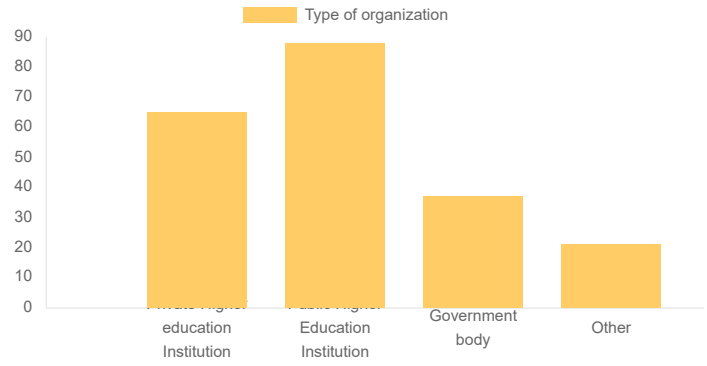
Polarity Results for Strategic Orientation and Tactical orientation in Crisis

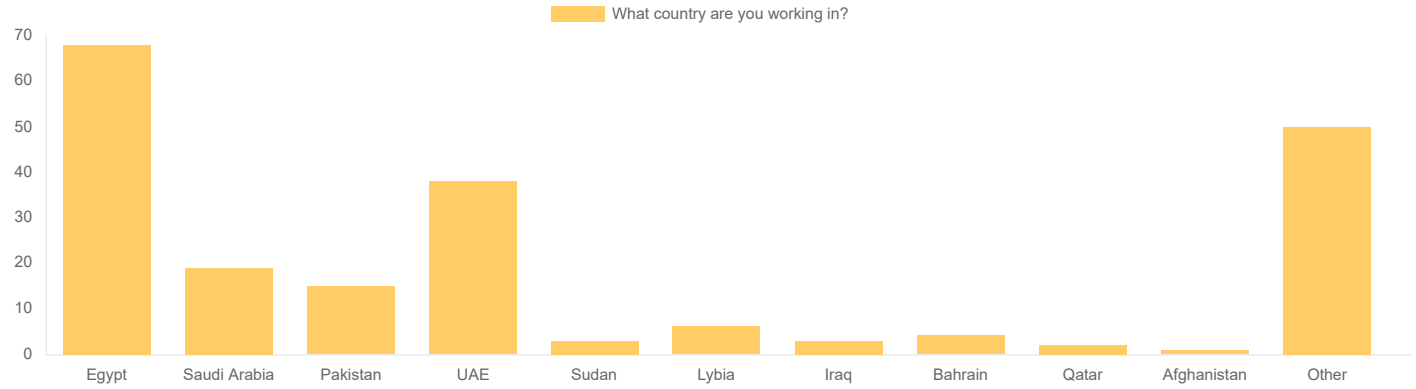
BASELINE: All Responses

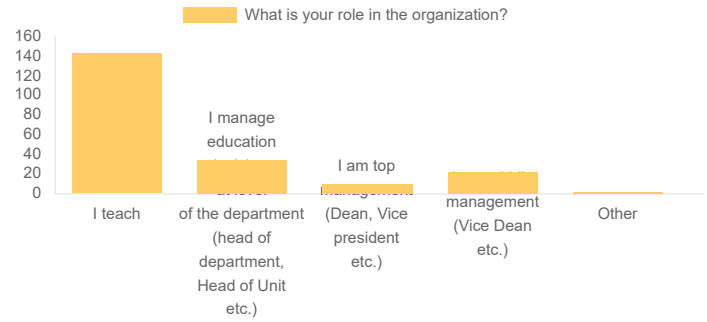
Total Responses

214

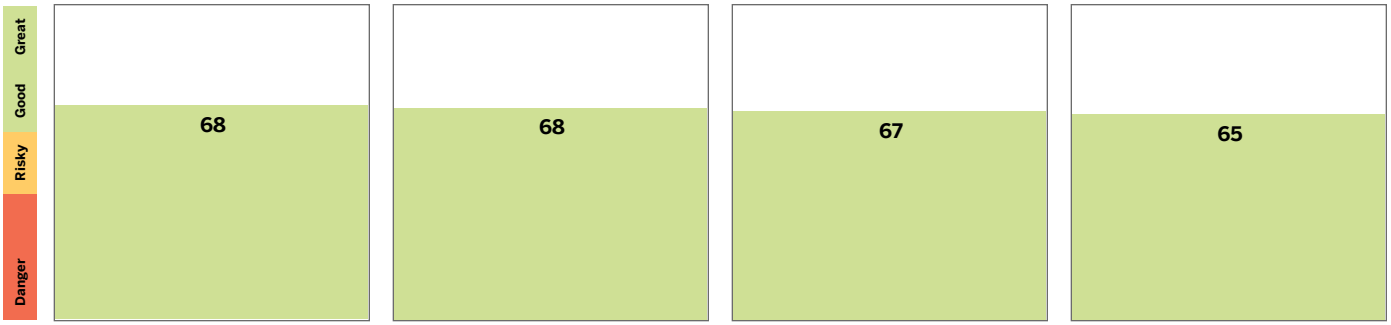
Who Responded?



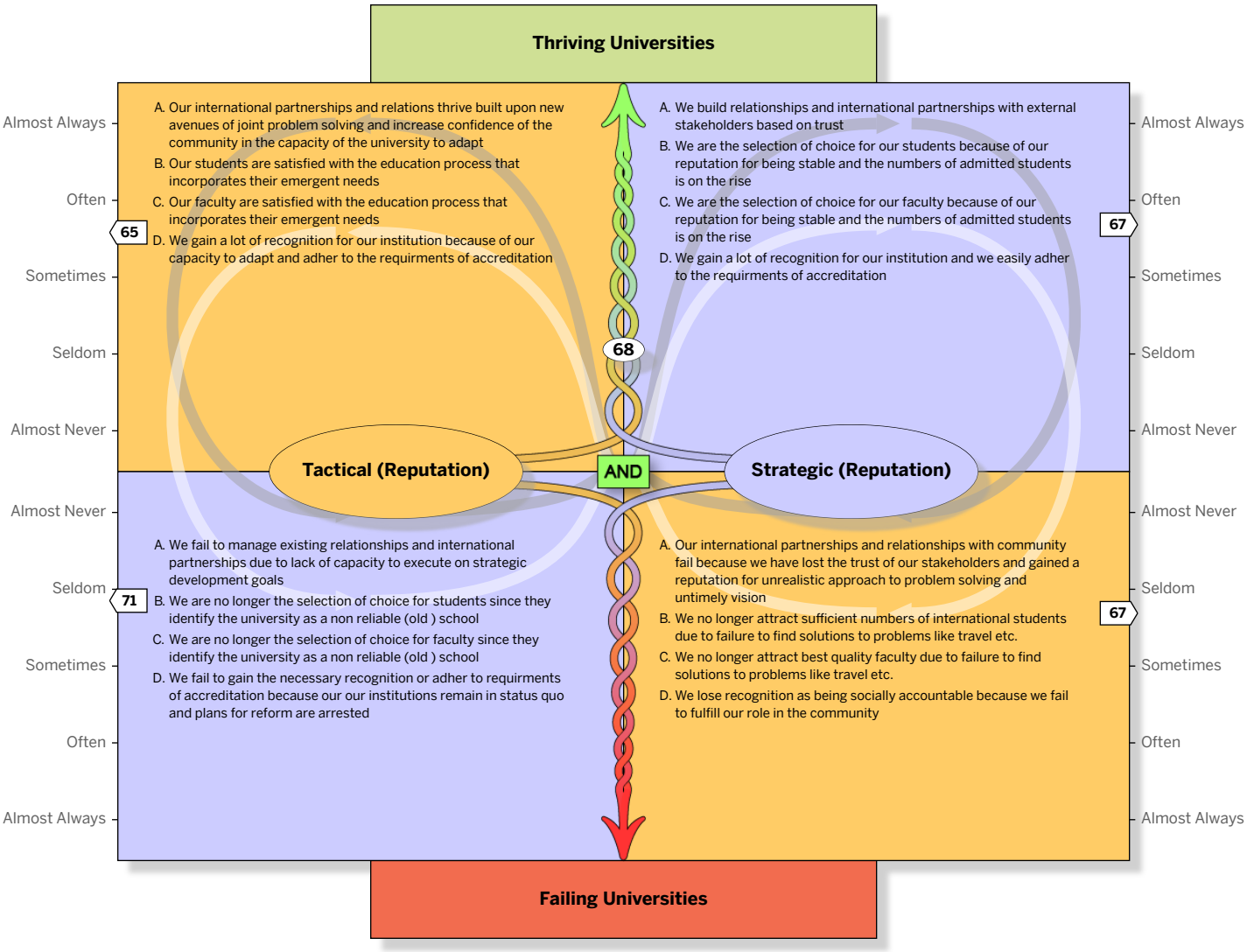




Polarity Summary


Great
Good
Risky
Danger
68
68
67
65
Tactical (Mission) AND Strategic (Mission)
Tactical (Reputation) AND Strategic (Reputation)
Tactical (Individuals) AND Strategic (Individuals)
Tactical (Teams) AND Strategic (Teams)

Tactical (Reputation) AND Strategic (Reputation)



Positive Results Being Experienced As a Result of Focusing on Tactical (Reputation)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

Our international partnerships and relations thrive built upon new avenues of joint problem solving and increase confidence of the community in the capacity of the university to adapt
60

Our students are satisfied with the education process that incorporates their emergent needs
63

Our faculty are satisfied with the education process that incorporates their emergent needs
65

We gain a lot of recognition for our institution because of our capacity to adapt and adher to the requirments of accreditation
69

Positive Results Being Experienced As a Result of Focusing on Strategic (Reputation)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

We build relationships and international partnerships with external stakeholders based on trust
65

We are the selection of choice for our students because of our reputation for being stable and the numbers of admitted students is on the rise
68

We are the selection of choice for our faculty because of our reputation for being stable and the numbers of admitted students is on the rise
67

We gain a lot of recognition for our institution and we easily adher to the requirments of accreditation
69

Negative Results Being Experienced As a Result of Over Focusing on Tactical (Reputation) to the Neglect of Strategic (Reputation)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

We fail to manage existing relationships and international partnerships due to lack of capacity to execute on strategic development goals
66

We are no longer the selection of choice for students since they identify the university as a non reliable (old) school
72

We are no longer the selection of choice for faculty since they identify the university as a non reliable (old) school
73

We fail to gain the necessary recognition or adher to requirments of accreditation because our our institutions remain in status quo and plans for reform are arrested
74

Negative Results Being Experienced As a Result of Over Focusing on Strategic (Reputation) to the Neglect of Tactical (Reputation)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

Our international partnerships and relationships with community fail because we have lost the trust of our stakeholders and gained a reputation for unrealistic approach to problem solving and untimely vision
70

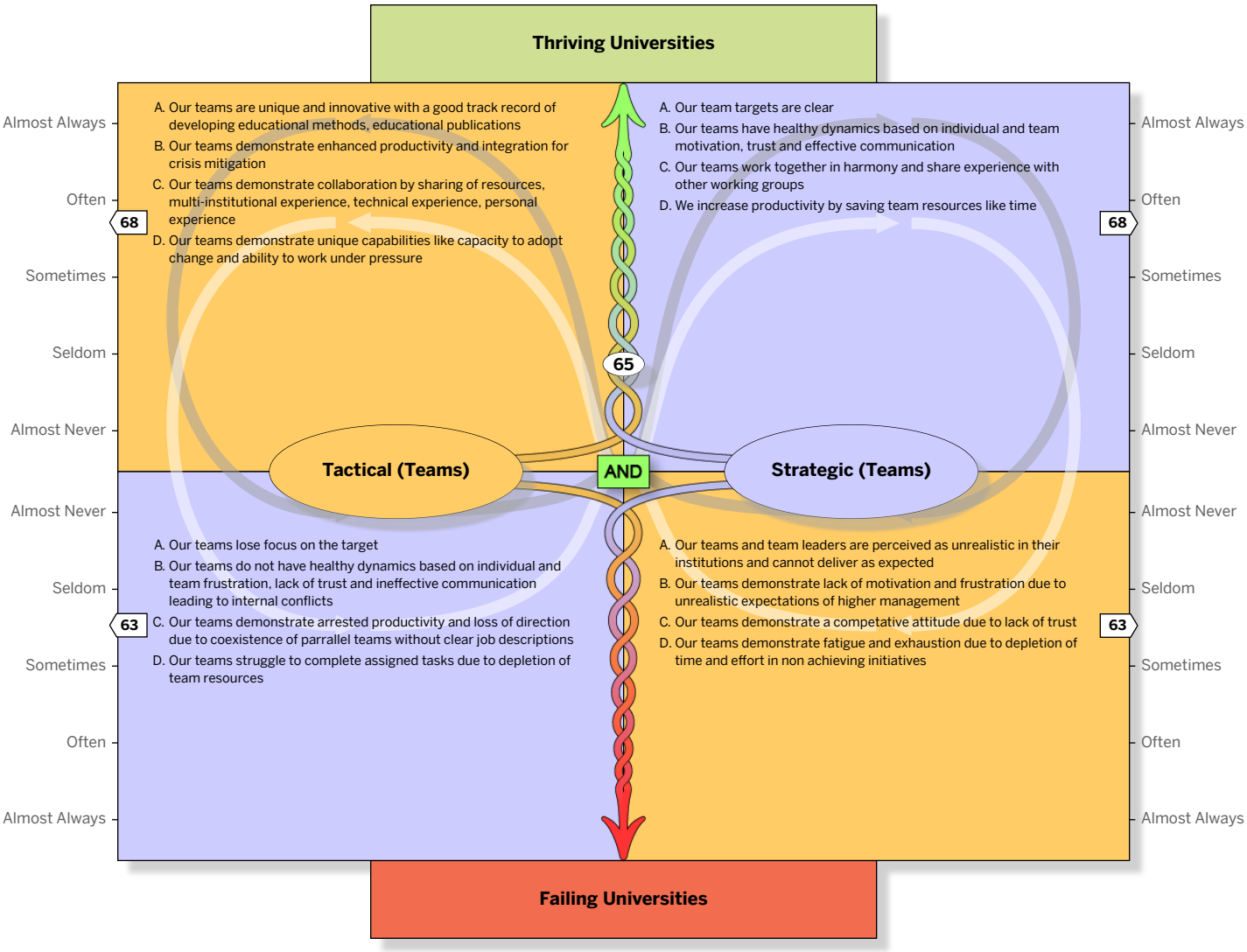
We no longer attract sufficient numbers of international students due to failure to find solutions to problems like travel etc.
63

We no longer attract best quality faculty due to failure to find solutions to problems like travel etc.
65

We lose recognition as being socially accountable because we fail to fulfill our role in the community

71

Tactical (Teams) AND Strategic (Teams)



Positive Results Being Experienced As a Result of Focusing on Tactical (Teams)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

Our teams are unique and innovative with a good track record of developing educational methods, educational publications — 65

Our teams demonstrate enhanced productivity and integration for crisis mitigation — 69

Our teams demonstrate collaboration by sharing of resources, multi-institutional experience, technical experience, personal experience — 69

Our teams demonstrate unique capabilities like capacity to adopt change and ability to work under pressure — 69

Positive Results Being Experienced As a Result of Focusing on Strategic (Teams)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

Our team targets are clear — 72

Our teams have healthy dynamics based on individual and team motivation, trust and effective communication — 68

Our teams work together in harmony and share experience with other working groups — 69

We increase productivity by saving team resources like time — 62

Negative Results Being Experienced As a Result of Over Focusing on Tactical (Teams) to the Neglect of Strategic (Teams)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

Our teams lose focus on the target — 67

Our teams do not have healthy dynamics based on individual and team frustration, lack of trust and ineffective communication leading to internal conflicts — 67

Our teams demonstrate arrested productivity and loss of direction due to coexistence of parrallel teams without clear job descriptions — 63

Our teams struggle to complete assigned tasks due to depletion of team resources — 55

Negative Results Being Experienced As a Result of Over Focusing on Strategic (Teams) to the Neglect of Tactical (Teams)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

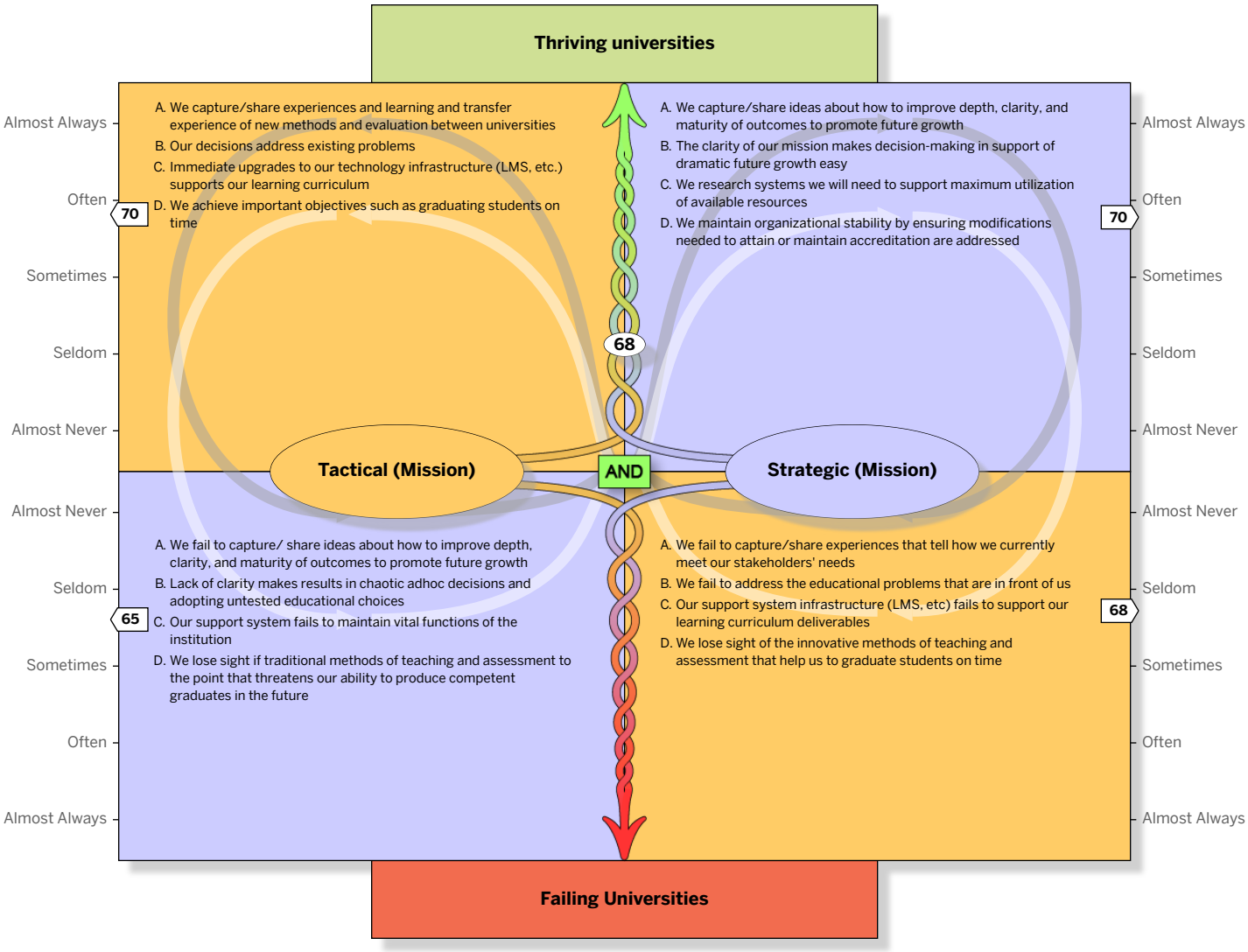
Our teams and team leaders are perceived as unrealistic in their institutions and cannot deliver as expected — 69

Our teams demonstrate lack of motivation and frustration due to unrealistic expectations of higher management — 64

Our teams demonstrate a competative attitude due to lack of trust — 64

Our teams demonstrate fatigue and exhaustion due to depletion of time and effort in non achieving initiatives — 56

Tactical (Mission) AND Strategic (Mission)



Positive Results Being Experienced As a Result of Focusing on Tactical (Mission)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

We capture/share experiences and learning and transfer experience of new methods and evaluation between universities — 64

Our decisions address existing problems — 68

Immediate upgrades to our technology infrastructure (LMS, etc.) supports our learning curriculum — 70

We achieve important objectives such as graduating students on time — 79

Positive Results Being Experienced As a Result of Focusing on Strategic (Mission)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

We capture/share ideas about how to improve depth, clarity, and maturity of outcomes to promote future growth — 69

The clarity of our mission makes decision-making in support of dramatic future growth easy — 69

We research systems we will need to support maximum utilization of available resources — 67

We maintain organizational stability by ensuring modifications needed to attain or maintain accreditation are addressed — 74

Negative Results Being Experienced As a Result of Over Focusing on Tactical (Mission) to the Neglect of Strategic (Mission)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

We fail to capture/ share ideas about how to improve depth, clarity, and maturity of outcomes to promote future growth — 66

Lack of clarity makes results in chaotic adhoc decisions and adopting untested educational choices — 57

Our support system fails to maintain vital functions of the institution — 71

We lose sight if traditional methods of teaching and assessment to the point that threatens our ability to produce competent graduates in the future — 67

Negative Results Being Experienced As a Result of Over Focusing on Strategic (Mission) to the Neglect of Tactical (Mission)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

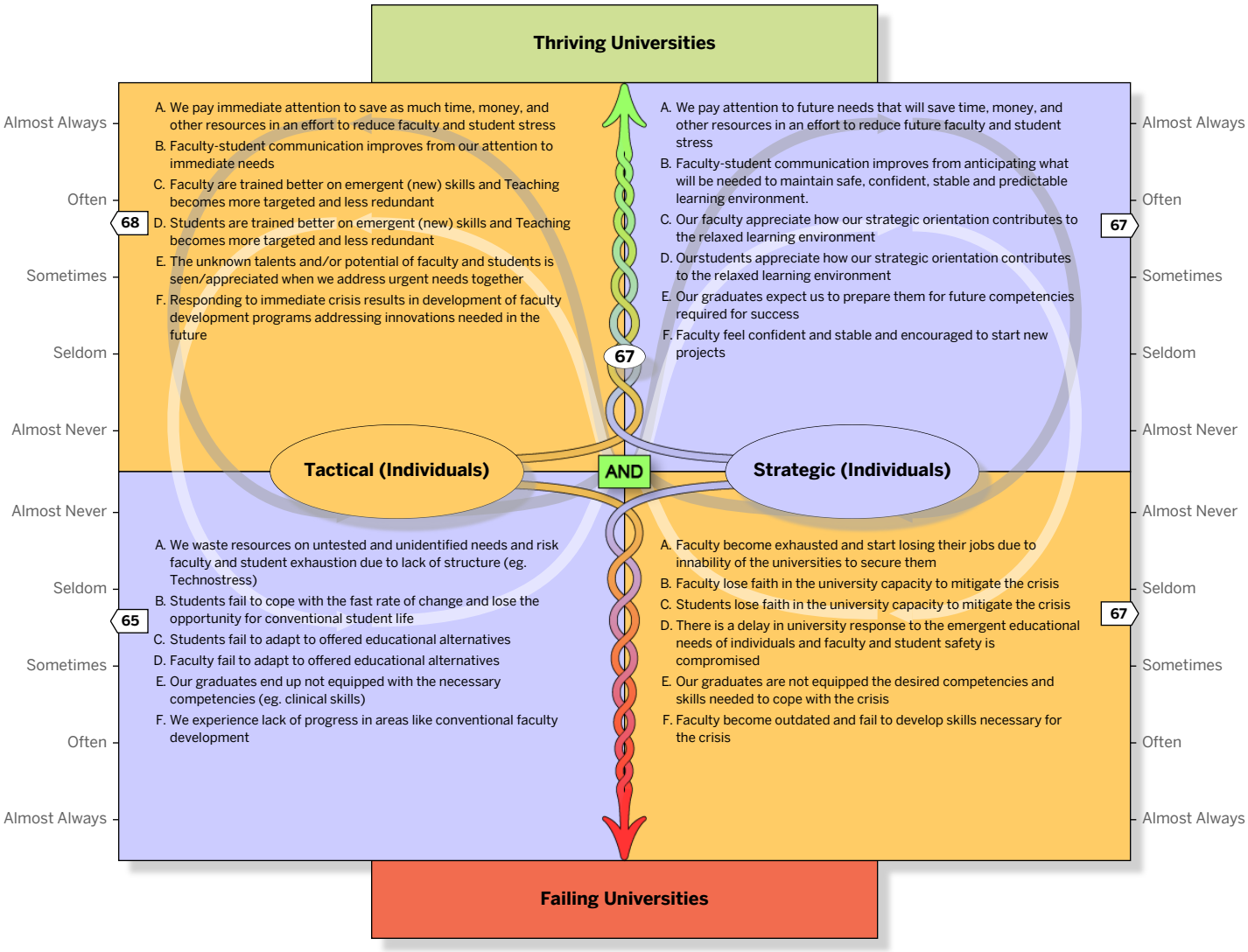
We fail to capture/share experiences that tell how we currently meet our stakeholders' needs — 61

We fail to address the educational problems that are in front of us — 70

Our support system infrastructure (LMS, etc) fails to support our learning curriculum deliverables — 69

We lose sight of the innovative methods of teaching and assessment that help us to graduate students on time — 72

Tactical (Individuals) AND Strategic (Individuals)



Positive Results Being Experienced As a Result of Focusing on Tactical (Individuals)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

We pay immediate attention to save as much time, money, and other resources in an effort to reduce faculty and student stress — 66

Faculty-student communication improves from our attention to immediate needs — 72

Faculty are trained better on emergent (new) skills and Teaching becomes more targeted and less redundant — 64

Students are trained better on emergent (new) skills and Teaching becomes more targeted and less redundant — 66

The unknown talents and/or potential of faculty and students is seen/appreciated when we address urgent needs together — 66

Responding to immediate crisis results in development of faculty development programs addressing innovations needed in the future — 71

Positive Results Being Experienced As a Result of Focusing on Strategic (Individuals)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

We pay attention to future needs that will save time, money, and other resources in an effort to reduce future faculty and student stress — 68

Faculty-student communication improves from anticipating what will be needed to maintain safe, confident, stable and predictable learning environment. — 70

Our faculty appreciate how our strategic orientation contributes to the relaxed learning environment — 61

Ourstudents appreciate how our strategic orientation contributes to the relaxed learning environment — 61

Our graduates expect us to prepare them for future competencies required for success — 78

Faculty feel confident and stable and encouraged to start new projects — 63

Negative Results Being Experienced As a Result of Over Focusing on Tactical (Individuals) to the Neglect of Strategic (Individuals)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

We waste resources on untested and unidentified needs and risk faculty and student exhaustion due to lack of structure (eg. Technostress) — 65

Students fail to cope with the fast rate of change and lose the opportunity for conventional student life — 62

Students fail to adapt to offered educational alternatives — 64

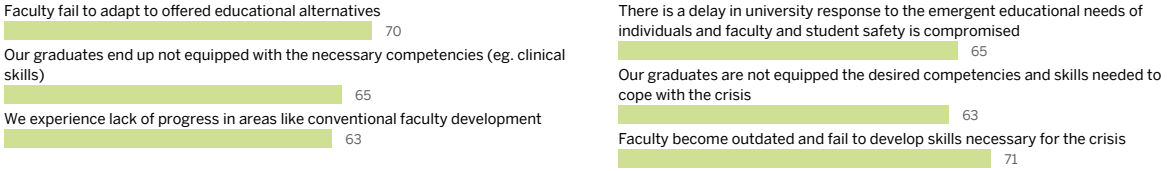
Negative Results Being Experienced As a Result of Over Focusing on Strategic (Individuals) to the Neglect of Tactical (Individuals)

0-39 = **Danger**, 40-60 = **Risky**, 61-100 = **Good/Great**

Faculty become exhausted and start losing their jobs due to innability of the universities to secure them — 67

Faculty lose faith in the university capacity to mitigate the crisis — 69

Students lose faith in the university capacity to mitigate the crisis — 67


Faculty fail to adapt to offered educational alternatives
70
Our graduates end up not equipped with the necessary competencies (eg. clinical skills)
65
We experience lack of progress in areas like conventional faculty development
63
There is a delay in university response to the emergent educational needs of individuals and faculty and student safety is compromised
65
Our graduates are not equipped the desired competencies and skills needed to cope with the crisis
63
Faculty become outdated and fail to develop skills necessary for the crisis
71

Item Scores from All Polarities

Tactical (Mission) AND Strategic (Mission): We achieve important objectives such as graduating students on time *Often to Almost Always*
79

Tactical (Individuals) AND Strategic (Individuals): Our graduates expect us to prepare them for future competencies required for success *Often to Almost Always*
78

Tactical (Reputation) AND Strategic (Reputation): We fail to gain the necessary recognition or adher to requirments of accreditation because our our institutions remain in status quo and plans for reform are arrested *Seldom to Sometimes*
74

Tactical (Mission) AND Strategic (Mission): We maintain organizational stability by ensuring modifications needed to attain or maintain accreditation are addressed *Sometimes to Often*
74

Tactical (Reputation) AND Strategic (Reputation): We are no longer the selection of choice for faculty since they identify the university as a non reliable (old) school *Seldom to Sometimes*
73

Tactical (Reputation) AND Strategic (Reputation): We are no longer the selection of choice for students since they identify the university as a non reliable (old) school *Seldom to Sometimes*
72

Tactical (Teams) AND Strategic (Teams): Our team targets are clear *Sometimes to Often*
72

Tactical (Individuals) AND Strategic (Individuals): Faculty-student communication improves from our attention to immediate needs *Sometimes to Often*
72

Tactical (Mission) AND Strategic (Mission): We lose sight of the innovative methods of teaching and assessment that help us to graduate students on time *Seldom to Sometimes*
72

Tactical (Individuals) AND Strategic (Individuals): Faculty become outdated and fail to develop skills necessary for the crisis *Seldom to Sometimes*
71

Tactical (Individuals) AND Strategic (Individuals): Responding to immediate crisis results in development of faculty development programs addressing innovations needed in the future *Sometimes to Often*
71

Tactical (Mission) AND Strategic (Mission): Our support system fails to maintain vital functions of the institution *Seldom to Sometimes*
71

Tactical (Reputation) AND Strategic (Reputation): We lose recognition as being socially accountable because we fail to fulfill our role in the community *Seldom to Sometimes*
71

Tactical (Individuals) AND Strategic (Individuals): Faculty fail to adapt to offered educational alternatives *Seldom to Sometimes*
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Tactical (Mission) AND Strategic (Mission): We fail to address the educational problems that are in front of us *Seldom to Sometimes*
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Tactical (Individuals) AND Strategic (Individuals): Faculty-student communication improves from anticipating what will be needed to maintain safe, confident, stable and predictable learning environment. *Sometimes to Often*
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Tactical (Reputation) AND Strategic (Reputation): We are the selection of choice for our students because of our reputation for being stable and the numbers of admitted students is on the rise *Sometimes to Often*
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Tactical (Individuals) AND Strategic (Individuals): We pay attention to future needs that will save time, money, and other resources in an effort to reduce future faculty and student stress *Sometimes to Often*
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Tactical (Teams) AND Strategic (Teams): Our teams lose focus on the target *Seldom to Sometimes*
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Tactical (Individuals) AND Strategic (Individuals): Students lose faith in the university capacity to mitigate the crisis *Seldom to Sometimes*
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Tactical (Individuals) AND Strategic (Individuals): Students are trained better on emergent (new) skills and Teaching becomes more targeted and less redundant *Sometimes to Often*
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Tactical (Reputation) AND Strategic (Reputation): We no longer attract best quality faculty due to failure to find solutions to problems like travel etc. *Seldom to Sometimes*
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Tactical (Reputation) AND Strategic (Reputation): Our faculty are satisfied with the education process that incorporates their emergent needs *Sometimes to Often*
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Tactical (Individuals) AND Strategic (Individuals): Faculty feel confident and stable and encouraged to start new projects *Sometimes to Often*
63

Tactical (Individuals) AND Strategic (Individuals): We experience lack of progress in areas like conventional faculty development *Seldom to Sometimes*
63

Tactical (Individuals) AND Strategic (Individuals): Students fail to cope with the fast rate of change and lose the opportunity for conventional student life *Seldom to Sometimes*
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Tactical (Teams) AND Strategic (Teams): We increase productivity by saving team resources like time *Sometimes to Often*
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Tactical (Mission) AND Strategic (Mission): We fail to capture/share experiences that tell how we currently meet our stakeholders' needs *Seldom to Sometimes*
61

Tactical (Individuals) AND Strategic (Individuals): Our faculty appreciate how our strategic orientation contributes to the relaxed learning environment *Sometimes to Often*
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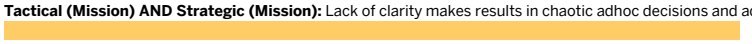
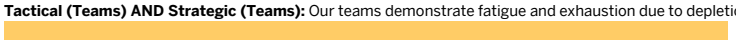
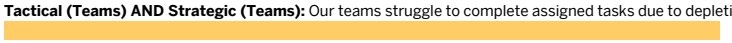
Tactical (Mission) AND Strategic (Mission): Lack of clarity makes results in chaotic adhoc decisions and adopting untested educational choices *Seldom to Sometimes*



Tactical (Teams) AND Strategic (Teams): Our teams demonstrate fatigue and exhaustion due to depletion of time and effort in non achieving initiatives *Seldom to Sometimes*



Tactical (Teams) AND Strategic (Teams): Our teams struggle to complete assigned tasks due to depletion of team resources *Seldom to Sometimes*



Identify Action Steps and Early Warnings for Strategic Orientation and Tactical orientation in Crisis. *Leveraging Polarities is about achieving your Greater Purpose and sustaining your desired results over time.*

Create Action Steps to gain or maintain the upsides of both values, competencies or objectives.

Identify Early Warnings that let you know, early, that you are over-focusing on one value, competency or objective to the neglect of the other.

Action Steps

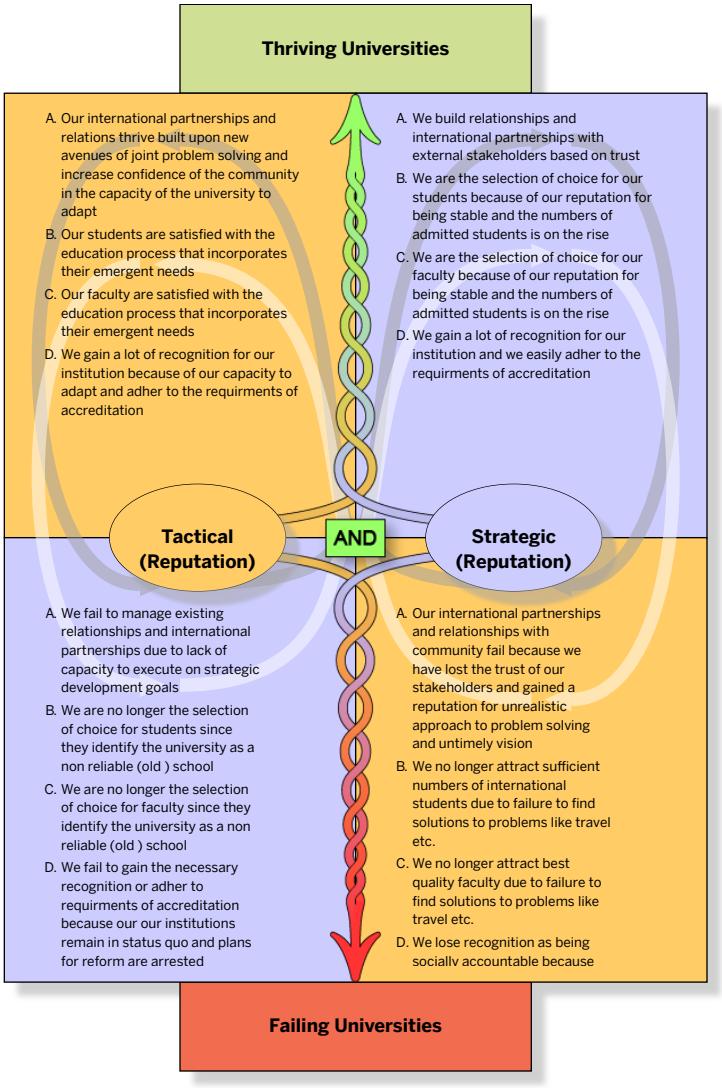
How will we gain or maintain the positive results from focusing on this left pole? What? Who? By when? Measures?

1. Assign a budget for deployment of crisis management plan
2. Develop and manage a communication plan with stakeholders to engage and orient them of how the tactical decisions feed into the strategy.
3. Design long term plans to face similar crises in future
4. Pursue government support for innovative solutions
5. Design and develop Human resource training with CPD / CME points
6. Monitor guidelines/standards during crisis

Early Warnings

Measurable indicators (things you can count) that will let you know you are getting the downside of this left pole.

1. Arrest in collaboration projects that started before the crisis
2. Decreased numbers of citations of publications
3. Decrease in numbers of publications within the research plan



Action Steps

How will we gain or maintain the positive results from focusing on this right pole? What? Who? By when? Measures?

1. Modify the recruitment policy of faculty and adminstration.
2. Develop and manage a communication plan with stakeholders.
3. Conduct international events
4. Offer adaptable new services to help in crisis management and improve the long-term plan
5. Document the activities and achievements
6. Design an allumni communication plan
7. Prepare graduates for licensing exam training
8. Post graduate training plans to bridge the gap to community and

Early Warnings

Measurable indicators (things you can count) that will let you know you are getting the downside of this right pole.

1. Number of international students applying for the program reduces by 10%
2. Increase dissatisfaction of enrolled students when asked about the innovative approach of the university
3. Decrease number of faculty attending strategic management meetings
4. Verbal complaints from people in local community identifying the school as outdated or detached

The gray Infinity Loop models an optimal result. The white Infinity Loop indicates how often you are experiencing the upsides and downsides of this Polarity.

Create Action Steps to gain or maintain the upsides of both values, competencies or objectives.

Identify Early Warnings that let you know, early, that you are over-focusing on one value, competency or objective to the neglect of the other.

Action Steps

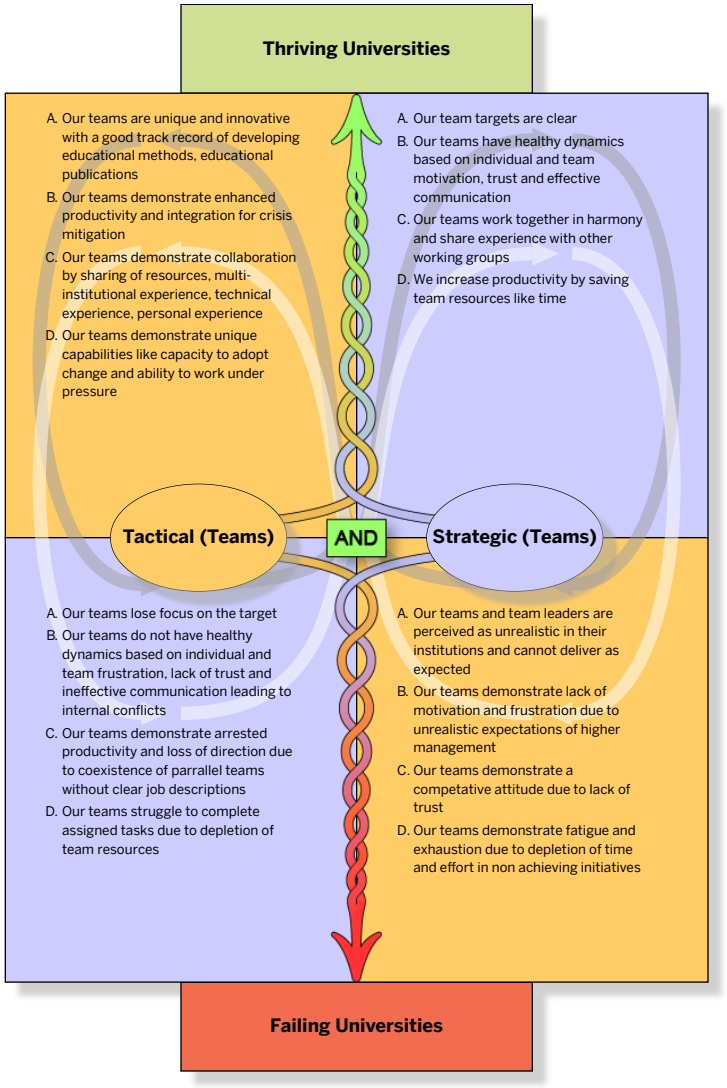
How will we gain or maintain the positive results from focusing on this left pole? What? Who? By when? Measures?

1. Audit on team functions
2. Capacity building of teams (eg. etiquette, soft skills..)
3. Communicate experience and unique solutions to the internal stakeholders regularly
4. Revise team structure (homogenous and complementary)
5. Address grievance through a plan for faculty and student support
6. Publish unique experiences
7. Encourage innovative solutions and projects

Early Warnings

Measurable indicators (things you can count) that will let you know you are getting the downside of this left pole.

1. Decrease number of faculty attending meetings
2. Increase number of complaints from team members
3. Delayed submission of assigned teaching tasks



Action Steps

How will we gain or maintain the positive results from focusing on this right pole? What? Who? By when? Measures?

1. Communicate clear and detailed plan to all the people involved.
2. Audit on team functions
3. Offer appreciation and incentives
4. Facilitate the communication through development of a suitable platform.
5. Use of interactive and integrative activities (eg. team building activities etc.).

Early Warnings

Measurable indicators (things you can count) that will let you know you are getting the downside of this right pole.

1. Increase burnout score by 20%
2. Increase in number of sick leaves
3. Delay in accomplishment of team deliverables
4. Decrease in numbers of team meetings by 30%
5. Stress in department meetings and quarrels arising over minor issues
6. Increase conflict number and frequency.

The gray Infinity Loop models an optimal result. The white Infinity Loop indicates how often you are experiencing the upsides and downsides of this Polarity.

Create Action Steps to gain or maintain the upsides of both values, competencies or objectives.

Identify Early Warnings that let you know, early, that you are over-focusing on one value, competency or objective to the neglect of the other.

Action Steps

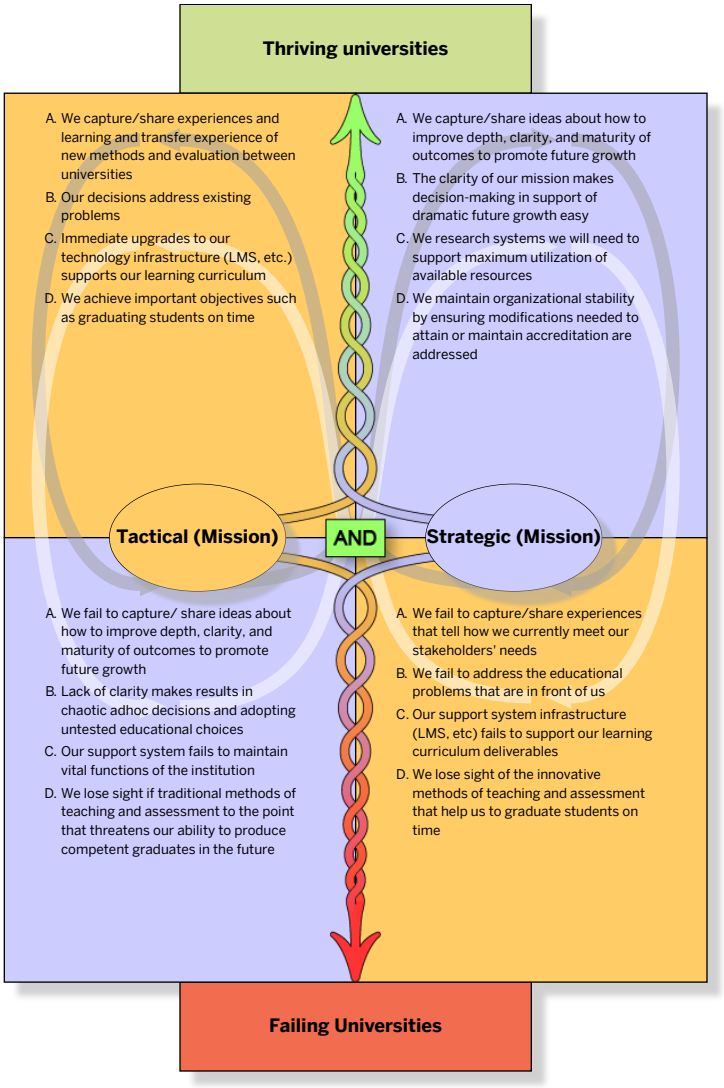
How will we gain or maintain the positive results from focusing on this left pole? What? Who? By when? Measures?

1. Develop multidisciplinary teams
2. Develop and implement a communication strategy
3. Testing and adapting infrastructure and tools (eg. internet, proctoring system, LMS etc.)
4. Reform of bylaws to accomodate innovative teaching and assessment methods
5. HR development of IT department
6. Developing of new jobs based on requirement / responsibilities

Early Warnings

Measurable indicators (things you can count) that will let you know you are getting the downside of this left pole.

1. Increase the resource consumption by 30%
2. Poor quality Reports / conflicting reports
3. Delay in achieveing strategic deliverables
4. Decrease satisfaction of community members in community service offered by the university
5. Different conflicting decisions, opinions or instructions



Action Steps

How will we gain or maintain the positive results from focusing on this right pole? What? Who? By when? Measures?

1. Incorporate the change in the system.
2. Self-audit (evaluation of process and outcomes)
3. Revisit mission regularly for modifications
4. Creating a risk management unit
5. Empower the quality assurance unit
6. Communicate with alumni for the aim of institutional evaluation
7. establish specialized units according to current needs
8. Investing in infrastructure to adapt to emerging needs

Early Warnings

Measurable indicators (things you can count) that will let you know you are getting the downside of this right pole.

1. Increase the resource consumption by 20%
2. Hearing negative feedback comments from stakeholders: reference to the detachment of the institution from reality
3. Decrease in number of stakeholders attending conventional meetings
4. Less students know about the vision
5. Low academic achievement in module exams
6. Decrease satisfaction of stakeholders with our mission

The gray Infinity Loop models an optimal result. The white Infinity Loop indicates how often you are experiencing the upsides and downsides of this Polarity.

Create Action Steps to gain or maintain the upsides of both values, competencies or objectives.

Identify Early Warnings that let you know, early, that you are over-focusing on one value, competency or objective to the neglect of the other.

Action Steps

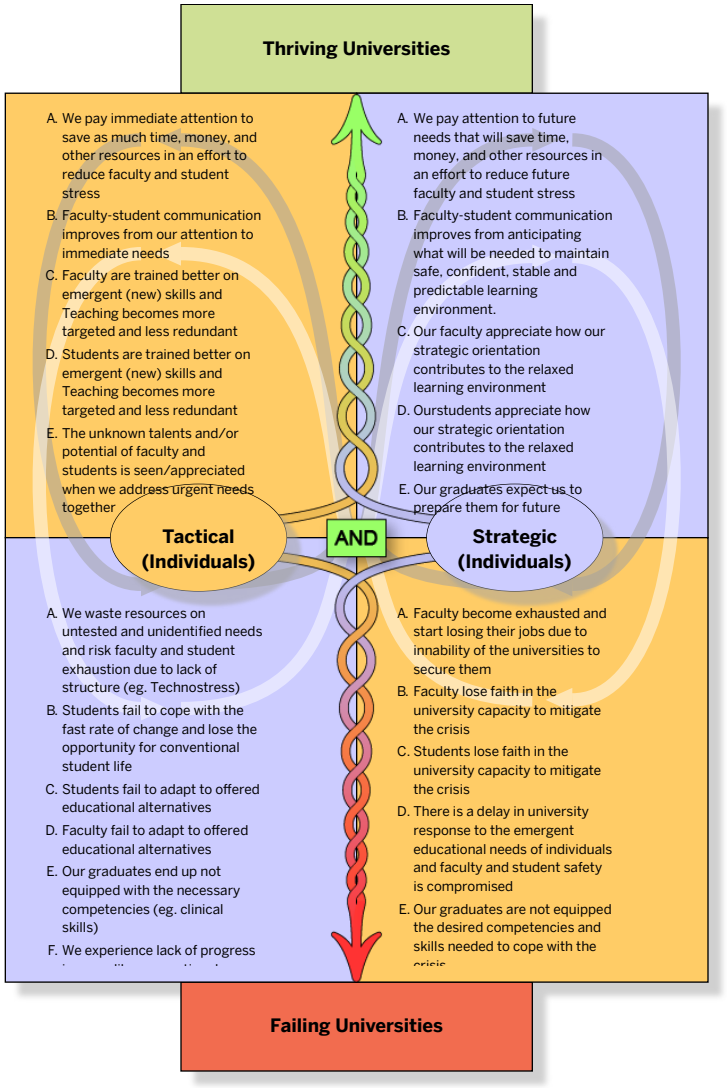
How will we gain or maintain the positive results from focusing on this left pole? What? Who? By when? Measures?

1. Renovation and update of existing platforms
2. Revise and update infrastructure to suit requirments of the crisis
3. Establish updated human resource development plans
4. Continuous monitoring of educational practices (teaching and assessment)
5. Establish inter-departmental agreements and partnerships for improved communication and execution of innovative education activities

Early Warnings

Measurable indicators (things you can count) that will let you know you are getting the downside of this left pole.

1. Decrease in student engagement by 20%
2. Failure to achieve more than 10% of learning outcomes as compared to the previous academic year
3. Decrease of student academic performance in comparison to the last year by 30%
4. Decrease student attendance by 25% in comparison to before the crisis
5. Decrease percentage of participation of students in extracurricular activities by 30%
6. Increase in numbers of student and faculty medical consultations by 20%



Action Steps

How will we gain or maintain the positive results from focusing on this right pole? What? Who? By when? Measures?

1. Student and faculty orientation about changes, decisions
2. Student training to adapt to changes
3. Faculty development to adapt to changes
4. Involve students and faculty in the strategy implementation
5. Revisit the curriculum regularly in light of the lessons learned (new teaching and assessment methods)
6. To ensure the graduate competency, institutionalize new alternatives for student competency training
7. Offer psychological support for the students and faculty.

Early Warnings

Measurable indicators (things you can count) that will let you know you are getting the downside of this right pole.

1. Decrease of student academic performance in comparison to the last year by 20%
2. Decrease of student and faculty satisfaction (school, environment....) in comparison to the last year by 30%
3. Decrease level of motivation score by 30%
4. Student feedback shows more entries of complaint in the open ended section
5. Decrease student attendance by 25% in comparison to before the crisis
6. Decrease percentage of participation of students in

The gray Infinity Loop models an optimal result. The white Infinity Loop indicates how often you are experiencing the upsides and downsides of this Polarity.