

STUDY FOR THE QUALITY AND PROSPECTIVE
OF ORGANIZATIONAL STRATEGIC PLANNING IN HIGHER EDUCATION

Estudio para la calidad y prospectiva de la Planeación
Estratégica organizacional en Educación Superior

*DOLORES VÉLEZ JIMÉNEZ**

Universidad España/Durango/México

doloresvelez@unes.edu.mx

Orcid number: <https://orcid.org/0000-0003-1103-7856>

*ROBERTO ARAGÓN SANABRIA***

Universidad España/Durango/ México

ras2000@unes.edu.mx

Orcid number: <https://orcid.org/0000-0002-0824-8639>

*MICHEL RODRÍGUEZ GONZÁLEZ****

Universidad España/Durango/ México

msrg@unes.edu.mx

Orcid number: <https://orcid.org/orcid.org/0000-0002-1325-8620>

Suggested citation: Vélez Jiménez, Dolores, Aragón Sanabria, Roberto & Rodríguez González, Michel Segismundo (2022). Study for the quality and prospective of Organizational Strategic Planning in Higher Education. *Sophia, colección de Filosofía de la Educación*, 32, pp. 147-164.

* Coordinator of Graduate Studies and Research of the Universidad España. Doctor and Postdoctoral Fellow in Science of Education. Doctor in educative administration and intervention. Doctoral Student in Administration. Postdoctoral Fellow in Curriculum. Postdoctoral candidate in Epistemology and Scientific Research. Trainer of teachers in Mexico and Peru. Graduate professor in Paraguay. International speaker.

** Coordinator of School Effectiveness and Administration of the Universidad España. Doctor in Science of Education and Postdoctoral fellow in Educative Theory Systematization. Professor at the Tecnológico Nacional de México. Director and self-study visitor for FIMPES, COMAEM accreditations and representative of the State of Durango at COEPES.

*** Academic Vice-Chancellor of the Universidad España. Teacher and Mexican lawyer, Teacher of Educative Direction and Administration. Advisor and consultant in educational topics. Doctoral student in Leadership and Direction of Higher Education Institutions. Research area oriented to public policies in Higher Education. Member of the first Selection Commission of the Anticorruption Local System of the State of Durango, in which he was technical secretary

Abstract

The changing times of this century and the global health contingency, have brought new forms of administration of organizations. In the particular case of Higher Education and precisely, in private universities, the operation has been modified. Therefore, the objective of this research was to conduct a study about the quality and prospective of Strategic Planning, through the integration of normative, strategic and operational elements based on aspects of organizational structure and behavior. The fulfillment of the objective enabled to elaborate a linear model with high correlation and thus consider variables of these elements, with the most relevant being those related to the normative element, i.e., the Institutional Philosophy, both Mission and Vision, which specify in its precepts the quality to be achieved in institutional service, both administrative and predominantly educational. The methodological approach was quantitative, of correlational depth and not experimental. The key informants were a sample of the administrative staff, for which a questionnaire with response scale was applied and the data was statistically processed. It is inferred that the strategic work is implemented with quality if procedures and measurement indicators are integrated in each administrative area, as well as its high correlation with organizational compliance, which in turn promotes a quality educational service.

Keywords

Higher Education, administration, Strategic Planning, institutional philosophy, quality, prospective.

Resumen

Los cambiantes tiempos del presente siglo, y la contingencia sanitaria mundial, han traído nuevas formas de administración de las organizaciones. En el caso particular de la Educación Superior y de forma precisa, en universidades de corte privado, la operación se ha modificado. Por lo tanto, el objetivo de esta investigación fue elaborar un estudio para la calidad y prospectiva de la Planeación Estratégica, a partir de la integración de elementos normativos, estratégicos y operativos con base en aspectos de la estructura y comportamiento organizacional. El cumplimiento del objetivo permitió elaborar un modelo lineal con alta correlación y así considerar variables de dichos elementos, siendo las más relevantes, las relacionadas con el elemento normativo, o sea, la Filosofía Institucional, tanto la Misión como la Visión, las cuales, en sus preceptos, puntualizan la calidad a lograr en el servicio institucional, tanto administrativo como preponderantemente educativo. El enfoque metodológico fue cuantitativo, de profundidad correlacional y no experimental. Los informantes clave se integraron en una muestra del personal administrativo, para lo cual, se aplicó un cuestionario con escala de respuesta, los datos fueron procesados estadísticamente. Se infiere que el trabajo estratégico se implementa con calidad si se integran los procedimientos e indicadores de medición en cada área administrativa, así como su alta correlación con el cumplimiento de la organización, el cual a su vez promueve un servicio educativo de calidad.

Palabras clave

Educación Superior, administración, Planeación Estratégica, filosofía institucional, calidad, prospectiva.

Introduction

Planning is the fundamental process from educational administration, for any Higher Education Institution. Foresight and diagnosis are implicit in this process, to provide operational order and direction, in the general and in the specific, of the areas that constitute the university structure.



Planning is a tool that enables to indicate where it is desired to be and where it is desired to arrive in a specific time, having as main guideline the institutional philosophical aspects. Each institutional sphere should have projects, strategic objectives, and observable and quantifiable results that give an account of the quality in their processes.

For the Universidad España (UNES), Strategic Planning is a process of participation structured in work teams, which derives from the dynamics of the private universities involved in quality accreditation processes within the national context. At present, it enables deciding the direction and development of the organization over time according to its Institutional Philosophy, integrated by Mission and Vision.

The objective of this research work is to conduct a study about quality and prospective of Strategic Planning of UNES, using a non-experimental methodology through a quantitative correlational approach, which may also be useful for other Higher Education institutions. Vélez et al. (2021) emphasize that practicing quality control in Education implies to design, plan, provide, evaluate and act to maintain the level of utility and satisfaction for the student. Thus, planning from the administrative area has incidence on strictly educational processes.

The research problem focuses in how aspects of the organizational structure and behavior should be integrated with quality and prospective in Strategic Planning for the next renovation period, all of the above having the Institutional Philosophy as essential base. Establishing Philosophy as a way of life in the university area to govern academic and administrative processes, as well as being the support for organizational culture, implies considering the student, first of all, as a human being, not as a number, record or object. On these terms, the Philosophy recovers the human sense and the purpose of education. The Philosophy, understood as Institutional Philosophy, seeks a concrete and placed education, to prioritize human interrelations, not only within the administrative process and the Strategic Planning, but also in university life in general.

According to the Center of Institutional Effectiveness (1998, cited in Ruiz, 2017), Institutional Effectiveness is achieved as the goals proposed at the beginning of the planning system are accomplished. Strategic Planning arise from the need of grouping and indexing operational efforts, aimed at the collection of institutional data, which according to the needs of each of the elements to measure and in consistence with the UNES Mission, which states “Train quality professionals capable of living better with others and with themselves”; this prints a seal to all framed actions. The research and its results will serve to consolidate the admin-



istrative process, as well as providing structural elements that intend to align organizational behavior and the development of functions with a quality vision, and thus the research question is posed to determine, how to correlate normative, strategic and operational elements with quality and prospective in strategic planning, based on aspects of organizational structure and behavior?

The social projection is evident, since public compromise, which is a current trend in Higher Education in the first world, will be part of the planning model that will be implemented for UNES in 2023. Watermeyer (2011) states that public compromise is related with changes in the universities, since it responds to an agenda of activities that requires the interaction between the academic context and the public and community environment. Activities obviously derived from the substantive functions of teaching, research and extension. Regarding the theoretical value, the contributions of classical theories of administration have equilibrium and importance from the results and their contrasting. The variables enrich their conceptualization and correlational behavior in front of the macro variable, and this effectively reinforces a substantive theory. As in any scientific research, more research studies are proposed from the findings to promote the consolidation of the institutional and educational management line, which in turn may be useful for other universities.

In the state of the art of this research study, it is demonstrated that the number of studies conducted in Latin American universities about Strategic Planning is still incipient. The research works found are scattered in countries such as Mexico, Cuba and Ecuador. Indeed, there are studies similar to this one, such as the ones by Urcid-Puga and Rojas (2020) and Soler et al. (2015), because they address models for Strategic Planning that are commensurate with current work being conducted in the area and with what UNES is searching for. There is no representativity to be considered as experts in the topic, since documents respond to research intentions in each context of university administration.

Within the studies mentioned in the previous paragraph, it has been found and reaffirmed the importance of having a Strategic Planning so that academic and administrative management is efficient, organizational structure operates appropriately and objectives and, above all, institutional improvement are achieved. The dimensions, stages and features proposed in each research work and in each model, represent a knowledge base to integrate the proposal presented here. Research works on this topic have been found and reviewed from three approaches: quantitative, qualitative and mixed. In the latter the results are not suf-



ficiently precise to intend establishing administrative projects, and therefore, these research works are omitted in the present discussion.

It is key to mention that aspects of Strategic Planning such as its categories, namely normative, strategic and operational, have not been investigated. Moreover, other diagnosis techniques besides SOWT (Strengths, Weaknesses, Opportunities, and Threats) Analysis have been used, to be able to established the model sought. Case studies could be integrated to assess the model and, consequently, raise quality standards in Higher Education.

López et al. (2012) conducted a research in the Mexican context, which highlights the importance of Strategic Planning in the university to overcome organizational ambiguities. It is an experimental work which demonstrates that it is necessary that strategic objectives are related to the interests of the participants. Strategic Planning should be a standard practice, in order to carry out administration and management of resources. From the beginning, it is considered a conceptual model, and even in an experimental stage it is notable the environment of transition toward the improvement of both academic and administrative processes, despite anarchic attitudes.

This is also evidenced in the results, because the questions directed to the personnel are of subjective nature. It is also notable the importance of the real capacity at the high hierarchies that direct processes, to avoid ambiguities and an image of irrationality to the planning process that is considered as rational. A highlighted aspect refers to the clarity of the functions and obligations of the personnel involved, to achieve objectives. Another aspect focuses on the contractual condition and on personnel policy when it is a public university. Finally, the main contribution is the change promoted by the implementation of Strategic Planning.

The study by Ojeda Ramírez (2013) identifies Strategic Planning in Mexican higher education institutions, and conducts an analysis from rhetoric to practice. First, it presents a historic journey of strategic planning, particularly in Mexico, its evolution in the business sector and subsequent implementation in universities. Second, from the context of the author, it is presented a department of institutional planning, and also the importance of the involvement of several people and of fulfilling the common and general stages of this process, namely, the philosophical institutional framework, the objectives, the typical analyses with the SOWT technique, the strategies and their development, as well as the control and evaluation. The author states that the implementation of Strategic Plan-

ning in Mexican universities is still incipient, although it is a relatively recent requirement for achieving quality accreditations.

The Synergic Model for Strategic Planning is established in the research work by Urcid-Puga and Rojas (2020), in which the main result is a qualitative methodology; it states that Strategic Planning should promote changes in Higher Education institutions, and may generate a shared value in their curricular processes and in the sociocultural environment. They consider Strategic Planning as the driving force of decision making, changes, growth and identification of strategic areas so that operational areas respond to the achievement of objectives. The shared value as intangible asset with respect to what people expect from the university, in both their internal and external context. With respect to the latter, the competitiveness aspect is crucial, as well as the relationships with the productive sector; of course, without ignoring fulfilling substantive functions.

Cruz et al. (2019) present a management model from a quantitative research; even though this model only focuses on teacher improvement, it specifically shows the necessary managerial functions. The divisions of this model may be part of Strategic Planning, as it is identified in university management. Such divisions are: sense of identity, capability of analyzing reality, adaptability, integration and group work. In the management dimension, Planning, Organization and Control are considered. In the strategic dimension, Strategic Planning and Implementation Methodology.

Continuing with Cruz et al. (2019), the direction of human capital should establish the diagnoses and improvement plans so that university professors become involved in the improvement ideology and enhance their performance. An interesting result of this research showed that the degrees of each professor do not guarantee a good performance, and thus it is necessary to promote improvement plans. The main contribution of this study is the conception of Strategic Planning, where enhancing the development of human capital promotes strategic development because it has impact on all fundamental actions of each working sections and, therefore, on the integral management, and strengthens the strategic conception of the university.

The research work by Guerrero Pulido (2012) finds the relevance of contributing with educational administrative studies, particularly at the university level, from the proposal of a Strategic Planning model that not only focuses on the operational issue. It is completely identified the need that such university performs a normative planning that includes the ideas, and which is also structured with intelligent strategic goals and objectives. Unfortunately, this document does not have a theoretical



foundation about Strategic Planning as fundamental object of study. It is only limited to provide two chapters referred to the university context, but not to the administrative regulation as it should occur to conceptualize the substantial theoretical elements. It was not found the use of any associated theoretical reference, everything is contextual. There is an absence of a legal framework in the university.

As a consequence of the absence of pertinent theory, there is no normative planning to enable carrying out Strategic Planning. The different areas perform only in an operational manner, without a follow-up of the projects and without documenting advances or achievements, and thus there is no information that provides evidence of achieving strategic objectives. It is remarkable the subdivision of dimensions: technological, organizational, academic and of the external environment to provide a guideline for improvement. The paradigm and methodology are only succinctly enunciated as mixed; a deep study might have resulted in larger impact and internal congruence of this research work. Guerrero Pulido (2012) poses the following general research question, which is the required planning model? This model is not presented nor consolidated; the required planning design is only enunciated in the document.

The research work by Soler et al. (2015) in the Ecuadorian context provides the need of a management model in the university, and, for the particular case, of adopting the Balance Score Card, which involves and states that it is fundamental to recognize the organizational structure of the university, in order to locate communication channels and decision making. It results interesting the division in subsystems, which enables establishing a particular organization. The subsystems considered were the strategic, research, teaching, administration and relations. In addition, the interest for efficiently achieving the mission through institutional management. Another contribution is the statement of tactical objectives and their corresponding indicators. The operational objectives provide a guideline for the classification and planning of strategies.

Theoretical foundation

Theoretical precepts are established below to understand Strategic Planning and the related elements. Four points may be analyzed according to Steiner (2001), who refers to the future of the current decisions, the process, the philosophy and the structure, Strategic planning involves establishing organizational goals, defining strategies to achieve them and

ensuring their implementation; to accomplish better results, managers and personnel should believe in the value of strategic planning, is an attitude to perform activities in the best possible way with the integration of short, medium and long-term programs, budgets and operational plans.

The text by Rodríguez (2017) exposes that strategic planning is important because it helps to have a clear concept of the organization once the mission has been declared; this enables formulating plans and activities to achieve objectives. The acceleration of the technological change and the increasing complexity of the external environment are aspects to value the time horizon and the reach of the organization.

Ramírez Cavassa (2004) emphasizes that the administrative structure of an educational institution should be constituted in such a way that all essential activities of the organization are covered; thus, the hierarchy in the chain of command enables indirectly the need of leadership for consolidating such activities. According to Chiavenato (2009), the behavior of each person is an important aspect in organizations. The perspective of human resources has been subject to administration theories until evolving to the concept of human capital.

Arango (2010) states that the enterprise architecture is a coherent set of principles, methods and models that are used in the design of the organizational structure. It should be mentioned that there has been an evolution in this respect, and it is gradual the emergence of new enterprise architectures which impact not only the structure but, in parallel, promote positive changes in the organizational development.

The strategy defines long-term objectives, while the structure organizes the activities that arise from these strategies, providing hierarchy and arrangement.

The formalization of the structure usually concentrates in an organization manual whose purpose will be to guide people in their work, by establishing the location of the positions within the structure, their dependence, who depend on it and which are their functions and duties (Gilli, 2017, p. 47).

Anda (2006) states that a system for quality management may be adopted in the administrative field, which in turn implies that the different departments get involved in the compromise and responsibility for quality, and that this is the only way to satisfy client expectations.

In a planning for quality, it is essential to take into account the following aspects: quality policy, quality standards, key concepts, leadership, cli-



ent needs, quality program, goals and proposals for quality. In addition, consider new organizational structures (Anda, 2006, p. 107).

The value given to an institution, expressed as quality, depends on the objective features of such institution, as well as on the idea of the evaluating subject about what are efficiency and quality. Malo (1998) establishes the ideal types of quality values, remarking Academic Quality with an approach centered on the course and in professor control; this a traditional acceptance approach which, nevertheless, offers fewer fundamental changes.

According to Astigarraga (2016), the origins of prospective date back to the end of World War II, where the term foresight prevails to identify the science that studies the future to be able to understand it and in turn have influence on it. In other words, is a systematic and collaborative process to establish a long-term vision. The work by Miklos and Tello (1999) integrates the thought of Michael Porter, according to which a single prediction should not be made but a possible future to occur, neither a variant nor blurred images, but different points of view of the future. The main objective of the scenarios is to have an analysis of tendencies, desirable situations with the firm intention of adapting to the change.

Materials and methods

According to Vélez and Calderón (2018), the Vienna Circle was mainly constituted by mathematicians and scientists. The paradigm postulated for scientific research in the area of social sciences was the positivist-quantitative. Its fundamental postulates are: the reality has its own existence and is constituted by given things and events, which are interrelated in cause-effect terms. The knowing subject is capable of observing and measure reality in a neutral and objective manner.

This paradigm enables decomposing complex phenomena in indicators susceptible to be known, because they are observable, measurable and/or estimable. The attributes of the knowledge produced are: be proven and be subject to statistical parameters. To obtain results of a representative sample of a population, it postulates inferences that enable to generalize its results. It is important to mention that the election of the quantitative approach is congruent with the described positivist paradigm. Thus, it was decided to choose a deductive method with structured research design, summary statistics by group, focused on a sample of the administrative personnel, in a single application of the research instrument through the survey technique.

The size of the representative sample was calculated maximizing confidence to 95 % as defined for research processes, and minimizing error to 1.5 %; thus, the result is based on the following: a standard error of 0.015, a population of the administrative personnel of $N=71$, a representative sample of $n=31$, i.e., 31 observations that in social research translate to 31 participants (Hernández, 2014, p. 179).

It is a nonexperimental research, because no variable is manipulated, primary information is extracted given the real conditions in the context. There is neither a controlled or laboratory environment to carry out measurements, only the phenomena are observed in their natural environment to analyze them. Due to its scope, this research is correlational, with the purpose of joining the incidence level between the different independent variables with the dependent ones, and that they respond to the episteme of the administrative group of the UNES; it is considered the most suitable to be able to establish a prior model which translates into the administrative model. The correlational study implies the association of variables by means of a predictable pattern (Hernández, 2014, p. 93).

The work hypothesis refers to the structure, for establishing correlations through the statement that the quality and vision of Strategic Planning in the UNES depends on the training of the administrative personnel, of the use and handling of indicators, procedures, and of the achievements obtained. The variables involved were operationalized with dimensions and indicators such as existence, pertinence, strength and impact; a research instrument with Likert scale response was generated with these indicators. Such instrument obtained construct and content validity through triangulation of judges. It was also subject to the pilot stage to calculate the reliability value in a single application, which resulted in a Cronbach's Alpha of 0.778 for 16 items. Based on the above, this research has the necessary scientific rigor to support the results and the formulation of a quality model.

Results

Anda (2006) states that a quality management system may be adopted in the administrative field, which in turn implies that the different departments get involved based on the compromise and responsibility for quality, and that this is the only way to satisfy client expectations; the following analysis with respect to frequencies starts from this premise. Results indicate that 58.1 % of the personnel considers that training has



a high influence on the quality of institutional processes; 38.7 % of the personnel is completely convinced that the use of indicators drives quality of Strategic Planning, 3.2 % is little convinced and another 3.2 % is not convinced at all. In addition, 48.4 % of the personnel expresses that the implementation of procedures drives quality of Strategic Planning.

Chiavenato (2009) indicates that human capital is the talent that the organization attracts and retains; this type of capital is constituted by persons with the competencies necessary for the success of the organization. It depends on the design and on the organizational culture to boost the talent, based on the identification of either physical and/or cognitive skills; this is directly related, to take actions with the administrative personnel.

On the other hand, 83.9 % of the personnel considers important to carry out a quality work, and 16.1 % considers it is fundamental to have incidence on the organizational culture. With respect to the Vision as a reference point toward a work with prospective, 61.3 % states that it is necessary to fulfill it. From Godet (2000), the stated prospective indicates that it is about a reflection that intends to illuminate the action and everything related with the strategic. It distinguishes two phases: one exploratory and another normative, where the selection of strategies is conditioned by uncertainty. A 67.7 % of the personnel is willing to take part of a new quality model, which emphasizes the integration of training, promotion of organizational culture and improvement in the administration.

Regarding the general descriptive analysis, in the 1 to 4 Likert scale it was obtained that, with a mean of 3.29 and a standard deviation of 0.78, the administration should be the main driver of the Strategic Planning achievement. It is a repetitive trend, even though the mean is 3.39, that implementation of procedures causes that the personnel shows a dispersion of 0.71, whereas the institutional Mission, which has a mean of 3.1 and a deviation of 0.83 toward the left, induces decision making to promote the context.

With a mean of 3.55 in the variable Vision, a reinforcement can be made in the organizational culture to steer towards knowledge, experience and promulgation for fulfilling the Institutional Vision. The structure and behavior of organizational dynamics will have incidence in favor of administration in general.

The involved correlations were calculated for the interpretation and depth of this study, demonstrating the following: it is observed a practically null correlation between training and Strategic Planning vision, with a coefficient of 0.019, and a null determination with 0 % of the cases. Therefore, it is interpreted that, in general, training is not determinant in the follow-up and projection of Strategic Planning.

A correlation coefficient of 0.623 was obtained which, according to Briones (2006), represents a moderate correlation between Strategic Planning quality and vision and the use and handling of indicators. It is observed a high correlation, with a coefficient of 0.824 and a determination coefficient with 67.9 % of the cases, between Strategic Planning quality and vision and the implementation of procedures. Therefore, it is interpreted that, in general, procedures are determinant in the follow-up and projection of Strategic Planning. In general, achievements should be driven by the administration in the follow-up and projection of Strategic Planning.

Hypothesis checking is carried out with the test of analysis of variance (ANOVA), particularly for each of the variables involved. For evaluation, it is necessary to have available tables of values of the F distribution, and according to Briones (2006, p. 262), for a significance of 0.05 recommended in research, and in the particular case with 1 degree of freedom in the numerator and n-1 of 30 in the denominator, a critical value $F=4.17$ is read. The calculated value of F is 0.011, which is not greater than the F from tables, and hence the null hypothesis is accepted and the work hypothesis is rejected regarding the dependance of Strategic Planning with respect to training.

The calculated value of $F=18.396$ is greater than the $F=4.17$ from tables, and hence the null hypothesis is rejected and the work hypothesis is accepted. Thus, Strategic Planning quality and vision depend on the measurement indicators. The calculated value of $F=61.478$ is greater than the $F=4.17$ from tables, and hence the null hypothesis is rejected and the work hypothesis is accepted. Thus, Strategic Planning quality and vision depend on the implementation of procedures in each area. The calculated value of $F=12.649$ is greater than the $F=4.17$ from tables, and hence the null hypothesis is rejected and the work hypothesis is accepted. Thus, Strategic Planning quality and vision depend on an administration that drive achievements.

A model in prospective in front of future Strategic Planning is presented below. This is feasible according to the results obtained in the following table, which synthetizes the global correlation of such model. The purpose infers the fulfillment of Institutional Philosophy based on the contribution of the personnel for the prospective of the Institutional Philosophy in a new model.

As it is seen in Table 1, a Quality Model for Strategic Planning and based on Institutional Philosophy, Mission and Vision, offers a high correlation of 0.791 and applies to 62.5 % of the cases. This could be adjusted to a linear model in an advanced stage of the formulation of the new Strategic Planning.



Table 1
Model Correlation

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791 ^a	.625	.531	.377
a. Predictors: (Constant), Do you visualize a better scenario for the Institution in 2023? Do you contribute with the training of Quality Professionals? Does the use of measurement indicators drive Strategic Planning quality? How much influence does training have on the Quality of Institution processes? Does it fulfill the Vision of the University? Does the administration drive the achievements of Strategic Planning? a. Predictors: (Constant), Do you visualize a better scenario for the Institution in 2023? Do you contribute with the training of Quality Professionals? Does the use of measurement indicators drive Strategic Planning quality? How much influence does training have on the Quality of Institution processes? Does it fulfill the Vision of the University? Does the administration drive the achievements of Strategic Planning?				

Prepared by authors.

Ruiz (2017) states that quality-based models for planning are founded on institutional self-evaluation processes that promote the revision of areas, the identification of strengths and areas of opportunity with the purpose of orienting toward a continuous improvement, it focuses on the needs and expectations of students and has incidence on the capabilities of the personnel. Quality-based planning involves searching for institutional accreditation. Thus, in the UNES experience, the processes for quality accreditation, where one of the most relevant is the accreditation obtained from the Federación de Instituciones Mexicanas Particulares de Educación Superior (FIMPES) for many years, have supported the present research work and its findings have been used to benefit quality for processes and expected results.

Discussion

According to Daft (2011), organizations may experience important changes in their constitution or in their operation. The scopes of the organizational change are affected because it is common to think about the complexity of the new. This applies to the results obtained, because while it is possible to construct a correlational model between variables considered as elements and aspects that should be continuously improved, and this is clearly necessary, there is not a complete willingness to accept new

ways of working. Ramírez Cavassa (2004) emphasizes that the administrative structure in an educational institution should be constituted such that the essential activities in the organization are covered, as well as the hierarchy for the chain of command; this indirectly enables the leadership for consolidating those activities, and thus the results suggest locating leaders in this compromise and implications about Strategic Planning, a leader that is committed to continuous monitoring and appropriate strategies to increase the correlation values in the proposed model

Rivas (2002) states that the first and fundamental aspect of Mintzberg model is the strategic group, responsible for fulfilling the purposes of the Mission. This group corresponds to the top management or hierarchy of the organization, and is in charge of strategic projects and resource allocation, as well as the evaluation of the general performance. The members are the image of the organization to the external environment. This model has represented one of the most recognized proposals in the administrative sector, for the particular case of this university context; precisely this first aspect is the one that will be activated to fulfill the quality and prospective model that has been proposed as the main result of this research work.

There are important aspects that have influence on the organizational culture, and these may be classified as structural and subjective. The structural refer to how each person is placed in a function, which influences even the clothing and the protocols that should be followed. Regarding the subjective aspects, they integrate values and ways of thinking of each person (Chiavenato, 2009). It is clear the influence of the environment on the ethics of a person, but if the organizational culture is appropriately defined and applied, it will impact on each individual, framing his/her behavior inside the organization. It is important to take care of the internal environment, value and evaluate the behavior of the personnel to avoid problems.

This research work confirms, by means of the structural aspect, the importance of the procedures and of using and handling indicators, both in the result of the correlation and in the hypothesis test. With respect to the subjective, and concerning Institutional Philosophy, the postures assumed by the key informant personnel will have intervene on decision making and will have incidence on the values of people, to be able to sensibilize them about constantly performing a quality work to fulfill the Institutional Mission and Vision.

Normative planning is constituted by the Vision, Mission and values of the Institution (Ruiz, 2017). One of the great objectives in the leadership of an organization is to design these components in such a way



that a Strategic Planning system with clear objectives and performance indicators is integrated to enable a continuous improvement. It is important to highlight that this vision of the ideal future of the institution should be realistic and reachable, otherwise it is lost the motivation of the different players that take part of the educational process and are responsible of handling the Strategic Planning objectives. That is why there is a consistency between the results and the vision or prospective to be followed in the UNES, the quality will always be a valid and reachable proposal if it is established an organizational culture which is participative, open to change and cooperative in the functions that offer achievement of objectives and an ideology for continuous improvement.

Conclusions

With respect to the answer to the general research question, how to correlate normative, strategic and operational elements based on aspects of the structure and organizational behavior with quality and prospective in Strategic Planning in the UNES? In the first instance, it is concluded that the aforementioned elements were theorized, and further integrated in the research instrument to finally structure the Quality Model. The fundamental normative elements considered include the Mission and Vision, due to the relevance of the Institutional Philosophy as foundation and guiding principle of any Strategic Planning; the strategic elements include the indicators and the work of the administration to reach achievements; the training and the procedures were considered as operational elements. The research work demonstrates that quality underlies and prospective is emphasized in all cases, resulting in a model with a high correlation coefficient of 0.791 for the possible linear model.

It is concluded that the general objective has been fulfilled, which was conducting a study for the quality and prospective of Strategic Planning in the UNES based on the integration of normative, strategic and operational elements according to aspects of the structure and organizational behavior, in the integration of administrative academic, technical, support and administrative nonacademic personnel. The quantitative methodology promoted such integration through a correlational depth, to determine which elements have incidence, and in this way make decisions for the future of the organization.

The quantitative methodology was ideal; however, it is recommended to conduct another study that considers other variables such as teamwork and leadership; even though the administrative personnel



may optimize procedures, interesting and important results may be also obtained about these variables that have influence on the dynamic and produce a organizational behavior towards the consolidation.

It will be necessary to compare with previous strategic planning to verify the trajectory and desired differentiation, which in turn enables fulfilling the current needs and the prospective ones in the next five years. It is recommended to carry out a complementary diagnosis that considers the environment exogenous to the organization; it is probable that a SOWT analysis is not enough, but a global work through, for instance, Porter's five forces or PEST (political, economic, social and technological) analysis.

It is definitive that there is a compromise of the authorities and the administrative personnel of the UNES to investigate and participate in the internal dynamics that offer results for decision making, to provide a quality educational service in a sustainable and integral manner, as it is the case regarding the coming Strategic Planning. Finally, this research may represent an example for Higher Education institutions committed to fulfill their Philosophy and improve the quality in their processes.

162



Acknowledgements

The main acknowledgement is to the President of the Universidad España, Dr. Juan Manuel Rodríguez y Rodríguez, for the confidence and support to the work made by the Institutional Planning Committee.

References

- ANDA GUTIÉRREZ, Cuauhtémoc
2006 *Administración y calidad*. México: Limusa.
- ARANGO, Martín, LONDOÑO, Jesús & ZAPATA, Julián
2010 Arquitectura empresarial, una visión general. *Revista Ingenierías*, Universidad de Medellín.
- ASTIGARRAGA, Eneko
2016 Prospectiva estratégica: orígenes, conceptos clave e introducción a su práctica. *ICAP-Revista centroamericana de administración pública*, (71), 13-29, diciembre. <https://bit.ly/3s2zACs>
- BRIONES, Guillermo
2006 *Métodos y técnicas de investigación para las ciencias sociales*. México: Trillas.
- CRUZ-CABRERA, Leonardo, CÁNOVA-HERRANDIZ, Adrián & VECINO-RONDAN, Ulises
2019 Modelo de dirección para la superación profesional de los profesores universitarios. *Ciencias Holguín*, 25(2), 30-44. <https://bit.ly/3s69zC9>

- CHIAVENATO, Idalberto
2009 *Comportamiento organizacional. La dinámica del éxito en las organizaciones* (2ª. Ed.). México: Mc Graw Hill.
- DAFT, Richard
2011 *Teoría y diseño organizacional*. México: CENGAGE.
- GILLI, José Juan
2017 *Claves de la estructura organizativa*. Argentina: Granica.
- GODET, Michel
2000 *La caja de herramientas de la prospectiva estratégica*. España: Gerpa.
- GUERRERO PULIDO, José Floilán
2012 *Modelo de planeación estratégica de los espacios educativos tecnológicos a nivel de educación universitaria. Propuesta para la Universidad Nacional Experimental del Táchira, Venezuela* (Doctoral dissertation, Universitat Rovira i Virgili). <https://bit.ly/3GJcEfD>
- HERNÁNDEZ, Roberto, FERNÁNDEZ, Carlos & BAPTISTA, Pilar
2014 *Metodología de la investigación*. México: Mc Graw Hill.
- LÓPEZ LÓPEZ, José de Jesús & VARGAS HERNÁNDEZ, José Guadalupe
2012 Ambigüedad organizacional en la planeación estratégica. *Revista de Administração Revista FACES*, 11(2), 44-67. <https://bit.ly/3p32elb>
- MALO, Salvador
1998 *La calidad de la educación superior en México*. México: UNAM.
- MICKLOS, Tomás & TELLO, María Elena
1999 *Planeación Prospectiva: una estrategia para el diseño del futuro*. México: Limusa.
- OJEDA RAMÍREZ, Mario
2013 La planificación estratégica en las instituciones de educación superior mexicanas: De la retórica a la práctica. *CPU-e, Revista de Investigación Educativa*, (16), 119-129. <https://bit.ly/3GE5BEM>
- RAMÍREZ CAVASSA, César
2004 *La gestión administrativa en las instituciones educativas*. México: Limusa.
- RIVAS, Luis Arturo
2002 Nuevas formas de organización. *Revista Estudios Gerenciales*, 082, 13-45. Icesi, Colombia.
- RODRÍGUEZ, Joaquín
2017 *Cómo aplicar la planeación estratégica a la pequeña y mediana empresas*. México: CENGAJE Learning.
- RUIZ CANTISANI, Ileana
2017 *Sistema de planeación para instituciones educativas*. México: Trillas.
- SOLER-GONZÁLEZ, Rafael, OÑATE-ANDINO, Mayra & ANDRADE-MERINO, Raúl
2015 Modelo de Gestión de la Escuela Superior Politécnica de Chimborazo. *Revista Ciencia Unemi*, 8(13), 16-28. <https://bit.ly/3EYwaEj>
- STEINER, George
2001 *Planeación Estratégica*. México: Grupo Patria Cultural.
- URCID-PUGA, Rodrigo & ROJAS, Juan Carlos
2020 Modelo sinérgico entre planeación estratégica, valor compartido y flexibilidad curricular. *Revista Electrónica Educare*, 24(3), 387-403. <https://bit.ly/3IPtg7j>

VÉLEZ, Dolores & CALDERÓN, Rubén

2018 *Fundamentos gnoseo-epistemológicos para la investigación en ciencias sociales*. México: Laripse.

VÉLEZ, Dolores, ARAGÓN, Roberto & RODRÍGUEZ, Michel

2021 Estrategia y compromiso público, una tendencia en el ámbito universitario actual. *Revista de Investigación FIMPES*. 5(2). 51-58. <https://bit.ly/3ys18lP>

WATERMEYER, Richard

2011 Retos para la participación universitaria en el Reino Unido: ¿hacia una academia pública? *Revista Trimestral de Educación Superior*, 65(4), 386-410. Universidad de Bristol.

Document receipt date: July 15, 2021

Document review date: September 15, 2021

Document approval date: November 14, 2021

Document publication date: January 15, 2022

164

