Relationship of the strategic vision alignment to employee productivity and student enrollment

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Abstract

The alignment of the strategic vision to employee productivity is a key contributor to the success of an organization. This alignment encourages and stimulates employees' creativity so that they can perform more effectively to realize the organizational goals and objectives. A synergistic effort of employees' work effort, along with management best business practices that align with the vision, would yield a positive result for an academic institution or an organization. This study determined the relationship of the strategic vision alignment to employee productivity and student enrollment.

Keywords: Vision Alignment, Productivity, Business Practices, Colleges, Communication

INTRODUCTION

When the strategic vision is optimally aligned with the mission and goals of the organization, it should provide direction for the organization. An organization may represent a business or an academic institution. When this strategic vision is positively aligned in academia, it results in increased employee productivity, financial gain, higher student enrollment, and the overall development of the institution. By exceeding average growth and prolonging the competitive advantage, organizations that have a strong vision may achieve higher profits.

The strategic vision is mutually dependent on the development of a business strategy and a sustained competitive advantage to ensure the enduring health of the business. For academia, this business advantage depends on employee productivity, student enrollment enhancement and satisfaction, and greater employee commitment. Taylor (1911) deemed that employees must be encouraged to increase their productivity. Taylor also stated that managers should manage based upon methodical management principles and should be supportive of their employees. Support from managers will boost employees' morale and lead them to autonomy through the implementation of an effective communication channel and engagement of the employees in the decision-making process. A vision gives an organization a tangible purpose worth striving for.

BACKGROUND OF THE STUDY

Collins and Porras (1994) as well as Peters and Waterman (1982) asserted that the main component of organizational success is a sturdy vision that can influence employee productivity. Aligning the strategic vision refers to a significant practice that facilitates the development of a shared understanding with members to accomplish the main purpose of the organization.

According to the U.S. Department of Education (USDoE, 2010), undergraduate enrollment in the United States increased from 7.4 million students in 1970 to 13.2 million in 2000, an increase of over 43.9% in 30 years. By 2008, undergraduate student enrollment has risen by 24%. Paterson (2009) stated that each year, more than 1,000,000 students are enrolled in New York State academic institutions. Senge, Roberts, Ross, and Smith (1994) argued that a shared vision plays a vital role in a learning organization. They asserted that the shared vision "provides the focus and energy for learning" (p. 206) to engage the members of the organization and increase their productivity. A consistent alignment of a vision with college employee productivity also increases the possibility of student enrollment.

Fritz (1999) stated:

> When a vision is truly shared, we participate in it because we care about it, and we are glad to support it through our involvement. When we truly care about the vision, it matters little who originated it. What matters is that we see the vision and want to create it. (p. 201)

In this way, a strong relationship must be developed, and motivation will persist, thus potentially impacting employee productivity. The strategic vision alignment facilitates networking among the mission of the institution, administration, structure, employee environment, and student development. Senge (1990) characterized this vision as a high-performance framework that constructs the connectedness of relationships.

PURPOSE OF THE STUDY

The purpose of this study was to use the vision alignment theory to identify the factors affecting the relationship of the college's strategic vision to employee productivity and student enrollment. In other words, did a positive strategic vision have a positive impact on employee productivity and student enrollment? Effective ways were sought to improve the business health of the college by focusing on advancing management best business practices, reducing business inefficiencies and failure rates, and increasing employees' productivity to foster growth and enhance the overall success rate of the college. To achieve this purpose, the independent and dependent variables were tested to determine whether a college's strategic vision was effectively formulated and executed to ensure the long-term success of the institution.

THEORETICAL FRAMEWORK

The alignment theory was the basis of this study. The theory posits that strong communication and interconnections with employees can result in the successful alignment of a strategic vision. Chorn (1991) and Labovitz and Rosansky (1997) stated that the strength of the alignment theory is its ability to pool the organization members into a more logical and cohesive structure. Chorn asserted that the performance level of an organization is guided by the success of its functional alignment strategy. Labovitz and Rosansky wrote about the significance of alignment within the organization. They concurred that the alignment is essential because it "provides a way for capturing the best approaches by linking strategy and people and integrating them with customers and process improvement" (p. 13).

According to Breene, Nunes, Shill, and Timothy (2007), an aligned strategic vision reflects a comprehensible purpose throughout the company's evolution. Labovitz and Rosansky (1997) contended that the driving forces behind successful organizations are strong leadership and a strong organizational culture. Labovitz and Rosansky provided a synopsis to explain how to align and balance a vision:

> If you've ever sat in the cockpit of a small airplane as it makes its landing approach, you can appreciate the process of alignment. The pilot must sense and respond to a set of interactive variables that change as the plane makes its approach-with things happening at once. Crosswinds affect the plane's orientation to the runway, which must be adjusted. Airspeed must be controlled with the flaps and throttle. The rate of descent, and pitch and yaw of the plane, too, must be adjusted as the plane moves down the glide slope. Landing an airplane, aligning a department store or an entire organization is an ongoing balancing act that involves setting directions, linking processes and systems, and making constant adjustment. (p. 25)

Just as the pilot needs to wisely decide among a spectrum of adverse obstacles, so the organization's executives need to launch the alignment towards the vision for success against every type of conflict.

ORGANIZATIONAL STRATEGY

Collins (2001) characterized remarkable organizations as fostering an extraordinary environment that "builds deep and strong executive teams" (p. 45). Having employee development initiatives programs within organizations is important in heightening employee productivity and improving organizational success (Noe, 2004). Senge (1990) affirmed that a vision must be aligned with the components that are advantageous to an organization, along with engaged employees, to be successful. Labovitz and Rosansky (1997) suggested that the formulation of effective policies and planning is a strong foundation for long-term organizational success. For the vision to be aligned, communication of the organization's strategic goals and direction to the employees must be emphasized to ensure organizational success. Nanus (1996) asserted that open communication between and among employees can support the development of organizational loyalty by helping them to understand the progression of the alignment of the organization's vision. Lewis, Goodman, Fandt, and Michlitsch (2007) asserted that strong communication is more beneficial to organizational advancement than nearly any other factor.

Parallels between colleges and organizations

The vision of an organization parallels the vision that a college has. Having an effective strategic vision will allow an organization to achieve its objectives. Ideally, administrators, faculty, employees, and staff will embrace the vision and mission of the institution. The communication channels in organizations serve to disseminate information. The visionary blueprint must be communicated so that it will serve the needs of all members of the organization and society at large. Ayas and Zeniuk (2001) argued that organizations that do not promote learning and sharing cannot function without a vision. The characteristics of the vision need to be explicitly formulated so that it may filter down to every division within the organization. The professional community within a college strives to nurture and activate this learning process. Networking among departments, curricula, and program employees enhances collaboration toward meeting the vision. Student achievement is a necessary component of the vision alignment in New York City (NYC) colleges. Senge (1990) noted that for organizations to succeed, they must know how to tap into people's commitment and capacity to learn at all levels. These principles stem from the No Child Left Behind (NCLB, 2001) legislation for education reform. In the same manner, employees need to understand the trends and challenges facing the workforce as they restructure schools, develop programs, revise curricula, and instruct students. Likewise, colleges need to practice the vision objectives so that these goals are constant among a potentially variant management team.

Collaboration and organizational success

A high-performance organization (HPO) requires visionary leadership and philosophies that generate growth. Collins and Porras (2002) suggested that managers who have a long-term vision for the organization will take the corporation to advanced levels. Nanus (1996) remarked that a heightened vision is a strong motivation to inspire employees to perform so that they can more effectively and efficiently accomplish the organization's goals Goodstein, Nolan, and Pfeiffer (1993) affirmed that a clear vision provides the organization with comprehensible directions and influential force, and the employees with a sense of engagement.

The highest quality leaders hire optimal teams that will generate the most competitive results (Collins, 2001). However, this process is only the start of the vision evolution. Common goals must be identified. Kotter (1996) commented on the importance of creating and bringing employees together to form strong alliances that support the organization's vision, goals, and objectives. Kotter further stated that failure to engage employees in interdivision collaboration may result in organizational collapse and deviation from the central vision. Kotter and Rathgeber (2005) also asserted that employees who establish meaningful effort feel a sense urgency to achieve the goals and objectives of the organization.

Khadem and Khaddar (2008) affirmed that the vision must be frequently critiqued for the organization to remain focused on its goals. Strong leadership requires planning, leading, order, management, and collaborative teamwork for the organization to be successful. An organization that demonstrates high performance has gained this level of success through cooperative sharing that is managed by the vision leaders.

Davenport and Prusak (1998) emphasized that knowledge represents meaningful facts and information communicated or received within an organization. Knowledge comprises the skilled use of information that is suitable to support and maintain strategic decision making. A successful organization supports cooperative teamwork across levels, divisions, and departments. Communication efficacy is essential in these vision leadership efforts. Maxwell (2009) stated that having "wonderful synergy can often occur as the result of shared thinkers" (p. 98). Clear, cohesive communication of the vision objectives is necessary for optimal productivity to be actualized. Kotter and Rathgeber (2005) noted that when employees are encouraged to participate in collaborative, interactive discussion forums in harmony with the company vision, they are motivated to apply the organizational vision to their tasks.

Vision alignment structure

According to Fahey and Prusak (1998), the key to building a strong impetus for the competitive advantage of knowledge is to ascertain and remedy pitfalls in "what we know and how we learn" (p. 265). It is the responsibility of the organization's leaders to ensure that the employees are aligned with the vision of the organization through the cooperative sharing of knowledge. Senge (1990) commented that "the practice of Building a Shared Vision involves the skills of unearthing shared 'pictures of the future' that foster genuine commitment and enrollment rather than compliance" (p. 9). Senge also perceived this vision as the "desire to be connected, to a larger purpose and to one another" (p. 230). The longer that employees remain members of the organizational culture, the more productive they become. Thus, if learning is a shared vision of the organizational culture, then the culture will drive the members to become more learning oriented. Clear, cohesive communication of the vision objectives is necessary for optimal productivity to be actualized. When employees with a genuine shared vision work on projects, the initiative brings the organizational vision to a higher level of achievement. (Senge, 1990; Senge et al., 1994). Peters (1997) argued that organizations can endure only when employees recognize the importance of the vision.

When the vision is fully embraced, employees are empowered to work harder to ensure the achievement of the company's goals. It is imperative that businesses initially align their administrative management with the vision and then follow through to reach employees. Values should be clearly defined in a nonbiased manner to express the cultural environment of the entire organization (Lipton, 2003). Preservation of the vision with its accompanying cultural context

and distinct values is essential to organizational success (Collins & Porras, 2002). Companies that do not consistently conform to their vision and cultural environment may fail; however, Ingrebresten (2003) suggested that a minor deviation from the vision can occur when the company's values are being implemented improperly.

Cultural environment of the vision

Kotter (1996) asserted that a high-performance vision motivates every employee of the organization. Bennis and Nanus (1985) foresaw this process in the "domino effect," which happens when the outcome of one occurrence sets off a series of analogous events. Lipton (2003) asserted that a "vision does not fluctuate from year to year as a strategy will, but instead serves as an enduring promise. A successful vision tells a lucid story about the organizations" (p. 17). The vision determines the future growth of the company. Full employee participation in the vision generates a desire for the organization to succeed. Satisfied employees committed to the organizational goals enthusiastically embrace the vision. A shared vision remains the driving force for this evolution.

Support for the organization's vision

Employees endorse the vision when they participate in its executive formulation and evolution. During the decision-making process, they are more willing to share and participate when their contributions help to establish the vision actualization (Senge, 1990). Creating a work environment that is enriched by a shared vision will enhance employees' development, leading to increased productivity and profits. When employees engage in discussions about the vision, they can voice their opinions, settle conflicts, and reach a consensus. A spectrum of views facilitates the development of an open platform from which different opinions and perspectives can be negotiated. Therefore, collaborative efforts represent the majority of the employees' values and enhance productivity (Nanus, 1992).

Benefit of an optimal vision

Aligning employees' efforts with the organization's vision is a tactical process that empowers organizational joint effort among its members. Labovitz, Chang, and Rosansky (1995) suggested that every employee must support the objectives of the organization's vision. A supportive learning environment will enhance the capabilities of employees by providing them with the necessary skills and guidance on practical and theoretical platforms. Khadem and Khaddar (2008) recommended that the internal structure of any organization must allow the employees to share a common vision and goals through strong leadership. Nanus (1992) stated that leadership is fundamental to the initiation of a visionary transformation. One characteristic of for visionary infrastructure is to implement continuous training programs.

The reason for organizational training and development is to guarantee that employees can work efficiently and effectively (Aguinis & Kraiger, 2009). Training and development refer to the process to attain or disseminate information and techniques, as well as employees' capabilities needed to perform the organizational goals and objectives. Training and development assist in producing an HPO so that the goals of the employees are aligned with the organizational goals and objectives. Training and development are fundamental components of the socialization

process, which would help to effect the overall development of employees (Noe, 2004). With an evolving business environment, employees must learn modern technologies to enhance their development to achieve organizational productivity. These types of training will engage employees and limit isolation so that they can work collaboratively to achieve the goals and objectives of the organization (Derouin, Fritzsche, & Salas, 2005).

Application of an optimal vision to colleges

The organization's vision is born when a template for leadership and structural is successfully implemented. Richards (2009) suggested that academic institutions, like their business counterparts, need a strategic approach to develop visionary leadership. Richards suggested that if universities and colleges are structurally organized as corporate businesses, they can foresee similar growth. Lucas (2006) stated that organizations that carry out the vision in a practical way are always prosperous. Successful leadership is imperative in colleges and organizations.

In parallel, academic institutions also need management leadership in marketing, advertisement, recruitment, and student development and satisfaction to achieve their goals and objectives. Educational institutions constantly need to align their planning and organization to fit the needs of an evolving workforce and job markets. Academic administrators must support optimal vision strategies for a student-centered environment that maximizes student enrollment, success, and satisfaction. Therefore, these institutions must conduct routine assessments of their programs to determine whether these programs are still relevant in their effort to deliver quality education to students. Years ago, a cooperative program was developed in the United States to help students to take their college education into the professional business world (Birchard, 2010). It is the goal of colleges to develop and shape students so that they can face the current challenges in the real world.

Sharing the vision

Peachey (2006) asserted that a cooperative approach is important in helping employees to learn and work together and become more aware of the values of the organization. Senge (1990) affirmed, "The discipline of team learning starts with 'dialogue,' the capacity of members of a team to suspend assumptions and enter into a genuine 'thinking together' " (p. 10). Team members can share the organization's mission when they enthusiastically transfer information to implement the vision. Knowledge is acquired through the interpretive paradigms, experiences, the context in which one works, and the theoretical concepts to which one is privy. This continuous learning motivates employees toward organizational success.

Vision and productivity

Campus activities and other interactive programs for international students can be used as learning tools. Students from diverse backgrounds are expected to graduate with a multidisciplinary spectrum of skills that will help them to secure advanced status jobs and make significant contributions to their communities. Once students enter the business or corporate world, they are expected to deliver significant contributions. Their leadership skills, knowledge, and experiences will influence their working environments according to the vision objectives in

those settings. If they so choose, some students may take their developed talents, transferable skills, and experience back to their countries to assist in community development.

Colleges and universities are in part responsible for their alumni making positive contributions to society. NYC colleges empower their graduates to make successful changes in the business world. Their graduates acquire a multidisciplinary spectrum of knowledge, skills, talents, and experience that potentiates this visionary ability for corporate applications.

Contributions to the Workplace

Leadership and effective management approaches facilitate the realization of the strategic vision. Contributions to the workplace enhance employee productivity and increase employee satisfaction. Employees work in tandem with executives to polish their skills in management and independent leadership to promote the strategic vision. The results are to be in complete compliance with the objectives, structure, and management of the organization. For instance, student interns are expected to competitively apply the theory, knowledge, and skills that they acquired while in college. During these internships, the efforts designed by the college graduates need to be practiced in conjunction with frequent evaluations of their results. As Li and Lin (2006) suggested, once intern students share the same vision, they will see this vision as team players, regardless of program, level, or seniority.

RESEARCH METHODOLOGY

The data were collected using the Organizational Vision Alignment Assessment Tool (OVAAT; Cato, 2011), a diagnostic tool designed and used to calculate the extent of alignment across the organization. The instrument has 39 items, including five short, descriptive demographic questions. The OVAAT includes questions about employee productivity, student enrollment, and the positiveness of an aligned strategic vision, as well as demographic questions about gender, age, years of schooling, level of employment, and education. The chi-square test of independence tests the association between two categorical variables (Draper & Smith, 1981). The general linear model (GLM) approach was taken, using the ordinal data for the independent variable and interval data for the dependent variable in testing the hypotheses. The following research questions and hypotheses guided this study:

1. What is the relationship between the employees' perceptions of the impact of the strategic vision on their productivity and their perception of the alignment of the college's strategic vision?
2. What is the relationship between the employees' perception of student enrollment and their perception of the alignment of the college's strategic vision?
3. What is the relationship between employees' perceptions of the impact of the strategic vision on their productivity and their perception of student enrollment?

H_{01}: There is not a significant relationship between the employees' perceptions of the impact of the strategic vision on their productivity and their perception of the alignment of the college's strategic vision.

H_{a1}: There is a significant relationship between employees' perceptions of the impact of the strategic vision on their productivity and their perception of the alignment of the college's strategic vision.

H_{02}: There is not a significant relationship between the employees' perception of the impact of the strategic vision on student enrollment and their perception of the alignment of the college's strategic vision.

H_{a2}: There is a significant relationship between the employees' perception of the impact of the strategic vision on student enrollment and their perception of the alignment of the college's strategic vision.

H_{a2}: There is a significant relationship between the employees' perception of the impact of the strategic vision on student enrollment and their perception of the alignment of the college's strategic vision.

H_{03}: There is not a significant relationship between the employees' perception of the impact of the strategic vision on student enrollment and their perceptions of the impact of the strategic vision on their productivity.

Target Population

The target population comprised 250 employees in the Student Division of LaGuardia Community College (LAGCC). Sufficient rich data from the sample of 187 participants were gathered to answer the research questions effectively. The findings are limited to the population from which this sample was taken.

Tools, Data Collection, and Analysis

The OVAAT was delivered electronically to 250 employees of the Student Affairs Division at LAGCC in NYC. A total of 187 responses were collected from the target population of 250 employees, a 75% response rate. Of the 187 respondents, seven respondents failed to complete the survey, so, 180 (96.3%) responses were used in the statistical analysis.

RESULTS

An HPO has great leadership qualities and efficiency. Maxwell (2002) recognized that collaborative efforts are more vital than cooperation. A powerful vision alignment strategy and a strong team effort will result in a higher performance organization. Employees who are aware of the purpose of the organization's goal and objectives and who support the vision strategy will work to increase their productivity, which will then achieve results for the organization.

Demographic Statistics

Of the 187 participants who responded to the survey, most participants were female (n = 106, 58.9%); 74 (41.1%) were male (see Table 1). The data indicated that 53 participants (29.4%) were between the ages of 34 and 44 years (see Table 2). Most participants had a bachelor's degree 79 (43.9%); 17 (9.4%) had a doctoral degree; 5 had a high school diploma (28%; see Table 3). The most common positions held at the LGCC were other staff (n = 57, 31.7%), and the positions of dean, vice president, or chief executive officer were the least common (n = 7, 3.9%; see Table 4). As shown in Table 5, 81 (45.0%) participants had been employed between 1 and 5 years, and 63 (35.0%) had been with the institution for more than 6

years. A total of 173 (96.1%) of the employees were aware of the college's vision; 7 (3.9%) were not (see Table 6).

Table 1: *Frequency and Cumulative Percent for Gender*

Valid	Frequency	Percent	Valid percent	Cumulative percent
Male	74	41.1	41.1	41.1
Female	106	58.9	58.9	100
Total	180	100.0	100.0	

N = 180

Table 2: *Frequency Distribution for Age Group*

Valid	Frequency	Percent	Valid percent	Cumulative percent
18-24	29	16.1	16.1	16.1
25-34	47	26.1	26.1	42.2
35-44	53	29.4	29.4	71.7
45-54	35	19.4	19.4	91.1
55 and over	16	8.9	8.9	100.0
Total	180	100.0	100.0	

N = 180

Table 3: *Frequency and Cumulative Percent of Highest Education Level*

Valid	Frequency	Percent	Valid percent	Cumulative percent
High school diploma	5.0	2.8	2.8	2.8
Technical certificate	6.0	3.3	3.3	6.1
Associate degree	16.0	8.9	8.9	15.0
Bachelor's degree	79.0	43.9	43.9	58.9
Graduate degree	54.0	30.0	30.0	88.9
Doctoral degree	17.0	9.4	9.4	98.3
Postdoctorate	3.0	1.7	1.7	100.0
Total	180	100.0	100.0	

N = 180

Table 4; *Frequency and Cumulative Percent of Job Titles*

Valid	Frequency	Percent	Valid percent	Cumulative percent
Administrative assistant.	34	18.9	18.9	18.9
Human resource employee	16	8.9	8.9	27.8
Dean, vice president, chief executive officer	7	3.9	3.9	31.7
Department chairperson	10	5.6	5.6	37.2
Faculty	15	8.3	8.3	45.6
Learning center tutor	8	4.4	4.4	50
Academic advisors	13	7.2	4.2	57.2
Student recruiters	18	8.3	8.3	65.6

Curriculum development staff	5	2.8	2.8	68.3
Other employees	57	31.7	31.7	100.0
Total	180	100.0	100.0	

N = 180

Table 5: *Frequency and Cumulative Percent of Number of Years Employed at College*

Valid	Frequency	Percent	Valid percent	Cumulative percent
1-5	81	45.0	45.0	45.0
6-10	63	35.0	35.0	80.0
11-15	20	11.1	11.1	91.1
16-20	10	5.6	5.6	96.7
Over 20 years	6	3.3	3.3	100.0
Total	180	100.0	100.0	

N = 180

Table 6: *Frequency and Cumulative Percent of Vision Awareness*

Valid	Frequency	Percent	Valid percent	Cumulative percent
Yes	173	96.1	96.1	96.1
No	7	3.9	3.9	100.0
Total	180	100.0	100.0	

N = 180

INTERPRETATION OF THE FINDINGS

The chi-square test of independence tests the association between two categorical variables (Draper & Smith, 1981). The null and alternative hypotheses associated with the chi-square test of independence were as follows: null: The two variables are independent and unrelated; alternate: The two variables are dependent and related. The data were coded as ordinal data because both variables were interval data and were assigned to ordinal categories (see Table 7).

Table 7: *Values for Ordinal Variables Based on Interval Scores*

Actual mean score	Ordinal value
0.00-1.49	1
1.50-2.49	2
2.50-3.49	3
3.50-4.49	4
4.50-5.00	5

A chi-square analysis was conducted to determine whether the variables were independent. The chi-square tests of independence indicated that all three alternative hypotheses were true because the three null hypotheses were rejected ($p < .001$; see Table 8).

Table 8: *Chi-Square Values and* p *Values for the Three Hypotheses*

	Chi-square (χ^2)	*df*	Significance (*p*)
Hypothesis 1	351.88	16	.000
Hypothesis 2	248.57	12	.000
Hypothesis 3	263.44	12	.000

The results indicated a significant relationship between employees' perceptions of the alignment of the college's strategic vision and the employees' perceptions that the vision positively influenced their productivity (see Figure 1). The results also indicated a significant relationship between the employees' perceptions of the alignment of the college's strategic vision and the employees' perceptions that their work positively influenced student enrollment (see Figure 2).

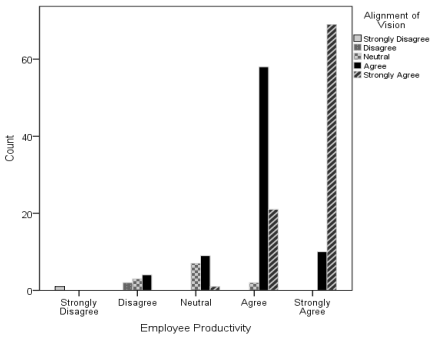

Figure 1. Histogram of employees' productivity and vision alignment.

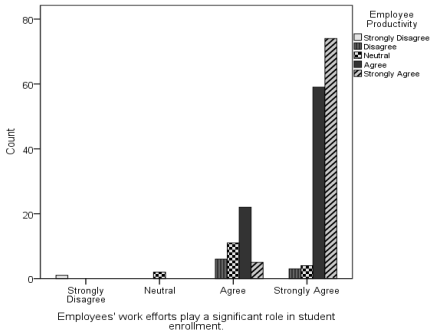

Figure 2. Employees' productivity and student enrollment

Lastly, the results indicated a significant relationship between the employees' perceptions that the vision positively influenced their productivity and the employees' perceptions that their work positively influenced student enrollment (see Figure 3). However, the assumption that less than 20% of the cells had fewer than five observations in them was violated because 50% of the cells had fewer than five observations.

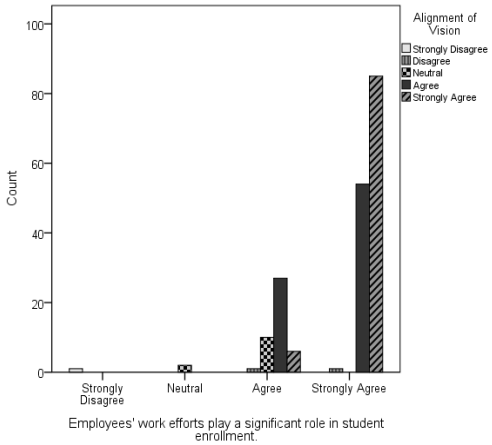

Figure 3. Histogram of vision alignment, employee productivity, and student enrollment.

HYPOTHESES TESTING AND ASSUMPTIONS

The research questions were assessed using hypothesis testing. The GLM approach was then taken, using ordinal data for the independent variable and interval data for the dependent variable in testing the hypotheses. The independent variable in the first hypothesis was employees' perceptions of the alignment of college's strategic vision; the dependent variable was employees' perceptions that the vision positively influenced their productivity. The mean score of 4.7164 for employee productivity was the highest for the Strongly Agree category of vision alignment with a standard deviation of .34834; the lowest mean score of 1.2500 was for the Strongly Disagree category of vision alignment and no standard deviation (see Table 9).

Table 9: *Mean Scores and Standard Deviation Subscales for Dependent and Independent Variables of Vision Alignment and Employee Productivity*

Alignment of vision	Mean employee productivity	*N*	*SD*
Strongly disagree	1.2500	1	__
Disagree	1.8667	2	.04714
Neutral	2.9280	10	.62352
Agree	3.9605	73	.53480
Strongly agree	4.7164	87	.34834

The GLM results indicated a significant relationship between the variables ($F = 76.5$, $p < .001$, see Table 10).

Table 10: *GLM Results for Independent and Dependent Variables of Vision Alignment and Employee Productivity*

		Sum of squares	*df*	*MS*	*F*	Sig.
Between groups	(Combined)	62.867	4	15.717	76.468	.000
	Linearity	62.122	1	62.122	302.249	.000
	Deviation from linearity	.745	3	.248	1.207	.309
Within groups		34.530	168	.206		
Total		97.396	172			

The Pearson correlation coefficient ($r = .768$, $p < .001$) indicated that the relationship was significant, positive, and strong. Because .768 is greater than .5, it can be concluded that there was a large effect size for this test. Therefore, the employees who perceived that the college's strategic vision was aligned with the goals and objectives of the organization also had the perception that the vision positively influenced their productivity.

The GLM technique has four assumptions associated with it: independence of observations, linearity, normality, and homogeneity of variance (A. P. Field, 2009). The four assumptions of independence of observations were valid because none of the participants had contact with each other and could not influence each other's responses. The assumption of linearity was valid for this analysis because the deviations from the linearity test were not significant ($F = 1.21$, $p > .05$). Because most of the data were concentrated to the right, that is, the data were right skewed (see Figures 4 & 5), the assumption of normality was violated. The

skewed data also influenced the homogeneity of variance for the analysis. These violations were not extreme, and GLM techniques are robust to minor violations of the assumptions of normality and homogeneity of variance (Cohen, 1981; A. P. Field, 2009).

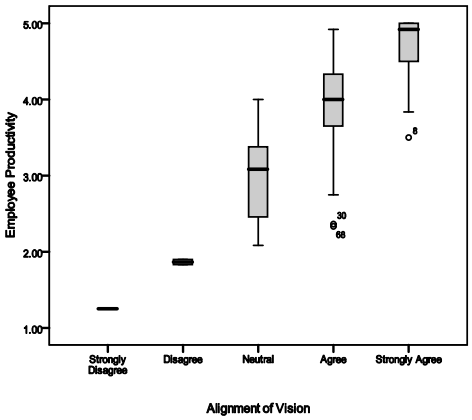

Figure 4. Box plot of employees' productivity and alignment of vision.

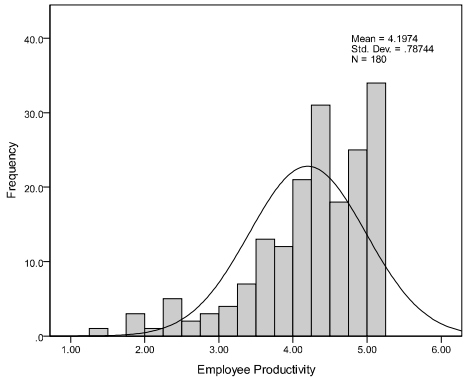

Figure 5. Histogram of frequency of employees' productivity

For the second hypothesis, the GLM was conducted for the independent variable, employees' perception that their work positively influenced student enrollment, and the dependent variable, employees' perception of the alignment of college's strategic vision (alignment of vision). The mean score of 4.5507 for alignment of vision was the highest for the strongly agree category of student enrollment with a standard deviation of .42743; the lowest mean score of 1.1765 was for the strongly disagree category of student enrollment and no standard deviation (see Table 11).

Table 11
Mean Scores and Standard Deviations for Dependent and Independent Variables of Student Enrollment and Vision Alignment

Student enrollment category	Mean vision alignment	*N*	*SD*
Strongly disagree	1.1765	1	---
Disagree	---	0	---
Neutral	3.3529	2	.08319
Agree	3.8041	41	.56516
Strongly agree	4.5507	136	.42743

The GLM results indicated a significant relationship between the variables ($F = 46.62$, $p < .001$; see Table 12). In addition, the Pearson correlation coefficient ($r = .662$, $p < .001$) indicated that the relationship was significant, positive, and moderately strong. Because r is a measure of effect size and .662 is greater than .5, it can be concluded that there was a large effect size for this test. Therefore, the employees who perceived that their work positively influenced student enrollment also perceived that the vision positively influenced their productivity.

Table 12: *GLM Results for Independent and Dependent Variables of Student Enrollment and Vision Alignment*

		Sum of squares	*df*	*MS*	*F*	Sig.
Between groups	(Combined)	29.759	3	9.920	46.622	.000
	Linearity	29.438	1	29.438	138.355	.000
	Deviation from linearity	.321	2	.161	.755	.472
Within groups		37.447	176	.213		
Total		67.206	179			

The four assumptions associated with the GLM technique were assessed for the second hypothesis. The assumption of independence of observations was valid because none of the participants had contact with each other and could not influence each other's responses. The assumption of linearity was valid for this analysis because the deviations from the linearity test were not significant ($F = 0.755$, $p > .05$). Because the data were skewed (see Figures 6 & 7), the assumption of normality was violated. The skewed data also influenced the homogeneity of variance for the analysis. Yet, these violations were not extreme, and GLM techniques were robust to minor violations of the assumptions of normality and homogeneity of variance (Cohen, 1981; A. P. Field, 2009).

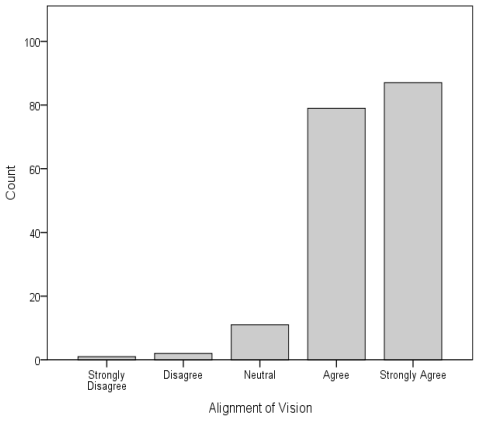

Figure 6. Bar chart of vision alignment.

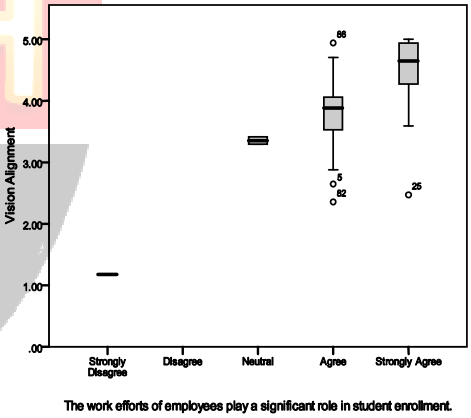

Figure 7. Box plot of vision alignment, employees' productivity and student enrollment.

The same approach was used for the third hypothesis. The GLM was conducted for the independent variable, employees' perception that their work positively influenced student enrollment, and the dependent variable, employees' perception that the vision positively influenced their productivity. As shown in Table 13, the mean score of 4.4398 for employee productivity was the highest for the Strongly Agree category of student enrollment and standard deviation of .61614; the lowest mean score of 1.2500 was for the Strongly Disagree category of student enrollment with no standard deviation.

Table 13: *Mean Scores and Standard Deviations for Independent and Dependent Variables of Student Enrollment and Employees' Productivity*

Student enrollment	Mean employee productivity	*N*	*SD*
Strongly disagree	1.2500	1	---
Disagree	---	0	---
Neutral	3.2083	2	.17678
Agree	3.5135	41	.73980
Strongly agree	4.4398	136	.61614

The GLM results indicated a significant relationship between the variables ($F = 30.319$, $p < .001$; see Table 14). In addition, the Pearson correlation coefficient ($r = .578$, $p < .001$) indicated that the relationship was significant, positive, and moderately strong. Because r is a measure of effect size and .578 is greater than .5, it can be concluded that there was a large effect size for this test. The employees who perceived that their work positively influenced student enrollment also perceived that the vision positively influenced their productivity.

Table 14: *GLM Results of Independent and Dependent Variables of Student Enrollment and Employees' Productivity*

		Sum of squares	*df*	*MS*	*F*	Sig.
Between groups	(Combined)	37.817	3	12.606	30.319	.000
	Linearity	37.116	1	37.116	89.274	.000
	Deviation from linearity	.700	2	.350	.842	.433
Within groups		73.174	176	.416		
Total		110.990	179			

The assumptions associated with the GLM technique were assessed for the third hypothesis. The assumption of independence of observations was valid because none of the participants had contact with each other and could not influence each other's responses. The assumption of linearity was valid for this analysis because the deviations from the linearity test were not significant ($F = 0.842$, $p > .05$). Because the data were skewed, the assumption of normality was violated (see Figures 8 & 9). The skewed data also influenced the homogeneity of variance for the analysis. However, these violations were not extreme, and GLM techniques are robust to minor violations of the assumptions of normality and homogeneity of variance (Cohen, 1981; A. P. Field, 2009). Employees' perceptions of the college's vision positively influenced their productivity, and their perceptions positively influenced student enrollment (see Figure 10).

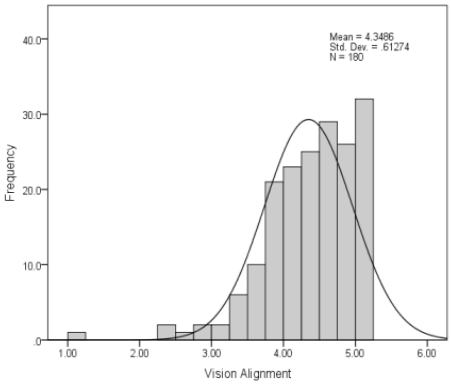

Figure 8. Histogram of frequency of the vision alignment.

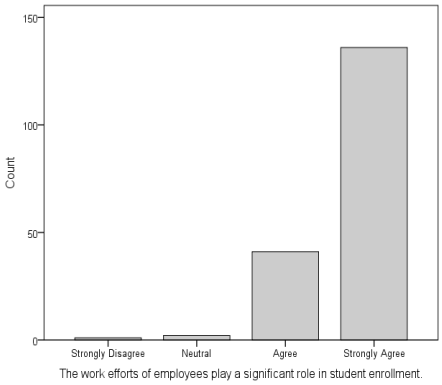

Figure 9. Bar chart of employees' Productivity and student enrollment

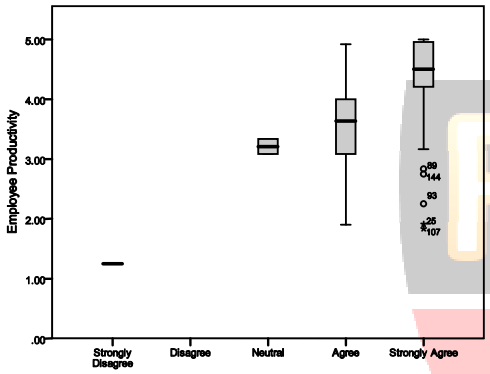

Figure 10. Box plot of employees' productivity.

CONCLUSION AND IMPLICATIONS FOR FUTURE RESEARCH

Leaders who articulate the importance of organizations having an aligned vision can receive positive work output from their employees. Employees who realize the importance of being aligned with the goals and objectives of the organization will increase their value by enhancing their productivity and reducing waste. The results of this study supported previous literature that having the organization's goals and objectives aligned with the vision for the future is considered one of the most important components in increasing employees' productivity (Bryson, 1995; Chorn, 1991; Nanus, 1992; Senge, 1990). These findings support the result showing that that 173 (96.1%) of the participants agreed that they were aware of the college's strategic vision. Nanus (1996) remarked that a heightened vision is a strong motivation to inspire employees to perform so that they can more effectively and efficiently accomplish the organization's goals. The results for all three research questions showed strong communication and interconnectedness among employees and that the Student Affairs Division of LAGCC promotes learning and employees' work output is positive. Based upon the outcome of this study, it became clear that the formula for connecting members harmonically within organizations is culture + goals & objectives + awareness + communication + commitment +

employees effort – minus waste = aligned strategic vision = high performance organization (CL +G & O + AW + C+ CT + EF – WST = ASV = HPO).

Implications for future research include the need to replicate the study by using the same OVAAT across different divisions or the entire target population at LAGCC. Bailey (1994) affirmed that replicating a study using the same instrument may reveal that the findings were not a mistake or mere coincidence. Future research that focuses on various college populations such as not-for-profit colleges, city colleges, and private colleges is needed within NYC to simultaneously compare and contrast the findings. Research could expand beyond New York State and compare the findings of those colleges with the findings of colleges within New York State. As an alternative, two-way comparative studies could be conducted in colleges in the Caribbean and the United States to understand the different vision alignment structures and then compare the analysis.

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