

# **Organizational Scope of Higher Education Strategic Plan**

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March-2014

## Organizational Scope of Higher Education Strategic Plan

### **Introduction:**

The world experiences an increasing development in technology which includes the concept, function, and academic values. This development requires initiatives and education in academic programs. Technology plays a strategic role to raise the standard of proficiency in performance.

Universities are sources of knowledge movement which in turn leads to social change, which in turn forces higher education responsible to prepare and perform in accordance with technological, informational, development and deal with modern ideas of technology.

Strategic planning principles of higher education become prominent when opportunities are available for individuals to satisfy their needs and potential, along with the needs of learning centers represented in their technical and administrative needs. Development of human resources is closely linked to social and economic and cultural spheres. It reflects an overlapping, connection and relationship between current information in this society. All university schemes treat social, economic, intellectual and cultural aspects.

Higher education is not limited to intellectual and cultural realms but it also contributes effectively to the development of a society's present and future. Higher education provides self and objective conditions for development. It causes progress, changes and a qualitative and quantitative impact. Thus, higher education becomes one of the basic processes for real purposeful development to surmount difficulties and multi-layered obstacles that face technical work. The concept of human resources goes under the concept of organizing and directing resources including human resources and internal uses in the productive process in an effective and coordinated methodology.

It is accomplished through a complete program, that aims to achieve the best results with the least effort and minimal cost.

## **Concept of Human Resources Development**

To discuss human resources development through higher education, we pose a question:

What is human resource development?

Schuler (1995-5) defines human resources development as a means to predict needs of an organization for personnel, and how to design necessary steps to meet those needs. It consists of developing and carrying out plans and programs to recruit those individuals, in kind and in quantity, in a proper time and place. Following are the principles of meeting those needs for permanent development.

Al-Otaiby (2005-70) states that researchers learn to define human resources planning as an activity that supports the activities of another organization. They define it as an activity that does not measure any change in personnel and posts in the organization. It aims to ensure development of activities and its accomplishment in a suitable way along with development and the general environment. Al-Harti (2005-71), to settle differences in points of views, defines human resources planning as a process used by an organization to define the kind and number of personnel it needs now and in the future, based on the type of functions it assumes and environmental events affecting it. It aims to acquire effective manpower; efficient enough to contribute to improving effectively the performance of the organization. Planning in the field of human resources is characterized by the following:

1. It is a process of prediction based on current and future needs of higher education and sources of learning. This is included within the comprehensive, administrative and educational concept of planning.
2. Process of prediction expects changes in general environment trends and, in particular, environment of education. Technical Education should be taken into consideration.
3. Planning process in higher education is connected to planning, at the general level of, an organization, level of functions and output. Organization strategies to acquire human resources shall be based on an organization strategy in general and strategies of its functions.
4. Human resources planning depends on available information on the strengths and weak points of higher education programs, opportunities, social and environmental threats.

A definitive message represents the quality and quantity required from human resources, which rests upon possible and available alternative plans.

## **Planning for Higher Education:**

Definitive planning in higher education has become a necessity to enhance education that meets current and future, technical, administrative needs because of the importance of the planning process and its relationship to strategic planning of higher education.

Planning is composed of a number of administrative and intellectual aspects that enable a planner to predict the future. Planning becomes an essential tool in technical spheres because it studies the current conditions of higher education towards prediction of the future in response to practical, intellectual, technological and social conditions. Planning becomes connected with apparent facts, hypothetical propositions on which conditions of planning are designed for the process of education in universities and institutes.

Planning is linked to a strategy, as a "military concept" in military strategy in origin. It has become common in the educational process which requires a future vision in response to realistic conditions. It is also defined as a complete, comprehensive plan capable of responding to reality and achieving future objectives of comprehensive planning, or strategy planning for an institution to achieve its aims. To achieve this plan, necessary conditions are needed for its success along with sufficient funds. Some planners in academic circles seek to surmount some obstacles to execute strategic plans into multi-layered strategic plans that comprise, in total, a general strategic plan. To achieve this process of "a comprehensive strategic plan", higher education planners place its aspects into a plan which combines a group of parts linked together to achieve a definite objective. The plan is characterized with a number of features, that have an objective, interactive aspects, specific functions, logic and self-corrective. Organization is simply a way of an analytic nature that enables education planner of university education to achieve aims defined by organizational functions through an organized process, arranged in parts that are contained in the total organization, with parts that have functions to play in the organization.

Aspects of education, within the concepts of education, are strategies that define the dimensions of the process of education. The results are realized as cognitive and physical output. In general, an organizational concept combines desired aspects in the design which includes the needs, analysis of objectives, analysis of characteristics of the learner, design process of objectives through which small groups are related to each other, in functions and aims, to form a base of knowledge,

of a number of selected concepts which represent an introduction to a system, a theory of its philosophy and ideology. It is connected with its educational content. The base of knowledge is a part of its organizational metrics that has an importance to steer thoughts about design of systems. Matrices are defined into four aspects:

**Theme One:** Systems are represented as a hierarchical. Levels of a system are pyramidal chains. Higher education system is included in the chain.

**Theme Two:** Level of expertise is considered a basic threshold to design a higher education system.

**Theme Three:** Resources, opportunities, arrangements, positions that play an important role in a design.

**Theme Four:** Nature of open, comprehensive, dynamic systems. In open systems of knowledge, educational and administrative systems have not become closed systems.

### **Bases of Planning:**

System metrics provide us with strategies; tools of design do not ignore social important theories, economies of higher education.

### **To summarize system, analysis leads us to:**

- Characteristics of hierarchical chain of systems as they are related to the function, relation and interaction of the system with the environment where it is applied.
- Limitations of the system itself.
- Internal action among the components of the system.
- Characteristics and segments of the comprehensive system.
- Material and spiritual changes of the system across time.

Systems do not ignore the importance of needs. A study of needs is considered part of higher education for building an effective system. The level of general culture controls the ability to differentiate between inputs of modern technology and to define the volume of needs. This includes use of tools, equipment, materials, systems and technical ideas. Speed of development, technical advancement and urban changes affect individuals negatively or positively. It has become imperative on educational systems stress on knowledge and skills of individuals to cope with those changes up to a better suitable condition compatible with the age they live in. Higher education

authorities have to define the needs of education, define its size, and set up its priorities through strategic matrices that form the general build up for an educational strategy.

Knowledge of a comprehensive development plan, and working within it makes higher education more effective and meaningful which results in higher benefits for the society it serves. A designer has to stress his role as a specialist when he draws education strategy that stresses theoretical but not applicable sides. Theoretical aspects are important in the application of concepts and technical skills as an approach to creativity.

Other considerations include the technological revolution with its results of economic changes on a large scale. It has important impacts on education with fast changes of specifications of educational output, to cope with national economic requirements because comprehensive and economic developments are the concerns of all societies in general and developing societies in particular. Many pieces of research concluded that when higher education is improved, technical and administrative stability are under control because both are in constant change.

### **Strategic Plans Scope:**

Strategic plans scope in higher education includes the following:

- 1.** Define future responsibility through design of a future vision of educational activities. It helps to define future objectives. Vision represents aspects and shape of the future of any society, based on social, political and economic factors. It draws from human, economic and social growth a scientific impetus to define vision. Vision draws its force from historical and conviction through which societies have moved. Vision depends upon the ability of the administrative, financial and academic analyst to visualize growth links, to place it in its social, financial, psychological and academic realm.

- 2. Analysis of functions and duties:** A function is a group of duties, or levels, or responsibilities, or assignments regulated to a leadership or executive post. When some academics carry out similar duties then they carry out a single function. Functions are analyzed into their components in accordance with the relationship of a part to a whole. An assignment is part of the function. A pyramid building is composed of the relationships of the part to the whole included in the components of a function divided into three levels. Many functions include a fewer number of assignments; so two levels only exist. Duties are divided into single assignments. In a building composed of two levels the functions are divided into fewer assignments.

Under either case, the assignment is not analyzed into fewer parts, as a part of an academic function analysis.

An academic function is analyzed through defining the major assignments. Later, duties are broken down into smaller parts. The level of an average duty is not important in general; it is more crucial to start with the more effective assignment.

Parts of function analysis are composed of the following major steps (Brent D. Ruben 1984).

- Define the main functions of an academic post.
- Arrange functions according to intertwined relations.
- Describe functions according to practical arrangement.
- Compare the list with administrative and economic knowledge resources.
- Become informed about planning organizers about the required academic functions.

There are two ways to acquire authenticated, objective information about functions in higher education. The first, is to observe the individual or individuals carrying out academic functions. Another way is to request them to write a report about their academic functions and duties. These two ways are to be supported by carrying out a questionnaire about the academic functions in accordance to several factors which include the importance of the functions, number of times the function is carried out and time spent in carrying out an assignment, and difficulty of carrying out the assignment. The questionnaire about the functions should not include terms about abilities and knowledge. Such terms are used in the description of the function. These cannot be part of the functions. Based on the knowledge base, the duties of the academic functions shall be arranged according the different series of relations.

Private information is based upon the smaller of the number of occurrences, the difficulty and importance. The duties of the academic functions should be arranged according the serial solutions and relationships between the part and the whole through a setup of a checklist of functions related to each duty in a top-down serial system.

The last step in the analysis of the functions is to prepare a report that describes the parts and the various resources used to set up a preliminary list of the functions and academic duties—along with a summary of information acquired from the comprehensive questionnaire — a report can be prepared about the analysis of the functions to define the technical steps that need to be practical in official learning and

field situations along with those that can be subject on-the-job-training. Before revising subjects and academic courses to carry out specific tasks, we should have a complete understanding of the nature of the assignment; its components and links between assignments.

**3. Define Needs:** To define and evaluate needs, it is closely linked to products and outputs. Analysis of needs is linked to outputs and results. Academic work is linked to products as an object. It is linked to the design of the operations and its development as the evaluation of higher education results. In the end, it is linked to educational objectives. Thus, the objective is linked to the output and the output is linked to results.

Higher education system is supposed to be built on a complete unit to realize results. Operations and products within an environment are composed of objectives, content, techniques and methods of learning. Evaluation of an education system procedure is carried out only after an effective and realistic study is carried out to record the needs of the society in all its scientific, economic, commercial, and health dimensions. These are scientifically analyzed to record points of weaknesses and points of strength.

**4. Establish a Strategy:** Concepts of a strategy are drawn from a vision. Preciseness in setting up a strategy through efficiency of a future vision. A strategy, along these lines, is linked to a general objective that is designed into applicable objectives that represent strategic steps. Planners seek to analyze the functions, duties and assignments that carry out the objectives of higher education. Through a strategy, the roles are assigned into two themes: one is administrative, second is academic. The link between these two themes is basic and complementary. It represents a homogenous, harmonious body with a closely knit solid tapestry of output. Each branch is linked to another branch. The final network of links is governed by an accomplished strategy.

### **Higher Education Strategy:**

Higher education organization strategy is comprehensive and complete which includes branch strategies related to learners and represents a classification of higher education programs according to levels of student groups and their majors. It paves the way for its implementation so that everybody is ready to take part in the desired and continuous change.

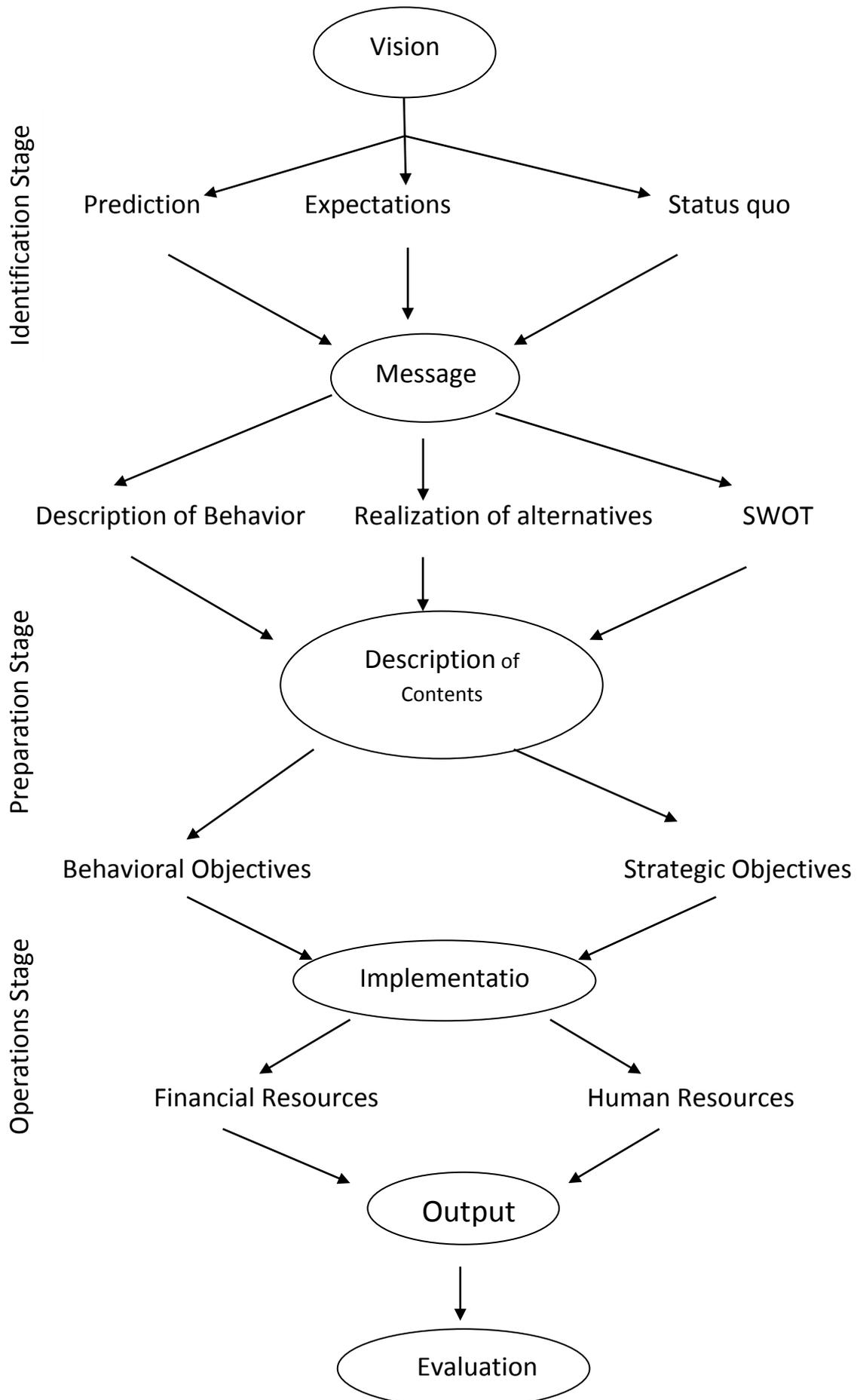
Among the characteristics of strategic planning adopted by an academic organization which adopted such strategic planning as a course of action to achieve are the following:

- Strategic planning is comprehensive which includes all duties and assignments and administration of all partners to achieve objectives through these plans.
- Effective strategic planning include all results, objectives aspired for in accordance to set criteria in the plan.
- Effective strategic planning is a sign of realism through objectives of the plan that reflects the living conditions of an organization. Thus, all aspects of the realistic plans contribute to its means and procedures.
- Effective strategic plans contribute to the gradual application in the accomplishment of implementing means and procedures in a gradual way. This gradation requires the suitable choice of duration of the plan and to divide it (the plan) into an appropriate method.
- Strategic effective planning is characterized by flexibility because those plans are for the future with all changes which require a setup of specific hypothesis for the expected conditions. Flexibility allows the designer to review plans in accordance with the new outcomes that face the plan and hinder accomplishment of its execution.
- Effective strategic academic planning is characterized by transparency and simplicity of its aspects. Goals are clear. Policies, procedures, available resources, required inputs, periodic programming and criteria for success combine to provide all the opportunities to contribute effectively to achieve aspired goals.
- Effective strategic planning treats a number of economic obstacles. It saves effort, money and time. Thus, it becomes a scientific method to execute all administrative assignments.

To conclude, strategic planning in higher education elevates the learning process into a stage of performance that matches changes that occur in societies, and organizations. All human activities allow higher education an amount of experience. Human resources are able to deal with new technical outcomes.

Scientific logic of planning, scientific references, results of applicable studies analysis are subject to classification of outputs of all scientific planning of forms that stress importance of preparation through three stages: (Figure No. 1) insert here:

## Recommendations and Proposals Scheme



Previous Figure 1 shows planning streams into three stages as follows:

**First: Identification Stage:**

1. First step in strategic planning start from defining vision which represents an image a planner wants to project an organization. Vision is a dream and a hope by which an organization wants to achieve a higher level of performance and efficiency. Vision is linked to prediction and a look for a future after analysis of living reality. Thus, it is recommended that vision deals with it living reality of the organization through internal analysis of the organization, i. e. analysis of assignments, duties, technical, administrative, human resources and functional movement. It also includes analysis of environment, society served by the organization from the standpoint of wave of change, variation, replacement and exchange that takes place in human activities, in educational organizations; observe natural phenomena, technical changes resulted from knowledge, economic and cultural movement. It aims to link analysis with higher education with external variables.

Analysis of the philosophy of organization is required to achieve a high level of analysis. It is also linked to an organizational theory, an organization methodology in higher education. Organization theory includes a group of concepts, principles with intertwined relationships. Organization methodology provides us with strategies, methods and tools to design administrative and technical systems taking into consideration the social, economic and psychological nature of individuals. Analysis of systems deals with the following aspects:

- Pyramidal series of systems with functional relationships.
  - Relationship and interactive links between system and environment scene of its application.
  - Characteristics and features after the implementation of the system.
  - Settlement of the organization as a social system.
2. Vision principles recommend expectation through aspects, circumstances, national links and alternatives, policies, values and reports. We judge our developmental abilities either through hypothetical expectations or measure these abilities by a parametric measure related to unknown variables. Positive thinking is a condition for any expected success. To become strategists, we need to provide competitive possibilities to allow us to exit from such a situation into a unique, excellent environment to work and increase production and innovative solutions.
  3. Vision tends to predict the future through contemporary conditions. Expansion of knowledge, evolution and spread of communication means super speed in transfer

of information, unlimited abilities to deal, interpret, trade relations among countries within the concept of globalization leads to prediction of events and new alternatives. Globalization tended to economy in its first stage. People are involved in these economic activities. The role of new technology in creating a revolution in commercial and industrial markets paved the way to global, technical mode of thinking that swept conservative societies to failure in its intellectual environment.

Although globalization is one stage of development, it has been considered invasion that caused a rift among the systems, on the top of it, is the educational systems. It required a rational and scientific system to deal with it to predict the effects of globalization. Higher education in developing countries has not been directed not scientifically or objectively to meet realistic needs to cope with globalization effects and results. Quality of systems and programs has not stood to produce human outputs of high quality. Production and sound introduction at this stage is to predict based on reality and phenomenon of change and variation.

Prediction should be equal in stage and volume of change contributed by technical development to raise its level. To prepare individuals to live in global community requires a balance in the preparation of the plane based on sound prediction of change in the future and in agreement between privacy and global characteristics.

4. It is recommended for us to achieve vision to phrase the mission of educational organization objectives in sentences which are defined, clear of the contents of vision to include objectives, means and principles of competition. The message includes the incentive according to SWOT analysis.

Points of strength are analyzed in higher education system, along with points of weaknesses, opportunities and threats. This analysis prepares organized search of data, study of trends, and review of information in addition to views and suggestions of experts in the field. Under this method, points of weaknesses and strengths are discovered in the educational organization. As for opportunities and risks are found in the external environment subject to change affected by technical developments and global intellectual trends.

It is recommended, within the message, to identify alternatives that pose obstacles against objectives and specific constrains of environment risks, points of weaknesses and strengths in higher education, academic, administrative values, ethics and scientific skills. Strategy of expansion may be considered the best

alternative in higher education. Expansion requires material, human and intellectual bases to achieve development followed by expansion.

The message is complete when a required description is laid out to achieve the message of the educational message. External motives take prominence because education is a living process that is concerned with change in behavioral types, and to acquire measurable experience that enables individuals to cope with the changing conditions and in turn enables the learner to carry out precisely and perfectly the required duties in posts.

### **Second: Preparation Stage:**

Identification stage is the stage during which the needs and administrative duties are determined. It becomes the scientific threshold to preparation stage which enables the designer to provide the functional description. Selection of its items to satisfy those professional duties we recommend the following:

### **Description of duties:**

Designers of higher education systems plan to set up a scientific, educational framework for learning resources center through the use of employment of artificial intelligence systems within a conceptual framework that depends upon style of changes and variation.

It attends to the conviction, intellect and cognition of the learner to help him mix between his experience and skills to link it with reality and integrate it with supply and demand in search for knowledge, professional solutions elevated to the living reality in recognition of its limitations and variables.

It is also recommended in preparation of duties it is necessary to take into consideration to achieve implementation of acquiring skills exemplified in knowledge that is characterized by absorption of theory that is directed on the learner to form his thoughts, concepts, and facts related to required skills. This leads to a stage of links, a characteristic of skills and relationships of contents that link between incentives and responses to the learner during his activities at work.

The third and final stage is the stage of skills acquisition-skills are instant response. Spontaneous response is dependent on the level of information analysis to reach the stage of description. We realize that we achieved high administrative, educational levels. Objectives to be achieved through this strategy have been realized through knowledge, professional, cognitive implementation of duties and individuals.

It is recommended to study and analyze the objectives in detail to arrive to a scientific description of behavioral objectives. An acquired skill paves the way to learn the next skills. This helps a learner to divide the skills acquired into graded levels in a serial chain that enables individuals to build a structure of skills. Three matters are required to build behavioral objectives as follows:

- Define the conditions where learning is achieved (environment, human and material potentials).
- To define scientific and professional levels of employees.
- To define scientific, professional level required for the individual through a strategy.

Those three objectives help to define a behavioral objective in a categorical definition. This measures the desired behavior. It records the differences in levels among the employees in a center.

### **Third: Stage of Operations:**

As the image of inputs is complete, the instruction among the inputs represented in administrative and technical activities are called operation stage. Operation stage represents physical and mental activities based on sound knowledge bases to solve a specific problem. Operation stage relies on intellect that uses inputs at a higher degree.

This is recommended by Wilson ( ) who defines intellect as an ability to innovation. Innovation is crystallized when there is a necessity to renew and establish new relations for known items. It also expresses ability to cope with new situations and sensitive to the problems surrounding an individual.

An operation stage is a realistic stage with tangible results. These are expected to plan the stage that starts with realistic implementation and established planned objectives. The following steps are recommended:

- Provide human resources.
- Ability to plan objectives, and carry out a plan to implement them.
- Skills of direct effective communication during operation stage.
- Ability to employ material and human abilities in accordance to educational policies.
- Ability to realize a balance in implementation of professional assignments.
- Motivation to work and ways to achieve it.

- Complete knowledge of employment behavior.
- Ability to quality and quantity evaluation for accomplishment on daily bases.
- Skill of time management.
- Evaluation of implementation of objectives.
- Ability to define efficiency of assignments and accomplishment of duties.
- Knowledge of comprehensive quality principles and its preservation.
- Abilities, skills and directions towards technical development of their professional performance.

### **Discussion of Recommendations and Results:**

Members of the questionnaire sample revealed, after analysis of results and open questions, that they understand and accept the child with special needs rights to receive education in a way that suits and accommodates his/her handicap. All material, academic and psychological needs have to be provided to the child with special needs. Responses to the question of the application of inclusion of children with special needs children in public schools provided conditions that authorities need to facilitate which include educational, place and health facilities for children with special needs. Most of the members of the questionnaire sample are of the opinion that inclusion of children with special needs who are intellectually able to be included socially and academically are to be included amongst those who are physically, blind or dumb (hearing impaired) children. Inclusion under these circumstances requires establishing an academic environment suitable for their movement and ability to interact with others.

Responses of the sample fall within the social domain which espouses the importance of the environment and the social milieu for the success of the inclusion technique. Health welfare for children with special education needs are required to receive psychological, Cognitive, and health tests. An educational specialized program needs to be in place for students with special needs. An educational program requires the availability of audiovisual equipment to ease their transmission into the educational program. The responses of the questionnaire sample point to negligence of the ministry of education for providing some inadequacies of inclusion program to provide facilities to optimize on inclusion program.

Members of the questionnaire sample stress the importance of external sources participation to build the inclusion program in health, social welfare centers and parent teacher centers become a social, educational and a health concern.

The results reflect the medical and social care composition of inclusion. Which considers the combination of approaches that include both specialist facilities, diagnosis of needs and their solutions.

Personal variables did not appear in the study which indicates that all members of the society believe in the rights of children with special needs in education and in inclusion programs.

The study result stressed the importance of the rights of children's emotions, their abilities to produce, and their participation in community. Members of questionnaire sample believe in laws and human rights and all legislation related to rights of special needs students.

This study shows lack of legislation and facilities that match parents' views towards inclusion.

### **Recommendations:**

Result of the current study reveals the following recommendations:

- 1- Establish inclusion of children with special needs rights in good education.
- 2- Urge ministry of education authorities to provide a suitable environment to children with special needs to be included in the educational process to realize educational and social programs.
- 3- Establish serious work and cooperation between social welfare centers for children with special needs and ministry of education to achieve goals of education for children.
- 4- Prepare flexible education programs that are useful to children with special needs to be available in public education schools.
- 5- Provide place facilities to ease the process of inclusion in public education schools.
- 6- Train teachers to be able to interact and deal with special needs (included are teachers' abilities to deal with individual differences, difficulties of learning and knowledge of sign language).
- 7- Raise awareness among member of the society about types of handicaps and rights of individuals with special needs.
- 8- Create an educational, extracurricular activity suitable to children with special needs that strengthen all efforts to develop children's skills.
- 9- Develop programs to professionalize education, to be able to transfer children with special needs, from normal public traditional schooling to effective, practical schooling.

10- Prepare field, periodical studies to achieve the result of inclusion to pin point to positive results and prevent negative outcomes.

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