ERASMUS+ PROJECT CBHE 609879

Renewed university governance in Southeast Asia - PURSEA

GUIDEBOOK TO DEFINING AND IMPLEMENTING A STRATEGIC DEVELOPMENT PLAN FOR A HIGHER EDUCATION AND RESEARCH INSTITUTION

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Guidebook to defining and implementing a strategic development plan for a higher education and research institution

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PURSEA - Renewed university governance in Southeast Asia

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Guidebook to defining and implementing a strategic development plan for a higher education and research institution

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Initial difficulties: uncertainties inherent in a start-up period. Hesitations and indecisions need to be overcome, without rushing into things. Taking the time to reflect on a strategy remains the right approach.

Getting along with everyone: constructive dialogue with others. The aim is to understand one's own specificity while welcoming that of the other, and thus enable these differences to form part of a harmonious whole, because they converge. Getting along despite and on the basis of these specificities

Alliance: harmony of things from a discordant whole. The idea is to identify a center around which disparate elements converge. It is from different yet complementary components that this convergent center is organized, since it is animated by a vision that transcends them.

Progress step by step: past achievements serve to accomplish present actions. It's a matter of measuring the benefits of efforts made, based on the passage of time. Start from what has been achieved, and define the strengths that will enable you to achieve your strategy.

The book of changes
Second half of the Ier millennium BC.
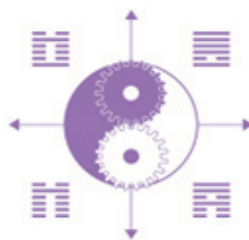
Governance in motion

FOREWORD

The "Pilotage Universitaire Rénové dans le Sud-Est Asiatique" (PURSEA) project is an Erasmus+ CBHE project, running from January 2020 to July 2023, mainly funded by the European Union and co-financed by 16 project consortium partners. Aiming to strengthen the capacities of Asian universities in defining and implementing their strategic development plans, the project brought together 8 Asian and 8 European partners: Hanoi University (project coordinator), Hanoi Architectural University, University of Transport and Communications, University of Science and Technology (The University of Danang), University of Social Sciences and Humanities (Vietnam National University Ho Chi Minh City), University of Economics and Law (Vietnam National University Ho Chi Minh City), Institute of Technology of Cambodia, University of Health Sciences of Cambodia, Agence Universitaire de la Francophonie, University of Lorraine, France National Center for Scientific Research (CNRS), Université libre de Bruxelles, Bordeaux Montaigne University, University of Toulon, University of Duisburg-Essen and Université de Bretagne occidentale.

Initiated by the PURSEA project steering committee, this guidebook is the result of a collective, multi-disciplinary work of an international French-speaking project involving experts from partner institutions of the PURSEA project and members of the Agence Universitaire de la Francophonie (AUF).

The guidebook is not the project's final, it aims at setting up workshops to raise awareness or to transfer expertise through the mobilization of PURSEA project experts to AUF member institutions and other interested universities in the region.

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CONTEXT OF THE GUIDEBOOK

Keywords:

university dynamics **-** South-East Asia region **-** changing environment **-** development strategies **-** autonomization of HEIs* **-** self-diagnosis* **-** ASEAN **-** capacity building **-** change management **-** external and internal environment **-** open university governance* model **-** decision support system **-** responsible governance **-** strategic development plan* – operational action plan **-** co-construction of methodologies – pertinent tools.

Words marked with an asterisk* are explained in the glossary.

Academic dynamics in the Southeast Asian region is part of a changing environment, whether economic, environmental, technological, cultural, social, legal or geopolitical, whether local, national or regional. These mutations condition the definition and operational implementation of the classic academic missions of higher education institutions (HEIs) in face of the challenges they must take up, such as : demographic pressure and generalization of compulsory secondary education, socio-economic impact of the development of middle classes with consequences on the demand for continuing education, technological developments and more specifically digital technology development, prospects for the **autonomization of HEIs*** and **the** diversification of financial resources, the definition and implementation of a contextualized quality **approach*** in the fields of **professional training*** and research-innovation (non-exhaustive list).

The changes underway in Cambodia and Vietnam should be seen as challenges to be overcome by HEIs: whatever their environment or level of development, they should be aware of the need to incorporate these changes into the definition and implementation of their strategic development plans, thus enabling them to fully assume their social **responsibility*.**

Thinking of the world of education and research as a strategic development driving force supposes that certain challenges should be addressed at first, such as identifying society's **training*** and research **needs.** It is through dialogues between the academic world, socio-economic partners and public policy-makers that shared solutions can be developed, and thus strengthening the coherence between a society's socio-economic needs and an HEI's training offer, particularly with regard to its professional programs. The aim is also to enhance the value of innovation stemming from research and its positive impact on socio-economic environment and from tried-and-tested technology transfer models with a view to studying their transposition to other conditions and environments.

In addition to this challenge, which is linked to a changing environment, there is another, i.e.: responding to the political will of the Cambodian and Vietnamese governments to autonomize HEIs, which should be added to **ASEAN*** perspectives on higher education and research (innovation; improving the quality of higher education; strengthening **regional and international integration***; international cooperation).

Analysis of the challenges facing HEIs in both Cambodia and Vietnam led to a survey conducted by Hanoi University and Agence Universitaire de la Francophonie (AUF) in June 2018 of 7 HEIs being members of the AUF for more than 15 years, namely the Hanoi Architectural University, University of Social Sciences and Humanities (Vietnam National University Ho Chi Minh City, University of Economics and Law (Vietnam National University Ho Chi Minh City), University of Health Sciences of Cambodia, University of Transport and Communications, University of Science and Technology (The University of Danang), and Institute of Technology of Cambodia.

Following this survey, a meeting of the 8 Cambodian and Vietnamese HEIs was organized in Hanoi (August 2018) with a view to jointly defining the overall and specific project directions, thus structuring the project into priority axes: determination of the degree and characteristics of the HEIs' autonomy as part of a self-diagnosis; overall analysis of the external and internal environment of HEIs; construction of the strategic planning tool; definition of the multi-year action plan as part of the implementation of identified priority actions; transversal devices aimed at **capacity building*** and **change management*.**

In this respect, each HEI involved in the project will have to define and implement a new governance model that will enable it to identify the changes and ruptures affecting its ecosystem, and hence its own missions and activities. With a view to ensuring the long-term viability of the model to be put in place, it will be necessary to draw up a strategic plan and operational action plans over a defined period. The aim is not only to design a **model of open university governance***, conceived as a **decision-making aid***, centred on **responsible governance***, but also to include in this methodology the political will to autonomize HEIs.

In deciding to take up the challenges of defining and implementing renewed, contextualized university governance, the HEIs in the PURSEA project are resolutely committing themselves to a partnership-based, operational strategy, taking into account the diversity of contexts specific to each HEI and drawing on the wealth of expertise of the European partner HEIs: CNRS Grenoble, University of Lorraine, Université de Bretagne Occidentale, University of Toulon, Bordeaux Montaigne University, Université libre de Bruxelles, University of Duisburg-Essen.

With the support of the ERASMUS+ program, the PURSEA project aims to pool knowledge and know-how in the field of renewed, contextualized university governance, in order to meet the above-mentioned challenges, from the determination of the strategic development plan to the implementation of operational action plans and as well co-construction of methodologies accompanied by relevant tools.

Dissemination conference of the PURSEA project results for universities in Vietnam

OBJECTIVES OF THE GUIDEBOOK

Keywords:
governance capacity **-** political will for automization **-** modernization and internationalization rationale **-** specific objectives **-** strategic alignment **-** self-diagnosis **-** autonomy degree– HEI's internal and external environment **-** transition from analysis to strategy **-** transition from strategy to implementation.

The aim of this guidebook is to strengthen HEIs' governance capacity through the definition and implementation of contextualized strategic planning in support of their development plan, and then to support their implementation, taking into account the political will to automize HEIs in regional countries.

This automization methodology, combined with the quest for academic and scientific recognition, is forcing relevant HEIs to rethink the main strategic orientations of their development plans, according to modernization and internationalization rationale, and thus the university governance on which their implementation is based. This guidebook, therefore, sets out two specific objectives:

- To propose the methods and tools needed to define HEIs' strategic development plans and to design their operational action plans according to their strategic alignment;
- To support the implementation of a priority action plan for each HEI and its mechanism to adopt a strategy and to support the HEI's transition.

To achieve these objectives, we first need to rely on objective data already collected or yet to be collected:

- **Self-diagnosis*** of the autonomy degree of each HEI: this stage aims to determine the autonomy degree and characteristics of the partner HEIs;

- Self-evaluation of each HEI's internal environment: this stage is designed to identify their strengths and weaknesses;
- Analysis of the external environment of each HEI: this stage provides analysis of their threats and opportunities, based on the local, national and regional environment.

The purpose of these three stages is to carry out an overall analysis of the environment on each HEI. The articulation and coherence of these three stages would guarantee the construction and optimal support of the subsequent stages linked to strategic planning, and thus the transition from analysis to strategy, and then from strategy to the implementation that either redefines or consolidates strategic plans of an HEI and the operational action plans that it wishes to implement.

DEVELOPMENT STRATEGY FOR A HIGHER EDUCATION AND RESEARCH INSTITUTION

Before embarking on a project to define and implement a strategy in a higher education and research institution, it is important to consider the notion of strategy and to determine elements to be retained when working on the HEI's strategy.

Strategy is a key domain of university governance. It aims to determine the university's long-term objectives and to plan the actions required to achieve them.

The strategy should involve in-depth reflection on the university's **strengths and weaknesses***, the **opportunities and threats*** of its environment, the room for manoeuvre and possible obstacles, and the available **resources***. An effective strategy helps the university be competitive, to ensure the viability of its business model and to achieve its long-term objectives. Implementing a strategy requires a clear vision, a rigorous analysis and a precise execution. Strategy is therefore an essential methodology for those HEIs seeking to sustain their success over the long term.

To understand the concept of strategy, we need to start with a few principles[1] :

1. Understand the university as a system, i.e. a set of interconnected elements[2] that work together to achieve a common goal. These elements may be personnel, machines, procedures, rules or software. These elements are at the heart of a production methodology, which produces a result that can be improved through control or regulation. Its **effectiveness*** will thus be optimized by working on improvement and feedback. Its **efficiency*** will also be enhanced.

2. Take a **systemic* view** of external and internal issues; this means understanding the university as a whole, taking into account the complex interactions between the various elements that make it up, and the interactions with its external environment. This involves

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[1] The specificities of university strategy - Bernard Dizembourg:
https://www.unistra.fr/fileadmin/upload/unistra/universite/fonctionnement/Prodev/UdS_prodev__strateg_de_l_Univ.pdf.
[2] Caron-Fasan, M-L. and Lesca, N. (2003). *Présent et futurs des systèmes d'information.* Presses universitaires de Grenoble.

taking into account the economic, social, political, technological and environmental factors that influence its operation, as well as internal dynamics such as organizational culture, structure, processes and employee skills. This methodology makes it possible to identify levers for action and implement coherent strategies to achieve the university's objectives, while being aware of its impact on the environment and society as a whole.

   3. Have a global vision of the university and its **performance***, which means taking into account all the dimensions of the university, both internal and external, and assessing its performance as a whole. This involves considering the various functions of the university (governance, finance, human resources, research, training, partnerships, etc.), relating them to the university's performance and its impact on the environment and society. This methodology provides a more comprehensive understanding of the university's performance and helps identify domains where improvement is needed to achieve set objectives. A global vision of the university and its efficiency also helps ensure its responsible and sustainable management.

   4. Promote and prepare clear, precise, realistic and concrete decisions, which involve several key stages:

> ➤ Clearly define the problem or situation requiring a decision;
> ➤ Gather all relevant information and analyze the various possible options, taking into account the objectives of the university and its environment;
> ➤ Take into account the risks and potential consequences of each of the options;
> ➤ Make a clear and precise decision, identifying the specific actions that need to be taken to implement the decision;
> ➤ Involve the relevant stakeholders, communicate transparently and regularly monitor results to adjust them if necessary.

Contributing to a university's strategy involves taking action in four complementary domains:

   1. Develop cross-functional resources that support the **effectiveness*** of domain strategies, either in the form of shared infrastructures such as quality networks and documentary resources, or in the form of specialized technical-administrative skills such as internationalization, research **enhancement***, continuing education engineering and distance learning. These resources help and encourage the various teams to evolve in line with the university's strategic objectives.

2. Encourage the emergence of coherent segments within a multidisciplinary institution. Although a uniform strategy is not feasible, it is possible to promote complementarities between teams operating in similar or different disciplinary fields, which can find synergy on a common training and research object. To achieve this, it is necessary to create an intermediary, non-institutional level, relevant to the reflection and definition of cross-functional strategies in training, research and human resources management.

The role of the governance team is to foster a gradual awareness of the need for closer ties and to consolidate them through a support strategy, notably by allocating necessary resources. External evaluations, self-evaluation and decision-making methodologies should all contribute to creating a climate conducive to genuine political reflection. The governance team must instill a strategic culture within the teams and their leaders so that they can analyze their environment, define their specific features, strengths and weaknesses, and situate themselves within a field of training and research.

This is a long and gradual process, crucial to building solid, lasting teams that are more than just appearances.

3. Provide leadership in human resources management, which means that the governance team, and in particular the Rector, should not be in charge of the more technical aspects of human resources management. However, the governance team can encourage progress in this domain by being sensitive to the involving issues.

The recruitment of staff, including teaching and research staff, is often considered the most strategic domain. It is essential to define the right profiles and adapt them to the institution's evolution. This decision is largely shared between the disciplinary community, middle level management (services, faculties, departments, schools, laboratories), boards, etc. The institution's governance team can exert a strong influence by constantly raising awareness of the institution's evolving challenges. However, an exclusive focus on recruitment is illusory. It is essential to ensure that teaching and research staff are well integrated into the institution, and that they feel able to develop their projects in line with the institution's evolution.

In this domain, the institution's governance system (Rector, President or Director) has a specific dual responsibility. Firstly, they must guarantee the equality and fairness of the institution's investments in research, teaching and the administration of internal structures, through all personnel governance mechanisms (internal promotion, sabbaticals, bonuses, etc.) and

internal promotion mechanisms (presentations to boards, internal calls for tenders, promotion through internal communications). Secondly, they need to identify teaching and research staff who are likely to take on collective responsibilities, and gradually encourage them to become more involved. This is all the more important in view of the forthcoming generational turnover, and if necessary, avoidance of a disconnect between senior staff at the end of their careers and young lecturers disconnected from the institution's workings.

Governance must also encourage **active governance*** of administrative and technical staff, particularly by promoting internal and ongoing mobility, training, evaluation, etc. There are two domains in which the governance must pay particular attention: the leadership of administrative and technical staff in all internal structures, and their involvement in the institution's governing bodies. It is important to recognize the collective dimensions of human resources management in order to help build a corporate identity.

In this whole domain of human resources management, although the technical aspects do not fall within the governance team's remit, the university must fully assume the function of managing the material recognition, and in a symbolic way, of individual and collective involvement.

4. Recognize that the impact of an institution is not limited to its research and training activities. On the contrary, as an organization, it can have externalities that extend beyond its direct stakeholders. Local authorities are particularly sensitive to this global effect, as the university is often a key economic partner in the region, and can influence the region's image and cultural and economic appeal. For this reason, the governance team should strive to consider its territorial impact by developing partnerships with local political, economic and cultural partners, involving internal training and research teams to build bridges between the university's national and international activity and its territorial roots. The aim is to create a global added value that enriches research and training activities by promoting potential partnerships.

This work by the institution's governance is not limited to communication, but also involves the creation of a **global public good*** that complements sectoral activities. Such a good needs to be thought through in terms of objectives, targets and priority actions. It is also important for this work to be collective and contribute to strengthening the institution's internal cohesion, by reinforcing **sectoral strategies*** and encouraging the involvement of funding bodies such as

the Government and local authorities. In this way, the institution's governance can project a positive image of the institution, enhance its attractiveness to students and administrative and teaching staff, and contribute to the cultural and economic enrichment of the region.

The proposed methodology is based on a process methodology, i.e. breaking down the institution's activities sequence by sequence in order to study how they operate and interact, and to improve the overall organization. This methodology is to be implemented in project mode[3]: the aim of all the **sequences*** is to organize the smooth running of the methodology and achieve the targeted objectives. This involves applying specific technical methods and governance tools to the various stages of the methodology, from evaluation to completion of the methodology.

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[3] Aurégan, P., Joffre, P., Loilier, T. et Tellier, A. (2007). L'approche projet du management stratégique : quelles contributions pour quel positionnement? *Finance Contrôle Stratégie,* 10(4), 217-250.

Project kickoff conference, 26 February 2020 at Hanoi University (Vietnam)

PART I

PRESENTATION OF THE METHODOLOGY FOR DEFINING AND IMPLEMENTING THE STRATEGIC DEVELOPMENT PLAN

PART I :
PRESENTATION OF THE METHODOLOGY FOR DEFINING AND IMPLEMENTING THE STRATEGIC DEVELOPMENT PLAN

Keywords:

main orientations - definition and governance of the strategic development plan – governance evaluation - governance team's commitment - operational tool - continuous improvement - quality approach - accepted and shared set of references - CONFRASIE members.

This practical guidebook outlines the main actions required for defining and implementing a **strategic development plan*** within an university governance rationale. It is structured in several phases that make up a complete process for implementing this methodology, from the definition of a strategic development plan to the evaluation of the plan's governance.

It is essential for the institution's governance team to commit to the strategic development plan that it intends to implement. This implies specifying the main strategic axes of this policy and integrating them into the institution's general policy (development plan), as well as defining the policy's monitoring and supporting system on which the institution's management team is based.

Finally, the governance team should ensure the effectiveness, efficacy and efficiency of **corrective and innovative measures*** to be put in place in order to continuously strengthen the institution and the quality of the team's deployment activities. This implies integrating, right from the definition of the strategic development plan and its governance mechanism, a systeme for continuous evaluation of the teams's governance and expected results, through a quality approach.

Designed as an operational tool, this guidebook aims to establish an accepted and shared set of references for the methodology to be followed, as well as to provide guidance for the definition and implementation of strategic development plans for CONFRASIE members.

METHODOLOGY'S PREREQUISITES FOR DEFINING AND IMPLEMENTING A STRATEGIC DEVELOPMENT PLAN

Keywords:

internal governance - strategic development plan - strategic and prospective axes - operational action plans - ASEAN - changing context - governance monitoring and evaluating device - performance rationale - strengths and weaknesses - threats and opportunities - levels of responsibility within the institution - diversification of partnership resources - co-financing rationale - leverage effect - quality approach - participatory approach - stakeholders - strategic watch - levels of responsibility - mobilizable and dedicated resources - communication plan

The definition and implementation of a strategic development plan of an institution involves taking into consideration the **strategic and forward-looking axes*** that the institution intends to implement. Over a given period of time, these axes identify the challenges that the institution must take up and the objectives that the institution sets itself to meet them, with regard to its missions and its specific characteristics, whether in terms of its training offer, its research activities that the institution wishes to deploy or its partnership strategy, etc.

In addition to the strategic and forward-looking orientations defined in the institution's development plan, the plan implementation involves the elaboration of **operational action plans*** which determines targeted objectives and specify expected and measurable results, as well as the resources to be mobilized in a performance-oriented approach.

To define and implement a strategic development plan, the institution must first ask itself six questions:

1. To what extent can the institution rely on an internal governance model to define and implement its strategic development plan?

2. To what extent is the institution able to assess itself in all of its internal and external dimensions, and thus identify its strengths and weaknesses, its room for maneuver and its obstacles, as well as the opportunities and threats in its environment?

3. To what extent can the institution implement a **participatory approach*** to involve its staff in the definition and implementation of its strategic development plan?

4. To what extent are the various strategic orientations defined by the institution in relevance to the threats and opportunities that may arise during the implementation of the strategic development plan?

5. To what extent does the definition of the strategic development plan rely on the institution's own resources (staff, finance, infrastructure, networking, etc.), and to what extent does it allow the diversification of partnership resources, regarding the logic of co-financing and **leverage effect***?

6. To what extent does the quality approach enable continuous improvement of the methodology involved in defining the strategic development plan and the operational action plans to be implemented?

INSTITUTIONAL GOVERNANCE LINKED TO THE DEFINITION AND IMPLEMENTATION OF THE STRATEGIC DEVELOPMENT PLAN

The institution schedules the main stages involved in defining and implementing its strategic development plan[4]. This programming requires taking into consideration the elements of its internal governance, which may bring about the effectiveness, efficacy and efficiency of the governance linked to the definition and implementation of the strategic development plan:

It is then necessary to:

➤ define levels of responsibility within the various structures;

➤ implement a staff training offer in line with the definition and implementation of the strategic development;

➤ define a system for self-diagnosis of the quality of the institution's activities in relation

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[4] On this subject, see Part II of the guidebook.

to the definition and implementation of the strategic development;

➤ define internal and external communication plans to support the definition and implementation of strategic development and results;

➤ define a system for monitoring and evaluating the system linked to the definition and implementation of the strategic development and governance results on which the institution is based;

➤ implement plans to improve the quality of activities developed by the institution, in line with the definition and implementation of the strategic development through corrective and innovative measures.

INSTITUTION'S STRATEGIC DEVELOPMENT PLAN AND ECOSYSTEM

As a reminder, two processes characterize university dynamics within the region: prospects for autonomy to HEIs, and a desire for academic and scientific recognition at national, regional and international level regarding the projects they develop. An institution's strategic development plan is therefore part of a changing context, of which the perspectives developed by ASEAN in relation to higher education and research constitute a third process. Also, for the institution, this requires taking into account the competitive position that the institution occupies or wishes to occupy in its academic, technological, cultural, social, legal, geopolitical or economic environment, in either national, regional or international level.

STRATEGIC DEVELOPMENT PLAN AND STAKEHOLDERS

It is important for a university to be able to analyze the extent to which its staff is committed to the activities it implements (internal activities) as part of the definition and implementation of its strategic development plan. The definition and implementation of a university's strategic development plan is necessarily based on an methodology with participation of its staff.

It is also important to be able to analyze the degree of satisfaction of the institution's main stakeholders, with the activities it develops: students, graduates, PhD students, teachers and researchers, university partners, socio-economic partners, development operators, public authorities, etc. Identifying key stakeholders should enable the institution to target the priority objectives of its strategic development plan, taking into account both the needs and changing expectations of key stakeholders.

STRATEGIC PRIORITIES[5] TO BE TAKEN INTO ACCOUNT WHEN DEFINING THE STRATEGIC DEVELOPMENT PLAN

The institution determines, in order of priority, the main activities targeted by the strategic development plan. This means taking into account:

➤ the results of **strategic watch*** in relation to institution's environment;

➤ the activities developed by the institution and its various structures as part of the implementation of its strategic development plan: training offer, professional integration, research activities, scientific and technical publications, partnership policy, etc.;

➤ the analysis of the degree of satisfaction of the institution's personnel, and the needs of key stakeholders and the evolution of their expectations.

The institution draws up a list of activities to be prioritized in its strategic development plan. Based on its strategic choices, it is responsible for:

➤ targeting the levels of responsibility within the institution, taking into account the

➤ priority activities for implementing the strategic development plan;
defining a timetable for the main stages, in accordance with the definition and implementation of the strategic development plan, and thus a governance system on which it is based;

➤ defining resources (human, material, technological, financial, etc.) that can be mobilized and dedicated to implementing the methodology;

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[5] On this subject, see Stage 3 in Part II of this document: axes are the major directions chosen by the institution to achieve its vision. They may be linked to the institution's strategy, development model, values, etc.

➤ setting up a communication plan for the methodology for defining and implementing the strategic development plan ;

➤ implementing a system monitor and evaluate to the pilot of defining and

➤ implementing of the strategic development plan, with a view to measuring gaps between expected and actual results.

THREATS AND OPPORTUNITIES LINKED TO THE DEFINITION AND IMPLEMENTATION OF THE STRATEGIC DEVELOPMENT PLAN

Based on the identification of **foreseeable risks***, difficulties and obstacles seen as threats that may affect the definition and implementation of the strategic development plan, it is the institution's responsibility to anticipate and define corrective and innovative measures, those are likely to create the best conditions for the implementation of the strategic development plan, thus to enhance the quality of the activities developed.

The institution has also to identify opportunities likely to enhance the quality of the activities that it is developping, in support of the definition and implementation of its strategic development plan. This determination is based on a monitoring system that includes in its definition the processing and reporting of targeted information: new legislation regarding the autonomy degree in implementing the strategic development plan, in mobilizing newer and more innovative technologies, or new legislation in relation to a developed activity, etc.

RESOURCES NEEDED TO DEFINE THE STRATEGIC DEVELOPMENT PLAN

The institution needs to identify human, technical, material, financial and infrastructural resources required to define and implement the development strategy plan that it intends to pursue. This implies defining a strategy focused on performance (targeted objectives - expected and measurable results - resources to be mobilized, effective results and gap analysis) based on the priority activities linked to the definition and implementation of the strategic development plan, and therefore on targeted objectives and expected results.

INVOLVEMENT OF THE INSTITUTION STRUCTURES IN DEFINING AND IMPLEMENTING THE STRATEGIC DEVELOPMENT PLAN

Keywords:

collective and participatory governance - responsibilities of the person (department) in charge - hierarchical status - steering committee - training offer - involvement of the institution structures - bibliometrics.

Defining and implementing the strategic development plan involves identifying various levels of responsibility within the institution to be used for **collective and participatory* governance[6]**.

The institution appoints a person to oversee this methodology. Depending on how the institution is structured, the governance team may choose to entrust this task to a department with the requisite skills. In all cases, the team should:

➤ communicate with the institution's personnel about the responsibilities of the person (or department) in charge of the methodology management;

➤ specify the position of the designated person (or department) in charge, who must be member of the governance team so that he/she is able to fully exercise his or her functions and to apply or to enforce all measures deemed necessary to steer the methodology;

➤ enable the person (or members of the department) in charge of steering the definition and implementation of the strategic development plan to benefit from appropriate ongoing training.

The definition and implementation of levels of responsibility within the institution's structures require the institution to ask itself 3 preliminary questions:

1. To what extent do the responsibilities of the person (or department) in charge of steering the definition and implementation of the strategic development plan encourage this methodology within the institution?

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[6] For a more detailed presentation of the structures to be mobilized for the effective and efficient implementation of the methodology, see the table "Structures - Composition - Allocation as part of the process of defining and implementing the strategic development plan", Part II.

2. To what extent does the management of this methodology take into account each level of structural responsibility within the institution (directorates/departments/services) in relation to the strategic development plan?

3. How clearly and comprehensibly is each level of responsibility defined?

The institution's governance team appoints a **steering committee*** consisting of, on the one hand, the methodology pilot, more precisely a person (or a department) in charge of steering the methodology and, on the other hand a group made up of the heads of the institution main structures involved in steering the methodology[7].

PERSON (OR DEPARTMENT) IN CHARGE OF STEERING THE METHODOLOGY[8]

The institution must ensure the knowledge, skills and behaviors and attitudes of the person in charge of steering the methodology, more specifically the person (or department) responsible for coordinating the definition and implementation of the strategic development plan.

Responsibilities of the person (or department) in charge of steering the methodology

The responsibilities of the person (or department) in charge of steering the methodology depend on the objectives targeted and the results expected by the institution's governance team. It is his or her responsibility to draw up a full list to:

➤ help define the institution's strategic development plan;

➤ encourage the governance team to assume full responsibility for setting up and overseeing the definition and implementation of the strategic development plan;

➤ advise, coordinate and support structures (divisions/departments/services) within the institution, and guarantee the results of the methodology.

The person (or department) in charge of steering the methodology also ensures that deadlines are met, and that the orientations and decisions taken or validated by the institution's management are effective and efficient. This requires:

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7 In all cases, the steering group must be made up of representatives from each of the domains covered by the self-diagnosis.
8 See Part II of this guidebook for more details.

➤ monitoring actions, measures, guidelines, tools, etc. in relation to the definition and implementation of the strategic development plan as well as the plan management;

➤ communicating the results of the definition and implementation of the strategic development plan to the institution's governance team and staff (i.e. minutes of management and steering committee meetings, etc.).

The person (or department) in charge of steering the methodology must be given **hierarchical status***, enabling him or her to implement actions, measures and tools required for the methodology, and thus to supervise, coordinate and lead the various working groups to be involved in steering the methodology. This means that the institution's governance team needs to designate a person or department that can:

➤ set up and lead working groups to steer the methodology;

➤ support the institution's structures (divisions/departments/services) in implementing the provisions relating to the methodology;

➤ lead, guide, involve and empower staff members or working groups in a context of setting up the steering of the methodology and its appropriation;

➤ identify the skills required by staffs or by working groups, and more generally within the institution's structures, with a view to identifying any continuing training needs;

➤ adapt a management style to different situations: participatory, directive, supportive and/or results-oriented.

SETTING UP A STEERING GROUP[9]

Keywords: managers of the main structures - periodicity - effective follow-up of the methodology implementation - adhesion movement - staff awareness enhancement - participatory approach - training offer.

Composition of the steering group

In addition to a representation of the main structures, this group is chaired by a member of the institution's direction and assisted by the person or department in charge of steering the methodology. In order to

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[9] See Part II of this guidebook for more details.

carry out its functions effectively and to coordinate the activities, this group meets on a regular basis to monitor the implementation of the governance methodology.

Responsibilities of the steering group

The steering group's remit is to develop operational thinking in relation to the methodology for defining and implementing the institution's strategic development plan, and to oversee the methodology and its effectiveness, efficacy and effectiveness. In particular, the institution should:

> ➤ create a **movement of adhesion*** to the governance methodology by raising awareness among institution personnel. Members of this committee must act as intermediaries with the institution's staff;
> ➤ ensure that the main institution structures (divisions/departments/services) are represented in the steering group in a participatory approach;
> ➤ ensure the effectiveness, efficacy and efficiency of the management methodology involved in defining and implementing the institution's strategic development plan.

It is up to the governance team to decide whether to set up a training program for the members of this group. The aim of this training is to acquire the knowledge and skills required to manage the methodology. They should also provide an opportunity to initiate a training offered to all personnel in the institution.

IDENTIFICATION OF LEVELS OF RESPONSIBILITY WITHIN INSTITUTION STRUCTURES

Keywords: responsibilities and involvement **-** clear definition for immediate understanding **-** consistency of the methodology

For each structure (directorate/department/service) within the institution, it is advisable to specify the responsibilities and forms of their involvement in steering the methodology. These responsibilities must be clearly defined and readily understood by all staff. The identification of responsibilities for each structure is designed to ensure the **consistency of the methodology*.**

Institution's governance team

➤ develop a **forward-looking analysis*** of the institution's development in relation to its values, missions, etc., when taking into account its ecosystem;

➤ draw up a strategic development plan and translate it into action plans with targeted objectives, measurable results, mobilizable resources, etc. ;

➤ create conditions for staff to adhere to the strategic development plan and enhance the participatory approach to its methodology;

➤ support the work of the steering committee;

➤ get involved in the methodology by supporting the person (or department) in charge of steering the methodology;

➤ allocate resources needed to implement the strategic development plan.

Human Resources Department

➤ provide advices and expertises on steering the methodology to support the development and strengthen the institution's human resources needed for the methodology;

➤ establish or revise job profiles in relation to the knowledge, skills and attitudes required to implement the methodology;

➤ ensure that recruitment activities are consistent with the needs of the strategic development plan;

➤ participate in steering the training offer* that accompanies the methodology, in order to ensure the staff's adoption of the methodology.

Administration Department

➤ provide advices and expertises on steering the methodology in order to optimize the use of the institution's administrative resources;
  define notes or administrative procedures that are clear and easy to understand;

➤ define and monitor the internal control of administrative rules and procedures, and communicate the results to the structures and relevant staff;

➤ contribute to the improvement of internal administrative practices to enhace the institution's capacity building;

➤ develop dashboards to help steer and monitor the methodology and support decision-making;

➤ manage the updating and archiving of **documentary and technical reference resources*** linked to the governance.

Finance Department

- ➤ provide advices and expertises on steering the methodology in order to optimize the use of the institution's financial resources;
- ➤ define accounting and financial notes or procedures that are clear and easy to understand;
- ➤ develop and monitor internal control of rules and procedures (accounting and financial) and communicate the results to the structures and relevant staff;
- ➤ contribute to the improvement of internal financial practices to enhace the institution's capacity building;
- ➤ develop and implement financial risk management plans, define expected and measurable results, and communicate the results of these plans to the institution personnel.

International Relations and Cooperation Department

- ➤ keep informed and up to date of local, national, regional (ASEAN) and international developments in order to identify or anticipate trends in academic fields and changes in socio-economic issues related to higher education and research;
- ➤ know how to represent the institution, communicate the targeted objectives and measurable results of the strategic development plan defined by the institution;
- ➤ communicate relevant information likely to influence decisions to be made or actions to be taken to the structures and relevant staff.

Strategic intelligence and innovation Department

- ➤ identify key trends in training, research and innovation with a view to giving the institution a competitive edge;
- ➤ maintain a strategic watch, particularly on university governance issues and define scientific investigation and documentation techniques;
- ➤ identify research tools based on the objectives in order to ensure the strategie of the watch and the measurable results expected;
- ➤ be a driving force and prepare for future developments by producing feedback reports.

Communication Department

➤ define the institution's internal and external communications policy as part of its new strategic development plan, in collaboration with the relevant structures, with a view to promoting the institution's image;

➤ set targeted objectives for communication actions and analyze their impact on stakeholders;

➤ develop internal communication to support change ;

➤ choose the most appropriate messages and media for target audiences and ensure consistency between the institution's messages, images and strategic development plan.

Training Department

➤ provide advice and expertise on steering the methodology in relation to the needs of the job market;

➤ define a recruitment policy in line with various student profiles (nationality, gender, age, employment, etc.);

➤ implement an evaluation system that identifies students' difficulties;

➤ implement a system that addresses difficulties in finding a job;

➤ develop a personalized follow-up system for graduate students.

Student Life Services

➤ provide advice and expertise on steering the methodology, in order to optimize the quality of student life in campus;

➤ conduct surveys on various aspects of student life to identify students' needs and meet their expectations;

➤ analyze students' career paths, from their entry into the institution to their professional integration, through qualitative and quantitative studies;

➤ identify the domains in which the institution needs to take priority action in order to enable its students to follow and succeed in their studies in the best possible conditions.

Research and Development Department

➤ contribute to defining and implementing the institution's scientific orientations in terms of research and development;

➤ define strategies that take into account the specificities of the ecosystem and the international scope of research activities, with a view to contributing to societal challenges;

➤ ensure compliance with certain guiding principles in the implementation of these orientations: links between science and society, sustainable development issues, ethics, **academic integrity***, etc.);

➤ stimulate research activities by mobilizing available resources (human, material, technological, financial, etc.) and publishing research result inside and outside the institution;

➤ contribute to the visibility and recognition of research activities by establishing indicators to monitor scientific output: **bibliometrics***, outreach, strategic partnerships, transfer, offer of expertise, **valorization***, etc.;

➤ provide expertise on intellectual property issues.

Quality control Department

➤ define and implement, within the framework of the institution's quality policy, the processes involved in defining and implementing the institution's strategic development plan;

➤ structure and develop an internal quality culture in conjunction with the implementation of operational action plans;

➤ develop change management tools for continuous improvement of the institution's activities;

➤ satisfy the needs of stakeholders, with a view to the continuous improvement of the institution's activities.

This list of structures is not exhaustive. It is up to the institution to complete or adapt it, according to the objectives pursued through the methodology: e.g. professional integration and employability service, digital service, infrastructure and equipment service, etc.

The identification of the structures to be mobilized must take into account the coherence of the support system that should be put in place for various stages, in accordance to the definition and implementation of the institution's strategic development plan[10].

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[10] For a more detailed presentation of the structures to be mobilized for an effective and efficient methodology implementation, see the table "Structures – Composition – Roles, in the Methodology for defining and implementing a strategic development plan", Part II.

DOCUMENTARY AND TECHNICAL RESOURCES FOR STEERING THE METHODOLOGY

These documentary and technical resources include all the references that the institution needs to collect in order to define and implement its strategic development plan. This implies ensuring that the institution's documentary and technical resources (paper and digital) are managed in such a way as to ensure that they are kept up to date, distributed and archived, etc.

These documentary and technical resources needed for defining and implementing a strategic development plan require the institution to ask itself these preliminary questions:

1. To what extent do the available documentary and technical resources enable the institution to manage the methodology in the best conditions?
2. To what extent are documentary and technical resources accessible (classified, referenced, etc.)?
3. To what extent are documentary and technical resources kept up to date?
4. To what extent are documentary and technical resources properly archived?

A non-exhaustive list can be drawn up, depending on the documentary resource requirements, that may include:

➤ laws and regulations;
➤ institution's development plans (strategic objectives, missions, projects, activities, etc.);
➤ action plans (defined objectives, mobilizable resources, expected results) ;
➤ academic governance (internal rules, regulatory documents, etc.);
➤ staff training plan;
➤ reports, situation reports, evaluations;
➤ documents relating to surveys of employee and stakeholders satisfaction;
➤ timetable for the implementation of programmed activities as part of the quality approach.

It is recommended to facilitate access to documentary and technical resources by the concerning structures and personnel, with a view to ensuring the dissemination.

PARTICIPATORY APPROACH INVOLVING INSTITUTION'S STAFF AND OTHER STAKEHOLDERS

Keywords: staff involvement - awareness raising meeting - satisfaction survey - hierarchical level - job profile - summary report - participatory and inclusive approach - ecosystem specificities - self-diagnosis system - change management.

Involving both institution's staff and other stakeholders helps ensure that the methodology is properly implemented. Various measures can be taken to support this participatory approach. In particular, it is up to the institution to schedule various meetings to raise awareness of the methodology for defining and implementing the strategic development plan.

In order to define and implement an effective approach, the institution must first ask itself two questions:

1. To what extent do the definition and implementation of the strategic development plan take into account the participatory approach, and hence the stakeholders' involvement?
2. To what extent do the results of employee satisfaction surveys influence the implementation of the self-diagnosis system?

AWARENESS-RAISING MEETINGS

The aim of these meetings is to present the guiding principles of the strategic development plan and the steering system that underpins its implementation. The sessions must be tailored to the target audience: groups organized by hierarchical level or by profile, academic partners, socio-economic partners, etc. They are designed to encourage dialogues on the following aspects:

➤ defining levels of responsibility within the institution;

➤ resources to support the strategic development plan and its management;

➤ steering the methodology;

Awareness-raising meetings should be held at regular intervals, depending on how far the methodology has progressed.

INPUT FROM INSTITUTION'S STAFF AND OTHER STAKEHOLDERS

Consultation with institution's personnel and other stakeholders[11] is another measure designed to facilitate their involvement in defining and steering the methodology.

Consultations are useful at the beginning of the methodology, as they enable us to ask staff about their involvement in defining and implementing the strategic development plan, and above all in steering the methodology.

The system is implemented in five stages:

1. Definition of priority consultation themes;
2. Identification of targeted information sought from relevant staff and other stakeholders;
3. Information gathering;
4. Summary report;
5. Dissemination and use of consultation results.

Setting up a consultation can involve a number of different modalities - working groups or individual interviews - and a variety of media, such as e-mail or telephone calls, online consultations, etc.

WORKING GROUPS TO BE MOBILIZED TO STEER THE METHODOLOGY

These working groups create conditions for exchanges between the institution and other stakeholders in a **participatory and inclusive* approach.** This aims to meet the identified needs, based on specific features of the ecosystem in which the institution operates.

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[11] Students, parents of students, alumni, socio-economic and cultural partners, public authorities, etc.

SETTING UP A TRAINING OFFER LINKED TO CHANGE MANAGEMENT

Keywords: forward-looking human resources management - gaps - training needs - participatory and inclusive approach - results evaluation - periodic staff evaluation – managing the training offer - requirements specification - satisfaction level - short-term evaluation - medium- and long-term evaluation - change management

Forward-looking human resources management* must allow the institution to ensure that, at the end of training, gaps will be reduced between, on one hand, the current knowledge, skills and attitudes of its staff and, on the other, those required for the implementation of a strategic development plan. This forward-looking human resources management requires the institution to:

➤ define training needs of its staff, taking into account the methodology's objectives and its management;

➤ define training needs adapted to various hierarchical levels within the institution, taking into account job profiles that are already defined or to be adapted. This creates conditions for enhancing the knowledge, skills and behaviors to be acquired as quickly as possible;

➤ define a training offer by involving staff in a participatory and inclusive approach;

➤ **evaluate the results*** of the training offer.

To define and implement a continuing education offer, the institution must first ask itself 4 questions:

1. To what extent are the training needs for defining and implementing the institution's strategic development plan defined in a relevant way?

2. To what extent is the participatory and inclusive approach of the institution's staff integrated into the definition and implementation of the continuing education offer?

3. To what extent does forward-looking human resources management integrate the skills diversification and enhancement to support the definition and implementation of the strategic development plan?

4. To what extent do **periodic staff evaluation*** help ensure that skills are in line with the needs of the methodology?

There are 5 stages in defining and implementing a training offer.

DEFINITION OF TRAINING NEEDS RELATED TO THE METHODOLOGY

The definition of human resources reinforcement needs should take into account the identification of gaps between existing knowledge, skills and behaviors within the institution's staff and those required for the effective, effectual and efficient definition and implementation of the strategic development plan.

DRAWING UP TRAINING REQUIREMENT SPECIFICATIONS

This stage is linked to the definition and operational implementation of the continuing education offer. In particular, it should enable the institution to:

➤ analyze and define its real needs in terms of human resources reinforcement;

➤ manage the training offer by capitalizing on experiences and strengthening existing offers.

It is up to the institution to draw up **requirement specifications*** to finalize the continuing education offer.

APPROPRIATENESS OF THE PROPOSED TRAINING OFFER

The institution should determine the extent to which these needs for human resources reinforcement can be met through training or other measures: recruitment of already-trained staff, skills outsourcing, staff mobility policy, technical developments in day-to-day work management, etc.

This stage requires the institution to ensure:

- ➤ the relevance of the continuing education offer to the its strategic development plan;
- ➤ the coherence of the continuing education offer with regard to the methods used to implement it;
- ➤ the feasibility of the continuing education offer in light of the Obstacles that may weigh on its implementation.

IMPLEMENTING THE TRAINING OFFER

It is the institution's responsibility to facilitate the achievement of objectives and measurable results in relation to the training offer, in particular by making the necessary information available to the structure in charge of training. This also requires the institution to ensure that the structure in charge of training carries out all the work defined in the requirement specifications.

EVALUATION
OF TRAINING OFFER IMPLEMENTATION

The aim of this evaluation is to ensure that the training offer has achieved (or not) the measurable results previously defined. The institution should verify the training offer's effectiveness, efficacy and efficiency. This evaluation must be based on the requirement specifications and summary reports on staff's **satisfaction level*** and those produced by the trainer(s) from the training structure.

It is also the institution's responsibility to ensure that an evaluation to verify if the level of knowledge, skills and behaviors is acquired (or not) has been carried out a few weeks after the training: this aims to verify that the staff have been able to apply the content of the training courses they have attended to the day-to-day management of their activities.

This implies distinguishing between two types of evaluation: **short-term*** and **medium to long-term***.
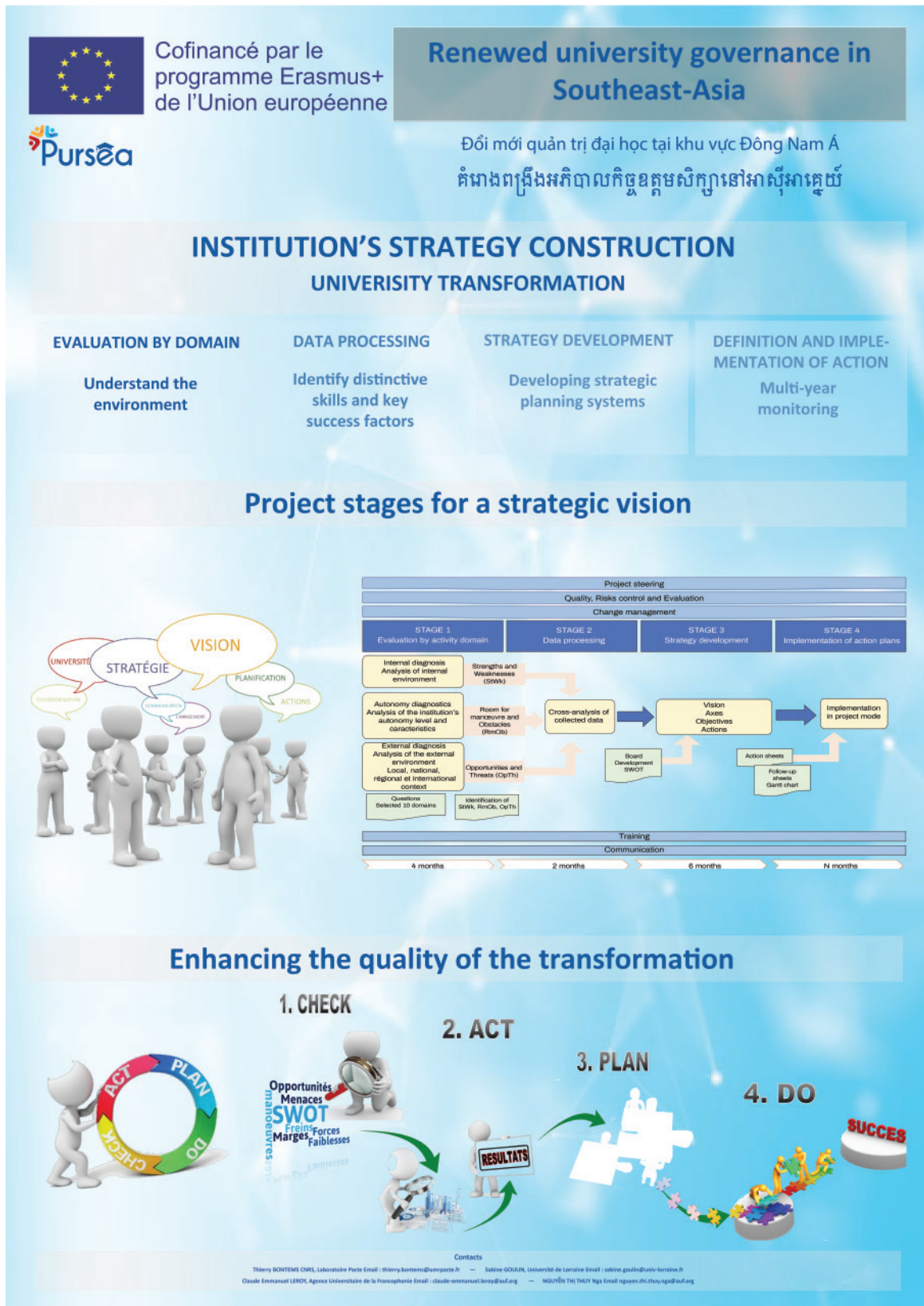
Figure 1: PURSEA project overview

PART II

STRATEGY-BUILDING METHODOLOGY IN FOUR STAGES

PART II:
STRATEGY - BUILDING METHODOLOGY IN FOUR STAGES
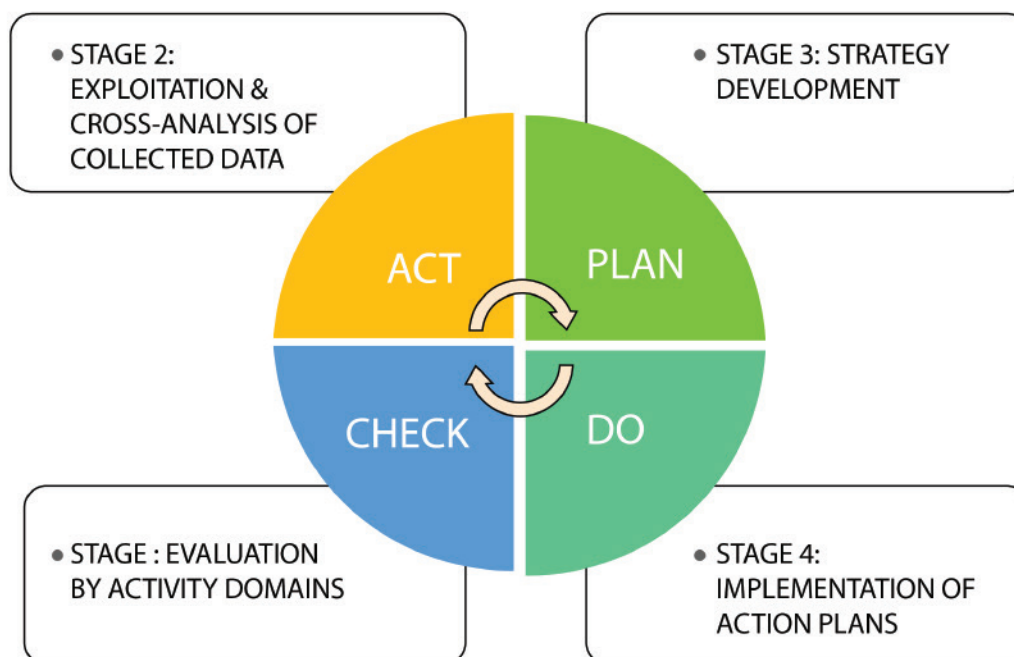
Figure 2: PDCA of a strategy definition and implementation

There are four main stages in building a strategy (Figure 2), based on the PDCA* model (Plan-Do-Check-Act) defined by Edwards Deming[12].

These four stages are:

1. Conducting a self-diagnosis by domain,

2. Data processing and analysis,

3. Building the institution's strategy,

4. Action plans construction and implementation.

The purpose of this section is to provide step-by-step details of the methodology used in the guidebook.

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[12] Chardonnet, A. and Thibaudon, D. (2003). Deming's PDCA guide: continuous progress and management (2nd ed.). Éditions d'Organisation.

Project steering

Quality, Risks control and Evaluation

Change management

STAGE 1	STAGE 2	STAGE 3	STAGE 4
Evaluation by activity domain	Data processing	Strategy development	Implementation of action plans

Internal diagnosis
Analysis of internal environment

Strengths and Weaknesses (StWk)

Autonomy diagnostics
Analysis of the institution's autonomy level and caracteristics

Room for manœuvre and Obstacles (RmOb)

External diagnosis
Analysis of the external environment
Local, national, régional et international context

Opportunities and Threats (OpTh)

Questions
Selected 10 domains

Identification of StWk, RmOb, OpTh

Cross-analysis of collected data

Board Development SWOT

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Axes
Objectives
Actions

Action sheets

Follow-up sheets
Gantt chart

Implementation in project mode

Training

Communication

4 months	2 months	6 months	N months

Figure 3: Overview of the strategy development methodology

THE INSTITUTION AS AN ORGANIZATION STRUCTURED INTO COMPLEMENTARY DOMAINS[13]

In order to identify the strategies to be implemented, we need to segment these activities[14] while keeping in mind the systemic vision of the whole: i.e., understanding the institution as a whole (see point b. *"Having a systemic vision of the issues"* in the Strategy section). In this guidebook, we propose to segment the institution's activities into 10 domains, in order to ensure both overall coherence and representation of the institution's different domains, as well as a cross-functional approach to the different domains observed.

Table 1: Institution's activity domains

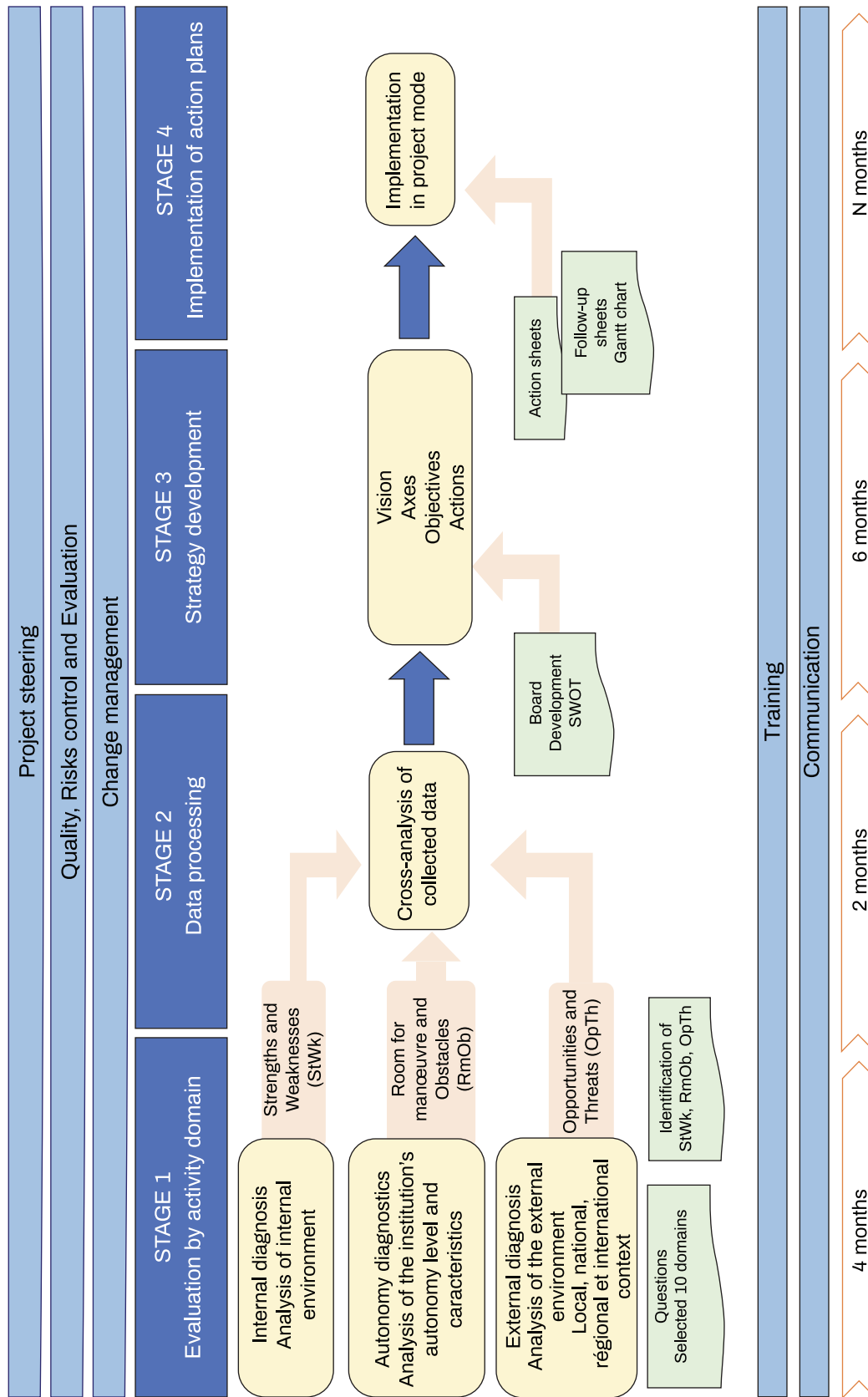| Steering activities	Business activities	Support activities
1. Governance and strategy	2. Education (Bachelor's, Master's, other degrees); 3. Doctorate; 4. Research; 5. Community Service	6. Finance; 7. Human resources; 8. Internal and external communication; 9. Information system; 10. Partnership.

For each of these domains, it is up to the institution to answer a series of questions based on a grid, which is also based on the PDCA model. This grid is described in Tool 1 "Self-diagnosis" in Part I "Internal, external and autonomy evaluation" of this guidebook.

13 Séguin, F., Demers, C. and Hafsi, T. (2008). *Strategic management: from analysis to action.* Éditions Transcontinental.
14 Thierry Bontems, Sabine Goulin and Claude Emmanuel Leroy (2020). Self-evaluation framework for the strategy and governance of higher education and research institutions. Référentiel d'auto-évaluation de la stratégie et du pilotage des établissements d'enseignement supérieur et de recherche, in *Kick off Meeting of the PURSEA project - project CBHE 609879 (PURSEA),* Hanoi, Vietnam. <https://halshs.archives-ouvertes.fr/halshs-03692601>.

STRUCTURES - COMPOSITION - ROLES WITHIN THE METHODOLOGY FOR DEFINING AND IMPLEMENTING THE STRATEGIC DEVELOPMENT PLAN

Table 2: Structures, composition and roles within the methodology

Structures / Composition	Roles
Decision-making bodies, institution council	
	➤ Validates the institution's vision and strategic development plan; ➤ Validates the work carried out by the steering committee.
Institution management plan	
	➤ Presents the institution's vision; ➤ Presents work carried out to the institution council; ➤ Appoints the methodology pilot and the members of the steering committee; ➤ Provides guidance to the steering committee; ➤ Supports the methodology pilot and the work to be carried out; ➤ Ensures that the mothodology for defining and implementing the strategic development plan is communicated to all staff; ➤ Provides resources to implement the plan.

Structures / Composition	Roles
The Steering Committee	
Composed of the methodology pilot and the steering group.	➤ Validates carried-out tasks in various working groups, in conjunction with the domain managers; ➤ Monitors carried-out tasks, deadlines and compliance with the schedule for stages 1 to 4 of the methodoloy; ➤ Decides on guidelines for dealing with difficulties; ➤ Prepares information and decisions for submission to the council.
The methodology pilot	
Appointed by institution governance team.	➤ Leads and coordinates the entire methodology; ➤ Reports to the governance team on the methodology's progress; ➤ Solicits the institution's governance team for any decision falling within its prerogatves or those of decision-making bodies; ➤ Holds regular meetings of the steering committee; ➤ Is responsible for all preparatory work and work planning; ➤ Ensures the coherence of all productions; ➤ Supports domain managers in leading their working groups; ➤ Coordinates all the personnel in charge of part of the methodology; ➤ Ensures overall consistency; ➤ Is responsible for presenting the entire methodology to the governance team and for asking their approval.

Structures / Composition	Roles
The Steering Group	
Composed of representatives from each of the 10 self-diagnostic domains.	➤ Is led by the methodology pilot ; ➤ Is the forum for consultation and coordination between domain managers and the methodology pilot; ➤ Studies problems and progress; ➤ Suggests guidelines and solutions to the methodology pilot for carrying out the various stages of the methodology; ➤ Contributes to the various stages of the methodology; ➤ Carries out collective work for stage 3 "Strategy development"; ➤ Analyzes and validates the implementation of action plans in conjunction with the heads of action monitoring committees.
The Domain Manager	
There are 10 managers, one for each of the 10 self-diagnostic domains. The domain manager is a senior manager in the concerned domain.	➤ Is appointed by the institution's board; ➤ Contributes to the realization of the methodology's stages; ➤ Is a member of the steering group and the steering committee; ➤ Takes part in and leads the working group in the domain for which he/she is responsible for stage 1 "Self-diagnosis" and stage 2 "Data processing"; ➤ Is responsible for organizing his/her working group's meetings, within the overall planning's framework; ➤ Validates the tasks carried out by the working group that he/she leads; ➤ Reports the carried-out tasks to the methodology pilot; ➤ Validates the work of the steering committees; ➤ Participates in action monitoring committee(s) in conjunction with the monitoring committee manager; ➤ Coordinates the tasks carried out by the monitoring committees in charge of the actions (in his/her domain); ➤ Contributes to exchanges between domain managers to ensure the coherence of all actions implemented; ➤ Reports on actions implementation and progress to the methodology pilot.

Structures / Composition	Roles
Working group(s)	
For each domain, a working group of 5 to 8 people represents the relevant domain. Group members are chosen for their skills and expertise. Depending on the subject, external stakeholders may be invited to attend certain meetings.	➤ Participate in working group meetings; ➤ Prepare and provides data, information and analysis of the field; ➤ Share knowledge of the institution's internal and external environments; ➤ Participate in self-diagnosis and data processing.
Action monitoring committee(s)	
Composed of the head of the monitoring committee and the personnel in charge of the actions in the relevant domain. The number of the monitoring committees varies according to need, but one per domain is a minimum.	➤ Validates carried-out tasks in various working groups in conjunction with the domain managers; ➤ Follows up carried-out tasks in line with the objectives for the relevant actions; ➤ Uses the action sheets and associated tools in stage 4; ➤ Decides on guidelines for dealing with difficulties; ➤ Prepares information and decisions to be submitted to the domain manager and the steering group.

Structures / Composition	Allocations
The person(people) in charge of the action monitoring committee	
Appointed by the domain manager in agreement with the methodology pilot.	➤ Reports on actions implementation and progress to the domain manager; ➤ Solicits the domain manager for all decisions falling within his/her prerogatives or those of the steering committee or decision-making bodies; ➤ Holds regular meetings of the action monitoring committee; ➤ Leads and coordinates all action sheets within his/her scope; ➤ Is responsible for all preparatory work and work planning in connection with overall project planning; ➤ Ensures the coherence of all productions; ➤ Supports action managers in leading working teams; ➤ Coordinates all the personnel in charge of the action sheets within his/her scope; ➤ Ensures overall consistency; ➤ Is responsible for presenting and validating the overall implementation of actions to the Action Monitoring Committee and the Steering Committee.
Action manager(s)	
Can be an executive department manager or a competent personnel.	➤ Is appointed by the domain manager in agreement with the methodology pilot; ➤ Is a member of the action monitoring committee; ➤ Assumes responsibility for implementing one or more actions and decides on sequencing and tasks; ➤ Participates in, leads and validates the work of operational teams; ➤ Is responsible for organizing operational team meetings; ➤ Contributes to and leads the work involved in implementing the action (advising, proposing and developing); ➤ Reports on carried-out tasks to the domain manager and the methodology pilot, by pointing out any difficulties and suggesting adjustments.

Structures / Composition	Attributions
The Operations Team	
Composed of personnel with the skills needed to carry out the action. These personnel come from various departments and professions within the institution.	➤ Implements the action.

Table 3: Tool 2 "Committee and working group"

	Stage 1 Evaluation by activity domain	Stage 2 Data processing	Stage 3 Strategy development	Stage 4 Implementation of action plans
Institution governance team				
Steering Committee				
Methodology pilot				
Steering group				
Domain Manager				
Working group(s)				

	Stage 1 Evaluation by activity domain	**Stage 2** Data processing	**Stage 3** Strategy development	**Stage 4** Implementation of action plans
Action monitoring committee(s)				
Person(s) in charge of the action monitoring committee				
Action leader(s)				
Operations team				

STAGE 1:
EVALUATION BY ACTIVITY DOMAIN

Keywords:

Information - evaluate - collect – stakeholders - objectivity - potential - methodology - return - validate - key elements - analysis - synthesis - resources - possibilities - share - self-diagnosis - PDCA - information - point - SWOT.

INTRODUCTION

As part of the development of an institution's strategy, the evaluation stage is essential, as it structures the methodology. The aim is to gather information and data from internal and external relevant stakeholders, in order to characterize the institution as objectively as possible: the institution needs to identify its internal strengths and weaknesses, the opportunities and threats of its external environment, as well as the room for maneuver and the obstacles associated with its degree of autonomy, which it can draw on to develop and implement its strategy.

The information gathered will be used for each stage of the strategy building methodology: strategic vision, strategic axes, objectives and results, actions and implementation.
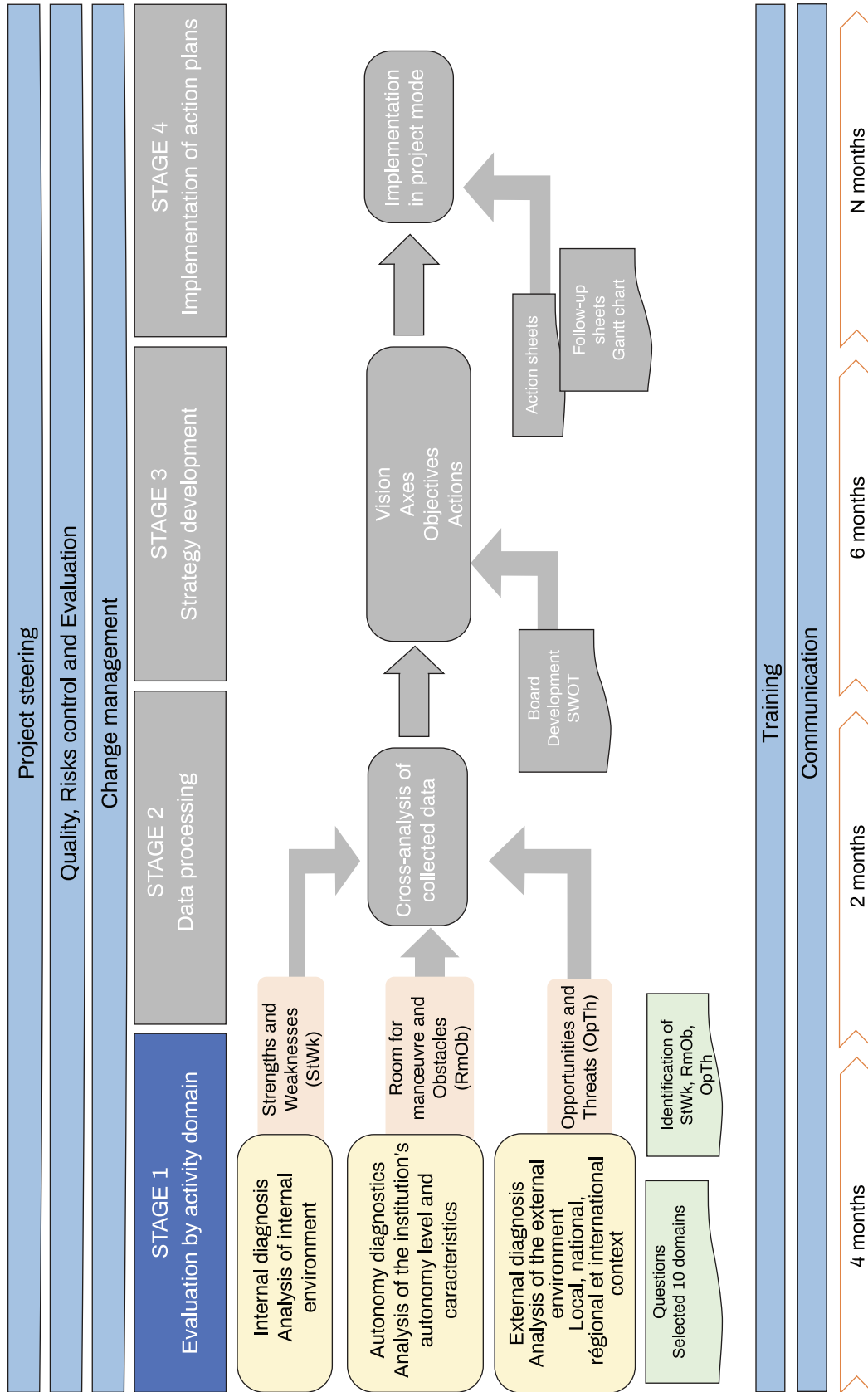
Figure 4: Stage 1 « Evaluation of activity domain »

Project steering

Quality, Risks control and Evaluation

Change management

STAGE 1	STAGE 2	STAGE 3	STAGE 4
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Internal diagnosis
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Communication

4 months   2 months   6 months   N months

The first stage is to carry out a strategic self-diagnosis[15] to assess the institution's competitive potential[16] . This involves drawing up three complementary self-diagnoses at the same time:

1. The internal self-diagnosis aims to identify the institution's distinctive competencies. To carry out this diagnosis and analyze the institution's internal environment, it is necessary to collect, for each identified domain, all the strengths and weaknesses that have an influence on the institution's governance, organization and/or activities;

2. The external self-diagnosis aims to identify the key success factors for the institution. To carry out this self-diagnosis and analyze the external environment, as well as the local, national and regional context, we need to collect a list of threats and opportunities that have a positive or negative influence on the institution's governance, organization and/or activities;

3. The self-diagnosis of an institution's autonomy degree is designed to determine the institution's room for maneuver, and any potential obstacles or hindrances.

These three self-diagnoses are carried out in parallel and are based on a series of questions conceived as a set of points to be addressed, divided for each domain (Tool 1 "Self-diagnosis"). The end of this stage is marked by the compilation of the data for each domain, and the identification of a number of strengths, weaknesses, opportunities, threats, room for maneuver and obstacles for each domain surveyed (see Tool 3: SWOT summary self-diagnosis).

15 Lehmann-Ortega, L., Garrette, B. and Durand, R. (2013). *Strategor (6th ed.).* Dunod.
16 Garibaldi, G. (2008). *Strategic analysis (3e ed.).* Eyrolles-Éditions d'organisation, Collection Stratégie.

TARGETED OBJECTIVES

➤ Gather information to assess the institution's capabilities in relation to its strategy development methodology;

➤ Process the gathered information to extract useful elements for developing the institution's strategy;

➤ Synthesize information and use it to support the institution's vision building and implementation;

➤ Develop a common and shared knowledge and understanding of the internal and external environment.

EXPECTED RESULTS

➤ Information and data are objective and complete;

➤ Information is synthesized for easier use in analysis;

➤ The information is validated;

➤ The collected information is subject to joint analysis and understanding;

➤ Members of the governance team share the self-diagnosis and a common vision of the institution's situation in terms of its internal resources and external elements and development opportunities.

METHODOLOGY AND TOOLS

➤ Tool 1 "Self-diagnosis": this tool is used to collect information for each relevant domain. It consists of an Excel file with ten worksheets, one for each domain. Each sheet/domain has the same structure: rows for the points to be questioned and columns for the self-diagnoses to be carried out for internal analysis (strengths and weaknesses), for external analysis (opportunities and threats) and for autonomy degree (room for maneuver and obstacles);

➤ Tool 2 "Committees and working groups": this tool is used to identify responsibilities of structures within the institution, their involvement and participation gathering in the information work for Tool 1 "Self-diagnosis";

➤ Tool 3 "Self-diagnosis **SWOT*** synthesis": this tool is used to compile and synthesize the information from Tool 1 "Self-diagnosis". This tool helps us move from stage 1 to stage 2.

These tools are designed to be used for internal and external self-diagnosis, as well as to assess the institution's autonomy degree, in order to better understand and objectify its situation. More specifically, they are designed to answer questions that will enable us to objectively assess the situation in each institution's domain.

USING TOOLS

The questionnaire analyzes 10 domains of institutional life, taking into account missions and resources: Steering and strategy, Human resources, Finance, Social Economic Training, Doctoral training, Research, Partnership, Internal and external communication, Information systems and Community service.

The questionnaire contains 170 points to be analyzed across the 10 domains, i.e. between 12 and 36 points per domain.

Table 4: Tool 1 "Self-diagnosis" for each activity domain"

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CODE (A)	QUESTION (B)	CONTEXT (C)	AUTONOMY (D -E)		ORGANISATION & INTERNAL ENVIRONEMENT (F - G)		EXTERNAL ENVIRONEMENT (H - I)	
INSTITUTION'S NAME			Referent					
DOMAIN/THEME	Domain's objectives							
Governance and Strategy	Internal stakeholders			Domain's figures with the reference year (if available)	Data 1			
	External stakeholders				Data 2			
List of subjects and domains to analyze and complete	Note the information that is neccessary for the subject comprehension (especially Governement's obligations)		Identify the institution's scope for autonomy and initiative in this domain (room for manoeuvre and obstacles)		Identify the institution's organisational structures in this domain (strengths and weaknesses)		Identify the way in which the institution is organised in this domain (opportunities and threats)	
			Room for manoeuvre	Obstacles	Strengths	Weaknesses	Opportunities	Threats

CODE (A)	QUESTION (B)	CONTEXT (C)	AUTONOMY (D -E)		ORGANISATION & INTERNAL ENVIRONEMENT (F - G)		EXTERNAL ENVIRONEMENT (H - I)	
			Room for manoeuvre	*Obstacles*	*Strengths*	*Weaknesses*	*Opportunities*	*Threats*
STEERING								
Gouv-P-1	Existence of a strategic vision and development plan							
Gouv-P-2	Existence of a policy dedicated to international relations and dedicated resources							
Gouv-P-…	…							
IMPLEMENTING								
Gouv-D-1	Market and competitive analysis							
Gouv-D-2	Identification of the skills needed to guarantee the university's autonomy level							
Gouv-D-…	…							

CODE (A)	QUESTION (B)	CONTEXT (C)	AUTONOMY (D-E)		ORGANISATION & INTERNAL ENVIRONEMENT (F-G)		EXTERNAL ENVIRONEMENT (H-I)	
			Room for manoeuvre	*Obstacles*	*Strengths*	*Weaknesses*	*Opportunities*	*Threats*
EVALUATION								
Gouv-C-1	Team and resources dedicated to evaluating the University							
Gouv-C-2	Multi-disciplinary team responsible for decision support and improving the governance. Resources dedicated to these teams.							
Gouv-C-…	…							
IMPROVEMENT								
Gouv-A-1	Positioning in relation to national, regional and international standards.							
Gouv-A-2	Positioning in relation to national, regional and international rankings.							
Gouv-CA…	…							
Gouv-A-3	System for improving governance and strategy.							
OTHER QUESTIONS								

➤ The upper part of the file is used to record descriptive information, such as the institution's name, the internal and external relevant stakeholders in the self-diagnosis, and the figures characterizing the field (e.g. number of students, number of teaching and administrative staff, budget allocation, contractual resources, etc.). This information is specific to the institution and should be entered for each domain for which the self-diagnosis has been carried out;

➤ Column A specifies which phase of the Deming Wheel that each question corresponds to: Plan, Do, Check, Act;

➤ Column B shows all the points to be questioned.

For each point, the rest of the table (in columns) is as follows:

➤ Column C, named Context, is used to record the information needed to understand the point in question. For example, the way in which the institution is organized on the point, rules to be applied, the context, etc.;

➤ Columns D and E concern the degree of autonomy. Column D aims to identify the room for manoeuvre allowed by autonomy and the possibilities for initiative within the institution. Column E represents the obstacles and limits identified by the degree of autonomy;

➤ Columns F and G concern the institution's organization and internal environmentStrengths (column F) and weaknesses (column G) are to be entered for each point. Strengths and Weaknesses are based on the SWOT method;

➤ Columns H and I provide information on the institution's relations with the external environment. The threats and opportunities offered by the external environment, with reference to the SWOT method, are identified in these columns.

To carry out the self-diagnosis, the following instructions and questions must be answered for each point:

➤ Provide the information needed to understand the field in question: this is where you specify the institution's understanding of the field, and provide the angle from which the analysis is to be made. What does this mean for the institution (column C context)?

➤ Identify and record the institution's strengths and weaknesses, i.e. take an interest in its organization and internal workings: what are the strengths in this respect? What are the weaknesses or difficulties?

➤ Identify and record opportunities and threats, i.e. look at the institution's external environment. What opportunities are there for the institution in this domain? What are the potential threats to the institution in this domain?

➤ Identify and record room for maneuver and obstacles, i.e., focus the analysis on the domain of the institution's autonomy. What are the margins of autonomy, the possibilities for initiative, or the obstacles that may affect the methodology in the institution?

LIABILITY

The institution governance team is responsible for strategy development. The work to be done is carried out under its authority. To carry out the self-diagnosis required to build the strategy, the institution's governance appoints a pilot for the methodology. See Part I of this guidebook.

The methodology pilot sets up a steering group[17] with personnel in charge of the different domains and external stakeholders when necessary.

The members of the steering group in charge of a given domain lead working groups to gather information (Tool 1 "Self-diagnosis"). These working groups are set up for each domain in order to carry out the self-diagnosis with the relevant stakeholders (department staff, administrative staff, teachers, students, external partners, etc.).

It is recommended that the methodology pilot:

➤ participate in all work to ensure overall consistency, methodological rigor and the necessary **objectivity*.**

➤ be assisted by support staff to help organize meetings and take notes and information, including in the self-diagnosis tool.

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[17] This working group oversees the four stages of self-diagnosis, analysis, strategy development and implementation.

WORK TO BE DONE

The first activity is to familiarize yourself with the structure of Tool 1 "Self-diagnosis": one tab for each domain; for each domain, a structured table with, in rows, the list of points to be filled in, and in columns, the questions for each point.

This requires prior reading and appropriation of the points to be addressed and analyzed. For each domain, it's a question of understanding them, clarifying them if necessary and specifying them so as to be able to carry out the information gathering. This appropriation work is necessary to ensure a common understanding of each point to be observed.

The second activity is information gathering: this is the heart of the work to be carried out. It involves facilitating working groups with internal and external relevant stakeholders. During group meetings, knowledge and points of view of all members are compared in order to fill in the file. Already available information (evaluations, studies, available reports, etc.), must be updated where necessary and made available to the working groups.

Advices :

➤ The same information can be relevant to different points. It's a good idea to list the information, as they can help us understand the importance of certain elements or facts.

➤ Some points may not need to be filled in, as they do not correspond to any of the institution's activities. However, it is worth noting in the context section (column C) the reasons why no information has been collected.

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[17] Ce groupe de travail suit l'ensemble des travaux des quatre étapes liées à l'autodiagnostic, à l'analyse, à l'élaboration de la stratégie et à sa mise en œuvre.

The third activity helps fill in Tool 3 "SWOT self-diagnostic summary", once you've collected the information for each domain. This is done for all 10 domains. It allows you to begin with stage 2, "Exploiting the collected data".

Review all the information gathered for each domain, and draw up a list of 5 to 10 items of information (depending on the domains and information gathered) to present strengths, weaknesses, opportunities, threats, obstacles and room for maneuver, in order to produce a summary presentation of the self-diagnosis results.

The entire self-diagnosis stage takes 3 to 4 months, and requires 3 to 6 working group meetings per domain.

Table 5: Tool 3 "SWOT Self-Diagnosis Summary"

SWOT Self-Diagnosis Summary
Self-evaluation data synthesis tool

Domain 1: Governance and Strategy

List of Room for manoeuvre	List of Obstacles	List of Strengths	List of Weakness	List of Opportunities	List of Threats
1-Rm1	1-Ob1	1-St1	1-Wk1	1-Op1	1-Th1
1-Rm2	1-Ob2	1-St2	1-Wk2	1-Op2	1-Th2
1-Rm3	1-Ob3	1-St3	1-Wk3	1-Op3	1-Th3
1-Rm4	1-Ob4	1-St4	1-Wk4	1-Op4	1-Th4
1-Rm5	1-Ob5	1-St5	1-Wk5	1-Op5	1-Th5
1-Rm6	1-Ob6	1-St6	1-Wk6	1-Op6	1-Th6
1-Rm7	1-Ob7	1-St7	1-Wk7	1-Op7	1-Th7
1-Rm8	1-Ob8	1-St8	1-Wk8	1-Op8	1-Th8
1-Rm9	1-Ob9	1-St9	1-Wk9	1-Op9	1-Th9
1-Rm10	1-Ob10	1-St10	1-Wk10	1-Op10	1-Th10

Domain 2: Human Resources

List of Room for manoeuvre	List of Obstacles	List of Strengths	List of Weakness	List of Opportunities	List of Threats
2-Rm1	2-Ob1	2-St1	2-Wk1	2-Op1	2-Th1
2-Rm2	2-Ob2	2-St2	2-Wk2	2-Op2	2-Th2
2-Rm3	2-Ob3	2-St3	2-Wk3	2-Op3	2-Th3
2-Rm4	2-Ob4	2-St4	2-Wk4	2-Op4	2-Th4
2-Rm5	2-Ob5	2-St5	2-Wk5	2-Op5	2-Th5
2-Rm6	2-Ob6	2-St6	2-Wk6	2-Op6	2-Th6
2-Rm7	2-Ob7	2-St7	2-Wk7	2-Op7	2-Th7
2-Rm8	2-Ob8	2-St8	2-Wk8	2-Op8	2-Th8
2-Rm9	2-Ob9	2-St9	2-Wk9	2-Op9	2-Th9
2-Rm10	2-Ob10	2-St10	2-Wk10	2-Op10	2-Th10

Domain 3: Finances

List of Room for manoeuvre	List of Obstacles	List of Strengths	List of Weakness	List of Opportunities	List of Threats
3-Rm1	3-Ob1	3-St1	3-Wk1	3-Op1	3-Th1
3-Rm2	3-Ob2	3-St2	3-Wk2	3-Op2	3-Th2
3-Rm3	3-Ob3	3-St3	3-Wk3	3-Op3	3-Th3
3-Rm4	3-Ob4	3-St4	3-Wk4	3-Op4	3-Th4
3-Rm5	3-Ob5	3-St5	3-Wk5	3-Op5	3-Th5
3-Rm6	3-Ob6	3-St6	3-Wk6	3-Op6	3-Th6
3-Rm7	3-Ob7	3-St7	3-Wk7	3-Op7	3-Th7
3-Rm8	3-Ob8	3-St8	3-Wk8	3-Op8	3-Th8
3-Rm9	3-Ob9	3-St9	3-Wk9	3-Op9	3-Th9
3-Rm10	3-Ob10	3-St10	3-Wk10	3-Op10	3-Th10

Domain 4: Bachelor's and Master's training

List of Room for manoeuvre	List of Obstacles	List of Strengths	List of Weakness	List of Opportunities	List of Threats
4-Rm1	4-Ob1	4-St1	4-Wk1	4-Op1	4-Th1
4-Rm2	4-Ob2	4-St2	4-Wk2	4-Op2	4-Th2
4-Rm3	4-Ob3	4-St3	4-Wk3	4-Op3	4-Th3
4-Rm4	4-Ob4	4-St4	4-Wk4	4-Op4	4-Th4
4-Rm5	4-Ob5	4-St5	4-Wk5	4-Op5	4-Th5
4-Rm6	4-Ob6	4-St6	4-Wk6	4-Op6	4-Th6
4-Rm7	4-Ob7	4-St7	4-Wk7	4-Op7	4-Th7
4-Rm8	4-Ob8	4-St8	4-Wk8	4-Op8	4-Th8
4-Rm9	4-Ob9	4-St9	4-Wk9	4-Op9	4-Th9
4-Rm10	4-Ob10	4-St10	4-Wk10	4-Op10	4-Th10

Domain 5: Doctorate training

List of Room for manoeuvre	List of Obstacles	List of Strengths	List of Weakness	List of Opportunities	List of Threats
5-Rm1	5-Ob1	5-St1	5-Wk1	5-Op1	5-Th1
5-Rm2	5-Ob2	5-St2	5-Wk2	5-Op2	5-Th2
5-Rm3	5-Ob3	5-St3	5-Wk3	5-Op3	5-Th3
5-Rm4	5-Ob4	5-St4	5-Wk4	5-Op4	5-Th4
5-Rm5	5-Ob5	5-St5	5-Wk5	5-Op5	5-Th5
5-Rm6	5-Ob6	5-St6	5-Wk6	5-Op6	5-Th6
5-Rm7	5-Ob7	5-St7	5-Wk7	5-Op7	5-Th7
5-Rm8	5-Ob8	5-St8	5-Wk8	5-Op8	5-Th8
5-Rm9	5-Ob9	5-St9	5-Wk9	5-Op9	5-Th9
5-Rm10	5-Ob10	5-St10	5-Wk10	5-Op10	5-Th10

Domain 6: Research

List of Room for manoeuvre	List of Obstacles	List of Strengths	List of Weakness	List of Opportunities	List of Threats
6-Rm1	6-Ob1	6-St1	6-Wk1	6-Op1	6-Th1
6-Rm2	6-Ob2	6-St2	6-Wk2	6-Op2	6-Th2
6-Rm3	6-Ob3	6-St3	6-Wk3	6-Op3	6-Th3
6-Rm4	6-Ob4	6-St4	6-Wk4	6-Op4	6-Th4
6-Rm5	6-Ob5	6-St5	6-Wk5	6-Op5	6-Th5
6-Rm6	6-Ob6	6-St6	6-Wk6	6-Op6	6-Th6
6-Rm7	6-Ob7	6-St7	6-Wk7	6-Op7	6-Th7
6-Rm8	6-Ob8	6-St8	6-Wk8	6-Op8	6-Th8
6-Rm9	6-Ob9	6-St9	6-Wk9	6-Op9	6-Th9
6-Rm10	6-Ob10	6-St10	6-Wk10	6-Op10	6-Th10

Domain 7: Partnership

List of Room for manoeuvre	List of Obstacles	List of Strengths	List of Weakness	List of Opportunities	List of Threats
7-Rm1	7-Ob1	7-St1	7-Wk1	7-Op1	7-Th1
7-Rm2	7-Ob2	7-St2	7-Wk2	7-Op2	7-Th2
7-Rm3	7-Ob3	7-St3	7-Wk3	7-Op3	7-Th3
7-Rm4	7-Ob4	7-St4	7-Wk4	7-Op4	7-Th4
7-Rm5	7-Ob5	7-St5	7-Wk5	7-Op5	7-Th5
7-Rm6	7-Ob6	7-St6	7-Wk6	7-Op6	7-Th6
7-Rm7	7-Ob7	7-St7	7-Wk7	7-Op7	7-Th7
7-Rm8	7-Ob8	7-St8	7-Wk8	7-Op8	7-Th8
7-Rm9	7-Ob9	7-St9	7-Wk9	7-Op9	7-Th9
7-Rm10	7-Ob10	7-St10	7-Wk10	7-Op10	7-Th10

Domain 8: Internal and External communication

List of Room for manoeuvre	List of Obstacles	List of Strengths	List of Weakness	List of Opportunities	List of Threats
8-Rm1	8-Ob1	8-St1	8-Wk1	8-Op1	8-Th1
8-Rm2	8-Ob2	8-St2	8-Wk2	8-Op2	8-Th2
8-Rm3	8-Ob3	8-St3	8-Wk3	8-Op3	8-Th3
8-Rm4	8-Ob4	8-St4	8-Wk4	8-Op4	8-Th4
8-Rm5	8-Ob5	8-St5	8-Wk5	8-Op5	8-Th5
8-Rm6	8-Ob6	8-St6	8-Wk6	8-Op6	8-Th6
8-Rm7	8-Ob7	8-St7	8-Wk7	8-Op7	8-Th7
8-Rm8	8-Ob8	8-St8	8-Wk8	8-Op8	8-Th8
8-Rm9	8-Ob9	8-St9	8-Wk9	8-Op9	8-Th9
8-Rm10	8-Ob10	8-St10	8-Wk10	8-Op10	8-Th10

Domain 9: Information system

List of Room for manoeuvre	List of Obstacles		List of Strengths	List of Weakness		List of Opportunities	List of Threats	
9-Rm1	9-Ob1		9-St1	9-Wk1		9-Op1	9-Th1	
9-Rm2	9-Ob2		9-St2	9-Wk2		9-Op2	9-Th2	
9-Rm3	9-Ob3		9-St3	9-Wk3		9-Op3	9-Th3	
9-Rm4	9-Ob4		9-St4	9-Wk4		9-Op4	9-Th4	
9-Rm5	9-Ob5		9-St5	9-Wk5		9-Op5	9-Th5	
9-Rm6	9-Ob6		9-St6	9-Wk6		9-Op6	9-Th6	
9-Rm7	9-Ob7		9-St7	9-Wk7		9-Op7	9-Th7	
9-Rm8	9-Ob8		9-St8	9-Wk8		9-Op8	9-Th8	
9-Rm9	9-Ob9		9-St9	9-Wk9		9-Op9	9-Th9	
9-Rm10	9-Ob10		9-St10	9-Wk10		9-Op10	9-Th10	

Domain 10: Community service

List of Room for manoeuvre	List of Obstacles		List of Strengths	List of Weakness		List of Opportunities	List of Threats	
10-Rm1	10-Ob1		10-St1	10-Wk1		10-Op1	10-Th1	
10-Rm2	10-Ob2		10-St2	10-Wk2		10-Op2	10-Th2	
10-Rm3	10-Ob3		10-St3	10-Wk3		10-Op3	10-Th3	
10-Rm4	10-Ob4		10-St4	10-Wk4		10-Op4	10-Th4	
10-Rm5	10-Ob5		10-St5	10-Wk5		10-Op5	10-Th5	
10-Rm6	10-Ob6		10-St6	10-Wk6		10-Op6	10-Th6	
10-Rm7	10-Ob7		10-St7	10-Wk7		10-Op7	10-Th7	
10-Rm8	10-Ob8		10-St8	10-Wk8		10-Op8	10-Th8	
10-Rm9	10-Ob9		10-St9	10-Wk9		10-Op9	10-Th9	
10-Rm10	10-Ob10		10-St10	10-Wk10		10-Op10	10-Th10	

<div align="center">

FEEDBACK

</div>

Points of attention

➤ The diversity of opinions is an asset for the development of the institution's strategy;

➤ Organizing a meeting or seminar attended by the institution's highest authority and its staff helps initiate and explain the process;

➤ External partners may participate outside working group meetings, for reasons of availability. In this case, it is advisable to arrange a meeting with the working group leader and/or the methodology pilot, with the agreement of the highest authority in the institution, to gather information;

➤ It is advisable not to exceed 8 to 10 people per working group;

➤ The working group's composition is designed to ensure the participation of personnel with expertise and experience in the relevant field.

Resources and means to be mobilized

➤ Provide logistical resources for self-diagnosis (photocopies, rooms, printers, blackboards, etc.);

➤ Allocate financial resources to support working group meetings (catering, transport, etc.);

➤ Provide a secretariat to support the methodology pilot;

➤ Provide for the mobilization of quality team - in support of the methodology pilot.

Recommendations for working groups efficient work

➤ Identify a person responsible for each domain among members of the steering committee;

➤ Facilitate each group by encouraging discussion of different points;

➤ Ensure that each group includes a person familiar with the institution's governance;

➤ Clearly explain the objectives and the group members' roles;

➤ Explain the self-diagnosis stage;

➤   Share the self-diagnosis tool with group members;

➤   Prepare group meetings by questioning experts in the relevant field, and lead the group in a participatory approach to the production of new information and ideas;

➤   Encourage group members to have their say: there are no right or wrong answers or ideas in a working group. All contributions are intended to be analyzed;

➤   Adapt the presence of group members at different meetings according to topics on the agenda.

Who should be involved?

➤   The institution's quality department;

➤   Experts (internal or external) who can be called upon to enrich the self-diagnosis;

➤   External partners whose opinions can be gathered to feed into the analysis of the external environment;

➤   Students who need to be consulted about training, community service, cooperation etc.

Who communicates what to whom?

➤   The institution's highest authority informs the institution's staff and other stakeholders about:

- the progress of the strategy development and implementation methodology;
- the respective responsibilities of the methodology pilot and members of the steering group;

➤   The methodology pilot informs the highest institution authority about:

- working group activities by theme;
- the participation of institution personnel and other stakeholders in the self-diagnosis stage.

Self-diagnosis is an instrumental tool. It is not a communication exercise designed to enhance the institution's value.

FIND OUT MORE

The self-diagnosis proposed for strategy development takes into account the importance of quality approaches for strategy implementation in higher education institutions. Thus, for each domain, the points to be addressed are organized according to the continuous improvement cycle, represented by the Deming wheel, which takes up the four PDCA steps: Plan, Do, Check, Act[18].

Internal and external self-diagnosis are stages for **collecting and analyzing data on the institution's current state and future prospects.** The internal self-diagnosis focuses on institution's internal aspects, such as processes, resources and systems in place. It identifies the institution's strengths and weaknesses. The external self-diagnosis focuses on the institution's external aspects, such as the job market, competition between HEIs, and external stakeholders such as socio-economic partners, ministries and future students. This external self-diagnosis helps better understand the environment in which the institution operates, to identify the opportunities and challenges it faces, and to define the opportunities and threats it faces.

Institution's internal and external self-evaluations can be carried out in a variety of ways: by analyzing quantitative data, by interviewing collaborators and working up groups on themes, by surveying relevant stakeholders or by direct observation of the institution's activities.

The results of institution's internal and external self-evaluations can be used to define organizational strategy, establish objectives and action plans, improve existing processes and systems, or adapt the institutions to changes in its environment. It is important to ensure that self-evaluations are carried out objectively and impartially, and that the results are used constructively to improve the institution's performance.

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[18] Goetsch, D. L. and Davis, S. (2014). *Quality Management for Organizational Excellence: Introduction to Total Quality, Always Learning (7th ed.).* Pearson Education Limited.

Figure 5: Self-evaluation framework

STAGE 2:
DATA PROCESSING

Keywords:

Strengths - Weaknesses - Opportunities - Threats - Room for maneuver - Obstacles - *SWOT - Board Development SWOT.*

INTRODUCTION

Once the data has been collected in stage 1, it's time to compare the Strengths, Weaknesses, Opportunities, Threats, Room for manoeuvre and Obstacles, and to cross-reference them between domains.

The most common analysis tool used in academic environments is *SWOT (Strengths, Weaknesses, Opportunities, and Threats)*[19]. *SWOT* is often used only as an information-gathering tool. However, the whole point of this tool lies in the associated questioning, as cross-referencing all the information gathered helps to highlight the areas of reflection that are essential to the development of the strategy.

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[19] Created in the USA in the 1950s, this tool has evolved into what we know today, thanks in particular to the work of Panagiotou in 2003 (Friesner, 2011).
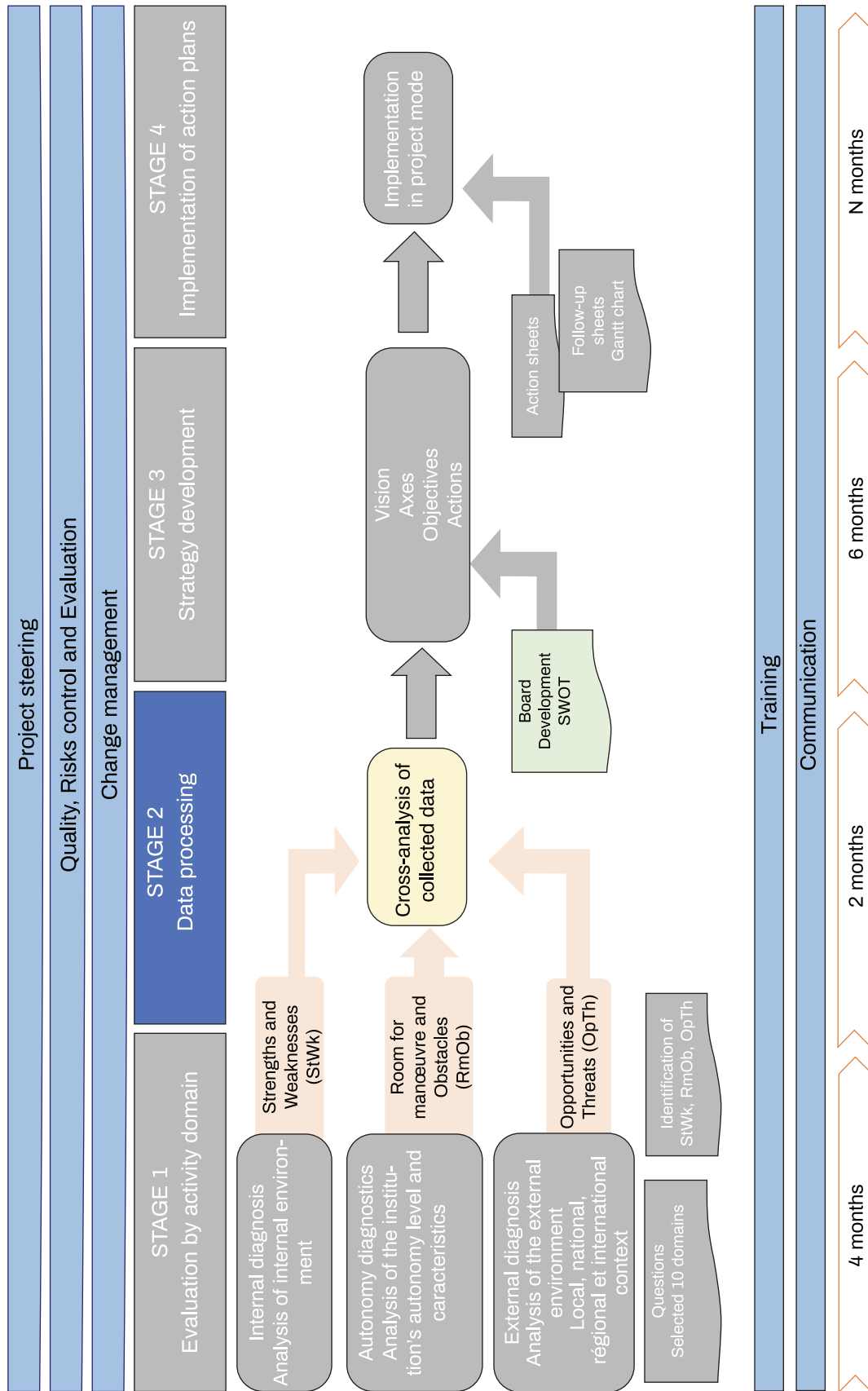
Figure 6: Stage 2 « Data processing »

To carry out this stage, we use an "extended" *SWOT* matrix called **Board Development SWOT***[20] *- BDS.* The principle is to cross-reference the collected data several times in order to extract the essential points. Answers to these cross-referenced questions help shed light on will inform the strategies to be implemented in the following stages.

Examples: *"How do strengths help overcome weaknesses?"; "How do opportunities help minimize threats?".*

This cross-referencing minimizes one of *SWOT's* initial shortcomings, which was to examine the various factors separately. The cross-referencing of data using BDS helps restore coherence and meaning to the analysis produced.

TARGETED OBJECTIVES

➤ Take the information on the environment and autonomy gathered in stage I (strengths - weaknesses; opportunities - threats; room for maneuver - obstacles) from Tool 3 "SWOT self-diagnosis synthesis";

➤ Compare these different pieces of information for each of the domains surveyed;

➤ Identify the elements needed to define strategic axes and objectives, and to define and implement action plans.

EXPECTED RESULTS

➤ For each of the 10 domains analyzed, the institution produces a cross-referenced information document, the *BDS*.

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[20] Thierry Bontems, Sabine Goulin and others (2020). Comment définir des axes de développement à partir d'une autoévaluation : le Board Development SWOT', in *18 th École Inter-Organismes Qualité et responsabilité sociétale en recherche et en enseignement supérieur,* La Grande Motte, France. <https://halshs.archives-ouvertes.fr/halshs-03719714>.

METHODOLOGY AND TOOLS

The *BDS* is a strategic analysis tool which combines the study of institution's strengths and weaknesses with the opportunities and threats of its environment, as well as the room for maneuver and the obstacles linked to its level of autonomy, in order to define its development strategy.

Based on the initial data collection, the *BDS* enables the information gathered in stage 1 to be sorted, grouped and synthesized. In this way, it enables the various components of the data collection file to be linked together in order to:

➤ Identify key information by domain, including strengths, weaknesses, opportunities, threats, room for manoeuvre and obstacles;

➤ Carry out a prospective analysis by linking this key information with answering questions.

All of this work, which aims to bring coherence and perspective to work already carried out and to come, will be used to inform strategic choices, the definition of objectives, the description of actions, and the planning and implementation of actions.

USING TOOLS

SWOT ANALYSIS - BDS

DOMAIN: | UNIVERSITY OF …

Internal approach ==> Identification of distinctive competencies

		List of Strengths: (Table 3)	List of Weaknesses: (Table 4)	How do strengths help to overcome weaknesses? (Table 11)
		St1 / St2 — **3**	Wk1 / Wk2 — **4**	StWk1 / StWk2 — **11**
List of Room for manoeuvre: (Table 1) Rm1 / Rm2 — **1**	**List of Obstacles (Table 2)** Ob1 / Ob2 — **2**	How to maximize the strengths? How to guarantee the long-term viability of each identified force? (Table 7) MaxSt-a / MaxSt-b — **7**	How to minimize the weaknesses? How to deal with the malfunction in relation to each identified weakness? (Table 8) MinWk-a / MinWk-b — **8**	
List of Opportunities: (Table 5) Op1 / Op2 — **5**	How to maximize opportunities? How to turn each identified opportunity itnto a reality? (Table 9) MaxOp-a / MaxOp-b — **9**	How to use our strengths to take advantage of opportunities? (Table 13) StOp1 / StOp2 — **13**	How to correct weaknesses by taking advantage of opportunities? (Table 14) WkOp1 / WkOp2 — **14**	
List of Threats: (Table 6) Th1 / Th2 — **6**	How to minimize threats? How to protect against each identified threat? (Table 10) MinTh-a / MinTh-b — **10**	How to use strengths to reduce the effects of threats? (Table 15) FoMe1 / FoMe2 — **15**	How to minimize weaknesses and threats? (Table 16) WkTh1 / WkTh2 — **16**	
How can opportunities minimize threats? (Table 12) OpTh1 / OpTh2 — **12**				

taking into account the room for manoeuvre I have and the obstacles I wil face?

External approach ==> Identification of key success factors

Table 6: Tool 4 "The BDS - Boarding Development SWOT"

Based on the collected data in Tool 3 " SWOT Self-diagnostic synthesis" and those filled in by domain, you should:

➤ identify key information by domain, specifically the information needed to understand, objectify and improve each of the 10 domains;

➤ summarize information by points: strengths, weaknesses, opportunities, threats, room for manoeuvre and obstacles;

➤ answer the asked questions (see the question in page)

LIABILITY

The meetings and workshops are run by the same team that met in stage 1, which has the advantage of ensuring continuity and consistency.

WORK TO BE DONE

To carry out this work, it is necessary to:

➤ reread all the information gathered by domain to get an overall view;

➤ reread them by column to:

- identify the most important points (key information);
- group together points of a similar nature (strengths, weaknesses, etc.) ;
- enter them in the appropriate boxes on the *BDS.*

It is advisable, wherever possible, to start sentences for:

- strengths by "Existence of ...";
- weaknesses by "Lack of / Absence of ...";
- room for manoeuvre by "Capacity for ...";
- obstacles with "Resistance from/to ...";
- opportunities with "Possibility of ...";
- threats by "Risks of ...".

To ensure the continuity of the work, it is advisable to note the references of each answer given in the questions of the self-evaluation guide, in order to guarantee the information's traceability (Figure 7).

Research Rm4	Capacity to implement a policy and mechanism for calls for projects and autonomous collabora-tion (RE-P-8;9;10 + RE-D-3)	Research Ob4	Resistance due to a problem linked to decentrali-sation and vertical decision-making (RE-P-3)
Research Rm5	Capacity to improve, organise, complete or create research units (RE-P-6 + RE-P-3)	Research Ob5	Resistance due to a lack of a strong financial policy to support research (RE-P5;6)
Research Rm6		Research Ob6	Resistance due to a lack

Figure 7: Reference example

Points of attention

➤ It is strongly recommended to have a maximum of 10 key pieces of information per heading (strengths, weaknesses, opportunities, threats, room for manoeuvre and obstacles).

➤ Information should never be moved from one domain to another if it is intended to give an overall view of the[21] domain. The *BDS* is carried out for the entire self-evaluation stage of the relevant domain.

Analyze selected key information

Once you have summarized the key information on strengths, weaknesses, opportunities, threats, room for maneuver and obstacles (orange and green boxes on the BDS), you need to proceed to the analysis stage, cross-referencing the information with the following questions:

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[21] Example: information on the shortage of teachers can be found in the Bachelor's-Master's Training domain, to give an overall view of the situation. In this case, it should not be moved to the Human Resources domain.

1. **To develop and master the existing state:**

- How to maximize strengths? How can we guarantee the sustainability of each identified strength?
- How to minimize weaknesses? How to treat the malfunction according to each identified weakness?
- How to maximize opportunities? How do you turn each identified opportunity into reality?
- How to minimize threats? How to circumvent or protect against each identified threat?

    These questions are used to fill in the **white boxes** on the *BDS.*

2. **To link internal and external environments:**

- How can strengths help overcome and/or compensate for weaknesses?
- How can opportunities minimize threats?

    These questions are used to fill in the **purple boxes** on the BDS.

3. **To propose recommendations for improvement, identify avenues of work and integrate room for manoeuvre and obstacles:**

- How can we use our strengths to take advantage of opportunities?
- How can we correct weaknesses and take advantage of opportunities?
- How can we use our strengths to reduce the effects of threats?
- How to minimize weaknesses and threats?

    These questions are used to fill in the **blue boxes** on the BDS.

Facilitating work on BDS

In order to carry out the analysis using the *BDS,* it is advisable to work in a small group of three to six people: the coordinator and his/her team, plus the person responsible for each domain.

<div align="center">

FEEDBACK

</div>

Points of attention

It is possible to:

- ➤ work or not in the order of questions;
- ➤ work or not by block of information: white, purple, blue. The boxes are independent of each other. They can therefore be processed in any order;
- ➤ doubt certain recommendations. In such cases, it is advisable to question the authors to clarify the recommendation;
- ➤ if some information in a domain is not classified under the right heading, it can be reclassified within that domain. The BDS is a thinking tool. If some information isn't in the right place, it's not a big deal, because the important thing is to have identified it.

Recommendations

- ➤ It is possible to have no recommendations on a given item;
- ➤ There is no minimum number of recommendations per question;
- ➤ It is advisable to use the information on the room for manoeuvre and the obstacles in the analyses to regulate and weight the proposals resulting from the data cross-referencing. For example, if an institution wishes to exploit one of its strengths to seize a opportunity, it will be necessary to check whether regulations relating to its level of autonomy will act as a lever to consolidate this strength, or as a obstacle that slows down its progress;
- ➤ Obstacles, weaknesses and threats are reused later in risk analyses;
- ➤ It is possible to have key information that is not used to answer the questions.

Resources and means

- ➤ During meetings, a great deal of information is exchanged. It is crucial to have one or more secretaries capable of taking notes relieve the working group leader of this task and enable him/her to concentrate on directing the exchanges.

FIND OUT MORE

Drawing on both classical *organizational governance theories*[22] and *strategic planning*[23] the strategy-building model unfolds in four stages:

➤ Stage 1: Self-diagnosis by domain;

➤ Stage 2: Analysis of internal and external environments;

➤ Stage 3: Strategy creation and/or evolution;

➤ Stage 4: Deployment of operational action plans, directly derived from the LCAG model[24] *(Learned, Christensen, Andrews and Guth).* This model provides a theoretical basis for the work carried out as part of the methodology.

This theory has been tried and tested in numerous organizations for many years[25]. It is well-suited to the changes that organizations are facing, as socio-economic partners positioned in a given territory, who must respond to user demand by working with a wide range of stakeholders. It enables users of this guidebook to acquire the fundamentals of governance by offering a first integrated formulation of strategic practices.

This methodology also has the advantage of introducing new practices that legitimize the use of strategic governance as a steering tool. This methodology sees strategy as the result of linking a dual internal and external self-diagnosis with the values and needs of the institution on the one hand, and those of the society in which it operates on the other. The methodology thus takes into account both the development of institution values and its social responsibility.

Once this stage has been completed, it's time to specify the deployment of the chosen strategy by detailing the characteristics of its implementation. In particular, the ability to manage the deployment of the strategy through project governance should be identified.

At the dawn of major structural and economic transformations for HEIs in Southeast Asia, the logic of strategic alignment seems to be the most relevant for bringing institution into line. This rationale is an essential prerequisite for organizational agility.

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[22] Mintzberg, H. (2004). *Le management: voyage au center des organisations.* Editions Eyrolles.
[23] David, F. R. (2011). *Strategic Management: Concepts (13th ed.).* Prentice Hall.
[24] Marchesnay, M. (2004). *Management stratégique.* Les Editions de l'ADREG.
[25] Johnson, G. (2005). *Strategy (7th ed.).* Pearson Education.

Figure 8: Methodology for self-evaluation of environments and identification of strategic development axes

STAGE 3:
STRATEGY DEVELOPMENT

Keywords:

BDS - Vision - Strategy - Strategic axes - Objective - Action - SMART - Result - Political project - Strategic alignment.

INTRODUCTION

This stage involves using the elements identified in the *Board Development SWOT* to establish the strategic planning framework and identify its constituent elements including **vision, strategic axes, objectives and actions.**

The terms "Vision", "Strategic Axes", "Objectives" and "Actions" are part of the common vocabulary used in strategic planning[26]. These various elements enable the institution to set its medium- and long-term orientations and implement the actions required to achieve its objectives.

Strategic planning is a key element in the institution's governance, as it enables us to define a clear direction and to ensure that all our efforts are directed towards achieving our objectives. It also enables us to better anticipate and to adapt to changes in our environment changes.

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[26] Mintzberg, H. (2010). *Power in organizations (New edition).* Edition d'Organisation.
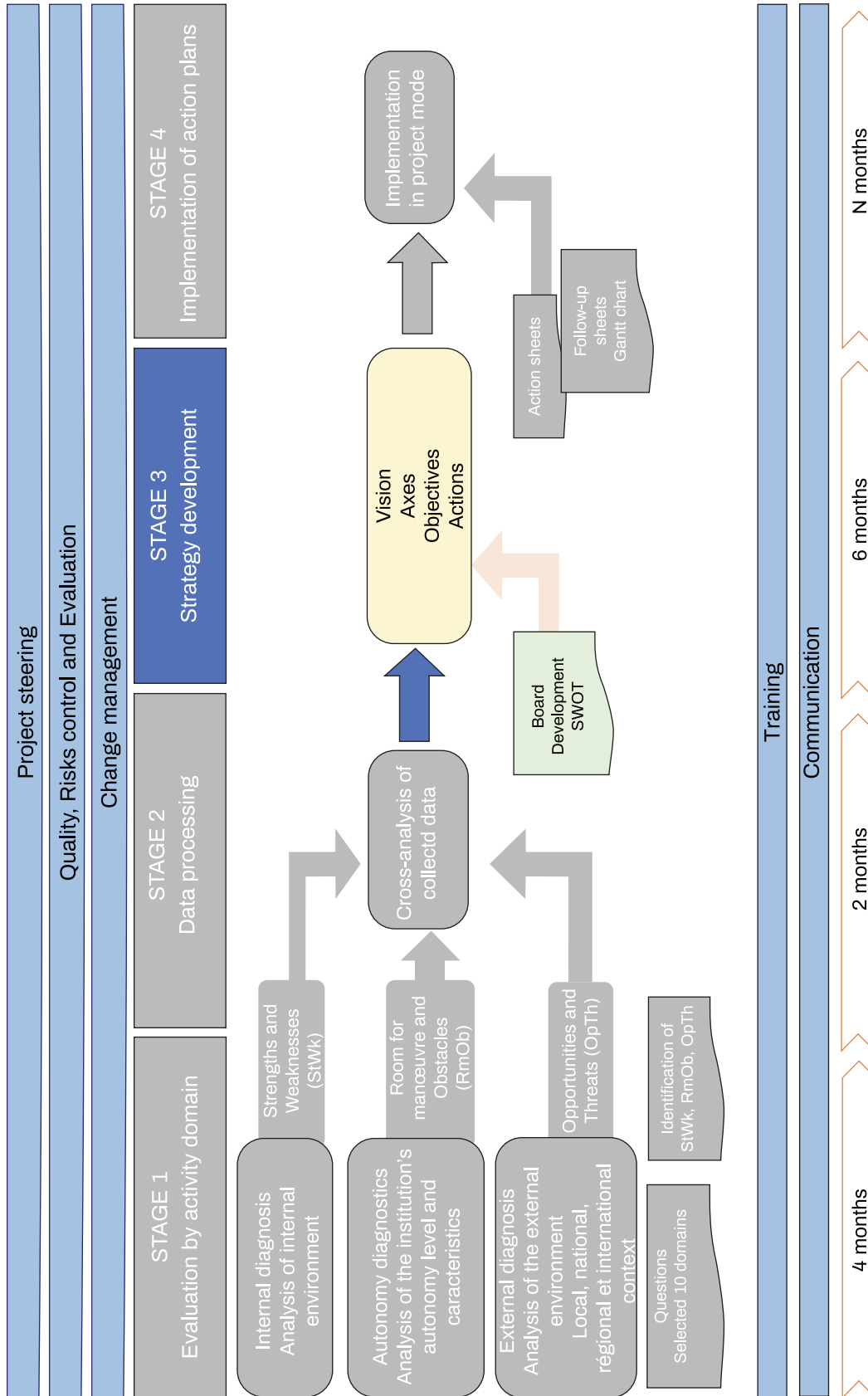
Figure 9: Stage 3 « Strategy development »

Strategic planning involves the participation of the entire structures in the institution, and requires clear communication and effective collaboration between all its departments and services. It must be regularly updated to ensure that the institution remains in step with its objectives and its environment in relation to the following four points:

➤ The "Vision" is an anticipation of the desired future state of the institution's organization. It must be ambitious but realistic, and must guide decisions over the medium and long term (5 to 10 years);

➤ The "Strategic axes" are the major orientations chosen by the institution to implement its vision. They must be linked to the institution's vision, taking into account its development model, values, etc.;

➤ The "Objectives" are quantified targets that the institution has set itself for each of its domains of focus. They must be SMART (specific, measurable, achievable, relevant and time-bound);

➤ The "Actions" are concrete tasks that the institution implements to achieve its objectives. They are planned and monitored to ensure that objectives are met.

The vision is established and validated by the institution's highest authorities. On the basis of the elements synthesized in stage 2, strategic axes are identified and formulated, which must also be established and validated. These are then divided into objectives and actions to prepare for implementation.

TARGETED OBJECTIVES

➤ Identify the institution's strategic priorities and cross-functional priorities;

➤ Build a strategy taking into account information from the BDS and auto-diagnostics to identify objectives and actions;

➤ Ensure the coherence of the strategy by mobilizing the institution's internal and external analyses;

➤ Explicitly formulate the strategy, its axes, objectives and actions;

➤ Prepare and fill in **the action sheet*** (part I);

➤ Co-construct with the community the various components of the strategy development stage.

EXPECTED RESULTS

➤ A clear, politically supported vision of the future organization of the establishment;

➤ A **strategic project*** supported by the company's highest authority;

➤ A strategy ready for implementation;

➤ Staff involved in implementing actions;

➤ A strategy shared by stakeholders and known by community members.

METHODOLOGY AND TOOLS

This stage involves the use of tools, but it is above all the exchanges and works carried out within the steering group and working groups that enable the results to be achieved:

➤ Tool 5, the "Strategic Alignment Synthesis Table", is used throughout this stage, and serves as a synthesis table for the entire system. Based on the vision, the table provides a clear and concise presentation of the strategic axes, objectives, results and actions;

➤ Tool 6, the "Objectives and BDS sheet", is used to collect information relevant to a given objective in the various BDS. This cross-functional tool makes it possible to capitalize on information from different institution domains for the same objective.

➤ Tool 7 "Action sheet, part 1" allows the institution itself neccessory questions in order to implement the action.

USING TOOLS

In order to carry out the strategy development building, working groups' members need to be trained to understand how the strategy is constructed and the tools are used. The work to be carried out requires a great deal of discussion, facilitated by the methodology pilot and the steering committee.

The strategic vision is highly political. It is formulated by the institution's highest authority, and takes into account the degree of feasibility in terms of time, institution's resources and the identified legal framework.

➤ This raises the question of the **long-term** political decisions and orientations defined by the institution's highest decision-making body.

- Examples of vision: to become a research institution, to become one of the country's ten leading universities, etc.

The methodology pilot and the steering committee identify **the strategic axes, objectives and actions**, and thus develop the vision. To do this, they draw on the self-diagnosis and the BDS carried out in stages 1 and 2, as well as on the institution's political orientations.
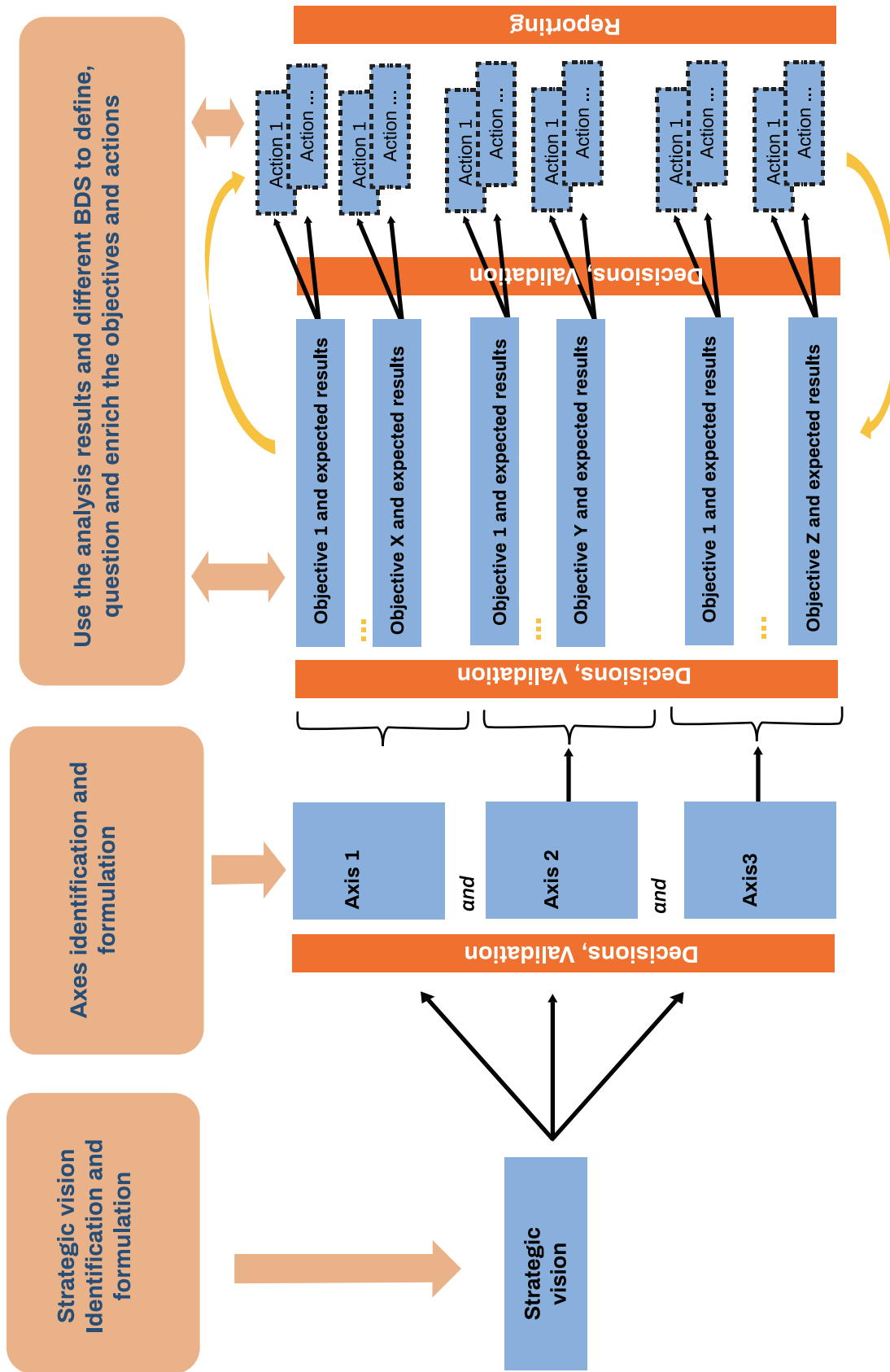
Figure 10: Identification of strategic axes, objectives and actions

The diagram shows the following elements:

Strategic vision Identification and formulation → Strategic vision

Axes identification and formulation → Decisions, Validation → Axis 1 *and* Axis 2 *and* Axis3

Decisions, Validation

Use the analysis results and different BDS to define, question and enrich the objectives and actions

Objective 1 and expected results / Objective X and expected results

Objective 1 and expected results / Objective Y and expected results

Objective 1 and expected results / Objective Z and expected results

Decisions, Validation

Action 1 / Action … (repeated)

Reporting

LIABILITY

The steering committee acquires precise knowledge of the institution's organization, its potential for action and its needs, thanks to the work of groups and the completion of the self-diagnosis and BDS. Its role is essential in contributing to the strategy development stage.

Institution governance is kept regularly informed of the work carried out, makes contributions and validates them. The institution's structures are consulted and participate in the work within the scope of their responsibilities.

The methodology pilot ensures the coherence of the work carried out by the steering committee and the various working groups. He/she supervises the training of working group leaders and assists them in their facilitation. He/she plans activities, monitors their progress and reports regularly to the institution governance.

Working group leaders are responsible for coordinating the work required to complete the action sheets, in conjunction with the persons identified (action managers, competent persons, etc.).

WORK TO BE DONE

Activity 1: Identify strategic axes

The institution's direction board defines strategic axes and determines which ones should be given priority. Other priorities may emerge from the work of the steering committee.

The first task is to read the contents of the BDS and then ask itself the following questions:

- ➤ How can the contents of the 10 BDS domains and the data collection work be used?
- ➤ What information and themes attract the attention of the steering committee?
- ➤ How can we take into account information from the Ministry, academic and socio-economic environments, etc.?
- ➤ What's the link with the autonomization stage?
- ➤ What information and topics are priorities?

All the information gathered enables the steering committee to **identify medium and long-term strategic axes** in line with the institution's vision, objectives and actions[27].

Each strategic axis builds on the institution's strengths. It also exploits opportunities, while overcoming weaknesses and neutralizing threats.

A text presenting the strategic axes should be drawn up. It is recommended not to exceed 5 to 7 axes for the institution.

Activity 2: Identify objectives and expected results

For each strategic axis, we need to define the objectives and results to be achieved in the medium term. Each axis is divided into several objectives and each objective into qualitatively or quantitatively measurable results.

Objectives provide a clear direction for action. They give meaning and enable us to remain focused on the target to be reached, while avoiding the scattering of actions and resources.

Clear, precise objectives contribute to clearer, more relevant communication with institution staff and other stakeholders.

How do you identify and formulate objectives?

➤ Use the BDS to identify objectives linked to each medium-term strategic axis, which means **grouping together ideas and proposals** serving the same objective;
➤ Formulate the goal of each objective, starting with an action verb;
➤ Describe the objective in *SMART terms:*

- S - Specific: the objective must be adapted to what the institution wants to do, and must be precise;
- M - Measurable: the result must be observable and verifiable;
- A - Acceptable: the objective must be in line with the institution's values and culture;

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[27] The university's vision must take into account the missions defined by the supervisory authorities.

- R **-** Realistic and Ambitious: It must be both feasible and motivating;
- T **-** Time-bound: defined in time, with a fixed deadline.

How do you define qualitative and/or quantitative (observable and measurable) results?

➤ Either the objective is already described in terms of a measurable target (autonomy), so the expected result is known;

➤ Or the result has not yet been defined so that it can be measured. In this case, we need to find out to what extent and under what conditions the results can be obtained, and to objectify the answer to this question, i.e. analyze existing and known data, mobilize the means planned to achieve the result; identify the transformations that will condition the achievement of the objective.

The stage of formulating objectives, results and actions to be taken is carried out by increasing the number of exchanges in order to arrive at a shared, explicit understanding.

For each axis and each objective, it is advisable to use Tool 6, "Objectives and *BDS* sheet", which enables analysis and guarantees strategic alignment. In this tool, the relevant information from the *BDSs* produced for each domain should be included for each axis objective.

➤ Example: for the objective "to set up a research laboratory", the form can be used to capitalize on all the proposals and information that can contribute to the objective in all relevant domains (Governance and strategy, Human resources, Finance, Bachelor's and Master's training, Doctorate training, Research, Social – economic, Partnership, Internal and external communication, Information system and Community service).

Methodology:

➤ *Fill in a form for each strategic domain, describing the objective and targeted results.*
➤ *Use the results of stages 1 and 2 from the 10 target domains to prepare actions.*

Table 7: Tool 6 "Objectives and BDS sheet"

Axis N° ... : ...	
Objective N° ... : ...	
Targeted results: ...	
Reworking of BDS and Questionnaires (stages 1 and 2):	
Governance and Strategy Domain ...	**Research domain** ...
HR Domain ...	**Partnership domain** ...
Finance Domain ...	**Communications (internal and external)** ...
Training Domain ...	**Information Systems Domain** ...
Doctoral Training Domain ...	**Community service** ...
Other points ...	

It is recommended not to exceed 3 to 5 objectives per axis in order to ensure cross-functionality.

Once this activity has been completed, the objectives and results for each axis should be written up.

Activity 3: Identify and describe actions

The actions required to achieve each objective are to be identified and described in an action sheet (Tool 5 "Action sheet", part I). This action sheet is essential for step 4 of the construction stage, and for implementing the strategy. It will then be completed by Part II.

The action sheet serves as a guideline for the methodology. It makes the objectives operational and serves as a guide for those responsible for implementing the action. To prepare the action sheet, it is best to work in small groups and involve the relevant personnel, who have expertise in the field.

The following information should be entered on the action form:

- ➤ Name of the relevant strategic axis and objective;
- ➤ Action name;
- ➤ Expected results (observable and measurable) and deliverables;
- ➤ Personnel involved in the action, who is responsible for it, what are their
- ➤ responsibilities (**RACI* matrix**);
- ➤ Resources required for the project;
- ➤ Training needs to deploy the action;
- ➤ Information and communication necessary for stakeholders;
- ➤ Identified risks;
- ➤ Planning stages and milestones.

Table 8: Tool 7 "Action sheet, part 1"

➤ **Action description**

Axis N°... : ...
Objective N°... : ...
Action sheet N°... : ...

Method :
- Each data sheet is linked to 1 strategic axis, 1 objective

➤ **Action description**
   ...

Method:
- Question the action to understand its starting point and purpose, and better explain it.
- Identify the problem(s)
- Describe the action
- Add the links to the questionnaire in stages 1 and 2, which will be used in the various sections of the action sheet.

➤ **Targeted, observable and measurable results (including deliverables)**
   ...

Method:
- They can be quantitative or qualitative
- Re-examine the description of the action in relation to the result
- Indicators can be those used to monitor action and measure results, - SMART indicators (Specific, Measurable, Attainable, Reasonable, Time-dependent)

➤ **RACI matrix**
   ...

Method:

- Identify competencies and responsibilities for carrying out the action (Carries out (Pilot, WG), Approves (President, Institution Council), Consults, Informs)

- Be vigilant about the appointment process - institution, dean, expert, etc.

➤ **Resources required to carry out the action (human resources, equipment, finance, training needs as part of the institution's training plan, etc.)**
   ...

Method:

- Add links with questionnaire from stages 1 and 2

➤ **Training needed to carry out the action**
   ...

➤ **Community information and communication**
   ...

➤ **Identified risks**
   ...

Method:

- Identify the risks involved in implementing the action, the risks of failure, etc.

- Identify means of control, Plan B,...

Activity 4: Stage summary

The "Strategic Alignment Summary Table" is used to summarize the work done. It serves as a guide to ensure the coherence of the strategy as a whole, for its implementation, and for a clear, synthetic vision of the work to be carried out. The group work should be regularly updated, with clarifications and adjustments to wording and content throughout stage 3.

It is advisable to note and reference the information in the table to facilitate exchanges within the groups and follow-up by objective and action.

Table 9: Tool 5 "Strategic alignment synthesis table"

Vision ...			
Strategic axis	**Objectives**	**Results**	**Actions**
Axis N°... Axis A	Obj N°... Obj N°... Axis A, Obj A Axis A, Obj B	Res N°... Res N°... AxisA, Obj A, Res A Axis A, Obj A, Res B Axis A, Obj B, Res A	Action N°... Action N°... Axis A, Obj A, Res A, Act A Axis A, Obj A, Res A, Act B Axis A, Obj A, Res B, Act B Axis A, Obj B, Res A, Act A

Example of a completed strategic alignment table:

Vision: To become a research institution			
Strategic axis	**Objectives**	**Results**	**Actions**
Axis A: Define and implement an ambitious research policy	Axis A, Obj A: Set up a research laboratory Axis A, Obj B: etc.	Axis A, Obj A, Res A: Identified and active PhD staff Axis A, Obj A, Res B: Research infrastructure Axis A, Obj A, Res C: Defined scientific questions Axis A, Obj B, Res A: etc.	Axis A, Obj A, Res A, Act A Defining scientific themes Axis A, Obj A, Res A, Act B: Finding financial resources Axis A, Obj A, Res A, Act C: Allocating real estate assets Axis A, Obj A, Res A, Act D: Recruit/ train/ assign research and support HR staff Axis A, Obj A, Res A, Act E: Acquire scientific materials and equipments Axis A, Obj B, Res A, Act F: etc.

At the end of stage 3 "Strategy development", the following actions should already have been done:

➤ complete the strategic alignment table with axes, objectives, results and actions;

➤ make a text of presentation of the strategic axes;

➤ draw up objectives and targeted results are drafted for each strategic domain;

➤ draw up action sheets part 1.

All the work involved in stage 3 is to be carried out over a period of 4 to 6 months.

FEEDBACK

Points of attention

➤ The support and commitment of the institution's direction are essential to the project's success;

➤ Indicators and data are needed to measure the results of objectives and actions;

➤ The choice of objectives and actions is made by multiplying exchanges to ensure coherence and group together objectives and actions of the same nature;

➤ If the same action is associated with several objectives, the same manager must be designated for this action;

➤ Strategic axes are usually common to several domains, which means working with personnel from different departments.

Resources and means to be mobilized

➤ Working time must be allocated to the methodology pilot, members of the working group and those responsible for the actions;

➤ A support team (quality department, secretariat) must be set up to assist the methodology pilot;

➤ The action sheets must include a section identifying all the resources needed to implement the action stage. It is imperative to verify the feasibility of this;

➤ Work planning with dates and deliverables is necessary.

Recommendations for efficient working groups

➤ Time should be set aside for discussions and exchanges, which are essential at this stage, and the tools proposed here will provide support;

➤ The meaning of the work carried out by the working groups needs to be explained regularly;

➤ It is advisable to provide forecast of regular turning points to those involved in drafting the action sheets, to ensure consistency throughout;

➤ It's important to keep all group participants informed of all work carried out, to ensure consistency.

Who should be involved?

➤ Designate action managers with appropriate skills;

➤ Organize seminars involving relevant staff to prepare them for the changes.

Who communicates what to whom?

➤ The methodology pilot communicates to stakeholders the methodology's progress, its objectives and the status of the action sheets;

➤ The institution direction reports to staff on the progress of strategy deployment.

FIND OUT MORE

Strategic alignment is essential to the success of the methodology. It involves ensuring that all the institution's activities and objectives are consistent with its mission, vision, values and overall strategy.

Some reasons why strategic alignment is important:

➤ Coherence: strategic alignment ensures that all the institution's departments work together to achieve the same objectives. This avoids conflicts of interest and ensures that all the institution's activities are consistent with its overall strategy;

➤ Clarity: strategic alignment clarifies the institution's objectives and priorities, providing a clear frame of reference for decisions and actions. This helps
➤ employees understand their role in the institution and work more effectively; Performance: strategic alignment can improve institution performance by enabling resources to be focused on the most important activities and maximizing the impact of investments. It can also help identify domains where improvements are needed, and put in place action plans to improve them;
➤ Competitiveness: strategic alignment can help an institution stay competitive by enabling it to adapt quickly to market changes and new opportunities. It can also help it to anticipate future trends and be better prepared to face them.

In short, strategic alignment is crucial to the success of this methodology. It ensures that all the institution's activities and objectives are consistent with its overall strategy. This can lead to enhanced performance, improved competitiveness and greater clarity and coherence in the institution's activities.
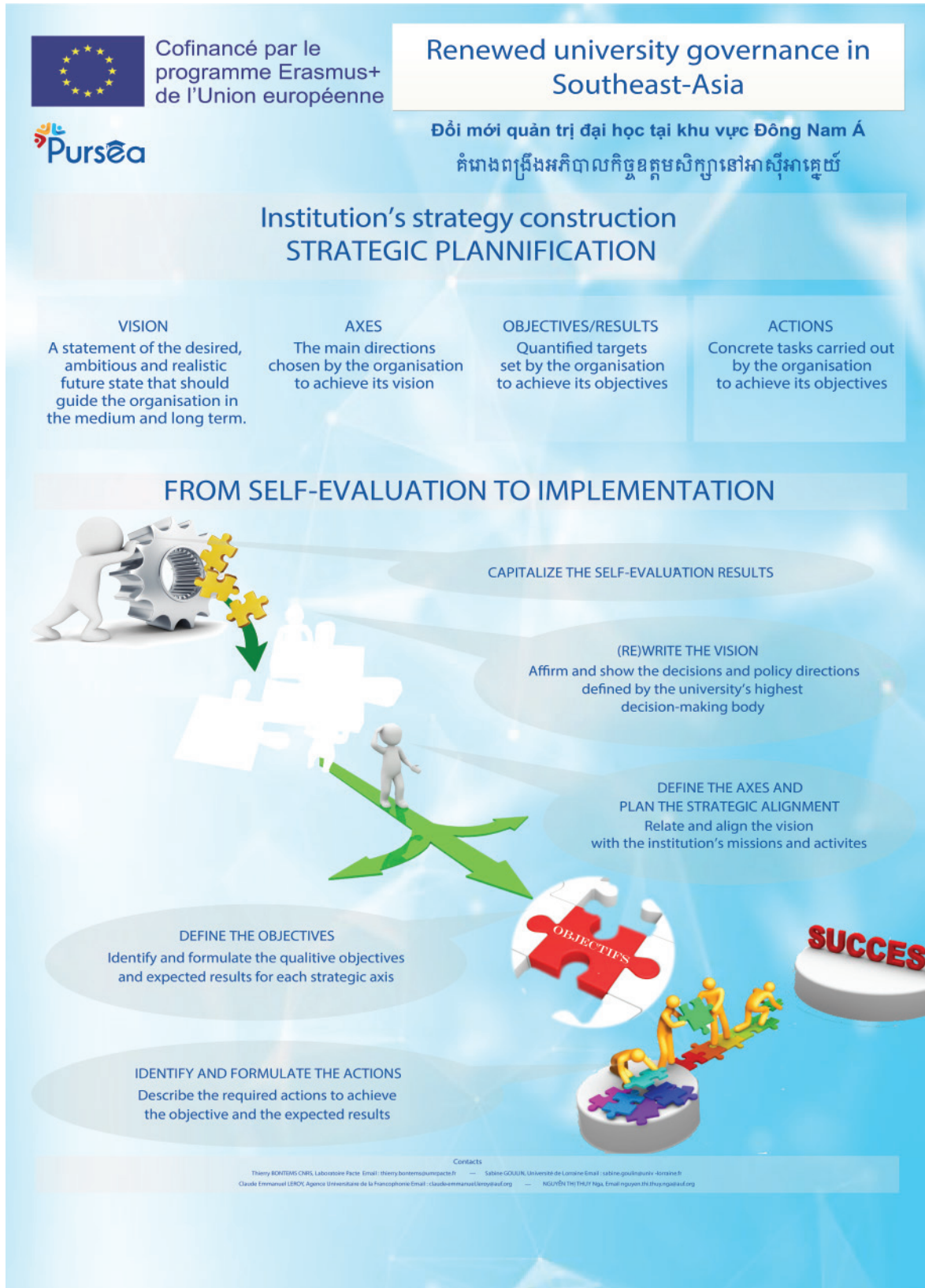
Figure 11: Strategic planning

STAGE 4:
IMPLEMENTATION OF ACTION PLANS

Keywords:

Strategy - actions - sequences - elementary tasks - RACI matrix - Gantt chart - action sheet - follow-up sheet

INTRODUCTION

Implementing an institution's development strategy involves putting into practice the orientations and actions defined in the strategy. This stage involves translating the strategy into concrete tasks, and determining how they can be carried out in an effective, effectual and efficient way.

This usually involves putting into effect structures, processes and systems to ensure that the institution is able to implement its strategy. This may include, for example, the introduction of new project governance procedures, new forms of collaboration or new information technologies. It is important to ensure that all structures within the institution are aligned with the strategy, and that all stakeholders understand their roles in its implementation[28] of the strategy.

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[28] Barlette, Y. (2016). Organizational agility and strategic alignment: literature review and research avenues. *21e AIM International Congress,* Lille, France.
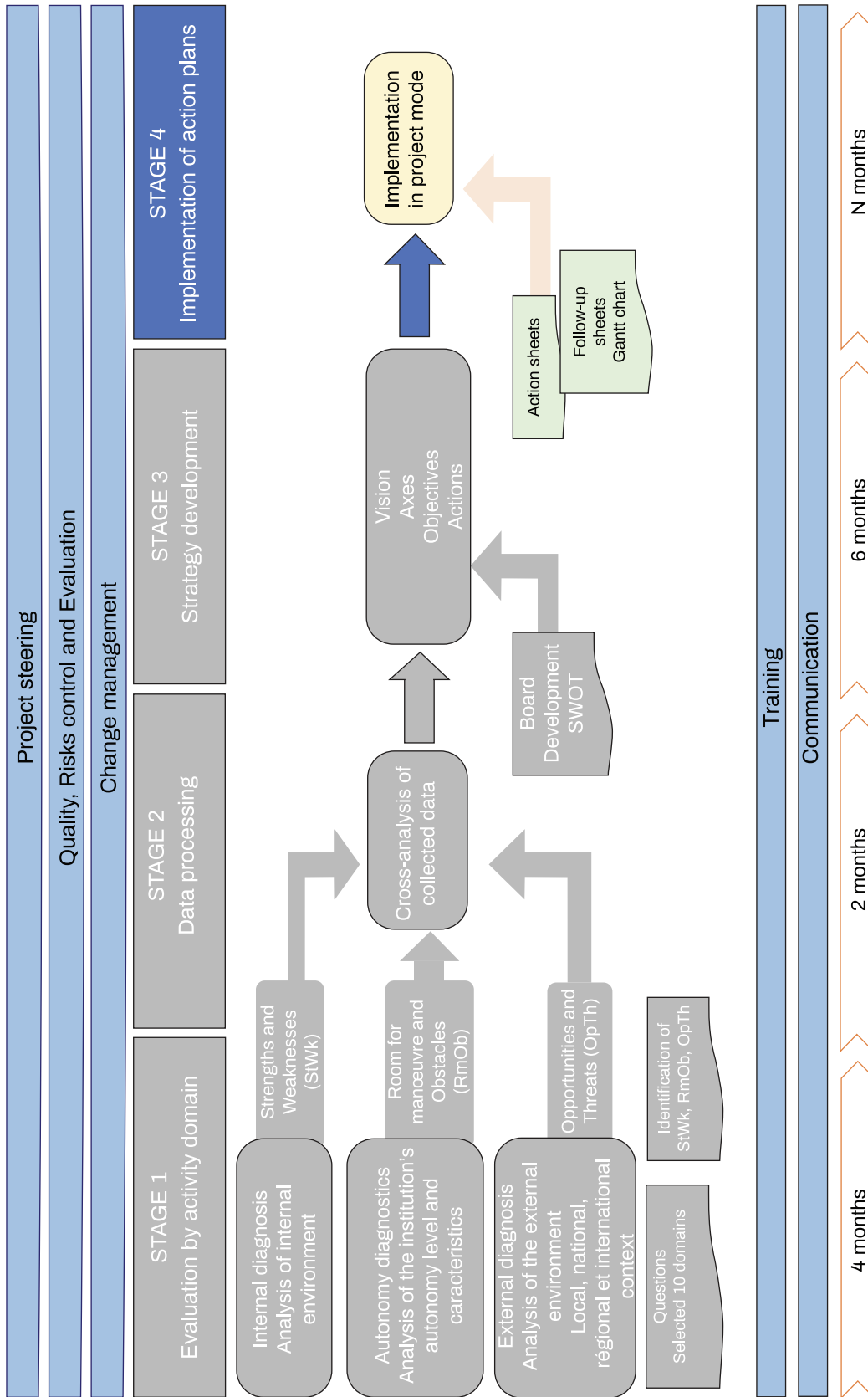
Figure 12: Stage 4 "Implementation of action plans"

This explains why deploying a strategy is a complex process, requiring planning and coordination to ensure that all actions are implemented.

As with any project-based methodology, the actions are divided into sequences and then into elementary tasks[29]. This stage is the most operational, as it aims to implement the strategies. At this stage, it is important to use project planning tools[30] such as the RACI matrix, the **Gantt chart***, the action sheet or the follow-up sheet. It is important to define the responsibilities of the partners and bodies who will be responsible for implementing and monitoring action plans.

TARGETED OBJECTIVES

➤ Finalize action plans by identifying sequences, elementary tasks and key deadlines;

➤ Draw up a Gantt chart to plan all the sequences and elementary tasks involved in implementing the institution's strategy;

➤ Monitor all actions and sequences to enable regular evaluation of progress in implementing the institution's strategy;

➤ Identify all the partners and bodies responsible for implementation and follow-up.

EXPECTED RESULTS

➤ Action plans including all the planned sequences coordinated with each other, the stages to be implemented and the main deadlines to be met.

➤ A clear, well-defined structuring of the relevant stakeholders in implementing an institution's strategy.

Actions must be regularly monitored as part of a "quality approach".

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29 Maders, H-P. (2008). *Piloter un projet d'organisation* (enriched edition). Eyrolles-Édition d'Organisation, Collection Gestion de projets.
30 Muller, J-L. (2005). *Project management.* Afnor.

METHODOLOGY AND TOOLS

The tools in this stage allows the institution to implement the actions defined in your institution's strategy, and to operationalize the related actions and sequences by organizing them over time according to institution's resources.

- ➤ Tool 8 "Action sheet, part 2": As part of the strategy's implementation, this part 2 of the action sheet identifies the sequences, deadlines, stages and beneficiaries for each action.
- ➤ Tool 9 "*RACI* Matrix": For each action and sequence, this matrix identifies the person responsible (R), the person who validates (A - Accountable), the person(s) who must be consulted (C) and the person(s) who must be informed (I).
- ➤ Tool 10 "Gantt chart": This tool provides a visual representation of the planning of actions and sequences, and shows their progress. It can incorporate the *RACI* matrix.
- ➤ Tool 11 "Follow-up sheet": This tool enables you to follow up each action and indicate which elements need to be modified, adjusted, deleted or validated.

USING TOOLS

Action implementation involves linking the action sheet, the Gantt chart, the follow-up sheet and, if necessary, the *RACI* matrix. This linkage is most effective when the stakeholders have been clearly identified. The use of action and follow-up sheets ensures that objectives are achieved.

ACTION SHEET, PART 2

Part 2 of the action sheet is presented as a document containing various points to be taken into account. It enables us to ensure once again that the action is well oriented towards the objective pursuit and the results achievement. It also makes it possible to assess the feasibility of each of the identified actions in terms of means and mobilization of resources.

Strategic vision

Decisions, Validation

Axis 1　　Axis 2　　Axis 3

Decisions, Validation

Objective 1 and expected results　Objective 2 and expected results　Objective X and expected results　Objective Y and expected results　...

Decisions, Validation

Action 1　Action 2　Action ...　Action ...　Action ...　Action ...

Activity 1　Activity 2　Activity 3　Activity 1　Activity 2　Activity 3　Activity 1　Activity 2　Activity 3

Reporting

Stages and main deadlines　Stages and main deadlines　Stages and main deadlines　Stages and main deadlines

Follow-up　　Follow-up

Figure 13 : Sequencing the action into activities

➤ **Sequencing the action:** this enables us to continue our reflection by identifying the sequences that make up the action. To do this, actions are divided into relatively independent sequences corresponding to their main deliverables. Complex sequences can also be divided into elementary tasks. For each sequence, a start and end date are indicated. These are the milestones (key moments) of the sequence. This temporal organization makes it possible to identify any dependencies between sequences;

➤ **Beneficiary**(ies): this identifies the relevant personnel by the action, the sequences and the beneficiary(ies) of the deliverable(s). It also identifies who needs to be informed, and of what;

➤ **Consolidated budget:** this section defines the budget required to carry out the various sequences;

➤ **Laws and regulations:** these take up the Obstacles identified in the BDS. They must be linked to the actions and sequences;

➤ **Action dependencies on other actions:** these are used to organize the planning of all actions and sequences.

Table 10 Tool 8: "Action sheet, part 2"

> ➤ **Action identification:**
>
> **Axis N°... : ...**
> **Objective N°... : ...**
> **Action sheet N°... : ...**
>
> *Method:*
> *- Each data sheet is linked to 1 strategic axis, 1 objective*

> ➤ **Description of the action:**
>   **...**
> *Method:*
> *- Question the action to understand its starting point and purpose, and better explain it.*
> *- Identify the problem(s)*
> *- Describe the action*
> *- Add the links to the questionnaire in stages 1 and 2, which will be used in the various sections of the action sheet.*

> ➤ **Targeted, observable and measurable results (including deliverables)**
>   **...**
> *Method:*
> *- They can be quantitative or qualitative*
> *- Re-examine the description of the action in relation to the result*
> *- Indicators can be those used to monitor action and measure results, - SMART indicators (Specific, Measurable, Attainable, Reasonable, Time-dependent)*

> ➤ **RACI matrix**
>
> *Method:*
> *- Identify competencies and responsibilities for carrying out the action (Carries out (Pilot, WG), Approves (President, Institution Council), Consults, Informs)*
> *- Be vigilant about the appointment process - institution, dean, expert, etc.*

> ➤ **Resources required to carry out the action (human resources, equipment, finance, training needs as part of the institution's training plan, etc.)**
>   **...**
> *Method:*
> *- Add links with questionnaire from stages 1 and 2*

➤ **Training needed to carry out the action**
...

➤ **Community information and communication**
...

➤ **Identified risks**
...

Method:

- Identify the risks involved in implementing the action, the risks of failure, etc.

- Identify means of control, Plan B,...

➤ **List of activities / stages**
...

Method:

- Identify the activities/stages involved in the action

- Indicate start and end dates

Activity name	Business start date	End date of activity
...	...	...
...	...	...

➤ **Interdependence of activities from this action sheet and/or another action sheet**
...

➤ **Activity beneficiaries**
...

➤ **Consolidated budget**

...

Method:

- Repeat the section on necessary resources (finance, which refers to the estimated budget) and indicate the budget decided and validated.

➤ **Laws and regulations**
...

Method:

- Review BDS elements (identification of Obstacles) from stage 2

THE RACI MATRIX

The *RACI* matrix is a tool for clarifying the roles and responsibilities of team members for each task or sequence. The name *"RACI"* is an acronym representing the different roles that team members can play:

➤ **Responsible:** the person responsible for carrying out the task;

➤ **Accountable:** the person who makes the final decisions and is responsible for the end result of the task;

➤ **Consulted:** the person who must be consulted to provide information or advice for the completion of the task;

➤ **Informed:** the person who needs to be informed of the task's progress, but who has no direct responsibility for it.

Two additional roles can be added to these roles:

➤ support (S) the person or people who provide assistance in carrying out the action or sequence;

➤ verify (V) the person or people who control the result of the action or sequence.

The *RACI* matrix is usually presented in tabular form, with the different tasks or sequences of the action in the columns and the different team members in the rows. For each task or sequence, a letter R, A, C or I is assigned to each team member according to their role in the task or sequence.

The *RACI* matrix helps clarify the roles and responsibilities of team members, ensuring clear and effective communication and avoiding confusion or misunderstanding. It can also help identify gaps in responsibilities and make the necessary changes to improve project governance.

Table 11: Example of tool 9 "RACI matrix"

RACI matrix		Rector	Dean of the L + DU Training Department	Director, Online Training Center	Dean of the Department of Civil Engineering	Director Governance and Equipment Department
R:	Responsible					
A:	Accountable					
C:	Consulted					
I:	Informed					
Action 1 : Implement an online training program (project-sponsored equipment)						
Activities						
1. Install and perfect the equipment system and e-learning platform.		A	C	I		R
2. Design training courses.		A	C	I	R	
3. Evaluation and adoption of e-learning courses.		A	R	I	I	
4. Teach two Civil Engineering classes through the e-learning system.		I	I	A	R	
5. Evaluate the effectiveness of online training.		I	A	R	R	C
6. Perfecting the online teaching methodology.		A		R	C	
7. Enact regulations for online training.		A	R	I	C	

THE GANTT CHART

The Gantt chart is a project governance tool that visualizes project tasks and their scheduling. It is represented as a horizontal bar chart, with each bar representing a task and its duration.

This chart visualizes the dependencies between different tasks, project milestones and important deadlines. Bars can be colored to represent task progress (e.g. red for overdue tasks, green for completed tasks, etc.).

This tool is used to plan, monitor and control projects, providing an overview of all sequences in the methodology. It also enables effective communication of project progress to all interested stakeholders, providing clear information on which tasks have been completed, which are in progress and which are behind schedule. The Gantt chart provides a clear, concise overview of a project's progress and facilitates communication.

Firstly, information is taken from the action sheets: the strategic axis, the objective and all the relevant actions and sequences.

Then, using a color code and under the columns whose headers indicate the most appropriate time units for the actions (days, weeks, months, etc.), you need to indicate the period during which the action and sequences are taking place (in green, for example), and the final deadline for each of them (in red, for example).

The Gantt chart can be used at two levels:

➤   a display by objective to ensure overall monitoring of all action sheets;

➤   a display by action to keep track of each sequence.

These different displays also allow you to visualize the interdependencies between actions and/or sequences, generally referred to as "critical paths": which activities must be completed before one or more others can begin, and which activities can be carried out simultaneously.

The RACI matrix can also be integrated into the Gantt chart. This highlights workloads and responsibilities.

Table 12 Tool 10: Gantt Chart

GANTT CHART													
Axis, Objective, Action	**Personnel involved (RACI)**	**Jan-22**				**Feb-22**				**Mar-22**			
		6	13	20	27	3	10	17	24	31	7	14	21	28
Axis 1	Axis title												
Objective 1	Objective title												
Action 1	Action title												
Activities	1												
	2												
	3												
Action 2	Action title												
Activities	1												
	2												
	3												
Action 3	Action title												
Activities	1												
	2												
	3												

FOLLOW-UP SHEET

The follow-up sheet is a document that tracks the various sequences and tasks of the action, as well as their progress. It is regularly updated to ensure efficient project governance, and to keep all stakeholders informed of the project progress.

The action follow-up sheet may include information such as:

➤ A list of sequences and tasks to be completed for the project, along with their progress and deadlines;

➤ Team members in charge of each task;

➤ Resources allocated to each task (budget, materials, etc.);

➤ Important project milestones and their progress;

➤ Deliverables;

➤ Project progress;

➤ Follow-up date;

➤ The body or person responsible for validating the monitoring carried out.

The project tracking sheet is an important communication tool for the methodology pilot and action managers, as it enables project progress to be tracked and shared with operational groups, stakeholders and sponsors. It also enables potential problems to be identified in good time, and corrective actions to be taken to resolve them.

The follow-up sheet is an appendix to the action sheet. It is used to monitor the action or sequence.

Table 13: Tool 11 "Follow-up sheet"

➤ **Deliverables:**
➤ **State of completion:** • In progress • Overdue • Completed • Abandoned
Follow-up as of: **Validated by:** **Comment:**
Follow-up as of: **Validated by:** **Comment:**

LIABILITY

The personnel and bodies to be involved are:

- ➤ **Strategic decision-making bodies:** they are responsible for validating strategy, axes and objectives and making adjustments to them;
- ➤ **The steering committee responsible for implementing the strategic plan:** coordinates the implementation of the strategic development plan;
- ➤ **The action manager:** informs the steering committee responsible for implementing the strategic plan of the progress of actions and sequences. He/she is responsible for coordinating the work of the operational teams;
- ➤ **Monitoring committees:** each monitoring committee is made up of the relevant action managers and administrative managers, with a view to monitoring the actions and sequences assigned to it. The committee meets regularly to ensure that actions are running smoothly. It uses Gantt charts and is responsible for completing and monitoring the action sheet(s). It monitors and reports risks, and ensures that resources are available;
- ➤ **Operational teams:** they are responsible for implementing the actions or sequences that concern them. They are also responsible for archiving all information. Communication between the various personnel and bodies involved is essential. It is therefore essential to document follow-up meetings and encourage the circulation of information.

WORK TO BE DONE

The first step is for the person in charge of the action: he/she must finish completing the action sheet, so as to clarify its scope.

Advice:

> ➤ The action sheets must be validated by the relevant bodies;
> ➤ It's a good idea to start your sequence descriptions with action verbs.

The second step is for the action manager to fill in the Gantt Chart, which involves identifying the operational teams in charge of each sequence that makes up the action. To do this, he/she brings the teams together to plan all the sequences and discuss the deadlines and resources required. This coordination meeting is important, as it provides an opportunity to discuss workloads and define realistic deadlines.

The third step is the monitoring phase. This involves planning and scheduling meetings of the monitoring committee according to the rhythms identified by the teams. Action managers must follow up with the operational teams to gather the necessary information to be entered in the monitoring sheets. At this stage, indicators can be used to measure progress and verify that the objective has been achieved.

FEEDBACK

Points of attention

➤ Ensure that the workload is distributed correctly between individuals and teams, in particular using the Gantt chart and the *RACI* matrix;

➤ Make sure not to plan too many actions simultaneously for the same teams, in order to meet deadlines;

➤ Identify milestones (key moments) in the action sheet and integrate them into the Gantt chart;

➤ Define realistic actions in line with *SMART* objectives ;

➤ Don't define too many indicators: multiplying indicators is often useless and inefficient.

Recommendations for efficient work

➤ Support teams in making changes, especially when using a new tool or a new way of working, by offering training where necessary;

➤ Show the meaning of actions and sequences to teams to encourage motivation and mobilization of all partners;

➤ Institutionalize the work carried out as part of the strategic development plan process;

➤ Ensure that actions are consistent with strategy, objectives and expected results.

Who should be involved?

➤ The finance department for budget questions;

➤ The human resources department for training staff when changes being made;

➤ The directors and administrative heads of the departments concerned by the actions.

Who communicates what to whom?

➤ The steering committee responsible for implementing the strategic plan:

- Informs institution's staff and stakeholders of the results of the implementation of the actions and sequences of each strategic axis via information media and communication sessions.

➤ The Monitoring Committee:

- Informs the relevant bodies of the results of each action via working meetings;
- Collects decisions from relevant authorities.

➤ The action manager:

- Keep the Monitoring Committee informed of progress via monitoring sheets and/or monitoring software (e.g. BASE);
- Communicates information on decisions taken to operational teams.

FIND OUT MORE

Accompanying the progress of a strategic project involves providing constant support to project team members to help them achieve their objectives. A few key steps should be followed to ensure effective support for a strategic project:

➤ Understand the project's objectives: it is essential to understand the project's objectives and expected results in order to help the team achieve them;

➤ Establish a detailed project plan: It's important to establish a clear, precise and detailed project plan to guide the team throughout the project. This plan should include key milestones, deadlines, budgets and resources needed to achieve the objectives;

➤ Allocate the necessary resources: it's important to ensure that the team has the resources it needs to achieve the project's objectives. This may include the personnel allocation, access to specific technologies and equipment, or the fund mobilization;

➤ Monitor and communicate progress: it is important to regularly monitor the project progress and communicate results to all team members and stakeholders. This helps maintain transparency while ensuring better coordination and understanding of the activities carried out;

➤ Managing risks and obstacles: strategic projects can often encounter unforeseen obstacles. It is important to anticipate them and put in place mitigation plans to minimize their impact on the project;

➤ Evaluate results: once a project has been completed, it is important to carry out an evaluation to measure the results and impact on the institution. This also helps identify lessons learned and best practices for future projects.

In short, supporting the progress of a strategic project requires careful planning, proactive governance and clear, regular communication with the project team and the relevant stakeholders. In addition to the tools suggested in this guidebook, there are many others that are regularly used in project governance[31].

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[31] David Autissier, Laurent Giraud, and Kevin J. Johnson, Les 100 Schémas Du Management: La Matrice BCG, Les 5 Forces de Porter, La Roue de Deming, La Carte Des Alliés et 96 Autres (Paris: Eyrolles, 2015).

Figure 14: Building and implementing action plans

SUPPORT IN DEFINING AND IMPLEMENTING THE METHODOLOGY

Every stage of the project is supported by support stages that are essential to the methodology's success for defining and implementing the institution's development strategy.

STEERING THE METHODOLOGY

Steering is a key activity that consists of supervising, coordinating and controlling all the work involved in the methodology, to ensure that objectives are achieved within the allotted time, with the allotted resources, and in compliance with stakeholders' requirements. Here are some of the key elements of steering:

1. **Planning:** this is a key step in steering the methodology, defining objectives, deliverables, tasks, resources and deadlines. Planning also serves as a guide for carrying out and measuring the progress of implementing the strategic development plan;

2. **Monitoring:** is an ongoing activity that enables us to measure the progress of the strategic development methodology against the initial plan, and to detect any deviations. Monitoring involves collecting data on the performance of the methodology or strategic development plan, analyzing this data and taking action to correct any deviations;

3. **Control:** is an activity aimed at ensuring that deliverables and work of the strategic development plan are carried out in accordance with requirements and quality standards. Control involves checking the conformity of deliverables, validating results and ensuring that processes are respected. Continuous improvement is essential and directly linked to control and monitoring;

4. **Communication:** this is a key element of project governance, enabling stakeholders to be kept informed of the methodology's progress or strategic development plan, and of any deviations and corrective measures taken. Communication involves setting up effective communication channels, distributing regular reports and ensuring that stakeholders are kept informed;

5. **Risk management:** is an ongoing activity aimed at identifying risks, assessing them and implementing action plans to prevent or manage them should they occur. Risk management minimizes negative impacts on the project and maximizes chances of success.

Steering the strategic development methodology or plan is an essential in activity managing the institution's strategie development plan. It enables us to supervise, coordinate and control all work linked to the strategic development methodology or plan, to ensure that all objectives are achieved within the allotted time and resources, and in line with stakeholders' requirements.

TRAINING

Training in the methodologies and tools proposed in this guidebook, as well as in those relating to methodology management, risk management, decision-making information systems and human resources management, is essential to the success of the strategy.

Training is a key element in the institution's transformation projects[32] as it develops the skills and knowledge of the institution's staff and prepares them for the changes to come. It enables them to develop new skills in preparation for the new responsibilities and tasks they will have to carry out as part of the transformation.

Training also contributes to preparing for change. It raises staff awareness of the changes to come and helps them understand their role in the institution's transformation. It can also foster acceptance of change by informing staff of the reasons for and challenges of the transformation implied by the new orientations of the institution's development strategy.

Training enhances institution's performance by developing skills and helping to improve its performance in the long term.

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[32] Project Management Institute (2014). *A guide to the project management body of knowledge (PMBOK guide).* Newtown Square, Pennsylvania: Project Management Institute.

COMMUNICATION[33]

Whether internal or external, communication is essential to managing the methodology for defining and implementing an institution's development strategy.

It ensures that all project stakeholders are informed of the definition and implementation stages of the methodology, the decisions made and the challenges still to be met. Communication also enables the rapid problem resolution and conflicts that may arise during the strategic development plan definition and implementation.

Communication creates a sense of belonging and increases staff motivation. Involved in defining the strategic development plan and informed of its implementation, staff are more motivated and more involved in the process. These two support processes must be backed up by steering methodologies.

CHANGE MANAGEMENT[34]

Change management is a methodology that helps individuals and organizations adapt to new environments, situations or practices. In the context of definition and implementation of a strategy, change management is essential to help stakeholders accept and adopt the changes associated with the methodology. Implementing change management actions makes it possible to:

1. **Reducing resistance to change:** changes can be difficult to accept, and can generate resistance. Change management helps reduce this resistance by regularly informing stakeholders about the reasons for change, training staff, clarifying the benefits and answering their questions and concerns;

2. **Effective communication:** support to change management generally includes effective communication, which is essential to inform stakeholders of the work in progress, the changes to come, the reasons for change and the benefits for the institution;

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[33] Libaert, T. and Suart, J. (2008). *Le plan de communication define and organize your communication strategy (3rd ed.).* Dunod.
[34] Sabouraud, X., Charlet, J-M., Saule, V. and Shleiter, P. (2011). *Le livre du changement: ou l'extraordinaire aventure de Philippe, Frédéric, Anne et les autres.* Eyrolles-Édition d'Organisation.

3. **Rapid adoption of new practices:** support to change management helps stakeholders to quickly understand and adopt new project-related practices, enabling them to realize the expected benefits of the project more quickly;

4. **Cost reduction:** support to change management helps avoid the emergence of problems and malfunctions that would have cost money when the project was implemented;

5. **Improving stakeholders' satisfaction:** change management can improve staff satisfaction by enabling them to understand the change and feel involved in the change process.

Support to change management is an essential step in ensuring the success of a strategic development plan by helping stakeholders quickly understand and adopt the changes associated with the methodology.

QUALITY, RISK MANAGEMENT, EVALUATION AND MONITORING OF THE DEFINITION AND IMPLEMENTATION OF A STRATEGIC DEVELOPMENT PLAN

Quality and risk management, evaluation and monitoring of the definition and implementation of a strategic development plan are key elements in ensuring the success of a project.

1. **Quality** is an essential element in any methodology linked to the definition and implementation of a strategic development plan of an institution[35]. It concerns compliance with specifications and requirements, as well as stakeholders' satisfaction. Quality management involves setting up processes to ensure that the services offered by the institution meet quality expectations;

2. **Risk management**[36] is an activity designed to identify, assess and manage the risks associated with the definition and implementation of the strategic development plan. It enables us to anticipate undesirable events and draw up action plans to prevent or deal with them should they occur. Risk management helps limit the negative impact on the definition and implementation of the strategic development plan, and to

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[35] Agence Universitaire de la Francophonie and Conférence régionale des recteurs en Asie-Pacifique (Confrasie) (2017). *GUIDE Démarche-qualité, Plan stratégique de développement d'une institution.*
[36] Hopkin, P. (2017). *Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Risk Management (Fourth edition).* Kogan Page.

maximize the chances of success. The Avoid[37] method enables us to map the risks to our strategic development methodology or plan, and to measure their vulnerability;

3. The purpose of **evaluating** the definition and implementation of a strategic development methodology or plan is to assess its results and determine whether objectives have been achieved. It also enables performance to be measured and opportunities for improvement to be identified for future initiatives. Project evaluation can be carried out at various stages of the project to measure the progress and effectiveness of the actions undertaken;

4. The purpose of **monitoring** the strategic development methodology is to track its progress in relation to the initial plan. It makes it possible to measure deviations, identify delays and difficulties, and take corrective action to ensure that the strategic development plan is implemented on schedule and with the resources allocated.

Quality and risk management, evaluation and monitoring of the methodology or strategic development plan ensure that the plan is carried out in accordance with requirements, minimize risks, optimize performance, and ensure stakeholders' satisfaction.

DECISION SUPPORT INFORMATION SYSTEMS, DASHBOARDS AND KPIS (KEY PERFORMANCE INDICATORS)

Indispensable to the operation of an institution, decision-support information systems are now a substantial aid to decision-making.

An information system[38] is an organized set of people, technologies and processes that collect, store, secure, process and distribute information to meet the needs of a business or institution. Information systems are designed to help institutions collect and manage data, transform it into useful information, store and share it efficiently, and use it to make informed decisions and support institution's business activities. Information systems can be used for different business

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[37] Bontems, T. and Goulin, S. (2017). Modeling vulnerabilities: AVoID: A hyper cubic approach to vulnerability for the benefit of decision-making.. *Qualita2017: 12th International Pluridisciplinary Congress in Quality, Dependability and Sustainable Development,* INSA Bourges, Bourges, France. ⟨halshs-01590749⟩

[38] Challande, J-F. and *Lequeux, J-L. (2009). Le grand livre du DSI : mettre en œuvre la direction des systèmes d'information 2.0.* Eyrolles-Édition d'Organisation.

functions such as accounting, human resources management, financial management, training, research or partnering, and can be based on technologies such as databases, computer networks, management software, security systems, collaboration tools, etc.

The[39] decision-support information system presents useful data to support strategic and operational decisions within an institution. It gathers data from different sources within the institution and organizes them in such a way as to provide relevant and useful information for decision-making. Data and indicators can be presented in the form of dashboards[40], graphs, reports and other forms of visualization to help decision-makers understand trends, issues and opportunities related to their activities.

In order to support governance, the HEI can rely on data or key performance indicators[41](KPIs). But before looking at the notion of KPIs, we need to consider the notion of performance.

Performance can be defined as the product of three dimensions[42]: effectiveness, perceived quality and efficiency:

➤ Effectiveness is the extent to which an objective or task is achieved successfully and with a minimum of resources;

➤ Perceived quality refers to a perception of a relevant party of the quality of a product or service;

➤ Efficiency is the extent to which a task is accomplished with a minimum of resources.

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[39] Caron-Fasan, M-L. and Lesca, N. (2003). *Présent et futurs des systèmes d'information.* Presses universitaires de Grenoble.
[40] Fernandez, A. (2008). *Les nouveaux tableaux de bord des managers: le projet décisionnel dans sa totalité (4th ed., completely revised and expanded).* Eyrolles-Éd. d'Organisation.
[41] Parmenter, D. (2015). *Key Performance Indicators: Developing, Implementing, and Using Winning KPIs (Third edition).* Wiley.
[42] Gilbert Farges - Université Technologique de Compiègne - Collectif d'Etude de la Performance.

A KPI is a quantitative measure used to assess the performance of an institution, department or methodology. *KPIs* are designed to assess an organization's quality, effectiveness and institution's efficiency in achieving its objectives, and to track trends and progress over time.

We distinguish between:

> ➤ **Regulatory KPIs:** these are the key performance indicators for effectiveness, measuring the match between expected results and the objectives to be achieved;
> ➤ **Quality KPIs:** these are performance indicators that measure the relevance of the results obtained in relation to the expected level of quality;
> ➤ **Improvement KPIs:** measure efficiency, i.e. the optimization of resources needed to achieve the objective.

Designing *KPIs* requires identifying targets. These targets are essential to the design of *KPIs,* as they define the objective to be achieved. One of the characteristics of KPIs is that they measure progress towards a specific objective or target. By defining a target, institutions can set standards for performance, define expectations and monitor progress. Targets are often based on the institution's objectives, and must be specific, measurable, achievable, relevant and time-based (SMART).

Targets are essential to the design of *KPIs,* as they provide a clear and specific objective to be achieved, enable progress to be measured and performance to be monitored, and help to identify domains for improvement.

CONCLUSION

In conclusion, having a sound academic strategy in place is essential to the long-term growth and success of any academic institution, as it helps define the key objectives, priorities and actions required to achieve these goals. It also clarifies the roles and responsibilities of the various partners involved in implementing the strategy, fostering more effective collaboration and increased engagement by stakeholders. However, the methodology for building this strategy can be complex and difficult to steer, especially in a constantly changing environment. Universities must take into account changes in the higher education and research landscape, the needs of students and the expectations of society at large. In addition, HEIs must also take into account limited resources, budgetary obstacles and their level of autonomy.

Building a strategy for institution development therefore requires a thoughtful and collaborative methodology, involving all relevant participants, including teachers, researchers, students and administrative staff. It is also essential to carry out an in-depth analysis of the institution's strengths, weaknesses, opportunities and threats, taking into account emerging trends in higher education and research. Implementing an institution's strategy enables universities to adapt to ongoing changes and meet the needs of students and society, while ensuring their own long-term growth and success. This requires a proactive and continuous engagement by all relevant stakeholders in the strategic methodology.

This guidebook proposes a framework for piloting the construction of an institution strategy, providing practical tools for strategy planning, execution and evaluation. The framework offers a step-by-step methodology to help universities develop a robust strategy aligned with their objectives and values.

The proposed framework begins with an in-depth analysis of the institution's internal and external environments, and the associated strengths, weaknesses, opportunities and threats. It also analyzes the room for manoeuver and the obstacles inherent to each institution. The guidebook then presents practical tools for identifying strategic priorities, drawing up action plans and establishing monitoring and evaluation mechanisms to measure the results of strategy implementation.

In addition, it is essential to emphasize the importance of support to change management to help stakeholders remain committed to the project. Continuous support involves maintaining open and transparent communication with all stakeholders, regularly sharing progress and results, celebrating successes and addressing challenges and obstacles encountered. Ongoing support also enables the strategy to be adapted in line with changes in the institution's internal and external environment and the emerging needs of stakeholders. Ultimately, this support can help maintain stakeholders' engagement and motivation, and ensure successful implementation of the strategy.

In short, this guidebook presents a clear and practical framework for piloting the construction of an institution strategy, emphasizing the importance of in-depth analysis, effective planning and continuous support.

We hope that the principles presented in this guidebook will be useful in helping HEIs meet current and future challenges, and ensure their long-term growth and success. We are convinced that the principles presented in this guidebook can help the HEI leaders navigate effectively through the complexity of the strategic methodology, by promoting a collaborative, results-oriented approach. Indeed, the methodology for building an institution strategy can be complex and difficult to maneuver, especially in a constantly changing environment. However, by using the tools and principles presented in this guidebook, institution leaders can develop a clear strategy that aligns with their values and objectives, while involving stakeholders in the methodology.

A well-constructed strategy can help HEIs meet current and future challenges by providing a clear roadmap for achieving their strategic objectives. It can also help them adapt their educational offering to the ever-changing needs of students, recruiters and society at large, offer high-quality education for the benefit of to their students and make a significant contribution to society as a whole. It can help universities achieve their strategic objectives while providing an enriching and relevant learning experience for their students.

We are convinced that the principles presented in this guidebook can help institution leaders build a solid and effective institution strategy that meets the current and future needs of the institution, students and civil society. We hope readers will find these principles useful and practical as they work to build a successful institution strategy.

GLOSSARY

➤ Change management[43]:

Change management is a methodology designed to help individuals, teams or organizations adapt to significant changes in their professional or personal environment. This can include changes in processes, technologies, organizational structures, policies or corporate cultures.

The aim of change management is to reduce resistance to change and help people overcome the challenges associated with transformations. Change management is often considered an essential element of any successful change project, as it ensures that the relevant personnel are able to adapt and maintain their commitment throughout the change process.

This support often involves the use of techniques and methods to help people understand change, manage their anxieties, adapt and adopt new ways of doing things. This may include training sessions, awareness-raising workshops, individual or group coaching sessions, communication plans or team-building activities.

➤ Forward - looking analysis[44]:

Forward - looking analysis is a forecasting approach that aims to identify trends and potential developments that could influence the future. This method involves the use of several tools and techniques to understand current trends and the factors that could influence the future.

Forward - looking analysis can be carried out using a number of tools and techniques, such as simulation models, surveys, expert interviews, scenarios, trend analysis and mind maps. It can be used to draw up action and preparing plans to cope with future developments, as well as to anticipate change and take steps to minimize negative impacts and maximize opportunities.

In the field of higher education and research, forward - looking analysis can help identify trends

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43   Jones, G. R. (2004). *Organizational Theory, Design, and Change:* Text and Cases (4. ed.). Pearson Education Internat.

44   Godet, M. (2022). *Manuel de prospective stratégique: Tome 1. Une indiscipline intellectuelle.* Dunod.

and potential developments that could influence the future of these sectors. Policy-makers, universities, research institutes and companies can use this methodology to anticipate changes and take steps to adapt to them.

Here are just a few examples of applications of foresight analysis in higher education and research:

1. Forward - looking analysis can help higher education and research partners anticipate future trends and developments, prepare for them and adapt their training and research offerings accordingly;
2. Forward-looking analysis can help identify trends in the job market, enabling universities to adapt their training offerings accordingly;
3. Forward – looking analysis can help anticipate technological developments that could have an impact on teaching and research.
4. Forward - looking analysis can help research institutes draw up their research plans and identify trends and potential developments that could have an impact on their field of research.
5. Forward - looking analysis can help HEIs anticipate demographic trends and adapt their training offer accordingly.

➤ **Participatory approach[45]:**

An approach that involves the active and meaningful participation of stakeholders in decision-making and the projects or policies implementation. It recognizes that the people affected by a decision or project are in the best position to understand its issues, consequences and opportunities. The participatory approach therefore aims to ensure that their voices are heard and their perspectives are taken into account. It can take a variety of forms, such as public meetings, focus groups, workshops, participatory surveys, online forums, consultation methodologies, etc.

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[45] Chevalier, J. M., Buckles, D. J., Bourassa, M. (2013). *A guide to participatory action research, planning and evaluation.* SAS2 Dialogue, Ottawa, Canada.

The participatory approach is often seen as a means of strengthening the legitimacy and acceptability of decisions and projects by involving stakeholders in their design and implementation. It can also help strengthen stakeholders' ability to collaborate, negotiate and resolve conflicts constructively.

➤ Participatory and inclusive approach:

An approach that actively and equitably involves all relevant stakeholders in the decision-making, planning, implementation and evaluation of initiatives or projects. It recognizes the value of diverse perspectives and experiences, and seeks to ensure that all relevant actors have an equal voice and meaningful participation.

➤ ASEAN *(Association of South East Asian Nations)*

ASEAN (Association of Southeast Asian Nations) is a regional organization comprising 10 Southeast Asian countries. It was created in 1967 to promote economic, political and cultural cooperation among its members. ASEAN member countries are Thailand, Vietnam, Singapore, Malaysia, the Philippines, Indonesia, Brunei, Laos, Myanmar, and Cambodia. ASEAN has become a major economic force in the region, with a total population in 2023 of over 650 million and a combined GDP of over 3 trillion US dollars. The association aims to strengthen peace, stability and prosperity in the region, as well as promote cooperation with other countries and organizations around the world.

➤ Self-diagnosis (organizational):

This is the organization's ability to assess its own practices, processes and performance without the help of an external consultant. This can involve using techniques such as internal data analysis, observation of organizational culture and gathering feedback from employees. Organizational self-diagnosis can be useful for identifying the organization's strengths and weaknesses, as well as developing strategies for improvement. The ability to conduct an organizational self-diagnosis may vary according to the size, structure and culture of the organization.

➤ **Autonomization of HEIs:**

A concept that refers to a methodology by which higher education institutions acquire a greater autonomy degree in their operation and management. This generally implies greater freedom and responsibility for strategic, administrative, financial and academic decision-making. Autonomization of HEIs can take different forms, and varies from country to country according to national policies and contexts. In France, Article 20 of the 1984 "Savary Law" clearly states that "public institutions of scientific, cultural and professional nature are national higher education and research institutions with legal personality and pedagogical, scientific, administrative and financial autonomy"[46]. In Cambodia, the strategic orientations of the Policy on Higher Education - Vision 2030 - oblige HEIs to "develop a plan to improve governance and management in the higher education sector" and to "develop a plan for the creation of a 'model' institution in Cambodia that operates autonomously and of high quality". In Vietnam, on November 19, 2018, the National Assembly enacted Law no.34/2018/QH14, which revises the Higher Education Legislative Text no.08/2012/QH13 passed in June 2012. This law makes major adjustments to the higher education development policy with regard to the generalization of the autonomization methodology.

➤ **Strategic axes and forward - looking:**

These are the long-term directions that a HEI or any organization, enterprise or country plans to take to achieve its future goals. They represent the broad guidelines that direct the actions to be taken to realize a vision for the future. Strategic axes can vary according to the context and objectives of the organization. Examples include: product innovation and development; geographic expansion; quality and efficiency improvement; diversification of activity; social and environmental responsibility. Strategic and forward-looking axes are key directions that guide the institution in achieving its long-term objectives.

➤ **Training needs:**

When an organization undergoes a transformation, be it restructuring, reorganization or technological upgrading, training needs can be very significant. Employees need to be trained

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[46] Law n°84-52 of January 26, 1984 on higher education, JORF of January 27, 1984.

to adapt to new working methods, new technologies, new processes and new job requirements.

It's important for employers to recognize these training needs and ensure that employees receive the training they need to succeed during the transformation period. This can help maintain productivity, employee's satisfaction and the success of the organization as a whole.

> ➤ **Bibliometrics:**

Quantitative method for analyzing scientific production. It uses bibliometric indicators to measure the impact of an author, an article, a journal or a scientific institution, based on the analysis of scientific publications and the citations they receive.

The main bibliometric indicators are :

1. The h-index: or Hirsch index, measures an author's productivity and impact. It corresponds to the number of articles (h) published by the author that have been cited at least h times.
2. Impact factor: measures the visibility and importance of a scientific journal. It is calculated by dividing the number of citations received by articles published in the journal over the previous two years by the number of articles published in the same period.
3. Number of citations: measures the impact of an article or an author. It corresponds to the number of times the article or author has been cited by other scientific publications.
4. Co-citation index: measures the relationship between scientific articles. It corresponds to the number of times two articles have been cited together in other scientific publications.

Bibliometrics is widely used in scientific research to assess the impact of scientific publications and the evolution of research fields. However, it is also criticized for its focus on the quantity rather than the quality of scientific publications, as well as for its biases and methodological limitations.

➤ **Global public good:**

"The global public good is a universal good, to which every human being is entitled, whether they live in an industrialized or developing country, whether they are poor or rich, whether they are young or old, male or female, whatever their race, nationality, ethnicity"[47]. Unlike traditional public goods, which are generally provided by national governments to their citizens, global public goods have a scope and importance that go beyond the limits of a single country. They encompass domains such as the environment, health, education, security, global governance and sustainable development. The notion of global public goods underlines the interdependence of nations, and the need for cooperation and coordination between national and international partners to meet global challenges. It highlights humanity's collective responsibility to preserve and promote these common goods and interests for the well-being of all.

➤ *Board Development SWOT[48]:*

Analysis tool developed using the SWOT model (see glossary) as part of the Erasmus + CBHE 609879 (PURSEA) project.

The *Board Development Swot (BDS)* enables us to sort, consolidate and synthesize information from the initial information gathered, by carrying out in-depth analysis from a number of different angles.

Interrogating SWOTs in the light of questioning and cross-analysis, the BDS makes it possible to link the various components of the data collection file. It enables:

- identify key information by domain, including strengths, weaknesses, opportunities, threats, room for maneuver and obstacles;
- carry out a forward - looking analysis by linking this key information and answering questions.

All of this work, which aims to bring coherence and foresight to work already carried out and to come, will be used to inform strategic choices, the definition of objectives, the description of actions and the planning of actions.

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[47] Lempen, B. (2003). *Democracy without borders: An essay on anti-globalization movements.* L'AGE D'HOMME.
[48] Thierry Bontems, Sabine Goulin and others (2020). Comment définir des axes de développement à partir d'une autoévaluation : le Board Development SWOT', in 1*8 th École Inter-Organismes Qualité et responsabilité sociétale en recherche et en enseignement supérieur,* La Grande Motte, France. <https://halshs.archives-ouvertes.fr/halshs-03719714>.

➤ **Specifications[49]:**

A document that defines the requirements and expectations of a project. It is an important tool for project governance, as it describes in detail what needs to be delivered, and the deadlines, costs and resources required for the project.

The specifications must contain the following elements:

1. Project objectives: a clear description of the project's expected results and acceptance criteria;
2. Scope: a detailed description of what is included and what is excluded from the project;
3. Deadlines: key dates and deadlines for the various phases of the project;
4. Budget: estimated costs for the project, as well as spending limits and funding sources;
5. Resources: the personnel, skills, tools and technologies needed to carry out the project;
6. Risks and uncertainties: risks associated with the project, mitigation measures and uncertainties that could affect project results;
7. Functional requirements: the functionalities and performances that the product or project must have ;
8. Non-functional requirements: requirements that are not related to functionality, such as security, reliability, usability, accessibility, performance and maintenance.

Specifications must be clear, precise and complete to avoid misunderstandings and costly mistakes. It must be approved by all stakeholders and used as a reference throughout the project to ensure that objectives are achieved on time and on budget.

➤ **Steering committee[50]:**

A group of individuals or experts whose mission is to oversee and coordinate a given project, program or initiative. This committee is generally made up of representatives of stakeholders of the project or initiative, such as members of the governance, methodology pilots, technical experts and communications managers. The role of the Steering Committee is to define project objectives and priorities, provide strategic orientations, make key decisions and ensure

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[49] Maders, H-P. (2008). *Piloter un projet d'organisation (reédition enrichie).* Eyrolles-Édition d'Organisation, Collection Gestion de projets.
[50] Maders, H-P., Gauthier, E. and Le Gallais, C. (1999). *Conduire un projet d'organisation : guide méthodologique les 3 étapes de la démarche générale, les 15 outils de pilotage (2nd ed.).* Édition d'Organisation.

coordination among stakeholders. It is also responsible for monitoring the project progress and ensuring that the expected results are achieved within the given timeframe.

The Steering Committee is usually chaired by a high-level manager. It meets regularly to review project progress, identify issues and take important decisions. Committee members are often chosen for their experience and expertise in specific fields, and are responsible for representing the interests of their organization or group within the project.

➤ Quality approach[51]:

A method aimed at continuously improving the quality products and services of an organization, using analysis, measurement and control processes. This approach is implemented in enterprises, administrative agencies and organizations to meet the expectations of customers, users and relevant stakeholders.

The quality approach is often accompanied by a certification or quality standard, such as ISO 9001, which proves to customers and stakeholders that the organization is committed to continuously improving the quality of its products and services.

➤ Gantt chart[52]:

Project governance tool that visualizes the tasks to be carried out over a given period. It consists of a horizontal axis representing the project duration and a vertical axis representing the various tasks to be carried out. Each task is represented by a horizontal bar whose length corresponds to the duration of the task, and whose position on the vertical axis indicates the person or team responsible for carrying out the task. The Gantt chart can be used to track the progress of a project and determine whether individual tasks are being completed on schedule. It is also useful for identifying critical tasks, i.e. tasks that must be completed on time to avoid an overall project delay. Finally, it is useful for identifying critical periods, i.e. periods when a large number of human resources need to be mobilized in a short space of time.

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[51] Agence Universitaire de la Francophonie and Conférence régionale des recteurs en Asie-Pacifique (Confrasie) (2017). *GUIDE Démarche-qualité, Plan stratégique de développement d'une institution.*
[52] Institut Atlantique d'Aménagement des Territoires - IAAT (2005). *Guide méthodologique du travail en commun.* <https://iaat.org/Offre/guide_method.php>.

➤ **Decision support system:**

Tools and methods used to help individuals and organizations make more informed and effective decisions. These tools include dashboards, expert systems, modeling and simulation tools, data analysis tools, decision matrices, as well as discussion and focus groups. These decision aids can be used on their own or in combination to help make more effective and informed decisions.

➤ **Leverage:**

General financial term for any technique designed to multiply profits and reduce losses. For an institution, it is the strategic use of available resources to generate significant impacts and results beyond what would be possible with these initial resources alone. This means maximizing the effectiveness, efficiency and impact of investments made by the institution.

➤ **Efficiency:**

The extent to which a product, service, process or person achieves the desired results, under specific conditions and with given resources.

➤ **Efficiency[53]:**

Measure that consists in achieving the desired results by making optimal use of material and immaterial resources, while minimizing the negative impacts induced. This refers to the quality with which a result is achieved, and invites comparison with other objects, tools, devices or people serving as a reference.

➤ **Short - term evaluation:**

Evaluation or analysis that focuses on a relatively short period of time, generally from a few months to a few years. It aims to assess the performance, results or impacts of a situation, project, undertaking or policy over a limited period of time.

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[53] Christophe, S. (2017). Don't think effectiveness anymore, think efficiency. *Harvard Businness Review France.* https://www.hbrfrance.fr/chroniques-experts/2017/10/17159-ne-pensez-plus-efficacite-efficience/.

➤ **Medium- and long-term assessment:**

Analysis that focuses on a longer period of time than short-term evaluation, generally from several years to several decades. It aims to assess the results, impact and sustainability of a situation, project, undertaking or policy over a longer period of time.

➤ **Results evaluation:**

A method of measuring the tangible results and impacts of a program, project, policy or intervention on individuals or society as a whole. It focuses on the evaluation of concrete results, rather than on the activities undertaken to achieve these results. It focuses on examining measurable results, such as performance indicators, financial results, and social, environmental, economic and political impacts. It enables us to determine whether objectives have been achieved, measure progress and identify domains requiring improvement.

➤ **Periodic staff evaluation:**

A systematic process for assessing the performance, skills and development of employees within an organization. It usually takes place at regular intervals, annually or biannually, and is used to provide constructive feedback to employees on their work and to make career governance decisions.

➤ **Action sheet:**

A document that provides a precise description of how, when, for whom and with what means to achieve a project's operational objectives. "The action sheet must be a "plus" for both the methodology pilot and the project itself (definition of objectives, construction of the necessary tools, verification of the acquisition of transferable skills, etc.)"[54] .

➤ **Follow-up sheet[55]:**

A document that is filled in as production progresses. It is used to record the progress of activities, to ensure that they are running smoothly, and to keep a record of them.

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[54] Martine, D., Peltier, C., Aublin, S. and Delaye, C. (2014). *Projet d'établissement: nécessité, rêve ou opportunité? Outils, méthodes, compétences.* Educagri Editions.

[55] Cécile, B. and Goudiaby, M-C. (2021). *Transforming local milk in West Africa: Processes and keys to the development of mini-dairies.* Quae.

➤ **Active governance**[56]:

Jargon / Corporate term for a method of selecting financial assets based on fundamental analysis. It should enable managers to believe that a particular enterprise is over- or under-valued and, consequently, that they can buy or sell shares of this enterprise.

➤ **Human resources planning**:

Also known as "strategic workforce planning", this is a process designed to anticipate and meet an organization's requirements in future workforce. It involves analyzing medium- and long-term staffing needs, identifying gaps between current and future staffing levels, and developing strategies to meet them. It makes it possible to anticipate changes, optimize the use of human resources through ongoing training, reduce the costs associated with recruiting and replacing staff, and promote alignment between human resources and the organization's overall strategy.

➤ **Academic integrity**[57]:

A series of conventions that universities respect in their work, and from which stem credibility, trust and respect within the academic world. As a student seeking to earn an institution degree in a fair and ethical manner, you too must follow these conventions.

➤ **Regional and international integration:**

A process of cooperation among several countries or regions designed to facilitate trade, investment, the free movement of people and goods, and policy coordination. It can take different forms, such as free trade domains, customs unions, common markets and economic and monetary unions.

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[56] *Active management* is a method of selecting financial assets based on fundamental analysis. It should enable managers to identify companies that are over- or undervalued.
[57] University of York. What Is Academic Integrity? *SPARK: Student Academic Kit.*

➤ **RACI matrix[58]:**

Responsible, Accountable, Consulted, Informed. It's a communication tool that helps visualize the roles of everyone involved in a project, and thus to answer the question "Who does what? " More precisely, once a project has been defined, the RACI method consists in drawing up a table or grid, clearly indicating who does what in the given project. This avoids redundant roles and wasted time, and clearly defines each responsibility according to the different levels defined by the name of the method itself. All you have to do is follow the rebus to list the collaborators who will be involved in the project according to their role.

➤ **Innovative and corrective measures:**

Actions taken to remedy identified problems or to introduce new approaches and solutions in a given context. These measures are put in place to improve an existing situation, correct errors or shortcomings, and introduce innovations with the aim of achieving better results or resolving difficulties encountered. They can be implemented in response to specific problems, failures or non-compliance with standards or expectations. Corrective measures are designed to solve problems and restore a situation that conforms to objectives or established standards.

➤ **Methodology's consistency:**

The process of aligning and harmonizing the various actions, strategies, objectives and resources of an organization or a project to achieve a coherent and coordinated methodology. This involves ensuring that all stakeholders understand and pursue the same orientations, and that the various components of the methodology work synergistically.

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[58] Mathilde, H. (2020). What is the RACI matrix and how to use it? *Cadremploi,* November 18, 2020.

➤ **University governance model:**

The organizational and decision-making structure set up within an institution to define how it is run, who makes decisions and how the various stakeholders are involved in the methodology. It defines the roles, responsibilities and relationships among various of the institution's stakeholders, such as the Board of Trustees, President or Rector, teaching staff, students and administration.

➤ **Membership movement:**

Also known as an "associative movement", it's a social phenomenon where a group of people sharing common interests, values or goals come together and organize to achieve changes or improvement in a society or community. In the context of a university, it can be a grouping of students, professors and/or institution staff who mobilize around a specific cause, demand or objective within the institution context. This type of movement can focus on academic, social, political or cultural issues related to the institution.

➤ **Satisfaction level:**

A measure of how satisfied a person or group is with a given product, service, experience or situation, whether in a commercial, educational, medical or other context. It is a subjective evaluation that varies from person to person, and can be measured using a variety of methods, such as surveys, evaluations, polls or rating scales.

➤ **Objectivity**[59]**:**

In the ordinary sense, objectivity evokes impartiality, the fact of considering events independently of one's interests, convictions, prejudices and other cognitive biases, known as subjective. In an ontological sense, we consider as objective that which exists effectively and independently of human knowledge. In an empirical sense, it is that which corresponds to reality independently of subjective interpretations. On the whole, it's a matter of attributing

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[59] Patrick, G. (2022). Objectivity: definition. *Philosophie, Science et Société,* June 11, 2022.

independence to what actually exists, and behaving as appropriately as possible in relation to it, without biasing, neglecting or distorting it.

➤ Training courses:

The set of programs, courses and learning opportunities offered by an educational institution, such as a university, school or vocational training center. It encompasses the different options and fields of study available to learners. In the institution context, it often includes a variety of academic disciplines, such as sciences, arts, humanities, social sciences, engineering, medicine, law etc. Students can choose from a range of study programs and courses specific to their field of interest.

➤ Stakeholders:

"A stakeholder is any partner (individual, organization, group) concerned by a project, decision or action, i.e. whose interests are affected in one way or another by implementation thereof" . In the institution context, stakeholders are the individuals, groups or entities that are directly or indirectly involved in the institution's activities and results.

➤ PDCA[61]:

The PDCA (Plan-Do-Check-Act) cycle is an interactive problem-solving strategy for improving processes and implementing changes. The PDCA cycle is a method of continuous improvement. Instead of representing a process linearly, iterations and process improvements are managed in a circular fashion. By adopting the PDCA cycle, teams continuously suggest, test and improve ideas.

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[61] Julia, M. (2022). The PDCA cycle, principle and use. *Asana,* October 22, 2022.

➤ **Performance[62]:**

Performance is a complex, multi-dimensional concept, with different definitions and measurement indicators, since it remains a matter of perception, and not all partners have the same perception of performance. In the strict sense of the term, performance is a numerical result with a view to ranking... It is defined as an official statement recording a result achieved at a given moment, always with reference to a context, an objective and an expected outcome, whatever the field.

➤ **Collegial and participatory governance:**

A governance methodology that promotes active, shared participation by various stakeholders of an organization, such as staff members, students, union representatives and administrators. This methodology can be implemented in different ways, depending on the specific features of each organization. It may involve the creation of committees, working groups or discussion forums where stakeholders can contribute to the development of policies, strategies and action plans.

➤ **Training offer steering:**

Processes and mechanisms put in place to plan, organize, develop and evaluate the programs and courses offered by an institution. It encompasses the strategic governance of educational offerings to meet the needs of students, the job market and society in general. It generally involves collaboration among academic departments, administrative managers, teachers, students and external relevant stakeholders. It aims to ensure the quality, relevance and appropriateness of the training programs offered by the institution.

➤ **Responsible steering:**

A methodology to governance that integrates principles of ethics, sustainability and social responsibility into the decision-making and governance of institution activities. Its aim is to reconcile the interests and expectations of the institution's various stakeholders, while preserving the environment and promoting social equity.

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[62] Zineb, I. (2017). Corporate performance: a complex concept with multiple dimensions. *Projectics / Proyéctica / Projectique,* 17(2), 293-103.

➤ **Action plan[63]:**

This document sets out elements contained in the strategic development plan, specifying actions to be taken to mobilize the necessary resources and stages to be followed to achieve the expected results.

➤ **Strategic development plan[64]:**

An essential instrument of governance, drawn up collectively by the institution and validated by its decision-making bodies. It sets out objectives to be pursued, resources to be mobilized and results expected over several years. It is the result of a methodology that enables us to align the organization's development in the coming years by making judicious choices, while avoiding spreading ourselves too thinly. The reflective exercise that precedes the strategic plan enables us to examine in depth the organization's reason for existence, vision, strategic positioning, values and various opportunities available, in order to identify priority directions to be given to the organization. It proposes a clear direction to be followed by the implementation of an action plan. The strategic plan then becomes the most important document for the organization, serving as a compass for its future projects.

➤ **Strategic project:**

A long-term vision of strategic objectives and concrete actions to guide the institution's development and improvement. It is a comprehensive action plan that guides the institution's decisions and investments over a given period, usually several years.

➤ **Strengthening skills[65:]**

Also known as "capacity building", this is the process by which individuals, organizations and societies acquire, develop and maintain the skills they need to define and achieve their own development goals over time.

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[63] Agence Universitaire de la Francophonie and Conférence régionale des recteurs en Asie-Pacifique (CONFRASIE) (2017). *GUIDE Démarche-qualité : Structuration de la recherche, Projets de recherche.*
[64] Espace stratégies (2023). What is a strategic plan? *Espace Stratégies.* https://espacestrategies.com/services-conseils/plan-strategique/.
[65] UNDP (2008). Capacity development. *Practice note.*

➤ **Social responsibility[66]:**

Responsibility of an organization for the impact of its decisions and activities on society and the environment, reflected in ethical and transparent behavior that contributes to sustainable development, including the health and well-being of society; takes into account the expectations of Stakeholders; respects applicable laws while being consistent with international standards of behavior; is integrated into the organization and implemented in its relationships.

➤ **Resources:**

Elements and means available to the institution to support its activities and achieve its objectives. Resources of an institution can be of various kinds, including human, financial, material, informational and partnership resources needed to support academic activities, research, teaching and administration within the institution.

➤ **Sequences:**

Chronological sequencing of stages, tasks and activities. They enable activities to be planned and coordinated in a logical of a project and structured way to achieve project objectives.

➤ **Hierarchical status:**

A person's relative position within an organizational structure or hierarchy. His/her status indicates the level of power, authority and responsibility held by that person in relation to other members of the organization.

➤ **Strategies for a sectoral development:**

Specific action plans drawn up by the institution to guide its development in key domains. The institution's strategies are designed to strengthen its position and impact in specific sectors, by aligning its resources, programs and activities with domains of expertise and strategic needs.

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[66] Bureau de normalisation du Québec (2021). *Social responsibility.*
https://vitrinelinguistique.oqlf.gouv.qc.ca/fiche-gdt/fiche/26506659/responsabilite-societale.

➤ *SWOT (Strengths, Weaknesses, Opportunities, Threats)*

SWOT stands for Strengths, Weaknesses, Opportunities and Threats. The SWOT matrix is a multi-dimensional strategic analysis tool[67] which enables:

- distinguish between internal factors (strengths and weaknesses) and external factors linked to the environment in which the organization of an organization operates (opportunities and threats);
- sort the factors identified according to their expected impact, which can be positive (strengths and opportunities) or negative (weaknesses and threats).

A SWOT matrix has no intrinsic value. It can only be used strategically to justify its realization. In this guidebook, it is set out in a BDS (*Boarding Development SWOT)* model (see glossary).

➤ Value enhancement:

For an institution, it's a process that aims to create synergies between research, teaching and knowledge transfer activities to stimulate innovation, strengthen links with society and maximize positive spin-on the institution and its environment.

➤ Strategic intelligence:

Information process implemented by an entity (enterprise, government, administration, institution, etc.) that decides to listen to its environment. It consists of collecting, analyzing and disseminating, in a permanent and organized way, essential information on its market and its partners, its stakeholders and competitors, its potential customers and partners, etc., as well as on innovations and advance. Its primary objective is to guide the institution's strategic decisions.

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[67] Christophe, S. (2014). The SWOT matrix and corporate strategy: How to analyze possible strategic options 50 Minutes.

➤ **Systemic vision:**

Comprehensive, interconnected understanding of the institution, its components and their interaction. This implies considering the institution as a complex system made up of multiple interdependent parts that interact and mutually influence their functioning and results. This enables the institution to better understand the complex relationships and dynamics that influence its operations and results. This enables more informed decision-making, better strategic planning and more effective governance of resources to achieve institution's objectives.

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