

PORT MORESBY BUSINESS COLLEGE (POMBC)

STRATEGIC PLAN 2026 - 2030



QUALITY
EDUCATION



SERVICE
EXCELLENCE



INNOVATION
& GROWTH



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P.O.Box 5675, Boroko, NCD
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Port Moresby Business College

Strategic Plan 2026- 2030

ACKNOWLEDGEMENTS

We, the Port Moresby Business College wish to recognise and thank all the partners and individual contributions to the development of this Plan; in particular, we acknowledge:

The Department of Higher Education, Research, Science and Technology (DHERST)

The Governing Council of POM Business College

All the Staff of Port Moresby Business College

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ACRONYMS and ABBREVIATIONS

AR/AP/PR	- Accounts Receivable/Accounts Payables/Payroll
CAQAT	- College Academic Quality Assurance
CEB	- College Examination Board
CPD	- Continuous Professional Development
CRT	- College Research Team
CSR	- Corporate Social Responsibility
DAAC	- Divisional Academic Advisory Committee
DEVICE	- Dynamic, Ethical, Versatile, Intellectual, Competent and Entrepreneurial
DHERST	- Department of Higher Education, Research, Science and Technology
DP	- Deputy Principal
ELCOM	- Electricity Commission
GC	- Governing Council
GoPNG	- Government of Papua New Guinea
HEI	- Higher Educational Institute
HOD	- Head of Department
ICT	- Information and Communication Technology
KPI	- Key Performance Indicators
KRA	- Key Result Area
LMS	- Learning Management System
M&E	- Monitoring and Evaluation
MIS	- Management Information Systems
NDoE	- National Department of Education
NGO	- Non-Governmental Organisation
PNGNQF	- Papua New Guinea National Qualification Framework
P	- Principal
PNG	- Papua New Guinea
PNGHRI	- PNG Human Resource Institute
POM	- Port Moresby
POMBC	- Port Moresby Business College
POMSEC	- Port Moresby Secretarial College
RECIPES	- Respect, Excellence, Collegiality, Integrity, Professionalism, Engagement and Service
RMF	- Risk Management Framework
SIS	- Students Information Systems
SO	- Strength Opportunities
SPC	- Strategic Planning Committee
SRC	- Students Representative Council
ST	- Strength Threats
SWOT	- Strengths, Weaknesses, Opportunities and Threats
THM	- Tourism Hospitality Management
TMT	- Top Management Team
TOWS	- Threats, Opportunities, Weaknesses and Strengths
TVET	- Technical Vocational Education and Training
UPNG	- University of Papua New Guinea
WO	- Weakness Opportunities
WT	- Weakness Threats

Foreword: Chairman of Governing Council

On behalf of the Governing Council, I am proud to present the Port Moresby Business College Strategic Plan 2026–2030. This document sets out our shared vision and direction for the next five years,



building upon our history of providing quality business and technical education while positioning the College to meet the evolving demands of Papua New Guinea's workforce and economy.

The Strategic Plan reflects our collective commitment to excellence in teaching, innovation in learning, strong industry partnerships, and good governance. It outlines clear goals to strengthen academic programmes, enhance student support services, modernize infrastructure, and embed digital transformation in our teaching and administrative systems. At its core, this plan seeks to equip our students with the knowledge, skills, and

values to become competent professionals, ethical leaders, and responsible citizens contributing to national development.

The Governing Council is committed to ensuring that this plan is not just a statement of intent but a living framework that will guide our decisions, resource allocations, and accountability over the next five years. We recognize that the challenges ahead require resilience and collaboration, and we remain confident that, with the dedication of our management, staff, students, and stakeholders, Port Moresby Business College will continue to thrive as a leading institution of business education in PNG.

I invite all our partners, government, industry, alumni, communities, and development stakeholders to walk with us in realizing the aspirations of this Strategic Plan. Together, we can build a stronger, more innovative, and future-ready Port Moresby Business College.

I am optimistic that our mission will be achieved through the enhancement of our curriculum, the institutionalisation of global learning methods and partnering with the business community to provide internship opportunities for our students as well as support facilities as outlined in this plan.

I offer our sincere gratitude to all those who have contributed to the various stages of formulating the POMBC Strategic Plan 2026-2030. We call on the entire POMBC Community for your continued support to make this plan a success.

Mr. Johnson Kent Wani

Chairman of the Governing Council – 2022-2025

Port Moresby Business College

From the Desk of the Principal—Visionary Thoughts

It is with great pride and optimism that I present the Strategic Plan 2026–2030 of Port Moresby Business College. This plan represents our collective vision, a roadmap that sets the direction for our



institution as we prepare our students, staff, and community to meet the challenges and opportunities of a rapidly changing world.

Port Moresby Business College has a proud history of nurturing talent, advancing knowledge, and producing graduates who contribute meaningfully to Papua New Guinea's economic and social development. The next five years will demand innovation, resilience, and purposeful leadership. Through this plan, we reaffirm our commitment to academic excellence, good governance, industry relevance, and the holistic development of our students.

Our Visionary Thoughts reflect not only where we aspire to go, but also how we will get there—by embracing technology, strengthening partnerships, fostering inclusiveness, and ensuring that quality teaching and learning remain at the heart of all we do. This Strategic Plan is not just a document, but a living framework to inspire action, guide decision-making, and measure progress as we move boldly into the future.

I acknowledge the tireless efforts of our staff, stakeholders, students, and partners who contributed to shaping this plan. Your insights and dedication ensure that Port Moresby Business College continues to grow as a beacon of business education and leadership in Papua New Guinea.

On behalf of Port Moresby Business College, I extend my sincere gratitude to the Strategic Plan 2026–2030 Development Team for your outstanding commitment and dedication in shaping the future direction of our institution. The tireless effort, collaboration, and innovative thinking you have invested in this important work reflect your passion for advancing the College's mission and vision.

This Strategic Plan is not just a guiding document, it is a testament to your collective wisdom, teamwork, and belief in the transformative power of education. I am deeply appreciative of the long hours, consultations, and creative ideas you brought to this process. Your contributions will ensure that Port Moresby Business College continues to grow as a center of excellence in business education, producing graduates who will meaningfully contribute to Papua New Guinea's development. Thank you for your dedication, professionalism, and unwavering commitment to the success of this institution. Together, we have laid a strong foundation for the next chapter of our journey.

I extend my sincere gratitude for the commitment of the Governing Council. Thank you very much for your support and dedication as the Governing body; for your constructive and open dialogue with the College Administration and for your invaluable advice. My special and sincere thanks and appreciation goes to Dr. Ponnusamy Manohar and Mr. Parulu Kwarara for facilitating and guiding the development of this plan.

Together, let us move forward with confidence, purpose, and vision. The future belongs to those who prepare for it today, and this plan is our commitment to building that future.

Mrs. Carmela Mokulabeta
Principal – 2025

1. Introduction of POMBC: Foundation and Evolution

Over the last 54 years from 1972 to 2026, Port Moresby Business College (POMBC) and its predecessors (PNG Administrative College, Commercial Training Centre, Konedobu and Elcom Training Centre, Hohola) have played a critical role in enhancing Papua New Guinea's human capital, contributing its fair share towards our country's economic and social development. POMBC is driven by a robust and resilient Business Education and Training System that is recognized through a groundswell of transformation from its humble beginning in 1972 when the National Department of Education (NDoE) took over its national functions and renamed it Port Moresby Secretarial College (POMSEC). It operated as a Secretarial College until 1986 when the Clerical Studies Department of Port Moresby Technical College was transferred to the college. In 1987, NDoE accorded the POMSEC the status of Business College and subsequently renamed it Port Moresby Business College (POMBC). Like other state-owned institutions, POMBC has navigated shifts in policy reforms, more recently the transition of higher education institutions to the oversight of the Department of Higher Education, Research, Science and Technology (DHERST).

In 2021, the National Department of Education (NDoE) officially transferred the operations and functions of the TVET Colleges to the DHERST. Due to the transition, the status of POMBC and other TVET Institutions were elevated to Higher Education Institutions (HEI) under DHERST. While POMBC continues to deliver diverse business education and training programmes at diploma level to Papua New Guineans, this transition aims to streamline and improve the management of Higher Education in PNG, focusing on improving accessibility, quality, and alignment with the National Development Goals.

Port Moresby Business College (POMBC) is a state-owned Higher Education Institution (HEI) offering Business Studies and Tourism & Hospitality academic programmes at diploma level in the National Capital District. Its training programmes are developed to meet leveraging industry requirements and, are designed with clear academic pathways for the young vibrant committed students to excel in academic learning. The last five years have shown that while POMBC has made significant strides in infrastructure development, it has faced ongoing funding challenges that require innovative solutions. To prosper in a competitive education landscape, POMBC must adapt its strategies, engage effectively with stakeholders, and ensure that infrastructure evolves to meet the changing needs of students and the business world.

Hence, POMBC Strategic Plan 2026-2030 sets a clear roadmap for academic excellence, industry alignment, and institutional innovation. It ensures that POMBC remains competitive by enhancing its curriculum to maintain relevance, fostering innovation, expanding partnerships, and improving student success outcomes. Ultimately, POMBC is focused and committed to implementing its five-year Strategic Plan 2026-2030, ensuring accomplishment of the institution's mission and vision.

Our debt of gratitude is extended to everyone who had been engaged in the strategic planning development process, including the Governing Council, Top Management Team (TMT), all Heads of Departments, staff and students.

2. Our Current Landscape, Focus and Impact

In 2025, the college enrolled a substantial student population of 1,378 students in Semester 1 and 1,257 in Semester 2. This falls within the college's target range of 1200 to 1400 students per semester, a measure taken to ensure the student population is proportionate to the quality of education and training delivered. The student body is diverse, it includes students from both national and international, and is inclusive of students with varying abilities and needs. The college has a blend of highly qualified and diverse multi-cultural and multi-lingual international and national teaching staff. There are total of 48 filled teaching positions supported by a small number of temporary full-time teachers. The college has a well-defined physical infrastructure to support its student population. It features 28 classrooms, each designed to accommodate up to 40 students, as well as 8 computer labs. This provision of learning spaces is crucial for delivering effective and high-quality education. POMBC is fully registered and its six Diploma Programmes including Accounting, Office Management, Business Management, Computing, Tourism and Hospitality and Human Resource Management are accredited by the Department of Higher Education, Research, Science and Technology (DHERST), ensuring its programmes meet national standards. This formal recognition validates the quality of the education provided and the institution's standing within PNG's higher education system.

POMBC has established important accreditation partnerships to provide clear pathways for its graduates. While the Diploma in Accounting is accredited by the University of Papua New Guinea (UPNG), enabling a seamless transition to a Bachelor of Accounting degree, the college has also secured accreditation for its Diploma in Accounting, Business Management, and Computing by the IBS University.

Focus:

POMBC's core focus is on delivering relevant, high-quality management education and training that prepares students for modern professional employment. This is achieved through a multi-faceted approach. The college's primary mission is to provide education and training that is directly relevant to the needs of business and industry in PNG. This ensures that graduates are equipped with the skills and knowledge that are in demand in the workforce.

The college is committed to meeting the aspirations of its students and helping them realize their full potential. It aims to foster an innovative and supportive academic community that encourages continuous learning and professional growth.

Impact:

POMBC's impact is significant and far-reaching, contributing to both individual student success and national development. By maintaining a consistent and targeted student enrolment, POMBC plays a vital role in building a skilled workforce for PNG's various industries. Graduates are equipped with accredited qualifications, making them valuable assets to the nation's economy.

POMBC's partnerships with UPNG and IBS University in accrediting its academic programmes are crucial for creating clear and accessible pathways for students to pursue higher education in other higher institutions and Universities. This ensures that students have opportunities for continuous academic and professional advancement.

POMBC accepts and enrolls both national and international students. The inclusion of all students regardless of gender, ability, nationality or ethnicity enables POMBC to foster and create a diverse

learning environment and enables the college to contribute to national integration and capacity building.

By supplying a steady stream of qualified graduates to the workforce, POMBC directly and indirectly supports the country's economic growth and productivity. The college's focus on industry-relevant skills means its graduates are well-prepared to contribute effectively to the formal and informal sectors of the economy.

3. POMBC Management and Governance Structure

An effective management and organisational structure is vital to the success of POMBC. It provides clear roles, responsibilities, and reporting relationships that ensure smooth coordination across academic and administrative units. Strong management enables efficient decision-making, accountability, and alignment with the college's strategic goals. A well-defined organisational structure promotes communication, teamwork, and resource optimisation, enhancing operational efficiency. It also supports innovation and continuous improvement in teaching, learning, and research. Ultimately, effective management and structure create a stable foundation for growth, quality education, and long-term institutional sustainability.

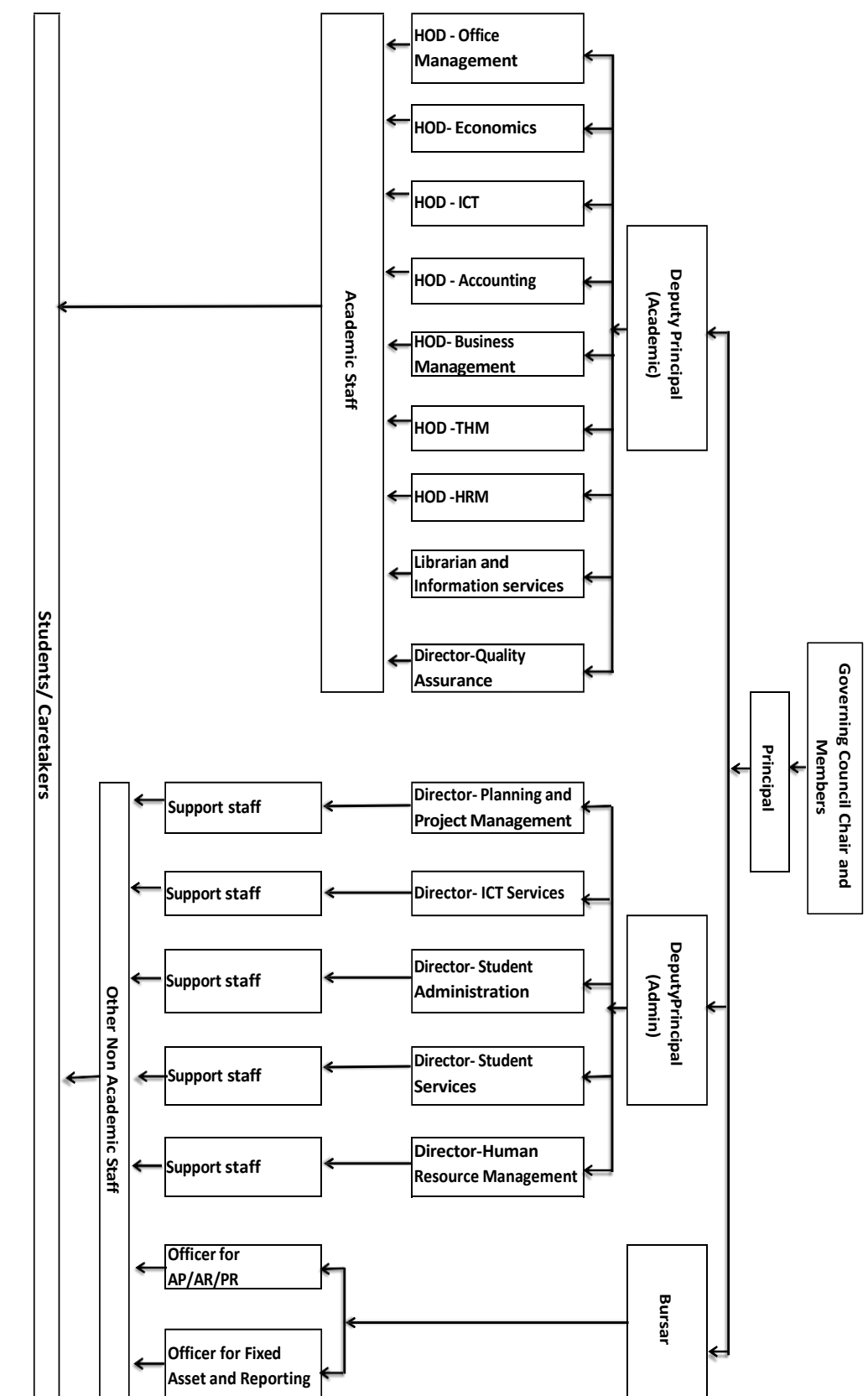
3.1. Management and Hierarchy Organisational Structure

The management of POMBC operates through a hierarchical organizational structure that ensures effective leadership, coordination, and accountability across its academic and administrative functions. At the top, the Principal provides the overall strategic leadership and represents the College within the wider college framework and the departmental level. Supporting the Principal are two Deputy Principal positions who manage portfolios such as administration, academic programmes, research, quality assurance, and student affairs.

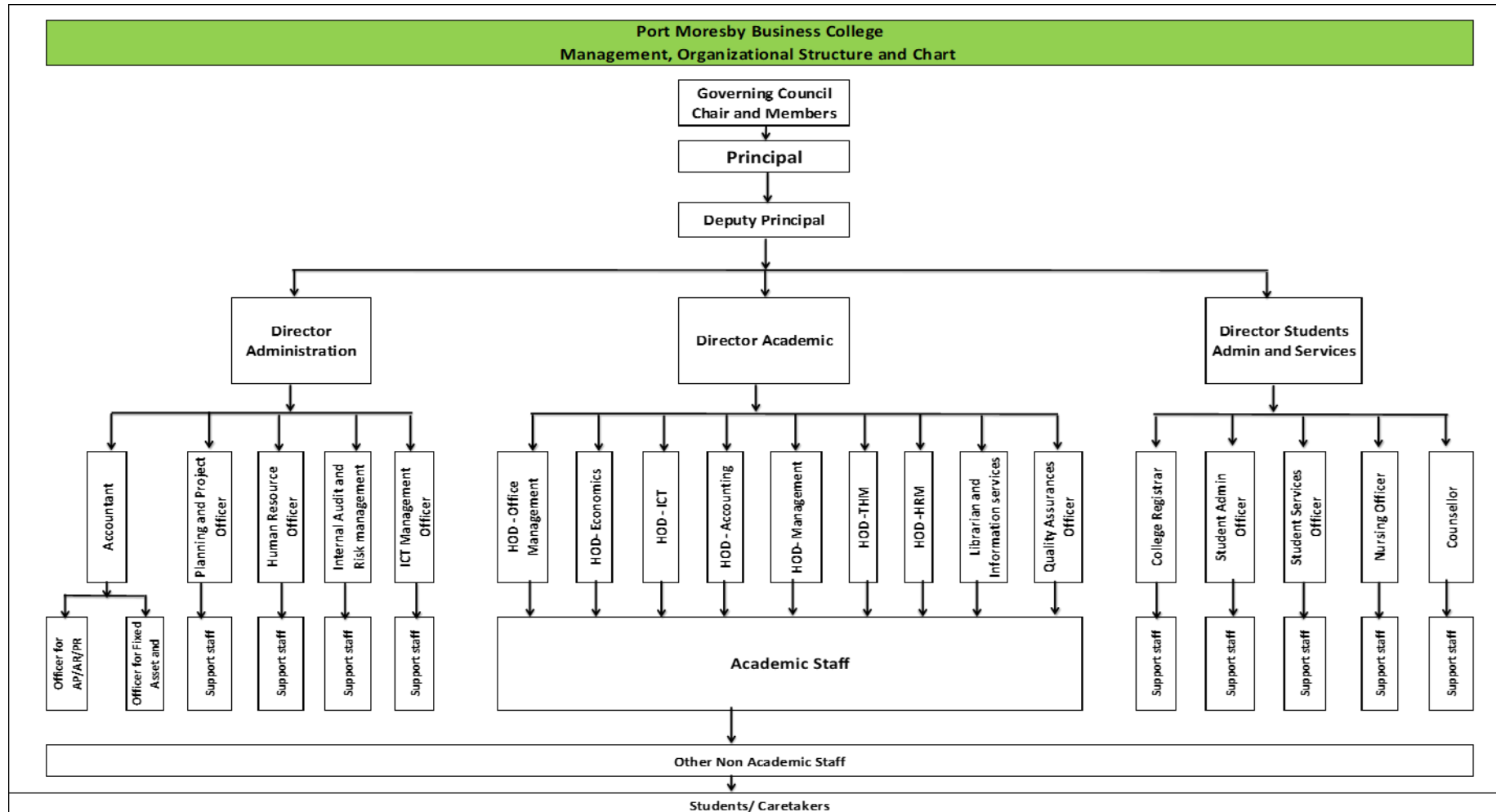
Heads of Departments lead discipline-specific courses, ensuring curriculum relevance, staff development, and student learning outcomes. Administrative officers, including the Registrar and Finance and HR staff, provide operational and logistical support to enable smooth delivery of academic and non-academic services. This organizational structure allows for clear reporting lines, efficiency in decision-making, and alignment with institutional goals.

The following is the current organizational structure in place at the POMBC.

Port Moresby Business College Management and Organizational Structure



As per DHERST Governance manual, the following is the proposed organizational structure that has been suggested for Higher Educational Institutions to use, however, structure is deemed unsuitable and incompatible for POMBC's current and future operational requirements.

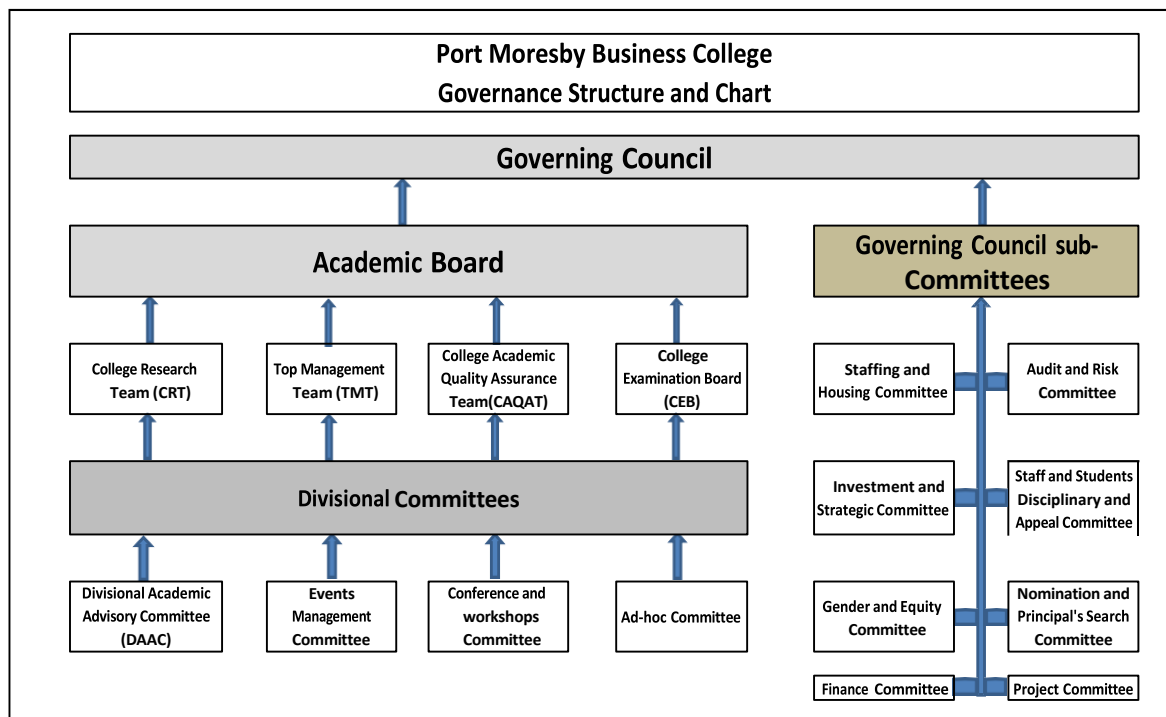


3.2 POMBC Committee based Governance Structure

The governance of POMBC is reinforced through a committee-based system that promotes shared responsibility, transparency, and participatory decision-making. The College Governing Council (GC) is chaired by the DHERST nominated Chairperson. The GC serves as the pivotal governing body of the college and includes highly experienced representatives from the academia, industry, legal, public sector, private sector, staff, students' representatives, and, where appropriate, industry or external advisors.

Specialized sub-committee of the GC, the Academic Board is chaired by the college Principal for all academic related governance. In addition, GC and management Sub Committees are created to enable an effective and good academic cooperate governance system. The Council and the Board oversee specific areas of policy, planning, and implementation. This committee-based governance structure ensures that academic standards are maintained, diverse voices are heard, and strategic initiatives are aligned with both college priorities and national development objectives.

Good governance in POMBC is essential for ensuring accountability, transparency, and quality in the delivery of our academic and educational programmes. It establishes clear systems of leadership, management, and decision-making that align institutional goals with national development priorities and industry needs. Strong governance promotes academic integrity, financial responsibility, and efficient resource management, which in turn builds trust among students, staff, employers, parents, and the wider community.



4. Environmental Scanning and Actions

4.1. SWOT Analysis Port Moresby Business College

A detailed analysis on the Strengths, Weaknesses, Opportunities and Threats (SWOT) has been conducted prior to the formulation of the five-year Strategic Plan for the college. All the staff of the college participated in the Strategic Plan Development Workshop. The political, economic, socio-cultural and technological environments were taken into account in assessing the external environment. Staffing capacity and infrastructure development were mainly considered internal environment. The key result areas, objectives and strategies are developed to achieve the Vision and Mission of POMBC Strategic Plan 2026-2030. A summary of the SWOT analysis that was identified in the workshop is provided in the table below.

	Optimistic	Pessimistic
	STRENGTHS	WEAKNESSES
Internal	Established Reputation: One of PNG's oldest and most recognized business colleges. Specialized Programmes: Focus on business-related programmes such as Accounting, Business Management, Office Management, HRM, THM and ICT. Strategic Location: Centrally located in Port Moresby, close to government departments, corporate partners, and job markets. Experienced Faculty: A qualified and committed teaching staff with practical, multicultural and academic experience. National Relevance: Contributes significantly to PNG's workforce development in the public and private sectors. Industry Partnerships: Ongoing collaboration with industries for student internships and placements. Government Support: Accredited academic program and backed by TVET policies and DHERST frameworks promoting workforce readiness. Inclusiveness: Conducive and inclusive learning environment.	Outdated Infrastructure: Ageing classrooms, ICT labs, and learning resources. Limited Program Diversity: Programmes may not yet cover emerging business areas such as e-commerce, entrepreneurship, sustainable business. Insufficient Research Exposure: Minimal engagement in applied research and innovation. Funding Constraints: Heavily reliance on government funding limits expansion and modernization. Limited Digital Systems: Incomplete adoption of LMS, online registration, and student support technologies. Staff Development Gaps: Limited opportunities for upskilling and postgraduate study for teaching staff. Withdrawal and Completion Rates: Some students face challenges completing programmes due to academic or financial hardship. Academic program diversity: Lack of adequate technical/vocational programmes.

	OPPORTUNITIES	THREATS
External	Growing Demand for Business Graduates: Private and public sectors need skilled professionals in technical and vocational courses. Digital Transformation: Opportunities to implement e-learning, blended teaching, and digitized administration. TVET and Higher Education Reforms: DHERST and TVET support for curriculum modernization and quality assurance. Donor and Development Partner Funding: Availability of development aid for infrastructure, gender equity, and capacity building. Entrepreneurship and SME Growth: Alignment with national goals to boost small businesses through entrepreneurship training. Regional Leadership Role: Potential to become a model business college for the Southern Region or even PNG-wide. Short Course Development: Opportunity to offer short-term, industry-targeted programmes for professionals and school leavers. High Demand for TVET Courses: Expansion of industry-aligned programmes.	Competition: Increasing competition from private training institutions, universities, and online education providers. Economic Instability: National budget constraints can affect funding for operations and student sponsorships. Technological Gaps: Risk of falling behind in delivering tech-enabled education. Graduate Unemployment: Mismatch between skills provided and job market demands could harm the college's reputation. Brain Drain: Loss of skilled staff to better-paying institutions or sectors. Natural Disasters & Infrastructure Risks: Exposure to climate-related disruptions, water supply and power supply Policy Uncertainty: Changes in education policy or governance may affect autonomy and planning. Law and Order: Social disturbances and unethical practices.

4.2 TOWS Matrix – Port Moresby Business College

TOWS Matrix developed from the SWOT Analysis of Port Moresby Business College (PMBC).

A TOWS Matrix goes beyond SWOT by linking internal strengths and weaknesses to external opportunities and threats, helping generate strategic actions.

The TOWS Model	Opportunities (O)	Threats (T)
Strengths (S)	SO Strategies (Maxi-Maxi) Use strengths to take advantage of opportunities:	ST Strategies (Maxi-Mini) Use strengths to reduce vulnerability to threats:
Weaknesses (W)	WO Strategies (Mini-Maxi) Minimize weaknesses by leveraging opportunities:	WT Strategies (Mini-Mini) Minimize weaknesses and avoid threats:

TOWS Quadrant	Strategies
SO Strategies (Maxi-Maxi): Use Strengths to take Advantage of Opportunities.	1. Leverage established reputation and industry partnerships to attract donor and development partner funding for upgrading infrastructure and expanding modern facilities. 2. Use experienced faculty and specialized programmes to design entrepreneurship, SME, and e-commerce courses that align with national growth priorities. 3. Capitalize on strategic location and government support to pioneer short-term professional programmes for public sector and corporate clients. 4. Position POMBC as a regional leader by showcasing its inclusive environment and workforce relevance through TVET and higher education reforms.
WO Strategies (Mini-Maxi): Overcome Weaknesses by Taking Advantage of Opportunities.	1. Address outdated infrastructure and limited digital systems by tapping donor aid and government reforms to modernize ICT labs, LMS, and e-learning platforms. 2. Diversify program offerings by introducing emerging business areas (sustainability, entrepreneurship, ICT, and TVET programmes) to match the growing demand for skilled professionals. 3. Develop a staff capacity-building program through scholarships and exchange initiatives funded by development partners. 4. Increase research and innovation activities by creating applied research hubs aligned with national SME development and donor-funded projects.
ST Strategies (Maxi-Mini): Use Strengths to Minimize Threats.	1. Use strong reputation and accreditation to stand out from increasing competition from private and online training providers. 2. Enhance industry partnerships and internship opportunities to reduce graduate unemployment risks by ensuring market-aligned training. 3. Strengthen government and TVET policy support to buffer against economic instability and policy changes. 4. Promote inclusive and safe campus culture to counteract social disturbances and ethical challenges in the environment.
WT Strategies (Mini-Mini): Minimize Weaknesses and Avoid Threats	1. Reduce reliance on government funding by developing income-generating activities (short courses, consultancy, facility hire). 2. Upgrade digital infrastructure to avoid falling behind technologically and to compete with online training providers. 3. Build staff retention policies (professional growth pathways, incentives) to reduce brain drain. 4. Strengthen risk management plans for natural disasters and infrastructure breakdowns, ensuring business continuity.

The following is the process of transforming the **TOWS strategies** into a **Strategic Roadmap (2026–2030)** for Port Moresby Business College (POMBC).

1. Infrastructure and Digital Transformation

Goal: Modernize facilities, ICT systems, and digital learning platforms.

- 2026:** Secure government and development partner funding for infrastructure upgrades. Begin ICT lab modernization and campus Wi-Fi expansion.
- 2027:** Roll out **Learning Management System (LMS)** and online registration. -Upgrade classrooms with smart boards and blended-learning tools.
- 2028:** Establish **virtual library and e-learning resource center**.
- 2029:** Complete modernization of lecture halls, ICT labs, and student service centers.
- 2030:** Review and evaluate ICT adoption and infrastructure impact on learning outcomes.

2. Academic Program Expansion and Diversification

Goal: Introduce industry-aligned and future-oriented programmes.

- 2026:** Curriculum review to integrate **entrepreneurship, e-commerce, sustainable business, and ICT-driven courses**.
- 2027:** Launch first batch of **new diploma and certificate programmes** in emerging business areas.
- 2028:** Expand **TVET programmes** to meet high demand in vocational and technical skills.
- 2029:** Introduce **short-term professional courses** for working adults and public sector clients.
- 2030:** Achieve **regional recognition** as a model business college for PNG's Southern Region.

3. Staff Development and welfare

Goal: Build faculty capacity and retain skilled staff.

- 2026:** Negotiate **scholarships and fellowships** with donor partners for postgraduate training.
- 2027:** Initiate **faculty exchange programmes** with regional and international universities.
- 2028:** Implement **staff incentive schemes** (research grants, housing, allowances).
- 2029:** Establish **Professional Development Centre** within the college.
- 2030:** Ensure **80% of staff** have advanced qualifications or specialized certifications.

4. Research, Innovation and Industry Engagement

Goal: Strengthen applied research and industry partnerships.

- 2026:** Set up an **Applied Research and Innovation Hub** linked to SME development and entrepreneurship.
- 2027:** Publish first **industry-aligned research reports** in partnership with corporate and government stakeholders.
- 2028:** Host **annual research and innovation conference** with student and staff participation.
- 2029:** Expand industry partnerships for **internships, apprenticeships, and consultancy projects**.
- 2030:** Establish POMBC as a **center of excellence in applied business research** in PNG.

5. Financial Sustainability and Risk Management

Goal: Reduce dependency on government funding and strengthen resilience.

- 2026:** Launch **short courses, consultancy services, and facility hire** as income-generating streams.
- 2027:** Develop **enterprise and entrepreneurship center** to generate revenue through SME incubation.
- 2028:** Build a **Disaster Risk and Business Continuity Plan** (for natural disasters, ICT breakdowns).
- 2029:** Diversify funding streams through alumni contributions and donor partnerships.
- 2030:** Achieve **30% self-generated income** to support college operations.

6. Student Success and Inclusiveness

Goal: Improve completion rates, support services, and campus culture.

- 2026:** Establish a **Student Support Centre** (counselling, academic support, financial aid guidance).
- 2027:** Launch **mentorship and peer-learning programmes** to boost retention.
- 2028:** Introduce **scholarship schemes** for disadvantaged students (with donor support).
- 2029:** Enhance campus inclusiveness through **gender equity and disability support programmes**.
- 2030:** Achieve **90% student completion and satisfaction rate**.

5. Our Vision and Our Mission Statements

Our Vision

A large green arrow pointing to the right, containing the text 'Our Vision' in white.

To be a Dynamic and an Innovative Institution Delivering Excellence in Education and Training.

Our Mission

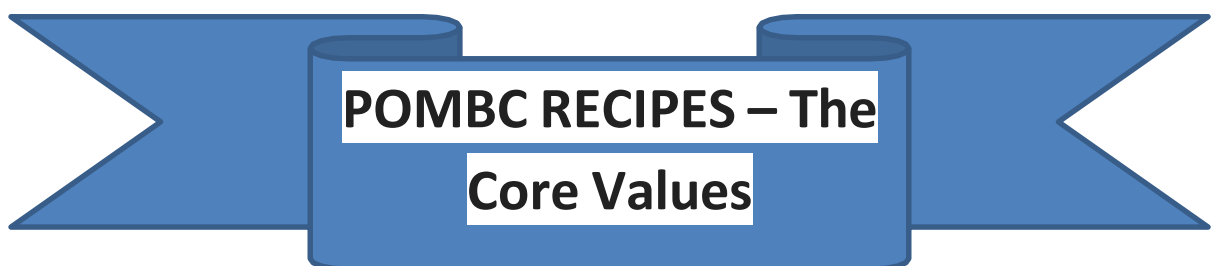
A large orange arrow pointing to the right, containing the text 'Our Mission' in white.

To foster academic excellence, industry relevance, and lifelong learning through innovative academic programmes and partnerships.

6. Our Culture and Core Values: “RECIPES”

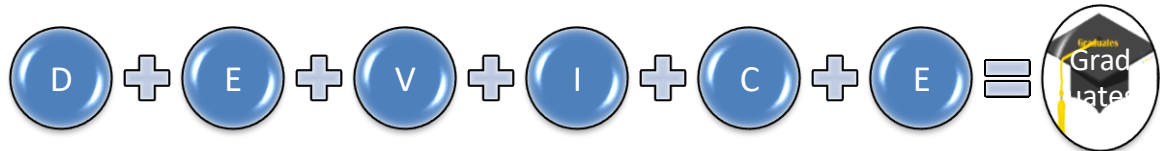
Our culture measures our quality of work life, our vitality and the health of our college. Through our culture, we develop a sense of positive collaborations, intellectual growth, professionalism and the ability to empathize and relate to each other. We have identified the seven “**RECIPES**” core values as guiding principles in everything we do as our “**RECIPES**” for success.

- Respect:** We do respect each other and value inclusiveness and diversity of people, authority, culture and ideas within the POMBC community.
- Excellence:** Through our expertise, innovation and creativity, we work together to excel in all that we do achieving quality outcomes collaboratively as a college community.
- Collegiality:** We practice in collaboration and cooperation for the departments (or college’s) needs and value individual contributions through effective communications.
- Integrity:** In all we do, we apply and expect the highest personal, professional and ethical standards. Together we practice good governance with accountability, transparency, consistency, honesty and fairness.
- Professionalism:** We uphold our conduct, behaviour and attitude towards positive, proactive, productive and workplace etiquette.
- Engagement:** We dedicate everything we do with affection for the job, continuance for result, and sense of obligation.
- Service:** We do active contribution to support the growth and development of community and the business sector. Through partnerships, consultancy, and community engagement, the college serves as a catalyst for innovation, workforce readiness, and sustainable business practices.



7. POMBC Graduate Attributes: “DEVICE”

Every student and graduate is unique as a responsible social “DEVICE”. They each have their own experiences, learning attributes and way of approaching life. The development of graduate attributes forms an integral part of Port Moresby Business College (POMBC) students’ centred teaching and learning strategy.



POMBC Graduate attributes refer to “DEVICE” which are the academic abilities, personal qualities and transferable skills which all graduates will have the opportunity to acquire and develop as part of the POMBC teaching and learning experience. The graduate attributes that students should develop during their studies at POMBC include:

- ✓ **Dynamic Professional:** Individuals value and display self-discipline. They uphold professional standards (duty, appearance, attitude and behaviour) at workplace; accept constructive criticism and are willing to help others accomplish their duties and responsibilities. Uphold a positive outlook in life; is reliable and performs to make a positive and meaningful difference at the workplace – an agent of change.
- ✓ **Ethical and Socially Responsible Practitioner:** Individuals understand and uphold professional code of conduct. They are enabled to act consistently with the organization’s ethical standards and practices in interacting with other employees and supervisors. They gain public trust and display the values of honesty, expertise, independence, loyalty and fairness at the workplace or when in public.
- ✓ **Versatile individual:** Individuals who have mastered the required skills and knowledge to enable them to adapt to the diverse workplace environment, and perform competently with honesty, integrity and minimal supervision. Students possess good sense of judgement to make good decisions and strive to excel in work performance and career.
- ✓ **Intellectual Rigour:** Individuals have acquired the intellectual ability to think carefully and deeply when faced with new content or concepts. They are able to reason constructively and methodically when exploring ideas, theories and philosophies. They are self-starters and have gained the ability to approach future learning tasks confidently. They promote intellectual engagement and self-awareness.
- ✓ **Competent Communicator:** Graduates possess sound communication skills (listening, speaking, comprehension) to provide timely information and to make accurate decisions, pursue job satisfaction and be able to work well with other employees. Having an open mind to accommodate others and desirous of knowing how a decision was arrived at is an important process in helping them communicate better with their colleagues or peers.

- ✓ **Entrepreneurial and Resourceful Mindset:** Graduates demonstrate the ability to identify opportunities, take initiative, and apply innovative thinking to create value in diverse business and community contexts. They are adaptable and resilient, using limited resources effectively to solve problems and achieve goals. This mindset enables them to contribute to entrepreneurship, organizational growth, and sustainable development in Papua New Guinea and beyond.

While graduate attributes are fostered in the context of the curriculum, they are also developed within the total college experience to encourage students to reflect on the broader purpose of their higher education. The attributes will help graduates in their job search, applications, selection criteria and/or job interview questions.

8. Key Result Areas (KRA)

The following are the six key result areas (KRA) that are identified as the strategic success factors which POMBC will focus on in the 2026-2030 strategic plan period.

KRA 1: Ensuring Academic Excellence in Teaching and Learning.

Academic program development, academic quality assurance audit as per the PNG National Qualification Framework (PNGNQF) and the effective integration of ICT alongside the curriculum is associated with a new pedagogy which changes the role of the lecturers and increases student centred learning, self-regulation, collaboration and auditing processes of the functional departments.

KRA 2: Initiating Research, Innovation, Publications and Entrepreneurship.

Textbooks and study materials, writings, participating in national conferences, organising workshops and undertaking and supporting industrial research, creating a research centre.

KRA 3: Promoting Professional Development and Staff Welfare.

Continuous professional development for academic staff and non- academic staff; recruitment and retention of talented academic staff to maintain quality of teaching and learning; alignment of staff positions in line with qualifications and experience.

KRA 4: Providing Good Governance, Leadership, and Institutional Sustainability.

Accountable and transparent committee-based management structure with effective leadership and good governance principles, optimising the students' services with industry participation. Improve students' information management system; reporting systems, prudent management practices in terms of finance, funds and risk management. Establish effective marketing and public relations with stakeholders.

KRA 5: Providing Infrastructure and Digital Transformation.

Modernisation of ICT facilities, maintaining office and classroom, effective asset management and record system, providing building and facilities for students' recreational activities and extra-curricular activities, construction of new building for student learning and staff accommodation.

KRA 6: Ensuring Graduate Employability, Social Responsibilities and Industry Engagement.

Engagements with students, caretakers, Industries, NGOs, making sure to secure, peaceful, conducive, and safer learning environment. Strengthening of student's alumni association for better partnership and promotion of public relations and involvement in community outreach and social development programmes.

9. Key Result Areas (KRA) and Objectives with Strategies

Key Result Area		Objectives	Strategies
KRA 1	Ensuring Academic Excellence in Teaching and Learning.	1.1 Engage appropriate technologies and pedagogies to enhance graduate attributes.	1.1.1 Strengthen graduate attributes through effective teaching and learning systems.
		1.2 Improve the quality and relevance of all academic programmes par with local and global standards.	1.2.1 Establish a process for systematic review and development of academic programmes.
KRA 2	Initiating Research, Innovation, Publications and Entrepreneurship.	2.1 Promote staff-led social and academic research output.	2.1.1 Develop mechanisms to improve research, innovations and publications
		2.2 Launch innovation or entrepreneurship hubs.	2.2.2 Partner with SMEs and government for applied research projects
KRA 3	Promoting Professional Development and Staff Welfare.	3.1 Create a pool of competent staff.	3.1.1 Recruit and maintain a high calibre of academic and non-academic staff, also expand sports and recreation facilities, promote social harmony.
		3.2 Promote continuous Professional Development and Professional ethics.	3.2.1 Develop, retain, and retrain talented academic and non-academic staff.
KRA 4	Providing Good Governance, Leadership, and Institutional Sustainability.	4.1 Strengthen institutional governance through compliance with national standards.	4.1.1 Strengthen and maintain effective governance and management systems.
		4.2 Practice prudent management in finance, risk mitigations and promotion of public relations.	4.2.1 Optimise the financial benefits, minimise the financial and asset management risk and promotion of public relations.
KRA 5	Providing Infrastructure and Digital Transformation.	5.1 Upgrade physical and virtual facilities to enhance conducive learning and working environment.	5.1.1 Optimal use of existing facilities, Improve and expand the physical infrastructure facilities.
		5.2 Promote environmental sustainability.	5.2.1 Introduce and practice sustainable environmental initiatives.
KRA 6	Ensuring Graduate Employability, Social Responsibilities and Industry Engagement.	6.1 Ensure graduates' secure employment or start small businesses within 12 months of graduation.	6.1.1 Strengthening engagement with public, improving collaboration/ partnership with governmental, non-governmental and civil society organizations.
		6.2 Establish partnerships with industry organizations.	6.2.1 Encouraging contribution to national level policy dialogue and industry partnerships.

10. Overall Expected Key Performance Indicators (KPI)

KRA		KPI	Performance targets in Years				
			2026	2027	2028	2029	2030
KRA 1	Ensuring Academic Excellence in Teaching and Learning.	Number of new Enrolment of students.	700	770	840	910	980
		Expected number of continuing students.	600	660	726	798	877
		Number of students' successfully completing their academic programmes.	450	495	545	600	660
		Employability rate (%)	70	75	80	85	90
		Number of books in the library	4200	4400	4600	4800	5000
		Number of academic programme reviews.	7	-	-	-	7
		Development of new academic programme.	-	2	1	1	1
KRA 2	Initiating Research, Innovation, Publications and Entrepreneurship.	Development of number of study materials.	20	20	20	-	-
		Organising number of workshops, seminars, and conferences.	2	2	2	2	2
		Number of research or academic papers and publications.	10	12	15	20	20
KRA 3	Promoting Professional Development and Staff Welfare.	Number of academic staffing capacity.	55	58	62	65	65
		Number of non-academic staffing capacity.	30	32	34	36	40
		Number of staff in CPD program.	30	35	40	45	50
KRA 4	Providing Good Governance, Leadership, and Institutional Sustainability.	Number of governance policy reviews and update.	20	25	-	-	-
		Develop number of revenue-generating programmes (e.g., short courses, consultancies)	2	2	2	2	2
		Zero disputes among staff, students and management in %	0	0	0	0	0

KRA 5	Providing Infrastructure and Digital Transformation.	Develop a digital transformation in %	50	60	70	80	90
		Development of Infrastructure master plan in %	100	-	-	-	-
		Introduction of Students Information System (SIS) in Learning Management System (LMS) in %	40	50	60	70	90
KRA 6	Ensuring Graduate Employability, Social Responsibilities and Industry Engagement.	Number of stakeholders engaged.	10	15	20	25	30
		Number of programme organised Student internships.	5	6	6	7	7
		Number of students scholarships offered by POMBC.	5	5	5	10	10
		CSR Activities	2	3	3	4	5

11. Operational Plan for Action – 5 Year time Horizon.

KRA 1: Ensuring Academic Excellence in Teaching and Learning.

Objective 1.1: Engage appropriate technologies and pedagogies to enhance graduate attributes.

Strategy 1.1.1: Strengthen Graduate Attributes through Effective Teaching and Learning Systems								
No.	Activities	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
1.1.1.1	Promoting Open and Distance Education (ODE) teaching – learning process	P, DP (Academic), HODs, Lecturers	Development of number of interactive programmes	All	All	All	All	All
			Number of subjects in a programme incorporating blended learning in % (Cumulative)	25% of the subjects	30% of the subjects	50% of the subjects	60% of the subjects	75% of the subjects
			Number of academics attending to training on blended teaching (Cumulative)	20% of the academics	30% of the academics	50% of the academics	75% of the academics	90% of the academics
1.1.1.2	Broadening access to ICT resources	P, DP (Admin), ICT Division, HOD-ICT	Number of students per computer in the ICT lab	1	1	1	1	1

			Availability of college wide Wi-Fi facilities	60%	60%	70%	80%	100%
			% of students accessed LMS	30%	50%	60%	70%	80%
1.1.1.3	Promote access to information resources through modern technology	P, DP (Admin), ICT, HODs	Number of Information literacy programmes conducted for the students and community	2 Programmes	2 Programmes	3 Programmes	3 Programmes	4 Programmes
1.1.1.4	Integrating ICT into library services	P, DP (Admin) Librarian	Level of automation of the library services	10%	25%	35%	45%	60%
1.1.1.5	Improving capacity of library services	P, DP (Admin) Librarian	Number of books and additional services	200	200	200	200	200
1.1.1.6	Increasing college-industry collaborations to enhance graduate attributes	P, DP (Academic), Students Services, HODs	Percentage of internships provided for students	50%	60%	70%	90%	90%
			Number of industry exposure provided through field trips, industry visits, off	2 Visits	3 Visits	3 Visits	3 Visits	3 Visits

			campus assignments					
			Number of students on placement for job training	100%	100%	100%	100%	100%

Objective 1.2: Improve the quality and relevance of all academic programmes par with local and global standards.

Strategy 1.2.1: Establish a process for systematic review and development of academic programmes.								
No.	Activities	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
1.2.1.1	Reviewing curricula periodically to meet the stakeholders' needs	P, DP (Academic), HODs, Lecturers	Frequency of curriculum revision	7 Programmes	-	-	-	2 Programmes
			Number of meetings will be held with stakeholders	2	2	2	2	2
			Frequency of obtaining feedback from students	2	2	2	2	2
1.2.1.2	Mapping programmes with PNGNQF	P, DP (Academic), HODs	Percentage of programmes mapped	20%	50%	100%	100%	100%
1.2.1.3	Nurturing students on logical and critical thinking	P, DP (Academic), HODs	Number of activities promoting critical thinking such as case-based studies/ simulations, Intellectual debates/ visiting industry experts.	2	2	2	2	2

1.2.1.4	Developing short course training modules for corporate training	P, DP (Academic) HODs	Number of short course training modules	2 modules	2 modules	2 modules	2 modules	3 modules
1.2.1.5	Developing new subjects or new programmes	P, DP (Academic) HODs	Number of new courses or new programmes		2 Business Degree	1 Diploma	1 Diploma	1 Diploma
1.2.1.6	Academic program accreditation with other national universities for academic pathway	P, DP (Academic) HODs	Number of MOU developed and signed	-	2	-	2	-
1.2.1.7	Improve the academic governance system, policy, and procedures (Assessment policy, course, programme development policy, etc.)	P, DP (Academic) HODs	Number of policy documents submitted	All	-	-	-	-
1.2.1.8	Implementations of academic programme quality assurance and auditing system	P, DP (Academic) HODs	% of implementation in check and balance of academic programme delivery and assessment process.	60%	70%	90%	100%	100%
1.2.1.9	Implementation of auditing and quality assurance process in Finance, ICT, HR, Asset management and other functional division	P, DP (Admin) HODs	% of implementation in check and balance of auditing and quality assurance process.	80%	90%	100%	100%	100%

KRA 2: Initiating Research, Innovation, Publications and Entrepreneurship.

Objectives 2.1 Promote staff-led social and academic research output.

Strategy 2.1.1: Develop mechanisms to improve research, innovations and publications								
No.	Activity	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
2.1.1.1	Encouraging research by providing incentives	P, DP (Academic), HODs, Lecturers	% of research grants allocated per year	1% or the revenues	1% or the revenues	1% or the revenues	2% or the revenues	2% or the revenues
			% of hours reserved for research per person per semester	10% of the working hours	10% of the working hours	10% of the working hours	10% of the working hours	10% of the working hours
			Number of national conferences attending by academics	1 per academic	1 per academic	1 per academic	1 per academic	1 per academic
2.1.1.2	Recognizing academics for their contribution in research and curricular development	P, DP (Admin), HODs	Number of awards for academic per year	2	2	2	3	3
2.1.1.3	Integrate research subjects/units into undergraduate programmes	P, DP (Academic), HODs	Number of programmes with research units or subjects	all Programmes	all Programmes	all Programmes	all Programmes	all Programmes
2.1.1.4	Writing subject materials (study guide) for academic programmes	P, DP (Academic) HODs, Lecturers	Number of study guide or subject materials	10 study guide per programme	20 study guide per programme	30 study guide per programme	50 study guide per programme	all study guide per program
2.1.1.5	Engaging industrial research with academic and students for any organisation	P, DP (Academic), HODs	Number of engagements with organisations	2	2	3	3	3

2.1.1.6	Initiating a development of research centre/division	P, DP (Academic), HODs	% of the development of Policy and guidance for the centre and find a location (cumulative)	20% of work progress	40% of work progress	60% of work progress	80% of work progress	Setting up of centre
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Objectives 2.2 Launch innovation or entrepreneurship hubs.

Strategy 2.1.2. Partner with SMEs and government for applied research projects								
No.	Activity	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
2.2.1.1	Partner with SMEs and government for applied research projects	P, DP (Academic), HODs, Lecturers	Number of partnerships	2	2	2	2	2
2.2.1.2	Integrate research and innovation modules into subjects/ programmes.	P, DP (Admin), HODs	Number of programme Integrate research components	1	2	3	5	6
2.2.1.3	Conduct annual entrepreneurship competition	P, DP (Academic), HODs	Number of Competitions	1	1	1	1	1
2.2.1.4	Organising SME seminar	P, DP (Academic) HODs, Lecturers	Number of Seminars	1	1	1	1	1
2.2.1.5	Organising national and international conferences on Research and Innovation.	P, DP (Academic), HODs	Number of Conferences	1	1	1	1	1
2.2.1.6	Organising data analysis and research capacity development workshop for staff.	P, DP (Academic), HODs	Number of workshops	1	1	1	1	1

KRA 3: Promoting Professional Development and Staff Welfare.

Objective 3.1 Create a Pool of Competent Staff

Strategy 3.1.1: Recruit and maintain a high calibre of academic and non-academic staff, also expand sports and recreation facilities, promote social harmony.

No.	Activity	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
3.1.1.1	Recruit competent academic and non- academic staff	P, DP (Admin), HODs	% of forecast workforce planning for academic and non-academic	90%	100%	100%	100%	100%
			% of existing vacant positions will be filled	90%	100%	100%	100%	100%
			% of new positions filled as a % of new workforce plan	50%	80%	100%	100%	100%
3.1.1.2	Form a pool of experts with academic excellence	P, DP (Academic), HODs	Number of pool of professional expertise	2	2	2	3	3
3.1.1.3	Recruit competent non-academic staff through rigorous selection process.	P, DP (Admin)	Number of new appointments for non-academic staff.	2	2	5	5	5
3.1.1.4	Introduction of performance evaluation process periodically for the academic and non- academic staff	P, DP (Academic/ Admin) HODs, Lecturers	% of performance evaluations done	25%	50%	75%	100%	100%
3.1.1.5	Aligning all positions in line with academic qualifications, experiences and other professional qualifications	P, DP (Academic/ Admin)	% of alignment completion	50%	70%	80%	100%	100%
3.1.1.6	Develop physical and welfare activities for staff wellness	DP (Admin) HRD	Number of activities	2	2	2	2	2

Objective 3.2 Promote Continues Professional Development and Professional ethics

Strategy 3.2.1: Develop and retain talented academic and non-academic staff								
No.	Activity	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
3.2.1.1	Design training programmes for current and future staff on organisational change and digital transformation and other developments	P, DP (Admin), HODs	Number of orientation programmes	2	2	3	3	4
			Number of capacity building training programmes conducted in-house/outside	2	2	2	2	2
			Number of employees attending for foreign trainings programmes	1	1	1	1	1
3.2.1.2	Introduction of staff recognition awards	P, DP (Academic/ Admin), HODs	Number of types of rewards granted	2	2	2	3	3
3.2.1.3	Designing work norms and work ethics and implementations	P, DP (Admin)	% of periodic updates	60% Implement	60% Implement	75% Implement	100% Implement	100% Implement
3.2.1.4	Develop and implement of staff development scheme	P, DP (Academic/ Admin) HR	Number of staff in the benefits from the scheme	2	2	2	2	2
3.2.1.5	Encouraging to obtain institutional memberships in academic/professional associations	P, DP (Admin/ Academic), HODs	Number of memberships	All the staff	All the staff	All the staff	All the staff	All the staff

KRA 4: Providing Good Governance, Leadership, and Institutional Sustainability.

Objectives 4.1 Strengthen institutional governance through compliance with national standards.

Strategy 4.1.1 Strengthen and maintain effective governance and management systems.								
No.	Activity	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
4.1.1.1	Effective continuation of staff grievance committees	P, DP (Admin), HODs	Grievance Redress committee will be established	Annual Report of Grievance Redress Committee	Annual Report of Grievance Redress Committee	Annual Report of Grievance Redress Committee	Annual Report of Grievance Redress Committee	Annual Report of Grievance Redress Committee
4.1.1.2	Recruitment of all staff and appointment to administrative posts are made according to established procedures and rules in a fair and transparent manner	P, DP (Academic/Admin), HODs	Average time taken to recruit staff.	Average time in 9 months	Average time in 5 months	Average time in 5 months	Average time in 5 months	Average time in 5 months
4.1.1.3	Promotion of staff is done in a timely, transparent, and accountable manner	P, DP (Admin), HODs	Average time taken for promotions	Average time for processing of promotions reduced to 12 months	Average time for processing of promotions reduced to 10 months	Average time for processing of promotions reduced to 6 months	Average time for processing of promotions reduced to 6 months	Average time for processing of promotions reduced to 6 months
4.1.1.4	Ensuring work norms	P, DP (Academic/Admin) HODs	% of the agreement of workloads with established work norms.	80% compliance	85% compliance	95% compliance	100% compliance	100% compliance

4.1.1.5	Substantive and procedural fairness is ensured in disciplinary matters involving students and staff	P, DP (Academic/ Admin) HODs	Reduce average time taken to conduct a disciplinary inquiry and action taken (except where outside adjudicators are involved in the inquiry)	Average time taken to conclude a disciplinary inquiry reduced to 6 months	Average time taken to conclude a disciplinary inquiry reduced to 5 months	Average time taken to conclude a disciplinary inquiry reduced to 4 months	Average time taken to conclude a disciplinary inquiry reduced to 3 months	Average time taken to conclude a disciplinary inquiry reduced to 2 months
4.1.1.6	Strengthening students' information systems (SIS)	P, DP (Academic/ Admin) HODs	% of Implementations of SIS	60%	70%	80%	100%	100%
4.1.1.7	Constructive relationship with students' representative council	P, DP (Academic/ Admin) HODs	Number of disputes with SRC	0	0	0	0	0
4.1.1.8	Resolve of the status of Kavieng campus operations	P, DP (Admin)	% of achieving the solution	Will be closed				
4.1.1.9	Design a mechanism to detect the fraudulent documents during the students enrolment refer to legal actions	P, DP (Academic/ Admin) HODs	% of fraudulent documents in students applications	0%	0%	0%	0%	0%

Objective 4.2 Practice prudent management in finance, risk mitigation and promotion of public relations.

Strategy 4.2.1 Optimise the financial benefits, Minimise the financial Asset management risk and promotion of public relations								
No.	Activity	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
4.2.1.1	Establishment of Functional divisions and introducing them in the updated organisational structure	P, DP (Admin)	Number of functional divisions in addition to academic divisions	4	5	5	6	6
4.2.1.2	Organising an effective reporting system at different levels of governance	P, DP (Academic/ Admin)	Percentage of submission to management	80%	100%	100%	100%	100%
4.2.1.3	Obtaining unqualified audit opinion	P, DP (Academic/ Admin)	Percentage of completion	100%	100%	100%	100%	100%
4.2.1.4	Preparation of manual of procedures for all functional departments in line with government regulatory requirements	P, DP (Academic/ Admin) HODs	% of final manual of procedures booklet	80% completeness	90% completeness	Manual uses in operations	Manual uses in operations	Manual uses in operations
4.2.1.5	Improving college dynamic web page to interact with stakeholders	P, DP (Academic/ Admin) HODs	% of POMBC dynamic webpage completion	70% completion	Web page in active	Web page in active	Web page in active	Web page in active
4.2.1.6	Initiating the pathways to higher education degree providers	P, DP (Academic/ Admin) HODs	Numbers of degree programmes registered with DHERST	2	2	2	2	2
4.2.1.7	Establishment of the staff, students, and asset insurance cover/policy	P, DP (Admin)	Number of insurance policy	2	3	3	3	3

KRA 5: Providing Infrastructure and Digital Transformation.

Objective 5.1: Upgrade physical and virtual facilities to enhance conducive working environment.

Strategy 5.1.1 Optimal use of existing facilities, Improve and expand the physical infrastructure facilities.								
No.	Activity	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
5.1.1.1	Optimal usage of lecture halls/classroom and laboratories	P, DP (Admin)	% of hours occupied	100%	100%	100%	100%	100%
5.1.1.2	Improving and modernising lecture halls/laboratories	P, DP (Admin)	% of lecture halls/laboratories with modern facilities (Wi-Fi /Multimedia/sounds/AC etc.)	90%	100%	100%	100%	100%
5.1.1.3	Improving sanitary facilities	P, DP (Admin)	Washrooms /students ratio	1:30	1:30	1:30	1:20	1:20
5.1.1.4	Improving accessibility to facilities for different abled people	P, DP (Admin)	Proportion of buildings with accessibility	50%	60%	75%	90%	100%
5.1.1.5	Establishing a college clinic with necessary medical equipment for staff and students	P, DP (Admin)	Number of major medical equipment operational and service availability	5	10	15	15	15
5.1.1.6	Development of landscaping with attractive faculty premises	P, DP (Admin)	% of available space	30%	40%	50%	60%	75%

5.1.1.7	Improving office with modern office furniture and equipment	P, DP (Admin)	% of modernized offices / Depts.	60%	75%	75%	100%	100%
5.1.1.8	Establishing common study areas with modern equipment	P, DP (Admin)	% of Improvement	50%	60%	80%	100%	100%
5.1.1.9	Improving cafeteria facilities (space, healthy meal choices, etc.)	P, DP (Admin)	Number of table and seats available for 6 students per table at time	5	10	15	20	20
5.1.1.10	Refurbishment of existing buildings and Construction of new buildings	P, DP (Admin)	Number of buildings	2	3	4	5	5
5.1.1.11	Developing facilities for physical and mental fitness (indoor and outdoor)	P, DP(Admin)	Number of facilities	1	2	3	3	4
5.1.1.12	Promote and encourage multicultural exchanges and social events	P, DP (Admin), HODs	Number of multicultural and social events held	2	2	2	2	2
5.1.1.13	Promote and encourage sports events between staff and students/academic & non-academic	P, DP (Admin), HODs	Number of sports events held	2	2	2	2	2

Objective 5.2 Promote Environmental Sustainability

Strategy 5.2.1 Introduce and Practice Sustainable Environmental Initiatives								
No.	Activity	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
5.2.1.1	Promoting green and sustainable initiatives	P, DP (Admin)	Number of initiatives taken for sustainable development	2	3	3	4	4
5.2.1.2	Organising training for green and sustainable awareness programmes with stakeholders	P, DP (Admin), HODs	Number of training and awareness activities	3	3	3	3	3

KRA 6: Ensuring Graduate Employability, Social Responsibilities and Industry Engagement.

Objectives 6.1 Ensure graduates secure employment or start business within 12 months of graduation.

Strategy 6.1.1 Strengthening engagement with public, Improving collaboration/ partnership with governmental, non-governmental and civil society organizations.								
No.	Activity	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
6.1.1.1	Conducting community outreach programmes	P, DP (Admin), HODs	Number of programmes conducted per year	2	2	3	4	5
6.1.1.2	Introducing awareness programmes for college students	P, DP (Admin), HODs	Number of programmes conducted	2	3	3	3	3
6.1.1.3	Staff engagement in collaboration/partnership with governmental organizations, non-governmental organizations, and civil society organizations	P, DP (Admin/ Academic), HODs	Number of partnerships and workshops conducted	2	2	2	2	3
6.1.1.4	Provide scholarship for financially disadvantaged and academically talented students	P, DP (Admin/ Academic), HODs	Number of scholarships per semester	5	5	5	10	10
6.1.1.5	Involvement of staff at national organizations as part of outreach activities	P, DP (Admin/ Academic), HODs	Number of staff involved	3	3	3	3	5
6.1.1.6	Encouraging academic staff to take part in international education fairs	P, DP (Admin/ Academic), HODs	Number of events participated	3	2	2	3	3

6.1.1.7	Encouraging academics to be the speakers at national and international conferences and functions.	P, DP (Admin/Academic), HODs	Number of keynote/guest speeches made	2	2	3	3	3
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Objectives 6.2 Establish partnerships with industry organizations.

Strategy 6.2.1 Encouraging contribution to national level policy dialogue and industry partnerships.								
No.	Activity	Responsibility	KPI	Performance Targets				
				2026	2027	2028	2029	2030
6.2.1.1	Organising career workshops and expositions	P, DP (Admin/Academic), HODs	Number of activities conducted	2	2	2	2	2
6.2.1.2	Establishing students' alumni association activities	P, DP (Admin/Academic), HODs	Number of activities conducted	2	1	3	3	3
6.2.1.3	Conduct a student employability survey	P, DP (Admin/Academic), HODs	Number of activities completed	1	1	Final report submission	-	-

12. POMBC - Risk Management Framework (RMF)

POMBC's Enterprise Risk Management enhances the college's ability to effectively manage uncertainty. Unforeseen internal and external risk factors may affect the college's business operations. POMBC will design a risk management framework (RMF) for this Strategic Plan which will be a structured process that will enable POMBC to identify potential threats to its operations. The RMF will define strategies or interventions for eliminating or minimising the impact of these risks, as well as the mechanisms to effectively monitor and evaluate this Strategic Plan. A comprehensive risk management framework will be in place to identify existing and potential risks and assess how to deal with them if and whenever they arise.

The five (5) crucial RMF components must be considered when creating a risk management framework for POMBC. Risk identification, measurement, mitigation, reporting and monitoring, and governance are the five key pieces of an effective framework will be considered in the POM business college risk management framework.

The college identified the possible internal and external risk factors that it needs to incorporate and focus on in the risk management framework.

Internal Risk Factors:

- Governance and management
- Students unrest
- ICT risk
- Utilities (water, electricity) risk
- Fraud, theft and malicious acts
- Finance
- Human resources
- Asset management
- Ethical issues

External Risk Factors:

- Political interferences
- Natural disasters
- Competitions
- Supplies
- Regulatory and compliances
- Civil unrest
- Health issues

The college will embark on identifying and establishing necessary risk management strategies to avoid, minimise, or mitigate any disturbances on its core business operations and that is primarily ensuring that the academic calendar proceeds unimpeded. The risk management framework and Risk Registrar will be developed along with annual operational plans after the endorsement of Strategic Plan by the Governing Council of the college.

13. Monitoring, Evaluation Framework and Reporting System

We recognise that the success of our Strategic Plan will be best measured through a comprehensive Monitoring and Evaluation (M&E) framework and effective management reporting system. Therefore, to achieve this function, we will put in place the following:

- ❖ Monitoring and Evaluation Framework (MEF)
- ❖ A Standard Performance Reporting template/format (Individual, HODs, Principal, Governing Council)

Monitoring and Evaluation Framework

POMBC will develop a comprehensive M&E framework and sequence that with the effective tracking of the use of our limited resources. This framework will enable the POMBC Administration to collect information, evaluate performance (individual, division and the college) and compare the results with the Key Result Areas (KRA's), objectives and activities of the college. The framework will be designed in line with the KRA's as per the Strategic Plan to monitor and evaluate the outcomes and the impacts that will be reported to the management and council periodically and annually.

The MEF will consider the following variables in the monitoring and evaluation framework of each KRA which will be monitored and evaluated, then reported to the management and council.

KRA → KPI → Inputs → Processes → Outputs → Outcomes → Impacts

Inputs	: Uses of resources
Processes	: The activities taken with use of resources
Outputs	: The measurable result through the completion of activities
Outcomes	: The short terms and medium terms effects of the outputs
Impacts	: Actual or expected changes as the KPI in overall

Monitoring and evaluation will be carried out at three different levels encompassing different periods.

1. Ongoing performance monitoring of each department and the college administration reported to the management and committees
2. An annual performance review of each division and the college administration at the end of each year reported to the management, committees and Governing Council.
3. Finally, ex-post evaluations at the expiry of the Strategic Plan will be undertaken before the development of the new 5-year strategic plan.

A Standard Reporting Format (Individual, HODs, Management, Governing Council)

The POMBC Administration will design a comprehensive Management Reporting format that will be used to report on assigned tasks on monthly basis and conduct semi-annual and annual reviews of the performance reports that will be submitted to the Governing Council. The standard reporting format will be designed on the academic activities, non-academic activities, and for functional management reporting as well. Each responsible staff will be accountable and required to adhere and prepare a report to be submitted as per the scheduled time which will be pre-determined by the college management.

The POMBC Administration will ensure that all staff are trained on how to effectively use the Monitoring and Evaluation Framework and Management Reporting System.

14. Timeline of the Strategic and Annual Operational Plan

The five-year POMBC Strategic Plan (2026-2030) is aligned with DHERST and overarching GoPNG National Strategic Plans. POMBC's five-year Strategic Plan 2026-2030 directs the college's attention on the next five - year time horizon from 2026 onward to 2030. Therefore, monthly based Annual Operation Plans will be developed by individual division/cost centres annually based on this Strategic Plan.

Strategic Plan – 5 Year Horizon

Vision

Mission

Key Result Areas

Core guiding Values

Objectives

Strategies

Operational Plan for actions

Annual Operation Plan – 12 Months Horizon

Risk Management Framework

Monitoring and Evaluation Framework

Reporting System (MIS)

15. List of Our Existing and Potential Strategic Partners

POMBC identified a list of existing and potential future strategic partners nationwide and internationally for development and sustainability. Below is a categorized list of potential strategic partners POMBC can approach for development and long-term sustainability;

Exiting Corporate, Government and Private Sponsors

- ✓ Air Niugini
- ✓ Airways Hotel
- ✓ Certified Practicing Accountant Papua New Guinea (CPA-(PNG)
- ✓ Coral Sea Hotels
- ✓ Crown Apartments.
- ✓ Crown Hotel
- ✓ Department of Higher Education, Research, Science & Technology (DHERST)
- ✓ IBS University (IBSU)
- ✓ Inter-Continental Hotels – Holiday Inn – POM
- ✓ Kumul Minerals Holding Limited
- ✓ Lamana Hotel
- ✓ Loloata Island Resort
- ✓ Members of Parliament
- ✓ Mineral Resources Development Company Limited (MRDC)
- ✓ National Cultural Commission (NCC)
- ✓ People Connection
- ✓ PNG Computer Society
- ✓ PNG Human Resource Institute (PNGHRI)
- ✓ PNG ICT Clusters
- ✓ Santos
- ✓ The National Capital District Commission (NCDC)
- ✓ Tourism Promotion Authority Papua New Guinea (TPAPNG)
- ✓ University of Papua New Guinea (UPNG)

Potential Strategic Partners

- ✓ **Australian Business Volunteers (ABV)** (operates in PNG) — volunteers/mentors for curriculum development and capacity building.
- ✓ **Bank South Pacific (BSP)** — corporate social responsibility, scholarships, workplace finance / entrepreneurship training partnerships.

- ✓ **Local vocational & TVET institutions** (e.g., PNG Institute of Banking & Business, regional polytechnics) — joint certificates, practical placements.
- ✓ **Major PNG companies / resource sector** (e.g., Kumul Consolidated Holdings Limited (KCHL), PNG LNG contractors, major retailers) — executive education, customized upskilling, sponsorships.
- ✓ **Port Moresby Chamber of Commerce & Industry (POMCCI)** — employer engagement, internships, co-design of short courses.
- ✓ **Provincial & National skills / workforce agencies** — for TVET alignment and employer-led curricula.
- ✓ **University of the South Pacific (USP) — PNG outreach** — program delivery, joint short courses and regional networks.

Regional & international Partners

- ✓ **Asian Development Bank (ADB)** — large projects in PNG TVET and skills development; potential co-financing and technical assistance for facility upgrades or TVET programmes.
- ✓ **Australian Department of Foreign Affairs (DFAT) — Australia Awards & Partnership funds** — Higher Education Partnership grants, program development funding and staff exchanges.
- ✓ **Australian universities** (e.g., University of Queensland, Griffith, University of Canberra, TAFE networks) — articulation, joint degrees, visiting lecturers, blended learning design.
- ✓ **Japan International Cooperation Agency (JICA)** — Technical cooperation, capacity building and equipment support in PNG.
- ✓ **New Zealand Ministry of Foreign Affairs & Trade (MFAT)** — Scholarship/education programmes and Pacific partnerships.
- ✓ **University of the South Pacific (Regional campus network)** — shared resources, student recruiting.
- ✓ **World Bank (WB)** — Educational investments, distance education and system-level projects; can be a source of program-level grants/technical support.

16. POMBC Governing Council -2022-2025

The POMBC Governing Council members demonstrate strong team spirit through their shared commitment to advancing the institution's vision and goals. They work collaboratively, respecting diverse perspectives and supporting one another in decision-making processes. Their unity and dedication foster a positive governance culture that drives progress and accountability within the college.



17. POMBC Top Management Team (TMT)

The top management team of POMBC demonstrates strong teamwork through collaboration, mutual respect, and a shared commitment to the college's vision. Their good leadership fosters an environment of trust, accountability, and innovation across all departments. Together, they lead by unity ensuring that academic excellence and institutional growth remain central to the college's mission.

