

*TITLE: MANAGING THE ORGANIZATIONAL VISION, MISSION, AND PLANNING:
FIVE STEPS TOWARD A SUCCESSFUL LEADERSHIP STRATEGY*

Author: FREDERICK A. RICCI

Publication Date: MARCH 15, 2011

*Name, Date, and Location of Conference: **The Chair Academy 20th Annual
International Leadership Conference, Strategic Leadership, Dallas, Texas** March
24, 2011*

Objectives: Step I: Leadership: Review your mission, vision, and values.

The importance of leadership in higher education is to recognize the mission, vision, and values of the organization. What is the exact mission of post-secondary education? The mission is the reason for its existence. It identifies the importance of the organization within society and our culture and identifies the boundaries in which it operates. The vision, however, identifies what the post-secondary institution wishes to be. It is the overall picture expressed by the leading administrators and educators about how they perceive post-secondary education. What are the values associated with the mission and vision? That is the values the post-secondary institution seeks to embody in making their institution one of the best institutions within the United States and the world. The vision provides opportunity to gain respect and recognition based on quality of the institution's educational offerings and the quality of their programs.

The leaders are responsible for continued success of the mission and vision. Leadership is the process of successfully completing these areas fulfilled through the use of people and process. Leaders use the process of leadership techniques to reach and accomplish those goals. "Leadership is the composite of the abilities and characteristics of an individual leader of the environment in which he operates and of the relationship developed between the leader and the lead" (<http://www.blurtit.com/q526651.html>).

Therefore, to accomplish successful leadership in a post-secondary institution, one should refocus on the basics of leadership; such basics include communication and listening, as well as building technical competencies and effective relationships with supervisors and peers. Leaders must set goals and objectives and empower others to accomplish the goals and objectives of an institution. One good example of the back-to-basics area is how the United States Marine Corps identifies traits for effective leadership and fellowship as integrity, knowledge, courage, decisiveness, dependability, initiative, tact, justice, enthusiasm, bearing

endurance, unselfishness, loyalty, and judgment (<http://www.tfnet.net/USMC/trait.html>). If we as leaders within the academic world pursue these areas, our leadership will expand and improve with the continuous reminder of the importance of the basic traits for effective leadership and follow ship. We could also instill in our followers those traits that make for a great post-secondary institution within the community, state, and nation.

Step 2: Embracing Change. The need to create the new higher educational leadership model.

Change and change management in post-secondary education focus on global expansion and continual emergence of educational technology. The rapid spread of information and technology throughout the world requires educational administrators to keep abreast of what is available and what is required in educational institutions. For-profit educational institutions and private educational organizations seek continuous information to assure students that the traditional learning model no longer is the best model. Currently, numerous methods of educational opportunities offer training and education such as obtaining degrees online and via other non-traditional formats. We face competition both within our country and from outside our country thanks to global economic expansion and educational expansion of programs worldwide through the Internet. We must realize that we need to know what to change as well as how to change to at least keep pace with the ever-increasing competition (e.g., providing opportunity linking theory with practice). Universities in Australia have been progressive regarding distance education and training. Professor Jeff Scott (2003) describes eight key change lessons identified from 20 years of research and experience in educational improvement. These lessons are used as a guide to strategic development (p. 73). (a) We must set priorities for making changes that are relevant, desirable, and feasible. Many more options for improvement exist than finances permit. (b) Pursue a needs-based change because change is a learning and unlearning event. (c) Change needs a cooperative staff that can administer and support others and welcome new procedures and processes within the higher education institutions. (d) Group and team efforts are most successful when instituting changes. Institute a group of administrators and faculty who can assist in successfully implementing the change and provide measurable results to evaluate the effect of change on the institution and the people who comprise the institution. (e) Remember that the change process is spiral; change continuously redesigns the improvements or innovations. (f) Everyone should lead change; Emotional Intelligences are critical factors in change. (g) Not all change is voluntary. (h) View development benchmarks for improvement from outside as well as within the organization to seek new ideas and favorable outcomes. Creating the new postsecondary leader is a necessity for institutional growth. Other areas that have impacted and will have impact on institutions are explosions of cross-border organizations, the dramatic geopolitical shifts redefining our population, new demographics, as well as governmental influences and rule. Edgar Schein (1995) stated what these conversations may portend:

“The one thing that is becoming clearer and clearer is that the institutions of the past may be obsolete and that new forms of governance and leadership will have to be learned. Furthermore, as the rate of change itself increases, learning ability will not consist of the one-time learning of a new system; perpetual learning and change will be the only constant.”

Administrative Leaders in higher education are designers of the future building institutions for those who continually wish to expand and improve their capabilities. They must view the vision and have responsibility for the learning within the institution. Strategies in the 80s and 90s utilized categorizing analyzing, quantifying, and predicting what strategy would be best. Today’s focus should be on the same areas business has successfully pursued: functional areas of strategy and policy.

Step 3: Think big and focus on strategy.

Today big thinkers are back in vogue in business and higher education. Strategy leaders have visions of new prospects to plan the future of organizations through new markets, new competitors, and innovative educational programs that will provide ammunition for growth strategy for expansion. Educational leaders must seek new ways to create new products, services, and ideas with the continuing emergence of e-education and worldwide information, which continuously is changing ideas and beliefs as well as questioning critically the present structured existence of higher education institutions.

Like military strategies, educational leaders must create a strategy that requires others to know, understand, accept, and support the mission. Like critical thinking, strategic policies provide an approach to thinking, planning, and decision making for the institution. Managing vision as an academic professional allows one to prepare for change, utilizing one’s analysis and forecasting competencies to plan and direct the institutional operations. The managing vision allows an administrator to concentrate on the positive achievements while adding discipline to the planning and analysis of the process and provides a clear path toward its implementation. Any path can be a dead end unless you have an ultimate objective and clear outcome.

Step 4: Prepare an environmental and strategic advantage profile.

Perhaps a good analysis of an institution is determining the external environments by which the institution is affected. As cited in Kazmi (2002), Glueck has proposed a method of preparing a strategic environmental appraisal and a technique used to prepare an evaluation profile, which he calls an ETOP. This method utilizes an organization in the following sectors: market, technology, suppliers, economic forecasts, regulatory, political, and social cultural analysis as well as international factors. Each would be evaluated by an arrow indicating up as favorable and down as unfavorable. This analysis would provide a clear a sample picture for an administrator and others to determine the favorable and unfavorable impact on the

educational institution. Again it provides a clear picture to everyone of what factors are providing favorable or unfavorable impact on the academic institution's strategy. The academic strategists can now assess whether the organization has the strengths in those areas or weaknesses that may prevent taking advantage of opportunities

(<http://books.google.com/books?hl=en&lr=&id=7bbTVYIXstMC&oi=fnd&pg=PR7&dq=%22strategic+advantage+profile%22+%22environmental+threats+and+opportunities%22&ots=JqnrsOXQHo&sig=wnsMWOCKBS9QtqU518GCpumSCCM#v=onepage&q=%22strategic%20advantage%20profile%22%20%22environmental%20threats%20and%20opportunities%22&f=false>, p. 125).

Another area joins with ETOP; in the strategic advantage profile (SAP), an organization is analyzed according to resources (e.g., physical plant, buildings, expansion opportunities, age, as well as the human resources available to create, extend, and improve and market the educational offerings and administrative efficiencies) with the necessary finances available and present and during expansion. In addition, the overall organizational behavior should be considered to determine the advantages. The organizational compatibilities are evaluated (Kazmi, 1995, p. 137)

He further discusses the importance of evaluating the internal part of the organization with a SAP profile. An effective strategy is a key to organizational survival especially within the educational environment. Therefore, take the time to provide an EDOP/SAP of your post-secondary institution within those functions that will create the greatest impact on your institutional goals and objectives.

Step 5: Prepare for future challenges.

Based on our evaluation of our academic institutions, we now ask a learner's pivotal strategy questions. What will be the organization, economic, and political situations within the next few years within our century? Where and on what group of students should I focus? What are the critical success factors for schools and colleges beyond the year 2011? And most important, how should I re-engineer my educational institution's strategy, organization, and competitive position? We must remember that strategy is about making choices. If our strategy is good today, how does it have to change? How shall we prepare for the change? An ETOP/SAP provides the necessary facts in preparing an organizational profile of your institution and set the pace for re-engineering your educational institution. In addition, leaders must ask themselves if they understand the changing goal and mission of the postsecondary institutions. Do you serve the group of students you have presently? If so, are students changing? And are any shifts occurring in your students' profiles? All these questions are important to maintain, extend, and improve your institutional strategy to assure a successful postsecondary institution. An institution must be able to identify the goals and provide an environment suited to creativity and innovation.

So, let's get going. First, support strategic planning from the "top." Commit resources needed and support the administration and staff, outline a detailed planning schedule, and allow all participants to understand to support the mission and objectives of the institution. Determine what will offer the most attractive potential of your organization as well as those changes that in the future have the greatest impact on your institution.

Review the key challenges facing academic leaders in the twenty-first century and organization. Review the 7 Cs when evaluating: Change, Complexity, Competition, Communications, Competencies, Cohesiveness, and Completion.

In "Challenges Facing Higher Education in the Twenty-First Century," Armi Zusman indicates that those expectations such as societal and public resources will be shifting as well as the character of its students, faculty, curriculum, and governance. Her five issues are addressed with her questions, which focus on the growing privatization of public colleges and universities as well as the focus on more commercialized and political implications, which benefit from higher education. Will the uncertain job market for all students change or challenge the present curriculum? Who will decide on what should be offered and what would be the outcomes? What should be the outcomes as well as the governance, coordination, and accountability of our institutions? (p. 5)

In 2010, Harvard University started the first doctoral program in leadership. It will be taught by faculty from the education school, Harvard Business School, and the Harvard Kennedy School of Government. School officials liken the Doctor of Education Leadership Program to the education equivalent of a law or medical degree. Its focus is "to prepare leaders for a rapidly changing environment" and provide a program to be a "catalyst to drive change."

"One of the core missions of Harvard's professional schools is to prepare leaders who can guide organizations in a rapidly changing environment," Harvard president Drew Faust said in a statement. "No sector has a greater need for such transformational leaders than public education."

These five steps: 1. Leadership review on mission, vision, and values; 2. Embracing Change; Creating new higher educational leadership model; 3. Thinking big and focusing on strategy; 4. Preparing environmental and strategic advantage profile; and 5. Preparing for future challenges. have been successful in government and business. Let us adhere to these strategies in higher education and be prepared for leader shock in the future. FR

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