



**A REVIEW OF STRATEGY IMPLEMENTATION BY PUBLIC UNIVERSITIES IN
ZAMBIA: THE CASE OF THE UNIVERSITY OF ZAMBIA.**

BY

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A dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfilment of the requirements for the award of the degree in Master of Business Administration.

UNIVERSITY OF ZAMBIA,

LUSAKA.

2022

DEDICATION

I dedicate this work to my beloved children, Lubasi, Mwaka, Mulenga, Lerato and Mulawa Junior, and to my grandson Nathan. I love you guys. You mean everything to me. I owe this to you. Further, I also dedicate this to my lovely wife, Cathy. I will always love you Musumbi.

ABSTRACT

The purpose of this study was to review strategy implementation in public universities in Zambia using the University of Zambia as a case study. Strategy is hailed as a solution to emerging victorious from a maze of competition that organisations find themselves. This study therefore was to review how public universities implement strategies in a quest to deal with competition.

The objectives of the study were threefold: firstly, to find out if UNZA had a prescribed process of carrying out strategy implementation, secondly what challenges, if any, hampered smooth strategy implementation at the country's oldest and highest learning institution and lastly, to establish if there were any suggestions for addressing the challenges of strategy implementation at the institution.

A qualitative research design based on a case study was utilized. A total of 12 respondents were interviewed and data was qualitatively analysed using content analysis techniques.

The study's findings revealed that funding remained the biggest challenge of strategy implementation at public universities. Additionally, attitude of staff implementing strategic plans, lack of communication about strategic planning and external factors affected the implementation of strategic plans.

The study recommended that government must firstly increase allocation of funds to UNZA and secondly be firm and resolute about their pledges of financial support to the institution, in future. Further, UNZA must start developing new campuses in the provincial centers to decongest the Great East Road campus. The study also recommended that UNZA must make partnerships with industry corporates like ZESCO and exchange human resource and funds. Last but not the least, government must consider exempting UNZA and other public universities from paying VAT as the institutions do not charge VAT for the services they provide.

Keywords: *Strategic planning, Strategy implementation, strategy*

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest and profound gratitude to my Supervisor, Dr. Joseph Batala for his patience, timely advice and guidance which helped in ensuring completion of this dissertation. It wasn't easy. May the good Lord bless him in all his endeavors.

I would also like to thank all the Lecturers and Tutors who taught us during the entire programme, provision of all necessary material resources and for encouraging us all the way. Of special mention is Professor William Abwino Phiri. You made this MBA worthwhile all the way, Sir. Congratulations. Profound thanks also go to my dear friend and mentor, Professor Nkunika. Thank you for telling me not to waste my brains.

Thirdly, and most importantly, I would like to thank my dear wife and children for bearing with me and supporting me throughout the period of my studies. It was hectic and not easy, but they gave me the forbearance to carry on. I thank them most sincerely.

Lastly but not the least, I would like to say a big thank you to all my brothers and sisters and their families, and all friends I have failed to mention here individually, for the unwavering support and encouragement they gave me. To all I say may the Lord God continue blessing you in everything you do.

Of utmost and overall importance, I sincerely thank the Almighty God for everything HE is. The giver of life and all the provisions He continues gracefully bestowing on me daily. I will eternally be grateful to Him.

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ACRONYMS AND ABBREVIATIONS

CEO	Chief Executive Officer
Covid 19	Corona Virus disease of 2019
DRGS	Directorate of Research & Graduate Studies
DVC	Deputy Vice Chancellor
HEI	Higher Education Institutions
HEA	Higher Education Authority
IDE	Institute of Distance Education
INESOR	Institute of Economic & Social Research
MOE	Ministry of Education
MOF	Ministry of Finance
NELT	New Education Lecture Theatre
RBV	Resource Based View
TQM	Total Quality Management
UNZA	University of Zambia
UNZALARU	University of Zambia Lecturers & Researchers Union
UNZAAWU	University of Zambia Allied Workers Union
UNZAPROSU	University of Zambia Professional Staff Union
USD	United States Dollar
VAT	Value Added Tax
ZESCO	Zambia Electricity Supply Corporation

CHAPTER ONE

1.0 Overview

Chapter one presented the background of the study, statement of the problem, the purpose of the study, research objectives, research questions, the significance of the study, and scope of the study. The Chapter concludes with the theoretical framework of the study, delimitations and limitations of the study, operational definitions, and summary of the study.

1.1 Background of the study

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

The American universities therefore started implementation of institution-wide planning as a means of addressing growing demographic, economic and social pressures, and as a result of an increasingly complex internal environment coupled with growing constraints in the external environment.

Today, strategic planning has become the norm and is a deeply entrenched management practice in American universities (Machado and Taylor, 2006).

Yet despite the entrenchment of strategic planning in American universities, little research has been undertaken to establish their effectiveness. According to Dooris, Kelley and Turner (2002), there are many stories of success and failure on the topic of strategic planning, but a convincing, generalisable empirical study on the efficacy of strategic planning in higher education in USA has yet to be published. Hughes and White (2005) agree that strategic planning has been discussed in literature but little is known about the factors that lead to successful strategic planning in universities.

European universities have been slow in embracing strategic planning because of culture, suspicion, and lack of expertise in planning in higher education institutions. According to Machado

et al, (2006), market forces have not had a major impact on European institutions of higher education because the vast majority of European systems are public and therefore dependent on public financing from their governments. In addition, there are still vestiges of welfare state in some European countries. Secondly, many European universities have been distrustful of U.S. involvement abroad in higher education and regard it as an effort towards Americanisation rather than internationalisation. Thirdly, the planning expertise is more established in the business sector than within higher education. Despite this reluctance, however, European universities have increasingly adopted strategic planning to address emergent market forces such as globalisation, massification of higher education, and internationalisation. According to Gibbons (1998), the globalisation of the economy and pressures of international competition are dissolving boundaries between nations, institutions and disciplines, creating a distributed knowledge production system that is becoming increasingly global; and universities are part of this system. Watson (2000) strongly advocates for adoption of strategic planning by European universities to cope with a dynamic environment. According to Watson (2000), managing strategy is arguably the most important thing a college or university does, enabling all its core activities of teaching, research and a wider social and economic service to be optimally achieved.

African universities adopted strategic planning in the 1990s at the instigation of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the World Bank. The completed strategic plans were to be used as a framework of reference to guide funding negotiations with governments and donors and build a sustainable long-term future for the universities within a continuously changing environment. More particularly, the strategic plans were meant to: achieve equilibrium between the universities and its turbulent environment, sort and clarify priorities, allowing the setting of objectives at various levels, enable best uses of limited resources, facilitate better coordination among departments, achieve organisational goals, and establish a basis for subsequent performance monitoring (Farrant and Fielden, 1996). Farrant et al (1996) identify three main obstacle to strategic planning in African universities as: ambivalent governments which fail to give universities full autonomy to make far-reaching changes, reluctant academicians who see planning as a diversion of their time and are sceptical about the value of planning and are also fearful of the process, and the lack of adequate resources for universities to function in the way they were designed to function. These obstacles, according to Farrant et al (1996), raise shortcomings in the planning process namely; weak internal ownership due lack of extensive

consultation and discussion during the process, failure to identify most important priorities and inability to make realistic financial projections in implementation of the plans.

1.1.1 Higher Education Institutions (HEI)

These play a monumental role in the provision of higher education that transforms social and economic lives of any country. The roles these institutions play for any country can be categorized in four different ways:

- i. Contributing to the nation's human capital resource development by training highly qualified professional, technical and managerial personnel who take up wide a range of leadership positions within and outside the public sector, including politicians, technocrats, scientists, technologists, teachers, scholars, managers, and administrators.
- ii. Through research and post-graduate training, higher education makes possible the creation, generation and dissemination of new knowledge that is needed for national development.
- iii. Higher Education serves as a repository of knowledge, information, and expertise and provides a forum for academic debate, discourse, and critical analysis of social, political and economic issues.
- iv. Lastly but not the least, higher education enhances social justice and fosters national unity and identity (Mason, 1991; Okwach, 1997)

According to the University of Zambia (UNZA Strategic Plan 2018-2022, higher education should: 'Provide learning by offering opportunities for advanced education.

- To all suitably qualified persons without discrimination.
- Improve the quality of life of the people through relevant research in the identified areas of need.
- Explore a wide variety of higher education provisions for those willing and able to benefit, but unable to participate in regular full-time programmes.
- Advance national development through the applications of learning and research in the professions, industry, agriculture, commerce, and public life.
- Contribute to the socio-economic growth of the nation through the dissemination of relevant research findings and consultancy services.

- Foster a network of relationships with tertiary institutions in Zambia and elsewhere.
- Help promote the development of programmes of excellence in national institutions, and;
- Continue to press for adequate funding from government while striving to increase its income from other sources.

Before and during Zambia's independence in 1964, Zambia had no university or indeed any HEI to provide the above critical services. At independence on October 24, 1964, Zambia had a paltry 138 graduates trained from universities outside the country (Chondoka 2007). This situation posed a challenge for a newly independent Zambia with a mammoth task of developing its own trained human resources to take over the mantle of leadership from the colonial regime (Sanyal et al, 1976).

Thus, the University of Zambia (UNZA) was established in 1965 by an Act of Parliament called the University of Zambia Act No. 66 of 1965 following the recommendations of the Lockwood Commission. It became operational on 17th March 1966, with only three (3) schools namely, Education, Humanities and Social Sciences, and Natural Sciences and with 312 students, as a sole public university for the people of Zambia and beyond (UNZA Strategic Plan, 2018-2022).

As a post-independence creation, the major mandate of UNZA was to produce the nation's high level human resource needed for development after independence.

According to the UNZA Strategic Plan of 2018 – 2022, expansion of academic programmes and consequently, the rising numbers of student enrolments, the University of Zambia, Great East Road Campus in Lusaka could not provide adequate facilities to accommodate the high demand for higher education. Therefore, in 1975 it was decided that the University be developed on a federal basis with three constituent institutions, one at Lusaka, one at Ndola on the Copperbelt and the third at Solwezi in North-Western province. The Solwezi Campus was, however, never established. A new University of Zambia Act No. 17 that came into operation in 1979 provided a definitive constitution for this federal structure. The University of Zambia Act of 1979 was reviewed and repealed in 1987.

The subsequent new University Acts (Nos. 19 and 20) of 1987 created two independent universities: the University of Zambia and the Copperbelt University.

After the introduction of the multi-party system of political governance in 1991, the University Acts Nos. 19 & 20 of 1987 were repealed and replaced by the University Act of 1992. This was also further repealed and replaced by the University Act No. 11 of 1999 which liberalised the higher education sector to allow other players. Furthermore, in 2013, this Act was repealed and replaced by the Higher Education Act No. 4 of 2013 which has opened the higher education sector in Zambia to allow for the establishment of more public and private universities in the country (The University of Zambia Strategic Plan 2013 – 2017).

In 2015, the state established a Higher Education Authority (HEA), a body under the Higher Education Act No. 4 of 2013, to provide quality assurance, registration of private institutions, and regulation of both public and private institutions.

Currently, the Government of the Republic of Zambia has already constructed and commissioned more public universities namely Kapasa Makasa University in Chinsali district, Mukuba University in Kitwe, Kwame Nkrumah University in Kabwe and Chalimbana University in Chongwe. Recently, Government has made pronouncements of commitment to begin construction of two universities in Luapula and Western provinces. Kuyela (2016) reports that Nkrumah, Mukuba 3 and Chalimbana Colleges of Education have been upgraded into universities while Paul Mushindo University in Muchinga province, King Lewanika University at Namushakende in Western Province and Luapula University in Mansa are some of the higher learning institutions that are under construction. As indicated earlier, the Higher Education Act of 2013 has provisions for the formation and establishment of private universities in Zambia. In 2022, there are over 70 private universities registered with the Higher Education Authority in Zambia, providing higher education in various disciplines such as health, education, law, business, etc. (Higher Education Authority, 2017).

This new liberalised higher education environment brought about by the Higher Education Act No. 4 of 2013, has posed serious challenges regarding competition in higher education service delivery and student enrolment. Currently there are nine (9) public, and 79 private universities.

From the foregoing, it became apparent that long-established, public universities have to develop strategic measures and make strategic choices that would ensure that they remain relevant in the

face of competition and operate efficiently as well as financially viable with reference to financial resources (Damaseke, 2019) Engagement in strategic planning then becomes an alternative option.

From the foregoing, it apparent that long-established, public universities have to develop strategic measures and make strategic choices that would ensure that they remain relevant in the face of competition and operate efficiently as well as financially viable with reference to financial resources. In this respect, it is clear that the Zambian Government is more focused on providing easy access to higher education to its citizens through the construction of more public universities and providing an enabling environment for the mushrooming of private universities as well. This is in line with the Vision 2030 and Seventh National Development Plan. For instance, one of the aspirations of the Vision 2030 is to have:

“Diversified education curricula that are responsive to the knowledge, values, attitudes and practical skill needs of individuals and society at large;” (Vision 2030:9). Under the Education and Skills Development section of the Seventh National Development Plan of 2017, Government’s focus is to increase access to university education and Technical Education, Vocational and Entrepreneurship Training. The sub-sector also focused on enhancing the quality of training and increasing its relevance to the needs of industry (Seventh National Development Plan, 2017).

This scenario entails that the oldest public universities, such as the University of Zambia, should begin to strategically position themselves through development of strategic directional approaches and making strategic choices in order to rise up to the new competition posed by liberalisation of the higher education sector

1.1.2 Strategic Planning

Strategic Planning refers to a set of managerial decisions and actions that result in the formulation, implementation and evaluation of actions that are necessary for sustaining the success of an organisation’s long-term performance (Bauman 2018).

It is the art or science of creating specific business strategies, implementing them, and evaluating the results thereof, regarding a company’s overall long-term goals or desires. Strategic planning is every serious organisation’s management activity used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward

common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment. It is a disciplined effort that produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future.

Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will know if it is successful. It is a concept that focuses on integrating various departments in a company such as marketing, accounting and finance, human resources etc, to accomplish set objectives.

The concept of strategic planning originally became popular in the 1950s and 1960s and enjoyed favor in the corporate world up until the 1980s, when it somewhat fell out of favor. However, enthusiasm for strategic business planning was revived in the 1990s and strategic planning remains relevant and key in business today.

The term strategic planning is essentially synonymous with strategic management and the two terms will be used interchangeably in this study. David (2009) who also opines that the term strategic management is used synonymously with strategic planning, defines strategic management as the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an organization to achieve its objectives. For Pearce and Robinson (2007), strategic management describes a set of decisions and actions that contribute to the formulation and implementation of plans designed to achieve a company's objectives. Hoskinson, Hitt, Ireland and Harrison (2008) note that activities carried out during the strategic management process are necessary for ensuring that a firm stays competitive and earns above average returns. For Bowman and Faulkner (1997), the strategic management process is an objective and systematic approach for making major decisions in organizations.

Recent management literature has encouraged business executives to subscribe to the practice of strategic planning. These advocates argue that the essence of strategic planning is to provide an organisation with a game plan whilst also enabling it to match its capabilities and competencies to competitive conditions of the external environment (David, 2009; Philips and Appiah-Adu, 1998).

Gole (2005) proposes that strategic management is a process, directed by top management to determine the fundamental aims or goals of the organization, and ensure a range of decisions which will allow for the achievement of those aims or goals in the long-term, while providing for adaptive responses in the short-term. The three core areas of corporate strategy as outlined by Gole encompasses: strategy analysis, strategy development and strategy implementation. Strategic analysis deals with examining the environment within which the organization operates. Pearce and Robinson (2007) states that strategy formulation is concerned with determining where the organization is, where it wants to go and how to get there. It involves carrying out situation analysis that leads to setting of objectives. Vision and mission statements are crafted and overall corporate objectives, strategic business unit objectives and tactical objectives are also developed. Strategy implementation is the process of allocating resources to support an organization's chosen strategies. This process includes the various management activities that are necessary to put strategy in motion and institute strategic controls that monitor progress and ultimately achieve organizational goals. Strategy evaluation includes review of external and internal factors that are bases for strategies formulated, measuring performance and taking corrective action, if necessary. This is important as all strategies are subject to future modification depending on environmental turbulence (Robbins and Coulter (1996). Zyen theory of strategic planning defines strategy as a means by which organizations deal with risks and rewards in order to achieve their objectives. The values of strategy, planning and strategic planning are paramount to any organization. Organizational relationships with clients often begin with strategic planning. Many successful companies are those that plan. Therefore, organizations use strategy as a means of dealing with uncertainty (Zyen, 2009). On the other hand, McNamara, (2009) indicates that strategic planning determines where an organization is going over the next year or more and how it is going to get there. According to his theory, the process of strategic planning is organization- wide, or focused on a major function such as a division, department, or other major function. Planning typically includes several major activities in the process.

1.1.3 Benefits of strategic Planning

The benefits of strategic planning are many. The general main benefits of strategic planning are making organisations more proactive rather than reactive, giving businesses a sense of direction,

increasing operational efficiency and profitability, increasing market share, and increasing the durability of businesses.

Further and aside from the above primary benefits of strategic planning, the concept also brings the following benefits to entities that practice it: companies that engage in strategic planning formulate better strategies for long term survival using a logical and systematic approach. Secondly, strategic planning brings about better communication in businesses that practice it. For the process of strategic planning to be successful and complete, there is need for candid, consistent and effective communication between stakeholders in the organisation, between employees and management and everyone else. This essentially leads to excellent communication that breeds better performance and results in an organisation.

Thirdly, the increased dialogue and communication across all stages of the process strengthens employees' sense of effectiveness and importance in the company's overall success. For this reason, it is important therefore that companies decentralize the strategic planning process by involving lower-level managers and employees throughout the organization.

1.1.4 The concept of strategy

The word strategy entered the field of management from the military services where it is used to apply to forces against an enemy to win a war. Originally, the word has been derived from Greek 'strategos' which means generalship. The word was used for the first time in around 400 BC. The word strategy means the art of the general to fight in war.

In management, the concept of strategy is taken in broader terms. According to Glueck, "Strategy is the unified, comprehensive and integrated plan that relates the strategic advantage of the firm to the challenges of the environment and is designed to ensure that basic objectives of the enterprise are achieved through a proper implementation process." This definition of strategy lays stress on the following: a) Unified comprehensive and integrated plan. b) Strategic advantage related to challenges of environment. c) Proper implementation ensuring achievement of basic objectives. Another definition of strategy is given below which also relates strategy to its environment. "Strategy is organization's pattern of response to its environment over a period of time to achieve its goals and mission." However, various experts do not agree about the precise scope of strategy.

Lack of consensus has led to two broad categories of definitions: strategy as action inclusive of objective setting and strategy as action exclusive of objective setting. In our context, Strategy is an action that managers take to attain one or more of the organization's goals. It is a general direction set for the company and its various components to achieve a desired state in the future.

Strategy is the game plan management has for positioning the company in its chosen market arena, competing successfully, pleasing customers, and achieving good business performance (Thompson and Strickland, 1990). Strategy is what a company does and how it positions itself commercially and conducts the competitive battle (Koch Richard, 1995). Additionally, strategy is the commercial logic of a business that defines why a firm can have a competitive advantage. Michael Porter, the guru of strategy defines strategy as a competitive position, deliberately choosing a different set of activities to deliver a unique mix of value. He explains that one needs to understand their competitors and the market they have chosen to determine what their business should be.

Ansoff (2002) defines a strategy as a framework through which an organization can assert its vital continuity whilst managing to adapt to the changing environment in order to gain competitive advantage. It is a mediating force between the organization and its environment through which consistent streams of organizational decisions are developed to deal with the environment.

Pearce and Robinson (2007) states that strategy formulation is concerned with determining where the organization is, where it wants to go and how to get there. It involves carrying out situation analysis that leads to setting of objectives.

All strategy is based on understanding competition. It defines the company's distinctive approach to competing and the competitive advantages on which it will be based. A good competitive strategy is one that creates unique value for a particular set of customers.

1.1.5 Strategy Implementation Practices

Implementing strategies successfully is about matching the planned and the realizing of strategies, which together aim at reaching the organizational vision. The components of strategy implementation – communication, interpretation, adoption and action – are not necessarily successive and they cannot be detached from one another.

Okumus and Roper (1998) observe that despite the importance of the strategic execution process, far more research has been carried out into strategy formulation rather than into strategy implementation, while Alexander (1985) concludes that the literature is dominated by a focus on long range planning and strategy “content” rather than the actual implementation of strategies, on which “little is written or researched” The reasons advanced for this apparent dearth of research effort in strategy implementation include that the field of strategy implementation is considered to be less glamorous as a subject area, and that researchers often underestimate the difficulties involved in investigating such a topic – especially as it is thought to be fundamentally lacking in conceptual models (Alexander, 1985).

Mintzberg (1993) proposed that firms differ in terms of their structure and that theory should move away from the “one best way” approach towards a contingency approach, in that structure should reflect the firm's situation and strategies. The structure of a firm influences the flow of information and the context and nature of interpersonal interaction within it. Structure also channels collaboration, prescribes means of communication and co-ordination as well as allocating power and responsibility (Okumus and Roper, 1998). Traditionally, firms have addressed these basic needs for coordination and cooperation by hierarchical configurations, with centralized decision-making, strict adherence to formally prescribed rules and procedures and carefully constructed roles and relationships. Others, due to the unpopularity of bureaucracy in large firms, started a movement toward de-layering hierarchies (Homburg et al., 2000).

Downsizing has resulted in the roles of employees altering dramatically as structure is re-engineered. These firms are characterized by decentralized decision-making, small senior executive teams and an emphasis on horizontal rather than vertical communication. With firms evolving in terms of structure, it follows that the style of strategy implementation will differ depending on the style of organisation and management that exists in the firm. Strategic typologies are becoming ever popular in researching strategy (Speed, 1993).

Taxonomy, the classifying of phenomena and the explanation of the classification used, facilitates the development of our knowledge. Taxonomic approaches have become commonplace in marketing theory and in the study of strategy especially. Nutt (1995) find that types of leadership style can play a critical role in overcoming barriers to implementation and latterly Moorman and

Miner (1998) proposed an improvisational approach to implementing strategic change in an organisation. These studies, however, have focused attention entirely at the organizational or functional unit level to the detriment of a more micro-manager level focus.

Our progressive work seeks to explore this issue, by proposing taxonomy of implementation styles and focusing attention on the role of those bestowed with the duties of implementation within large firms, the mid-level manager. As previously outlined by Huse and Gabriellsson (2004), action research would be best suited to assess how effective board members are in fulfilling the previously discussed role in strategy implementation. One major difficulty corporate governance researcher face, however, is that the chance for participatory observations is an exception rather than the rule (Pettigrew, 1992). The reasons for these difficulties lie in the confidentiality of strategic issues as well as the fact that today's increased legal accountability of board members makes them even less inclined to allow researchers to observe their behavior.

Under the premise that only few researchers have opportunities to observe interactions between board members and between board members and executives, which could give an indication for their effectiveness in guiding strategy implementation, alternative methods are required for empirical investigations.

1.1.6 Strategy Implementation

A carefully prepared and solid strategic plan is no longer enough to ensure profitable success. To achieve intended results, good strategies should be properly implemented. Implementing a strategy is as important, or even more important, than developing the strategy (Buuni et al., 2015).

Strategy execution or implementation consistently remains a global challenge. Chief executive officers (CEOs) have been removed because of failure to execute strategies. Countries have excellent policies and strategies on paper that they fail to execute. According to Pearce and Robinson (2009) strategic management is defined as “the set of decisions and actions that result in the formulation and implementation of plans designed to achieve a company’s objectives.” Strategy implementation is a very important stage in strategic management process. Several authors assert that without strategy implementation, the whole process of strategic planning will be in vain (Njoroge, Machuki, Ongeti, and Kinuu, 2015). A great strategy without strong

implementation is useless (Finnie, 1997). Sterling (2003) once said, “Effective implementation of an average strategy beats mediocre implementation of a great strategy every time.” Myrna, (2012) posits that just as a rolling stone gathers no moss, a strategic plan that’s used will gather no dust. Too often, companies devote time and energy to developing strategic plans, only to never look at them again once they have been printed out. Strategy implementation, which this research is about, is the fourth stage of a five-staged strategic planning process, the others being (a) determination of strategic mission, vision and objectives, (b) environmental and organisational analysis, and (c) strategy formulation (d) strategy monitoring and evaluation. Strategy implementation follows strategy formulation and is preceded by strategy monitoring and evaluation.

According to Ibrahim, Sulaiman, Kahtani, and Jarad (2012), previous research on organizational performance revealed that organizations that implement their strategies effectively also perform better than organizations that lack in implementing their strategies. Firms which implement strategic planning achieve better performances than those that don’t implement (Al-Kandi et al., 2013). Strategic management process is important for a firm’s success since it enables a firm to define a future direction, provides the means to achieve its mission, and ultimately leads to value creation (Porth, 2003).

As already mentioned, Strategic management and planning will be used interchangeably in this study.

Strategy implementation is simply the technique through which the firm develops, utilises and integrates its structure, culture, resources, people and control system to follow the strategies to have the overall long-term edge over other competitors in their market.

Strategy implementation involves turning strategic plans and thoughts into organizational action. It involves the change from “planning the work” to working the plan.

Strategy implementation is an integral component of the strategic management process and is viewed as the process that turns the formulated strategy into a series of actions and then results to ensure that the vision, mission, strategy, and strategic objectives of the organization are successfully achieved as planned (Thompson & Strickland, 2003).

Unfortunately, translating strategic thought into organizational action, is imbued with a myriad of challenges. Formulating strategy is perceived to be difficult, making strategy work by executing or implementing it throughout the organization is considered even more difficult, hence without effective implementation, no business strategy can ever succeed (Alu Andersen & Lie, 2014).

In the past, both strategy formulation and strategy implementation received equal attention in literature (Brignall & Modell 2000), however in recent years, there has been increased attention paid to strategy implementation stemming following the realisation that this aspect of strategic management is critical to superior organisational performance (Alharthy, Rashid, Pagliari & Khan 2017; Sial, Muhammad, Sehar, Arshad & Iftekhar 2013). While organisations may successfully discharge the responsibility of strategy formulation, the duty of strategy implementation tends to be problematic. This position is echoed by Jooste and Fourie (2009) who found in a South African study that 55% of respondents agree that organisations are better at strategy formulation as compared to strategy implementation; and this is indicative of the existence of a substantial gap between strategy formulation and strategy implementation.

Further, various prior studies have concurred that 90% of strategic initiatives fail, not due to formulation but to implementation difficulties. Failure of strategy implementation efforts causes enormous costs in the organization. Besides wasting a considerable amount of time and resources, failure of implementation efforts causes lower productivity, lower employee morale, diminished trust and faith in senior management, inefficient use of resources and decline in performance (Sorooshian, Norzima, Yusof & Rosnah, 2010).

In business, a strategy refers to a plan of action, a method or route a company chooses to achieve long term objectives and goals. Michael Porter (1996), the world-renowned guru of strategy defines strategy as creation of unique and valuable position by involving different sets of activities to be competitive.

While strategic planning is the whole exercise embracing crafting of missions/ objectives, strategy formulation through to monitoring, evaluation and control, strategy implementation is just about actual implementation of chosen strategies. It is this stage which is problematic and responsible for the failure of many businesses.

Organizations have difficulties in implementing their strategies for many reasons. Researchers have revealed a number of problems in strategy implementation. Most hinge on the fact that strategy implementation is resource intensive and challenging (Gurowitz, 2007). Nonetheless strategic planning remains a top priority among successful private universities based on the fundamental notion that an effective strategy offers unique opportunities for market differentiation and long-term competitive advantage. Based on this, many public universities are now asking which the best tools and methodologies are to enable effective strategy implementation (Beer and Eisenstant, 2000).

Successful strategy implementation requires strong leadership that enables allocation of resources, business process and policies that support the strategy. According to Atreya (2007), internal leadership is needed to drive strategy implementation process towards the right direction. What makes it even tougher to implement strategy is the varied range of activities that need to be performed and the varied skills needed to perform those tasks.

Just because the management has decided on strategy does not mean that subordinates will follow and cooperate in its implementation. A number of issues are involved including vested interest; office politics, existing attitudes, issues of motivation and ingrained practices, all of which play a major role in strategy implementation (Atreya, 2007)

1.1.7 About the University of Zambia (UNZA)

The University of Zambia, the first public university in the country, was established by the University of Zambia Act Number 66 of 1965 and consequently opened in 1966. The University had an initial mandate of producing professional and trained human resource to meet the needs of the rapidly growing economy that characterised the post-independence period. The University has undergone several transformations regarding its governance and operations since the first University of Zambia Act No. 66 of 1965. Among the provisions of this Act, the Chancellorship of the University was to be vested in the Head of State. The Chancellor, under the Act, was given the authority to appoint the Vice-Chancellor and the Deputy Vice Chancellor. The University started with three Schools in 1966, namely, Education, Humanities and Social Sciences and Natural Sciences. In its first academic year, 1966, the University enrolled 312 students. As facilities developed and needs were recognised, new Schools were added, namely, Law (1967),

Engineering (1969), Medicine (1970), Agricultural Sciences (1971), Mines (1973), Business and Industrial Studies (1978 at Ndola Campus), Environmental Studies (1981, at Ndola Campus) and Veterinary Medicine (1983). With the expansion of academic programmes and consequently, the rising numbers of student enrolments, the University of Zambia, Great East Campus in Lusaka could not provide adequate facilities to accommodate the high demand for higher education. Therefore, in 1975 it was decided that the University be developed on a federal basis with three constituent institutions, one at Lusaka, one at Ndola on the Copperbelt and the third at Solwezi in North-western province. The Solwezi Campus was, however, never established. A new University of Zambia Act No. 17 that came into operation in 1979 provided a definitive constitution for this federal structure. The University of Zambia Act of 1979 was reviewed and repealed in 1987. This was largely because the Nyirenda Commission of Inquiry of 1981 concluded that the centralised administrative system created by the federal system was too cumbersome, top heavy, too bureaucratic and inefficient. The subsequent new University Acts (Nos. 19 and 20) of 1987 created two independent universities; the University of Zambia and the Copperbelt University. In 2015, a new school, the Graduate School of Business was added to the existing Schools at the Great East Road Campus. In 2016, the School of Medicine was split into four Schools, namely; School of Nursing Sciences, School of Public Health, School of Healthy Sciences and the School of Medicine.

2 The University of Zambia After the 1991 transition to the multi-party system of political governance, the University Act of 1987 were repealed and replaced by the University Act of 1992. The Chancellorship of the universities changed, for the first time, from the Head of State to citizens that had distinguished themselves in their professional careers and contribution to national development. The University Act of 1992 reduced the powers of the Minister of Education over the governance of the public universities to matters of general policy on higher education. It made serious efforts to reassert the autonomy of public universities. The University Act of 1992 was repealed and replaced by the University Act No. 11 of 1999, under which the Minister of Education had considerable powers over the operations of both the public as well as private universities. In 2013, the University Act No. 11 of 1999 was repealed and replaced by the Higher Education Act No. 4 of 2013 which provides for the establishment, governance and regulation of public higher education institutions.

1.2 Structure For the purpose of carrying out its functions, the University of Zambia provides facilities through various functional units. It offers various undergraduate programmes through its schools, namely; the School of Agricultural Sciences,

School of Education, School of Engineering, School of Health Sciences, School of Humanities and Social Sciences, School of Law, School of Medicine, School of Mines, School of Natural Sciences, School of Nursing Sciences, School of Public Health and the Samora Machel School of Veterinary Medicine. Postgraduate programmes offered by the various schools are coordinated by the Directorate of Research and Graduate Studies (DRGS) while the Institute of Distance Education (IDE) coordinates distance learning courses offered by the Schools of Education, Humanities and Social Sciences (HSS), Natural Sciences, Medicine and Veterinary Medicine. The Institute of Economic and Social Research (INESOR) is a full-time research unit of the University of Zambia. It is a multidisciplinary research establishment, which has contributed immensely to the development of the country through both basic and applied research in over thirty years of its existence. In the promotion of international cultural exchange, the University of Zambia is hosting the Confucius Institute. Strategic Plan, 2018-2022 3 1.3

1.1.7.1 Functions of the University of Zambia

The University of Zambia is a post-independence creation, whose major mandate was to produce the nation's high level human resource. The functions of the University of Zambia have evolved over time from those stipulated in the previous Acts to the current Higher Education Act No. 4 of 2013 which provides a legal framework for university education in Zambia and defines, broadly, the purposes of both public and private universities as to: (a) provide higher education; (b) create conditions for learners to acquire qualifications and pursue excellence and promote the full realisation of the potential of learners; (c) create conditions for lifelong learning; (d) prepare learners and academics and strengthen the effect of academic learning and scientific research so as to enhance social and economic development; (e) conduct research necessary and responsive to national needs; (f) provide facilities appropriate for the pursuit of learning and research and for the acquisition of higher education that is responsive to the needs of the public; (g) prepare specialist, expert, research and managerial cadres to carry out intellectual and creative work to meet national needs; (h) provide optimal opportunities for learning and the creation of knowledge; and (i) contribute to the advancement of all forms of knowledge and scholarship in keeping with international standards of academic quality. Within this context, the major functions of the University of Zambia are teaching, learning, research and community service. Teaching and learning are central to the University of Zambia functions. The two functions are an important part

of its mandate of providing education to appropriately qualified persons. Historically, the quality of graduates from the University of Zambia has stood the test of time, as these graduates have been absorbed in the job markets widely, thus benefiting public and private sectors both locally and internationally. Due to the ever-changing environment in the job market, demand for professional upgrading of individuals from private and public sectors is increasing and the University of Zambia is committed to meeting this need. The next important function of the University of Zambia is research. In addition to teaching and learning, the University of Zambia is expected to provide an environment in which one is able to discover, create and innovate. It is one of the University's major responsibilities to create knowledge through various research activities, the results of which are crucial in making informed decisions and policies by industry, Government and society at large. Research is also expected to generate knowledge, which should provide the basis for teaching and learning. The University supports various types of research, including postgraduate, commissioned and responsive research in various areas which contribute immensely to national development.

Community Service is yet a function of UNZA. The University of Zambia provides a variety of services to various stakeholders through consultancy, outreach and extension activities. The stakeholders in consultancy services include the private sector, non-governmental organisations and the Government. Outreach services normally operate on partnership basis with communities which are responding to a particular need. Extension services are normally offered to the communities which require introduction to, or upgrading of, particular new knowledge and skills that enhance the development endeavors in their environment.

1.1.7.2 Governance of the University of Zambia

The University Council is responsible for the governance, control and administration of the University of Zambia. The Chancellor is appointed by the President of the Republic from among eminent Zambian citizens, on recommendation by the Minister responsible for Higher Education. The Senate is the supreme academic authority of the University. The Chancellor presides at all ceremonial assemblies of the University and confers all degrees, other academic titles and distinctions of the University. The principal officers of the University are the Vice-Chancellor, Deputy Vice-Chancellor, Registrar, Librarian, Bursar and Dean of Students. The Vice-Chancellor

and the Deputy Vice-Chancellor are appointed by the Minister responsible for Higher Education while others are appointed by the University Council. All colleges are headed by Principals. Schools are headed by Deans while Directorates, Institutes and Centres are headed by Directors.

1.1.7.3 Funding

The University of Zambia is funded mainly through Government subventions, tuition fees and other internally generated income. The current structure of the University's resource envelope is that 33 per cent is from Government grants, 59 per cent from tuition fees, and 8 per cent is from internally generated income. On financing the University, focus of this Strategic Plan is to reduce the dependence on Government grants. The budget for implementation of the University Strategic Plan 2018 to 2022 is estimated at K540 Million (Zambian Kwacha Five Hundred and Forty Million). A strategic plan is a developmental plan that requires concerted effort in the mobilisation of financial and other resources. The University of Zambia will, therefore, require assistance from its stakeholders and cooperating partners in the financing of the strategic plan including the Government. It is expected that implementers of various strategies will participate in raising and contributing to resource mobilisation for the implementation of the Strategic Plan 2018-2022. The Strategic Objectives will guide the implementation of the plan. As such, any development partner wishing to support the University is encouraged to support those strategies that are in line with the strategic directions. The Strategic Plan will be implemented through a 'basket fund' approach. This is aimed at ensuring transparency and accountability in the mobilisation and use of funds as well as to facilitate an effective monitoring system (UNZA strategic Plan 2018-2022)

1.1.8 Strategic Planning at UNZA

The University of Zambia has been involved in strategic planning for a long time now. The institution has a unit specifically dealing with strategic planning and performs the following functions:

- (a) Coordinate data collection, analysis, monitoring, and evaluation of the performance of the University in relation to the Strategic Plan; and
- (b) Prepare policy briefs and progress reports for management decision-making (UNZA strategic plan 2018-2022)

Currently the university has a strategic plan running from 2018 to 2022 which has been inspired by the mid-term review of the preceding strategic plan of 2013 to 2017. In this Strategic Plan, the University of Zambia sets out its course of direction for the next five years. The Plan has been developed to respond to national and international developments in higher education with particular focus on preparing the University for the future.

“After an-all-inclusive consultation exercise with various stakeholders, the Strategic Plan for 2018 to 2022 has been formulated. In the context of changing global trends and increasing number of players in the higher education sector, we considered it a priority to further strengthen our academic and student development. Part of this initiative includes leveraging our wealth of experience in a diverse range of educational programmes and our research excellence to collaborate with eminent universities, offer more diverse degree programmes, provide research opportunities for outstanding scholars across the world and elevate our reputation in the international arena.” (UNZA Strategic Plan 2018-2022)

1.2 Statement of the problem

The mission of UNZA is, “To provide relevant, innovative and demand-driven higher education for socio-economic development.” (UNZA strategic Plan 2018-2022)

The HE landscape in Zambia took a different complexion with the repealing and replacement of the university Act in 2013 and the Higher Education Act No. 4 of 2013 which opened the higher education sector in Zambia and allowed for the establishment of more public and private universities in the country (The University of Zambia Strategic Plan 2013 – 2017)

From being an only university with circa 312 students in 1966, the higher education space inhabited by UNZA alone, had now been joined by a lot of other players. Currently there is a combined total of 86 private and public institutions offering higher education in the country, with 9 of them being public. The State of Higher Education in Zambia 2020 report, states that, out of 114,049 students, 50,634 were enrolled in public universities while 63,415 studied at private universities (universityworldnews, 2021).

UNZA is therefore drastically affected and cannot easily meet its mission of providing relevant, innovative, and demand-driven higher education for socio-economic development. Strategic

implementation which the university has embraced for a long time now should be the panacea of all this. It should be the answer to the woes occasioned by cut-throat competition from a myriad of private and public universities.

The Strategic Plan of 2018-2022 for example, hopes to reposition the University of Zambia for global excellence; a competitive environment from both the private and public universities; changing education delivery systems; new industry relevant products; and community related products with increased accessibility to university education in various fields.

Strategic planning is the only solution to navigating the complex and stiff competition brought about by the opening of the higher education space to other private and public universities in Zambia. This strategic planning and antecedent strategic management are however imbued with a myriad of difficulties.

The problem therefore is to investigate what barriers impede successful strategy implementation at public universities.

1.3 Purpose of the study

The purpose of this study was to review the process of strategy implementation at public universities in Zambia, using UNZA as a reference, determine what barriers impede successful strategy implementation at these universities and to suggest possible prescriptive solutions that would get these universities out of perennial financial woes occasioned by cut-throat competition.

1.4 Study objectives

The objectives are split in general and specific objectives as follows:

General objectives

To review strategy implementation at public universities in Zambia.

Specific objectives

1. To review the process of strategy implementation at the University of Zambia.

2. To determine what barriers impede successful strategy implementation at the University of Zambia, and
3. Are there remedies that the University of Zambia has in place to address challenges that hinder successful strategy implementation at the institution? If there are, what are these policies?

1.5 Research questions

1. How is the process of strategy implementation at the University of Zambia?
2. What challenges hinder successful strategy implementation at the University of Zambia?
3. Are there remedies that the University of Zambia has in place to address challenges that hinder successful strategy implementation at the institution? If there are, what are these policies?

1.6 Significance of the study

The contributions of this study are three-fold. Firstly, the study contributed to the existing body of knowledge by exploring strategic management pitfalls at public universities in Zambia. Currently this area is seriously under-researched. Secondly, the study will stand to benefit academics and practitioners as it provided a richer analysis and understanding of strategy implementation and barriers at public universities in Zambia. Thirdly and finally, the study also focused on the remedial actions employed by public universities to overcome existing strategy implementation barriers.

1.7 Theoretical framework

This study was anchored on the Resource Based View theory promulgated by Barney in 1991.

The resource-based view (RBV) theory regards the firm as a cognitive system, which is characterized by idiosyncratic and context-dependent competences that are core to strategic purpose.

These are conditioned by hierarchical capabilities, or sets of routines, involved in the management of the firm's core business processes that help to create value. Competences typically involve the

development of specialist expertise, and firms may become locked into a trajectory that is difficult to change effectively in the short to medium-term (Tushman & Anderson, 2006).

The premises of the resource-based view is that successful firms develop distinctive capabilities on which their future competitiveness will be based, which capabilities are often idiosyncratic or unique to each firm and may also be tacit and intangible in nature. Competitive advantage is seen to be founded on a complex of competences, capabilities, skills, and strategic assets possessed by an organization, or in other words from the astute management of physical and intellectual resources which form the core capability of the business.

According to this theory made popular by Barney (1991) posits that, to gain competitive advantage, firms need to develop resources that are casually ambiguous, socially complex and difficult to imitate over time.

One way to create such a resource according to Barney and Hansen, (1994) is through effective interaction with primary stakeholders. For example, firms which are able to engage stakeholders beyond market transactions create socially complex resources that are not time barred but based on reputation and trust.

Similarly, Jones and Price, (2004) point out that firms which develop relationships with primary stakeholders based on mutual cooperation and trust is in a better position to gain advantage over firms that do not. This is because the process of developing trust and cooperation between the firm and stakeholders takes time, which in turn leads to mutual beneficial value exchanges.

Such exchanges to the firm lead to improved performance. The RBV proponents argue that, it is not the environment but the resources of the organization which should be considered as the foundation of the strategy (Boxall and Steenveld, 2009).

Despite the apparent differences, these approaches to strategy have one thing in common; they all aim at maximizing performance by improving one organization's position in relation to other organizations in the same competitive environment and that is how the organization is differentiated from its competitors. Every business develops its own configuration of capabilities that is rooted in the realities of its competitive market, past commitments, and anticipated requirements (Song and Benedetto, 2007).

The resource-based view of the firm explains how firms allocate their scarce resources to obtain and exploit competitive capabilities. Therefore, the firm that has the resources and abilities to put its capabilities to best use, and that invests in capabilities that complement the existing capability structure will be able to exploit its distinctive competences (Song and Benedetto, 2007).

1.8 Scope of the study

The area covered by this study is the University of Zambia Great East Road campus. This is so because this is the main campus of the University of Zambia, and it is where key implementers of strategy are based. Further, it is the campus which the researcher is familiar with.

1.9 Limitations of the study

The limitations of this study stem from the fact that the study is only of one out the current more than 86 universities in Zambia. The findings from this study may only be unique to UNZA and not the same for all the other universities.

1.10 Operational definitions

1.10.1 Barrier

Dictionary.com (2017) defines barrier as anything that restrains or obstructs progress, access, among others. In this context, barriers refer to the challenges, obstacles or hindrances organizations, public universities face during the implementation of their business strategies.

1.10.2 Strategy

It is a clear set of plans, actions and goals that outlines how a business will compete in a particular market, or markets, with a product or number of products or services. It is the creation of unique and valuable position by involving different sets of activities to be competitive.

1.10.3 Strategic Planning

Strategic planning is the art and process of creating specific business strategies, implementing them, and evaluating the results of executing the plan, regarding a company's overall long-term goals or objectives.

1.10.4 Strategy Implementation

It is the execution of the strategies and plans formulated to reach desired outcomes. It is the process of turning plans into action to reach a desired outcome. Essentially, it's the art of getting stuff done.

1.11 Study summary

The introductory Chapter has given a rich background to the study. It has shown how the University of Zambia was created to provide higher education to deserving Zambians to deal with problems of post-independence.

The chapter has shown how with growth of the population and introduction of many legislative reforms, the higher education landscape changed drastically. Many private and public higher education institutions mushroomed to give enormous pressure to UNZA, making the hitherto only university in the country struggle to fulfil its mission of providing relevant, innovative, and demand-driven higher education for socio-economic development.

The chapter further showed that the only way out of the trouble brought about by the competition, was for UNZA to engage in strategic planning. However, implementing strategy was imbued with a myriad of pitfalls.

The study objectives haven been clearly developed to assist in guiding the development of the entire research. Additionally, the resource-based view formed the theoretical framework of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The first chapter looked at, among other things, introduction, statement of the problem and research objectives.

Chapter two reveals relevant literature on the following themes and sub themes which were brought out to highlight the gaps in previous research works.

The chapter is structured thematically with themes of, Global perspective on strategy implementation, Regional and Local perspective on strategy implementation in public universities.

2.1 Global Perspective on Strategy implementation in Higher Education Institutions

Kohtamaki and Salmela-Mattila (2009) studied the successes and failures of strategy implementation in a higher education institution in Finland and found that among the sampled institutions, they aspired to have successful implementation due to their future oriented strategic change. Much of this change had to do with the organisation's readiness for change; to integrate education programmes and units, to integrate R&D and teaching, to centralise the functions and to establish new co-operation with new partners and to learn new strategy-based management.

Because of the internal organisational reforms, the case institutions were in a transition phase. Parallel reforms in organisational structures, in management and in basic functions were challenging circumstances and conditions for strategy implementation. Their study found that parallel reforms in organisational structures, in management and in basic functions were challenging circumstances and conditions for strategy implementation. Structures need not be complex for them to provide a good platform for a successful strategy implementation.

The above study in Finland indeed focused on failures and successes of strategy implementation in higher education institutions. The study does not indicate whether these HEI were private or public. Further, the study does not categorically reveal what factors accounted for failures of strategy implementation nor recommend possible remedies.

This study endeavored to fill this gap.

Natalia, P and Radoslaw R (2020), in a study titled Factors affecting the process of strategy implementation in public and non-public schools in Wroclaw, Poland, showed that in the analyzed (public and non-public) higher schools, it is possible to specify groups of factors which, in the opinion of the respondents, are common for both types of higher schools and which have a significant (key) impact on the process of strategy implementation. The factors included among others, no strategic plans at all, no links between tactical plans and strategy and objectives and no links between vision and operational activities.

The above study in Poland focused on impediments to strategy implementation. It tackled both public and non-public higher schools. Further the above study identified challenges to strategy implementation but did not offer possible solutions. This study focusing on UNZA sought to give a comprehensible picture.

Mojtaba Z, et al (2020) endeavored to identify and evaluate the current status of organizational barriers affecting the implementation of strategy in public universities in Iran.

In a study titled “Reflecting on Organisational Barriers to strategy Implementation in Iranian state Universities,” Mojtaba et al (2020) found that Leadership, nature of strategy, academic culture, financial resources and communication impede successful strategy implementation. In this study, just like the Finland one above, the researchers were interested in finding out what challenges affected strategy implementation. They at least segmented their study and focused on state or public universities but did not proceed to suggest possible remedial therapies to the challenges they identified. Further, it is unclear whether the findings above could be replicated to apply to public universities in Zambia.

Piórkowska Natalia and Ryńca Radosław (2015), in Poland set out to investigate Factors affecting the Process of Strategy Implementation in Public and Non-public schools in Wroclaw.

A questionnaire was selected as the research method. On the basis of the results obtained, the authors offered some postulates and recommendations. The findings of the study showed that in the analysed (public and non-public) higher schools, it is possible to specify groups of factors

which, in the opinion of the respondents, are common for both types of higher schools and which have a significant (key) impact on the process of strategy implementation.

This study in Poland analysed both public and non-public HEI. The respondents concluded that the factors could be universal. They did not mention or list them.

This study wants to list the factors and know them, and further suggest possible remedies in Zambia.

Fariborz et al, in a study titled a conceptual framework of impeder to strategy implementation from an exploratory case study in an Iranian university, sought to develop a comprehensive framework for assessing impeder of strategy implementation in a higher education context through an in-depth analysis of a higher education institution in Iran.

Their findings were that the main impeder of strategy implementation within the university could be grouped into five main areas of: planning consequences, organisational, individual, managerial, and environmental.

The above study set to establish the impeder and was at an Iranian University. This particular study will seek to establish the impeder and propose possible remedies to these impeder. Further the study will be closer to home and build a case for public universities in Zambia.

Ramakrishnan V and Nanthagopan Y (2021), in a study titled, “Barriers of Strategic Planning Process for Public Universities in Sri Lanka, identified six new themes as barriers in the Strategic Planning process. The themes were lack of awareness in the strategic planning process, Digital Adoption, Solidarity, Transformation in management skills, Impact of the external environment, and Public Sphere and perception via social media and Media.

The context of Sri Lankan public universities was that the universities must compete with many other universities in the same industry, and it is only strategic planning that can guarantee best outcomes.

This Sri Lankan study was almost close to the UNZA one although it focused on barriers to the strategic planning process, and not strategy implementation which was the focus of this UNZA

study. As explained early, strategy implementation is just but only a subset of the entire strategic planning process. The two must be treated separately and distinctly.

In a post 1992 UK university, Nan Jiang and Victoria Carpenter (2013) set out to establish issues of strategy implementation in Internalization of higher education. Specifically, they set out to establish critical issues that impede international strategy implementation within an institutional context.

They established that these issues included resource allocation, communication, operational process, cooperation and coordination, organizational culture, resistance to change, student support and external environment.

Again, as in the above studies, this study too did not propose how to circumvent the established issues.

This study will proceed to suggest possible ways of dealing with the challenges of implementing strategy in public universities in Zambia.

Hrebiniak (2005) found additional factors that may be obstacles to successful strategy implementation such as: employees not feeling like they are important in the process; lack of proper guidelines or a model to guide strategy- execution efforts; lack of understanding of the role of organizational structure and design in the execution process; inability to generate "buy-in" or agreement on critical execution steps or actions; lack of incentives or inappropriate incentives to support execution objectives and insufficient financial resources to execute the strategy.

These so-called additional factors that may be obstacles to successful strategy implementation appear general and universal to both private and public higher education institutions. The study has not delimited them. Further, the study has not proposed how to circumvent these identified barriers. This current study deals with only public universities in Zambia and also proposes measures to deal with the identified challenges.

Brannen (2005) conducted a survey-based study entitled “Upfront: the 33 1/3 percent strategy solution” and concluded that in order to improve strategy execution, certain issues – such as inadequate or unavailable resources, poor communication of the strategy to the organization, ill-

defined action plans, ill-defined accountabilities, and organizational/cultural barriers – have to be tackled. These issues require the management to use efficient skills and methods to enable the strategy to be successful. Brannen’s survey unearthed another significant obstacle to effective strategy implementation namely, failing to empower or give people more freedom and authority to execute. The empowerment is given by the management and hence the need for managers and business leaders to have empowerment skills.

This study, just like the above one, unearthed yet important aspects about strategy implementation and listed the many important factors hindering successful strategy implementation. The study is not clear however whether these factors are akin to public or nonpublic institutions of higher learning. This current study seeks to fill this gap.

2.2 Regional (African) Perspective on Strategy implementation in Higher Education Institutions

In Africa, studies on strategy implementation in universities both private and public have predominantly been conducted in Kenya (Chiuri B, 2015).

In a study titled, “Linking Strategy Implementation with Organizational Performance in Kenyan Universities”, Mwanthi, T (2018) sought to establish whether strategy communication, organizational leadership, employee participation, and resource allocation had a positive influence on strategy implementation in Kenyan universities. This study also sought to establish whether Kenyan universities successfully implement their strategic plans and how this impacted on organizational performance.

The study found that all the four factors had a positive influence on strategy implementation.

While this study was closer to home, it had a few points of departure from the current study. Firstly, the Kenyan study did not differentiate between public and private universities. It treated both types of universities, whose idiosyncrasies are completely different, the same. The current study segmented the universities and concentrated on public universities only. Secondly, the Kenyan universities started the study with an already chosen set of factors that were thought influenced strategy. The chosen factors of strategy communication, organizational leadership, employee participation, and resource allocation having an impact on strategy implementation, are unique.

The current UNZA study did not have such factors. It commenced the study from zero and waited to learn any such factors from the findings of the study.

Riungu Anne, (2014) conducted research on strategy Implementation at the University of Strathmore which is in Nairobi, Kenya. The main purpose of this study was to establish the challenges of strategy implementation at Strathmore University and also to determine the measures taken to deal with these challenges.

The study found that some aspects of organization culture, lack of involvement of staff, insufficient communication, organization policies, competition and resources are some of the major challenges faced by the University in its strategy implementation. Various ways were found to be used by the university to cope with the challenges in its strategy implementation. They include, use of standardized key performance indicators, carrying out staff training to equip the staff with skills, proper allocation of resources, improving on information technology, and culture change among others.

This study is very much like the current study in that it sought to establish challenges impeding successful strategy implementation and also proceeded to seek measures used to address the identified challenges.

The only points of gaps identified are that Strathmore University is a private one. Further this study is in Kenya and the situation with universities in Zambia may be different.

Mwangi, L (2014) studied all the public universities, 21 at the time, in Kenya for the purpose of establishing what factors affected strategy implementation in public universities there. She asserted that when an organizations' strategic plan is not implemented successfully, a gap is created that makes it difficult to achieve success. She added that the organization's strategic plan is expected to be a guiding document for the organization; however, poor implementation of the plan can result in it becoming an ineffective document.

The study, which used primary data collected through self-administered questionnaires, found that implementation of strategies in the universities was affected by organizational culture, structure, resources, top management commitment and communication.

This study is of interest to the current UNZA study as the former exclusively focused on public universities and established the said challenges. The Kenya study ended on just establishing factors that affect effective strategy implementation. It did not proffer any remedies to the established challenges, an exercise which the UNZA study attempted. Further, it was also noteworthy to establish if the factors established in Kenyan public universities could be extrapolated to Zambian public universities.

A study by Ofori and Atiogbe (2011) on strategy implementation at the University of Ghana revealed that there is considerable competition between the public universities such that programmes that were hitherto abandoned by some universities are being reintroduced and all of them had and continue to introduce programmes that appeal to specific groups in their communities. The study by Ooro (2009) on *The Quest for inclusive Higher Education in Kenya: A Vivisection of concerns, policies and reform initiatives* notes that the importance placed on research in Africa is minimal in comparison to the developed countries and that a significant number of the few research projects that are completed suffer the unfortunate fate of sliding into oblivion. The importance of research in higher education cannot be overemphasized.

Wamucii, B, (2015) in her study titled, “Challenges of strategy Implementation in Higher Institutions in Kenya” revealed that institutional culture explained the highest of the variation in strategy implementation followed by human resource development, managerial skills, external environment and organizational structure in that order. The study also revealed that the intervening effect of quality of staff training was highest on the relationship between human resource development and strategy implementation followed by managerial skills, institutional culture, organizational structure, and external environment.

In recent years, Ethiopia has seen a massive expansion of its HEIs. This was also accompanied by a series of institutional management reforms and quality assurance regulations. Accordingly, the organizational environment in the public universities of Ethiopia has been changing from time to time. In such a context, the key to better align these academic institutions with the needs of their rapidly changing internal and external environments is the design of appropriate strategic plans and effective implementation of their preferred strategies.

With this background, Bassa, Assefa and Beyene (2015) conducted a study to investigate the practice of strategic planning and strategy implementation in public universities of Ethiopia was undertaken.

The results of this study showed that in the sampled public universities: stakeholders' participation in the process of strategic planning was found to be low; less emphasis was given to critically assessing their ever-changing external environment while planning; the practice of clearly communicating their preferred strategies and activities to both academic and administrative staff was found to be minimal and ineffective. There was also lack of adequate monitoring, follow up and feedback systems; moreover, major decisions were made without aligning them with the university's preferred areas of priority and major objectives as stipulated in the strategic plan document.

The results of this study look comprehensive and detailed. It remains to be seen how similar or dissimilar the UNZA results would be.

Ofori and Atiogbe (2011) in their study of strategic planning in public universities: a developing country perspective in the University of Ghana, found that for strategy implementation process to be effective, an organizational structure must be suitable or relevant to the current strategy. With the structure following strategy principle, it was observed that the universities had indeed adjusted their organizational structures to aid the implementation process to a large extent. One university (the University of Ghana) had re-organized all the academic units into colleges whilst the other two were doing so systematically in an action meant to decentralize decision-making from the center. However, the intention to professionalize the administrative professions and review their functions had not been very effective.

The above study while looking comprehensive merely focused on overall strategic planning at public universities in Ghana. The study did not delve on actual strategy implementation. This current study zeroed down to implementation. Further, it remains to be seen if the results of the Ghana study could be extrapolated to public universities of Zambia. This current study will unravel that.

Ooro (2009) avers that quality in the universities and the aspect of funding is a multifaceted matter that touches on all issues such as availability of sufficient infrastructure vis-a-vis student population, ratio of teachers to students and availability of facilitating technology, among others.

Students enrolled in parallel programmes pay high fees almost commensurate to fees paid in private universities. This has led to commercialization of education that compromises on quality. The insufficient infrastructure and sometimes haphazard establishment of university campuses adds to the problem. Further, it has been revealed that some of these universities are designing irrelevant degrees in the Arts 29 disciplines in order to mint extra funds creating surplus in this area while the country desperately needs to strengthen the technical based programmes (CHE Workshop Proceedings, 2008) cited in Ooro (2009). Ngome (2003) adds that due to liberalization and the need for universities to not only remain relevant but also attract funding, the public universities have entered into internal collaborative arrangements with what are referred to as middle level colleges. Ngome (2003) elaborates that due to these collaborations students in these colleges have the possibility of enrolling for degree programmes. This is a positive development in the sense that there has been increased access to higher education especially with respect to university education. Another important attribute of increased access is the element of external collaboration with universities abroad. This has considerably reduced the number of students travelling abroad (Ooro, 2009)

2.3 Local Perspectives of Strategy Implementation

2.3.1 Strategy Implementation in Higher Education Institutions in Zambia

There is very little literature on strategy implementation in universities in Zambia. The following two studies however touched slightly on strategy at the University of Zambia itself.

Msusa and Chowa (2020), motivated by lack of comprehensive studies on strategic thinking in the higher education sector in Zambia, carried out research to explore the extent to which some strategic thinking variables have been applied at the University of Zambia. The variables they targeted were, Pre - strategic thinking phase; Nascent strategic thinking phase and; The Evolutionary phase.

The findings of this study revealed that “in the pre-strategic thinking phase, the University was guided by the national development agenda for human capital development. The absence of an Institutional strategic plan and associated strategy documents points to a disconnection between optimal strategy and the strategic intentions of the University managers. In both the nascent strategic thinking phase and the evolutionary phase, significant gaps exist in the utilization of strategic thinking variables thinking in time, reframing, reflecting, environmental analysis, focused intent, and intelligent opportunism, Msusa, Chowa (2020)”

The above study was undertaken fully cognizant of the fact that strategic thinking was key in circumventing the many challenges public universities were facing in the face of increased local and international competition. That there was need for public universities to begin a search for a unique positioning in order to attract students and meet the expectations of multiple stakeholders.

The study did not look at challenges of implementing the said strategic thinking. It did not proceed to proffer solutions to obvious challenges of strategic thinking. The current study seeks to address the issues of challenges of implementing strategies and also suggest possible prescriptive measures to deal with the identified challenges.

Damaseke C, (2019) working on the assumption public Universities should attain a sustainable, long-term competitive edge in order to remain relevant and continue to operate financially viable, conducted a study that sought to establish the competitiveness of liberalised higher education, its effects on strategy formulation and making of strategic choices.

The findings established that the University of Zambia should develop a competitive advantage and a positive brand as well as utilise ICT innovations in student enrolment as key strategic choices. Additionally, the findings revealed strategic measures to generate own revenues needed to be adopted by the University through investment in infrastructure development, charging cost reflective tuition fees, developing business ventures, increased student enrolment and introduction of new market driven degree programmes in order of importance. The study also unearthed an urgent need for the University of Zambia to adopt and implement a Product Differentiation strategy as a strategic response to emerging higher education environmental challenges.

The study recommended the University management to be competitive and operate in liberalised higher education sector by substantially investing in Communication and Marketing, use ICT innovations in higher education service delivery and invest in physical and virtual infrastructure. The study concluded by recommending the management of UNZA to employ strategic planning and strict budget controls besides others in order to remain financially viable (Damaseke C, 2019).

The above study was very comprehensive in its chosen area of focus, establishing the competitiveness of liberalised higher education, its effects on strategy formulation and making of strategic choices. The study did not discuss any challenges associated with employing strategic planning which it recommended the university management to employ. The study did not offer any solutions to any challenges of either using strategic planning or implementation.

The current study endeavored to deal with the challenges of strategy implementation and also suggested possible remedial measures addressing the said challenges.

2.4 Challenges of Strategy Implementation

Strategy implementation is often encumbered by a number of challenges which arise from sources that are both internal and external to organizations.

Kaplan and Norton, for example, indicate that “the process of strategy implementation fails in the case of 50-90% organisations” (Kaplan, Norton, 2005). The results of other studies indicate an increasing percentage of organisations having more difficulties with strategy implementation than with strategy formulation. J. Radomska holds that “it cannot be unambiguously predicted that only the strategy implementation phase is the source of failure of the organisations”. A number of studies conducted so far indicate, among others, that many of the organisation failures in the category of effective strategy implementation lie in the strategy itself, i.e., in incorrect development concepts. What is more, L. Alexander, based on his research, points out that the problem of effective strategy implementation lies in its interpretation by staff. Astonishingly, Piórkowska, R. Ryńca posits that 91.3% of staff do not know the strategy implemented in the organisation and, therefore, they are not able to take an active part in its implementation.

Further, Kaplan and Norton (2004), postulates that the main causes of poor strategy implementation are vision and strategies that are not achievable, not linked to departmental, team and individual goals, long and short-term resource allocation and feedbacks that are tactical but not strategic. Kaplan and Norton argue that the most important driver of success in strategy is top management leadership style, and not the tool itself, that leadership style has a larger effect than the analytical and structural strength of the tool. They refer to the experience of leaders that have managed a successful strategy implementation and emphasize communication as the largest challenge. Most organizations formulate strategies that are burdened with undue complexity and are bogged down by principles that are similar to those of competitors. At implementation, problems occur, and their success depends on how fast and how well plans are put into action.

2.5 Chapter Summary

The chapter reviewed literature related to strategy implementation in public universities.

The literature review has shown that in the face of increased local and international competition, public universities have via strategic planning and eventual strategy implementation, begun a search for a unique positioning, competitive advantages, in order to attract students and meet the expectations of multiple stakeholders.

The writers reviewed, on the matter of strategy implementation in public universities, were elaborate from all the perspectives covered of global, regional, and local. They unearthed a myriad of challenges associated with strategic implementation in public universities. They covered strategic planning and implementation but did not specifically cover strategy implementation at public universities in Zambia. The studies did not tackle the challenges of strategy implementation in public universities and also suggest possible remedies to address the said challenges.

This current study therefore was vital and key in unravelling the challenges of strategy implementation in public universities and going further to suggest prescriptive solutions for the established challenges.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The previous chapter was on literature that related to the study that assesses strategy implementation in public universities in Zambia, using UNZA as a reference point.

This chapter covers the methods used to capture the data for the research. It details research design, population, sample and sampling techniques, data collection instruments, data collection procedures and data analysis.

3.1 Research Paradigm

This study adopted the ONTOLOGICAL philosophical underpinning as its anchor. This approach is about studying the nature of reality and how it may differ from what is actually known. It investigates what types of entities exist, how they are grouped into categories, and how they are related to one another on the most fundamental level.

3.2 Research Design

The study used the case study design of the qualitative method. This approach was chosen in order to generate an in-depth and multi-faceted understanding of the issue of strategy implementation at public universities, UNZA in this case.

The study used in-depth face to face semi-structured interviews with carefully selected respondents who deal with strategy at the University of Zambia. The case study approach was most suited in this study so an in-depth understanding of the phenomenon of strategy implementation in public universities was made.

3.3 Study Area

The area of study was exclusively the University of Zambia Great East Road campus.

3.4 Study Population

The study population was the University of Zambia community which consisted of the Great East Road and Ridgeway campuses. This study population included principal officers (except Vice-Chancellor and Deputy Vice-Chancellor), deans, directors, assistant deans, heads of departments, staff from Bursar's office, staff from the strategy committee office, senior administrative officers, and representatives of the four (4) unions. The study population was estimated to be 360 staff in all. The interviewed officers were two (2) from the Strategy Office, Three (3) deans of schools, One director of a directorate, Two (2) lecturers and two (2) workers and an independent strategic planning expert.

3.5 Study Sample

The study sample was from the University of Zambia Great East Road Campus and consisted of 12 respondents who were chosen using a non-probability method of purposive selection based on recommendation of experts in the area of study.

The justification for this particular method was that the researcher did not know beforehand the exact respondents to target. There is no properly defined group of experts in strategy implementation at UNZA. When one respondent was identified, he/she then recommended who else had experience and expertise in the subject. And that is how the 12 were eventually identified and interviewed.

The number of interviews was arrived at from guidance by Guest et al (2006) who suggest that about 12 interviews in a case study are needed in order to reach data saturation in a homogenous sample. So, in acquiescence with this guidance, 12 interviews were conducted in order to gather data for the study.

3.6 Sampling Technique

As already mentioned, the respondents were chosen purposively on recommendation from key informants or participants from the strategy committee of the University of Zambia. This approach is corroborated by Creswell 2016 who guided that when a researcher has little knowledge of who to include in a sample, a key informant or informer can recommend (Creswell 2012). The sampling

technique used was reputational sampling technique also known as chain, network or referral sampling which proceeds from recommendations from a key expert in the field of study. This was chosen because the researcher had no prior knowledge of which individuals to include and to rely on, (Creswell, 2012).

3.7 Data Collection Instrument(s)

In collecting data, in-depth semi structured interviews were used. The interview guide provided the guideline of questions to ask the respondents. Additionally, data was also collected from a detailed literature review in order to obtain a trend or pattern on the research topic.

3.8 Research Instrument

The research instrument was an interview guide utilized together with semi-structured questions.

3.9 Data Collection Procedure and Time Frame

The researcher first had the proposal approved by the supervisor. Thereafter, the interview guide was developed and approved by the supervisor. Then an introductory letter from the Institute of Distance Education was obtained to start collecting data. Additionally, Ethical clearance was obtained from the UNZA Ethics Clearance Committee. Since the respondents were the University of Zambia staff, permission was sought from the Office of Registrar. Then a visit was undertaken to the Strategy committee office to meet the officers there who in turn proposed who the possible 12 interviewees could be. Interviews were then conducted with the purposively 12 selected interviewees who were experts of strategy at UNZA. Time frame for data collection was five (5) weeks.

3.10 Data Analysis Instrument and Research Procedure

In data analysis, the Content Analysis Technique was utilized. This is a technique for making inferences by objectively and systematically identifying characteristics of messages. The information was analyzed and evaluated to determine its usefulness, credibility, consistency and adequacy.

The collected data was coded before comprehensively reading the responses. Further, information collected was scanned to identify key information and make references based on quantified analysis of recurring text content.

Content Analysis Technique was adopted in order to decipher and make meaning of the great content each interviewee brought forth.

3.10 Ethical Considerations

The researcher explained to the respondents that the information was purely for academic purposes and assured them of high levels of confidentiality. All respondents were asked to answer questions truthfully without fear. The researcher strived to maintain matters of respondents' right to privacy, informed consent, and protection.

All interviewees were explained to what the research was all about and that their privacy was assured, that they should speak freely, and their names would not be divulged.

Ethical clearance was sought from the University of Zambia's Ethics Committee before commencement of study and further, the registrar gave approval for data collection for research purposes from interviewees.

3.11 Chapter Summary

This Chapter explained that the research design used was a case study in nature. The study population was drawn from the University of Great East Road campus, and predominantly from the Strategy Committee Office. The sampling techniques used were nonprobability purposive sampling of key people involved in strategy at UNZA. The data collection instruments used were the in-depth semi structured interviews with selected respondents. The collected data would be analysed using the content Analysis Technique. Ethical principles and rules were applied.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

The previous chapter covered the issues of research design which was adopted for the study. The researcher used the Qualitative method that used a case study approach that utilized in-depth interviews of semi structured questions in order to capture qualitative data explaining strategy implementation at Zambia's oldest and highest learning institution.

This study was about a review of strategy implementation at public universities in Zambia, with a focus on the University of Zambia. The research objectives guiding this study were:

- 1) How does the University of Zambia implement strategic plans, what stages or processes do they follow?
- 2) Are there any challenges that hinder successful strategy implementation at the University of Zambia? If so, what are these challenges?
- 3) Are there any remedies or solutions the University of Zambia has in place to address challenges that hinder successful strategy implementation at the institution? If there are, what are these remedies?

This chapter presented the findings of the study. It contained details of the objective findings as gathered from the interviews. The research findings under here were presented and organized based on the specific objectives and research questions of the study.

The study interviewed a total of 12 respondents as per recommendations of Guest et al 2006 selected purposively as recommended by Creswell 2013 for a case study research design. All the respondents were drawn from the University of Zambia and included different sections of stakeholders who have had experience with strategic planning and implementation at UNZA. The interviewees included directors of directorates, lecturers, union staff, strategic planning officers, students and an outsider strategic planning expert who has been involved in the UNZA strategic planning issues. They all agreed to be interviewed because they were not going to be identified.

4.1 Biographical information of the respondents

4.1.1 Gender

Table 1: Respondents distribution by gender

Gender	Number	Percentage (%)
Female	1	8
Male	11	92
Totals	12	100

4.1.2 Age

Table 2: Respondents distribution by Age

	Frequency	Percentage (%)
<20 years	0	0
21-25(years)	0	0
26-30(Years)	0	0
31-35(years)	0	0
36-40(Years)	1	8
40years and above	11	92
Total	12	100

4.1.3 Level of Education

Table 3: Respondents distribution by Level of education

	Frequency	Percentage %
Primary	0	0
Secondary	0	0
College	0	0
University	12	100
Total	12	100

4.2 Steps and processes for strategy implementation

Although in recent times UNZA has resorted to instructing schools to developing individual unit specific strategic plans that feed in the overall plan, there has been a general systematic way of initiating strategic plans and ultimately implementing them.

Of all the 12 respondents interviewed, only one of them categorically stated that the first ever strategic plan at UNZA ran between 2008 and 2012.

Interviewee SP4 chronologically explained that the starting point for a strategic Plan at UNZA is a management decision to run a strategic plan. He explained that after that decision, the Terms of Reference (ToR) outlining exactly what needs to be done, how it should be done, who should do what, and what theme it should be, is clearly outlined by the office of the Vice Chancellor but chaired by the Deputy Vice Chancellor.

Once the ToR have been decided and drafted, a team is then assembled to spearhead the strategic Plan. Interviewee SP4 explained that a typical team is usually made up of the Strategic Planning Manager, (This is a permanent position at UNZA and this manager together with a Monitoring and Evaluation Officer, make up the Strategic Planning Office), the Deputy Vice Chancellor (DVC), Union representatives from the University of Zambia Lecturers and Researchers Union (UNZALARU), the University of Zambia Professional Staff Union (UNZAPROSU) and the University of Zambia and Allied Workers Union (UNZAAWU), Deans and Directors of

directorates, and any outside professional as management, the council which is the board of directors of UNZA, deems fit.

The above agrees with SP9 explanations as follows:

“Usually, based on what I know, UNZA constitutes a team of experts which includes UNZA Management, Specialised lecturers, especially those that teach Strategic Management at UNZA, and Consultants from outside the university. Then they take time out – usually to Siavonga for a week or two. That is where they go and plan and prepare their strategic plans.”

SP8 however expressed dissatisfaction with the way the team was picked and its overall composition. He explained that the team was selected not on basis of merit but rather on patronage.

” Selection of members to develop the strategic plan is supposed to be based on expertise. But in the past, it seems members are selected based on patronage. For instance, those close to individuals in top management have been included even when they do not have much knowledge about strategic planning. In some instances, the University has left out people who are well versed in strategic planning e.g., from the department of Governance and Management Studies, He said.

SP4 explained the development of a strategic Plan at the university.

“The first thing is that management has to come up with a decision that they want to make a strategic plan. After that decision is made, terms of reference which outlines specifically how the strategic plan will be developed, what specific focus should be, aim or what we call the theme has to be well outlined. Then a team is assembled which is coordinated by the strategic planning office under the Vice Chancellor’s office. Normally the team is chaired by the Deputy Vice Chancellor,” he said.

SP4 explained that after the team is assembled and appointment letters to start the process are given, The DVC who is the Chair calls the first meeting to agree the road map which sets out the specific steps and activities to be taken under each step. This meeting decides what is called the Strategic Planning Road Map which has details of a lot of things including resources that have to be committed for the Strategic Planning exercise. Further at this meeting, questionnaires are developed to solicit input and data on what they want to see in the strategic plan from various areas

and categories of staff at the university like management, lecturers and professional staff, and general staff.

Further, SP4 explained that the assembled team normally proceeds to meet off the university for a week to come up with the first draft strategic plan which is presented to stakeholders for their validation by way of checking and seeing if what they suggested via questionnaires has been captured and captured correctly. If there are any alterations and changes to be made, these are captured in the second draft strategic plan which is presented to management for their consideration and input. Once management makes their presentation and everything is incorporated, then a final draft strategic plan is, which is now presented still as a draft to Council for them to approve.

“Once approval is given by Council, what we now have is the strategic plan. In that plan, the implementation is also incorporated. A monitoring and evaluation team, with specific terms of references is also constituted to deal specifically with implementation. After that the issue of launching comes in, the minister comes and launches whatever whatever. The implementation plan by implementing by units making work plans. Deans and Directors and other Heads of Units are requested to develop work plans which are supposed to be developed at three stages, work plan for the school, work plan for the department, and the work plan for each individual. Because each one feeds in the other one”.

SP1 emphasized that all the strategic implementation units at the university have to come up with annual work plans in a specific format and they must report to the strategic planning office quarterly. The office then comes up with one consolidated report every quarter which it submits to management on how the objectives of the strategic plan are being met. This report highlights the variances if any and suggests possible corrective action.

4.3 Challenges of strategy implementation

Several challenges were identified as being obstacles to strategy implementation at UNZA as follows.

4.3.1 Funding

Funding was almost unanimously pointed out by all the respondents as the number one challenge affecting strategy implementation at UNZA.

SP10 who was a former Deputy Vice Chancellor (DVC) explained that the issue of funding at UNZA was perennial and will always be there. He explained that the amount of funding that was allocated to UNZA each year by the Ministry of Finance (MoF) was always less than 50% of what was originally requested for. That, this meant strategic planning activities were always affected.

“It’s like a joke. It happens like that every year. We ask for 30 billion those days. Ministry of Education calls us to accompany them to the meeting deciding funds at the Ministry of Finance. We even have no say there. Its like just in attendance. And less than half what we requested for is allocated. It happens like that year in , year out,” he explained.

SP6 explained that overall strategic planning was very important in public universities, but everyone should not forget the greatest ingredient of public universities, the politicians. “They will always call the shots! he exclaimed.

He explained that UNZA started doing serious strategic planning only in the last 10 years as a reaction to competition. He stressed that the biggest issue though was funding which was expected from politicians to the public national university.

“While we have adapted albeit reactively, this is a national public university. It has a political hand in it. Other universities out there are business ventures. They have no political hand in them. They decide what fees to charge and when to receive these fees. Here it is a different issue. For example, we can decide that the annual fee will be K25, 000 and that this should be paid before exams commence. But the politicians will tell you, let them write whether they have paid or not, government will do something. This is the challenge. You need money to implement strategy. But at UNZA sometimes this money does not come.” He explained.

These sentiments were corroborated by SP10 who put it candidly as follows:

“Yes, because some of the challenges highlighted above such as insufficient funds arise from the fact that UNZA is a government-funded University and for years now, the funding has always

fallen short of the requirements if UNZA was to perform as it is expected. I am sure you have heard about how highly indebted UNZA almost to everyone, from Government statutory bodies like NAPSA, ZRA, etc. and workers through pensions and gratuities. So, at the moment, UNZA is running as a lame-duck because of insufficient funding. So, being a public University is a factor.”

SP5 detailed how funding to UNZA was erratic. He explained that in the whole of 2023 for example, the school of education only received K46, 000 from the central administration for funding of strategy plan activities. “Imagine K46, 000 for the whole year? Strategic Planning is basically a dream. There is simply no money for activities. In one strategic plan, there was a plan to build a school for Teaching Experience purposes. A piece of land was identified but no money whatsoever came forth. That land was eventually given to ZAMREN. Without money nothing happens”.

SP5 explained that the issue of funding is specifically crucial for UNZA strategic planning in cases requiring mega projects like building of new campuses. “Being a govt university that depends on public funding, the level of funding affects implementation of some of the projects, especially mega projects like new campuses which were planned for in 2018 – 2022.”

4.3.2 Attitude and commitment by implementing staff.

This was cited as yet another challenge of strategy implementation at UNZA. SP2 put it this way. “Most senior staff we have in the university came to UNZA as cleaners, secretaries, and gardeners. They don’t possess top intellectual capacity to understand what they have to do about strategy. They only do it because they have to do it”. He explained that this was a very big issue as far as strategic planning and implementation at UNZA was concerned, adding that it appears as though it is mere business as usual.

SP12 spent a lot of time explaining about the lack of support from staff at UNZA in strategy implementation. He explained that originally before the plan is rolled out, the input of all key stakeholders is sought via the questionnaire that is given. “All of them get involved and they highlight which areas the plan will cover. But once the plan is done and given to them to implement, its like they were not consulted at all. Its really strange,” he said.

SP4 explained that commitment was clearly lacking in some of the staff. These are staff who have a part time job say at University of Lusaka where they go after they knock off. It's amazing how immediately they enter the gates of UNILUS, they are suddenly energized when they were running at half-mast when at UNZA. While at UNZA they had to be pushed and kept reminded of doing their work, they soon become champions when at UNILUS. It's really amazing,"

SP2 further explained that there is a general lack of seriousness at UNZA to ensure strategy implementation succeeds.

"It is always business as usual. One member of staff has three other relatives elsewhere. He has a husband, a niece and a cousin at different offices. Staff are not committed. How do you explain someone doing a report claiming for overtime next month, how?"

SP5 suggested a plan to change mindset of staff involved in strategic planning altogether. "UNZA faces challenges of changing staff mindset for efficiency and effective implementation of activities, especially meeting targets and milestones."

4.3.3 Lack of Clear Communication about what should be done.

SP7 singled out this problem as a big hindrance to the attainment of strategic implementation goals at the University of Zambia. He explained that the failure to connect or communicate strategic planning goals clearly to the people that are involved was rife. "You can have proper strategic plans but if you haven't communicated them clearly to the people who are supposed to implement them, it creates a very big disconnect," he said.

SP9 however says this problem is self-created as management does is not committed to the strategic planning process. They flip flop on objectives and merely copy and paste stuff from other universities.

"Thirdly, most of the objectives that are included in these strategic plans appear to be over-ambitious to me. Most of what they include in the strategic plans are "copied and pasted" from other universities without looking at our specific context and challenges. As a result, some are out of touch with UNZA realities and as a result, are never supported by members of staff, especially lecturers who feel they are asked to implement things which are beyond them as the conditions

under which they work are totally different from those that exist in universities where they copied from.

4.3.4 General High Cost of Operations

The cost of living is generally always going up and affecting budgeting. SP4 explained that when budgets are made and funding promised, it is done in United States Dollar, (USD). “For the 2018-2022 strategic plan, government pegged a USD at 15 for the pledge they made. But the kwacha keeps losing as you know. By the time the money is disbursed it is far less than what it was, and this affects strategic planning heavily adversely. Further, government is in the habit of issuing a wage freeze. Unions at UNZA however keep bargaining for higher salaries and you know what this always ends into, ultimately affecting implementing of strategy.

4.3.5 External Factors

External factors include items like economic factors, environmental factors, competitors, and social-cultural factors, technological and legal factors. These are factors where an entity like UNZA has no control over. They just happen and their effects impact on implementation of strategy.

SP1 for example cited Covid 19 as one recent major external factor that completely adversely affected the implementation of strategy at the country’s oldest university. She lamented that with the onslaught of Covid 19, activities that were planned by different implementation units could not be planned on schedule because of the deadly disease.

4.3.6 Inadequate Facilities and Infrastructure at UNZA

Almost all the respondents in this study cited the problem of inadequate capacity at UNZA albeit in different versions.

It was learnt during the study that the University of Zambia was designed to cater for a maximum of 3000 students in all areas of accommodation, lecture theatres, dining halls and all other facilities but that the current student population had burgeoned to a whopping 30, 000! That this had stretched the limits of capacity for everything beyond measure and that this had a severe adverse effect on implementing strategy.

SP4, who is the Director at the Directorate of Research and Graduate Studies (DRGS) demonstrated using the example of toilets. “Look at the toilets here. There are three streams of students of 600 each that must use the same toilets daily. That’s 1800 altogether in a day. Imagine a toilet having to flush almost every minute the whole day. How long can it last? It’s not feasible, its too much.” He said. He explained that this was severely making life at the university uncomfortable.

SP9 lamented about the general situation of infrastructure at the university.

“Connected to the lack of sufficient funding is the issue of inadequate infrastructure and facilities. Even though UNZA is made to compete for honors with Universities like University of Cape Town, Makerere, and many other powerful African Universities, the Infrastructure at UNZA does not even go a third of what exist in other Universities. It is only at UNZA where you go to a lecture where half your students are outside or sitting on the floor, it is only at UNZA where you go to a lecture without Power Point facilities, it is only at UNZA where you go to the office and/or lecture where there are no toilets, it is only at UNZA where you go to the office where there is no office space.... So, the infrastructure at UNZA leaves a lot to be desired. Actually, had it not been for the daily sacrifices by devoted lecturers and staff, UNZA could have collapsed a long time ago.” He said.

SP3 at the school of education used capacity at lecture theatres. “Our facilities are no longer adequate. The place is not conducive for learning. Content of sciences is delivered at the school of Natural Sciences and practicals are supposed to be done at our school but the labs are shells. Imagine even stools are a problem. You know there are special laboratory stools? They were nonexistent until when we bought a 1000 of them the other year. Look at the former New Education Lecture Theatre (NELT). It was dilapidated. Thanks to the Irish embassy who adopted it and have made it state of the art currently. It takes forever to receive funds from the central treasury here”.

SP3 suggested a solution to all this. He explained that the university had land in all the 10 provinces of Zambia, and that the university had centres in all these provinces. He suggested that UNZA needed to build university colleges in these provinces and allow students from those areas to enroll in their respective provinces. “Why should a student based in Mongu come all the way to Lusaka? Why not have University of Zambia in Mongu and allow Mongu students be based there? Staff

from the University of Namibia came here to learn about how this can be done. They have since gone ahead and implemented it and there are no longer capacity issues at the University of Namibia (UNAM) anymore”.

4.4 Solutions to Challenges of Strategy Implementation

Several possible solutions or prescriptions to the challenges of implementing strategy at the University of Zambia were suggested.

4.4.1 About Funding

There didn't seem a watertight solution to the perennial problem of funding at the University of Zambia.

SP7 gave a wholistic and seeming long lasting solution to the problem. He explained that the funding problem had been with the institution since its inception. He said UNZA would solve the funding problem if it engaged in alliances with corporates who later employ UNZA's graduates.

“It is possible to engage ZESCO Ltd for example to revamp and rehabilitate lecture rooms at the school of engineering, to make monetary disbursements at agreed intervals and UNZA in turn gives human resources to ZESCO. This can be done and can work very well. There's a female Vice Chancellor at the University of Pretoria who had turned around the fortunes of the university. She made this model work very well. It can be done here,” he explained.

He concluded by suggesting that in future terms of reference and job descriptions for topmost management at UNZA should also include targets of own generation of funds.

SP4 made the following suggestions:

“If UNZA has to achieve its vision, it needs to be given more autonomy in determining their tuition fee structure and accommodation charges despite being a public university which is not immune to the general cost of living. See what students pay at boarding houses as rent and compare it to what government gives as accommodation, its peanuts. Allow UNZA to pay a reasonable fee for their services,” he explained.

He added that the university had a huge debt and was losing a lot of money as penalty payments to statutory bodies like the Zambia Revenue Authority (ZRA), the National Pensions and Savings Authority (NAPSA) and other pension bodies. He suggested and implored government to at least pay these penalties off at a go and relieve UNZA from this matter that was having a huge strain on their financial position.

SP4 submitted that government should consider exempting UNZA and other public universities from paying indirect taxes like Value Added Tax (VAT) which these universities pay but don't charge on their services.

Asked what should be needed to be done to circumvent the number one challenge of funding for strategic plan activities, SP3 explained that there could be nothing that could be attained without money even if one had the best formulated strategic plan. He suggested that the university working in conjunction with the Ministry of Education (MOE) should strengthen research and consultancy activities in the schools by creating a research fund allocated to the Higher Education Authority.

SP3 was also saddened by the culture and attitude of university workers in income generating business units. He lamented how a business manager for example at a UNZA farm or accommodation units at Marshlands depended on a salary from the university.

4.4.2 Attitude and Commitment by Staff

The problem of attitude of staff involved in strategic planning at the university was generally cited as pathetic and recommended for a complete overhaul if things, including success in the strategy implementation had to change.

SP2 suggested the harsh measure of firing everyone and starting afresh. "We need someone with a strong spirit to make a harsh decision of firing everyone and asking them to re-apply for their positions. We need to start afresh. There is nothing happening. People are in business-as-usual mode and doing what they are doing because they have to do it. They don't understand the meaning and need for strategic planning," he said.

SP7 suggested that it was all about attitude and mind set change in the workers at the university. It can be turned around. "Let explain this by the example of an interview about a cleaner who was

interviewed at Boeng, the Aircraft manufacturing company. When she was asked what her job at Boeng was, she said her job was to contribute to the manufacture of Boeng aircrafts. Imagine such an answer and what it all encompasses? This is the best explanation I got. When everyone understands their role as such, it makes life easier, “He explained.

SPSP4 explained that in addition to the problem of attitude at UNZA, there were just too many staff currently who had been overtaken and made redundant by technology. He submitted that there was need for redeployment or utter laying off. “How do you explain having 100 drivers when the institution has only 40 running vehicles? He asked.

SP12 explained that most workers and staff involved in the strategic management process at UNZA did not understand what they were doing. They either half understood it, were simply not interested, or lacked motivation for it.

“They get us involved in this thing every year in and year out but there doesn’t seem to be results coming out of it. Look, the senior management seem to be enjoying while everyone else is tightening their belts. They are forever buying brand new vehicles, GXs. For them, things seem to be ok. This thing of strategy management at UNZA needs re-looking altogether. They should bring everyone on board and motivate them enough,” he said.

4.4.3 Communication of Strategic Plan and Implementation

Communication is key and important in everything and communication about strategic plans and their implementation to the staff that get involved in these exercises cannot be overemphasized.

SP7’s used the example of the Boeing example where a mere cleaner knew her role in that Aircraft manufacturing company, as contribution to the manufacture of aircraft. He explained that it was important that before strategy implementing units are given the plan, they should be explained to thoroughly what is expected of them in entirety. He emphasized that it all started with top managers. When these understood exactly what needed to be done, they would translate this down all the way to the least in the hierarchy.

4.4.4 External Factors

It was learnt during the study that a few measures can be employed to mitigate impact of external factors as follows:

Firstly, UNZA can formulate a mechanism for triggering knowledge of existence of external factors that threaten the wellbeing of the business of UNZA that is, being alive to the happenings in the external business environment.

Secondly, UNZA can also develop a mechanism for contingency planning, risk management, innovation, adaptation, and collaboration.

4.4.4 Operational Costs

To deal with this challenge, SP4 suggested the following.

Firstly, the Common/standard requirements (such as stationery) for implementing the strategic plan must be aggregated and procured in bulk from source (manufacturer/dealer) and thereby leveraging on all possible bulk-purchase-discounts.

Secondly, wherever practically possible, Forward Contracts must be applied as a way of having a guaranteed supply of goods and services at negotiated agreed prices, agreed quality of goods/services and agreed supply times.

Thirdly, there is need to introspect and subject all internal costs generated by activities to a ‘cost-benefit-analysis’ in conjunction with an analysis of each activity against value addition. It should be noted that not all activities add value to the organization but that all activities add costs to the organization instead.

Fourthly, UNZA should endeavor to adopt and apply some Japanese models in discharging its functions which are:

- (a) Total Quality Management (TQM) – a concept that emphasizes the need to ensure that quality is enshrined in all the activities on the ‘production line’ from beginning up to the end.

- (b) Kaizen – this is based on the concept that there is always a better way of doing something therefore individuals/organizations should always endeavor to engage in ‘continuous improvement’ or ‘betterment’ of working life.

4.4.5 Timing differences

SP4 who highlighted this problem of timing differences prescribed possible remedial actions to the challenge as follows.

Firstly, the formulation of Implementation Work Plans at School, Departmental and Individual level must not be done like an academic exercise or done to fulfill just the need to have Implementation Work Plans in place but, rather, Implementation Work Plans must be formulated to achieve the intended purpose, at the intended time, in the intended manner by the intended staff.

Secondly, Accountants in all the Units (Schools, Institutes, Directorates, and Management Support Units) must coordinate the resourcing (make funds available) of the Strategic Plan Implementation activities by securing funding for the activities through the Chief Accountant – Schools and Units.

4.4.6 Lack of infrastructure and capacity at UNZA

Several suggestions were made about how to solve this huge problem of lack of capacity at UNZA in terms of facilities.

SP3 suggested that the university must source funds and start developing campuses in the provincial centers where they already have land. Through this, students hailing from those respective centers would be based in those centers and would not need to come to Lusaka and overcrowd.

SP7 recommended that the university should make strategic alliances with leading corporates in the country. The university would be producing human resources for the corporates while the latter would be giving financial support to the university.

4.5 Chapter Summary

This chapter brought out the findings of the study. The chapter revealed that UNZA has indeed been involved in strategic planning since 2008 and is currently implementing the fourth strategic plan since it started engaging in these plans. The Chapter has noted that the university does not have an exact process of devising and implementing strategic plans. Plans are either devised by schools and directorates and fed into the main institutional strategic plan but that monitoring and evaluation of these plans is done by the strategic planning office. The chapter also listed a number of challenges the university encounters when implementing strategy with funding coming out as the major obstacle. Others were attitude of staff at the university, lack of communication about the need for strategic planning, external factors, high cost of operations and timing differences between when activities are planned to be carried out in the strategic plan, and when they are actually carried out. The chapter ended by prescribing possible remedies to the challenges unearthed.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

In this Chapter, the researcher discusses the key study findings in relations to other authors as elaborated in Chapter Two on Literature Review and deduces lessons that will provide insight in strategy implementation for public universities in Zambia.

This study reviewed strategy implementation by public universities in Zambia, using UNZA as a case study. The study established that there is a step-by-step UNZA uses to put strategies in place, that the strategy implementation process is imbued with many challenges and that there are available solutions to these challenges. This chapter now sets to discuss these findings.

5.1 Processes for Carrying out Strategic Plans and Implementation.

It was established that UNZA has been engaged in Strategic planning since 2008. It is currently executing a fourth (4) strategic plan which is the 2023- 2028 plan having already run and implemented the 2008-2012, 2013-2017 and 2018-2022. This is important and in agreement with the understanding that strategic planning is cardinal and key for superior organisational performance. When UNZA was established up until the time that the higher education game was opened up to other public and private players, it (UNZA) could afford to do business as usual and not engage in strategic planning which is a competitive tool that sets organisations apart from competition and assures and guarantees long term survival. This agrees with Mahsood S (2014) who posited that failure to do strategy development and effective implementation puts universities at risk. It is inconsequential what process the university devises during the planning and implementation stages. The important thing is that the university engages in strategic planning.

5.3 Challenges of Strategy Implementation

The challenge of funding which almost all the respondents pointed out agrees with a number of studies carried out on the implementation of strategy at public universities. This problem stands out prominently here because finance is the life blood of every strategic plan activity. The problem is even more compounded because of the nature of public universities which have the ingredient,

(As SP6 calls it) of most politicians who do not want to be viewed as inhuman or bad. They always look at matters with votes in mind. They will always agree to requests for finance even when they have little or no capacity to give out. This problem of finances corroborates with findings of Mojtaba Z, et al (2020) when they endeavored to identify and evaluate the current status of organizational barriers affecting the implementation of strategy in public universities in Iran.

The problem of communication of strategy identified in this as a barrier needs little elaboration. It is important that before a strategic plan is rolled out, it must be explained to the stakeholders. Yes, it was learnt in this study that prior to a strategic plan launch, a questionnaire is prepared and given to the university's stakeholders of management, the Deans of schools, Heads of units, union leaders and their members etc for them to indicate what a particular strategic plan should focus on. And this is commendable. But this must go beyond this. It must also be communication informing would be executors of the plan the need for a strategic plan, what objectives it is envisaged to achieve, and everything else. The staff must own the plan and execute it wholeheartedly. This is in sync with findings of Mojtaba Z, et al (2020), Kennedy A. (2012) and Ndimba T, (2018) who all highlighted the importance of communication.

The challenge emanating from the attitude of implementing staff is very unfortunate. Without motivation, it is almost difficult to accomplish anything. It is unclear what the bad and wrong attitude is a result of, whether lack of capacity to do the job, lack of incentives or indeed anything else. Kennedy N, (2012) in his study of Challenges of Strategy Implementation at the University of Nairobi ascertained that lack of reward systems affected strategy implementation in public universities greatly and adversely. It is therefore important that engaging in strategy be spiced with rewards and adequate communication for the officers and staff involved. This corroborates with what Hrebinaak (2009) postulated about issues of employee involvement and motivation for strategy implementation to be successful.

The other challenges highlighted in the study viz High cost of operations and timing differences are equally important and need addressing. The suggestions given for circumventing these challenges look credible and should be tried and possibly adopted. It is possible for UNZA to buy inputs and any other materials required for strategic planning in bulk at source and to receive substantial discounts.

For the issue of timing differences, a suggestion has been offered that the formulation of Implementation Work Plans at School, Departmental and Individual levels must not be done like an academic exercise or done to fulfill just the need to have Implementation Work Plans in place but, rather, Implementation Work Plans must be formulated to achieve the intended purpose, at the intended time, in the intended manner by the intended staff. This is not rocket science. It is simple stuff that can be implemented and, in the process, contribute to overall successful strategy implementation which is key for survival in the current scenario where there is a university at each corner of the country!

5.4 Chapter Summary

This chapter discussed the findings of the study as presented in the previous chapter. It also discussed, amplified, and interpreted the findings. The findings were also evaluated to see if they were in sync or agreement with findings of other researchers who have studied strategy implementation in public universities globally, regionally, and indeed in Zambia. It was indeed learnt that the findings of challenges of funding, attitude of implementing staff, lack of communication and leadership in strategy implementation corroborated with findings of other researchers elsewhere. It was discussed that the RBV model, which this study was pinned upon, can make UNZA to fight competition, subdue it and remain buoyant in the provision of higher learning in Zambia. It was also discussed that the study had a key limitation of only focusing on one university when there are currently nine public universities in the country. It was recommended that further studies on the subject must be carried out with a wider view including all the public universities in the country.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

This Chapter sums up the study and makes conclusions of the research. Further it provides recommendations that might help to address the challenges of strategy implementation in public universities in Zambia and inspire further research in this vital field of study.

6.1 Conclusion

6.1.1 Processes of Strategy Implementation

The study concluded that the University of Zambia engages in strategic planning out of the realization that it is only through strategic planning that superior organisational performance can be achieved. Further, that the institution does not have written down stages of how strategic plan and the ensuing strategy implementation should be arranged. Schools and directorates are free to plan their own strategies, but overall monitoring and implementation is done by the Strategic Planning office.

6.1.2 Challenges

The study also concluded that strategy implementation at UNZA is imbued with a number of challenges with funding being the worst, and that this problem is exacerbated by the ingredient of the institution being majority funded by politicians. Additionally, the study has concluded that lack of or poor communication, bad attitude towards work by UNZA staff and general lack of capacity by the institution hamper successful strategy implementation at the institution. Further problems of timing differences between when activities are supposed to be executed in the strategic plan and when they are actually carried out, high cost of operations and external factors, all impact strategy implementation negatively.

6.2 Recommendations

The study makes the following recommendations.

- Government must increase funding and be firmer with their pledges of financial support to the institution. In the past they have committed to financial support but have either delayed disbursing the funds or have not delivered at all.
- UNZA must source for additional funds and start developing campuses in the provincial centers where they have land.
- UNZA must develop partnerships with industry joints where the former will be preparing the required human resources, and the latter will provide financial support.
- Government must increase their support for research and consultancy through the Ministry of Education by developing a research fund at the institution.
- Government should consider exempting UNZA and other public universities from paying indirect taxes like VAT because these institutions do not charge this VAT on their services.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

INTRODUCTION LETTER

THE UNIVERSITY OF ZAMBIA

PO BOX 32379

LUSAKA

Dear Respondent,

I am a Master's in business administration, (MBA) student at the University of Zambia in collaboration with the Zimbabwe Open University, under the distance education mode of study.

I am currently carrying out academic research in the field of Strategy Implementation. The purpose of this research is to review strategy implementation by public universities in Zambia by using the University of Zambia as a case study.

You have been randomly selected as one of the respondents to help with data regarding the study. Kindly help me with your honest views and be assured that the information that will be recorded will be treated with utmost confidentiality. Your precise responses will be greatly appreciated.

I Thank you.



Mulawa Robson Mulawa

APPENDIX II: CONSENT LETTER

T HE UNIVERSITY OF ZAMBIA IN COLLABORATION WTTH ZIMBABWE OPEN UNIVERSITY.

My name is **Mulawa Robson Mulawa**, a final -year student in the Master of Business Administration (MBA), distance mode of study, under the Zimbabwe Open University in collaboration with the University of Zambia programmes.

My research topic is: **A Review of Strategy Implementation by Public Universities in Zambia: The Case of the University of Zambia.**

I am writing to kindly request for your voluntary participation in this study. Please read the information below and ask questions about anything you may not understand before deciding to participate in the study or not.

1. There are no risks whatsoever arising from you taking part in this study.
2. If you are not interested in taking part in the study, please do not participate. Participation in the study is voluntary.
3. All responses will be highly appreciated and treated with utmost confidentiality. Responses will be used for academic purposes only.
4. Should you have any question about this study, please do not hesitate to contact the researcher on the following numbers: 0971 257364 or 0964 656713
5. If you assent to this study, please sign against participant's signature provided below.

Participant's Signature:

Date:

APPENDIX III: APPROVAL OF STUDY LETTER



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777 Fax: (+260)-211-290 258/253 952 | E-mail: director.drgs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464

29th August, 2023,

REF NO. HSSREC – 2023-APR- 030

Mr. Mulawa Robson Mulawa,
School of Humanities and Social Sciences,
P.O.BOX, 32379,
LUSAKA.

Dear, Mr. Mulawa,

**RE: “A REVIEW OF STRATEGY IMPLEMENTATION BY PUBLIC
UNIVERSITIES IN ZAMBIA: THE CASE OF UNZA”**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:-2023- APR- 030
Approval and Expiry Date	Approval Date: 29 th August 2023	Expiry Date: 28 th August, 2024
Protocol Version and Date	Version - Nil.	28 th August, 2024
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	

Number of Participants Approved for Study		
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Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.

-
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
 - A reprint of this letter shall be done at a fee.
 - All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa
DR. J. I. Ziwa

**CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

CC: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies

APPENDIX IV: INTERVIEW GUIDE

INTERVIEW GUIDE FOR RESPONDENTS

1. For how long has UNZA been engaged in strategic planning?
2. For how long have you been involved in any aspect of the strategic planning process at UNZA, i.e., Strategy setting, implementation, or evaluation?
3. Are there any particular processes or stages UNZA follows when engaging in strategic planning and implementation?
4. How would you describe the strategy implementation process at UNZA?
5. Are there any challenges UNZA faces when implementing strategy? If so, what are these challenges?
6. Are the above challenges unique to UNZA as a public university or not?
7. What remedies do you propose as ways of dealing with the challenges UNZA encounters when implementing strategy?
8. What should be done overall to ensure strategy implementation is successful at public universities in Zambia?

Thank you for your time!

APPENDIX V: ETHICAL CLEARANCE



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

Telephone: +260-211-290258/293937
Fax: +260-211-290258/293937
Zambia
E-mail drgs@unza.zm

P O Box 32379
Lusaka,

ETHICAL CLEARANCE INFORMATION

Kindly see explanation below for submission of application for ethical clearance.

Fill in 1a, 1b only. The ORDER of documents should be as follows:

- 1) Photocopy of UNZA Receipt
- 2) Application forms: starting with 1a, 1b.
- 3) One page summary
- 4) Complete Research Proposal with all the Research tools
- 5) All the above documents should be spiral bound into 5 copies and ensure that the Head of Department/Organisation and the Principal investigator signs on the application forms
- 6) 5 Spiral Bound hard copies should be submitted to Assistant Registrar Research at DRGS
- 7) Attach nine loose copies of the summary of proposal
- 8) Soft copies to be sent to all the following email addresses:

tabo.liswaniso@unza.zm
redge.mubiana@unza.zm
raphael.chatwe@unza.zm
e.mwanda@unza.zm

(Kindly note that the other forms are for the information of the principal investigator, progress reports are filled in at an appropriate time)

FEES ARE AS FOLLOWS:

Local Students Projects (UNZA)

<u>Masters</u> Ordinary (Minimum of 30 days)	- ZMK 500.00
PHD Ordinary (Minimum of 30 days)	- ZMK 1,500.00
Express/Fast Track Masters (Minimum 10 Working days)	- ZMK 1,000.00
Express/Fast Track PHD (Minimum 10 Working days)	- ZMK 3,000.00

Local Students Projects (NON UNZA)

<u>Masters</u> Ordinary (Minimum of 30 days)	- ZMK 1,000.00
PHD Ordinary (Minimum of 30 days)	- ZMK 1,500.00
Express/Fast Track Masters (Minimum 10 Working days)	- ZMK 1,500.00
Express/Fast Track PHD (Minimum 10 Working days)	- ZMK 3,000.00

Students Registered Outside Zambia/Foreign Students

<u>Masters</u> Ordinary (Minimum of 30 days)	- USD \$ 150.00
PHD Ordinary (Minimum of 30 days)	- USD \$ 200.00
Express/Fast Track Masters (Minimum 10 Working days)	- USD \$ 300.00
Express/Fast Track PHD (Minimum 10 Working days)	- USD \$ 400.00

Locally Based Non-Student PI

Ordinary (Minimum of 30 days)	- ZMK 2,500.00
Express/Fast Track (Minimum 10 Working days)	- ZMK 3,500.00

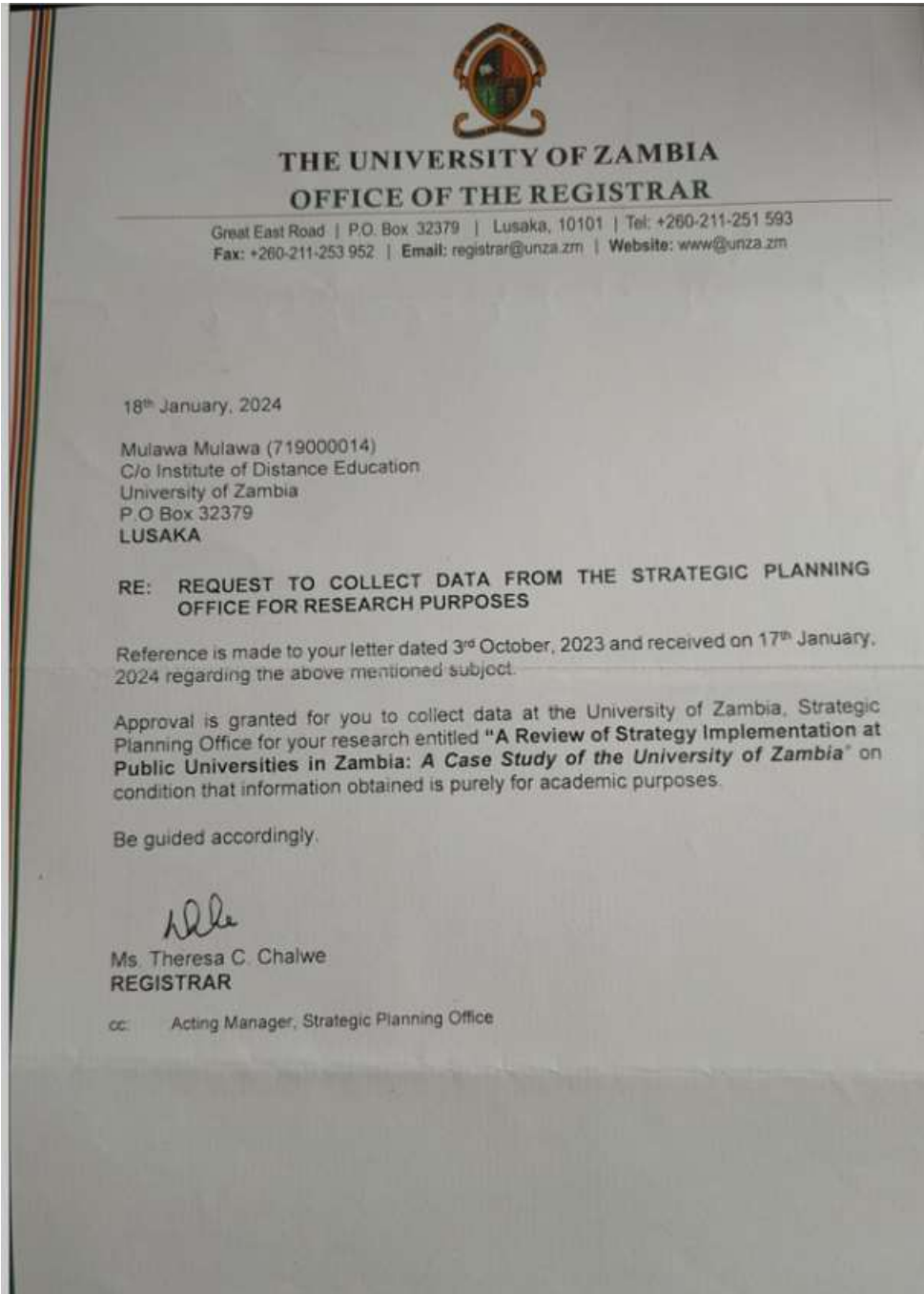
Foreign Based Non-Student PI

Ordinary (Minimum of 30 days)	- USD \$ 250.00
Express/Fast Track (Minimum 10 Working days)	- USD \$ 500.00

ACCOUNT DETAILS:

Account Name	:	UNZA Directorate Postgraduate
Account Number	:	0100110272200
Bank Name	:	Standard Chartered Bank
Branch	:	Lusaka Main
Swift Code	:	SCBLZMLX
Sort Code	:	60017

APPENDIX VI: APPROVAL TO COLLECT DATA



APPENDIX VII: BUDGET

S/N	DESCRIPTION	AMOUNT
1	Paper	K500.00
2	Talk time for voice and data	K 1 000.00
3	Printing and Binding	K2,000.00
4	Assistant (one)	K1,000.00
5	Fuel	K1,500.00
	TOTAL	K6,000.00

APPENDIX VIII: GANTCHART

No.	DESCRIPTION	DURATION IN WEEKS														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	LITERATURE REVIEW	■	■	■	■											
3	DATA COLLECTION						■	■	■	■	■	■	■			
4	DATA ANALYSIS										■	■	■			
5	THESIS DRAFTING												■	■	■	
6	THESIS PROOFING/CHECKING														■	■
7	SUBMISSION OF THESIS															■
8	THESIS PRESENTATION (TBA)															