

Masic
x
GC
1
.W66
no.64

BEN-GURION UNIVERSITY OF THE NEGEV

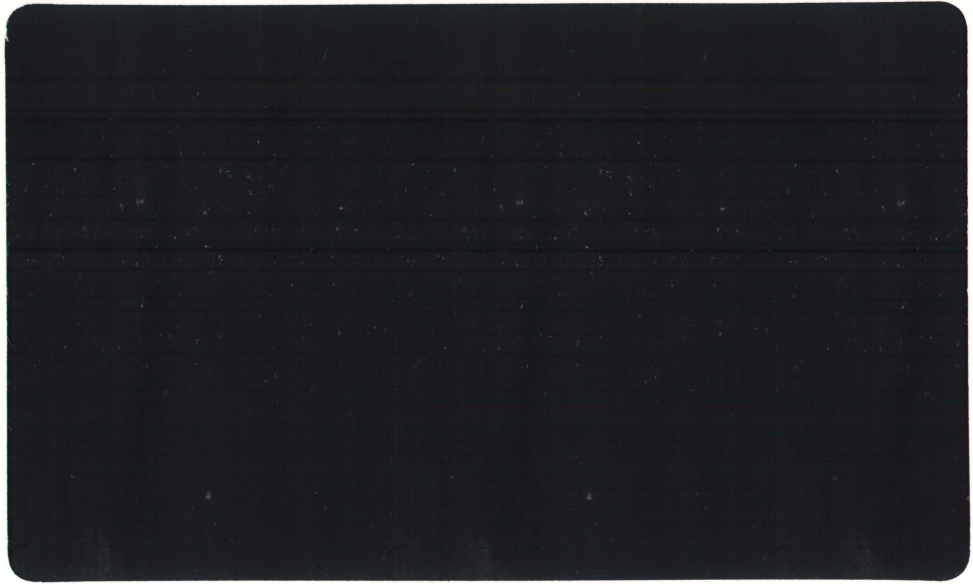
**Report of a Workshop
with Members of the Board of Governors**

12-13 May 1993

**Facilitators
J.R. Schubel
L.E. Noonan**

MARINE SCIENCES RESEARCH CENTER

STATE UNIVERSITY OF NEW YORK



BEN-GURION UNIVERSITY OF THE NEGEV

**Report of a Workshop
with Members of the Board of Governors**

12-13 May 1993

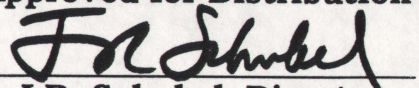
Facilitators

J.R. Schubel

L.E. Noonan

**Working Paper #64
Reference No. 93-6**

Approved for Distribution



J.R. Schubel, Director

INTRODUCTION

This report has two purposes. The first is to summarize briefly the discussions of the London meeting and the conclusions and recommendations that emerged from those discussions. The second is for the two of us to offer some personal observations on what we believe the leadership of BGU and the Board of Governors should do concerning continuation of the strategic planning process.

The primary objectives for the London meeting were contained in a memo from Schubel and Noonan to the Board of Governors dated 19 April 1993. Those objectives are repeated below.

The objectives of our London meeting are to take full advantage of the expertise and commitment of members of the Board of Governors as partners in shaping the University's vision statement and its mission statement; in identifying those qualities you would like to see BGU have in the future, say in the year 2020; and in identifying strategies, that in the opinion of members of the Board of Governors, would give BGU an UNfair competitive advantage over other Israeli universities. We also will spend some time exploring the range of partnerships of the Board with the University and their relative importance to the continued evolution of BGU as an internationally recognized research university.

The principal method used at the London meeting to attain the objectives was scenario planning. The agenda for the meeting is contained in Appendix A; the list of participants in Appendix B. First, we offer some personal observations.

SOME PERSONAL OBSERVATIONS

We thank you for inviting us into the BGU family. We have enjoyed the experience. We come away being more impressed than when we started with the opportunities to develop BGU into an outstanding university with an international reputation. We also come away far more convinced than when we started that the pursuit of distinction must be pursued by choosing a path that leads to distinctiveness; a path that takes full advantage of the unusual opportunities afforded by the special location and circumstances surrounding BGU. Excellence in these areas will allow BGU to build strength in other more traditional areas, but exploitation of these unique opportunities must form the foundation. We also believe there is a window of opportunity now; one that may not remain open for very long.

In the opening session in London, we pointed out that our role was not to develop a strategic plan for BGU, or even to oversee the development of such a plan. It was to introduce the leaders of BGU to a process which they could use to develop and institutionalize a strategic planning process which would produce a dynamic, evolving strategic plan for the University. We expressed

AL # 112 4301

#557 03887

6/15/04 RL

enthusiasm for the levels of commitment and creativity demonstrated at the two Dead Sea workshops, and disappointment in the level and quality of activity between those two events. A few units of the University made significant progress during that period; most did not. And, the Committee of the Whole had not been convened on any regular basis. This is a lost opportunity. To prevent its recurrence, the Board needs to become more actively involved.

Since the Board has ultimate responsibility for BGU's future and since that future depends upon its strategic thinking and planning, the Board must be actively involved in the process. Our primary goals for the London meeting were to explore with the Board how critical it is that BGU have an effective strategic planning process, to gain consensus on how to accomplish that, and to identify roles for the Board to play in this process.

Strategic thinking will help the leaders of BGU clarify and shape the desired "look", the preferred profile -- the strategic profile -- of BGU at some point in the future. That profile will provide the template for decision making; for deciding which of the many possible initiatives BGU might pursue fit the profile and which do not; for deciding how to allocate resources strategically. BGU's strategic profile is its vision, but stated more richly and in greater detail. Strategic planning will determine the extent to which the vision is realized.

Strategic planning determines how to get from the present to the desired profile -- to achieve the vision. As Robert (1993) points out "*Strategic thinking must start at the top of an organization. Strategic thinking is definitely a "trickle down" process and not a 'bubble up.'*" *It is a very interactive process, but the CEO must be its owner. As such, the CEO must show commitment to the process by participating in all its steps.*"

There are two ways to implement the strategic thinking-planning process: by compliance or by commitment. The second is the more effective method, and in universities it may be the only method. Commitment comes through active participation in the process. All key stakeholders should be represented and involved at every step in the process. The Committee of the Whole can be the vehicle for initiating and sustaining that broad level of participation.

It is widely acknowledged that one key role the CEO, in this case the President, should not play is that of strategic planning process facilitator. This applies to the Rector, as well, because he is the chief operating officer, at least for the academic sector. As Robert (1993) points out "*one cannot have a foot in the process and another foot in the content.*" Such a strategy leads to perception of trying to manipulate.

We have a number of specific recommendations. Most, but not all, of these were presented at the London meeting.

The Board of Governors should:

- *Charge the President to activate the "Committee of the Whole" and to empower it.*
- *Charge the President to appoint a strategic planning fellow. This person should be a faculty member who is responsible for facilitating the strategic planning process.*
- *Charge the President to create a strategic planning executive committee consisting of the President, the Rector and the Strategic Planning Fellow.*
- *Create a committee of the Board of Governors to oversee the University's strategic planning process. (You might start with a sub-group of the group that participated in the London meeting and add a few others from the Board who have particular expertise or interest in strategic planning. The total number should not exceed 15).*
- *Receive a progress report of the strategic planning process at the November meeting of the Advisory Committee of the Board with the President.*
- *Receive a full report on the progress of the strategic planning process at the next meeting of the full Board.*

The President Should:

- *Act decisively to continue the strategic planning process without any further delay.*
- *Move quickly to identify a faculty member to serve as the strategic planning fellow.*
- *Create a special pool of funds for new initiatives to stimulate changes identified by the strategic planning process.*

Our recommendations to the Board and to the President are designed to capitalize on the enthusiasm and momentum that have been generated by the Committee of the Whole. To delay, will be a lost opportunity.

Some Important Conclusions and Recommendations of the London Group

- The Committee of the Whole should be reactivated. It should be chaired by the President.
- The Vision and Mission Statements need sharpening. They lack specificity. They need to be made crisper, cleaner, shorter and more distinctive. They need to be unique to BGU. The President should create a small Task Force with membership drawn from the Committee of the Whole to take on these tasks.
- The Board does not write a strategic plan. Its function in the strategic planning process include: oversight of the preparation and implementation of a strategic plan; formation of a partnership with the leadership of the University, to set forth the strategic direction in charting the course of the University; development of a process for evaluation and accountability; and endorsement of the strategic plan.
- A strategic planner needs to be identified, empowered by the President and charged with authority to facilitate development of a strategic plan for BGU.
- Israeli universities have a major role to play in assimilating immigrants into the Israeli culture. Most immigrants (about 80%) are well educated; most have only one child; most are coming with their parents. BGU should be a leader in helping the new immigrants; not only in educating them, but in bringing them back to Judaism and in introducing them to the democratic process. To do this effectively, BGU must strengthen its humanities and social studies programs.
- There is no pressure group for the future. A strategic planner must be selected to help develop and articulate the long-view. Dollars must be set aside for new initiatives; to facilitate change. They must be allocated outside the normal budget process.
- Areas for increased emphasis by BGU include:
 - The region; an expanding partnership with the region
 - The undergraduate enterprise
 - Service
 - Quality of Life
- BGU needs to develop a slogan to capture the spirit of BGU and its expanded and enhanced roles for the future.

SCENARIO PLANNING

The principal method used at the London meeting to stimulate strategic thinking was scenario planning.

The same strategy had been used in the two Dead Sea retreats. In London, as at the Dead Sea, our objective was to map out some possible futures of Ben-Gurion University -- not to predict the future, but rather to sketch out a number of plausible futures for the University and to isolate the critical factors that will shape which of the several plausible futures will be "played out." This process brings into focus critical strategic decisions facing the University and increases the probability that Ben Gurion University will have a bright future and one of its own design.

Our goal for London was to involve the Board more deeply in strategic thinking and planning for the University's future. We used the year 2020 as our planning horizon. Scenarios are not predictions, although one might argue that the strategy of developing scenarios is consistent with the admonition that if you are going to make predications, make lots of them. Scenario creation is about perceiving possible futures in the present, rather than about predicting the future. Scenarios are descriptions of how things might turn out. And, good scenarios do not simply extrapolate present trends.

The purpose of scenarios is to gather and transform information of strategic importance into fresh perceptions. A good set of scenarios consists of a few alternative and internally consistent pathways to the future. *"They are not a group of quasi-forecasts, one of which may be right. Decision scenarios describe different worlds not just different outcomes in the same world."* (Wack, 1985b). According to Wack:

"The point, to repeat, is not so much to have one scenario that 'gets it right,' as to have a set of scenarios that illuminates the major forces driving the system, their inter-relationship, and the critical uncertainties. The users can then sharpen their focus on key environmental questions, aided by new concepts and a richer Language system through which they exchange their ideas and data."

Wack (1985b) suggests two questions to test the value of scenarios:

- (1) What do they leave out? In five to ten years leaders must not be able to say that the scenarios did not warn them of important events that subsequently happened.
- (2) Do they lead to action? If scenarios do not push leaders to do something other than that indicated by past experience, they are nothing more than interesting speculation.

Scenario planning -- planning based on scenarios -- is about making choices now with an understanding of how things might turn out. It is expected, of course, that the choices made now will influence which scenario actually "plays

out." This is, after all, the purpose of planning -- to shape the future. This conclusion is consistent with the statement of Will and Ariel Durant in their little book The Lessons of History: "*The future never just happened, it was created.*" It also is consistent with what Peter Drucker, the well-known management specialist, had to say about long-range planning: long-range planning does not deal with future decisions, but with the future of present decisions. Schwartz (1991) described the benefits of scenario planning in this way. The end result of scenario planning " ... is not accurate picture of tomorrow, but better decisions about the future."

Scenarios use logics to describe how the driving forces might plausibly behave in the future. Good scenarios force us to see alternative futures and to act to shape the future. In developing scenarios, the initial steps involve the identification of driving forces, pre-determined events and critical uncertainties.

The driving forces are forces that influence the outcome of events; they move the plot; they determine a story's outcome. Pre-determined events are events that do not depend upon any particular chain of events. They either have already occurred or are almost certain to, but events whose consequences have not unfolded. If an event seems certain regardless of which scenario plays out, that event is by definition a pre-determined event. Critical uncertainties are those elements that will shape the future that are not pre-determined. They can be natural events that are unknown, or societal decisions that can not be forecast with certainty because of changing priorities and a variety of socio-political factors.

Each participant was asked to submit his/her personal list of the 5 "pre-determined events" and the 5 "critical uncertainties" that he/she believes will be most important in shaping the future of Ben-Gurion University. We also requested that each participant list the five characteristics (each in five words or less) that he/she would like to have as distinguishing features of Ben Gurion University in 2020.

There are no "right or wrong" answers and all inputs remained anonymous. The responses were collated, and transferred to large sheets that were posted at the workshop. The complete lists -- including the additions made at the London meeting -- are presented in Exhibits 1-2. It should be pointed out that there is a remarkable similarity in the responses from the London retreat with those from the Dead Sea retreat. For this reason, we used the same scenario themes in London as we had at the Dead Sea. These themes provided the point of departure for our discussion of possible futures of Ben-Gurion University.

Two scenario teams were formed. The team rosters are presented in Appendix B. Each team had the same assignment: to identify strategies that it believes would be most successful in moving BGU from its present strategic profile (its existing condition) to its desired future strategic profile (in the year 2020) under the three scenarios identified below.

- Nothing New in the Negev: No new formal national policies regarding the Negev; no change in higher education policy.
- Halcyon Days in the Desert: A new national policy to develop the Negev.
- Dog Days in the Desert: A low national priority for the Negev.

SCENARIO 1: NOTHING NEW IN THE NEGEV

In the year 2020, there has been stable peace in the Middle East for more than two decades. The population of Israel has grown to 10 million. The population of the Negev has grown to 1 million, of which about 25% are Bedouins. Beer-Sheva has a population of about 250,000. Ben-Gurion University's enrollment has grown to 20,000 students.

The college-university system in Israel is thriving. Governmental support for BGU has increased in real terms by 30% and now accounts for 78% of the University's base support. The general priority given to the Negev by the Federal government has changed little over the past three decades.

Under this scenario, what strategies can the Board develop that would be the most effective in enabling BGU to realize its vision?

SCENARIO 2: HALCYON DAYS IN THE DESERT

There is a new national policy to develop the Negev. It becomes what Ben-Gurion envisioned. The conditions described in Scenario 2 for the year 2020 can occur only in a period of sustained peace and general prosperity for all Israel. This implies that other universities will also benefit from this prosperity and that even under these halcyon conditions, BGU must enhance its competitive position in Israel higher education system relative to that in 1993. BGU will have to gain a competitive advantage in recruiting and retaining outstanding students and faculty.

Under this scenario, what strategies can the Board develop that would be the most effective in enabling BGU to realize its vision?

SCENARIO 3: DOG DAYS IN THE DESERT

The Negev has been neglected for more than two decades. The Negev region becomes the site for major military installations and for obnoxious industries. As a result, poorly educated people make up an increasingly large percentage of the region's population.

In the face of general sustained deterioration of the economy and quality of life in the Negev, it will become increasingly difficult for BGU to recruit and retain outstanding faculty and students. Because of loss of key faculty and a growing

awareness of the low priority given the region by the National government, the ability of BGU scholars to compete successfully for grants at the national and international levels dwindles, morale drops, accelerating the process of deterioration of BGU.

Under this scenario, what strategies can the Board develop that would be the most effective in enabling BGU to realize its vision?

EXPLORING "MEGA-STRATEGIES"

In developing strategies, teams were asked to explore a number of fundamentally different mega-strategies for developing BGU into a great university: development in the mode of many old, great comprehensive research universities; development with this same model but with selective excellence in a few traditional fields; and development of excellence by a new, as yet undefined paradigm -- one the team identifies.

EXHIBIT 1

DRIVING FORCES

- Vision and Leadership.
- Aliyah.
- Settlement of Bedouins, Population Increase, Demographics.
- Saturation of Centrum -- Tel Aviv, Haifa, Jerusalem.
- Decision by the Jewish Agency to Concentrate the Efforts of "Operation Opportunity" on Galilee and the Negev.
- Increase in BGU's Enrollment.
- Faculty Competes Internally for Limited Resources.
- BGU Competes with 7 Other Universities for Limited Resources.
- Peace in the Middle East.
- World, U.S., and National Economies.
- Changing Attitudes of Younger Generation of Israelis.

EXHIBIT 2

PRE-DETERMINED ELEMENTS

- Increased Importance of Environmental and Desert Specialization, of Bio-Medical Engineering, of Computer-Based Science and Technologies.
- Increased Global Concern for the Environment.
- Increased Concern about Desertification.
- The Negev is Israel's Primary Land Reserve for Urban Industrial Development.
- BGU's Continuing Responsibility to Fulfill its Mandate to Develop the Negev.
- Composition of Student Body Will Change Vis-a-Vis Change in Population Growth and Character.
- Continued Evolution of Centers of Excellence; e.g. in Arid Zone Research.
- Increase in Size of Student Body.
- Enhancement of Quality of Academic Staff.
- Retirement of Large Segments of Present Faculty.
- Limited Resources for Higher Education.
- Call for Development of "Just Another University", Even an Outstanding One, Will Not Generate Enthusiasm, or Support.
- Progressively Less Giving by the New Younger Generations.
- Increased Internal Competition for Funds for Faculty Research, Student Service, Community Outreach, etc.
- Immigration and its Effects on the Social Fabric.
- A World Economy, Political and Economic Realignment that Offer New Trade and Cooperative Venture Possibilities for Israel and the Negev. Important Areas of Opportunity Will Include Technologies of all Kinds.
- Internationalization of Communication Networks.
- On-going Conflicts with Arabs; an Uneasy Peace.

EXHIBIT 3

CRITICAL UNCERTAINTIES

- Peace and Relationships with Arab Countries.
- Funding -- Sources, Amounts, Stability
 - Government.
 - Donations.
 - Endowment.
 - Grants.
 - National Priority of Negev.
- Availability of Top Faculty; Ability to Recruit and Retain Outstanding Faculty: Full-time, Part-time, Visiting.
- Structure of Higher Education in Israel; Support for BGU.
- Israel's Position Relative to other Nations in Academic Achievement.
- Desirability of Beer-Sheva as a Place to Live, Perception of Israelis, Civic Pride, Industry in Negev, Success of BGU as Major Research Institution.
- Rate of Immigration; Demographics.
- National Transport Networks.
- Economic Status of Israel & the World.
- Development of the Negev.
- Careers & Vocations in 21st Century.
- Future Status of BGU Graduates in Society.
- Israel's Position Relative to Other Nations in Terms of Academic Achievement.
- Commitment of BGU Faculty/Staff and Graduates to Remain in the Negev.
- Success in Managing Minority Outreach Programs to Close Social Gap and BGU's Role in these Activities.
- Leadership of the University.
- Political Reform with Regional Representation.
- World Racial Unrest.

EXHIBIT 4

DESIRED CHARACTERISTICS FOR BGU's IN 2020

- Preeminence in Desert Research.
- Preeminence in Medicine
 - Health in Arid Areas.
 - BioMed/Neuro Sciences.
 - Education in General Medical Practice.
- A Role Model for Community Service (Social).
- A Leader in Education of the Community.
 - In the Broad Sense
 - In Remote Learning.
- A Leader in Behavioral Studies.
- Immigration.
- A Leader in Research on How People Change Their Attitudes & Behavior When They Control Their Own Lives.
- A Leader in Biotechnology, Particularly as it Relates to Arid Areas.
- An Entrepreneurial Program at University to Develop the Negev (Partners with Industry).
- Effective Pursuit of Ben-Gurion's Vision.
- Concentrate on Negev to Serve the World.
- Preserve and Build on Existing Strengths; Arid Zone Research; Creative Writing, etc.
- Make the University the Cultural Center of Negev, and the World.
- In the Business School, Concentrate on the Service Sector.
- An Institution Known for Excellence in Teaching.
- Cooperation with Arabs in Desert Management, in Water Management, etc.
- An Innovator in Education.
- A Leader in Applied Industrial Management (no program exists in Israel)
-- BGU already has strength in this Area.

- Excellence in Applied Math Modeling, Particularly in Areas Relevant to the Negev.
- A Partner in Nurturing Excellence in Public Schools.
- A Leader in Energy Research, Particularly Solar Energy.
- A Leader in Arid Agriculture.
- A Leader in Desalination Research and Technology.
- Stimulate Development of Pharmaceutical Industry.
- A Leader in R&D for Materials Found in Negev.
- A Leader in Tourism/Recreation; In Academic Programs to Understand, Promote and Manage Tourism and Recreation.
- A Resource in War Studies/Intellectually-Based.
- National Excellence Across the Board with International Excellence in Carefully Selected Areas.
- Attract High Achieving Undergraduates with Diverse Backgrounds and Aspirations.
- Graduate Well-Rounded Students Across all Disciplines-- Become the Leading Undergraduate Institution in all Israel.
- Outstanding Faculty.
- A Nurturing Community of Scholars.
- Multi-Disciplinary Programs which bring together Faculty and Students from Diverse Backgrounds and Fields in Genuine Partnerships.
- Undisputed Leader in Medical Education, Medical Research and Community Outreach Health Care Programs.
- Adequate/Stable Funding from Diverse Sources to Sustain a Student Population of > 20,000.
- Increased Graduate Student Body.
- A Constellation of Centers of Excellence of International Stature
 - Existing Areas of Specialization
 - New Areas, Particularly in Humanities & the Arts.

- An Institution Known for Entrepreneurship and Innovation.
- BGU' is the Engine of Economic Development for the Negev.
- BGU is a Major enhancer of Quality of Life in Beer Sheva (Partners with the City), and Throughout the Negev: Education, Arts, Culture, Economic Development, etc.
- BGU is the Environmental University in Israel.

SCENARIOS TEAM 1

Overview

For scenarios 1 and 2 "(Nothing New In The Negev and Halcyon Days in the Desert) a priority should be given to adding a Bureau of Standards and to enhancing BGU's programs in water research and management. In addition, emphasis should be placed on developing a regional center for petroleum engineering, a new international airport in the Negev, greater cooperation with countries in the region and development of an industrial complex. On the academic side, the emphasis should be on developing graduate studies.

For scenarios 1, 2 and 3, BGU must enhance the quality of the total educational experience. It can't afford not to. It must place greater emphasis on excellence in teaching and exploitation of advances in educational technology. Special incentives should be created to reward excellence in these areas, as well as in research. The quality of life must also be enhanced in all its dimensions: the social environment, the cultural environment, and the physical environment -- including housing. Greater emphasis should be placed on extension activity and remote learning. The University's facilities should be used year-round.

BGU should develop a hotel/conference center and an educational program in tourism, recreation and leisure studies. It should form links to hotels throughout the region and the country.

Halcyon Days in the Desert

With good times comes the danger of creation of competing institutions. To forestall that, BGU should take the lead in designing a network of educational institutions of different sizes and characteristics to meet the diverse and changing needs for education and training throughout the Negev. BGU is the "flagship campus." With prosperity, a high speed train system links Beer-Sheva to cities in the North and better highways link towns throughout the Negev. The high speed trains overcome one of BGU's biggest problems -- its location.

BGU offers attractive and flexible recruitment packages to recruit the best faculty, staff and students. There is a continuous flow of bright new recruits to BGU.

BGU's influence extends throughout the Negev and surrounding countries as a result of its outstanding distance learning program. BGU's own radio and TV stations beam a continuous and rich array of offerings throughout the extended region. The addition of its own educational programs in media studies and communication enhance its offerings and secure its leadership position.

The development of Beer Sheva into an international city and cultural center makes recruitment and retention much easier.

Dog Days in the Desert

The Applied Research Institute and the Desert Research Institute are merged to save resources. There is a greater emphasis on recruitment of overseas students to capture tuition. Greater emphasis is placed on teaching in English. The medical school is retained, although some expensive programs are dropped. There is greater emphasis on general practice. The hospital is an important source of revenue. There is a greater emphasis on environmental studies and on meeting the needs of the military.

Plans are made to merge BGU with another university by making it a satellite campus.

TEAM 2

Nothing New in the Negev

They took as their point of departure the draft vision and mission statements.

The quality of teaching is greatly enhanced. The undergraduate curriculum has been completely revised and the total undergraduate experience has been enhanced. Advances in educational technology have been exploited to the fullest. To accommodate the large numbers of immigrants, new centers of learning -- satellite campuses -- have been created with BGU as the flagship campus.

Excellence is pursued selectively and prudently to keep the number of centers and institutes at a manageable number. An emphasis is placed on desert research in its broadest context: science, architecture, culture, socio-behavioral studies. Other centers that have been developed include: (1) a center to stimulate the development of high technology industries and to create and retain links with the University, (2) a center for translating advances in educational, cultural and health areas to the people of the Negev -- to upgrade the education and quality of life of all who live in the Negev; (3) a center to respond to the needs of the Bedouin population; a center with new programmatic areas responsive to changing needs and wishes of the Bedouins and which provides education where and when they want it.

BGU forms new oversight committees with representatives from the city, region, state and University to oversee all programmatic areas of the University to ensure responsiveness and accountability.

Halcyon Days in the Desert

All recommendations in Scenario 1 (Nothing New in the Negev) would be followed, and enriched. For example, the Institute for Desert Research would

become the world's leading center for desert studies of all kinds, including desert art.

BGU develops a world renowned Center for Environmental Studies.

BGU sponsors an annual international festival that attracts hundreds of thousands of people from around the world. UniverCity is a thriving center. BGU awards the Ben Gurion Prize which brings world renowned scholars to BGU each year to fulfill the six months residency requirement of the prize.

Every BGU undergraduate spends at least one semester abroad.

The University development office has been expanded and produces a sustained flow of ever-increasing funds to support the University's rich array of programs, particularly at the graduate level. The University graduate programs have been expanded, but only in carefully selected areas. The premium is on excellence.

Dog Days in the Desert

BGU goes back to basics and concentrates on its original mandate. Focus is on the undergraduate enterprise. Desert research is maintained at all costs. Many graduate programs are down-sized, or eliminated entirely, to maintain excellence.

An advisory committee, drawn from the Board, of industrial, governmental and religious leaders, is formed to protect and promote the University (A good strategy for all scenarios). A second committee of former governmental officials is created to assist the President in developing an effective lobbying program.

Appendix A

Agenda for Workshop

BGU STRATEGIC PLANNING WORKSHOP

London
Churchhill Hotel
12-13 May 1993

12 May 1993

- 10:00 a.m.**
- I.** Welcome & Introductions **R. Arnow**
 - II.** An overview of Expectations for the Day: Different Perspectives
R. Arnow
A. Amoral
A. Braverman
S. Gelber
L.E. Noonan
J.R. Schubel
 - III.** A Warm-up Brainstorming Session
Of the following Theme:
"What Strategies & Tactics Would put BGU in a Better Position to Deal Effectively with Change and Uncertainty-- to Exploit Changing Opportunities, to Overcome Unanticipated Obstacles?"
 - A.** Reading the Crystal Ball: Threats & Opportunities; Loomings
 - B.** Selection of the Most Powerful Ideas
 - C.** Enhancement and Enrichment of These Ideas; Transformation of Good Ideas into Strategies & Tactics
- 12:30** Lunch
- 1:30** Reconvene

- IV. A comparison of Board Strategies with those Identified at Dead Sea Retreats.
 - A. An Affirmation of Congruent Ideas & an Exploration of the Reasons for Differences
 - B. Closing the Gap
- 2:30 V. Scenario Planning & The Future of BGU Selection of Themes: Formation of Teams
- 3:00 VI. Teams Meet to Begin Developing Scenarios
- 5:00 VII. Reassemble in Plenary for Brief Progress Reports
- 5:45 VIII. Adjourn for Dinner, Teams will continue to meet over dinner & throughout the Evening

13 MAY 1993

- 8:30 a.m. I. Scenario Teams Meet to Wrap-up
- 10:00 II. Reports of Scenario Teams Discussion, Identification of Robust Strategies
- 12:00 Lunch
- 1:30 III. An Exploration of the Partnership Roles the Board of Governors can play in giving BGU an UNfair Competitive Advantage in its Continued Development as a

Distinctive & Distinguished Research
University of the First Rank

MEMBERSHIP OF SCENARIO TEAMS

3:30

**IV. Roundtable Discussion,
Concluding Remarks**

R. Arnow

I. Adt Amorai
Ella Ariei
Robert Arnow
Harold Baum
Shifra Bronznick
Malcolm Chaiken
Jacqueline Charles
Miriam Hyams
Ell Kelder
Sam Lawson

4:00

V. Adjourn

II. Chinita Abrahams-Curiel
Tamara Ariei
Joan Arnow
John Beck
Shelly Burke
Norman Hyams
Lee Katz
Rachel Lazin
Harold Oshry
Harriet Soffa

SUNY AT STONY BROOK



3 1794 02751926 4

Robert, Michel (1993). Strategy, Firms & Change. How Winning CEOs Outthink Their Competition. McGraw Hill, Inc. New York, 328 p.
Durant, Will and Ariel, 1968. The Lessons of History. Simon and Schuster. New York, NY. 117p.

Schwartz, Peter, 1991. The Art of the Long View. A Century Book of Doubleday, New York, NY. 228p.

Harvard Business

Business Review Nov.

Wack, Pierre, 1985a.

Review Sept-Oct. 19

Wack, Pierre, 1985b.

Dec. 1985: 139-150

DATE DUE			

Printed in USA