STRATEGY EVALUATION AND CONTROL METHODES IN THE EDUCATION SECTOR: IN CASE OF HOPE UNIVERSITY COLLEGE

ADDIS ABABA

BY

FETEH ASRAT WOLDMESKEL

GRADUATE PROGRAM OF PROJECT MANAGEMENT

IN PARTIAL FULFILMENTS OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN PROJECT MANAGEMENT

ADVISER: Dr. ABDUERAZAKE MOHAMMAD

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE

FEBRUARY 2020
ADDIS ABABA

STRATEGY EVALUATION AND CONTROL METHODES IN THE EDUCATION SECTOR: IN CASE OF HOPE UNIVERSITY COLLEGE

ADDIS ABABA

BY

FETEH ASRAT WOLDMESKEL

GRADUATE PROGRAM OF PROJECT MANAGEMENT

IN PARTIAL FULFILMENTS OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN PROJECT MANAGEMENT

ADVISER: Dr. ABDUERAZAKE MOHAMMAD

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE

FEBRUARY 2020
ADDIS ABABA

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

This is to certify that the thesis prepared by Feteh Asrat Woldmeskel, entitled: Strategy Evaluation and Control method in the education sector in the case of at Hope University College Addis Ababa submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Project Management complies with the regulation of the University and meet the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

Internal Examiner: _______________________ Signature:_____________ Date:________
External Examiner: _______________________ Signature: _____________ Date: ________
Advisor: _______________________________ Signature: _____________ Date: ________

____

Chair of Department or Graduate Program Coordinator

ABSTRACT

The foundation for any strategic management plan is its firm and rigours evaluation and control system in place. The main purpose of this study was to find out the strategy evaluation and control against the set targets of the strategic plan at the Hope University College. So it aims to discover out the importance of strategy evaluation and control method as well the challenges come across in implementing the evaluation and control. The primary data was collected through the use of the interview guide. Through content analysis, it was established that the performance appraisal and implementation control were the most common practices used by departments. The findings of the evaluation and control were used as input for planning and management decision making. The university college evaluated itself every 3 years using strategic evaluation team but also undertook control on a quarterly basis while some major functions undertook the practice twice a year. It is believed that continues control and evaluation has empowered the University College to observer the performance of its various activities against the set targets of the strategic plan. The evaluation ensured that the institution was on the right path towards achieving the objectives of the strategic plan and also through control, the management was able to avoid any deviations from the goals or objectives. Concluded this assessment the culture of strategic plan evaluation needs to be specified resource and must give responsibility to all the stakeholders in the university to be more involved in the strategic evaluation and control. Since the Higher Education Relevance and Quality Agency (HERQA) and *Performance appraisals are the only tools under taken so it is recommendation from this study, other different evaluation and control tools such as Benchmarking , ISO and even implementation control for certain objective must be used needed to be achieve the strategic objective with in the time frame planned.*

ACKNOWLEDGEMENTS

My deepest appreciation is to God who has always been with me all my life and helped me through this journey. And grateful for my amazingly compassionate family and friends who encouraged me and made everything possible for me to peruse this study.

NextI would like to give my respectful thanks for my advisor Abduerazake Mohammad (PHD) for his help full effort of pointing out constructive comments and suggestions. LastlyI will forever remember and appreciate Dr Mengestu Bogala`s effort in supporting me to continue in all my endeavours.

ABBREVIATIONS AND ACRONYMS

BCS	**Balanced Score Card**
HERQA	**Higher Education Relevance and Quality Agency**
HUC	**Hope University College**
ICT	**Information Communication Technology**
ILAE	**International Leadership Academy of Ethiopia**
ISO	**International Standard Organization**
NGO	**Non-governmental Organization**
OBE	**Outcome Based Evaluation**
SBU	**Strategic Business Unite**
SED	**Self-Evaluation Document**
SPC	**Strategic Planning Committee**
SWOT	**Strength Weakness Opportunities Treat**
VPAA	**Vice President for Academic Affairs**
VPAFA	**Vice President for Administration and Financial Affairs**

APPENDIX

Interview guide

Sample questioner

Tables and figures

Table of Contents

CHAPTER ONE

INTRODUCTION

In this chapter the researcher, attempts to present background of the study, research objectives, research problem, significance of the study, and limitation of the study. In addition, it described the definition of key terms and the overall structure of the project work.

1.1 Background of the Study

It is clear no organization in today's business world exists or functions without defined road map; i.e. strategic plan. However, it's hardly put in to continue evaluation and control so to achieve intended result or set goals and objectives.

As Alfred Chandler (1962) defined strategy as the "determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out those goals. Planning is the end result of a strategy design. And according to Abbass (2003) Strategy refers to the method or route a company chooses to achieve its objectives after careful assessment of its resources and environment. Strategy therefore refers to the determination of long-term corporate objectives and the methods along with the functional policies proposed by the company to realize these objectives. As a result, there is need for an innovative approach to strategic management. Research reveals that unsuccessful implementation of strategies and lack of strategy evaluation mechanisms leads to underperformance of companies globally (Kariuki, 2008).

Agreeing to the idea Lamb (1984) stated strategic management is an on-going process that evaluates and controls the business and the industries in which the company is involved; assesses its competitors and sets goals and strategies to meet all existing and potential competitors and then reassesses each strategy annually or quarterly to determine how it has been implemented and whether it has succeeded or needs replacement by a new strategy to meet changed circumstances, such as new technology, competitors, economic environment, social, financial or political environment.

Strategy evaluation and control is anchored on several theories which have been advocated by various scholars. The theory of goal setting informs us that people who have more difficult but attainable goals perform better than those who have less difficult goals (Locke and Latham, 2006).

So, it is very obvious goal setting approach is very common in the education sector as it is clearly stated on the at the (HUC charter 2009).

As per the 2015- 2020 strategic plan of university college stared it ;uses a competency-based training (CBT) as a strategy. This involves competencies that are trainable (knowledge and skills) and competencies that are more difficult to mold (attitude and motivation). Competency describes what makes a person capable to perform in the context of realistic professional tasks. And also use task performance (rich learning environments) by an integrated application of knowledge, skill, and attitude and motivate.

1.1.1 Higher education sector in Ethiopia

Since the issuance of the Education and Training Policy of 1994, increasing pace, the higher education expansion has assumed over the years, the sector is now transforming itself from a purely elitist context to one that is accommodating hundreds of thousands of students. This is evidenced by an exponential growth in the number of students the system is currently accommodating. Higher education enrolment has seen a constant growth with dramatic increase observed especially after 2000.

The expansion of HEIs in Ethiopia brought about, as expected, a remarkable increase in student population. Between 1996 and 2003, the student population of the higher education system, including accredited private programs, increased from about 35,000 to more than 100,000. Eighteen percent of that total enrolment in 2003 came from private HEIs (Yizengaw, 2003). By 2010-2011, the total enrolment (undergraduate and graduate) of the HEIs (private and public) in all programs (regular, evening, summer, and distance education) was 467,843, of whom 79,314 or 17% were enrolled in private HEIs (Ministry of Education of Ethiopia [MoE], 2011).

The rapid expansion in the number of HEIs and student population, with inadequate human and investment capital to implement quality of education, is affecting higher education in Ethiopia. Although the pace of qualitative growth is a concern to many stakeholders on higher education, the rationales used by the government in driving the rapid expansion are "underpinned by strong ideological, political, and economic justifications that it [the government] believes to be vital for the survival and development of Ethiopia as a multicultural state" (Semela, 2011, p. 404).

As stated by a World Bank (2003) sector study on the development of higher education in Ethiopia, rapid enrolment expansion is inevitably bringing progressively less qualified student into the system. Yigizawe (2006) identified that the "most fundamental cause for the decline of education is the uncontrolled expansion of the sector in relation to available material resources and job opportunities" (p. 35).

Although private HEIs are controlled by HERQA, public HEIs are established by regulation of the Council of Ministers and hence are not required to be accredited by HERQA. Rather, HERQA, as stipulated in HEP, Articles 76 and 89, requires accreditation for private HEIs but mandates that HERQA's role with regard to public HEIs is limited to ensuring that those HEIs have an internal quality assurance system, conduct audits, and present recommendations for improvement.

Despite efforts by Ethiopian MoE and HERQA to maintain high-quality education is part of the strategic plan. Critical follow and control while implementing an aggressive higher education expansion program, quality education throughout the system is priority to all.

1.1.2 Hope University College

HUC is a non-profit-making institution and a part of Hope Enterprise, an Ethiopian NGO that has provided primary, secondary and vocational education, as well as nutritional programs in six of Ethiopia's nine regional states. Hope Enterprise operates under the following mission: To provide hope for the needy in Ethiopia through holistic human development. HOPE strives to help individuals in need to help themselves out of hopelessness. As a non-profit institution, HUC tries to cover education expenses for some very poor students who want to pursue higher education. Hope University College seeks to contribute to the building of the nation and provide quality education to citizens. HUC's campus is situated on five hectares of land in Lebu, Addis Ababa. HUC's campuses have a design that shows holistic integration of functions, with eco-friendliness and uplifting ground work. It was hoped the electrical, mechanical, sanitary and structural infrastructures that can be adopted for other higher learning campus.

The vision of the University College is to contribute to the renewal and transformation of society through knowledge and value based education and graduates who can make a difference using what they had gained in the university college.

The University College, having a mission to provide aspiring leaders the option of pursuing world- class education without leaving their country and cultural setting, shall enable the development of leaders, who being capable of independent work, problem solving, analysis, innovation and reflection, can make a difference in the development of society and in mutually and sustainably supportive relations between man and nature. Accordingly the main objective used to realize the above mission is Develop a highly competitive academic community where there is focus on learning, inquiry, reflection, intense pursuit of knowledge and intellectual achievement that is marked not only by transfer and ingestion of knowledge but also by intelligence development for the furtherance of new knowledge.

There are over 1200 students currently enrolled for various courses and over 49 academic staff (HUC Fact file, 2018). As the only institution of private higher learning in Ethiopia, that is social enterprise for a long time. The University College responded to the national, manpower training needs in TVTE program by developing skill training programmes and specializations in wood work, metalwork and construction.

Due to the fact that the first strategic plan of Hope College of Business, Science and Technology, which was developed in 2010, had good implementation track record, the current strategic planning form 2010- 2020 was built upon the lessons learned from the preceding strategic plan and contemporary emerging issues and aspirations of the university College.

1.2 Statement of the Problem

It is general fact the best formulated and implemented strategies tend to become obsolete as a firm's external and internal environmental change. It is essential that strategists also invest in systematic review, evaluation and control of strategy execution which involves examining the underlying bases of a firm's strategy, comparing expected results with actual results and taking corrective actions to ensure that performance conforms to plans.

Strategic evaluation and control is not a discipline that has been developed by practicing professionals over thousands of years, and therefore there is no concrete literature that will walk us through any evaluation step by step. The Hope university college, like other organizations has crafted a strategic plan that outlines various tasks and objectives to be attained within a specified period of time. The first formal strategic plan was done in the year 2010. Most common challenges are both the internal and external environment, the institution track record of continuously undertaken strategy evaluation and control practices so as to evaluate the strategic plans and monitor organizational performance is very necessary for the effectiveness of the strategic plan of the university.

This study is going to address the following question to toughly study the research problem these are the research questions:

1. What are objectives and intended outcome of strategic evaluation and control at HUC?
2. What are the methods HUC uses to evaluate and control the current strategic plan?
3. What challenges are encountered while strategy evaluation and control are implemented at the HUC

1.3 Research Objectives

The general objective of the study is assigning the method of strategic evaluation and its challenge. In order to achieve this general objective, the researcher focuses on the following specific objective; these are to

1. Assess the strategy evaluation and control methods at the HUC
2. Distinguish the major constraints in the evaluation and control methods at the HUC
3. Draw a lesson from the finding
4. Propose recommendation to Strategic evaluation and control methods implementations at HUC

1.4 Significance of the Study

The study was of value to various stakeholders in the Hope university college. The institution operates on open systems and has put in place various ways of monitoring its strategy evaluation and control processes.

The study is expected to provide strong empirical evidence on the on-going debates on the strategy evaluation and control practices in a quest to attaining the desired strategic objectives.

By confirming existing theories and reconciling prior knowledge in the wider field of strategy evaluation and control, the study's results have contributed to enhancement of knowledge in the both fields of strategy evaluation and strategy control. Help the university community to understand the need for and the significance of conducting the strategy evaluation and control the strategy evaluation and control. Since the challenges of the strategy evaluation and control will be highlighted in the study and will be addressed so as to effectively perform the evaluation and control methods.

1.5 Scope of the study

The conceptual scope of this study is limited to assessing the strategic evaluation and control practices in selected/targeted University. No further investigation is done to assess the relevancy or the SMART ness of the strategic plan; in relation to the dramatically changing the internal and external environment the stagy is support to implement. On top of that the study has empirical scope limitation, which implies the conclusions of the study are not strictly drawn from concretely empirical evidence that is qualitative.

1.6 Limitations of the Study

The main limitation of this study was getting the respondents to answer the questions posed to them confidently and without suspicion. Some potential respondents did not want to get involved in this study or were too busy in meetings.

Some thought that they would be blamed if the information leaked to other public institutions. One respondent said that he could not participate in the interview as he had sworn the oath of secrecy with the University management.

The other limitation noted was failure to answer some questions by some of the respondents. These respondents did not have a good background on theoretical issues underlying strategy evaluation and control.

1.7 Organization of the Study

This study consists of five chapters. The first chapter deals with problems and its approach. The second chapter covers literature review. Here the research attempts to review theoretical literature related to strategy evaluation and control practices. Chapters three manly talks about project methodology and procedures use in the study. It includes research design, research setting, participant of the study, data collection instrument and data organization and analysis. The research finding and discussion will be covered in the fourth chapter. The last part, conclusion and recommendation are presented in chapter five where the research gives general overview of the study and some recommendation

Definition of key Terms

Strategic Management: is the management of an organization's resources to achieve its goals and objectives.

Strategy Evaluation: the process of determining the effectiveness of a given *Strategy* in achieving the organizational objectives and taking corrective action wherever required.

Strategy Control: is the process used by organizations to *control* the formation and execution of *strategic* plans.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Theoretical aspect of Strategic Managements and Its Core Functions

The term strategy is derived from the Greek strategos, meaning "general. "In a military sense, strategy involves the planning and directing of battles or campaigns on a broad scale, that is, the responsibility of the general. In this context, strategy is distinguished from tactics, which involve the initiation of actions to achieve more immediate objectives. In the business world, however, "strategy" often is used to refer to specific actions taken to offset actual or potential actions of competitors. In a more fundamental sense, the term denotes linkages with the goal-setting process. Dan (2013)

Whereas A project is a sequence of unique, complex and connected activities having one goal or purpose and that must be completed within a specific time, within a budget and according to specification (Wysocki, Beck and Cranc, 200:65).From the above definition of project what we understood is that projects has different steps, planed and followed complex process. So it is clear every strategic plan is also a project.

Let us see how many authorities have defined the word strategy; even if is no universal definition of the term. Some of the definitions are given by authorities as follows

For de Wit and Meyer (1998), in an intelligent treatment of the subject, strategy is any course of action for achieving an organization's purpose(s). In the words of Alfred Chandler the first modern business strategy theorist, strategy in the area of business is defined as 'the determination of the basic, long-term goals and objectives of an enterprise and the adoption of courses of action and the allocation of resources necessary for those goals' (Chandler, 1962: 13).

According to Colin White (2007) Strategy is a process of translating perceived opportunity into successful outcomes, by means of purposive action sustained over a significant period of time.

At a minimum there must be a clear intent translatable into specific objectives and some defined and effective means of achieving these objectives by deliberate action involving the use of resources to which one has access.

Strategy may or may not reflect a fully self-conscious, deliberative and systematic approach to the setting of objectives and their achievement which then require detailed planning. It may be an implicit or unconscious activity.

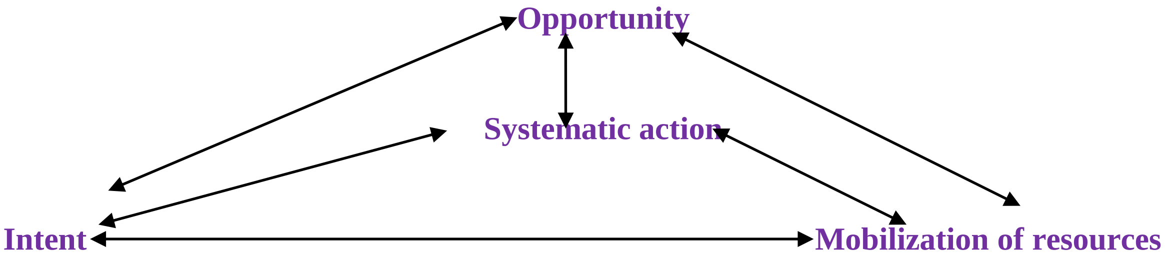

Figure 1.1 **the Four Main Elements of Strategy**

Source; *Colin White (2007) ,what is strategy and does it matter?*

Another interesting starting point for defining strategy is four general approaches which can be clearly distinguished (Whittington, 1997; Egan, 1995). Each of these perspectives differs in the way in which it combines two defining elements:

1. Whether the processes of strategy making are deliberate, explicit and handed down from above or emergent and often implicit, coming from different levels of the enterprise, including the bottom, and involving continuous modification of the content of any strategy.

2. Whether the outcomes reflect the single motivation of profit maximization or a more pluralistic motivation, such as satisfying the various stakeholder groups. Choice of these elements reflects the different emphases obvious in the literature, and indicates a way of separating particular views about what is important in defining strategy making. These are by no means the only elements which could be used to classify different perspectives, but they are undoubtedly significant ones. The combinations of the two elements define four possible perspectives:

(A) **Classical**: the traditional view of strategy making. It regards strategy making as comprising deliberate, explicit and rational analysis and emphasizes profit maximization as the only acceptable motivation for any strategy. Classical strategy combines the thinking of the military strategist with some aspects of the economist. Leadership is seen as a key element, since the leader chooses the strategy. The strategy is handed down by the leader, the strategist, to be implemented by the managers. The formulation and implementation of strategy are seen as separate and sequential activities.

(B) **Evolutionary**: the view of the typical economist. It adopts a fatalistic stance, putting the emphasis on the emergence of a strategy as the outcome of the competitive discipline of the market, that is, as the outcome of blind forces weeding out the failures and leaving only the successful. The market operates rather like the process of natural selection in biology, removing those who fail to adjust successfully to a changing environment and leaving only that strategy which is best adapted to the changing economic environment. (Whittington, 1997; Egan, 1995).

Such a perspective stresses an unavoidable profit maximization which is imposed on the enterprise by the dictates of the market environment. In other words, even if managers do not deliberately adopt profit maximization as an objective; they are obliged to do so by the forces of competition. There is in reality little room for strategy in such a situation. This is very much the invisible hand of Adam Smith rather than the visible hand of Alfred Chandler. According to this view, complex organizations move more slowly than the environments in which they have to operate. Either enterprises adjust sufficiently to the changing environment or they are culled. The most that the leader of an enterprise can do is to recognize the inevitable and encourage mechanisms of successful adaptation when and where they occur.

(C) **Processual** – the view of the social realist. It moves the observer away from an emphasis on economic rationality and profit maximization, and away from the conception of the market or the organization's leader as infallible. It takes a subtle, more pragmatic view of behaviour and stresses a number of key constraints on the process of strategy making:

- So-called bounded rationality, that is, rationality constrained by the limited knowledge of individuals and their limited capacity to process incoming.
- The messy nature of political bargaining and negotiation.
- The prevalence of satisficing in environments which are tolerant of some measure of underperformance and allow the appearance of significant organizational slack, both typical features of the real world. In such a world, business activity is designed to produce a satisfactory rather than a maximum return.

In this approach strategy is viewed as defined by the nature of the strategy-making process rather than the particular content of any strategy. In this world strategy is usually a matter of incremental change, since nothing more is possible.

(D) Systemic: the view of the social relativist. Strategy reflects the nature of the social system its attitudes, values and behavioural patterns. Strategy is what different societies make it. Such a view emphasizes a deliberate but relativist approach, one which sees strategy as imposed from above but business behaviour as embedded in a network of particular social and political relations. The motivation of a strategy is itself culturally conditioned, reflecting the society in which the strategy is developed. Both institutional and cultural contexts differ from society to society. For example, in the business world there are enormous differences in the accepted role of government or the family firm. (Whittington, 1997; Egan, 1995).

Matter of fact according to Abbass(2003)Strategic management have four major elements which are, environmental analysis, formulation, implementation, and evaluation and control. These elements should be considered interrelated and continuous manner. It is important to understand that the strategic management process is more complex than a simple drawing of a relationship. To ensure success in the formulation and implementation of any strategy, everyone in the organization must be involved.

2.2. Concept of Strategy Evaluation and Control

Evaluation and control information consists of performance data and activity reports. Operational managers must know about it so that they can correct the employee activity. Top management need not be involved. If, however, undesired performance result from the process themselves, top management, as well as operational managers must know about it, so they can develop new implementation program or procedure (Wheelen and Hunger, 2017) A strategy is selected and implemented over time so as to effectively position and guide a firm with in an often rapidly changing environment. Strategies are forward looking, designed to be accomplished several years into the future, and based on management assumptions about numerous events that have not yet occurred(Pearce, Richrd and Robinson, 2004)Strategic control is concerned with tracking the strategy as it is being implemented, detecting problems or changes in underlying premises, and making necessary adjustments. In contrast to post action control, strategic control is concerned with controlling and guiding efforts on behalf of the strategy as action is taken place and while the end result is still several years into the future.

The purpose of control is to measure outcomes or outputs to see whether they pass or fail according to the mission, objectives, and strategy. Control is a valuable component of the planning process. It ensures that the organization accomplishes its mission and objectives. Abasse (2003). Strategy evaluation occurs as the final step in the strategic management cycle. Henry (2008) defines strategy evaluation as the process of monitoring firm's activities and performance results so that actual results can be compared with the desired performances. It is vital for organizations to be able to identify and keep under check the negative effects of certain strategic decisions and even reverse them if identified in the early stages and this can only be done through timely, correct and objective evaluation.

According to (Wheelen & Hunger, 2006) without strategy evaluation, a business has no way to gauge whether or not strategies and plans are fulfilling business objectives. There are four types of evaluation. The strategy evaluation can be process based in that it provides us with the tools to monitor quality (Hurteau, Houle and Mongiat, 2009). It also provides the information needed to make adjustments to strategy implementation in order to strengthen effectiveness.

An outcome-based evaluation (OBE) is a systematic way to assess the extent to which a program has achieved its intended results (Atkinson, 2006).Past focus has been on what staff does, commonly called outputs. OBE focuses on what staffs causes to happen for their target population. Formative evaluation is also useful in analysing learning materials, student learning and achievements, and teacher effectiveness.
Formative evaluation is primarily a building process which accumulates a series of components of new materials, skills and problems into an ultimate meaningful whole (Guyot, 1978).

A summative evaluation (sometimes referred to as external) is a method of judging the worth of a program at the end of the program activities (summation). The focus is on the outcome.
All assessments can be summative, have the potential to serve a summative function, but only some have the additional capability of serving formative functions (Hurteau et al.,

2009). Along with planning, organizing, staffing and directing, controlling is one of the core functions of business management. Controlling is the measurement and correction of organizational resources to ensure that all is going according to the plan (Coulter, 2005).

Controls require a proper organizational structure and may be implemented either in strategic, management or operational level (Dutta, 2010). The strategic control process of evaluating strategy is practiced both after the strategy is formulated and after it is implemented. Strategic control has been defined as the process by which managers monitor the on-going activities of an organization and its members to evaluate whether activities are being performed efficiently and effectively and if not, to take corrective action to improve performance (Hill and Jones, 2012).

The management control focuses on accomplishment of the objectives of the various sub strategies comprising the master strategy and the accomplishment of the objectives of the intermediate plans (Pearson and Robinson, 2007).

The operational control is concerned with individual and group performance as compared with the individual and group role prescriptions required by organizational plans. The process of control has three major steps namely establishment of standards, measurement of performance and correction of deviations (Hurteau et al., 2009).

Strategy control measures may be categorized as concerning either external effectiveness or internal efficiency (Reeve and Peerbhoy, 2007). There are three types of controls namely behaviour, output and input controls. Behaviour controls are appropriate when the performance results are not very clear for targets such as those in ISO, policies, rules and directives. Output controls will be implemented when the output is clear but the relationship between result and activity is not clear (Hill and Jones, 2012). This is for instance in customer satisfaction survey and production targets.

Input controls will be necessary when the output is difficult to measure and the relationship between activity and result is not clear (Pearson and Robinson, 2007). This is applicable in University teaching resources, knowledge, skills and values. Strategy control processes allow managers to evaluate a company's program from a critical long-term perspective, involves a detailed and objective analysis of a company's organization and its ability to maximize its strengths and market opportunities (Pearson and Robinson, 2007).

2.3 Describe Strategic Evaluation and Control

According to Abbass (2003 p219), the purpose of control is to measure outcomes or outputs to see whether they pass or fail according to the mission, objectives, and strategy. Control is a valuable component of the planning process. It ensures that the organization accomplishes its mission and objectives. Control essentially means making something happen the way it was planned to happen.

To develop an effective control system, it is imperative that measurable objectives are established. This means setting up definitive completion dates prior to determining the system of control. These objectives/goals should be established early in the planning process.

The objectives are dynamic and can change as the situation within the business environment changes. Control is in the forefront of any well-managed organization. A system of controls should provide tools for determining whether an organization is proceeding toward established objectives and should alert decision makers when actual performance deviates from the planned performance.

The controls that an organization develops and applies should be linked in some fashion to its mission, purpose, goals, and objectives that is, should be an integral part of the organization's strategic thinking and management. Organizational controls must focus on results on the consequences of processes and program activities. Many of these results occur outside of the organization in the broader environment in which it operates. Measuring these results often is concerned with the effectiveness of the organization's

strategies, processes, and programs. It may be relatively easy to record and therefore to quantify the efficiency with which an organization operates (in relation to the costs incurred).Alan.W.Steiss 2003 p 283

According to Peter F. Drucker(1974) there are seven specifications that an organizational control system must satisfy. These characteristics, coupled with the need to focus on both measurable and non-measurable results, suggest that a hierarchy of controls must exist within an organization to parallel and compliment the hierarchy of objectives.

1. ***Control is a principle of economy*.** The fewer the controls, the more effective they will be. Adding more controls does not give better control. All it does is create confusion.
2. ***Controls must be meaningful*.** Events to be measured must be significant either in themselves or must be symptoms of at least potentially significant developments. Controls should always be related to key objectives and priorities.
3. ***Controls must be appropriate to the character and nature of the phenomena measured*.** The measures selected must have formal validity and statistical reliability. But more importantly, they must be measuring the right things.
4. ***Measurements must be congruent with the events measured*.** It is important to avoid the trap of false precision: to know when an approximation is more accurate than a precise-looking figure worked out in great detail. Qualitative descriptions of phenomena often are more accurate (and more rigorous) than any specific figures.
5. ***Controls must be timely***. The time dimension of controls should correspond to the time span of the event being measured. Frequent measurement and rapid "feedback" do not necessarily give better control. "Real time" often is the wrong time span for real control.
6. ***Controls need to be simple*.** Complicated controls tend to confuse and to misdirect attention from what is to be controlled toward the mechanics and methods of control. Controls that are overly complex and contain ambiguities and subtleties seldom work.
7. ***Controls must be operational*.** Controls must focus on action and must fall within the realm of responsibility of those individuals who are capable of taking the controlling action.

2.4 Approaches of Strategic Control and Evaluation

Strategy evaluation and control is premised on theories which have been advocated by various scholars. These theories include contemporary management theories such as goal setting theory, contingency theory and the administrative theory.

The goal setting theory was advocated by Locke and Latham (2006) and they stated that motivation and performance are higher when individuals set specific goal, when accepted goals are difficult, and when there is feedback on performance.

The two most important findings of this theory are that setting specific goals generates higher levels of performance than setting vague goals. Goals that are more specific, and thus more challenging and harder to achieve, often have a direct and positive impact on performance. This relies on the notion that the harder the goal, the more a person will strive to work towards it. However, such influences on performance are mediated by two conditions. First of all, the goal must be accepted and acknowledged.

Secondly, feedback must be used to develop areas of weakness. Giving feedback on the strategies that are used to obtain goals is very important, especially for complex work, as challenging goals place emphasis on the final outcome rather than on performance strategies. This allows weaknesses in performance to be overlooked which can be detrimental in the long term.

Feedback is crucial to optimize results from setting goals by overcoming weaknesses as well as sustaining motivation and commitment to achieving the target (Locke and Latham, 2002).

Good feedback should be given in a positive context, use constructive and positive language, focus on behaviours and strategies, be tailored to the needs of the individual and be a two-way communication process. The effectiveness of goal setting may be limited if team members cannot evaluate and improve upon their performance. It is therefore vital that people are aware of their performance level and if they are on track, to allow them to progress, as well as alter their performance strategies in areas of weakness.

The contingency approach developed by Fred Fiedler, is based on the idea that there is not a single best way to approach management. Also, to be effective, planning, organizing, leading, and controlling must be tailored to the particular circumstances faced by an organization. Environmental factors impacting on the effectiveness of different organizational forms include environmental change and uncertainty, work technology, and the size of a company. According to the contingency perspective, stable environments suggest mechanistic structures that emphasize centralization, formalization, standardization, and specialization to achieve efficiency and consistency.

Certainty and predictability permit the use of policies, rules and procedures to guide decision making for routine tasks and problems. Unstable environments suggest organic structures which emphasize decentralization to achieve flexibility and adaptability.

Uncertainty and unpredictability require general problem solving methods for non-routine tasks and problems. Organizational units operating in differing environments develop different internal unit characteristics, and that the greater the internal differences, the greater the need for coordination between units (Gale, 2006).

Henri Fayol's administrative theory suggests that management has five functions; to plan, organize, command, coordinate and control (Wren, Bedeian and Breeze, 2002). Control means that the above activities were performed in accordance with appropriate rules and procedures. Fayol also divided the business activities into technical, commercial, financial, accounting, security and managerial activities. In his principles of management, control is emphasized in division of work, discipline, authority and responsibility, subordination of individual interest to general interest, remuneration, centralisation, order, equity, initiative, esprit de corps, stability of tenure, unity of direction, scalar chain and unity of command.

The main strategy for any organization is broken down into five parts: enterprise strategies, corporate strategies, business strategies, functional strategies, and operating strategies. Abbass (2003)

I. The Enterprise Strategy

The enterprise strategy is the overall strategy, a combination of all the other strategies. In formulating the enterprise strategy, the internal and external environmental conditions are assessed and accounted to help the organization achieve its objectives and conform to societal and organizational philosophies.

II. The Corporate Strategy

The corporate strategy addresses what business or businesses the organization ought to be in and what its conduct should be within that business. An organization that is not driven by its mission will fail. Organizations must focus on what business it is in, which should be ultimately stated in its mission.

How the business conducts itself will result in success or failure for the organization. This aspect of the corporate strategy is important. Organizations that are positioned poorly will lead to failure. For example, an instance of risk involves organizations with multiple SBUs, some of which do poorly in highly competitive markets, affecting the performance of the entire organization.

III. The Business Strategy

The business strategy describes how a business will compete. Firm having a single business will concentrate on the business strategy because competition is its major concern; competition dictates how they will compete. An organization primarily concerned with competition will focus on its distinctive competencies to overcome the competition in the marketplace.

IV. The Functional Strategy

The functional strategy focuses on supporting the organization's business strategies and utilizing its resources efficiently and effectively. There are basically two types of functional strategies. The first type consists of *economic* functional strategies concerned with marketing, operations, finance, human resource management, R and D, etc. The second type is *management* functional strategy, which includes planning, leading, controlling, organizing, problem solving, and communicating.

V. The Operating Strategy

The operating strategy is more specific and deals with day-to-day requirements of functional area support strategies. For-profit organizations may be involved in one line of business or many, and are usually referred to as single- SBU firms or multiple-SBU firms. Multiple-SBU firms develop the main strategy that covers all areas of the firm. Each SBU will have its own strategy, in terms of product or service and geographical location that cover only the single SBU within the total organization. These strategies usually deal with management techniques and set a limit on policy guidelines. Abbass (2003)

2.5 Strategy Evaluation and Control Tools

2.5.1 Premise Control: every organization creates a strategy based on certain assumptions, or premises. As such, premise control is designed to continually and systematically verify whether those assumptions, which are foundational to your strategy, are still true. These are typically environmental (e.g. economic or political shifts) or industry-specific (e.g. new competitors) variables. The sooner you discover a false premise, the sooner you can adjust the aspects of your strategy that it affects. In reality, you can't review every single strategic premise, so focus on those most likely to change or have a major impact on your strategy. Rumlet .R.P(1980)

2.5.2 Implementation Control: is a step-by-step assessment of implementation activities. It focuses on the incremental actions and phases of strategic implementation, and monitors events and results as they unfold. Is each action or project happening as planned? Are the proper resources and funds being allocated for each step? This process continually questions the basic direction of your strategy to ensure it's the right one. There are two subcategories of implementation control:

- **Monitoring Strategic Thrusts or Projects***:* This is the assessment of specific projects or thrusts that have been created to drive the larger strategy. This early feedback will help you decide whether to continue onward with the strategy as is or pause to make adjustments. You can pre-determine which thrusts are critical to the achievement of your goals and continually assess them. Or, you can decide which measurements are most meaningful for your thrusts or projects (such as timeframes, costs, etc.) and use that data as an indicator of whether a thrust is on track or not, and how that may subsequently affect the strategy.

- **Reviewing Milestones***;* during strategic planning, you likely identified important points in the implementation process. When these milestones are reached, your organization will reassess the strategy and its relevance.

Milestones could be based on timeframes, such as the end of a quarter, or on significant actions, such as large budget or resource allocations. Implementation control can also take place via operational control systems, like budgets, schedules, and key performance indicators. Rumlet .R.P (1980)

2.5.3 Special Alert Control

When something unexpected happens, a special alert control is mobilized. This is a reactive process, designed to execute a fast and thorough strategy assessment in the wake of an extreme event that impacts an organization. The event could be anything from a natural disaster or product recall to a competitor acquisition. In some cases, a special alert control calls for the formation of a crisis team usually comprising members of the strategic planning and leadership teams and in others, it merely means activating a predetermined contingency plan. *Coulter, M. (2005)*

2.5.4 Strategic Surveillance Control

Strategic surveillance is a broader information scan. Its purpose is to identify overlooked factors both inside and outside the company that might impact your strategy. This process ideally covers any “ground” that might be missed by the more focused tactics of premise and implementation control.

Your surveillance could encompass industry publications, online or social mentions, industry trends, conference activities, etc. This graph clearly depicts the application of the four techniques for strategic control and how they function alongside each other: *Coulter, M. (2005)*

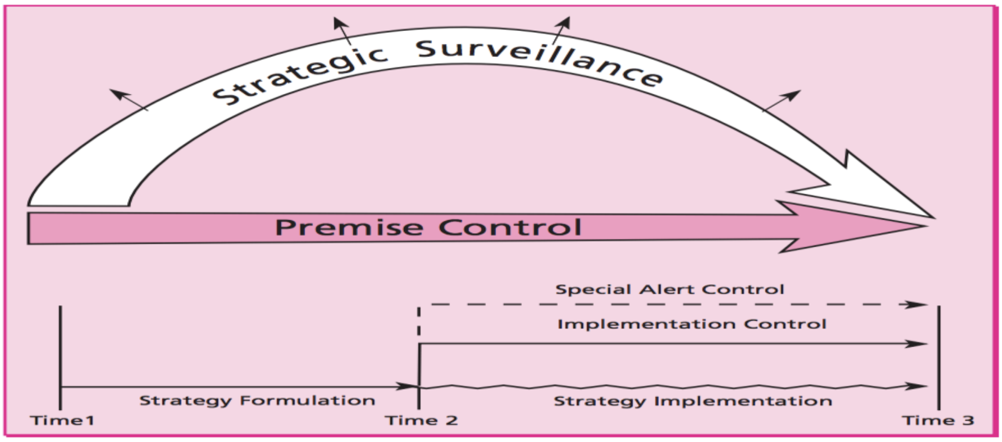

Figure 2 strategic surveillance *Source: - Coulter, M. (2005)*

2.5.6 Balanced score card is a strategic planning and management system that organizations use to:

- Communicate what they are trying to accomplish.
- Align the day-to-day work that everyone is doing with strategy.
- Prioritize projects, products, and services.
- Measure and monitor progress towards strategic targets.

A key benefit of using a disciplined framework is that it gives organizations a way to “connect the dots” between the various components of strategic planning and management, meaning that there will be a visible connection between the projects and programs that people are working on, the measurements being used to track success (KPIs), the strategic objectives the organization is trying to accomplish, and the mission, vision, and strategy of the organization.

The BSC suggests that we examine an organization from four different perspectives to help develop objectives, measures (KPIs), targets, and initiatives relative to those views.

- Financial (or Stewardship): views an organization's financial performance and the use of financial resources.
- Customer or Stakeholder: views organizational performance from the perspective of the customer or key stakeholders the organization is designed to serve.
- Internal Process: views the quality and efficiency of an organization's performance related to the product, services, or other key business processes.
- Organizational Capacity (or Learning and Growth): views human capital, infrastructure, technology, culture, and other capacities that are key to breakthrough performance. Atkinson, H. (2006)

2.5.7 **ISO 9001-2008** (International Organization for Standardization certification) has become the latest important tool for strategy evaluation and control. ISO defines itself as nongovernmental organization, with the ability to set standards that often become law, either through treaties or national standards (Della-Piana et al, 2005).

ISO certification is earned only after an intensive audit by third party registrars following an assessment called gap analysis, by a qualified consultant and the preparation of documentation outlining new quality system procedures by that consultant. This assures stakeholders that a common quality level is present and that it will meet or exceed their own internal quality assurance programs.

ISO certification provides an edge so often needed in today's competitive market place. The certification is a commitment to excellence, at the quality management or environmental management system level. The formal and published documentation that outlines methods and practices naturally leads to better consistency in production (Naveh and Marcus, 2004).

2.5.8 **Benchmarking;** is performed within this phase of process reengineering to help set appropriate targets and metrics for the organization. The role of benchmarking must be seen in the context of the organization that is continuously examining itself, analysing its performance and internal processes, and seeking to implement improvements. An organization that is planning improvements will set targets.

For most organizations, it is most likely that these targets will yield some improvements early in the process relative to current performance. To sustain these early gains, however, usually requires the organization to “stretch further” to set performance objectives that mirror the leading organizations in the particular field of endeavour.

Benchmarking practices vary dramatically in terms of the implementation or inquires undertaken. Some organizations look for consortia of partners to get together and exchange information. Other schedule visits to leading or comparable organizations to get a feel (often superficial) for their way of doing things. Others employ consultants, who interpret benchmarking as the collection and comparison of global measures (primarily financial data) of an organization’s performance. In many cases, benchmarking takes the form of “best practices” research rather than collecting metrics to be used as “baseline data.” A crucial first step in benchmarking is to identify how well the organization currently is doing in terms of a set of key performance indicators. Cardy, R. L., & Leonard, B. (2011).

2.5.9 Performance appraisal is a regular review of an employee's job performance and overall contribution to a company. Also known as an "annual review," "performance review or evaluation," or "employee appraisal," a performance appraisal evaluates an employee’s skills, achievements and growth, or lack thereof. Kravchuk, R. S., & Schack, R. W. (1996)

Companies use performance appraisals to give employees big-picture feedback on their work and to justify pay increases and bonuses, as well as termination decisions. They can be conducted at any given time but tend to be annual, semi-annual or quarterly.

Why Companies Give Performance Appraisals

Because companies have a limited pool of funds from which to award raises and bonuses, performance appraisals help determine how to allocate those funds. They provide a way for companies to determine which employees have contributed the most to the company’s growth so companies can reward their top-performing employees accordingly.

Performance appraisals also help employees and their managers create a plan for employee development through additional training and increased responsibilities, as well as to identify shortcomings the employee could work to resolve.

Ideally, the performance appraisal is not the only time during the year that managers and employees communicate about the employee's contributions. More frequent conversations help keep everyone on the same page, develop stronger relationships between employees and managers, and make annual reviews less stressful.

Performance Appraisal Criticism

An issue with performance appraisals is that differentiating individual and organizational performance can be difficult. And if the evaluation's construction doesn't reflect the culture of a company or organization, it can be detrimental. Employees report general dissatisfaction with their performance appraisal processes**.** Kravchuk, R. S., & Schack, R. W. (1996)

2.6 Step in Strategic Control

The process of evaluation is a five step feedback process. The first step involves determining what to measure (Wheelen and Hunger, 2006). The implementation process and results that need to be monitored, need to be specified and they must be capable of being measured in a reasonably objective and consistent manner.

The second step is to establish the standards of performance. Standards are detailed expressions of strategic objectives. These standards are set not only for the final output but also for intermediate stages of output.

The third step is to measure the actual performance of predetermined times. The fourth step is to make a comparison between actual and the standard that had been earlier set and the final step is to take corrective action if the actual performance results fall out of the desired tolerance range.

Siro (2009) in his study noted that most of the evaluation and control was in form of budget and budget reallocations. In addition, the study revealed that constructing evaluation and control systems takes time, there will be many twists and turns along the road, but the journey and rewards are worth it. This is because evaluation and controls area continuous work in progress for many organizations. Otieno (2012) suggests that strategy evaluation and control helps organizations to gain a competitive edge, define the business and enables an organization to steer in the right direction.

2.7 Challenges in Strategy Evaluation and Control

The process of strategy evaluation and control experiences some challenges just like any other processes. Thompson, Strickland and Gamble (2005) identified four challenges associated with strategy evaluation and control.

- The first challenge is the need for a clear fit between strategy and structure no matter which comes first as long as there is similarity in the operating environment.
- There is the need for management style to be appropriate to the strategy being implemented.
- The third is pragmatic goal-setting and controls, with need for heightened control as uncertainty and change provide a volatile environment
- And lastly, the difficulty in identifying coordinated targets at various levels in the organization. Rumelt (1980) further acknowledges that the main challenges of strategy evaluation and control can be discussed in three distinct points.
- First, each business strategy is unique, thus the strategy adopted will depend entirely on the context of the business. Therefore there cannot be a "one best way" of evaluating and monitoring strategy.
- Rather, strategy evaluation must focus on the logic that is flexible, adaptable and is concerned with careful assessment of extent of a company's adherence to set goals and objectives as well as an assessment to establish the extent to which goals have been achieved, most people including seasoned managers would rather set goals than try to evaluate them because the former is easier.
- Finally, evaluation and control systems could appear appealing in principle but they potentially can create conflicts and there are some managers who have come to view strategy evaluation and control as a springboard for adopting "management by much more than results"

Nguni (2010) observes that organizations face challenges such as incomplete quarterly and annual reports, lateness in reporting to work, government interference, high staff turnover, lack of motivation, changing priorities, lack of finances, bureaucracies and lack of smart objectives in some strategies. Whereas it is believed so the following are some of the major advantage of strategic evaluation and control

Rumelt (1980), pointed out that however it is accomplished, the process of business strategy evaluation and control seeks to answer questions as to whether the objectives of the business are appropriate, whether the major policies and plans are appropriate and whether the results obtained confirm or refute critical assumption on which the strategies rest. Obtaining answers to these questions requires a reasonable store of situation based knowledge and more than the usual degree of insight.

According to Abbass (2003) Effective control systems have established standards that must be met to ensure success. Effective control systems and methods must be

1. ***Economical*****:** Information must be obtained for effective control. However, if too much information is obtained, the control system will become cumbersome and ineffective.

2. ***Meaningful*****:** A control method that does not provide information concerning an objective of the organization is useless. It is not as important to evaluate only what is needed.

3. ***Timely*****:** Information must be provided to management in sufficient time to effectively take any corrective action required. An effort must be made to ensure that any control system obtains the required information without overloading the controllers with superfluous information that bogs down the control process.

4. ***Accurate and realistic*****:** Measure the true character and nature of an activity or function. What is important? What affects the achievement of the goals? Control systems must provide management with a true picture of what is happening.

5. ***Informative*****:** Control systems must provide qualitative information on trends. These qualitative subjects provide management with information that can signal problem areas that need further attention, thus facilitating faster resolution of the area of concern.

6. ***Facilitate action*****:** Information provided to individuals lacking the ability or authority to take corrective action is useless and, in fact, detrimental. This detriment results from the manager's perception that the reports are useless. Therefore, the manager tends to ignore a useful report and ultimately wastes resources. The person who receives the report must be able to use it effectively.

7. ***Simple*****:** If the system is so complex that a manager becomes confused and needs to study the mechanics and methodology of the system, then it probably needs to be redesigned. If ideas cannot be expressed in an easily understandable format, they become useless.

2.8 Conceptual framework for strategic evaluation

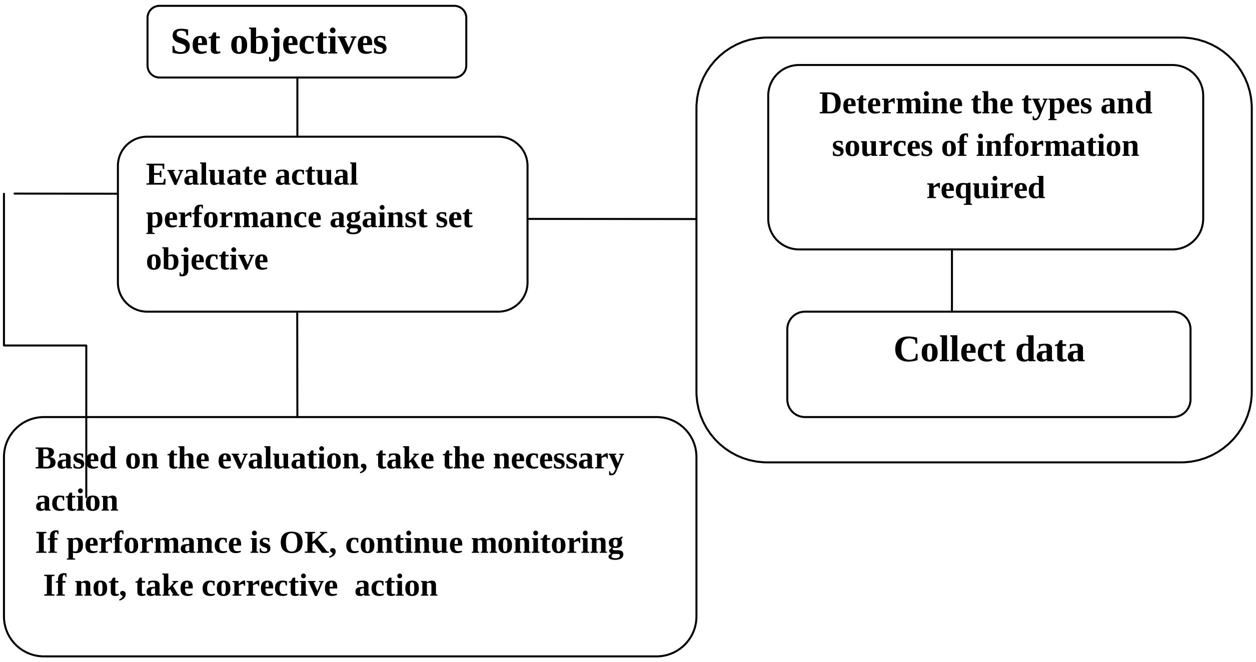

Figure 3 *How the evaluation and control process works*

The way the evaluation and control process works is quite straightforward: set objectives, evaluate actual performance against the objectives, and, based on the evaluation, take whatever action is necessary. However the most problematic step is setting objectives. It involves looking at strategic targets. These could be your strategic goals and objectives, or operational plans and programs that have been set up to meet the goals and objectives while ensuring that they have measurable outcomes.

The difficulty in setting objectives lies not so much in specifying the outcomes themselves as in (a) identifying those areas where performance objectives should be set and (b) evaluating whether the level of performance set is appropriate. To set objectives properly, the first thing to do is to establish which areas require performance objectives. Start with the big picture, then narrow down to the most essential

2.9 Empirical review

Title;The Implementation of Strategy Evaluation Model and Index System Construction.
Kailiang Chen, Wei Guo, Huirui Li School of Management, Xi'an Polytechnic University, Xi'an 710048, China

Strategy evaluation process enables firms to continuously assess current practices and their contribution to strategy implementation. This study has examined strategy evaluation process and strategic performance

The implementation of strategy have been paid more and more attention at home and abroad, but research related to the academic community makes the understanding of the implementation of the strategy is not systematic and in-depth, and difficult to provide guidance to corporate management practice. In view of this, based on literature review, meaning of the implementation of strategy is defined in this thesis. Meanwhile, an academic model concerns the implementation of strategy is founded. This model is composed of adaptation of strategic environment, support of strategic implementation, control of strategic operation, and effect of strategic implementation.

Benefits of strategic evaluation and control are three: They provide *direction.* They enable management to make sure that the organisation is heading in the right direction and that corrective action is taken where needed. Second they provide *guidance* to everybody. Everyone within the organisation, both managers and workers alike, learn what is happening, how their performance compares with what is expected, and what needs to be done to keep up the good work or improve performance. Finally they inspire *confidence.* Information about good performance inspires confidence in everybody. Those within the organisation are likely to be more motivated to maintain and achieve better performance in order to keep up their track record. Those outside – customers, government authorities, shareholders – are likely to be impressed with the good performance.

7

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with design of the study, sources of data, sample and sampling techniques, instruments of data collection, procedures of data collection, and methods of data analysis.

3.1 *Research Design*

The study used a case study design in determining the strategy evaluation and control practices at hope University College. Kothari (2004) describes a case study as a form of qualitative analysis that involves a careful and complete observation of a social unit. He further describes a social unit as a person, family or institution. The researcher adopted a case study because of its contribution to the knowledge of individual, group, organizational, social and political phenomena. The case study has been a common research strategy in business and organizational planning. The starting point for selecting the appropriate research method is the research problem and the best methodological fit but will also depend on external constraints such as cost and time (Ghauri and Grønhaug, 2002.

The distinct need for case studies arises out of the desire of the researcher to understand the complex of the topic. The case study method also allowed the researcher to retain the holistic and meaningful characteristics of the real life events such as individual life cycles, organizational and managerial processes.

3.2 Data source

3.3. Data collection Method

3.4. Sampling

3.5. Data analysis

3.2 Data source

In this study, both primary and secondary data were used to collect adequate information about the current status of Hope university college`s strategic evaluation and control method. So to fully understand and get first-hand facts concerning the availability of strategic management plan with it evaluation and control system, alongside the existing challenges while implementing the evaluation and control methods Primary sources of data were used. These data were collected by questionnaires and interviews from mixed group from high to mid-level management that are highly related to the strategic plan evaluation and control system.

Secondary data were collected from published and unpublished materials, which were available in the form of books, journal articles, proclamations, policy briefs, organizational structures, performance reports and pertinent academic theses. Particularly data pertaining to reports, the old as well as currently functioning strategic plan were collected from the university college`s website and office.

3.3 Data Collection

Since the core date source is qualitative data and few of quantitative data is also included. All possible forms of secondary date source used as well as data were gathered by using appropriate data collection tools in order to obtain sufficient information from respondents. The types of data collection tools were used in this study.

3.3.1Questionnaire

A very summarized and simple questionnaire (Appendix) that contains only close question was forwarded in order to gather data pertaining to facts and indications. The questionnaire has no space to reflect opinions, believes, and views on the strategic plan evaluation and control system.

The main constituents that a questionnaire addressed if respondents have access to the current strategic plan, if they know strategic mission , vision and strategic objectives, and what is the tendencies of the university college when it comes to organizing and staffing, monitor and evaluate, and the major challenges that affect the management of educational system.

Therefore, a questionnaire is employed as a principal data collection instrument, because factual information was better secured and also it is an appropriate instrument to obtain variety of opinions from a large size of population, relatively within a short period of time.

3.3.2 Structured interview

The interview guide was used in the collection of data mainly focused to take more information from high level management staffs. Interviewing is a way to collect data as well as to gain knowledge from individuals. Kvale (2008) regarded interviews as an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social impact of research data.

The interview guide (Appendix) was considered appropriate for this study since there was need so to get an in-depth understanding of the strategy evaluation and control practices at the Hope University College and this could only be achieved by conducting interviews.

The guide contained questions on strategy evaluation and control practices and the challenges faced in strategy evaluation and control at the Hope University College.

The researcher personally conducted the data collection exercise through face to face interviews with the respondents. Some of the higher level management team members that were respondents to the interview are the; vice president, academic dean, senior accountant, assistant registrars and registrars. And also other members of staff who are involved in strategy evaluation and control at the Hope University College are also questioned.

3.4 Sampling

Currently HUC have eight departments under 4 schools, Educational, school of finance and management, information technology, school of food science. So total of 43 academic and 19 supporting staff. However from the purpose of this study from mixture of both 34 respondents were selected by Stratified sampling technique. For this 34 respondents also include student councils were used.

3.5 Data Analysis

The researcher collected qualitative data and content analysis was used to analyse the data's. Kothari (2004) explains content analysis as the analysis of the contents of documentary and verbal material and describes it as a qualitative analysis concerning the general importance of the message of the existing documents and measure pervasiveness. Before embarking on content analysis, the researcher assessed the written material's quality to ensure that the available material accurately represented what was written or said.

The researcher then listed and summarized the major issues contained in the interview guide responses. This enabled the researcher to structure the data in a way that made it possible to analyse and interpret it. Analysis on content was based on the meanings and implications stemming from respondents information and documented data on strategy evaluation and control (Cooper and Schindler, 2003).

3.6. Ethical issues

The ethical principles well-thought-out in this study is informed consent, after fully informing respondent the background and purpose of the study and also reassuring information shared will not be traced back to them.

CHAPTER FOUR

4. DATA ANALYSIS

Since the main objective behind this project work is to determine the strategy evaluation and control system at Hope University College, the interview guide discussed issues related to awareness of the strategic plan contents, the roles played by departments in the evaluation and control process and the practices employed in the strategy evaluation and control process.

The data was also collected through discussions and was analysed critically to help in drawing conclusions. The interview guide was used to collect the primary data various departments within the University College. Those involved include Vice president of academic affair, vice president of Administrative and Financial Affairs, Director of Quality Assurance, Registrar, and the Deputy registrars, Deans of Faculties, Director of Finance, Dean of Student Life, Director of Human Resource Management and Director of Decisions Support. This is because most of these members of staff have been in University college for many years and have thorough knowledge of the day-to-day operations. The primary data was analysed using content analysis.

4.1 Strategic plan (2015-2020) of Hope University College

HUC has short organization history with the first strategic plan of Hope university which was developed in 2010- 2015. And the current strategic planning process (2015- 2020) was undertaken that is built upon the lessons learned from the preceding strategic plan and contemporary emerging issues and aspirations of the College.

The current strategic plan has five sections, namely the introduction, background information, strategic issues, objectives and strategies and lastly, the implementation framework. Addition University was constantly evaluating its practices as well as putting up controls after receiving feedback.

Vision; aspires to become a centre of academic excellence in the provision of value based education

Mission

To transform capable and potential youth to be competent and responsible leaders

Planning process for the 2015- 2020 strategic plan was done by the Strategic Planning Committee (SPC), formed by the top management of the College reviewed different documents pertinent to the planning process and conducted a number of meetings to draw together all their energies in order to coherently and harmoniously provide the critical leadership essential for an efficient and successful higher education strategic planning process. To this effort, the First attempt was reviewing the experiences of different higher education institutions both local and International. Accordingly, potential characteristics of an ideal higher education institution were identified.

Strategic themes are critical issues that we should devote all our energies so as to realize the vision of the College by carrying out its mission successfully. Accordingly, after a thorough analysis and discussions of the confluence of factors (previous plan performance, mandate, and SWOT the current strategic plan is planned.

The following major strategic issues;

- Governance & Administration System
- Learning-Teaching
- Research, Outreach and Community Services

Strategic issues 1: Governance & Administration System

Strategic Goal 1.1 To be a full-fledged/broad-based University of about 2,000 students, that is recognized for its excellence in education and research activities by the year 2020.

Strategic Goal 1.2 To create lean and flexible internal governing structure that contributes to participatory administrative & academic decision making.

Strategic Goal 1.3 To improve operational excellence by rendering effective and efficient Academic and Administrative Support Services

Strategic issue 2: Learning and Teaching

Strategic Goal 2.1 To be an outstanding College in the ways we undertake our learning and teaching. (Academic Excellence)
Strategic Goal 2.2 To sustain and extend approaches to learning that further enhance the professional capacities of graduates and the career destinations they are able to reach.
Strategic Goal 2.3 To challenge students confronts their values, attitudes and behaviour with an ethical spectacle that emphasizes public interest and investment in the community ahead of the pursuit of self-interest.
Strategic Goal 2.4 To establish linkage of the graduates with the job market and societal needs that enhance the learning-teaching process

Strategic issue 3: Research, Outreach and Community Service
Strategic Goal 3.1 To be recognized by Research and Publication endeavours as one core pillar area of excellence
Strategic Objective 3.2 To contribute positively to the societal, economic, cultural and health development via integrated research and community services.
Strategic Objective 3.3 To establish and maintain a long lasting professional (educational and research) collaboration with national and international institutions that support its rationale of establishment.
So to uphold this goals and objectives, the university college has an internal and external monitoring and evaluation scheme. The internal monitoring and evaluation scheme is spearheaded by the university college's office of quality assurance. Then there are external actors like the donors, signatory government agencies and the beneficiaries that attend to monitoring and evaluation.

4.2 External monitoring and evaluation scheme

The donors ensure that the institution operates as per funding agreements established. The Ministry of Education appraises the status of the institution as per the Proclamation for Higher Education (Proclamation No. 351/2003) and quality assurance provisions as stipulated by the Educational and Technical Quality Assurance Agency. According to Nail Dowida, quality is defined as "fitness for purpose." In the case of an institution, quality refers to demonstrated ability to achieve stated aims and objectives. (Dowida,2005).

4.3 Internal Quality Assurance

However Quality assurance is the means by which an institution confirms to itself and to others that conditions are in place for students to achieve the standards that the institution has set. Therefore, quality assurance requires comparison between observed and intended outcomes, analysis of gaps between observed and intended outcomes, and development of response strategies to remedy these gaps. It is critical that all higher education institutions maintain their own internal, rigorous quality assurance systems.

The quality assurance office of HUC was established in October 2011, when the university college first became operational, offering courses within five accredited departments. The office was established to operate as one of the wings of the university college indicated in the organizational structure set forth in the Charter (page 42).

The unit of quality assurance is organized with the necessary equipment and office facilities having a quality assurance director with the responsibility of coordinating and addressing quality education and enhancing institutional quality. It is established with the mandate of carrying out the review of actual outcomes of the content and pedagogy of disciplines of departments, courses, programs and student competencies (2015-2020 Five Year Strategic Plan, page 42).

One of the forerunning tasks of the professional quality assurance unit is ensuring that there are clear and common understandings of quality assurance, and that appropriate procedures are developed, implemented and monitored to regulate the work of the institution. With this mandate, all activities that pertain to the day-to-day endeavours of the teaching-learning process, monitoring, supporting and maintaining quality education, and finally evaluating the outcomes are some of the responsibilities of quality assurance unit.

It is also perceived that the quality assurance unit has a developed a Quality Assurance Policy which is in line with its Five Year Strategic Plan. Conditions, Systems, and Mechanisms Put in Place to Achieve Standards. The some of the conditions, systems and mechanisms in place to meet standards and address the objectives set by the institution are related to class room sizes, campus facilities, curriculum relevance continues assessment on both students and the staff

The Charter and the Strategic Plan are accepted as corner stone guiding documents at the university college and are the main source for directions, rules and regulations upon which the college community exercise its rights. The charter describes the mandates, rules and regulations, obligations and responsibilities of the university college and its various stakeholders. The charter was widely available to all via the intranet portal and noted its presence in hard copy in the offices it investigated (offices of management and department heads, and some other staff were viewed). Conversations with staff and management, as well as minutes from senate meetings indicated that the Charter and Strategic Plan are referred to regularly to guide institutional processes and decision making.

Both internal self-evaluation and external review are vital components of the strategic evaluation and control system. These structures should penetrate through every area and level of teaching and learning. Establishing conducive systems and workable environments demand experience, time, commitment and a habit of evaluating and controlling to achieve strategic goals.

The objectives of HUC's internal quality assurance process, also known as Self Evaluation, are two fold:

- To create an honest, candid information base for HUC regarding its current position in relation to its stated mission and goals. Knowledge of both the relevance of its goals and of the things preventing fulfilment of these goals is essential for achieving maximum quality education for students, with greatest impact on the local economy and community.
- To assist the Higher Education Relevance and Quality Agency (HERQA) to analyse and assess the quality and relevance of educational programs offered at Hope University College.

Self-Evaluation Document is created by a committee of volunteer staff members representing a cross-section of HUC community. This committee was named the Self Evaluation Document Team (SED Team), In the interest of maximizing the impartiality and the autonomy of the SED Team, senior management of the university college were excluded from membership. Representatives from each accredited faculty were included on the SED Team.

4.4 Analysis and Interpretations of the Data

The questionnaires and secondary date review were focus on if the strategic plan is evaluated and controlled as well as challenges encounter. Based on this the analysis were carried out deep contextual analysis is developed. Both the questionnaire and semi-structured questions data were presented below.

4.4.1 Assess the strategy evaluation and control practices at the HUC

Almost all of the respondents were aware of the existence of the strategic plan and its period of service which is from 2015 till 2020. Assessing the full understanding the respondent content of the strategies plan questioner probed; Inscribe one strategic objective or vision of the university college. Even if Hope University College's Charter, Article 2, page 11, and 2015-2020 Five Year Strategic Plan, page 31.) Both have the mission and vision statement is presented, all respondents mentioned only some key words form the mission and vision statement.

During an interview session with the vice president stated that,

> "*Ethiopia is in a state of phenomenal change. The people of this ancient nation are embracing the changes with renewed hope and enthusiasm. The vision of Hope University College therefore, is to play its own part in contributing to this renewal and the transformation of society through knowledge and value-based education. It envisions that its graduates will and can make a difference in the realization of the aspired transformation in the land.*"

Besides, HUC has distributed documentation that stating vision and mission (in addition to many other procedural issues governing the college's activities) in bound hard copy to all stakeholders, including government agencies, Board and the General Assembly, members of Hope Enterprise, donors to the university college, etc. It has also been posted on the university college's website www.hopeuniversitycollege.org for all who may be interested. Likewise, for the purpose of internal stakeholders' information (college community), it has been made available both digitally and in hard copies as easy reference. In addition, all new-coming staff and students are often guided to this document during orientation sessions.

Despite such efforts, interviews made with randomly selected respondents revealed that there are some gaps in internalizing the vision, mission, objectives and values of the university college. A group of academic staff members who had been recruited before the university college started actual operation of the teaching -learning process replied that they were involved in an induction program that took a couple of days, chaired by the founding president, Dr. Minas Hiruy; they explained that this induction program was a very important event to help understand and share the university college's vision, mission and values.

On the other hand, staff members who have been recruited more lately 3-5 years back replied that they are not as well acquainted with the vision and mission of the institution. The responses of this study indicated gaps in internalization of vision, mission and values: almost all respondents replied that they knew little about the vision, missions, values and goals of the institution

4.4.2 Analyse HUC 2015-2020 strategic plan major objective

- Governance & Administration System
- Learning-Teaching
- Research, Outreach and Community Services

A. HUC governance and management system

HUC has a clearly defined organizational structure. The Board of Directors of Hope Enterprise (as appointed by the General Assembly), is the supreme governing body. Beneath this board, the college has its own organizational chart as shown in the Charter on page 42. A board-appointed president, assisted by two vice presidents, runs the university college's various functions, while a senate selected according to the provisions of the Charter (Article 20.1.2 and 20.1.3) acts as a management committee to help the upholding to the beliefs, core values and the staff code of ethics among many others of the university college. The general documentation regarding the senate and its duties and responsibilities is found on pages 39-42 of the Charter. Under the president, the university is structured into two subsystems as academic and administrative. The academic affairs subsystem is headed by the Vice President for Academic Affairs (VPAA), and that for administrative and financial affairs is headed by Vice President for Administration and Financial Affairs (VPAFA).

All the functions and responsibilities pertaining to these offices are spelled out in the Charter (pages 32-38) and also personally given to individual officers. Both analyses of documents and observations of the revealed that; HUC organizational structure is documented and communicated to the university college community effectively through the Strategic Plan. The structure has also become operational across all functions by the thorough assignment of appropriate resources (both human and material).

The organization seemingly has adapted the right type of management system that is able to achieve its predetermined objectives. Activities are properly identified and delegated to various departments for execution. The management at all levels appears to have strong competence in terms of desired qualifications and experience.

In short, the organizational structure seems sufficient to run and manage the entire activities of the organization, and lead the organization towards effectiveness, transparency and good governance at large.

B. Evaluating Academic and Support Staff

In order to achieve the goal of making HUC a centre of excellence, the university college adopted competency-based education as its strategy. HUC's student-centred and competency-based mode of delivery addresses the issue of absence of a link between theory-practice in higher education. In order to implement competency-based education, HUC needs committed staffs that are willing to invest their full energy, knowledge and time into the teaching-learning process.

The study found that the procedures for staff recruitment are documented in the HUC Charter (pages 118-123). These staff recruitment and selection procedures are followed, and minutes from screening processes to select staff are filed. The current staff numbers are sufficient for existing programs, but appear to be not adequate for the forthcoming years.

According to source; Personnel files in the office of the VPAFA for the academic year 2018/2019, HUC has a total of 38 academic staff. The majority of the staff have master's degrees (76.3%) and most of the staff members are male (71%). Over three-quarters of the staff members are employed full time (78.9%).

So it is clear to say HUC falls short of HERQA's requirement for student-instructor ratio in the departments of Accounting and Finance and Information Technology. For example the number of instructors in Accounting and Finance is three; however, one of them is a part-time employee. The student-instructor ratio is also 1:35, which is far below the standard minimum student-instructor ratio of 1:25 set by HERQA.

However during this study observed that the administration was in the process of recruiting additional staff at the time of the study (job advertisements published in the newspaper; the additional staff being recruited presently can solve the limitation in staff numbers.

The other important tool used by HUC was the performance appraisal. This was in line with the performance contracting objectives. Performance appraisal enables the departments to evaluate the performance against the set targets.

It was carried out in all departments and concerns student enrolment, increase in revenue from fees and other income generating units, provision of accommodation for students and even maintenance of equipment.

Performance is the accomplishment of a given task measured against pre-set known standards of accuracy and completeness. This shows that there was department which was able to achieve this set target. The targets were given to all the heads of departments and then cascaded down to all the employees. Each employee has to fully perform his part so as to achieve the set departmental goals. From the interviews conducted, departments carried out evaluations once or twice a year. Some departments also did quarterly evaluations especially where revenue projections and budget reallocations were concerned.

The departments were later ranked in order of best performing to the most improved. The best performing departments had staff with high morale, were aware of the purpose and value of the targets set. They were later recognized and appreciated for work performed.

Performance management and eventually appraisal of work, there has to be planning, communication of targets, evaluation and feedback given. The Administrator at the Academic Revenue was positive that with strict timelines given through work plans, most of the targets would be met, thus making this the best University in Ethiopia.

C. Assess learning and teaching system Student Admission and Support Services

HUC's has its own admission policies designed based on the criteria set forth by the Ministry of Education. The admission policy is recuperated in the charter and other documents. All the staffs are aware of the admission policy and have an access to it.

According to the HUC Charter, regular program targets two types of applicants for admission: Firstly, needy applicants under the assistance of the Ladders of Hope and various other high schools in Ethiopia, who are admitted on sponsorships. Secondly, other qualifying, fee-paying applicants are admitted from anywhere in Ethiopia or beyond.

In the evening extension courses, the university college admits only fee-paying students. The minimum requirement stated by the Ministry of Education is taken as a compulsory requirement for admission, and beside this, other criteria developed according to the Charter by a committee delegated by the senate at the beginning of the academic year.

The university college has developed a Student Handbook to introduce students to the rules and regulations they should abide to and be governed by. The handbook introduces the students to the university college policies and lets them know their rights and obligations at the institution (Student Handbook, P.26).

The handbook states students' rights to participate in governance and introduces them with the knowledge of what is expected of them with reference to their academic career and requirements as a student of HUC. Awareness of rules and regulations on the part of the learner is very crucial in creating conducive educational environment.

As stated in the Charter, the student government (also known as "student parliament" or "student council") is considered an important wing in student life; since citizenship and democratic culture are an important aspect of student development, the university college has provided for the setup of a student parliament within the campus for students to address their concerns and engage in self-help activities under the supervision, advice and support of the Dean of Student Life. The student government has been active in bringing students' concerns directly to the management and to the Dean of Student Life. Two students, a female and male are also chosen by the student government to serve as non-votive members of the senate.

Addressing and facilitating the issues related to student's academic and other social affairs along with academic and other staff members of the university college is one of the responsibilities of the student government, as stated in the Charter.

D. Evaluating Program Relevance and Curriculum accuracy

For a curriculum to be relevant, it should emphasize on problem solving, stress skills development and knowledge acquisition, provide allowances for individual differences, focus on results, set standards and targets for students' learning, be responsive to emerging issues, relate lessons to the real life of the learner, provide a means for future life and employment, and should create means for the development of society in general.

Having the above background information on curriculum, the study tried to assess the program relevance and curriculum of the faculties of Business and Information Systems at HUC, and thus summarizes its evaluation in the following paragraphs.

Since Participation of stakeholders is paramount in designing, developing and revising, In this regard this study found out that the university college underwent a stakeholders' workshop in September 22, 2009 while the process of designing and developing the academic programs was on going.

The university also has clearly stated and detailed new program approval procedures. Moreover, there are documented procedures through which programs are approved, monitored and reviewed periodically (Charter Article 45, and curriculum of the respective department, section 11). Even though, Section 5.2. Of the Curriculum depicts program assessment procedures clearly.

Whereas curricular aims and objectives are clearly stated, they need to be explicitly communicated to students through different mechanisms. During field and document observation, realized that the university college uses different mechanisms for such communication; among them are keeping the curriculum in different places (registrar, dean's office, department offices, local intranet) both in soft copy and hard copy for easy access. The other mechanism is using a course outline in every course, which consists of course objective, description, content, evaluation mechanisms and references are given by respective instructors at the start of the semester.

Graduate profiles in the curriculum (section 3.1. of the curriculum) state that all HUC graduates shall exhibit (1) integrity and personal accountability, (2) self-regulation, (3) intellectuality (4) competence and (5) leadership. Furthermore, teaching methodology (competency-based education) which is student-centred approach emphasizing theory, skill, work scene interface and personal development which ensures the balance of cognitive, affective and psychomotor domains of education.

E. Researches and study

The balanced scorecard is not widely used within the University college. However, to be in line with the innovation and learning objective, the University has been able to set up the Research, Production and Extension office. This was due to feedback received from various stakeholders who are primarily research oriented including the government. As stated on Article 4.5 of the Hope University College Charter has the following provisions indicate the strategic objectives regarding research:

- *HUC should serve as a centre of research on particularly topics that add value to community and national development.*
- *Share findings of research with the academic community and those interested in the knowledge gained.*
- *Experiment with research findings that can be applied for use and share the knowhow with those interested for replication.*

However due to different reasons the university college has not conducted research. Research requires planning, budget, student involvement, faculty release time and interest.

According to the VPAA

> *, "We are a very young institution, but we intend to start research programs in the near future. We look forward to involving senior students in research once the college has filled all staff positions."*

Eventual goals include peer-reviewed publication and dissemination of research generated, such that academic research undertaken by Hope University College ultimately can be used for development in multiple fields.

F. Collaboration with Other Institutions

Hope University College is collaborating with the International Leadership Academy of Ethiopia (ILAE). ILAE is renting HUC facilities to teach high school students, some of whom are need-based students on scholarship, and some of whom are fee-paying students. The two institutions share teaching resources, collaborate on events, and work together to meet shared needs, such as responsible waste management (direct observation).

The World Health Organization's Country Office has accepted partnership with the Science and Technology Faculty, and has assisted the faculty with text and e-book resources, as well as contacts with professionals in the field. (Letters and emails demonstrated this connection)

The VPAA stated the following during an interview:

> *"Woord and Daad is our Dutch partner organization and link to overseas universities, institutes and funding agencies – we have a communication chain in place such that they email contacts and opportunities to the HUC vice presidents, who then foreword on the details to appropriate HUC staff for response. They have shared and continue to share information on faculty development, funders, and capacity building with us."*

The VPAA also discussed other university collaborations that HUC administrators have been working to develop, with two other universities, Trinity College and Open University had showed possible collaboration on many areas, like staff development, training, sending experts and exchange programs for the students. Open University expressed willingness to make online courses available to HUC faculty and students.

G. Involvement in Outreach and Community events

I. Library Service

HUC has a well-established library with fantastic text and ICT resources, and many people from outside the college community have been asking to use the resources and services of the HUC Library.

Anyone from outside the college are allowed to access to the HUC library. And draft policy is also available that would for allow non-HUC member use that entails a membership fee for library entrance and a deposit for borrowing books. However nobody out side of the HUC community uses the facility

II. Community Events

Hope University College provides a venue for community events such as weddings, meetings, and so-on. Hope University College is also engaged in positive, community-building recreational activities such as the “Run for Hope” 5 K race ,open to involvement from within and outside HUC (flyers and T-shirts for this event have been observed).

4.5 Major challenges

In strategy evaluation and control, there were some challenges which the respondents gave that slightly hindered the process. The major challenge noted was inadequate skills in the area of evaluation which meant that some of the processes were not well aligned with the goals of the strategic plan. Some employees viewed the appraisal process with suspicion and felt that it was meant to malign them.

There were interviewees who did not find the evaluation and control practice as being very important and felt it was biased to favour the management. This also brought out the aspect of inadequate controls in some departments. One respondent was of the opinion that the evaluation and control practices were not well coordinated. This was because of the changes in the environment in which the University operates. The discussion suggested that some of the plans cascaded down to the staff became obsolete during the period in review.

The management was encouraged to stimulate the creativity in generating new ways of implementing controls. It was difficult to predict the future with accuracy. A discussion held indicated that the culture and working environment of the University has been a challenge in the process of evaluation and strategy.

Culture impacts on most aspects of organizational life, such as how decisions were made, who makes them, how rewards are distributed, who is promoted, how people were treated and how organization responds to environmental changes There has been resistance by some when corrective action was taken concerning issues relating to indiscipline in the workplace.

This has led to slow pace in realizing the objectives of the strategic plan. Some employees were of the opinion that evaluation and control measures undertaken were meant to frustrate them. When missions are redefined, the demand for employee skills is redefined as well. Realizing the full benefit of the evaluation and control efforts is impossible without a detailed knowledge of skills assets across the enterprise.

One of the respondents in this study hinted that there was disconnect between those who formulated the strategic plan and the staff who were supposed to implement it. This led to uncertainty when it came to evaluating the process of implementation. There was also the concern raised on poor co-ordination strategy evaluation and control process.

This led to poor reporting in some cases of the results of the evaluation process. The huge difference between the strategy, administrative and operational evaluations was not noted in many cases.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Firstly, the study was to determine the strategy evaluation and control practices at Hope University college. The second aim of the study was to identify the challenges of strategy evaluation and control.

5.1 Summary of Findings

The aim of the study was to find out the strategy evaluation and control practices at the Hope university college. Most of the respondents were of the opinion that evaluation and control practices have enabled the university to improve its services to the public. These practices gave this institution a competitive edge over other private higher educations.

Most of the departments carried out evaluation mainly by use of performance appraisal of employees who already had targets cascaded down to them. The heads of departments did evaluations and implemented controls continuously. The departments which undertook continuous evaluation did so through the use of monitoring and benchmarking. They kept in touch with the developments in the educational sector and ensured that they tried to integrate new things with the objectives that they had been given. The main ways of evaluation those were used within the HUC.

University were performance appraisal, monitoring, benchmarking and use of customer feedback forms. There were formal and some informal ways of evaluating whether the goals of the strategic plan were being achieved. The respondents were of the view that strategy evaluation and control practices would enable the HUC being among best educational initiation in Ethiopia.

The University has been budgeting for the evaluation process as well as the controls necessary. The budgets were utilized in the form of training which also served as a control process so as to enable human resource aware of what is expected in the various departments. Monitoring of financial performance in the field of reducing errors and frauds was the commonly used method of evaluation and control.

Comparing the budgeted figures with the actual expenditure, reducing the aging debt and also reducing recurrent expenses in the latest austerity measures were of critical importance.

The Hope university college has been able to review its strengths, weaknesses, opportunities and threats in various areas. The issue of competitive advantage is the most important as the first objective of the strategic plan was to review academic programs to ensure relevance and applicability. There was a huge investment in technology to assist in control measures set up in various departments.

The results of the evaluation were discussed in departmental meetings and any unfavourable feedback sorted out as quickly as possible. Many of the departments however did not see the negative feedback given as a way of improving their services. The customer satisfaction survey was conducted formally in some departments in the form of feedback forms supplied at their offices while some departments just collected the feedback verbally.

5.2 Conclusion

In the last 5 years, countless developments taken in evaluation and control. There were formal ways of evaluation which had been used by the university to gauge whether it was on the right path towards the achievement of the goals of its strategic plan. These include performance appraisal, monitoring, customer feedback and strategic audits.

Some of the informal ways of evaluating the performance of the strategic plan were whether there had been an increase in assets, student enrolment and revenue from income generating units.

The process of evaluation and control should be demystified through proper training and also including during the formulation of the strategic plan. There is need to create awareness in all levels of the implementation of the strategic plan. Effective evaluation and use of control processes will enable the HUC to compete at a higher level with many top Universities in the Ethiopia.

Process of evaluation and control will ensure that all goals in the strategic plan were achieved. In the long run, the implementation of the results of most evaluations that have been conducted will elevate the status of the Hope university college. Evaluation and control will build competitiveness and improving overall performance within the higher education sector.

5.3 Recommendations for Policy and Practice

The university needs to allocate more resources for the training of staff in the area of evaluation and control. The training could be internal or external, where staff would be trained in workshops by experts. This would reduce the negative way in which some viewed this process. Procedures should be spelt out to all the stakeholders to make this whole process flawless. The University management should involve staff from all the departments in the strategy planning process.

There should be clear and laid out ways of carrying out evaluation and also what control processes should be implemented where needed with respect to its strategic themes and set strategic goals. This will naturally translate to better ways of evaluation and control as staff was charged with the day to day implementation of the plan.

This study strongly suggest

1. HUC will be benefited if it can use Balanced score, which is requirements which are tailored to meet the requirements and uniqueness of the organization. Whether controls were developed to facilitate innovation or for other purposes, managers must continually assess them to ensure they were achieving the intended results. Reliable and effective control systems have certain characteristics in common. and in the future benchmarking card to evaluate strategic objectives that are related to setting up standard and culture.

2. However an ISO certification and standardization shall also be given great consideration. The management should also interact with other Universities especially in the developed countries concerning the process of evaluation and control.

3. There was so much to be addressed and also learnt so that there could be improvement in all areas of service in the Hope university college, towards becoming a world-class university committed to scholarly excellence.

4. Any negative issues arising from the evaluation should be documented and the evidence filed. This will serve in handling and improving the process of evaluation and the subsequent controls. Those charged with the task of implementing evaluation and control should interact freely with those who are evaluated as this will allow feedback to flow both ways.

   The study found out that it was very important for the university management to engage all staff in its evaluation process to reduce the negative way in which they viewed the process. Finally, it should be noted that managing the evaluation and control practices is continuous process whose rewards are worth it.

5. Evaluation for performance improvement is important for all the stakeholders at HUC management and the general academic fraternity may use this study as a focal point given its contribution to knowledge on strategy evaluation and control practices. These findings may be compared with any other studies that had been carried out in other industries. The University Management Board should consider setting up a permanent evaluation and control office or department to mainly provide guidance on this very important process.

   This department should comprise of professionals with technical knowledge in the area of strategic management. It is necessary for the evaluation and control practices to be standardized so as to make the process fair. This study is of great importance to the government as it provides the basic information on the evaluation and control practices that could be used in the higher education sector.

   The government should create a regulatory framework which will guide and inform the universities on how to manage their evaluation and control practices. The process of evaluation and control must be undertaken in an effective and efficient manner, to ensure that the institution achieved its strategic plan and also to be able to compete with other universities in the country as well as in Africa.

To ensure the success of evaluation and control processes, there must be full co-operation between all stakeholders.

6. Finally evaluation always needs to be kept in perspective. When is enough evaluation enough? Planning, doing and evaluating are inextricably linked. Evaluation should be primarily for improvement, and if the staff believed otherwise, then administrators needed to seek reasons for this belief (Miller, Finley and Vancko, 2000).

References

Abbass (2003) Abbass F. Alkhafaji, Strategic management: formulation, implementation, and control in a dynamic environment 2003 by The Haworth Press, Inc

Alan W.Steiss 2003 Strategic Management for Public and non-profit organization, Marcel Dekker, Inc.

Atkinson, H. (2006). Strategy implementation: A role for the balanced scorecard? *Management Decision*, 44(10) 1441-1460 doi: 10.1108/00251740610715740

Chandler, A.D. 1962 Jr *Strategy and Structure: chapters in the history of industrial enterprise* (MIT Press, Cambridge, MA :).

Colin White, Strategic Management, Palgrave Macmillan Ltd.2004
Whittington, R. What is Strategy and does it Matter? 2nd ed (Routledge, London: 2001).

Cardy, R. L., & Leonard, B. (2011). *Performance management: Concepts, skills, and exercises.* New York: M.E. Sharpe.
Coulter, M. (2005). *Strategy management in action.* (3rd ed.) New Jersey: Pearson Prentice Hall.

Dan Montgomery, David Wilsey, and Gail Stout Perry 2013, The Institute Way: Simplify Strategic Planning and Management, institute press

Della-Piana, V., Low, M., & Lyman, K. (2005) the business strategy audit. Cambridge: Cambridge Strategy Publications.

De Wit, R. and Meyer, R. Strategy Process, Content, Context: an international perspective, 2nd edition (International Thomson Business Press, London: 1998).

Egan, C. Creating Organisational Advantage (Butterworth-Heinemann, Oxford: 1995).

Federal Democratic Republic of Ethiopia. (2009). *Higher Education Proclamation No. 650/2009*. Addis Ababa, Ethiopia:
Berhanena Selam.

Gale, T. (2006). Contingency approach to management. Retrieved August 14, 2014, from http://www.bookrags.com/research/contingency-approach-to-managementeom/#
bro_copy&gsc.tab=0

HERQA Institution Quality Audit. Areas of Focus for Institutional Quality Audit. May 2006.

Higher Education Degree Accreditation Procedural, HERQA, 2010.

Hope University College Charter, Hope University College, January 2009.

Hope University College ICT Policy, Hope University College, 2012.

Hope University College Library Policy, Hope University College, 2011.

Hope University College Quality Assurance Policy, Hope University College, 2012.

Hope University College Senate Meeting Minutes, June 21 2012 and February 13, 2012.

Hope University College Student Handbook, Hope University College, 2013.

Hope University College Website, www.hopeuniversitycollege.org, last accessed June 13, 2013.

Information Systems Curriculum, Faculty of Information Science, Hope University College, 2011.

Information Technology Curriculum, Faculty of Information Science, Hope University College, 2011.

Kravchuk, R. S., & Schack, R. W. (1996). Designing effective performance Measurement systems under the government performance and results Act of 1993. *Public Administration Review*, 56 (4) 348-358.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting And task motivation: A 35-year odyssey. The American Psychologist, 57(9), 705-717. doi:10.1037/0003-066X.57.9.705

Locke, E. A., & Latham, G. P. (2006). New directions in goal-setting theory. Current Directions in Psychological Science, 15(5), 265-268. doi:10.1111/j.1467-8721.2006.00449

MoE. 2000-2010 Educational Statistics Abstracts. Addis Ababa: MoE

MoE. 2010. Education Sector Development Program IV. Addis Ababa: MoE.

Naveh, E., & Marcus, A. (2004). When does the ISO 9000 quality assurance standard lead to performance improvement? Assimilation and going beyond. Engineering Management, IEEE Transactions, 51(3) 352 - 363. doi:10.1109/TEM.2004.830864

Nail Dowidar, Dr. ChAlex, Quality Assurance in Higher Education, Egyptian Journal of Surgery Vol. (24), No (1), Jan.2005.

Otieno, K. (2012). Strategy evaluation and control in churches in Nairobi (Unpublished MBA paper). University of Nairobi, Nairobi.

Performance Appraisal reviewed by caleb silver Updated Feb 8, 2019

Peter F. Drucker. Management: Tasks, Responsibilities, Practices. New York: Harper & Row,1974, pp. 498–504.

Proceedings of the Stakeholders' Workshop – Hope University College, Sept 22, 2009.

Quarter Reports, Hope University College, December 2012 and April 2013.

Rumelt, R. P. (1980). The evaluation of business strategy. In Glueck W.F. (ed.) Business Policy and Strategic Management. (3rd ed.) New York: McGraw-Hill.

Tesfaye Semela. 2006 "Academic, Social and Psychological Correlates of Gender Disparity in Higher Education: The case of Debub University "In Proceedings of the 4th National Conference on Private Higher Education in Ethiopia. Addis Ababa: St. Mary's University College

Thompson, A. A., Strickland, A. J., & Gamble, J. E. (2005). Crafting and executing strategy. (14th ed.) Boston: McGraw Hill.

Wheelen, T. L., & Hunger, J.D. (2006). Strategic management and business policy. (2nd ed.) Syndness: Addison Wesley- Publishing Co Inc.

Wren, D.A., Bedeian, A. G., & Breeze, J. D. (2002). The foundations of Henri Fayol's administrative theory. Management Decision. 40(9) 906 – 918. doi:10.1108/00251740210441108

Yizengaw, T. (2003, September). *Transformations in higher education: Experiences with reform and expansion in Ethiopian higher education system.* Paper presented at the Conference on Improving Tertiary Education in Sub-Saharan Africa: Things That Work, Addis Ababa, Ethiopia.

Yizengaw, T. (2004). The status and challenges of Ethiopian higher education system and its contribution to development.*Ethiopian Journal of Higher Education*, *1*, 6-49.

APPENDICES

This interview guide is designed to collect data that will help in better understanding the strategy evaluation and control practices at the Hope University College.
p.s The data provided by this interview guide will be treated in strict confidence.

1. Are you aware of the contents of the current strategic plan?
Yes no partially

2. How are you involved in the evaluation of the strategic plan?
Yes no partially

3. Are the broad objectives of the University's strategic plan clear enough to be understand by all?
Yes no partially

4. Are the methods employed in the strategy evaluation and control process clearly communicated?
Yes no partially

5. Does the university college undertake performance appraisal?
Yes no partially

6. Are government regulation incorporated to the strategy evaluation and control?
Yes no partially

7. Does the University benchmark its strategies with those of peers in the education sector?
Yes no partially

8. Are there any corrective actions when strategic initiatives are failing or could be improved?
Yes no partially

9. Is there any external interference concerning the strategy evaluation and control process?
Yes no partially

10. Are enough resources allocated to strategy evaluation and control?
Yes no partially

Appendixes

This questioner is designed to collect data that is summarized and directed to the research question
p.s The data provided by this interview guide will be treated in strict confidence.

Gender; ________________
Educational level: _______________________
Position: ______________________________
Work experience:____ ___________________
1. Does the university college have strategic plan? Yes No
2. When does your current strategic plan end? _______________________
3. Inscribe one strategic objective or vision of the university college
____
4. How do you make sure the strategic objectives are implemented as planned?

A) Reporting
B) Following a set upped standard
C) Resultant government regulation and requirement
D) Any partnership and Standardization certification
E) Performance appraisal
5. Who in your organization is responsible to ensure strategic evaluation and control?
____
6. What are the challenges of doing strategic evaluation and control?
a) Gap between planned and operating environment.
b) The management approach the university college
c) Resource and idea constraint

DEDICATION

I, Feteh Asrat graduate in M.A project management field of study declare that this research paper is my original work and that all sources of the materials in the research paper have been duly acknowledged. The matter embodied in this research work has not been submitted earlier for award of any degree or diploma to the best of my knowledge and belief.

Feteh Asrat Woldmeskel ---------------------- ------------------------

Sign **Date**

This research has been submitted for examination with my approval as an advisor.

Name of Advisor: ________________________________

Signature: ________________________________

Date: ________________________________