Strategy Development & Deployment Workshop

By Assistant Professor Dr. Phanasan Kohsuwan

pkohsuwan@gmail.com MB 081 844 4962; 092 092 2795

Assistant Professor Dr.Phanasan Kohsuwan (Dr.Sunny)

Current Position:

- *Managing Director,* G.I. Holding Co., Ltd.
- *Assistant Managing Director,* Thai Flour Mill Industry Co., Ltd.
- *Faculty Member, International College,* Panyapiwat Institute of Management
- *Associate Judge,* Central Intellectual Property and International Trade Court of Thailand (CIPITC)
- *Technical Sub-Committee and Lead Assessor for Thailand Quality Award (TQA),* Office of Thailand Quality Award
- *Mentor and Lead Assessor for Educational Criteria for Performance Excellence (EdPEx),* Office of Higher Education Commission (OHEC)
- *Consultant for Risk Management Committee,* Thammasat University
- *Committee*, MS Certification (Thailand) Co., Ltd.

Past Experience

- *Assistant President (General Manager), Petchburi (Hua Hin) Campus,* Stamford International University (STIU), Member of Laureate International Universities
- *EdPEx Consultant,* Faculty of Medicine, Chulalongkorn University
- *EdPEx Consultant,* Faculty of Engineering, King Mongkut's University of Technology Thonburi
- *Consultant,* Kasetsart Agricultural and Agro-Industrial Product Improvement Institute (KAPI)

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Agenda

Revisit Vision, Missions, Desired Goals

Environmental Scanning & Organizational Diagnosis

Set Strategic Themes and develop Strategy

Cascade Strategy to short and long-term Action Plans

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Leadership is about setting a direction. It's about creating a vision, empowering and inspiring people to want to achieve the vision, and enabling them to do so with energy and speed through an effective strategy. In its most basic sense, leadership is about mobilizing a group of people to jump into a better future.

— John P. Kotter —

AZ QUOTES

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Source: https://sustainable-agriculture-institute.education/top-bar-menu/why-e-campus/vision-mission-values-goals/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Societal vs. Social

- *"Societal"* is the pedantic alternative to "*Social*". They both mean "pertaining to society," but *"Social"*, was increasingly used in the modern era to refer to interpersonal contact rather than in the context of complex forces within human populations.
- *"Societal"* appeared in the latter part of the nineteenth century as a more serious, scholarly alternative.
- REF: Baldrige uses *"Societal Contributions"* in core value and *"Societal Well-Being"* in 1.2c(1)

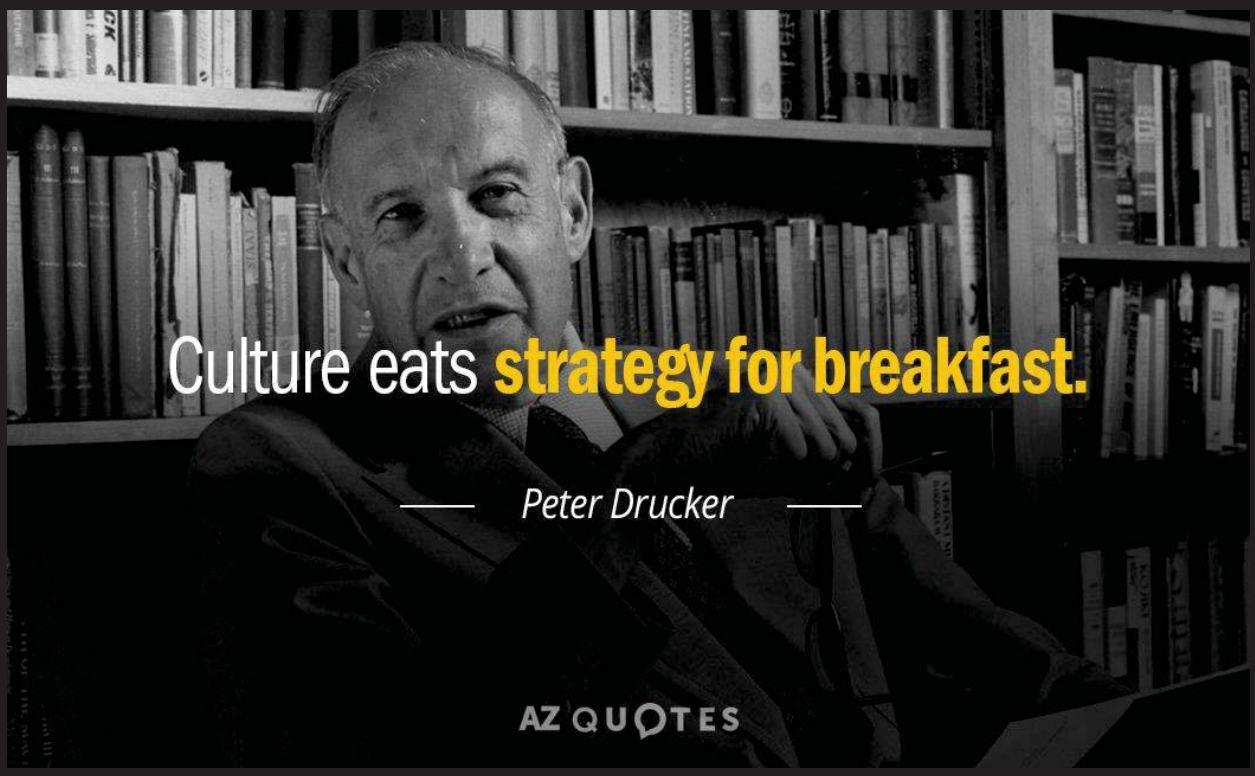
Source: https://www.dailywritingtips.com/social-vs-societal/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Missions

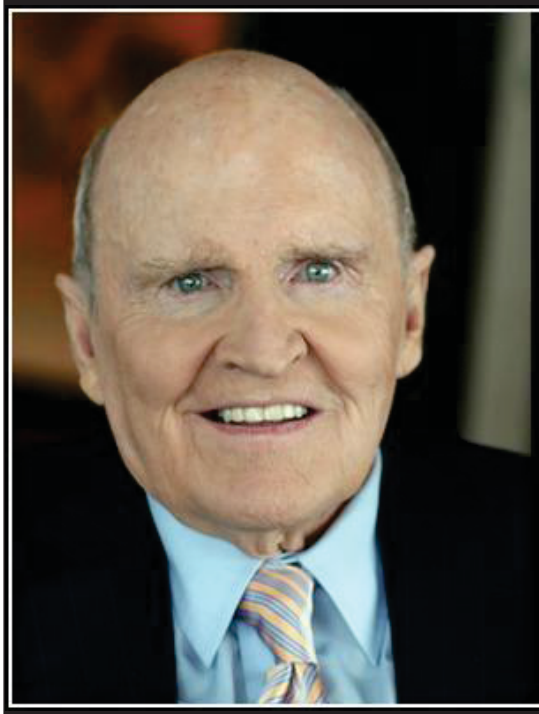
- Transform learning experience through integrated art, creative, and innovative learning environment
- Deliver creative cross-disciplinary solutions to challenges by integrating knowledge and innovative/ collaborative networks
- Strengthen and engage key communities and networks through integrated knowledge and culture to enhance creative and innovative economy for sustainable societal well-being

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



No company, small or large, can win over the long run without energized employees who believe in the mission and understand how to achieve it.

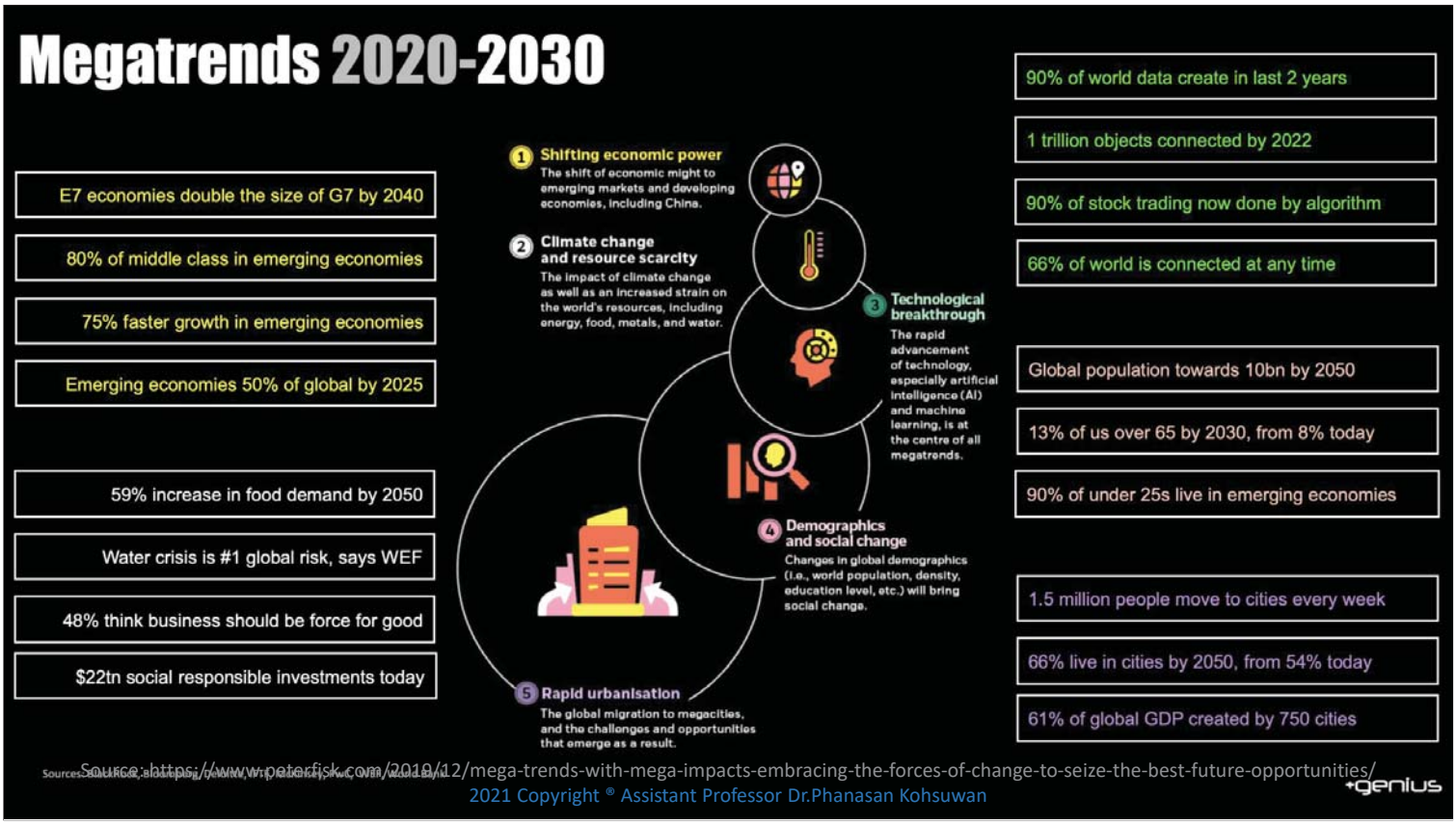
— Jack Welch —

AZ QUOTES

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Megatrends 2020-2030

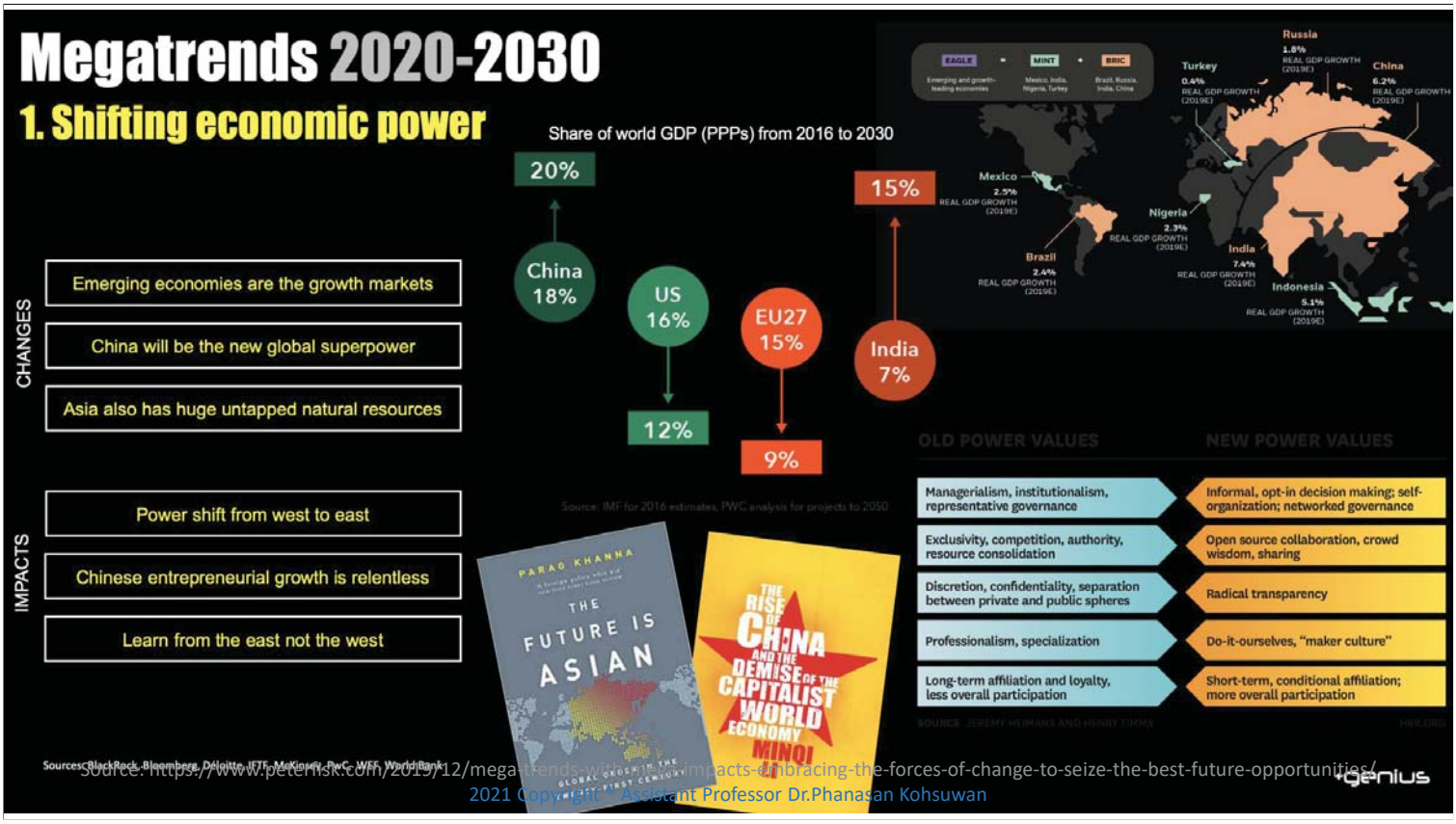


Source: https://www.peterfisk.com/2019/12/mega-trends-with-mega-impacts-embracing-the-forces-of-change-to-seize-the-best-future-opportunities/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Megatrends 2020-2030

1. Shifting economic power

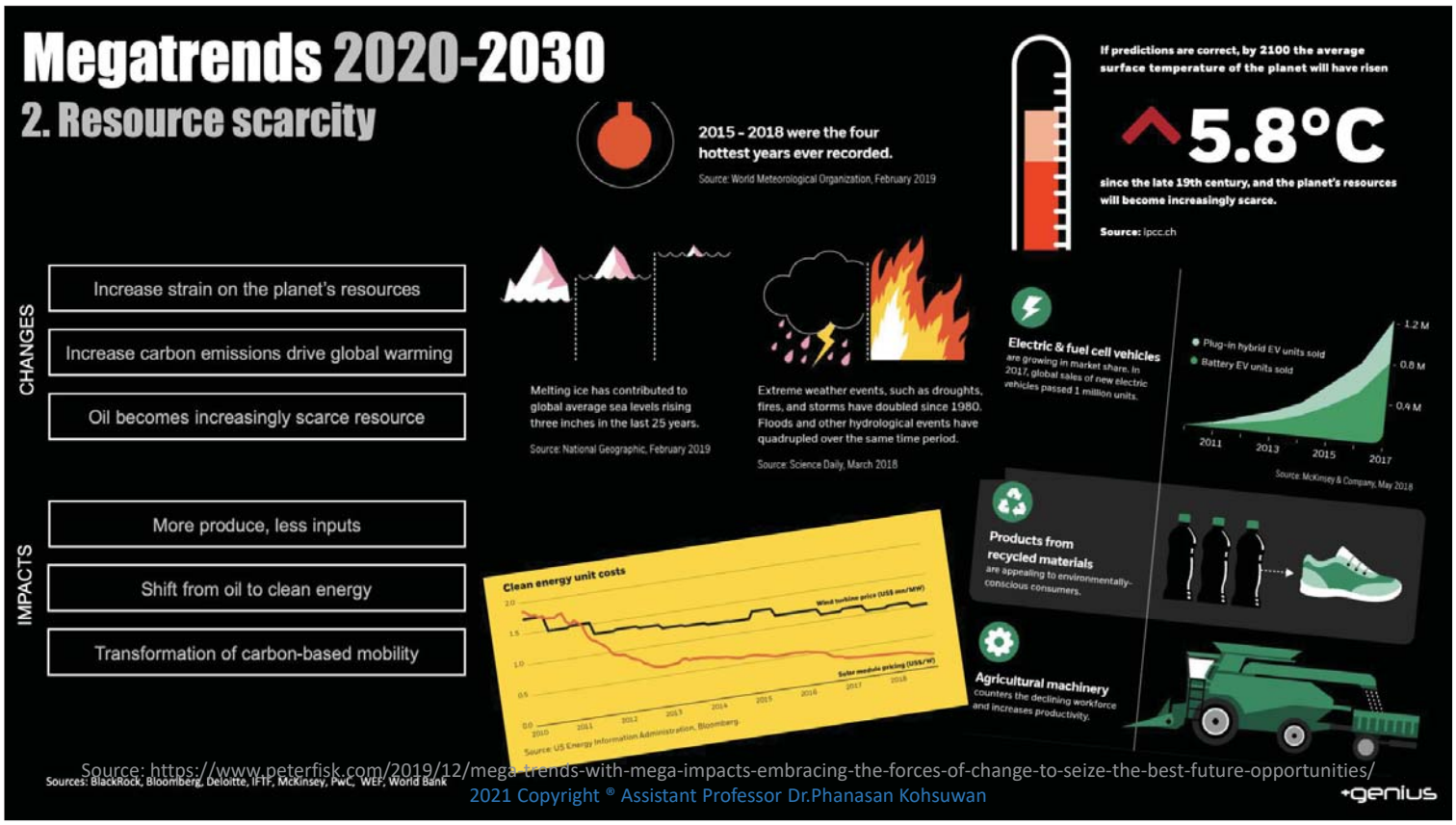


Source: https://www.peterfisk.com/2019/12/mega-trends-with-mega-impacts-embracing-the-forces-of-change-to-seize-the-best-future-opportunities/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Source: McKinsey, Reskilling China Transforming the world's largest workforce into lifelong learners

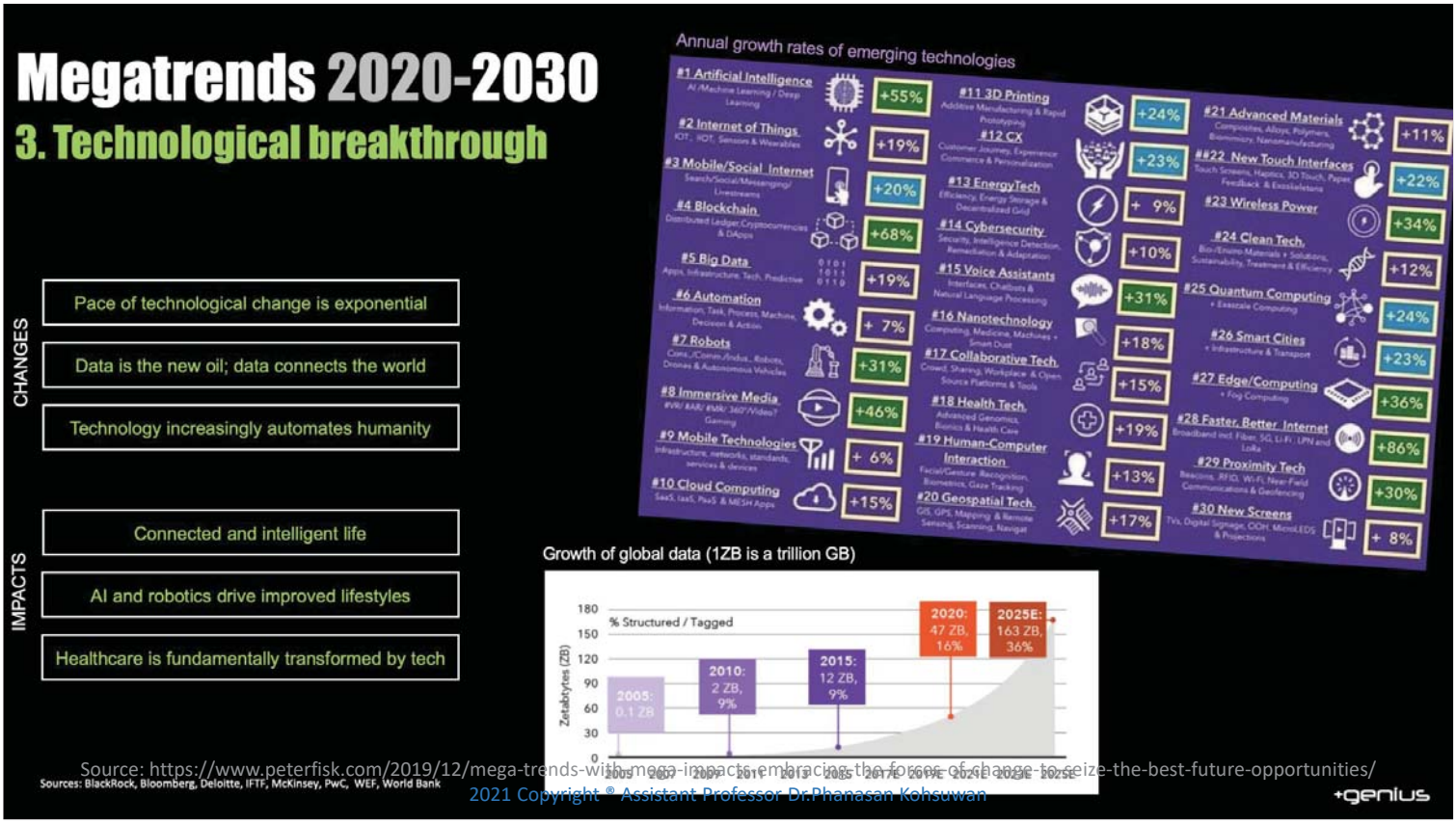
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



Source: https://www.peterfisk.com/2019/12/mega-trends-with-mega-impacts-embracing-the-forces-of-change-to-seize-the-best-future-opportunities/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

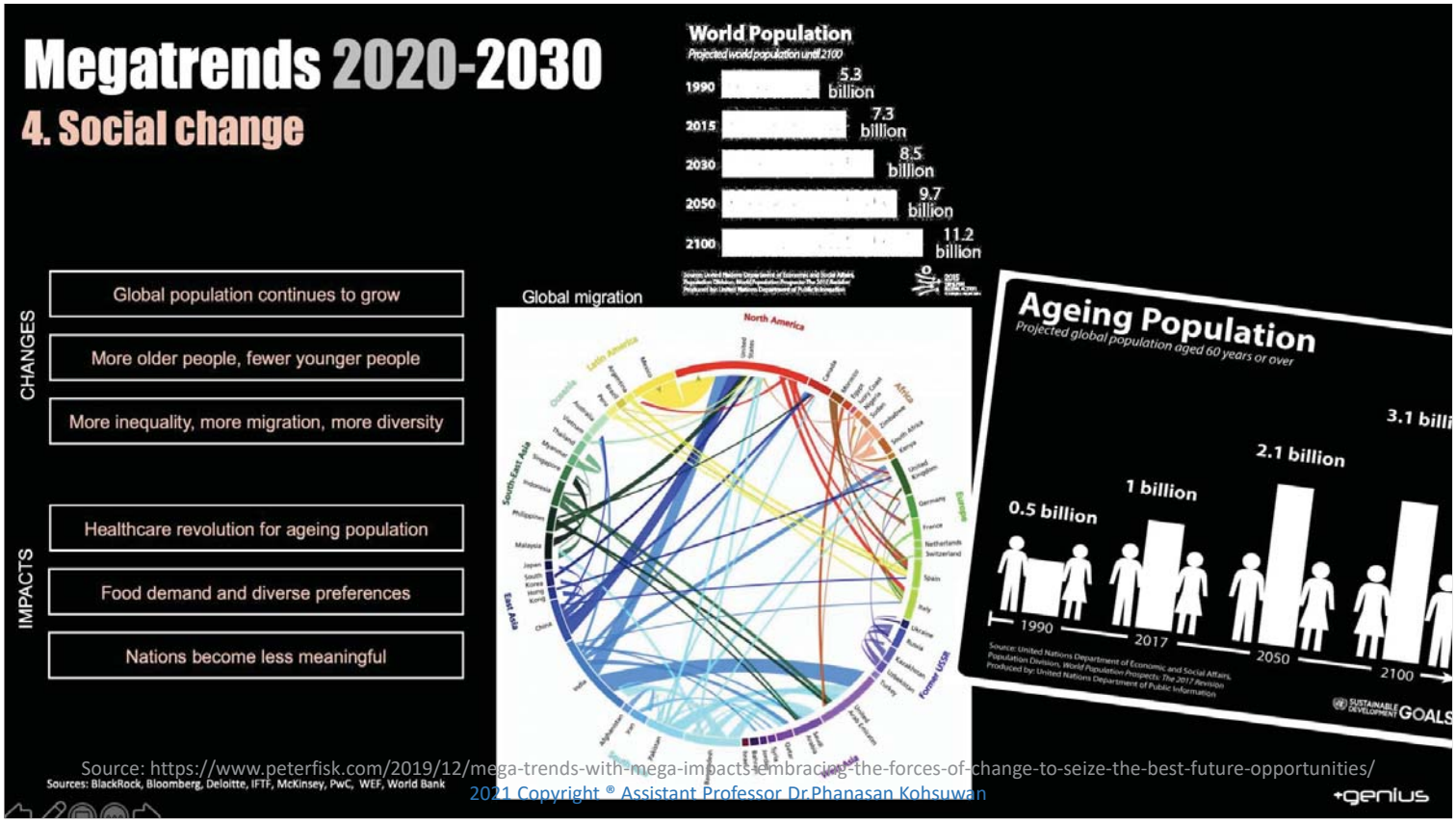
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



Source: https://www.peterfisk.com/2019/12/mega-trends-with-mega-impacts-embracing-the-forces-of-change-to-seize-the-best-future-opportunities/

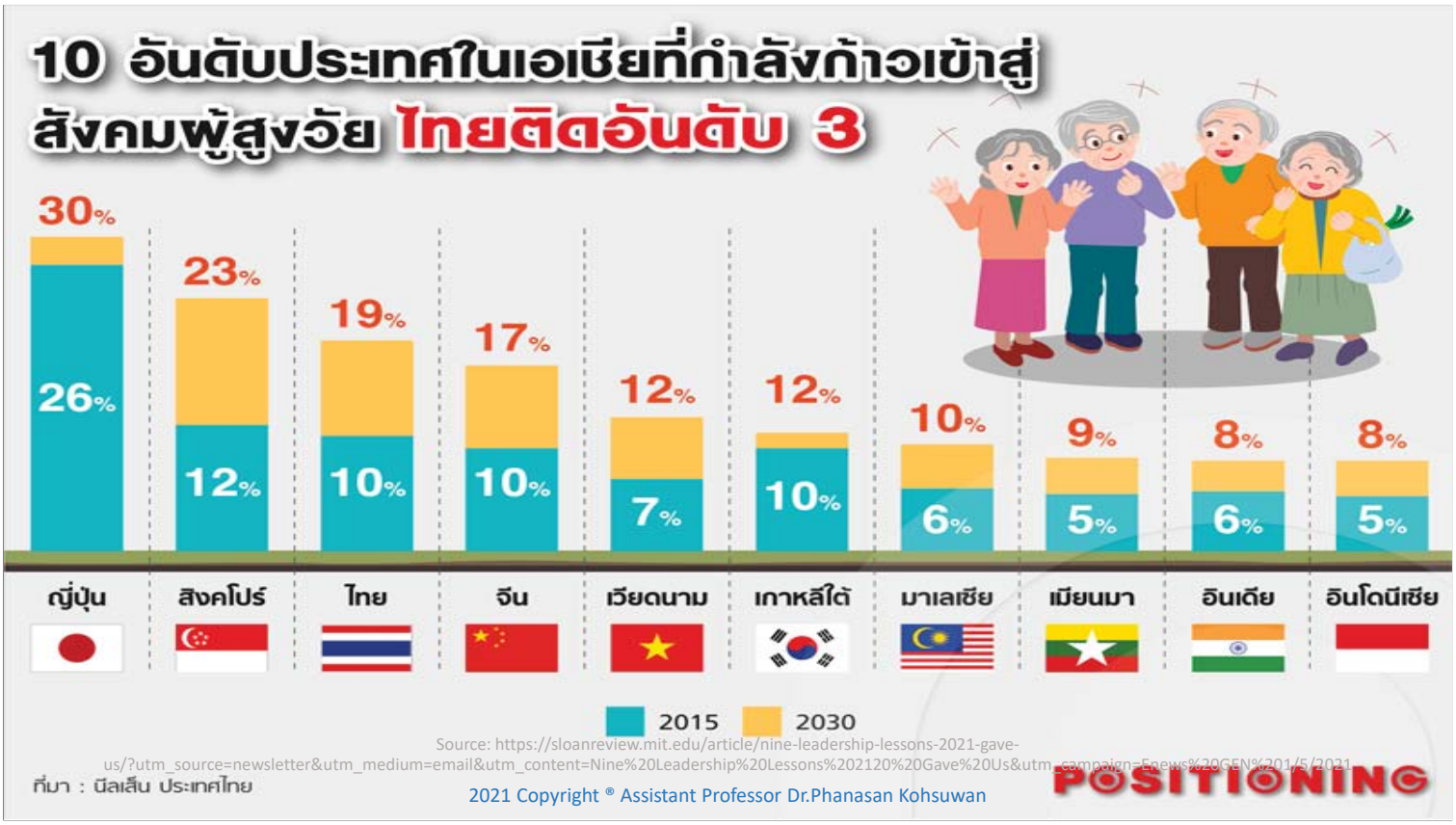
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



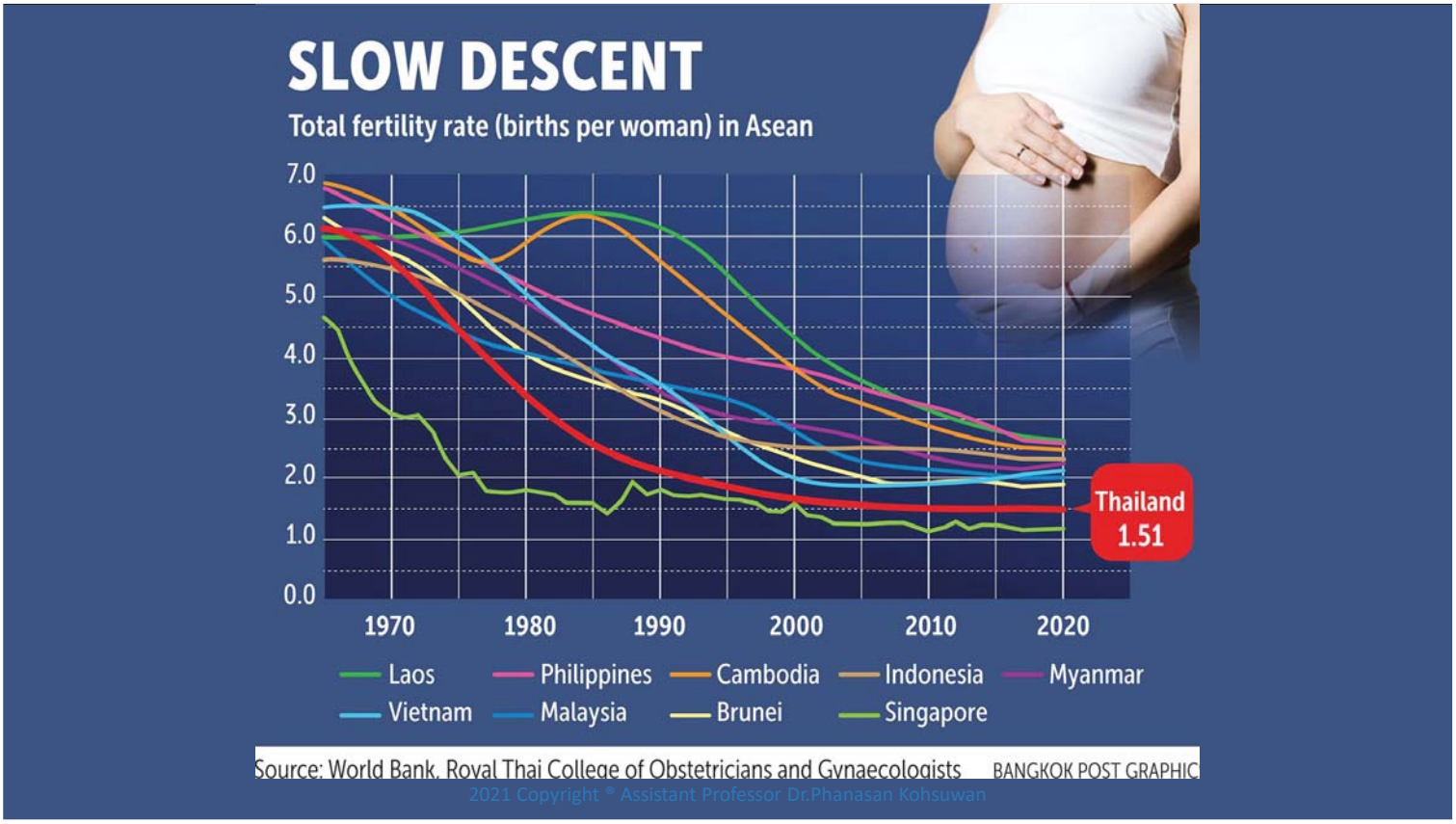
Source: https://www.peterfisk.com/2019/12/mega-trends-with-mega-impacts-embracing-the-forces-of-change-to-seize-the-best-future-opportunities/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



Source: https://sloanreview.mit.edu/article/nine-leadership-lessons-2021-gave-us/?utm_source=newsletter&utm_medium=email&utm_content=Nine%20Leadership%20Lessons%202120%20Gave%20Us&utm_campaign=Enews%20GEN%201/5/2021

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Source: https://www.peterisk.com/2019/12/mega-trend-swift-mega-impacts-embracing-the-forces-of-change-to-seize-the-best-future-opportunities/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Google's new certificate program takes only six months to complete, and will be a fraction of the cost of college

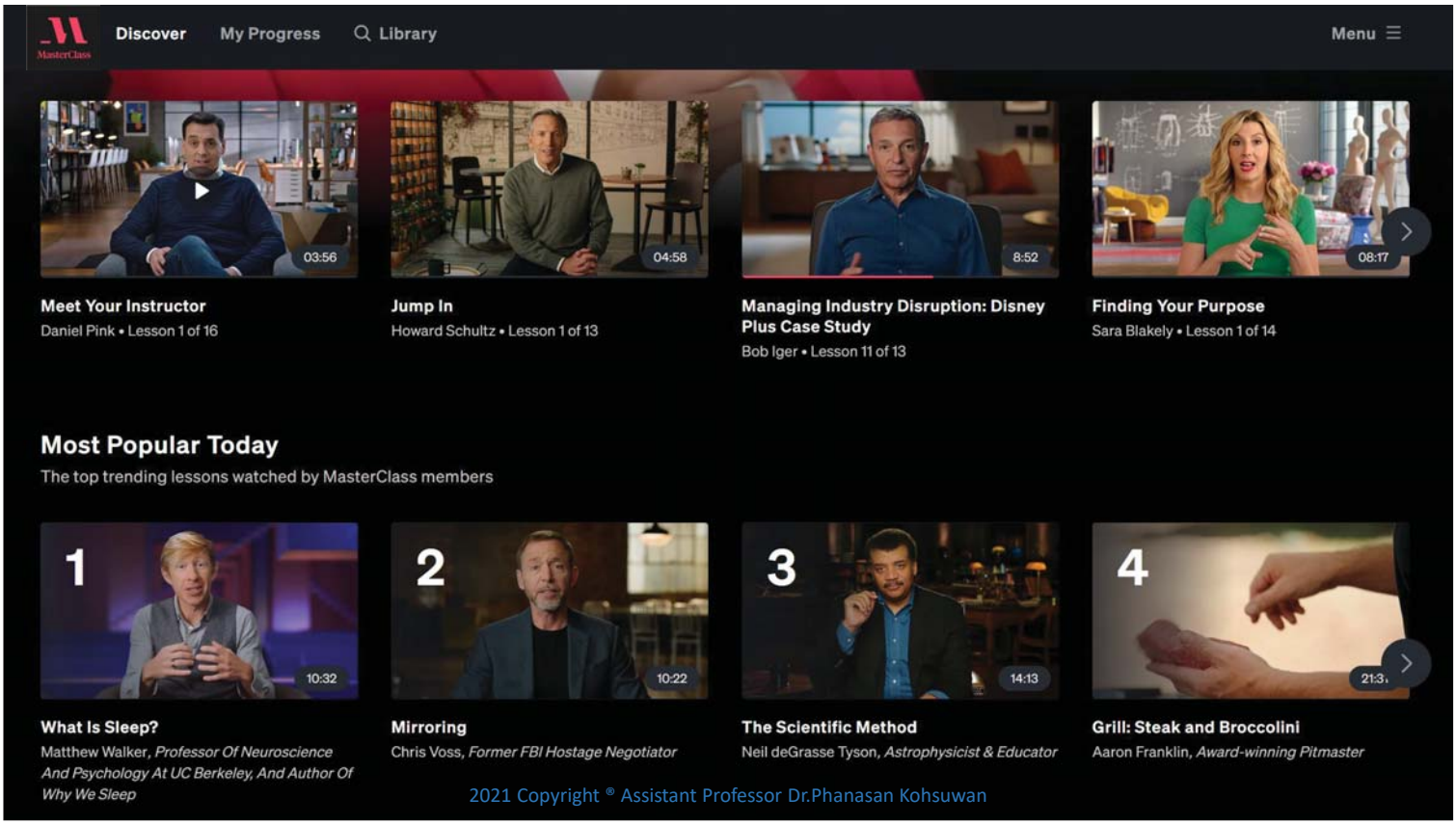
Development	Business	IT and Software	Design
Python	**Financial Analysis**	**AWS Certification**	**Photoshop**
24,804,193 students	969,210 students	3,791,044 students	8,619,509 students
Web Development	**SQL**	**Ethical Hacking**	**Graphic Design**
8,404,890 students	3,762,821 students	7,923,580 students	2,493,006 students
Machine Learning	**PMP**	**Cyber Security**	**Drawing**
4,878,355 students	1,278,130 students	2,770,632 students	2,130,495 students

Udemy

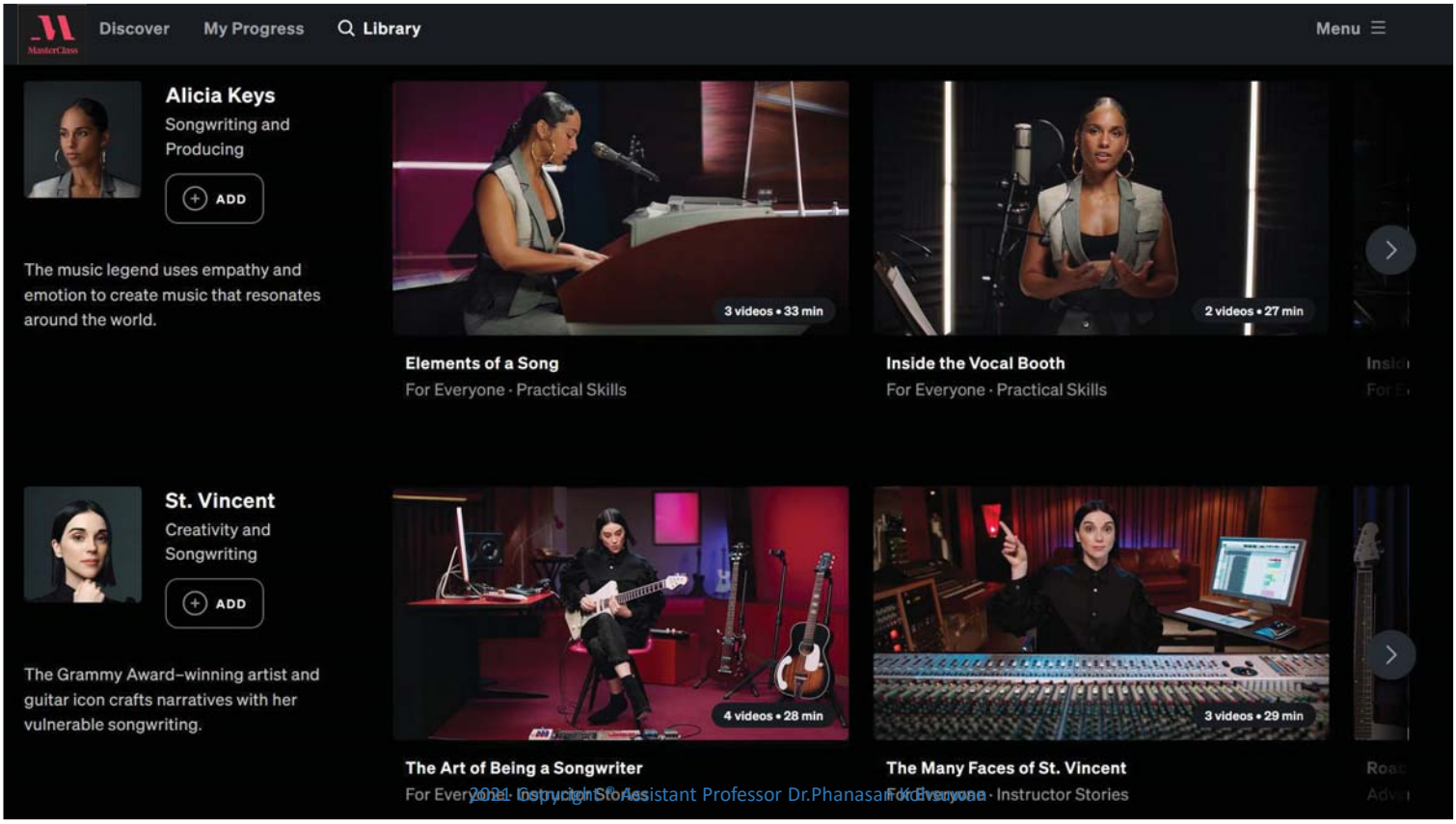
Trusted by companies of all sizes

Booking.com Mercedes-Benz adidas eventbrite

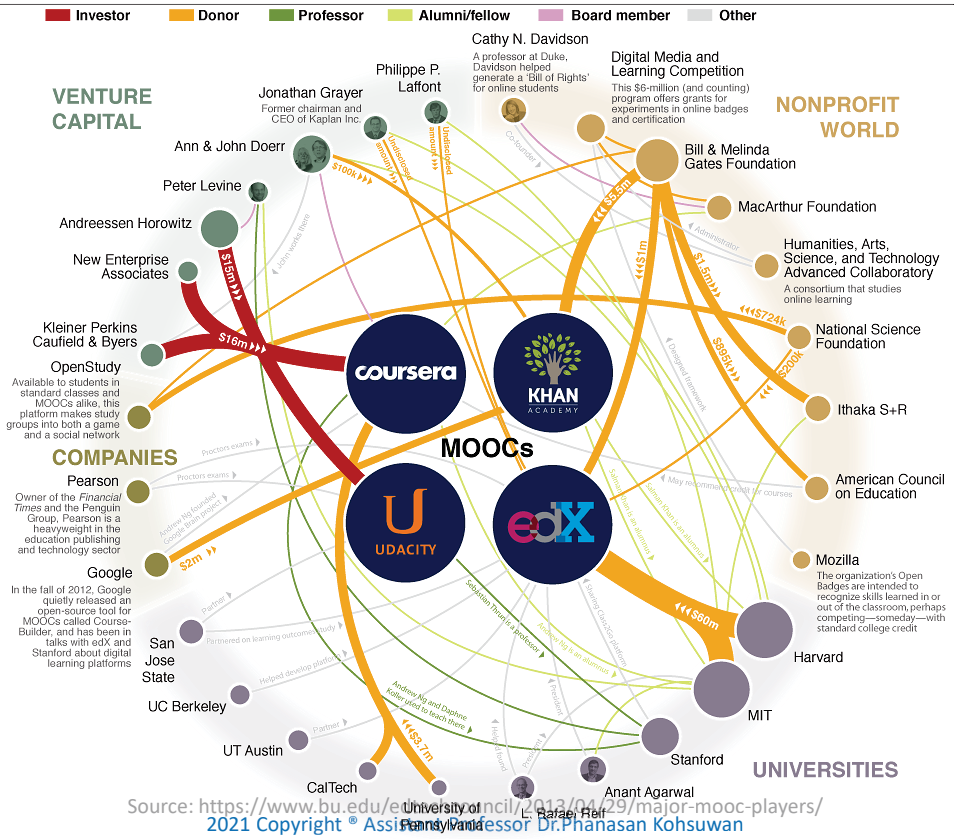
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



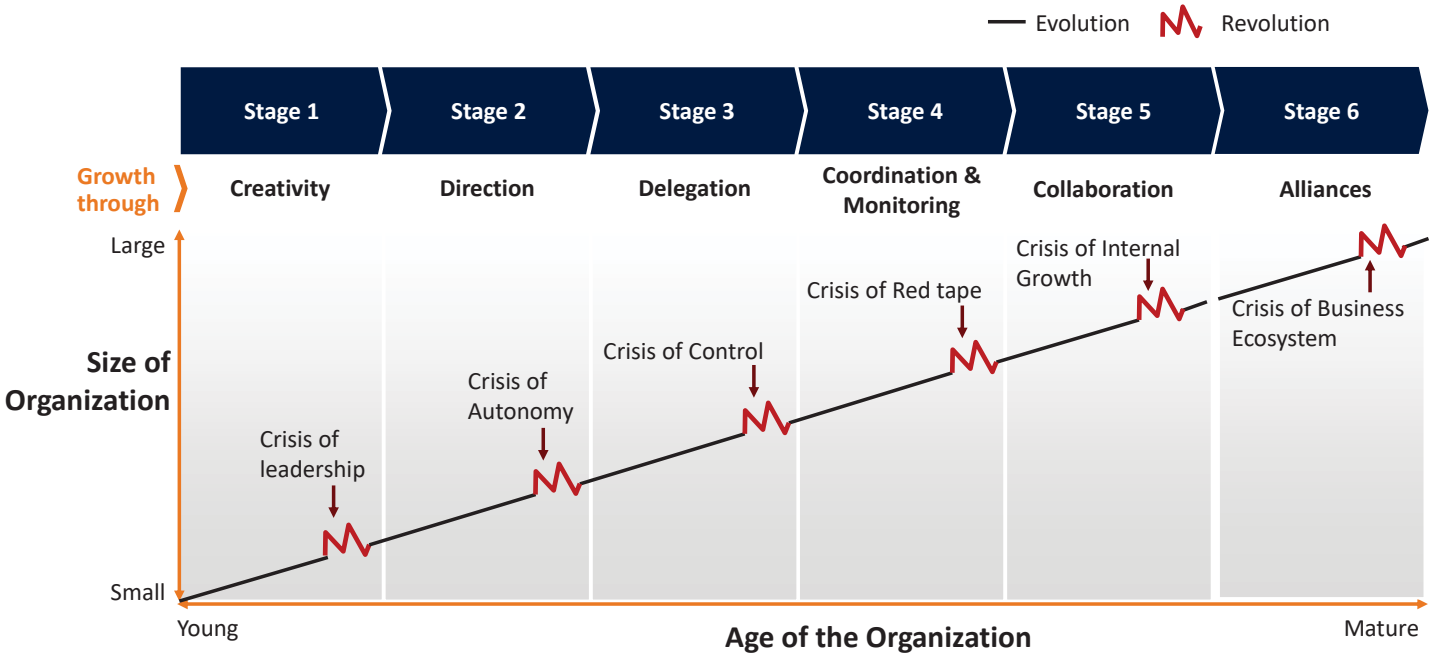
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



Source: https://www.bu.edu/ed...ncil/2013/04/29/major-mooc-players/

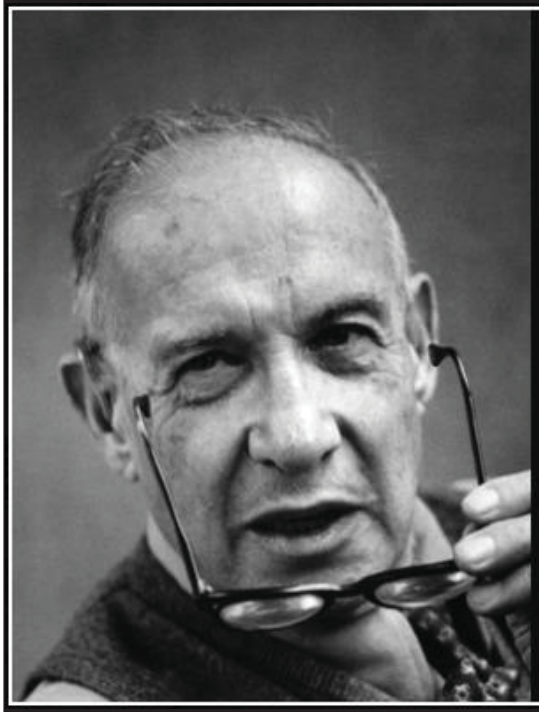
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Greiner Growth Model



Source: https://hbr.org/1998/05/evolution-and-revolution-as-organizations-grow

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



Mission defines strategy, and strategy defines structure.

— Peter Drucker —

AZ QUOTES

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Five Levels of Abstraction in Strategy Planning and Execution

LEVEL 1

CORE VALUES
Guiding principles or an organization

VISION
The picture of the future as seen by the organization

MISSION
A goal of the highest level of abstraction; a context for all other goals and actions

Highest abstraction

LEVEL 3

BUSINESS GOALS
Building blocks of the strategy; formulate the strategic hypothesis

STRATEGY MAP
Business goals connected by cause-and-effect logic

LEVEL 2

STRATEGIC PRIORITIES
The pillars for the future strategy

BSC DESIGNER
STRATEGY EXECUTION SOFTWARE

LEVEL 4

KPIS
Quantification of the business goals that make them tangible

LEADING METRICS
Quantification of success factors

LAGGING METRICS
Validation of the results achieved

LEVEL 5

ACTION PLANS
The level of lowest abstraction; execution

Lowest abstraction

Source: https://bscdesigner.com/mission-values-priorities.htm

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop I: Performance Review

ทบทวนผลการดำเนินการที่ผ่านมา

- ❑ ผลลัพธ์ด้านการเงิน (การเรียนการสอน การวิจัย การบริการวิชาการ)
- ❑ ผลลัพธ์ด้านการตลาด (การเรียนการสอน การวิจัย การบริการวิชาการ)
- ❑ ผลลัพธ์ด้านการตอบสนองความต้องการของผู้เรียนและลูกค้าแต่ละกลุ่ม (การเรียนการสอน การวิจัย การบริการวิชาการ)
- ❑ ผลลัพธ์ตามแผนกลยุทธ์ในรอบที่ผ่านมา
- ❑ ผลลัพธ์ที่สะท้อนการดำเนินการของคู่แข่ง คู่เทียบที่ดีกว่าของมหาวิทยาลัยฯ
- ❑ ผลลัพธ์ด้านภาพลักษณ์ ชื่อเสียง

https://app.powerbi.com/view?r=eyJrIjoiZGVlN2Q2NTgtNDVhZS00N2MxLThmOTItOWI3MzBmN2JlMmMwIiwidCI6IjIxM2U0OTFkLTQzZTMtNGE4Yy1hYzJkLThhMjZlZDg4NWUwZiIsImMiOjEwfQ%3D%3D

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop I: Performance Review

จาก link ข้อมูลผลลัพธ์ พิจารณาเลือกผลลัพธ์ที่**ต้องการปรับปรุงมากที่สุด 3 เรื่อง เรียงลำดับความสำคัญ** จากการทบทวนผลการดำเนินการที่ผ่านมา

- ❑ **กลุ่ม 1-2** ผลลัพธ์ด้านการเงินและการตลาดในภาพรวม ผลลัพธ์ตามแผนกลยุทธ์ในรอบที่ผ่านมา
- ❑ **กลุ่ม 3-4** ผลลัพธ์ด้านการเงินและการตลาด ด้านการเรียนการสอน และผลลัพธ์ด้านการตอบสนองความต้องการของผู้เรียน
- ❑ **กลุ่ม 5-6** ผลลัพธ์ด้านการเงินและการตลาด ด้านการวิจัย และผลลัพธ์ด้านการตอบสนองความต้องการของลูกค้าด้านการวิจัย
- ❑ **กลุ่ม 7-8** ผลลัพธ์ด้านการเงินและการตลาด ด้านการบริการวิชาการ และผลลัพธ์ด้านการตอบสนองความต้องการของลูกค้าด้านการบริการวิชาการ
- ❑ **กลุ่ม 9-10** ผลลัพธ์ที่สะท้อนการดำเนินการของคู่แข่ง คู่เทียบที่ดีกว่าของมหาวิทยาลัยฯ และผลลัพธ์ด้านภาพลักษณ์ ชื่อเสียงในทางลบ หรือไม่เป็นที่รู้จัก หรือยอมรับ

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop: Strategic Context

- การวิเคราะห์ปัจจัยภายในและผลการดำเนินการที่ผ่านมา
- การวิเคราะห์ปัจจัยภายนอก PESTEL Analysis
- การวิเคราะห์ Industry Analysis
- การวิเคราะห์ SWOT Analysis
- Strategic Advantages and Opportunities
- Strategic Challenges and Key Changes

Source: Baldrige for Leaders: A Leader's Guide to Performance Excellence

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

SWOT Analysis

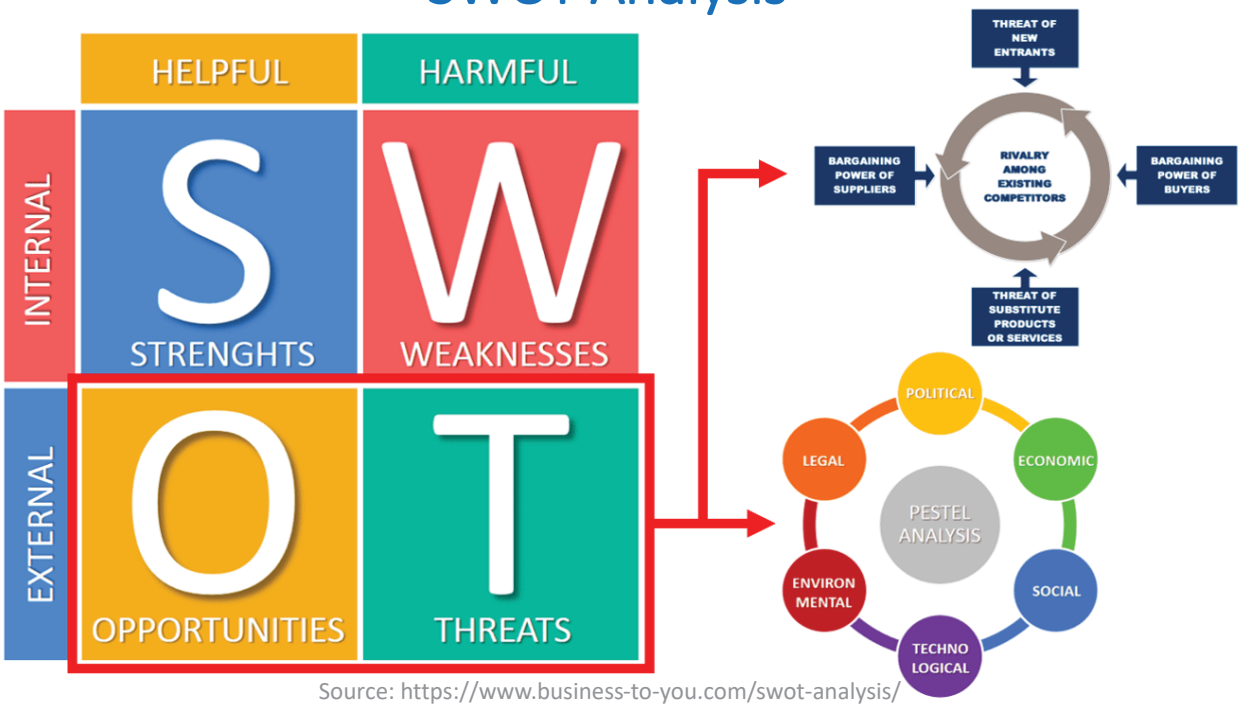
Originated by Albert S Humphrey in the 1960s

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Source: https://www.singlegrain.com/digital-marketing/how-to-perform-competitor-research-using-the-best-tools/

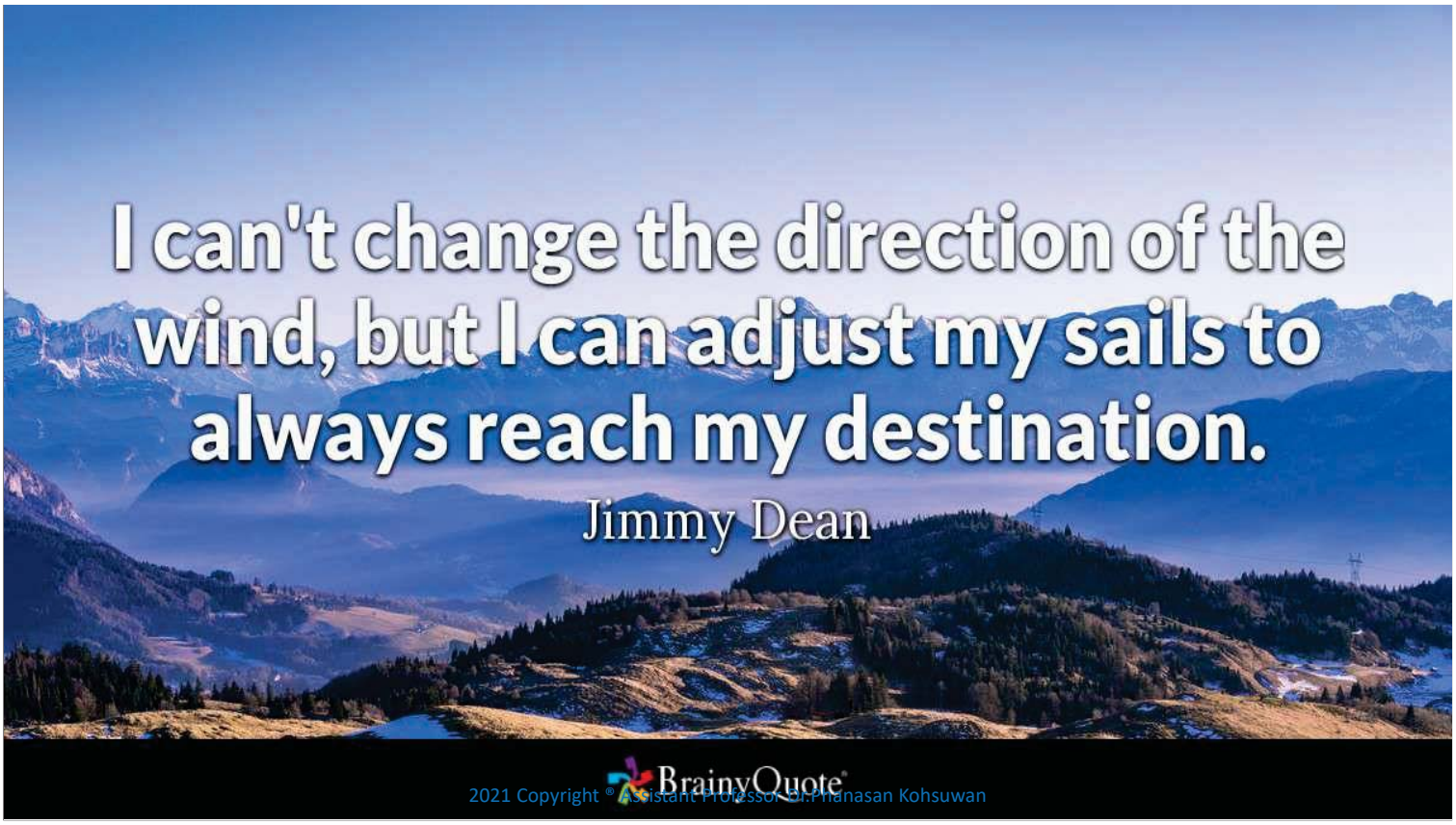
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

SWOT Analysis



Source: https://www.business-to-you.com/swot-analysis/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

SWOT Analysis: External Factors

OPPORTUNITIES
• What good opportunities can you spot? • What interesting trends are you aware of? • Changes in technology and markets on both a broad and narrow scale? • Changes in government policy related to your field? • Changes in social patterns, population profiles, lifestyle changes, and so on? • Local events?

Originated by Albert S Humphrey in the 1960s

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

SWOT Analysis: External Factors

OPPORTUNITIES (examples)
• Market developments? • Business and product development? • Competitors' vulnerabilities? • Industry or lifestyle trends? • Technology development and innovation? • Global influences? • New markets, vertical, horizontal? • Niche target markets? • Geographical, export, import? • Information and research? • Partnerships, agencies, distribution? • Volumes, production, economies? • Seasonal, weather, fashion influences?

Originated by Albert S Humphrey in the 1960s

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

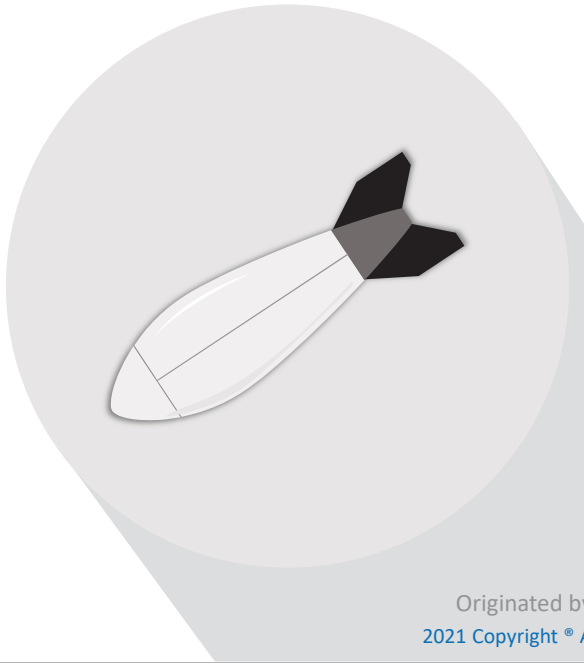
SWOT Analysis: External Factors

THREATS
• What obstacles do you face? • What are your competitors doing? • Are quality standards or specifications for your job, products or services changing? • Is changing technology threatening your position? • Do you have bad debt or cash-flow problems? • Could any of your weaknesses seriously threaten your business?

Originated by Albert S Humphrey in the 1960s

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

SWOT Analysis: External Factors



THREATS (examples)
• Political effects? • Legislative effects? • Environmental effects? • IT developments? • Competitor intentions - various? • Market demand? • New technologies, services, ideas? • Vital contracts and partners? • Sustaining internal capabilities? • Obstacles faced? • Insurmountable weaknesses? • Shortage of workforce? • Sustainable financial backing? • Economy - home, abroad? • Seasonality, weather effects?

Originated by Albert S Humphrey in the 1960s

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

External Factor Analysis: PESTEL

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

External Factor Analysis: PESTEL

Political Factors:

- Government type and stability
- Freedom of press, rule of law and levels of bureaucracy and corruption
- Regulation and de-regulation trends
- Social and employment legislation
- Tax policy, and trade and tariff controls
- Environmental and consumer-protection legislation
- Likely changes in the political environment

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

External Factor Analysis: PESTEL

Economical Factors:

- Stage of business cycle
- Current and projected economic growth, inflation and interest rates
- Unemployment and labor supply
- Labor costs
- Levels of disposable income and income distribution
- Impact of globalization
- Likely impact of technological or other change on the economy
- Likely changes in the economic environment

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

External Factor Analysis: PESTEL

Socio-Cultural Factors:

- Population growth rate and age profile
- Population health, education and social mobility, and attitudes to these
- Population employment patterns, job market freedom and attitudes to work
- Press attitudes, public opinion, social attitudes and social taboos
- Lifestyle choices and attitudes to these
- Socio-cultural changes

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

External Factor Analysis: PESTEL

Technological Environment Factors:

- Impact of emerging technologies
- Impact of Internet, reduction in communications costs and increased remote working
- Research & Development activity
- Impact of technology transfer

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

External Factor Analysis: PESTEL

Environmental Factors:

- Impact of global warming, climate change
- Environmental issues
- Ecological issues
- Waste management

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

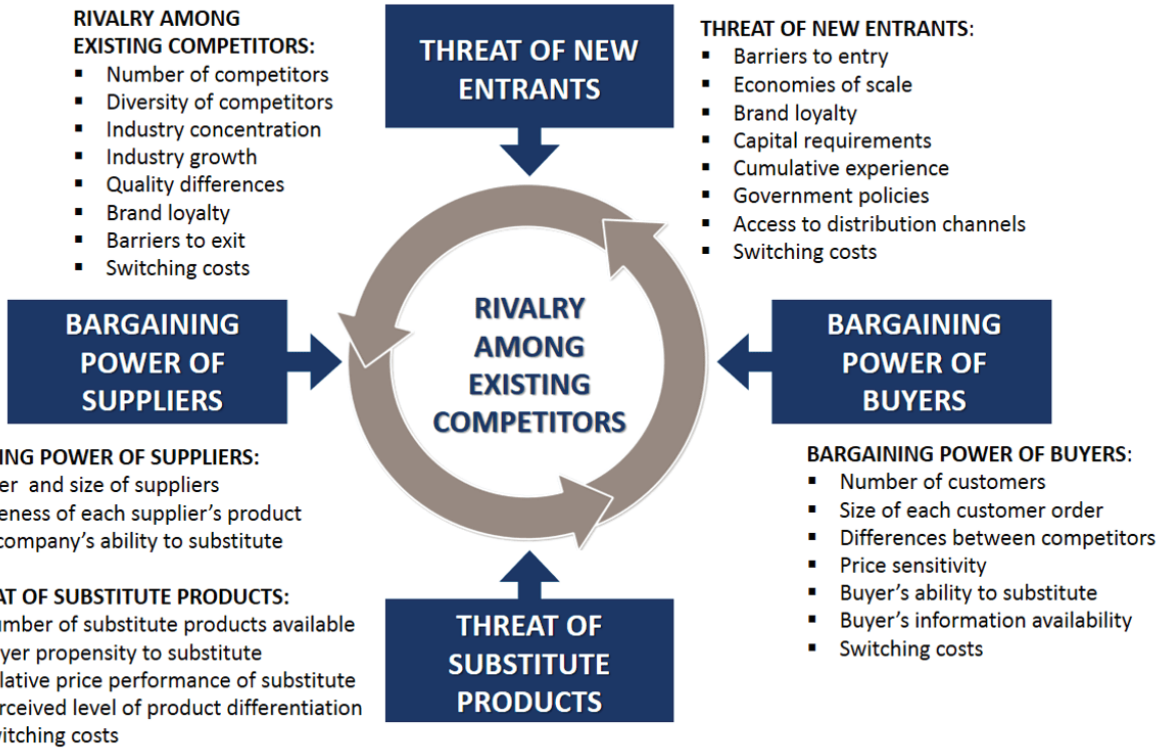
External Factor Analysis: PESTEL

Legal Factors:

- Competition law
- Health and safety regulations
- Employment law
- Discrimination law
- Consumer law
- Antitrust law

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Industry Analysis: Porter's 5 Forces Model



Source: https://i2.wp.com/www.business-to-you.com/wp-content/uploads/2017/04/Five-Forces-Model-Porter.png

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop: Competitive Environment

"Who share our markets?"

What are our relative size and growth in the markets?

How many and what types of competitors do we have?

What key changes are affecting our competitive situation, including opportunities for innovation and collaboration?

What are the alternative sources of similar services?

Source: 2019–2020 Baldrige Excellence Framework: Criteria Commentary

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop II: External Factor Analysis

จากไฟล์ “External Factor Analysis” พิจารณาเลือกประเด็นที่**ส่งผลกระทบกับองค์กรมากที่สุดในทางบวกและทางลบอย่างละ 3 ประเด็น เรียงลำดับความสำคัญ**

- กลุ่ม 1-2 ผลกระทบต่อการดำเนินการขององค์กรในภาพรวม (Operation)
- กลุ่ม 3-4 ผลกระทบต่อพันธกิจด้านการเรียนการสอน และการตอบสนองความต้องการของผู้เรียน
- กลุ่ม 5-6 ผลกระทบต่อพันธกิจด้านการวิจัย และการตอบสนองความต้องการของลูกค้าด้านการวิจัย
- กลุ่ม 7-8 ผลกระทบต่อพันธกิจด้านการบริการวิชาการ และการตอบสนองความต้องการของลูกค้าด้านการบริการวิชาการ
- กลุ่ม 9-10 ผลกระทบต่อภาพลักษณ์ ชื่อเสียงขององค์กร

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

SWOT Analysis: Internal Factors

STRENGTHS
• What advantages does your organization have? • What do you do better than anyone else? • What unique or lowest-cost resources can you draw upon that others can't? • What do people in your market see as your strengths? • What factors mean that you "get the sale"? • What is your organization's Unique Selling Proposition (USP)?

Originated by Albert S Humphrey in the 1960s

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

SWOT Analysis: Internal Factors

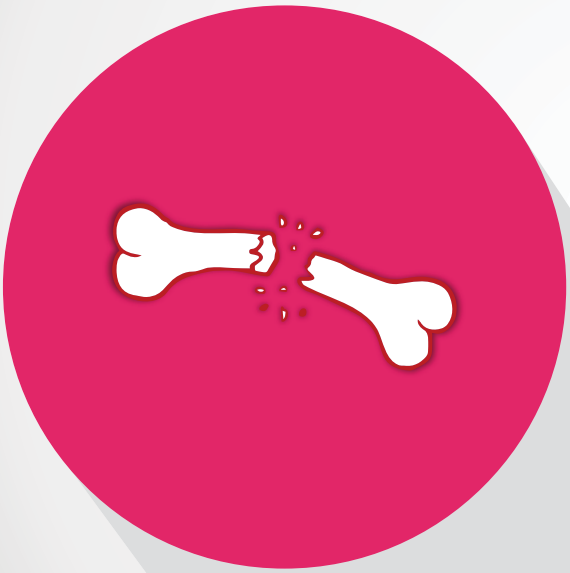
STRENGTHS (examples)

- Advantages of proposition?
- Capabilities?
- Competitive advantages?
- USP's (unique selling points)?
- Resources, Assets, People?
- Experience, knowledge, data?
- Financial reserves, likely returns?
- Marketing - reach, distribution, awareness?
- Innovative aspects?
- Location and geographical?
- Price, value, quality?
- Accreditations, qualifications, certifications?
- Processes, systems, IT, communications?
- Cultural, attitudinal, behavioral?
- Management cover, succession?
- Philosophy and values?

Originated by Albert S Humphrey in the 1960s

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

SWOT Analysis: Internal Factors



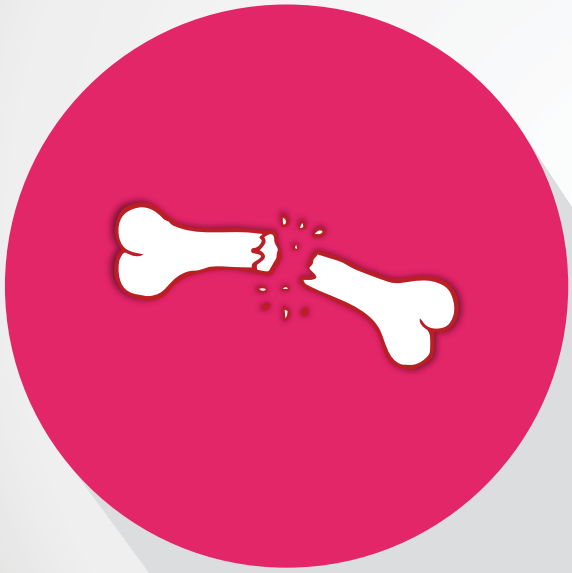
WEAKNESSES

- What could you improve?
- What should you avoid?
- What are people in your market likely to see as weaknesses?
- What factors lose you sales?
- Do other people seem to perceive weaknesses that you don't see?
- Are your competitors doing any better than you?

Originated by Albert S Humphrey in the 1960s

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

SWOT Analysis: Internal Factors



WEAKNESSES (examples)

- Disadvantages of proposition?
- Gaps in capabilities?
- Lack of competitive strength?
- Reputation, presence and reach?
- Financials?
- Own known vulnerabilities?
- Timescales, deadlines and pressures?
- Cash flow, start-up cash-drain?
- Continuity, supply chain robustness?
- Effects on core activities, distraction?
- Reliability of data, plan predictability?
- Morale, commitment, leadership?
- Accreditations, etc?
- Processes and systems, etc?
- Management cover, succession?

Originated by Albert S Humphrey in the 1960s

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop: Resources (7M + N)

Man

Money

Materials (sources, IP)

Machine (equipment, facilities)

Management

Methods (process, best practice)

Marketing (brand & reputation)

Supply Network

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop III: Internal Factor Analysis

ใช้แนวคิด 7M + N พิจารณาเลือกปัจจัยภายใน**ที่ทำให้องค์กรได้เปรียบ (จุดแข็ง) และเสียเปรียบ (จุดอ่อน) อย่างละ 3 เรื่อง (ลงรายละเอียด) เรียงลำดับความสำคัญ**

- กลุ่ม 1-2 จุดอ่อน/จุดแข็งที่มีผลกระทบต่อการดำเนินการขององค์กรในภาพรวม (Operation)
- กลุ่ม 3-4 จุดอ่อน/จุดแข็งที่มีผลกระทบต่อพันธกิจด้านการเรียนการสอน และการตอบสนองความต้องการของผู้เรียน
- กลุ่ม 5-6 จุดอ่อน/จุดแข็งที่มีผลกระทบต่อพันธกิจด้านการวิจัย และการตอบสนองความต้องการของลูกค้าด้านการวิจัย
- กลุ่ม 7-8 จุดอ่อน/จุดแข็งที่มีผลกระทบต่อพันธกิจด้านการบริการวิชาการ และการตอบสนองความต้องการของลูกค้าด้านการบริการวิชาการ
- กลุ่ม 9-10 จุดอ่อน/จุดแข็งที่มีผลกระทบต่อภาพลักษณ์ ชื่อเสียงขององค์กร

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Supply Network

Related to the concept of ecosystems, organizations' means of producing educational programs and services and delivering them to their students and other customers increasingly involve more than a simple chain from supplier, to supplier, to organization. Complex organizations may coordinate the activities of many suppliers, and some organizations may be a part of a complex network of organizations, each with a vital role in production or delivery. Increasingly, these entities are interlinked and exist in interdependent rather than linear relationships. Success depends on recognizing and managing these interdependencies to achieve alignment. The Criteria now use the term supply network to refer to the entities involved in producing educational programs and services and delivering them to students and other customers. There is increased emphasis on supply-network alignment, collaboration, and agility.

Source: 2019–2021 Baldrige Excellence Framework (Education)

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Business Ecosystems

As education organizations increasingly offer multidisciplinary products and services, leaders need to lead their organizations as part of interrelated cross-industry, domestic and sometimes global systems—called ecosystems. These broad, interdependent collaborative networks may include traditional partners and collaborators, but also competitors, organizations outside the education sector, communities, students, and other customers. Organizational growth may depend on the collective growth of the ecosystem and its ability to prepare for the future. And as competition comes from organizations in different industries, organizations may be able to stand out from their competitors through new and novel offerings, possibly through the ecosystem. In an expansion of the systems perspective offered by the Criteria, the term appears in the Core Values and Concepts section and in notes to the Criteria. In the Criteria themselves, the addition of considerations for suppliers, partners, collaborators, students, other customers, and competitors to some questions and notes emphasizes the importance of thinking broadly about business ecosystems.

Source: 2019–2021 Baldrige Excellence Framework (Education)

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Figure 1. Defining business ecosystems

Ecosystems are dynamic and co-evolving communities of diverse actors	Ecosystems typically bring together multiple players of different types and sizes in order to create, scale, and serve markets in ways that are beyond the capacity of any single organization—or even any traditional industry. Their diversity—and their collective ability to learn, adapt, and, crucially, innovate together—are key determinants of their longer-term success.
who create and capture new value	Enabled by greatly enhanced connectivity across specialized capabilities and resources, ecosystems develop new, co-created solutions that address fundamental human needs and desires and growing societal challenges. While forging superior ways to create new value, ecosystems also increase the importance of discovering new business models to capture that value in a world of commoditization and "de-monetization."
through both collaboration and competition	Competition, while still essential, is certainly not the sole driver of sustained success. Participants are additionally incentivized by shared interests, goals, and values, as well as by the growing need to collaborate in order to meet increasing customer demands, to invest in the long-term health of their shared ecosystem, from which all can derive mutual benefit.

Source: https://ulearn.yalieastafrica.org/blog/Business-Ecosystems/11

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Business Ecosystems

Source: https://www.cbinsights.com/research/report/amazon-across-financial-services-fintech/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Business Ecosystems

Source: https://blogisbis.wordpress.com/2017/11/16/data-science-at-alibaba/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

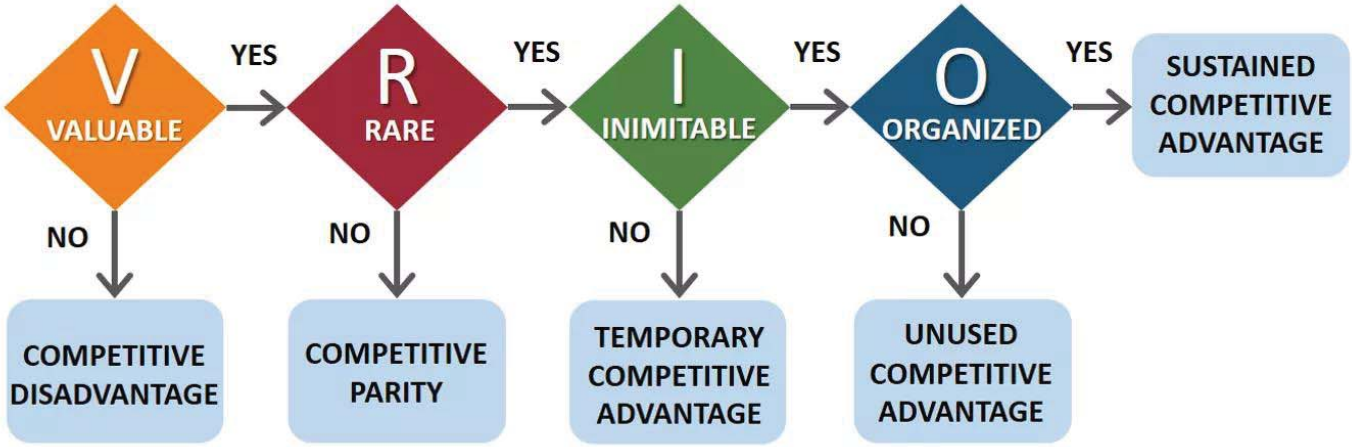
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop: Core Competencies

"What is their relationship to our mission?"

Resource Based View (RBV) Theory

IS THE RESOURCE OR CAPABILITY…? **IS THE COMPANY WELL…?**



Source: Barney, J. (1991). Firm Resources and Sustained Competitive Advantage. Journal of Management.
Wernerfelt, B. (1984). The Resource-Based View of the Firm. Strategic Management Journal.

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Core Competencies

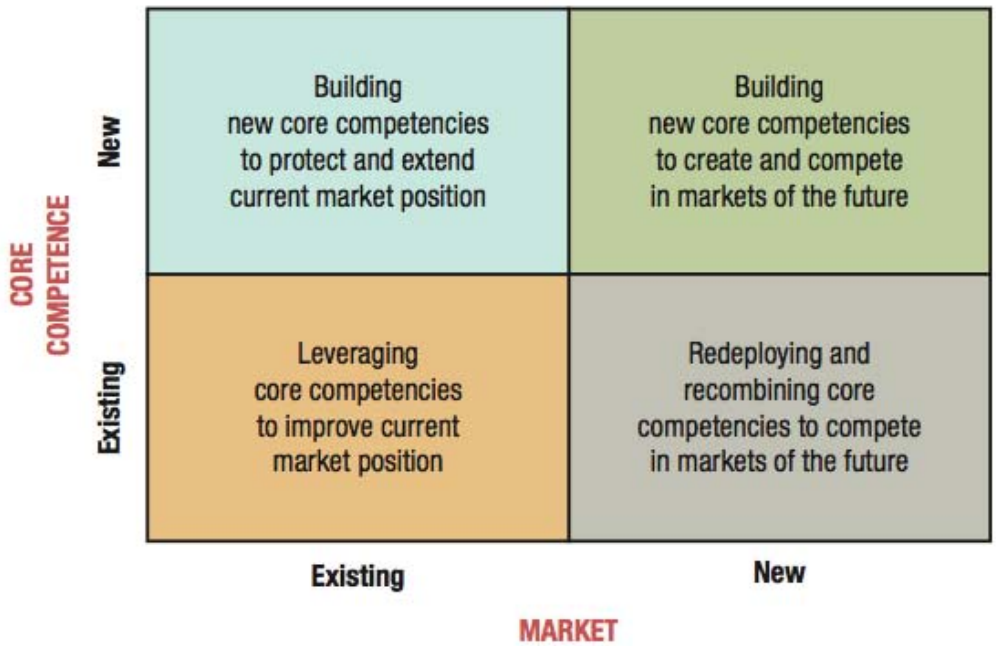
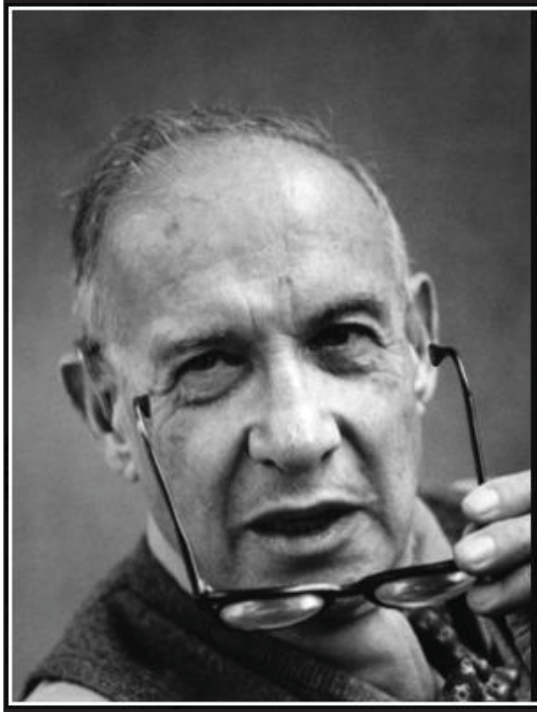


EXHIBIT 8.8

The Core Competence–Market Matrix

SOURCE: Adapted from G. Hamel and C. K. Prahalad (1994), *Competing for the Future* (Boston, MA: Harvard Business School Press).

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



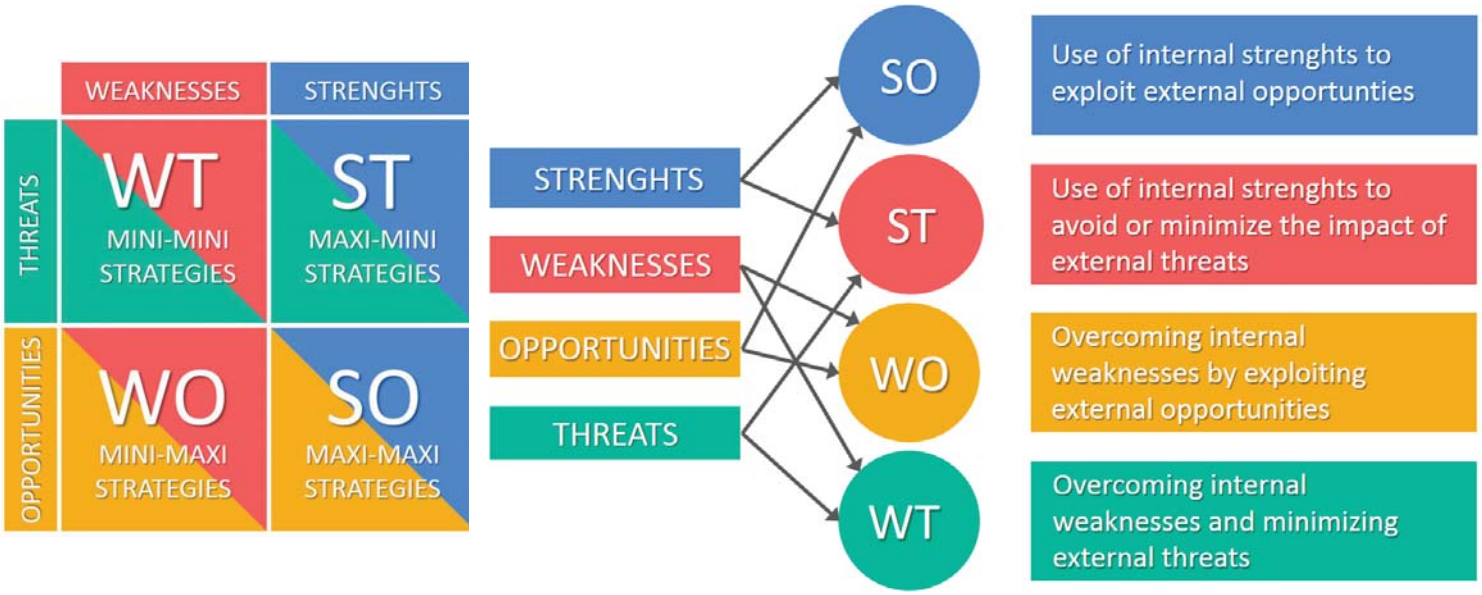
The task of leadership is to create an alignment of strengths so strong that it makes the system's weaknesses irrelevant.

— Peter Drucker —

AZ QUOTES

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop: TOWS Matrix



Originated from Heinz Weihrich, Long Range Planning/ Source: https://www.business-to-you.com/swot-analysis/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Strategic Focuses

new products/ services

new customers/ markets

brands/ reputations (top of mind)

revenue/ growth

partners/ networks/ communities

talent engagement
(recruit/ develop/ retain)

build up core competencies

innovation

Source: Baldrige In Plain English: Understanding Performance Excellence

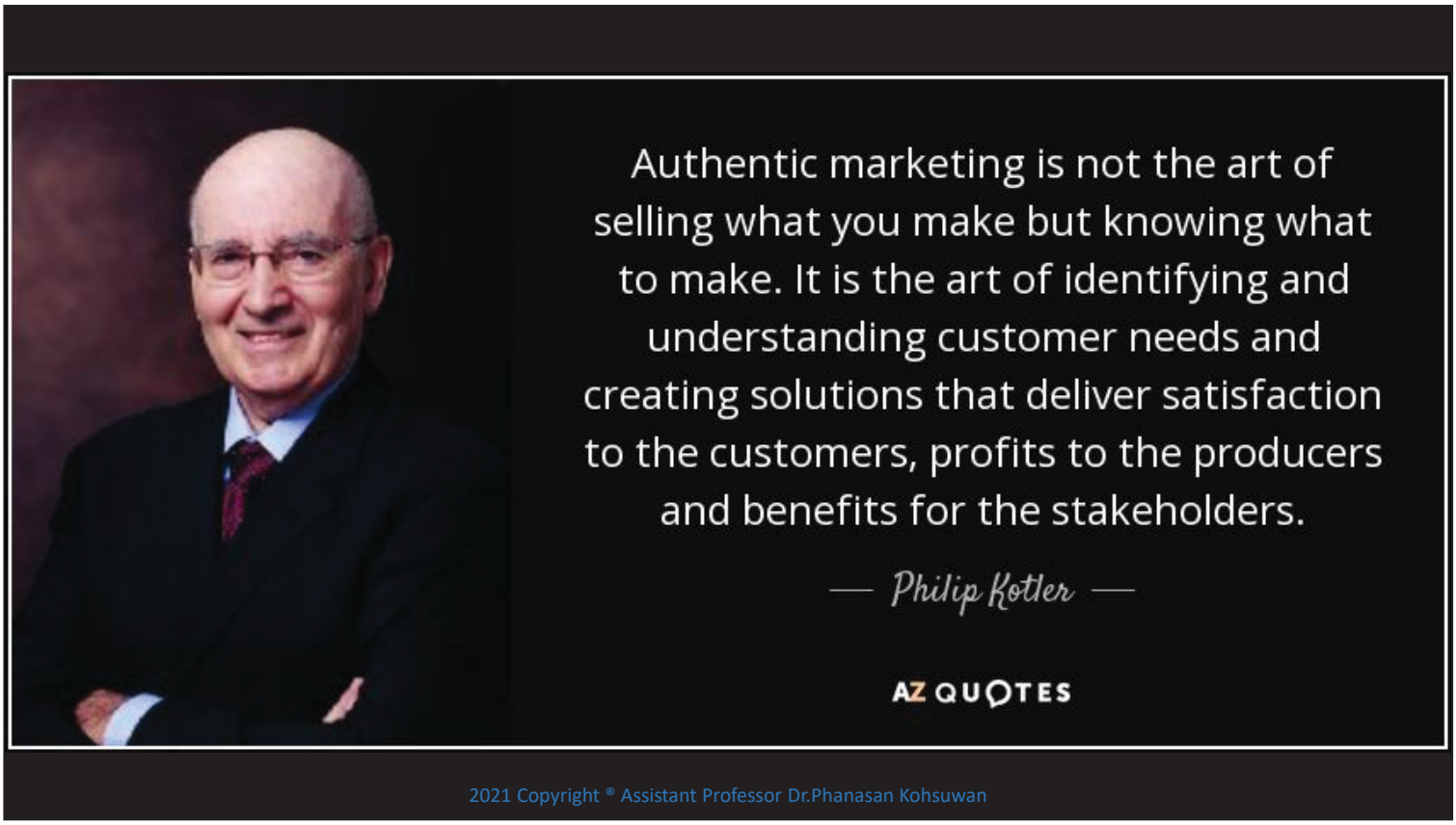
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop IV: TOWS Matrix

ใช้ไฟล์ “Strategy template” sheet “TOWS Matrix” ออกแบบกลยุทธ์ โดยใช้ S, W, O, T ที่ได้สรุปไว้

- กลุ่ม 1-2 SO/ ST ออกแบบกลยุทธ์ เพื่อปรับปรุงการดำเนินการขององค์กรในภาพรวม (Operation) และพันธกิจการเรียนการสอน
- กลุ่ม 3-4 WO/ WT ออกแบบกลยุทธ์ เพื่อปรับปรุงการดำเนินการขององค์กรในภาพรวม (Operation) และพันธกิจการเรียนการสอน
- กลุ่ม 5-6 SO/ ST ออกแบบกลยุทธ์ เพื่อปรับปรุงการดำเนินการของพันธกิจการวิจัยและการบริการวิชาการ
- กลุ่ม 7-8 WO/ WT ออกแบบกลยุทธ์ เพื่อปรับปรุงการดำเนินการของพันธกิจการวิจัยและการบริการวิชาการ
- กลุ่ม 9-10 SO/ ST/ WO/ WT ออกแบบกลยุทธ์ เพื่อปรับปรุงภาพลักษณ์ ชื่อเสียงขององค์กร

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop: Strategic Context

"What are our key strategic challenges and advantages?"

1) BUSINESS challenges and advantages

2) OPERATIONAL challenges and advantages

3) SOCIETAL RESPONSIBILITY challenges and advantages (needs of the community - local or national)

4) WORKFORCE challenges and advantages

Source: Baldrige In Plain English: Understanding Performance Excellence

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Strategic Context

STRATEGIC CHALLENGES: Understanding what is coming at us from the outside, things we must address but do not control.

- ❑ Our operational costs (e.g., materials, labor, or geographic location)
- ❑ Expanding or decreasing markets
- ❑ Mergers or acquisitions by our organization and our competitors
- ❑ Economic conditions, including fluctuating demand and local/ global economic downturns
- ❑ The cyclical nature of your industry
- ❑ The introduction of new or substitute products
- ❑ Rapid technological changes
- ❑ Data and information security, including cybersecurity
- ❑ New competitors entering the market
- ❑ The availability of skilled labor
- ❑ The retirement of an aging workforce

Source: 2019–2020 Baldrige Excellence Framework: Criteria Commentary

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Strategic Context

STRATEGIC ADVANTAGES: Understanding our organization's strengths vs. that of competitors.

- ❑ Industry innovation leadership
- ❑ Customer service recognition
- ❑ Brand recognition
- ❑ Agility
- ❑ Supply-network integration
- ❑ Price leadership
- ❑ Reputation for quality and reliability
- ❑ Environmental (“green”) stewardship
- ❑ Social responsibility and community involvement
- ❑ Geographic proximity
- ❑ Accessibility
- ❑ Warranty and product options

Source: 2019–2020 Baldrige Excellence Framework: Criteria Commentary

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Strategic Context

STRATEGIC OPPORTUNITIES: Understanding what is happening in the marketplace (or internally), providing an opportunity the organization can leverage.

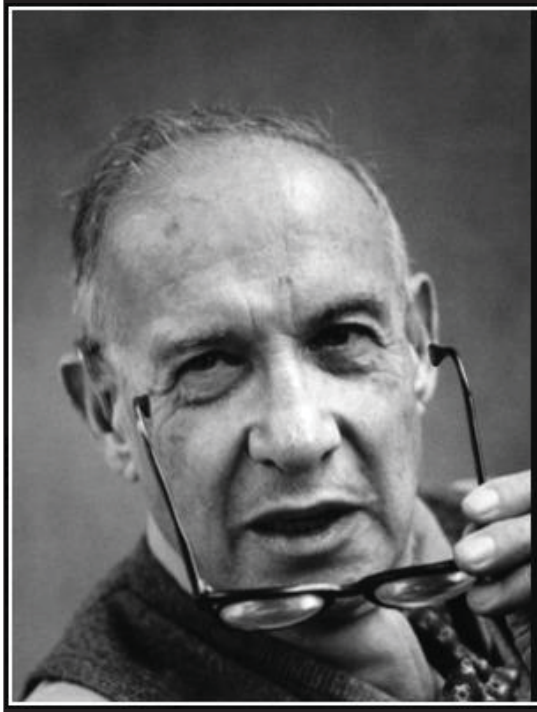
SUCCESS FACTORS: Understanding what anybody in our business needs to excel at if they wish to remain competitive today.

STRATEGIC OBJECTIVES: Understanding where we will be stronger once our objectives are achieved.

Source: Baldrige for Leaders: A Leader's Guide to Performance Excellence

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



Leadership is lifting a person's vision to high sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations.

— Peter Drucker —

AZ QUOTES

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

FIGURE 9: Leaders can set the stage for their employees to excel, creating conditions that will foster agility, collaboration, and innovation.

What would you like your leaders to have more of to navigate digital trends? (Top 3 responses.)
Percentage of respondents who rated choice No. 1 are shown

Direction: Providing vision and purpose	26%
Innovation: Creating the conditions for people to experiment	18%
Execution: Empowering people to think differently	13%
Collaboration: Getting people to collaborate across boundaries	12%
Inspirational leadership: Getting people to follow you	10%
Business judgment: Making decisions in an uncertain context	8%
Building talent: Supporting continuous self-development	7%
Influence: Persuading and influencing stakeholders	5%
Don't know /not sure	1%

Source: https://s3.amazonaws.com/marketing.mitsmr.com/offers/DL2018/59480-MITSMR-Deloitte-Digital-Report-2018.pdf

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Innovation: นวัตกรรม

หมายถึง การเปลี่ยนแปลงที่มีความหมายต่อการปรับปรุงหลักสูตรและบริการทางการศึกษา กระบวนการ หรือประสิทธิผลของสถาบัน รวมทั้งสร้างคุณค่าใหม่ให้แก่ผู้มีส่วนได้ส่วนเสีย นวัตกรรมเป็นการรับเอาแนวคิด กระบวนการ เทคโนโลยี หลักสูตรการบริการหรือรูปแบบการดำเนินธุรกิจ ซึ่งอาจเป็นของใหม่หรือนำมาปรับใช้ในรูปแบบใหม่

ผลลัพธ์ของนวัตกรรมคือการเปลี่ยนแปลงอย่างฉับพลันหรือก้าวกระโดดของผลลัพธ์ หลักสูตรบริการและกระบวนการ นวัตกรรมจะเกิดขึ้นได้ต้องมีสภาพแวดล้อมที่เกื้อหนุน มีกระบวนการที่ค้นหาโอกาสเชิงกลยุทธ์ และความเต็มใจที่จะลงทุนในความเสี่ยงที่น่าลงทุน

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Innovation: นวัตกรรม (ต่อ)

นวัตกรรมที่ประสบความสำเร็จในระดับสถาบัน เป็นกระบวนการที่ประกอบด้วยหลายขั้นตอนที่เกี่ยวข้องกับการพัฒนาและการแลกเปลี่ยนเรียนรู้ การตัดสินใจที่จะดำเนินการ การลงมือปฏิบัติ การประเมินผล และการเรียนรู้ แม้ว่านวัตกรรมมักจะหมายถึงนวัตกรรมด้านเทคโนโลยีแต่สามารถเกิดขึ้นได้ในทุกกระบวนการที่สำคัญ ซึ่งจะได้ประโยชน์จากการเปลี่ยนแปลงผ่านนวัตกรรม ไม่ว่าจะเป็นการปรับปรุงอย่างก้าวกระโดด หรือการเปลี่ยนแปลงแนวทาง หรือผลผลิตนวัตกรรมอาจรวมถึง การเปลี่ยนแปลงโครงสร้างพื้นฐานของสถาบันหรือรูปแบบการดำเนินธุรกิจ เพื่อให้งานสำเร็จอย่างมีประสิทธิผลยิ่งขึ้น

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Intelligent Risks: ความเสี่ยงที่น่าลงทุน

หมายถึง โอกาสของประโยชน์ที่อาจจะได้มีมากกว่าความเสียหายหรือสูญเสียที่อาจเกิดขึ้นต่อความสำเร็จในอนาคตของสถาบัน หากไม่พินิจพิเคราะห์ให้ถี่ถ้วน การตัดสินใจเสี่ยงนี้นี้ ต้องยอมรับความล้มเหลวได้ในระดับหนึ่ง และต้องยอมรับว่านวัตกรรมอาจไม่ได้เกิดจากความมานะบากบั่นเพียงอย่างเดียว ในระยะเริ่มแรกสถาบันต้องลงทุนลงแรงในเรื่องที่มีโอกาสประสบความสำเร็จ ในขณะเดียวกันต้องยอมรับความจริงว่าการลงทุนลงแรงนั้นอาจประสบความล้มเหลวได้

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Intelligent Risks: ความเสี่ยงที่น่าลงทุน (ต่อ)

ระดับของความเสี่ยงที่น่าลงทุนนั้น ขึ้นกับอัตราเร่งและระดับของภาวะคุกคามและโอกาสที่มีในภาคส่วนการศึกษา ภายใต้สภาพแวดล้อมที่มีการเปลี่ยนแปลงอย่างรวดเร็ว ทั้งในด้านหลักสูตร บริการ กระบวนการ หรือรูปแบบการดำเนินการทางธุรกิจใหม่ ๆ ชัดเจนว่าสถาบันจำเป็นต้องทุ่มเททรัพยากรเพิ่มขึ้นกับความเสี่ยงที่น่าลงทุนมากกว่ายามที่สภาพแวดล้อมคงเดิม ซึ่งในกรณีหลังนี้ สถาบันเพียงติดตามและค้นหาความเป็นไปได้ในการเติบโตและเปลี่ยนแปลงแต่ไม่จำเป็นที่จะต้องใช้ทรัพยากรมากเท่า

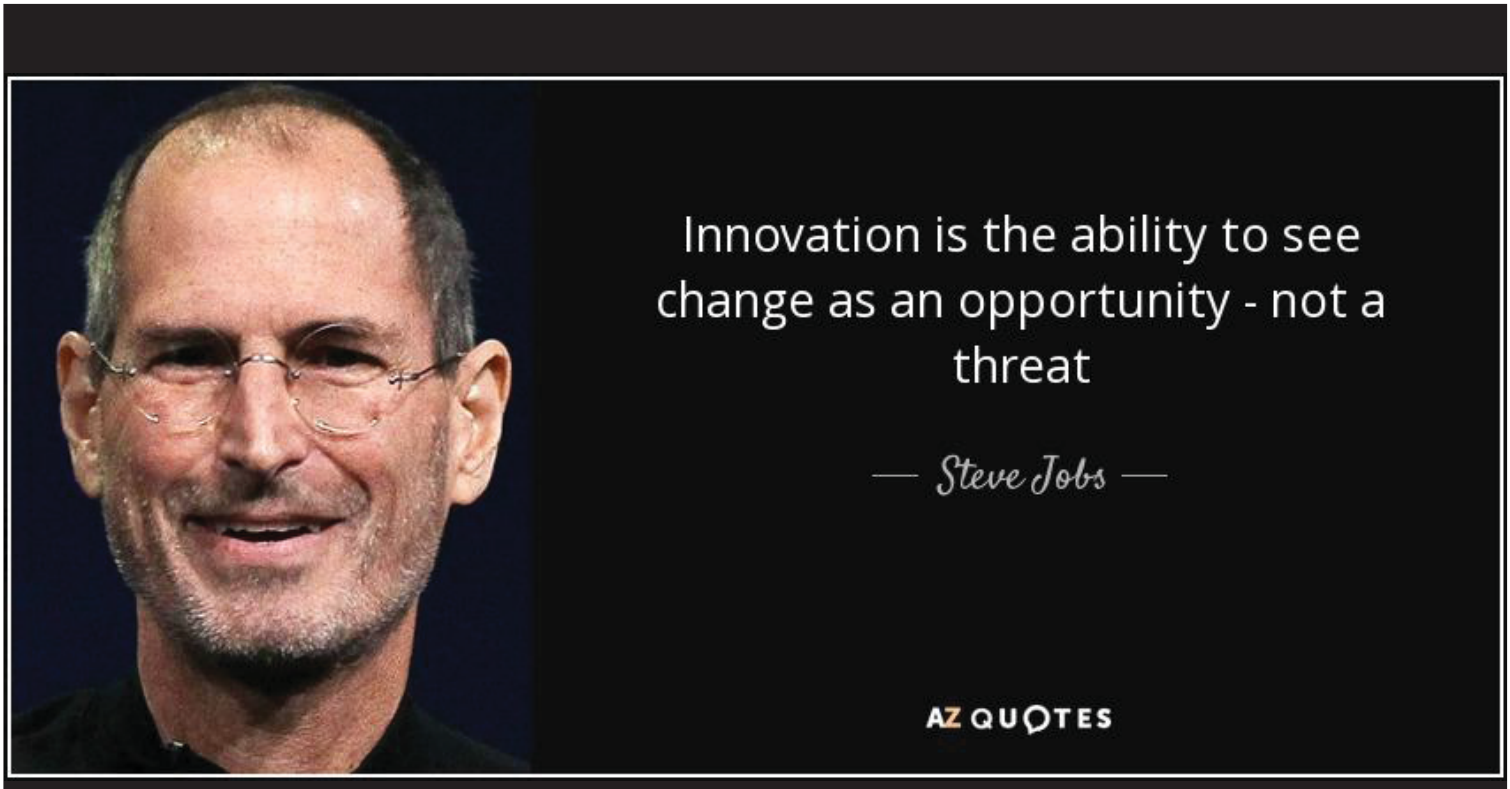
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Strategic Opportunities: โอกาสเชิงกลยุทธ์

หมายถึง ช่องทางที่เห็นจากการคิดนอกกรอบ การระดมความคิด ผลดีที่เกิดขึ้นโดยไม่คาดฝัน กระบวนการวิจัยและสร้างนวัตกรรม การคาดการณ์อย่างฉีกแนวไปจากสภาพปัจจุบันและแนวทางอื่นๆ ที่ใช้ในการจินตนาการอนาคตที่แตกต่างออกไป

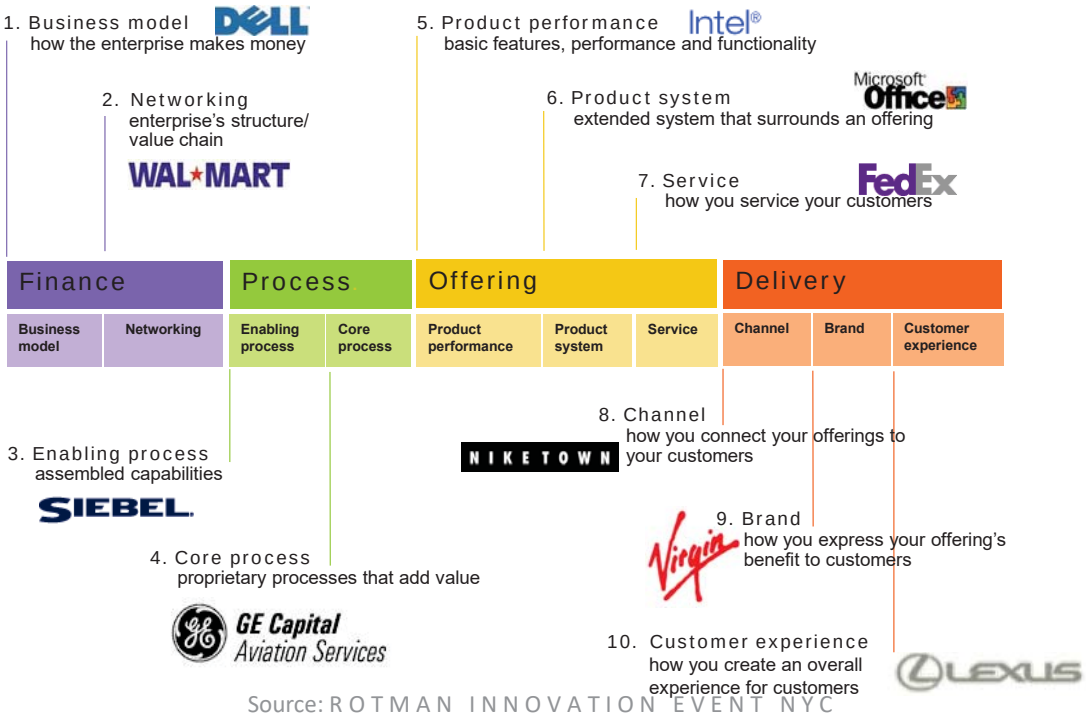
บรรยากาศที่เปิดให้คิดอย่างเสรี โดยปราศจากการชี้นำ จะช่วยทำให้เกิดความคิดใหม่ ๆ ที่นำไปสู่โอกาสเชิงกลยุทธ์ การจะเลือกใช้โอกาสเชิงกลยุทธ์ใดนั้น ต้องคำนึงถึงความเสี่ยงที่เกี่ยวข้อง การเงิน และอื่น ๆ เพื่อตัดสินใจเลือกที่จะเสี่ยงด้วยปัญญา (ความกล้าเสี่ยงด้วยปัญญา)

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

10 Types of Innovation: move beyond products to win



Source: ROTMAN INNOVATION EVENT NYC

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Where Delegate Companies Are Investing: New Growth and Business Models

Johnson & Johnson
"a world without disease" - disease prediction and interception

Ford Motor
business models for shared ownership, digital services, autonomous

S&P Global
AI analytics; expansion in China and emerging markets

Bose
consumer health & wellness

Intuit
new business models for the cloud

Hertz
telematics & fleet management

Pitney Bowes
business cloud services

BAE Systems
cybersecurity

Biogen
neuroscience

Intermountain
social and economic determinants of health

DBS Bank
mobile payments

Dell EMC
business process outsourcing/consulting

Leadership Model Takeaways

Delegates left both events with new perspectives on operating their companies with a future-focused perspective integrating strategy, innovation, and leadership. Some of the messages that resonated most included:

1. **Extend the time frames for your vision of your organization:** Leadership teams cannot spend nearly all their efforts executing near-term plans but must make time and space for visioning the year 2030 and beyond.
2. **Don't become captive to your prior success:** You will need to make the hard choices about present lines of business in order to reallocate capital to the future.
3. **Be precise about your assumptions about the future:** It's not enough to be aware of general trends like AI or the sharing economy but to put numbers on where the market is heading, so that you can allocate resources against it.
4. **Embrace VUCA - volatility, uncertainty, complexity, and ambiguity:** Only by recognizing the turbulence can you achieve the clarity to navigate storms of change.
5. **Your master narrative is what carries the company forward:** Spending time shaping and communicating a purpose-driven story of the future will pay off in terms of motivating employees to embrace the strategy.

Source: Innosight, Leading Transformation: A CEO Summit 2018

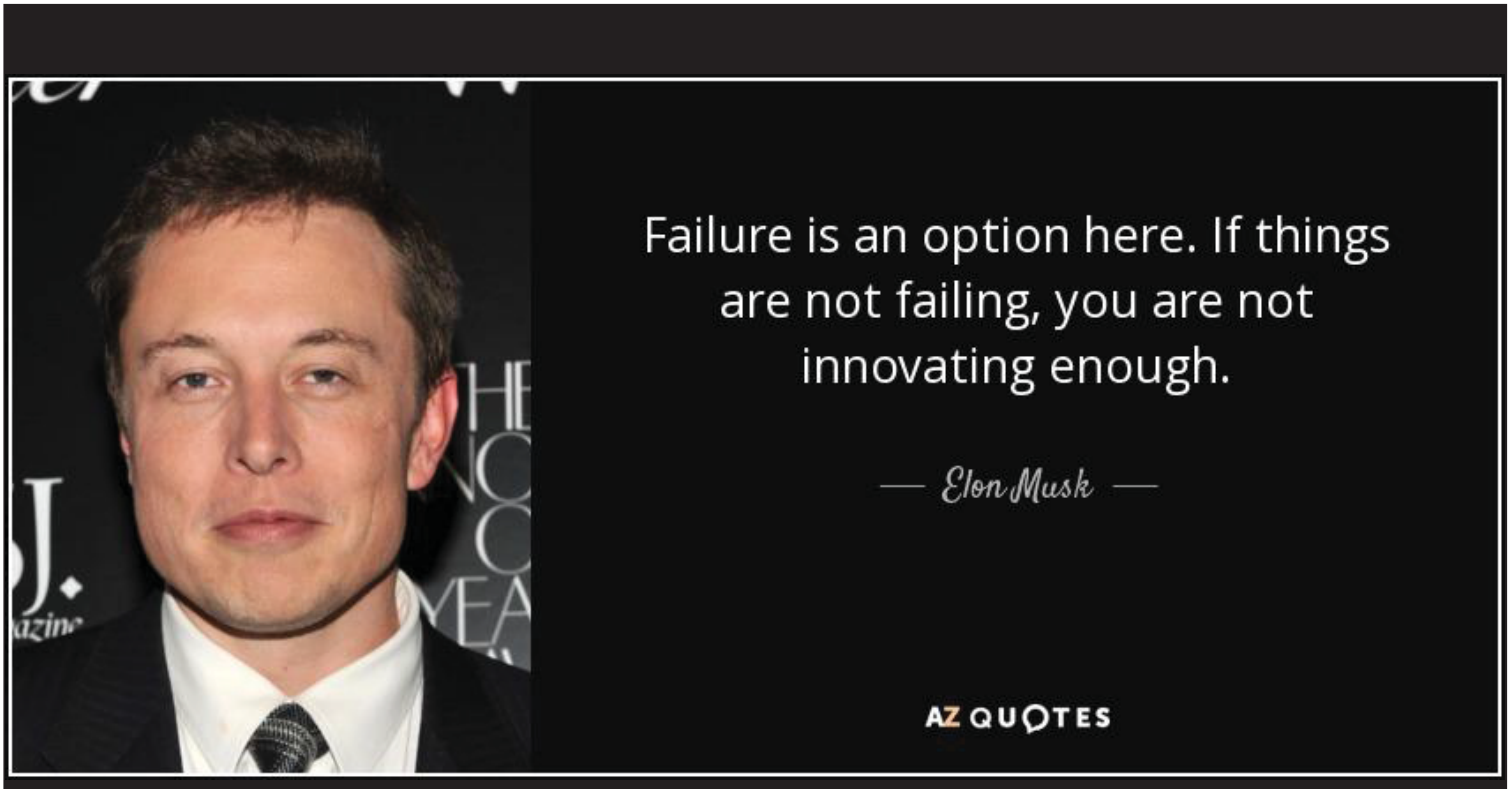
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Innovation Levels	Key Objectives	Review Platforms
Leadership & Management Directions and Strategies	To advance innovative ideas in school management so as to be at the vanguard of educational development in Singapore and the world.	Reviewed at BOG and sub-committee meetings, as well as EPC and RPSC.
Curricular Programming	To spearhead curricular and pedagogical innovation for the holistic development of gifted and talented learners.	Curriculum design, delivery and assessment are reviewed at RMC, AC, SDC, SCDC and dept level platforms.
School Operations	To champion innovation in organisational management and operations that would allow RI to be on par with industry best standards.	Projects, systems, structures and processes are reviewed at Managers' Meeting and dept level platforms.
School Processes & Procedures	To facilitate improvements in the day-to-day operations of the school, and in so doing enhance staff and student well-being.	Open Door Policy and RaISE provide school-wide platforms for evaluation of suggestions. Another avenue is dept and committee meetings.
School Events & Activities	To facilitate improvements to the running of school events and activities, and in so doing enhance student development.	Suggestions raised are reviewed by the process owners, student leaders and by senior management.

Figure 5.1.2 Key Objectives for Innovation

Raffles Institute, SQA (2011)

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Innovation in Baldrige

Category 2—Strategic Planning

2.1a(2) Innovation

HOW does your strategy development PROCESS stimulate and incorporate INNOVATION?

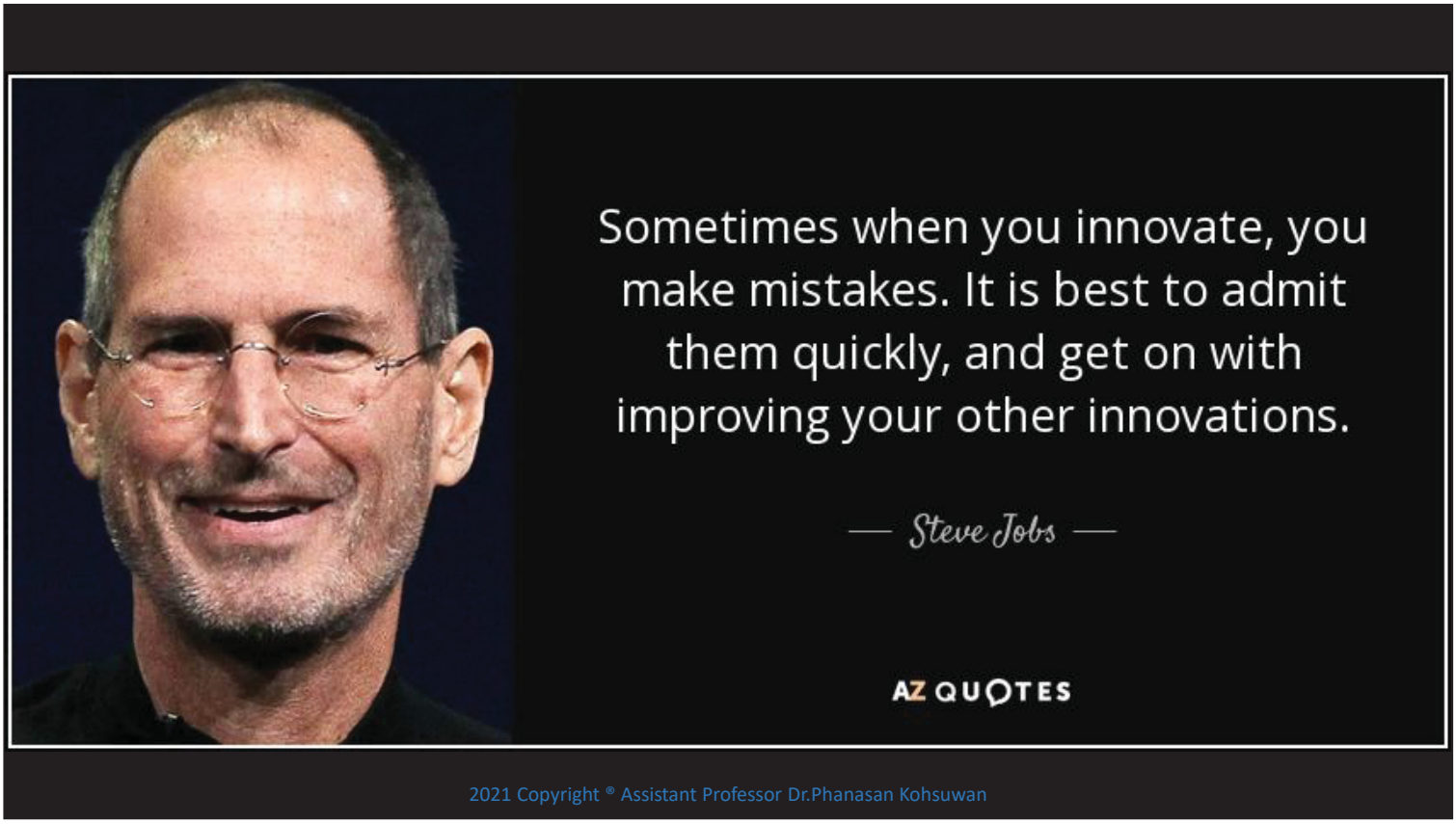
- How the organization addresses the opportunities for innovation in products, operations, and the business model.
- Which strategic opportunities are intelligent risks for pursuing.
- Intelligent risks must be determined by effective analysis of the opportunities.

2.2a(6) Projected Performance

- Projected performance might consider significant anticipated innovations in services and technology.

Source: Baldrige-in-Plain-English-Understanding-Performance-Excellence-2019-2020

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop V: Strategic Initiatives and Strategic Objectives

ใช้ไฟล์ “Strategy template” sheet “Strategic Objectives” สรุปวัตถุประสงค์เชิงกลยุทธ์ ที่ได้จากการออกแบบกลยุทธ์โดยใช้ SO, ST, WO, WT

- กลุ่ม 1-2 **สรุปวัตถุประสงค์เชิงกลยุทธ์** เพื่อปรับปรุงการดำเนินการขององค์กรในภาพรวม (Operation) และพันธกิจการเรียนการสอน
- กลุ่ม 3-4 **สรุปวัตถุประสงค์เชิงกลยุทธ์** เพื่อปรับปรุงการดำเนินการขององค์กรในภาพรวม (Operation) และพันธกิจการเรียนการสอน
- กลุ่ม 5-6 **สรุปวัตถุประสงค์เชิงกลยุทธ์** เพื่อปรับปรุงการดำเนินการของพันธกิจการวิจัยและการบริการวิชาการ
- กลุ่ม 7-8 **สรุปวัตถุประสงค์เชิงกลยุทธ์** เพื่อปรับปรุงการดำเนินการของพันธกิจการวิจัยและการบริการวิชาการ
- กลุ่ม 9-10 **สรุปวัตถุประสงค์เชิงกลยุทธ์** เพื่อปรับปรุงภาพลักษณ์ ชื่อเสียงขององค์กร

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop VI: Strategic Objectives, Strategic Goals, Strategy

ใช้ไฟล์ “Strategy template” sheet “Strategic Development” ระบุกลยุทธ์ของแต่ละ Strategic Objectives

- กลุ่ม 1-2 **สรุปกลยุทธ์** เพื่อปรับปรุงการดำเนินการขององค์กรในภาพรวม (Operation) และพันธกิจการเรียนการสอน
- กลุ่ม 3-4 **สรุปกลยุทธ์** เพื่อปรับปรุงการดำเนินการขององค์กรในภาพรวม (Operation) และพันธกิจการเรียนการสอน
- กลุ่ม 5-6 **สรุปกลยุทธ์** เพื่อปรับปรุงการดำเนินการของพันธกิจการวิจัยและการบริการวิชาการ
- กลุ่ม 7-8 **สรุปกลยุทธ์** เพื่อปรับปรุงการดำเนินการของพันธกิจการวิจัยและการบริการวิชาการ
- กลุ่ม 9-10 **สรุปกลยุทธ์** เพื่อปรับปรุงภาพลักษณ์ ชื่อเสียงขององค์กร

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop VII: Deploy Strategy to Action Plans

ใช้ไฟล์ “Strategy template” sheet “Strategic Deployment” เพื่อถ่ายทอดกลยุทธ์ไปสู่แผนปฏิบัติการ

- กลุ่ม 1-2 **สรุปแผนปฏิบัติการระยะสั้นและยาวของแต่ละกลยุทธ์** เพื่อปรับปรุงการดำเนินการขององค์กรในภาพรวม (Operation) และพันธกิจการเรียนการสอน
- กลุ่ม 3-4 **สรุปแผนปฏิบัติการระยะสั้นและยาวของแต่ละกลยุทธ์** เพื่อปรับปรุงการดำเนินการขององค์กรในภาพรวม (Operation) และพันธกิจการเรียนการสอน
- กลุ่ม 5-6 **สรุปแผนปฏิบัติการระยะสั้นและยาวของแต่ละกลยุทธ์** เพื่อปรับปรุงการดำเนินการของพันธกิจการวิจัยและการบริการวิชาการ
- กลุ่ม 7-8 **สรุปแผนปฏิบัติการระยะสั้นและยาวของแต่ละกลยุทธ์** เพื่อปรับปรุงการดำเนินการของพันธกิจการวิจัยและการบริการวิชาการ
- กลุ่ม 9-10 **สรุปแผนปฏิบัติการระยะสั้นและยาวของแต่ละกลยุทธ์** เพื่อปรับปรุงภาพลักษณ์ ชื่อเสียงขององค์กร

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Workshop VIII: Action Plan Development

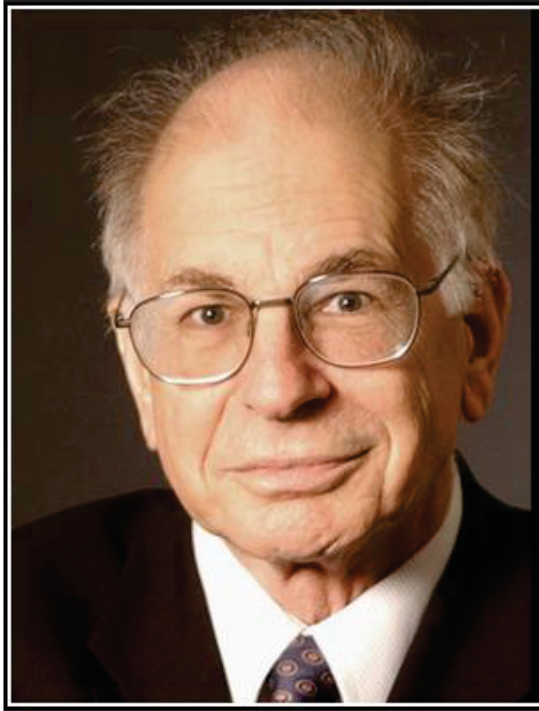
ใช้ไฟล์ “Strategy template” sheet “ST, LT Action Plan” เพื่อออกแบบกิจกรรมที่ต้องดำเนินการตามแผนปฏิบัติการระยะสั้นและระยะยาว

- กลุ่ม 1-2 **ออกแบบแผนปฏิบัติการระยะสั้นและยาวของแต่ละกลยุทธ์** เพื่อปรับปรุงการดำเนินการขององค์กรในภาพรวม (Operation) และพันธกิจการเรียนการสอน
- กลุ่ม 3-4 **ออกแบบแผนปฏิบัติการระยะสั้นและยาวของแต่ละกลยุทธ์** เพื่อปรับปรุงการดำเนินการขององค์กรในภาพรวม (Operation) และพันธกิจการเรียนการสอน
- กลุ่ม 5-6 **ออกแบบแผนปฏิบัติการระยะสั้นและยาวของแต่ละกลยุทธ์** เพื่อปรับปรุงการดำเนินการของพันธกิจการวิจัยและการบริการวิชาการ
- กลุ่ม 7-8 **ออกแบบแผนปฏิบัติการระยะสั้นและยาวของแต่ละกลยุทธ์** เพื่อปรับปรุงการดำเนินการของพันธกิจการวิจัยและการบริการวิชาการ
- กลุ่ม 9-10 **ออกแบบแผนปฏิบัติการระยะสั้นและยาวของแต่ละกลยุทธ์** เพื่อปรับปรุงภาพลักษณ์ ชื่อเสียงขององค์กร

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Scenario Planning

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



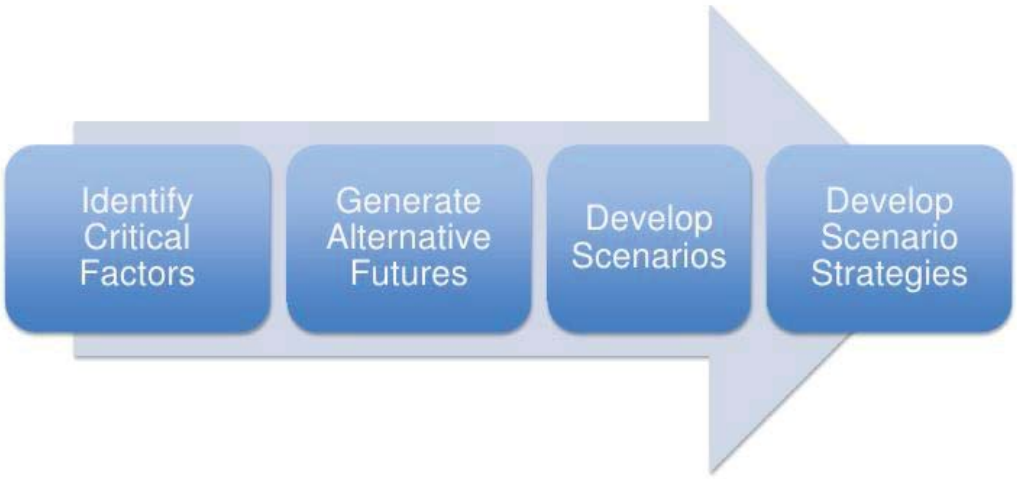
A plan is only a scenario, and almost by definition, it is optimistic... As a result, scenario planning can lead to a serious underestimate of the risk of failure.

— Daniel Kahneman —

AZ QUOTES

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Stages to Scenario Analysis



Source: Scenario Analysis: Planning for Uncertain Futures

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Scenario planning in action: example process

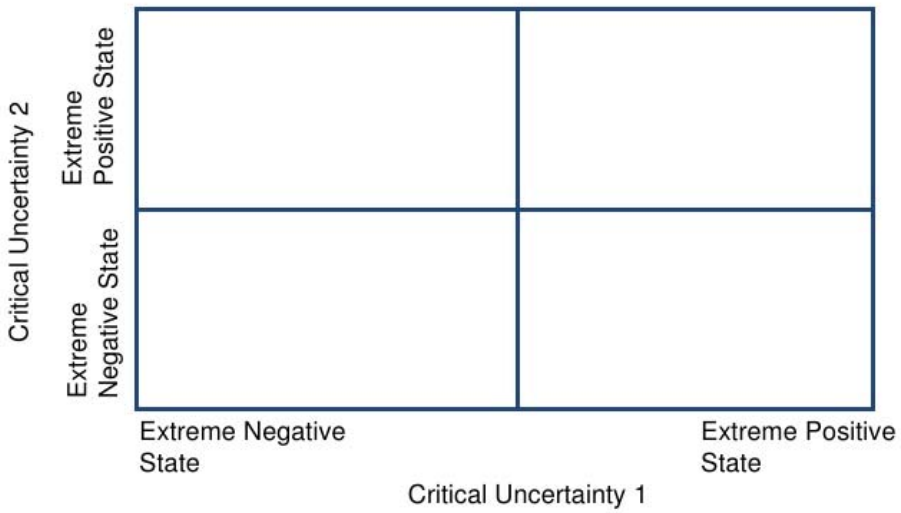
DEFINE	EXPLORE	CREATE	COMMUNICATE	ACT	EMBED
Prioritize objectives	**Provoke** new thinking	**Establish** scenario framework	**Create** scenario documents and outputs	**Test** current strategies	**Establish** ongoing strategic conversations
Decide focal issues	**Brainstorm** spectrum of issues	**Build** scenario logics	**Enable** people to experience the scenarios	**Generate** strategic options	**Build** systems to monitor weak signals
Set time horizon	**Identify** vital driving forces	**Generative** compelling narratives	**Generate** discussion of implications	**Define** a core strategy robust against scenarios	**Build** responsiveness to change
Define scope	**Research** key themes	**Ensure** internal consistency		**Establish** contingent strategies	
Name core and extended scenario teams	**Distinguish** certainties and uncertainties				
	Test preliminary scenario frameworks				

*Note: Every scenario planning project is unique, and the process design will depend on the specific objectives and organizational context. The diagram shows a typical process.

Source: https://rossdawson.com/frameworks/scenario-planning-in-action/

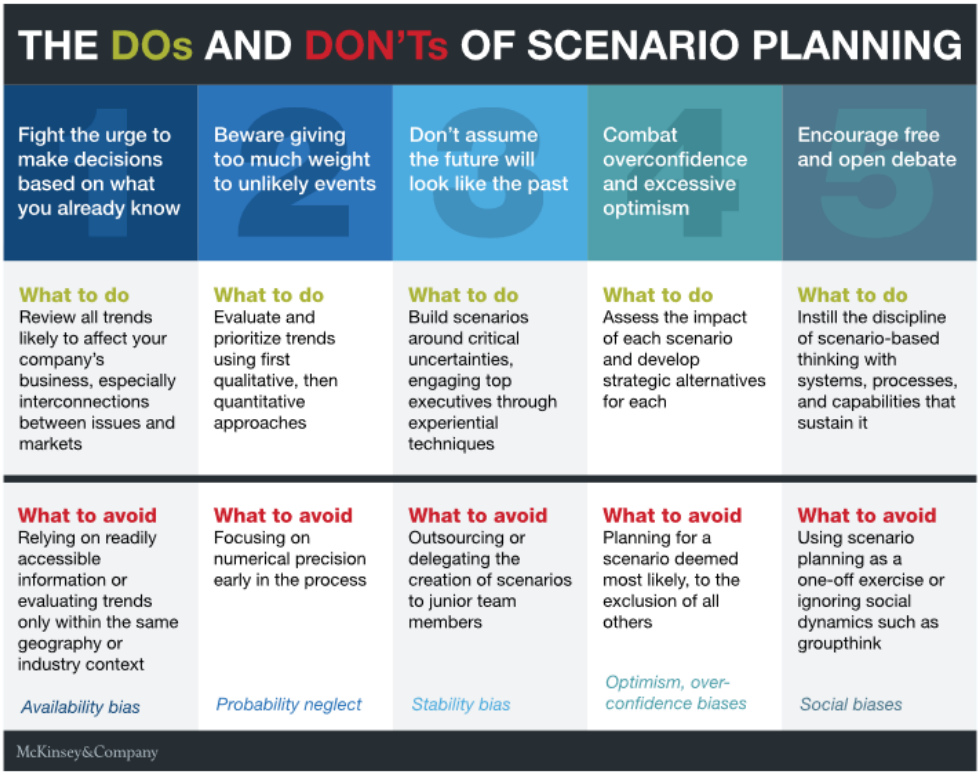
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Scenario Analysis Gives us a View of Multiple Possible Futures



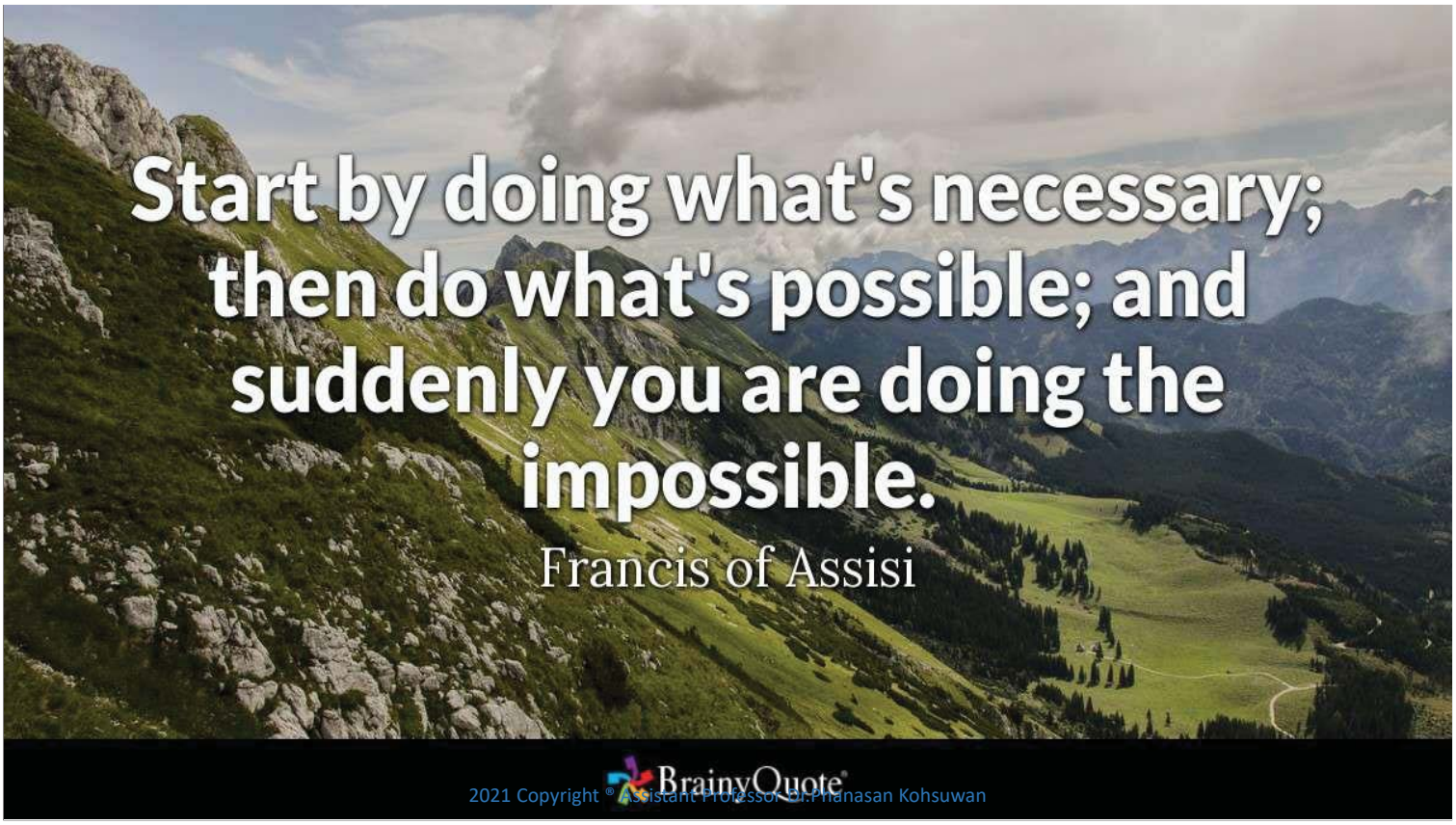
Source: Scenario Analysis: Planning for Uncertain Futures

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

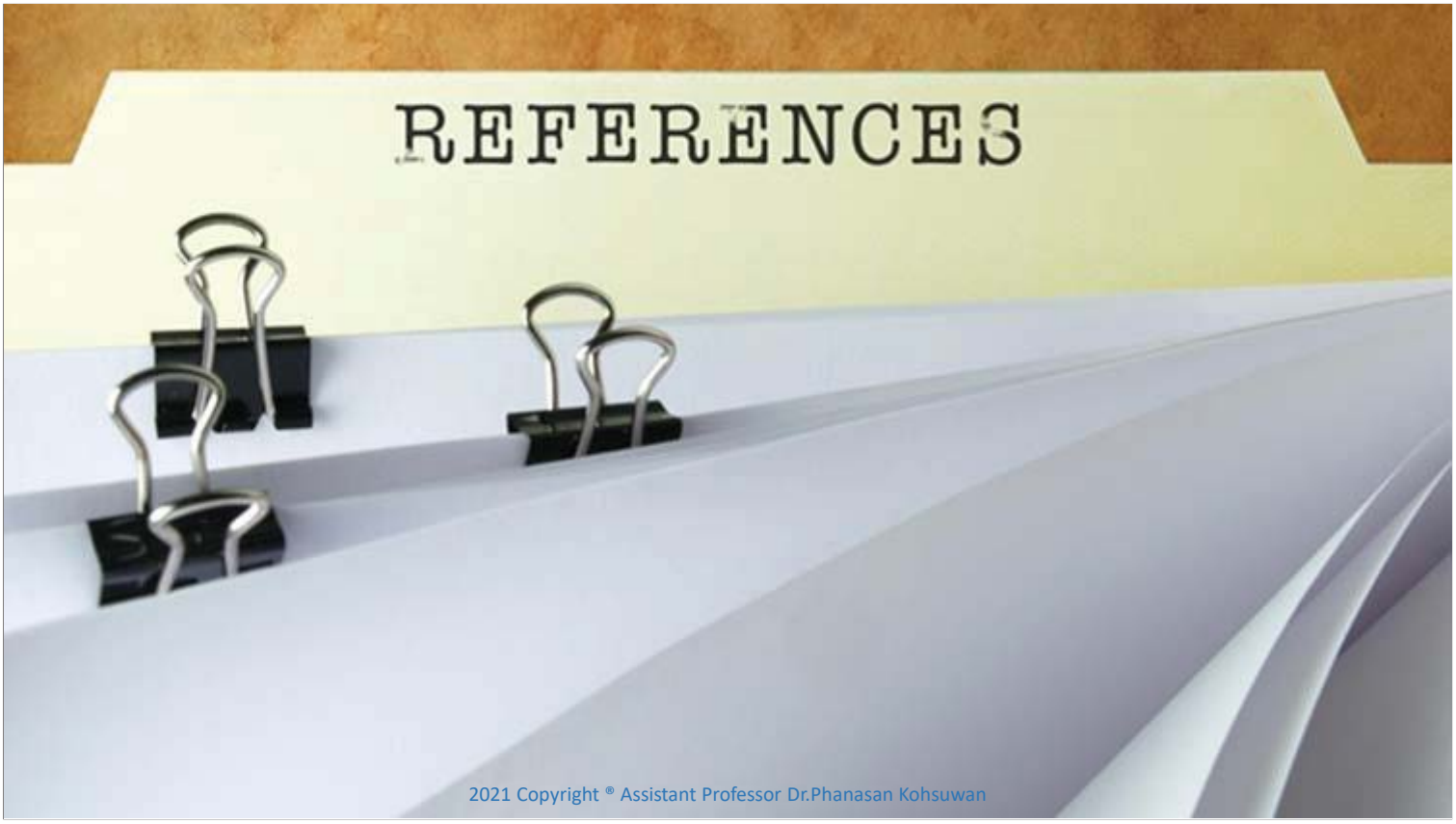


Source: Overcoming obstacles to effective scenario planning

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

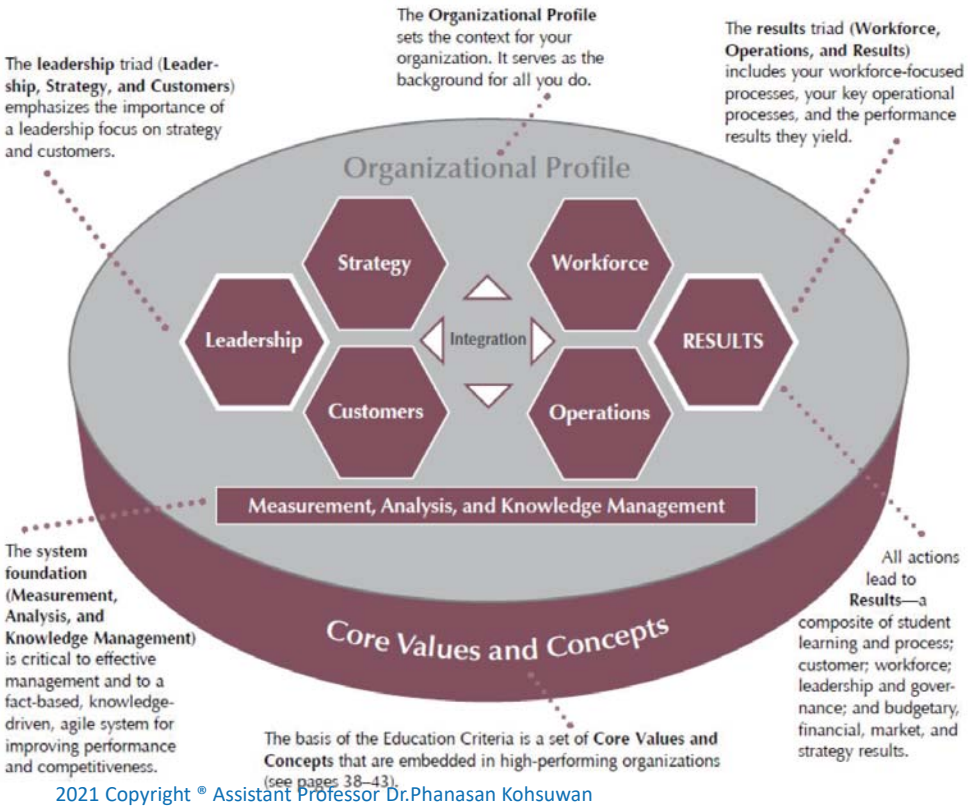


2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Baldrige Business Excellence Framework

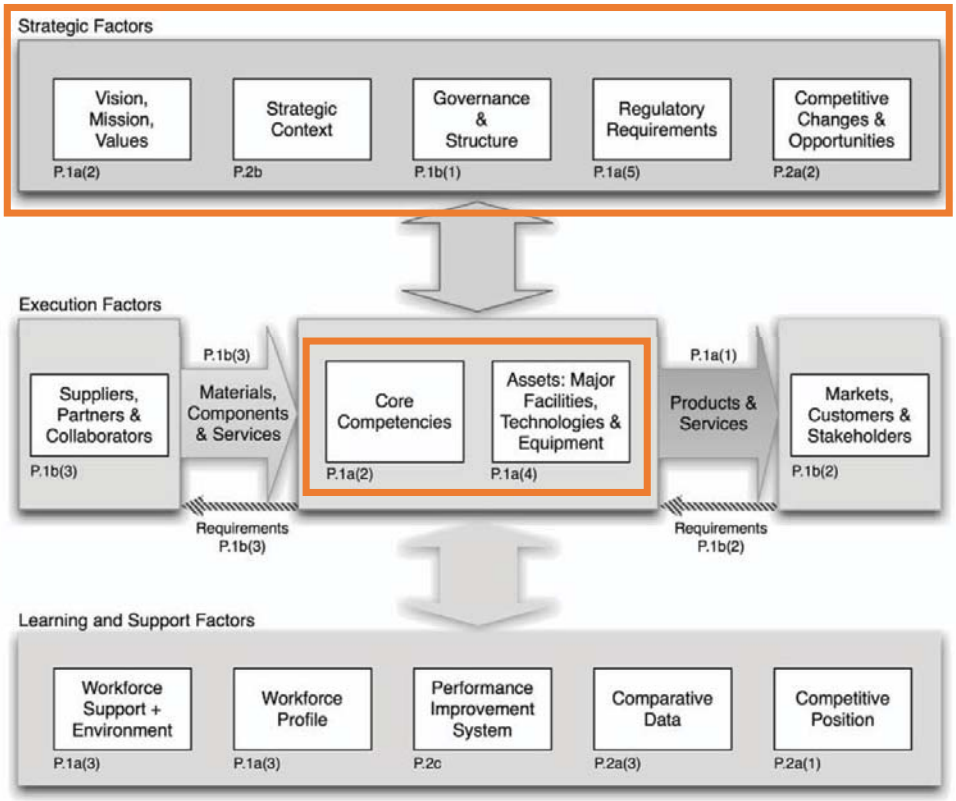
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Baldrige Framework



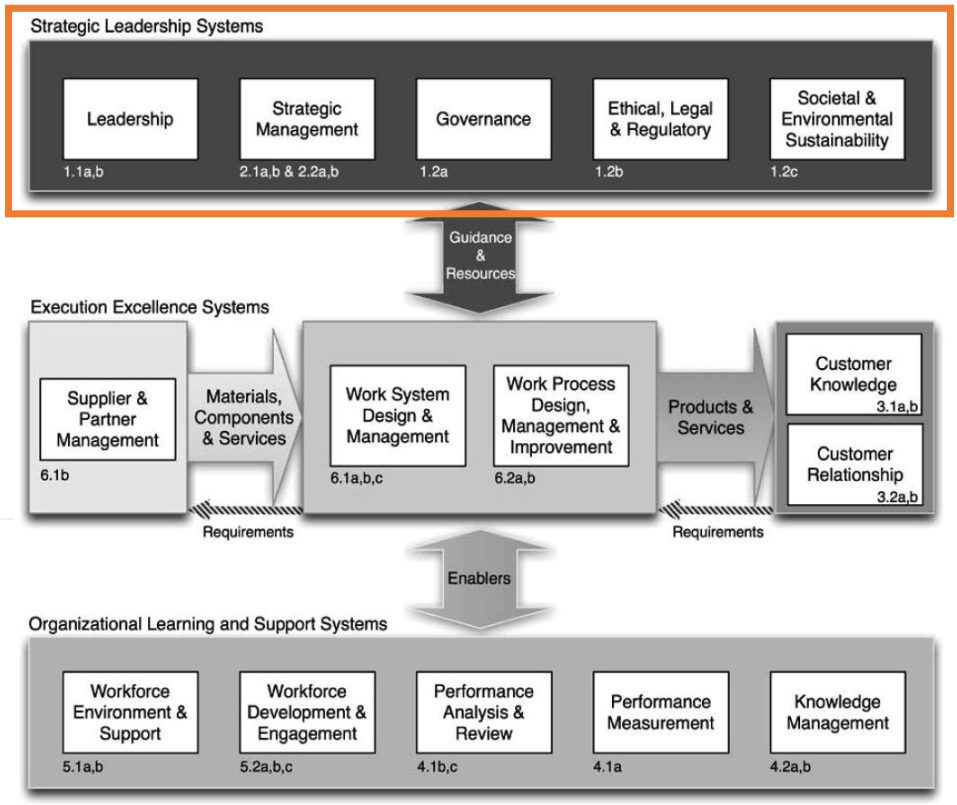
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Organizational Profile



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Organizational Framework IGOE Model



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Vision

"Carnegie Mellon University will have a transformative impact on society through continual innovation in education, research, creativity, and entrepreneurship"

"Create economic opportunity for every member of the global workforce"

"Our vision is a world in which every child attains the right to survival, protection, development and participation"

"Inspire the World, Create the Future"

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Stanford University

Stanford's Long-Range Vision

Fueled by optimism, ingenuity and a sense of responsibility, we seek to accelerate our purposeful impact in the world.

Our Vision

The scale and urgency of challenges facing us today require that Stanford reach farther and move faster to accelerate our purposeful impact in the world. We need a new way of working that enables us to tackle long-standing issues facing our society and our planet and allows us to be nimble when faced with unexpected threats.

Our Vision amplifies Stanford's contributions through a new model for research universities: not only accelerating the creation of knowledge, but also eliminating the lag time in translating knowledge into solutions and speeding the transfer of those solutions beyond our walls.

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Mission/ Purpose

"At eBay, our mission is to provide a global online marketplace where practically anyone can trade practically anything, enabling economic opportunity around the world."

"Organize the world's information and make it universally accessible and useful."

"We create happiness by providing the finest in entertainment for people of all ages, everywhere."

"To build a place where people can come to find and discover anything they might want to buy online"

Source: https://www.linkedin.com/pulse/20130626044531-64875646-what-the-hell-is-wrong-with-mission-and-vision-statements/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

HARVARD | BUSINESS | SCHOOL

Our Mission

We educate leaders who make a difference in the world.

"Leaders"
When we talk about leaders, we mean people who embody a certain type of competence and character—both the competence that comes from the general manager's perspective the School cultivates and the character to understand the difference between being self-interested and self-centered. It goes far beyond knowing that it's not right to lie, cheat, or steal. It involves recognizing that you are a true leader only when you have earned the trust of others, and when others, whether in your organizations or your communities, recognize you as such.

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

HARVARD | BUSINESS | SCHOOL

Our Mission

We educate leaders who make a difference in the world.

"Make a Difference"

Making a difference means people who create real value for society, and who create value before claiming value. I've not found anyone who begrudges a leader for claiming value after creating value. Rather, the recent economic crisis showed us too many examples of leaders who claimed value without creating any. It is worth noting here that there are many ways of making a positive difference: as an investor, as a general manager, as an entrepreneur, as an active citizen of your community. Indeed, what distinguishes Harvard Business School is that our graduates provide leadership in all walks of life.

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

HARVARD | BUSINESS | SCHOOL

Our Mission

We educate leaders who make a difference in the world.

"In the World"

In the world reflects our understanding of a rapidly changing, dynamic environment, and the fact that many of the world's most challenging issues will require a global perspective. Moreover, it involves embracing the view that the world desperately needs more leaders to address its most urgent and challenging problems, and that virtually none of these problems can be addressed without business leaders playing a vital role.

And, of course, the first component of the mission is educating, which we do in many ways—through our educational programs, through the ideas our faculty produce and disseminate, and through the influence we achieve by being close to leaders of all types, and of organizations all across the world. Here, I would encourage us to recognize that the impact of what we do extends far beyond the people who come to our campus. Although we can touch only a few thousand directly each year, we can indirectly influence many more by remaining the most trusted and admired leader in business education.

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Stanford University

Solutions

Accelerating solutions for urgent challenges through initiatives that tackle pressing issues in the world and create partnerships to scale solutions beyond our walls.

Solutions Initiatives

Knowledge

Enhancing our knowledge of our world and ourselves through initiatives that empower fundamental work in the arts, humanities, social sciences, sciences and engineering.

Knowledge Initiatives

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Stanford University

Education

Advancing education for our undergraduate and graduate students by increasing access and creating a community that supports diverse students throughout their academic journey.

Education Initiatives

Community

Supporting our community of faculty, students and staff who underlie Stanford's beneficial impact in the world.

Community Initiatives

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Alibaba Group

新六脉神剑

The New Six Values for the Alibaba Digital Economy

Mission ▸ To make it easy to do business anywhere.

Vision ▸ Last for 102 years: We do not pursue size or power; we aspire to be a good company that will last for 102 years.

▸ By 2036, we aim to serve 2 billion consumers, create 100 million jobs, and help 10 million SMEs to be profitable.

Values

- Customers first, employees second, shareholders third.
- Trust makes everything simple.
- Change is the only constant.
- Today's best performance is tomorrow's baseline
- If not now, when? If not me, who?
- Live seriously, work happily.

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

OUR VISION

Knowledge leadership for a better world.
Create change.

LONG-TERM OBJECTIVES

Deliver **globally significant solutions** to challenges by generating **new knowledge** and **partnered innovation**

Develop a **diverse community** of knowledge seekers and leaders who embody a One UQ culture and use **collaborative partnerships** to connect and co-create

Transform students into **game-changing graduates** who make **outstanding contributions** and address complex issues with a global perspective

MEDIUM-TERM STRATEGIC FOCUS AREAS

1. Transforming our **student experience** through a flexible, **integrated and partnered learning environment**
2. Enhancing our high quality research by improving our capacity to **collaborate** to achieve greater **impact**
3. Building **engaged and strategic partnerships** with a broad range of local and global networks
4. Committing to activities that attract, support and retain a **diverse and inclusive** community of **high achieving staff** and students
5. Building an **agile, responsive and efficient** University operation
6. **Diversifying our income streams** and managing our resources to establish a **sustainable financial base**

Source: https://about.uq.edu.au/strategic-plan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

The Perspectives:

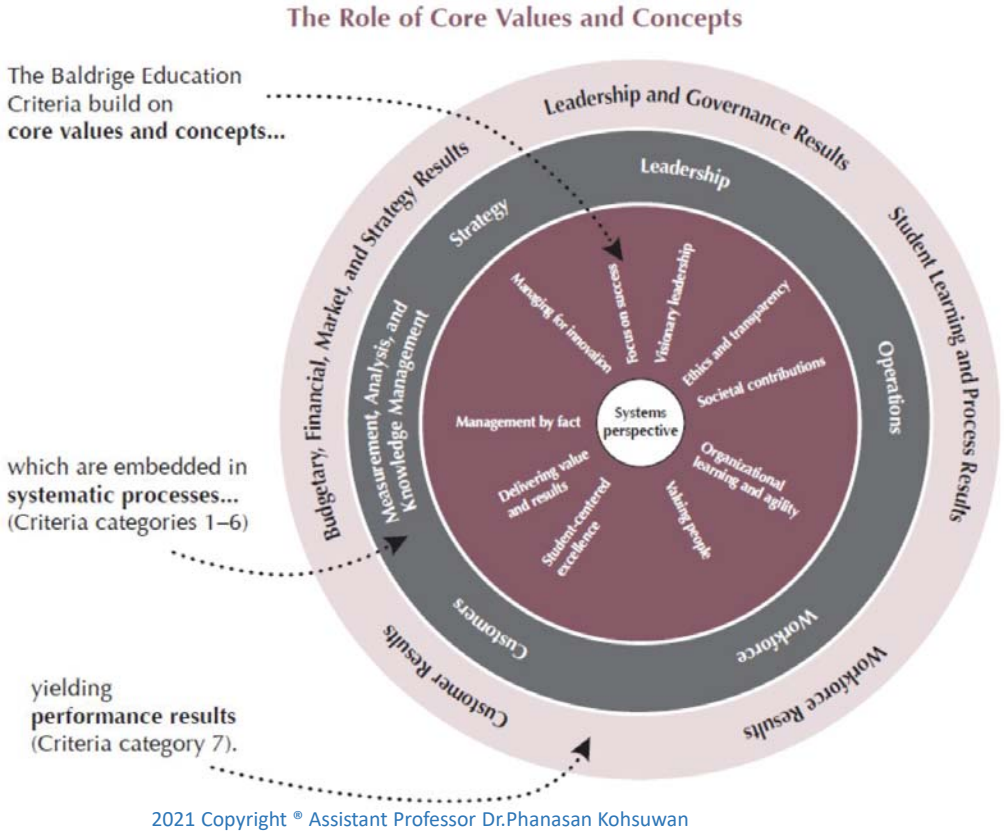
Stakeholders;
Investment of resources;
Improved processes;
Organizational capacity.

The Themes and their associated objectives can be found below:

1. Theme: Global innovation through inclusive leadership:
   Objective 1: Achieve leadership through global educational programs
   Objective 2: Increase reputation though global innovation
   Objective 3: Actively support innovative enterprises
   Objective 4: Encourage leadership trainings and opportunities for skill development
2. Theme: A global, student-centered experience:
   Objective 1: Ensure action oriented learning
   Objective 2: Encourage student engagement through exceptional program delivery
   Objective 3: Focus on implementation and outcomes
   Objective 4: Provide meaningful student experiences
3. Theme: A network of academic and operational excellence
   Objective 1: Develop and enhance academic programs and operational system
   Objective 2: Initiatives support
   Objective 3: Ensure operational flow and solid academic infrastructure
   Objective 4: Strengthen competencies thorough continuous staff development and support
4. Theme: Strategic and sustainable development
   Objective 1: Trigger focus on the key areas of development and enable strategic growth
   Objective 2: Efficient and effective use of resources
   Objective 3: Prioritization for optimization
   Objective 4: Deploy strategic partnering

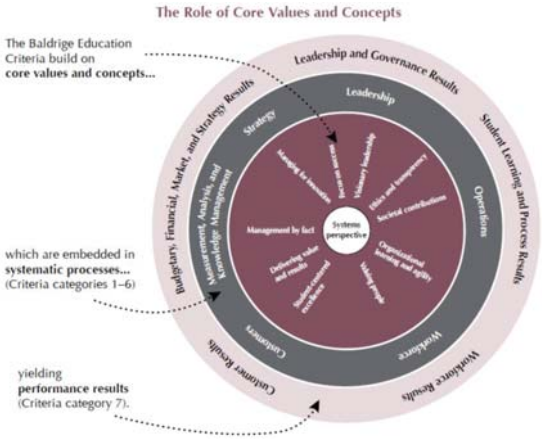
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Core Values



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Core Values



The Baldrige Education Criteria are built on the following set of interrelated core values and concepts:

- Systems perspective
- Visionary leadership
- Student-centered excellence
- Valuing people
- Organizational learning and agility
- Focus on success
- Managing for innovation
- Management by fact
- Societal contributions
- Ethics and transparency
- Delivering value and results

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Baldrige Core Values

Compliance

1. Silo mentality
2. Management of people
3. Meet customer requirements
4. Employees as a commodity
5. Process constrained
6. Quarterly perspective
7. Status quo
8. Management by opinion
9. Inward focus
10. Poor ethics and minimal communication
11. Requirements focus

Excellence

1. Systems Perspective
2. Visionary Leadership
3. Customer-Focused Excellence
4. Valuing People
5. Organizational Learning
6. Focus on Success
7. Managing for Innovation
8. Management by Fact
9. Social Contributions
10. Ethics and Transparency
11. Focus on Results and Creating Value

Source: Insights to Performance Excellence 2019-2020

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

EFQM Fundamental Concepts

Compliance	Excellence
1. Meet customer requirements	1 . Adding Value for Customers
2. Quarterly perspective	2. Creating a Sustainable Future
3. Good enough mentality	3. Developing Organizational Capability
4. Status quo	4. Harnessing Creativity and Innovation
5. Management of people	5. Leading with Vision, Inspiration, and Integrity
6. Process constrained and change averse	6. Managing with Agility
7. Employees as a commodity	7. Succeeding through the Talent of People
8. Satisfaction with average	8. Sustaining Outstanding Results

Source: Insights to Performance Excellence 2019-2020

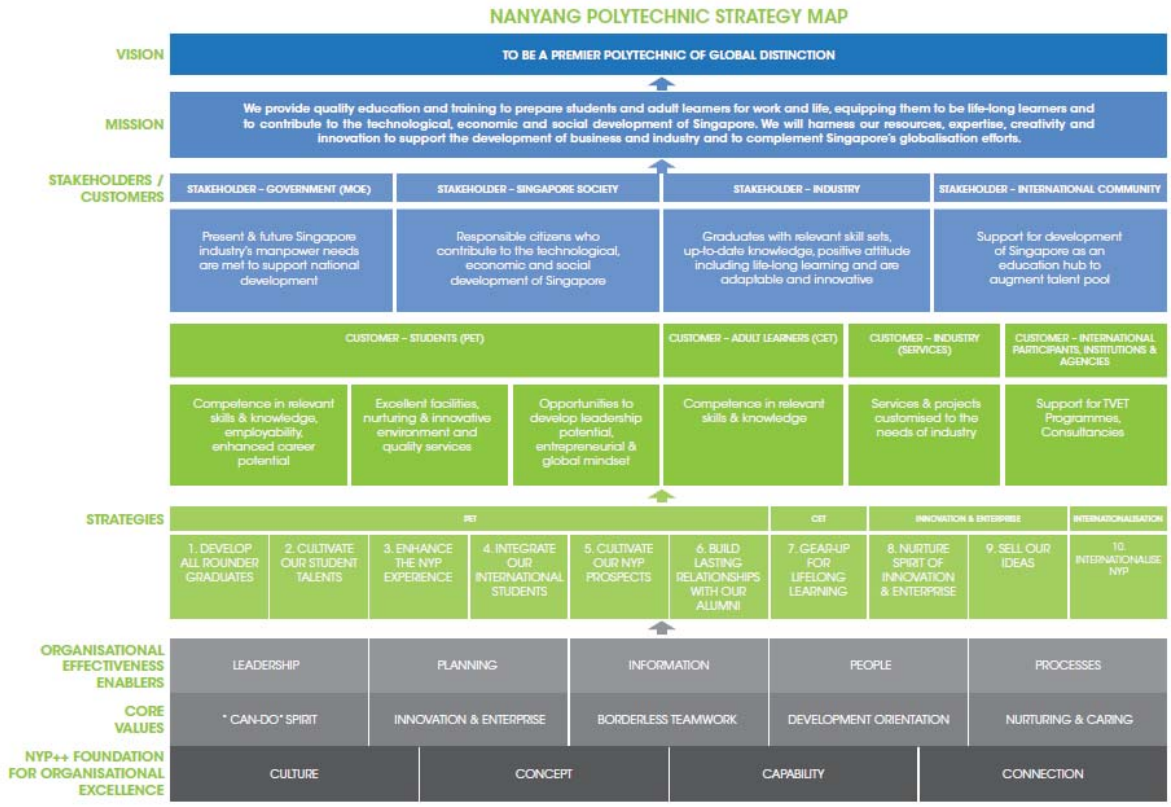
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

China Quality Award Basic Ideas

Compliance	Excellence
1. Management of people	1. Leadership with Foresight and Sagacity
2. Quarterly perspective	2. Strategic Orientation
3. Meet basic requirements	3. Customer Driven
4. Inward focus	4. Social Responsibility
5. Employees as a commodity	5. Workforce Focus
6. Self-centered perspective	6. Win-Win Cooperation
7. Requirements focus	7. Process Focus and Results Focus
8. Status quo	8. Learning, Improvement, and Innovation
9. Silo mentality	9. Systems Management

Source: Insights to Performance Excellence 2019-2020

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

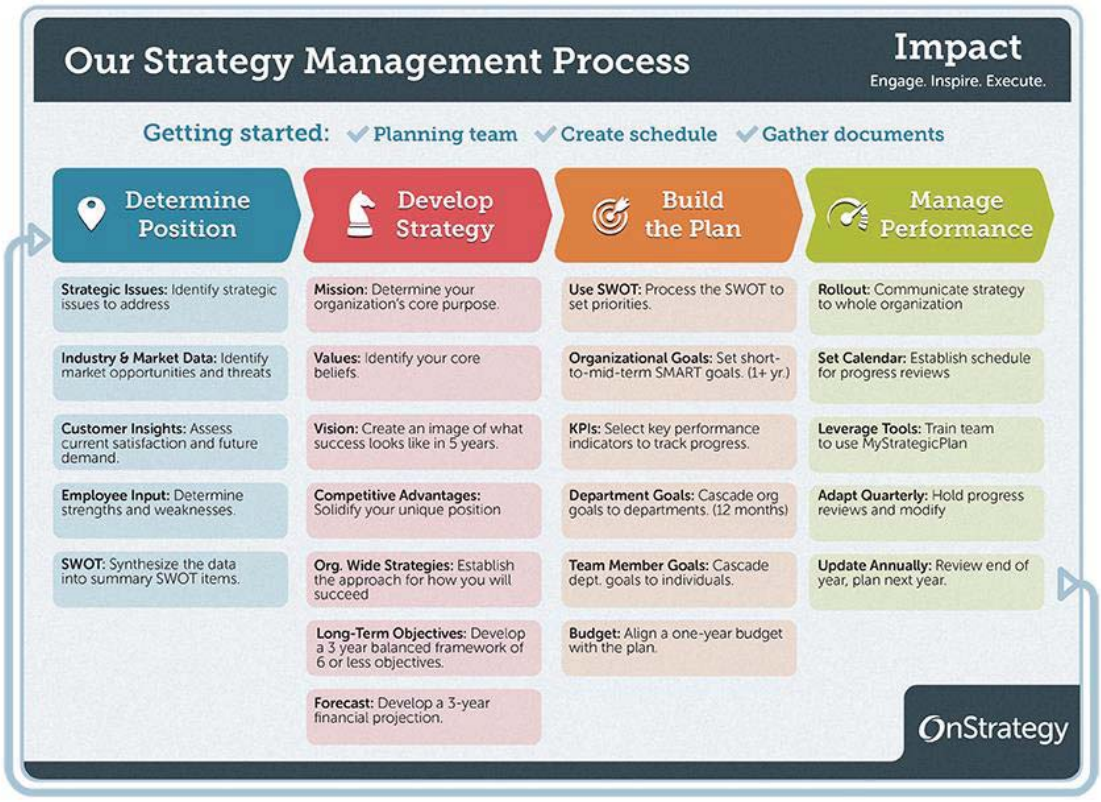


2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

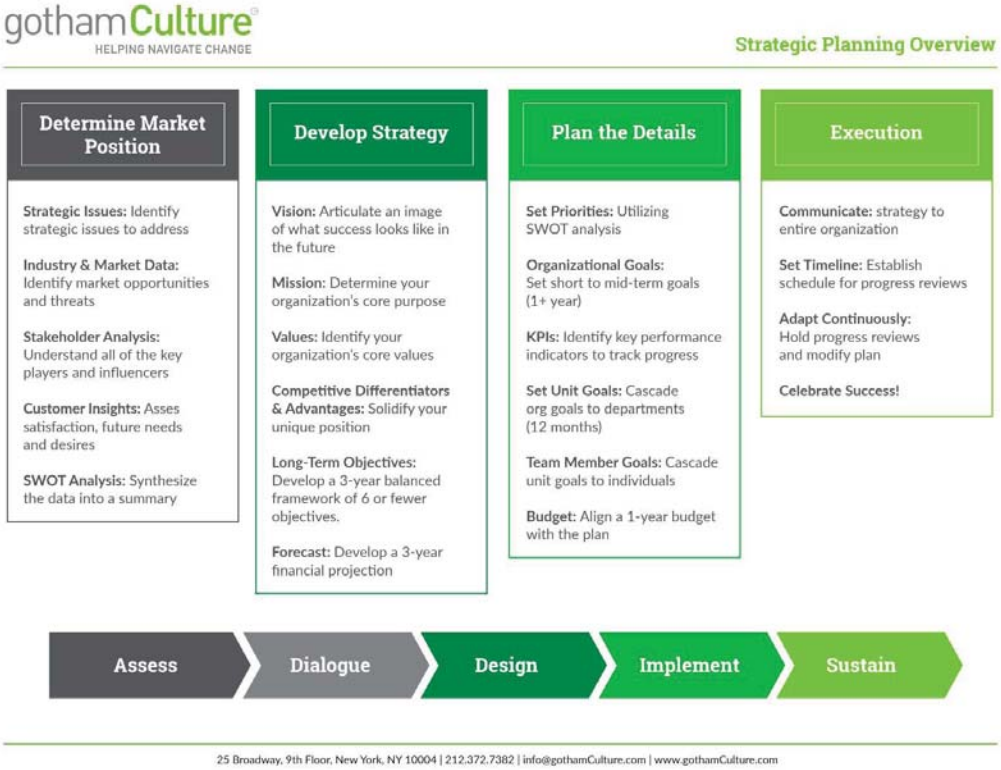
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

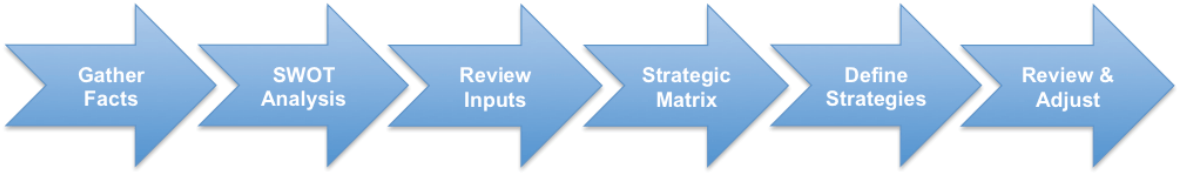


2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Strategic Plan Process



Gather Inputs
- From all Stakeholders
- Customer analysis
- Competitor analysis
- Industry analysis
- Environmental
- Company performance
- Company strategies

SWOT Analysis
- External Analysis
  - Opportunities
  - Threats
- Internal Analysis
  - Strengths
  - Weaknesses
- Strategic Questions
- Strategic Issues

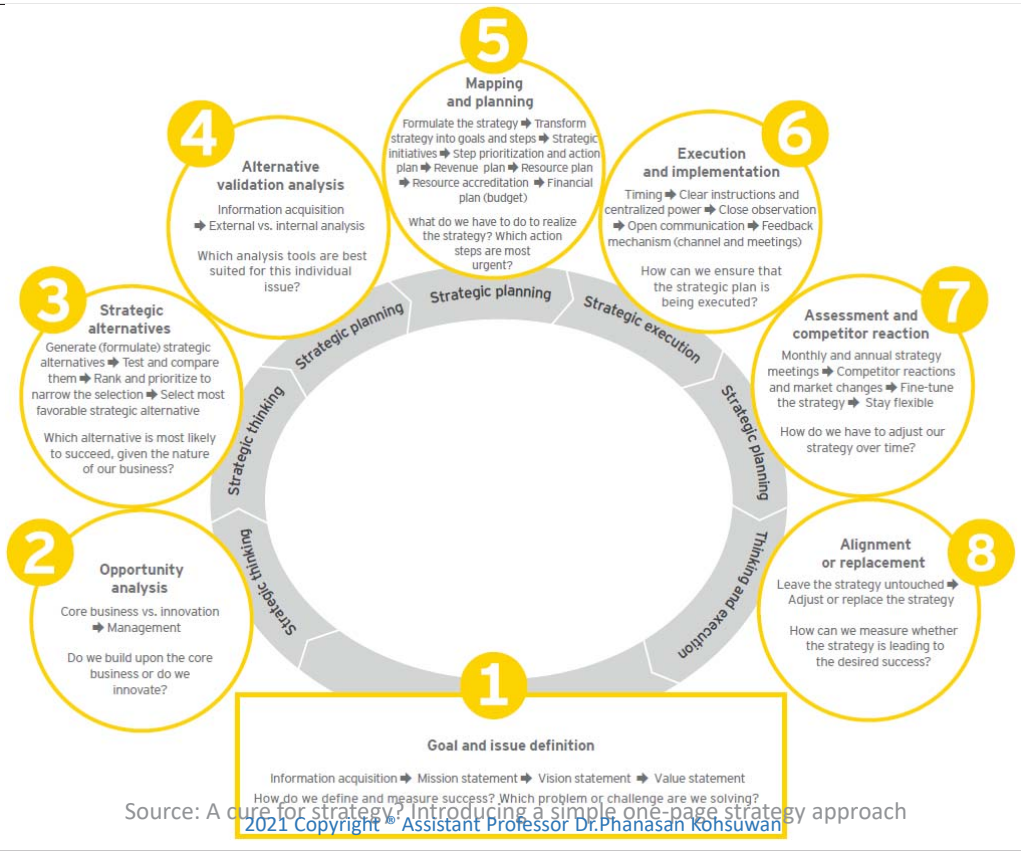
Review Inputs
- All Stakeholders
- Review Inputs
- Review SWOT Analysis
- Define 3-4 key statements

Strategic Matrix
- All Stakeholders
- Define Strategies to address SWOT combinations:
  - Opportunities vs Strengths
  - Opportunities vs Weaknesses
  - Threats vs Strengths
  - Threats vs Weaknesses

Define Strategies
- Objectives
- Key Strategies
- Short and Long Term Goals
- Operational Plans

Final Reviews
- All Stakeholders
- Review Strategies
- Review Goals
- Review Plans
- Adjust as necessary

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



Source: A cure for strategy? Introducing a simple one-page strategy approach

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Iredell - Statesville Schools
Together, Ensuring Student Success by Igniting a Passion for Learning

Figure 2.1-2 I-SS Strategic Planning Process

Time frame	Input	Process step	Output	Participants
July-Aug	Findings from annual district performance review including progress against IGP, SIP, DIP, and SCIII and results of administrator/coach evaluations	1. Review current performance against goals and define the key district advantages and challenges based on the review of data in preparation for annual administrative retreat.	Assessment of performance	SL
Aug	Findings from Environmental and SWOT analyses	2. Conduct administrative retreat to review findings of scan and SWOT analysis and develop recommendations for strategic plan including ST/LT objectives and target goals.	District strategic plan recommendations	SL
Aug-Sept	District strategic plan recommendations	3. Conduct BOE annual retreat to review performance progress and review/approve strategic plan and budget/resource allocations.	Approved district strategic plan	BOE, SL
Sep-Oct	District Strategic Plan	4. Develop SIPs and DIPs aligned to district strategic plan objectives using systemic action planning process and template; identify performance measure and goals for each action plan.	SIPs and DIPs	SL, Pr, ED, Pa, Sta
Sep-Oct	SIPs and DIPs	5. Develop IGPs aligned to support SIPs and DIPs	IGPs	F, Sta
Sep-Oct	SIPs and DIPs	6. EDs, SL, and BOE reviews and approves DIPs and SIPs	Approved DIPs and SIPs	ED, BOE, SL
Sep-May	District strategic plan, SIPs, DIPs, an IGPs; Findings from ongoing analyses of performance and information/data related to key planning factors	7. Deploy all action plans; review performance and findings from ongoing analyses; modify action plans as needed; identify and redirect resources, as needed	Quarterly Study and Act phase of DIPs and SIP. Mid year and End –of-Year progress on IGPs.	BOE, SL, Pr, ED, F, Sta
Jan-Feb	Mid-year review findings from analyses of performance and information/data related to key planning factors	8. Conduct mid-year performance review (SWOT and environmental scan) on findings; modify action plans as needed; identify and redirect resources, as needed	Progress against LT plans; completion of ST plans/ activities; plan changes; reallocation of resources	BOE, SL, Pr, ED, F, Sta
Feb-Apr	Changes in plan and recommendations for resource allocations	9. Deploy changes to plan; incorporate changes in financial resources into budget plan and changes in workforce into staffing plan	Deployment of action plan and resource changes	SL, Pr, ED, F, Sta
April	Analyzed findings from stakeholder satisfaction survey	10. Review findings and identify priorities /opportunities for improvement and develop new/ modify current plans	Priorities and action plans	F, Sta, Stu, Pa, Pn, B, and Su
May	Analyzed findings from ABC test data	11. Review findings and identify priorities/ opportunities for improvement and develop new/ modify current plans	Priorities and action plans	Pr, Fa, Sta, Su, and Pa
Ongoing	Collected and analyzed environmental scan information and data; input from partners and stakeholders	12. Review findings from environmental scan and feedback from partners/stakeholders and identify priorities/opportunities for improvement and develop new/modify current plans;	Priorities and action plans	Pr, Fac, Pn, B, and Su
Jul-Aug	Strategic plan and budget plan	13. Board approves strategic plan and budget allocation due to fiscal year start state of July 1.	Approved strategic plan and budget	BOE and SL

(Key participants: BOE= board of education; SLs=senior leaders; Pr=principals; ED=executive directors; F=faculty, Sta=staff; Stu=Student; Pa=parents; Pn=partners; B=business; Su=suppliers

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Iredell - Statesville Schools
Together, Ensuring Student Success by Igniting a Passion for Learning

Figure 2.1-3 Environmental Scan Process to Address Key Factors

Key Strategic Factor	Information and Data Collected Method	Sources	How Information and Data Results are Analyzed for Goal Attainment and Gap Analysis
Student Needs, Expectations & Opportunities	ABC, SAT Test Data Enrollment / Graduation Data Satisfaction Surveys Focus Groups	DPI, ORED, DPI, I-SS, College Board Facilitator	Student performance data analyzed by district, school, grade, classroom, curriculum obj., student sub-group performance to include levels, trends and comparisons. Survey data analyzed utilizing control chart methodology also focusing on levels, trends and comparisons Action steps prioritized in deployment plans.
Stakeholder Needs, Expectations & Opportunities	Area Advisory Councils Partnership meetings Supplier meetings E- Surveys and Focus Groups Satisfaction Surveys Commissioners Meetings General Assembly meetings Staff Advisory Council	Facilitator I-SS I-SS I-SS I-SS Superintendent PR Dept.	Data reviewed at weekly leadership meetings, mid-year and end-of-year performance reviews, and via survey data analyzed utilizing control chart methodology. Deployment plans monitored by leadership and adjustments made through the PDSA process.
Competitive Environment	Leading Indicator Reports Stakeholder surveys Market/competitor data	I-SS DOA, DPI I-SS	Data reviewed at weekly Cabinet meetings, at mid-year and end-of-year performance reviews, and visitations and/or study methodology employed to determine best practice approaches and deployment aimed at results.
Education Reform and technology changes	NCLB Technology use State and national trends	DPI, AMTR ASCD, HSTW, PDK	Data reviewed at weekly leadership meetings, at mid-year / end-of-year performance reviews, and processed for pilot PDSAs to prioritize results with costs.
Sustainability Human Resource Needs	Needs assessment SEA system reports Labor shortage reports Building needs Budget process PLC reports	I-SS env. scan SEA system Economic Dev ORED I-SS, DPI IFs	Data reviewed at weekly leadership meetings, at mid-year and end-of-year performance reviews, and through benchmark study analysis of high performing human resource districts in order to prioritize action steps for improvement using our PDSA process.
Redirection of resources / Ability to execute action plans	Action plans Indicator reports PDSA reports	Department reports	Data reviewed at weekly leadership meetings, mid-year and end-of-year performance reviews, and through our prioritized, systematic budgeting process.
Capability to assess student learning and development	Benchmarks Instruction guide deployment Training Student achievement	CT CT TNL DPI	Data reviewed at weekly leadership meetings, at mid-year and end-of-year performance reviews, and through our I-SS Model to RACG.
Risks Regulatory Budget/Financial	Budget forecasts Safe Schools Reports Regulatory changes Ethical requirements	NCASA, AASA, NCSBA, NCACC, DPI	Data reviewed at weekly leadership meetings, at mid-year and end-of-year performance reviews, and through systematic process for budget analysis involving stakeholder at all school community levels to prioritize action steps.
Changes in economy	Unemployment reports Housing starts Budget forecasts	Economic Dev Chamber NCACC	Data reviewed at weekly leadership meetings, at mid-year and end-of-year performance reviews, and through chamber studies to evaluate action steps for the district.
Emergency Preparedness	Safe Schools Plan Emergency/Contingency Plan	I-SS I-SS	Reviewed annually, after significant incidents, and as an ongoing PDSA regarding recovery procedures.
Partner/suppliers	Admission changes higher ed Partner requirements and performance	Higher ed Meetings with partners	Data reviewed at weekly leadership meetings and at mid-year and end-of-year performance reviews.

Note: All data are analyzed using the systemic and systematic steps listed in Figure 4.1-1

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Figure 2.1-4 I-SS Objectives and Timeline

Success Factor	Key Strategic Goals	Strategic Measures	Strategic Challenge	Results Report	Timeline Horizon
High Student Performance	*1.1 By 2010, I-SS will meet 95% of No Child Left behind Target Goals.*	1.1.1 % of No Child Left Behind Target Goals Met	1 1	7.1-1	2008 – 91% 2009 – 93% 2010 – 95%
	1.2 By 2010, 90% of Iredell-Statesville Schools will achieve ABC expected growth targets.	1.2.1 % of schools meeting expected growth targets.	1	7.1-2	2008 – 80% 2009 – 85% 2010 – 90%
	1.3 By 2010, the I-SS graduation rate will meet or exceed 85%	1.3.1 Graduation Rate	1	7.1-3	2008 – 79% 2009 – 82% 2010 – 85%
Healthy, Safe, Orderly, and Caring Schools	*2.1 By 2010, I-SS class size average in EOG and EOC classes will be in Top Ten for NC School Systems.*	2.1.1 Average class size for EOG and EOC classes	1	7.5-4	2008 – 18.9 2009 – 18.6 2010 – 18.4
	2.2 By 2010, 95% of 5th, 7th and 9th graders will measure in the healthy, active zone as measured by the Fitness Gram	2.2.1 Fitness Gram	1, 2	7.2-15	2008 – 85% 2009 – 90% 2010 – 95%
	2.3 By 2010, the I-SS incidents of crime ratio will be 4.0 or lower.	2.3.1 Incidents of crime ratio	1, 2	7.2-5	2008 – 5.0 2009 – 4.5 2010 – 4.0
	2.4 By 2010, I-SS out of school suspension rates will be 5.2% or lower	2.2.1 Out of School Suspension Rates	2	7.2-4	2008 – 11.5% 2009 – 7.5% 2010 – 5.2%
	2.5 Stakeholder satisfaction ratings for the Healthy, Safe, Orderly and Caring Schools Composite will meet or exceed 85%.	2.3.1 HSOC Satisfaction Composite	2,3	7.4-11	2008 – 80% 2009 – 82% 2010 – 85%
	2.6 By 2010, the I-SS Phase II Facilities Plan will be completed on time and within budget.	2.4.2 Percent of projects completed on-time and within budget	3	On-site	2008 – 10% 2009 – 50% 2010 – 100%
Quality Teachers, Administrators, and Staff	*3.1 By 2010, 100% of staff development will meet standards for alignment and impact on student achievement*	3.1.1 Percent of staff development meeting standards for alignment and impact	2	On-site	2008 – 90% 2009 – 95% 2010 -100%
	3.2 By 2010, the percentage of teachers meeting highly qualified standards will be 100%	3.2.1 Percent of teachers meeting the highly qualified standard	2	7.4-4	2008 – 90% 2009 – 95% 2010 – 100%
	3.3 By 2010, I-SS performance on the TWCS will be 3.66 on the performance composite	3.3.1 Composite performance on the TWCS	2	7.4-5	2008 – 3.56 2010 – 3.66
Strong Family, Community, and Business	*4.1 By 2010, 100% of parent/guardians will participate in two school-related conferences*	4.1.1 % of parent/guardians who have received at least two school-related conferences	2	7.2-9	2008 – 80% 2009 – 90% 2010 – 100%
	4.2 By 2010, 80% of community survey respondents will rate I-SS with the grade of A or B	4.2.1 % of community respondents rating I-SS with the grade A or B	4	7.2-6	2008 – 70% 2009 – 75% 2010 – 80%
Effective and Efficient	*5.1 The child nutrition department will be self sustaining*	5.1.1 A self-sustaining (SS) status for the child nutrition department	4	On-site	2008 – SS 2009 – SS 2010 - SS
	5.2 By 2010, stakeholder satisfaction ratings related to school maintenance will improve to 90%	5.1.2 Maintenance stakeholder satisfaction rating	4	7.4-9	2008 – 86% 2009 – 88% 2010 – 90%
	5.3 by 2010, I-SS per pupil expenditures will be in the lowest quartile of NC school systems and student academic performance will be among the Top Ten NC School Systems	5.3.1 Per Pupil Expenditures in lower quartile (LQ) 5.3.2 Student Academic Performance Rating	4	7.3-2 7.1-4	2008 – LQ-Top 20 2009 – LQ-Top 15 2010 – LQ-Top 10

Strategic Challenges: 1- Improving student achievement. 2- Shortage of highly qualified teachers. 3- Ensuring cost effective and equitable school facilities 4- Ensuring availability of funding. See P.2b – Strategic Challenges.

MBNQA 2008, Iredell-Statesville Schools
2021 Copyright ® Assistant Professor Dr.Phanasan Konsuwan

Figure 2.2-2 A Sample of Key Action Plans, Human Resource Plans, Measures, Targets, Data, and PDSA Adjustments.

Success Factor	Strat Goal Fig 2.1-4	Action Plans	HR Training and Development	Leading Indicator (Measure)	Data	Owner
High Student Performance	*1.1, 1.2*	CWT	HYIS	CWT Data	7.4-3	CAO
	1.1 *1.2*	Instructional Guides	Essential Curriculum	Quarterly Plus/Delta	On-site	CAO
	1.1, 1.2, 3.1, 3.3	Teamwork Matrix	PLC	PA QAR CWT Quarterly PD Survey	7.5 1-2 On-site 7.4-3 On-site	CQO
	1.1, 1.2	CTG	PLC	PA -Summer Credit Recovery	7.2-11 7.2-13	CAO
	1.3	21st Century	Advisor and Advisee Technology	-AP Results -College scholarships -Summer School Report -Virtual Enrollment -Athletic participation -Drop Out -Credit Recovery	7.1-13 On-site On-site On-site 7.2-6 7.2-3 7.2-13	CAO
Healthy and Safe Schools	*2.1*	TAs to Teachers	SID Waivers	-SAR Reports -Class size	On-site 7.5-4	ASHR
	2.2	Fitness Zone	Fitness Zone	Fitness Gram	7.2-15	COO
	2.3,2.4	PBS	Positive Behavior Support Modules	-Monthly crime and violence report -Out of school suspension rates -OSS Days Saved	On-site 7.2-4 7.2-14	COO
	2.5	Custodial Inspections	Cleanliness Expectations	-Custodial Inspections -Complaint management	7.5-9 On-site	COO
	2.6	Phase II	Building Code	-Quarterly Report % complete	On-site	COO
Quality Teachers, Admin, and Staff	*3.1*	TNL	Use of TNL PD Request	-Impact Reports -Rally completion reports	On-site On-site	CQO
	3.2	Lateral Entry	Certification	-Teacher Licensure -HRMS Checks -NBCT	On-site On-site 7.4-9	ASHR
	3.3	Sub Calling	Use of sub calling system	-Sub calling reports -teacher attendance reports	On-site On-site	ASHR
	3.3	DASH System	Use of DASH	-Quarterly PD survey	On-site	CATO
SFBS	*4.1*	Conferences	Definition of conference	- # of conferences reported at mid and end of the year	7.2-9	Director of Public Relations
	4.2	Community Survey	On-line survey	-Score on community survey -Partnership Reports -Volunteer Hours	7.2-6 7.2-8 7.2-7	ASHR
Effective and Efficient Operations	*5.1*	CN Participation	Kiosk	-Meals per labor hours -Meals served -Inventory reports -Supplemental Sales -Expense to Profit	On-site On-site On-site 7.5-10 On-site	COO

MBNQA 2008, Iredell-Statesville Schools
2021 Copyright ® Assistant Professor Dr.Phanasan Konsuwan

Figure 2.1-1 Strategic Planning Process

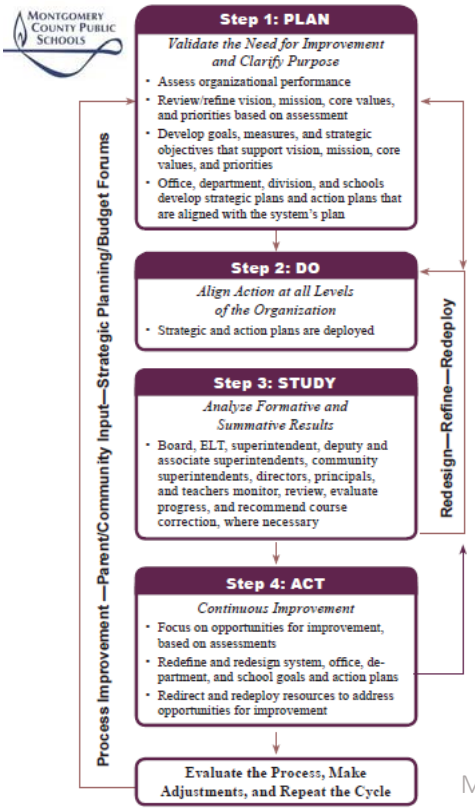


Figure 2.1-2. Strategic Objectives

Goal	Seven Keys	Strategic Target	M-Stat Short-Term Action Plan	M-Stat Long-Term Action Plan	M-Stat Performance Measures
2	1 & 2	Advanced Reading –2	• Analyze end-of-year Grades K, 1, and 2 trend data, including new K benchmark and impact on disproportionality. • Identify strategies for monitoring instruction that align to the content of TN2	• Identify strategies for achieving advanced on Reading MSA	MCPSAP-PR (**Fig. 7.1-1**) TN/2 (**Fig. 7.1-4**) MSA Advanced (**Figs. 7.1-9, 7.1-10**) **Cat. 7.1**
2	3	Advanced Math Grade 5	• Monitor and analyze data compared to targets over time.	• Reduce variance between enrollment and successful completion	Unit assessments AOS
1	4	Algebra 1 by Grade 8	• Review existing targets and proposed targets for 2011–2015. • Develop a placement tool. • Recommend course pathways, skills, and performance criteria leading to successful course completion. • Analyze enrollment and performance trend data.	• Implement findings of K–12 Math Work Group • Plan and conduct a Teacher-Stat for math teachers by level. • Identify practices resulting in increased enrollment and successful completion, especially for African American and Hispanic and students with disabilities.	Unit assessments Course grades C or higher (2011) (**Cat. 7.1**) Course grades C or higher (2011) (**Figs. 7.1-11, 7.1-12, 7.1-13, 7.1-14**)
1	5	Algebra 2 by Grade 11			
2	6	AP/IB Exam Performance	• Monitor and analyze data to determine strengths and areas of growth related to AP and IB performance using myMCPS. • Identify practices resulting in exam scores eligible for college credit, especially for African American and Hispanic students. • Identify and disseminate shared leadership practices that promote positive outcomes in AP/IB enrollment, participation, and performance.	• Train all teachers of Honors and AP courses in content and instructional practices. • Develop a "Studying Skillful Teacher" course (credit) for teachers of advanced courses.	AP Exams 3 or higher (**Fig. 7.1-14**) IB Exams 4 or higher
2	7	SAT/ACT Performance	• Monitor and analyze SAT/ACT monthly participation and performance data. • Develop and monitor systemwide protocols for increasing SAT/ACT participation and performance. • Monitor the implementation of Triumph.	• Examine students' use of ACCUPLACER as a college readiness test and impact on targets. • Implement SAT/ACT test plan to ensure most appropriate match between individual and test (guidance counselors, resource teachers)	SAT combined score 1650 ACT composite score 24 (**Fig. 7.1-16**)
2		Ineligibility	• Monitor and analyze relationships between attendance, suspensions, loss of credit, and ineligibility. • Conduct focus groups of ineligible students to hear student perspective. • Analyze 08–09 ineligibility data to identify schools that have met the target for African American and Hispanic students and identify and disseminate best practices.	Investigate how established programs such as Study Circles and George B. Thomas Learning Academy can be employed in a systemic manner to reduce ineligibility.	page 39–1st column
1		Suspension	• Ensure that suspensions are limited to behavior that is disruptive and detrimental to the operation of the school. • Analyze discretionary suspensions to determine if they meet COMAR criteria, with focus on disproportionality. • Identify alternatives to suspensions.	• Heighten the awareness of staff on the relationship of the Pyramid of Interventions and Preventions and teaching and learning processes in the reduction of suspensions. • Develop data management tools to record suspensions.	Trend Data (**Fig. 7.2-6**)

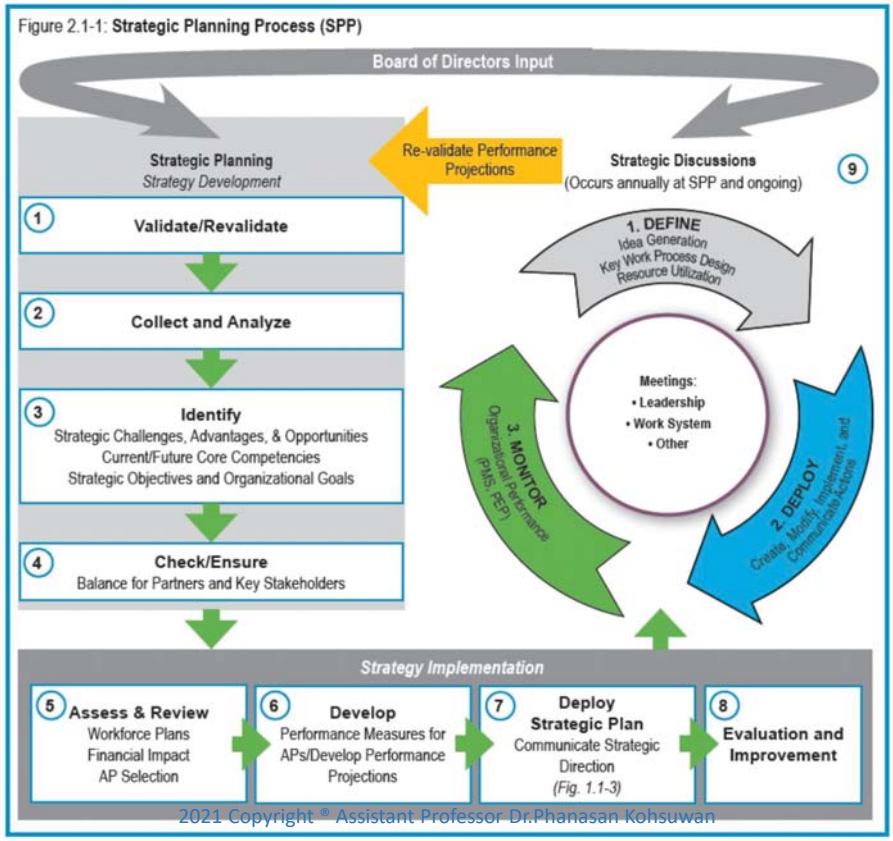
MBNQA 2008, Iredell-Statesville Schools
2021 Copyright ® Assistant Professor Dr.Phanasan Konsuwan

Goal	Strategic Target	Short-Term Action Plan	Long-Term Action Plan	Perform-ance Measures
4 & 5	Highly qualified staff	• Principals receive weekly updates indicating teachers' certification status. • Targeted recruitment trips to find teachers who are highly qualified according to NCLB. • Principals receive updates of the certification status of involuntary and voluntary transfers and teachers returning from leave.	• University Partnerships • Staff teaching out of area are informed of necessary courses or testing • Special educators who are not highly qualified are informed of necessary coursework and testing	Fig. 7.4-9
3 & 5	Community support for public schools	• Improved multimedia communication of the MCPS budget, including the Web, to publish budget documents and budget facts and make them easier to understand. • The Budget in Brief (AOS) summarizes the budget in a more concise format, easily followed on the Web. • The Program Budget (also on the Web) shows alignment between the system strategic plan and specific budget proposals.	• A multiyear effort to involve stakeholders as full participants. • Representatives of employee organizations and the parent-teacher associations participate throughout budget deliberations, reviewing all budget details and having an opportunity to offer their own suggestions during the budget development process. This process has resulted in growing trust between system leadership and stakeholders, and is especially valuable in difficult fiscal circumstances.	Figs. 7.2-1–3, 7.2-5, 7.2-8, 7.3-1

MBNQA 2010, Montgomery County Public Schools

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

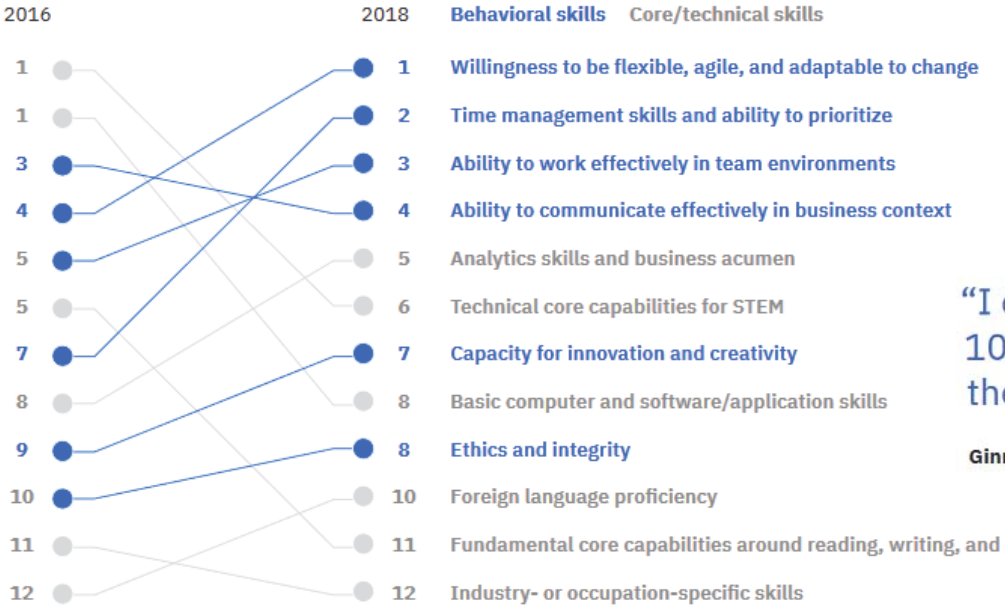
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Figure 1

Executives now point to behavioral skills as the most critical for members of the workforce today



"I expect AI to change 100 percent of jobs in the next five to ten years."[31]

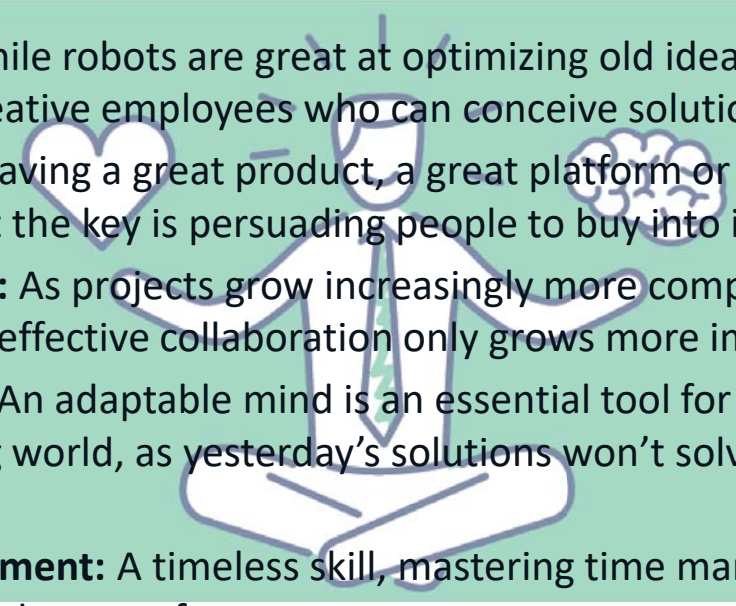
Ginni Rometty, IBM Chairman, President, and CEO

Sources: 2016 IBM Institute for Business Value Global Skills Survey; 2018 IBM Institute for Business Value Global Country Survey.

Source: IBM (2019) The enterprise guide to closing the skills gap

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Top Five Soft Skills



1. **Creativity:** While robots are great at optimizing old ideas, organizations most need creative employees who can conceive solutions.
2. **Persuasion:** Having a great product, a great platform or a great concept is one thing, but the key is persuading people to buy into it.
3. **Collaboration:** As projects grow increasingly more complex and global in the age of AI, effective collaboration only grows more important.
4. **Adaptability:** An adaptable mind is an essential tool for navigating today's ever-changing world, as yesterday's solutions won't solve tomorrow's problems.
5. **Time Management:** A timeless skill, mastering time management today will serve you the rest of your career.

Source: https://fortune.com/2021/01/02/linkedin-2021-trends-skills-jobs/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Top Five Hard Skills

1. **Cloud Computing:** As the world rushes toward the cloud, companies are desperately searching for engineers who have the skills to accommodate this demand.
2. **Artificial Intelligence:** From neural networks to machine learning, the age of A.I. is here.
3. **Analytical Reasoning:** As they collect more data than ever before, companies are hungry for professionals who can make smart decisions based off of it.
4. **People Management:** The world has changed from a "command-and-control" model toward leaders who can coach and empower, a difficult skill set few professionals possess.
5. **UX Design:** UX design is the key to making a digital world work for humans.

Source: https://fortune.com/2021/01/02/linkedin-2021-trends-skills-jobs/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Skills Transformation For The 2021 Workplace

To illustrate the longevity of a skill, Chief Learning Officer Magazine divides skill durability into three categories:

- **Perishable skills : Half-life < 2.5 years** – Specific technology skills that are updated frequently; organization-specific policies and tools and specialized processes all can be classified as perishable skills.
- **Semi-durable skills : 2.5 years <Half-life < 7.5 years** – These tend to be those frameworks with base sets of knowledge from which field-specific technologies, processes and tools arise.
- **Durable skills : Half-life > 7.5 years** – They constitute a base layer of mindsets and dispositions. They include skills like design thinking, project management practices, effective communication, leadership which are more foundational in nature.

Source: https://www.ibm.com/blogs/ibm-training/skills-transformation-2021-workplace/

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

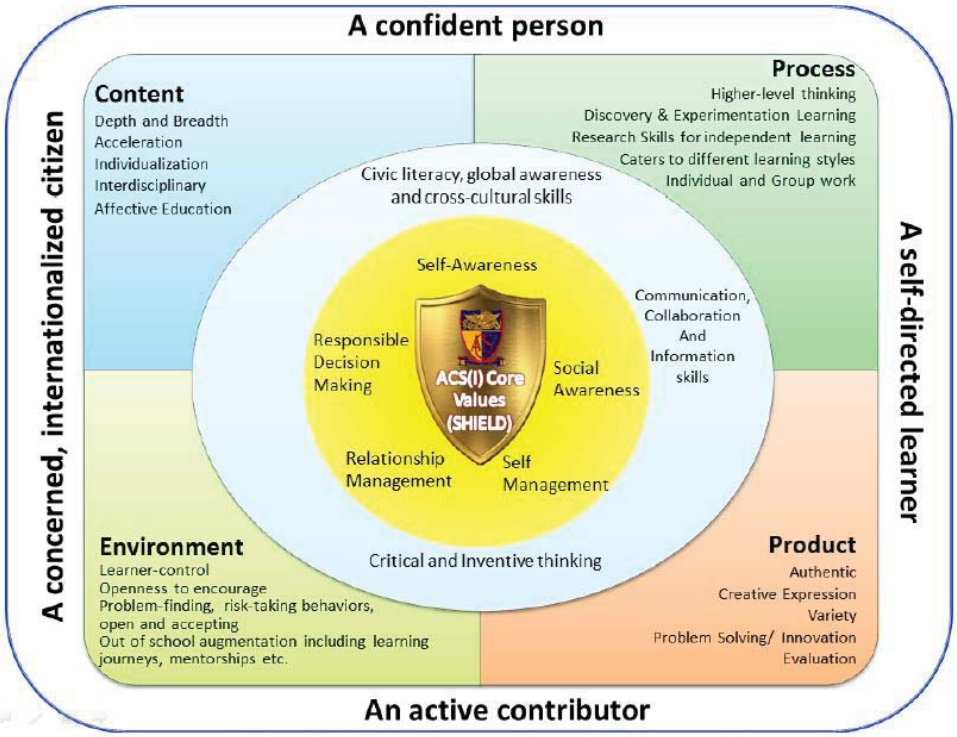


Figure 5.2.2 Teaching and Learning Framework

Anglo-Chinese School, SQA (2014)

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Values at the Core of 21st Century Competencies

Respect - demonstrates respect when he believes in his own self-worth and the intrinsic worth of all people.

Responsibility - recognises that he has a duty to himself, his family, community, nation and the world, and fulfils his responsibilities with love and commitment.

Integrity - upholds ethical principles and has the moral courage to stand up for what is right.

Care - acts with kindness and compassion, and contributes to the betterment of the community and the world.

Resilience - has emotional strength and perseveres in the face of challenges. He manifests courage, optimism, adaptability and resourcefulness.

Harmony - seeks inner happiness and promotes social cohesion. He appreciates the unity and diversity of a multicultural society.

Anglo-Chinese School, SQA (2014)

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Social and Emotional Competencies (middle ring)

Self-Awareness - understands his own emotions, strengths, inclinations and weaknesses.

Self-Management - manage himself effectively if he has the capacity to manage his own emotions. He should be self-motivated, exercise discipline and display strong goalsetting and organisational skills.

Social Awareness - ability to accurately discern different perspectives, recognise and appreciate diversity, empathise with and respect others.

Relationship Management - ability to establish and maintain healthy and rewarding relationships through effective communication, and is able to work with others to resolve issues and provide assistance.

Responsible Decision-Making - capacity to identify and analyse a situation competently. He should be able to reflect upon the implications of decisions made, based on personal, moral and ethical considerations.

Anglo-Chinese School, SQA (2014)

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Emerging 21st Century Competencies (outer ring)

Civic Literacy, Global Awareness & Cross-cultural Skills

Our society is becoming increasingly cosmopolitan and more Singaporeans live and work abroad. Our young will therefore need a broader worldview, and the ability to work with people from diverse cultural backgrounds, with different ideas and perspectives. At the same time, they should be informed about national issues, take pride in being Singaporean and contribute actively to the community.

Critical and Inventive Thinking

To be future-ready, our young need to be able to think critically, assess options and make sound decisions. They should have a desire to learn, explore and be prepared to think out of the box. They should not be afraid to make mistakes and face challenges that may at first appear daunting.

Anglo-Chinese School, SQA (2014)

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Emerging 21st Century Competencies (outer ring)
Communication, Collaboration and Information Skills

With the Internet Revolution, information is often literally just a click away. It is important that our young know what questions to ask, how to sieve information and extract that which is relevant and useful. At the same time, they need to be discerning so that they can shield themselves from harm, while adopting ethical practices in cyberspace. The workplace of the 21st Century requires our young to be able to work together in a respectful manner to share responsibilities and make decisions with one another to meet group goals. Importantly, they should also be able to communicate their ideas clearly and effectively.

Anglo-Chinese School, SQA (2014)

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

Core Values

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

การเปลี่ยนแปลงของโลกและนัยยะสำคัญเชิงนโยบาย

ปัจจัยที่ก่อให้เกิดการเปลี่ยนแปลง (Forces of Change)

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

ระเบียบวาระการพัฒนาอุดมศึกษา วิทยาศาสตร์ วิจัยและนวัตกรรม

1. เปลี่ยนความยากจนสู่ความมั่งมีอย่างทั่วถึง
2. ขับเคลื่อน Bio, Circular and Green Economy (BCG) เพื่อการเติบโตอย่างยั่งยืน
3. ยกระดับอุตสาหกรรม และวางรากฐานเพื่ออนาคต ด้วย อววน.
4. สร้างเสริมความมั่นคงของมนุษย์และพลังทางสังคมเพื่อการพัฒนาที่สมดุล
5. พลิกโฉมการอุดมศึกษาและพัฒนากำลังคนให้ตอบโจทย์ประเทศ
6. ปฏิรูประบบ อววน. ให้เกิดผลสัมฤทธิ์ในการขับเคลื่อนเศรษฐกิจและสังคม

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

การดำเนินการตามทิศทางยุทธศาสตร์จะยึดหลัก 4 Pillars

Competitive Human Resource and Workforce	Enhancing Research Ecosystem	Social and Economic Growth with Knowledge/Wisdom/Innovation	Higher Education Institution
สร้างทรัพยากรบุคคลของประเทศที่มีศักยภาพ และมีความสามารถในการแข่งขัน	วางรากฐานและยกระดับระบบนิเวศการวิจัยเพื่อพัฒนาสังคมและภาคธุรกิจให้มีความเข้มแข็งและยั่งยืน	นำผลงานวิจัยและนวัตกรรมไปใช้สนับสนุนการพัฒนาสังคมและเศรษฐกิจของประเทศ	มหาวิทยาลัยผู้นำในการขับเคลื่อนและพัฒนาของประเทศ เป็นศูนย์กลางในการเปลี่ยนแปลงและยกระดับคุณภาพชีวิต

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

เสาที่ 1

สร้างบุคลากรของประเทศที่มีศักยภาพและมีความสามารถในการแข่งขัน

การสร้างคนผ่านระบบการศึกษาที่มั่นคง รูปแบบการเรียนรู้ที่เหมาะกับทุกกลุ่มคน สร้างโอกาสและความหวังให้ประชาชน เพื่อความยั่งยืนของประเทศ

Competitive Human Resource and Workforce

สร้างทรัพยากรบุคคลของประเทศที่มีศักยภาพ และมีความสามารถในการแข่งขัน

- ประชาชนและปัจเจกชน มีพลัง มีความสร้างสรรค์ มีความหวัง และสามารถวางแผนสู่อนาคตที่ดีขึ้นได้
- เพิ่มโอกาสคนนอกระบบอุดมศึกษา (Inclusiveness) ยกระดับคนที่พ้นระบบอุดมศึกษาให้สามารถต่อยอดความรู้
- พัฒนา และสรรหาทรัพยากรบุคคลจากทั้งภายในและภายนอกประเทศ (Global Reach) และยกระดับทรัพยากรบุคคลไทยไปสู่ Global Citizen
- สร้างภูมิคุ้มกันในการดำรงชีวิต และภูมิคุ้มกันของประเทศผ่าน Science and Technology

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

เสาที่ 2

วางรากฐานและยกระดับระบบนิเวศการวิจัยเพื่อพัฒนาสังคมและภาคธุรกิจให้เข้มแข็ง

ปรับแนวคิดการส่งเสริมการทำวิจัยและนวัตกรรมในลักษณะ Outside-in มีบูรณาการ ผู้รับประโยชน์งานวิจัยได้มีส่วนร่วม และสร้างโอกาสพัฒนาให้เกิดหน่วยธุรกิจและทรัพย์สินทางปัญญาอย่างเป็นรูปธรรม

วางรากฐานและยกระดับระบบนิเวศการวิจัย เพื่อพัฒนาสังคมและภาคธุรกิจให้มีความเข้มแข็งและยั่งยืน

- สร้างระบบนิเวศงานวิจัยโดยเอาเป้าหมายสมรรถนะของสังคมและธุรกิจเป็นตัวตั้ง
- ส่งเสริมงาน ววน. ที่มีอยู่ให้เข้มแข็งและยั่งยืน
- บูรณาการข้ามศาสตร์ โดยบูรณาการ Soft Science (สังคมศาสตร์ มนุษย์ศาสตร์ ศิลปศาสตร์) กับ Hard science (Multi-disciplinary)
- ส่งเสริมการพัฒนางานวิจัยที่อยู่บนพื้นฐานที่ใช้จุดเด่นของความเป็นไทย (Hidden assets of Thainess and Thai way)
- เปิดโอกาสให้ ประชาชน ปราชญ์ชาวบ้าน ผู้ประกอบการ ร่วมสร้างและถ่ายทอดองค์ความรู้ในระบบ อววน.
- โจทย์วิจัยที่ให้ความสำคัญกับการวิจัยเชิงประยุกต์ (Applied Sciences) ควบคู่ไปกับ Basic Sciences อย่างเหมาะสม
- ผลักดันรูปแบบการ Spin-off งานวิจัยและนวัตกรรมจากหน่วยทำวิจัยและนวัตกรรม (ทั้งในและนอกมหาวิทยาลัย) ให้เกิดเป็นธุรกิจรูปแบบต่าง ๆ เช่น รูปแบบ Holding company หรือ มูลนิธิ
- ส่งเสริมและยกระดับงานวิจัยไปสู่เชิงพาณิชย์ผ่านกระบวนการจัดการทรัพย์สินทางปัญญา

2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

เสาที่ 3

นำผลงานวิจัยและนวัตกรรมไปใช้สนับสนุนการพัฒนาสังคมและเศรษฐกิจของประเทศ

ผลงานวิจัยและนวัตกรรมที่สร้างขึ้นใช้ประโยชน์ได้จริงและเข้าถึงประชาชนทุกระดับ สนับสนุนการพัฒนาการเติบโตของภาคธุรกิจและเศรษฐกิจ ตอบโจทย์ท้าทายสังคมและสิ่งแวดล้อมอย่างสมดุลและยั่งยืน

สร้างความชื่อมั่นผลงานวิจัยเกิดประโยชน์ต่อประชาชน

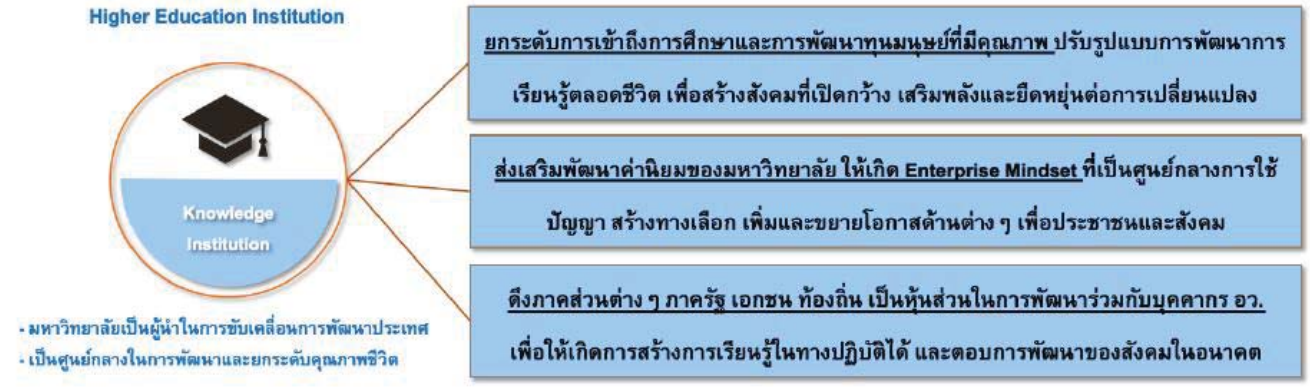
ส่งเสริมการนำผลงานวิจัยไปสู่นวัตกรรมและใช้ให้เกิดประโยชน์ต่อสังคมและเศรษฐกิจ

- ส่งเสริมพัฒนาระบบการนำงานวิจัยและนวัตกรรมมาใช้ประโยชน์ให้มากที่สุด ทั้งในระดับครัวเรือน ท้องถิ่นชุมชน สังคม และเศรษฐกิจ ขอประเทศโดยรวม ภายใต้ Concept อว.สร้างชาติ
- พัฒนากลยุทธ์เพื่อยกระดับผลสัมฤทธิ์ให้เกิดในวงกว้าง ยกระดับการพัฒนาระบบบริหารจัดการนวัตกรรมให้ครบทั้ง value chain เพิ่มมาตรฐานและคุณภาพ และมูลค่าของสินค้าและบริการ ร่วมมือกับหน่วยงานภาคธุรกิจฯ ขับเคลื่อนถ่ายโอนและขยายผลการใช้องค์ความรู้ผลงานวิจัยและนวัตกรรม เพื่อช่วยประชาชน สังคม ชุมชน และภาคธุรกิจ
- สร้างกลไกความร่วมมือการนำผลงานวิจัยและนวัตกรรมในระดับสากล มาพัฒนาและประยุกต์ใช้เสริมศักยภาพการพัฒนาผลงานวิจัยและนวัตกรรมภายในประเทศ

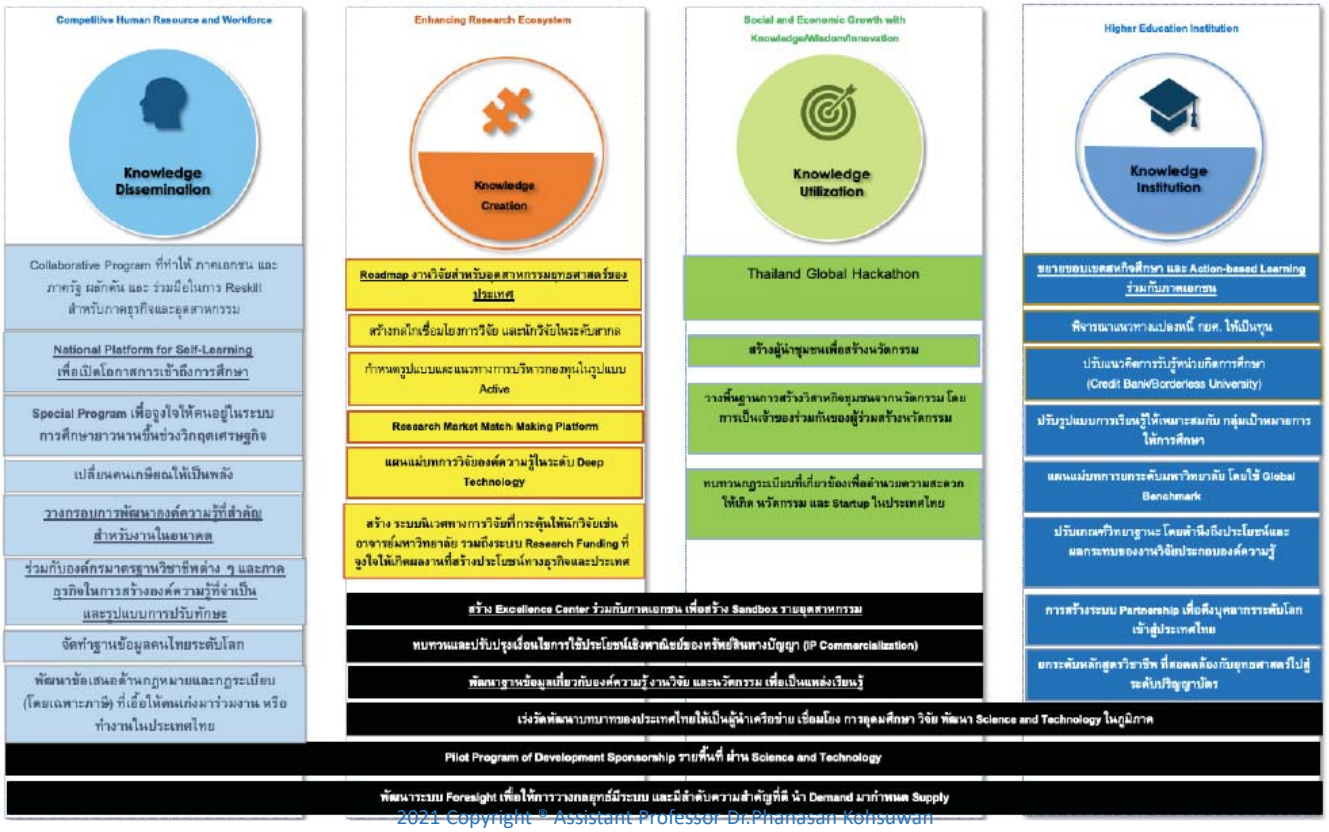
2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan

เสาที่ 4
มหาวิทยาลัยเป็นผู้นำในการขับเคลื่อนการพัฒนาประเทศ

มหาวิทยาลัยเป็นผู้นำในการสร้างโอกาสเข้าถึงองค์ความรู้และพัฒนาทุนมนุษย์ที่มีคุณภาพทุกระดับ ยกระดับรูปแบบการเรียนรู้ที่ทันสมัย ตรงเป้าหมายอนาคต สอดรับกับยุทธศาสตร์การพัฒนาประเทศ



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan



2021 Copyright ® Assistant Professor Dr.Phanasan Kohsuwan