Strategic Planning Process
for
2016 – 2021 Strategic Plan

Response to Request for Proposal

October 15, 2015

Presented to:

Dr. Diana Gonzalez
Board of Regents, State of Iowa
11260 Aurora, Avenue
Urbandale, IA 50322
www.regents.iowa.gov

Prepared By:

Cameron Wilkinson
Director, Business Development
Ascent Advisor, LLC
3520 North University, Ave. Suite 275
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About Ascent Advisor

Ascent Advisor is a strategic change, training and coaching firm, taking organizations to the next level. We are trusted advisors to innovative leaders seeking performance breakthroughs. We help leaders achieve critical results by applying the Ascent Process and delivering strategic change.

Integrity
Our work stands for the highest standards of professional and personal integrity. We put our client’s interests ahead of our own. We stand free to tell it as we see it. We work as one team, achieving client goals, while living up to our values.

Intelligence
We believe that intelligence is applied knowledge. We are a highly effective team putting complimentary skills and specialized expertise to work for our clients. We rely on competent teams to arrive at the best solutions. We lead by helping others succeed.

Innovation
We foster creative collaboration, which means one-fourth creativity and three-fourths collaboration. The best ideas come by building on others’ sparks of imagination and by freely exploring possibilities. We advance novel ideas and create new opportunities.

Impact
We are successful by helping our clients be successful. Creating value for our clients is our driving focus. We look for opportunities to help leaders achieve the highest level of success imaginable for their enterprise. We create opportunities where business and people thrive.

Why Choose Ascent Advisor?

Expertise: Our team of strategic planning and change experts literally wrote the book on effective organizational change (see The Path of Ascent by Juan Riboldi). Our team has been successfully taking organizations to the next level for over 25 years. In addition to our direct consulting expertise, our research on organizational strategy and change sets a high standard for executing on your most important initiatives.

Higher Education and Public-Sector Experience: Ascent Advisor is an industry leader in strategic planning, including facilitation, plan development and timelines. Equally important for the Board of Regents is our significant experience with strategic planning at higher education, K-12 education and federal government agencies.

Flexibility & Customization: Nothing is “canned” at Ascent Advisor. Although we offer a standardized framework as a starting point, we customize each solution to meet your needs and objectives.
Questionnaire Responses

1. Basic Data on Bidder

1a: Name, telephone number and address, including email of Bidder

Ascent Advisor, LLC
3520 North University Ave, Ste. 275
Provo, UT 84604
cwilkinson@ascent-advisor.com
Office: 801-375-1300, Cell: 801-900-6002

1b: Name and title of individual authorized to bind the Bidder and submit the proposal.

Cameron Wilkinson
Director, Business Development

1c: Name e-mail address and telephone number of person the Board may contact during the proposal evaluation process.

Cameron Wilkinson
cwilkinson@ascent-advisor.com
Office: 801-375-1300, Cell: 801-900-6002

1d: Form of business - e.g. sole proprietorship, partnership, corporation, Not-for Profit organization. If a non-Iowa corporation, indicate state of incorporation.

Limited Liability Company (LLC), a Utah company

1e: Whether the business is owned or controlled by a parent corporation. If yes, provide the name and address of the parent corporation, nearest offices and managing office where the project staff assigned to this project will be located.

The company is not controlled or owned by a parent company. Project staff are located in Provo, UT, Norman, OK and Washington, DC.

1f: Whether the Bidder is a small business or certified targeted small business as defined in Iowa Code (2015) section 15.102.

The company is a small business. The company meets all criteria of targeted small business except for one: it is not located in the state of Iowa.
2. Executive Summary

2a: Bidder’s understanding of System’s needs

The State of Iowa Board of Regents (the “Board”) requires a robust strategic planning process to update and enhance its current strategic plan and to create a new strategic plan for 2016 to 2021. This must include a robust understanding of the educational system that the Board supports, including: University of Iowa, Iowa State University, University of Northern Iowa and Iowa Special Schools.

Prerequisite to having a successful strategic planning process is finding the right provider of strategic planning services. The provider should:

- a. Have a demonstrated track record of success in large-scale, complex strategic planning
- b. Have extensive experience in strategic planning with higher education and large public-sector organizations
- c. Have a strategic planning framework with a track record or success that can be adapted and customized to the Board’s specific needs.

The process required to develop a meaningful plan includes:

- a. A meaningful understanding of the goals and responsibilities of the Board
- b. A deep understanding of the higher education system that the Board supports
  - i. Including one-on-one interviews with key stakeholders at each institutional campus and at the Board.
  - ii. Including a facilitated envisioning event to collect perspectives of the future responsibilities and needs of the organization
- c. A robust communications plan
- d. Alignment with, or updating of Mission, Vision, Values and Culture
- e. Facilitation of a SWOT analysis of the system, including the Board interactions with various components of the system
- f. Consultant design, development and drafting of a strategic plan including specific goals, objectives, tasks, KPIs and timelines for delivery
- g. Consultant design and deployment of a strategic execution (implementation) plan including an accountability framework to assess, report and review progress on strategic initiatives
2b: Scope of services being proposed.

1. **Advance Work**
   - Review of current strategy information including current strategic plan, mission, vision, values, last strategic plan and key indicators
   - Onsite review of Board and institutional systems to gain insight on key responsibilities, priorities and objectives via one-on-one interviews:
     - Three days of onsite interviews with Board Members
     - Five days of onsite interviews with key stakeholders at Iowa’s Public Universities
     - Two days of onsite interviews with key stakeholders at Iowa’s Special Schools

2. **Research, Analysis & Program Design**
   - Research & Analysis
     - Key demographics and anticipated shifts that will affect trends and strategic planning decisions within the System from 2016 – 2021
     - Technology
     - Globalization
   - Design strategic planning process
   - Development of communications plan: core messages, key constituencies, desired outcomes and channels for communication

3. **Strategic Planning Process**
   - Conduct one-day envisioning workshop: envision the future state of the System, create strategic alignment between groups and identify anticipated operational, technological and demographic changes
   - Conduct two-day strategic planning workshop with Board and key stakeholders
     - Facilitated SWOT analysis
     - Direction: Define goals, objectives, and priorities
     - Measures: Identify KPIs and tracking mechanism
     - Actions: Create strategic roadmap with specific actions and accountabilities
     - The workshop is facilitated by senior consultants with extensive experience in higher education, strategic planning and implementation

4. **Report & Recommendations**
   - Strategic Plan: Consultants will draft the 2016 - 2021 strategic plan including specific goals, objectives, tasks, KPIs and timelines
   - Consultants will work with the Board to establish ongoing accountability and create an implementation plan for projects in the strategic plan
     - Design and deploy a strategic execution (implementation) plan including an accountability framework to assess, report and review progress on strategic initiatives
     - Create an accountability framework to include quantitative performance measures and activity reports
• Identify resources and support required for successful execution of the strategic plan
  o Review preliminary report with key stakeholders to clarify and coordinate final decisions
  o Present the final proposed strategic plan to the Board including priorities, goals, objectives, tasks, timelines and accountability metrics
  o Optional Leading Change Training: train up to 20 participants to implement change successfully.
2c: Qualifications and Experience in development of strategic plans for a higher education system.

For over 25 years Juan Riboldi, President of Ascent Advisor, has been helping complex organization assess, plan and execute upon their most important strategic initiatives. With high-profile clients in higher education, the federal government and in the private sector, Mr. Riboldi has diverse experience with organizations public and private. A seasoned consultant and author of the book *The Path of Ascent, The Five Principles for Mastering Change*. Mr. Riboldi is a Master of Organizational Behavior and strategic change. He has taught courses at Harvard Business School, Brigham Young University and Pepperdine University.

Dr. James Pappas received a doctorate in clinical psychology from Purdue University, a master's degree from Ohio University, and a bachelor's degree from the University of Utah. In addition, he has completed the Executive Management Program at Stanford University and the Institute for the Management of Lifelong Education at Harvard University. Dr. Pappas has an extensive background in state university administration and strategic planning. Dr. Pappas is also intimately familiar with the Iowa state university system.

Sample of clients and professional experience in strategic planning and strategic change:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Type of Work</th>
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<tbody>
<tr>
<td>Zayed University</td>
<td>Dubai and Abu Dhabi (UAE)</td>
<td>Strategic Planning &amp; Implementation</td>
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<tr>
<td>Brigham Young University</td>
<td>Provo, UT</td>
<td>Change Management &amp; Implementation</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>Norman, OK</td>
<td>Strategic Planning &amp; Implementation</td>
</tr>
<tr>
<td>Denver Public Schools</td>
<td>Denver, CO</td>
<td>Strategic Planning &amp; Implementation</td>
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<tr>
<td>College of Banking &amp; Financials Services</td>
<td>Oman</td>
<td>Strategic Planning &amp; Implementation</td>
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<tr>
<td>Heritage School</td>
<td>Provo, UT</td>
<td>Strategic Planning &amp; Implementation</td>
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<tr>
<td>The U.S. Forest Service</td>
<td>Albuquerque NM</td>
<td>Change Management &amp; Implementation</td>
</tr>
<tr>
<td>The U.S. Food and Drug Administration, CVM</td>
<td>Rockville, MD</td>
<td>Strategic Planning &amp; Implementation</td>
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<tr>
<td>Harvard Business School</td>
<td>Boston, MA</td>
<td>Facilitated Change Management Courses</td>
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<tr>
<td>Pepperdine University</td>
<td>Malibu, CA</td>
<td>Facilitated Change Management Courses</td>
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<tr>
<td>Utah Valley University</td>
<td>Orem, UT</td>
<td>Facilitated Change Management Courses</td>
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</table>
2d: Brief List and Description of Similar Projects Completed (client, scope and duration of assessment, outcome, and client contact name).

Ascent Advisor facilitated an extensive strategic planning process for Zayed University, one of the most prestigious universities in the Middle East. The process included extensive direct interviewing, envisioning workshops and strategic planning workshops and spanned a period of six months. Ascent drafted and delivered a strategic plan to help position Zayed University as a top university on the world stage. Point of contact is Dr. Reyadh Almehaideb, Vice President of the University.

For the past four years Ascent Advisor has been involved in a series of year-long strategic planning, training and implementation for the FDA’s Center for Veterinary Medicine. Each year, through workshops, direct meetings and interviews, Ascent supports the strategic planning and prioritization function and assists indirect project implementation. This program has been extremely successful with many projects reaching completion faster than anticipated – including approval of new drugs. Point of contact is Eric Dubbin.

As part of a re-organization for the Department of Conferences and Workshops, Ascent Advisor provided change management training and consulting services. The scope of the project was to assess the anticipated change and provide analysis, planning and training to support a successful strategic change. This support, consulting, training and assessments portions of this engagement spanned six weeks. Since the time of this engagement the department has deployed a successful re-organization and the staff is supportive of the changes. Point of contact is Robert Holcombe, Director of Conferences and Workshops.

Ascent Advisor facilitated an extensive strategic planning process for Denver Public Schools, a school district with 90,150 students and 14,792 employees. The process included extensive direct interviewing, envisioning workshops and strategic planning workshops and spanned a period of five months. Ascent drafted and delivered a strategic plan to help position the school district for future growth, classroom and demographic shifts. Point of contact is Trena Deane, Executive Director.

Ascent Advisor facilitated an extensive strategic planning process for Heritage Schools, a specialty school for troubled teens. The process included extensive direct interviewing, envisioning and strategic planning workshops and has spanned a period of seven months. Ascent drafted and delivered a strategic plan to help position the school for ongoing success. Point of contact is Jerry Spanos, Founder and CEO.
2e. High Level Project Execution Plan

The following preliminary execution plan is subject to revision at the direction of the Board upon RFP award.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Work stream I</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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<td>Advance Work</td>
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<td>1.1.</td>
<td>Review existing strategic plan</td>
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<td>1.1.2</td>
<td>Review mission, vision, values and key indicators</td>
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<td>1.1.3</td>
<td>Onsite interviews with Board Members</td>
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<td>1.1.4</td>
<td>Onsite interviews at Public Universities</td>
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<tr>
<td>1.1.5</td>
<td>Onsite interviews at Special Schools</td>
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<td>1.2.</td>
<td>Research, Analysis &amp; Program Design</td>
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<tr>
<td>1.2.1</td>
<td>Research &amp; analysis of higher education demographics</td>
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<td>1.2.2</td>
<td>Research &amp; analysis of Regent institution demographics</td>
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<tr>
<td>1.2.3</td>
<td>Review &amp; study emerging factors</td>
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<td>1.2.4</td>
<td>Technology</td>
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<td>1.2.5</td>
<td>Demographic shifts</td>
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<td>1.2.6</td>
<td>Globalization</td>
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<td>1.2.7</td>
<td>Design strategic planning process</td>
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<td>1.2.8</td>
<td>Develop and deploy communications plan</td>
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<table>
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<tr>
<th>Tasks</th>
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<th>Week 1</th>
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<th>Week 4</th>
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<td>Strategic Planning Process</td>
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<td>2.1.1</td>
<td>Envisioning workshop</td>
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<td>Facilitated SWOT analysis</td>
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<td>2.1.4</td>
<td>Direction: goals, objectives &amp; priorities</td>
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<td>2.1.5</td>
<td>Measures: identify KPIs &amp; tracking mechanism</td>
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<td>2.1.6</td>
<td>Actions: create roadmap with actions / accountability</td>
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<td>2.2.</td>
<td>Report and Recommendations</td>
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<td>2.2.1</td>
<td>Draft strategic plan</td>
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<td>2.2.2</td>
<td>Draft accountability framework</td>
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<tr>
<td>2.2.2</td>
<td>Strategic implementation plan</td>
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<td>2.2.3</td>
<td>Quantitative performance measures</td>
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<td>2.2.4</td>
<td>Identify resources &amp; support required</td>
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<tr>
<td>2.2.5</td>
<td>Review preliminary report with key stakeholders</td>
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<td>2.2.6</td>
<td>Present final proposed plan to the Board of Regents</td>
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3. Company Background

3a: How long the company has been in business.

While our president Juan Riboldi has been involved for over 25 years in the creation of three successful consulting companies (all of which are still operating successfully today), Ascent Advisor in its current form has been operating since 2008.

During that time we have successfully served large clients in government and education such as Brigham Young University, Zayed University, The U.S. Food and Drug Administration and the U.S. Forest Service.

3b: A brief description of the company size and organizational structure

Ascent Advisor is a specialized consulting firm focused on helping complex organizations achieve their goals through strategic planning and strategic execution. We have nearly a dozen qualified consultants and a small group of support, marketing and business development staff. All operations occur under the leadership of Juan Riboldi.

3c: How long the company has been working with 1) higher education clients; 2) government clients; 3) commercial clients performing similar services.

Ascent Advisor has been working with such clients performing similar services for all eight years of its existence. Juan Riboldi has been working with such clients as follows:

1) Higher Education Clients: over 10 years
2) Government Clients: over 15 years
3) Commercial Clients: over 20 years
3d: Recent annual financial report or bank references for evaluation of financial capability to satisfactorily complete the requirements of this RFP

As Ascent Advisor is a privately held company we do not publish financial reports to the public or to prospective clients. However, Ascent has been a client in good standing and with no defaults or collections at Utah Community Credit Union since 2008. Reference letter on following page:

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Utah Community
CREDIT UNION

October 13, 2015

Regarding:
Letter of Reference
Ascent Advisor, LLC
3520 North University Ave.
Provo, UT 84604
Account Number 120-96-62

To Whom It May Concern:

Please be advised that Ascent Advisor is a member of Utah Community Credit Union since 2008. As of October 13, 2015, this member is in good standing with the Credit Union and we have not experienced any defaults or collections with this member over the duration of our relationship.

Kind regards,

Oscar Cedeno
UCCU Member Services

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4. Qualifications & Experience

4a: Additional information deemed pertinent to 2c above.

All pertinent information included in 2c.

4b: A list of personnel to be assigned to this RFP, their functions in the project, length of tenure, and a detailed resume of each.

Summary Biographies:

Juan Riboldi, MS Organizational Behavior

Principal Advisor & President – Strategic Change Consultant

For over twenty five years, Juan Riboldi has consulted with various corporations and leaders across the globe in organizational change, strategy execution and leadership development. Among his clients are companies like IBM, Sony Pictures Entertainment, Cox Communications, Cisco Systems, General Mills, the Blue Care Network, Costco, Nissan and many fast-growing Inc. 5000 companies. He has also worked with State and Federal Government groups at the Department of Energy, the Veteran’s Health Administration, and the Department of Defense.

Juan is a highly sought after trainer, consultant and executive coach and the author of The Path of Ascent and several articles in the field. He holds graduate degrees in Organization Behavior and Business Management from the Marriott School of Management at Brigham Young University. More recently, he has pursued advanced executive education at the University of Minnesota and at Harvard University.

James Pappas, PhD

Senior Associate Consultant - Education & Strategic Planning

Dr. James Pappas received a doctorate in clinical psychology from Purdue University, a master’s degree from Ohio University, and a bachelor’s degree from the University of Utah. In addition, he has completed the Executive Management Program at Stanford University and the Institute for the Management of Lifelong Education at Harvard University.

Prior to his work at the University of Oklahoma, he served as Associate Dean of Liberal Education, Associate Dean of the Division of Continuing Education, Professor of Educational Psychology, Director of Academic Counseling, and Director of Independent
Study at the University of Utah. He also has worked as a psychologist with the Veterans Administration, a faculty member at Indiana University, and an assessment officer with the Peace Corps. Dr. Pappas has consulted with such organizations as the Utah State Office of Rehabilitation Services, Utah State Prisons, Wyoming School Districts, American College Testing Program, Skaggs/American Foods, Butler Buildings, Bosworth-Sullivan, Kennecott Copper, Lockheed Martin, National Association for Homecare, and Hermes Associates (a mall developer). In addition, he has served on numerous community service and professional association boards, including the Association of Public and Land-Grant Universities (APLU), Association of Continuing Higher Education (ACHE), University Professional and Continuing Education Association (UPCEA), and Association of Graduate Liberal Studies Programs (AGLSP). He has served as President of UPCEA and AGLSP and is currently Executive Vice President of ACHE.

Cameron Wilkinson, BS Finance

*Director of Business Development–Sr. Account Manager*

Cameron actively guides the account-management strategy of Ascent Advisor and focuses his efforts on helping the company clients construct high-impact business solutions that address key organization objectives. Cameron has an extensive professional background in entrepreneurial business, finance, business development and administration. His experience includes executive-level corporate finance posts, including VP of Financial Risk Management for a $4 billion asset-management company. Additionally, he co-founded, designed, built, and managed a successful restaurant chain in the San Francisco Bay area with annual revenues of nearly $3 million. He holds a B.S. in Finance from the University of Utah.

The senior account manager is involved in the project as follows:

1. **Solution Design:** The account manager works with the client to design a business solution that is highly customized to their needs and objectives. Ascent Advisor takes great pride in investing the necessary time to design solutions that address the objectives, company dynamics and desired outcomes of each project.
2. **Pricing and Structure:** The account manager documents the scope of the project and specifies pricing information. Periodically the account manager and the client may update scope and pricing or add new projects.
3. **Project Kickoff and Transition:** The account manager is part of the kickoff meeting and helps create a smooth transition between solution design and project management. The kickoff call is utilized as a forum to summarize and solidify the project objectives, plan, deliverables and timeline.
4. **Customer Service:** During project administration the consulting team will be the primary contact point for the client. However, the account manager is always available during project administration to lend help when necessary. Constructing and deploying a successful project is the main focus of our account management team.
Detailed Resumes:

Juan Riboldi
Principal Advisor & President
Strategic Change Consultant
jriboldi@ascent-advisor.com
801-375-1300

For 25 years Juan has been delivering leadership development, institutional insight and performance improvements at the highest levels of business. He focuses on facilitating strategic change, leadership coaching, consulting, feedback, assessments and development.

Juan delivers a coaching perspective that facilitates success on high-stakes projects and transitions. He consults for innovative leaders at large and mid-size companies who need to respond quickly and effectively to change within their organizations.

Juan is a principal at Ascent Advisor where he has facilitated remarkable growth and has served clients in 27 countries.

He developed his early coaching skills in a variety of consulting roles at IBM world headquarters, where he focused on quality, leadership and cultural improvements.

As a native of Argentina he lived under a brutal dictator. In the mid-1980s, after serving a mission in the rain forest, he came to the United States to study.

Education & Credentials
Juan holds degrees in English Literature, Organizational Behavior, Business Management and Design.
He has taught courses at Harvard Business School, Brigham Young University and Pepperdine University.
He is the author The Path of Ascent, a book on strategic change.

Sample client list
Experience

Ascent Advisor
- President and Principal Advisor
- Strategic Organization Planning and Change Consultant
- Executive Coach
- Author and public speaker

DecisionWise
- Founder and Chairman
- Consultant and leadership coach
- Organizational change and leadership development

Brigham Young University
- Adjunct Professor in Organization, Leadership and Strategy, Marriott School of Business, BYU
- Teacher of graduate level courses in Organizational Change and Leadership
- Guest speaker at Harvard and Pepperdine University Executive Education programs

The Praxis Group
- Director of CorporatePulse™ Survey Assessment Technology
- Leader of survey assessment consulting team

IBM Corporation
- Researcher of IBM organizational strategy, culture of innovation and market position
- Manager of 60 cross-functional developers of multi-media educational software

Education

University of Minnesota
Creating and Implementing Strategy, 2013

Harvard Business School
Executive Leadership Education, 2007

Universidad Real de Madrid, Spain
Certificado de Español de Negocios, 2006

Interstrength International
Certification Myers Briggs Type Indicator, 2005

Target Training International
Certification DISC Assessment, 2003

Productivity Associates
Certification Lean Management System, 2001

Center for Creative Leadership
Certification Benchmarks 360 Feedback, 2000

Brigham Young University
Masters in Organizational Behavior / Statistics, 1993

Brigham Young University
Bachelor Industrial Design / English Literature, 1990

Universidad Nacional de Rosario
Mechanical Engineering / Architecture, 1985
PARTIAL VITA

EDUCATIONAL HISTORY

Ph.D. Purdue University Lafayette, Indiana
Major Field: Clinical Psychology
(APA Approved)
Minor Fields: Counseling and Guidance,
Tests and Measurement

M.S. Ohio University Athens, Ohio
Major Field: Counseling Psychology
Minor Field: Student Personnel Administration

B.A. University of Utah Salt Lake City, Utah
Major Field: Psychology
Minor Fields: Speech and Drama, Journalism

A.S. College of Eastern Utah Price, Utah

Management Certificate Stanford University Palo Alto, California
Executive Management Program for Smaller Companies, Graduate School of Business.

Administrative Certificate Harvard University Cambridge, Massachusetts
Institute for the Management of Lifelong Education, Graduate School of Education. Elected to
and served on MLE Advisory Board.

External Coach Certificate Columbia University New York, New York
Columbia Coaching Certification Program, Teachers College and Columbia Business School
## PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Position and Affiliation</th>
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</thead>
<tbody>
<tr>
<td>July 2000 to Present</td>
<td>VICE PRESIDENT for University Outreach; DEAN of the College of Liberal Studies; and, PROFESSOR, Departments of Educational Psychology and Liberal Studies, University of Oklahoma.</td>
</tr>
<tr>
<td>June 1999 to June 2000</td>
<td>VICE PRESIDENT for University Outreach; DEAN of the College of Continuing Education; and, PROFESSOR, Departments of Educational Psychology and Liberal Studies, University of Oklahoma.</td>
</tr>
<tr>
<td>June 1994 to May 1999</td>
<td>VICE PROVOST for Outreach and Distance Education; DEAN of the College of Continuing Education; and, PROFESSOR, Departments of Educational Psychology and Liberal Studies, University of Oklahoma.</td>
</tr>
<tr>
<td>September 1987 to June 1994</td>
<td>VICE PROVOST for Continuing Education; ASSOCIATE VICE PRESIDENT for Research; and, PROFESSOR, Departments of Educational Psychology and Liberal Studies, University of Oklahoma.</td>
</tr>
<tr>
<td>July 1978 to September 1987</td>
<td>ASSOCIATE DEAN, Division of Continuing Education; PROFESSOR, Department of Educational Psychology; and DIRECTOR, Independent Study, University of Utah.</td>
</tr>
<tr>
<td>July 1975 to June 1978</td>
<td>ASSOCIATE DEAN, Liberal Education; ASSOCIATE PROFESSOR, Department of Educational Psychology; and DIRECTOR, Center for Academic Advising, University of Utah.</td>
</tr>
<tr>
<td>June 1972 to June 1975</td>
<td>DIRECTOR, Center for Academic Advising; ASSOCIATE PROFESSOR, Department of Educational Psychology; and SUPERVISOR OF University Testing, University of Utah.</td>
</tr>
<tr>
<td>June 1969 to June 1972</td>
<td>ASSISTANT DIRECTOR, Counseling Center; ASSISTANT PROFESSOR, Department of Education Psychology; and SUPERVISOR of University Testing, University of Utah.</td>
</tr>
<tr>
<td>September 1967 to June 1969</td>
<td>SUPERVISING CLINICAL PSYCHOLOGIST, Counseling Center; and LECTURER, Department of Educational Psychology, University of Utah.</td>
</tr>
<tr>
<td>September 1964 to June 1968</td>
<td>CLINICAL PSYCHOLOGY TRAINEE for the Veterans Administration at the following installations:</td>
</tr>
<tr>
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<td>Neuropsychiatric Hospital, Marion, Indiana,</td>
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<tr>
<td></td>
<td>West Tenth Street General Medical and Surgical Hospital, Indianapolis, Indiana,</td>
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<tr>
<td></td>
<td>Mental Hygiene Outpatient Clinic Veterans Administration and Regional Office, Indianapolis, Indiana, and Veteran Counseling, Training and</td>
</tr>
</tbody>
</table>
CONTINUING EDUCATION EXPERIENCES (Partial List)

Participant, National Training Lab (Ron Lippitt, Charles Seashore), Bethel, Maine.
EDPA Clustering Activity Family Counseling Training (Adlerian, Satirian,
Sensitivity and Sociodrama Models), Denver, Colorado.

Transactional Analysis Workshop (Jacqui Schiff), Rocky Mountain Transactional Analysis
Institute, Salt Lake City, Utah.
Conjoint Family Therapy Workshop (Virginia Satir), Salt Lake City, Utah.
Rational-Emotive Counseling Workshop (Ben Ard), Salt Lake City, Utah.
International Couples Communication Programs (Sheord Miler), Salt Lake City, Utah.
The Adult Life Cycle: From Theory to Practice (Alan Knox, Roger Gould, Vivian McCoy),
University of Kansas, Overland Park, Kansas.
Adult Development Workshop (Nancy Schlossberg), University of Utah, Salt Lake City, Utah.

BIBLIOGRAPHIC ENTRIES

International Adult and Continuing Education Hall of Fame
Oklahoma Higher Education Heritage Society Hall of Fame
Who’s Who in America
Who’s Who in Training and Development
Who’s Who in the World

CONSULTATION EXPERIENCES (Partial List)

Utah State Office of Rehabilitation Services, Counselor and Psychological Examiner.
Utah State Employment Security Office, Research and Education Consultant.
Latter-day Saints Hospital, Nurses Training Consultant.
Salt Lake County Sheriff’s Office, Personnel Selection Specialist.
Utah State Prison, Group and Family Therapist.
American College Testing Program, Testing, Retention and Adult Education Consultant.
Jordon School District, Group Counseling Trainer.
Numerous Business and Industrial Firms, Personnel Selection, Organizational Development and
Marketing Consultant, e.g., Family Centers, Morton Salt, Lockheed Martin, State of
Oklahoma, National Home Care Association

COMMUNITY SERVICE (Partial List)

Norman Arts and Humanities Council (President, Internal Vice-President, Board of Directors,
Committee Member and Jazz Festival).
Red Cross, (Board of Directors, Cleveland County, Oklahoma).
Norman Convention and Visitors Bureau (President, Vice President).
Norman Economic Development Council (Board of Directors).
Utah Endowment for the Humanities (Committee Member and Chairman). (During presidency
received NEH award for one of six outstanding committees nationally)
Greek Orthodox Church Combined Parish Council (President, Vice President, Secretary, Board of
Directors), (Salt Lake City); (Oklahoma City) [Recipient of St. Paul's medal for Service—highest lay award in church; Made Archon, October 22, 2008].
Salt Lake County Comprehensive Mental Health Center (Chairman, Board of Directors; Executive Committee).
Murray-Jordan-Tooele Mental Hygiene Center (Board of Directors).
Holladay-Cottonwood Community Council (Central District Representative).

PROFESSIONAL AFFILIATIONS

Adult Education Association of Utah (Board of Directors)
American Association of Collegiate Registrars & Admissions Officers
American College Personnel Association
American Association for Counseling and Development (Western Region Board of Directors, National Senator)
American Psychological Association
Association of Academic Affairs Administrators (National Board of Directors)
Association of Conference and Events Directors-International
Association of Continuing Higher Education (Executive Vice President 2008 to present)
Association of Graduate Liberal Studies Programs (Board of Directors, 2002-2010; Treasurer, 2005-2006; Publisher of Confluence: The Journal of Graduate Liberal Studies, 2005-2010; Vice President, 2007-2008; President, 2008-2010; Fellow, 2011 to present)
International Adult and Continuing Education Hall of Fame (Executive Director, 2001 - present)
National Association of Student Personnel Administrators
Rocky Mountain Psychological Association
Society of Sigma XI
Utah Association for Counseling and Development (President)
Utah Psychological Association
Western Psychological Association

EDITORIAL BOARDS


ACADEMIC GOVERNANCE Committees and Councils (at Universities of Oklahoma and Utah)

Academic Evaluations and Standards
Ad Hoc Admissions Policy Committee
Admissions Policy Review Committee
Advanced Programs Executive Committee
American Institutions Committee
Campus-Wide Strategic Planning Committee
CLEP Policy Committee [University and Board of Regents]
Continuing Education Council
Cooperative Education Committee
Council of Faculty Advisors [Chair]
Counseling Psychology [Educational Psychology Department]
Credits and Admissions [Chair, Executive Officers Cabinet]
Deans Council
Graduate School of Education College Council [Chair]
Liberal Education Council
Liberal Studies Council
Masters Counseling Committee [Educational Psychology Department]
Northwest Accreditation Committee on Library, Computing and Telecommunications
Provosts Cabinet
Recreation and Leisure Advisory Committee [Chair]
Southwest Center for Human Relations Studies, Executive Committee
State Regents Outreach Committee
Student Behavior
TA-TF Training Committee
University Council on Teacher Education
University Executive Officers
University Graphics Committee

INSTRUCTIONAL EXPERIENCE

**Didactic Courses Taught:**
- Administration of Adult and Higher Education
- Organizational Career Development
- Administration of Continuing Education

**Seminars and Practica Conducted:**
- Seminar in Interviewing Techniques
- Seminar in Applied Learning
- Seminar in the Use of Multifactor Tests
- in Guidance
- Practicum in Testing
- Practicum in Counseling Psychology
- Clinical Psychologist Clerkship
- Liberal Studies Mentor (non-traditional adult degree program)

PRINCIPAL INVESTIGATOR OR GRANT SUPERVISOR (Partial List of Representative Awards)

Bilingual Educational Multi-functional Resource Center, $1,800,000 for 1986-1995
FAA Air Traffic Controller Training, $18,000,000 annually for 1987-2008.
Kellogg International Conference on Residential Continuing Education, $93,000 for 1991.
Rehabilitation Administration Management Program, $1,000,000 for 1989-1997.
Southwest Regional Center for Drug-Free Schools and Communities, $3,000,000 for 1989-2002.
Region VII Comprehensive Center, $1,875,000 for 1995-2002.
U.S. Postal Service Training and Technical Assistance, $17,000,000 for 1999-2008.
United States Postal Services’ Technical Training Center, $57,243,425, for 2006-2009
Federal Aviation Administration Air Traffic Controller Training, $38,962,838, for 2007-2008
Oklahoma Department of Human Services SATTRN Training, $7,850,772, for 2009-2010
National Resource Center for Youth Development, $1,353,685, for 2009-2010
Midcontinent Comprehensive Center Year $6, $2,374,118, for 2010-2011
South Central Comprehensive Center, $10,945,495, for 2012-2017
Central Comprehensive Center, $7,931,920, for 2012-2017
RESEARCH INTERESTS

Higher Education Administration, Coaching and Counseling Techniques, Marketing Research, Organizational Interventions and Psychological Assessment.

4c: Information concerning terminations, litigation and debarment. Bidder shall provide answers to the following questions:

i. During the last five (5) years, has the Bidder had a contract for services terminated for any reason? If so, provide full details related to the termination.

No

ii. During the last five (5) years, describe any order, judgment or decree of any Federal or State authority barring, suspending, or otherwise limiting the right of the Bidder to engage in any business, practice, or activity.

None

iii. During the last five (5) years, list and summarize pending or threatened litigation, administrative or regulatory proceedings, or similar matters that could affect the ability of the Bidder to perform the required services. The Bidder must also state whether it or any owners, officers, or primary partners have ever been convicted of a felony. Failure to disclose these matters may result in rejection of the bid proposal or in termination of any subsequent contract. This is a continuing disclosure requirement. Any such matter commencing after submission of a bid proposal, and with respect to the successful Bidder after the execution of a contract, must be disclosed in a timely manner in a written statement to the Board.

None

iv. During the last five (5) years, have any irregularities been discovered in any of the accounts maintained by the Bidder on behalf of others? If so, describe the circumstances of irregularities.

No
5. Statement of Scope

A clear statement of scope is required from each bidder that demonstrates their understanding of this project and how their past engagements provide them with the insight/skills/tools needed to complete this work.

[See following pages for Statement of Scope]
Statement of Scope for Development of Board of Regents 2016 – 2021 Strategic Plan

Prepared by: Juan Riboldi
Version: 5
Document Id: IBOR-STRAT
Date: 10/15/2015
Statement of Scope

Client: Iowa Board of Regents  
Date: October 16, 2016  
Project Name: Development of Board of Regents 2016-2021 Strategic Plan

Project Sponsor: Dr. Diana Gonzalez  
Contact Phone: (515) 242-6116  
Contact Email: gonzalez@iastate.edu

Consultant Contact: Cameron Wilkinson  
Contact Phone: (801) 375-1300  
Contact Email: cwilkinson@ascent-advisor.com

Due Date for RFP: October 19, 2016

Statement of Scope Purpose

The scope statement is intended to serve as a detailed scope of work for Ascent Advisor and The Iowa Board of Regents in the event Ascent Advisor is awarded the Strategic Planning contract pursuant to the Strategic Planning RFP.

Project Background and Objectives

In October of 2008 and February 2009 the Board of Regents for the State of Iowa (the “Board”) completed a strategic planning process with The National Center for Higher Education Management Systems. The existing strategic plan is reaching the end of its useful life and was, in fact, an analysis that was too simple in its application to serve the rapidly changing needs of the Board.

This project will serve as the foundation for creating a new, more robust strategic plan to carry the board from 2016 to 2021.

Experience & Techniques

Ascent Advisor will employ its extensive experience in strategic planning with higher education, secondary institutions and federal government to design and deliver a program that provides insight and identifies key priorities, initiatives and an implementation framework over the plan window. Time-tested interview, workshop and planning techniques will be employed by senior consultants with decades of experience to deliver a high-impact solution for the Board.
Project Description

The proposed strategic planning solution is custom designed for the Board. The proposed program combines: research, analysis, familiarization with historical strategic efforts, interviews with key stakeholders at the Board and each of the universities and specialty schools in the System, program design, communications planning, envisioning, strategic planning, strategic execution planning (implementation), and presentation of the plan to the Board. The proposed program is organized in four main sections:

1. Advance work
2. Research, Analysis & Program Design
3. Strategic Planning Process
4. Reports & Recommendations

Key Stakeholders

Board of Regents Board Members: Board members will be a key constituency for gathering information about historical and future priorities. Various board members will be involved in one-on-one interviews with consultants, envisioning event, strategic planning workshops and plan input and approval.

Key Positions at Iowa’s Public Universities & Special Schools: Consultant will ask the Board to identify key administration officials at each of the public universities and special schools for participation in interviews and perhaps in envisioning and strategic planning.

Detailed Scope

Advance Work

Review of current strategy information including current strategic plan, mission, vision, values, last strategic plan and key indicators. This portion of the scope will be performed offsite by the consultant, but will require collaboration with the Board. The Board will provide background information for consultant to review.

Onsite review of Board and institutional systems to gain insight on key responsibilities, priorities and objectives via one-on-one interviews:

- Three days of onsite interviews with Board Members
- Five days of onsite interviews with key stakeholders at Iowa’s Public Universities
- Two days of onsite interviews with key stakeholders at Iowa’s Special Schools

Pricing Option A modifies the statement of scope to provide for onsite interviews with Board Members as described above, but only telephone interviews for Iowa’s Public Universities and Special Schools.
Research, Analysis & Program Design

Research & analysis: The research and analysis will be performed offsite by the consultants but may require collaboration and cooperation with the Board to obtain System data. Data relating to student demographics (historical & current), technology needs and impacts of globalization will be utilized to perform such research and analysis.

Research and analysis to be provided will include:

- Key demographics and anticipated shifts that will affect trends and strategic decisions within the System over the plan years.
- Impact on strategic decisions based on anticipated Technological changes over the plan years.
- Impact on strategic decisions based on anticipated increasing globalization over the plan years.

Design strategic planning process: Ascent Advisor will design and document the strategic planning process for the Board of Regents, subject to Board approval.

Development of communications plan: Ascent Advisor will design and assist in deploying a communications plan including core messages, key constituencies, desired outcomes and channels for communication.

Strategic Planning Process

Envisioning event: A senior Ascent Advisor will conduct a one-day, onsite envisioning workshop. This workshop will be designed to help participants envision the future state of the System: to help create strategic alignment between groups and identify anticipated operational, technological and demographical changes.

Strategic planning workshop: Consultant will conduct a two-day, onsite strategic planning workshop. The output of this workshop will serve as a substantial input into drafting the strategic plan. As part of this workshop the consultant will cover the following topics in great detail.

- SWOT analysis
- Direction: Define goals, objectives, and priorities
- Measures: Identify KPIs and tracking mechanism
- Actions: Create strategic roadmap with specific actions and accountabilities
- The workshop is facilitated by senior consultants with extensive experience in higher education, strategic planning and implementation

Report & Recommendations

Strategic plan: Consultants will draft the 2016 - 2021 strategic plan including specific goals, objectives, tasks, KPIs and timelines. A draft of the plan will be provided to key stakeholders for review, input and edits before a final version of the plan is produced.
Strategic execution plan: Consultants will work with the Board to establish ongoing accountability and an implementation plan for projects in the strategic plan.

- Design and deploy a strategic execution (implementation) plan including an accountability framework to assess, report and review progress on strategic initiatives
- Create an accountability framework to include quantitative performance measures and activity reports
- Identify resources and support required for execution of the strategic plan

Draft plan review: Consultant will deliver a preliminary report to key stakeholders to clarify and coordinate final decisions.

Final Presentation: Consultants will present the final proposed strategic plan to the Board including priorities, goals, objectives, tasks, timelines and accountability metrics.

**Pricing Option C** modifies the statement of scope to provide an optional *Leading Change Training*. In this training, Ascent Advisor will perform a two-day training to teach participants (up to 20) key concepts and skills to implement change successfully. Participants will learn to frame change as an opportunity, the five faces of resistance and root causes for resistance to change. Participants will also learn the practical side of implementing change, including how to scope a project and create a project plan.

Confidentiality: Information obtained during the assessment process will be maintained in confidence by Ascent Advisor until such time that the action plan is completed and any necessary action is instituted by the Board or until the Board determines that the action plan is subject to release under the Iowa Open Records Law or otherwise determined by the Board.
Project Plan

The following project plan is tentative and subject to revision based on input, priorities and objectives from the Board. Generally, it is anticipated that the project will span two different work streams. Work Stream I will include **Advance Work** and **Research, Analysis & Program Design**. Work Stream II will commence upon satisfactory completion of Work Stream I and upon the availability of Board Members. Work Stream II will include **Strategic Planning Process** and **Reports & Recommendations**.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Work stream I</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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<td>1.1.</td>
<td>Advance Work</td>
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<td>1.1.1</td>
<td>Review existing strategic plan</td>
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<td>1.1.2</td>
<td>Review mission, vision, values and key indicators</td>
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<td>1.1.3</td>
<td>Onsite interviews with Board Members</td>
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<td>1.1.4</td>
<td>Onsite interviews at Public Universities</td>
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<td>1.1.5</td>
<td>Onsite interviews at Special Schools</td>
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<td>Research, Analysis &amp; Program Design</td>
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<td>Research &amp; analysis of higher education demographics</td>
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<td>Research &amp; analysis of Regent institution demographics</td>
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<td>1.2.3</td>
<td>Review &amp; study emerging factors</td>
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<td>1.2.4</td>
<td>Technology</td>
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<td>1.2.5</td>
<td>Demographic shifts</td>
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<td>Globalization</td>
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<td>1.2.7</td>
<td>Design strategic planning process</td>
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<tr>
<td>1.2.8</td>
<td>Develop and deploy communications plan</td>
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<tr>
<th>Tasks</th>
<th>Work stream II</th>
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<tr>
<td>2.1.</td>
<td>Strategic Planning Process</td>
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<td>Envisioning workshop</td>
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<td>Facilitated SWOT analysis</td>
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<td>Direction: goals, objectives &amp; priorities</td>
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<td>2.1.5</td>
<td>Measures: identify KPIs &amp; tracking mechanism</td>
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<td>2.1.6</td>
<td>Actions: create roadmap with actions / accountability</td>
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<td>Report and Recommendations</td>
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<tr>
<td>2.2.1</td>
<td>Draft strategic plan</td>
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<td>2.2.2</td>
<td>Draft accountability framework</td>
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<td>2.2.4</td>
<td>Quantitative performance measures</td>
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<td>2.2.5</td>
<td>Identify resources &amp; support required</td>
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<td>2.2.6</td>
<td>Review preliminary report with key stakeholders</td>
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<td>2.2.7</td>
<td>Present final proposed plan to the Board of Regents</td>
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</table>
Not to Exceed Cost Estimate

Ascent Advisor offers three price options to the Iowa Board of Regent, based on the Statement of Scope. Options identified below:

**Option A: $64,850**
Statement of Scope with one modification: one-on-one interviews for Iowa State Universities and Specials Schools to be performed via telephone. Total of eight days onsite at various Board System locations.

Option A Pricing Detail:
- Advance work $23,250
- Research, Analysis & Program Design $12,400
- Strategic Planning Process $13,850
- Reports & Recommendations $15,350
Total $64,850

**Option B: $75,350**
Statement of Scope with no modifications. Total of 15 days onsite at various Board System locations.

Option B Pricing Detail:
- Advance work $33,750
- Research, Analysis & Program Design $12,400
- Strategic Planning Process $13,850
- Reports & Recommendations $15,350
Total $75,350

**Option C: $88,650**
Statement of Scope with one modification: addition of a two-day Leading Change (strategic change implementation) training for up to 20 participants to be delivered during the Reports & Recommendations phase. Total of 17 days onsite at various Board System locations.

Option C Pricing Detail:
- Advance work $33,750
- Research, Analysis & Program Design $12,400
- Strategic Planning Process $13,850
- Reports & Recommendations $28,650
Total $88,650

Reimbursement for travel expenses and other out-of-pocket expenses, in addition to above fees, will be accompanied by receipts in the form and level of detail agreed to in the contract between Ascent Advisor and the Board.
6. Methodology

6a: Design/Solution Development and Implementation Plans. Describe the support/transition your firm has provided to clients that have sought to develop a system strategic plan and develop performance metrics. Describe your approach to this stage for the Board of Regents and its institutions.

Strategic Planning Framework

Ascent Advisor has developed a strategic planning framework based on original research, academic thought leadership studies and years of practical experience working with clients.

To describe the overarching framework, we outline a hierarchy of directions that go from general, qualitative and long-term statements providing a guiding purpose for the organization to specific, quantifiable and near-term decisions mobilizing resources to action.

The organization’s purpose is described in terms of its long-term vision, guiding mission and enduring values. Gaining commitment around these statements builds common purpose and conceptual alignment.

The organization’s strategy is then defined in terms of goals, market position and competitive advantage. Thoughtfully making and clarifying strategic decisions provides focus for the next 2 to 3 years.
Translating the strategy into action requires identifying the initiatives, people and measures that will drive results. Deploying selected resources to tackle well-defined targets accelerates results achievement within the next 12 to 18 months.

**Strategic Planning Process**

The Strategic Planning process focuses primarily on analyzing internal and external data to make astute decisions that define strategic goals. This process, however, is one of four core components that need to be aligned in order to obtain the best possible results.

The Strategy Planning phase needs to be coupled with a solid Strategy Execution plan that translates goals into actions assigned to people who will deliver measurable outcomes. Strategic Planning and Execution should always be considered in tandem.

While Strategy focuses on Strategy Planning and Execution, there is a need to align with the elements that precede and follow strategy. Aligning the strategy to the organization’s Mission, Vision and Values creates purpose for the organization. The purpose statements inspire commitment and motivate people to adopt the strategic direction.

Aligning the organizational structure, roles and responsibilities and reporting mechanisms reinforces the strategic direction and enables execution. The organization structure reinforces the strategy through resource allocation.
A comprehensive Strategic Plan focuses on analysis, decisions and goals while reviewing alignment and making reference to the other elements.

**Strategic Planning Cycle**

An organization’s strategy needs to be defined and revised on a regular basis. Strategy Planning is set with a 5-year horizon in mind, but the goals need to be reviewed more regularly. Usually, every 2 to 3 years there is a need for a thorough review of the strategy due to changes in leadership, market conditions and the competitive landscape.

While leaders should make frequent reference to the organization’s purpose statements, most enterprises review their guiding mission, vision and values about every 5 years. This process ensures the transfer of values from more tenured members to the newer employees. It also helps institutionalize the values and guiding purpose across all the employees in the enterprise.

![Strategic Planning Cycle Diagram](image)

In the off years, where there is no need to make major revisions to the strategy, or review its mission, vision and values, it is still advisable for leaders to meet once per year as a team to review the Strategy Execution. The focus of Strategy Execution is to review the internal processes, personnel decisions, and accountabilities to increase operational effectiveness and efficiencies.

The Strategic Planning cycle then occurs annually with different areas of emphasis based on the needs of the organization at the time. It is possible that due to major changes, all three elements need to be reviewed at once. This comprehensive strategic planning process helps reset the direction for the organization.

Overall, the Strategic Planning cycle provides a venue for leaders to step off the day-to-day tasks of running the business to work “on” the business. Gaining this higher view and uniting a team around a shared direction is an essential element of good leadership and successful companies.
6b: Implementation/Consultation Phase. Describe how you would assist the Board and the institutions in this step.

Ascent Advisor will deliver more than a detailed strategic plan that is based on research, analysis, envisioning and anticipated demographic trends. In addition, we will deliver a Strategic Execution plan -- designed specifically to support implementation of the plan.

This plan will follow a model that we have employed successfully at institutions of higher education and at large federal government agencies.

The Ascent Advisor Strategic Execution Model is a tried and true model based on the Ascent Process from our book The Path of Ascent, The Five Principles for Mastering Change.

The Ascent Process

Strategic Execution Model

The Ascent Strategy Execution process builds your organization’s capacity for change. Develop future leaders through key developmental assignments and deliver rapid progress on your strategic plan at the same time.
7. References

Please provide the contact information and client background for three client references. Submit references for clients that are most similar to the services being proposed for the Board.

Zayed University
Dr. Reyadh Almehaideb,
Vice President
Phone call or video conference with Dr. Almehaideb can be arranged by Ascent Advisor

Ascent Advisor facilitated an extensive strategic planning process for Zayed University, one of the most prestigious universities in the Middle East. The process included extensive direct interviewing, envisioning workshops and strategic planning workshops and spanned a period of six months. Ascent drafted and delivered a strategic plan to help position Zayed University as a top university on the world stage.

Denver Public Schools
Trena Deane
Executive Director
720-423-4011
Denver, CO
trena_deane@dpsk12.org
www.dpsk12.org

Ascent Advisor facilitated an extensive strategic planning process for Denver Public Schools, a school district with 90,150 students and 14,792 employees. The process included extensive direct interviewing, envisioning workshops and strategic planning workshops and spanned a period of five months. This engagement included providing market research and analysis, defining best practices and developing a strategic plan and strategic execution plan to help position the school district for future growth and classroom/demographic shifts.

Heritage School
Jerry Spanos
CEO
801.226.4600 ext. 201
jerry.spanos@heritagertc.org
Provo, UT
www.heritagertc.org

Heritage has been accredited by Northwest Accreditation Commission since 1985. Ascent Advisor facilitated an extensive strategic planning process for Heritage Schools, a specialty school for troubled teens. The process included extensive direct interviewing, envisioning and strategic planning workshops and has spanned a period of seven months. Ascent drafted and delivered a strategic plan to help position the school for ongoing success.
As part of a re-organization for the Department of Conferences and Workshops, Ascent Advisor provided change management consulting services & training. The scope of the project was to assess the anticipated change and provide analysis, planning and training to support a successful strategic change. The support, consulting, training and assessments portions of this engagement spanned six weeks. Since the time of this engagement the department has deployed a successful re-organization and the staff is supportive of the changes.

For the past four years Ascent Advisor has been involved in year-long strategic planning, training and implementation for the FDA’s Center for Veterinary Medicine. Each year, through a series of workshops, direct meetings and interviews Ascent supports the strategic planning and prioritization function and support direct project implementation. This program has been extremely successful with many projects reaching completion faster than anticipated – including approval of new drugs.
8. Sample Documents

Submit sample documents of the type of analysis the Board can expect from the work your firm is proposing to do.

[See following pages for sample documents]
9. Cost of Services

Submit a comprehensive price proposal that outlines rates and hour by each phase and any other costs incurred.

Option A: $64,850
Statement of Scope with one modification: one-on-one interviews for Iowa State Universities and Specials Schools to be performed via telephone. Total of eight days onsite at various Board System locations.

Option A Pricing Detail:
- Advance work $23,250
- Research, Analysis & Program Design $12,400
- Strategic Planning Process $13,850
- Reports & Recommendations $15,350
Total $64,850

Option B: $75,350
Statement of Scope with no modifications. Total of 15 days onsite at various Board System locations.

Option B Pricing Detail:
- Advance work $33,750
- Research, Analysis & Program Design $12,400
- Strategic Planning Process $13,850
- Reports & Recommendations $15,350
Total $75,350

Option C: $88,650
Statement of Scope with one modification: addition of a two-day Leading Change (strategic change implementation) training for up to 20 participants to be delivered during the Reports & Recommendations phase. Total of 17 days onsite at various Board System locations.

Option C Pricing Detail:
- Advance work $33,750
- Research, Analysis & Program Design $12,400
- Strategic Planning Process $13,850
- Reports & Recommendations $28,650
Total $88,650

Reimbursement for travel expenses and other out-of-pocket expenses, in addition to above fees, will be accompanied by receipts in the form and level of detail agreed to in the contract between Ascent Advisor and the Board.
ASSURANCES, REPRESENTATIONS, AND AUTHORIZATION TO RELEASE INFORMATION

The Bidder hereby assures and represents with respect to this proposal that:

1. It possesses legal authority to submit this proposal; that a resolution, motion or similar action has been duly adopted or passed as an official act of the Bidder's governing entity authorizing the submittal of this proposal, including all assurances, representations contained herein, and directing and authorizing the person signing below to act in connection with the application and to provide additional information as may be required.

2. It will comply with all applicable federal and state equal opportunity and affirmative action requirements.

3. All statements and information made or furnished to the Board are true and correct in all material respects. Bidder has not knowingly made any false statements in its proposal. Bidder acknowledges that supplying any information determined to be false, misleading or deceptive will be grounds for disqualification from consideration.

4. Bidder hereby authorizes the Board to obtain information regarding its performance on other contracts, agreements or other business arrangements, its business reputation, and any other matter pertinent to evaluation and the selection of a successful Bidder in response to this Request for Proposal. It authorizes the Board to research the company's history, make credit checks, contact the company's financial institution, contact former and current clients of the company, and perform other related activities necessary for reasonable evaluation of this proposal.

- The Bidder acknowledges that it may not agree with the information and opinions given by such person or entity in response to a reference request. The Bidder acknowledges that the information and opinions given by such person or entity may hurt its chances to receive contract awards from the Board or may otherwise hurt its reputation or operations. The Bidder is willing to take that risk.

- The Bidder hereby releases, acquits, and forever discharges the State of Iowa, Board of Regents, their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references obtained by the Board in the evaluation and selection of a successful Bidder in response to this Request for Proposal.

- The Bidder authorizes representatives of the Board to contact any and all of the persons, entities, and references which are, directly or indirectly, listed, submitted, or referenced in the undersigned's proposal submitted in response to this Request for Proposal.
• The Bidder further authorizes any and all persons or entities to provide information, data, and opinions with regard to the undersigned’s performance under any contract agreement, or other business arrangement, the undersigned’s ability to perform, the undersigned's business reputation, and any other matter pertinent to the evaluation of the undersigned. The undersigned hereby releases, acquits and forever discharges any such person or entity and their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references supplied to the Board in the evaluation and selection of a successful Bidder in response to this Request for Proposal.

• A photocopy or facsimile of this signed Authorization is as valid as an original.

[Signature]

C. Cameron Wilkinson, Director of Business Development

Type or Print Name, Title

10/15/15

Date

This form must be signed by an authorized representative of the Bidder and submitted to the Board along with Bidder’s proposal.

RFP: BOARD OF REGENTS, STATE OF IOWA, 2016-2021 STRATEGIC PLAN

ENTITY: Board of Regents, State of Iowa

RFP RELEASE DATE: September 18, 2015
Company ABC
Ascending to the Next Level

2015 Strategic Plan

Prepared by:
Ascent Advisor

October 2015
Contents

1. Executive Summary
2. The State Plan
3. Guiding Framework
4. Vision
5. Mission and Values
6. SWOT Analysis
7. Key Strategic Initiatives
8. Goals and Objectives
9. Resources: Sponsors and Champions
10. Timelines: Work Plan
11. Progress: Performance Measures
12. Strategy Execution Process
13. Strategic Initiatives: Description
14. Operational Initiatives: Description
15. Best Practices in the Industry
Company ABC
Ascending to the Next Level

Executive Summary

Over the next five years, Company ABC will reach new horizons by proactively focusing on service, leadership, quality and innovation initiatives.

Company ABC will identify high impact areas aligned with the overall vision of the District Plan and the Company ABC mission. We will set goals, define objectives and set actionable plans to achieve them. Serving as a roadmap charting the course for the next five years, the strategic plan will guide decisions, influence behaviors and inspire confidence in the mission of our organization.

The following are the overall objectives guiding Company ABC strategic direction:

1. Define the mission, vision and values of Company ABC in support of education and the State Plan.

2. Identify the service areas and define the commitment to service levels Company ABC will provide to its customers.

3. Set strategic goals and define clear objectives based on their impact and alignment to take our organization to a significantly higher level of performance over the next 5 years.

4. Outline a five year plan with specific actions, resources, and milestones required to achieve our goals and objectives.

5. Communicate a clear path forward that inspires people to ascend to the next level
Advancing the State Plan

Company ABC is committing a strategic plan that furthers and aligns with the overarching goal and key initiatives of the State Plan.

State Plan:
Great schools in every neighborhood
By year, % of students from every region within ABC will attend a high performing school in their region, as measured by the district’s performance framework.

How do we get there?

- **School readiness:** By year, % of ABC third-graders will be at or above grade level in reading and writing.
- **Whole child:** Create school environments so that students:
  ✓ Learn and practice a healthy lifestyle
  ✓ Are supported by qualified, caring adults,
  ✓ Are engaged in learning and connected to community;
  ✓ Are challenged academically and prepared for future success;
  ✓ Are in environments that are physically and emotionally safe;
  ✓ Are socially and emotionally intelligent
- **Close the opportunity gap:**
  ✓ By year, the graduation rate for African American and Latino students will increase by %.
  ✓ The proficiency in reading and writing for third-grade African American and Latino students will increase by %.

What does this mean for ABC Students?

- **Our students graduate ready for college & career**
  ✓ By year, % of students who start 9th grade in ABC will graduate in 4 years.
  ✓ By year, we will double the number of students per class who graduate college and career ready by raising our academic standards.

What is the focus to support the State Plan?

- **Leadership**
- **Teaching**
- **Flexibility**
- **Invest Early**
- **Culture**
Guiding Framework

Ascending to the higher level is our guiding framework.

We believe that Company ABC is a critical component of fulfilling the vision of the State Plan. The buildings, building infrastructure and strategic management of District assets and people directly impacts the learning environment, student experience and public perception of the District. In this regard, we are committed to excellence and a most efficient operation.

To progress successfully, each of us must step forward to accomplish the goals and objectives that have been strategically planned and aligned to move us forward. The five bold steps in the guiding framework describe the areas where we will make significant progress over the next five years.
Strategic & Operational Goals

The Company ABC Strategic Plan outlines both strategic and operational goals that address the most relevant opportunities and challenges we foresee over the next 5 years.

The strategic goals represent innovative, future-oriented and department-wide initiatives that will require employees at all levels across Company ABC to work jointly towards a common goal. Strategic goals take us to the next level through a planned and forward-thinking strategy.

The operational goals support the strategic goals within each of the Divisions. Operational goals focus on the Division plans needed to optimize the performance of the operations and reach our objectives over the next 5 years.

Both strategic and operational goals account for the work to be performed over the next 5 years. This will require that every person, team and Division performs their functions to the best of their ability, and then go beyond. We need to significantly improve what we do and how we do it.
Vision

Company ABC is inspired by a vision that is aligned with the mission and vision of ABC. Simple and straight forward, the Vision is to provide a high quality learning environment for every student. The vision provides clarity around the direction and long term strategy that ABC will employ.

A high quality learning environment for every student.

High Quality means:
- In good condition
- Working properly
- Upgraded regularly
- Safe and clean
- Best quality possible

Every Student means:
- All school locations
- All building conditions
- At all times
- Meeting student needs

Learning Environment:
- Classrooms
- School Facility
- Environment
- Equipment
- Fixtures
Mission and Values

As a forward-looking Facilities Department, we aspire to provide a high quality learning environment for every student. In order to move towards our vision we must live up to our mission and values. The following statements define the mission and values for Company ABC.

Mission

• Provide a high quality learning environment for all students and staff

• We deliver high quality customer service both internally and externally

• We promote operations that are environmentally and economically efficient, effective and sustainable

• We focus on continuous professional development of our staff at all levels

We believe that Company ABC should align with the shared core values of the District. We will strive to live these values and incorporate them into all that we do.

Shared Core Values

• Integrity

• Customer Service

• Accountability

• Collaboration

• Engagement
## SWOT Analysis

The SWOT analysis identifies strengths, weaknesses, opportunities and threats to provide a comprehensive assessment of Company ABC’s internal capabilities and external market position. The overall picture shows the balance of positive and negative factors. By cross referencing strengths with opportunities and weaknesses with threats, the SWOT analysis helps identify potential defensive and offensive strategies.

<table>
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<tr>
<th><strong>Internal to ABC</strong></th>
<th><strong>External to ABC</strong></th>
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<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Weaknesses</strong></td>
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<tr>
<td>1. Multi-discipline expertise and competence on projects</td>
<td>1. Lack of clear strategy, mission statement, or organizational principle</td>
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<td>2. Experienced and talented staff</td>
<td>2. No functional organization structure, over-dependence on partners</td>
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<td>3. Strong client reputation, dedication to client service</td>
<td>3. Poor internal communication, sharing information between offices</td>
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<td>4. Deep &amp; growing portfolio of work</td>
<td>4. Low accountability, no clear metrics and budgets</td>
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<td>5. Long-standing presence in local markets</td>
<td>5. Unclear path for advancement within the organization</td>
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<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
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<tr>
<td>1. Increased demand for challenging, well designed projects</td>
<td>1. Other firms using the similar approach as we do</td>
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<td>2. Expand private development clients</td>
<td>2. Encroachment of new firms into local markets</td>
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<td>3. Change in demographics &amp; land use patterns</td>
<td>3. Firm size, getting too big for small jobs, but not quite big enough for large jobs</td>
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<td>4. Acquire transportation &amp; planning expertise to capture projects</td>
<td>4. Talent retention as others draw quality people before us, Bay area specifically</td>
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<td>5. Just scratching the surface on ADC</td>
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Key Strategic Initiatives

DEFENSIVE STRATEGIES:
Defensive strategies protect internal weaknesses from external threats. These are “must do” strategies that protect Company ABC from becoming vulnerable to external competition.

1. Create a 5-year capital allocation plan.—16 votes
2. Communicate opportunities for advancement with incentives based on performance.—16 votes
3. Define what types of services we offer to what customer segments—15 votes
4. Improve customer service standards —10 votes
5. Develop a more unified leadership and culture —8 votes

OFFENSIVE STRATEGIES:
Offensive strategies deploy internal strengths into market opportunities. These are “could do” strategies that exploit market opportunities by leveraging strengths.

1. Benchmark current performance standards —18 votes
2. Establish strategic alliances with planning and construction companies—15 votes
3. Get involved with clients early on before and reallocate resources to make time for proactive marketing—10 votes
4. Build on our transit and sustainability experience to get new projects.—9 votes
5. Cross discipline training on how to market and pitch.—8 votes
Goals and Objectives

The guiding framework defines five top-priority, mission-critical areas needed to realize our vision and achieve the desired results. The 5 strategic areas are: Set a Solid Foundation, Employees that Soar, Deliver the Amazing, Lead as One Team, and Show Your Impact. We outlined specific goals and objectives describing in greater detail the five areas that will empower us to ascend.

<table>
<thead>
<tr>
<th>Strategic Areas</th>
<th>Goals</th>
<th>Objectives</th>
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<tr>
<td>Set a Solid Foundation</td>
<td>Goal description</td>
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<tr>
<td>Employees that Soar</td>
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<td>Lead as One Team</td>
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<td>Show Your Impact</td>
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Resources: Sponsors and Champions

In order to implement the Strategic Plan, we assign key resources in the roles of Sponsors and Champions to strategic initiatives. Sponsors are leaders at Company ABC who are responsible for guiding, mentoring and overseeing the achievement of strategic initiatives. Champions are selected employees who demonstrate aptitude and commitment to scope, drive, execute and deliver a completed strategic initiative. Champions work with a sponsor and a cross functional team of employees to accomplish their strategic initiative.

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<thead>
<tr>
<th>Initiative</th>
<th>Goal description</th>
<th>Objectives</th>
<th>Sponsor</th>
<th>Champion</th>
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<td><strong>Set a Solid Foundation</strong></td>
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<th><strong>Employees that Soar</strong></th>
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<th><strong>Show Your Impact</strong></th>
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Timelines: Work Plan

The proposed timeline to implement the Strategic Plan provides the following start and end dates for the different initiatives.
Progress: Performance Measures

In order to keep steady progress on implementing the strategic plan requires that Sponsors and Champions report relevant performance measures on a regular basis. The discipline of reporting actual versus planned measures on the various strategic initiatives against measurable goals increases accountability. The chart below describes the performance indicators for each strategic initiative.

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<th>Initiative</th>
<th>Goal description</th>
<th>Objectives</th>
<th>Measurable Impact</th>
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<td>Show Your Impact</td>
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Strategy Execution Process

The strategy execution process defines what needs to be done, by whom and by when. Sponsors are ultimately responsible for achieving a strategic goal. Champions are assigned specific strategic initiatives and given the support, including training and coaching, to facilitate effective cross functional work. Champions will meet regularly to coordinate their efforts, learn effective ways to engage others, and report progress on their assignments.

The strategy execution process includes the following components:

1. **Selection:** Identify the right sponsors and champions for each of the strategic initiatives. Ensure that Sponsors and Champions are willing and able to perform their function for the assigned period of time.

2. **Training:** There is ongoing training for Sponsors and Champions on how to define objectives, lead effective initiatives, build collaborations across Divisions, and measure progress on assignments.

3. **Tiger Teams:** The temporary task forces working on strategic initiatives are called Tiger Teams. Tiger Teams are temporary task forces assigned to a strategic initiative with the knowledge and experience necessary to accomplish the tasks.

4. **Planning:** There is ongoing planning to define, scope, assign and review the work done by the Tiger Teams. Sponsors provide a high level plan, while the tactical plans are set by the Champions under the Sponsor’s oversight.

5. **Assignments:** Each Tiger Team works on accomplishing a well-defined assignment within a set time frame to produce specific deliverables.

6. **Reporting:** Champions conduct regular progress review and deliver an account of their assignment to the Sponsor and the entire leadership team. This includes reporting measurable impact of the strategic initiative on improved operational efficiency, quality, customer satisfaction, safety, and productivity.

The strategy execution process becomes a key developmental experience for the Champions. They commit up to 15% of their time for a period of a year to advance strategic objectives. After the period of a year, a new group of Champions will be selected to the role. Former Champions can act as mentors to new Champions.
Strategic Initiative:
1. Assess the Inventory

**Goal:**
Set a solid foundation for assets and systems management

**Objective:**
Assess the inventory of ABC assets that are applicable to operations, maintenance and modernization.

**Description:**
We can optimize resources by having an accurate and current inventory of ABC assets. The assets relevant to ABC operations, maintenance and modernization include all owned and leased facilities, including the buildings and site systems. Assets also include all major school equipment and equipment. The inventory will account for the conditions of assets in a way that can be searchable, reported, updated, and regularly maintained.

**Impact:**
By doing this we can manage ABC assets more effectively and efficiently, report the cost of operating current assets and forecast projected costs and assets required.

**Sponsor:**
• Name

**Champion:**
• Name

**Team:**
• Names

**Milestones:**
1. Facilities deficiencies report complete for all schools Date
2. Define data requirements Date
3. Collect condition reports on all schools Date
4. Enter data in the system Date
5. Report data Date
Strategic Initiative:
2. Create a 5-Yr. Capital Plan

Goal:
Set a solid foundation for assets and systems management

Objective:
Create a five-year capital plan to manage the growth and life cycles of ABC assets to maximize the value of ABC resources.

Description:
We can maximize the value of ABC resources (manpower, time and money) by having a capital plan that accounts for the life cycle of current resources, the costs of operating the current resources and the estimated costs of resource to support the projected growth.

Impact:
Build future Bond programs and mil levy programs. Present accurate budgets and make evidence-based cases to guide resource allocation decisions.

Sponsor:
• Name

Champion:
• Name

Team:
• Names

Milestones:
1. Differentiate Mill Levy and Bond Date
2. RFP for school assessments Date
3. 5-year Capital Plan start Date
4. Capital Plan done Date
1. Operational Initiatives

Each of the Company ABC Divisions has identified operational initiatives within their own Division to support the Department’s Strategic Plan and advance operational excellence within their area. Division Leaders are responsible for defining, implementing and reporting progress on their respective Operational Goals. The work to accomplish the operational initiatives is usually conducted within each Division and will be reported by each Division leader at regular leadership Team meetings.

The Divisions listed below are providing their respective Operational Goals in the following section:

- Planning
- Maintenance
- (Others)
## Operational Initiative:
### 1. Capacity Planning

<table>
<thead>
<tr>
<th>Planning Division</th>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>KEY INDICATORS</th>
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</thead>
<tbody>
<tr>
<td><strong>Carrying Capacity Limits on each campus</strong></td>
<td>1. Objective one</td>
<td>1. Objective one</td>
<td>Key Indicator description</td>
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<td>2. Objective two</td>
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<td>3. Objective three</td>
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<tr>
<td><strong>Develop modernization plans for all schools</strong></td>
<td>1. Objective one</td>
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<td>3. Objective three</td>
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<td><strong>Update Ed Specs to align with the State Plan, include new educational trends, sustainability, security, etc.</strong></td>
<td>1. Objective one</td>
<td>1. Objective one</td>
<td>Key Indicator description</td>
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<td>3. Objective three</td>
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<tr>
<td><strong>Reduce energy and maintenance costs</strong></td>
<td>1. Objective one</td>
<td>1. Objective one</td>
<td>Key Indicator description</td>
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<tr>
<td><strong>Create electronic data base for all facility assets &amp; information.</strong></td>
<td>1. Objective one</td>
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<td>Key Indicator description</td>
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Best Practices for
The Industry

Objectives:
As part of creating a strategic plan for ABC Facilities Management, we consider industry trends and best practices for educational Company ABC. The purpose of this section is to inform the strategic initiatives with innovative ideas, practical tools and best practices.

The best practices in education facilities management will be considered when creating the strategic plan. In addition they will be reviewed during the start of execution at the point of launching the strategic initiatives. A summary of the best practices is included in the strategic plan. By incorporating the most beneficial and relevant best practices will help ABC continue to embrace innovation.

Methodology:
The best practices presented in the strategic plan have been collected through research on education trends and best practices, focusing on the impact of facilities on improving educational outcomes. In addition, the research includes best practices for facilities management across industries, focusing on organizations that build, maintain and operate a large number of facilities. The following are the main sources used in the report:

1. Facilities Management and Maintenance, Key Strategies from New School’s Portfolio Maintenance, New Schools Venture Fund, June 2008
3. BEST: Building Educational Success Together, Recommended Policies for Public School Facilities, May 2005
4. Leading the Transition from Classrooms to Learning Spaces, NLII, National Learning Infrastructure Initiative, October 2004

Additional sources for online articles about best practices for education and classrooms of the future:

5.  You tube video of classroom of the future: https://www.youtube.com/watch?v=QcXEznPXj8k
12. Innovative design for better attention in the classroom. This link has a video as well as a summary. http://www.casbo.org/?page=Vircolnc012014

Summary of Best Practices:
The following is a high level summary of the best practices in educational facilities management that are considered to be most beneficial and relevant to ABC. The comprehensive collection of best practices articles and reports is part of an Appendix to the Strategic Plan.

1. **Keep a Current School Facility Inventory**
   Develop and annually update a facility inventory of all the schools in the District and the State describing the basic building data including the condition of the facility, the condition of main equipment and the projected expenditures for significant capital improvements. Make sure that the data collected is accurate, follows a consistent data collection methodology, and is regularly updated. Making information about school facility conditions public has a three-fold purpose: 1. informs parents and children about the condition of structures in their community, 2. provides valuable information to the community about the condition of public assets that are taxpayer supported, and 3. holds public officials accountable for their management and maintenance of the public school facilities.
2. **Set Minimum Adequacy Standards**
   Establish minimum adequacy standards for school facilities that are flexible enough to meet the specific educational program and service needs of the students, teachers, and the community. States that provide funding to support capital improvements in their public schools use a variety of measures to determine need. These measures have generally resulted from historical policies, and are often based upon discussion and/or negotiations among the parties representing various stakeholders. Evaluating projects based on a combination of objective and subjective criteria should include factors such as: projected enrollment above capacity, the number of un-housed students, overcrowded schools, age of school and its condition, age of building system and/or components, number of square feet in the building and proposed scope of work, level of maintenance performed by the district to protect taxpayer investment, relative wealth of the school district, property values, and willingness of the district to raise revenue for capital projects. The Minimum Adequacy Standard assists in prioritizing projects to address the most basic needs while achieving equity within schools.

3. **Build Restricted Reserves**
   An effective asset management strategy is planning for and building restricted financial reserves to respond to facilities-related operating contingencies – such as the immediate need to replace a roof. This practice ensures that the necessary equity is in place to act when a unique opportunity emerges suddenly. In general, it is challenging for both new and growing School Districts to set aside funds for this purpose. One way to create adequate reserves is to budget on a cash-flow basis and set aside amounts equal to facilities depreciation expenses (which are a non-cash item for accounting purposes) on an annual basis until a specified cash reserve target has been reached.

4. **Invest in Preventive Maintenance**
   Preventive maintenance is critical especially as facilities age, school enrollment peaks, and school entitlement revenues flat-line, it is inevitable that costly replacement or emergency repair needs will arise. Paying sufficient attention to preventive maintenance will slow the deterioration of facilities resulting in increased efficiency and savings for both the school and facilities management.

5. **Involve Students, Parents and the Community in School Maintenance and Safety**
   Involve students, parents and the community in school maintenance and safety activities such as:
   - Ask input from students, parents and staff, to create safety and keep buildings in good condition with clear expectations and consequences.
• Develop and clearly state the school rules such as “respect for others” and “respect for property” and post them around the school, with guidelines for their application.
• Recruit parents to volunteer specific hours on a weekend to participate in a focused school improvement project such as cleaning up the school yard, painting an exterior area, or picking up litter.
• Teach students and parents conflict resolution skills when they see vandalism, lack of care or destructive behavior emphasizing constructive feedback that don’t allow ridicule.
• Work toward policies that are, and are perceived as being fairly conceived and fairly applied to everyone.

6. Foster a School Caring Environment
A positive school caring environment is built upon caring relationships among all participants—students, teachers, staff, administrators, parents and community members. A warm “good morning” greeting from the custodian can help determine a child’s mood for the day, just as a cheerful recognition of cleanliness by the teacher can set a tone that motivates students to keep the school clean. Making sure that specific standards of school appearance are consistently met, sends a message to students and teachers that we truly care about the school environment, which influences their behavior and care.

7. Energy Conservation
Use of energy-efficient lighting fixtures can reduce energy costs by 8-10%. Adoption of energy saving practices can further add to energy savings. Conducting regular energy audits that provide an energy efficiency scorecard with recommendations for improvement can reinforce energy efficient practices.

8. Environmental Goals
Every new school building, renovation project, and a project to replace existing building systems and/or components presents an opportunity to design and implement an environmentally sensitive capital improvement project. School design and construction practices need to set environmental goals that take into account energy usage when selecting equipment, installing and maintaining equipment, and when packaging and disposing of waste from the construction site.

9. Establish a Criteria for Maintenance
Establish criteria or indicators for evaluating the condition and level of maintenance of school facilities on a regular basis. While routine maintenance is the key to cost-effective long-term utilization of buildings and the proper operation of the building systems, few states have legislation that assures the protection of the public’s investment in public school facilities. States should develop on-site survey procedures for evaluating the condition of each public
school from a maintenance perspective. This could include the development of an evaluation instrument, the definition of terms, the time intervals between surveys, the training of personnel conducting the survey, the reporting mechanism, procedures for reporting anticipated corrective action, and procedures for reporting the actual implementation of that action. States should also conduct periodic reviews of the educational facilities to determine whether or not the facilities are being properly maintained.

10. **Leverage Technology for Improved Communication**

Use technology to improve communication and reporting between the various stakeholders. Technology can be an asset to improve communications between the schools and facilities maintenance to report, track and resolve multiple maintenance projects. Technology can help deploy maintenance resources more efficiently by scheduling jobs with information on the geographical locations, equipment needs and level of resources required and available.