

Execute, what you have promised

From planning to implementation



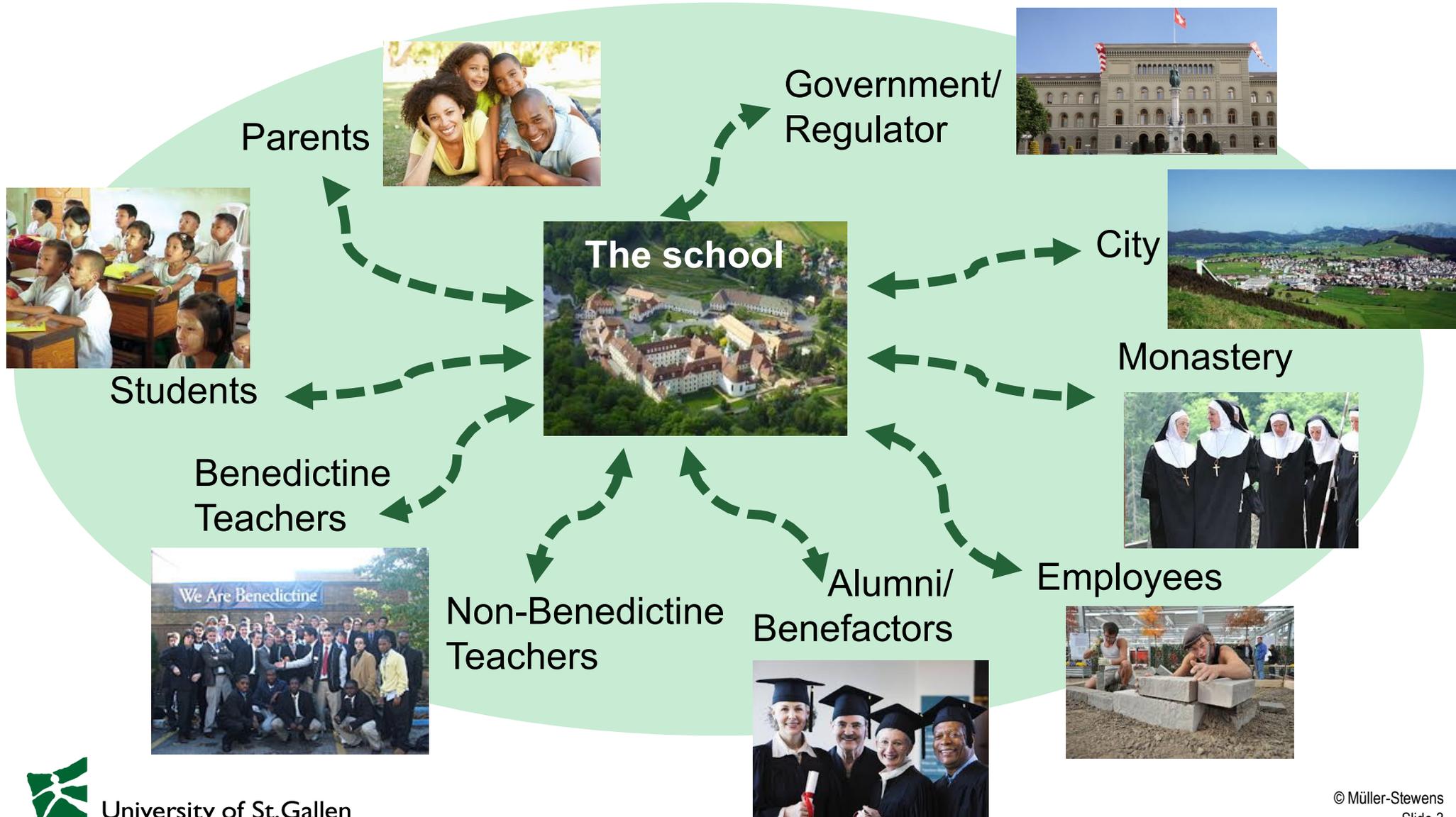
ICBE, S. Anselmo, April 6, 2016

Summary of day 1 and introduction to day 2



Shaping the ecosystem of a Benedictine school

Examples of horizontal relationships in- and outside of the school



Step 1: Which are your most relevant stakeholders?

Results from day 1

Please rank the five most relevant stakeholders of your school!



2nd

3rd

4th

5th

In which country is your school located?

Step 2: Expectations, value proposition, and goals

We all take now these three stakeholders:	(a) What are their three most important expectations regarding the school?	(b) What is your value proposition towards the stakeholder «monastery»?
The Monastery	<ol style="list-style-type: none"> 1. 2. 3. 	
The Teachers	<ol style="list-style-type: none"> 1. 2. 3. 	
The Students	<ol style="list-style-type: none"> 1. 2. 3. 	(c) What are weaknesses or deficits regarding your value proposition?

If you want, you can choose one of the schools in your group to make the exercise more concrete!



Step 2: Expectations, value proposition, and goals

We all take now these three stakeholders:	(a) What are their three most important expectations regarding the school?	(b) What is your value proposition towards the stakeholder «teachers»?
The Monastery	<ol style="list-style-type: none"> 1. 2. 3. 	
The Teachers	<ol style="list-style-type: none"> 1. 2. 3. 	
The Students	<ol style="list-style-type: none"> 1. 2. 3. 	(c) What are weaknesses or deficits regarding your value proposition?

If you want, you can choose one of the schools in your group to make the exercise more concrete!



Step 2: Expectations, value proposition, and goals

We all take now these three stakeholders:	(a) What are their three most important expectations regarding the school?	(b) What is your value proposition towards the stakeholder «students»?
The Monastery	<ol style="list-style-type: none"> 1. 2. 3. 	
The Teachers	<ol style="list-style-type: none"> 1. 2. 3. 	
The Students	<ol style="list-style-type: none"> 1. 2. 3. 	(c) What are weaknesses or deficits regarding your value proposition?

If you want, you can choose one of the schools in your group to make the exercise more concrete!



**FROM A VICIOUS
TO A VIRTUOUS CIRCLE:
FOR A CONVERSION IN THE CULTURE
OF OUR SCHOOLS.**

AS THERE IS A **ZEAL BAD AND FULL OF BITTERNESS** WHICH SEPARATES FROM GOD AND LEADS TO HELL, SO THERE IS **A GOOD ZEAL** THAT AWAY FROM SIN AND LEADS TO GOD AND ETERNAL LIFE. IT IS IN THE LATTER THAT THE MONKS HAVE TO PRACTICE THE MOST ARDENT CHARITY.

(RB 72, 1)

**JUST AS THERE IS A VICIOUS CIRCLE WHICH
SEPARATES FROM GOD AND LEADS TO SADNESS
AND LONELINESS,**

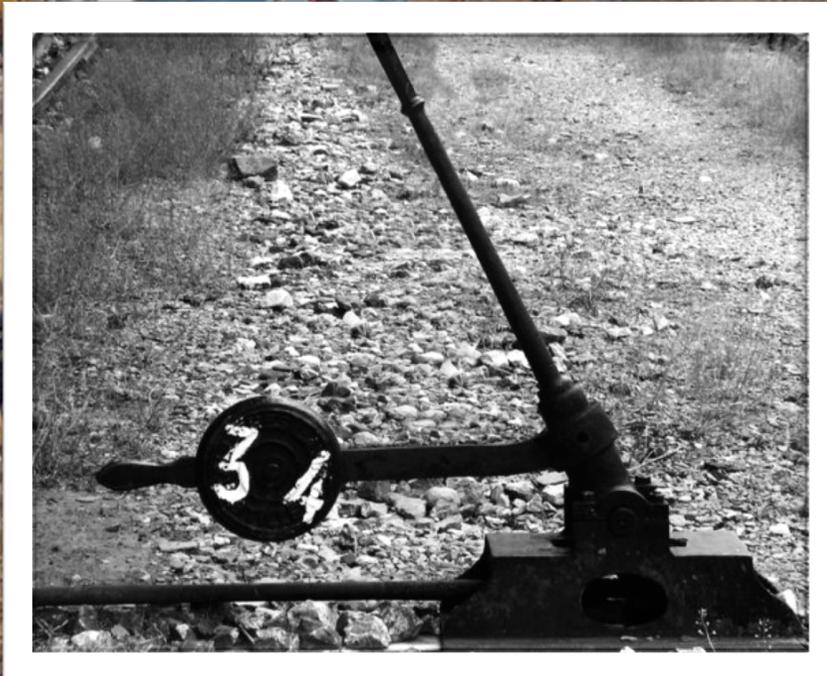
**SO THERE IS A VIRTUOUS CIRCLE WHICH
SEPARATES FROM VICES AND LEADS TO GOD AND
TO
JOY, FLOURISHING, FULFILMENT.**

**THIS VIRTUOUS CIRCLE, THEREFORE, THE
BROTHERS SHOULD PROMOTE WITH THE MOST
FERVENT
LOVE AND IMAGINATION.**

(RB 72, 1)

- **STRENGTHENING DISCIPLINE**
- **REDUCING PERSONAL FREEDOM**
- **SENDING DIFFICULT PEOPLE AWAY**

**- TO TRIGGER A NEW DYNAMIC, A NEW
PROCESS**





GIVING PRIORITY TO SPACE MEANS

- MADLY ATTEMPTING TO KEEP

EVERYTHING TOGETHER IN THE PRESENT,

**- TRYING TO POSSESS ALL THE SPACES OF
POWER AND OF SELF- ASSERTION;**

**- IT IS TO CRYSTALLIZE PROCESSES AND
PRESUME TO HOLD THEM BACK. (EG 223).**



GOT THEM

GIVING PRIORITY TO TIME MEANS BEING CONCERNED ABOUT INITIATING PROCESSES RATHER THAN POSSESSING SPACES (EG 223).

WE NEED TO GIVE PRIORITY TO ACTIONS WHICH GENERATE NEW PROCESSES IN [COMMUNITIES] ... TO DEVELOP THEM TO THE POINT WHERE THEY BEAR FRUIT... WITHOUT ANXIETY, BUT WITH CLEAR CONVICTIONS AND TENACITY (EG 224)

**THERE ARE ACTIONS THAT CRYSTALLIZE,
PARALYZE THE DYNAMISM AND THE
PROCESSES OF CHANGE**

**AND THERE ARE ACTIONS WHICH TRIGGER
THEM AND FEED THEM**





SICK OF

MEETINGS



**WHAT DO YOU MEAN
THERE'S A MEETING?**

IT'S FRIDAY!



VICIOUS CIRCLE:

- THERE IS NO **TRUST**
- SO NO ONE **EXPOSES** HIMSELF
- SO NO ONE **COMMITTS** HIMSELF
- SO NOBODY FEELS **RESPONSIBLE**,
- AND THUS **THE COMMUNITY IS NOT BUILT UP**, PEOPLE TAKE REFUGE IN INDIVIDUALISM, JOY DISAPPEARS, AND WE SEE MORE AND MORE BACKBITING, SUSPICION AND SADNESS.

▪



TODAY MORE THAN EVER WE NEED MEN AND WOMEN WHO, ON THE BASIS OF THEIR EXPERIENCE OF ACCOMPANYING OTHERS, ARE FAMILIAR WITH PROCESSES WHICH CALL FOR PRUDENCE, UNDERSTANDING, PATIENCE AND DOCILITY TO THE SPIRIT ... (EG 171)

WE NEED TO PRACTICE THE **ART OF LISTENING, WHICH IS MORE THAN SIMPLY HEARING. LISTENING, IN COMMUNICATION, IS AN OPENNESS OF HEART WHICH MAKES POSSIBLE THAT CLOSENESS WITHOUT WHICH GENUINE SPIRITUAL ENCOUNTER CANNOT OCCUR. LISTENING HELPS US TO FIND THE RIGHT GESTURE AND WORD WHICH SHOWS THAT WE ARE MORE THAN SIMPLY BYSTANDERS.**

(EG 171)

**... REACHING A LEVEL OF MATURITY
WHERE INDIVIDUALS CAN MAKE TRULY
FREE AND RESPONSIBLE DECISIONS
CALLS FOR MUCH TIME AND PATIENCE .
(EG 171)**

THAT WHICH THE HOLY SPIRIT MOBILIZES IS NOT AN UNRULY ACTIVISM, BUT ABOVE ALL AN **ATTENTIVENESS** WHICH CONSIDERS THE OTHER “IN A CERTAIN SENSE AS ONE WITH OURSELVES”. THIS LOVING ATTENTIVENESS IS THE BEGINNING OF A TRUE CONCERN FOR THEIR PERSON WHICH INSPIRES ME EFFECTIVELY TO SEEK THEIR GOOD. (EG 199)

TRUE LOVE IS ALWAYS CONTEMPLATIVE, AND PERMITS US TO SERVE THE OTHER NOT OUT OF NECESSITY OR VANITY, BUT RATHER BECAUSE HE OR SHE IS BEAUTIFUL ABOVE AND BEYOND MERE APPEARANCES. ... ONLY ON THE BASIS OF THIS REAL AND SINCERE CLOSENESS CAN WE PROPERLY ACCOMPANY THE POOR ON THEIR PATH OF LIBERATION (EG 199)

Challenges of Strategy Execution: It's about Change Management







***„How ever beautiful the strategy,
you should occasionally look at the results.“***

Winston Churchill



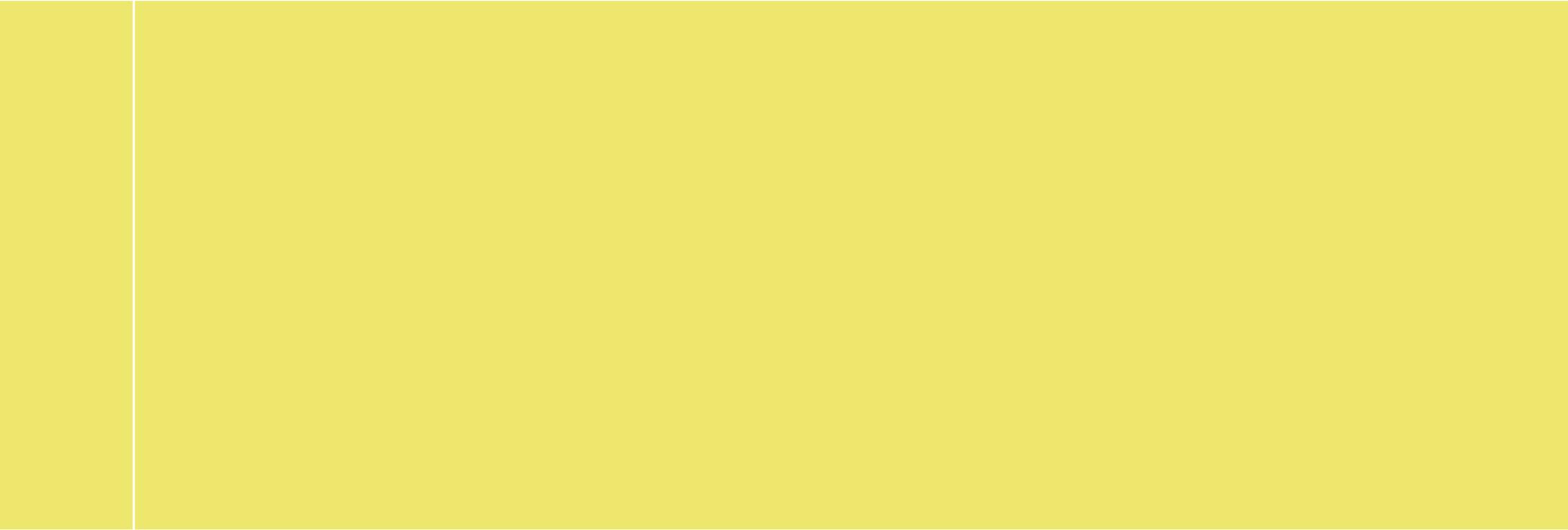


Many strategies are failing to see the light of the day

- 60% say their implementation is weak;
These firms are not able to efficiently transfer their decisions into actions.
However, the firm has to show that it is able to deliver what is promised to the stakeholders.
- The widespread inability to implement strategy may be a sign that accepted approaches to strategy formulation are not as good many think they are.
> e.g. involving people early on in the development and debate of strategic options creates commitment
- Implementation must already be considered during the formulation:
Is this strategy workable? Can we make it happen at an acceptable risk?
How can we get the commitment of the people? Etc.
- *How does one convert a new strategy into concrete competitive success?*



(1) Challenge established mindsets

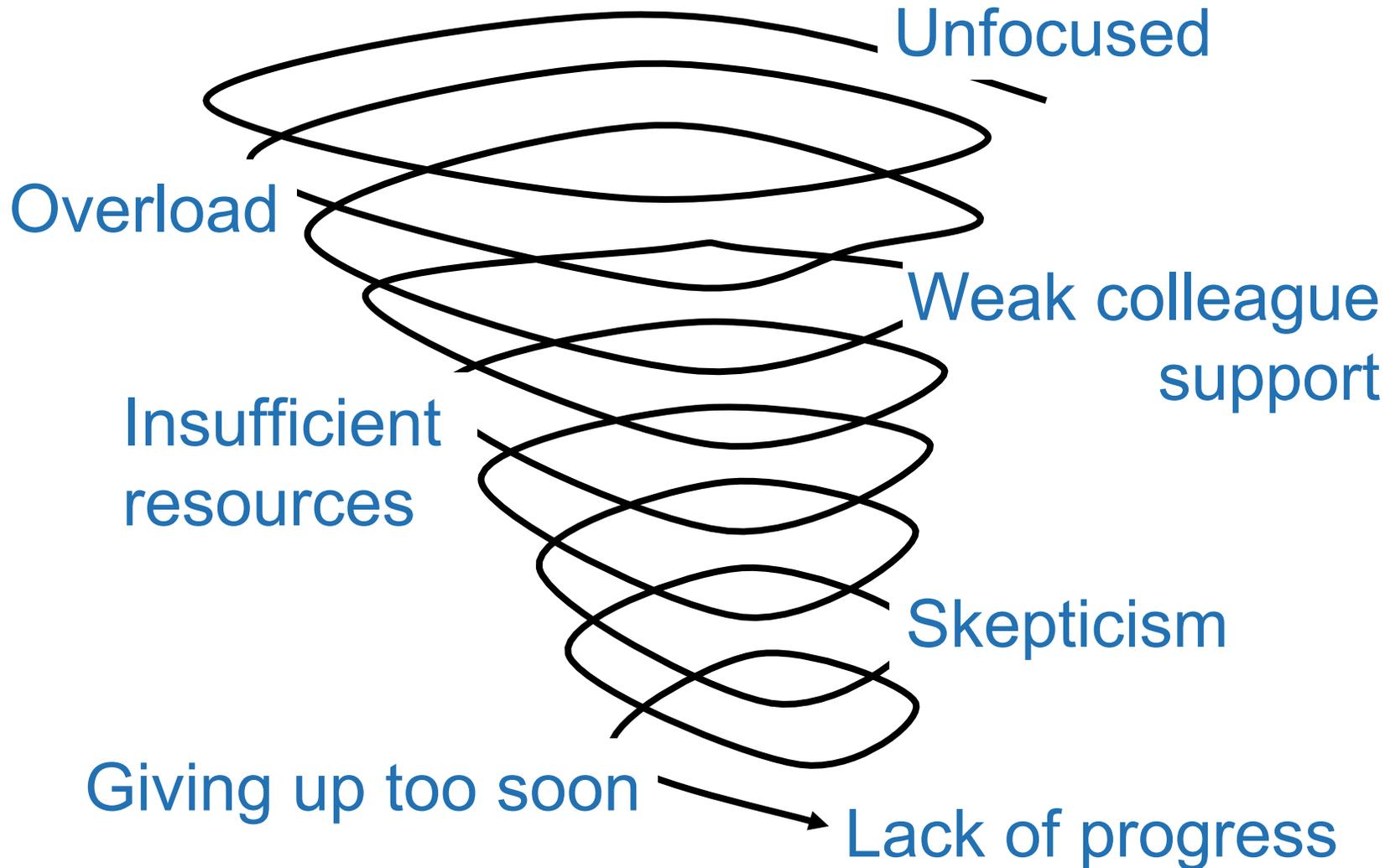


(1) Challenge established mindsets

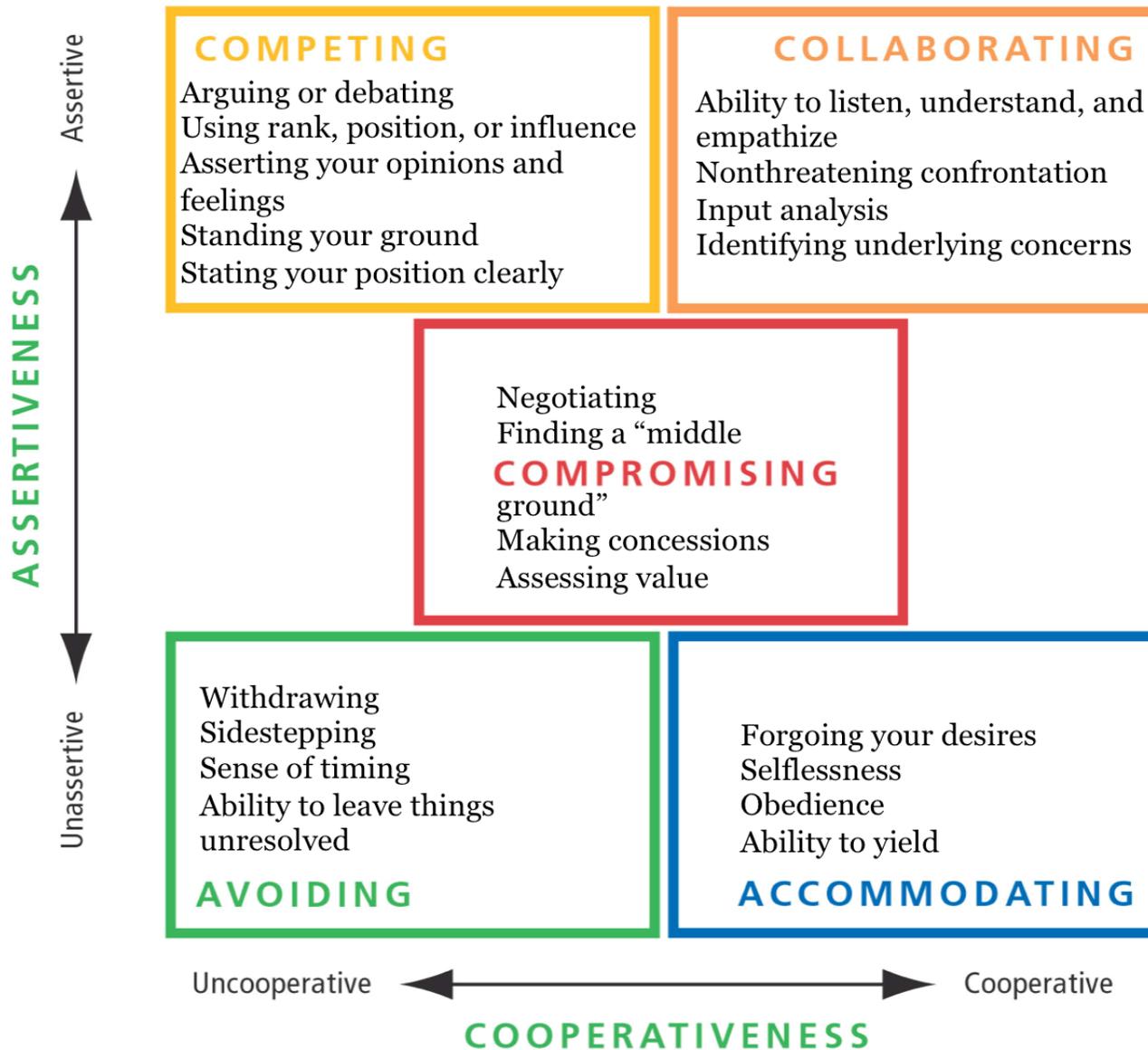


Manage strategic change initiatives carefully

Symptoms of inertia



Choose the right conflict handling style





Strategy Implementation



THIS IS A PLACE
TO THINK + DREAM +
MAKE + DO.



Step 2: Expectations, value proposition, and goals

We all take now these three stakeholders:	(a) What are their three most important expectations regarding the school?	(b) What is your value proposition towards the stakeholder «students»?
The Monastery	<ol style="list-style-type: none"> 1. Spread of the Benedictine mission 2. Income stream 3. New blood 	<ul style="list-style-type: none"> • Christian education • Academic excellence • Peaceful atmosphere • Preparation for the job market •
The Teachers	<ol style="list-style-type: none"> 1. Job security 2. Academic freedom 3. Community based on shared values 	
The Students	<ol style="list-style-type: none"> 1. Efficient learning 2. Inspiration 3. Graduation 	

(c) What are weaknesses or deficits regarding your value proposition?

- Lack of spiritual knowledge in the faculty
- Not enough connections into the job market
-

Example

If you want, you can choose one of the schools in your group to make the exercise more concrete!

Step 3: Actions and challenges (SH «Students»)

(b) What is your value proposition towards the stakeholder «students»?

- Christian education
- Academic excellence
- Peaceful atmosphere
- Preparation for the job market
-

(c) What are weaknesses or deficits regarding your value proposition?

- Lack of spiritual knowledge in the faculty
- Not enough connections into the job market
-

(d) What are the most important **actions**/ measures you will take to realize your value proposition?

1. Spiritual faculty development
2. Eucharistic celebrations
3. Building an alumni network
4. Seminar on job applications
5. More educational trips
6.

(e) What are the three most relevant implementation **challenges** you will be faced with regarding your most important action and how will you cope with these?



Step 3: Actions and challenges (SH «.....»)

(d) What are the three most important **actions**/measures you will take to realize your value proposition?

(e) What are the three most relevant implementation **challenges** you will be faced with **regarding your most important action** and how will you cope with these?



Selected Showcases



Wrap Up and Final Remarks





Reflections and action plan: What do I take home?



- Which insights were crucial to me?
- Which insights are most relevant for my school?
- What am I going to do with it?
- What am I going to change at my school?
- Which steps will I take within the next three months?

Please poste one insight/result on the wall!

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