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## KEYS TO BUILDING A STRATEGIC VISION: WHAT EVERY DIRECTOR SHOULD KNOW

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**Abstract --** The research presented in this article is entitled "Keys to building a strategic vision: what every director should know." Its purpose was to investigate the level of mastery that managers of public technological higher education institutions have regarding institutional vision and mission, their leadership and management skills, understanding of technological and educational trends, and their ability to foster innovation and collaboration in academic environments. To this end, qualitative research was conducted using a phenomenological and hermeneutic approach, employing focus group strategies and interview guides. The results were interpreted based on the discourses and cultural contexts of each participant. These results indicate a lack of skills and competencies in the regulatory management of a public institution, ineffective allocation of resources, ignorance of concepts of governance and transformative leadership, as well as a significant deficiency in the management of soft skills. Based on the resulting information, three strategies were proposed to provide these managers with the necessary tools and knowledge of public administration to develop a solid strategic vision that integrates institutional foresight and the fundamental principles of governance and leadership.

**Keywords --** Management, public administration, foresight, governance, soft skills.

**Abstract --** The research presented in this article is entitled "Keys to Building a Strategic Vision: What Every Director Should Know." Its purpose was to investigate the level of mastery that directors of public technological higher education institutions possess regarding the institutional vision and mission, their leadership and management skills, understanding of technological and educational trends, and their capacity to foster innovation and collaboration in academic environments. To this end, qualitative research was conducted with a phenomenological and hermeneutic approach, using focus group strategies and an interview guide. The results were interpreted based on the discourses and cultural contexts of each director. These results denote a lack of skills and competencies in the normative management of a public institution, an ineffective allocation of resources, a lack of knowledge of concepts of governance and transformational leadership, as well as a significant deficiency in the management of soft skills.

Using the resulting information, three strategies were designed to equip these executives with the necessary tools and knowledge of public administration to develop a solid strategic vision that integrates institutional foresight and the fundamental principles of governance and leadership.

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## INTRODUCTION

The current and future context of public higher education institutions (PHEIs) is characterized by uncertainty and constant technological evolution. Therefore, a leader with a strategic vision becomes an essential element for any institution. This approach requires managers to recognize trends and demands in the socio-educational and labor spheres, while promoting innovation and excellence in the academic sphere. This is achieved through their ability to anticipate, plan, and guide institutional progress toward a sustainable and relevant future (Voros, 2003). This is based on a deep understanding of the essence of the institution in question, including its mission, vision, values, and competitive advantages, as well as on the exploration of trends, opportunities in the environment, and its institutional governance system.

A manager's ability to articulate a strategic vision goes beyond simply projecting a desired future; it also involves the ability to motivate and unite all members of the organization around shared goals. This vision not only guides the decision-making process, but also facilitates the development of appropriate strategies. A well-articulated strategic vision plays a crucial role in building an organizational culture, promoting a sense of belonging and greater commitment among its workers. For this reason, it is necessary to survey IEST managers about their level of mastery of the aforementioned topics.

### General objective

To investigate the level of mastery that IEST managers have regarding the institutional vision and mission, as well as their leadership and management skills, understanding of technological and educational trends, and their ability to foster innovation and collaboration in academic environments, with the aim of generating various strategies that consolidate them as leaders in their institutions.

### **Specific objectives**

- To analyze the level of mastery that IEST managers have of the institutional framework and its operation within the public administration, in order to identify the implications and opportunities for improving their management and functioning.
- To identify and analyze the knowledge that IEST managers have of emerging trends and challenges in higher education, in order to generate the knowledge and tools that strengthen their leadership and decision-making skills in a constantly changing educational environment.
- Explore the knowledge and mastery that IEST managers have of new forms of governance and leadership in educational institutions, with the aim of developing strategies that optimize institutional operations and promote a collaborative and efficient environment.

### **DEVELOPMENT**

Considering that Mexico's public technological higher education subsystem dates back decades, it should be noted that managerial positions were filled by individuals who had been trained in the knowledge and mastery of the various tasks and responsibilities that fell within the managerial area. This learning strategy, known as "on-the-job training" (Schön, 1983, Kolb 1984 and Argyris, 1999), consisted of a person entering a higher education institution as a teacher, administrator, or support staff member; if they were interested in moving up in the organizational structure, they would gradually become involved in teaching support activities, and with their own initiatives, after some time, they would reach a management position. This is considered a good strategy in the so-called industrial society (Toffler, 1980), where workers performed

specialized and repetitive roles, there was a clear division of labor that improved work efficiency. In this sense, training was very relevant given that there were no drastic changes in organizations and the task was to maintain and improve the ways of managing institutions.

At the end of the 1990s, the existing type of society began to change; the production and distribution of knowledge and information became the main economic driver. Sectors such as technology, communication, and information services took on a predominant role, and constant innovation and creativity were emphasized as key factors for development. Work became more collaborative and less hierarchical, highlighting the importance of specialized knowledge and adaptability. Continuing education and lifelong learning became essential to remain relevant in the labor market.

This new social structure, called the "Knowledge Society" (Drucker, 1996; Castell, 1996; UNESCO, 2005), proposes different ways of selecting managers. The old methods of appointment are no longer valid, and today's managers need to be adaptable and have a strategic vision that allows them to anticipate trends and guide their team toward long-term goals. They must be analytical in order to make data-driven decisions, show empathy in their leadership, and promote an environment of continuous learning. It is also crucial that they have technological knowledge and be able to manage diversity in order to take advantage of different perspectives in a globalized environment.

For this reason, this article will have an impact on the management field of IESTs by identifying the strength of their competencies and skills, not only to effectively manage knowledge within their organizations, but also to successfully lead in a society increasingly driven by information and knowledge.

## **METHOD**

The work presented here is a qualitative research study with a phenomenological and hermeneutic approach, which seeks to understand and explore social and human phenomena through the collection and analysis of non-numerical data, focusing on the

experiences, perceptions, and meanings that managers attribute to their realities (Heidegger, M. 1998). The essence of the experiences of these managers with regard to the performance of their jobs was described and analyzed. These results were interpreted based on the discourses and cultural contexts of each individual. The technique used for data collection was a focus group with an interview guide as the instrument. The research was conducted with 76 IEST managers.

A focus group (Krueger & Casey, 2015) is a qualitative research technique that involves bringing together a small group of people to discuss a topic related to a service or idea in question. The session is moderated by a facilitator who guides the conversation, encourages interaction among participants, and collects diverse opinions and perceptions. The main objective of the focus group was to obtain in-depth and nuanced information about the attitudes, beliefs, and needs of IEST managers in order to understand their strategies and their alignment with the expectations of educational service users.

An interview guide (Longhurst, 2003) was used to conduct the focus group. This guide consists of a structured set of questions used to guide the conversation during an interview, whether individual or group. Its main purpose is to ensure that all relevant topics are covered and specific information is obtained, while allowing some flexibility to explore unexpected responses. By using an interview guide, consistent and comparable data were collected, which facilitated subsequent analysis and the identification of patterns or trends in the information obtained.

With regard to the validity of the work presented here, the focus was on understanding and describing subjective experiences, and triangulation, participant verification, and reflexivity were used. In terms of reliability, the research process was consistent, open and axial coding was performed, and a research diary was kept.

**Table 1.** *Trigger questions for the focus group with IEST managers.*

1. What experiences have you had in relation to training on Tax Administration System regulations and procedures? How do you think this has influenced your administrative decisions?

2. Can you share specific examples of recent administrative decisions you have made that you believe have not been conducive to the work environment? What factors influenced those decisions?
3. How do you evaluate resource allocation in your institutions? Have you noticed any areas that receive more resources than necessary and others that are neglected? What do you think is causing this?
4. How do you perceive the adaptation to new regulations within your institution? Have you observed resistance from staff and how has this affected the work environment?
5. What new forms of governance and leadership do you think would be effective in fostering innovation and continuous improvement in your institutions? What prevents you from exploring them?
6. How would you describe the collaborative approach and flexibility at work within your teams? Have you encountered difficulties in adapting to changes in the educational and work environment? What are the causes behind these difficulties?

## RESULTS

The results obtained are diverse and variable. However, with the caveat that this may introduce bias, we present below a summary of these findings.

- A high percentage of IEST managers have not received specific training on the regulations and procedures established by the Tax Administration System.
- Due to this lack of knowledge, managers have made administrative decisions that do not promote a suitable working environment.
- A lack of understanding of the guidelines established in the regulatory framework has led to an inefficient allocation of resources.
- Ignorance of the importance of adapting to new regulations has generated resistance among teaching and administrative staff, creating an atmosphere of uncertainty and demotivation.
- Faced with challenges such as low enrollment and student dissatisfaction, administrators react by implementing superficial and temporary changes without a clear strategy.
- The lack of direction and support to address emerging challenges has led to demotivation among teaching staff, who feel frustrated at the impossibility of offering quality training adapted to a changing context.

- The failure to explore and adopt new forms of governance and leadership is leading to stagnation in innovation and continuous improvement within IESTs.
- The lack of a collaborative and flexible approach leads them to operate using outdated methods, limiting their ability to adapt to changes in the educational and work environment.
- The absence of a clear and participatory governance framework results in ineffective and uncoordinated administrative decisions.

## DISCUSSION OF RESULTS

One of the most significant findings is that a high percentage of managers have not received specific training on the regulations and procedures established by the Tax Administration Service. This lack of knowledge not only limits their ability to make informed decisions in line with current regulations, but can also have legal and financial consequences for institutions. The absence of an adequate understanding of the regulatory framework creates a vacuum in administrative management.

The results indicate that administrative decisions made in this context of misinformation do not promote a suitable working environment. This manifests itself in staff discontent, which can be triggered by a perceived lack of direction and leadership. Ineffective decisions can create tensions between teams and affect collaboration, creating a vicious circle that hinders the professional growth of IEST workers.

The lack of understanding of the priorities of the regulatory framework also translates into an inefficient allocation of resources. Some areas receive more support than they actually need, while others, which are crucial to the functioning of the institution, are neglected. This inequality in the distribution of resources can generate resentment among areas, affecting the cohesion of the institution and its ability to provide quality service.

Ignorance of the importance of adapting to new regulations has generated resistance among both managers and staff at IESTs. This phenomenon not only fosters an atmosphere of uncertainty, but also leads to demotivation.

The research highlights that, in the face of challenges such as low enrollment and student dissatisfaction, managers implement superficial and temporary changes without a clear strategy. This is indicative of a lack of long-term vision and a reactive approach that avoids adequately addressing the institution's structural problems. Without well-defined strategic planning, any change will have little real impact and will lead to greater disappointment among students and staff.

Another worrying aspect is that the failure to explore and adopt new forms of governance and leadership is leading to stagnation in innovation and continuous improvement. Higher education institutions require leaders who are capable of promoting a collaborative and flexible approach that allows them to adapt to a constantly changing educational environment. Without proactive leadership that fosters innovation, many higher education institutions are likely to remain in a state of stagnation and decline rather than evolve.

### **STUDY LIMITATIONS**

- The perceptions and experiences of the participants influence the results, which can lead to biases and a distorted representation of reality.
- Given that this qualitative study focuses on specific contexts and subjective experiences, it may be difficult to draw conclusions that are applicable to other institutions or educational settings.
- Factors such as organizational culture, socioeconomic environment, and local educational policies may play a crucial role, limiting the extrapolation of results to other contexts.
- Qualitative methods, such as interviews or focus groups, may be affected by participants' willingness to share information.
- Other researchers may reach different conclusions based on the same data set, which may call into question the validity of the findings.
- Given that the competencies and skills of IEST managers can evolve rapidly in an ever-changing educational environment, research findings

may become obsolete shortly after publication, affecting their relevance and practical usefulness.

## CONCLUSIONS

The situation of IEST managers, in terms of their lack of knowledge of the regulations governing their actions, implies the need to analyze the institutional reference and its operability within the framework of public administration, in order to identify the implications and opportunities for improving the management and functioning of the institutions under their responsibility.

On the other hand, there is an urgent need for managers to acquire in-depth knowledge of trends and challenges in technological higher education, as identifying and analyzing these dynamics is crucial to fostering effective leadership and making strategic decisions that ensure the relevance and quality of the training offered, allowing them not only to adapt to changes but also to anticipate them. Without this awareness, IEST runs the risk of falling behind and losing its competitiveness in the educational field.

Finally, it is necessary to explore and implement new forms of governance and leadership in order to have a significant impact on IESTs. Institutional stagnation, lack of collaboration, inefficient decisions, and staff demotivation are just some of the factors that limit the development of effective strategies to optimize institutional operations. To meet the challenges of an ever-changing educational environment, it is essential that IESTs adopt participatory and collaborative leadership approaches that foster innovation and commitment, thus ensuring their long-term relevance and success.

Even with these limitations and conclusions, the results of this research generally highlight the urgent need to develop professional knowledge management programs for IEST managers. Training them in regulations, transformational leadership, and resource management should be a priority to foster a culture of collaboration and continuous improvement. Likewise, it is essential to establish a participatory governance framework that involves all actors in the educational community, ensuring that administrative decisions are effective and aligned with the real needs of IESTs.

## TRAINING PROPOSAL

The training proposal derived from the above results is based on Knowledge Management theory (Nonaka & Takeuchi, 1995) and focuses on how organizations can create, share, and use knowledge to improve their performance and competitiveness. The main components of the theory refer to two types of knowledge: Explicit, which can be easily codified and documented, such as manuals, procedures, and data; and Tacit, which is a type of knowledge that is difficult to articulate and transfer, as it is based on personal experience, intuitive skills, and specific contexts. To this end, the four types of knowledge conversion identified in the theory are proposed: Socialization (tacit to tacit), Externalization (tacit to explicit), Combination (explicit to explicit), and Internalization (explicit to tacit).

The types of knowledge conversion that can be used to achieve the proposed objectives will be defined in each of the IESTs, as their particular characteristics must be taken into account. The proposal made here consists of three strategies that emerge from the results of the research carried out: operation in the context of public administration; trends and challenges in higher education; and new forms of institutional operation.

### **Strategy 1.-Institutional reference and its operation in the context of public administration.**

It is important to note that the first step in developing a strategic vision for IEST managers is to identify whether the institution is public or private, as these are fundamentally different categories. In this analysis, we focus exclusively on public institutions, so it is crucial to understand the implications this entails.

A first component of this strategy is public administration, which emerges from the concept, structure, and ultimate purpose of the state, which is: the non-delegable obligation to guarantee justice, security, and financial administration (Aguilar V. 2013). It does this through a set of organizations, institutions, and processes, from which it implements policies and programs to meet the needs and demands of society. It is responsible for the management

public resources, the planning and execution of services, and the regulation of activities in various areas.

The main objective of public administration is to guarantee the common good, promote sustainable development, and ensure transparency and accountability in the use of resources. It operates within a legal framework and seeks to balance efficiency, equity, and justice in the provision of services to citizens (Rosenbloom, 2008).

The State defines its actions based on the Political Constitution of the United Mexican States (1917), which is the guiding document that defines its structure and organization, establishing the Executive, Legislative, and Judicial branches at the federal, state, and municipal levels (the theory of the Division of Powers is based on Articles 49 and 116 of the aforementioned Constitution).

In accordance with the Planning Law (2018), the executive branch is required to develop the National Development Plan (PND), as well as the programs derived from it at different levels of government. To this end, citizen participation in the planning process is encouraged, coordination between different government agencies is ensured, and the evaluation of the results achieved is promoted.

The Sectoral Programs (PS) are derived from this PND and are initiatives designed to address the specific needs and problems of a sector, aligning with the general goals of the PND. Each program establishes clear objectives and quantifiable short-, medium-, and long-term goals, allowing for a structured approach to sector development. They define specific strategies and actions necessary to achieve these objectives and include mechanisms to evaluate progress and results, facilitating adjustments in their implementation when necessary. Similarly, they promote the participation of different levels of government (federal, state, and municipal) and civil society, as well as other relevant actors, thereby strengthening collaboration and effectiveness in the execution of public policies.

The Sectoral Program gives rise to Institutional Development Programs (IDPs), which are strategic programs that seek to improve the operational and management capacity of

government institutions. These programs are aimed at strengthening the organizational structure, optimizing processes, improving the services offered, and ensuring the efficient management of public resources. Through an IDP, public institutions align themselves with the government's objectives and respond effectively to the needs of the population.

The Annual Work Program (AWP) is established based on the IDP and is a document that sets out the activities, objectives, and goals that a public institution aims to achieve during a given fiscal year. Its purpose is to plan and organize institutional work, allocate resources, and establish performance indicators to evaluate the fulfillment of the proposed objectives. The APW serves as a management tool that guides the development of the daily activities of institutions and ensures that they are aligned with current strategic plans and public policies.

The Annual Operational Program (AOP) is a detailed plan that specifies the actions, resources, deadlines, and responsible parties for carrying out the activities programmed in the PTA. This document breaks down annual goals into specific actions and allocates a budget and resources to each activity, thus ensuring the effective implementation of institutional objectives. The APO is essential for the execution of work plans, allows for the monitoring of progress, and facilitates accountability for the use of public resources.

A second essential component for establishing a manager's strategic vision lies in understanding institutional identity, that is, the Institutional Mission (Kotler and Keller, 2012). This fundamental statement articulates the organization's *raison d'être*, outlining its primary purpose, the services it provides, and the target audience it serves. It thus serves as the foundation for the development of the institution's actions and strategies, guiding its day-to-day operations and providing a framework for decision-making. By articulating its mission, the organization underscores its dedication to education, research, and the comprehensive growth of its students, as well as its impact on the community and society at large. In this way, the institutional mission not only guides the members of the organization in their actions, but also conveys to stakeholders its identity and the objectives it pursues in the educational and social spheres.

The Institutional Vision is the statement that defines the future desired by the organization, establishing a clear and aspirational framework for its development and strategic direction. It acts as a beacon that guides institutional action, orienting decisions, objectives, and policies toward the achievement of long-term goals (Kotler and Keller, 2012). This vision not only inspires and motivates all members of the organization, but also provides them with a sense of purpose and belonging, fostering joint and aligned work in favor of achieving the institutional mission. A well-articulated vision allows the organization to adapt to changes in the environment, remain focused on its values, and contribute significantly to the well-being of the community it serves.

Institutional values are the ethical and moral principles that govern an organization's actions (Shein, 2010), establishing guidelines for behavior and interaction among all its members. These values serve as the foundation for the organizational culture and determine how daily activities are carried out, fostering an environment of respect, integrity, collaboration, and responsibility.

### **Strategy 2. Prospective: trends and challenges in higher education.**

Foresight is a fundamental pillar in the formation of a strategic vision for IEST managers, as it acts as the engine that drives organizations toward the future. In a dynamic environment, where the ability to adapt becomes crucial, managers who aspire to success must master this skill. "Foresight is not limited to being a mere analytical tool; it is a way of thinking that empowers institutional members to anticipate transformations, detect opportunities, and take a proactive stance in the face of challenges" (López and Sánchez, 2010).

In the field of higher education, "prospective analysis translates into the ability to visualize future trends that may impact the quality of the educational service offered" (Miklos, 2018). A manager with foresight skills can align the institution's strategic objectives, lines of action, and projects with the changing needs of the world of work and the expectations of users of educational services (General Law on Higher Education, 2021).

, 2021). This skill not only improves decision-making, but also inspires confidence and motivation in teams, creating an environment conducive to innovation.

Challenges in foresight for higher education for the year 2030. (UNESCO, 2022)

- Equitable and sustainable access: Guarantee the right to higher education through policies that address equity, non-discrimination, adequate funding, and inclusive governance. This includes removing financial and social barriers and promoting universal access.
- Holistic learning experience: Moving from a restrictive approach focused on disciplines or professional training to a comprehensive educational experience that fosters democratic values, curiosity, humanism, and ethical development.
- Inter- and transdisciplinarity: Overcoming disciplinary silos to encourage dialogue and collaboration between diverse perspectives, integrating cultural and academic traditions to address complex problems.
- Lifelong learning: Adopt an approach that addresses the educational needs of young people and adults at different stages of their lives, including flexible programs such as short courses and micro-credentials.
- Integrated and flexible system: Create an articulated system that connects diverse institutions and programs, eliminating hierarchies and promoting mechanisms for recognition and mobility between programs.
- Use of advanced technology: Incorporate technologies such as artificial intelligence, machine learning, virtual reality, and collaborative platforms to enrich teaching, learning, and research.

These challenges seek to transform higher education into a more inclusive, sustainable system that is adapted to the changing needs of society and the world.

Technological trends. In this section on the strategic vision, it is important not to lose sight of some trends that are emerging and gaining relevance in Mexico:

- Artificial Intelligence (AI). The adoption of AI-based solutions to automate processes, improve service to users of the education system, and optimize operations in different sectors.
- Internet of Things (IoT). The integration of connected devices that enable real-time data collection and analysis, driving efficiency in areas such as education, manufacturing, and logistics.
- Big data and data analysis. The growing importance of collecting and analyzing large volumes of data to make informed decisions and personalize services in sectors such as education, commerce, health, and finance.
- Cybersecurity. With the increase in digital threats, there must be greater investment in cybersecurity technologies and strategies to protect the information and privacy of users and organizations.
- Online education and EdTech. The expansion of online educational platforms and the use of technological tools in education to facilitate distance learning and improve the quality of educational services.
- Augmented reality (AR) and virtual reality (VR). These technologies are used in sectors such as entertainment, education, and marketing to offer immersive and engaging experiences.

These trends reflect how technology is transforming various aspects of life, education, and the economy in Mexico, promoting innovation and competitiveness.

### **Strategy 3. Governance and Leadership: new forms of institutional operation.**

The third component for shaping a strategic vision for IEST managers is governance, which is understood as a comprehensive set of processes, structures, and practices that ensure the inclusion of various participants, as well as transparency, accountability, and collaboration among different actors. This approach is essential for managing and raising the quality and relevance of educational institutions, especially in a context characterized by dynamism and sustainability (Aguilar, V. 2006).

Governance is a crucial aspect that encompasses various dimensions, ranging from participation and diversity to innovation and sustainability. In a global environment undergoing constant change, it is imperative that educational institutions be able to adapt and transform themselves; this evolution can only be achieved through transformative leadership that not only inspires but also encourages concrete actions that promote such changes.

Since the early 2000s, governance has been formally included in the operations of HEIs, especially after the implementation of administrative reforms aimed at modernizing the state apparatus. These reforms have promoted collaboration between different levels of government and with civil society, highlighting the importance of a multidimensional approach to public management.

Participation and diversity. In the educational context, it is imperative to encourage the participation of all stakeholders, including students, academics, administrative and educational support staff, as well as external communities. This inclusion is crucial to achieving effective governance within educational institutions as envisaged in the strategic vision.

By integrating different points of view into the decision-making process, an environment conducive to innovation and creativity is created; the fresh and varied ideas that come from a diverse community are essential to addressing the complex challenges facing educational institutions today.

The implementation of inclusive governance practices should be seen not only as a desirable goal but also as a strategic necessity. This implies not only creating spaces where everyone's opinions are heard but also training leaders in intercultural competencies and change management.

Transparency and accountability. Another aspect that governance considers in the current educational context is transparency in decision-making processes and accountability, as these emerge as essential components for establishing solid and effective governance. When educational institutions adopt open and communicative practices regarding their procedures and results, they not only demonstrate a commitment to honesty, but also build an environment of trust among all stakeholders, including students, parents, teachers, and administrators.

communicative practices regarding their procedures and results, they not only demonstrate a commitment to honesty, but also build an environment of trust among all stakeholders, including students, parents, teachers, and administrators.

Proactive leadership that prioritizes clarity and accountability in each of its actions and decisions not only enhances the institution's ability to act effectively, but also promotes a sense of belonging and deep commitment among members of the educational community. This approach is not limited to administration alone, but extends to every level, generating a positive impact on the organizational culture and the motivation of the individuals who are part of it.

Innovation and adaptation. The ability to innovate is a crucial pillar in the management of educational institutions. Today, these entities operate in an educational context that is transforming at a rapid pace, influenced by technological advances and changing societal expectations. Therefore, institutions have an obligation to be flexible and prepared to respond to these changes effectively. This involves the constant search for innovative pedagogical and andragogical methods that not only align with the demands of the labor market but also address the diverse needs of society and government.

Promoting an environment that values continuous improvement is essential to ensure that institutions not only adapt but also pioneer the creation of effective and relevant educational and management practices. This requires a systematic commitment to the professional training of teachers, support staff, and administrators, who, in turn, must be willing to explore and adopt new technologies and work methodologies.

Sustainability. In higher education institutions, this refers to the ability of these organizations to operate responsibly and ethically, integrating economic, social, and environmental principles into their management and educational mission. By adopting a sustainable approach, HEIs become agents of change, empowering their communities to address global challenges such as climate change and inequality, thereby contributing to the sustainable development of society as a whole.

In this context, transformative leadership takes on fundamental importance, as it implies that those in positions of authority should not limit themselves to rhetoric about sustainability, but should act decisively by implementing concrete practices that enable institutions to become true catalysts for change within their respective communities. This transformation is not simply a matter of regulatory compliance, but an opportunity to redefine the role of education in society, fostering a sense of social and environmental responsibility that lasts beyond the classroom.

### **FUTURE WORK**

The research carried out could be expanded to include longitudinal studies on how technological institutions are responding to emerging trends in higher education, such as digitization, internationalization, and inclusion.

Based on the integration of governance principles, work could be done to develop a specific model that serves as a reference framework for directors in decision-making, ensuring alignment with institutional goals and the expectations of education service users.

Clear indicators could be proposed to evaluate the effectiveness of the strategies implemented based on the strategic vision developed by managers, in order to make adjustments and continuous improvements in administrative practice.

Networking among managers from different institutions could be encouraged to share best practices and experiences related to strategic decision-making.

The results of research and experiences gained in implementing these strategies should be documented and published, as this could include the creation of practical guides, articles in academic journals, and conference presentations.

Promote the efficient use of resources in institutions through strategic, information-based management that identifies areas for improvement and maximizes the impact of educational investments.

Use Burton Clark's benchmarks to continuously analyze and evaluate the context in which institutions operate, considering government demands, labor market needs, and academic expectations in order to have a more holistic view of strategic planning.

Through the implementation of a solid strategic vision, it is hoped that institutions will be able to offer more relevant and higher quality education to their users, thus contributing to the development of individuals who are better prepared for the labor market.

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