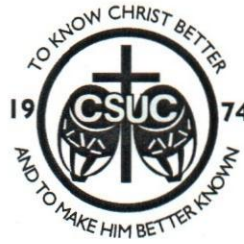


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**CHRISTIAN SERVICE UNIVERSITY COLLEGE  
KUMASI, GHANA**

**FACULTY OF HUMANITIES**

**DEPARTMENT OF PLANNING AND DEVELOPMENT**

**END OF FIRST SEMESTER EXAMINATIONS-2018/2019 ACADEMIC YEAR**

**MSC. CORPORATE PLANNING**

**CPL 805 –IMPLEMENTATION, MONITORING AND PERFORMANCE MANAGEMENT**

**May, 2019**

**60 Marks**

**Time Allowed: 3 hrs**

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**INSTRUCTIONS TO CANDIDATES:**

- Answer Question One, and any other Three questions.
- Put your name, index number and the question number on the answer booklet.

**Question 1 [24 Marks]:**

Asanteman SHS WASSCE results for a particular was very bad. More than 85% of the students failed all subjects. The headmistress, in consultation with the old students' association (OSA), called for a joint PTA and SMC meeting to deliberate on how to improve the students' pass rate and redeem the image of the school. After three days of intense discussions, participants of the meeting developed a 5-year **Image Recovery Plan (IRP)** for the school. The goal of the plan was to achieve at least 90% pass in all subjects for the students. They proposed three strategic approaches:

1. **Provision of requisite human and material resources** – This involved the OSA and PTA jointly funding the procurement of furniture, text books, and other teaching and learning materials for all subject teachers in the school. Parents agreed to provide all the school needs of their wards including, but not limited to, exercise books and student learning materials, school attire, school bags, and feeding.
2. **Improved teaching and learning** – The heads of department and PTA were to check attendance and punctuality of students and teachers by introducing time-in and time-out records as part of marking the register for students and teachers. The headmistress and heads of department were to check that the teachers were using the teaching and learning materials appropriately, and applying standard teaching techniques & classroom management approaches to ensure that students understood all concepts being taught. They were also to provide support to the teachers where necessary.
3. **Improved education management** – The headmistress was to work with the SMC to ensure that teachers were adequately remunerated for their hard work, and resources were adequately provided on time for effective teaching and learning. The headmistress was to work with her deputies to ensure that the non-teaching staffs were provided with requisite tools and materials to effectively execute their tasks.

Monthly class tests were introduced in addition to the end of term exams administered by the school to help teachers to identify students' weaknesses on time and provide the needed remedies. Heads of department were to observe at least one teaching class of each teacher per topic taught, and provide the necessary feedback and support. The headmistress and the SMC members conducted quarterly assessment of work done by the non-teaching staff and provided constructive feedback.

At the end of the second and fifth years, the students WASSCE results were jointly reviewed by the OSA, PTA, and SMC to check the rate of improvement. The review team further checked whether the image recovery plan was useful for the school; whether all teams executed their tasks on time according the expected quality, and cost effectiveness. They also checked whether the intervention had any influence on teaching and learning, and on the WASSCE results. Another aspect of their review looked at whether the new measures in the IRC could continue after the 5-year period.

Classify and discuss the various tasks performed by each of the IMC actors in terms of:

- a. Planning;    b. Implementation;    c. Monitoring;    d. Supervision; and    e. Evaluation

**Question 2 [12 Marks]:**

Briefly describe the following implementation processes, and discuss how their weaknesses affect the overall performance of an institution / organisation.

- i. Resource allocation
- ii. Organisation structure design
- iii. Planning framework



- iv. Process Evaluation

**Question 3 [12 Marks]:**

- i. Discuss for, or against, the assertion that “Investors are indifferent between dividends and retention-generated capital gains.”
- ii. Describe how you would use each of the following reporting formats to set up a critical reflection session. Include the type(s) of information you would use.
  - a. Quarterly performance reporting,
  - b. Continuous business disclosure,
  - c. Key dates, and board endorsement;
  - d. Annual reporting

**Question 4 [12 Marks]:**

Explain the following in terms of determining performance achievement levels within an organisation:

- i. Input, Output, & Outcome
- ii. Efficiency, & Quality
- iii. Population
- iv. Workload

**Question 5 [12 Marks]:**

Briefly explain the implementation principles listed below, and elaborate on how each can be applied in an organisation:

- i. Strategy clarification;
- ii. Unifying leaders;
- iii. Alignment of commitments;
- iv. Accelerating value delivery