

Chapter 3

Planning for HEI Excellence: Role of Vision, Mission, and Value Statements

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ABSTRACT

In this chapter, the mission statement is conceptualized as mission, vision, and value statements. These statements are the building blocks and reflect the ultimate distillation of strategic activity. This chapter explains the role of vision, mission, and value statements in planning for organizational excellence. The chapter outlines the quality management system, the importance of defining an effective mission statement, the key requirements for a compelling mission statement, and the reasons why mission statements fail. The chapter concludes with a strong affirmation on the need to develop a precise and comprehensive mission statement and align all business processes to achieve the mission statement.

INTRODUCTION

Excellence means the quality of being outstanding. The term ‘excellence’ from a higher education institution perspective may mean differently for different groups of stakeholders. Some may perceive it in terms of facilities offered by HEI, the quality of HEIs graduates, the research output generated by the HEI, the quality of HEIs faculty and staff, and so on. Thus, ‘excellence’ is a relative term and measured in terms of what HEIs stakeholders aspire. Organizational excellence is the outcome of operational excellence. In a summative form, organization excellence must be viewed as delivering and sustaining outstanding value to all key stakeholders. It is possible if HEI defines its aspirations into well-defined strategies, develop systems, processes, policies, and procedures to achieve its aspirations, monitors the implementation of strategies to achieve the aspirations, and reviews its performance so that activities can be further enhanced, if required, towards the achievement of HEI aspirations.

DOI: 10.4018/978-1-7998-8085-1.ch003

Excellent organizations are those that achieve and sustain outstanding levels of performance to meet or exceed stakeholder expectations (Nenadal et al., 2018; EFQM, 2012). Although the term ‘excellence’ is viewed differently by stakeholders, it is evident that ‘excellence’ results from a well-implemented Quality Management System (QMS) in HEI. QMS refer to a formalized system align activities to HEI aspirations through well-defined and executed strategies and systems in place. QMS ensures that the HEI molds itself to bring capabilities to achieve its vision, mission and value statements. QMS in HEI is explained as a third-order model, where quality management is reflected by educational, administrative, and societal qualities (Hosseini and Hossain, 2019). A well-structured quality assurance system in place is one factor that can improve the quality of the education process (Ashour and Fatima, 2016). HEIs QMS follow different frameworks, such as Deming’s wheel of Plan-Do-Check-Act (PDCA) framework, Approach-Deployment-Results-Improvement (ADRI) Framework, European Foundation for Quality Management (EFQM) Excellence Framework, SAS Activity-Based Management (ABM) Framework, and Balanced Scorecard. Few HEIs deployed ISO guidelines to quality assurance, lean and six sigma approach. The potential for quality enhancement depends on how the HEI conducts evaluation and implements subsequent change (Becket and Brookes, 2006). QMS requires regular appraisal and review, and necessary changes should be incorporated. Addressing this requirement will help HEI to achieve and sustain excellence in education.

HEIs implement customized quality management systems to achieve their intended aspirations, vision, mission and values. HEIs quality management systems play an instrumental role in its social and economic well-being and a determining factor affecting its status at the international level (UNESCO, 2005). This chapter explains the role of mission, vision, and value (MVV) statements in planning for excellence. Specifically, this chapter addresses the role of MVV statements in defining the goals, strategies, key performance indicators (KPIs) and assign roles and responsibilities. Specifically, the chapter discusses; a) the need for defining mission, vision and value statements, b) the requirements for an effective mission statement, and c) the reasons why HEIs mission statements fail.

BACKGROUND

Higher education institutions worldwide underwent a significant transformation, with new roles, demands, and responsibilities. Many factors necessitate the changes. Economic, regulatory and social pressures are challenging higher education institutions (HEIs) in the 21st century. Over the last few decades, significant changes have been observed in the HEI landscape due to greater responsibility and accountability by socio-economic, technological, and cultural transformation. The HEI landscape shifted by the competitive pressure and internationalization of education (Sultan and Wong, 2010; Romani-Dias and Carneiro, 2019). Stakeholder expectations significantly changed, and the emphasis shifted to the quality of the output than on a quantitative expansion (Sahney et al., 2004). Performance audits, national and international accreditation (program and institution), benchmarking, and quality audits were pieces of evidence of HEIs initiatives to address the changes it underwent. So, moving forward through a strategic change to incorporate a paradigm shift in focus, HEIs across the globe have integrated and streamlined their operations using a Quality Management System (QMS) as a plausible means for enhancing stakeholder confidence and trust. Quality management systems (QMS) were considered an outcome raising public concern over the HEIs quality and contributed to the emergence of quality measurement and improve-

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