 Theme three: Participation

Only 24% of the total respondents said the process was participative, and 14% of the respondents were not sure. More than half of the total respondents (62) feel that the process was not as consultative as it was supposed to be. It was regarded to be much hierarchical (top-down approach) since only the management, directors and unit heads were involved. This process could not allow total participation of staff in the planning process.

In the planning process of the second strategic plan, a bottom up approach was used but due to a number of processes it went through, the strategic plan could not be published and was only later used by the management as an internal document. The bottom up approach could still be used so that planning can become a process through which all stakeholders can participate.

4.3.4 Theme four: Regular review

A total 33% of the responded have indicated that the review of the strategic plan is being done after every five years; while the other 38% indicated that no review was done to the development plan1 and the strategic plan2. The remaining 29% represents those individuals who are not sure whether the University is doing the strategic review or not. The review which was done was at a time the University was planning for the second strategic plan and only the top management was involved.

The absence of the review in the strategic plan made staff to lose track on following the strategic plan and this causes less commitment among staff members. Plans and objectives needs to be revised always for consistence and validity. One of UNAM top manager interviewed pointed out that 'the strategic plan should be reviewed on annual basis to determine whether what UNAM has planned was achieved and what the shortcomings are which would serve as a lesson for the next plan. That had not happened.' 'We plan for five years and we get into the fifth year without planning – in the past we even exceed with two more years and later on we produce a document which covers retrospectively the other two years we have lost; It is just a production of a

document and that document has not been guiding us in our implementation of the strategic plan.'

4.3.5 Theme five: Clear strategic objectives

Nearly two-thirds (62%) of the respondents indicated that most of the strategic objectives in the strategic plans are not clear to the staff members. They are not clear in the sense that staff find it difficult to determine who is supposed to do what or what their departments is required to do to achieve those objectives.

Only 14% of the respondents have a clear understanding of the plan's objectives. The rest 24% are unable to determine whether those objectives are clear and relevant. The respondents cited reasons of being unfamiliar with the strategic objectives and claims that they have not seen the strategic plan itself.

The respondents want to see objectives which cover the role of faculties, centers and regional campuses. Objectives should reflect the improvement of the University's infrastructure as well as the improvement of the relevant programmes, while extending or developing new progremmes at the Northern Campus. UNAM needs to improve its quality assurance, deal with issue of adequate resources, and enhance its capabilities and capacity building.

4.3.6   Theme six: Implementation

62% of the total respondents pointed out that the implementation of the strategic plans was not as good as it could have been if UNAM had put proper implementation strategies

in place. The rest (38%) indicated that the implementation was successful and that the entire strategic objectives had been achieved.

The implementation is lacking evaluation and monitoring tools and needs an implementation frame work. The second strategic plan could not be published and therefore implementation cannot be justified.

There is a need to assign someone from the University ranks to coordinate the activity of the strategic planning and more importantly to ensure that implementation is taking place.

4.4 CRITICAL PERSPECTIVE ON UNAM STRATEGIC PLANNING

The strategic planning is supposed to be an exercise familiar to everybody at the managerial level, particularly in an organization which is strategic oriented like the University of Namibia.
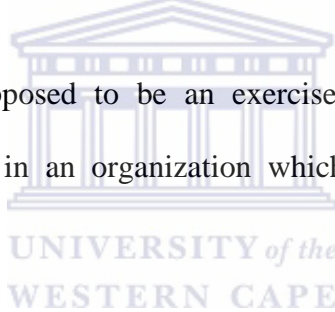
It is rather worrying that some managers despite having spent many years as UNAM staff could still report having not seen either one or both of the first two documents. This could have been due to a lack of commitment to the ideals of the plan by the office of the strategic planner. However, one could also presume that because people had been elevated to their current positions in the last 2-3 years, they had not yet gone through the process of strategic planning which only takes place every 5 years.

The Northern Campus development was not explained in the strategic plan of the University and the Vision to Action workshops were regarded as the planning mechanism of the Northern Campus. The Northern Campus was supposed to be represented fully in

the plan so that UNAM would be able to determine its progress. Planning and commitment need to interweave if success is to be achieved in planning process and implementations. This relationship can be expected from the top management or lower down the organization.

4.4.1 Planning and commitment

Organization plans for a good course. It is simply to get organized and gets things done systematically to achieve set of objectives. It must also be noted that progress cannot be measured if it cannot be compared to the plan. Progress must be what we have achieved in relation to our plan. If we don't plan we wouldn't really tell that we are failing or winning. Some organization avoids planning, but planning needs to be embraced in all aspect to enhance the well being of an institution. Planning is assumed to be the one best way to formulate and implement strategy.
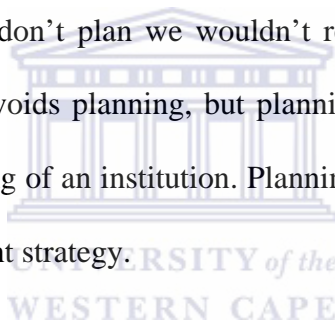
Looking at the case study and the field work result, it seems that the relationship between planning and commitment is not sufficient in the strategic planning of the University of Namibia. This lack of commitment toward planning could be at the top of the institution or lower down the institution. In some cases, one can think that if the planning process is not coercive enough then planning will not automatically stimulate commitment or assist the institution to achieve a higher level of involvement of all managers. This difference between this two notions; commitment at the top and commitment at the lower level, can be presented as follow:

Commitment at the top of the institution.

If planning is not entertaining the interest of the top management, it would probably not going to succeed at lower level. In many cases, the commitment of the top management automatically encourages the recognition of planning by all employees. Management is supposed to introduce the planning process to the manager who will be much more involved and management check up on progress.

Commitment at the lower level of the institution.

It is widely encouraged that the lower level employees should at all cost be involved in the planning process. This has good results for the institution, such as higher productivity and job satisfaction. Staffs at lower level of the organization are always doing the implementations and will never entertain implementing some peoples planning. They will not be committed as they would be if they participated in the first place. There is also a less understanding of an assigned plan. The issue of leaving out the lower level staff in the planning process, leads to communication problems and consequently resulted in errors and distortions in following instructions. There could also be feelings of competitiveness arising between the planner and the doers.

It is therefore very crucial to strike a balance between the commitment of the management and that of the lower level employees. The essence of the presence of the management's control ensures a full participation of those who are going to implement it.

This research has not only observed the lack of consultation, but also the issue of strategic management. A strategic plan can be produced but if there is no driving

mechanism such as monitoring and implementation, the document will end up on shelves collecting dust, while containing good plans that could have been used to take the institution to a greater height.

The development of the Northern Campus should be addressed in a more holistic way. It is likely to remain in the same status for the next ten years without further formal full time programmes and will continue to depend on the main campus if nothing done. This research has noted that there was no plan in place to facilitate the development of the Northern Campus as well as the coordination of the activities of the implementation. The strategic management process was supposed to be aligned to both planning and implementation process to keep track records of the progress and to make amendment where it is necessary.
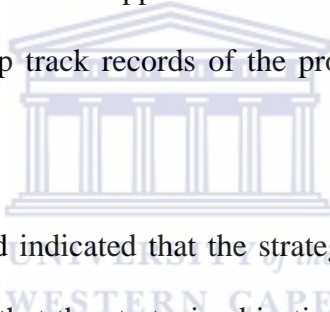
Most of the people interviewed indicated that the strategic objectives were not clear or not straight forward. It seems that the strategic objectives are not reflecting the realities and that staff are not buying in. This could also be the reason why implementation is taking too long to be realized. Staff seems to be less motivated to pursue objectives which are not well defined and also to implement them when they are not reflecting their opinions. A workshop is always needed to reiterate the objectives of the University strategic Plan and stress their importance. The workshop will always address problems of not knowing who is doing what and the timeframe.

4.5 CONCLUSION

The case study has allowed the research to depict the real live situation in the management and planning process of the University of Namibia. Even though concentrated only in the process, much information was put across by the respondents. In the last section, the researcher looked critically at the fieldwork results and the case study and makes his own judgments. There is no clear development direction for the Northern Campus and much need to be done to rescue the situation. The level of commitments of the top management as well as that of the lower level employees is needed to ensure the success implementation of the strategic plan. It is therefore very crucial to strike a balance between the commitment of the management and that of the lower level employees. The essence of the presence of the management's control will ensure a full participation of those who are going to implement the plans.
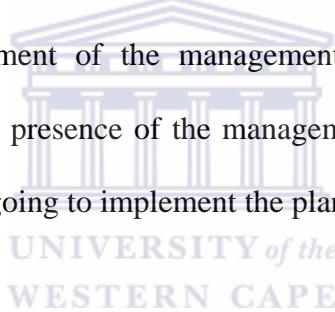
CHAPTER FIVE

FINDINGS

5.1 INTRODUCTION
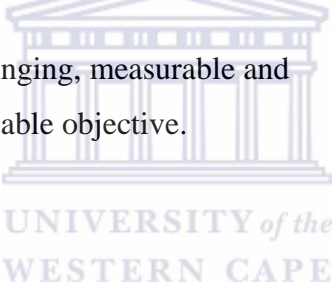
The previous chapter has covered the case study which was developed by the researcher and has provided an extensive field work results. This Chapter covers the analysis of the case study and presents the research findings, which is the most important part of the research. A narrative report was then used to present the findings in themes as it appears in the tabulated form of the case study analysis. Chapter six is next, and will be our last chapter discussing the recommendations and provide a conclusions.

5.2 CASE STUDY ANALYSIS

A summary of the research finding will be presented after the analysis of the case study.

Theorists	Case theme	Finding
Peter Drucker (1970) James Utterback (1997) Environment is "turbulent" **Bryson (1991):** Harvard policy Model NDP1 and NDP2	**PLANNING PROCESS** Development of the vision and mission. Environment analysis. Planning approach and SWOT N. Campus development	UNAM has a well crafted Vision and Mission. A situational assessment was done during the planning process of both strategic plans. Northern Campus need its own plan

Theorists	Case theme	Finding
Leonard (1993) Planning approach	**PARTICIPATION** The first plan was produced by 3 senior Academic Staff of UNAM, who collected submission from faculty representative. Firstly - a top down approach was used. Secondly - a bottom up approach was used	Only senior faculty representative were contacted. The middle manager could not have their input. Implementations staff were not well acquainted with the plan.
Robert Smith (1991) on benchmark **Pearce & Robinson (2000)** on monitoring and evaluation	**REVIEW** The review of the strategic plan is done after every five years. Suggest monitoring and evaluation to be a continuous function of informing the management and stakeholders of an intervention.	The second strategic plan could not be published /launched because of too much process it went through. It was later used as an internal document by management. Staff developed less commitment and lost track on pursuit of strategic goals. With no fine tuning of plans, progress has not be noted. Lack of assessment may lead to wrong decision-making.

Theorists	Case theme	Finding
R David (1998) on strategic management	**INSTITUTIONAL ARRANGEMENT** Communication and coordination of activities. Official designated to oversee the planning process of implementation. Proper links of sattelite campuses.	There was no pre-arrangement either on planning process or on the implementation. There was no ne specially deals with planning after the departure of the Director of Strategic planning.
John Pearce & Richard Robinson (2000) on a good corporate strategy **Leonard (1993)** on planning approach	**STRATEGIC OBJECTIVE** Challenging, measurable and achievable objective. Choosing of a proper planning process approaches.	Staff did not buy into the strategic objectives. Firstly objectives not clear as to which department should do what? Secondly, the effect of top-down (staff not acquainted with the objectives since they were not involved in planning)
Goodstern, L (1993, 328) on implementation of strategies **The Mckiney 7-8 framework**	**IMPLEMENTATION** Design Implementation strategies	Some strategy could not be completed on time due to financial constraints. Implementation was hard because the documents were not shared with everybody and stake

Theorists	Case theme	Finding
		holders. There was no monitoring and evaluation mechanism in place. No implementation framework

Table: 5-1 Case study analysis

5.3 RESEARCH FINDINGS

A total of 21 University managers were interviewed, of which 13 (62%) were male and 8 (38%) were female. This clearly shows that the majority of the respondent's decision makers are male. The sex distribution of all respondents is shown in table 6.1. Table 6.2, however presents information about the age structure of the respondents, it indicates that most of the study participants are of the age group 41-50, representing 53% of the total respondents. Table 6.3 indicates the education level of the participants with most being holders of Masters Degrees.

Table 6.1 Distribution of participants by sex

Sex	Frequency	Percentage
Female	8	38%
Male	13	62%
Total	21	100%

Table 6.2 Age structure of participants

Age	Frequency	Percentages
31-40	4	19%
41-50	11	53%
51-60	6	28%
Total	**21**	**100%**

Table 6.3 Education level

Qualification	Frequency	Percentages
PHD	5	24%
MA	10	48%
BA	5	24%
Dipl	1	4%
Total	**21**	**100%**

5.3.1 Planning Process

The study revealed that 76% of the respondents have indicated that the University of Namibia is following a top-down approach in carrying out its strategic planning process. The planning process started with the crafting of UNAM vision and mission, followed by situational assessment and SWOT analysis. The top-down approach that was used in the 1st plan is not inclusive of everyone, it requires only heads of units to submit their departmental plans and report to the planning committee. These are the same people who normally attend the planning conference which oversee the formulation of strategies. The other 25% represents the respondents who did not receive the copy of the strategic

plan. The research also finds out that the issue of the Northern Campus was not adequately dealt with in the strategic plan of the University of Namibia. The Northern Campus has been guided by the Vision to Action workshop and has been receiving less support from the main campus. This was gathered from an informal discussion with one of the manager at the Northern Campus that the existing atmosphere, in which the Campus is operating, is insufficient for all-inclusive operations and that the staff members as well as the community within which the campus is located would like to see it being improved.

5.4.2 Institutional arrangement.

The research finds that there was little institutional arrangement made before the commencement of the planning process and implementation. A lack of communication and coordination was cited as the main reason why some staff members could not get copies of the strategic plan. Furthermore the study reveals that no one was specifically assigned to deal with issues of planning after the departure of the Director of the Strategic Planning. There are no well defined linkage between the main campus and the Northern campus.

5.5.3 Participation in planning process

The majority of the respondents indicated that the planning process has consulted only few senior officials and some faculty representatives to submit their plans. Therefore a total participation could not be ensured because of the top-down approach used. The

implementations of the plans were also affected due to staff members who were not well acquitted with the plan.

5.6.4 Review of the strategic plan.

The research reveals that there is no proper arrangement of reviewing the strategic plan. A total of 33% indicated that the review of the strategic plan forms party of every new strategic plan which is done after every five years. The lack of review may lead to less commitment among staff members. This can also attribute to the loosing of track on pursuing some of the strategic goals. With little or no fine tuning of the strategic plan, implementation is always difficult. It is also noted that the lack of assessment on the strategic plan leads to wrong decision making.

5.7.5 Strategic objectives

A high proportion of the respondents in this category show that UNAM has not set up clear objectives of the development of the Northern campus. It was also clear from the respondents that the objectives were not clear in defining which department should do what. The study also found out that staffs at lower level of the organization who were not involved in the planning process are less acquainted with the objectives. Staff are not really motivated to implement the objectives which they do not know or see their values.

5.7.6 Implementation of the strategic plan

One of the senior Managers pointed out clearly that the major setback in the implementation of the University plans is the lack of fund. "UNAM is not well funded in

accordance to its need". He said that the Ministry of Education is always cutting the University budget. The act regulating the Higher Education indicates that the University must be appropriately funded to be able carry out its national duty of human development." Today the University is lacking resources which can allow it to carry out its assignment effectively.

The process of evaluation and monitoring which plays an important role in the process of strategic implementation were not properly designed. Hence, some of the strategic objectives could not be completed on time due to the lack of monitoring and to financial constraints. Implementation was also difficult in some department as there were no implementation frameworks. The strategic plan itself was not shared with many people at the University of Namibia.

However, in cases where the strategic plan was given to staff members, the implementation was not possible because the document lacked action plans and there were no progress indicators developed. It also comes out that the implementation time table as indicated in the case study was never developed.

This study also find out that there was no implementation agent or someone within the University system – specifically assigned to ensure that implementation is taking place. It was also revealed that the second strategic plan could not be published due to a numbers of processes it had to go through. As a result, implementation in this regard could not be justified.

5.4 CONCLUSION

I come to understand that strategic management does not only mean to have someone doing the strategic planning but also to have a structure in place that will help with the implementation. The structure of the University of Namibia should have a team of dedicated managers capable of executing their duties in an effective and efficiency manner. This would in turn contribute immensely to the successful implementations of the strategic plans. The case study which was carefully developed was studied and analyzed by using tabulated relevant theories on strategic planning and management presented in the second chapter against the case study to deduce the discrepancy. The findings were then presented in a number of themes, in a similar ways the field work results were presented. This study has, however, find out that the planning process used by the University of Namibia is not sufficiently inclusive and is generally lot of inconsistent with the most acceptable planning procedures and lack the implementation. Therefore a set of recommendations has been presented in the next chapter.

CHAPTER SIX

RECOMMEDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

In view of the findings presented in the last chapter, I wish to put forward some recommendations in this chapter, which I feel are necessary to facilitate improvement in the management and planning process of the strategic plan of the University of Namibia. Being a public institution, the University of Namibia needs to be transformed and modernized. As an autonomous institution, the University of Namibia can only make change if the governance of the institution is working hard to bring about it. This would witness the shifting from the old management style of one-man show to a more participatory decision making body where everybody in the institution can make their contribution to the planning process.

6.2 RECOMMENDATIONS

This study revealed that there is a number of inconsistence in the planning process and management of the strategic plan of the University of Namibia. Based on the findings in the last chapter, this study is putting forward the following recommendations:

- The University management needs to reconsider and possibly change its planning approach from top-down approach to the bottom-up approach. The bottom-up approach will offer more room for proper consultation within the institution and

enhance a higher degree of participation. As it is indicated by many theorists on planning process, a bottom-up approach gives stakeholders an opportunity to share their vision with the management and thereby developing feelings of ownership of the planning document.

- By involving stakeholders in the planning process from the beginning, the institution is likely to increasing its chances of succeeding in the implementing process. This would also make it easier for the University to identify those problem areas that may arise.

- The development of the Northern Campus needs to take a new direction to be able to address the needs of the country and those of the peoples of the regions.
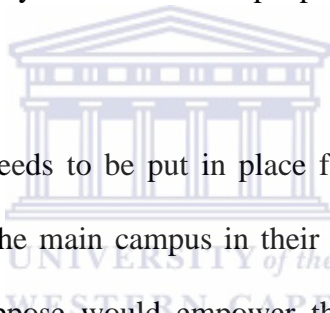
A new governance structure needs to be put in place for the regional centres to work relatively independence from the main campus in their day to day activities. The new structure if put in place I suppose would empower the management of the regional campus and will see an improvement in the area of budgeting and administration. It would be good to see the Northern campus pursuing its own goals within the overall objectives of the University of Namibia. It would also be good if the campus could develop new programmes while replicating the already existing programmes at main campus. In order to improve the situation of planning and management process, UNAM needs to take into account the following suggestions:

- A proper communication and sharing of information with all staff members be enforced.

- A proper coordination of the planning process and implementation should be devised to allow UNAM to achieve its goals.

- A proper consultation is necessary to get a full participation and commitment from the staff members.

The study has also revealed that there is no consistent regular review of the strategic plans. UNAM should therefore introduce an annual review of the strategic plans and increase their relevance. The respondents want to see objectives and goals of the University clearly spell out to the faculties, centers and regional campuses. This implies that objectives which are too general should be narrowed down to be able to be implemented by the agents.
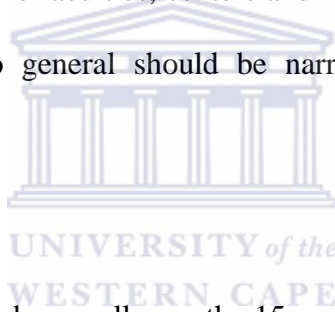
The University of Namibia has done well over the 15 years of its existence by improving the situation of tertiary education in the country. However, much of the happenings are not a direct result of the strategic plan. To that effect, there is a need for consistence and commitment to the strategic plan.

With the lack of an implementation agent, the study find it necessary that UNAM should appoint someone or assign someone from its ranks to coordinate the activities of the strategic planning and more importantly to ensure that the implementation is taking place.

A proper monitoring and evaluation mechanism needs be incorporated to the strategic planning of the University of Namibia for it to be successful in its application. This would also help the University to monitor progress and measure the performance of the strategic plan. This will necessitate the bringing together of the office of the strategic planner, the management, Estate Services and Finance to be able to secure the required resources.

I wish also to emphasis that there should be a good working relationship between the office of the Strategic Planning, Faculties and Centres to develop a monitoring action to will ensure a successful implementation of the plans. Emphasis should also be given to departments and units of the University, to copy down and summarize the planning objectives which are relevant and applicable to them and circulate them down to the junior staff members.
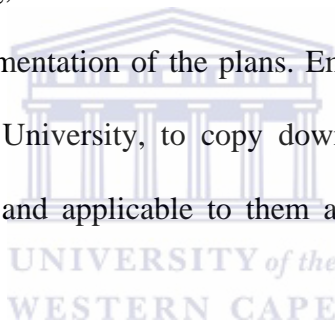
6.3 CONCLUSION

In conclusion, I should state that the University of Namibia has managed to develop a workable strategic plan from within, by the people who have knowledge in planning and management at no consultative work.

 The research has proven that strategic management should form the basis of the strategic planning process of the University of Namibia. It is strongly believed that strategic management deals effectively with issue that affects the growth and profitability of an

institution. The management process of the University oversees many functions of the institution including that of the strategic planning. Hence, it should play a major role in directing the activities of the institution.

In this research, I was been able to reflect on the planning and management process which informs the planning of the University of Namibia. Consideration was made of the theories on planning techniques and models, which UNAM need to consider in conducting its planning process. A broad overview of the University of Namibia has provided a rich background to the study. The case study of the strategic planning of the University was developed and carefully analyzed with relevant theories in strategic planning and management to determine the collectiveness of the planning process employed by the University of Namibia.
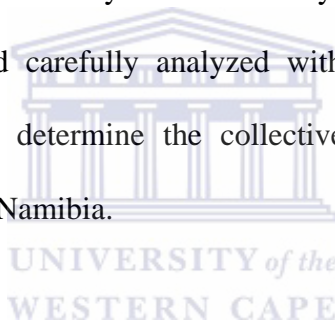
The monitoring and evaluation system needs to be developed and consistently applied to the implementation process, while maintaining loyalty to the mission and Vision of the University of Namibia. The research is grounded in the theories of strategic planning and management and was enriched by various policy documents such as National Policy on Higher Education, NDP1 and NDP2 and the Vision 2030.

This study found that the planning process used by the University of Namibia is not sufficiently inclusive and not fully consistent with the most acceptable planning

procedures and approaches. The planning process lacks the implementation gear and it is recommended that a new implementation approach should be devised.

This study was not been able to go beyond the assessment of the strategic planning process and management, however further study can be undertaken to **evaluate the impact of strategic planning of the University of Namibia: its deliverance and implications on human development and capacity building.**

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8. ANNEXUS: SECTION A

UNIVERSITY OF NAMIBIA

NORTHERN CAMPUS

P O. Box 2654, Oshakati, Namibia, Eliandernwatale Street
Telephone: (++ 264) (65) 2232000, Fax: (++ 264) (65) 2232271

Att: Office of the Vice Chancellor
University of Namibia
Windhoek

From: Mr M Nghihangwa
UNAM Northern Campus
Oshakati
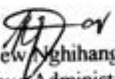
Date: 14 August 2006

Re: Application to conduct research at the University of Namibia.

I am a full time employee of the University of Namibia since 1998 and I am the Campus Administrator of the Northern Campus. Last year I registered with the University of the Western Cape for a Masters Degree in Public Administration. I completed my coursework and intend to embark on my research to complete the requirement of my degree. Please find the attached letter from my school. My study is purely an assessment in nature and do not intend to reproduce any documents. I have included the abstract of my research proposal for your information.

I m looking forward to your positive respond.

Sincerely

Mathew Nghihangwa
Campus Administrator
UNAM Northern Campus

UNIVERSITY OF NAMIBIA
NORTHERN CAMPUS

1 4 AUG 2006

SIGNATURE
CAMPUS ADMINISTRATOR
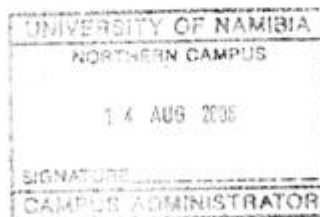
UNIVERSITY OF THE WESTERN CAPE

The School of Government
Private Bag X17, **Bellville 7535**, Republic of South Africa
Phone: (021) 959 3803   Fax: (021) 959 3849

Office of the Postgraduate Programme Coordinator

21 July 2006

To: Prof. L Hangula
   Vice Chancellor
   University of Namibia
   Windhoek

RE: RESEARCH FOR RESEARCH REPORT

STUDENT: Mr. M Nghihangwa   **STUDENT NO: 2528703**

Mr. Nghihangwa is a registered student with the School of Government, reading towards his Masters Degree in Public Administration.
He will be conducting research in the area: *"Strategic Development plan of the University of Namibia"* for his Research Report in order for him to complete his degree. He therefore will need access to the University of Namibia's Library and also interview key people in the University Management as from August 2006 till December 2006.

If any additional information is required please do not hesitate to call the student affairs office. We hope that the student can be accommodated.

Sincerely

Ms. M van Rooy
Administrative Assistant

UNIVERSITY OF NAMIBIA
Pro-Vice Chancellor: Administration & Finance
Mr Zach JN Kazapua, *M.Ed (Manc.), M.A. (Lond.)*

Private Bag 13301, 340 Mandume Ndemufayo Avenue, Pionierspark, Windhoek, Namibia
☎ (+264 61) 206-3062/83, Fax: (+264 61) 206-3003, E-mail: zkazapua@unam.na

F A X

22nd August 2006

Mr Mathew Nghihangwa
Campus Administrator
UNAM Northern Campus
Oshakati

Fax: (065) 2232271

Dear Mr Nghihangwa

Application to conduct research at the University of Namibia

Your memo dated 14th August 2006, and the letter dated 21st July 2006 from Ms M van Rooy, Administrative Assistant, University of the Western Cape, both to Prof L Hangula, Vice Chancellor of the University of Namibia, have been referred to me to handle and their receipt is hereby acknowledged.

Since you are a full-time employee of this University's Northern Campus, permission is hereby given to you, without reservation, to conduct your research at the University of Namibia on its 'Strategic Development Plan'.

The University of Namibia's Library is designated 'National Library' and you therefore don't need permission to have access to the library. As a staff member you only need to provide the library with your Employee Number, as it appears on your payslip, in order to be registered as a member.

We wish you everything of the best with your studies.

Yours sincerely

ZJN Kazapua (Mr)
Pro-Vice Chancellor: Administration and Finance

Cc   1.)   Prof L Hangula
           Vice Chancellor
     2.)   Ms M van Rooy – Fax: (021) 959-3849
           Administrative Assistant
           University of the Western Cape

LETTER TO THE RESPONDENTS

To: Members of the Management

    University of Namibia

Date: 1 August 2007

Ref: Conducting of a research

I am conducting a research for my Master's thesis at the University of the Western Cape and I would like to interview you to be able to meet the requirement of my study. I received permission from the Management of the University of Namibia to conduct my research on its strategic planning and management and also interviewing key people. I would be happy if you can find a suitable time for me.

Your participation and contribution will not only benefiting me as a researcher but will also ensure suitable planning of our University. It is the also the objective of this study to share the outcomes and recommendations emanating from this research with the University management and the decision makers.

I thank you for your participation.

Regards

Mr. Mathew Nghihangwa
Campus Administrator
UNAM Northern Campus

ANNEXUS: SECTION B

QUESTIONNAIRE / INTERVIEW SCHEDULE FOR UNAM MANAGEMENT AND SENIOR MANAGERS

AN ASSESSMENT OF THE STRATEGIC PLANNING AND MANAGEMENT
OF THE UNIVERSITY OF NAMIBIA

Conducted by Mr. Mathew Nghihangwa in the supervision of Prof. C. de Coning for Master's Thesis at the University of the Western Cape
Mathew Cell No. 0812405601
Email address 2528703@uwc.ac.za/mnghihangwa@unam.na

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AUGUST 2007

GENERAL:

Your contribution and participation in this research is highly appreciated. Your identity will be kept highly confidential.

BIOGRAPHICAL INFORMATION

YOUR CAPACITY AT UNAM……………………………

YEAR OF SERVICE AT UNAM   ……………………………

HIGHEST ACADEMIC QUALIFICATION……………………………

GENDER | Male | Female

AGE

DATE OF COMPLETION OF QUESTIONAIRE:

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SECTION A: Planning of the University of Namibia

Question 1: In your opinion, why UNAM need a strategic plan?

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Question 2: How does UNAM do its planning?

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Question 3a: Do you have knowledge of the existence of a strategic plan 1 and 2 of the University of Namibia?

Y	N
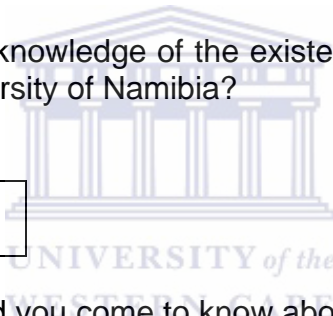
Question 3b: If yes, how did you come to know about it? If not, please explain?

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Question 4: What do you regard as the key issues that should have been addressed in the strategic plan 1 and 2 of the University of Namibia?

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SECTION B. Lesson of experience

Question 1:   After 15 years of UNAM's existence, how the strategic plans did affected your work.

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Question 2:   Have you ever contributed to the planning process of UNAM?

Y	N

Please comments on your choice.

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Question 3: How participative was the planning process?

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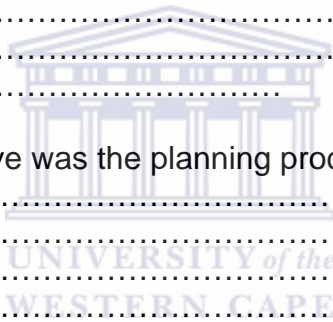
Question 4: In your opinion, how can improved participation in planning be ensured at University of Namibia?

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Question 5: What are the steps that could be followed during the planning process?

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Question 6a: How regular is a strategic plan of UNAM being reviewed?

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……. How was it done?

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Question 6b: Was the outcome of the review communicated to the people?

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Question 7a: In your opinion, what has been achieved as an outcome of strategic plans of the University of Namibia?

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Question 7b: Please rate the importance of the achievement of the strategic plans above (1 being the most important and 5 being the least important?

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Question 8: What would you consider are the shortfall of the strategic plan of the University of Namibia?

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Question 9: How should the University prepare itself for the implementation process of the strategic plan?

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Section C: Implementation of plans
Question 1: How would you rate the success implementation of strategic plans at UNAM?

	Poor	Fair	Good	Very good	Excellent

Question 2a: What problems have you experienced with the implementation of the strategic plan of the University of Namibia?

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Question 2b: Please rate the significance of the problems above (1 being the most significant and 5 being less significant)

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Question 2c: How do you suggest these problems be addressed?

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Question 3: Who is supposed to make sure that the implementation has taken place? Please list responsible offices.
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Question 4: How can successful implementation of strategic plan be ensured?
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SECTION D Northern Campus Development

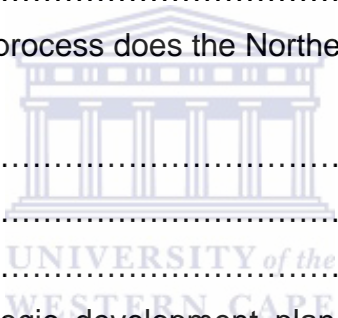**Question 1:** What are the key issues which were considered when establishing a Northern Campus?

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Question 2: Does the Northern Campus share the same vision with the main campus?

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Please elaborate

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Question 3: What planning process does the Northern Campus uses in its planning?

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Question 4: Was the strategic development plan made available to all staff members?

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Please elaborate

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Question 5: How do you want to see the Northern Campus developing?

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Question 6: Is there anything else you would like to add?

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Thank you for your time!