



A CHANGE NAVIGATION-BASED SCENARIO PLANNING
PROCESS: AN AFROCENTRIC, DEVELOPING COUNTRY
PERSPECTIVE

by

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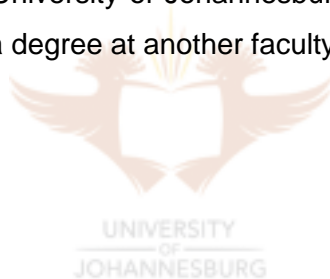
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DECLARATION

I declare that this thesis submitted by me for the degree of Doctor in Philosophy (Leadership in Performance and Change) at the University of Johannesburg is my own independent work and has not been submitted by me for a degree at another faculty or university.



Chris A Geldenhuys, PrEng

September 2006

DEDICATION

I owe special thanks and gratitude to my father, the late Chris Geldenhuys Snr, to whom this thesis is dedicated. My father and mother were responsible for directing me to a challenging journey of educational growth. I sincerely thank my father for his love that he shared in abundance. He provided a warm and supportive home that made studying both possible and enjoyable. How can I ever do justice to all the opportunities that society bestows on me because of my upbringing by a caring and loving father? ... I will always value his wife, my mother.

The logo of the University of Johannesburg, featuring a stylized orange and yellow emblem above the text.

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ABSTRACT

This thesis covers the development of a change navigation-based scenario planning process (CNBSPP) applicable to a Developing World and Afrocentric Leadership context.

Life in organisations involves a continual series of disruptive and disorienting changes. Existing theories and practices often become obsolete under hyper-turbulent circumstances. Traditional analytical planning usually takes a linear approach assuming that tomorrow will be similar to today. This approach works well in a stable environment, but fails when discontinuous events throw existing planning models into disarray. Scenario-based planning as a building block for strategic conversations offers great value over other strategic planning processes when uncertainty is high. Companies operating in the midst of a changing business environment require the application of scenario-based planning and organisational change navigation in some form or other. These two disciplines are currently practised independently of each another. The random borrowing of a Developed World planning practice such as scenario-based planning from one context to another without ensuring contextual validity is a high-risk event. An appropriate process integrating scenario-based planning and organisational change navigation, which is embedded in a Developing World and Afrocentric Leadership context, is currently non-existent. This research promotes a combined approach to scenario-based planning and organisational change navigation, which needs to be applied in a particular context.

Stories (or narratives) are naturally occurring phenomena through which people explain their experiences in the world. Stories add a psychological dimension that empirical data lacks, namely meaning. **Storytelling** (or strategic conversation) is the naturally occurring act of passing on information, values, norms, shared experiences/expectations and culture in the form of a story. This act serves to create understanding and build ownership. **Scenario-based planning** is a technique setting up a logical and plausible sequence of future environmental situations in order to show how a future state may evolve step by step. **Scenarios** reassemble a set of stylised narratives connecting a series of interrelated events (both facts and perceptions) about alternative futures. Scenarios describe not only the future end-state, but also what path the present will take to progress to that point. The **organisational change navigation** action serves to defuse the tension arising from the conversion between the “what is” and the “what should/must be” states in the company. This is known as the “in between state” or the void while moving from the current state to the future state.

The primary objective of the research was to construct and empirically validate a blueprint process integrating scenario-based planning and organisational change navigation for application in a Developing World and Afrocentric Leadership context.

The research process consisted of five stages, namely Stage 1: Multidisciplinary literature review and synthesis; Stage 2: Practice views; Stage 3: Process generation; Stage 4: Empirical validation; Stage 5: Discussion and interpretation; and Stage 6: Reflection.

The criteria set for the CNBSPP were **simplicity** (i.e. the process is plain, simple and straightforward); **comprehensiveness** (i.e. the process embraces the full range of diversity included in the planning cycle); **practicality** (i.e. the process is concerned with actual use and practical issues); **relevancy to context** (i.e. the process is sensitive to the correct deployment of sound planning approaches/practices given the particular context); **transparency** (i.e. the process is open to public scrutiny); **cost-effectiveness** (i.e. the process appears to deliver a service at equal/lower cost than current practice); **robustness** (i.e. the process appears to be relatively stable with a minimum of variation in the face of changing circumstances); **flexibility** (i.e. the process is adaptable as circumstances dictate); **involvement** (i.e. the process allows for a high level of engagement by participants); **completeness** (i.e. the process includes all necessary steps to construct scenarios and navigate change properly); **reliability** (i.e. following the steps suggested in the process will probably yield consistent and dependable results); and **validity** (i.e. on the face of it, the process appears to be doing the work for which it was built).

The **scenario-based planning process** consists of a number of basic steps, namely setting the scenario-based planning agenda; determining the focal business question; identifying and ranking the key global and local factors; selecting the scenario logics; fleshing out the scenarios; analysing the implications of the scenarios for the company; developing strategies based on the evolving scenarios; selecting the leading indicators to monitor the implementation of scenarios and strategies; and maintaining organisational learning. The **organisational change navigation process** consists of a few basic steps, namely mobilising dissatisfaction with the status quo; shaping a guiding coalition; diagnosing organisational problems; building organisational capacity; developing a shared vision; developing strategies and generating short-term wins; formalising the change; dismantling temporary transition structures and processes; and ensuring business learning. **Afrocentric Leadership** is characterised by a deliberate emphasis on people and their dignity, solidarity, participatory democracy and the collective brotherhood of mankind. Storytelling is an important practice in African cultures to transmit values and ethnics.

The end-result of the literature survey was a CNBSPP applicable to a Developing World and Afrocentric Leadership context. The proposed process is similar to a cyclical road map in a complex and unpredictable external environment. The direction of the process is circular and every step is interconnected. The seven stages of the CNBSPP are Stage 1: Awakening and mobilisation; Stage 2: Driving forces identification and ranking; Stage 3: Alternative projections and scenario structuring; Stage 4: Interpretation and strategy crafting; Stage 5: Scenario implementation, capacity building and conversion; Stage 6: Stabilisation; and Stage 7:

Performance tracking and review. The CNBSPP includes not only typical steps of scenario-based planning, but also theoretical and practical insights/views of complexity theory, storytelling and stories, organisational change navigation, Developing Worlds and an Afrocentric Leadership context. Key experts in scenario-based planning were offered an opportunity to list those phases/steps normally included in a typical scenario-based planning process, and unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context. In addition, the experts were requested to critique an abbreviated version of a CNBSPP. The inputs received were used to develop and empirically validate the CNBSPP.

It appeared that the steps “conducting an obstacles, negatives, positives and opportunities appraisal” and “building organisational capacity” were not specifically highlighted in interacting with the experts in scenario-based planning. The experts identified no steps in addition to those already ascertained during the literature review for inclusion in a CNBSPP.

It appeared that various of the factors influencing scenario-based planning in a Developing World and Afrocentric Leadership context, which were identified in the literature review, were not emphasised by the experts. These factors were: appealing to the invisible agency forces of the spirits; having a shared vision; an evolutionary, bottom-up, present-into-future, process-based, people-driven and cyclical planning approach; the ubuntu philosophy; valuing the role of woman; democratic/participative leadership; low assertiveness; high entrepreneurship; average uncertainty avoidance; valuing seniority in age; a tendency to deviate from formal agenda items; sharing responsibility; emergent/flexible outcomes; and celebrating accomplishments.

Those factors influencing scenario-based planning, which were raised by experts in addition to those identified in the literature review, were: carefully selecting the level of sophistication and use of technology; acknowledging different approaches to strategic planning; employing a practical approach to scenario-based planning; convincing the stakeholders of the need for a scenario-based planning approach; and dealing with the fear of doing strategic planning.

The CNBSPP complied to some extent with all the evaluation design criteria set at the outset of the research. The participants were, however, of the opinion that the CNBSPP did not fully satisfy “cost-effectiveness” and “completeness”. Compliance with some of the criteria such as “cost-effectiveness” and “reliability” can be determined/confirmed with accuracy only once the CNBSPP is applied in practice.

Maintaining expert participation (i.e. their availability) over the entire research period presented some challenges. The key experts requested to validate the CNBSPP empirically occupy top management positions in their respective companies, thus limiting their professional time available to participate in the research. Some participants indicated difficulty in reviewing an abbreviated version of the CNBSPP because of the limited information provided in the questionnaire. The empirical validation of the CNBSPP was not based on the process’s actual

application in practice, i.e. practical compliance with the evaluation design criteria developed at the outset of the research was not established.

The value-add of the research revolves around its theoretical, methodological and practical value. The research makes a unique contribution to the current level of knowledge by integrating scenario-based planning and organisational change navigation. The research resulted in producing a contextually aligned and empirically validated CNBSPP applicable to a Developing World and Afrocentric Leadership context, the practical application of which will enable companies to integrate various insights into different, but equally plausible interpretations about how the future might unfold.

The contextually aligned and empirically validated CNBSPP can now be applied in practice. More research, particularly the use of qualitative methodologies, is required to supplement the currently rhetorical research conducted in the field of Afrocentric Leadership.

The dominant Developed World management paradigm needs to move in the direction of valuing both the Developed World and Developing World management practices alongside each other as equally important. Developing Worlds should develop their own context/culture-specific strategic planning theories and practices instead of imitating the Developed Worlds. This does not constitute an outright rejection of the intellectual copying of best practices applicable to Developing World cultural realities. The development of effective and robust strategies requires far more than scenarios alone. Additional elements include things such as a vision, clear strategic goals/objectives, competitive analysis, and an assessment of core competencies and available resources.

Scenario-based planning processes designed specifically for application in a Developing World and Afrocentric Leadership context should neither be regarded as inferior nor less professional. As long as the process meets the evaluation design criteria suggested in the research, it may be regarded as a “good” technique given the particular context. It is necessary to accept that the results obtained by using such a process are sometimes less reliable. This may to some extent represent limitations in the process itself, but more commonly it reflects the conditions in which it has to be used. There are practical constraints in Developing Worlds that make the attainment of an “ideal” scenario-based planning process difficult. These constraints are the lack of basic requirements such as money, skilled manpower and often inadequate/inaccurate data.

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ACRONYMS AND ABBREVIATIONS

CNBSPP	: Change navigation-based scenario planning process
ONPO	: Obstacles, negatives, positives and opportunities
SWOT	: Strengths, weaknesses, opportunities and threats



PART A: ORIENTATION AND SCOPING

CHAPTER 1: INTRODUCTION

"It's impossible to get out of a problem using the same kind of thinking that it took to get into the problem" Albert Einstein.

Change is no longer a choice and the swiftly changing and unpredictable future is no longer a reflection of the past. The speed, scope and complexity of discontinuous change have increased dramatically in the last two decades of the past century (Meyer & Boninelli, 2004; Veldsman, 2002). Change has become a journey of successive desired states and not a final destination (Veldsman, 2002). This places a premium on organisational capabilities such as adaptiveness, flexibility and responsiveness (Nadler, Shaw & Walton, 1995). It is becoming increasingly difficult to anticipate future possibilities for a company with any degree of confidence. Existing theories of business success often become obsolete under turbulent and radically changing circumstances. Many companies no longer feel in control (Vermeulen, 2003). Companies need foresight with regard to what is required to operate successfully in an ever-changing future that they can sometimes only guess about. Leadership needs to be content with environmental instability, uncertainty and turbulence through a process of navigating organisational change. Yet many leaders are driving their companies into the future while looking in a rear-view mirror (Weeks, 1990).

Figure 1 illustrates the future as a cone of uncertainty that widens over time. This is clear for two reasons, namely the further away the future is from the present, the greater the degree of uncertainty it entails, and the more numerous are the factors beyond the control of the company influencing future developments. This demonstrates the need for long-term strategy to be more flexible and imaginative (Ilbury & Sunter, 2005).

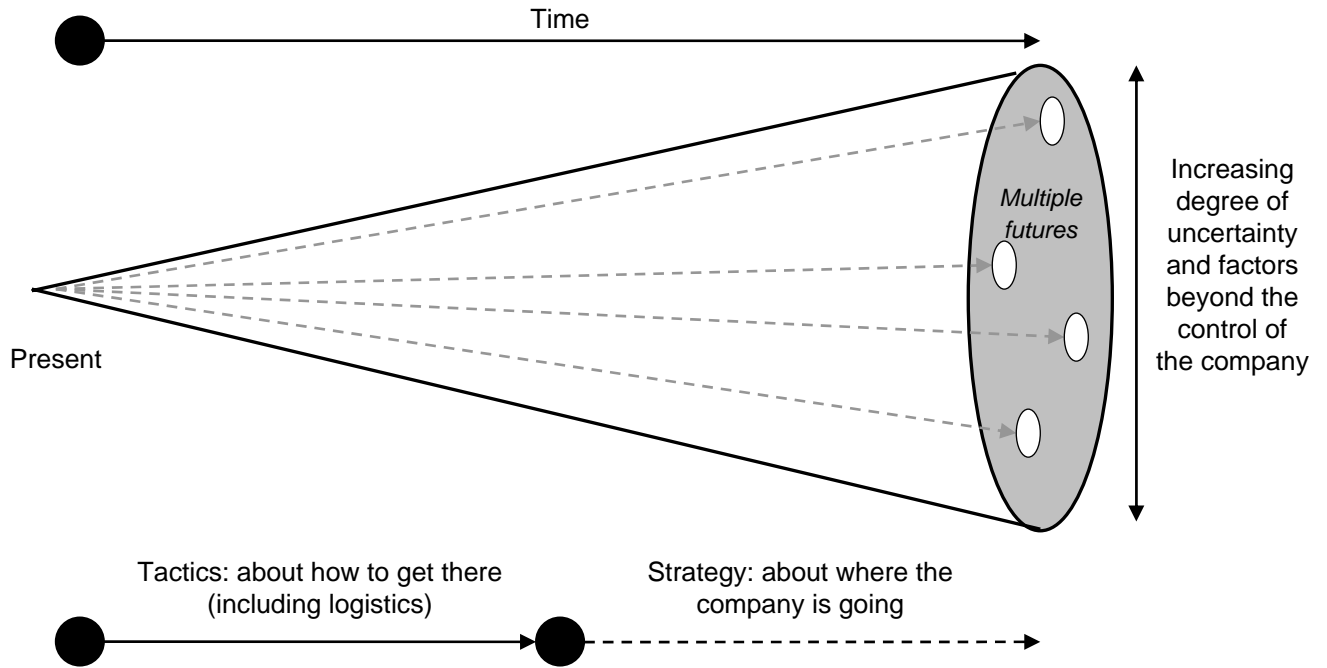


Figure 1: The cone of uncertainty

Source: Ilbury et al., 2005

The essence of an ever-changing environment is captured in a compelling “permanent white water” metaphor. Traditionally, many leaders believed that by using the means under one’s control, one could accomplish anything one set out to do. The image was that of a canoe trip on a calm lake. Change was compared to a river with long stretches of smooth water punctuated by short stretches of rough water. However, in today’s global environment, one never gets out of the rapids. Life in organisations today is a continual series of disruptive and disorienting changes. Many changes occur simultaneously and as soon as a particular change is digested, another one comes along. This “permanent white water” metaphor conveys a sense of energy and provides a strong visual sense of navigating on an unpredictable wild river. Companies have little control in profound times of change and must exercise skill to navigate the rapids (Vaill, 1991).

The basic challenge facing many companies is how to cross the void of nothing to hold onto successfully, between where it is now and where it wants to be in future. Anticipating the many possible futures in a turbulent and fluid environment calls for a greater need for skills, creativity, insight/intuition, understanding and thoughtful planning to thrive amid change in an era of uncertainty. Business strategies must embrace "what if?" questions requiring leaders to think about the whole window of opportunities.



Predictable variation about the business environment cannot always be easily accounted for in projections. Traditional planning, estimates and conventional forecasting processes that evolved within a more stable environmental era may no longer be appropriate for competing in a turbulent context. The problems confronting present-day companies are far more complex and richer in content than in previous years. The challenges of the strategic planning paradigm are the assumptions underlying it. The paradigm assumes that businesses are like complex, mechanical clockworks operating in an environment that can be determined objectively by leaders of the business concerned, i.e. they assume that tomorrow's environment will be much like today's (Weeks, 1990). A flexible planning approach taking into account a more comprehensive range of possible future scenarios will position companies much better than conventional forecast efforts that bet only on a single strategic response (Veldsman, 2002; Weeks, 1990).

Scenario-based planning offers greater value over other estimating and forecasting processes when uncertainty is high. Emerging signals of change can be intercepted much earlier. Interpreting these indicators of change can turn unexpected situations into opportunities with varying probabilities of occurrence ready to be pursued ahead of the competitors (Bood & Postma, 1998). Multiple perspectives on complex events, knowledge and experience can be weaved into coherent, systematic and plausible stories to design possible futures (Bood et al., 1998; April, 1999). The multiple plausible alternatives constructed as narratives are a continuous learning tool (Nell, 1999). Scenario-driven planning helps leaders describe their own mental models and assumptions about the future. The provision of frameworks within which assumptions and key decisions can be wind tunnelled for their robustness gives management a competitive edge. This information can be used to review and renew the company (Nell, 1999). It therefore appears safe to assume that scenario-based planning seems better in tune with the current business environment characterised by a time of profound change. An appropriate change navigation-based scenario planning process (CNBSPP), which is embedded in a Developing World and Afrocentric Leadership context, is currently non-existent.

The question of "appropriateness" is particularly relevant in the context of Western Leadership versus Afrocentric Leadership embedded in the emergent post-modern world. Some companies in the Developing World may even be using a change navigation logic borrowed from the Developed World. "Change navigation logic" can be defined as the fundamental way in which a company believes the changing reality it faces must be navigated. The random borrowing of Developed World planning practices such as scenario-based planning from one context to another without testing for contextual validity is a high-risk event (Veldsman, 2002).

Planning cannot be done in isolation from the socio-economic structure of society and the political system and ideology of the government in power. These factors have a direct impact on



the role, processes and organisation of planning, and the content of plans and strategies. Political factors often exert an extremely strong influence on the range of alternatives considered and the way in which scenario-based planning is carried out in Developing Worlds. Decision-making ultimately involves applying political, technological and socio-cultural values and judgments to the range of feasible alternatives identified through the scenario-based planning process. This inevitably results in enormous variations from one country to another. The situations in African nations (such as Nigeria, Tanzania, Zambia and South Africa) are different from the countries where many of the basic concepts and techniques of planning have evolved (such as Western Europe and North America). Therefore, the “appropriateness” of strategic planning concepts and techniques used in a Developing World and Afrocentric Leadership context can in many instances be questioned (Conyers & Hills, 1984; Kiggundu, 1989).

Although it is important for leadership to adopt some Developed World planning practices, reliance on imitations will not necessarily give companies a competitive advantage. Alignment between scenario-based planning and Afrocentric Leadership must exist in order for scenario-based planning to make a real and sustainable contribution in Developing World companies practising Afrocentric Leadership. If this fit does not exist and scenario-based planning is introduced anyway, it will most probably be rejected as a foreign intruder into a company (Mbigi & Maree, 1995a). Against this background, this research endeavours to add a new dimension to scenario-based planning in a Developing World and Afrocentric Leadership context by integrating the practice of organisational change navigation in formulating sustainable business strategies.

The purpose of this chapter is to provide an introduction to the research. The chapter introduces the definition of the problem directing the research. A description of the research parameters to establish the focus and define the boundaries of the research is formulated. The objectives and scope of the research are articulated. A motivation for the research is offered to explain the rationale for the research. The expected contributions of the research are outlined, after which the research constraints are spelled out. The structure (or layout) of the thesis is then provided.

1.1 Statement of the problem and opportunity for the research

Companies must position themselves in a rapidly changing, complex and global environment. Companies striving in the midst of a changing business environment require the application of **scenario-based planning and organisational change navigation** in some form or other. These two disciplines are currently practised independently of each other. Integrating scenario-based planning and organisational change navigation may have a positive impact on the extent



to which people buy into the stories resulting from scenario-based planning, and the leadership/management actions resulting from these stories.

It appears that within this changing business environment, a strong contrast exists between the underlying assumptions and leadership styles of **Developed Worlds and Developing Worlds** when applying scenario-based planning. As the complexity of content and issues increases, more diverse role players are required to address such challenges. Hence, it is important that leadership be exercised appropriately and competently to steer the smooth development of companies comprising of diverse role players. Exercising leadership is important in identifying, among other things, possible futures, selecting the most desirable future and ensuring the realisation of the desired future. The question that can be asked is whether there is a meaningful difference between **Western Leadership and Afrocentric Leadership** when applying management practices such as scenario-based planning. The discussion/research argues for an integrated approach to scenario-based planning and organisational change navigation, which embraces the core characteristics and underlying assumptions of a Developing World and Afrocentric Leadership context.

1.1.1 A rapidly changing business environment

The future struggles to be mastered. Companies are exposed to the fast-changing external environment of the 21st century. Leaders are faced with daunting challenges associated with rapidly fluctuating regulatory and legal changes, macro-economic trends and crises, technological innovation, socio-political transformation, globalisation, increasing competition, environmental concerns and societal pressures/expectations (Dess & Pickens, 2000; Meyer et al., 2004; Nadler et al., 1995; Nell, 1999). Since South Africa rejoined the global marketplace, the pace of change is being dictated not only by companies operating in the South African market, but also by increased foreign competition (Manning, 1996). South Africa's macro-economic policies do not help corporate competitiveness and political hiccups impede vital investment. Social challenges such as high crime rates, diseases, poor education and health care traumatise communities and send scarce talent leaving South Africa. Administrative inefficiencies raise costs all around (Dess et al., 2000; Manual, 1995; Meyer et al., 2004; Nell, 1999).

The typical mistake leadership makes is disregarding the pace of change and the importance to become future oriented in developing and implementing strategies (Nell, 1999). Planning for uncertainty increasingly poses the question: "What has already happened that will create the future?", instead of asking "What is most likely to happen?" (Drucker, 1995). Many companies simply extrapolate what they have done in the past and select their options based on past



experience. Traditional planning usually takes a linear approach assuming that tomorrow will be much like today. This approach works well in a stable environment, but fails when discontinuous events throw existing behaviours and planning models into disarray (More, 2003). Companies should be analysing what the increasingly unstable and unpredictable future will be and how it will affect them, while looking at new and innovative ways to meet these challenges. In a world characterised by rapid change and complexity, the need to manage within chaos becomes important (Nell, 1999). Whereas once the business world was viewed as linear and mechanistic, and whereas simple cause and effect solutions were expected to explain the complex phenomena of nature, companies now realise that much of their world is non-linear and organic, characterised by uncertainty, complexity and unpredictability. A new way of thinking (or paradigm) is required to make sense of business in a complex world (Lewis, 2004).

1.1.2 Valuing diversity in Afrocentric Leadership

South Africa is a complex amalgam of several cultures. The culture of white South African leaders is largely congruent with Western Leadership. In contrast, the culture of black leaders, which is comparable to Afrocentric Leadership, appears to differ from that of white leaders in South Africa (Booyesen, 2001; Hofstede, 1994; House, Wright & Aditya, 1997). This is because numerous distinct factors influence leadership perspectives (Meyer et al., 2004):

- cultures, beliefs, norms and values;
- history, folklore, mythology, motives and ethos;
- social identities and philosophical thought systems;
- interest groups, emotions, social attitudes and workplace behaviours;
- expectations, hopes and aspirations; and
- experiences and outcomes.

The above factors vary from country to country. What works in one country would not necessarily work in another. It is a fallacy to believe that a business culture can be imposed on people without taking into account the cultural prototypes of the people in question (Booyesen, 2001; Khoza, 1994). Developed World management theories and practices have limited application in Developing Worlds (Mintzberg, 2002). Construing theory for Developing World leadership will not be advanced by assuming that what prevails in the Developed World is necessarily also applicable to the Developing World environment. This is because the underlying principles of management in Developing Worlds are quite different from those in the West because of cultural differences influencing individual expectations and assumptions about



management (Blunt & Jones, 1996; Meyer et al., 2004; Mintzberg, 2002; Nzelibe, 1986). Business practices currently conceptualised in various Developing World companies are generally cast in a Westernised mould. Examples include decision making that is informed by power relations rather than consensus, and fostering adversarial rather than consensual relationships between leaders and subordinates (Booyesen, 2001; Khoza, 1994; Koopman, 1994).

Western Leadership styles are primarily for exclusive companies that give primacy to individuals, their development and self-fulfilment, and liberal democracy. Afrocentric Leadership, conversely, believes that a person is very much part of the societal fabric and sees the need for individuals to find their place in a societal structure in order to play their particular role in society. Afrocentric leaders, to a large extent, subordinate themselves to societal needs, the result being inclusive companies (Booyesen, 2001; Khoza, 1994; Koopman, 1994). Traditional leadership in the African context emphasises a culture that builds communities on the basis of nurturing human values (Ngambi, 1999). Leadership is characterised by the empathetic listening and sound knowledge of communal values with the emphasis on the need for social theology (Meyer et al., 2004). Traditionalism, communalism and teamwork are some of the basic dimensions of modern African Leadership thought (Nzelibe, 1986). Afrocentric Leadership acknowledges the fact that no group is homogeneous. There are many different attitudes, assumptions, behaviour and wide variations within groups that are influenced by different backgrounds, socialisation, affiliations, experiences and historical events (Meyer et al., 2004). Afrocentric Leadership is not only to be practised by “black-skinned” leaders. Afrocentric Leadership is a contrasting leadership style (or paradigm) to Western Leadership, i.e. a proxy for another leadership style. The argument offered in the research is that companies in an increasingly changing and diverse world require the application of Afrocentric Leadership principles in order to exercise effective leadership.

Definitions of the term “human diversity” range from narrow to very broad. Narrow definitions tend to reflect Equal Employment Opportunity ruling where diversity is usually defined in terms of race, gender, ethnicity, age, national origin, religion and physical ability (Carnevale & Stone, 1995; Robbins, Odendaal & Roodt, 2003; Tomervik, 1995; Weber State University, 1995; Wentling, 2001; Wheeler, 1995). Broad definitions include both tangible and intangible differences such as sexual orientation, values, personality characteristics, education levels, language, communication style, physical appearance, marital status, family structure, lifestyle, belief systems, work ethic, geographical origin, tenure with the company and social/economic status (Carr, 1993; Tomervik, 1995; Triandis, 1994; Wentling, 2001). The term “workforce diversity” encompasses anyone who varies from the so-called norm, i.e. commonly white males.



Besides the more obvious alternative groups (i.e. women, Africans, Indians and coloureds), it includes the physically disabled, gays and lesbians, and the elderly (Robbins et al., 2003).

Leaders must be diversity architects. Diversity cannot develop spontaneously but needs to be managed, valued and celebrated to offer benefits to the company. Diversity management involves harnessing the value that different individuals are able to offer to challenges facing the company. There are collective efforts to build sustainable relationships between diverse individuals. People are neither discriminated against, nor excluded from, the mainstream organisational loop due to their uniqueness. Employees treat each other with dignity and respect, and the unique contribution that each individual makes to the company is respected and appreciated. Processes enable functionally diverse groups to work synergistically and derive the benefits of different mindsets (Meyer et al., 2004; Reichenberg, 2001).

1.1.3 A contextually aligned CNBSPP

The fact that management theory and practices are culture specific and not universal is not always appreciated (Saeed, 1986). In Developing Countries, value differences and misunderstandings may occur when companies are run along Western lines and are largely imbued with Western values, while many of the people employed in these sectors have grown up in a non-Western culture (Godsell, 1986). This is because people brought up in different cultures often relate in many different ways to other people and to the environment around them (Robbins et al., 2003). Leaders previously used to take a melting-pot approach to differences in companies assuming that people who were different would want to assimilate. It is currently recognised that employees do not set aside their cultural values and lifestyle preferences when they come to work. The challenge for companies is to make themselves more accommodating to a diverse workforce by addressing, among other things, different lifestyles, family needs and work styles. The melting-pot assumption should be replaced by one that recognises and values people who are different from one another (Thomas, 1990).

Prior to the transformation in 1994, the dominant management practices in South African companies were Western or Eurocentric. However, an increase in diversity in the managerial and leadership ranks of South African companies gave rise to an Afrocentric approach to management (Binedell, 1992; Christie, 1996; Khoza, 1994; Mbigi, 1997). Change in South African companies is informed by the socio-political transformation of South Africa where equal opportunities are legally enforced. This phenomenon is bringing more men, women and minorities together to work towards the achievement of common organisational goals (Robbins et al., 2003). Different cultures need to be assimilated into the organisational cultural milieu of the company. Adapted business practices are required to address language, creed, gender and



disability (Dombai, 1999). This topic is especially important now that South African companies are moving to a more team-based form of organisation, and increasing numbers of ethnic minorities and women are entering the labour force (Robbins et al., 2003).

The opportunity exists to apply the principles of scenario-based planning to help leaders cope with changes in the longer term. Rather than the traditional analytical and linear approach to strategic planning, scenario-based planning provides for an interpretive and systematic approach to position companies correctly in a rapidly changing, complex and global environment (Georgantzas & Acar, 1995; Lester, Piore & Malek, 1998; Meyer et al., 2004; Nell, 1999).

If leaders practising Afrocentric Leadership are to be truly successful, they need to find ways of balancing the intelligent copying and borrowing of ideas, technology, values and practices from the rest of the world (i.e. other cultures) with the need to anchor themselves and their companies in their own cultural roots. The key to intelligent copying lies in finding appropriate benchmarking partners and the appropriate adaptation of best practices to Developing World contextual realities. It is also important to understand the history and context in which foreign ideas and technologies are developed. Intelligent copying and borrowing have not happened on a large scale in Developing World countries. The result is a yawning gap between the high rate of change in developing societies and their collective learning. In order for companies to meet their development challenges in the face of rapid change, the rate of collective learning has to be steep and greater than the rate of change. There is no doubt that the Developing World can benefit from the intelligent copying and borrowing of ideas, technology, values and practices from the Developed World (Mbigi, 2005).

The effective adoption of a mainly Western business and management practice, such as scenario-based planning, calls for an indigenous cultural renaissance and creative alignment with Developing World uniqueness. Over time, many common themes about the nature and process of scenario-based planning have emerged, yet a discussion on scenario-based planning needs to take place in a specific context. It is believed that unless scenario-based planning and organisational change navigation harness the underlying assumptions and core principles from Afrocentric Leadership into a dynamic transformative approach, the application thereof in Developing World companies practising Afrocentric Leadership may fail.

1.2 Definitions of the research boundaries

The competitive reality of applying scenario-based planning and organisational change navigation cannot be viewed without giving due regard to the context within which they are to be applied. The research boundaries therefore comprise **process** research concepts (i.e. scenario-



based planning and scenarios and organisational change navigation) and **context**-related research concepts (i.e. Developing Worlds and Afrocentric Leadership).

1.2.1 Scenario-based planning

Scenario-based planning is “a tool for ordering one’s perceptions about alternative future environments, in which one’s decisions might be played out” (Schwartz, 1991, p.4). Scenario-based planning “involves developing future environment situations and describing the path from any given present situation to these future situations” (Ratcliffe, 2000, p.129). Scenario-based planning is a technique that attempts to set up a logical and plausible sequence of high risk and uncertain events in order to show how a future state may evolve step by step (More, 2003; Tydeman & Mitchell, 1979).

1.2.2 Scenarios

The concept of “**scenario**” was introduced into the common language as a word to describe the outline of a play by Hollywood scriptwriters (Spies, 1982). Webster's Ninth New Collegiate Dictionary tells the story and the history of the word “scenario” with three definitions (Coates, 2000):

- an outline of the plot of the dramatic work, giving particulars of the scenes and characters;
- the outline (or sometimes the complete script) of a motion picture (or a television programme), often with directions for shooting the script; and
- an imagined sequence of events, especially any of several detailed plans (or possibilities).

Scenarios reassemble a set of stylised narratives connecting a series of interrelated events about alternative futures. Scenarios describe not only the future end-state, but also what path the present will take to progress to that point. Scenarios are grammatical and contextual rather than strictly numerical/statistical. Scenarios arrange both facts and perceptions about the future in such a manner that they give order and meaning to events (Bloom & Menefee, 1994; Brown, 1968; David, 1987; Klinec, 2004; Leemhuis, 1985; Lusch & Laczniak, 1985; Mitchell, Tydeman & Georgiades, 1979; Nell, 1999; Ritson, 1997; Schnaars, 2001; Taylor, 1987; Wack, 1991; Weeks, 1990; Wright, 2005; Zentner, 1982).



1.2.3 Organisational change navigation

Organisational change is defined as a lasting change in the character of a company that significantly alters its performance (Mohrman, Mohrman, Ledford, Cummings & Lawler, 1989). Change as an outcome is defined as the difference in the state of the company at two separate locations (or points) in time and/or space. The earlier location refers to the "what is" state of the company and the latter location to its "what should/must be" state. "State" refers to the mode of existence and functioning of the company. The "what is" state is real. In contrast, the "what should/must be" state exists only in the thoughts, wishes and words of those who visualise this state. Change as a process encompasses the conversion of the "what is" state into the "what should/must be" state. This is known as the "in between state" or the void while moving from the current state to the future state. The "**organisational change navigation action**" serves to defuse the tension arising from the difference between the presence of the two states in the company, and how to navigate the "in between" state successfully (Veldsman, 2002). The quantitative and qualitative sources of change that shape the future include things such as competition, globalisation of markets, innovation, economics, technology and socio-political issues (Cummings & Worley, 1997; Nadler & Nadler, 1998).

1.2.4 Developing Worlds

In order to understand the various interpretations of the terms "developing", it is first necessary to consider the meaning of the word "develop" from which it stems. Definitions of the verb "to develop" suggest that it means to change gradually, progressing through a number of stages towards some sort of state of improvement (or completeness) in which the subject's true identity is revealed (Wilber & Jameson, 1979).

The process of development was originally conceived in terms of economic growth until the mid-1960s. The concepts for development that followed were characterised by relatively less concern with the quantity of production, material needs (or monetary gain) and more concern with the general quality of human life and the natural environment. This was reflected in dissatisfaction with the use of indicators such as per capita income (i.e. national income divided by the size of the population) or the average annual rate of growth of national income as measures of development. This led to an increasing concern with the non-economic aspects of development as alternative (or additional) indicators of development. These non-economic aspects included things such as life expectancy; standards of health (or literacy); access to various social (or public) services; freedom of speech; the degree of participative decision-making; and environmental conservation. Therefore, development in the late 1960s was conceived and measured as a state of human (or social) well-being, transparency of political



structures, and the quality of the physical environment rather than the state of the national economy (Conyers et al., 1984).

The “basic needs” approach to development emerged in the 1970s. In this approach, development was defined in terms of the extent to which the basic needs of the majority of the population were met. Three broad categories of needs were identified, namely consumption goods (such as food, clothing and shelter), basic services (such as education, health and clean water supply) and the right to participate in one’s own development (Conyers et al., 1984; Ghai, 1977).

The term “**Developing World**” generally refers to the economically underdeveloped countries of Asia, Africa, Oceania and Latin America. Some prefer other terms such as the South, non-industrialised countries, underdeveloped countries, undeveloped countries, mal-developed countries or emerging nations (Chaliand, undated). Developing countries are not a homogeneous unit but they are rather characterised by diversity, contrasts and contradictions both within and between themselves. The differences are so compelling that one must always exercise caution in making generalisations about developing countries or treating them as a single concept (or unit of analysis). Differences revolve around things such as geography and size; levels of social and economic development; population density; urbanisation; natural resources endowment; technological advances; political systems; culture; religions; languages; history; racial and ethnic composition; distribution of income; and quality of life (Kiggundu, 1989).



1.2.5 Afrocentric Leadership and ubuntu

Central to **Afrocentric Leadership** is the community concept of management, namely ubuntu (among the Zulus) or botho (in both Tswana and Sotho) or obotho (among the Pedi) or mensheid (in Afrikaans) (Broodryk, 2005). Ubuntu is an African Leadership philosophy that provides some guidelines for leadership style and management practices. In essence, it is a universal concept that can be applicable to all communities. The cardinal belief of ubuntu is summed up by the Zulu and Sotho expression of “a person is only a person because of other people”. Ubuntu means humanness and is based on the belief that “I am because we are”. In its most fundamental sense, ubuntu places great emphasis on concern for people as well as good behaviour and working for the common good. The key values of ubuntu are to encourage individuals to express themselves through unconditional compassion, empathy, human dignity, collective personhood, sharing, morality and group solidarity. Ubuntu harnesses the phenomena of family spirit and extended family approaches in general life as well as the management domain (Boon, 1996; Booysen, 1999; Booysen, 2001; Broodryk, 2005; Khoza, 1994; Mangaliso, 2001; Mbigi, 2000; Mbigi, 1997; Mbigi et al., 1995a; Pietersen, 2005; Prime 1999; Thomas &



Schonken, 1997). The implications of an ubuntu-oriented leadership style include not only teamwork down to grassroots level, but also the encouragement of team members to sacrifice their personal gain for the gain of the group, i.e. there cannot be individualism without the existence and support of others (Avolio, 1995; Booysen, 2001; Khoza, 1994; Mbigi, 2005; Mbigi, 1995).

1.2.6 Implications of the research boundaries for a CNBSPP

The following key features of the research boundaries must be contemplated in developing a CNBSPP:

- **Scenario-based planning** must provide the logical path consisting of clear phases/steps of uncertain events from any given present situation to various future situations. The CNBSPP must order perceptions about alternative future environments in which decisions are played out.
- **Scenarios** are the product of scenario-based planning and must be sets of stylised, grammatical and contextual narratives when used in a CNBSPP. They must describe the path that the present situation will take to progress to various future situations. The scenarios must arrange both facts and perceptions about the future in such a manner that gives order and meaning to events to be explored in a CNBSPP.
- **Organisational change navigation** must serve to defuse the tension arising from the difference between the presence of the “what is” state and the “what should/must be” state in the company pertaining to the mode of existence and functioning of the company, i.e. the CNBSPP must navigate the difference between what is currently real and the future pictures that exist only in the wishes and words of those visualising the future.
- A CNBSPP must acknowledge the fact that **Developing World countries** are not a homogeneous unit but are characterised by diversity, contrasts and contradictions both within and between themselves.
- **Afrocentric Leadership** must place great emphasis on ubuntu, of which the key values to be included in a CNBSPP are to encourage individuals to express themselves through compassion, empathy, human dignity, collective personhood, sharing, morality and group solidarity.



1.3 Objectives of the research

The primary objectives of the research are to:

- (i) develop a blueprint process that integrates scenario-based planning and organisational change navigation for application in a Developing World and Afrocentric Leadership context; and
- (ii) empirically validate the contextually aligned and integrated process developed in (i) above to enhance its practical relevance.

The secondary objectives to be addressed through the literature review, which will allow for the realisation of the primary objectives, are to review:

- complexity theory;
- organisational storytelling and stories;
- scenario-based planning processes and scenarios;
- organisational change navigation processes;
- Developed Worlds in contrast to Developing Worlds; and
- the core qualities and typical traits of Western Leadership in contrast to Afrocentric Leadership.

The research objectives are manifested in the research scope described in the next section.

1.4 Scope of the research

Figure 2 schematically illustrates the scope of the research. Complexity theory, organisational storytelling and stories, scenario-based planning processes and scenarios, and organisational change navigation processes will be documented following an in-depth literature review. Western Leadership and Afrocentric Leadership will be reviewed to ensure the contextual validity of the evolving CNBSPP. Afrocentric Leadership will be considered in a Developing World context. South African companies and institutions that are exposed to increasing levels of uncertainty regarding the future are chosen as the domain of application.

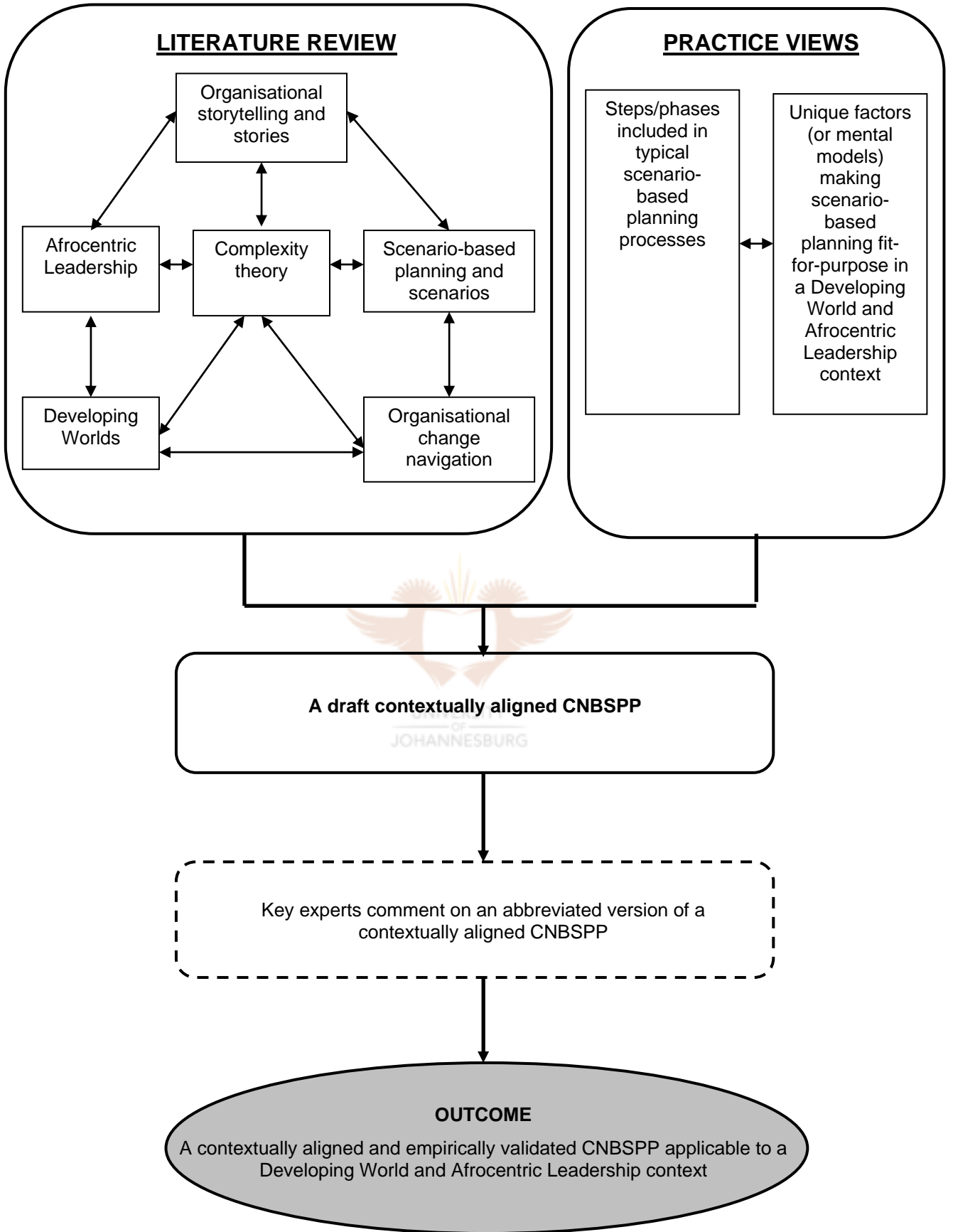


Figure 2: Schematic illustration of the scope of the research



Discussions will be held with specialists to obtain an expert opinion on the steps/phases normally included in a typical scenario-based planning process. Key experts will be requested to list those factors (or mental models) strongly influencing scenario-based planning in a Developing World and Afrocentric Leadership context. Mental models can be defined as “deeply ingrained assumptions, generalisations, or even pictures or images that influence how we understand the world and how we take action” (Senge, 1990, p.8).

The art of challenging scenario-based planning through Afrocentric Leadership is believed to be paramount to the success of scenario-based planning. Leaders are very often not consciously aware of the effect their cultural upbringing has on their behaviour and leadership style. Afrocentric Leadership has a number of psychological characteristics that are particularly likely to impact on sound decision-making (Hammond, Keeny & Raiffa, 1998).

The key experts will be requested to critique an abbreviated version of a CNBSPP. The research aims to develop an empirically validated and contextually aligned CNBSPP for application in a Developing World and Afrocentric Leadership context.

The scope of this research does not embrace the practical application of the CNBSPP, i.e. (i) to test the integrated process in a real life situation, and (ii) to compose future scenarios and robust implementation plans. The research attempts to provide an enhanced vehicle (or tool) for constructing plausible scenarios (or increasing the quality of strategic storytelling) in Developing World companies practising Afrocentric Leadership.

1.5 Motivation for the research

The scenario-based planning process provides for no direct interface with the principles embodied in organisational change navigation. Although scenario-based planning serves to create a story of future realities, it does not explicitly address how change needs to be navigated while moving from the current state to the future state, i.e. scenario-based planning allows one to see the future world in different plausible ways, but it does not cover the way in which one supports and commits to these different future stories. Scenario-based planning appears to be a cognitive (or rational) way of doing strategic planning based on the mutual understanding between participants, whereas organisational change navigation tends to be more of an emotional type of process based on mutual acceptance, buy-in and commitment by diverse participants.

Although the practices of scenario-based planning and change navigation may be based on portions of several theories from strategic management and behavioural sciences, there is no single all-encompassing theory of scenario-based planning and organisational change

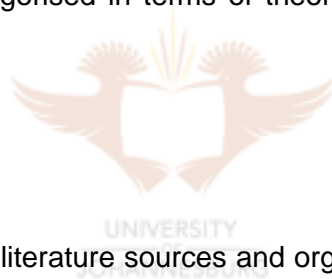


navigation. Including the steering of change as a core component of scenario-based planning would add a unique contribution to traditional scenario-based planning. In addition, it is believed that scenario-based planning has not yet been fully explored to point out the implicit assumptions of applying it in a Developing World and Afrocentric Leadership context (Meyer et al., 2004).

Introducing a contextually aligned and empirically validated CNBSPP would extend the existing knowledge base on scenario-based planning. Developing World companies would be able to avoid surprises by recognising the warning signs and the drama that is unfolding. This would empower leadership to adapt their plans to the evolving and changing external environment. This would in turn lead to the improved allocation of the already scarce human and financial resources prevailing in most Developing World companies.

1.6 Expected contributions of the research

The value of this research is categorised in terms of theoretical, methodological and practical perspectives.



1.6.1 Theoretical value

The research will distil a variety of literature sources and organise and compare divergent views on the phases/steps included in scenario-based planning and organisational change navigation processes respectively. The research will bring together two bodies of knowledge by integrating scenario-based planning and organisational change navigation. In doing so, the research will make a unique contribution to the current level of knowledge about the objects of the study.

1.6.2 Methodological value

The methodological contribution of the research will be a contextually aligned and empirically validated CNBSPP applicable to a Developing World and Afrocentric Leadership context. For Developing World companies, the challenges of social and political innovation far exceed the technical challenges. An attempt will, therefore, be made to harness the socio-political experiences of Developing Worlds and align them with successful scenario-based planning done in Developed Worlds. The CNBSPP can be a generic guiding framework for Developing World companies practising Afrocentric Leadership, requiring only minor modification to make the process “fit for purpose”, given the unique circumstances of the particular company.



1.6.3 Practical value

The results of the research findings can be applied in practice. The CNBSPP will enable decision makers in Developing Worlds to integrate various insights into different, but equally plausible interpretations about how the future might unfold. Looking across a manageable set of scenarios, robust strategies can be formulated regardless of which future unfolds. These strategies can be concretised into flexible implementation actions. The scenarios can be useful when making sustainable resource allocations and strategic decisions.

1.7 Constraints of the research

The availability of published textbooks on Afrocentric Leadership in a corporate environment is sparse (Meyer et al., 2004). This undoubtedly constitutes a weakness, but it is not surprising since Afrocentric Leadership is a relatively young and developing science. The extant literature on Western and Afrocentric Leadership is conceptually, empirically and methodologically inadequate. This literature also fails to consider adequately the 21st century employment realities such as proposing an approach to address workforce diversity/cultural differences where portions from both Western Leadership and Afrocentric Leadership styles are practised together in the same workplace (Pietersen, 2005).



1.8 Layout of the thesis

In pursuing the objectives and scope of the research previously explicated, the outline of the remaining chapters is as follows:

- **Chapter 2** describes the research design.
- **Chapter 3** provides a literature review of complexity theory, organisational storytelling and stories, and scenario-based planning and scenarios.
- **Chapter 4** contains a literature review of scenario-based planning and organisational change navigation processes respectively.
- **Chapter 5** depicts a literature review of Developed Worlds in contrast to Developing Worlds and Western Leadership in contrast to Afrocentric Leadership with a view to ensuring the contextual validity of the CNBSPP.
- **Chapter 6** contains practice views on the steps included in a typical scenario-based planning process. This chapter also includes practice views on unique factors strongly



influencing scenario-based planning in a Developing World and Afrocentric Leadership context.

- **Chapter 7** describes the development of a contextually aligned CNBSPP.
- **Chapter 8** contains a discussion on the empirical validation of a CNBSPP.
- **Chapter 9** covers a discussion and interpretation of the literature review versus practice views, together with a discussion on the extent to which a CNBSPP complies with the evaluation design criteria. The chapter concludes with a summary of the contextually aligned and empirically validated CNBSPP applicable to a Developing World and Afrocentric Leadership context.
- **Chapter 10** provides an overview of the research conducted, including listing conclusions and recommendations drawn from the research.

1.9 Conclusion

This chapter introduced the definition of the research problem and research boundaries. The objectives and scope of the research were articulated. A motivation for the research was offered. The expected contributions of the research were categorised, after which research constraints were spelled out. The layout of the thesis was also presented.

Scenario-based planning is a valuable tool for increasing the quality of organisational storytelling. Scenario-based planning provides the logical path from any given present situation to various future situations. Perceptions about alternative future environments can be ordered. **Scenarios** are sets of stylised, grammatical and contextual narratives about the path that the present situation will take to progress to various future situations. Scenarios arrange both facts and perceptions about the future in such a manner that gives order and meaning to events. The scenario-based planning process and scenarios have an important **organisational change navigation** component, which has in a world of hyperturbulence, become a key organisational process and core competence. Organisational change navigation serves to defuse the tension arising from the difference between the presence of the “what is” state and the “what should/must be” state in the company pertaining to the mode of existence and functioning of the company, i.e. the “in between” state, namely the difference between what is currently real and the future pictures that exist only in the thoughts and words of those visualising the future.

The effective adoption of Developed World practices such as scenario-based planning requires contextual alignment with Afrocentric Leadership in order to be “fit for purpose” in Developing World companies comprising diverse stakeholders. **Developing World** countries are not a



homogeneous unit but are characterised by diversity, contrasts and contradictions both within and between themselves. **Afrocentric Leadership** places great emphasis on ubuntu. The key values of ubuntu are to encourage individuals to express themselves through compassion, empathy, human dignity, collective personhood, sharing, morality and group solidarity.

The overarching objective of the research is to develop a contextually aligned and empirically validated CNBSPP. Scenario-based planning and organisational change navigation processes respectively will be reviewed, the outcomes of which will be integrated. Reviewing and incorporating the key characteristics of Developing Worlds and Afrocentric Leadership will ensure contextual validity. Key experts in scenario-based planning will validate the draft CNBSPP empirically. The research will assist in extending the existing knowledge base on scenario-based planning. The intended CNBSPP can be used to craft different but equally plausible scenarios for companies operating in a Developing World and Afrocentric Leadership context. Scenario-based planning in a particular context and especially an Afrocentric Leadership context has not yet been researched extensively. Published textbooks covering Afrocentric Leadership are also scarce.

The research design is presented in the next chapter to address the objectives and scope of the research outlined in the present chapter.



CHAPTER 2: RESEARCH DESIGN

The preceding chapter formed the basis of the research by sketching the research problem and research boundaries. The objectives and scope of the research were discussed, followed by a motivation for the research. The expected contributions of the research, research constraints, and layout of the thesis were presented.

The present chapter sets the scene regarding the research design and its constituent elements, which will be followed to construct and validate a CNBSPP suitable for application in a Developing World and Afrocentric Leadership context. More specifically, the aspects covered are the formulation of the research question, research process, the rationale for the restricted scope and research process, general ethical considerations for the research, and the evaluation design criteria to ensure an acceptable research outcome.

2.1 Research question

The research question to be answered during the course of the study is whether scenario-based planning needs to be combined with organisational change navigation to give a company a competitive advantage, and whether such an integrated process requires careful alignment with the prerequisites imposed by a particular context such as a Developing World and Afrocentric Leadership context, i.e. whether an integrated scenario-based planning and organisational change navigation process is context free or not.

2.2 Research process

Table 1 contains a list of the six stages of the research process and the resulting main objectives of the different stages.



Table 1: Research stages and main objectives

DESCRIPTION OF STAGES		MAIN OBJECTIVES
1	Multidisciplinary literature review and synthesis	<ul style="list-style-type: none"> To review complexity theory To review organisational storytelling and stories To review scenario-based planning and scenarios To identify, analyse and consolidate information on scenario-based planning and organisational change navigation processes To identify, analyse and consolidate information on Developed Worlds in contrast to Developing Worlds To identify, analyse and consolidate information on Western Leadership in contrast to Afrocentric Leadership
2	Practice views	<ul style="list-style-type: none"> To elicit an expert opinion on the steps normally included in a typical scenario-based planning process To elicit an expert opinion on unique factors strongly influencing scenario-based planning in a Developing World and Afrocentric Leadership context
3	Process generation	<ul style="list-style-type: none"> To develop a contextually aligned CNBSPP
4	Empirical validation	<ul style="list-style-type: none"> To obtain expert critique on a CNBSPP
5	Discussion and interpretation	<ul style="list-style-type: none"> To discuss and interpret the research results, including comparing the literature review and practice findings
6	Reflection	<ul style="list-style-type: none"> To provide an overview of the research, including formulating recommendations and conclusions

The six stages of the research process given in **Table 1** comprise ten steps making up this study. Some steps will be executed simultaneously and others consecutively as illustrated diagrammatically in **Figure 3**.

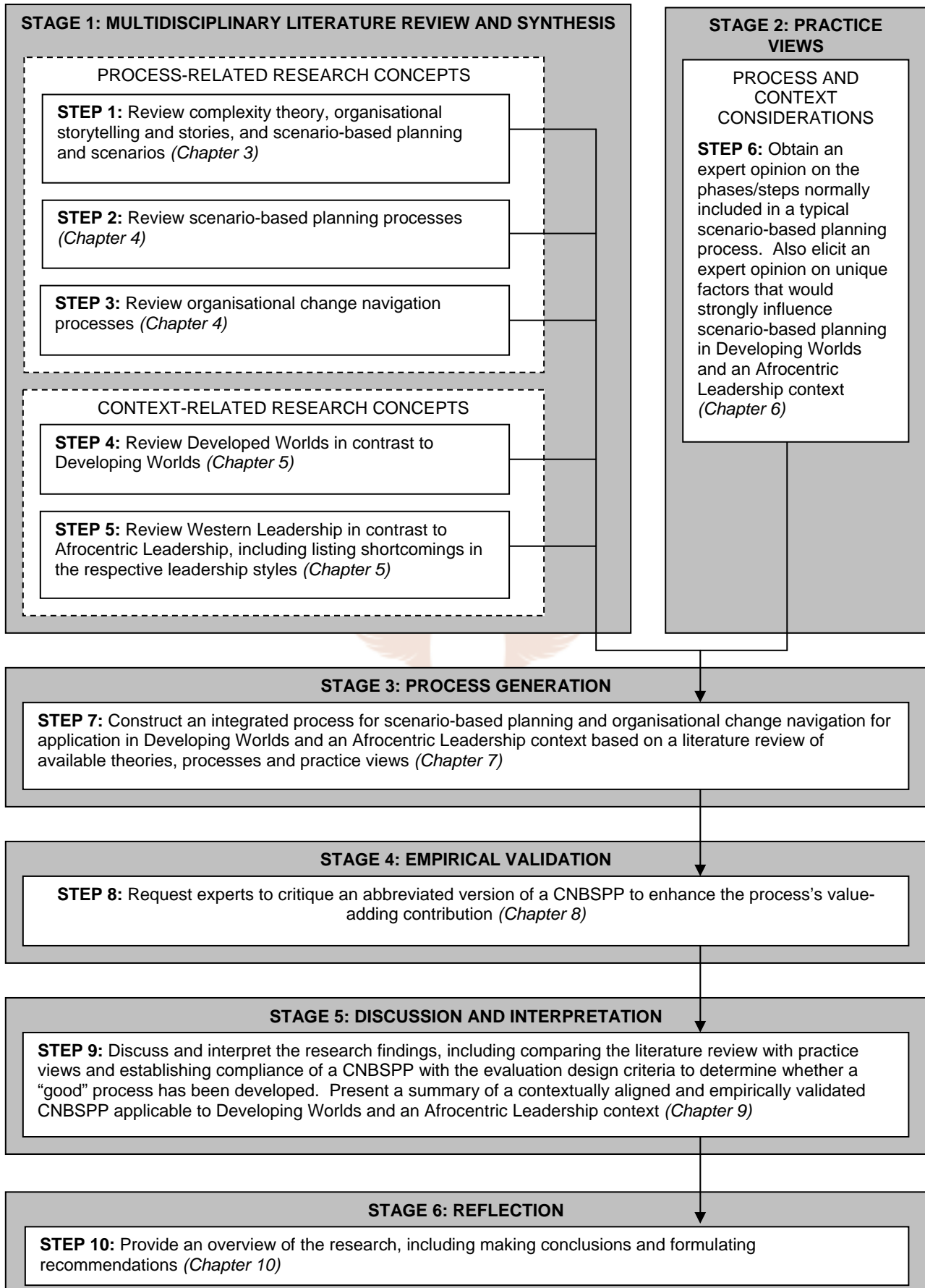


Figure 3: Schematic illustration of the research process to be followed



The stages and steps of the research process listed in **Figure 3** are discussed in detail below.

STAGE 1: MULTIDISCIPLINARY LITERATURE REVIEW AND SYNTHESIS

- Step 1:** The objectives (see Section 1.3) and scope (see Section 1.4) formulated for the research will serve as a framework for the systematic analysis and evaluation of the information. The impact of **chaos and complexity** on strategic planning will be reviewed. **Organisational storytelling** and **stories** in an Afrocentric Leadership context will be described. The literature review will then focus on the history of **scenario-based planning**; traditional strategic planning and scenario-based planning; principles to ensure successful scenario-based planning; the organisational benefits of scenario-based planning; and typical critique against companies employing scenario-based planning. The rationale for constructing **scenarios**, the functions of scenarios, vision-driven and decision-driven scenarios, and principles for producing successful scenarios will be highlighted.
- Step 2:** The literature review will be extended to explain in greater detail how the **scenario-based planning process** works. Representative sets of scenario-based planning processes developed by experts and widely used by reputable companies will be reviewed critically. Selected scenario-based planning phases and/or steps will be consolidated. An indication of a saturated state of review will be reached when the studying of additional theories no longer reveals new and interesting information.
- Step 3:** The literature review will explore the typical processes adopted in organisational change navigation. Selected phases and/or steps in **organisational change navigation processes** will be consolidated.
- Step 4:** The literature review will elaborate on **Developed Worlds** in contrast to **Developing Worlds**.
- Step 5:** The literature review will explore **Western Leadership** in contrast to **Afrocentric Leadership**, including listing shortcomings in the respective leadership styles.



STAGE 2: PRACTICE VIEWS

Step 6: The opportunity offered for participants to inject practical knowledge in addition to that obtained in the literature review will be qualitative in nature. In deciding on the information collection method, various aspects will be considered, such as the quality and quantity of the information; the types of questions to be asked; the speed with which the information can be collected; the incidence of non-response; and the cost of obtaining practice views. A strong and continual emphasis will be placed on the synthesis of ideas contributing towards storytelling in an Afrocentric Leadership context. A good synthesis will require well-informed respondents who are curious and willing to explore new ideas.

Obtaining an expert opinion on process- and context-related issues will be done on a spontaneous basis by means of an open-ended questionnaire. The questionnaire will require that the following information be made available:

- respondent's personal information and contact details;
- phases/steps normally included in a typical scenario-based planning process; and
- unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context, i.e. those factors that would make the process different from undertaking scenario-based planning in Developed Worlds with Western type leadership, if any.

The questionnaire will be emailed to the respondents. This will be done only after phoning potential participants to inform them about the research and requesting their willingness to participate in the research. Only well-known individuals with a mature reputation in scenario-based planning (i.e. expert knowledge and extensive experience) will be pinpointed for participation in the empirical validation part of the research. Judgemental sampling will be adopted in identifying respondents. The judgemental sample size will be determined by using experts in scenario-based planning to assist in identifying appropriate respondents. The respondents selected will be presumed to be representative of the population of interest.



STAGE 3: PROCESS GENERATION

Step 7: A CNBSPP will be developed based on the aforementioned multidisciplinary literature review of scenario-based planning and organisational change navigation processes respectively.

This step serves firstly to integrate the key theoretical considerations explored in Steps 1 to 5 (i.e. process and context-related research concepts based on the literature review). The application of strategic conversation (or dialogue) discussed in Step 1 will be considered to ensure that relevant concepts are covered adequately.

Secondly, the practice views obtained in Step 6 will be weaved into developing a CNBSPP suitable for application in a Developing World business environment and meeting Afrocentric Leadership prerequisites.

STAGE 4: EMPIRICAL VALIDATION



Step 8: The experts who participated in Step 6 will be requested to critique an abbreviated version of a CNBSPP. This will include assessing compliance of the CNBSPP against the evaluation design criteria developed at the outset of the research.

STAGE 5: DISCUSSION AND INTERPRETATION

Step 9: The results of the research will be discussed and interpreted covering the literature review versus practice views as well as the extent to which the CNBSPP complies with the evaluation design criteria. A summary will be provided of the contextually aligned and empirically validated CNBSPP applicable to a Developing World and Afrocentric Leadership context.



STAGE 6: REFLECTION

Step 10: An overview of the research will be provided. Conclusions will be formulated and recommendations made based on the lessons learned and the new knowledge gained.

2.3 Rationale for restricted scope and research process

The research design provides for key experts in scenario-based planning to critique an abbreviated version of the CNBSPP, i.e. a Delphi-type of research process. The scope of the research does not involve the practical application of the CNBSPP, i.e. (i) testing the integrated process in a real life situation by developing plausible scenarios and sustainable implementation plans; and (ii) monitoring whether the CNBSPP will position organisations better than when practising conventional scenario-based planning. Hence the empirical validation of the CNBSPP is not based on the application of the process in practice. This is because constructing scenarios and monitoring their value-add are time consuming extending well beyond the time granted to complete the research. It is also time consuming to identify a number of Developing World organisations operating in a similar industry, obtaining their trust and buy-in into the process, and convincing some organisations to implement the CNBSPP and others to continue with implementing their conventional scenario-based planning in a synchronised manner to ensure a comparative outcome.

2.4 General ethical considerations for the research

Central to the principles guiding research are the maintenance of high ethical standards as well as the validity and accuracy in the collection and reporting of information. The following minimum ethical principles will be enforced throughout the research as an ongoing process and not only as a single event or a mere formality:

- **Fabrication and plagiarism:** The researcher will be open and attentive to new observations and discoveries as part of the literature review. The truth will be presented honestly and without bias. Credit to those responsible for the ideas and research presented will be attributed appropriately.
- **Voluntariness:** Participants will provide voluntary consent that they agree to participate in the research. No social pressure of any kind will be applied to encourage an individual to



become a subject of research. The participant's consent to participate in the research will be free of any coercion, personality influence, individual dominance or promises of benefits unlikely to result from participation. Independent thinking will be promoted.

- **Disclosure and understanding:** Potential participants will be informed as fully as possible of the nature and purpose of the research, their rights to abstain from participation in the research, and the confidential nature of their replies. Potential participants must understand what has been explained and be given an opportunity to ask any pertinent questions about the research.
- **Privacy:** The dignity and privacy of the participants who will be requested to provide personal (or commercially valuable) information about themselves (or a company) will be protected.
- **Confidentiality:** The identity of the individuals from whom information is obtained in the course of the research will be kept confidential. This will be enforced by not linking a response to a specific respondent's name. This applies not only to written information, but also to conversations.
- **Fidelity:** The researcher will keep his promises. For example, if he agrees to send a summary of his research findings to the participants in the study, he will do so.

2.5 Evaluation design criteria for a CNBSPP

Scenario-based planning is a strategising methodology/practice. Therefore, the evaluation design criteria should be appropriate and applicable to testing the soundness of methodologies. The evaluation design criteria are not the scientific research types of criteria usually applicable to testing the authenticity of measuring instruments (i.e. questionnaires) or theories/theory generation, for example, reliability and validity.

It is proposed that the CNBSPP must comply with simplicity, comprehensiveness, practicality, relevancy to context, transparency, cost-effectiveness, robustness, flexibility, involvement, completeness, reliability and validity. These criteria are discussed below:

- **Simplicity:** The CNBSPP must be plain, simple (i.e. not over-complex) and straightforward with the minimum required elements/steps. The process must be easy to explain and understood, avoiding unnecessary complexity in the strategic planning process.
- **Comprehensiveness:** The CNBSPP must embrace the full range of diversity included in the planning process covering the overall objective and broad scope of a particular assignment. Comprehensiveness in scenario-based planning is important in order to bring



the total external environment into account and ensure that events with a full range of probability and impact (low to high) are considered.

- **Practicality:** The CNBSPP must be concerned with actual use and practical issues rather than theoretical possibilities.
- **Relevancy to context:** The approach adopted and CNBSPP must be sensitive towards the particular context within which it is applied.
- **Transparency:** The CNBSPP must be open to public scrutiny and subject to clear methods of challenge (or amendment). The process must be applied with its roots firmly embedded in openness. The underlying assumptions on which the use of a CNBSPP is based must be made quite explicit. The difficulties encountered, weaknesses (or limitations) of the process as well as the validity of the results derived from the use of the process must be acknowledged.
- **Cost-effectiveness:** The CNBSPP must deliver a service at equal or lower cost than current practice. The favourable results of using the CNBSPP must be sufficient to justify the cost of applying the process.
- **Robustness:** The CNBSPP must perform correctly and be relatively stable with a minimum of variation in the face of a variety of unusual, unforeseen and constantly changing circumstances. The CNBSPP must withstand the test of time and transient changes.
- **Flexibility:** The CNBSPP must be adaptable (or variable) as circumstances (or change in demand) dictate.
- **Involvement:** The CNBSPP must allow for a high level of engagement by participants.
- **Completeness:** The CNBSPP must include all necessary steps to construct scenarios and navigate the change process properly.
- **Reliability:** Following the steps suggested, the CNBSPP must yield consistent, dependable and stable results (i.e. scenarios).
- **Validity:** The CNBSPP must “at face value” appear to be doing the work for which it was built and not be similar to traditional linear and single-point estimating (or forecasting) processes.

2.6 Conclusion

This chapter dealt with the research question, research process, general ethical considerations for the research, and a description of the evaluation design criteria to ensure an acceptable



research outcome. The research question is whether scenario-based planning needs to be combined with organisational change navigation to give a company competitive advantage, and whether such an integrated process is context free or not.

The research process consists of six stages (comprising ten steps), namely a multidisciplinary literature review and synthesis; practice views; process generation; empirical validation; reporting; and reflection. The CNBSPP will not be applied in practice because of time and resources constraints. The preservation of ethical standards is essentially for the development of trust between researchers and research participants. A CNBSPP will have to satisfy the conditions of simplicity, comprehensiveness, practicality, relevancy to context, transparency, cost-effectiveness, robustness, flexibility, involvement, completeness, reliability and validity.

The next chapter provides an overview of the complexity theory, organisational storytelling and stories, and scenario-based planning and scenarios.





PART B: A MULTIDISCIPLINARY LITERATURE REVIEW AND SYNTHESIS

CHAPTER 3: A LITERATURE REVIEW OF THE COMPLEXITY THEORY, ORGANISATIONAL STORYTELLING AND STORIES, AND SCENARIO-BASED PLANNING AND SCENARIOS

The previous chapter contained a description of the research design. The formulation of the research question, research process, general ethical considerations for the research, and a description of the evaluation design criteria for a CNBSPP were formulated.

This chapter addresses Step 1 of the research process presented in **Figure 3**. The impact of complexity and chaos on the strategic planning process is highlighted. A literature review of organisational storytelling and stories in a Developing World and Afrocentric Leadership context follows. A historical perspective of scenario-based planning is provided. Traditional strategic planning is compared to scenario-based planning, after which the principles of successful scenario-based planning are spelled out. This is followed by a discussion on the benefits of scenario-based planning, before reviewing the critique against companies using scenario-based planning. The rationale for constructing scenarios is provided. The functions, types and principles for producing successful scenarios are also discussed.

3.1 Complexity theory

It is useful to separate “order” and “un-order” artificially to understand the different dynamics involved although one should not expect to find one without the other in real life, e.g. in many companies formal reporting structures and informal trust networks support, while simultaneously competing with each other (Kurtz & Snowden, 2003). In a dynamic and constantly changing environment, it is possible to pattern “un-order” but not to assume “order”. In the domain of “un-order”, the whole is never the sum of the parts and any act changes the nature of the system. As a result, one has to allow a degree of the sub-optimal behaviour of each of the components if the whole is to be optimised (Kurtz et al., 2003). The discussion below focuses on the cynefin domains and complex adaptive systems.



3.1.1 The Cynefin domains

The Cynefin framework presented in **Figure 4** is based on the premise that what one cares most about is how people perceive and make sense of situations in order to make decisions. Perception and sense-making are fundamentally different in “order” versus “un-order”.

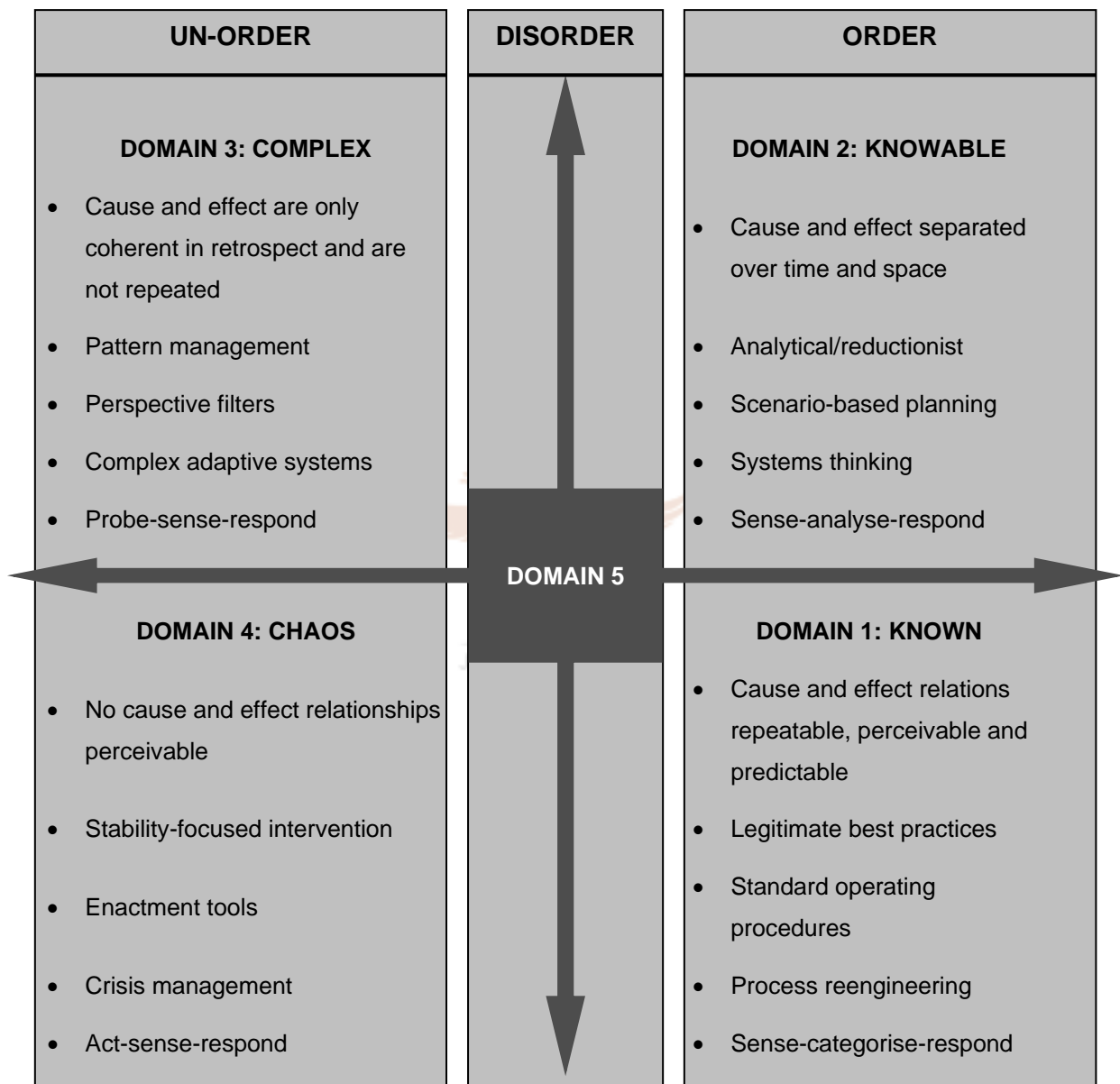


Figure 4: The Cynefin domains

Source: Kurtz et al., 2003



Figure 4 shows that the Cynefin framework has five domains, four of which are named, and a fifth central area, which is the domain of “disorder”. The right-hand domains are those of “order” and the left-hand domains those of “un-order”. In the **right-side domain of “order”**, the most important boundary for sense-making is that between what one can use immediately (i.e. what is known) and what one needs to spend time and energy on in finding out more about (i.e. what is knowable). In the **left-side domain of “un-order”**, distinctions of knowability are less important than distinctions of interaction, i.e. distinctions between what one can pattern (i.e. what is complex) and what one needs to stabilise in order for patterns to emerge (i.e. what is chaotic). Moving across boundaries requires a shift to a different model of understanding/interpretation and a different leadership style. Understanding the difference between the different movements in the framework increases the sophistication of responding to rapid change (Kurtz et al., 2003).

The five dimensions of the Cynefin framework are discussed below.

Dimension 1: Ordered domain (i.e. known causes and effects)

Cause and effect relations are generally empirical in nature and linear, and not open to dispute. Repeatability allows for predictive models to be created and the objectivity is such that any reasonable person would accept the constraints of best practices. Knowledge is captured and embedded in structured processes to ensure consistency with the focus on efficiency. Single-point forecasting is a legitimate and effective practice (Kurtz et al., 2003).

Dimension 2: Ordered domain (i.e. knowable causes and effects)

While stable cause and effect relationships exist in this domain, they may not be fully known or they may be known only by a limited group of people. “Known” and “knowable” do not refer to the knowledge of individuals. They refer rather to things that are known to society (or the company), i.e. the collective identity. Everything in this domain is capable of moving to the known domain, provided that the time and resources can afford to move from the knowable to the known. This is the domain of systems thinking, and the learning and adaptive company. Experimentation, expert opinion, fact-finding and scenario-based planning are appropriate and legitimate practices in the knowable domain (Kurtz et al., 2003).

Dimension 3: Un-ordered domain (i.e. complex relations)

This is the domain of the complexity theory, which studies how patterns emerge through the interaction of many components (or agents). There are cause and effect relationships between



the agents. Emergent patterns can be perceived but not predicted. Once the pattern has stabilised, its path appears logical, but it is only one of many that could have established, each of which would also have appeared logical in retrospect. Patterns may repeat for a time in this space, but one cannot be sure that they will continue to repeat. This is because the underlying sources of the patterns are not open to inspection, and observation of the system may itself disrupt the patterns. Relying on expert opinion based on historically stable patterns will insufficiently prepare one to recognise and act upon unexpected patterns (Kurtz et al., 2003).

Dimension 4: Un-ordered domain (i.e. chaos)

In the first three domains, there are visible relationships between cause and effect, but in the chaotic domain, there are no such perceivable relations. There is nothing to analyse, and waiting for patterns to emerge is a fruitless exercise. The system is turbulent and there is no response time to investigate change. The chaotic domain is mysterious in that there is a potential for order but few can see it, or if they can, they rarely do unless they have the courage to act (Kurtz et al., 2003).



Dimension 5: The domain of disorder

The central domain of disorder is critical to understand conflict among decision makers looking at the same situation from different points of view. The central space of the Cynefin framework is usually interpreted based on individuals' preference for action, e.g. those most comfortable with stable order seek to create (or enforce) rules, experts seek to conduct research and accumulate data, politicians seek to increase the number and range of their contacts, and dictators seek absolute control. Participants seem to pull situations towards the domain where they feel most empowered by their individual capabilities and perspectives (Kurtz et al., 2003).

3.1.2 Complex adaptive systems

Complex adaptive systems take the form of self-organising network activities that are provoked by disorder, conflict and disagreement. They are not deterministic systems. They learn their way into an open-ended evolutionary space and are capable of creating their own futures. The patterns that form are not controlled by a directing intelligence, but are self-organising coming about in a spontaneous way. The patterns arise from the interaction of various entities through space and time (Kurtz et al., 2003; Stacey, 1996; Stacey, 1995).



Complex adaptive systems consist of a number of components (or agents) interacting with each other according to sets of lawful “order-generating rules” (or schemas), e.g. the flocking of birds can be simulated with only three such rules, namely (Lewis, 2004) to:

- maintain minimum distance from other birds and objects in the environment;
- match velocity with other birds and keep up; and
- move towards the centre of mass of the surrounding birds and not bump into anything.

Different generic types of rules in the business environment can be categorised as follows (Lewis, 2004):

- **How to rule:** spelling out key features of how a process is executed and what makes it unique.
- **Boundary rule:** focusing on which opportunities can be pursued and which should not.
- **Priority rules:** helping to rank the accepted opportunities.
- **Timing rules:** synchronising leaders with the pace of emerging opportunities and other parts of the economy.
- **Exit rules:** helping to decide when to pull out of yesterday’s opportunities.

The interaction of components occurs in such a manner as to improve individual behaviour and thus the novel behaviour of the overall system, which they comprise. It is only through the knowledge of the system as a whole that a company can optimise decisions about the future (Lewis, 2004; Stacey, 1996; Stacey, 1995). In a non-linear and dynamic world, everything exists only in relation to everything else and the interactions between agents in the system lead to complex and unpredictable outcomes. Interactions (or relationships) between the agents are the organising principle. The complexity theory in the business realm therefore focuses on relationships, i.e. relationships between individuals and team members, relationships with other companies in the business environment or ultimately relationships with the natural environment (Lewis, 2004).

The science of complexity portrays companies as complex adaptive systems, i.e. companies are essentially non-linear systems that cannot be approximated by any linear form. Leaders cannot control the company but they can influence where the company is going and how it evolves. If they are to survive, companies in a fast-changing business environment need to be able to produce constant innovation and be in a state of constant evolution/adaptation. Companies can then create the future into which they are living as opposed to merely reacting to it when they get there. Company members may specify any long-term state they wish to but they will not be able to determine the sequence of actions required to actualise it, i.e. long-term outcomes emerge



from a process that is basically self-organising. Short-term behaviour is predictable. This is because complex adaptive systems are the product of their precise history and it takes time for small changes to escalate in such systems (Lewis, 2004; Stacey, 1996; Stacey, 1995).

Leaders still need to prepare strategic plans. Strategic plans must not relate to outcomes and actions to achieve them, but rather to methods of managing anxiety and power difference. One can predict that in certain conditions a group of people will display highly dependent behaviour. But one cannot normally predict what form the behaviour will take. One might therefore experience more success in predicting the behaviour of companies if one focuses on what types of behaviour tend to be produced by what general types of schemas, rather than trying to forecast the specific outcomes of specific actions (Stacey, 1996).

When leaders innovate, they rely on self-organising political and learning processes to produce an emerging future. This can happen only when the informal networks are in a state of “chaos”, i.e. tension and conflict generate dialogue. In such situations, individuals and groups may learn and they may make a difference. The tiny actions they take could escalate up through the system into major organisational change. The focus should thus be on understanding the group dynamics of those spontaneously self-organising political and organisational learning processes through which companies innovate (Stacey, 1995).

3.1.3 Implications of the complexity theory for a CNBSPP

A CNBSPP must allow for interconnecting patterns (or pictures of a self-organising reality) to emerge through the interaction of many components (or agents). Agents must interact with each other according to a few simple sets of lawful “order-generating/guiding rules” (or schemas). Interactions (or relationships) between the agents must be the organising principle. The interaction of agents must occur in such a manner so as to improve individual behaviour and thus the behaviour of the overall system that they comprise. The patterns that form must be self-organising, coming about in a spontaneous way. They must learn their way into an open-ended evolutionary space being capable of creativity, i.e. they create their own futures. Hence, the CNBSPP must accommodate the “butterfly” effect where current changes have a rippling effect on future events/activities.

3.2 Organisational storytelling and stories

A storyline is capable of representing and transferring a complex interdisciplinary reality to a listener in a simple and effortless way (Allen, Fairlough & Heinzen, 2002). Stories are easy to



customise for any target group and they tend to have the same effect irrespective of the social and educational backgrounds of the audience. Stories tend to be timeless, especially if they have elements of human mythology to them. Illustrative stories told within companies encourage more commitment, generate more belief and are remembered more easily than statistical data that proves the same point in a factual way (Mbigi, 2005).

This section contains a discussion of the concepts of “conversations/dialogues”, “storytelling” and “stories”; the purpose of organisational storytelling and stories; storytelling in an indigenous Afrocentric Leadership context; and the defining characteristics of stories.

3.2.1 Definitions of strategic conversations/dialogues, organisational storytelling and stories

At the most basic level, **conversations** refer to what is said and listened to between people (Berger & Luckmann, 1966). A broader view of conversations as a complex, information-rich mix of auditory, visual and tactile events includes not only what is spoken, but also the full conversational apparatus of symbols, artefacts and theatrics that are used in conjunction with, or as substitutes for, what is spoken (Cappella & Street, 1985). Conversations can range from a single speech act, for example, "Do it!", to an extensive network of speech acts that constitute arguments and narratives. They may occur in the few seconds it takes to complete an utterance, or they may unfold between different people over an extended period. Conversations maintain realities through an accumulated mass of continuity, consistency and relatedness to other conversations (Berger et al., 1966). Companies are essentially networks of personal interconnections based on conversations that establish the context in which people act (Berquist, 1993; Ratcliffe, 2002). In conversations, it is sometimes something that is not said that says it all. Emotions and options can just as easily be transmitted through bodily behaviour, i.e. a nod of the head, a shrug of the shoulders, a smile or a frown. The secret is to look beyond what is being said and rather examine what is driving it (Ilbury et al., 2005).

The word “**dialogue**” stems from two Greek roots, namely “dia” and “logos”, suggesting “meaning flowing through”. This stands in contrast to the word “debate”, which means “to beat down” or even “discussion” meaning “to break things up” (April, 1999). As people gather to dialogue, they commit to a common set of guidelines, namely listening and speaking without judgement; acknowledging each speaker; respecting differences, underlying belief systems and assumptions; suspending role and status; realising the need for specific outcomes; balancing inquiry and advocacy; avoiding cross-talk; digging deeply into matters through inquiry and reflection; and focusing on learning (April, 1999; Gerard & Teurfs, 1997).



Organisational storytelling is the naturally occurring act of passing on information, values, norms, shared experiences/expectations and culture in the form of a story. This act serves to create understanding and build ownership (Boyce, 1996; Kanter, Stein & Jick, 1992; Rubel, 2000).

Stories (or narratives) are naturally occurring phenomena through which people explain their experiences in the world. Stories add a psychological dimension that empirical data lacks, namely meaning (Rubel, 2000).

3.2.2 Purpose of organisational storytelling and stories

Storytelling is an important part of all cultures. Organisational storytelling and stories serve some purpose for the storyteller and/or audience, namely (Beckhard & Pritchard, 1992; Brown, 1990; Deal & Kennedy, 1982; Eubank, 1998; Jick, 1993; Kotter & Schlesinger, 1987; Martin, 1982; Martin & Powers, 1983; McConkie, 1980; McConkie & Boss, 1986; Norton, 1989; Pacanowsky & O'Donnell-Trujillo, 1983; Ryave, 1978; Tommerup, 1988; Wilkens, 1984 & 1983 & 1978; Witten, 1993):

- **Sense making:** Stories assist to interpret and understand events that may be otherwise chaotic.
- **Proof of example:** Stories serve to substantiate some asserted state of affairs, i.e. the storyteller may offer the story as “proof” that a particular observation could be true in the context of the company.
- **Implicit organisational rules:** Stories help to define the company by expressing unwritten rules (or “unrecorded-but-managerially-favoured” customs) of organisational life. These stories reinforce the power, practices, management’s philosophy and policies of the company.
- **Social bond:** Stories help to define the role (or contribution) of company members and where they fit into the company.
- **Value expression:** Stories that have a moral often express the shared values of company members by framing activities in terms of organisational values.
- **Leading the change process:** Stories are tools for reducing company members’ resistance to change.
- **Organisational history and memory:** Myths and legends reflect a sense of continuity in terms of the way in which things are done in the company.



3.2.3 Storytelling in an indigenous Afrocentric Leadership context

In African indigenous cultures, storytelling is raised to an edifying art. Traditional African societies transmit their values, ethnics and spiritual beliefs through folklore, songs, praise, poetry, dances, silent rituals, ceremonies, prayer and storytelling. Leadership is an oral art in Africa since the indigenous cultures are oral cultures. Therefore, storytelling becomes a key skill in leadership practice and indigenous African teaching methods. Stories deal with the transformation of theory into concrete practice. Stories have moral lessons or teach people about specific tasks, roles and relationships (Broodryk, 2005; Mbigi, 2005).

3.2.3.1 Skills, themes and elements of an African story

Storytelling in an Afrocentric Leadership context is a vocation requiring many **skills** such as powerful communication, appropriate use of language, memory, visualisation, insight, sensitivity and creativity. Stories revolve around similar **themes** such as creation, self-discovery, magic, love, war and the triumph of good over evil. The **necessary elements** of a good story are characters; a core message (or theme); a problem (or moral dilemma); a plot; some sort of conflict; a climax; and a resolution. Storytelling is also made up of **variable elements**, namely the story, the storyteller and the audience. There is a need to maintain harmony and balance between these three variable elements to achieve appropriate outcomes (Mbigi, 2005).

3.2.3.2 Types of African stories

Various types of African stories can be distinguished:

- **Fables:** Fables are the initial stage in moral instruction and development in Afrocentric Leadership. A fable is the creative product of the storyteller's imagination. There is a shared recognition by both the audience and the storyteller that a fable never took place in reality. These stories are often punctuated by educational poetry. The purpose of these stories is not only to convey a moral message, but also to entertain and reveal the mysteries of life. These stories build character and expose the audience to environmental conditions such as people, monsters, witches and animals. They introduce the audience to the world of African wisdom, bravery, interdependence, caring, relationships, creativity and the mystery of existence. These stories also inspire the young (Mbigi, 2005).
- **Myths:** The purpose of myths is to help make sense of the universe and some of the seemingly unanswerable questions connected with life. Myths are reality based and deal with the external themes of human existence on earth. The purpose of myths is to educate



people to understand the identity and core values of their communities and companies, and to teach them about appropriate behaviour (or “the way we do things around here”). The tales are intended to answer certain life questions surrounding issues such as the creation; the struggle for self-discovery and identity; battles, warriors and heroes; love; self-sacrifice and dedication; wisdom; and maturity (Mbigi, 2005).

- **Instruction and exhortation:** In Afrocentric Leadership storytelling is the major educational tool at all levels and stages of a person’s life. Storytelling is the primary method in raising children and in cultivating character, and particularly in entrenching the values of Ubuntu (Mbigi, 2005).
- **Symbolism and praise singing:** Symbols are a medium of communicating important values and beliefs that serve as an inspiration to attain lofty goals in life. Symbols secure their identity through the culture of ancestors. In indigenous African culture, the praise singer has a key role in the governance context. In companies, praise singing fulfils the key roles of clarification and critical communication. It is through the teaching of symbolism and metaphors of praise poetry that checks and balances in governance are created (Mbigi, 2005).
- **Experience and community monitoring:** Stories serve to convey the importance of age and experience in Afrocentric Leadership (Mbigi, 2005).



3.2.4 Defining characteristics of stories

Stories are usually communicated in the course of a **conversation** between two or more people where at least one is an organisational member. Stories describe **events** that have taken place in a company of which the storytellers and/or audiences are or have been members, or wish to become members. Stories are usually told about past organisational events, giving them a sense of temporality and belonging. Stories have some basis in **facts**. Stories ring true for company members because they make sense in the organisational context. This does not imply that all organisational stories are factually accurate but only that they are believed to be accurate. Organisational stories usually **make a point** that may or may not be supplied by the storyteller (Brown, 1990; Fisher, 1984; Holt, 1989; Hummel, 1990; Martin, 1982; Martin et al., 1983; Wilkins, 1984).



3.2.5 Implications of organisational storytelling and stories for a CNBSPP

Scenario-based planning and organisational change navigation are about conversations and dialogue. Only if a CNBSPP has become an institutionalised planning tool embedded in **organisational storytelling** will one see the development of consensus and accommodation necessary for action. Participants must be regarded essentially as networks of personal interconnections based on conversations that establish the context in which they act. The CNBSPP must allow for information and shared experiences/expectations to be passed on in the form of folklore, songs, praise poetry, dances, silent rituals, ceremonies, prayer and storytelling, i.e. complex interdisciplinary realities regarding change must be transferred to listeners in a simple and effortless way. Storytelling must be used as the primary method in entrenching the values of ubuntu. Praise singing must fulfil the key roles of clarification and critical communication in a CNBSPP because checks and balances in governance are created through the teaching of symbolism and metaphors of praise poetry.

Stories must be the naturally occurring phenomena through which participants in a CNBSPP can explain their experiences. Stories must add a psychological dimension that empirical data lacks, namely meaning. Illustrative stories must be told to encourage commitment, generate belief, create understanding, build ownership, reduce company members' resistance to change, and interpret/understand events that may be otherwise chaotic. The unwritten rules applicable to the CNBSPP must be defined by using stories, thereby reinforcing the power, practices, leaders' philosophy and policies of the company.

Against this background of the complexity theory and organisational storytelling and stories, the remainder of this chapter focuses on scenario-based planning and scenarios as building blocks for designing strategic conversations. The scenario-based planning process helps company members think through more effectively the ideas generated in the strategic conversation. Scenario-based planning and scenarios prepare people for action by enhancing the quality of the strategic conversation, broadening perceptions and aligning the mental models of company members (Van der Heijden, 2005).

3.3 Scenario-based planning

3.3.1 A historical perspective of scenario-based planning

Scenario-based planning has enjoyed a rich history in business, government and the military in the past 30 years. The scenario-based planning concept has its roots in the military in the 1950s. The United States Air Force under the influence of the legendary Herman Kahn devised scenarios in war games to imagine what its opposition might do. Kahn then coined his



trademark phrase: “thinking the unthinkable”. In their publication on scenarios entitled “Toward The Year 2000” and published in 1967, Kahn and Weiner refined scenarios as a tool for business prognostication (Kenter, 1998; Ratcliffe, 2000; Ratcliffe, undated; Van der Heijden, 2005).

Pierre Wack performed some pioneering work for the Shell International Petroleum Organisation in the early 1970s. Wack, together with Ted Newland and other colleagues, looked for events that might affect the price of oil. Wack and his team wrote up two scenarios of possible price figures with a view to stimulating internal awareness and thinking about the future. The first scenario presented the conventional wisdom at Shell, i.e. the oil price would somehow remain stable according to the prevailing economic logic. The second scenario looked at a more plausible future, namely a possible dramatic rise in oil prices demanded by the Arabs. “In this way the first objective of scenario-based planning became the generation of projects and decisions that are more robust under a variety of alternative futures” (Van der Heijden, 2005, p.5).

In 1973, after the “Yom Kippur” war in the Middle East, there was indeed an oil price shock. Of all the major oil companies, only Shell was prepared for this surprising event. Shell’s leaders responded quickly. Mental models had been stretched well beyond what traditional forecasting would have achieved. “Better quality thinking about the future became the second objective of scenario-based planning” (Van der Heijden, 2005, p.6). In the next years, Shell moved from being one of the weaker of the seven largest global oil companies extant at that time to the second largest in size (after Exxon) and the number one in profitability (Kenter, 1998; Ratcliffe, 2000). “What the scenarios did was to enable Shell’s manufacturing people to be more perceptive, appreciate events as part of a pattern they recognised, and so appreciate their implications... This became the third objective of scenario-based planning” (Van der Heijden, 2005, p.7).

Scenario-based planning was later popularised by a series of articles by some of the principals in Shell's successes, namely Pierre Wack and Peter Schwartz. Global Business Network, an international think tank and consultancy firm, originated from Shell. Its leading figure is Peter Schwartz, whose book entitled “The Art of the Long View” (1991) is currently probably the leading text on scenario-based planning (Kenter, 1998). **Table 2** contains a summary of milestones of scenario-based thinking.



Table 2: Milestones of scenario-based thinking

YEARS	ACTIVITIES
1950	Herman Kahn developed scenario techniques at Rand Corporation
1956	Emerging information society in United States
1960	Herman Kahn founded the Hudson institute
1960	Several Herman Kahn books on scenario thinking
1970	Warning scenarios of Club of Rome
1970-1980	Developing scenario thinking and scenario-based planning at Royal/Dutch Shell
1984	Pierre Wack's articles on scenario-based planning
1987	Foundation of Global Business Network by Peter Schwartz, Jay Ogilvy, Napier Collyns, Stewart Brand and Lawrence Wilkinson
1990	Emerging World Wide Web
1995	Wired Magazine, i.e. Scenarios Special Edition
1997	The Millennium Project of AC/UNU started
1997	State of the Future Reports published every year
1999	"Future Research Methods 1.0" edited by Jerome Glenn
1999	"Out of the Blue – How to Anticipate Wild Cards and Big Future Surprises" by John Petersen
2003	"Future Research Methods 2.0" edited by Jerome Glenn and Theodore Gordon
2004	Pentagon's 2020 warning scenarios by Peter Schwartz and Doug Randall

Source: Klinec, 2004

Management consultants have more recently incorporated the visionary appeal of scenarios into strategic planning and management. Large companies have since begun to develop sophisticated scenario-based planning processes to make strategic decisions (Kenter, 1998).

Table 3 provides a summary of some main scenario-based thinking companies.



Table 3: Some notable scenario-based thinking companies

COMPANIES		
<ul style="list-style-type: none"> • RAND Corporation • Hudson Institute • SRI International • Royal/Dutch Shell • Batelle • Northeast Consulting 	<ul style="list-style-type: none"> • Global Business Network • Arlington Institute • Millennium Project of AC/UNU • Net Assessment Office • Club of Rome • The Futures Group 	<ul style="list-style-type: none"> • Global Scenario Group • Chatham House • IDON • RAND Pardee Center • Battelle • Datar

Sources: Klinec, 2004; Ratcliffe, undated

3.3.2 Traditional strategic planning and scenario-based planning

Three distinct processes can be used to anticipate future events (Tangredi, 2000):

- **Estimates:** Estimates rely on an assessment of current conditions to identify possible future events.
- **Forecasts:** Forecasts rely primarily on trends-based analysis and represent long-range assessments. Forecasts are attempts at an accurate and predictive picture of the future. The most credible forecasts are issue specific. An issue-area leader is best qualified to make an assessment regarding the continuity of current trends.
- **Scenario-based planning:** Scenarios tend to be richly developed depictions of alternative future worlds based on plausible changes in the current driving forces. The result is not an accurate picture of tomorrow, but it rather allows for making better decisions about the future.

Table 4 contains a comparison of the strengths and weaknesses of estimates, forecasts and scenario-based planning.



Table 4: Strengths and weaknesses of estimates, forecasts and scenario-based planning

PROCESSES USED TO ANTICIPATE FUTURE EVENTS			
	Estimates	Forecasts	Scenario-based planning
STRENGTHS	<ul style="list-style-type: none"> • Greater definition of current conditions • Quantitative orientation • Application to immediate decisions • Appeal to practical decision makers 	<ul style="list-style-type: none"> • Longer time frame • Diverse viewpoints • Simplified planning • Encouraging expert creativity 	<ul style="list-style-type: none"> • Longer time frame • Heuristic orientation • Contrarian thinking • Appropriate for developing hedge strategies • Deals with uncertainty • Focuses on variables outside the control of the company • Uses stories • Multiple plausible futures
WEAKNESSES	<ul style="list-style-type: none"> • Short time frame • Reliance on linear trends • Discussion of strategic intent is often avoided 	<ul style="list-style-type: none"> • Little emphasis on a holistic approach • Accuracy is based on continuity of trends • Tendency towards extreme assessments • Assume most likely future • Use only familiar factors under the control of the company • Outcome provides a narrow view of the future • Rely on analysis and may therefore fail when formulating strategies that require synthesis of insight 	<ul style="list-style-type: none"> • Translation required for application to immediate decision-making • Unappealing to practical thinkers • Involves a fairly large commitment of time and investment of resources • Difficult to understand before going through the experience • People hold different mental models and hence differ in the importance they attach to factors and occurrences

Sources: Bood et al., 1998; IBM Advanced Business Institute, 2002; Mintzberg, 1994; Tangredi, 2000



From **Table 4** it seems that **estimates** have the strength of a greater degree of definition of current conditions. The reliance on accuracy in an environment with multiple variables and linear trends requires the examination of a relatively short time frame of events. In contrast, **forecasts** capture a longer time frame of a most likely future. The ultimate accuracy of forecasts is subject to events that cannot be predicted with certainty. The validity of forecasts is assumed to correspond to the expertise of the forecasters themselves. Unlike scenario-based planning, forecasting needs not follow a holistic approach to the future. Traditional linear and single-point forecasting processes are constructed on the assumption that tomorrow's world will be much the same as today's. These processes work reasonably well during relatively stable periods. Estimates and forecasts tend to fail when major changes suddenly occur. Companies can ill-afford to engage in linear cause-and-effect thinking because of a rapidly developing global knowledge-based economy (Bood et al., 1998; Nell, 1999; Schnaars, 2001; Simpson, 1992).

From **Table 4** it appears that **scenario-based planning** has a heuristic orientation. Scenario-based planning needs not demonstrate accurate prediction. Scenario-based planning does not necessarily lend itself to immediate problem-solving decisions. The intent is to be inclusive of all possibilities and contrarian thinking. A longer range look at alternative futures is promoted. This allows for the development of hedge strategies towards unlikely, but possible events. Scenario-based planning allows uncertainty to be captured in plausible organisational stories towards learning about the business environment. The heuristic approach requires a process for translating insight into practical considerations that require various intellectual efforts. The need for translation makes scenarios less attractive to practical decision-makers. The different mental models and assumptions held by diverse role players result in their thinking differently about variables outside the control of the company.

Although many of the points raised in **Table 4** are valid, the benefits of scenario-based planning far outweigh the criticisms. Scenario-based planning has been used successfully in many industry types and for many different purposes. It allows companies to cope effectively with uncertainty. It raises awareness about what could happen. It incorporates the development of response systems to react successfully. Whereas most traditional planning techniques focus on one set of assumptions about the future, scenario-based planning assumes various possibilities and events. Scenario-based planning embeds thinking and learning processes in a company. Scenario-based planning presents alternative images, instead of extrapolating current trends from the past into the future. Various companies promote scenario-based planning as a structured and reputable process to compose images about how the future might unfold. Scenario-based planning is becoming more attractive to assess the future environment as part of business prognostication. However, companies need to maintain their forecasting process even while working with scenarios. This is because forecasts are quite effective in making



resource allocation decisions and are important in managing financial information (Bood et al., 1998; Nell, 1999; Schnaars, 2001; Simpson, 1992).

3.3.3 Principles ensuring successful scenario-based planning

A successful scenario-based planning process requires extensive strategic conversation throughout the entire company. **Table 5** provides a summary of principles ensuring successful scenario-based planning.

Table 5: Principles ensuring successful scenario-based planning

CATEGORIES	PRINCIPLES
Context (where?)	<ul style="list-style-type: none"> • Recognise the uncertainty and complexity in the business environment
Rationale/business case for doing scenario-based planning (why?)	<ul style="list-style-type: none"> • Scenario-based planning linked to the budgetary allocation processes • High degree of organisational learning • Development of alternative future worlds • Existence of signposts and a process to monitor and update scenarios over time
Process (how?)	<ul style="list-style-type: none"> • Simple, credible, informal, reflective and inclusive/interactive process • Enough time allowed to develop and learn from scenarios • Free, focused and holistic thinking • Factual and logic-based discussions • Scenario-based planning and strategic conversation cascaded through the entire company
Participants (who?)	<ul style="list-style-type: none"> • Top management's involvement • Diverse internal and external inputs • Extensive participation • Team must be respected, open-minded and representative of all the important perspectives of the focal question at hand • Passing on ownership of the scenarios • Having a sense of fun and enjoyment



Table 5 (continued)

CATEGORIES	PRINCIPLES
Outcome/value-add (what/result?)	<ul style="list-style-type: none"> • Internally consistent and plausible scenarios supported by a dynamic story • Institutionalised scenarios in the company • Replicating the scenario-based planning process under similar conditions with the same purpose yielding similar results • Being proactively ready for the future

Source: Courtney, 2003; Kahane, 1992; Ratcliffe, 2002

3.3.4 Organisational benefits of scenario-based planning

Table 6 provides a list of organisational benefits of scenario-based planning. Some of the organisational benefits shown in **Table 6** support the argument presented in Section 3.3.2, i.e. scenario-based planning has nowadays become more appealing than traditional strategic planning for business prognostication.

Table 6: Organisational benefits of scenario-based planning

CATEGORIES	BENEFITS
Context (where?)	<ul style="list-style-type: none"> • Integrates and creates an awareness (or sensitivity) of the dynamics, uncertainties and discontinuities of various socio-cultural, economic/financial, political/legal, technological, ecological and knowledge/information forces • Allows companies to explore fundamentally different outlooks on the future
Rationale/business case for constructing scenarios (why?)	<ul style="list-style-type: none"> • By recognising the warning signs in advance, a company can anticipate better what could happen and more rapidly modify its strategic direction (or rehearse the future) as actual events unfold, i.e. proactive decision in a more orderly fashion • Serves as a guide for monitoring change and risk management • Assists with providing leadership to the company, i.e. making key strategic decisions • Serves to develop policy and testing tools • Creates competitive advantage



Table 6 (continued)

CATEGORIES	BENEFITS
Process (how?)	<ul style="list-style-type: none"> • Provides a common vocabulary and a simple, effective basis for communicating complex conditions and options in the company • Opens the minds of people to a range of possibilities and stretches mental models well beyond what traditional forecasting would have achieved, i.e. achieving a higher degree of organisational learning • Helps avoid rigid strategy development that carries decision makers too far down a given road to change easily/without great cost • Allows various new and unique ideas to rise through communication channels without being prejudged (or automatically dismissed) • Allows companies to explore and experiment with diverse ideas within a formal planning process
Participants (who?)	<ul style="list-style-type: none"> • Grouping discussions on possible variations in the business environment often helps to crystallise and clarify different perceptions and assumptions of team members • Facilitates diverse stakeholder participation
Outcome/value-add (what/result?)	<ul style="list-style-type: none"> • Allows multiple points of view, implicit and widely held beliefs, and assumptions about the likely future of the business

Sources: Bloom et al., 1994; Bood et al., 1998; MetaBridge Limited, 1996; Nell, 1999; Schnaars, 2001; Simpson, 1992; Strategic Scenario-based Planning at CA International, 2000; Van der Heijden, 2005; Wood, 1997

From **Table 6** it appears that the ultimate benefit of scenario-based planning is preparedness for taking rational decisions and corrective action on a focal question critical to the future success of the company. Scenario-based planning helps to create a new sensitivity to knowledge of the changing external business environment, enabling leaders and organisational members to become part of the thinking process of the company more quickly. By recognising the warning signs in advance and in a more orderly fashion, a company can anticipate better what could happen. The company can then modify its strategic direction more rapidly as actual events unfold. In doing so, the company may reap benefits that extend beyond the focal unanswered question at hand.



3.3.5 Critique of scenario-based planning

Scenarios are not the answer to every long-term strategic planning exercise. They must fit in with a corporate vision and cannot stand alone from other organisational processes. **Table 7** lists some criticism that detracts companies from the real value that scenario-based planning offers.

Table 7: Critique against companies using scenario-based planning

CATEGORIES	CRITIQUE
Context (where?)	<ul style="list-style-type: none"> • Companies failing to focus scenarios on areas having a potential impact on the business • Companies failing to make scenarios global enough in scope • Ignoring the major domain such as information/people
Rationale (why?)	<ul style="list-style-type: none"> • Scenarios are regarded as informational rather than participative learning • Scenarios are substituted for forecasts
Process (how?)	<ul style="list-style-type: none"> • Unrealistic goals and expectations • Extensive and expensive resources required to perform scenario-based planning • Scenarios are disconnected from the overall planning process (or strategy) of the company • Improper time frame and trying to complete the process too quickly • Insufficient focus on key drivers • Too much focus on trends • Getting bogged down with overly elaborated plots • Reveals the ignorance of staff and decision makers regarding the way in which the world works • Generating too many alternative scenarios • Insufficient time for learning from scenarios • Poor signposts (or markers) for tracking the implementation of scenarios and poor monitoring of whether the process has been successful



Table 7 (continued)

CATEGORIES	CRITIQUE
Participants (who?)	<ul style="list-style-type: none"> • Dominance by strong individuals • Power and status forcing a higher regard of certain people's views • Lack of top management support • Poor balance of line management and staff • Confusion about roles and responsibilities • Lack of diversity in viewpoints • Lack of expertise • Disconnecting managerial concerns • Perceptual differences influencing the images that people construe of the future, both consciously and unconsciously • A lack of decision makers' involvement and commitment throughout the scenario-based planning process and an inadequate process for engaging executive teams in the scenario thinking process
Outcome (what/result?)	<ul style="list-style-type: none"> • Scenarios are loaded with flowery language and vague assertions that are difficult to interpret (or put into practice) • Scenarios failing to tell a dynamic story • Lack of internal inconsistency in the scenarios, i.e. the logic of each plot does not hang together and make sense • Poor stimulation of new strategic options • Constructing scenarios based on too simplistic assumptions such as optimism and pessimism • Lack of breaking out of the paradigm • Lack of generating alternative variations on a single external variable • Outcomes too limited in range

Sources: IBM Advanced Business Institute, 2002; MetaBridge Limited, 1996; Nell, 1999; Simpson, 1992



From **Table 7** critique against companies using scenario-based planning revolves around the need for acquiring extensive and expensive resources to perform scenario-based planning. Companies sometimes attempt to complete the process too quickly. Companies get caught up in overly elaborated plots or they generate too many alternative scenarios. Insufficient time for learning from scenarios often prevails. Poor signposts may exist for tracking the implementation of scenarios. Strong individuals sometimes dominate the scenario-based process, and power and status necessitate a higher regard of some people's views. Perceptual differences influence the images (both consciously and unconsciously) that people construe of the future. The scenarios are sometimes loaded with flowery language and vague assertions that are difficult to interpret. The lack of internal inconsistency in the scenarios makes it difficult to put the scenarios into practice.

3.4 Scenarios

3.4.1 Rationale for constructing scenarios

Scenarios are the product (or output) of the scenario-based planning process. Scenarios serve as an instrument for **free and holistic thinking**. They stretch the mind and force companies to envisage the future in concrete terms by **focusing** the attention of companies on particular elements of the environment. Scenarios are used to establish a **framework** for the planning environment and present decision makers with a **common reference point**. Scenarios serve as an instrument for **experimentation** by identifying possible contingencies through typical "what if" questions (Spies, 1982).

3.4.2 Functions of scenarios

Table 8 shows that scenario-based planning can be either internal or external to the company. Scenario-based planning can be applied on three different planning levels, namely the operating environment (i.e. day-to-day activities), the macro-economic and business environment (i.e. industry) and the global and strategic environment (i.e. competitive).



Table 8: Functions of scenarios

INTERNAL FUNCTIONS	EXTERNAL FUNCTIONS	
Operating environment (day-to-day activities)	Macro-economic and business environment (industry)	Global and strategic environment (competitive)
<ul style="list-style-type: none"> • Decision support systems • New product development • Career planning 	<ul style="list-style-type: none"> • Examining evolving industry states • Political and legal • Economic and financial • Socio-economic/political • Technological • Ecological • Knowledge 	<ul style="list-style-type: none"> • Considering longer term investments • Competitive analysis • Crisis management • Corporate (or portfolio) analysis

Sources: Adapted from Georgantzas et al., 1995; Ratcliffe, 2000

3.4.3 Vision-driven and decision-driven scenarios

According to **Table 9**, vision-driven and decision-driven scenarios serve different purposes. An essential consideration in any successful scenario-based planning process is in the first instance to clarify the purpose of scenario-based planning and the expected product. These expectations will define which of the two very distinct scenarios need to be considered.

From **Table 9** it appears that vision-driven scenarios help companies think outside the box, questioning leaders' assumptions about the changing future. They are used primarily to develop a shared commitment to the need for change, facilitate strategic dialogue and organisational learning, and generate new strategic options. Decision-driven scenarios are used to inform a well-specified strategic choice where the best option is unclear due to uncertainty over the impact of that choice. It is believed that vision-driven scenarios will be used more frequently in a Developing World and Afrocentric Leadership context as opposed to decision-driven scenarios. This is because the initiating source of change in a Developing World context is more often found in the normative foundations of society, i.e. the most invisible and abstract arrangements such as beliefs, values and norms upon which society rests (Veldsman, 1997).



Table 9: Vision-driven and decision-driven scenarios

	VISION-DRIVEN SCENARIOS	DECISION-DRIVEN SCENARIOS
Nature of scenarios	<ul style="list-style-type: none"> • Emphasis on broad macro-economic and global drivers of change • Longer term (5 to 10/20 plus years) 	<ul style="list-style-type: none"> • Focus on specific uncertainties driving decision making • Generally shorter term (driven by time necessary to evaluate pay-off to decision)
Nature of process	<ul style="list-style-type: none"> • Emphasis on divergent thinking and broad perspectives • Rely on outside experts, consultants and facilitators 	<ul style="list-style-type: none"> • Data-driven and analytical when possible • Rely on internal expertise and industry experts (unless major confidentiality concerns)
Use of scenarios	<ul style="list-style-type: none"> • Generate new strategic ideas and develop a shared sense of possible futures and need for change • Launch follow-on projects and analyses to develop implications of the scenarios 	<ul style="list-style-type: none"> • Test options for a specific decision against the range of potential outcomes • Develop implications for a specific option chosen

Source: Courtney, 2003

3.4.4 Principles for producing successful scenarios

Principles for producing “good” scenarios include (Spies, 1982; van der Heijden, 2005):

- Scenarios must be internally consistent (i.e. events within a scenario must be related through cause/effect lines of argument that cannot be flawed), plausible (i.e. a scenario must grow logically in a cause/effect way from the past and the present and reflect current knowledge), robust and outcomes based.
- Scenarios must be relevant to the focal question over which the company has no control.
- The number of scenarios in the set must be two, three or four.
- Scenarios are hypothetical and should not be confused with a prediction.
- Scenarios are sketches (or outlines) of the subject under study.



- Scenarios must be multifaceted and holistic in approach.

3.5 Conclusion

This chapter addressed Step 1 of the research process shown in **Figure 3**. The chapter contained a literature review on the complexity theory, organisational storytelling and stories, and scenario-based planning and scenarios.

The science of complexity suggests a focus on how random connections between people and the simple decision rules they use can lead to complex global patterns of behaviour. The interaction of components occurs in such a manner as to improve individual behaviour and thus the behaviour of the overall system that they comprise. The patterns that form are self-organising, learn their way into an open-ended evolutionary space, and are capable of creativity.

Companies pass on information, values, norms, shared experiences/expectations, culture, ethnics and spiritual beliefs in the form of folklore, songs, praise poetry, dances, silent rituals, ceremonies, prayer and storytelling. Storytelling in an Afrocentric Leadership context is a vocation requiring many skills such as powerful communication, appropriate use of language, memory, visualisation, insight, sensitivity and creativity. Stories revolve around similar themes such as creation, self-discovery, magic, love, war and the triumph over good/evil. The necessary elements of a good story are characters, a core message, a problem, a plot, conflict, a climax and a resolution. Storytelling is made up of variable elements, namely the story, the storyteller and the audience. There are various types of African stories, such as fables, myths, instruction and exhortation, symbolism and praise singing, and experience and community monitoring.

Stories are naturally occurring phenomena through which people explain their experiences. Organisational storytelling and stories serve some functions for the storyteller and/or audience, namely sense making, proof of example, defining unrecorded organisational rules, social prescription, organisational value expression, and leading the change process. Stories are communicated in the course of a conversation between two or more people where at least one is an organisational member. Stories recount events that have taken place in a company of which the storytellers and/or the audiences are or have been members or wish to become members. Stories have some basis in facts and usually make a point. Stories add a psychological dimension that empirical data lacks, namely meaning. Illustrative stories told within companies encourage commitment, generate belief and serve to create understanding and build ownership. Stories help to interpret and understand events that may be otherwise chaotic. Stories help to



define the company by expressing unwritten rules of organisational life. Stories are tools for reducing company members' resistance to change.

Scenario-based planning has its roots in the military in the 1950s. The United States Air Force under the influence of Herman Kahn used scenarios in war games to imagine what its opposition might do. The current popularity of scenarios in business prognostication is largely the result of Pierre Wack's work done for the Shell International Petroleum Organisation in the early 1970s. In the literature, there is clearly a tendency to place an accent on scenario-based planning becoming more attractive than traditional linear and single-point forecasting for business prognostication. This is because scenario-based planning presents alternative images instead of extrapolating current trends from the present.

Scenario-based planning is about conversation. Successful scenario-based planning must ensure leaders' involvement; diverse inputs; free and holistic thinking; extensive participation; factual and logic-based discussions; sufficient time to build on, and learn from, the scenarios; internally consistent scenarios supported by a dynamic story; the development of alternative future worlds; process being linked to the budgetary allocation processes; organisational learning; and the existence of signposts and a process to monitor and update scenarios over time. The ultimate benefit of scenario-based planning is preparedness for taking rational decisions and corrective action on a focal question critical to the future success of the company. Scenario-based planning requires extensive and expensive resources to perform scenario-based planning. People hold different mental models that influence the images that they construe of the future, both consciously and unconsciously.

Scenarios serve as an instrument for free and holistic thinking. They establish a framework for the planning environment and present decision-makers with a common reference point. Scenarios help to focus the attention of companies on particular elements of the environment and serve as an instrument for experimentation by framing "what if" questions. Scenario-based planning can be applied in the operating environment (day-to-day activities); the macro-economic and business environment (industry); and the global and strategic environment (competitive). Clarifying the purpose of scenario-based planning and the expected product will define whether vision-driven or decision-driven scenarios need to be developed. Vision-driven scenarios serve to generate new strategic ideas, whereas decision-driven scenarios function to test options for a specific decision against the range of potential outcomes. Successful scenarios are internally consistent, plausible, robust, outcomes based, relevant to the focal question, hypothetical narratives, multifaceted and holistic in approach.

The next chapter contains a literature review of scenario-based planning and organisational change navigation processes respectively.



CHAPTER 4: A LITERATURE REVIEW OF SCENARIO-BASED PLANNING AND ORGANISATIONAL CHANGE NAVIGATION PROCESSES

The previous chapter provided a discussion on the science of the complexity theory, organisational storytelling and stories, and scenario-based planning and scenarios. Storytelling is an effective tool for discovering the different ways in which a company sees itself. Scenario-based planning is useful for increasing the quality of organisational storytelling. Using the scenario-based planning process means writing a number of in-depth and internally consistent stories, i.e. exploring a range of plausible pathways into some persuasive future end-state.

The current chapter covers Steps 2 and 3 of the research process shown in **Figure 3** covering a literature review of scenario-based planning and organisational change navigation processes respectively.

4.1 The scenario-based planning process

There is no general purpose scenario-based planning approach/process that is guaranteed to result in a satisfied company. There is not a one-size-fits-all scenario methodology that can be bought off the shelf. Each exercise has to be custom designed, based on the particular objectives and requirements of the company. This section contains a description and review of the building blocks of the scenario-based planning process.

4.1.1 Building blocks of the scenario-based planning process

Strategising for the future is fundamentally based on the unpredictability of the future, some aspects of which are assumed to be foreseen (Van der Heijden, 2005). The scenario-based planning process follows a decision-based approach that is different from traditional strategic business planning. Instead of trying to predict (or forecast) the future, scenario-based planning enables companies to think the “unthinkable”. Scenario-based planning helps to consider “what if” questions, identifies multiple divergent plausible futures, and determines what strategies could be the most effective to address future uncertainties (<http://www-1.ibm.com/ibm/palisades/abi/courses/muf.html>).

External scenarios play out in the contextual environment. The contextual environment has important repercussions for the company. Actors in the contextual environment are known as “referees”, i.e. those who set the rules for what one does without being subject to one’s



influence. The company does not have the power to influence the contextual environment. Its major task is to arrange its own affairs such that it remains an effective player whatever may happen. The contextual environment must be studied against the background of the Business Idea, which exists in the mental models used by leaders to make sense of the world (Van der Heijden, 2005).

Constructing and using scenarios is a highly creative and collaborative process that harnesses the expertise of diverse role players. The process is synonymous with thinking broadly and freely about a problem and not viewing it from the perspective of a single discipline. A flexible approach to the future is practised. This is to ensure a readiness towards the bending of trends in different scenario worlds because of uncontrollable driving forces in the external environment (Davis, 1998; Simpson, 1992; <http://www.shell.com>).

According to **Figure 5**, the scenario-based planning process is based on the assumption that the future is unpredictable. The future is a moving target for which no single “right” projection can be construed from past behaviour. Through the creation of a few consistent pathways into the future, which take the form of plausible stories, the complexity of uncertainty is reduced to manageable portions and structurally incorporated into action maps. The scenario-based planning process begins by identifying the focal question for which answers need to be generated, i.e. unarticulated “big issues”. The driving forces (macro and micro) affecting the focal question under consideration are identified. The challenge is then to separate the key driving forces about which one is very confident from those that are largely uncertain. The most important and uncertain key driving forces are used to shape the storylines. The storylines assist with distinguishing and driving the different scenarios. A set of descriptions of future worlds that strive to satisfy the criteria of internal consistency and plausibility is produced. Leading indicators/signposts are selected to monitor the implementation of scenarios and to alert against unfolding scenarios.

It is necessary to move through the scenario-based planning process several times. It can be compared to a process of action learning in which the scenarios play the important role of “question raisers” (Van der Heijden, 2005). This essentially iterative scenario-based planning process is done to refine a business decision, seek out more driving forces, perform more research, engage in new plots and rehearse the implications of the different scenarios yet again. Two basic forms can be adopted when moving through the process, namely “future backward” or “future forward” or preferably a combination of both. “Future backward” involves selecting several significant futures after which attempts are made to discover the paths that lead to them. “Future forward” requires constructing several sets of plausible futures based on an analysis of present forces and their likely evolution (Ratcliffe, 2000).

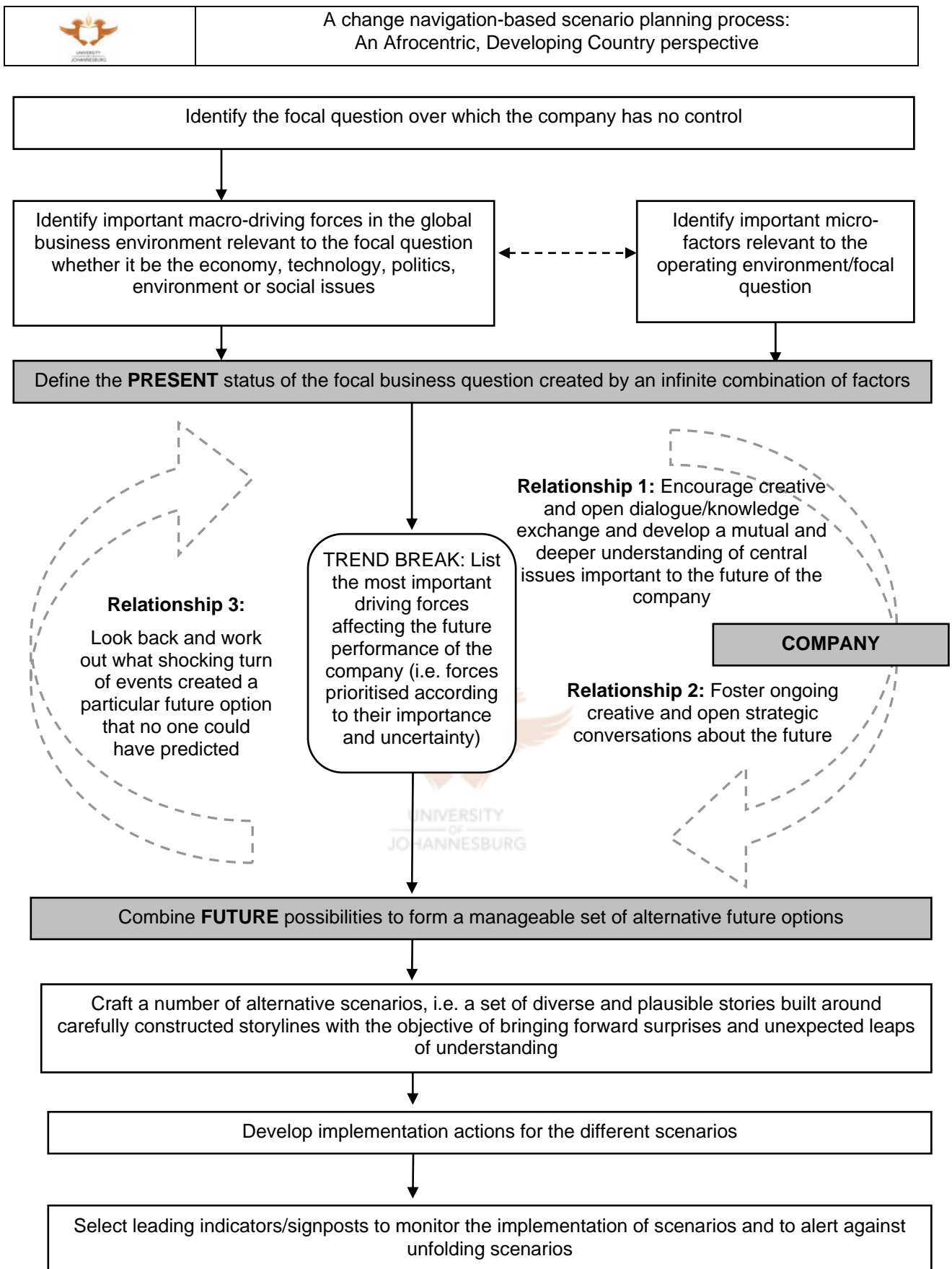


Figure 5: Building blocks of the scenario-based planning process

Sources: Adapted from Daum, 2001; IBM Advanced Business Institute, 2002; Saunders & Harris, 2000; The Futures Group, 1994



4.1.2 Overview of the scenario-based planning process

Annexure A contains a comparison between the core components of unlike scenario-based planning processes. Scenario-based planning has been practised for more than thirty years with many marginal improvements but no radical revision. Various scenario-based planning processes are widely used to compose future possibilities, yet there is no standard process or universally accepted doctrine for constructing scenarios. Practitioners are proposing their own individual processes ranging from simplistic to complex, and qualitative to quantitative. They all have unique features and often use different terminology. The various processes are highly flexible and capable of adapting to the requirements of the given situation. The processes used depend largely on the requirements specified by the company.

According to **Annexure A**, it appears that the following steps featured in most of the scenario-based planning processes studied in the literature review:

- identifying the focal question;
- identifying and grouping key global driving forces;
- uncovering the constant, predetermined and critically uncertain key global driving forces;
- selecting key local factors;
- selecting plausible storylines;
- giving memorable names to the scenarios and fleshing out the scenarios as a compelling narrative;
- identifying the probable implications of the different scenarios for the company; and
- identifying leading indicators and signposts to monitor the implementation of scenarios/strategies on an ongoing basis.

Contrary to the above, it seems that the following steps in the scenario-based planning process are generally neglected in the available literature:

- setting the overall scope and agenda for the scenario-based planning process;
- identifying and interviewing a large number of heterogeneous (internal and external) participants to elicit their views on many dimensions of the future;
- cross-checking for internal consistency and significant differences, and testing organisation policies against the various scenarios;
- presenting the scenarios to management using diagrams and enrichment material; and
- maintaining ongoing business learning as the scenarios evolve.



4.1.3 Mapping the scenario-based planning process

Table 10 provides a summary of the stages and steps proposed for inclusion in a scenario-based planning process. This is based on the review and comparison of the various processes reflected in **Annexure A**, i.e. the steps shown in **Table 10** appear in most of the scenario-based planning processes described in the literature review.

Table 10: Stages and steps in a scenario-based planning process

STAGES AND STEPS	
Stage 1: Prepare	
Step 1	Lay the foundation
Step 2	Identify the focal question
Stage 2: Explore and build	
Step 3	Rank the key global driving forces in terms of importance and uncertainty
Step 4	List the key local factors relevant to the operating environment
Step 5	Select plausible storylines, give memorable names to the scenarios and compose scenarios
Stage 3: Test	
Step 6	Test the impact of the key driving forces in each scenario
Stage 4: Use and assess	
Step 7	Review existing strategies and develop new strategies
Stage 5: Track and learn	
Step 8	Select and monitor leading indicators and signposts
Step 9	Maintain ongoing business learning

A description of the stages/steps included in the scenario-based planning process contained in **Table 10** follows in the subsequent sections.



4.1.3.1 Stage 1: Prepare

Step 1: Lay the foundation

The scope and objectives of the scenario-based planning exercise must be clarified and the design process developed. Decisions must be made regarding the participants, types of scenarios to be built, and the implementation of the scenarios (Bood et al., 1998).

Step 2: Identify the focal question

The key participants must identify the focal question, i.e. an unanswered question of major strategic importance to the company (IBM Advanced Business Institute, 2002; Kleiner, 1999; Schnaars, 2001).

4.1.3.2 Stage 2: Explore and build

Step 3: Rank the key global driving forces in terms of importance and uncertainty

The key global driving forces of the macro-environment must be identified. Key macro driving forces are external events outside the company's direct control having a profound impact on the company's success. They determine the framework within which the local forces operate (Arbor, 2001; Daum, 2001; Porter, 1985).

The key global driving forces must be examined and classified as constant, predetermined or most important critically uncertain driving forces:

- **Constant driving forces** (i.e. what remains the same about the future) will persist, are very unlikely to change and are the same for every scenario (Bood et al., 1998).
- **Predetermined driving forces** (i.e. what is inevitable about the future) are not dependent on any particular chain of events. They are the same for each scenario. Although they will change, the change is reasonably predictable no matter which scenario comes to pass (Analysis Consulting Services, 2003; IBM Advanced Business Institute, 2002). Typical examples of predetermined driving forces are the health and education systems of a country, urbanisation, demographics, economic development and cultural beliefs.
- **Most important critically uncertain driving forces** (i.e. what is unpredictable or a matter of choice about the future) depend on irresolvable and unknown uncertainties. They depict different future states and form the basis for developing dissimilar scenarios (Analysis

Consulting Services, 2003; Kleiner, 1999). An example of this type of driving force is technological breakthroughs. The most important critical uncertainties must be identified by ranking the key global driving forces on the basis of two criteria, namely the degree of importance for the success of the focal question identified in Step 2, and the degree of uncertainty surrounding such key driving forces. The two or three driving forces that are both most important (i.e. having the greatest impact on the focal question) and most uncertain (i.e. impossible to predict its floating up to the surface) must be cross-ranked and their interrelationship determined (Daum, 2001; Flower, 1997). The graphic illustration in **Figure 6** helps to identify the most important critically uncertain key global driving forces.

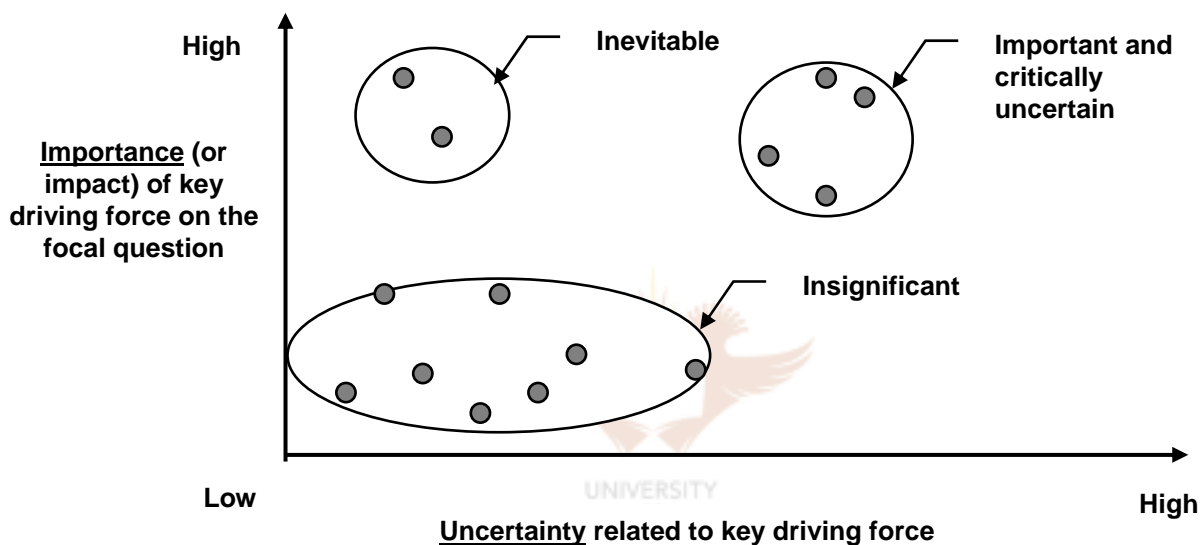


Figure 6: Ranking key driving forces in terms of their importance and uncertainty

Source: Analysis Consulting Services, 2003

Step 4: List the key local factors relevant to the operating environment

Information on the key local (or micro) factors of the business system must be explored. These local factors affect decisions relevant to the success (or failure) of the focal question identified in Step 2 (Davis, 1998).



Step 5: Select plausible storylines, give memorable names to the scenarios and compose scenarios

Plausible storylines that portray possible futures convincingly must be identified. This is based on the outcome of particular combinations of the most important and critically uncertain key global driving forces identified in Step 3.

According to **Figure 7**, the two top-scoring key global driving forces that have the largest impact (or importance) on the future and the highest degree of uncertainty inherent in them must be used as independent X and Y axes in a two-by-two matrix. Crossing the two major driving forces in a matrix permits one to define four different, but plausible quadrants of uncertainty. The four corners of the matrix represent four possible logical futures that can be explored. This arrangement allows companies to focus on high impact/high uncertainty key global driving forces versus high impact/low uncertainty driving forces. Having gathered the variations that are possible, a scenario must be constructed for each of the combinations. Each scenario must convincingly present a plausible storyline (Davis, 1998; Kenter, 1998).

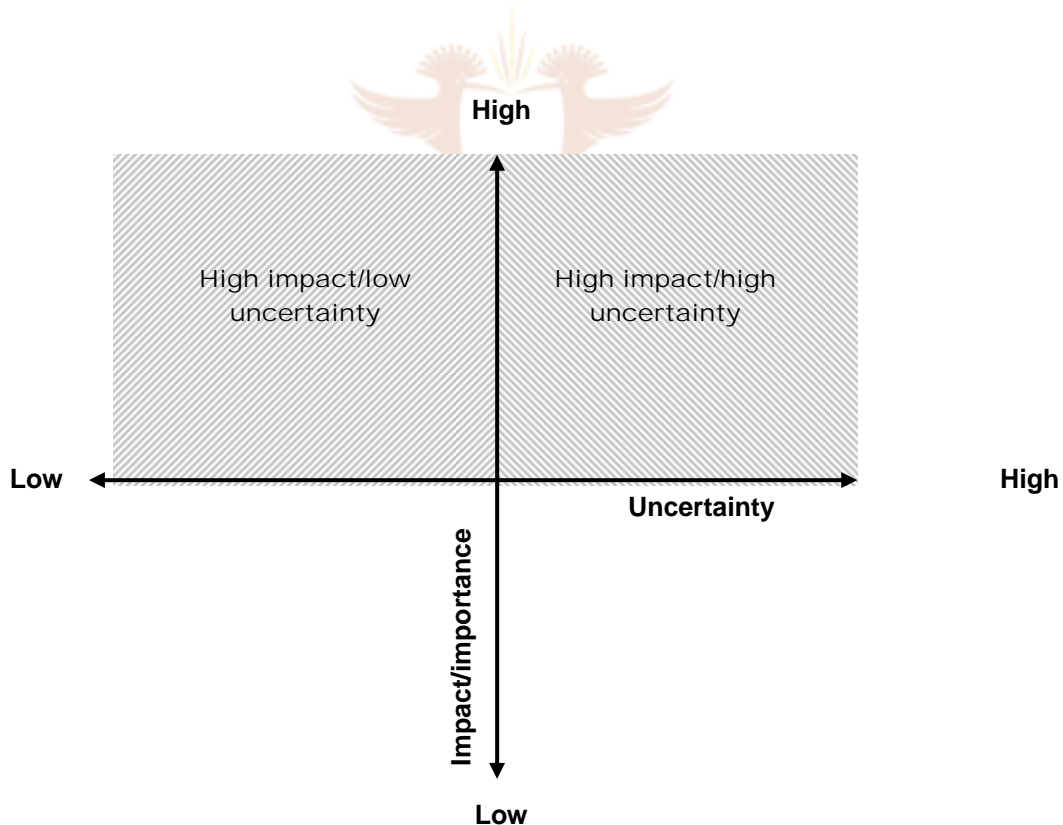


Figure 7: Selecting plausible storylines



Memorable names must be given to the end-state scenarios. Each scenario must then be fleshed out in as much detail as possible based on research and analysis. The scenarios must be woven into a compelling and cohesive narrative (Analysis Consulting Services, 2003; Schnaars, 2001).

4.1.3.3 Stage 3: Test

Step 6: Test the impact of the key driving forces in each scenario

The extent to which both the key global and local driving forces (identified in Steps 3 and 4 respectively) affect the different scenarios must be highlighted. The dynamics of these driving forces in each scenario become “characters” in the stories being fleshed out. The focal question identified in Step 2 must be examined in the light of the constructed scenarios. The implications of the alternative worlds must be contrasted. The scenarios must be cross-checked for internal consistency and significant differences (Flower, 1997; Mercer, 1995; Schwartz, 1996).

4.1.3.4 Stage 4: Use and assess

Step 7: Review existing strategies and develop new strategies

Robust strategies must be derived for each scenario. The sets of strategies for each scenario must be compared. The common strategies form the core business plan for all the scenarios. Those strategies differentiated by scenario become series of options for the future. The choice regarding the various business options depends on the balance between risk and reward that the company wishes to maintain (Schnaars, 2001).

4.1.3.5 Stage 5: Track and learn

Step 8: Select and monitor leading indicators and signposts

A few leading indicators and signposts must be selected. This practice tells the company in an ongoing manner which scenario (or combination of scenarios) is beginning to unfold. The leading indicators create an effective early-warning system and allow the company to test the corporate direction. The company must be prepared to modify its strategic direction/approach if necessary (Analysis Consulting Services, 2003; Daum, 2001; Wilkinson, 1993-1998).



Step 9: Maintain ongoing business learning

Scenario-based planning is not a once-off exercise. It is a living process capturing ongoing business learning as it evolves. The scenarios must be updated and applied at regular intervals (Analysis Consulting Services, 2003; MG Taylor Corporation, 1997).

4.1.4 Implications of scenario-based planning for a CNBSPP

A CNBSPP must include the basic steps normally included in the scenario-based planning process. These steps are setting the scenario-based planning agenda; determining the focal question; identifying and ranking the key global and local factors; selecting the scenario logics; fleshing out the scenarios; analysing the implications of the scenarios for the company; reviewing/developing existing and new strategies based on the evolving scenarios; selecting the leading indicators/signposts to monitor the implementation of scenarios/strategies and alert against the unfolding scenarios; and maintaining ongoing business learning.

4.2 The organisational change navigation process

This section describes and reviews the building blocks of the organisational change navigation process.



4.2.1 Conditions and building blocks of the organisational change navigation process

Organisational change involves three distinct conditions, namely (Beckhard & Harris, 1987; Tushman & O'Reilly, 1997; Veldsman, 2002):

- the desired future state (i.e. where the leadership wants the company to get to);
- the present state (i.e. where the company is currently); and
- the transition state (i.e. the set of conditions, strategies and action maps that the company must go through to move from the present to the future).

According to **Figure 8**, at least five building blocks of change navigation can be distinguished.

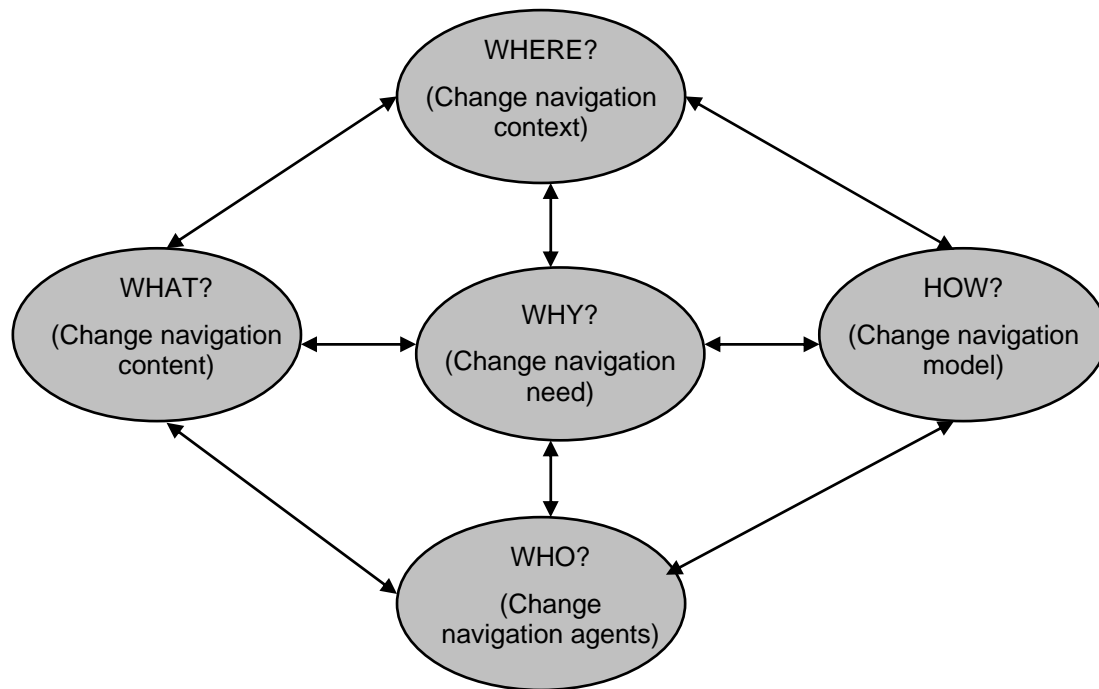


Figure 8: Building blocks of the organisational change navigation process

Source: Veldsman, 2002

The five building blocks of change navigation shown in **Figure 8** can be summarised (Pettigrew, 1987; Veldsman, 2002) as follows:

- **the “why” of change:** the ability to understand and own the rationale for change fully (i.e. the change navigation need);
- **the “where” of change:** the ability to draw the requisite boundaries in space and time around the company (i.e. the change navigation context);
- **the “how” of change:** the ability to design, execute and track a sustainable and appropriate change process (i.e. the change navigation model);
- **the “who” of change:** the ability to define and position the change roles correctly during the course of the change (i.e. the change navigation agents); and
- **the “what” of change:** the ability to identify the necessary and essential organisational components that must be changed as a result of the change need (i.e. the change navigation content).

Table 11 contains a summary of the principles most frequently cited to guide one in navigating the chaos of change under hyper-turbulent conditions.



Table 11: Guiding principles for organisational change navigation

BUILDING BLOCKS	PRINCIPLES
The “why” of change	<ul style="list-style-type: none"> • A visible and continuous belief in the actualisation of a clear vision of the change outcomes must exist. The expected benefits flowing from the vision must be constantly communicated to company members sharing possible consequences and areas of uncertainty. No rush promises may be made. • Change must be linked to the strategic intent, central/overall theme and the concerns of company members in order to imbue the change with the necessary importance.
The “where” of change	<ul style="list-style-type: none"> • The manner in which the change is steered overall must be a mirror of the desired future state. In this way, company members obtain a preview of the “should/must be” state, the latter of which is being strengthened on a continuous basis.
The “how” of change	<ul style="list-style-type: none"> • Congruence among all aspects of the change must be maintained. • Company members must be provided with adequate/high-impact training and emotional support to enable them to make a success of the change journey. • Change requires a substantial investment of resources (i.e. funding and executive time). • Resistance to change must be dealt with in an open and fearless manner. • Frequent assessments of the change’s effects (whether formally/informally or directly/indirectly) and a wide sharing of information must be the order of the day. • The historical baggage of previous change journeys must be dealt with so as not to become a drag factor on the present change. • Milestones and successes must be celebrated in order to (re)energise company members.
The “who” of change	<ul style="list-style-type: none"> • The more intensive and extensive the change, the greater the need for visible and active transformational leadership. • Responsible and active participation/engagement of company members must be encouraged throughout the unfolding of the change.
The “what” of change	<ul style="list-style-type: none"> • It may be helpful to develop a model as an intellectual map to aid in conceptualising and systematising the change the company has to undergo. Piloting the change programme can be done on a trial basis.

Sources: Van Tonder, 2004; Veldsman, 2002



4.2.2 Overview of the organisational change navigation process

There are many processes to help companies thrive amid change. **Annexure B** contains a review of representative sets of various organisational change navigation processes.

From **Annexure B**, it can be deduced that the following steps appear in most of the organisational change navigation processes studied during the literature review:

- mobilising commitment and mustering support from influential role players;
- mobilising dissatisfaction with the status quo and developing a need for change;
- designing transition management structures, procedures, policies and plans;
- creating a shared vision;
- developing flexible change (or implementation) actions; and
- building in stability and institutionalising the change.

According to **Annexure B**, it appears that some contributors may underplay the importance of the following steps when steering organisational change:

- shaping a guiding coalition;
- assessing the organisational capacity to succeed in the change journey;
- critically diagnosing the organisational problems/challenges/issues;
- creating new values;
- ensuring organisational fit;
- fostering consensus, competence and cohesion;
- defining desired outcomes;
- generating and recapitalising on short-term wins; and
- formally dismantling temporary change support structures and processes.

4.2.3 Mapping the organisational change navigation process

Table 12 contains a process for navigating organisational change of any magnitude in companies. This process is based on the review of diverse organisational change navigation processes presented in **Annexure B**, i.e. the steps listed in **Table 12** are contained in most of the organisational change navigation processes considered in the literature review.

Table 12: Stages and steps in an organisational change navigation process

STAGES AND STEPS	
Stage 1: Awareness	
Step 1	Mobilise dissatisfaction with the current state and develop a readiness for change
Stage 2: Mobilisation	
Step 2	Muster commitment and shape a guiding coalition
Step 3	Articulate and communicate a clear image of the future end-state
Step 4	Diagnose the present state of the company and build the organisational capacity to succeed in the change
Stage 3: Conversion	
Step 5	Craft a change navigation strategy, develop and implement flexible change actions, and ensure organisational fit
Step 6	Generate short-term wins, consolidate gains and produce more output
Step 7	Navigate and enable personal transition from the present to the future
Stage 4: Stabilisation	
Step 8	Build in stability and formalise change
Step 9	Dismantle temporary change support structures, policies and processes
Step 10	Maintain ongoing organisational learning

The organisational change navigation stages/steps listed in **Table 12** are discussed in the next sections.

4.2.3.1 Stage 1: Awareness

Step 1: Mobilise dissatisfaction with the current state and develop a readiness for change

An accurate statement of the problem that necessitates a change must be formulated. External pressures must be translated into internalised dissatisfaction with the status quo among members in the company. A spontaneous (or deliberately triggered) growing consciousness (i.e. emotional and intellectual acceptance) must be created about the need for change. People must be educated about what is occurring in the environment that is creating the need for



change. The degree of choice that exists about whether to change must be confirmed (Anderson & Ackerman Anderson, 2001; Beckhard et al., 1987; Beer, Eisenstat & Spector, 1990; Burke, 1987; Lewin, 1958; Nadler et al., 1995; Tichy & Devanna, 1990; Tushman et al., 1997; Veldsman, 2002).

4.2.3.2 Stage 2: Mobilisation

Step 2: Muster commitment and shape a guiding coalition

Companies must respond to the environmental pressures triggering the need for change. Several informal discussions between key leaders of the company must be held to initiate a programme for organisational change. This serves to muster commitment for change among power groups in the company, enhances ownership and decreases resistance to change. A guiding coalition must be created with sufficient political and power dynamics to shape the change (Anderson et al., 2001; Beer et al., 1990; Kotter, 1996; Tichy et al. 1990).

A credible individual in the company must be formally designated as the **transition leader**. This individual must introduce a flexible plan of action and generate enthusiasm within the company to support the change effort. The transition leader must have the authority and the resources to make the change happen (Burke, 1987; Tushman et al., 1997).

Professional **change agents** must preferably be appointed to infer from several indicators the readiness and existence of true commitment for change. A collaborative working effort (i.e. a change relationship) between the change agents and the company must be developed and maintained (Anderson et al., 2001; Kilmann, 1989; Lippitt, Watson & Westley, 1958).

The responsibility for implementing change must be assigned to a **transition management team** representing each level in the organisational hierarchy. Team members must seek to increase the involvement of company members in the change programme. The team must have the necessary resources such as time, budget, personal support and often external expertise (Kilmann, 1989; Tushman et al., 1997).

Step 3: Articulate and communicate a clear image of the future end-state

The transition management team must formulate an exiting, task-aligned and shared **vision and mission** to define the desired end-states for the change. A critical mass of employees must be mobilised to accept the vision/mission as a desirable change of how to manage for competitiveness. The key role players must agree on **values** (or a Code of Conduct). These values form a set of fundamental beliefs that guide the manner in which people must behave



during the change journey. **Desired outcomes** (including specific midpoint conditions/goals) must be specified and clearly communicated to affected company members. The description of the interim future state envisaged for the company must specify the expected organisational structure, reward system, personnel policies, authority and task-responsibility distributions, managerial values and practices, performance review systems, relationships with external parties, and the expected organisational performance outcomes. Describing the interim future state serves to determine the feasibility of desired results and to recognise who will be affected (Beckhard et al., 1987; Beer et al., 1990; Chang, 1994; Tichy et al., 1990; Veldsman, 2002).

Step 4: Diagnose the present state of the company and build the organisational capacity to succeed in the change

Change agents must collect relevant information and diagnose the current problems/issues/challenges in the company. Questionnaires, focus groups or interviews can be used to develop an accurate and comprehensive picture of the company's present state. Each level in the organisational hierarchy must be sampled so as to obtain a representative view of the company. Several conceptual models can be used to diagnose the "at-the-surface" and "below-the-surface" aspects of the company (Anderson et al., 2001; Kilmann, 1989; Lippitt et al., 1958).

"At-the-surface" aspects of the company include things such as (Anderson et al., 2001; Kilmann, 1989; Lippitt et al., 1958):

- the setting (i.e. dynamic complexity and external stakeholders);
- the company (i.e. strategy, structure and the reward system);
- the leader (i.e. leadership skills and problem management);
- the group (i.e. decision making and action taking); and
- the results (i.e. morale and performance).

"Below-the-surface" aspects of the company include things such as (Anderson et al., 2001; Kilmann, 1989; Lippitt et al., 1958):

- culture (i.e. the way in which things are done in the company);
- assumptions (i.e. statements accepted as true without proof or demonstration); and
- psyches (i.e. the innermost qualities of the human mind and spirit).



The overall capacity of the company to succeed in the change must be established. The capacity of the transition management team members to lead the change must be built. The resources required to shape the change effort must be identified and built. Resources such as personnel, financing and training must be provided for the change to be effective. Transition structures outside the regular organisational arrangement may need to be established. Feedback mechanisms must be developed to provide information on the effectiveness of the change and areas requiring additional action (Anderson et al., 2001; Kilmann, 1989; Nadler et al., 1995).

4.2.3.3 Stage 3: Conversion

Step 5: Craft a change navigation strategy, develop and implement flexible change actions and ensure organisational fit

A **change navigation strategy** covering the “what”, “by when”, and “the how’ must be formulated. This is done so that the vision developed in Step 3 can be realised. The transition management team must consider what new governance, roles, structures and procedures are needed to steer the transition. This is because current roles, structures and procedures may no longer be useful, and those designed for the future may not yet be fully in place (Anderson et al., 2001; Beckhard et al., 1987; Kotter, 1996; Tushman et al., 1997; Veldsman, 2002).

The intended change must be chunked into manageable portions. Broad-based **activity (or plans of action)** must be developed based on extensive consultation with key role players. Plans must be flexible, realistic, achievable and measurable. The plans serve as a road map for the change effort. They must contain information on responsibilities, required resources, control measures, benchmarks and performance standards. Plans of action can be implemented in a phased approach. Setting the plans of action into motion must be properly communicated, midcourse progress must be measured, possible changes to plans must be highlighted, and targets must be adjusted, if necessary (Anderson et al., 2001; Chang, 1994; Tushman et al., 1997; Veldsman, 2002).

The transition leader must make sure that a proper **fit** exists between the change navigation strategy and the realities facing the company. These realities include things such as the company’s resources, structure, systems, processes and operating environment. This is important because the overall effectiveness of the company relies on the internal congruence or organisational fit of its basic components. The tighter the fit, the more effective companies will be in transforming their strategies into performance (Nadler et al., 1998).



Step 6: Generate short-term wins, consolidate gains and produce more output

Short-term wins must be unleashed to build the credibility needed to sustain the change effort in the long term. This is achieved by planning for visible improvements in performance and visibly recognising and rewarding people who make the wins possible (Beer et al., 1990; Kotter, 1996; Nadler et al., 1998; Tushman et al., 1997).

The output of the company must be produced at the following levels (Nadler et al., 1998):

- the total company (i.e. goods and services produced, revenues, profits, employment created and impact on communities);
- business units within the company (i.e. the performance and behaviour of the various divisions, departments and teams that make up the company); and
- individuals (i.e. the behaviour, activities and performance of the people in the company).

Both formal and informal rewards for the desired behaviour must be built into the process (Nadler et al., 1995).

Step 7: Navigate and enable personal transition from the present to the future

The transitional leader must provide people with support by helping replace past glories with future opportunities. Symbols and language can be used to create the necessary energy. Employees must be given the time to work through their feelings of being disconnected with the past and not yet being emotionally committed to the future. The use of events such as lunches and ceremonies during the transition period must be enforced. This will assist with reinforcing the new attitudes and behaviours required for success in the future. Employees must be prepared for the frustration of replacing thoroughly mastered routines with new ones. Adequate rehearsal time must be allowed before everyone can master their new roles (Nadler et al., 1995; Tichy et al., 1990).

4.2.3.4 Stage 4: Stabilisation

Step 8: Build in stability and formalise change

The new organisational configuration must be embedded relatively permanently in the organisational landscape. The change must be institutionalised. The transition leader must make it known when the desired outcomes are in place. Those who have helped to move the company in the change direction must be recognised and rewarded (Burke, 1987; Veldsman, 2002).



Step 9: Dismantle temporary change support structures, policies and processes

The temporary change support structures, systems, policies and roles must be dismantled. The relationship between the company and the change agents (or consultants) must end, if agents were used (Anderson et al., 2001).

Step 10: Maintain ongoing organisational learning

Ongoing organisational learning must be an essential ingredient of the change process. This involves learning from the change process and establishing best practices for navigating organisational change in future (Veldsman, 2002).

4.2.4 Implications of organisational change navigation for a CNBSPP

A CNBSPP must include the few basic steps of the organisational change navigation process, namely mobilising dissatisfaction with the status quo; shaping a guiding coalition; diagnosing organisational problems; building organisational capacity; developing a shared vision; developing strategies and generating short-term wins; formalising the change; dismantling temporary transition structures and processes; and ensuring organisational learning.

A CNBSPP must embody various change navigation principles, namely believing in the actualisation of a clear vision; linking change to the strategic intent, central/overall theme and the concerns of company members; steering the overall change as a mirror of the desired future state; maintaining congruence among all aspects of the change; providing company members with adequate/high-impact training and emotional support; investing substantial resources; dealing with resistance to change in an open and fearless manner; conducting frequent assessments of the change's effects and a wide sharing of information; dealing with the historical baggage of previous change journeys; celebrating milestones and successes; providing visible and active transformational leadership; encouraging responsible and active participation/engagement of company members; and developing a model as an intellectual map to aid in conceptualising and systematising the change the company has to undergo.

4.3 Conclusion

The current chapter considered Steps 2 and 3 of the research process covering a literature review of scenario-based planning and organisational change navigation processes. The



practices of scenario-based planning and organisational change navigation are based on portions of several theories from strategic management. However, there is no single all-encompassing theory including scenario-based planning and organisational change navigation.

The scenario-based planning process does not explicitly provide for adjusting to a specific contextual environment (or cultural background). It generally assumes that “one size fits all”. Scenario-based planning does not always acknowledge the fact that mindsets and mental models of participants may differ. People may, therefore, make decisions not necessarily based on the real world (or facts) but on the way in which they perceive the world to be. Most scenario-based planning processes start with reviewing the external global environment after which the focus moves to the internal operating environment of the company. The processes generally allow for a high degree of ownership of the final product. Perhaps greater prominence needs to be placed on integrating the scenarios with other organisational plans and processes such as budgetary reviews.

The scenario-based planning process can be condensed into a number of basic stages, namely prepare, explore and build, test, use and assess, and track and learn. More specifically, the scenario-based planning process begins by identifying the focal question for which answers need to be generated. The key macro and micro driving forces affecting the focal question under consideration are identified. The key macro driving forces about which one is very confident are separated from those that are largely uncertain. The most important and uncertain key macro driving forces are used to shape the storylines. The storylines assist with distinguishing and driving the different scenarios. A set of descriptions of future worlds that strive to satisfy the criteria of internal consistency and plausibility is produced.

The navigation of organisational change entails some basic stages, namely awareness, mobilisation, conversion and stabilisation. In planning, change is important to ensure that a need for change is developed. Currently, the need for change is largely driven from a “top-down” perspective. Contributors usually follow a “big bang” approach as opposed to using a pilot project to implement change gradually over time. Transition management is essentially used to steer the change effort, which includes disengaging from the past and embracing a desired future state. Company employees are generally involved in planning for the future. The powers and political dynamics of the company must be addressed. Companies often introduce various processes, mechanisms and structures to institutionalise the change.

The next chapter contains a literature review of Developed Worlds in contrast to Developing Worlds and Western Leadership in contrast to Afrocentric Leadership. The outputs hereof will be used to ensure the contextual validity of a CNBSPP to be developed in Chapter 7.



CHAPTER 5: A LITERATURE REVIEW OF A DEVELOPING WORLD AND AFROCENTRIC LEADERSHIP CONTEXT

The preceding chapter served to review scenario-based planning and organisational change navigation processes respectively. Scenario-based planning and organisational change navigation are largely Developed World practices and are characterised by essentially Westernised Leadership perspectives. Scenario-based planning and organisational change navigation cannot be separated from the context within which they are applied. The context may influence the processes adopted and outputs delivered by a company (Saeed, 1986).

The present chapter covers Steps 4 and 5 of the research process shown in **Figure 3**, i.e. a literature review on Developed Worlds in contrast to Developing Worlds and Western Leadership in contrast to Afrocentric Leadership.

5.1 Developed Worlds in contrast to Developing Worlds

Table 13 contains a summary of aspects relating to the strategic planning process in Developed Worlds in contrast to Developing Worlds. These aspects are discussed in terms of the PESTEK analysis, i.e. for the dimensions of political/legal (P), economic/financial (E), socio-cultural (S), technological (T), ecological (E) and knowledge/information (K).



Table 13: Developed Worlds in contrast to Developing Worlds

DIMENSIONS	DEVELOPED WORLDS	DEVELOPING WORLDS
Political/legal	<ul style="list-style-type: none"> • Reasonably stable governments • Institutional stability and service delivery excellence 	<ul style="list-style-type: none"> • Relatively unstable governments and political power relationships • Institutional weaknesses in terms of policy setting and service delivery
Economic/financial	<ul style="list-style-type: none"> • Self-sustained and growing economies • High degree of global/foreign exchange investment • Limited import threats and/or sophisticated protection mechanisms • Large and globally positioned companies • Well-stabilised industries and markets • Fairly well-distributed economic development among population groups • Modest public debt • Nominal lead-lag development of infrastructure 	<ul style="list-style-type: none"> • Economies dependent on advanced Developed Worlds • Struggling to attract significant global/foreign exchange investment • High import threats to local industries • Large overseas controlled and/or dominant, highly concentrated local companies • Struggling and/or young industries and emerging markets • Unfair distribution of economic development among population groups • Increasing/huge budget deficits and significant public debt • Lead-lag development of infrastructure with commensurate incongruencies and the absence of synergies, for example, job opportunities fall short of available qualified people
Socio-cultural	<ul style="list-style-type: none"> • Strong focus on personal accountability 	<ul style="list-style-type: none"> • Abuse of power, lack of accountability and mistrust/misunderstanding



Table 13 (continued)

DIMENSIONS	DEVELOPED WORLDS	DEVELOPING WORLDS
Socio-cultural (continued)	<ul style="list-style-type: none"> • Fairly stable norms and values • Various unifying symbols • Social structures based on best practices • Well-structured and sophisticated urban management structures, mechanisms and processes • Relatively minor distinction between different social and/or economic classes with permeable boundaries between classes • Relatively even distribution of income, wealth and opportunities between different societal groups • Sufficient capacity to satisfy basic requirements • Well-advanced social services • Fairly high employment rates • Acceptable health standards • Medium-sized families 	<ul style="list-style-type: none"> • Fundamental transformation at the foundational level of society (i.e. in the norms, values, beliefs and assumptions underpinning society) • Lack of common and unifying symbols • Traditional rural social structures • Increasing urbanisation and problems of urban management • Strong and rigid social and/or economic class distinctions resulting in mistrust, suspicion, questions of legitimacy and feelings of exploitation • Gross inequalities in the distribution of income, wealth and opportunities between the various groups in society (despite the widespread poverty, the ruling elite are wealthy) • Limited capacity to satisfy even the most basic requirements • Poor social services such as education and health • High unemployment • Diseases and poor health such as HIV/AIDS, which is often associated with prostitution • High birth rates (or population explosions) preventing any substantial short-term improvements in living standards



Table 13 (continued)

DIMENSIONS	DEVELOPED WORLDS	DEVELOPING WORLDS
Socio-cultural (continued)	<ul style="list-style-type: none"> • Medium to low violent crime rates and fraudulent activities 	<ul style="list-style-type: none"> • High violent crime rates and fraudulent activities
	<ul style="list-style-type: none"> • Well-developed/maintained infrastructure 	<ul style="list-style-type: none"> • Underdeveloped and poorly maintained infrastructure such as roads
Technological	<ul style="list-style-type: none"> • Advanced and adequate technology • High degree of information technology specialisation/usage 	<ul style="list-style-type: none"> • High technology pockets in a sea of outdated, less advanced, inadequate, and dysfunctional technology • Lack of understanding and consequent lack (or incorrect) use of information technology
Ecological	<ul style="list-style-type: none"> • Safeguarding natural resources 	<ul style="list-style-type: none"> • Exhaustion of natural resources in order to satisfy basic requirements and exploitation of natural resources by foreign companies/pollution of land, water and the atmosphere
Knowledge/ information	<ul style="list-style-type: none"> • Growth in local expertise and knowledge • Adequate education • High literacy levels 	<ul style="list-style-type: none"> • Brain drain • Inadequate education • High rates of illiteracy and low/inappropriate skill levels

Sources: Chaliand, undated; Conyers et al., 1984; Kiggundu, 1989; Meyer et al., 2004; Saeed, 1986; Veldsman, 1997; Veldsman, 2002

According to **Table 13, Developed World countries** have reasonably stable governments that contribute to excellent service delivery. Economies, industries and markets are well established and self-sustained. Economic development is fairly well distributed among population groups. Public debit is limited and socio-cultural norms and values are widely shared. Income, wealth and opportunities are fairly well distributed among different social and/or economic classes. There is a movement/mobility between the social/economic classes. There is sufficient capacity to satisfy basic needs. The delivery of social services takes place at a high standard. Employment rates are high and families are medium sized. Violent crime rates and fraudulent



activities are low. Developed World countries have advanced and adequate technology. Natural resources and the environment are relatively protected against exploitation. High literacy levels are evident because of adequate education.

From **Table 13** it appears that **Developing World countries** are faced with various challenging influences/events. Governments in Developing World countries are relatively unstable and inundated with institutional weaknesses. Economies are dependent on the advanced Developed Worlds. Young industries are struggling to survive in an ever-changing environment. Economic development is unevenly distributed among population groups and public debt is significantly high. Developing World countries experience various socio-cultural challenges such as a fundamental transformation in norms and values. Strong social and/or economic class distinctions often result in mistrust and it is fairly difficult to move between classes. There are inequalities in the distribution of income, wealth and opportunities. Limited capacity often results in poor service delivery. Unemployment, diseases, birth rates and violent crime rates are high. There is limited access to information technology, which is often dysfunctional. Developing World countries experience an exhaustion and exploitation of natural resources. High rates of illiteracy and inappropriate skill levels prevail.



5.2 Western Leadership in contrast to Afrocentric Leadership

Some practitioners advocate a Developed World style of leadership as the standard (or benchmark) by which Developing World (or African) companies should be managed (Manning, 1996). Others argue that the chosen leadership style should rather be situational and reflect the norms of the majority of the workforce in Africa (Madi, 2000; Mangaliso, 2001; Mbigi & Maree, 1995b; Meyer et al., 2004). As mentioned earlier, Afrocentric Leadership is not only to be practised by “black-skinned” leaders, but should rather be regarded as a proxy for a different leadership style compared to Western Leadership.

Table 14 contains a description of Western Leadership in contrast to Afrocentric Leadership styles. These contrasts are described in terms of the context/setting, the planning approach, time orientation, change orientation, engagement and behavioural styles, and performance outcomes. There are various other socio-cultural practices in Western and African societies, which are not listed in **Table 14** because they fall outside the scope of this thesis. They are practices such as marriage, growing-up of children, family, education, religion and death/burials.



Table 14: Western Leadership in contrast to Afrocentric Leadership

PRACTICES	WESTERN LEADERSHIP	AFROCENTRIC LEADERSHIP
Context/setting	<ul style="list-style-type: none"> • National • Procedures for governance are based on international best practices • Separate personal life, business, politics and religion • Look to science for explanations • Men dominating the business environment 	<ul style="list-style-type: none"> • Local • Procedures for governance are based on local customs and traditions • Unified social entity • Regularly appeals to the invisible agency forces of the spirits to attempt to explain events that occur in the “natural” world • Valuing the role of women in governance
Planning approach	<ul style="list-style-type: none"> • Revolutionary • Highly systematic and formalised • Top-down • Future-into-present orientation • Technically driven • Outcomes driven (results) • Task driven • Long-range planning • Stand-alone events • Leadership sets vision and then mobilises subordinates to buy in • Linear approach, i.e. past, present and future 	<ul style="list-style-type: none"> • Evolutionary and intuitive • Informal, poorly standardised and systemised • Bottom-up • Present-into-future orientation/low future orientation • Politically driven • Process driven (journey) • People driven • Here-and-now planning • Flow of activities • Shared vision and common identify not requiring anyone to surrender their uniqueness • Cyclical approach, i.e. seasonal returns



Table 14 (continued)

PRACTICES	WESTERN LEADERSHIP	AFROCENTRIC LEADERSHIP
Planning approach (continued)	<ul style="list-style-type: none"> • Sequential monologue driven by management, i.e. establish shared goals, convert into action plans and implement control mechanisms • Challenging the status quo 	<ul style="list-style-type: none"> • Culture, values and actions are aligned among stakeholders in a natural way through participatory and informal dialogue/storytelling, rituals, myths, songs, dances and slogans • Preference to maintain the status quo
Time orientation	<ul style="list-style-type: none"> • Good time management • Time is divisible and tangible • - Due dates, schedules and promptness • - Punctuality is set • Time is money 	<ul style="list-style-type: none"> • Poor time management • Time is flexible and intangible • Punctuality is relative, i.e. allowance for tolerance time • Relationships are more important than time
Change orientation	<ul style="list-style-type: none"> • High cognitive resistance to change • Change is primarily experienced in the infrastructural arrangements. The infrastructural arrangements act as a conduit for the everyday activities, which may in some instances already result in some limited shifts in the normative foundations because of a reversed effect¹. 	<ul style="list-style-type: none"> • High value-based resistance to change • The initiating source of change is found in the normative foundations and consequently in the infrastructural arrangements. The infrastructural arrangements act as a conduit for everyday activities.

1 • **Everyday activities** (most visible and most concrete), for example, everyday social interactions, cultural events, economic activities and political events in society that make up the day-to-day functioning of society (Veldsman, 1997).

• **Infrastructural arrangements** (reasonably visible but less concrete), for example, the formalised but also informal political, economic, technological and socio-cultural institutions, structures and processes of society (Veldsman, 1997).

• **Normative foundations** (most invisible and most abstract), for example, beliefs, values and norms upon which society rests (Veldsman, 1997).



Table 14 (continued)

PRACTICES	WESTERN LEADERSHIP	AFROCENTRIC LEADERSHIP
Engagement and behavioural styles	<ul style="list-style-type: none"> • - High individualism - Task focus, i.e. the achieving individual - The individual matters and is responsible for his/her own destiny - Belief in individual decisions and incentives/rewards - The requirements of the individual are given preference over the needs of the group - Self-growth, individual ambition and distinction are important - Individual survival, e.g. "I am because of myself" - Emphasising individual responsibility/accountability - Self-actualisation • Understanding • Facilitated/managed discussions • Low humane orientation 	<ul style="list-style-type: none"> • - High collectivism - Teamwork - Human focus, i.e. the serving individual - Ubuntu philosophy of solidarity, togetherness, group care, intimacy, conformity, collective unity, emotional support, acceptance by the group, and conformity to group values and norms, e.g. "None of us is greater than all of us", "Each one of us needs all of us", and "An injury to one is an injury to all" - Belief in group decisions and incentives/rewards - The collective requirements of the group are considered first, after which the desires of the individual will be taken care of automatically - Stewardship/custodianship/ comradeship - Sharing responsibility/ accountability, fostering empowerment and freedom/autonomy - Family prioritisation • Ownership and buy-in • Open and unstructured dialogue (or storytelling) • High humane orientation



Table 14 (continued)

PRACTICES	WESTERN LEADERSHIP	AFROCENTRIC LEADERSHIP
Engagement and behavioural styles (continued)	<ul style="list-style-type: none"> • Self-interest • Authority and power • Dominance • Policies and practices apply to all • Representative of the company typically making decisions on the spot • Leaders must be experts with academic qualifications or specific schooling • - Initiatives of subordinates should be kept under control • - Limited delegation • Try to be up to date, endorsing modern management ideas • Transactional/autocratic leadership • Less visible management support • - Homogeneous participants • - Sameness of participants • Exclusive/elitist participants • Selective representation • More aggressive interaction • High assertiveness • Competition among employees for rewards • High uncertainty avoidance 	<ul style="list-style-type: none"> • Affiliation • Influencing seniority • Subordination • Policies and practices vary according to relationships • Representative, typically discussing decision making with other company members • Leaders need not be experts • - Delegation to subordinates can be complete • - Unlimited delegation • Less concern with fashion in management ideas • Transformational and democratic leadership • Visible management support and management through involvement • - Heterogeneous • - Diverse participants • Inclusive participants • Inclusive representation • Less aggressive interaction • Low assertiveness • Cooperation based on participation and involvement in decision-making/recognition • Average uncertainty avoidance



Table 14 (continued)

PRACTICES	WESTERN LEADERSHIP	AFROCENTRIC LEADERSHIP
Engagement and behavioural styles (continued)	<ul style="list-style-type: none"> • Taking calculated risks • Social exclusion • Satisfying higher order needs such as ego needs (i.e. appreciation, recognition and self-assertion) and self-actualisation needs (i.e. growth and achievement) • Securing increased supremacy through authority-based decision making/confidentiality • Talking and coercing rather than convincing • Creating followers • Leaders do not easily change their minds • - Titles are granted • - Class consciousness • Qualifications for headship are experience and academic capability • Selective use of those human resources capable of providing high-level input/output 	<ul style="list-style-type: none"> • Stability • Hospitality • Fulfilling most basic lower order needs such as physiological, security and social needs (i.e. food, shelter and clothing) • Participatory democracy, openness, transparency and consensus decision making based on “We” and not “I”, i.e. participative leadership • Active and artful listening while taking the lead from the community • Creating disciples by leading by example • Leaders change their minds (when they realise they are wrong) • - Behaviour gains respect and fosters commitment • - All are regarded as being equal, i.e. classless • Qualifications for headship are seniority in age, wisdom, a sense of civic responsibility and logical persuasiveness • Making full use of human resources, developing new talents and releasing human potential



Table 14 (continued)

PRACTICES	WESTERN LEADERSHIP	AFROCENTRIC LEADERSHIP
Engagement and behavioural styles (continued)	<ul style="list-style-type: none"> • Task-oriented groups disbanding after completing a task • Marketing has as its outcome huge commissions and profits flowing from the exploitation of customers • Respect for agenda items • - Professional consciousness • - Easily influenced by the opinions of experts • Influenced by reality, i.e. rational decision making • - Introversive • - Reserved • Societal • Production-minded 	<ul style="list-style-type: none"> • Performance is a team effort valuing each other's contributions • Marketing is a human act to satisfy the needs of people • Talkative and may deviate from formal topics • Attaching value to everyone's opinion • Influenced by emotion, i.e. emotional decision making • - Extroversive • - Inhibitionless • Communal • People-minded
Performance outcomes	<ul style="list-style-type: none"> • Performance orientation manifests at individual level assuming personal responsibility • High performance orientation: results driven • Intangible results • Formalised outcomes • Scenarios • Elitist sharing in outcomes • Recognising outstanding achievements • Double loop learning 	<ul style="list-style-type: none"> • Performance orientation manifests at group level assuming joint responsibility • Reasonable performance orientation: process driven • Tangible results • Emergent and flexible outcomes • Trends • Wide sharing in outcomes • Celebrating accomplishments, and acknowledging/encouraging further achievements • Single loop learning

Sources: Abraham, 1997; Agbakoba, 2004; Berger, 1996; Blunt et al., 1996; Booyesen, 2001; Broodryk, 2005; Choo, 1992; Clarke & Stewart, 1991; Dorfman, 1996; Drah, 1987; Frempong, 2003; Ghosh, 2001; Greenleaf, 1996; Gyekye, 1998; Handy, 1997; Hoecklin, 1996; Hofstede, 1996; House, 1993; House et al.,



1997; Hugo & van Vuuren, 1996; Ilbury et al., 2005; Khoza, 2003; Knight, 1999; Leemhuis, 1985; Madi, 2000; Mangaliso & Damane, 2001; Mbigi, 2005; Mbigi, 1993; Mbigi, undated; Mbigi et al., 1995a; Meyer et al., 2004; Millett, 1988; Moyer, 1984; Munter, 1993; Nzelibé, 1986; Reddy, 1996; Reiger & Blignaut, 1996; Robbins et al., 2003; Saeed, 1986; Schermerhorn & Bond, 1997; Stewart, 1991; Tayeb, 1996; Taylor, 1994; Taylor, 1987; Teffo & Roux, 1998; Triandis, 1995; Veldsman, 2002; Veldsman, 1997; Wariboke, 1999; Weeks, 1990.

It is indicated in **Table 14** that **Western Leadership** tends to focus nationally and procedures are generally based on best practices. Personal life, business, politics and religion are kept separately. There is a tendency to look to science for explanations. Men dominate the business environment. A revolutionary, top-down, future-into-present, outcomes-driven, and task-driven planning approach is generally followed. Western Leadership allows the leadership to set the vision, after which subordinates are mobilised to secure buy-in and support. The planning approach is linear, i.e. past, present and future. Sequential monologue is driven by management, i.e. establishing shared goals, converting into action plans and implementing control mechanisms. Time is regarded as being divisible and tangible, and a high cognitive resistance to change often prevails. There is a high individualism and a strong focus is placed on survival of the individual, i.e. "I am because of myself".

In **Western Leadership**, understanding the process is often regarded as being sufficient to ensure buy-in and support. Discussions are facilitated and managed, and transactional leadership provides for a low humane orientation in the planning process. Leaders must be experts. Participants consist of homogeneous and exclusive groups of people. Leadership shows a high tendency for assertiveness. Competition exists between employees for recognition/rewards, and social elitism is evident. High uncertainty avoidance (or low risk taking) is present in a Western Leadership style. Higher order needs are generally being satisfied. Western Leadership regards experience and academic capability as qualifications for headship, and only those individuals capable of providing high-level input/output are generally being used. Representation is selective. Respect exists for formal agenda items. One is easily influenced by the opinions of experts and reality. Western Leadership tends to be introversive, societal and production minded. Performance orientation manifests itself at individual level, assuming that personal responsibility and outcomes are intangible.

It is noted from **Table 14** that **Afrocentric Leadership** tends to focus on the local context. Procedures for governance are based on local customs and traditions, and there is a unified social entity. There is a regular appeal to the invisible agency forces of the spirits in an attempt to explain events that occur in the "natural" world. The role of women in governance is promoted. An evolutionary, bottom-up, present-into-future, process-driven, and people-driven



planning approach is usually followed. It appears that creating a shared vision and common identity does not require anyone to surrender their uniqueness. Planning for the future tends to follow a cyclical approach, i.e. seasonal returns. Culture, values and actions are aligned among stakeholders in a natural way through participatory and informal dialogue/storytelling, rituals, myths, songs, dances and slogans. Time is considered to be flexible and intangible. There is generally a high value-based resistance to change. Collectivism is high and the ubuntu philosophy of solidarity, group care, intimacy and emotional support is practised. Unstructured dialogue (or storytelling) provides for ownership and buy-in. The engagement style is characterised by high humane orientation. Leaders need not be experts and transformational/democratic leadership is practised.

In **Afrocentric Leadership**, the participants generally constitute heterogeneous/inclusive groups displaying low assertiveness. Cooperation is based on participation and involvement in decision-making. Hospitality is considered important. An average avoidance of uncertainty exists with medium-sized risk taking. The most basic lower order needs are generally fulfilled. Afrocentric Leadership regards seniority in age, wisdom, a sense of civic responsibility and logical persuasiveness as being qualifications for headship. It is believed that optimum use should be made of all available resources. One tends to deviate from formal agenda items. Everyone's opinion is valued with the tendency to be influenced by emotion. Afrocentric Leadership tends to be extroversive, communal and people minded. Performance orientation manifests itself at group level, assuming joint responsibility with the outcomes generally being tangible, emergent and flexible.

Notwithstanding the contrasts depicted in **Table 14**, there is substantial agreement between Western Leadership and Afrocentric Leadership with respect to the importance of the team (although in Afrocentric Leadership the emphasis is placed on group solidarity and support rather than on teamwork for the sake of better performance), self-expression, empathetic listening, trust, caring, fairness, consensus and creativity/entrepreneurship (Pietersen, 2005).

5.3 Shortcomings of Western Leadership and Afrocentric Leadership

Table 15 provides a summary of shortcomings of Western Leadership and Afrocentric Leadership seen from a management sciences perspective and a literature review. The dimensions covered in **Table 15** are one-sidedness; the Developed World and Developing World mix; power in companies; the hierarchical nature of companies; and socialisation and culture.



Table 15: Shortcomings of Western Leadership and Afrocentric Leadership

DIMENSIONS	WESTERN LEADERSHIP	AFROCENTRIC LEADERSHIP
One-sidedness	<ul style="list-style-type: none"> Promotes an over-optimistic and one-sided picture of human nature, i.e. the individualist 	<ul style="list-style-type: none"> Presents a skewed and over-optimistic group orientation as the answer to the problems of human society/companies
Developed World and Developing World mix	-	<ul style="list-style-type: none"> Tends to present ubuntu as the traditionalist answer to outweigh (or replace) a legacy of Developed World colonialism, industrialisation and exploitative business practices, yet vast sections of citizens of all ethnic and cultural backgrounds are now becoming thoroughly urbanised, enjoying all (or most) of the fruits of an individualist Western life style, technology, education and employment opportunities
Power in companies	<ul style="list-style-type: none"> Neglecting the dimension of power in organisational life by assuming that leaders will be willing to share power, privileges and access to resources with their subordinates 	<ul style="list-style-type: none"> Does not sufficiently acknowledge the existence and dynamics of the power differential in human relationships (i.e. people differ on important issues), assuming that all will be fine in companies as long as one has a harmonious, family-like, work culture and setting where everyone is accepted and treated as equal, and where kind and considerate leaders are on stand-by to provide support/guidance
Hierarchical nature of companies	<ul style="list-style-type: none"> Opposes the existence of organisational hierarchy 	<ul style="list-style-type: none"> Neglects the existence of organisational hierarchy

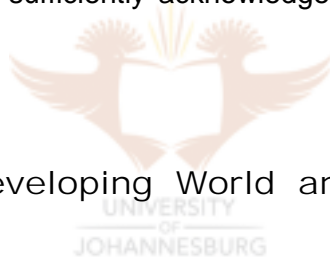


Table 15 (continued)

DIMENSIONS	WESTERN LEADERSHIP	AFROCENTRIC LEADERSHIP
Socialisation and culture	<ul style="list-style-type: none"> Neglecting the social requirements and cultural context of being human in terms of appreciating the advantages of the ongoing group/community context of human existence and the company 	<ul style="list-style-type: none"> Does not sufficiently acknowledge and value the role of the individual in society/companies

Sources: Pietersen, 2005

According to **Table 15**, the shortcomings of Western Leadership and Afrocentric Leadership include the one-sidedness of human nature, i.e. humans are portrayed as either individualists or groups. The existence and dynamics of the power differential in human relationships (or the organisational life) are not always sufficiently acknowledged. The existence of organisational hierarchy is neglected.



5.4 Implications of a Developing World and Afrocentric Leadership context for a CNBSPP

The realities of **Developing Worlds** that may have an impact on a CNBSPP are things such as the existence of traditional rural social structures, unstable governments/institutional weaknesses, inadequate financial/human resources and mistrust/misunderstanding. There is a fundamental transformation at the foundational level of society (i.e. in the norms, values, beliefs and assumptions underpinning society). In determining the level of sophistication of a CNBSPP, it must be borne in mind that high technology pockets exist in a sea of outdated, less advanced, inadequate and dysfunctional technology. This situation is further exacerbated by the lack of understanding and a consequent lack of use (or incorrect use) of information technology. High rates of illiteracy, low/inappropriate skills levels, inadequate education and a brain drain necessitate the development of a simple and easily understood CNBSPP.

A CNBSPP suitable for application in an **Afrocentric Leadership** context must consider the fact that procedures for governance are based on local customs/traditions and the role of women in the planning process must be valued. The CNBSPP must be process and people driven, providing for a high humane orientation. The actions required by a CNBSPP must be aligned among participants in a natural way, i.e. through participatory and informal (or unstructured)



storytelling, rituals, myths, songs, dances and slogans. Time must be seen as being flexible and intangible. It should always be remembered that participants in a CNBSPP have a high value-based resistance to change. The ubuntu philosophy of solidarity, teamwork (i.e. collectivism), togetherness, group care, intimacy, conformity, collective unity, emotional support, acceptance by the group, and conformity to group values and norms must be reinforced throughout the application of a CNBSPP. Catchphrases such as “None of us is greater than all of us”, “Each one of us needs all of us”, and “An injury to one is an injury to all” must be used frequently. A CNBSPP must place a strong focus on encouraging group decisions/ incentives/rewards. A CNBSPP must promote stewardship/custodianship/comradeship, the sharing of responsibility/accountability, fostering empowerment and freedom/autonomy.

A CNBSPP must provide for ownership and buy-in of the end-state scenarios and change navigation effort. Those championing a CNBSPP must practise transformational and democratic leadership. Qualifications for those facilitating the implementation of a CNBSPP must be seniority in age, wisdom, a sense of civic responsibility and logical persuasiveness. The leaders must listen and lead by example while taking the lead from the community. Visible management support must be provided to diverse/inclusive participants. A CNBSPP must place a strong focus on cooperation based on participation/involvement in decision-making, i.e. participatory democracy, openness, transparency and consensus decisions. Full use of all appropriate human resources must be made in formulating scenarios and steering the change process, thereby developing new talents and releasing human potential. Everyone’s opinions and efforts must be valued when developing scenarios. The outcomes/accomplishments of a CNBSPP must be widely shared/celebrated and further achievements must be acknowledged/encouraged.

5.5 Conclusion

This chapter addressed Steps 4 and 5 of the research process. The chapter served to review Developed Worlds in contrast to Developing Worlds. Western Leadership in contrast to Afrocentric Leadership was also reviewed, the purpose of which was to ensure that a CNBSPP (to be developed in **Chapter 7**) is aligned to a Developing World and Afrocentric Leadership context.

Developing Worlds as opposed to Developed Worlds can be characterised as follows:

- unstable and distorted internal and external pressures;
- relatively unstable governments, institutional weaknesses, fraudulent activities, abuse of power and the lack of accountability;



- economies being dependent on advanced Developed Worlds;
- large overseas controlled and/or dominant local companies;
- social/economic class distinctions and inequalities in the distribution of wealth/opportunities between population groups;
- absence of synergies;
- traditional rural social structures;
- high technology pockets in a sea of less advanced and dysfunctional technology; and
- high rates of illiteracy and low/inappropriate skills levels.

Western Leadership believes primarily in the “myth of the individual hero”. Western Leadership emphasises the individual lone hero who - through his individual independence, nobility, courage and conviction - saves companies from their fate. In contrast, **Afrocentric Leadership** is characterised by a deliberate emphasis on people and their dignity, solidarity and interdependence. The emphasis is on the collective brotherhood of mankind. Ubuntu means “I am because we are”, or “I can only be a person through others”. The key values of African Leadership are group solidarity, teamwork, interdependence, respect for the dignity of others and service to others in the spirit of harmony. African Leadership has a bias towards servant leadership. The practices of the African Leadership paradigm include persuasion, consensus and participatory democracy, empathising with others, listening respectfully, healing those with broken spirits/emotional hurts, a high degree of personal consciousness and self-discipline.

There is also some agreement between Western Leadership and Afrocentric Leadership with respect to the importance of the team, self-expression, empathetic listening, trust, caring, fairness, consensus and creativity/entrepreneurship. The shortcomings of Western and Afrocentric Leadership revolve around the one-sidedness of the approaches, neglecting socialism and diverse cultures, neglecting the power in and hierarchical nature of companies, and the lack of acknowledging the Developed World – Developing World mix.

The next chapter serves to source practice views on the phases/steps normally included in a typical scenario-based planning process, and listing unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context.



PART C: PRACTICE VIEWS

CHAPTER 6: SOURCING PRACTICE VIEWS

The previous chapter contained a literature review of Developed Worlds in contrast to Developing Worlds and Western Leadership in contrast to Afrocentric Leadership. In general, Western Leadership thought places a high premium on logic/rationality, individual development/growth, modernity, independence, creativity, responsibility, economic considerations, achievement, seeking change, technical competence, and dynamic leadership that provides direction and demands performance and productivity. The ongoing social and communal embedded-ness of human life is often under-estimated. Afrocentric Leadership is largely focused on group solidarity, the serving/self-sacrificing individual, ethnocentrism, traditionalism, communalism, cooperative teamwork, social factors and kind/considerate/paternalistic leaders (Pietersen, 2005).

This chapter addresses Step 6 of the research process shown in **Figure 3**, i.e. sourcing practice views. A questionnaire was sent to twelve experts requesting them to list the phases/steps normally included in a typical scenario-based planning process. The experts were also asked to identify unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context. **Annexure C** contains information about the respondents' personal details such as biographical information, qualifications and experience. **Annexure D** contains the open-ended questionnaire used to elicit the required practice views. The information received from the respondents is discussed in the subsequent Sections 6.1 and 6.2.

6.1 Steps normally included in a typical scenario-based planning process

Annexure E contains a summary of the phases/steps that the key experts would include in a typical scenario-based planning process. In **Annexure E**, an attempt is made to group the diverse responses of key experts in a rational sequence portraying a logical step-wise process for doing scenario-based planning.

From **Annexure E**, it appears that the steps normally included by key experts in a typical scenario-based planning process (i.e. those steps listed by six or more from a total of twelve participants) are:



- confirming the agenda for scenario development, covering aspects such as scope, time horizon, data gathering, participation, the scenario development process and dissemination;
- identifying and seeking information on the major business drivers in the external business environment;
- categorising the major business drivers under “important” and “critically uncertainties”;
- developing the scenario logics (or storylines);
- writing provocative, memorable and plausible scenarios taking the form of stories; and
- developing business strategies and action/implementation maps with full consideration of each scenario.

According to **Annexure E**, the following steps were listed by only a minimum number of respondents (i.e. less than six participants from a total of twelve):

- conducting roundtable group discussions;
- convening a scenario-based planning team;
- categorising players in the market and “owners” of the scenario-based planning exercise;
- formulating a problem statement;
- identifying the strategic path of the company;
- showing the relationship between the causes of each of the trends and highlighting discontinuities/inconsistencies;
- establishing types of changes;
- developing present-day opportunities for the company;
- using the scenarios to test planning assumptions;
- sharing the scenarios with an agreed audience to internalise plausible future realities;
- establishing measurable outcomes and assigning responsibilities;
- integrating the scenarios with ongoing business processes;
- identifying signposts and monitoring the implementation of scenarios/action maps; and
- recording insights and organisational learnings.



6.2 Unique factors strongly influencing scenario-based planning in a Developing World and Afrocentric Leadership context

Annexure F contains a list of unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context, i.e. the key experts were of the opinion that these factors would make the process different from doing scenario-based planning in Developed Worlds with Western type leadership, if any. **Table 16** contains a summary of **Annexure F**.

Table 16: Practice views: Unique factors strongly influencing scenario-based planning in a Developing World and Afrocentric Leadership context

CATEGORIES	UNIQUE FACTORS
Context (where?)	<ul style="list-style-type: none">• Understanding the cultural context• Knowledge of the external environment
Rationale/business case for doing scenario-based planning (why?)	<ul style="list-style-type: none">• Acknowledging different approaches to strategic planning• Carefully selected level of sophistication and use of technology/terminology
Process (how?)	<ul style="list-style-type: none">• Quality strategic conversation/storytelling• Using symbols and right brain exercises such as drawing, acting or creating something• Ensuring adequate time to develop the scenarios• Practical approach to scenario-based planning



Table 16 (continued)

CATEGORIES	UNIQUE FACTORS
Participants (who?)	<ul style="list-style-type: none"> • Strong and wide involvement/participation • Convincing stakeholders of the need for a scenario-based planning approach • Ability to adapt to change • Respect for the individual • A balanced set of beliefs • Dealing with fear associated with doing strategic planning • Using diverse and multi-stakeholder groups • Using a large number of participants • Appreciation for the likely different social interactions between diverse participants
Outcome/value-add (what/result?)	<ul style="list-style-type: none"> • Exploring learnings and the implications of the scenarios for the company

According to **Annexure F**, those unique factors most frequently listed by participants (in order of priority) are strong and wide participation to ensure buy-in and support. The experts were of the opinion that it is particularly important to emphasise the quality of divergent conversations/strategic dialogue and storytelling when doing scenario-based planning in a Developing World and Afrocentric Leadership context. Also important is using symbols such as metaphors, storytelling, music, proverbs, drawing, acting or creating something to describe the various storylines. The level of sophistication and use of technology/terminology must be selected carefully since scenario-based planning is a tool that must remain simple/non-complicated. The cultural background must be thoroughly understood for storyline interpretation. The process must allow adequate time to develop proper scenarios. One must have sufficient knowledge relevant to the applicable country such as the regulatory system. It is important to respect other participants irrespective of their social upbringing/background.

Annexure F also contains the viewpoint of one respondent claiming that none of the principles of doing scenario-based planning would be affected when doing scenario-based planning in a Developing World and Afrocentric Leadership context, as opposed to doing scenario-based planning in Developed Worlds with Western type leadership. This belief is based on the



assumptions that the process is being conducted well and followed through with integrity, and that the principles are properly understood by all the participants.

6.3 Implications of practice views for a CNBSPP

A CNBSPP will need to include the following basic steps:

- confirming the agenda for scenario development;
- identifying and seeking information on the major business drivers in the external business environment;
- categorising the major business drivers under “important” and “critical uncertainties”;
- developing scenario logics;
- writing plausible scenarios taking the form of a story; and
- developing business strategies and action maps with full consideration of each scenario.

The following factors influencing scenario-based planning in a Developing World and Afrocentric Leadership context will need to be woven into a CNBSPP:

- strong and wide involvement/participation/consultation to ensure buy-in at the right organisational level;
- emphasising the quality of intense strategic dialogue/storytelling with the focus on divergent conversations;
- using symbols and exercises to describe the various storylines such as metaphors, storytelling, music, proverbs, drawing, acting or creating something;
- level of sophistication and use of technology/terminology must be carefully selected since scenario-based planning is a tool that must remain simple/non-complicated;
- understanding the cultural background/context for storyline interpretation;
- adequate time to develop proper scenarios;
- knowledge applicable to the relevant country such as the regulatory system; and
- respect for the individual.



6.4 Conclusion

This chapter listed experts' phases/steps normally included in a typical scenario-based planning process. It also identified their unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context.

The steps normally included by most experts in a typical scenario-based planning process are first to confirm the agenda for scenario development. The major business drivers in the external business environment are then identified and categorised as either "important" or "critical uncertainties". The scenario logics are developed, followed by the writing of plausible scenarios taking the form of stories. Business strategies and action maps are then developed with full consideration of each scenario.

The most commonly identified factors that experts felt would influence scenario-based planning in a Developing World and Afrocentric Leadership context are:

- strong and wide participation/consultation;
- emphasising the quality of divergent and intense conversation/strategic dialogue;
- using metaphors, storytelling, music, proverbs, drawing, acting or creating something to describe the storylines;
- level of sophistication and use of technology/terminology to ensure a simple/non-complicated scenario-based planning process;
- understanding the cultural background/context;
- adequate time to develop scenarios;
- knowledge relevant to the applicable country; and
- respect for the individual.

The next chapter contains the development of a CNBSPP applicable to a Developing World and Afrocentric Leadership context based on the literature review and practice views.



PART D: INTEGRATED PROCESS GENERATION

CHAPTER 7: DEVELOPMENT OF A CNBSPP

The previous chapter served to source practice views. Experts in scenario-based planning were requested to list steps normally included in a typical scenario-based planning process, as well as those unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context.

This chapter covers Step 7 of the research process shown in **Figure 3**. Step 7 deals with the development of a CNBSPP applicable to a Developing World and Afrocentric Leadership context based on the literature review and practice views.

7.1 Building blocks of a CNBSPP

Figure 9 contains a graphic summary of the building blocks making up a CNBSPP. (The layout of **Figure 9** is guided by the schematic illustration of the scope of the research shown in **Figure 2**.) The building blocks of a CNBSPP evolved from the literature review and practice views discussed in previous sections of the thesis, namely:

Inputs into developing a CNBSPP	Relevant sections in thesis	
	Discussions of literature review or practice views	Discussions of implications for a CNBSPP
LITERATURE REVIEW		
Complexity theory	3.1.1 & 3.1.2	3.1.3
Organisational storytelling and stories	3.2.1 to 3.2.4	3.2.5
Scenario-based planning and scenarios	1.2.1, 1.2.2, 3.3, 3.4, & 4.1.1 to 4.1.3	1.2.6, & 4.1.4
Organisational change navigation	1.2.3, & 4.2.1 to 4.2.3	1.2.6, & 4.2.4
Developing Worlds	1.2.4, & 5.1	1.2.6, & 5.4
Afrocentric Leadership	1.2.5, & 5.2	1.2.6, & 5.4
PRACTICE VIEWS		
Steps included in a typical scenario-based planning process	6.1	6.3
Unique factors influencing scenario-based planning in a Developing World and Afrocentric Leadership context	6.2	6.3

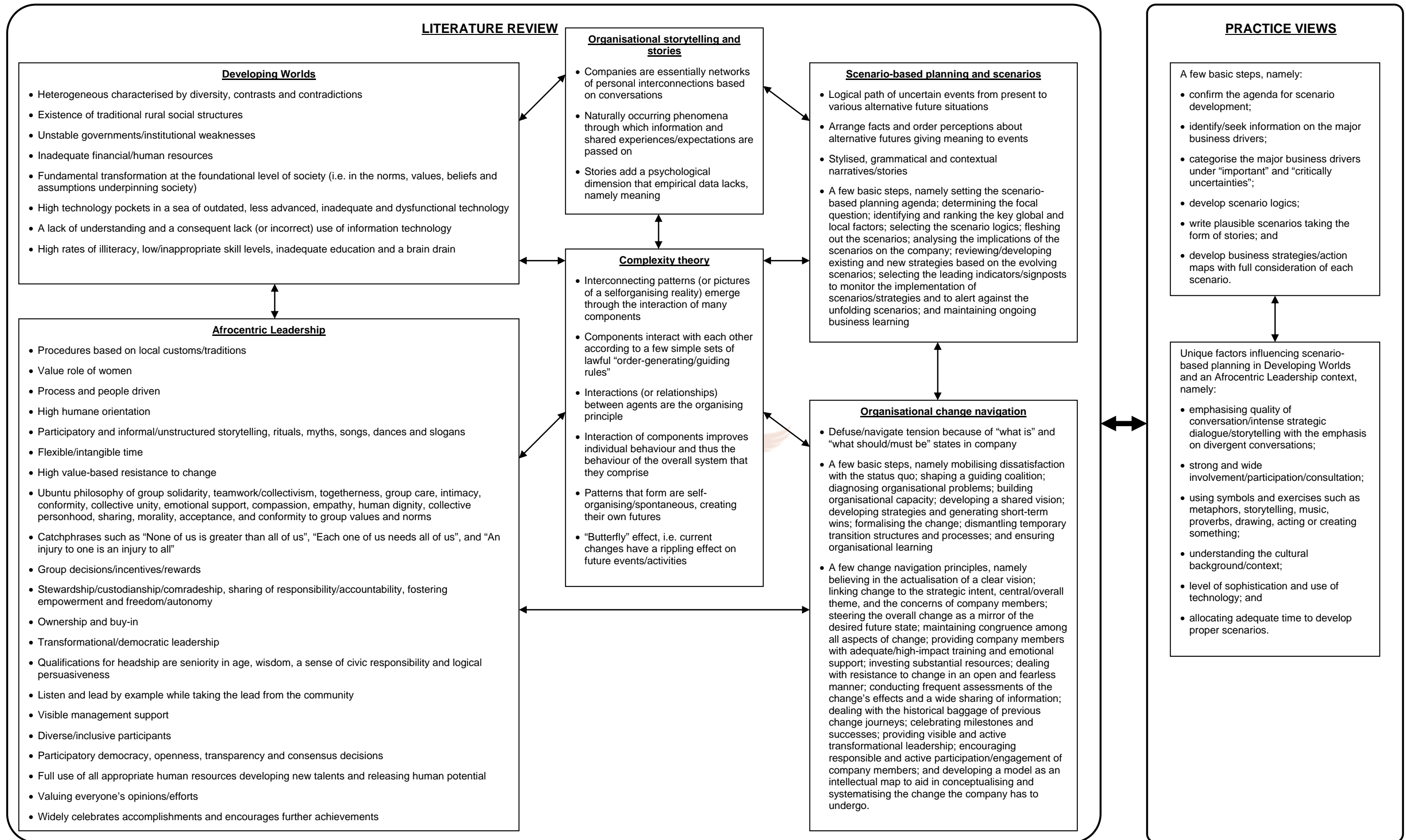


Figure 9: Building blocks of a CNBSPP based on a literature review and practice views



Figure 10 provides a high-level graphic illustration of a CNBSPP applicable to a Developing World and Afrocentric Leadership context. Although the content of change may be radical, the process has to be methodical. The process comprises seven stages consisting of eleven steps. The CNBSPP is anything but a conventional linear process. The seven stages must be thought of as an overall cyclical road map in a complex and highly unpredictable external environment. Every step is interconnected and the direction of the process is circular. Construing scenarios is an iterative process moving back and forth between the interrelated stages/steps. This strengthens the alignment thinking built upon complexity and chaos theories.



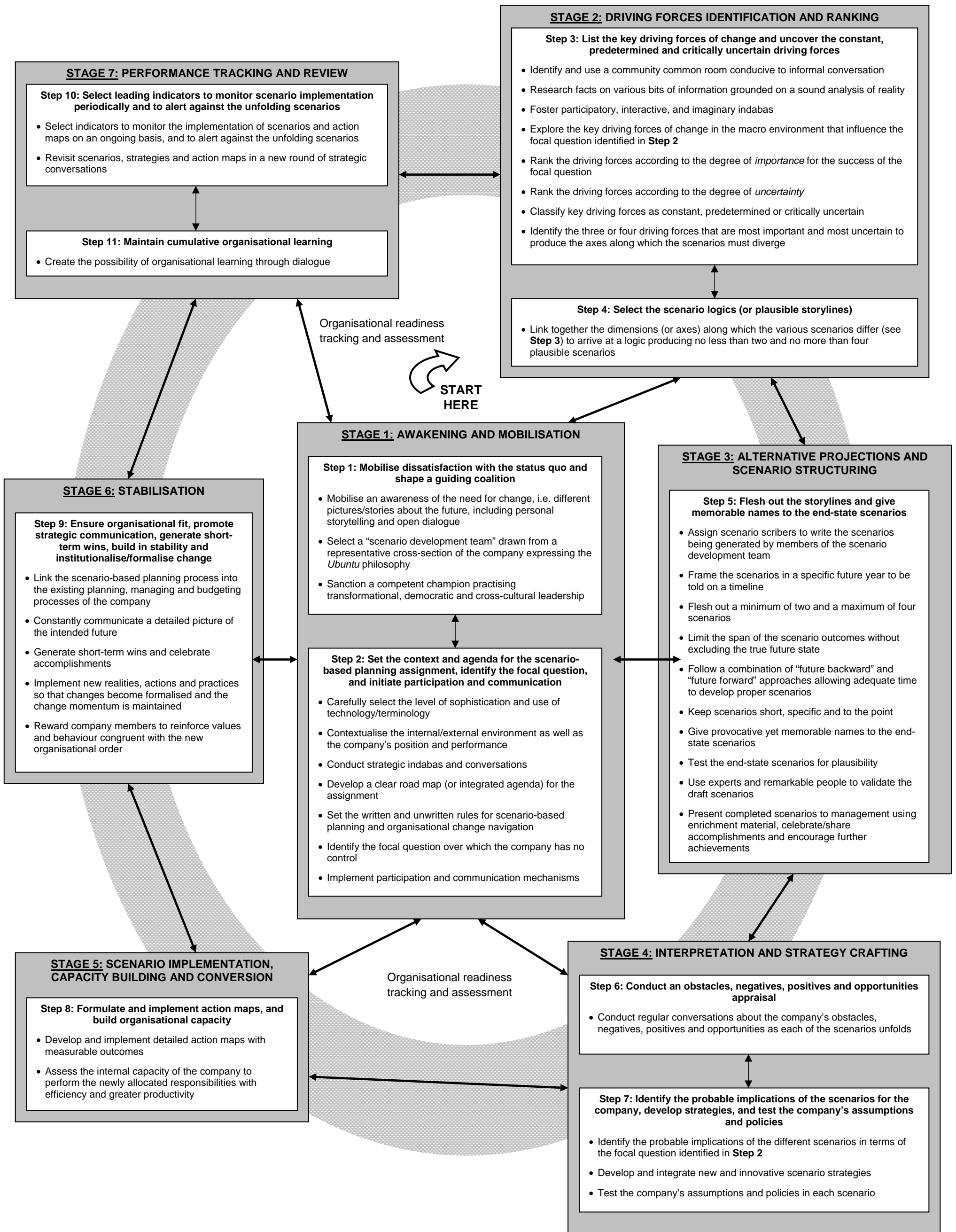


Figure 10: A graphic representation of a CNBSPP applicable to a Developing World and Afrocentric Leadership context



The seven stages of a CNBSPP are listed below and described in detail in the subsequent sections:

- Stage 1: Awakening and mobilisation
- Stage 2: Driving forces identification and ranking
- Stage 3: Alternative projections and scenario structuring
- Stage 4: Interpretation and strategy crafting
- Stage 5: Scenario implementation, capacity building, and conversion
- Stage 6: Stabilisation
- Stage 7: Performance tracking and review

7.2 Stage 1: Awakening and mobilisation

7.2.1 Step 1: Mobilise dissatisfaction with the status quo and shape a guiding coalition

Mobilise a readiness for change: The means available to fuel an awareness of the need for change - should there be any reason to be dissatisfied with the status quo - must be initiated by company members. Change must not only be communicated, but also sold persistently to a critical mass of individuals whose active commitment is necessary to provide the energy for the change to occur. A commitment plan may need to be devised to secure the support of those individuals who are vital to the change effort. An “organisational readiness assessment” towards the change initiative must be carried out throughout the process.

Asking questions such as "Are we doing the right things well?" triggers a growing tension between the presence of the “what is” state and the “what should/must be” state in the company pertaining to the mode of existence and functioning of the company (Veldsman, 2002). Contrasting the actual state with a more desirable future state can be used to provide the impetus for transition. Awareness that the company is no longer meeting the demands of its external environment can be created. Potential disasters can be identified and organisational problems diagnosed, which could in turn be compared to major opportunities. Coupled to mobilising an awareness for change is the need for personal storytelling and open dialogue. Illustrative stories with the emphasis on divergent conversations would encourage commitment, generate belief, create understanding, build ownership and reduce company members’ resistance to change and their understanding of events that may be otherwise chaotic. People could also reflect on their accomplishments and frustrations (Khoza, 2003).



Environmental warning signs typically include shifts in the industry structure, technological innovation, macroeconomic trends, regulatory/legal changes, market/competitive forces and company growth (Beckhard et al., 1987; Hambrick, Nadler, & Tushman, 1998; Kotter, 1996; Tushman et al., 1997; Veldsman, 2002).

Shape a guiding coalition: Company members must, in a transparent manner, select a “scenario development team”, which should not be restricted to a specific number of respondents thereby ensuring inclusive representation/participation. Participants must be regarded as networks of personal interconnections based on conversations that establish the context in which they act. In particular, the stakeholders with considerable power over the situation are strong candidates such as the wise men and especially women from the traditional rural social structures. Elders must not be neglected because of their life skills and their knowledge of the lessons of life that they have acquired over the years. It may be useful to consider participation by experts with relevant subject knowledge, and other individuals who could help in opening up the discussion and introduce new perspectives. Participation could be spread wider than involving only company members provided that they have a shared vision and mutual interest. Participants may be academics, commercial researchers, writers, artists, consultants or perceptive business people. Board members, if existent, should be enlisted as active partners in change (Hambrick et al., 1998).

It is important to acknowledge the significance of the names of participating members and their geographical origin. In Ubuntu this is a way of recognising the dignity of one’s fellow man (Broodryk, 2005). Participants must be encouraged to express themselves through the ubuntu philosophy of group solidarity, teamwork/collectivism, togetherness, group care/compassion, intimacy, collective unity, empathy, human dignity, collective personhood, sharing, morality, emotional support, acceptance by the group, and conformity to group values and norms. A team spirit must be promoted by frequently using catchphrases such as “None of us is greater than all of us”; “Each one of us needs all of us”; and “An injury to one is an injury to all”. Stewardship/custodianship/comradeship, the sharing of responsibility/accountability, fostering empowerment and freedom/autonomy must be promoted throughout the process. Ranks must be regarded as being irrelevant and leaders and ordinary workers must all be on the same rank, i.e. team members. Team members must plan collectively and creatively as equals in a rational way, striving to reach consensus in the strategic planning process.

Typical traits to look for when drawing multidisciplinary participants from a representative cross-section of the company include (Broodryk, 2005; Ilbury et al., 2005; Nell, 1999; Roubelat, 2000; Tushman & O’Reilly, 1997; Van der Heijden, 2005):

- upholding a basic common-sense wisdom and a diversity of views;



- open-minded, imaginary, unique insight, unending curiosity and idea generators;
- able to produce a “eureka” experience in the minds of fellow participants;
- standing out from others by the resourcefulness of their minds, i.e. masters of their fields;
- acute observation and constant attention to how the world works;
- living in the future;
- tolerance with respect to time management;
- accessibility; and
- value and respect for people who are different from them while contributing to each individual's uniqueness.

Identify the assignment leader/facilitator: Company members must, in a transparent manner, sanction a competent champion with sufficient power to mobilise commitment and effect change. The qualifications for leadership would be seniority in age, wisdom, a sense of civic responsibility and logical persuasiveness.

This leader/facilitator must motivate team members by (Broodryk, 2005; Wood, 1997):

- practising transformational/democratic leadership while being sensitive to the intercultural values/beliefs of others;
- listening and leading by example while taking the lead from the community;
- being humble, respectful, energetic, inspirational, kind, empathetic, loveable, loyal and approachable;
- remaining cool, calm and content under all circumstances despite possible provocation;
- being able to win trust/respect as well as trusting other team members;
- promoting teamwork to create an atmosphere of collective loyalty;
- fostering informality through the manner in which one greets, talks and acts;
- allowing one to learn from mistakes;
- executing discipline in the spirit of the family (or extended family of the company);
- being able to communicate accurately while practising active listening skills;
- giving praise where praise is due;
- simplifying and not complicating issues;
- allowing the relaxed African way of living and working; and



- managing time and punctuality in a sensitive/diplomatic/human way.

7.2.2 Step 2: Set the context and agenda for the scenario-based planning assignment, identify the focal question, and initiate participation and communication

Level of sophistication and use of technology/terminology: It may be necessary to sell the need for an integrated process for scenario-based planning and organisational change navigation, which must remain simple/non-complicated. Participants must carefully consider and select the degree of sophistication given the possibility of having to work with outdated, less advanced, and dysfunctional technology as well as the lack (or incorrect) use of information technology. High rates of illiteracy, low/inappropriate skills levels, inadequate education, and a brain drain necessitate the application of a simple and easily understood process. The existence of unstable governments/institutional weaknesses and inadequate financial/human resources must also be considered when selecting an appropriate process for navigating change.

The technology/process must be people driven, providing for a high humane orientation. The process and especially the language must remain simple because not all staff members may be comfortable with intellectual, verbal exercises and jargon (Broodryk, 2005). The assignment leader/facilitator must be very clear in the use of terms and methods in proposing how the company should use scenarios. The approach must embrace flexibility and be adapted to the personnel and culture of the company (Mason & Herman, 2003; Millett, 2003). The level of effort, the budget and the complexity of the assignment must be proportional to the project and the size of the company (Millett, 2003).

Set the internal/external environment and company context: It is important to understand the cultural background/context acknowledging the fact that Developing World countries are not a homogeneous unit but characterised by diversity, contrasts and contradictions. A fundamental transformation at the foundational level of society (i.e. in the norms, values, beliefs and assumptions underpinning society) could be expected. A high value-based resistance to change must thus be steered.

The dominant coalition must contextualise its position and performance by examining how it sees the CNBSPP. Information about the company's corporate identity, present status, goals and strategies must be briefly reviewed (IBM Advanced Business Institute, 2002). The dominant coalition needs to know as much as possible about the people on its side and those in the opposing teams. Under certain circumstances, they could be for the company and in other



circumstances, they could just as easily be against the company. Sometimes they are “neutral”, depending on where their interests lie. These people include competitors, suppliers, customers, employees, trade unions, shareholders, government/s, communities, non-government organisations and the media (Ilbury et al., 2005). This environmental scanning exercise will provide a broad context for the strategic indabas and conversations to be held.

Conduct strategic indabas and conversations: Several strategic indabas must be widely held at the outset of the scenario-based planning assignment to ensure buy-in and support at the right company level. These should help to establish the “natural agenda” and assist in posing the “focal question”. The number of strategic indabas to be held should not be predetermined but led by the process itself, e.g. special organisational (or political) reasons for including a broader constituency (or involving particular people) would, among other considerations, provide guidance on the number of indabas to be held. One or two strategic conversations must be held with remarkable people who might not be central to the assignment itself but have the capacity to think creatively and differently. There has to be mutual respect and understanding between participants and the ability for all to convene with equal recognition and appreciation of the other’s knowledge and experience.

The strategic indabas must follow the format of an unstructured and open-ended discussion. It is, however, necessary to prepare in advance some form of framework of analytical categories recognising that these might change as the indabas progress. Participants must be allowed to deviate from formal agenda items. Allowance must also be made for “tolerance time”, i.e. latecomers must not be discriminated against. A scrapbook of relevant up-to-date cuttings drawn from newspapers, journals, reports and internal company communications will provide greater insight into the precise issues at play in the process (Ratcliffe, 2002). Information and shared experiences/expectations must be passed on in the form of folklore, songs, praise poetry, dances, music, proverbs, drawings, acting, silent rituals, ceremonies, prayer and storytelling.

Develop an integrated/natural agenda for the scenario-based planning assignment: The scenario-based planning process must begin with the assignment leader/facilitator explaining why the company needs scenarios and what it must gain from them (Millett, 2003). The individual roles of team members and the division of work must be made clear at the outset of the process. Team members must be involved in tasks that are meaningful to them (Broodryk, 2005). A clear road map (or action plan) based on local customs/traditions must be developed to provide the logical path (or step-by-step sequence) of the process. The action plan must be simple and all the participants must be able to understand it. The action plan must include the objectives/purpose of the scenario-based planning assignment; time frames and milestones both



for the horizon of the scenarios and the time taken to build them; the responsibilities of team members; the geographical scope of the scenarios; business units (or product areas) to be addressed; unavoidable constraints; and the desired outcomes (Ilbury et al., 2005; Ratcliffe, 2000; Schoemaker, 1998; Schoemaker, 1995).

Set the rules of the CNBSPP: Every scenario-based planning and organisational change navigation assignment has its own written and unwritten rules. Setting rules is a determining factor in the nature of any interaction between people, and between people and their environment. Laws of government and corporate codes of conduct fall into the first category. The forces of nature and principles of science fall into the second category. Rules may or may not change over time (Ilbury et al., 2005). The rules of business will determine whether a company survives in the corporate jungle. Recognition of these rules is paramount because they shape the genetic blueprint of the CNBSPP.

The normative rules are particularly relevant to the Afrocentric Leadership style. Normative rules are the moral rules to which any company has to subscribe. They are the rules that, if adhered to by a company, demonstrate a noble sense of purpose that the public respects. Examples include corporate governance, safety, health, the environment and the community. Company values are the backbone of the normative rules (Ilbury et al., 2005). Stories may be used to define the company by expressing the unwritten rules (or “unrecorded-but-managerially-favoured” customs) of organisational life. These stories reinforce the power, practices, leaders’ philosophy and policies of the company.

Identify the focal question: A process must be initiated to determine (or illustrate) whether there is a focal question over which the company has no control. Strategic indabas, analyses and intuition can be used to define the unanswered key questions that are candidates for scenario-based planning. Team members must consider carefully how the question might be different, or even irrelevant, if the underlying assumptions prove incorrect. Typical examples of focal questions cited include major capital investments, long-term market strategies or technological acquisitions. An issue for which scenario-based planning is ideal shows evidence of the fact that the scenario outcome is not predetermined and can evolve in fundamentally different ways; the change has the potential to be permanent; the actions of the company vary greatly depending on how the environment evolves; and the decisions of the company are not easily reversed once the environment becomes clearer (Arbor, 2001; Daum, 2001; Davis, 1998; Flower, 1997; Ratcliffe, 2000; Simpson, 1992; Wilson, 1998).

Initiate participation and communication: Implementing the CNBSPP must be a collective effort involving all staff members. Full use of appropriate human resources must be made in formulating scenarios and steering the change process, thereby developing new talents and



releasing human potential. A strong focus must be placed on cooperation based on participation/involvement in decision-making, i.e. participatory democracy, openness, transparency and consensus decisions. The wise leaders and elderly must implement mechanisms to create momentum and energy in support of organisational change, including a decision on an appropriate “language” to be used to ensure effective communication. These mechanisms include using language and unifying symbols to represent the change goal/s; keeping lunches, dinners and events to energise the change effort; inviting a “praise singer” to entertain company members; presenting an industrial theatre (or plays); creating heroes and stories about “larger-than-life” figures and myths to convey a sense of what is important; addressing language difficulties in cross-cultural communication; and calling for follow-ups and feedback to convey a seriousness of purpose (Burke, 1987; Tushman et al., 1997). Praise singing must fulfil the key roles of clarification and critical communication. It is through the teaching of symbolism and metaphors of praise poetry that checks and balances in governance are created (Mbigi, 2005).

Visible management support must be provided to diverse/inclusive company members. Establishing a discussion database (or “electronic indaba”) could be considered. The participants could record their own experiences on issues and react to other people’s comments. This is an electronic repository that could be operated through the company’s Intranet (April, 1999). A policy of management transparency must exist where information is available to everyone and even critical attitudes are welcomed. Employees must be free to criticise actions in a constructive way and to request debates on such issues. Leaders must accordingly make themselves available for such encounters (Broodryk, 2005).

7.3 Stage 2: Driving forces identification and ranking

7.3.1 Step 3: List the key driving forces of change and uncover the constant, predetermined and critically uncertain driving forces

Find a community common room: A community common room with wall space on which to write must be used. The room must be conducive to dialogue, informal conversation and personal interaction to increase team member collaboration (Wild, Bishop & Sullivan, 1996).

Research facts on various items of information: Participants must think “outside the box”, introduce novel thinking, and “think the unthinkable”. The scenarios must be grounded on a sound analysis of reality. The research and analysis must be practised both narrowly to pursue facts needed for a specific scenario and broadly to improve the team’s ability to pose more significant questions. Flexibility of perspective is critical in order to keep awareness open for the



unexpected. Less obvious sources of information must be used when searching for relevant facts, e.g. newspapers, films, novels and specialised magazines from other fields. Facts to support or deny the scenario must be sought. Issues going beyond the number of years to forecast in the scenarios must be researched. The data series must go back at least twice as far in time as one is looking forward (Arbor, 2001; Daum, 2001; Davis, 1998).

Foster participatory, interactive and imaginary indabas: Fleshing out the scenarios with a compelling narrative must be highly participatory, interactive and imaginative. Everyone's opinions and efforts must be valued. "What if" questions must be encouraged. Indabas using open-ended questions must be used to challenge the mental models of company members at all levels in the company. Contrarian views from outside the company must be sought. Community leaders representing communities within which the company operates, the elderly, suppliers, buyers/clients, advertising agencies, retired experts in related fields and people inside the company but outside the business unit, could bring fresh perspectives. The diverse viewpoints must be clustered into connected patterns (Coates, 2000; Swartz, 1996). The strategic indabas must be aimed at building long-term relationships between diverse participants, which must be concretised in mutual trust, understanding and respect for one another.

List the driving forces: The key driving forces of change in the macro environment influencing the focal question identified in **Step 2** must be explored. The driving forces that have a major influence on the company's bottom line are typically drawn from the categories listed in **Table 17**. According to **Table 17**, the type of driving forces a company encounters may be global, national or local in nature. The driving forces listed in **Table 17** are discussed in terms of the PESTEK analysis, i.e. for the dimensions of political/legal (P), economic/financial (E), socio-cultural (S), technological (T), ecological (E), and knowledge/information (K). Some of the driving forces can resort under more than one type of driving force, e.g. "the effect of epidemics such as HIV/AIDS" can be both a "social-cultural" and "economic/financial" type of driving force.



Table 17: Categories of global, national and local key driving forces

TYPES OF DRIVING FORCES	CATEGORIES		
	Global	National	Local
Political/legal	<ul style="list-style-type: none"> • Shifts in international legislation • Security and supply of raw materials • Changing power structures throughout the world 	<ul style="list-style-type: none"> • A country's political risk • Changes in national legislation • Polarisation and fragmentation of governance 	<ul style="list-style-type: none"> • Quality of local government • Transformation of the role of the public sector
Economic/financial	<ul style="list-style-type: none"> • The global economic cycle • Base metal, food and other commodity prices • The price of oil and other forms of energy • Globalisation • A period in which there is no dominant economic, political or military power 	<ul style="list-style-type: none"> • Relative movements of currencies • Trade liberalisation/barriers • Quality of road and rail networks • A country's economic performance 	<ul style="list-style-type: none"> • Prices of local labour, goods and services • Neighbouring competitors' strategies and performance • Diversification of local economy
Socio-cultural	<ul style="list-style-type: none"> • International terrorism 	<ul style="list-style-type: none"> • The effect of epidemics such as HIV/AIDS • Consumer taste and demand • Movements in population growth and change, including issues such as urbanisation, greater life expectation, enhanced opportunities for women and people with disabilities, changing family size, fertility rates and rate of population growth • A general modernisation of attitudes and ideas 	<ul style="list-style-type: none"> • Safety and security • Education and health facilities • Societal attitudes towards elements such as work, health, education, welfare, crime, environment, equality and leisure



Table 17 (continued)

TYPES OF DRIVING FORCES	CATEGORIES		
	Global	National	Local
Technological	<ul style="list-style-type: none"> • Technological advances and product substitution • A technological shift to an era dominated by man-made brainpower industries • The scope, pace and direction of technological change • The impact of information technology upon work • The impact of advances in communications 	-	<ul style="list-style-type: none"> • The nature and function of the interactive society
Ecological	<ul style="list-style-type: none"> • National disasters and climate change 	<ul style="list-style-type: none"> • The growing acceptance of sustainable development together with the steady rise in the number of environmental policy instruments being enforced • The movement towards more responsible and effective resources management 	<ul style="list-style-type: none"> • Local environmental and community issues
Knowledge/information	-	-	<ul style="list-style-type: none"> • Changing skills levels • Brain drain

Sources: Ilbury et al., 2005; Ratcliffe, 2000



Exploring driving forces can be done in two ways. One way, called “future forward”, is to look at important trends presently found and to extend them into the future. The other, called “future backward”, is to imagine the future and then to deduce the underlying forces driving that specific development. This part of the process must be analytical, considering both quantitative data and qualitative issues. In order to find the key driving forces, it is useful to cluster ideas and combine them into a smaller number of broader concepts that are related to each other. The various impacts of driving forces could overlap, e.g. an environmental uncertainty could lead to change in technology, which could in turn have an unknown impact on society (Arbor, 2001; Bean, 1993; Daum, 2001; Ilbury et al., 2005; Schnaars, 2001; Schwartz, 1996; Sonne, Harmsen & Jensen, 2002).

The driving forces of change must be ranked on the basis of two criteria: first, the degree of importance for the success of the focal question identified in **Step 2**; second, the degree of uncertainty surrounding the forces (Ratcliffe, 2000). The key driving forces are subsequently classified as constant, predetermined or critically uncertain (Nell, 1999; Porter, 1985; Simpson, 1992):

Uncover the constant driving forces: Those driving forces in the business environment that are very unlikely to change and are the same for every scenario must be listed (Bood et al., 1998). An example would be certain legislative issues.

Uncover the predetermined driving forces: Those driving forces contained in all the scenarios, affecting everyone in the same way, and seeming certain no matter which scenario comes to pass, must be recorded. Looking for slow-changing phenomena such as population growth or the building of physical infrastructure could assist with identifying these driving forces. Looking for constrained situations where companies have at least for a certain time no choices also reveals predetermined driving forces (Daum, 2001; Flower, 1997).

Uncover the critically uncertain driving forces: Those driving forces that are beyond the company's control over the time horizon of the scenarios must be identified. An example is technological breakthroughs. The three or four driving forces that are most important and most uncertain must be identified. Different paths (or branching points) must be identified on which different scenarios can be based. A graph with varying degrees of uncertainty (or predictability) on the horizontal axis and expected impact on the vertical axes could be used. The graph has a high-medium-low scoring system (Ilbury et al., 2005; Ratcliffe, 2000; Schwartz, 1996). The higher the overall level of uncertainty in the situation, the smaller the number of key uncertainties that must be considered. More uncertainty allows for a focus on fewer key uncertainties. Without this principle, scenario work in highly complex situations would be impossible (Van der Heijden, 2005).



Figure 11 illustrates how the driving forces could be plotted on the Uncertainty Impact Chart according to their uncertainty (or predictability) and critical importance (or potential impact). The results of the ranking exercise produce the axes along which the scenarios diverge. Determining these axes establishes a logical rationale underlying the scenario's plot (or plausible storyline), i.e. the "why" underlying the "what" and "how" of a story (Fahey & Randall, 1998).

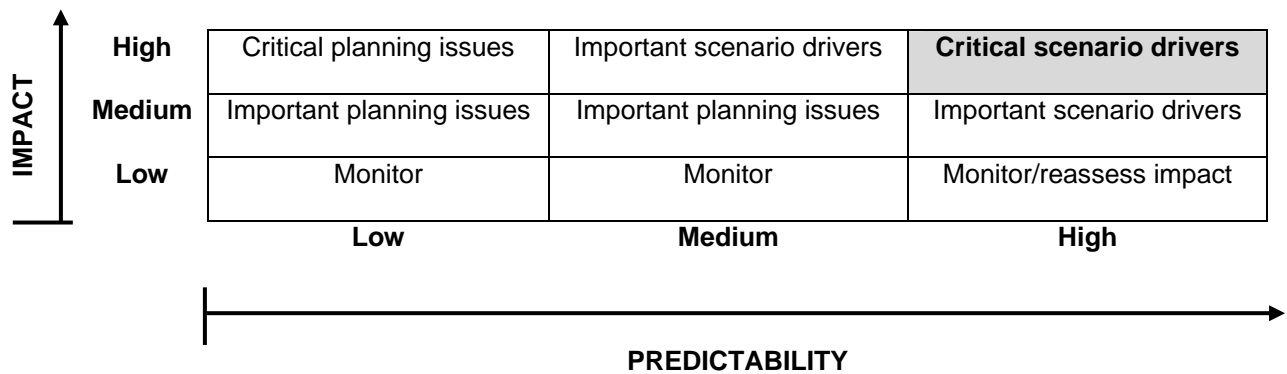


Figure 11: The uncertainty impact chart

Source: IBM Advanced Business Institute, 2002

7.3.2 Step 4: Select the scenario logics (or plausible storylines)

Scenario logics are the underlying principles around which the different scenarios must be structured. They focus on the pivotal uncertainties identified in **Step 3** and present alternative theories of the way in which the world might work (Ratcliffe, 2002). Interconnecting patterns (or pictures of a self-organising reality) must emerge through the interaction of many individual driving forces providing an overall view regarding the focal question identified in **Step 2**. These driving forces must interact with each other according to a few simple sets of lawful "order-generating/guiding rules" such as arriving at a logic to produce no less than two and no more than four plausible scenarios. This is done by linking together the dimensions (or axes) along which the various scenarios differ (see **Step 3**). The various logics have an effect on the number of portrayals of the future. A few possibilities may need to be excluded as insufficiently plausible. A large number of events could be reduced to a more modest number of plausible scenarios by combining events into logical groups (Georgantzis et al., 1995; Ringland, 1998; Schnaars, 2001; Schwartz, 1991; Sonne et al., 2002).

Figure 12 illustrates how the critically uncertain driving forces could be expressed as intersecting variable axes to produce four possible scenarios, namely (Ilbury et al., 2005):

- one best-case scenario (i.e. victory);
- one worst-case scenario (i.e. defeat); and
- two intermediate scenarios (i.e. a draw).

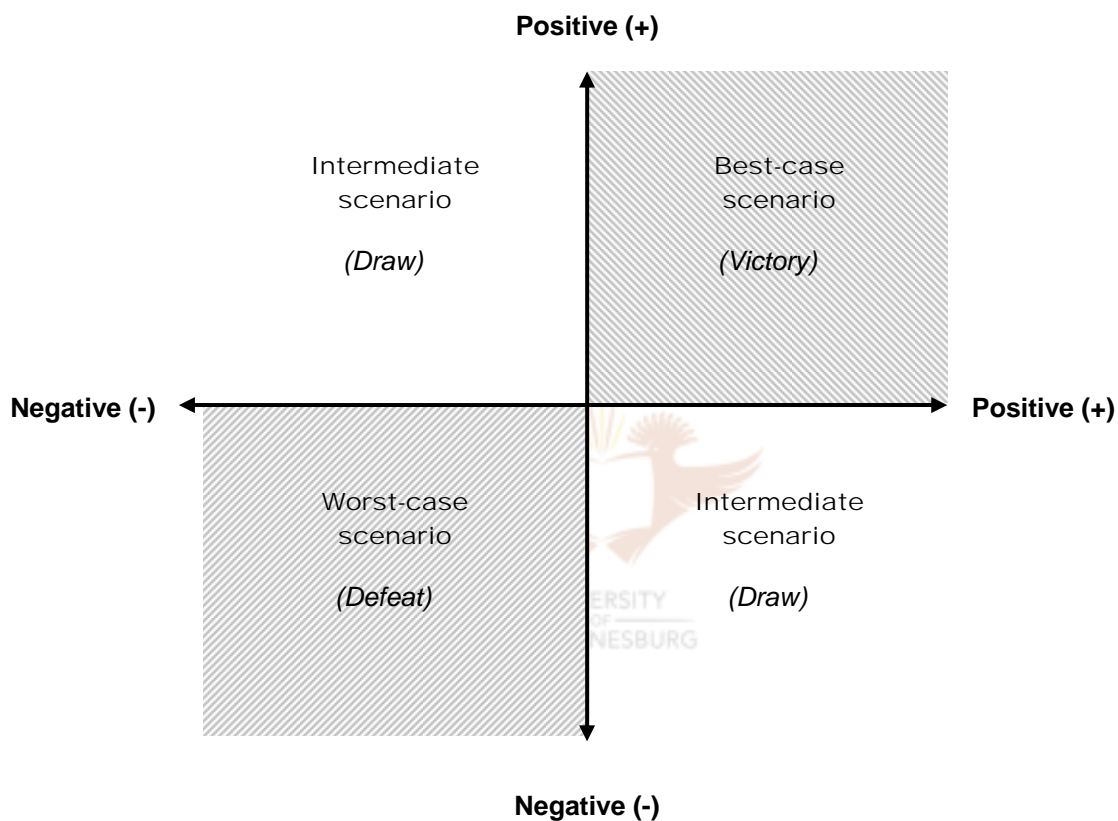


Figure 12: Intersecting driving forces producing scenarios

Source: Adapted from Ilbury et al., 2005

The following criteria must be used to select the scenarios that are most worthy of further development (Ratcliffe, 2000; Wilson, 1998):

- plausibility (i.e. the scenario must be capable of happening);
- differentiation (i.e. the scenario must be structurally different and not a simple variation on the same theme);
- consistency (i.e. the combination of logics must ensure that there is no built-in internal inconsistency that would undermine the scenario's credibility);



- decision making (i.e. the scenario must contribute specific insights into the future regarding the unanswered focal question identified in **Step 2**); and
- challenging (i.e. the scenario must challenge the conventional wisdom about the future).

Table 18 contains a description of the deviations in several standard scenario logics applicable to a Developing World and Afrocentric Leadership context.

Table 18: Scenario logics (or plausible storylines)

SCENARIO LABELS	DESCRIPTIONS
Challenge and response	The world consists of monumental obstacles to be overcome. The hero faces several challenges and must draw on deep wells of creativity and courage to prevail. Every time the hero faces a challenge and overcomes it, he/she is changed by it. Facing and passing the test is important for the enrichment of the hero's character. Challenges give meaning to life and are desirable, i.e. companies grow stronger by learning to deal with the crises that confront them.
Evolution	The world unfolds in a relatively consistent upward spiral. Change occurs slowly in one direction, namely growth or decline. Technology-oriented scenarios often follow this evolutionary plot due to the commonplace path taken by scientific and engineering thought.
Cycle	The world is inherently cyclical in nature. Scenarios based on economic or demographic trends usually follow this plot.
Infinite possibility	The perception exists that the world will improve infinitely.

Sources: Arbor, 2001; Kenter, 1998; Kleiner, 1999; Schnaars, 2001; Schoemaker, 1993; Schwartz, 1991

7.4 Stage 3: Alternative projections and scenario structuring

7.4.1 Step 5: Flesh out the storylines and give memorable names to the end-state scenarios

Assign scenario scribes: Scribes must be assigned to capture the scenarios being generated by members of the scenario development team. Ideally, authorship should be the task of an internal company member and not an outside consultant. Company members then buy into the scenarios because they wrote them. The consequence is an empowering process that develops the ability for strategic thinking in the whole company (Ilbury et al., 2005; Ratcliffe, 2000).



Confirm a time frame for the scenarios: The scenarios must be framed in a specific future year from which the scenarios look back to tell the “history of the future”, i.e. the “horison year” (or chosen cut-off time) of the scenario stories. The scenarios must be told on a timeline, i.e. years, months and weeks or beginning, middle and end. A planning horison of between three and ten years in the future is suggested (Kleiner, 1999; Mason et al., 2003; Simpson, 1992; Van der Heijden, 2005).

Determine the number of scenarios: Two, three or four scenarios must be fleshed out. The key uncertainties not covered in the scenarios are not lost as they are captured in the Uncertainty Impact Chart shown in **Figure 11**. By monitoring the Uncertainty Impact Chart, it is possible to see whether a key uncertainty moves up the ranking and needs further analysis in the scenario formulation stage (Ilbury et al., 2005).

Set the span of the scenario outcomes: The span of scenario outcomes must be limited without excluding the true future state that ultimately occurs. The longer the time frame the broader the scenarios ought to be. The scenarios must cover all the “Who?”, “What?”, “When?”, “Where?”, “How?”, and “Why?” questions associated with their future (Ilbury et al., 2005; Schnaars, 2001; Simpson, 1992).

Conduct a “back and forth” iterative process while allowing adequate time to develop proper scenarios: The creation of scenarios must follow a “back and forth” combination of two approaches. The first approach (i.e. “future backward”) involves fixing the themes of the scenarios beforehand and then back into the affecting trends and events that would make the scenarios come true, i.e. the scenario development team members must project themselves a number of years into the future, then look back and work out what shocking turn of events created the future that no one could have predicted. The second approach (i.e. “future forward”) starts by grouping a list of affecting events and then projecting them in ways that lead to a plausible set of scenarios, i.e. themes are allowed to emerge. Each insight is used as a springboard for adding more events to the scenarios continuing to work both from the future to the present and from the present to the future. The scenarios must go through several iterations getting closer to the heart of a lesson in each (Kleiner, 1999; Schnaars, 2001). The company must be the central focus of the scenarios incorporating both internal and external events to the company (Mason et al., 2003).

The scenarios must be sets of stylised, grammatical and contextual narratives, i.e. they must describe the path that the present situation will take to progress to various future situations. The patterns (or pictures/stories) that form must be self-organising, coming about in a spontaneous way. They must learn their way into an open-ended evolutionary space, creating their own



futures. The scenarios must arrange both facts and perceptions about the future in such a manner that they give order and meaning to events.

Keep it short and simple: Scenarios must be kept short and specific to the point. The temptation to develop elaborate and intricately woven stories of the future must be resisted. One way of helping to define the point of diminishing returns is to ask whether a “particular subplot in the story is critical to its development” (Davis, 1998; Simpson, 1992). The scenario process must preferably produce two different products based on two distinct mental disciplines, namely thorough research leading to rich, fully articulated stories (i.e. the “long book”) and the distillation of these stories into essential concepts and images (i.e. the “little book”). The function of the “little book” is not only to serve as a summary, but also as a public scenario book that could be shared with outsiders (Flowers, 2003).

Give memorable names to the end-state scenarios: Provocative yet memorable and culturally relevant names must be given to the end-state scenarios. Scenario names must be selected based on the underlying logic rather than the end vision being portrayed (Van der Heijden, 2005). Examples of meaningful names in an Afrocentric Leadership context are “Batho Pele”, “Siyaphumelela” or “Shaka”. This forms an important part of communication and integrating the scenarios into everyday decision making (Georgantzas et al., 1995; Schwartz, 1991; Simpson, 1992).

Test the end-state scenarios for plausibility: The end-state scenarios must be plausible and surprising. Compliance with numerous criteria must be ascertained. The scenarios must be based on diverse approaches; be understandable; be feasible and internally consistent; be controversial but also believable; address uncertainty; create multiple views of how the future might evolve with underlying assumptions; and be mutually exclusive and collectively exhaustive from each other (Bood et al., 1998; Schwartz, 1991; Simpson, 1992).

Use experts and remarkable people to validate draft scenarios: The scenario development team must test the scenarios by asking the opinions of other external experts and remarkable people. They must look at the preliminary set of scenarios and comment from their perspective on relevance, plausibility and internal consistence. Such a validation exercise may involve personal discussions or a half-day indaba involving people who have not participated directly in the scenario development exercise. The draft scenarios must be distributed beforehand so that participants can come prepared with comments (Van der Heijden, 2005).

Present end-state scenarios to management and celebrate accomplishments: The completed scenarios must be presented to senior management to ensure ownership and buy-in. Using enrichment material and composing key diagrams could be used to visualise



interconnections (Arbor, 2001). The outcomes/accomplishments must be widely shared/celebrated and further achievements must be acknowledged/encouraged.

7.5 Stage 4: Interpretation and strategy crafting

7.5.1 Step 6: Conduct an obstacles, negatives, positives and opportunities appraisal

The CNBSPP requires regular conversation around the company's obstacles, negatives, positives and opportunities (ONPO) as each of the scenarios unfolds.

The four components of the ONPO appraisal are (Broodryk, 2005):

- the concrete and real **obstacles** that the company is experiencing;
- the **negative** tendencies related to, or flowing from, the obstacles;
- the means (or tools) available to replace the negative tendencies with **positive** tendencies; and
- transforming the consolidated findings of analysing the three components listed above into real and practical **opportunities**.

The ONPO analysis is provided as an alternative to the conventional strengths, weaknesses, opportunities and threats (SWOT) analysis. The main reason for introducing the ONPO analysis as a planning tool in the scenario-based planning process is that it allows more room for debate and open discussion. In contrast to the SWOT analysis, the ONPO analysis does not make a distinction between the internal and external environments. It allows for creative thinking and open brainstorming exercises without any barriers such as internal and external phenomena. All four components address both external and internal factors simultaneously. The ONPO analysis is inclusive in nature (Broodryk, 2005).

Table 19 shows a format to present the obstacles, negatives, positives and opportunities for each of the scenarios. The usefulness of such a table is that it is possible at a glance to see in which scenario a company is best placed to operate. It also provides a comparative indication of different scenarios.



Table 19: The obstacles, negatives, positives and opportunities list

SCENARIOS	OBSTACLES	NEGATIVES	POSITIVES	OPPORTUNITIES
1				
2				
3				
4				

7.5.2 Step 7: Identify the probable implications of the scenarios for the company, develop strategies, and test the company’s assumptions and policies

Identify the implications of the scenarios for the company: It is useful to assess the probable implications of the scenarios in terms of the focal question for both the current status of the company (i.e. current organisational stories) and opportunities for the potential of the company. Once the implications that work in all the scenarios have been identified, the scenario development team must continue with them in the confidence that robust strategies can be developed. If a decision looks good in only one of several scenarios, it qualifies as being a high-risk gamble. This is especially true if the company has little control over the likelihood of the required scenario coming to pass (Daum, 2001; Flower, 1997).

Questions to be considered in identifying the probable implications of the different scenarios in terms of the focal question identified in **Step 2** include “How does the decision look in each scenario?”; “Is the decision robust across all scenarios or does it look good in only one or two of the scenarios?”; “How different are the company’s goals to be pursued considering each alternative world?”; “What actions and commitments offer the company the most resilience in the face of the uncertainties?”; and “What vulnerabilities have been revealed by the scenarios?” (Daum, 2001).

Develop and integrate strategies: Table 20 contains information about different types of generic scenario strategies. According to Table 20, the development of strategies can vary between two extremes, namely “future-robust strategies” and “focused strategies”. Future-robust strategies are based on multiple scenarios and ideally all the identified ones. These are very flexible strategies that are open to change in the environment. Focused strategies are based on one single reference scenario (Fink, Siebe & Kuhle, 2004).



Table 20: Generic scenario strategies

SCENARIO STRATEGIES		DESCRIPTIONS
Future-robust strategies	Straddle strategy	A straddle (or robust) strategy is designed to perform well over the full range of alternative scenarios. A straddle strategy is conservative in orientation and avoids gambling. It strives for steady and stable returns. By covering all the bases, the company is less likely to be omitted if an unexpected future occurs. A straddle strategy is not entrepreneurial. In many business situations, a decisive decision is the only option, hence hedging is simply not possible.
	Multiple coverage strategy	A multiple coverage strategy requires the company to pursue a separate strategy for each possible scenario with equal vigour until the ultimate outcome becomes apparent. The company avoids many of the risks associated with aggressive entrepreneurship without missing opportunities. The strategy is expensive since corporate resources must be allocated to multiple options.
	Flexible strategy	A flexible (or postponement) strategy delays commitment and keeps options open for as long as possible until the course of future events becomes clearer. The concept of this strategy is similar to contingency planning, i.e. the company constructs a strategy for the best-guess (or surprise-free) scenario, with contingent plans for the pessimistic and optimistic scenarios on either side. A flexible strategy transfers risk to early entrants in the marketplace, forcing them to bear the often-tedious financial and marketing risks of early market development. The flexible company waits on the sideline until the outcome is less cloudy. The drawback of a flexible strategy is the possibility of a missed opportunity as other companies may obtain a dominant position before the later entrant reacts.
Focused strategies	Gambling strategy	The scenario deemed most likely is chosen and a single strategy in the light of that outcome is designed. This is the most entrepreneurial strategy to adopt. It is also the strategy that most clearly negates the purported advantages of multiple scenarios.

Source: Adapted from Schnaars, 2001

Developing new and innovative scenario strategies that fit in with resource constraints requires that various combinations be examined. Strategy development centres on risk and return. It must include both strategic and tactical decisions in order to evolve in a logical fashion from the



big picture of strategy to the more detailed arena of tactics. The strategies must be built incrementally. **Table 21** shows a Cross-impact Matrix that was prepared for four future alternatives (i.e. red, green, yellow and blue). A question such as the following must be answered "What happens if we think we are headed for the red scenario and the green actually transpires?" (IBM Advanced Business Institute, 2002; Saunders et al., 2000).

Table 21: The cross-impact matrix for scenario strategy development

		Scenario actually transpiring			
		Red	Green	Yellow	Blue
Scenario for which the company expects to be heading	Red				
	Green	<i>Develop applicable strategies</i>			
	Yellow	<i>for different scenario options</i>			
	Blue				

Test the company's assumptions and policies: The company's assumptions and policies must be tested in each of the scenarios. When a particular policy offers desirable results in all cases, the specific scenario is clearly a good portrayal of the future. The other scenarios may give rise to contingent policies that could be called on if the circumstances that the scenarios depict were to develop (The Futures Group, 1994).

7.6 Stage 5: Scenario implementation, capacity building and conversion

7.6.1 Step 8: Formulate and implement action maps and build organisational capacity

Formulate and implement action maps: Detailed and simple action maps with practical and measurable outcomes for implementing the scenarios must be developed. The action maps must form the basis of the company's five-year business plan and accompanying budget to ensure that funds are available to implement the scenarios. The robustness of the action maps must be tested against each of the scenarios. Components of the action map must include the topic of the action map; tasks/activities to be performed; assigned responsibilities (or implementers for all the activities); desired outcomes; specific and realistic time frames and milestones; evaluation and performance indicators and targets; and a status block to comment



on progress being made (Bain & Organisation, undated; Broodryk, 2005). Actions between participants must be aligned in a natural way, i.e. through participatory and informal (or unstructured) storytelling, rituals, myths, songs, dances and slogans.

Build organisational capacity: An assessment of the internal capacity of the company to perform the newly allocated responsibilities with efficiency and greater productivity must be carried out. Capacity building generally entails the activities that improve a company's ability to achieve its mission, or a person's ability to define and realise his/her goals (or to do his/her work more effectively). For **companies**, capacity building relates to almost any aspect of their work necessary for high performance, such as planning, strategy, governance, leadership, administration, income generation, diversity management, partnerships and collaboration, policies, marketing and positioning. For **individuals**, capacity building relates to leadership development, advocacy skills, training/presentation abilities, technical skills, organising skills, and other areas of personal/professional development. There is a wide range of capacity building approaches that could be considered such as peer-to-peer learning, facilitated organisational development, training and academic study, and research (Kiggundu, 1989; <http://www.allianceonline.org/>).



7.7 Stage 6: Stabilisation

7.7.1 Step 9: Ensure organisational fit, promote strategic communication, generate short-term wins, build in stability and institutionalise change

Institutionalise scenario-based planning: The scenario-based planning process must not be an isolated event. It must be firmly integrated into ongoing strategic planning, formal decision making and the budgeting processes of the company.

Promote strategic communication: A detailed picture of the intended future must be communicated constantly to all company members. Rapid feedback and feed-forward communication channels with wide frequency bandwidths must be set up to enable the continuous tracking of the roll-out of the change. Developing trust between individuals involves encouraging everyone in a **group** to reveal thoughts and feelings about themselves to others through self-disclosure. **Individual** feedback sessions must be held where skilled mentors can assist individuals during their sense-making and change journey. Reflective discussions must provide individuals with the opportunity to talk openly about their experiences. Mentors must ensure that company members receive accurate and reliable information about their progress through a carefully designed individual-performance management system (Kilmann, 1989; Kotter, 1996; Tushman et al., 1997; Veldsman, 2002).



Generate short-term wins: Short-term wins must be generated and celebrated along the way (Hambrick et al., 1998). Celebration in ubuntu is seen as a reward for hard work done and as a necessity for giving a more joyous flavour to life (Broodryk, 2005).

Build in stability, ensure organisational fit and institutionalise/formalise the change: There must be a good fit between the company and its surrounding world. The **environment** and **resources** relevant to the company must be analysed to ensure that the new way of doing things is successfully/soundly integrated into the company (Nadler et al., 1998; Ratcliffe, 2000; Van der Heijden, 2005):

- The **environment** includes the forces and players operating outside the boundaries of the company, which exert powerful demands to which the company must respond successfully. They can be customers, labour unions, competitors, suppliers, technological developments, regulatory restrictions and local communities.
- **Resources** are the company's assets that have a potential value. Resources can be tangible assets such as capital, plant, facilities and people, or they can be intangible ones such as customer relations or the creativity of company members.

Change must be spread to all relevant parts of the company in a way to avoid the perception that a programme is being pushed from the top. The successful navigation of organisational change requires intentional actions to help people let go of old behaviours, habits, mindsets, values and procedures that are no longer relevant to the future. Temporary change support structures, systems, policies, processes and roles must be dismantled. New realities, actions and practices must be implemented so that changes become formalised and the change momentum is maintained. Changes must be consolidated through formal policies, systems and structures. This requires shaping and reinforcing a new culture that fits in with the revitalised company. How people are selected for employment, trained, appraised and rewarded on their performance must positively reinforce the desired behaviour. As a result, the new way of thinking will be used in the day-to-day organisational discussions about strategy. Certain company members may serve as guardians of the new way of doing things and as "norm carriers" of the new culture (Anderson et al., 2001; Beer et al., 1990; Burke, 1987; Kotter, 1996; Lawler, 1977; Ratcliffe, 2000; Tichy et al., 1990; Veldsman, 2002).

Reward company members: Company members must be formally and informally rewarded to reinforce values and behaviour congruent with the new organisational order (Nadler et al., 1995). A strong focus must be placed on promoting group incentives/rewards.



7.8 Stage 7: Performance tracking and review

7.8.1 Step 10: Select leading indicators to monitor scenario implementation periodically and to alert against the unfolding scenarios

A few early warning indicators must be selected from within and outside the company to monitor the implementation of scenarios and action maps on an ongoing basis. In addition, a few leading indicators must be identified and monitored to allow the company to know which of several scenarios is closest to the unfolding future and how such future is likely to affect strategic decisions. Examples of indicators for monitoring a scenario-based planning/change process are “Does the company reach the future according to plan?”, and “Given that the future state is reached, does the company function as planned?” The information obtained from monitoring and evaluation must also be used to assess the ability of the internal operating capacity to perform the required tasks with due efficiency. If the future changes within the realm of the scenarios, the strategies must be revisited and adjusted accordingly. If the future changes dramatically in a totally unexpected direction, the scenario options and decisions must be re-examined in a new round of strategic conversations (Beer et al., 1990; Burke, 1987; Daum, 2001; Ilbury et al., 2005; Kiggundu, 1989; Tushman et al., 1997).

7.8.2 Step 11: Maintain cumulative organisational learning

By making decisions around scenarios, a company can adjust gradually to a changing environment rather than having to make dramatic switches. Implementing the CNBSPP must give people the ability to learn how to make better decisions by interacting with their colleagues. The more the process is used and the more interactive it is, the greater the degree of learning. Scenario-based planning must not be a once-off exercise. Scenarios must challenge a user's mental map, thereby creating the possibility of organisational learning. Dialogue must provide ways for company members to reflect constantly on their experience and learn from it. Establishing cumulative learning is about building a company's broad knowledge bank over time. Some employees can be trained as facilitators so that they can lead the process of change. Using the employees themselves, and not consultants, builds the internal competence of the company and adds to the effect of cumulative learning (April, 1999; Argyris & Schön; 1996; Hambrick et al., 1998; Ilbury et al., 2005; Pedler & Aspinwall, 1998; Senge, 1990; Wood, 1997).



7.9 Conclusion

This chapter dealt with Step 7 of the research process shown in **Figure 3**. The chapter addressed the development of a CNBSPP based on a literature review and practice views. The literature review considered practices and theories on the complexity theory, organisational storytelling and stories, scenario-based planning and scenarios, organisational change navigation, Developing Worlds and Afrocentric Leadership. The practice views required experts in scenario-based planning to list the phases/steps normally included in a typical scenario-based planning process, and to identify those unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context. The CNBSPP is not a conventional linear process. Instead, the seven stages must be thought of as an overall cyclical road map in a complex and highly unpredictable external environment. Every step is interconnected and the direction of the process is mainly circular. Construing scenarios is an iterative process moving back and forth between the interrelated stages and steps.

The seven stages of a CNBSPP are summarised below:

- Stage 1 (awakening and mobilisation) deals with mobilising dissatisfaction with the status quo, shaping a guiding coalition, establishing the organisational context, setting the agenda for the scenario-based planning assignment, identifying the focal question, and initiating participation and communication.
- Step 2 (driving forces identification and ranking) serves to list the key driving forces of change, uncovering the constant, predetermined, and critically uncertain driving forces, and selecting the scenario logics (or plausible storylines).
- Stage 3 (alternative projections and scenario structuring) fleshes out the storylines with a compelling narrative and to give memorable names to the end-state scenarios.
- Stage 4 (interpretation and strategy crafting) serves to appraise the company's obstacles, negatives, positives and opportunities for each of the scenarios, identifying the probable implications of the scenarios for the company, developing strategies, and testing the company's assumptions and policies.
- Stage 5 (scenario implementation, capacity building, and conversion) formulates/ implements detailed action maps and build organisational capacity.
- Stage 6 (stabilisation) entails ensuring organisational fit, promoting strategic communication, generating short-term wins, building in stability and institutionalising change.



- Stage 7 (performance tracking and review) is used to select leading indicators to monitor the implementation of the scenarios and action maps, to alert against the unfolding scenarios on an ongoing basis, and to maintain cumulative organisational learning.

The next chapter covers the empirical validation of the CNBSPP.





PART E: EMPIRICAL VALIDATION

CHAPTER 8: EXPERT OPINIONS ON A CNBSPP

The preceding chapter described the development of a CNBSPP applicable to a Developing World and Afrocentric Leadership context. The development of the integrated process was based on a literature review of the complexity theory, organisational storytelling and stories, scenario-based planning and scenarios, and organisational change navigation processes/theories. A Developing World and Afrocentric Leadership context was reviewed to ensure the contextual validity of the CNBSPP. Practice views on scenario-based planning in a Developing World and Afrocentric Leadership context were also sourced and integrated into the process.

This chapter addresses Step 8 of the research process shown in **Figure 3**. The purpose of this chapter is to elicit expert opinions for the empirical validation of the CNBSPP developed in Chapter 7. **Annexure G** contains the questionnaire requesting experts to rate the compliance of the CNBSPP with the list of evaluation design criteria developed at the outset of the research in Section 2.4, and to comment on each of the stages/steps of the CNBSPP. The results hereof are summarised in the next sections.

8.1 Compliance with the evaluation design criteria

Table 22 contains the averaged response of the respondents regarding the extent to which they believe the CNBSPP complies with the evaluation design criteria developed in Section 2.4. The “compliance/averaged response” shown in **Table 22** was calculated by dividing the number of responses for a specific degree of compliance (i.e. “None”, “Low”, “Reasonable” or “High”) by the total number of valid responses received per evaluation design criteria, which is then expressed as a percentage. The “compliance/averaged response” with the highest percentage for a specific criterion is shaded.



Table 22: Expert opinions: Compliance of an abbreviated version of a CNBSPP with the evaluation design criteria

EVALUATION DESIGN CRITERIA		COMPLIANCE/AVERAGED RESPONSE (Total per criterion = 100%)			
		NONE	LOW	REASON- ABLE	HIGH
1	Simplicity: The process is plain, simple and straightforward. The process is easy to explain and understand, and avoids unnecessary complexity.	0%	33%	50%	17%
2	Comprehensiveness: The process embraces the full range of diversity included in the planning cycle, in order to bring the total external environment into consideration.	0%	0%	33%	67%
3	Practicality: The process is concerned with actual use and practical issues rather than theoretical possibilities.	0%	0%	100%	0%
4	Relevancy to context: The process embraces sensitivity to the correct and effective deployment of sound planning approaches/practices given the particular context.	0%	17%	33%	50%
5	Transparency: The process is open to public scrutiny and subject to clear methods of challenge (or amendment).	0%	17%	50%	33%
6	Cost-effectiveness: The process appears to deliver a service at an equal (or lower) cost than current practice.	0%	100%	0%	0%
7	Robustness: The process appears to be relatively stable with a minimum of variation in the face of a variety of unusual, unforeseen and constantly changing circumstances.	0%	0%	33%	67%
8	Flexibility: The process is adaptable (or variable) as circumstances (or change in demand) dictate.	0%	0%	17%	83%
9	Involvement: The process allows for a high level of engagement by the participants.	0%	0%	33%	67%
10	Completeness: The process includes all the necessary steps to construct scenarios and navigate change properly.	0%	33%	33%	33%
11	Reliability: Following the steps suggested in the process will probably yield consistent, dependable, stable and uniform results.	0%	20%	80%	0%
12	Validity: The process "at face value" appears to be doing the work for which it was built.	0%	0%	80%	20%



From **Table 22** it appears that the CNBSPP developed in Chapter 7 generally complies with most of the evaluation design criteria. According to **Table 22**, the participants were of the opinion that the CNBSPP does not fully satisfy “cost-effectiveness” and “completeness”. Several of the participants indicated that they were not in a position to respond to the criteria dealing with “cost-effectiveness” and “reliability” as they were of the opinion that this could be ascertained with accuracy only once the CNBSPP was implemented.

8.2 Comments on the proposed stages/steps

Annexure H contains a summary of the respondents’ comments on the proposed stages/steps of the CNBSPP. According to **Annexure H**, the participants were of the opinion that assuming there is a need for change (or dissatisfaction with the status quo) in a company may not always be true and that “mobilising dissatisfaction with the status quo” appears to be manipulative and agenda driven. The participants stressed the need for the written/unwritten rules to be clearly defined. The scenario planning exercise may be required to determine whether there is indeed a local question over which the company has no control. It must be defined clearly whether the scenarios are about the company or whether they focus on the external environment.

The participants highlighted the fact that in Developing Worlds, the “inductive method” does not use axes but simply makes up two to four stories based on the identified key driving forces. There is a need exists to distinguish between the contextual and transactional worlds. Variables must be orthogonal when selecting the scenario logics (or plausible storylines). If one intends to make use of normative scenarios that run the risk of being agenda driven and manipulative, it is important to make this clear and warn users of the possible abuse. It is useful to identify the implications of the scenarios for the current company and opportunities for the potential of the company. The action maps must be tested for robustness against all possible scenarios. Finally, the participants were of the opinion that it may be useful to distinguish between leading indicators to measure the implementation of strategy and indicators to alert against unfolding scenarios.

8.3 Implications of the empirical validation for a CNBSPP

The proposed CNBSPP shown in **Figure 10** (Chapter 7) needs to be strengthened in its compliance with “cost-effectiveness” and “completeness”, i.e. the cost of executing the process needs to be estimated broadly/qualitatively to ensure that the process delivers a service at an equal (or lower) cost than current practice. The CNBSPP needs to be examined to ensure that it includes all the necessary steps to construct scenarios and navigate change properly.



In applying the CNBSPP, it must not necessarily be assumed that there is a need for change in a company. The process of mobilising dissatisfaction with the status quo must not be manipulated/agenda driven. The written/unwritten rules about applying the CNBSPP must be defined clearly. Determining whether there is indeed a local question over which the company has no control must be part of the CNBSPP. The CNBSPP must define clearly whether the scenarios are about the company or whether they focus on the external environment. A distinction must be made between the contextual and transactional worlds, and variables in the CNBSPP must be orthogonal when selecting the scenario logics (or storylines). The implications of the scenarios for the company must be identified for the current company and opportunities for the potential of the company. The action maps must be tested for robustness against all possible scenarios. The CNBSPP must allow for distinction between leading indicators to measure the implementation of strategy and to alert against the unfolding scenarios.

8.4 Conclusion

This chapter covered the empirical validation of a CNBSPP. According to the participants, the CNBSPP complies with most of the evaluation design criteria developed at the beginning of the research in Section 2.4, except for “cost-effectiveness” and “completeness”.

The participants were of the opinion that “mobilising dissatisfaction with the status quo” appears to be manipulative. The assumption that there is a local question over which the company has no control (or a need for change) may be premature. The process must define whether the scenarios are about the company or the external environment. A distinction must be made between the contextual and transactional environments. Stakeholders must be warned about the fact that normative scenarios run the risk of being manipulative. The participants were of the opinion that it may be useful to identify the implications of the scenarios for the current and future potential of the company. The action maps must be tested for robustness against all possible scenarios. A distinction must be made between indicators measuring the implementation of strategy and indicators alerting against the unfolding scenarios.

The next chapter contains a discussion of the research findings, i.e. literature review versus practice views.



PART F: LITERATURE REVIEW VERSUS PRACTICE VIEWS

CHAPTER 9: INTERPRETATION OF THE RESEARCH FINDINGS

The previous chapter contained the empirical validation of the CNBSPP requesting experts to critique an abbreviated version of a CNBSPP.

The present chapter addresses Step 9 of the research process shown in **Figure 3**. The literature review is compared with the practice views of experts in scenario-based planning. A discussion follows on the extent to which experts were of the opinion that the CNBSPP complies with the evaluation design criteria developed at the outset of the research in Section 2.4. A summary of the **finalised** CNBSPP is given in tabular form highlighting the extent to which the various contributions/inputs obtained through the literature review, practice views and empirical validation were integrated into a comprehensive, contextually aligned and empirically validated CNBSPP applicable to a Developing World and Afrocentric Leadership context.

9.1 Steps included in a scenario-based planning process

Table 23 contains a summary of the literature review versus the practice views regarding the steps included in a typical scenario-based planning process.

Table 23: Literature review versus practice views: Steps included in a scenario-based planning process

DESCRIPTION OF STEPS		LITERATURE REVIEW	PRACTICE VIEWS
1	Convene a scenario-based planning team	Yes	Yes
2	Set the context and agenda for the scenario-based planning assignment, identify the focal question, and initiate participation and communication	Yes	Yes
3	List the key driving forces of change, and uncover the constant, predetermined and critically uncertain driving forces	Yes	Yes
4	Select the scenario logics (or plausible storylines)	Yes	Yes
5	Flesh out storylines and give memorable names to the end-state scenarios	Yes	Yes
6	Conduct an obstacles, negatives, positives and opportunities appraisal	Yes	No
7	Identify the probable implications of the scenarios for the company, develop strategies, and test the company's assumptions and policies	Yes	Yes
8	Formulate and implement action maps	Yes	Yes
9	Build organisational capacity	Yes	No
10	Integrate scenarios with ongoing business processes	Yes	Yes
11	Select leading indicators to monitor strategy implementation periodically and to alert against unfolding scenarios	Yes	Yes
12	Maintain cumulative organisational learning	Yes	Yes

Although the literature review highlighted the need for “conducting an obstacles, negatives, positives and opportunities appraisal” and “building organisational capacity” to be included in a scenario-based planning process, it appears from **Table 23** that these steps were not specifically highlighted in interacting with the experts in scenario-based planning. The experts identified no steps in addition to those already ascertained during the literature review for inclusion in a CNBSPP.



9.2 Unique factors strongly influencing scenario-based planning in a Developing World and Afrocentric Leadership context

Table 24 contains a summary of the literature review versus the practice views on unique factors that may influence scenario-based planning in a Developing World and Afrocentric Leadership context.

Table 24: Literature review versus practice views: Unique factors strongly influencing scenario-based planning in a Developing World and Afrocentric Leadership context

CATEGORIES	DESCRIPTION OF UNIQUE FACTORS	LITERATURE REVIEW	PRACTICE VIEWS
Context (where?)	<ul style="list-style-type: none"> Understanding the local and cultural contexts 	Yes	Yes
	<ul style="list-style-type: none"> Knowledge of trends and dynamics in Developing World countries 	Yes	Yes
Rationale/ business case for doing scenario-based planning (why?)	<ul style="list-style-type: none"> Regular appeal to the invisible agency forces of the spirits in attempting to explain events that occur in the “natural” world 	Yes	No
	<ul style="list-style-type: none"> Shared vision 	Yes	No
	<ul style="list-style-type: none"> Carefully selected level of sophistication and use of technology 	No	Yes
	<ul style="list-style-type: none"> Acknowledging different approaches to strategic planning 	No	Yes
Process (how?)	<ul style="list-style-type: none"> Using dialogue, symbols and methods based on custom and traditions such as informal storytelling, rituals, myths, songs, dances and slogans 	Yes	Yes
	<ul style="list-style-type: none"> Using right brain exercises such as drawing, acting or creating something 	Yes	Yes
	<ul style="list-style-type: none"> Flexible time management Ensuring adequate time to develop scenarios 	Yes	Yes



Table 24 (continued)

CATEGORIES	DESCRIPTION OF UNIQUE FACTORS	LITERATURE REVIEW	PRACTICE VIEWS
Process (how?) (continued)	<ul style="list-style-type: none"> Evolutionary, bottom-up, present-into-future, process-based, people-driven, and cyclical planning approach 	Yes	No
	<ul style="list-style-type: none"> Practical approach to scenario-based planning 	No	Yes
Participants (who?)	<ul style="list-style-type: none"> Capability to adapt to change 	Yes	Yes
	<ul style="list-style-type: none"> High humane orientation Respect for the individual Empathy with others Balanced set of beliefs 	Yes	Yes
	<ul style="list-style-type: none"> Inclusive/heterogeneous participants Diverse and multi-stakeholder groups at all levels of the company 	Yes	Yes
	<ul style="list-style-type: none"> Participatory democracy Strong and wide involvement/participation Large number of participants Ownership/buy-in 	Yes	Yes
	<ul style="list-style-type: none"> Transparency and consensus decision-making Everyone's opinion is valued with the tendency to be influenced by emotion 	Yes	Yes
	<ul style="list-style-type: none"> High collectivism Ubuntu philosophy Unified social entity Hospitality Extroversive/communal/people-minded 	Yes	No

Table 24 (continued)

CATEGORIES	DESCRIPTION OF UNIQUE FACTORS	LITERATURE REVIEW	PRACTICE VIEWS
Participants (who?) (continued)	<ul style="list-style-type: none"> Valuing the role of women in leadership Comprehensive use of all human resources 	Yes	No
	<ul style="list-style-type: none"> Participative leadership 	Yes	No
	<ul style="list-style-type: none"> Low assertiveness 	Yes	No
	<ul style="list-style-type: none"> High entrepreneurship 	Yes	No
	<ul style="list-style-type: none"> Average uncertainty avoidance 	Yes	No
	<ul style="list-style-type: none"> Qualifications for headship are seniority in age, wisdom, a sense of civic responsibility and logical persuasiveness 	Yes	No
	<ul style="list-style-type: none"> Deviating from formal agenda items 	Yes	No
	<ul style="list-style-type: none"> Sharing responsibility 	Yes	No
	<ul style="list-style-type: none"> Convincing stakeholders of the need for a scenario-based planning approach 	No	Yes
	<ul style="list-style-type: none"> Dealing with fear associated with doing strategic planning 	No	Yes
Outcome/ value-add (what/result?)	<ul style="list-style-type: none"> Exploring learnings and implications of the scenarios Double loop learning (i.e. learning to learn and questioning assumptions, beliefs and paradigms) 	Yes	Yes
	<ul style="list-style-type: none"> Tangible, emergent and flexible outcomes 	Yes	No
	<ul style="list-style-type: none"> Celebrating and wide sharing of accomplishments 	Yes	No

From **Table 24** it appears that various factors influencing scenario-based planning and organisational change navigation in a Developing World and Afrocentric Leadership context, which were identified in the literature review, were not emphasised by the experts. These factors are: appealing to the invisible agency forces of the spirits; having a shared vision; an



evolutionary, bottom-up, present-into-future, process-based, people-driven and cyclical planning approach; the Ubuntu philosophy; valuing the role of women; democratic/participative leadership; low assertiveness; high entrepreneurship; average uncertainty avoidance; valuing seniority in age; a tendency to deviate from formal agenda items; sharing responsibility; emergent/flexible outcomes; and celebrating accomplishments.

According to **Table 24** those factors influencing scenario-based planning and organisational change navigation that were raised by experts in addition to those identified in the literature review are to select the level of sophistication and the use of technology carefully; acknowledge different approaches to strategic planning; employ a practical approach to scenario-based planning; convince stakeholders of the need for a scenario-based planning approach; and deal with the fear of doing strategic planning.

9.3 Compliance with the evaluation design criteria

Table 25 contains a discussion of the extent to which the CNBSPP complies with the evaluation design criteria proposed in Section 2.4 in view of the comments received from key experts.

Table 25: Literature review versus practice views: Compliance of an abbreviated version of a CNBSPP with the evaluation design criteria

EVALUATION DESIGN CRITERIA		COMPLIANCE ACCORDING TO EXPERTS	DISCUSSION
1	Simplicity	Reasonable	The process has the quality of being reasonably simple and straightforward, and it avoids unnecessary complexity. Details that will not have a major impact on the landscape are omitted to keep the process uncluttered. The process consists of only seven stages and eleven steps. A non-expert in scenario-based planning was requested to comment on the process in order to ensure that it could be easily explained and understood. The process can be applied in practice with ease.



Table 25 (continued)

EVALUATION DESIGN CRITERIA		COMPLIANCE ACCORDING TO EXPERTS	DISCUSSION
2	Comprehensiveness	High	Various scenario-based planning and organisational change navigation processes were reviewed in Chapter 4 to identify the broad scope (or range) of the steps generally included in the respective processes. The CNBSPP encompasses the full range of strategic planning diversity such as an environmental scan, consultation and participation, implementation of action maps, and monitoring and review. The empirical validation part of the research provided the opportunity for key experts to identify steps in the scenario-based planning process in addition to those identified in the literature review, to ensure that the process is complete.
3	Practicality	Reasonable	The literature review considered the usefulness (or functionality) of scenario-based planning processes currently being used by leading consultancies and companies. These realistically-based processes have already been employed successfully in the business environment to construct future alternative scenarios. The essence and practical issues of these processes have been encapsulated in the CNBSPP, e.g. time management, engagement styles and the availability of resources.
4	Relevancy to context	High	Chapter 5 contains a detailed description of Developing Worlds and Afrocentric Leadership, the principles of which have been embraced in the CNBSPP. The complete environment, circumstances and conditions that enhance the understanding of scenario-based planning in a Developing World and Afrocentric Leadership context have been considered. This includes the political, socio-cultural, historical, financial, psychological and institutional factors that shape how the strategic planning process is understood. The process is thus shaped by interactions with the real world.
5	Transparency	Reasonable	Developing the process was constantly subjected to clear methods of challenge (or amendment). The process was willingly presented for public scrutiny by key experts in scenario-based planning. The critique made was arrived at openly. Information and clarity were exchanged freely between the researcher and the participants to ensure that everyone understood the process.
6	Cost-effectiveness	Low	It is difficult to provide a qualified opinion about whether the CNBSPP will bring about good results for little expenditure, prior to its actually being implemented in practice. Nevertheless, it is believed that the results will be sufficient to justify the money spent on applying the process.



Table 25 (continued)

EVALUATION DESIGN CRITERIA		COMPLIANCE ACCORDING TO EXPERTS	DISCUSSION
7	Robustness	High	The process appears to be relatively stable with a minimum of variation in the face of an unforeseen and constantly changing external environment. The process seems to be fault tolerant and has the characteristic of being strong enough to withstand intellectual challenge. The functioning of the process is not very sensitive to the violation of its assumptions or stressful environment conditions.
8	Flexibility	High	The CNBSPP is characterised by a ready ability to respond (or adapt) to new, different and changing requirements. The process demonstrates the ability to shift point of view, expressing different categories of ideas and looking at situations in different ways.
9	Involvement	High	Steps 2, 3 and 9 of the process provide the opportunity for active strategic communication and participatory and interactive discussions with company members regarding possible solutions and taking part in decision-making. The act of liaison and sharing in the activities of a group is promoted.
10	Completeness	Low/ Reasonable/ High	The comprehensive and multidisciplinary literature review as well as comments received from key experts in scenario-based planning ensured that the process is complete. The process includes all key aspects of scenario-based planning, organisational change navigation and Afrocentric Leadership. The process is logical and includes all the necessary steps required to conduct its purpose, i.e. to construe scenarios and steer organisational change.
11	Reliability	Reasonable	It is believed that the process would yield consistent and uniform scenarios repeatedly for a given time when operated correctly in a specified environment and stated conditions. However, failure-free performance under the stated conditions can be verified only once the process is implemented.
12	Validity	Reasonable	The process "at face value" appears to be doing the work for which it is intended. The process is free of bias and complies soundly with the criteria and standards of scenario-based planning and organisational change navigation. The process is credible and relevant to strategic planning.

From **Table 25** it appears that the CNBSPP complies to some extent with all the evaluation design criteria set at the outset of the research. It is, however, acknowledged that compliance with some of the criteria such as "cost-effectiveness" and "reliability" can be determined/confirmed with accuracy only once the CNBSPP is applied in practice.



9.4 The finalised contextually aligned and empirically validated CNBSPP applicable to a Developing World and Afrocentric Leadership context

Table 26 provides a summary of the finalised contextually aligned and empirically validated CNBSPP applicable to a Developing World and Afrocentric Leadership context. **Table 26** also serves as a checklist to establish the extent to which the literature review, practice views and inputs received during the empirical validation are integrated into the **finalised** CNBSPP, i.e. the extent to which additional insights have been added to traditional scenario-based planning.

The following abbreviations are used in **Table 26**:

- SP&S : Scenario-based planning and scenarios (**traditional**)
- CT : Complexity theory
- ST&S : Organisational storytelling and stories
- OCN : Organisational change navigation
- DW : Developing Worlds
- AL : Afrocentric Leadership
- PV : Practice views
- EV : Empirical validation



Table 26: A contextually aligned and empirically validated CNBSPP applicable to a Developing World and Afrocentric Leadership context

STAGES	STEPS	KEY ACTIVITIES	SP&S	CT	ST&S	OCN	DW	AL	PV	EV
Stage 1: Awakening and mobilisation	Step 1: Mobilise dissatisfaction with the status quo and shape a guiding coalition	Initiate means available to fuel/mobilise an awareness of the need for change. Communicate and persistently sell change to a critical mass of individuals whose active commitment is necessary to provide the energy for the change to occur. Coupled with generating awareness for change is the need for personal storytelling and open dialogue.	No	No	Yes	Yes	No	Yes	Yes	Yes
		Select a "scenario development team" drawn from a representative cross-section of the company. Team members must uphold a basic common-sense wisdom and a diversity of views. They must be open minded and imaginative participants expressing the ubuntu philosophy.	Yes	No	Yes	Yes	Yes	Yes	No	No
		Sanction a competent champion with sufficient power to mobilise commitment and effect change. The assignment leader must practise transformational, democratic and cross-cultural leadership.	Yes	No	No	Yes	No	Yes	No	No

Traditional scenario-based planning



Table 26 (continued)

STAGES	STEPS	KEY ACTIVITIES	SP&S	CT	ST&S	OCN	DW	AL	PV	EV
Stage 1: Awakening and mobilisation (continued)	Step 2: Set the context and agenda for the scenario-based planning assignment, identify the focal question, and initiate participation and communication	Carefully select the level of sophistication and use of technology/terminology since scenario-based planning is a tool that must be kept simple/non-complicated.	No	No	No	No	Yes	No	Yes	Yes
		Contextualise the company's internal/external environment as well as its position and performance by examining how it sees the CNBSPP. The company needs to know as much as possible about its competitors, suppliers, customers, employees, trade unions, shareholders, government/s, communities, non-government organisations and the media. This will provide the context for storytelling.	Yes	No	Yes	No	Yes	No	Yes	No
		Conduct strategic indabas and conversations.	Yes	No	Yes	Yes	No	Yes	Yes	No
		Develop a clear road map (or integrated agenda) for the assignment.	Yes	No	No	No	No	Yes	Yes	No
		Set the written and unwritten rules for scenario-based planning and organisational change navigation.	Yes	Yes	Yes	Yes	No	Yes	No	Yes
		Identify the focal question over which the company has no control.	Yes	No	No	No	No	No	Yes	Yes
		Implement participation and communication mechanisms to create momentum and energy in support of the organisational change. These mechanisms include using language and unifying symbols to represent the change goals; creating heroes and stories about "larger-than-life" figures and myths to convey a sense of what is important; and addressing language difficulties in cross-cultural communication.	No	No	Yes	Yes	No	Yes	No	No



Table 26 (continued)

STAGES	STEPS	KEY ACTIVITIES	SP&S	CT	ST&S	OCN	DW	AL	PV	EV
Stage 2: Driving forces identification and ranking	Step 3: List the key driving forces of change and uncover the constant, predetermined and critically uncertain driving forces	Identify a community common room with walls on which to write. The room must be conducive to dialogue, informal conversation and personal interaction to increase team member collaboration.	Yes	No	No	No	No	Yes	No	No
		Think “outside the box” grounding the scenarios on a sound analysis of reality/facts. Flexibility of perspective is critical in order to keep awareness open for the unexpected. Use less obvious sources of information when searching for relevant facts.	Yes	No	No	No	No	No	Yes	No
		Foster participatory, interactive and imaginary indabas.	Yes	No	No	Yes	No	Yes	Yes	No
		Identify and explore the key driving forces of change in the macro environment influencing the focal question identified in Step 2 . The driving forces are typically drawn from the categories governmental/ political, economical/financial, socio-cultural, technological, ecological and knowledge/information. The types of driving forces a company encounters may be global, national or local in nature. The driving forces of change must be ranked on the basis of two criteria. First, the degree of importance for the success of the focal question identified in Step 2 . Second, the degree of uncertainty surrounding the forces. The key driving forces are subsequently classified as either constant, predetermined or critically uncertain: <ul style="list-style-type: none"> - constant driving forces are very unlikely to change and are the same for every scenario; - predetermined driving forces are common to all scenarios, affect everyone the same, and seem certain no matter which scenario comes to pass; and - critically uncertain driving forces are beyond the company's control. 	Yes	No	No	No	No	No	Yes	No
		Identify the three or four driving forces that are most important and most uncertain. Use a graph with varying degrees of uncertainty (or predictability) on the horizontal axis and expected impact on the vertical axis. The graph has a basic high-medium-low scoring system. The results of the ranking exercise produce the axes along which the scenarios must diverge. The axes establish a logical rationale underlying the scenario's plot (or plausible storylines).	Yes	No	No	No	No	No	No	Yes



Table 26 (continued)

STAGES	STEPS	KEY ACTIVITIES	SP&S	CT	ST&S	OCN	DW	AL	PV	EV
Stage 2: Driving forces and ranking (continued)	Step 4: Select the scenario logics (or plausible storylines)	Derive a logic to produce no less than two and no more than four plausible scenarios. This is done by linking together the dimensions (or axes) along which the various scenarios differ (see Step 3). Scenarios that are most worthy of further development comply with plausibility/differentiation/consistency allow for decision making and are challenging. Standard scenario logics include challenge and response, evolution, cycle and infinite possibility.	Yes	Yes	No	No	No	No	Yes	No





Table 26 (continued)

STAGES	STEPS	KEY ACTIVITIES	SP&S	CT	ST&S	OCN	DW	AL	PV	EV
Stage 3: Alternative projections and scenario structuring	Step 5: Flesh out the storylines and give memorable names to the end-state scenarios	Assign scribes to capture the scenarios being generated by members of the scenario development team.	Yes	No	No	No	No	No	No	No
		Frame the scenarios in a specific future year and tell them on a timeline.	Yes	No	No	No	No	No	No	No
		Flesh out a minimum of two and a maximum of four scenarios.	Yes	No	No	No	No	No	No	No
		Limit the span of scenario outcomes without excluding the true future state that ultimately occurs.	Yes	No	No	No	No	No	No	No
		Create the scenarios following a “back and forth” combination of two approaches while allowing for adequate time to develop proper scenarios. The first approach (i.e. “future backward”) involves fixing the themes of the scenarios beforehand and then back into the affecting trends and events that would make the scenarios come true. The second approach (i.e. “future forward”) starts by grouping a list of affecting events and then projecting them in ways that would lead to a plausible set of scenarios. The scenarios must be sets of stylised, grammatical and contextual narratives. The patterns (or pictures/ stories) that form must be self-organising coming about in a spontaneous way.	Yes	Yes	Yes	No	No	Yes	Yes	No
		Keep the scenarios short and to the point.	Yes	No	No	No	No	No	No	No
		Give provocative yet memorable names to the end-state scenarios, e.g. “Batho Pele”, “Siyaphumelela” or “Shaka”.	Yes	No	No	No	No	No	Yes	No
		Test the end-state scenarios for plausibility.	Yes	No	No	No	No	No	No	No
		Experts and remarkable people who have not participated directly in the scenario development exercise must look at the preliminary set of scenarios and comment from their perspective on relevance, plausibility and internal consistence.	Yes	No	No	No	No	Yes	No	No
		Present the completed scenarios to management. Enrichment material and composed key diagrams can be used to visualise interconnections. Widely share/celebrate accomplishments and acknowledge/encourage further achievements.	Yes	No	No	No	No	Yes	No	No



Table 26 (continued)

STAGES	STEPS	KEY ACTIVITIES	SP&S	CT	ST&S	OCN	DW	AL	PV	EV
Stage 4: Interpretation and strategy crafting	Step 6: Conduct an obstacles, negatives, positives and opportunities appraisal	Conduct regular conversations about the company's obstacles, negatives, positives and opportunities as each of the scenarios unfolds.	Yes	No	Yes	No	No	Yes	No	No
	Step 7: Identify the probable implications of the scenarios for the company, develop strategies, and test the company's assumptions and policies	Identify the probable implications of the different scenarios in terms of the focal question identified in Step 2 .	Yes	No	No	No	No	No	Yes	No
		Develop new and innovative scenario strategies.	Yes	No	No	Yes	No	No	Yes	No
		Test the company's assumptions and policies in each of the scenarios.	Yes	No	No	No	No	No	No	No
Stage 5: Scenario implementation, capacity building and conversion	Step 8: Formulate and implement action maps, and build organisational capacity	Develop and implement detailed action maps with measurable outcomes.	Yes	No	No	Yes	No	Yes	Yes	Yes
		Carry out an assessment of the internal capacity of the company to perform the newly allocated responsibilities with efficiency and greater productivity.	No	No	No	Yes	No	No	No	No



Table 26 (continued)

STAGES	STEPS	KEY ACTIVITIES	SP&S	CT	ST&S	OCN	DW	AL	PV	EV
Stage 6: Stabilisation	Step 9: Ensure organisational fit, promote strategic communication, generate short-term wins, build in stability and institutionalise/ formalize change	The scenario-based planning process must not be an isolated event. Firmly link it to the existing planning, managing and budgeting processes of the company.	Yes	No	No	Yes	No	No	No	No
		Constantly communicate a detailed picture of the intended future to company members. Set up rapid feedback and feed-forward communication channels with wide frequency bandwidths to enable the continuous tracking of the roll-out of the change.	No	No	Yes	Yes	No	Yes	No	No
		Generate and celebrate short-term wins along the way.	No	No	No	Yes	No	Yes	No	No
		There must be a fit between the company and its external environment. Implement new realities, actions and practices so that changes become formalised and the change momentum is maintained. Consolidate changes through formal policies, systems and structures. This requires shaping and reinforcing a new culture that fits in with the revitalised company.	Yes	No	No	Yes	No	No	No	No
		Formally and informally reward company members to reinforce values and behaviour congruent with the new organisational order. Place a strong focus on promoting group incentives/rewards.	No	No	No	Yes	No	Yes	No	No
Stage 7: Performance tracking and review	Step 10: Select leading indicators to monitor scenario implementation periodically and to alert against the unfolding scenarios	Select a few indicators from within and outside the company to monitor the implementation of scenarios and action maps on an ongoing basis. In addition, select a few leading indicators to monitor the unfolding scenarios. If the future changes within the realm of the scenarios, the strategy must be revisited and adjusted accordingly. If the future changes dramatically in a direction totally unexpected, the scenario options and decisions must be re-examined in a new round of strategic conversations.	Yes	No	Yes	Yes	No	No	No	Yes
	Step 11: Maintain cumulative organisational learning	Implementing the CNBSPP must give people the ability to learn how to make better decisions by interacting with their colleagues. Scenario-based planning must not be a once-off exercise. Scenarios must challenge a user's mental map, thereby creating the possibility of organisational learning. Dialogue must provide ways for company members to reflect constantly on their experience and learn from it.	Yes	No	Yes	Yes	No	Yes	No	No



From **Table 26** it appears that the **finalised** CNBSPP contains various contributions from scenario-based planning and scenarios, organisational change navigation, Afrocentric Leadership, storytelling and stories and practice views. The empirical validation provided little information in addition to the literature review and practice views to be incorporated into the CNBSPP.

The following key activities were included in the finalised CNBSPP (described in **Table 26**) in addition to those activities (or steps) normally used in the traditional scenario-based planning process:

- **Stage 1 - Step 1:** Initiate means available to fuel/mobilise an awareness of the need for change, and persistently sell change to a critical mass of individuals whose active commitment is necessary to provide the energy for the change to occur. Coupled with generating awareness for change is the need for personal storytelling and open dialogue.
- **Stage 1 - Step 2:** Carefully select the level of sophistication and use of technology/terminology.
- **Stage 1 - Step 2:** Implement participation and communication mechanisms to create momentum and energy in support of the organisational change, including using language and unifying symbols to represent the change goals; creating heroes and stories about “larger-than-life” figures and myths to convey a sense of what is important; and addressing language difficulties in cross-cultural communication.
- **Stage 5 - Step 8:** Carry out an assessment of the internal capacity of the company to perform the newly allocated responsibilities with respect to the unfolding scenarios with efficiency and greater productivity.
- **Stage 6 - Step 9:** Constantly communicate a detailed picture of the intended future to company members. Set up rapid feedback and feed-forward communication channels with wide frequency bandwidths to enable the continuous tracking of the roll-out of the change.
- **Stage 6 - Step 9:** Formally and informally reward company members to reinforce values and behaviour congruent with the new organisational order, placing a strong focus on promoting group incentives/rewards.

The CNBSPP allows for driving forces to interact with each other according to a few simple sets of lawful “order-generating/guiding rules”. The patterns that form are self-organising coming about spontaneously. This phenomenon strengthens the **complexity theory**. The CNBSPP regards companies essentially as networks of personal interconnections based on **organisational storytelling and stories** through which information and shared experiences/expectations are passed on. The CNBSPP contains **organisational change**



navigation actions/steps and principles to defuse the tension arising from the difference/chaos between the presence of the “what is” state and the “what should/must be” state in the company pertaining to the mode of existence and functioning of the company.

The CNBSPP acknowledges the fact that **Developing World countries** are not a homogeneous unit but are characterised by diversity, contrasts and contradictions both within and among themselves. The CNBSPP places great emphasis on **Afrocentric Leadership** (including ubuntu), the key values of which are to encourage individuals to express themselves through compassion, empathy, human dignity, collective personhood, sharing, morality and group solidarity as detailed in **Chapter 5**.

The CNBSPP includes **practice views**, i.e. the basic steps normally included by key experts in a typical scenario-based planning process as well as those unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context as described in **Chapter 6**.

9.5 Conclusion

This chapter covered Step 9 of the research process, which serves to discuss the literature review as opposed to the practice views. The extent to which the contextually aligned and empirically validated CNBSPP complies with the evaluation design criteria was discussed. The degree to which the finalised CNBSPP incorporates information obtained during the literature review, practice views and empirical validation was also considered.

The experts did not highlight “conducting an obstacles, negatives, positives and opportunities appraisal” and “building organisational capacity” as part of the scenario-based planning process. The literature review can be regarded as comprehensive and saturated because the experts listed no steps in addition to those identified in the literature review for inclusion in a CNBSPP.

The factors influencing scenario-based planning in a Developing World and Afrocentric Leadership context, which were identified in the literature review, but were not emphasised by the experts are appealing to the invisible agency forces of the spirits; having a shared vision; having an evolutionary, bottom-up, present-into-future, process-driven, people-driven, and cyclical planning approach; the Ubuntu philosophy; valuing the role of women; democratic/participative leadership; low assertiveness; high entrepreneurship; average uncertainty avoidance; valuing seniority in age; tendency to deviate from formal agenda items; sharing responsibility; emergent/flexible outcomes; and celebrating accomplishments.

Those factors influencing scenario-based planning that were raised by the experts in addition to those identified in the literature review are knowledge about trends of the external environment;



carefully selecting the level of sophistication and use of technology; acknowledging different approaches to strategic planning; employing a practical approach to scenario-based planning; convincing stakeholders of the need for a scenario-based planning approach; and dealing with the fear of doing strategic planning.

The CNBSPP complies to some extent with all the evaluation design criteria, but to a lesser extent with “cost-effectiveness” and “completeness”. Compliance of the CNBSPP with the criteria of “cost-effectiveness” and “reliability” can be verified only once the process is applied in practice.

The **finalised** CNBSPP contains various contributions from especially scenario-based planning and scenarios, organisational change navigation, Afrocentric Leadership, storytelling and stories, and practice views. The empirical validation provided little information in addition to the literature review and practice views to be incorporated into the CNBSPP.

The next chapter serves to provide an overview of the research as well as recommendations and conclusions.





PART G: REFLECTION

CHAPTER 10: RECOMMENDATIONS AND CONCLUSIONS

The preceding chapter served to compare the literature review with the practice views.

The present chapter addresses Step 10 of the research process shown in **Figure 3**. The purpose of this chapter is to provide an overview of the research as well as recommendations and conclusions.

10.1 Setting the scene and motivation for the research

The scope and complexity of discontinuous change have increased dramatically in the last two decades. The core of an ever-changing environment is captured in the “permanent white water” metaphor. Life in companies today is a continual series of disruptive and disorienting changes with many changes occurring simultaneously. It is becoming increasingly difficult to anticipate future conditions for a company with any degree of confidence. This is because existing theories and practices often become obsolete under hyper-turbulent circumstances. The challenge facing many companies is successfully crossing the void of nothing to hold onto, between where it is now and where it wants to be in future.

Companies need foresight with regard to what is required to operate successfully within an ever-changing future. Leadership needs to contend with environmental instability, uncertainty and turbulence through a process of navigating organisational change. Long-term strategies need to be flexible and imaginative. Business strategies must embrace "what if?" questions requiring decision makers to think about multiple futures. Many companies, however, simply extrapolate what they have done in the past and select their options based on past experience. Traditional analytical planning usually takes a linear approach assuming that tomorrow will be similar to today. This approach works well in a stable environment, but fails when discontinuous events throw existing planning models into disarray. Planning efforts taking into account a more comprehensive range of possible future scenarios will position companies much better than conventional forecast efforts focusing only on a single strategic response. Scenario-based planning offers greater value over other strategic planning processes when uncertainty is high. Emerging signals of profound change can be seized much earlier. Interpreting these indicators of change can turn unexpected situations into profitable business opportunities. Multiple perspectives on complex events can be weaved into a coherent and plausible story.



Companies operating in the midst of a changing business environment require the application of scenario-based planning and organisational change navigation in some form. These two disciplines are currently practised independently of one another. An appropriate process integrating scenario-based planning and organisational change navigation is currently non-existent. The research therefore promotes a combined approach to scenario-based planning and organisational change navigation, which needs to be used in a particular context.

The question of “appropriateness” is particularly relevant in the context of a Western type of leadership versus Afrocentric Leadership. It appears that a strong contrast exists between the underlying assumptions and leadership styles of Developed Worlds and Developing Worlds. The random borrowing of a Developed World planning practice such as scenario-based planning from one context to another without ensuring contextual validity is a high-risk event. Although the intellectual copying of Developed World planning practices is important, reliance on imitations will not necessarily assist Developing World companies in developing competitive advantage. Alignment between scenario-based planning and Afrocentric Leadership must exist in order for scenario-based planning to make a sustainable contribution in Developing World companies. If this fit does not exist, the introduction of scenario-based planning could most probably be rejected as a foreign intruder into a Developing World company.

10.2 Addressing the problem statement and research question

The research confirmed the fact that management theory and practices are context/culture specific and not universal. The research endeavoured to add a new dimension to scenario-based planning by integrating the practice of organisational change navigation in formulating sustainable business strategies in a Developing World and Afrocentric Leadership context. Integrating scenario-based planning and organisational change navigation in a specific context allows for a positive impact on the extent to which diverse role players buy into stories resulting from scenario-based planning.

Scenario-based planning allows one to see the future in different plausible ways (i.e. creating a story of future realities), while the organisational change navigation effort covers the way in which one supports and commits to these different future stories (i.e. navigating one while moving from the current state to the future state). The scenario-based planning part of the CNBSPP appears to be a cognitive (or rational) way of doing strategic planning based on the mutual understanding between participants, whereas the organisational change navigation part tends to be more of an emotional type of process based on mutual acceptance, buy-in and commitment by participants. Together they give a company a competitive advantage.

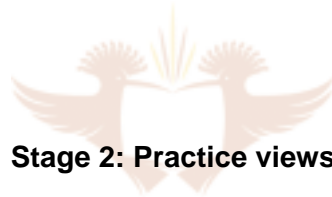


10.3 Research process

The research process consisted of five stages, namely a multidisciplinary literature review and synthesis; practice views; process generation; empirical validation; reporting; and reflection. These five stages consist of ten steps:

Stage 1: Multidisciplinary literature review and synthesis

- **Step 1:** Chaos and complexity theory, organisational storytelling and stories, and scenario-based planning and scenarios were reviewed
- **Step 2:** Scenario-based planning processes were reviewed
- **Step 3:** Organisational change navigation processes were reviewed
- **Step 4:** The contrast between Developed Worlds and Developing Worlds was reviewed
- **Step 5:** The contrast between Western Leadership and Afrocentric Leadership was reviewed



Stage 2: Practice views

- **Step 6:** Experts were requested to provide information on the phases/steps normally included in a typical scenario-based planning process as well as the unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context

Stage 3: Process generation

- **Step 7:** An integrated process for scenario-based planning and organisational change navigation applicable to a Developing World and Afrocentric Leadership context was developed based on a literature review (i.e. Steps 1 to 5) and practice views (i.e. Step 6)

Stage 4: Empirical validation

- **Step 8:** Experts in scenario-based planning were requested to critique an abbreviated version of a CNBSPP



Stage 5: Discussion and interpretation

- **Step 9:** The research results were discussed and interpreted, including a comparison of the literature review with the practice views. Compliance of the CNBSPP with the evaluation design criteria developed at the outset of the research was discussed in order to determine whether a “good” process had been developed. A summary of the **finalised** contextually aligned and empirically validated CNBSPP applicable to a Developing World and Afrocentric Leadership context was given to confirm the extent to which the process integrates input from the literature review, practice views and empirical validation.

Stage 6: Reflection

- **Step 10:** An overview of the research was given, including recommendations and conclusions.

10.4 Research results

The end-result of the literature survey was a contextually aligned and empirically validated CNBSPP applicable to a Developing World and Afrocentric Leadership context. The proposed integrated process is similar to a cyclical road map in a complex and highly unpredictable external environment. The direction of the process is circular. The seven interconnected stages of the CNBSPP are:

- Stage 1 (awakening and mobilisation) deals with mobilising dissatisfaction with the status quo, shaping a guiding coalition, establishing the organisational context, setting the agenda for the scenario-based planning assignment, identifying the focal question, and initiating participation and communication.
- Step 2 (driving forces identification and ranking) serves to list the key driving forces of change, uncovering the constant, predetermined and critically uncertain driving forces, and selecting the scenario logics (or plausible storylines).
- Stage 3 (alternative projections and scenario structuring) serves to flesh out the storylines with a compelling narrative and to give memorable names to the end-state scenarios.
- Stage 4 (interpretation and strategy crafting) serves to appraise the company’s obstacles, negatives, positives and opportunities for each of the scenarios, identifying the probable implications of the scenarios for the company, developing strategies, and testing the company’s assumptions and policies.



- Stage 5: (scenario implementation, capacity building and conversion) serves to formulate/ implement detailed action maps and build organisational capacity.
- Stage 6 (stabilisation) entails ensuring organisational fit, promoting strategic communication, generating short-term wins, building in stability, and institutionalising change.
- Stage 7 (performance tracking and review) serves to select leading indicators to monitor the implementation of the scenarios and action maps, and to alert against the unfolding scenarios on an ongoing basis as well as to maintain cumulative organisational learning.

The CNBSPP includes not only typical steps of scenario-based planning, but also theoretical and practical insights/views of the complexity theory, storytelling and stories, organisational change navigation, Developing Worlds and an Afrocentric Leadership context.

10.5 Meeting the research objectives

The primary objectives set for the research were achieved. The research allowed for the **development** of a blueprint process that integrates scenario-based planning and organisational change navigation. The resulting integrated process was **contextually validated** by integrating mental models and key assumptions present in a Developing World and Afrocentric Leadership context. The contextually aligned CNBSPP was **empirically validated** to ensure its practical relevance to Developing World companies practising Afrocentric Leadership.

The secondary objectives were addressed through the literature review, i.e. to review the complexity theory; storytelling and stories; scenario-based planning and scenarios; organisational change navigation; Developed Worlds in contrast to Developing Worlds; and the core qualities and typical traits of Western Leadership in contrast to Afrocentric Leadership.

10.6 Value-add of the research

The value-add of the research aimed at adding theoretical, methodological and practical value:

- **Theoretical value:** The research allowed for the review of a variety of literature sources on the phases/steps included in scenario-based planning and organisational change navigation processes respectively. The research made a unique contribution to the current level of knowledge by integrating two disciplines usually practised independently of one another, namely scenario-based planning and organisational change navigation.
- **Methodological value:** The research resulted in producing a contextually relevant and empirically validated CNBSPP applicable to a Developing World and Afrocentric Leadership



context. The socio-political experiences of Developing Worlds were harnessed and aligned with successful scenario-based planning done in Developed Worlds. The CNBSPP can be a generic guiding framework for Developing World companies engaged in scenario-based planning. Only minor modification is required to make the process “fit for purpose” given the particular circumstances of the company.

- **Practical value:** The CNBSPP would enable leaders to integrate various insights into different interpretations about how the future might unfold. Robust strategies could be formulated and concretised into flexible implementation plans. The scenarios could be useful when making sustainable resource allocations.

10.7 Strengths and weaknesses of the research

The development of the CNBSPP was based on an all-embracing literature review, which was supplemented by the practice views of key experts in scenario-based planning.

Maintaining expert participation (i.e. their availability) over the entire research period presented some challenges. The key experts requested to validate the CNBSPP empirically occupy top management positions in their respective companies, thus limiting their professional time available to participate in the research. Some participants indicated difficulty in reviewing an abbreviated version of the CNBSPP because of the information provided in the questionnaire (see **Annexure G**). On the other hand, however, most of the participants had time constraints and were therefore unavailable to study the full-length version of the CNBSPP. The empirical validation of the CNBSPP was not based on the process’s actual application in practice, i.e. practical compliance with the evaluation design criteria developed at the outset of the research in Section 2.4 were not established.

10.8 Future research opportunities

There is currently much rhetoric in the field of Afrocentric Leadership (Pietersen, 2005). More research and particularly the use of qualitative methodologies is required to build on the research done by J Broodryk who authored “Ubuntu Management Philosophy. Exporting Ancient African Wisdom into the Global World” (2005) among other publications.

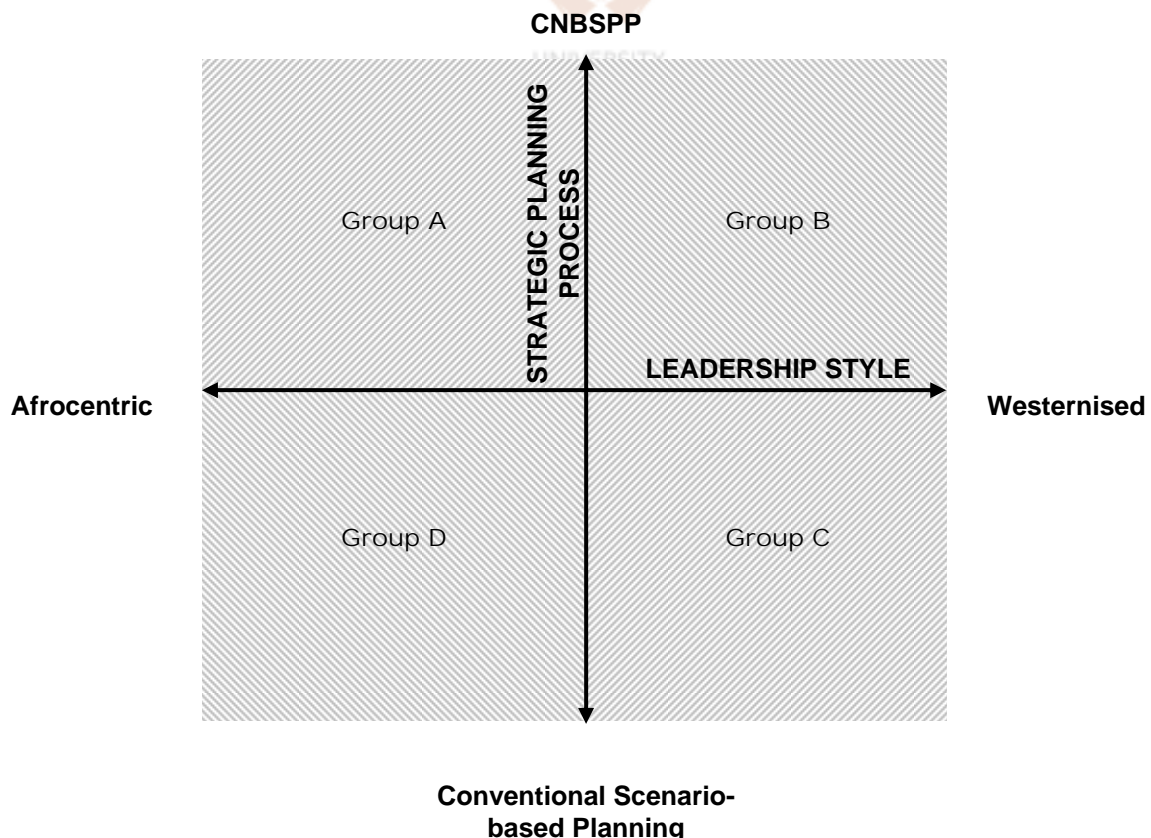


The expert-validated CNBSPP needs to be validated empirically in practice. Below is a brief description of a suggested four-step process that can be used:

Step 1: A number of organisations complying with the following requirements must be identified and convinced to participate in validating the CNBSPP empirically:

- operating in a Developing World environment/context;
- operating in a similar type of industry;
- comprising of diverse role players; and
- practising conventional scenario-based planning.

Step 2: The organisations must be divided into four groups according to the quadrants of the matrix below, for example, companies in Group A need to practise an Afrocentric Leadership style and must be willing to apply the CNBSPP to establish future business opportunities. Each group must comprise of at least ten organisations.

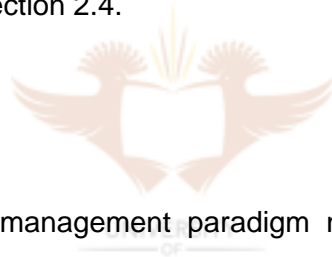




Step 3: The four groups of companies must develop scenarios as part of their strategic planning process/cycle using a specific combination of leadership style and scenario-based planning process as described in Step 2.

Step 4: A panel of independent assessors that are well familiar with the specific industry must be appointed. The assessors, not knowing in which group a specific company falls, must perform the following:

- compare the value-add created by implementing the CNBSPP, i.e. ranking the quality (from most to least) of the scenarios being generated by the four different groups of companies;
- establish the ownership and buy-in from all participants/companies, i.e. establishing the contribution made by weaving change navigation, Afrocentric Leadership and ubuntu into the scenario-based planning process; and
- comment on the extent to which the CNBSPP practically complies with the evaluation design criteria developed in Section 2.4.



10.9 Recommendations

The dominant Developed World management paradigm needs to move in the direction of valuing both the Developed World and Developing World management practices alongside each other as equally important. Developing Worlds should develop their own context/culture-specific strategic planning theories and practices instead of imitating the Developed Worlds. This does not constitute an outright rejection of the intellectual copying of best practices applicable to Developing World cultural realities.

The development of effective and robust strategies requires far more than scenarios alone. Additional elements include a vision, clear strategic goals/objectives, competitive analysis, and an assessment of core competencies and available resources (i.e. money, human, technology and information).

10.10 Conclusions

Scenario-based planning processes designed specifically for application in a Developing World and Afrocentric Leadership context should neither be regarded as inferior nor less professional. As long as the process meets the evaluation design criteria suggested in Section 2.4, it may be regarded as a “good” technique given the particular context. It is necessary to accept that the



results obtained by using such process are sometimes less reliable. This may to some extent represent limitations in the process itself, but more commonly it reflects the conditions in which it has to be used. The lack of basic requirements such as money, skilled manpower and often inadequate/inaccurate data in Developing World countries makes the attainment of an “ideal” scenario-based planning process difficult.





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ANNEXURE A:

Literature review: A comparison of scenario-based planning processes





Annexure A: Literature review: A comparison of scenario-based planning processes

INTERPRETATION OF STEPS		CONTRIBUTORS																					
		Analysis Consulting (2003)	Arbor (2001)	Bain (Undated)	Bloom & Menefee (1994)	Bood & Postma (1998)	cob.jmu (undated)	College of Marin (undated)	Daum (2001)	Davis (1998)	Flower (1997)	IBM (2002)	Kairos Future (Undated)	Kleiner (1999)	Mercer (1995)	MetaBridge (1996)	MG Taylor (1997)	Pantelis (Undated)	Schnaars (2001)	Schwartz (1996)	The Challenge! Forum (Undated)	The Futures Group (1994)	Wilkinson (1993 - 1998)
1	Set the scope and objectives for the scenario-based planning process	Yes	No	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No
2	Identify the focal question	No	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	Identify and interview individuals to elicit their views on many dimensions of the future and then cluster/group these views into connected patterns	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No
4	Examine the mind-set and mental model of individuals who influence decisions	No	Yes	Yes	No	No	No	Yes	Yes	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No
5	Conduct a strengths, weaknesses, opportunities and threats (SWOT) analysis	Yes	No	No	No	Yes	No	No	No	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No
6	List and group key global (or macro) driving forces	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes



Annexure A (continued)

INTERPRETATION OF STEPS		CONTRIBUTORS																					
		Analysis Consulting (2003)	Arbor (2001)	Bain (Undated)	Bloom & Menefee (1994)	Bood & Postma (1998)	cob.jmu (undated)	College of Marin (undated)	Daum (2001)	Davis (1998)	Flower (1997)	IBM (2002)	Kairos Future (Undated)	Kleiner (1999)	Mercer (1995)	MetaBridge (1996)	MG Taylor (1997)	Pantelis (Undated)	Schnaars (2001)	Schwartz (1996)	The Challenge! Forum (Undated)	The Futures Group (1994)	Wilkinson (1993 - 1998)
7	Uncover the constant, predetermined and critically uncertain driving forces	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	Yes	No	Yes	No	Yes	Yes
8	List and group key local (or micro) factors relevant to the operating environment	No	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes	No	Yes	Yes	No	No
9	Select the logics (or plausible storylines) that convincingly portray possible futures that reflect the outcome of particular combinations of critically uncertain driving forces	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	Yes	Yes	Yes
10	Flesh out and give memorable names to end-state scenarios	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
11	Test the impact of the key variables in each scenario	No	No	Yes	Yes	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	Yes



Annexure A (continued)

INTERPRETATION OF STEPS		CONTRIBUTORS																					
		Analysis Consulting (2003)	Arbor (2001)	Bain (Undated)	Bloom & Menefee (1994)	Bood & Postma (1998)	cob.jmu (undated)	College of Marin (undated)	Daum (2001)	Davis (1998)	Flower (1997)	IBM (2002)	Kairos Future (Undated)	Kleiner (1999)	Mercer (1995)	MetaBridge (1996)	MG Taylor (1997)	Pantelis (Undated)	Schnaars (2001)	Schwartz (1996)	The Challenge! Forum (Undated)	The Futures Group (1994)	Wilkinson (1993 - 1998)
12	Identify the probable implications of the different scenarios for the company	No	No	No	No	Yes	No	Yes	Yes	No	Yes	No	No	No	Yes	No	No	Yes	No	Yes	No	Yes	Yes
13	Cross-check scenarios for internal consistency and significant differences	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No
14	Test company policies and assumptions	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No
15	Identify possibilities and generate visions of what is desired	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No
16	Review existing strategies and develop new strategies (or implementation actions/business solutions) in response to the scenarios	Yes	No	Yes	Yes	Yes	No	Yes	No	No	No	No	Yes	No	No	No	No	No	Yes	No	No	No	No



Annexure A (continued)

INTERPRETATION OF STEPS		CONTRIBUTORS																					
		Analysis Consulting (2003)	Arbor (2001)	Bain (Undated)	Bloom & Menefee (1994)	Bood & Postma (1998)	cob.jmu (undated)	College of Marin (undated)	Daum (2001)	Davis (1998)	Flower (1997)	IBM (2002)	Kairos Future (Undated)	Kleiner (1999)	Mercer (1995)	MetaBridge (1996)	MG Taylor (1997)	Pantelis (Undated)	Schnaars (2001)	Schwartz (1996)	The Challenge! Forum (Undated)	The Futures Group (1994)	Wilkinson (1993 - 1998)
17	Select the leading indicators and signposts to monitor/track the implementation of scenarios/strategies	Yes	No	Yes	No	No	No	Yes	Yes	No	Yes	No	Yes	No	No	No	No	Yes	No	Yes	No	No	Yes
18	Present the scenarios to management using diagrams and enrichment material	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No
19	Keep records of all the scenarios	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No
20	Maintain ongoing business learning as the scenarios evolve	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No



ANNEXURE B:

Literature review: A comparison of organisational
change navigation processes





Annexure B: Literature review: A comparison of organisational change navigation processes

INTERPRETATION OF STEPS		CONTRIBUTORS														
		Anderson & Ackerman Anderson (2001)	Beer, Eisenstat & Spector (1990)	Burke (1987)	Chang (1994)	Kilmann (1989)	Kotter (1996)	Lawler (1977)	Lewin (1958)	Lippitt et al. (1958)	Mohrman et al. (1989)	Nadler et al. (1998)	Nadler et al. (1995)	Tichy et al. (1990)	Tushman et al. (1997)	Veldsman (2002)
1	Mobilise commitment, muster support from key role players and initiate the change programme	Yes	Yes	No	Yes	Yes	No	No	No	No	Yes	No	Yes	Yes	Yes	Yes
2	Shape a guiding coalition	No	No	No	No	No	Yes	No	No	No	No	No	No	No	Yes	No
3	Mobilise dissatisfaction with the status quo, develop a need for change, and influence constructive behaviours of key role players	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes
4	Establish a change relationship and design transition management structures, procedures, policies and plans	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	Yes	Yes	Yes
5	Assess organisational capacity to succeed in the change	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No
6	Diagnose the organisational problems/ challenges/issues	No	No	No	No	Yes	No	No	No	Yes	Yes	No	No	No	No	No
7	Articulate and communicate a clear image of the future	Yes	Yes	No	No	No	Yes	No	No	No	No	No	Yes	Yes	No	Yes
8	Use multiple and consistent leverage points and develop organisational arrangements for the transition	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No
9	Define the desired outcomes (or specific goal/s)	No	No	No	Yes	No	No	No	No	Yes	No	No	No	No	No	No
10	Create new values	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes
11	Design the desired state, and craft business and change navigation strategies	Yes	No	No	No	No	Yes	No	No	No	Yes	Yes	No	No	No	Yes
12	Develop and implement flexible change actions	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	Yes	Yes



Annexure B (continued)

INTERPRETATION OF STEPS		CONTRIBUTORS														
		Anderson & Ackerman Anderson (2001)	Beer, Eisenstat & Spector (1990)	Burke (1987)	Chang (1994)	Kilmann (1989)	Kotter (1996)	Lawler (1977)	Lewin (1958)	Lippitt et al. (1958)	Mohrman et al. (1989)	Nadler et al. (1998)	Nadler et al. (1995)	Tichy et al. (1990)	Tushman et al. (1997)	Veldsman (2002)
13	Use the operating organisation as the transformation mechanism	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No
14	Ensure organisational fit	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	Yes
15	Facilitate communication and participation, including building in feedback mechanisms	No	No	Yes	No	Yes	Yes	No	No	Yes	No	No	Yes	No	Yes	Yes
16	Use symbols and language	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No
17	Provide time and opportunity to disengage from the present state	Yes	No	Yes	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes
18	Foster consensus, competence and cohesion	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No
19	Produce output and generate short-term wins	No	No	No	No	No	Yes	No	No	No	No	Yes	No	No	No	No
20	Give rewards for behaviour in support of change	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No
21	Consolidate gains and produce more change	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No
22	Build in stability and institutionalise (or formalise) change	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
23	Evaluate the results of the change effort	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	No	No	Yes	No
24	Dismantle temporary change support structures and processes	Yes	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No
25	Maintain ongoing business learning	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	No	No	Yes



ANNEXURE C:

Practice views: Details of expert respondents





Annexure C: Practice views: Details of expert respondents

NAMES	COMPANIES	POSITIONS	TELEPHONE	FAX	EMAIL	HIGHEST QUALIFICATION	EXPERIENCE	
							# YEARS	# PROJECTS
Mr Carvel Webb	Transnet	Group General Manager (New Business Development)	011 308 3330 083 277 7330	011 308 3332	Carvel.webb@transnet.net	BSc Elec Eng (Wits)	10	2
Mr Clem Sunter	Anglo American Chairman's Fund	Chairperson	011 638 9111	011 638 4479	csunter@angloamerican.co.za	-	-	-
Mr Eric le Roux	Old Mutual	Strategic Planning Manager: Employee Benefit Division	021 509 2079 082 465 8614	-	eleroux@oldmutual.com	Chartered Insurer (FCII-London)	15	5
Ms Heidi Carter	Centre for Conscious Leadership	Partner	011 887 8769 082 651 3872	011 887 8768	heidi@consciousleadership.co.za	Master of Commerce	11	3
Ms Hel��n�� Piaget de Villiers	VantageStones	Consultant	021 887 6537 083 253 1261	021 887 6537	helene@vantagestones.com	BA	Approx 8	6
Mr Hoffman Theron van Zyl	Enterprise Insight (Pty) Ltd	Managing Director	012 665 1987 083 252 9457	012 665 0208	hoffmann@enterprise-insight.com	Hons BSc Eng MA (Nat Strat)	4	2
Mr Ian Mann	Gateways Business Consultants	Managing Director	011 788 8903 082 448 5853	011 788 8908	ianmann@gateways.co.za	MA	8	More than 25
Mr Johan Ackerman	Strategic Torque (Pty) Ltd	Managing Director	012 361 2868 082 411 6566	012 361 2868	johanackerman@absamail.co.za	MA (Political Science)	10	5
Mr John Maluleke	Khuthlele Projects (Pty) Ltd	Company Director	012 430 9962 082 414 3977	012 342 3922	johnm&khuthlele.co.za	MCom (currently finalising DCom)	12	-
Prof Louis van der Merwe	Centre for Innovative Leadership	Managing Partner	+31 206238222 +44(0) 777573 3033	+31 206257444	louis@cil.net	Master's Degree	15	8
Ms Ruth Tearle	Change Designs	CEO	021 712 2154 082 829 6120	021 712 2154	ruth@changedesigns.co.za	MBA	14	30
Mr Vusi Mkhonta	Johannesburg Roads Agency	General Executive Manager: Business, Strategy & Development	011 298 5145 082 339 0775	011 298 5107	vmkhonta@jra.org.za	MA	12	1



ANNEXURE D:

Practice views: Questionnaire used to obtain expert opinions on steps included in a scenario-based planning process, and unique factors strongly influencing scenario-based planning in a Developing World and Afrocentric Leadership context



ELICITING EXPERT OPINIONS FOR THE DEVELOPMENT OF A CHANGE NAVIGATION-BASED SCENARIO PLANNING PROCESS (CNBSPP) APPLICABLE TO A DEVELOPING WORLD AND AFROCENTRIC LEADERSHIP CONTEXT

(STEP 1 OF 2: PROVISION OF PROCESS AND CONTEXT-RELATED INPUTS)

A CNBSPP (or methodology) is being developed based on a comprehensive literature review by Chris Geldenhuys for his thesis for the degree of Doctor in Philosophiae (in Leadership in Performance and Change) in the Faculty of Management at the University of Johannesburg. The research is conducted under the mentorship of Prof Theo H Veldsman. A two-step process is being followed to develop and empirically validate the CNBSPP, namely:

Step 1: A questionnaire will be distributed to ascertain the professional opinion of selected practitioners with expert knowledge and practical experience in scenario-based planning. Individuals employed in the public and private sectors as well as academic institutions will be approached requesting them to participate in the research. This step requires experts to list the steps normally included in a typical scenario-based planning process as well as unique factors strongly influencing scenario-based planning in a Developing World and Afrocentric Leadership context, if any. **You are kindly requested to email the completed questionnaire (attached) to Chris Geldenhuys by no later than 30 November 2005.**

Step 2: Once the inputs from Step 1 have been received and amalgamated with the information obtained during the literature review, the experts who participated in Step 1 above will be requested to critique an abbreviated version of the CNBSPP.

The findings of the research will be made available to all the participating experts. Thank you for completing this questionnaire. It is appreciated.

CHRIS GELDENHUYS

Cell: 083 651 8607; fax: 011 298 5107

Email: cgeldenhuys@jra.org.za


1 November 2005



Part A: Personal information

Name		
Company		
Position		
Cell		
Telephone		
Fax		
Email		
Highest qualification		
Experience in scenario-based planning	Number of years	
	Number of projects completed	

Part B: List and briefly describe the phases/steps you would normally include in a typical scenario-based planning process


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Part C: List and briefly describe those unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context, i.e. those factors that would make the process different from doing scenario-based planning in Developed Worlds with Western-type leadership



ANNEXURE E:

Practice views: Steps normally included in a typical
scenario-based planning process





Annexure E: Practice views: Steps normally included in a typical scenario-based planning process

INTERPRETATION OF STEPS		CONTRIBUTORS											
		1	2	3	4	5	6	7	8	9	10	11	12
1	<ul style="list-style-type: none"> Conduct roundtable group discussions allowing key players in the business to discuss matters making strategic decisions more effectively. 	No	No	No	Yes	No	No	No	No	No	No	No	No
2	<ul style="list-style-type: none"> Convene a scenario-based planning team from selected internal and external leaders to coordinate the process with due regard for a diverse range of backgrounds, profiles and views. Leaders must have a balanced set of beliefs; the ability to adapt to changes; influence over decisions affecting the company; and a concern and interest in questions relating to the company's future. 	No	No	No	Yes	Yes	No	Yes	No	Yes	No	Yes	No
3	<ul style="list-style-type: none"> Establish the strategic/natural agenda, i.e. purpose and objectives of the scenario-based planning process; concerns; key questions; key variables/dynamics around the current thinking; cursory understanding of the dynamics of the target environment; anchor points for the scenarios; the appropriate process/approach to be followed (e.g. "inside-out" or "outside-in" approach); subject areas to be included in the process; scope; time horizon; data gathering/research; participation; style of scenario development; appropriate granularity (i.e. level of detail) of the scenarios (i.e. compromise between desired and achievable); and dissemination/use of the scenarios. 	No	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
4	<ul style="list-style-type: none"> Determine who will affect, be affected by, contribute to, extract value from, own, support or oppose the scenario-based planning assignment. Identify the most crucial "owners" of the process. Categorise players in the market as "For the Business"; "Neutral"; and "Against the Business". Investigate what issues arise from these relationships. 	No	No	No	Yes	No	No	No	No	Yes	No	No	Yes
5	<ul style="list-style-type: none"> Formulate the problem statement. 	No	No	No	No	No	Yes	No	No	No	No	No	Yes



Annexure E (continued)

INTERPRETATION OF STEPS		CONTRIBUTORS											
		1	2	3	4	5	6	7	8	9	10	11	12
6	<ul style="list-style-type: none"> Identify the strategic path of the company, i.e. what drives the functional strategy of the company? List the imaginary future events that reflect the solution to the problem statement. Demonstrate the shift from the present to the future. Draw trend-line graphs that underpin the identified major events and write down the underlying causes of each of the trends. 	No	No	Yes	No	No	Yes	No	No	No	No	No	Yes
7	<ul style="list-style-type: none"> Create a systems diagram/structure of the industry showing the relationship between the causes of each of the trends (identified in Step 6). Map causal relationships with influence diagrams. Highlight where the discontinuities seen in the trends occur in the systems diagram. Summarise main insights and learnings. 	No	No	No	No	No	Yes	Yes	No	No	No	No	Yes
8	<ul style="list-style-type: none"> Establish types of changes. 	No	No	Yes	No	No	No	No	No	No	No	No	No



Annexure E (continued)

INTERPRETATION OF STEPS		CONTRIBUTORS											
		1	2	3	4	5	6	7	8	9	10	11	12
9	<ul style="list-style-type: none"> Gain a thorough understanding of the dynamics of the major business drivers of the external environment and their interactions/relationships. Develop and test groupings of driving forces. Form a concept of possible alternative play-outs of the main drivers' interaction. Construct "straw man" options of the driving forces. Question current assumptions about the external environment. Define the process by which the rules of the scenario-based planning assignment are identified (such as the future oil price). Identify subject matter experts in the designated areas and elicit information in the form of workshops. Gather data and analyse, test intuitive insights, interview varied and remarkable people who hold different and contradictory views, read/scan widely, hold dialogue and inquiry through suspending assumptions and core beliefs, surface competing ideas, and run types of change past business drivers while simultaneously noting potential discontinuities. 	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes
10	<ul style="list-style-type: none"> Identify what major business drivers are within the control of the company and what are not. Develop the likely play-out concepts to the point where it is possible to classify driving forces according to the likelihood of occurrence and risk of occurrence. Draw a grid with axes labelled "Importance" and "Uncertainty". Create four quadrants, namely (1) High Impact/Low Uncertainty; (2) High Impact/High Uncertainty; (3) Low Impact/High Uncertainty; and (4) Low Impact/Low Uncertainty. 	No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes



Annexure E (continued)

INTERPRETATION OF STEPS		CONTRIBUTORS											
		1	2	3	4	5	6	7	8	9	10	11	12
11	<ul style="list-style-type: none"> Develop the scenario logics, i.e. work from a matrix showing the two key uncertainties (highest unpredictability and impact) considering alternative dominant trends and branching events; decide on the target scenarios for planning (usually the most likely and most risky); develop scenario stories made up of bits of logic; link up possible events; and develop clusters of related themes, concepts and phrases. 	No	No	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
12	<ul style="list-style-type: none"> Develop present-day opportunities for the company. 	Yes	No	No	No	No	No	No	No	No	No	No	No
13	<ul style="list-style-type: none"> Write-up the future scenarios taking the form of a story/collage. Develop the scenarios by synthesising the identified interactions into coherent, logical and likely outcomes using appropriate supporting tools (such as system dynamics, simulation tools, flow diagrams or computing programs). Clearly list and explain the assumptions. Make the stories relevant and compelling, and flesh them out to create provocative and memorable stories. Test the plausibility and consistency of the stories. Provide descriptive names for the scenarios. Create a scenario grid against which the alternative stories can be positioned showing how they differ from each other. 	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes



Annexure E (continued)

INTERPRETATION OF STEPS		CONTRIBUTORS											
		1	2	3	4	5	6	7	8	9	10	11	12
14	<ul style="list-style-type: none"> Identify the mission, vision, policies, culture and competencies of the company as well as the areas where major investments are being made. Describe the future that will be inherited as a direct result of these factors (i.e. "Current Official Future"). Test the "Current Official Future" in each of the alternative scenarios and note the appropriateness of the current direction in each alternative. Use a deductive and analytical process to determine the impacts of the scenarios on the desired outcomes of the planning process. Use the stories to test planning assumptions. 	No	No	No	No	No	Yes	No	Yes	No	Yes	No	No
15	<ul style="list-style-type: none"> Share the scenarios with the company/industry/agreed audience. Work the scenarios with these groups engaging and internalising plausible future realities. 	No	No	No	No	Yes	No	No	No	Yes	No	No	Yes
16	<ul style="list-style-type: none"> Communicate and integrate the scenarios into the strategy conversation. Wind-tunnel existing strategies through each scenario while testing existing strategic choices. Investigate what the company's options are for changing the business model. Develop alternative/new business strategies with full consideration of each scenario in terms of expectations, threats, opportunities and risks. Evaluate the robustness of the plans against the scenarios. 	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes
17	<ul style="list-style-type: none"> Establish measurable outcomes and assign responsibilities. 	No	No	No	Yes	No	No	No	No	No	No	No	No
18	<ul style="list-style-type: none"> Integrate scenarios with ongoing data-gathering, intelligence and planning processes. 	No	No	No	No	Yes	No	Yes	No	No	No	No	Yes



Annexure E (continued)

INTERPRETATION OF STEPS		CONTRIBUTORS											
		1	2	3	4	5	6	7	8	9	10	11	12
19	<ul style="list-style-type: none"> List signposts for each scenario and monitor changes in the environment that may indicate the emergence of one of the alternate futures. For each scenario that is regarded as unfavourable to the business, identify what it would take to prevent its occurrence and assess the feasibility of intervening in the external environment to prevent its emergence. 	No	No	No	Yes	No	Yes	Yes	No	Yes	No	No	Yes
20	<ul style="list-style-type: none"> Record insights and organisational learnings. 	No	No	No	No	No	Yes	Yes	No	Yes	No	No	Yes





ANNEXURE F:

Practice views: Unique factors strongly influencing
scenario-based planning in a Developing World and
Afrocentric Leadership context





Annexure F: Practice views: Unique factors strongly influencing scenario-based planning in a Developing World and Afrocentric Leadership context

INTERPRETATION OF UNIQUE FACTORS		CONTRIBUTORS											
		1	2	3	4	5 ²	6	7	8	9	10	11	12
1	Strong and wide involvement/participation/consultation to ensure buy-in at the right organisational level while respecting organisational hierarchy. Obtaining support from chiefs in rural areas.	No	Yes	Yes	No	No	Yes	No	No	No	Yes	Yes	Yes
2	Emphasising the quality of conversation/intense strategic dialogue/storytelling with the emphasis on divergent conversations. Listening and inquiring to embrace different perspectives and views.	No	No	Yes	Yes	No	No	Yes	Yes	No	No	No	No
3	Using symbols and exercises to describe the various storylines, such as metaphors, storytelling, music, proverbs, drawing, acting or creating something, i.e. link scenario stories to what is deeply personal for each participant and for the collective.	Yes	No	No	No	No	No	Yes	Yes	No	No	No	Yes
4	Level of sophistication and use of technology/terminology must be carefully selected since scenario-based planning is a tool that must be kept simple/non-complicated.	No	Yes	Yes	No	No	No	No	No	No	No	Yes	Yes
5	Understanding the cultural context for storyline interpretation.	No	Yes	No	No	No	Yes	No	No	No	No	No	Yes
6	Allocating adequate time to develop proper storylines/scenarios.	No	Yes	No	No	No	No	No	No	No	Yes	No	Yes

² This respondent was of the opinion that identifying unique factors depends on the assumptions underlying Developed/Developing Worlds and Westernised/Afrocentric Leadership. If the thinking has to do with consultation, participation, status, content, educational levels or modes of communication, none of the principles of developing scenarios are affected, i.e. the purpose and parameters part of the process are conducted well and followed through with integrity, and the principle of “equally plausible alternative futures” is understood and upheld. Scenarios are a uniquely adaptable tool for both highly confidential industry-sensitive conversations at a technical level (i.e. a restricted audience) or open and inclusive conversations at any organisational level (i.e. a wider audience).



Annexure F (continued)

INTERPRETATION OF UNIQUE FACTORS		CONTRIBUTORS											
		1	2	3	4	5	6	7	8	9	10	11	12
7	Knowledge applicable to the particular country such as politics, technology, social, economics and the regulatory/legal system.	Yes	No	No	No	No	No	No	No	No	No	Yes	Yes
8	Respect for the individual irrespective of his/her social background/ geography, i.e. do not pre-judge people. Creating room for everyone to fit into the planning process, i.e. everyone should feel that he/she has made a unique contribution.	No	No	No	No	No	Yes	No	No	No	No	Yes	Yes
9	Leaders having a balanced set of beliefs.	No	No	No	Yes	No	No	No	No	No	No	No	Yes
10	Appreciative inquiry to learning and acknowledging what is unique to the Developing World; hence, applying a different set of solutions.	No	No	No	No	No	No	Yes	No	No	No	No	Yes
11	Practical approach to scenario-based planning.	No	No	No	Yes	No	No	No	No	No	No	No	Yes
12	Appreciation for the likely different social interactions that form part of the scenario dynamics.	No	No	No	No	No	No	No	No	No	Yes	No	Yes
13	Exploring learning and the implications of the scenarios.	No	No	No	No	No	No	Yes	No	No	No	No	Yes
14	Convincing stakeholders of the need for a scenario-based planning approach, including to define what a scenario is and is not.	No	No	No	No	No	No	No	No	Yes	No	No	No
15	Ability to adapt to change.	No	No	No	Yes	No	No	No	No	No	No	No	No
16	Dealing with the fear associated with doing strategic planning, including to break existing paradigms, creative thinking and generating paradigm-busting ideas.	Yes	No	No	No	No	No	No	No	No	No	No	No
17	Drawing participants from multi-stakeholder groups holding widely diverge perspectives of the future.	No	No	No	No	No	No	Yes	No	No	No	No	No
18	Engaging a large number of participants, preferably more than 400.	No	No	No	No	No	No	No	Yes	No	No	No	No



ANNEXURE G:

Expert opinions: Questionnaire used to obtain
critique on an abbreviated version of a CNBSPP





**ELICITING EXPERT OPINIONS FOR THE EMPIRICAL VALIDATION OF A CHANGE
NAVIGATION-BASED SCENARIO PLANNING PROCESS (CNBSPP) APPLICABLE TO A
DEVELOPING WORLD AND AFROCENTRIC LEADERSHIP CONTEXT**

(STEP 2 OF 2: PROVISION OF CRITIQUE ON AN ABBREVIATED VERSION OF A CNBSPP)

You were recently informed about Chris Geldenhuys preparing his thesis for the degree of Doctor in Philosophiae (in Leadership in Performance and Change) in the Faculty of Management at the University of Johannesburg.

Once again, thank you for your willingness to participate in the empirical validation part of the research. You have already completed a first questionnaire covering the:

- phases/steps normally included in a typical scenario-based planning process; and
- unique factors that would strongly influence scenario-based planning in a Developing World and Afrocentric Leadership context, if any.

The practice views received in response to the above request have since been integrated with the information obtained through the literature review. The result is a CNBSPP applicable to a Developing World and Afrocentric Leadership context.

The attached questionnaire covers the empirical validation part of the research. You are requested to critique the attached graphical representation of a CNBSPP:

- (1) First, read the stages, steps and main activities being summarised in the graphic representation (i.e. PART A).
- (2) Second, rate the compliance of the CNBSPP with the list of evaluation design criteria being described in the attached response table (i.e. PART B). (It is accepted that this exercise may, in some instances, well be subjective in view of the limited information being furnished about the CNBSPP.)
- (3) Third, provide comments on each of the proposed steps (i.e. PART C).
- (4) Fourth, additional comments can also be provided (i.e. PART D).

You are requested to email your response to Chris Geldenhuys by no later than 31 January 2006.

The findings of the research will be made available to all the participating experts. Thank you for completing this final questionnaire.

CHRIS GELDENHUYS

Cell: 083 651 8607 fax: 011 298 5107

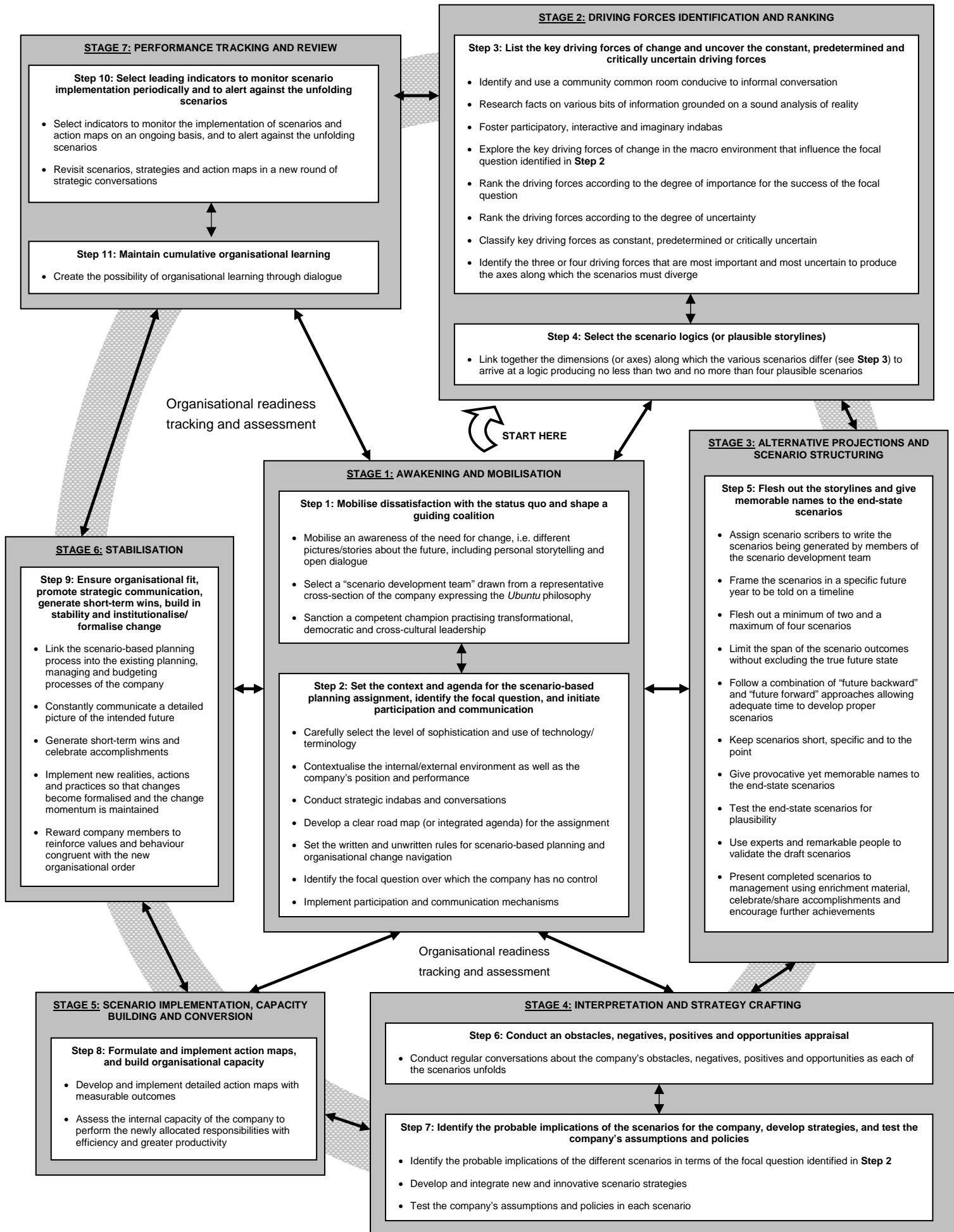
Email: cgeldenhuys@jra.org.za

3 January 2006



A change navigation-based scenario planning process:
An Afrocentric, Developing Country perspective

PART A: GRAPHIC REPRESENTATION OF THE CNBSPP





PART B: CRITIQUE ON AN ABBREVIATED VERSION OF THE CNBSPP

EVALUATION DESIGN CRITERIA		COMPLIANCE WITH CRITERIA (Place "X" in the applicable block)			
		NONE	LOW	REASONABLE	HIGH
1	Simplicity: The process is plain, simple and straightforward. The process is easy to explain and understand, and it avoids unnecessary complexity.				
2	Comprehensiveness: The process embraces the full range of diversity included in the planning cycle, in order to bring the total external environment into consideration.				
3	Practicality: The process is concerned with actual use and practical issues rather than theoretical possibilities.				
4	Relevancy to context: The process embraces sensitivity to the correct and effective deployment of sound planning approaches/practices given the particular context.				
5	Transparency: The process is open to public scrutiny and subject to clear methods of challenge (or amendment).				
6	Cost-effectiveness: The process appears to deliver a service at an equal (or lower) cost to current practice.				
7	Robustness: The process appears to be relatively stable with a minimum of variation in the face of a variety of unusual, unforeseen and constantly changing circumstances.				
8	Flexibility: The process is adaptable (or variable) as circumstances (or change in demand) dictate.				
9	Involvement: The process allows for a high level of engagement by participants.				
10	Completeness: The process includes all necessary steps to construct scenarios and navigate change properly.				
11	Reliability: Following the steps suggested, the process will probably yield consistent, dependable, stable and uniform results.				
12	Validity: The process "at face value" appears to be doing the work for which it was built.				



PART C: COMMENTS ON THE PHASES AND STEPS

STAGE 1: AWAKENING AND MOBILISATION
Step 1: Mobilise dissatisfaction with the status quo and shape a guiding coalition
Step 2: Set the context and agenda for the scenario-based planning assignment, identify the focal question, and initiate participation and communication
STAGE 2: DRIVING FORCES IDENTIFICATION AND RANKING
Step 3: List the key driving forces of change and uncover the constant, predetermined and critically uncertain driving forces
Step 4: Select the scenario logics (or plausible storylines)
STAGE 3: ALTERNATIVE PROJECTIONS AND SCENARIO STRUCTURING
Step 5: Flesh out the storylines and give memorable names to the end-state scenarios
STAGE 4: INTERPRETATION AND STRATEGY CRAFTING
Step 6: Conduct an obstacles, negatives, positives and opportunities appraisal
Step 7: Identify the probable implications of the scenarios for the company, develop strategies, and test the company's assumptions and policies
STAGE 5: SCENARIO IMPLEMENTATION, CAPACITY BUILDING AND CONVERSION
Step 8: Formulate and implement action maps and build organisational capacity
STAGE 6: STABILISATION
Step 9: Ensure organisational fit, promote strategic communication, generate short-term wins, build in stability and institutionalise change
STAGE 7: PERFORMANCE TRACKING AND REVIEW
Step 10: Select leading indicators to monitor scenario implementation periodically and to alert against the unfolding scenarios
Step 11: Maintain cumulative organisational learning



PART D: ADDITIONAL COMMENTS

Empty rectangular box for additional comments.





ANNEXURE H:

Expert opinions: Comments on the stages/steps of an abbreviated version of a CNBSPP





Annexure H: Expert opinions: Comments on the stages/steps of an abbreviated
version of a CNBSPP

STAGES/STEPS	COMMENTS
Stage 1: Awakening and mobilisation	
<p>Step 1: Mobilise dissatisfaction with the status quo and shape a guiding coalition</p>	<ul style="list-style-type: none"> • The assumption that one starts with a “dissatisfaction of the status quo” and assumes that there is “a need for change” may not always be the case. A scenario planning exercise may be initiated to determine whether there is any reason to be dissatisfied with the present and/or determine whether there is a need for change. Many companies may assume that an intelligent extrapolation of the present is more than adequate for sensible planning. They may well be satisfied with their current business models. One may be forced to sell the need for a scenario exercise using quite different approaches to one where the company is in trouble. • Scenario planning is used as often to discover a problem as it is to address a known one, or to actually force a discomfort with the status quo where the current stakeholders might be quite comfortable. • To “mobilise dissatisfaction” appears manipulative and agenda driven.
<p>Step 2: Set the context and agenda for the scenario-based planning assignment, identify the focal question, and initiate participation and communication</p>	<ul style="list-style-type: none"> • Clearly describe what is meant by “set the written and unwritten rules” or what needs to be contextualised (or cast in stone) before starting the process. • The assumption that there is a local question over which the company has no control may be premature. The scenario exercise may be required to determine/illuminate whether there is indeed such a situation/decision. • It is not clear whether the scenarios are about the company, or whether the focus is on the external environment.
Stage 2: Driving forces identification and ranking	
<p>Step 3: List the key driving forces of change and uncover the constant, predetermined and critically uncertain driving forces</p>	<ul style="list-style-type: none"> • This is one of the methods for organising the forces into stories (i.e. deductive method) that are most commonly used in mechanistic environments. In the African context, the “inductive method” does not use axes, but simply makes up two to four stories based on the key driving forces being identified. • Steps 3 and 4 must be changed around since they need to follow a pattern. • Given the ubiquity of globalisation, it is of limited value to confine scenario work to the company itself. Requirements of the contextual environment drive so much imperatives at every level of society. • The outline is not explicit about the distinction between contextual and transactional worlds, which is often a cause for confusion even in sophisticated business environments.



Annexure H (continued)

STAGES/STEPS	COMMENTS
Step 4: Select the scenario logics (or plausible storylines)	<ul style="list-style-type: none"> • Ensure that variables are orthogonal.
Stage 3: Alternative projections and scenario structuring	
Step 5: Flesh out the storylines and give memorable names to the end-state scenarios	<ul style="list-style-type: none"> • Qualify whether the company is inside or outside the scenarios. • Qualify whether two scenarios risk normative application. • Consider most likely and most critical scenarios. • Determine target planning scenarios. • If one intends to make use of normative scenarios, which run the risk of being agenda driven and manipulative, it is important to make this clear and warn users of the possible abuse.
Stage 4: Interpretation and strategy crafting	
Step 6: Conduct an obstacles, negatives, positives and opportunities appraisal	No comments.
Step 7: Identify the probable implications of the scenarios for the company, develop strategies, and test the company's assumptions and policies	<ul style="list-style-type: none"> • Use the "focusing question" within the scenarios to identify probable implications for the company. • It is useful to assess implications for the current company and opportunities for the potential of the company. • In Developing Worlds, the context is very important to identify future required competencies.
Stage 5: Strategy implementation, capacity building and conversion	
Step 8: Formulate and implement action maps and build organisational capacity	<ul style="list-style-type: none"> • Test action plan for robustness against all scenarios.
Stage 6: Stabilisation	
Step 9: Ensure organisational fit, promote strategic communication, generate short-term wins, build in stability and institutionalise change	No comments.
Stage 7: Performance tracking and review	
Step 10: Select leading indicators to monitor scenario implementation periodically and to alert against the unfolding scenarios	<ul style="list-style-type: none"> • Distinguish between leading indicators to measure the implementation of strategies and leading indicators to alert to the unfolding scenarios.
Step 11: Maintain cumulative organisational learning	No comments.