

Workshop: Strategy as the Art of Sacrifice

1. Strategy is the art of sacrifice

- a. how can we IMPROVE our ODDs for success?
(NOT what do we want.)
- b. setting up the key CHOICES
(Most university “strategic plans” are neither.)
- c. mostly about the HOW
(since the “what” is so similar for colleges)

Issues with our current strategy or strategy documents?

Strategic Choice Cascades (Roger Martin)

Clarify how your institutional strategy is **DIFFERENT**

- 1. **Aspiration:** What is **DISTINCTIVE** about your mission?
- 2. **Focus:** **WHAT** do you do that is unique? Where will we play?
- 3. **Method:** **HOW** will we do this better & create superior value?
- 4. **Capabilities:** What systems, culture and tech must be in place?
- 5. **Assessment:** How will we know if it is working and how to adjust?
What data, analysis and assessment systems are required?
This is NOT the same as “implementation.”

| Aspiration: What is distinctive about who we want to be? | Focus: Where will we play? | Method How will we do this better? | Capabilities What systems, culture, tech must be in place? | Assessment How will we know where to adjust? |
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A.G. Lafley and Roger Martin, *Playing to Win: How Strategy Really Works*, Harvard Business Review Press; First Edition (February 5, 2013).

SUMMARY ARTICLE = 8 pages: Roger L. Martin, The Big Lies of Strategy, Rotman Management, University of Toronto, Fall 2018

<http://www.rotman.utoronto.ca/Connect/Rotman-MAG/IdeaExchange/Fall2018-Martin>

2. Make strategy a verb

- a social construct, so it must be ongoing and collaborative
- requires BOTH data and creativity
- plus vision, alignment and culture
- the goal is to get people to decide and act together

Start with DATA: Strategy and Realistic Goals

You need to know where you are and what is really possible.

1. Operational Model: infrastructure, efficiency, productivity
2. Economic Engine: revenue & your real value (who will pay?)
3. Strategy: aspiration, focus, method, and capabilities choices

Only two ways to win/create value: low cost or differentiation.

Three Box Strategy, Vijay Govindarajan

Box 1 Improve current programs (management NOT strategy)

Box 2 Selectively forget the past

Box 3 Create the Future—Innovate (mostly non-linear)

Strategy: how to create your future while managing the present.

Visioning (<https://www.gdrc.org/ngo/vision-dev.html>)

Visioning is about the future and strategy piece.

1. Creates a space for continuous, big-picture thinking and innovation and imagination
2. Generates common goals, hope, and encouragement; offers a possibility for fundamental change; gives people a sense of control; gives a group something to move toward; and generates creative thinking and passion.

2025

Nathan D. Grawe's (2017) *Demographic Change and the Future Demand for Higher Education*. (Baltimore: Johns Hopkins University)

What is the goal of your strategic process?

You need data to understand the external forces of your institution?

What processes will you need to create a culture of strategy?

Alignment: Connecting Cascades and Informing Decisions

Most strategic plans start with a generic ambition to be excellent. A vision without the means to achieve it is a hallucination:

- Cascade levels must be connected. Every choice has consequences (i.e. sacrifice).
- Each unit needs a cascade that aligns above, below and internally
- Cascades must inform decisions
- Resources especially must follow strategic cascades

Strategy is a set of integrated choices.

How aligned is your campus with your strategy?

Culture & Managing Change

- The strategy/execution metaphor is wrong.
 - 7% of employees fully understand the strategy & what is expected of them
 - 70% of unsuccessful strategies planned by fewer than 10 people
- Strategy is about what you will do and stop doing.
- It requires a process
- It always requires change, especially a change of culture.

Immunity to Change

Understanding the real reasons for resistance to change is essential. Kegan and Lahey describe a process for understanding our individual and communal competing assumptions, commitments and values. Complaints can lead to understanding:

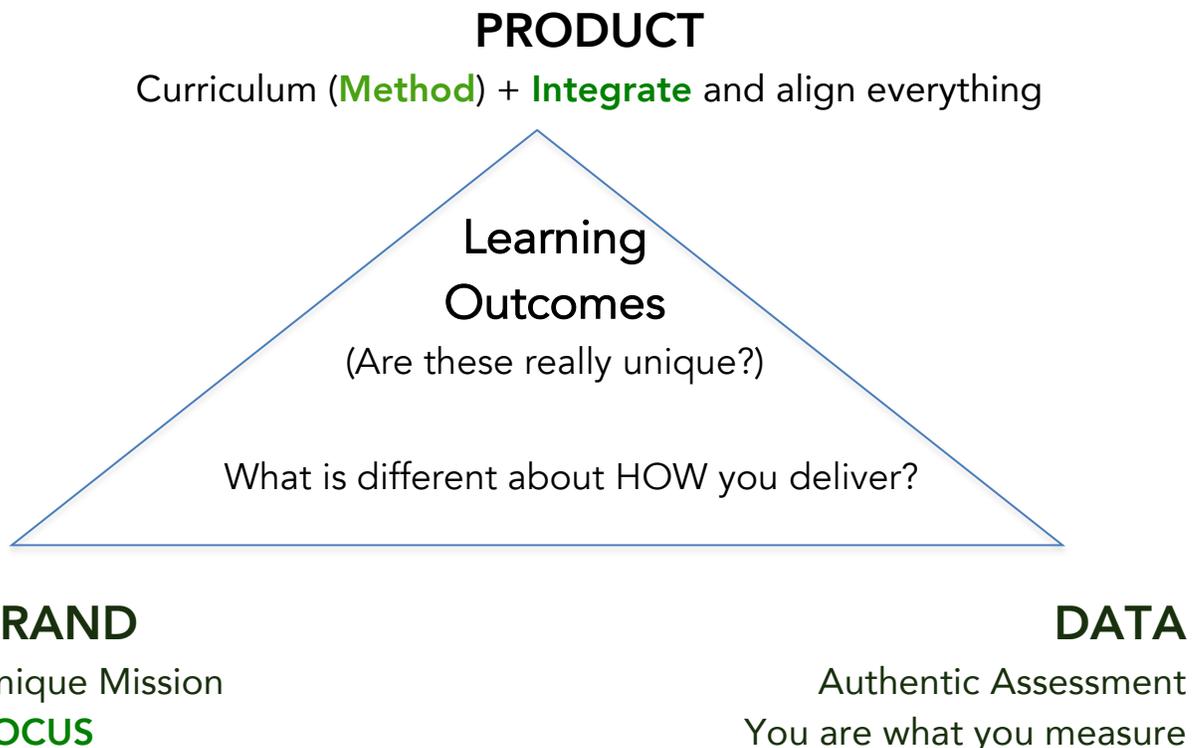
- What commitments does your complaint imply?
- What are you doing, or not doing, that is keeping your commitment from being more fully realized?
- What would happen if you/we stopped doing that? (What are your competing commitments that keep you from changing?)
- What are the big assumptions we need to understand?

Robert Kegan and Lisa Lahey, *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization*, Harvard Business Review Press; First Edition (February 15, 2009)

SUMMARY ARTICLE = 8 pages: Robert Kegan and Lisa Lahey, The Real Reason People Won't Change, Harvard Business Review (November, 2001)

<https://hbr.org/2001/11/the-real-reason-people-wont-change>

Trinity of Academic Planning



Promote Better Teaching

- Set the tone: promote the scholarship of teaching and learning
- New Faculty Models: Courses = DESIGN + DELIVERY + SUPPORT
- Improve learning outcomes
- Create campus-wide or school-wide Rubrics
- Redesign course evaluations
- Create robust teaching reviews
- Support teaching risks; Start a lending library: Create a teaching center
- Distribute innovation grants: Support departmental curriculum projects
- Nimble Curricular Review Process
- Improve Curricular Progression
- Align Teaching Awards, Incentives and Assessment