

# ASBO International Strategic Plan

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Revised: August 2008



**Association of School Business  
Officials International**

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## Introduction

On August 8, 2008, the ASBO Board of Directors and selected staff met to assess progress toward the association's strategic plan and to identify areas of focus for the next fiscal year.

### Review of Strategic Plan Assumptions

#### 5-10 Year Planning Horizon Assumptions About the Relevant Future

In order to make progress against the 10-15 year Envisioned Future, an association must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help ASBO to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these "Assumptions" will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

The following list is an updated version of the "Assumptions about the Future."

#### **BUSINESS AND ECONOMIC FACTORS**

1. There will be increased competition for skilled staff.
2. The expectation for accountability and transparency will increase.
3. Professional skills will become more and more complex.
4. As information continues to be shared and available globally, the world will become "smaller."
5. Within school systems, learning plans will become more and more customized for each student.
6. The expectation for high-quality, high value, customized services, provided instantly, and at a low price will increase.
7. Increasingly, decisions will be made based on direct value for money spent.
8. State, national and global economic cycles will continue to impact resources available to serve students.
9. Environmental concerns will increasingly impact business decision-making.
10. There will be greater emphasis on implementing "green schools."
11. There will be an increasingly expectation for school district to address the "whole child" (i.e. academics, nutrition, exercise, community involvement, and volunteerism).

## **SOCIAL VALUES AND DEMOGRAPHICS**

1. There will be greater ethnic and linguistic diversity.
2. There will be greater emphasis on work/life balance.
3. The expectation for immediate impact and value from social and professional involvement will increase.
4. The challenge to meet the diverse needs of multiple generations will increase.
5. There will be greater expectation for instant gratification.

## **LEGISLATIVE AND REGULATORY ENVIRONMENT**

1. Concerns over compliance issues will continue.
2. As a result of more frequent regulatory/legislative changes, there will be a greater need for instant communication and training tools.
3. Adequacy issues within education will continue.
4. There will be more data driven decision-making.
5. There will be a growing interest in academic accountability.
6. Economic conditions such as healthcare, pensions, property values, and energy will continue to cause significant pressure on school budgets.
7. There will be a continuation of unfunded mandates.
8. As a result of an aging population, there will be less tax payer concern over school funding and more competition for dollars.
9. There will continue to be new variations in providing education (i.e. privatization, charters, virtual, etc.)
10. There will be increased legislative and regulatory issues relating to privacy and Internet security.

## **SCIENCE AND TECHNOLOGY**

1. The expectation for real-time interactive communication will increase.
2. New technologies will continue to change how information is communicated.
3. The expectation for 24/7 service will increase.
4. There will be greater expectation for one-to-one student access to technology.
5. There will be more virtual instruction for students and school business officials.
6. Technology will drive changes to voting processes.
7. Information access and ease of use will continue to grow.
8. There will be an increased need for assistance in identifying the right information needed quickly.
9. "Information overload" will continue to grow.
10. The demand for "green technologies" will continue to grow.
11. The workplace will require employees with greater science and technical skills.

## **COMPETITION**

1. There will be increased competition for qualified staff.
2. There will be increased outsourcing.
3. The number of private schools and other educational options will grow.
4. There will be an increasing demand to “stay ahead.”
5. The skill set for professionals within the field will continue to evolve.
6. The competition for resources will get tighter.
7. Careers will become more transient.

### **10-15 Year Planning Horizon Core Ideology & Envisioned Future**

Core ideology describes an association’s consistent identity that transcends all changes related to its relevant environment. It consists of two elements - core purpose – the association’s reason for being – and core values – essential and enduring principles that guide an association. Envisioned future conveys a concrete yet unrealized vision for the association. It consists of a big (hairy) audacious goal (BHAG) – a clear and compelling catalyst that serves as a focal point for effort – and a vivid description – vibrant and engaging descriptions of what it will be like to achieve the BHAG.

The Core Ideology, Core Purpose and Envisioned Future remained unchanged following the review.

## **CORE IDEOLOGY**

**Core Purpose:** To lead the school business profession by providing growth opportunities and a network of support.

**Core Organizational Values** (not in priority order):

- Committed to meeting the needs and differences of every child, everyday
- Focus on members
- Committed to absolute integrity and accountability
- Values ethnic, cultural, gender, and age diversity
- Embraces change, innovation, and new ideas
- Encourages involvement, collaboration, and community

## **ENVISIONED FUTURE**

**Big (Hairy) Audacious Goal (BHAG):** ASBO is universally recognized, respected, and consulted as the expert in the school business profession.

**Vivid Description of the Desired Future:**

The Association and its Affiliates

- ASBO members are certified and adhere to professional standards.
- ASBO has redefined the school business profession.
- Membership has significantly grown.

- There are identifiable and distinguishable features between the ASBO and its affiliates.
- ASBO's communications, products, and services are in multiple languages.
- ASBO's staff has grown significantly in response to the growing array of programs and services.
- ASBO is on the leading edge of technology.
- ASBO is recognized as a global association.
- ASBO is recognized as proactively leading the profession.
- ASBO is recognized for its training expertise.
- All affiliate members are also ASBO members.
- ASBO has held its annual meeting outside of North America.
- ASBO members are well trained and equipped to respond to appropriate general public, media, and government questions.
- High demand for services has resulted in multiple ASBO locations.
- ASBO is a top hit when you Google "school business."
- ASBO's name recognition would equal the American Medical Association.
- ASBO is instrumental in expanding educational opportunities globally.
- ASBO is the umbrella-accrediting agency for School Business Official (SBO) globally.
- ASBO is the clearinghouse for School Business Official (SBO) information and resources.
- ASBO and its affiliates will be leaders in providing continuing education units continuing education units (CEU).
- ASBO educational programs sell out.

#### ASBO Members

- A significant number of members will be certified.
- ASBO will represent the majority of school business professionals.
- ASBO's members reflect the diversity within the profession.
- Membership is more transient and mobile.
- ASBO members will be technologically savvy.
- ASBO certification is SC version of NBPTS.
- There is a waiting list to volunteer.
- ASBO is the first place for school business information and resources by members and other school decision-makers.
- A BA degree in school business management is available to members.
- Members will regard themselves as educators.
- All members are certified by an affiliate that is accredited by ASBO.

#### External Environment

- The public views school business officials as an integral member of the education system.
- School districts only hire highly qualified school business officials (certified, licensed).
- School Business Officials are recognized as highly as teachers, principals and superintendents.
- School systems are more effective and efficient.
- School Business Officials are highly recognized by key policymakers.
- Every student can name his/her favorite School Business Official.

- Every taxpayer clearly understands the link between school budget, strategic plan and student achievement.
- ASBO is recognized by the general public.
- All high school business courses include school business and all high school citizenship courses include the business of schools.
- There is an increase in the public confidence of those in the profession.
- There is increased utilization of resources for education – state and local funds.

## **Assess Progress in Achieving Goals**

The Board reviewed the progress toward the identified goals set in 2006. Based upon that review, the goals have been revised as follows.

### **MEMBERSHIP GOAL**

The Board determined that the 2006 Membership Goal was now part of the operational planning of the association. They were satisfied with the greater resources that have been assigned to membership recruitment and the growth that has been achieved as a result of the additional focus and resources.

The Board agreed that the association should continue to emphasize the importance of membership, but to focus the goal on membership retention rather than recruitment given the challenging economic times facing association members.

Goal: Membership

Goal Statement: ASBO membership growth and value is enhanced through increased member retention.

### **CERTIFICATION GOAL**

The Board agreed that a top priority for the next fiscal year is the development of a certification program and agreed to continue pursuing the Certification Goal.

Goal: Certification

Goal Statement: ASBO will begin the development of the program in 2009 with an expected launch of the certification program in 2010. The program will enhance the credibility of the profession and strengthen the job skills and knowledge of school business professionals, ultimately, impacting the lives of every child every day.

### **PUBLIC AWARENESS AND EDUCATION GOAL**

Although progress has been made in creating greater public awareness through increased exposure in the media, the association has not assigned the resources necessary to significantly increase its impact on policy makers. This is primarily due to budgetary challenges and the decision not to fund additional staff resources.

The board determined that a goal in the area of “legislative and regulatory awareness” was important, but it should be more focused on being an information source to members as a goal for the next several years, therefore, the following goal statement was created:

Goal: Legislative and Regulatory Awareness

Goal Statement: ASBO members and affiliates recognize the association as the source for information on federal legislative and regulatory issues affecting the school business profession.

### **LEADERSHIP DEVELOPMENT GOAL**

The Board agreed to continue pursuing the “Leadership Development” Goal. Leadership development is still a priority of the organization. Some progress had been made, but greater focus is necessary in the future in order to achieve the goal.

Goal Area: Leadership Development

Goal Statement: To provide unique opportunities to enhance the leadership development skills of all educational leaders.

### **ASBO’s INTERNATIONAL STRATEGY**

In the original strategic plan, the top “Mega Issue Question” was:

1. How does ASBO become a truly “international” association and provide relevant services to international members?

Mega issues are issues of strategic importance, which represent choices the organization will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future, and form a basis for dialogue about the choices facing the organization. These questions can serve as an ongoing “menu” of strategic issues that, using a knowledge-based approach in gathering insights relative to ASBO’s strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the issues facing the profession.

With a marked interest in ASBO International from other countries, the Board felt it important to address the issue.

The Board determined that the association should not pursue an aggressive international strategy at this time. It was agreed to continue the current level of involvement in international related activities, but not to increase resources in support of new international initiatives.

However, the Board agreed to add strategies under the “Leadership Development” Goal committing to assisting ASBO members in increasing their “global perspective” relating to the operations and management of school districts. There was significant recognition that the “flattening of the world” is impacting school districts and school business officials need to be prepared to assist their districts in responding, therefore, the staff will create strategies to assist members in enhancing their leadership skills in the area of “global/cultural awareness within the Leadership Development” Goal.

## Mega-Issue Questions

### Top “Mega Issue” Questions Offered by Board and Staff

1. How does ASBO become a truly “international” association and provide relevant services to international members?
2. How does ASBO generate the resources needed to advance its strategic plan?
3. How does ASBO become relevant to young people?
4. How will ASBO enhance recognition of the profession to attract new education service managers?
5. How does ASBO continue to build relationships with affiliates and provide relevant services?
6. How does ASBO promote the profession of school business management?
7. How can ASBO create and implement a successful certification program?

### Other “Mega Issue” Questions

8. How does ASBO attract and retain members from other levels of school business – public, private, charter and secondary education?
9. How does ASBO differentiate itself from other associations attracting ASBO members?
10. How does ASBO create a more nimble operating structure?
11. How does ASBO ensure that the Board stays focused on strategy?
12. How can ASBO ensure that leadership decision-making is focused on advancing the strategic plan?
13. How should ASBO improve/enhance the quality of education?
14. How should ASBO influence the transitions of retiring School Business Officials and their replacements?
15. How does ASBO continue to provide relevant professional development?
16. How should ASBO ensure continued participation by members in committees and the Board?
17. What strategies can ASBO use to grow and strengthen membership and further engage current members?
18. How can ASBO best leverage new technologies?
19. Should the association seek to form partnerships with non-educational organizations?
20. How should ASBO engage members that pay dues, but are not actively involved?
21. How can ASBO move the profession toward greater diversity?
22. How would four additional board members benefit the association from a governance and financial standpoint?
23. How does ASBO influence students to consider school business management as a career?\*
24. How viable would it be for ASBO to move from a membership-based organization to a service-based association?
25. How can ASBO become “the association of choice” for school business management?
26. How can ASBO build a stronger membership base?
27. How can ASBO become the conduit between members and legislators?
28. How does ASBO create transparency within the association?
29. How can ASBO’s membership decline be reversed?