

## Vision- Driven Strategies and Policies for Managing Educational Systemic Change: A Qualitative Analysis

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**Abstract:** Vision has been considered as a major element in leadership and strategic planning which is referring to all organizations including education. In managing educational change process, planning and producing vision-driven strategies and policies by the leaders and management teams, not only enhance the quality of organizational performance, but also ensure the dynamic implementation of change process. In this regard, formulating an appropriate and effective “vision” means examining and re-examining the strategic planning for the organization as well as making clear the purpose of change for the management. As a result, the importance of vision-driven strategies and policies in an educational organization would be more essential when the organization facing a new technology-based change. This is because implementation of such a change would affect all levels of the educational organization from various aspects which is called “systemic change”. The main purpose of this paper is to examine “vision” as one of the main component of educational change management to see the various aspects of visionary planning in situation of systemic change in an Open and Distance Learning (ODL) organization in Malaysia. From the data analysis for this qualitative study, it was found that planning, organizing, guiding, and monitoring are the main four vision-driven strategies and policies for the management in the context of a technology-based change or systemic change. Moreover the results show that vision and strategic planning play as the two key prerequisites for the success of the educational systemic change. The results of in-depth analysis for “vision” as the key theme and planning, organizing, guiding and monitoring as the four sub-themes as well as the emerged sub-sub-themes are presented in this paper.

**Key words:** Vision, Strategic planning, Systemic change, Change management, Open and Distance Learning, E-learning

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### INTRODUCTION

In most of literatures (Block, 1987; Fullan, 2001; Hanna, 2003; Preedy *et al.*, 1997; Pisel, 2008; Robbins and Coulter, 2005; Russo-Converso, 2001; Senge, 1999; Yukl, 2010) concerning leadership and management, concept of “vision” has been defined as a major element in leadership and strategic planning which is referring to all organizations including education. In this regard, planning and producing vision has been described as a key responsibility for the leaders, specifically when an organization is going through some changes for the purpose of improvement (Russo-Converso, 2001; Bamford and Daniel, 2005). To face the recent technology-based change in educational systems, generating vision-driven strategies and policies not only enhance the quality of organizational performance, but also ensure dynamic implementation of the change process (Brayson, 2011; Bamford and Daniel, 2005; Fullan, 2001).

Due to the diversity and interactive characteristics of educational change, the critical challenge for successful implementation of the change is “how” to manage the change process in a more effective and strategic way. In a technology-based educational change, the necessity for management to perform with sense of goal setting and vision planning has been high lightened by previous research (Brayson, 2011; Fullan, 2001; Robbins and Coulter, 2005; Senge, 1999; Bamford and Daniel, 2005; Uys and Sieverts, 2001).

However, in managing educational change, vision-driven strategies and policies would help the management teams to be clear on the concept and purpose of the change. In the current competitive and changing era, the key challenge facing educational planners and decision makers is formulating a properly developed strategic plan which is included vision-driven strategies and policies that can deal effectively with the change process through the best practice of management techniques (Brayson, 2011; Richards *et al.*, 2004; Rossiter, 2006; Uys and Sieverts, 2001; Zellweger, 2006). Therefore, the question is “what are the management key strategies and policies that can help them to direct the change process along with organizational improvement and achievement of the desired goals and objectives”.

Formulating a clear vision and reviewing the mission and the purposes of the change are critical tasks for the change management teams. Moreover, vision-driven strategies will help change management to establish goals which are harmonized with the organizational vision and mission in reflecting desired outcomes (Robbins and Coulter, 2005). In addition, it will help the management to record the goals and communicate them with all stakeholders. This is specifically important in situation of systemic change when the whole system including all

levels and aspects are facing the new alteration; shared vision of leadership and stakeholders is the key element to achieve the desired goals.

The result of a systemic design methodology is a system with interrelated, interdependent and interconnected components that is dissimilar to the conventional common planning design (Banathy, 1991). Due to the complex and dynamic nature of a technology-based educational change that involves the whole organization, management's vision-driven planning is considered as an effective tool for organizational performance development. However, the recent technology-based change as e-learning integration in education system has a major systemic implication that needs to be managed effectively based on visionary planning (Ghavifekr *et al.*, 2012; Uys, 2007).

Nevertheless, for the effective implementation of e-learning and other learning technologies, vision-driven strategies and strategic planning are the fundamental elements (Fullan, 2001; Rossiter, 2006; Richards, *et al.*, 2004; Zellweger, 2006). This is because in planning phase the desired goal and the purpose of change will be formulated. According to Cradler and Yrchik (1994) for having a clear vision and an effective planning, leaders are required to consider some elements when managing the change process. These elements include involving the stakeholders, sharing views and ideas with the members from all levels, help to make knowledge and understanding about the purpose of change, organizing efficient training, specifying clear objectives, and integrating technology application.

In the Malaysian education system, the essential role of technology-based change from e-learning implementation is a basis for competitive advantage of ODL institutions in the country. This is because technology is an integral part of distance education system to facilitate a more flexible and self-directed learning environment for adult learners. In many developing countries such as Malaysia, open learning and distance education are at the forefront of educational responses to the current technology-based changes that are taking place locally, regionally and internationally. Previous research show that due to the issues and challenges related to the use of learning technologies in the Malaysian higher education today, planning, directing and managing e-learning is a complex process which requires change management strategies and policies from visionary planning perspective that can draw a big picture on the change purpose, goal and objectives (Hashim, 2007; Poole and Van de Ven, 2004; Rahimah, 1998; Raja Maznah, 2004). In addition it requires a shift from change management to strategic planning for the future e-learning system preference (Raja Maznah, 2004).

The main purpose of this paper is to identify vision-driven strategies and policies regarding implementation of e-learning system in an ODL institution in Malaysia. Accordingly, "vision" as the key component of change management has been examined with the management main functions; planning, organizing, guiding, and monitoring. Moreover, this paper attempts to examine the dynamics and interactions that involved in management's visionary planning to deal with the new technology-based changes in an open university. This paper also tries to address the question that "What are the management's vision-driven strategies and policies that can help them to deal with the systemic change from implementation of e-learning system"? Are these strategies and policies can help the management to achieve organizational improvement and development?"

### **Methodology:**

For the purpose of this study a qualitative research methodology was used and data were collected through three different sources including open-ended interviews, direct observations, and official documents revision techniques from an open university as a single case study in Malaysia. The interviewees were from two individual groups including top management, and the deans of five faculties who have key roles in planning and decision making about any change in the university. In total, 20 people were interviewed and their attitudes towards implementation of e-learning in their daily responsibilities have been observed for the period of six months. Apart from interviews and observation, data also were collected through examination of official documents obtained including the university's published Annual and Monthly Reports, newspapers, public records, and research articles which have been presented in local and international seminars or conferences by officials of the open university. However, data obtained in this study were analyzed using grounded theory approach; open coding, axial coding and selective coding (Corbin and Strauss, 2008) as well as the Ladder of Analytical Abstraction (Milles and Huberman, 1994) for systematic categorizing of data. In order to organize and manage the mass of data more systematically, the raw data were analyzed using NVivo 8.2 computer software. Using this software helped the researchers to find in-depth and detailed data on management vision-driven strategies and policies in dealing with systemic change in the ODL institution. The collected data coded and categorized based on *vision* as the main theme for this study. The results for the sub-themes are based on examination of the four functions of management; planning, organizing, guiding, and monitoring on the *vision*. The emerged sub-sub-themes that indicate the management's vision-driven strategies and policies for systemic change are the results of in-depth analysis of the collected data. Analysis and categorizing concepts were made by employing the grounded theory approach in which the data could give rise to new possible conceptions and theoretical propositions.

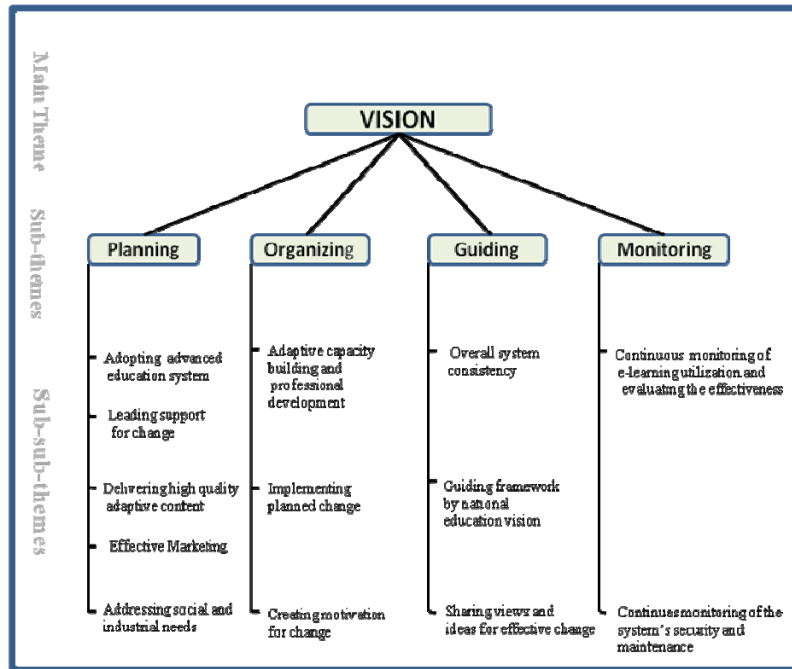
**Results:**

**Vision-driven Strategies for Systemic Change Management:**

The data analysis suggested that the case university as an Open-Distance Learning (ODL) institution had propounded a clear and specific vision to guide the future progress as well as to enable the top management to steer the university towards future growth and development. A clear and specific vision was necessary for the open university to achieve its aspirations and goals. Thus, organizational activities in all levels were directed based on the leadership’s vision-driven strategies and policies. This study found that having a clear and accessible vision was among the vital factors in managing the systemic change from implementation of e-learning system. This is could be due to the fact that clear and strong vision is one of the main elements for motivating organizational members to participate in the change process. Hence, having an apparent picture from desired goals and results of the change plays an important role for guiding the success of systemic change management. The main focus of the Open University’s leaders and management in setting the organizational vision and mission was to be a world class center of excellence in open- distance education. Moreover, the management aspiration for the systemic change was to be equipped with the appropriate capacity to sustain the e-learning system and ICT-based activities for the purpose of more progress in the future. Data analysis shows that the main vision of the institution leaders and management for implementing e-learning system in the organization was to achieve the desired goal of ‘democratizing education’. In the institutional context, e-learning system was meant as a democratizing tool, because it has enabled the university to live by its motto of “University for all” (The Monthly Report, 2009). From this specific vision, the leaders and top management of the Open University had set the main objectives of the organization as follows:

- a) To meet higher education aspirations using flexible, accessible and affordable system
- b) To provide lifelong learning opportunities, and
- c) To help the government in the democratization of education (The Annual Report, 2008).

Figure 1 shows the overview of the main theme, sub-themes and sub-sub themes of this study which emerged from in-depth analysis on *vision* as one of the main components of systemic change with the management main functions of planning, organizing, guiding and monitoring. Results of the analysis present management’s vision-driven strategies and policies to deal with educational systemic change as shows below.



**Fig. 1:** Management vision-driven strategies and policies for educational systemic change

The elaborations of the above figure as management strategies and policies are presented in the following sub-sections of this paper.

***Planning Vision:***

The main prerequisite in the process of managing new educational change is vision analysis and strategic planning. This study found that specifically for the effective implementation of technology-based changes such as implementing e-learning and Information and Communications Technology (ICT) for education and training purposes, building a long-term vision and strategic planning were the fundamental needs for the case open university. While having clear vision helped the management to answer the question of “what to change”, strategic planning for change guided them to address questions regarding “how to change”. This is because, in the vision and planning phase, the desired goal of the organization which was the purpose of the change has been formulated. The analysis shows that strategic planning specially is more essential in situation of systemic change for the purpose of organizational improvement. It was found that in the ODL institution, management visionary planning for the system-wide change, comprises of five strategies as follows:

- ***Adopting Advanced Education System:***

In this study advanced education comprised of advanced technology and advanced methodology for teaching and learning. This study found that, adoption of advanced education by utilizing new technologies and methods in teaching and learning system was the main reason for management of the open university in vision planning. The practical use of advanced education in this study refers to the application of the new technologies in educational system of the open university, where the management’s main task was to provide educational enrichment opportunities for all the students. In the management’s belief, such an educational system would not achieved unless through the planned and systemic changes, where appropriate strategies needed to manage the system as a whole. Developing more e-content, utilizing more learning technologies and enhancing instructional innovations were among the vision planning of the top management to improve the institutional system. In this regard the main goal was to create a proactive learning environment by focusing on planning of strategies for advanced education. In line with the organizational main vision, facilitating more flexible learning and introducing self-managed learning were the main strategies that the top management considered in implementing e-learning system. The university’s leaders had a strong commitment to make a purposeful and enlightened future for the university through their vision and mission planning. However, for being the leader in flexible and distance learning the university had to enhance its efforts in providing more information in order to broaden public acceptance and appreciation for open learning and lifelong learning culture in the Malaysian society.

- ***Leading Support For Change:***

In managing systemic change process, leading support for change was the next strategy considered for vision planning. In this study, the term “leading support for change” refers to the management’s strategies and policies for making decisions that facilitate adoption of the new changes and innovations. The data analysis also showed the essential role of the change supports by the leaders and management in improving the institution’s effectiveness. Moreover, the top management’s strong leadership facilitated the realization of strategic planning for managing the systemic changes. In addition, analysis suggests that supports and commitments of the leadership in implementing the change process was the vital element in success of the change management strategies. This is could be due to the fact that in the current changing societies, leadership and top management’s change efforts is not an optional task any more, but to direct organizations to face the change process is an obligation. In the open university context, system-wide or systemic change means improving the present situation while enhancing the usage of e-learning technology in the form of e-content and online modules. Accordingly, leadership and top management support were not only effective in the change of the whole system, but also were influential in any other small changes. Leading support for change was not limited to any specific time or phases of the change process, but it was an ongoing procedure that started from the very beginning stage of planning for change to the end until achievement of the desired goals.

- ***Delivering High Quality Adaptive Content:***

The other strategy in vision planning for systemic change was delivering high quality adaptive content. The goal of delivering an effective, high quality learning contents was a central part of the management vision planning strategies for achievement of institutional success. In this regards management’s policies mainly was to plan for a high quality learning support services through the close collaboration between the academic staff including instructional designer, curriculum developer and content writers. Facilitating and supporting these quality learning services was the main strategy for the management in planning vision.

In one hand, management’s concentration in vision planning was on the strategies for leading the learning contents provider through delivering the high quality learning materials, and on the other hand it emphasized on the ability to design and develop the required contents, in response to the market demands. As an ODL institution, these policies were considered as strategic tasks for managing the systemic changes in the learning institution that provides more flexible, open, and life-long learning.

- ***Effective Marketing:***

In-depth data analysis shows that effective marketing was also among the strategies in vision planning for the systemic change. The effective marketing was to cultivate its designated market based upon the organizational vision planning in line with strategies to create awareness about organizational objectives. Therefore, when leaders of the ODL institution were planning for the change, they had to consider some strategies to help in attracting more learners. These strategies not only affected the marketing point, but also helped to attract more students. This study found that attracting learners from the domestic market as well as international markets had been among the strategic vision planning of the open university's leadership. Filling the geographical gap through building a strong and professional academic reputation was the main criteria for the university's leadership to formulate the organizational vision planning. The main reason for planning effective marketing strategies was to attract more students to the university not only from inside the country but also beyond national boundaries. The outcome of these strategies was the decision to open up learning centers in several countries in the region and the Middle East. This strategy was aligned with the University's key objective to pursue more adult learners for higher education.

- ***Addressing Social And Industrial Needs:***

From the data analysis it was found that addressing the country's current social and industrial needs was among management's vision-driven strategic planning for systemic change. This strategy helped the leaders to plan for the continuous change and development in teaching and learning materials as well as assessments of the learning performances. Such a constant planned change also helped the university to improve its position as the first ODL institution in the country. As a private institution, the open university needed such a position to attract more students to enroll its system. However, it was found that applying advanced technology for the purpose of teaching and learning was one of the management's strategic planning to address country's social and industrial needs. In the current context of rapid technological advancement of global societies, considering advanced education comprise of advanced technology and advanced methodology for teaching and learning was priority in vision planning for the systemic change. Accordingly, applying advanced technologies in various aspects of the educational system played a crucial role in supporting the change management. In the case university, vision was based on the belief that using advanced technology in the present situation of increasingly globalized economy, would provide better educational opportunities for open and distance education as well as beneficial in addressing social and industrial needs.

***Organizing Vision:***

The results of this study show that in managing change process after planning for vision, there was a need to consider the important role of organizing elements in the planned change. Integrity was the main element in vision organizing for change management process in the ODL institution. The integrity in this context was including: technology integration, organizational integration and the learners' integration. Integration requires harmony, collaboration, and coordination, between various elements of an education system in the light of vision organizing for systemic change management. In technology integration, providing the degree to human beings was the main objective. This was due to the vision of the university's management to be the leading provider of flexible lifelong learning in the country. The organizational integrity was another element in vision organizing for the case university. This was in line with the organizational shared vision and values which includes; integrity, professionalism, caring, team-working, and innovativeness. From the data analysis it was found that these shared values were the common ground for all the organization's members. Moreover, they served as guidelines for how the open university's members should behave and conduct their daily activities in order to help the organization advance. The analysis suggested that providing opportunities for adult learners to use their prior learning and knowledge was part of the vision organizing for learners' integrity in open distance education. In addition, from in-depth analysis it was found that there are three main vision-driven strategies and policies in organizing systemic change process as follow:

- ***Adaptive Capacity Building And Professional Development:***

Providing capacity building and professional development programs for all was among the policies of the leaders in organizing the vision-driven strategies for systemic change management. From the analysis, it was found that organizing training programs for all stakeholders including academic and non-academic staff, tutors, facilitators, learners and middle-managers, considered as an essential policy for the change management team. Implementation of this policy was due to the importance of professionalism and professional development process as the main shared value of the open university. It was found that organizing such training programs had an effective influence in informing and educating all members on the organizational expectations regarding the systemic change goals and objectives. Thus, it resulted in preventing miscommunications between the top management and the organization's members.

- ***Implementing Planned Change:***

In the ODL institution, implementing the top managements' planned strategies for the systemic change were organized at the faculties' level. From the data analysis it was found that all the five faculties in the open university were responsible for executing these strategies. This could be due to the important role of the faculties as being pioneer in adopting and utilizing the new changes. Subsequently, monitoring the implementation process of systemic change also was the faculties' main task.

- ***Creating Motivation For Change:***

This study found that in process of organizing vision-driven strategies for systemic change, the success of the process were depends on the acceptance of the new innovations by the organizational members. According to the analysis it was found that creating motivation for change among the members plays an important role in the success of systemic change management. In situation of introducing new change, the management understanding and awareness about the fact that individuals are motivated in different things and in different ways was crucial. It was agreed by the interviewees that giving cash rewards for the tutors for using more online forum and having more online interaction with the learners, as well as giving extra marks to the students for participating more in the online discussion with tutors was among the management's strategies and policies in motivating all members of the university to participate in the change implementation. For implementing new changes, apart from tutors and students, the non-academic staff also needed to be motivated in order to cooperate with the new situation. Other than providing training programs, increasing their salary was also among the top management strategies for guiding the organizational motivation to accept the new change. It was agreed by the interviewees that when the organizational members realized about the positive effects of the new change on the future performance and outcomes of the system, they accepted the change much easier and faster. In this regard, increasing the productivity and quality outcomes of the system was the positive results in the change acceptance by the organizational members. In addition, from in-depth analysis, it was found that creating motivation for change by the top management helped the organizational members in many ways as follow:

- Achieving organizational goals and objectives
- Gain a positive perspective of the new changes
- Create the power to continue change and improvement
- Build self-esteem and capability among the members
- Manage their own development and act as a change agent in helping others with their duties regarding change implementation

***Guiding Vision:***

The next step after organizing vision was formulating vision-driven strategies to guide the change process. This is because in managing the technology-based change, there was a need to have guidance for organizational vision to achieve the desired goals. In this regard, continued awareness about vision and its impact on various activities for managing the educational system was the subject of vision guiding. From in-depth analysis for this study it was found that in an ODL institution vision guiding for change management process comprises three strategies as follows:

- ***Overall System Consistency:***

This study found that one of the important aspects of the system integrity in the ODL institution was to maintain consistency between all the actions, procedures and the processes. This was in order to prevent any conflict during the change management phases. However, in the open university context, because of the interrelationship and interdependencies among the various levels and aspects of the system, all the action and initiatives were guided by the organizational vision, mission and the shared values. In other words, in managing systemic change, the best direction was to have consistency of the overall system which was guided by the leadership's planned vision.

- ***Guiding Framework By National Education Vision:***

This study found that in the ODL institution, guiding organizational vision by the country's National Education Vision and the National Education Needs were essential for success of the change process. In this regard, enhancing teachers' proficiency to improve the status quo of the country's education was among the main elements in the national education vision, thus, for the open university's leaders, upgrading teacher education was one of the guidelines in setting the organizational vision for the benefit of the national education. Therefore, cooperating with the Ministry of Education was a useful guide in planning for teachers' training.

- ***Sharing Views And Ideas For Effective Change:***

Sharing views and ideas about the new changes with the relevant stakeholders was an important task for the leaders to consider in managing systemic change. This study found that, involving organizational members in the decision making and change process had a meaningful effect on changing the people's attitude towards the new innovations. In this regard, organizing a meeting called "Academic Committee of Education" was among the management strategies and policies to provide such a sharing views environment. Consequently, any educational policies and strategies related to implementing new learning changes, utilizing new technologies, introducing new programs, and students' new intake, is decided in this meeting with the presence of the top management, registrar, and the Deans of the faculties. In the case university the Deans were the key persons responsible for implementing and executing the new changes in the faculties. However, all the shared decisions and policies which made in the Academic Committee of Education were guided by the organization's vision and mission. The analysis also revealed that the final decision on the implementation of the new changes was made by the Board of Committee which only consists of the top management. Moreover, changing people's mindset was also the key reason for the change management in organizing sharing views meeting to discuss about the implementation of the new changes with faculties' members. In other words, guiding change process was not only about implementing new changes but also convincing the relevant members on the new innovations.

***Monitoring Vision:***

This study found that in an education system such as the case university anything related to the organizational main vision was the task that mostly directed by the top management. In monitoring vision, analysis revealed that since the establishment of the open university, leaders and the top management continuously monitored the main organizational vision and mission from time to time. The reason was to upgrade the initial vision to make it more appropriate and comprehensive. From this specific vision, the leaders and top management of the open university formulated the main strategies to include evaluation of the system's performances. The analysis indicates that monitoring the university's initial vision and mission had helped the top management to enhance the transformational process of new innovations in line with the system's improvement. In this regard providing flexible support and services specifically advanced flexible ICT and e-learning systems was among the main criteria to enhance improvement of the system. The following are the three emerged vision-driven strategies and policies for monitoring:

- ***Continuous Monitoring Of E-Learning Utilization And Evaluating The Effectiveness:***

For managing systemic change in the ODL institution, continuous monitoring and evaluation of the entire system was a key element for the success of change process. This study found that for an e-learning system to be more effective and efficient for the benefit of students' learning there was a need for continuous feedback on effectiveness of the implemented e-learning system. In this regard, for the open university's management, continuous monitoring and observing the e-learning utilization by both tutors and the learners, provided opportunities for being more detailed on efficiency and effectiveness of the learning objectives. In addition, doing various research and survey on the surrounding technology changes helped the management to have comprehensive picture on the effectiveness of the new changes on the learning system. The analysis show that efforts of the management to formulate the strategies and policies for monitoring and evaluating the e-learning system effectiveness, has resulted in the utilization of more interactive and proactive learning technologies. For example, using "Google Analytic" was one of these effective strategies. This service helped the technology management to get the data and to understand this data on how much improvement that was needed to put into the system. The Google Analytic also provided detailed information on the data usage including numbers of hits, what time the hits, the peak times of hits, and what time was the system under bottom line by the users. This service also helped the technology management in financial planning for the following years. Correspondingly, based on this information, the management could ensure that the system would not face any problem for the years ahead. This fact was corroborated by the members of the management group of technology.

- ***Continues Monitoring Of The System's Security And Maintenance:***

This study found that ensuring the security of the e-learning system was part of the vital needs for preventing the system from unauthorized accessibility at the ODL institution. In this regard, the key strategy and policy of the management was to appoint the specific team of experts to maintain the e-learning system. Based on data analysis the main responsibility of this team was to ensure the sustainability of the system as well as activities such as security of the data, availability and performance of the system, and making back up for the essential information. Data analysis shows that by monitoring students' login through the Google Analytic, the technology management team was able to enhance the security of unauthorized access. Hence, when students or staff log-in to the e-system, the management are able to track the place, browsers, as well the websites and the

links that they were accessing. The present e-learning system at the ODL institution provides all the information related to the security of the system's usage, such as audit trail that can do on each transaction done by the users whom are mainly the open university's students and staff. As pointed out by the university's general manager of technology, continuous monitoring was the key strategy and policy of the management to maintain the security of the present technology. For more effectiveness, from time to time the technology authorities at the institution trying to improve the system based on the users' requirement as well as the organizational policies. However, to ensure the quality of e-environment, the management main strategy was to continuous improvement of evaluation and monitoring through system integration and full computerization of its administrative activities.

### **Conclusion:**

The first step in managing the change process is creating a clear vision and formulating strategies and policies to support the vision. In context of a technology-based or system-wide change, specifically in an ODL institution, management's vision-driven strategies and policies are the main basics regarding the implementation of e-learning system (Brayson, 2011; Fullan, 2001; Bamford and Daniel, 2005; Yukl, 2010). In this regard, management's visionary planning should be able to include main elements and address the key issues relating to technology implementation in the entire system. These issues include the process of the new change that emerges from management's key functions consisting of planning, organizing, guiding, and monitoring. This study on the management's vision-driven strategies and policies for systemic change has proved that for reminding us that for the success of the change process, there is a need for prioritizing of the organization's appropriate needs and requirements through the strategic visionary planning. As examined at the first open university in Malaysia, the key factors in implementing systemic change from e-learning system include:

- Vision planning for the most probable use of advanced technologies in order to achieve the goal of high quality adaptive learning content. Hence vision planning needs to consider management's strategies to lead the support for systemic change.
- Vision organizing for the determination of the technology integration [as] a whole system including all the aspects and levels of the organization. The other two elements that need to be considered in this systemic integration of technology are including the organization itself and the learners. However, with the help of vision organizing, management would be able to set the strategic plan to identify the needed resources and assets.
- Vision guiding for ensuring the system's consistency and approaches to achieve advanced learning. In this regard, the country's national education vision could be considered as a guideline for the future progress of the institution and also to enable the top management to steer the university towards future growth and development. On the other hand it could be an objective estimate of expected benefits in applying the visionary plan for the technology. These benefits consist of cost, time, and human capital.
- Vision monitoring for the continued evaluation of the organizational activities as well as the system's performances. Because technology implementation will affect everybody in all the levels and aspects of the organization, regular upgrading of the initial vision and strategic planning is a necessary task for the change management team.

However, from these specific aspects of vision-driven strategies and policies, the leaders and top management of the ODL institution formulated the main objectives of the organization. These objectives include meeting higher education aspirations using flexible, accessible and dynamic teaching-learning environment; providing lifelong learning opportunities for the working-adult learners, and helping the government in achieving the goal of democratization of education. The general findings of this study on management's vision planning, vision organizing, vision guiding and vision monitoring in dealing with systemic change from implementation of e-learning at the Malaysian open university, may be transferable to the contexts of the technology- based changes in other open- and distance universities.

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