

# Leading Change in Organizations: “Creating High Performing Organizations in Tanzania – Experience of the College of Business Education”

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## Abstract

Interest in creating High Performing Organizations (HPOs) has been growing around the globe particularly in Tanzania and managers have been looking into practices that will help them elevate organizational performance. Unfortunately, there is less of HPO studies conducted in Tanzania, which could help such managers. Thus, an exploration of the managerial strategies and processes that ensure high performance driven behavior at the College of Business Education (CBE) is the main foci of this paper. The goal of the study was to review the management strategies and programs implemented by the CBE over the years to assist it become high performing institution. Moreover, what differentiate the very best organizations from the rest is stressed.

This study utilized both secondary data drawn from the existing literature and primary information which was obtained through an interview and self-administered mailed questionnaire to a purposive sample of selected 10 employees working within CBE. The result reveals that development of human capital, the managerial capabilities, and innovative characters are fundamentals to creating HPOs in today’s competitive environment. In order to create HPOs, many of the traditional bureaucratic approaches to management need to be discarded and replaced by employee-oriented approaches, which gives preference to sharing of information, knowledge and, power with employees.

High performance in an organization can therefore be achieved by understanding organization’s goal, ensuring that employees have essential skills to reach that goal and nurturing a trusting environment.

**Key words:** CBE, creativity, High Performing Organization, innovation, and Management skills

## 1.0 Introduction

Managers world over are charged with the responsibility of taking actions that will enable individuals to make their best contribution to achieve the group’s objectives. In the business environment today, organizations are finding themselves being forced to adapt to the ever changing and competitive environment (Koontz and Weihrich, 2005). Management utilizes various strategies and processes such as total quality management (TQM) and business process re-engineering to make companies more competitive (Cole, 2004).

The search for the most effective methods, processes, strategies, factors and principles is a continuous search and some scholars have noted that organizational managers need to be able to manage at the speed of change, and that takes creativity and innovation (see for example; Kaijage and Mwaipopo, 2004). This view is supported by Olomi (2001); and Mahemba (2003) who affirm the importance of creativity, innovation and management skills to organizations.

More importantly, today's public sector organizations face complex challenges on many fronts. Customers expect high-quality services. Government agencies that regulate and fund public sector organizations require increased reporting and accountability (URT, 2012). In the face of shrinking budgets, public agencies must continually find ways to operate more efficiently, cut costs, and spend taxpayer money wisely<sup>5</sup>.

Managers must also be aware of the fact that both profit and non-profit organizations are starting to collapse under the increasing pressure from stakeholder’s demands. It is said that this is the age of extreme competition in which the combined forces of global competition, technology, interconnectivity, and economic liberalization make life for companies tougher than ever before<sup>6</sup>. As a result, managers are forced to look for new management methods and to develop cutting-edge processes to deal with existing trends and developments. On the other hand, public managers should exhibit and demonstrate the capability to asset management, as it is becoming a crucial

<sup>5</sup> de Waal, (2005)

<sup>6</sup> Huyett, W.I. and Viguerie, S.P. (2005), Extreme competition, McKinsey Quarterly, 1

qualification for receiving lucrative grant funding from the treasurer and other sources (URT, 2012). These challenges are not limited to specific departments or to any one segment of the public sector.

For example; Metle (2002) indicates that traditional culture is of importance in predicting and affecting job satisfaction among Kuwaiti women employees in the public sector. Also, Suliman and Abdulla (2005) confirm that the quality of the work climate plays an important role in the creation of a high performing organization(s) in the Middle East. Likewise, de Waal, Hafizi, Rahbar, and Rowshan (2010) identify a positive relationship between the degree of performance- driven behavior and organizational performance in Iranian banks. This is in line to Akroush, Dahiyat, Gharaibeh, and Abu-Lail (2011) who demonstrate that applying customer relationship management components had a positive influence on the performance of Jordanian financial service organizations.

Set in this context, the level of competition in Tanzania today requires continuous improvement of organizational performance in four critical areas: the quality of goods and services, the cost of producing goods or services, the speed with which products and services are brought to market, and innovation in the development of new products and services (Tamara, 2006). Furthermore, De Waal and Sultan (2012) goes as far as maintaining that during the last decades, interest in creating HPOs has been increasing in countries over the globe. Tanzania is no exception to this and that organizational managers in particular have been looking into drivers that will help them elevate organizational performance. Both the government and private institutions in general are seeking a solution to what has, until recently, seemed to be an insurmountable challenge. However, there appears to be very few studies regarding HPO in Tanzania and business schools in particular.

The above overview shows that there is a need for a grounded HPO research performed in the Tanzanian public institutions context to help them identify the actions they need to take to become high performing. Thus, an exploration of the managerial issues leading to change and/or creating high performing organizations is the main foci of this paper. Simply, this study sought to answer the following question: to what extent has the CBE pursued and implemented strategies and processes that ensure high performance driven behavior and what are the qualities of the performance management process? Consequently, the findings of this study extended our understanding on the importance of creating a high performing institution in Tanzania as well as what is thought to be the best practices in certain aspects of business (such as processes, human resources, or technology) which are explicitly linked to achieving high performance.

The article is organized and structured as follows. Second section formulates a conceptual framework and definition of HPOs and the third section describes the research approach/designs employed during surveys. This is followed by section four in which, both the case company at which the study was applied, (CBE) and the results are revealed and described. The fifth section depicts discussion of the findings. Finally, the paper underscores the limitations, conclusion and recommendations.

The research described in this paper adds knowledge to the existing body of knowledge on how an organization becomes high performing. Research results also has a practical implication in that it yielded improvement suggestions which managers can take forward to transform their institutions and organizations into an HPO. This is because managers are under an increasing pressure to deal effectively with trends and new developments in the market place and thus the more is known about the elements which make up a sustainable organizational performance, the greater the effectiveness for managers in improving their organizations in a focused way.

## **2.0 Literature review**

### **2.1 Definition of High Performing Organization**

Many definitions of a HPO can be found in the literature. These definitions often describe achievements or attributes of a HPO such as strong financial results, satisfied customers and employees, high levels of individual initiatives, productivity and innovation, aligned performance measurement and reward systems, and strong leadership (de Waal, 2007). Likewise, a HPO could be defined as an organization in which each person is a contributing partner to the business (De Wit and Mayer, 2005). This means that high performance work environments require a deep respect and trust in people. People are not viewed as extensions of machines, objects to be manipulated nor costs to be controlled but rather as thinking and feeling human beings who bring enormous energy, creativity and talent to their work (Mostafa, 2005).

High-performing companies particularly those in the service industry, produce extraordinary results through improved service quality which in turn brings about growth performance in terms of profitability and that extend

beyond customer service and shareholders gain<sup>7</sup>. Some of these companies become agents and models of constructive innovation and create places where people can learn, achieve, and grow (Deakins, 1999).

## 2.2. What makes High Performing Organizations successful?

Most people want jobs that are meaningful and allow them autonomy to make decisions and contribute to the company in significant ways. According to Buzzotta (1999) effective organizations are those moving beyond attempting to control people to trusting and empowering them with the resources, information, tools, skills and support to manage their work processes and create products and services of unprecedented quality. This view is of course supported by de Waal and Chachage (2011) who purports that lots of companies in Tanzania espouse a philosophy that values people and yet are not experiencing the kinds of performance described in this paper. Only a holistic and systemic view of the organization in which all aspects of the organization are aligned behind that philosophy will realize the true value of their people (Dawes, 1999).

In HPOs both the employers and employees must understand the business. Besides, they are committed to getting results and are organized into self-contained, multi-functional and customer-focused business units or teams that take full responsibility for making decisions, solving problems and continuously improving the quality of their work (Hofstede, 2001). Everyone involved in a particular core process are members of the same team and are empowered with full authority for the success of a whole product, service or major segment of work (Bateman and Zeithaml, 1993). Roles and responsibilities are much broader and more meaningful in scope than in a traditional organization. The team is responsible for setting goals, coordinating and scheduling their work, interfacing with the customer, training, making decisions and problem solving, monitoring quality, and even measuring performance and making hiring and selection decisions. The role of management changes from that of controlling workers and solving day-to-day problems to being facilitators and coaches (see also Koontz and Weihrich, 2005). They define outcomes, manage boundaries, and interface with other departments. In general, they ensure that the team has the resources, training, information and support they need to carry out the job (de Waal, 2006: 2008).

The following are the highlighted major features of HPO against those of Traditional organization.

Table I: The major features of HPO versus those of Traditional organization.

High Performance Organization	Traditional Organization
Customer focused	Internally focused
Decentralized structure with autonomous, self-regulating work units.	Centralized and bureaucratic structure.
Planning and coordination done by work teams.	Planning and coordination done by management.
Jobs are broadly defined and employees possess multiple skills.	Specialization and narrowly defined jobs.
There may be many ways to achieve same level of performance.	Standardization of performance. There is one single best way to do a job.
Minimum of rules, values and common sense govern behavior	Uniform and strictly enforced policies. Do things by the book,
Department boundaries determined by task inter-relationship (product or process focused).	Department boundaries determined by similarity of function (e.g. Engineering, Manufacturing, etc.)
Training focuses on total employee development (e.g. business understanding, teamwork, etc.)	Training focuses on technical

Source: Buzzotta (1999)

There is an old truism that "If you keep doing what you have been doing you will keep getting what you have been getting<sup>8</sup>". Most leaders, owners or managers might have not yet tapped the full potential of their workforce, and yet they won't do so by doing more or even better of what they have done in the past. Research and experience indicate that companies organized by principles of high performance consistently outperform their more traditional counterparts (de Waal, 2006; 2012). A recent review of selected service companies in the USA that have recently redesigned their work environments consistent with these principles during the past 10 years

<sup>7</sup> Vital Enterprises, 1997

<sup>8</sup> Innanga, E. (2005) is a retired Emeritus Professor of Accounting and Finance at the Maastricht School of management, the Netherlands.

showed that there was an interdependent and mutually reinforcing relationship with performance i.e. positive relationship between innovation , management styles and growth performance (De Waal, 2007; Dawes, 1999). Likewise, Storey (1994) has a similar opinion on the United Kingdom small enterprise performance. In the Tanzanian context, both Mahemba (2003) and Olomi (1999) assert that lack of well-established innovation management practices particularly in SMEs might be one of the reasons for organizational under-development. Therefore, this made it possible to explore the managerial strategies and processes that would ensure high performance driven behavior in the context of the Higher Learning Institutions.

### 2.3 High Performing Organization framework

Scholars and consultants have derived various theories of high performance through close analysis of successful businesses and their practices (see for example ACE, 2005). In his “Scientific Management Theory”, Weber (1906) emphasized the importance of organizational structure and processes. Whereas Wren (2005) as well as de Wit and Mayer (2005) emphasize aligning employees’ behavior to organizational strategy. ACE (2005) on the other hand, emphasizes the need of measuring people, processes and outcomes. Although there have been many studies into HPOs in various countries (for example; de Waal, 2006; 2008; de Waal et al. 2010) but none of these have actually resulted in a universal theory, model, or framework which could be applied in different organizational contexts (de Waal and Sultan, 2012). Until recent years, when the HPO framework-incorporating the research results of multiple disciplines – was developed after an extensive review of 290 academic and practitioner publications on high performance (de Waal, 2006). In this HPO study, an HPO was defined as “an organization that achieves financial and non-financial results that are better than those of its peer group over a period of time of at least five to ten years”. In general, the organization can be transformed to high-performance by accepting the principles that define it and ensuring that all decisions and actions are consistent with them. It is the responsibility of managers to leverage this conviction by ensuring that every other member of their leadership team is aligned to the same purpose. In this paper, the high performance model developed by Buzzotta (1999) and later modified by de Waal (2008; 2012) is used to clarify and indicate how organizations can make the transition to high performance (see also figure 1). The Model shows the programs that can be used to create a HPO. The model indicates that, there are five distinct but interrelated paths to get there; i.e. organizational assessment, organizational design, strategy development, leadership and personal development training, and implementation of teams.

For each of the 290 studies, elements that the authors indicated as being important for becoming a HPO were identified and categorized. Because different author used different terminologies, similar elements were put in the same category. The resulting categories were labeled “potential HPO characteristic”. For each of the potential HPO characteristics the ‘weighted importance’ was calculated i.e. the number of times that it occurred in the examined studies. Finally, the characteristics with the highest weighted importance were considered the HPO characteristics. These characteristics were subsequently included in an HPO survey which was administered worldwide and encompassed over 3,200 respondents. In this survey, the respondents were asked to indicate how well they thought their organizations were performing as to the HPO characteristics (on a scale of 1 to 10) and also how the results of the organization they worked at compared to those of peer groups.

The competitive performance was calculated using two formulas:

1. Relative performance (RP): Performance of the organization versus performance of its peer group, i.e.  $RP = 1 - [(RPT - RPW) / (RPT)]$ ; in which RPT = Total number of peers, and RPW = number of peers with worse performance
2. Historic performance (HP): Performance of the organization in the past three to five years versus the performance of its peers during the same time period (possible answers: worse, the same or better).

These subjective measures of original performance are established indicators of the real performance (Dawes, 1999). By performing a non-parametric Mann-Whitney test, 35 characteristics which had the strongest correlation with organizational performance were extracted and identified as the HPO characteristics. The resulting correlation was as expected: the HPOs scored higher on the 35 HPO characteristics than the lower performing organizations. A principal component analysis with oblimin rotation was performed on the 35 characteristics, which resulted in five distinct HPO factors. The HPO framework, has subsequently been empirically validated in Tanzanian context (de Waal and Chachage, 2012); and was also considered a good framework for this study.

Therefore, the HPO framework, consisting of five factors and their underlying characteristics according to de Waal (2012) is described below:

1. **Management quality:** Belief and trust in others and fair treatment are encouraged in an HPO. Managers are trustworthy, live with integrity, show commitment, enthusiasm, and respect, and have a decisive, action-focused decision making style. In this case, management holds people accountable for their results by maintaining clear accountability for performance. Values and strategies are communicated throughout the organization so that everyone knows and embraces these.
2. **Openness and action-orientation:** A HPO has an open culture, which means that management values the opinions of employees and involves them in important organization processes. Making mistakes is allowed and is regarded as an opportunity to learn. Employees spend a lot of time on dialogue, knowledge exchange, and learning, to develop new ideas aimed at increasing their performance and make the organization performance-driven. Managers are personally involved in experimenting thereby fostering an environment of change in the organization.
3. **Long-term orientation:** An HPO grows through partnerships with suppliers and customers, so long-term commitment is extended to all stakeholders. Vacancies are filled by high potential internal candidates first, and people are encouraged to become leaders. An HPO creates a safe and secure work place and dismisses employees only as a last resort.
4. **Continuous Improvement and renewal:** A HPO compensates for dying strategies by renewing them and making them unique. The organization continuously improves, simplifies and aligns its processes and innovates its products and services, creating new sources of competitive advantage to respond to market developments. Furthermore, the HPO manages its core competences efficiently, and sources out non-core competences.
5. **Workforce quality:** A HPO assembles and recruits a diverse and complementary management team and workforce with maximum work flexibility. The workforce is trained to be resilient and flexible. They are encouraged to develop their skills to accomplish extra-ordinary results and are held responsible for their performance, as a result of which creativity is increased, leading to better results.

Figure 1: High performance Model



Source: Buzzotta (1999)

### **3.0 Methodology**

To achieve its objectives, this paper utilized an exploratory design in which, both desk research and expert interviews were adopted. For desk research approach, secondary data was drawn from accepted sites such as Science Direct and Emerald EBSCO. In this case, appropriate existing literature is reviewed to unearth both theoretical and empirical facts on the research problem and determine the current state of affairs.

To substantiate some arguments raised in this paper on how to create HPOs, an expert interview was also used to gather primary information through a self-administered mailed Performance Management Analysis (PMA) questionnaire to a purposive sample of selected 15 employees working within CBE; which comprised of 8 academic staff, 4 Heads of Departments (HoDs) or units, 1 senior staff in the Directorate of Human Resources, and 2 staff in the registrar's office (i.e. 1 academic officer, and 1 admission officer). In lieu of this, the names and corresponding mailing lists available in the office of the Director of Human Resources was utilized. Besides, all the addresses from the mailing lists were valid because no mailings were returned as undeliverable. However, 3 respondents from Mbeya Centre and 2 participants from Mwanza Centre did not respond to the questionnaires.

The survey was conducted between October to December 2015; and 10 the questionnaires were returned being fully completed; thus the effective mail was 68% response rate. No inducements were included for participation in the survey; instead, the author designed and sent a simple cover letter asking members who were purposively selected to participate. This is in line to Kothari (1985) who says, the optimum sample is one that fulfills the requirements of efficiency, representativeness, reliability and flexibility.

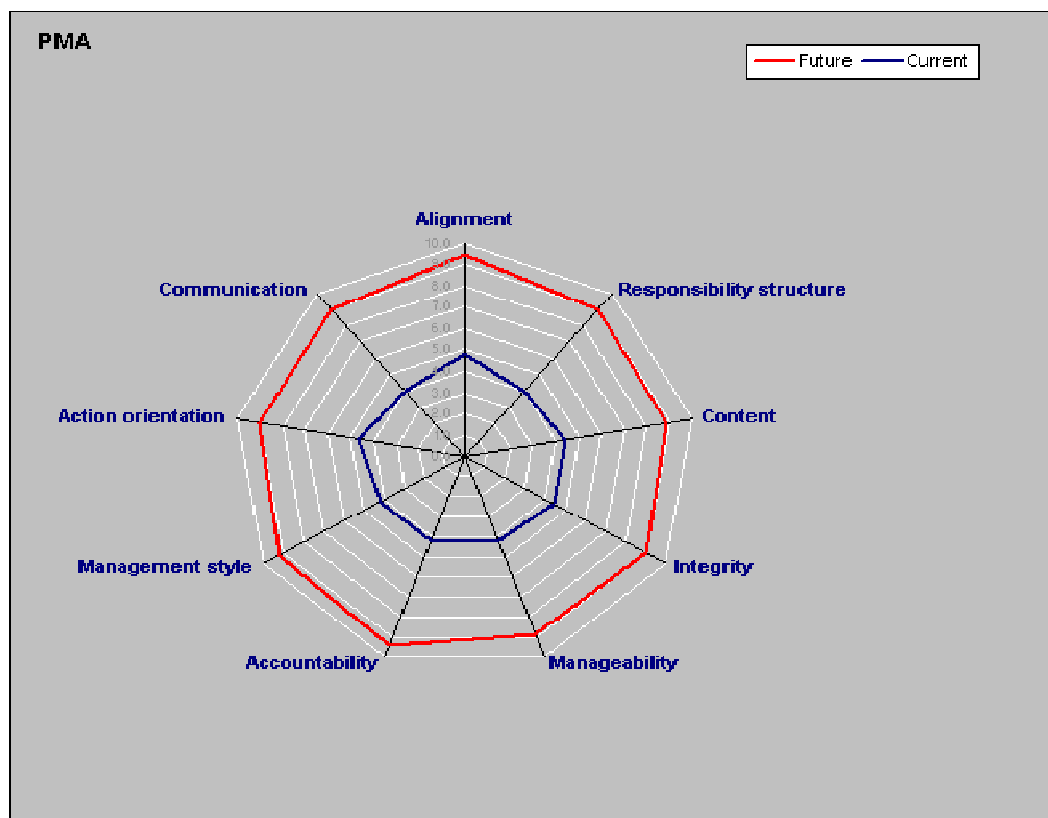
Moreover, in order to address the concerns of external validity, the following precaution was deployed, that is, on receipt of the completed HPO survey tool, 6 respondents were contacted by telephone and 4 others were physically consulted in their office places to verify that they personally completed the survey tool and in all ten (10) cases they all acknowledged personally completing the survey. In addition, the qualitative and descriptive tools of analyses were applied to the findings from both secondary and primary sources.

### **4.0 CBE's High Performance Analysis & Results**

Since the HPO questionnaire was distributed to 10 CBE staff to identify the high performance status of the College, evaluate the strengths and improvement points of the current performance management system and in general the performance drive of CBE thereby help increase its performance; the outcomes showed that CBE's employees are not satisfied with the current performance management system or with the performance drive of the organization.

This is because, following analysis of the scores, it was noted that there is a relationship between the scores in the PMA- aspects and the relative competitive performance for the CBE. That is to say a higher score in the PMA-aspects is related to better performance and vice versa. As the radar -diagram shows in figure 2, it is indicated that, CBE's staff were not satisfied with the current performance management system and with the performance drive of the organization i.e. almost all aspects have an indication of an average performance than what is desired in the future. The average scores for the structural aspects were 4.3 and for the behavioral aspects 4.4, while the desired average was 9.4.

Figure 2: Summary & Results



Source: Field findings, 2015

Table II Score Summary

Score Summary		Current	Future
1	Organizational Environment	7.4	<del>9.4</del>
2	Alignment	4.8	9.4
3	Responsibility structure	4.0	9.0
4	Content	4.4	8.8
5	Integrity	4.4	9.0
6	Manageability	4.2	8.8
7	Accountability	4.2	9.4
8	Management style	4.2	9.2
9	Action orientation	4.6	9.0
10	Communication	4.0	9.0
11	Relative Competitive Performance	5.5	<del>9.4</del>

Source: Field findings, 2015

In addition, the CBE staff were aware that both a competitive score of 5.5 and organizational environment score of 7.4 did not fit an organization which has its vision “to be a center of excellence,” and hence an improvement need to be made on the PMA scores to become a better managed institution. Furthermore, with an average score of 4.3 it is apparent that CBE stands as an average scoring organization that performs more or less the same as the other Tanzanian higher learning institutions (average score: 5.5). Likewise, the strength of CBE could clearly be found in the HPO factor long-term orientation as well as alignment. This was caused by the strong focus of CBE on delivering quality to its students, and the strong ties with the stakeholders. Nevertheless, action orientation did not seem to be good enough as it could be due to the fact that there has been low level of integrating performance information in daily operational management so that necessary actions can be taken to improve performance. Identification of corrective actions at CBE has always been something common. In other words, few efforts have been made to ensure that even preventive actions are taken before problems are actually occurring. Corrective actions have always been a culture to stay, and sometimes decision making based on assumptions or grapevines has become a tradition that people have to live up with. The analysis also identified that; some CBE’s employees are always feeling that they are marginalized as the executive management team makes most of the important and strategic decisions without their involvement. This is considered to be dangerous and can be a source of demotivation and finally resulting into what is commonly known as “who cares environment”.

All the same, proper alignment of the organization’s strategy, budgeting, execution, performance measurement, review and incentive compensation into one integrated process might have contributed to organization’s efficiency. However, poorly defined and/or misunderstanding of CSFs and KPI’s might have also led to inadequate control on improving the results in its overall.

From the HPO scores and subsequent discussion during the survey, some explanations for CBE’s current performance emerged. First, it was noted that during the year 2010, the then CBE Governing Body (GB) guided the management team to re-develop a structured strategic objectives for the period 2010—2015. In these five years, the plan covered amongst others, an increase of students’ enrolment, teaching and learning improved, status of the College upgraded, financial resources rationalized/sustainability of the College maintained to mention a few. Also, new competence based curriculum and programs were supposed to be introduced, including making CBE more accessible to its customers through establishment of campuses in other geographical regions in Tanzania (CBE, 2010). Unfortunately not all objectives were achieved largely due to considerable changes in socio-economic environment. Despite last years’ SWOT analysis that was performed to get a clear view of CBE’s Strengths, Weaknesses, Opportunities and Threats, it was found that many of the threats and weaknesses have not been successfully dealt with. Simply, little has been done to improve the results and eventually has had a negative impact on CBE’s performance. In order to precisely define the CSFs and KPI’s and create SMART objectives, an overall strategy plus objectives, mission, CSF’s and KPI’s requires constant reviews to be done to see if they still give accurate picture of the performance of a manager’s responsibility, accountability, communication as well as other behavioral aspects and their link with overall performance in the College.

This is supported by the view that, one Head of Department (who wanted his name to be anonymous) commented during an interview that ... “To achieve goal alignment in the organization, you must first clearly communicate your strategic business objectives across the entire organization. By allowing managers to access and view the goals of other departments, your organization can greatly reduce redundancy. Goal sharing also helps departmental heads find ways to better support each other, as well as identify areas where they may be unintentionally working at cross purposes. With everyone working together toward the same objectives, your organization can execute strategy faster, with more flexibility and adaptability”.

In its overall, there is an indication that goal alignment is a powerful management tool that not only clarifies job roles for individual employees, but also demonstrates ongoing value of employees to the organization. When employees are engaged in their work through goal alignment, there is greater employee ownership in the company's ultimate success; they become more committed to the organization and achieve higher levels of job performance (de Waal, 2006).

Secondly, the issue of performance-driven behavior of CBE staff had to be strengthened as the decision making and action-taking processes took too long and people were nor resilient and flexible enough to deal quickly with changing conditions in the market place, thus resulting in an organization that was not as performance-driven as it could be. Nevertheless, poor communication has been highlighted at CBE. This is supported by the fact that no effective communication between the four campuses of Dar es Salaam, Dodoma, Mwanza and Mbeya. Also there is inefficiency for Bottom-up communication in which lower level management should structurally provide top management with information that management can base its strategy on a strong foundation. Only top-down



communication is emphasized and it takes place without letting employees recognize the importance of what they are instructed, which would make them willing to cooperate and commit their energy toward the implementation of Performance Management. Indeed, as several other studies and literature emphasize (e.g. de Waal, 2006; 2008; 2011; Deakins, 1999; Mahemba, 2003; ACE, 2005; and Cole, 2004) the first step in changing and improving the organization culture into a performance-driven requires the institutionalization of performance-driven values. These values include but not restricted to:

1. Respect time arrangement
2. Give clear responsibilities to staff
3. Conduct regular dialogues and sharing of information, knowledge meetings within and across the organization
4. Be firm with executing accountability
5. Give more of non-financial incentives such as complements
6. Provide fair treatment to peers
7. Live according to organizations' reputation and image it has struggled for years and
8. Feel responsible and accountable for your results

These performance-driven values are considered to be among the rules according to which CBE's management and staff, and other HPOs have to live up so as to be able to transform into a high performance-driven entities.

As far as responsibility structure is concerned, CBE has not been able to set clear purpose and direction at departmental levels so that everyone has a vivid understanding of where the institution is heading and what they must personally do to help the college get there notwithstanding the concise and compelling vision, a clear mission statement, and the enumeration of common values held by the College and its people. This was worsened further by poor corporate culture that inhibited translations of each tenet into the organization's strategic business planning process, its performance management and reward system, even into individual job descriptions.

Thus, it is imperative that in performance-driven organizations people should understand the business, and must be committed to getting results. Further, they should be organized into self-contained, multi-functional and customer-focused business units or teams that take full responsibility for making decisions, solving problems and continuously improving the quality of their work. In lieu of this, everyone involved with a particular core process become members of the same team and are empowered with full authority for the success of a whole product, service or major segment of work. Roles and responsibilities are much broader and more meaningful in scope than in a traditional organization.

Another area that did not receive maximum attention was on the variable of contents. In this case, the study has demonstrated that CBE management has rarely been in touch with non-financial measurement for the last decade in ascertaining performance information. It was only within the last 5 years when CBE started to include the value of intangible assets like service quality, goodwill, and human capital in the performance measurement. The results from respondents also showed inconsistency between the targets to be achieved in comparison to other external variables including competitors, CSFs and KPI's. In short, there is little alignment with corporate, divisional or business unit as well as departmental strategies in order to give the organization a balanced overview of the structure of which would assist to check if the organization's strategy execution still on track. This is an indication that to be a HPO requires some efforts to speed up the non- financial indicators or measurement and so get them fully incorporated together with other financial measurements in determining Performance Management trend. The performance of HPOs is strengthened through among others a continuous assessment of intangible assets such a brand names and human capital and set targets as per external forces.

## 5.0 Discussion

As pointed out earlier on, this paper reveals that executives at CBE have always been focusing on basic talent management—acquiring, hiring and retaining talented employees. But, to drive optimal levels of success, it was noted that organizations need to engage high-performing employees. One respondent insisted during an interview that ... “The key to inciting a workforce to greatness is to align talent management with organization's strategy, define consistent leadership criteria across all functional areas, and finally identify specific competencies to cultivate for continuing growth”.

This I to say that organization leaders who implement a strategic talent management process are more prepared than their competitors to compete in the global economy and capitalize quickly on new opportunities (see also Druskat and Wolff, 2001). True success is only available when organizations do more than adapt to long-term trends; they must be able to anticipate and jump on new opportunities before the rest of the market. This is in line to de Waal (2006; 2012) who maintains that strategic management plan allows the firms to:

1. Become "proactive" versus "reactive".
2. Identify essential skills to be developed in all employees, and minimize training costs by focusing on key development areas; and
3. Improve organizational recruiting process by identifying high-quality candidates using job descriptions based upon the expertise of high performing employees holding uniquely valued industry competencies.

Therefore, the research question posed at the beginning of this paper, to what extent has the College of Business Education pursued and implemented strategies and processes that ensure high performance driven behavior and what are the qualities of the performance management process?, can be answered with the findings from the survey as depicted in Figure 2 and Table II above. Findings confirm that, CBE is not a HPO rather, it is an organization that performs averagely with a score of 4.3; which could be more or less the same as the other Tanzanian higher learning institutions (average score: 5.5). However, the strength of CBE could clearly be found in the HPO factor long-term orientation as well as alignment, which possibly were caused by the strong focus of CBE on delivering quality to its customers, and the strong ties with other stakeholders.

In lieu of this discussion, CBE's current situation could be improved and get on the road to being a high performing-driven organization if it adheres to the HPO framework so that the College could identify those areas that needed to be improved in order to be able to deal with various challenges. As the findings described in this paper shows, these performance driven values were to be the rules according to which CBE's management and staff had to live up to and transforming the College into a high performance institution.

Besides, for CBE's performance management system to be more effective, employees should actually feel responsible for the results, and be willing to use the system to obtain performance information, which may help to improve the results. The idea behind is that there should be the relevance of the KPIs, which will measure their responsibility areas. The more relevant these indicators are in the opinion of the organization members, the stronger the stimulus will be for them to be engaged. For example, CBE should:

1. Formulate and review strategic objectives included in the strategic corporate plan and arrange them on the basis of highest priority.
2. Formulate the objectives according to SMART structures, i.e. Specific, Measurable, Acceptable, Realistic and Timely.
3. Identify tangible critical success factors (CSFs) and key performance indicators (KPIs) to enable the management team to monitor the achievement of the objectives.

Likewise, CBE management could steer on results while simultaneously giving support to employees to help them in obtaining the desired results. This can be achieved by monitoring and discussing issues that are in progress with employees. They also have to emphasize the own responsibility of employees. Yet, they should try a combination of result -oriented steering and coaching management style rather than the current traditional approach used. According to literature (e.g. Dawes, 1999) effective organizations are those moving beyond attempting to control people to trusting and empowering them with the resources, information, tools, skills and support to manage their work processes and create products and services of unprecedented quality.

Last but not least, the CBE management could also continue to foster on incorporating as many non-financial data as possible in ascertaining performance information. The Performance Management System at CBE could be strengthened through continuous assessment of the value of intangible assets such as brand names and human capital, which hitherto were not included in the performance measurement. Targets to be achieved should continue to be set in comparison to other external variables including competitors. The CSFs and KPI's have to be aligned with corporate, divisional or business unit as well as departmental strategies in order to give an organization a balanced overview of the structure and check whether the strategy execution is still on track.

Furthermore, apart from CBE, other higher learning institutions in Tanzania particularly business schools can use the HPO framework in their quest to becoming high performing, as the framework gives them the opportunity to

evaluate themselves on the factors of high performances so they then can focus their improvement actions on the areas that really make the difference in order to increase their performance. This provides opportunities for further research to test the application of the HPO framework at other Tanzanian Higher Learning institutions and/ or Business Schools.

In addition, longitudinal research should focus on identifying whether an increase in performance at CBE can be noticed and whether this increase is sustainable. Finally, the research could evaluate whether the extent to which other Tanzanian Universities and Business schools pursued and implemented strategies and processes that ensure high performance driven behavior would help execute the new educational strategy more efficiently and with improved outcomes.

## **6.0 Conclusion**

In this study the link between strategic management, creativity and high performing organization was identified and defined. Managers need to be creative and innovative; and can benefit to a great extent from being more entrepreneurial.

Creativity is not only a skill or ability but serves to enhance or improve other skills and abilities that management needs in order to run organizational activities effectively. Likewise, the role of managerial skills and styles at the organizational level were identified as critical to enhance and sustain a high performing business.

Organizations that outperform their competition know that strategic talent management is essential in building the right workforce necessary for precise business execution. Executives use analytics and diagnostic tools to move beyond generalities or "gut feelings" into detailed analyses of workforce performance drivers (Pelham, 2000). Also, Olomi (2006) agrees with the notion that the ability to rapidly train and retrain employees according to business need, create opportunities for real-time collaboration, and support the workforce with better analytics are all benefits of a strategic talent management process that will drive true business success.

Generally speaking, the study deduced that being a great company is about more than earning a profit. It is about empowerment, about forging a strong culture, and all those other buzzwords. Based on the study of HPOs, it is imperative that the five steps outlined in high-performance model build trust when pursued with integrity, consistency and reliability. In a way, an improvement can be achieved and lead CBE and other institutions to performance driven if extra attention is paid against the following:

1. Make sure the organization understands where it is going and/or the objectives of implementing strategic performance management. Management should set clear purpose and direction at all levels so that everyone has a vivid understanding of where the college is heading and what they must personally do to help it get there.
2. Also the management should continue to map their expectations with respect to the desired performance improvements expected from implementing strategic performance management and compare these with the performance improvement potential of the organization and at department level. At the same time, the KPIs and CSFs should continue also to be mapped.
3. Making sure that all employees have what it takes to get the institution at a performance-driven point. This will enable each member of the organization to contribute fully and create high performance. In addition to this, management should actively promote training and development that specifically addresses the competencies required by the organization's mission
4. Where necessary, project teams have to be appointed followed by efforts to help the institution stay on track. This means that performance-driven standards should be reinforced with frequent and timely feedback through wide variety of formal and informal feedback methods such as self-observation, coaching, and mentoring.
5. Perform joint reviews regularly to provide the opportunity to review progress, develop new objectives, and address constraints on performance in consultation with other stakeholders.
6. Finally, the management has to nurture a trusting environment. This is manifested by the fact that trust is an essential ingredient not only for improving performance but sustaining it during turbulent times. The more

trust an organization engenders among its people, the more those people will be committed to the mission, goals and bottom-line results of the organization.

## 6.1 Recommendations

Actually the implementation of the ideas or suggestions pointed out above, as a means to improve performance at CBE and other institutions need to take into an account the following issues:

1. The Institution(s) should beforehand re-analyze what the bottlenecks in the current performance management are so as to avoid the risk of improving the symptoms or failure to deal with these bottlenecks in a satisfactory manner and hence people are not really motivated to implement the improvements, there by carrying on in their same old way.
2. Also, the involvement and commitment of staff members as well as other future users in performance management improvement is necessary. In other words, Institutions like CBE should engage its people in performance improvement activities that align them to the organization's purpose, team them in making change, stimulate their energy with opportunities to make a difference, enabling them with knowledge and skills, and also encourage them to see things in new ways.
3. The management team should also try to change the culture of inconsistency, and non-compliance so that trusting environment can be nurtured. The logic behind this idea is that trust is an essential ingredient not only for improving performance but sustaining it during turbulent times. Meanwhile, management's performance has to be much more clear and transparent. Here again, performance-driven behavior should be reinforced with frequent and timely feedback or wide variety of formal and informal feedback methods should be employed, including self-observation, coaching and mentoring.
4. There is a need also for top management to continue and fostering on the use of Information Technology system, which is apparently in the talk of the globe. This is because it plays a significant role in data collection, reporting, and increase efficiency in inter and intra-organizational communication, as well as in calculating the new measurements. In general terms, if performance management is to be achieved or implemented, the necessary adjustment and improvement of the information and reporting system should be done.
5. The management has to keep on making the new measurements through the Balanced Score Card (BSC) by incorporating both future –oriented indicators and actions/forecasts on the expected results of the actions taken. This will help to diminish the noncommittal attitude that prevails in most Tanzanian organizations and institutions particularly when it comes to action taking.
6. New skills in project proposal write-up should be developed for all functional organization members within 5 years. This is important for requesting funds from sponsors, development partners for new programme or training and organization development, which need to be backed up by a convincing project proposal.
7. Inter-campus communication strengthened and enhanced.
8. Student enrolment increased through strengthened and enhanced marketing and public relations.
9. Mwanza campus strengthened, promoted and made more financially accountable.
10. Training, research and consultancy on Entrepreneurship and Small Business Management promoted. The growing needs of Tanzanian small and medium-sized businesses and many other start-up companies increase the demand for dedicated programmes.
11. Teaching and learning continuously improved.
12. Status of the College continuously upgraded by meeting NACTE accreditation criteria and also in the continuous effort to display the institution as a center of excellence, higher quality levels such as achieving NTA level 9. This goes together with giving a priority to developing other programs within five years to come.

## 6.2 Limitations of the study

Some respondents did not readily provide data, as they refused to fill in the questionnaire provided. When asked through a telephone call as to why they didn't respond to questionnaire, they claimed to have had no access to Internet due to constant power breakdowns. Others said that they did not have computers in their respective offices; hence there was no time to visit Internet café. Obtaining information from such respondents and participants would have increased the sample size. Moreover, the lower level personnel completed the majority of PMA questionnaires.

Again, despite the insights gained from this study, care should be taken against any generalization in the global context.

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### ACRONYMS

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CBE	College of Business Education
CSFs	Critical Success Factors
GB	Governing Board
HODs	Heads of Departments
HPOs	High Performing Organizations
HP	Historic Performance
KPIs	Key Performance Indicators
PMA	Performance Management Analysis
RP	Relative Performance
SMART	Specific, Measurable, Achievable/actionable, Reliable, and Timely
SMEs	Small and Medium Enterprises
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TQM	Total Quality Management
USA	United States of America