STRATEGIC PLANNING
FOR
HIGHER EDUCATION

by

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Strategic Planning Worksheets for Higher Education

The following worksheets are based on the book Strategic Planning for Private Higher Education (The Haworth Press, 1997). Page numbers in parentheses refer to this book. By completing the tasks that follow, you will help your institution develop a strategic plan.

YOUR PRESENT UNIVERSITY PURPOSE/MISSION STATEMENT (pp. 51-69)

Note the sample university purpose/mission statements on the following pages.
SAMPLE MISSION STATEMENTS

OKLAHOMA STATE UNIVERSITY

Oklahoma State University is a land-grant university that focuses on people and opportunity, is endowed with a sacred trust: to develop and transmit knowledge and culture, the light of today, to our students and society, the light of our future. Our success in this endeavor will require the concerted efforts of OSU faculty, staff, students, alumni, and supporters. With focus, determination, and mutual respect, we shall make OSU the University of Choice in Oklahoma.

Our purpose must hold that we commit to excellence in this endeavor. The citizens of Oklahoma expect nothing less from us, and working together, we shall meet their expectations. We are the stewards of a cherished institution: “Oklahoma State—The University of Choice in Oklahoma.”

UNIVERSITY OF CALGARY

Within this general context, the University of Calgary declares its “purpose” more specifically through the Mission Statement. The purpose of the university as a place for scholarly inquiry and discussion lies at the heart of this mission statement. The mission acknowledges many of the challenges universities face as they strive to uphold and fulfill their purpose. On one hand, for example, a university enables new theories and practices to evolve, and thus it plays a leadership role within society. At the same time it faces pressure to be responsive to various and competing demands in society. This tension between a need to be independent and proactive within society and an expectation to be responsive to society has a long history. Increasing pressures for pragmatic results, although important, can endanger the university’s ability to pursue its primary purpose. We continue to face the challenge of finding a dialect balance which propels us forward.

The mission statement asserts the right of the University of Calgary to independence from government direction while at the same time it accepts its responsibility to the community at large and its elected representatives.
Sample Mission Statements, continued:

Tulsa Community College
Tulsa Community College has always affirmed its belief in the growth and worth of the whole person as an individual and as a member of society. The College promotes education as a continuous improvement process that contributes to an enriched human experience and professional career development. Tulsa Community College's twenty-seven years of tradition have proved its dedication to providing quality education that responds to the needs of the community and to the needs, interests, and abilities of individuals within the community.

Society, however, is undergoing a fundamental transformation from the Industrial Age to the Information Age. This is a global phenomenon with very significant implications for our community and college. The goals and objectives presented herein are intended to provide all of our students, faculty, and staff, both full- and part-time, with the vision needed to embrace the new and continually evolving teaching-learning paradigms brought about by this transformation. The Strategic Vision reaffirms Tulsa Community College's rich tradition as expressed in its philosophy and institutional mission statement and points to a future that is challenging, exciting, and hopeful.

Hillsdale College
Hillsdale College is an independent, nonsectarian institution of higher learning founded in 1844 by men and women “grateful to God for the inestimable blessings” resulting from civil and religious liberty and “believing that the diffusion of learning is essential to the perpetuity of these blessings.” It pursues that stated object of the founders: “to furnish all persons who wish, irrespective of nation, color, or sex, a literary and scientific education outstanding among American colleges and to combine with this such moral “and social instruction as will best develop the minds and improve the hearts of its pupils.”
MISSION STATEMENT WORKSHEET

Now, review your Purpose/Mission Statement to see if changes are appropriate. The following list of questions should be helpful. If your institution has already formulated a Mission Statement, please check it against these questions. A "no" answer to any question probably means the statement should be reworded (pp. 65-66).

1. Does it clearly state the function of the institution?
2. Is it distinct from the other statements?
3. Is it short, to the point, and understandable?
4. Is it continuing in nature?
5. Does it state to whom your institution is accountable?
6. Does it identify the primary student?
7. Does it identify primary student market segments?
8. Does it identify scope: international, regional or local?
9. Does it communicate a commitment to the local community market segments?
10. Does it address integrity and ethics?
EXTERNAL ENVIRONMENT ANALYSIS WORKSHEETS (pp. 106-109)

Look for trends—what is going on now and how this relates to past trends that have influenced your institution's performance. List key opportunities and threats for each of the following environmental sectors:

A. GOVERNMENT
   Opportunities
   1. 
   2. 
   3. 
   Threats
   1. 
   2. 
   3. 

B. ECONOMY
   Opportunities
   1. 
   2. 
   3. 
   Threats
   1. 
   2. 
   3. 

C. TECHNOLOGY
   Opportunities
   1. 
   2. 
   3. 
   Threats
   1. 
   2. 
   3. 
D. SOCIAL TRENDS

Opportunities
1. 
2. 
3. 

Threats
1. 
2. 
3. 

E. STUDENTS

Opportunities
1. 
2. 
3. 

Threats
1. 
2. 
3. 

F. FUNDING SOURCES/SPONSORSHIP

Opportunities
1. 
2. 
3. 

Threats
1. 
2. 
3. 
G. COMPETING EDUCATIONAL INSTITUTIONS

Opportunities
1. ________________________________
2. ________________________________
3. ________________________________

Threats
1. ________________________________
2. ________________________________
3. ________________________________

Next, evaluate your external analysis:

• Have you listed several international/national trends that affect the institution?
  ________________________________
  ________________________________
  ________________________________
  ________________________________
  ________________________________

• Have you listed several local trends that affect the institution?
  ________________________________
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• Have you identified trends unique to your institution?
  ________________________________
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  ________________________________
• Have you listed several of your most important competitors? What is distinctive about them?

• Which competitors are growing, becoming stronger?

• Which competitors are declining?

• What are the successful ones doing to cause their growth/vibrancy?
INTERNAL ANALYSIS WORKSHEETS

A. MANAGEMENT AND PLANNING SYSTEMS (pp. 109-112)

Use these questions to help you prepare your strengths and weaknesses list for the management and planning systems portion of your institution's operation:

- Do you have a strategic planning system?

- How does it work?

- Is the structure of your institution allowing effective use of resources?

- Is control centralized or decentralized?

- Are performance measures and information system controls in evidence? What are they?

- What staffing needs do you have?
• Is there a motivation problem? Is it centered in one segment of the institution or is it broadly felt?

• Is your current strategy defined? Is it based upon a strategic plan? Is it working?

• How efficient are operations? Where could improvements be made?

• What is your synopsis of the current management situation? How strong are your managers? Are there obvious weaknesses?

Λ Now list the strengths and weaknesses of your management and planning systems:

• Strengths

• Weaknesses
B. FINANCIAL RESOURCES (pp. 112-113)

Use these questions to help you prepare your strengths and weaknesses list.

- Describe the current financial situation of your institution.

- Do you have regular financial statements prepared? (How complete are they, are they accurate, are they distributed on a timely basis to everyone having approval authority for an account?)

- What tools would be beneficial in the analysis (year to date, comparison to a year ago, trends, debt analysis, income analysis, expenditure analysis, comparison to budget)?

- Are there pro forma statements for revenue centers, such as each department/school?

Now list the strengths and weaknesses of your financial resources:

- Strengths

- Weaknesses
C. MARKETING RESOURCES (pp.113-115)

Use these questions to help you prepare your strengths and weaknesses list for the marketing portion of your institution's operation:

- Does your institution have established written marketing policies?

- Have you established a written marketing plan outlining what you will and will not do?

- Have you identified your potential students in the written marketing plan?

- Have you identified your current and potential funding sponsors (beyond tuition)?

- What are your competitors' services and products, level of demand, and relative market positions?

- What is the structure of tuition and fees charged? How competitive is it?

- What promotional activities (advertising, recruitment strategy) are being used by the institution? Are there written goals? Is there an advertising budget?
• What is your synopsis of the current marketing situation? How well does the marketing compare to the competition?

Now list the strengths and weaknesses of your marketing resources:

• Strengths

• Weaknesses

D. OPERATIONS OR SERVICES RESOURCES (pp. 116-117)

Use these questions to help you prepare your strengths and weaknesses list for the operations or services portion of the institution:

• What are your operations capacities? (How many students can your institution accommodate. What is an acceptable rate of use?)

• What is the age and condition of your facilities?

• What is the age and serviceability of existing equipment (including computers)?
• What quality control systems are in place?

Now list the strengths and weaknesses of your operations or services resources:

• Strengths

• Weaknesses

Next, evaluate your internal analysis:

• How many students is your institution currently serving? (How does this compare to a year ago, a term ago, three years ago?)
Based on your responses to this point, list the major assumptions on which you can base your strategic plan.

1. 

2. 

3. 

4. 

5. 

WORKSHEET FOR WRITING VISION STATEMENTS FOR YOUR UNIT

Our model book, Strategic Planning for Private Higher Education, introduces the concept of vision statements as follows:

The vision for an institution is a collection of what the institution might be someday if the dreams and aspirations of those in leadership positions were to reach fruition. The vision might include alternative paths the institution might follow and thus not be internally consistent. The vision might include things that few if any of the leaders think will really come to pass in the way in which it is described today. That might be because of changing technology or changing laws that make it difficult, if not impossible, to have a very clear view of what the details in that part of the vision might be.

A vision might be developed through use of the brainstorming technique. A vision can include contributions of what a number of different people think. Some of the ideas produced through such a process might overlap or even conflict. The vision statement will need to deal with issues of conflict but does not have to include hard and fast decisions about these issues. (pp. 51-52)

Based on the above description from the text, write vision statements for your institution.

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ESTABLISHING OBJECTIVES AND KEY RESULT AREAS (pp. 119-147)

For this exercise we will use the following terms as defined in the book *Strategic Planning for Private Higher Education*: "'Key Result Areas' are an institution's general topic of action in its strategic plan; within each Key Result Area, there are 'objectives'—the specific areas of action—and 'strategies'—the detailed activities that implement those areas of action" (p. 120).

As further explanation, the book states:

Objectives can be set at upper institutional levels in Key Result Areas such as growth, finances, physical resources, staff development, and attitudes. They are also needed in subunits, departments, or divisions of an institution. Most important, all institutional objectives must be consistent and linked to the purpose/mission statement(s). Thus, a department's objectives should lead to accomplishing the overall institution's goals, which should correspond to the purpose/mission of the college/university (p. 123).

**Development of Organizational Objectives**

Page 120 states: "Kotler and Murphy (1990) advocate a hierarchical approach in setting overall goals which then progresses throughout various levels with increasingly specific but congruent objectives. The implication here is that strategic overall direction is driven by the mission as interpreted by senior leadership of the institution, but much latitude is given for input at lower levels."

Organizational objectives still need to be finalized. The exercises below are to assist you in developing objectives for your unit, which will, in turn, be beneficial in the finalization of overall organizational objectives. The ultimate responsibility for formalizing organizational objectives rests with the President and the Board of Regents. By completing the exercise below you will be providing valuable information that will help the President and Board in reaching the best and most informed decisions.
OBJECTIVES WORKSHEETS (pp. 144-147)

It would be to your advantage to read, at a minimum, pages 126-143 before completing the following Objectives Worksheet.

A. DEVELOPING OBJECTIVES

Answer these questions first:

➢ To what do your institution's objectives need to relate—students, faculty/staff, academic programs, funding, or all four? What about other Key Result Areas?

______________________________________________________________________________

______________________________________________________________________________

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______________________________________________________________________________

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______________________________________________________________________________

➢ What needs to happen for your institution's programs to be successful? In other words, how many people need to enroll, graduate, publish, obtain grants, obtain employment, etc.? When do you want these things to happen (give specific date)?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Now write your objectives. Use the information in your answers above to write statements of your objectives for each Key Result Area.

KEY RESULT AREA NO. 1: __________________________
Objective 1: __________________________________________
________________________________________________________________________
Objective 2: __________________________________________
________________________________________________________________________
Objective 3: __________________________________________
________________________________________________________________________

KEY RESULT AREA NO. 2: __________________________
Objective 1: __________________________________________
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Objective 2: __________________________________________
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Objective 3: __________________________________________
________________________________________________________________________

KEY RESULT AREA NO. 3: __________________________
Objective 1: __________________________________________
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Objective 2: __________________________________________
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Objective 3: __________________________________________
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### Key Result Area No. 4

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### Key Result Area No. 5

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### Key Result Area No. 6

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B. TESTING OBJECTIVES

Now test each statement made above using the following criteria:

➢ Is each statement relevant to the purpose/mission of your institution?
  1. __________________________________________________________
  2. __________________________________________________________
  3. __________________________________________________________

➢ Is each statement practical?
  1. __________________________________________________________
  2. __________________________________________________________
  3. __________________________________________________________

➢ Does each statement provide a challenge?
  1. __________________________________________________________
  2. __________________________________________________________
  3. __________________________________________________________

➢ Is each stated in objectively measurable terms?
  1. __________________________________________________________
  2. __________________________________________________________
  3. __________________________________________________________

➢ Do you have a specific date for completion?
  1. __________________________________________________________
  2. __________________________________________________________
  3. __________________________________________________________

➢ Does each statement contribute to a balance of activities in line with the institution's strengths and weaknesses?
  1. __________________________________________________________
  2. __________________________________________________________
  3. __________________________________________________________
Now test the institution’s objective/goal-setting process:

➢ Is there a clear process of setting goals and objectives?

➢ What are your institution's goals and objectives for the current planning year?

➢ Is there clear evidence that goals and objectives are written at the institutional level and at the school/college/department level?

➢ Does your institution's goals and objectives have a clear relationship to vision/mission/purpose?
DEVELOPING STRATEGY AND ACTION PLANS (pp. 149-176)

It would be to your advantage to read, at a minimum, pages 150-159 and the section entitled "Action (or Operational) Plans" on pages 169-175 before completing the following Strategy Development Worksheet and Action Plan.

STRATEGY DEVELOPMENT WORKSHEETS (pp. 177-180)

Answer these questions first:

1. What are your institution's distinctive competencies? What do you do well that makes you different from similar institutions at other higher education institutions?

2. What market segments should you select to match your institution's skills and resources and constituents' needs in those segments?

3. Do you have the skills/resources to pursue several segments or should you concentrate on one segment? Are the financial sponsorship and funding opportunities of that segment large enough to sustain the institution and to allow for growth?
Now, develop your positioning statement:

1. Distinctive Competencies

   

2. Client Segments Sought

   

3. Services Offered

   

4. Promotion Orientation

   

5. Financial Support Levels

   

6. Growth Orientation

   


Next, develop your overall strategy (Growth, Stability, Retrenchment) for each major program (p. 179):

PROGRAM: __________________________________________________________

➢ GROWTH (Add or expand spectrum of programs.)
  • Growth: Alternative Strategy 1
    Pros _______________________________________________________________
    Cons _____________________________________________________________

  • Growth: Alternative Strategy 2
    Pros _______________________________________________________________
    Cons _____________________________________________________________

➢ STABILITY (keep same programs while improving on effectiveness and efficiency)
  • Stability: Alternative Strategy 1
    Pros _______________________________________________________________
    Cons _____________________________________________________________

  • Stability: Alternative Strategy 2
    Pros _______________________________________________________________
    Cons _____________________________________________________________

➢ RETRENCHMENT (major reduction or elimination in existing programs)
- Retrenchment: Alternative Strategy 1

Pros

Cons

- Retrenchment: Alternative Strategy 2

Pros

Cons

To assist in determining growth stability and retrenchment, use the performance potential matrix.*

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* Migliore, R. Henry. (2000). *Strategic Planning and Management for the New Millennium*, p. 64-68.
YOUR INSTITUTION’S OVERALL GENERAL STRATEGIES

➤ GROWTH STRATEGIES:

➤ STABILITY STRATEGIES:

➤ RETRENCHMENT STRATEGIES:
GENERAL STRATEGIES TO MEET OBJECTIVES
IN KEY RESULT AREAS

An Action Plan for each Key Result Area should be developed. The Action Plan places Key Result Areas, Objectives, Strategies, and Action Plans into perspective with each other and helps you develop the interrelationships among plans at each institutional level. It helps goals come to life with appropriate action.
**ACTION PLAN** (Format option from page 181)

*Please duplicate this sheet as necessary for each of your objectives.*

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Person Responsible:  

Resources Required:   

Date Started:  

Date Completed:  


Strategic Planning Worksheets
For Units Within the Institution

The following worksheets are based on the book Strategic Planning for Private Higher Education (The Haworth Press, 1997). Page numbers in parentheses refer to this book. By completing the tasks that follow, you will help your institution and/or your specific unit, develop a strategic plan.

YOUR MISSION STATEMENT (pp. 51-69)

Here is a sample Statement of Purpose and Mission Statement from Northeastern State University:

STATEMENT OF PURPOSE
To implement Northeastern State University's mission of excellence in teaching, research, and service; the following purposes provide direction for planning, administration, and programming:
1. Provide flexible, comprehensive, and relevant undergraduate and graduate programs;
2. Promote and support comprehensive academic programs that stimulate students to seek knowledge, think analytically, and communicate their thoughts effectively;
3. Maintain and support a university community committed to providing educational programs that enhance the quality and vitality of student experiences through effective teaching, research, continuing education, and public service;
4. Provide multifaceted opportunities for personal and social development through effective student support services;
5. Provide cultural and extracurricular activities that foster informed judgment, aesthetic sensibility, and a sensitivity for ethnic and cultural diversity and a sense of historical continuity;
6. Offer programs which prepare students for leadership and decision-making roles in a technologically and globally-oriented society, and which enable students to develop an awareness and appreciation for local, state, national, and international perspectives.

MISSION STATEMENT
Northeastern State University is a comprehensive regional university governed by the Board of Regent of Oklahoma Colleges within a state system coordinated by the Oklahoma State Regents for Higher Education. Its mission is to provide undergraduate and graduate education leading to bachelor's degrees, master's degrees in selected areas, and a doctoral degree in Optometry. In fulfilling this mission the University commits itself to excellence in instruction, to appropriate basic and applied research, to educational outreach and service, and to cultural activities that enhance the quality of life in the region and state. The University's contemporary mission reflects the high aspirations and commitment to classical education made in 1846 by the founders of the original Cherokee seminaries.
MISSION STATEMENT WORKSHEET

With your institution’s Statement of Purpose and Mission Statement in mind, write a Mission Statement for your unit that indicates your unit’s specific role in fulfilling the institution’s purpose and mission. The following list of questions should be helpful. If your unit has already formulated a Mission Statement, please check it against these questions. A "no" answer to any question probably means the statement should be reworded (pp. 65-66).

1. Does it clearly state your unit’s function within the institution?
2. Is it distinct from the other statements of other units?
3. Is it short, to the point, and understandable?
4. Is it continuing in nature?
5. Does it state to whom your unit is accountable?

________________________________________________________________________
________________________________________________________________________
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For example, here is the Mission Statement for the College of Business, University of Arkansas.
Every college’s Mission Statement at the University of Arkansas must support the overall University mission statement.

COLLEGE OF BUSINESS ADMINISTRATION
UNIVERSITY OF ARKANSAS

Our mission is to cultivate an environment of educational excellence in the business and organizational disciplines and to foster lifelong learning and innovation.

We will achieve our mission by continuous improvement in:

- Generating and disseminating knowledge that benefits individuals, organizations, and society
- Providing educational programs and experiences that prepare individuals to make sustained contributions to organizations and society in a global, diverse, and dynamic environment
- Developing an individual's:
  - interdisciplinary problem-solving skills,
  - interpersonal and communication skills,
  - ability to adapt to changing technology,
  - spirit of entrepreneurial innovation, and
  - ethical and professional values
- Exploring the theory and practice of organizations and businesses, and expanding the knowledge upon which they operate.
- Fostering a spirit of partnership with all our constituents based upon mutual respect, trust, and benefit.
- Serving the public’s needs in harmony with the Land-Grant Mission of the University of Arkansas.
Look for trends—what is going on now and how this relates to past trends that have influenced your institution's and your unit's performance. List key opportunities and threats for each of the following environmental sectors:

A. GOVERNMENT

Opportunities
1. 
2. 
3. 

Threats
1. 
2. 
3. 

B. ECONOMY

Opportunities
1. 
2. 
3. 

Threats
1. 
2. 
3. 

C. TECHNOLOGY

Opportunities
1. 
2. 
3. 

Threats
1. 
2. 
3. 
D. SOCIAL TRENDS

Opportunities
1. 
2. 
3. 

Threats
1. 
2. 
3. 

E. STUDENTS

Opportunities
1. 
2. 
3. 

Threats
1. 
2. 
3. 

F. FUNDING SOURCES/SPONSORSHIP

Opportunities
1. 
2. 
3. 

Threats
1. 
2. 
3. 
G. COMPETING EDUCATIONAL INSTITUTIONS

Opportunities
1. __________________________________________________
2. __________________________________________________
3. __________________________________________________

Threats
1. __________________________________________________
2. __________________________________________________
3. __________________________________________________

A Next, evaluate your external analysis:

• Have you listed several international/national trends that affect the institution and/or your unit?
  __________________________________________________
  __________________________________________________
  __________________________________________________
  __________________________________________________
  __________________________________________________

• Have you listed several local trends that affect the institution and/or your unit?
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• Have you identified trends unique to your institution and/or your unit?
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• Have you listed several of your most important competitors? What is distinctive about them?

• Which competitors are growing, becoming stronger?

• Which competitors are declining?

• What are the successful ones doing to cause their growth/vibrancy?
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Use these questions to help you prepare your strengths and weaknesses list for the management and planning systems portion of your institution's and/or your unit's operation:

• Do you have a strategic planning system?

• How does it work?

• Is the structure of your institution and/or your unit allowing effective use of resources?

• Is control centralized or decentralized?

• Are performance measures and information system controls in evidence? What are they?

• What staffing needs do you have?
• Is there a motivation problem? Is it centered in one segment of the institution or is it broadly felt?

• Is your current strategy defined? Is it based upon a strategic plan? Is it working?

• How efficient are operations? Where could improvements be made?

• What is your synopsis of the current management situation? How strong are your managers? Are there obvious weaknesses?

Λ Now list the strengths and weaknesses of your management and planning systems:

  • Strengths

  • Weaknesses
B. FINANCIAL RESOURCES (pp. 112-113)

Use these questions to help you prepare your strengths and weaknesses list.

- Describe the current financial situation of your institution and your unit.

- Do you have regular financial statements prepared? (How complete are they? Are they accurate? Are they distributed on a timely basis to everyone having approval authority for an account?)

- What tools would be beneficial in the analysis (year to date, comparison to a year ago, trends, debt analysis, income analysis, expenditure analysis, comparison to budget)?

- Are there pro forma statements for revenue centers, such as each department/school?

Now list the strengths and weaknesses of your financial resources:

- Strengths

- Weaknesses
C. MARKETING RESOURCES (pp.113-115)

Use these questions to help you prepare your strengths and weaknesses list for the marketing portion of your institution’s and your unit’s operation:

- Does your institution have established written marketing policies?

- Have you established a written marketing plan outlining what you will and will not do?

- Have you identified your potential students in the written marketing plan?

- Have you identified your current and potential funding sponsors (beyond tuition)?

- What are your competitors' services and products, level of demand, and relative market positions?

- What is the structure of tuition and fees charged? How competitive is it?

- What promotional activities (advertising, recruitment strategy) are being used by the institution and/or your unit? Are there written goals? Is there an advertising budget?
• What is your synopsis of the current marketing situation? How well does the marketing compare to the competition?

Now list the strengths and weaknesses of your marketing resources:

• Strengths

• Weaknesses

D. OPERATIONS OR SERVICES RESOURCES (pp. 116-117)

Use these questions to help you prepare your strengths and weaknesses list for the operations or services portion of the institution and your unit:

• What are your operations capacities? (How many students can your unit accommodate? What is an acceptable rate of use?)

• What is the age and condition of your facilities?

• What is the age and serviceability of existing equipment (including computers)?
• What quality control systems are in place?

\[\text{List the strengths and weaknesses of your operations or services resources:}\]

- Strengths

- Weaknesses

Next, evaluate your internal analysis:

- How many students is your unit currently serving? (How does this compare to a year ago, a term ago, three years ago?)
Based on your responses to this point, list the major assumptions on which you can base your strategic plan.

1. 

2. 

3. 

4. 

5.
WORKSHEET FOR WRITING VISION STATEMENTS FOR YOUR UNIT

Our model book, *Strategic Planning for Private Higher Education*, introduces the concept of vision statements as follows:

The vision for an institution is a collection of what the institution might be someday if the dreams and aspirations of those in leadership positions were to reach fruition. The vision might include alternative paths the institution might follow and thus not be internally consistent. The vision might include things that few if any of the leaders think will really come to pass in the way in which it is described today. That might be because of changing technology or changing laws that make it difficult, if not impossible, to have a very clear view of what the details in that part of the vision might be.

A vision might be developed through use of the brainstorming technique. A vision can include contributions of what a number of different people think. Some of the ideas produced through such a process might overlap or even conflict. The vision statement will need to deal with issues of conflict but does not have to include hard and fast decisions about these issues. (pp. 51-52)

Based on your institution’s vision statements and the above description from the text, write vision statements for your institution.

__________________________________________________________________________

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ESTABLISHING OBJECTIVES AND KEY RESULT AREAS (pp. 119-147)

For this exercise we will use the following terms as defined in the book *Strategic Planning for Private Higher Education*: "'Key Result Areas' are an institution's general topic of action in its strategic plan; within each Key Result Area, there are 'objectives'—the specific areas of action—and 'strategies'—the detailed activities that implement those areas of action" (p. 120).

As further explanation, the book states:

Objectives can be set at upper institutional levels in Key Result Areas such as growth, finances, physical resources, staff development, and attitudes. They are also needed in subunits, departments, or divisions of an institution. Most important, all institutional objectives must be consistent and linked to the purpose/mission statement(s). Thus, a department's objectives should lead to accomplishing the overall institution's goals, which should correspond to the purpose/mission of the college/university (p. 123).

**Development of Organizational Objectives**

Page 120 states: "Kotler and Murphy (1990) advocate a hierarchical approach in setting overall goals which then progresses throughout various levels with increasingly specific but congruent objectives. The implication here is that strategic overall direction is driven by the mission as interpreted by senior leadership of the institution, but much latitude is given for input at lower levels."

Organizational objectives still need to be finalized. The exercises below are to assist you in developing objectives for your unit, which will, in turn, be beneficial in the finalization of overall organizational objectives. The ultimate responsibility for formalizing organizational objectives rests with the President and the Board of Regents. By completing the exercise below you will be providing valuable information that will help the President and Board in reaching the best and most informed decisions.
OBJECTIVES WORKSHEETS (pp. 144-147)

It would be to your advantage to read, at a minimum, pages 126-143 before completing the following Objectives Worksheet.

A. DEVELOPING OBJECTIVES

Δ Answer these questions first:

➢ To what do your unit’s objectives need to relate—students, faculty/staff, academic programs, funding, or all four? What about other Key Result Areas?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

➢ What needs to happen for your unit’s programs to be successful? In other words, how many people need to enroll, graduate, publish, obtain grants, obtain employment, etc.? When do you want these things to happen (give specific date)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Now write your objectives. Use the information in your answers above to write statements of your objectives for each Key Result Area.

KEY RESULT AREA NO. 1: 
Objective 1: 

Objective 2: 

Objective 3: 

KEY RESULT AREA NO. 2: 
Objective 1: 

Objective 2: 

Objective 3: 

KEY RESULT AREA NO. 3: 
Objective 1: 

Objective 2: 

Objective 3: 
KEY RESULT AREA NO. 4: 
Objective 1: 

Objective 2: 

Objective 3: 

KEY RESULT AREA NO. 5: 
Objective 1: 

Objective 2: 

Objective 3: 

KEY RESULT AREA NO. 6: 
Objective 1: 

Objective 2: 

Objective 3: 

B. TESTING OBJECTIVES

Now test each statement made above using the following criteria:

➢ Is each statement relevant to the purpose/mission of your institution and your unit?
  1. 
  2. 
  3. 

➢ Is each statement practical?
  1. 
  2. 
  3. 

➢ Does each statement provide a challenge?
  1. 
  2. 
  3. 

➢ Is each stated in objectively measurable terms?
  1. 
  2. 
  3. 

➢ Do you have a specific date for completion?
  1. 
  2. 
  3. 

➢ Does each statement contribute to a balance of activities in line with the institution's and/or your unit's strengths and weaknesses?
  1. 
  2. 
  3. 
Now test the institution’s and/or your unit’s objective/goal-setting process:

- Is there a clear process of setting goals and objectives?

- What are your unit’s goals and objectives for the current planning year?

- Is there clear evidence that goals and objectives are written at the institutional level and at the school/college/department level?

- Does your institution’s and/or your unit’s goals and objectives have a clear relationship to vision/mission/purpose?
DEVELOPING STRATEGY AND ACTION PLANS (pp. 149-176)

It would be to your advantage to read, at a minimum, pages 150-159 and the section entitled "Action (or Operational) Plans" on pages 169-175 before completing the following Strategy Development Worksheets and Action Plan.

STRATEGY DEVELOPMENT WORKSHEETS (pp. 177-180)

Answer these questions first:

1. What are your institution's and your unit’s distinctive competencies? What do you do well that makes you different from similar institutions at other higher education institutions?

2. What market segments should you select to match your unit’s and/or the institution's skills and resources and constituents' needs in those segments?

3. Do you have the skills/resources to pursue several segments or should you concentrate on one segment? Are the financial sponsorship and funding opportunities of that segment large enough to sustain the institution and/or your unit and to allow for growth?
Now, develop your positioning statement:

1. Distinctive Competencies

2. Client Segments Sought

3. Services Offered

4. Promotion Orientation

5. Financial Support Levels

6. GrowthOrientation
Next, develop your overall strategy (Growth, Stability, Retrenchment) for your unit (p. 179):

UNIT (PROGRAM): ________________________________

➢ GROWTH (Add or expand spectrum of programs.)
  • Growth: Alternative Strategy 1

   Pros ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   Cons __________________________________________
   ____________________________________________
   ____________________________________________

  • Growth: Alternative Strategy 2

   Pros ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   Cons __________________________________________
   ____________________________________________
   ____________________________________________

➢ STABILITY (Keep the same programs while improving on effectiveness and efficiency.)
  • Stability: Alternative Strategy 1

   Pros ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   Cons __________________________________________
   ____________________________________________
   ____________________________________________

  • Stability: Alternative Strategy 2

   Pros ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   Cons __________________________________________
   ____________________________________________
   ____________________________________________
RETRENCHMENT (major reduction or elimination in existing programs)

- Retrenchment: Alternative Strategy 1
  Pros ____________________________________________________________
  Cons __________________________________________________________

- Retrenchment: Alternative Strategy 2
  Pros ____________________________________________________________
  Cons __________________________________________________________

To assist in determining growth stability and retrenchment, use the performance potential matrix.*

* Migliore, R. Henry. (2000). *Strategic Planning and Management for the New Millennium*, p. 64-68.
YOUR INSTITUTION’S OVERALL GENERAL STRATEGIES

➢ GROWTH STRATEGIES:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

➢ STABILITY STRATEGIES:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

➢ RETRENCHMENT STRATEGIES:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
An Action Plan for each Key Result Area should be developed. The Action Plan places Key Result Areas, Objectives, Strategies, and Action Plans into perspective with each other and helps you develop the interrelationships among plans at each institutional level. It helps goals come to life with appropriate action.
ACTION PLAN (Format option from page 181)

Please duplicate this sheet as necessary for each of your objectives.

OBJECTIVE: ____________________________________________

____________________________________________________________________

STRATEGIES:

A. ____________________________________________________________

____________________________________________________________________

B. ____________________________________________________________

____________________________________________________________________

C. ____________________________________________________________

____________________________________________________________________

D. ____________________________________________________________

____________________________________________________________________

E. ____________________________________________________________

____________________________________________________________________

ACTION PLAN: _________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Person Responsible: _____________________________________________

Resources Required: _____________________________________________

Date Started: ___________________________________________________

Date Completed: _________________________________________________