

KINGDOM OF SAUDI ARABIA

Ministry of Higher Education

NAJRAN UNIVERSITY

*Office of Vice President for  
Development & Quality*



# Workshop on Strategic Planning

Prepared by

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**Strategic Planning Unit  
Teaching and Learning Unit  
Quality Support for Colleges Unit**

جامعة نجران - وكالة الجامعة للتطوير والجودة

Workshop on Strategic Planning, Prepared by: Ahmed Reda Aggour, Professor, 1431-1432 : 2010-2011

# WHAT ARE YOUR EXPECTATIONS ABOUT THIS WORKSHOP ?

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# Objectives of This WORKSHOP

- **Definition of Strategic Planning.**
- **Benefits of Strategic Planning.**
- **Steps in a Strategic Planning Process.**
- **How to Develop a successful Strategic Plan for your Program / College**



**WE Will START THIS NOW !!**

# STRATEGIC PLANNING ?

► The process by which leaders of an organization determine what it intends to be in the future and how it will get there



**Developing a vision for the organization's future and determining the necessary priorities, procedures, and operations (strategies) to achieve that vision**

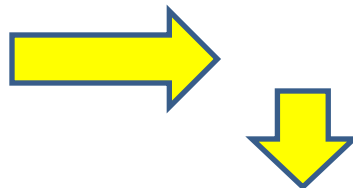
# BENEFITS OF STRATEGIC PLANNING

- Creates a framework for determining the direction, an institution should take to achieve its desired future.
- Provides a framework for achieving competitive advantage.
- Allows all institution constituencies to participate and work together towards accomplishing goals.
- “Raises the vision of all key participants, encouraging them to reflect creatively on the strategic direction” of the institution (Hax & Majluf, 1996, p. 32).

Cont.

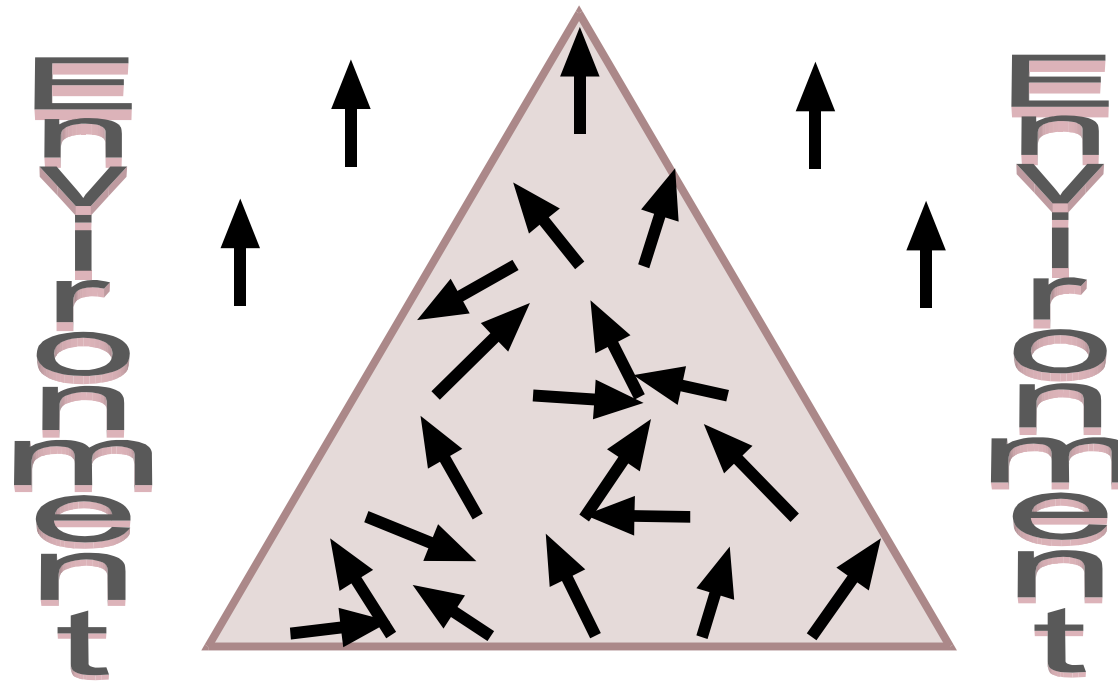
## BENEFITS OF STRATEGIC PLANNING

- Allows the dialogue between the participants, improving understanding of the institution's vision, and fostering a sense of ownership of the strategic plan, and belonging to the institution.
- Allows the institution to set priorities.
- Aims to align the institution with its environment.



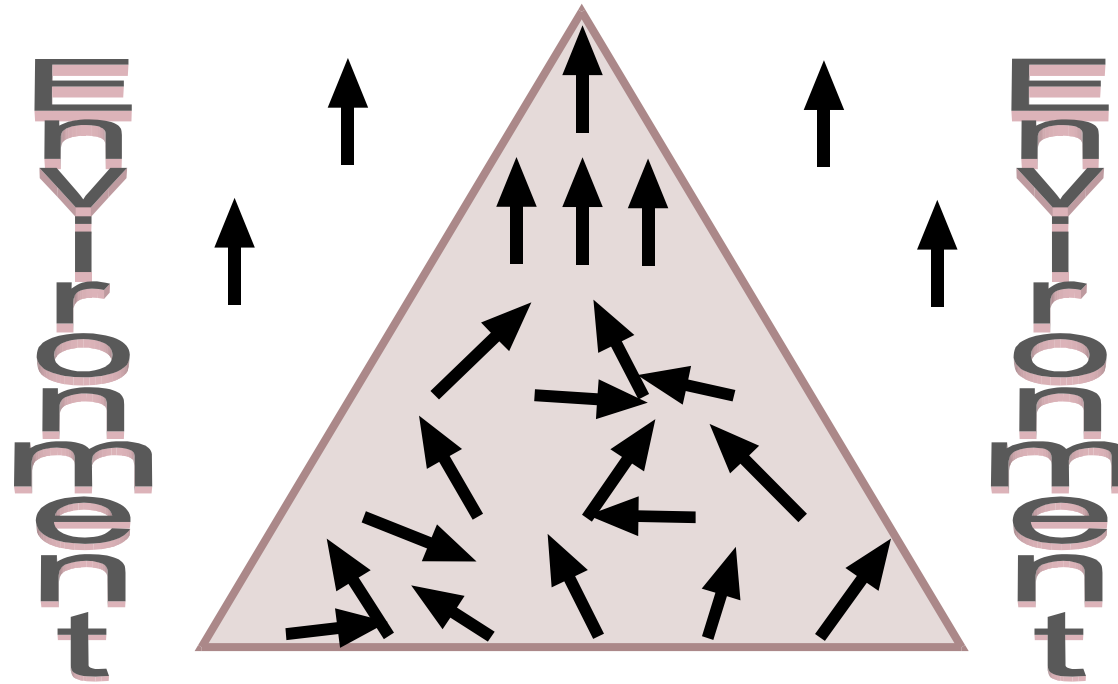
# ► Institutional Alignment

## An Unaligned Organization



An organization at odds with itself  
and its environment. No sense of  
direction or purpose

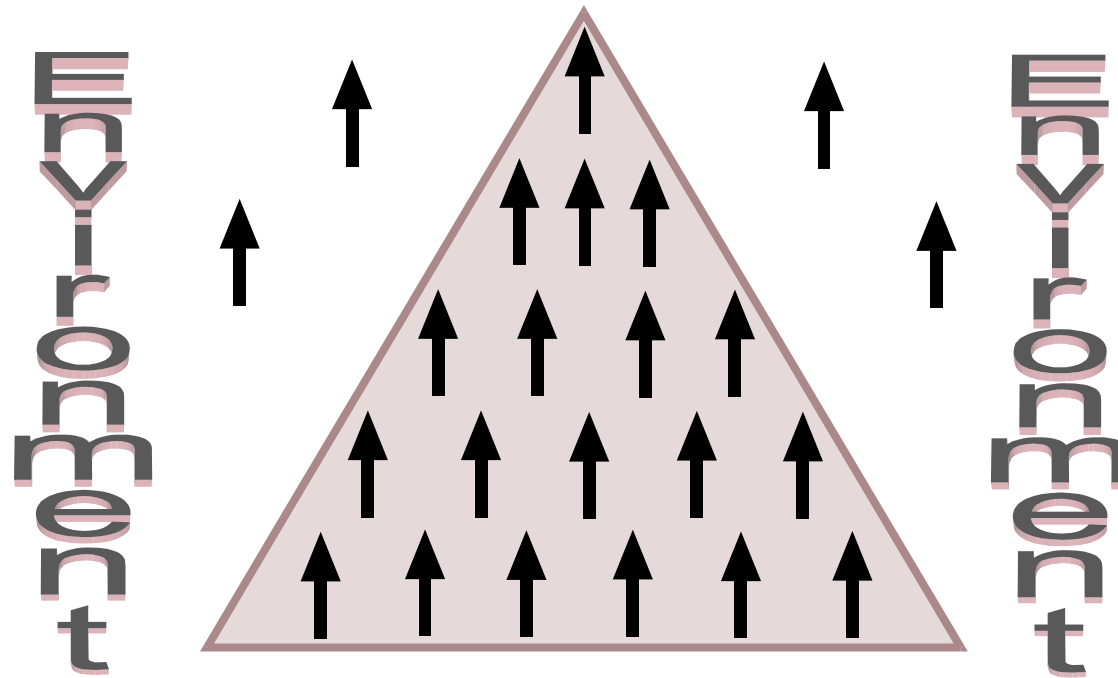
# The Partially Aligned Organization



Leadership has failed to  
communicate its vision to  
its members



# The Totally Aligned Organization



An organization which is aligned with its environment

# Steps in a Strategic Planning Process

- ▶ **VISION AND MISSION**
- ▶ **ENVIRONMENTAL SCAN**
- ▶ **GAP ANALYSIS**
- ▶ **BENCHMARKING**
- ▶ **STRATEGIC ISSUES**
- ▶ **STRATEGIC PROGRAMMING**
- ▶ **EMERGENT STRATEGIES**
- ▶ **EVALUATION OF STRATEGY**
- ▶ **REVIEW OF THE STRATEGIC PLAN**
- ▶ **STRATEGIC THINKING**

# VISION AND MISSION

☀ Identification of the organization's vision and mission is the first step of any strategic planning process.

► The university's vision sets out

- The reasons for organization's existence
- The “ideal” state that the organization aims to achieve;

► The mission identifies

- Major goals
- Performance objectives.

■ **Both** are used as a context for development and evaluation of intended and emergent strategies.



**None of the subsequent steps will matter if the organization is not certain where it is headed**

## VISION AND MISSION

### Vision

Several Criteria may be applied to evaluate a Vision Statement:

- Future-oriented, deriving from reasonable assumptions about the future.
- Idealistic, envisioning a future that is beyond the present.
- Appropriate, fitting with the institutions's history and culture.
- Inspirational, encouraging enthusiasm and commitment.
- Purposeful, articulating an image of the desired future.
- Ambitious, causing members of the institution to stretch to reach it.

## VISION AND MISSION

### Vision

► **Vision Statements answer these questions:**

- **What type of institution is this?**
- **What markets does it serve?**
- **What is the geographic scope?**
- **Who are the target stakeholders?**
- **How big will the institution be?**

## VISION AND MISSION

### Mission

The major points that should be addressed in a Mission Statement :

1. The fundamental purpose for which an institution exists; its reason for being
2. The philosophy or values or point of view espoused by an institution with respect to its purpose
3. The constituency of an institution, those whom it serves and with whom it works
4. The major activities in which an institution engages or the services it provides in order to carry out its mission.
5. A sufficient description of the institution's uniqueness.

## VISION AND MISSION

### Mission

**Mission Statements answer these questions:**

- **Why does your institution exist?**
- **What activities are you going to do to accomplish your purpose?**
- **What are the basic shared beliefs in your organization?**
- **What is the need your institution is trying to address?**
- **What makes your institution unique?**
- **Who are the beneficiaries of your work?**

Cont.

# VISION AND MISSION

## Examples



[Computer Science](#)[Computer Engineering](#)[Information Systems](#)[Software Engineering](#)[Information Technology](#)

## CCIS at a Glance

Computer technologies and applications have witnessed tremendous advances in the recent years. The rapid development in the kingdom of Saudi Arabia and the increased demand for the computer in modern development and technology results in a huge need for specialized individuals in this field who are capable of working with computers that played essential roles in all governmental, public and private institutions and establishments.

Because of need for national human resources in computer science, the King Saud University has approved on 1402/1403 H. to start two study programs in this field which are:

- ▶ computer science program under the college of science,
- ▶ and computer engineering under college of engineering.

The Royal Decree under the number 7/1558/m in 19.5/1404 H was issued to establish the college of computer science for the King Saud University so that the college will be supported financially, administratively and academically like the other colleges in the university; an approval is issued to the college to start enrolling student on 1404/1405 H.

### Vision

To be a forerunner in Computing & Knowledge Technology education and research.

### Mission

To help transform our society into an avant-garde Knowledge Society through innovative research and education in Computing and Knowledge Technology that prepares analytic, systematic and creative minds.



## Academic Programs

[Biomedical and Chemical Engineering](#)

[Civil and Environmental Engineering](#)

[Electrical Engineering and Computer Science](#)

[Mechanical and Aerospace Engineering](#)

[ABET Accreditation](#)

## ABET Accreditation

All Bachelor of Science degrees in Engineering at Syracuse University are accredited by the Engineering Accreditation Commission of ABET, and Bachelor of Science degree in Computer Science is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, Telephone (410) 347-7700. ABET is the recognized accreditor for college and university programs in applied science, computing, engineering, and technology.

The mission and vision statements of the College, as well as the student learning outcomes are important factors in the accreditation process.

## THE LCS MISSION

The mission of the College is to promote learning in engineering and computer science through integrated activities in teaching, research, scholarship, creative accomplishments, and service.

## THE LCS VISION

The vision of the College is to earn recognition among student-centered research universities for engineering and computer science programs that prepare leaders for a high-technology, knowledge-based, global community.

# Mission & Vision

[Home](#) / [About](#) / [Mission & Vision](#)

## Mission

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At Michigan State University, the mission of the College of Engineering is: *"To deliver the highest quality engineering graduates, cutting-edge research and innovative technology for the benefit of society locally and globally."*

### Core Values

The College of Engineering is guided by the following core values in delivering its mission and pursuing its vision.

*We believe, as a land-grant university, in **educating people** with the necessary skills to advance the engineering "state of the art." Imparting knowledge to students at all levels including secondary, undergraduate, graduate, and lifelong learning is implicit in this core value.*

*We believe in the discovery of **new knowledge through innovative research** that encourages entrepreneurship and economic development to benefit our global society.*

*We believe in **inclusiveness and collaboration** on a worldwide basis. We both teach and follow ethical, environmentally responsible engineering practice.*

(Revised: 2009)

## Vision

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The Vision of the College of Engineering is: *"To be recognized as an international leader in engineering education, research and the application of knowledge to benefit society globally."*

(Revised: 2009)

**INFORMATION FOR...**

- + Future Students
- + Current Students
- + Faculty & Staff
- + Alumni & Friends

**ABOUT THE COLLEGE**
**Contact Information**
**Departments & Degrees**
**Research**
**Student Life**
**About Us**
**+ Research & Extension**
**+ Giving to the COE**
**COE Points of Excellence**
**SCHOLARSHIPS**
**Contact Us**
**College of Engineering and Engineering Experiment Station**

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 engrinfo@coe.montana.edu  
**Location:** 212 Roberts

**Dean and Director:**  
 Robert Marley

> College of Engineering

## College of Engineering Mission and Vision

The following statements encompass why the College of Engineering at Montana State University exists (Mission) and what role we seek for ourselves (Vision) as we fulfill our purpose.

### Mission

The College of Engineering at Montana State University will serve the State of Montana and the nation by

- fostering lifelong learning
- integrating learning and discovery
- developing and sharing technical expertise
- empowering students to be tomorrow's leaders

### Vision

The College of Engineering at Montana State University will be an outstanding collaborative community that achieves excellence in learning, innovation, discovery, and knowledge transfer. To realize this vision, the college will

- Leverage shared interests and talents among faculty and students in order to create knowledge across disciplinary lines.
- Effectively and efficiently balance breadth with depth in undergraduate education in order to prepare students for the global workforce.
- Be a leader in innovation and discovery in our identified focus areas.
- Successfully integrate research and innovation into the learning experience of both undergraduate and graduate students.
- Be recognized for the level of knowledge transfer to industry, governments, and citizens in the state of Montana.

# VISION AND MISSION

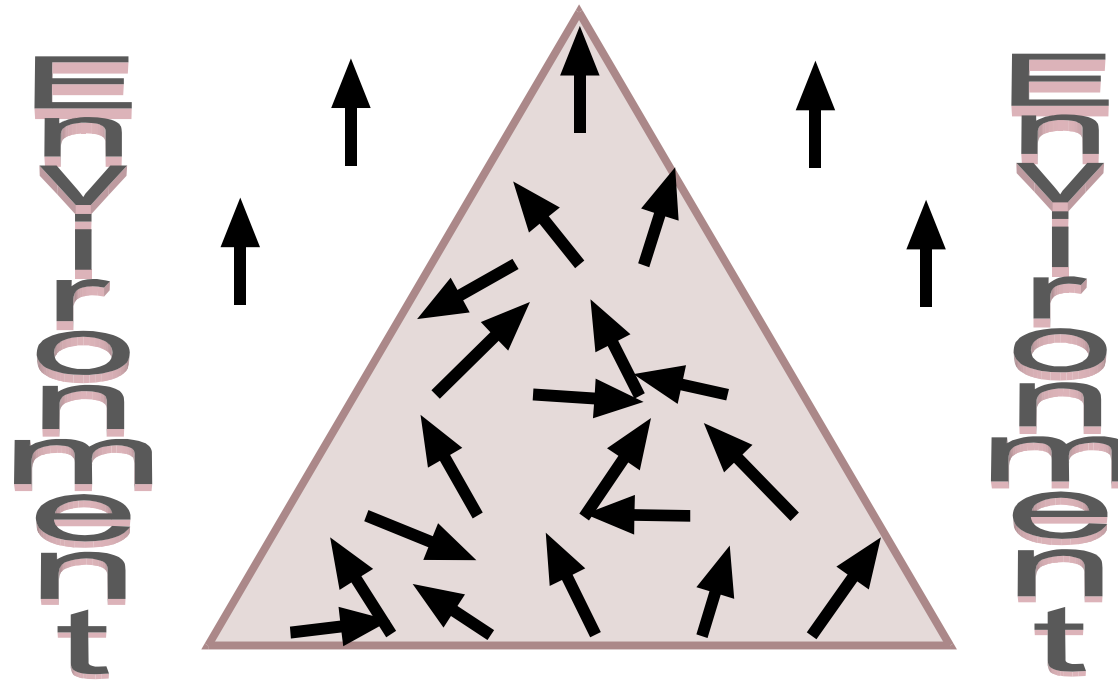
## Exercise 1 ( 20 minutes)

- **Divide yourselves to groups.**
- **Members of each group select one or two members, to draft a vision and mission for your college.**
- **Members in each group start to discuss and revise the vision and mission draft until all the members of the group agree on one statement for each of the vision and mission.**
- **Each group writes their statements for the vision and statements on a flipchart paper, and present it for general comments and discussions.**



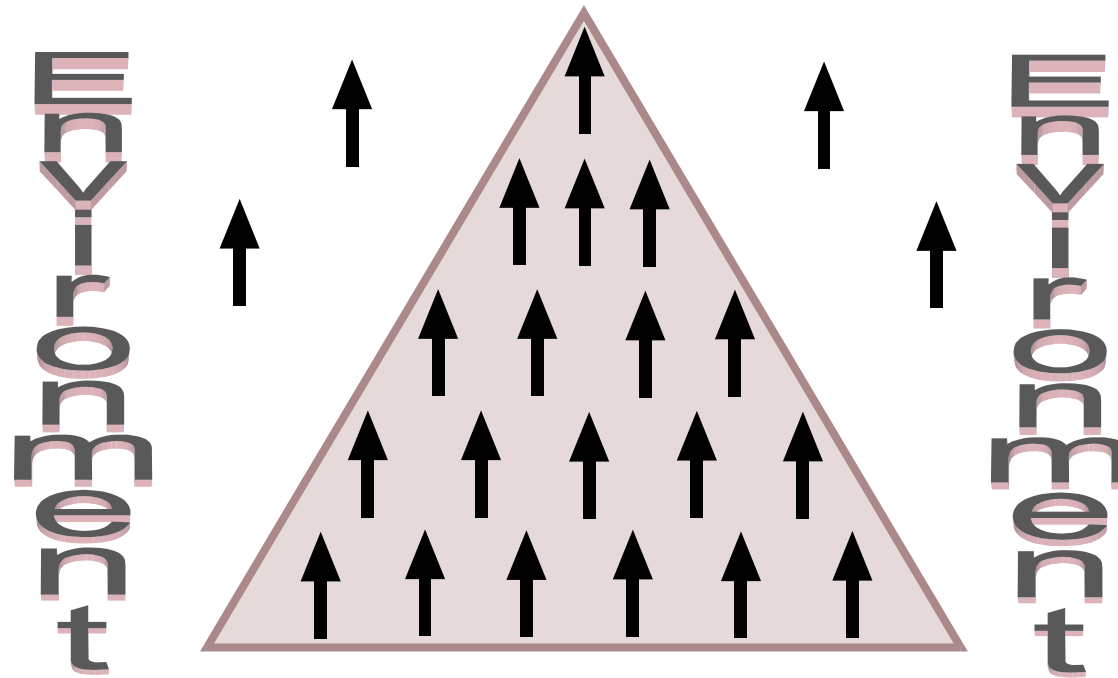
# ► Institutional Alignment

## An Unaligned Organization



An organization at odds with itself  
and its environment. No sense of  
direction or purpose

# The Totally Aligned Organization



An organization which is aligned with its environment

# **So What?**

**It is very important  
to**

**Scan and Analyze all the Environmental Factors  
which**

**Affect All the Activities  
of the**

**Institution**



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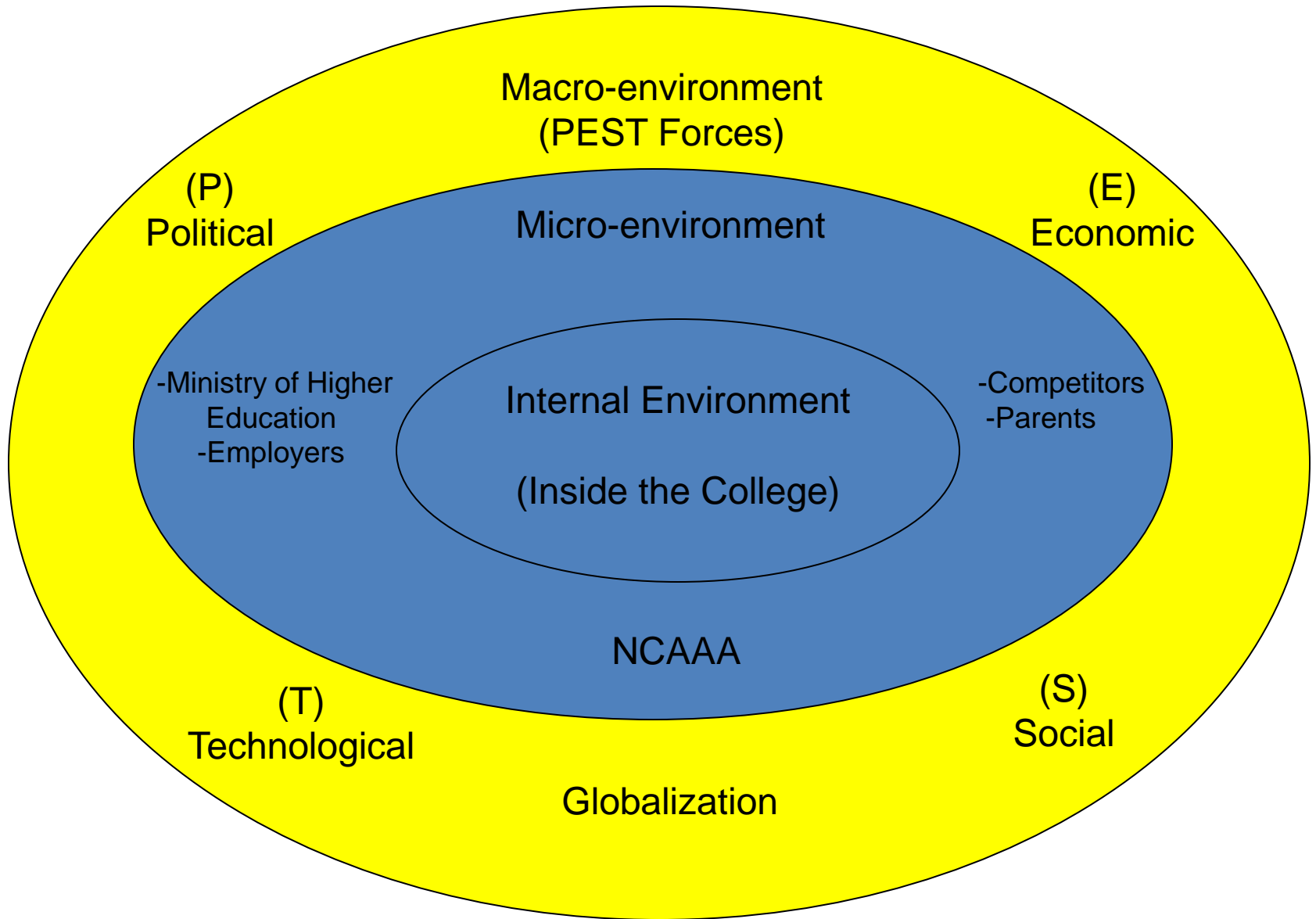
# ► ENVIRONMENTAL SCAN

☀ Once the vision and mission are clearly identified, the organization must analyze its external and internal environment.

☀ The environmental scan, performed within the frameworks of the 

► Five Forces Model

► SWOT



## Interaction Between Internal and External Environmental Factors

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# ENVIRONMENTAL SCAN

## Data Collections

- ▶ Documents
- ▶ Interviews
- ▶ Observations
- ▶ Workshops
- ▶ Brainstorm Sessions
- ▶ Questionnaires



# ENVIRONMENTAL SCAN

## PORTER'S FIVE FORCES MODEL

► The five forces model developed by Michael E. Porter guides the analysis of organization's environment and the attractiveness of the industry.

► The five forces include:

- The risk of *new competitors* entering the industry,
- The threat of potential *substitutes*,
- The bargaining power of *buyers*,
- The bargaining power of *suppliers*,
- The degree of rivalry between the *existing competitors*.

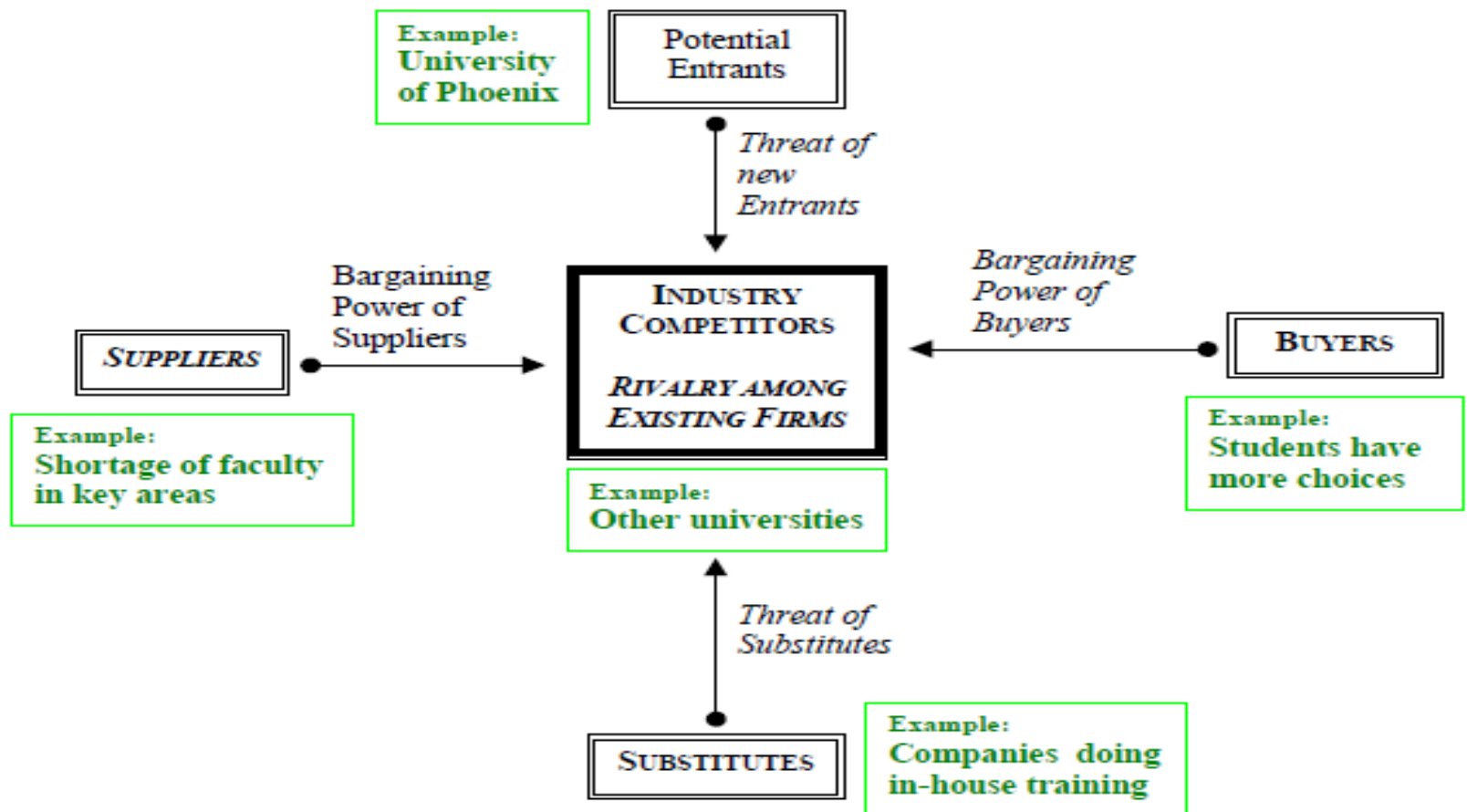
▼ (Porter, 1985)

**Let Us See How To Apply This On Higher Education Institution ?**

# ENVIRONMENTAL SCAN

## PORTER'S FIVE FORCES MODEL

This is a graphical interpretation of Porter's five forces model (Porter, 1985, p. 5), including examples relevant for higher education:



# ENVIRONMENTAL SCAN

## PORTER'S FIVE FORCES MODEL

☀ Environmental scan:

- ▶ Identifies external opportunities and threats.
- ▶ Evaluates institution's overall attractiveness.
- ▶ Identifies factors contributing to, or taking away from, the institution attractiveness.

(Hax & Majluf, 1996, p.27)



🏛 Through institution's choice of strategy it can alter the impact of these forces to its advantage.

# ENVIRONMENTAL SCAN

## SWOT

### SWOT analysis

**Identifies factors that may affect desired future outcomes of the organization**

► The SWOT model is based on:

- Identifying the organization's internal strengths and weaknesses
- Identifying threats and opportunities of the external environment

**Consequently** 

- Identifying The organization's distinctive competencies and key success factors.
- These, along with considerations of societal and organization values, lead to creation, evaluation, and choice of strategy.
- **SWOT's objective is to recommend strategies that ensure the best alignment between the external environment and internal situation**

- (Andrews, 1980, Christensen et al., 1982 in Mintzberg, p. 36- 37; Hax & Majluf, 1996, p.27; CSUN strategic planning leadership retreat, April 1997; Hill & Jones, 1992, p. 14).

# ENVIRONMENTAL SCAN

## SWOT

### SWOT Analysis – Example (Accounting, B.A.)

#### SWOT Analysis

Environment	Internal	Strengths	Weaknesses
		<ul style="list-style-type: none"><li>♦ High pass rate (CPA)</li><li>♦ High quality students</li></ul>	Lack of practical experience
	External	Opportunities	Threats
		High industry presence in the local area	Depressed local economy



# ENVIRONMENTAL SCAN-SWOT

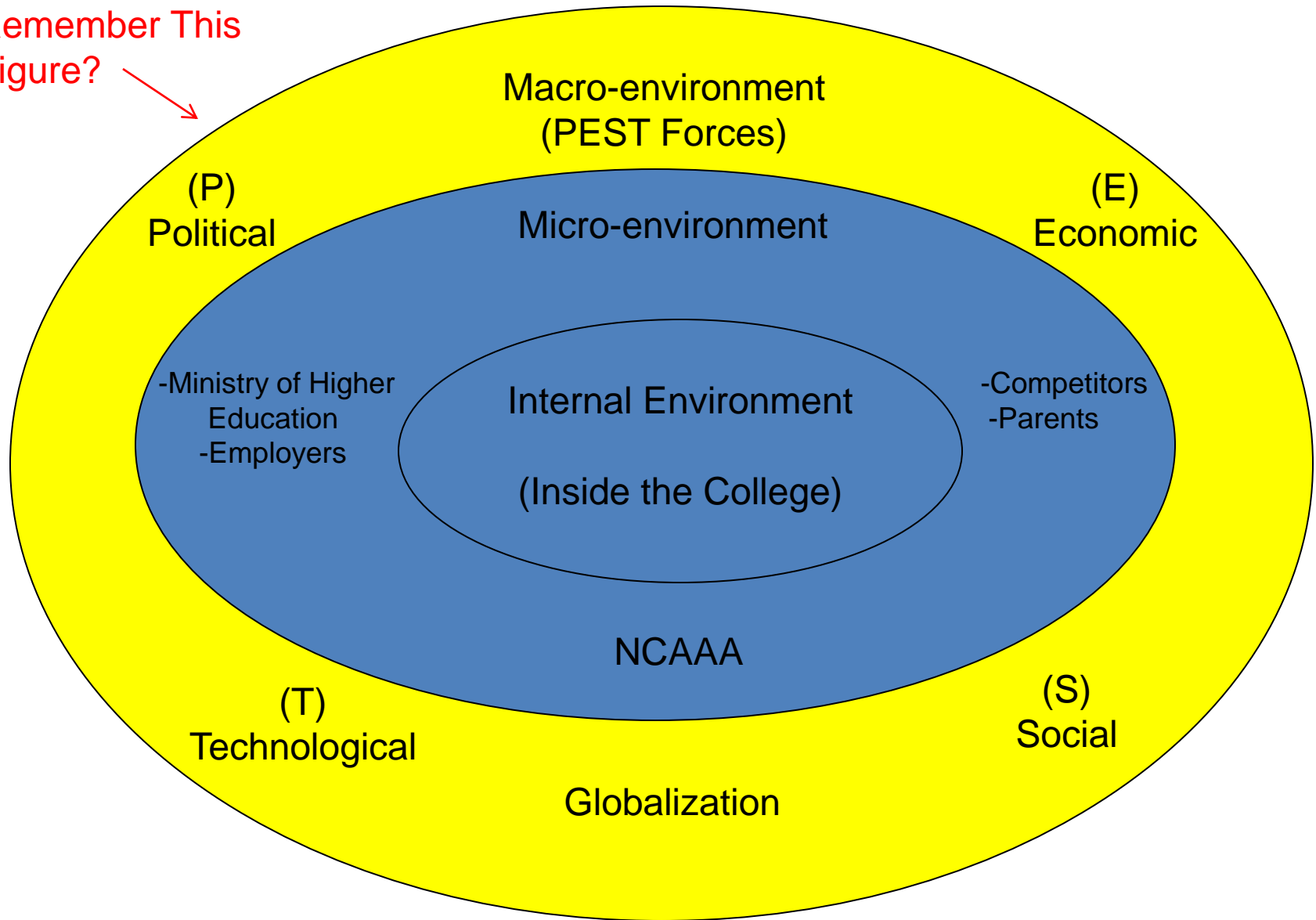
<b>Internal Environmental Factors</b>	<b>Strengths</b>	<b>Weaknesses</b>
<b>1. Students</b>		
<b>2. Program Educational Objectives</b>		
<b>3. Program Outcomes and Assessment</b>		
<b>4. Professional Component</b>		
<b>5. Faculty</b>		
<b>6. Facilities</b>		
<b>7. Institutional Support</b>		
<b>8. Program Criteria</b>		
<b>9. ....</b>		

# ENVIRONMENTAL SCAN

## SWOT

<b>External Environmental Factors(Macro and Micro)</b>	<b>Opportunities</b>	<b>Threats</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9. ....		

Remember This  
Figure?



## Interaction Between Internal and External Environmental Factors

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# ENVIRONMENTAL SCAN

## Exercise 2 (20 minutes)

- Divide yourselves to 4 groups.
- Members of each group select one of the following items , write their suggestions on a flipchart page, and present them for discussion:

**1-Strength** Factors of Internal Environmental Factors, in your college.

**2-Weakness** Factors of Internal Environmental Factors, in your college.

**3-Opportunities** in the External Environmental Factors, which surround your college and may affect its activities.

**4-Threats** in the External Environmental Factors, which surround your college and may affect its activities.

# GAP ANALYSIS

☀ Organizations evaluate the difference between their current position and desired future through gap analysis.



📖 As a result, a university can develop specific strategies and allocate resources to close the gap (CSUN strategic planning leadership retreat, April 1997), and achieve its desired state.

# BENCHMARKING

## WHY?

- ▶ Measuring and comparing the institution's operations, practices, and performance against others is useful for identifying "best" practices.
- ▶ Through an ongoing systematic benchmarking process campuses find a reference point for setting their own targets and goals.

# STRATEGIC ISSUES

- ▶ Institution determines its **strategic issues** based on (and in consistent with) its vision and mission, within the framework of environmental and other analyses.
- ▶ **Strategic issues** are the fundamental issues the Institution has to address to achieve its mission and move towards its desired future.

# STRATEGIC PROGRAMMING

To address strategic issues and develop deliberate strategies for achieving their mission



Institutions set during the strategic programming stage



→ **Strategic Goals**  
**Action Plan**



Cont.

# STRATEGIC PROGRAMMING

- ▶ *Strategic goals are the milestones the campus aims to achieve that evolve from the strategic issues.*
- ▶ *The SMART goals model is essential to setting meaningful goals.*

*Smart goals are*



**S**pecific

**M**easurable

**A**greed upon

**R**ealistic

**T**ime/cost bound.

Cont.

# STRATEGIC PROGRAMMING

- ▶ ***Action plans ... define how we get to where we want to go,*** the steps required to reach our strategic goals.

Cont.

# STRATEGIC PROGRAMMING

<div>Internal Strategic Factors</div> <div>External Strategic Factors</div>	<b>Strengths</b> List 5-10 internal strengths here	<b>Weakness</b> List 5-10 internal weaknesses here
<b>Opportunities</b> List 5-10 external opportunities here	<b>S – O Strategies</b> Generate strategies here that use strengths to take advantage of opportunities	<b>W – O Strategies</b> Generate strategies here that Take advantage of opportunities by overcoming weaknesses
<b>Threats</b> List 5-10 external opportunities here	<b>S – T Strategies</b> Generate strategies here that use strengths to avoid threats	<b>W – T Strategies</b> Generate strategies here that minimize weaknesses and avoid threats

Cont.

# STRATEGIC PROGRAMMING

## Exercise 3 (20 minutes)

- Draw the following table on a flipchart page.
- From Exercise 2, the groups list in the table :5 Strengths, 5 Weaknesses, 5 Opportunities, and 5 Threats, in the assigned squares.
- Then, members of each group select one of the following squares ,i.e. S-O, W-O, S-T, and W-T, write their suggested strategies in the assigned squares, and present them for discussion:

<b>Internal Strategic Factors</b>  <b>External Strategic Factors</b>	<b>Strengths</b> List 5 internal strengths here	<b>Weakness</b> List 5 internal weaknesses here
	<b>S – O</b> <b>Strategies(Group 1)</b> Generate strategies here that use strengths to take advantage of opportunities ..... .....	<b>W – O</b> <b>Strategies(Group 2)</b> Generate strategies here that Take advantage of opportunities by overcoming weaknesses ..... .....
	<b>S – T</b> <b>Strategies(Group 3)</b> Generate strategies here that use strengths to avoid threats ..... .....	<b>W – T</b> <b>Strategies(Group 4)</b> Generate strategies here that minimize weaknesses and avoid threats ..... .....

# Thank You



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