AN ANALYSIS OF UNIVERSITY MISSION

STATEMENTS: A CASE STUDY OF

TWO PRIVATE UNIVERSITIES

IN THAILAND

By

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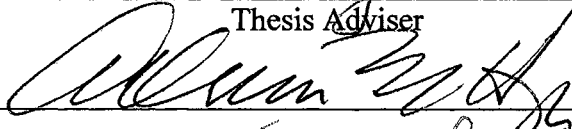the Degree of
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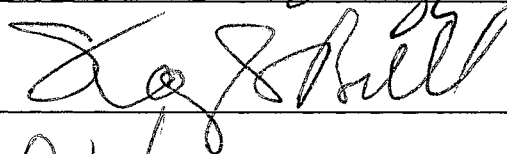
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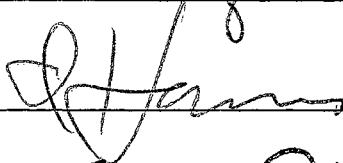Thesis Adviser

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CHAPTER I

Introduction to the Study

The institutions of higher education in Thailand are both similar and different in their focuses, roles and functions. Whether publicly or privately owned, they are similar in that all of them have educational goals. A major characteristic distinguishing one institution from another is the philosophy guiding the educational ventures (Ministry of Education, 2000). Although one institution could place an emphasis on teaching, another is more focused on research, or the combination of both functions. Additionally, the role of providing services to society has been a growing concern of the higher education sector (Birnbaum, 1988). For some countries, education presumes another function to preserve or promote national heritages (ONEC, 2000). No matter what functions does the university pursue, according to the strategic planning concept, it is important to communicate clearly its institutional goals through a mission statement (Drucker, 1974; Foley, 1995; Peeke, 1994; Quinley, 1991).

A good mission statement is vital of an organization and leads the institution into the future (Tucker, 1996). It can serve as a criterion for subsequent measures of institutional effectiveness (David, 1997; NASSP, 1987). The use of this measure is to improve programs and services and to better share successes and concerns with key constituencies (Christ & Hynes, 1997). However, the widespread use of mission statements, as the core elements of the strategic process, is typical in business organizations to which the concept was first introduced (Peeke, 1994). Until later, but still not as widely appreciated as in business, is the application of strategic planning

process in not-for-profit organization as well as in college and university arena (Foley, 1995; Peeke, 1994).

The mission statements of higher education institutions are considered the fundamental statements of purpose (David, 1997). They provide concerned parties such as students, faculty, administrators, alumni, and legislators with required educational goals and guidance toward the achievement of goals (Shirley, 1983). As suggested the expectations from education may be compatible with what stakeholders expect from the business firms:

> In general, stockholders claim appropriate returns on their investment; employees seek broadly defined job satisfactions; customers want what they pay for ...;competitors want fair competition; local communities want the firm to be responsible; and the general public expects the firm's existence to improve the quality of life. (p. 46)

One suggestion is that the effective mission statement should be a proactive document accurately reflecting the goals and the philosophies of a given college or university (Blanchard & Christ, 1993; David, 1989). A study report of the University of Vermont states that all activities in the campus, such as hiring, training, University events, decision making is dictated by, and conforms to its mission (as cited in Foley, 1995). Thus, their mission statements can be an integral part of planned events that occur on campus.

Nevertheless, there exists an argument that mission statements at many institutions only have rhetorical value and do not provide guidance for their operations (Foley, 1995; Peeke, 1994). According to Peeke (1994), mission statement establishment

is considered a hasty activity, does not involve the majority of the organizational

members, and has very limited impact on the university management. These concerns

bring about the necessity of exploring the college and university mission statements to

see how operational the mission statements are.

Having confronted challenges of globalization during recent years, especially,

during the approaching twenty-first century (Pearce & Robinson, 1997), the universities

have been affected by the phenomena of increasing competition for students. More

colleges and universities have entered into the education "industry." Other challenges in

the higher education sector are changing the demography of students, financial

constraints in private university due to the Asian financial crisis of 1997, and increased

demand for accountability of teaching and learning, and quality assurance (Chadwick,

1996; ONEC, 2000). These challenges have driven Thailand educational institutions to

emphasize on institutional mission statement and the effort to apply strategic planning for

more effective management (ONEC, 1999). However, there is rarely found any study or

any assessment project of how operational the mission statements are in the private

university context of Thailand.

Statement of the Problem

According to Stearns and Borna (1998), and Bart and Baetz (1998), the emphasis

on strategic planning in college and university management has resulted in the

introduction of the institutional mission statement which is considered the guiding

philosophy of education and the navigator for institutional direction. Its importance and

effect on the functioning of a university has been recognized for its potential to clarify

stakeholder interests, determine core activities, help set priorities, and make a statement

about the values and philosophies that drive the organization (Quinley, 1991). Generally, the institutional mission statement influences and shapes the overall campus environment and culture (Kuh et al., 1991). Foley (1995) indicated that the universities' missions had led some changes, especially if these were clearly outlined within the statement. Mission statements either provided stability for changes or served as catalysts for changes (Pearce & Robinson, 1997).

Additionally, the university's mission statement is a benchmark for the quality of education that students of a college or university receive (Kuh et al., 1991). Quinley (1991) even suggested the mission statement be worded assist in the assembly institutional effectiveness. Students, faculty, and administrators, then, are able to read their institution's mission statement, determine what activities to join, and evaluate their effectiveness with respect to the stated mission (Stearns & Borna, 1998; David, 1997; NASSP, 1987).

In some ways, a mission statement is philosophically based. There are criticisms that a mission statement is doing nothing, but is simply a ritual group of words (Foley, 1995). Campbell and Tawady (1990) viewed that a mission has sense of an emotional response to questions regarding "what people are doing, why they are doing them, what they are proud of, what they are enthusiastic about, and what they believe in" (as cited in Stacey, 1994, p. 329). However, its essence is associated with the adoption of a managerial approach of strategic planning into the higher education administration, and the concern for quality in education (Chadwick, 1996; Conway, Mackay, & Yorke, 1994; Stearns & Borna, 1998). Yet the mission statement is relatively weak in defining the university's strategic position and offering a visionary view. As stated by Foley (1995),

many colleges and universities pay little attention to their mission statements and do not use them as foundations for management process and analysis of the institution's effectiveness. Therefore, it will not significantly help in higher education management (Birnbaum, 1988).

The conflict situations co-existence is speculated as a result of how effective the managerial application of mission statements is (Thompson & Strickland, 1996). Generally, the colleges and universities of higher learning do have a distinct personality. They actually operated among the context of internal and external environments that affect the educational implementation and management. Thus, it is important to recognize the underlying values and culture of the university and to realize the applicability of the university mission statements in relation to their context and the process of strategic planning. The establishment and implementation of the mission statements are speculated to result in meaningful and effective university mission statements. However, Hills and Jones (1992) suggest that either the mission development process or the implementation within the strategic planning process involves the incorporation of all stake groups so that they would support them and be committed into them (Daimond, 1999). The process ranges from initial preparation to final adoption and dissemination. Campus-wide involvement, and appropriate committee discussions, with a firm and enthusiastic endorsement of the top management is essential (Chadwick, 1996; NASSP, 1987).

An institutional mission statement without agreement and support to put it in use is a waste of time. According to Graham and Havilick (1994, p. 259), "Disgreements among those responsible for the implementation can result in action steps being distorted, undermined, or not carried out. The most effective way to gain agreement is through a

process of participation by those who are involved and affected" (p. 259). The process of securing agreement and support is important because it gives meaning and importance of the university mission statement.

Although the process of involvement is crucial to the success of a mission statement, its application, as a core element in the strategic planning process, grants its meanings and importance. This study will than find out how universities develop their existing mission statements, examine what elements are contained in such statements, and explain how significant the mission statements are within the university strategic planning process.

Purpose of the Study

This research study aims at exploring the institutional mission statements of two private universities in the metropolitan areas of Thailand to find out the mission components and to reveal what are the rationales in having certain elements in their mission statements. It will examine how university management perceives the relationship between the institutional mission statement and the strategic planning process, and how operationalized the mission statement is within the context of university management. Finally, the study also attempts to discover roles and functions of the mission statements in relation to the strategic planning process in which the mission statements are exerted as an integral part of the process.

Research Objectives

The criticism regarding the mission statement, as to whether it is a good idea, or just decoration for institutions to include in their handbooks and other publication

materials, brings about the necessity for the academy to search for some answers to the

research questions that guided the study:

1) What are the important elements for universities' mission statements?

2) Why do universities verify such elements in their mission statement?

3) How do mission statements help or hinder the management of universities, especially in the strategic planning process?

4) What roles and functions do mission statements within the context of private universities serve?

Theoretical Framework

The overall framework for this study is the strategic management concepts of strategic thinking and planning (Barry, 1986; Thompson & Strickland, 1996). Strategic thinking is important for mission development, if the management wants a sound mission statement. However, its meaning could be expected when it is effectively used for managerial purposes. Therefore, this study will apply strategic thinking and strategic planning to explain how meaningful the mission statement could be expected to be within the university management.

The mission development process as well as its revision procedure is the initial step of creating a good mission statement (Foster, 1993). When developing a mission statement, an organization should think strategically by executing internal scrutiny and environmental scanning. These analyses of the institution's strengths, weaknesses, opportunities and threats (SWOT analysis) help clarify the current strategic situation (Thompson, 1997). Environments, which refer to the external environment, its

competition, legal, political, social, and economic factors determine the key success

factors. Resources, values, and culture, internal elements, determine the institution's

ability to create and maintain an effective match with the environments (the process as

shown in Figure 1). These factors have an impact on the development of mission

statement, and its meanings and functioning in the institutional management (Pearce &

Robinson, 1997).
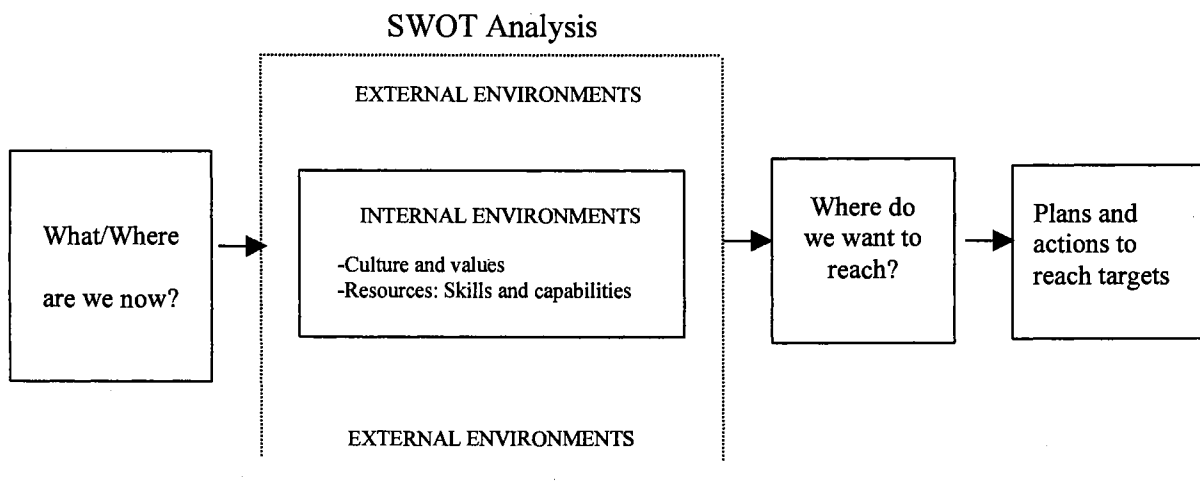
SWOT Analysis

Figure 1. SWOT Analysis in Mission Development Process

The mission statement, as perspective of management, is one of the strategic tools

in the strategic planning process and an assessment tool for improvement purposes

(Conway, Mackay, & Yorke, 1994; Stearns & Borna, 1998). Strategic planning assumes

the role as a process in developing plans for carrying out and achieving an organization's

mission (Bredley & Vrettras, 1990; Drucker, 1974; LeBaron & Markuson, 1991).

However, the activities of defining the mission of the organization, conducting SWOT

analysis, and formulating objectives and the strategic plan rest on the role of the

management (Hill & Jones, 1991). Figure 2 illustrates the management process that has

the mission serving as the major theme for developing institutional strategic plans.

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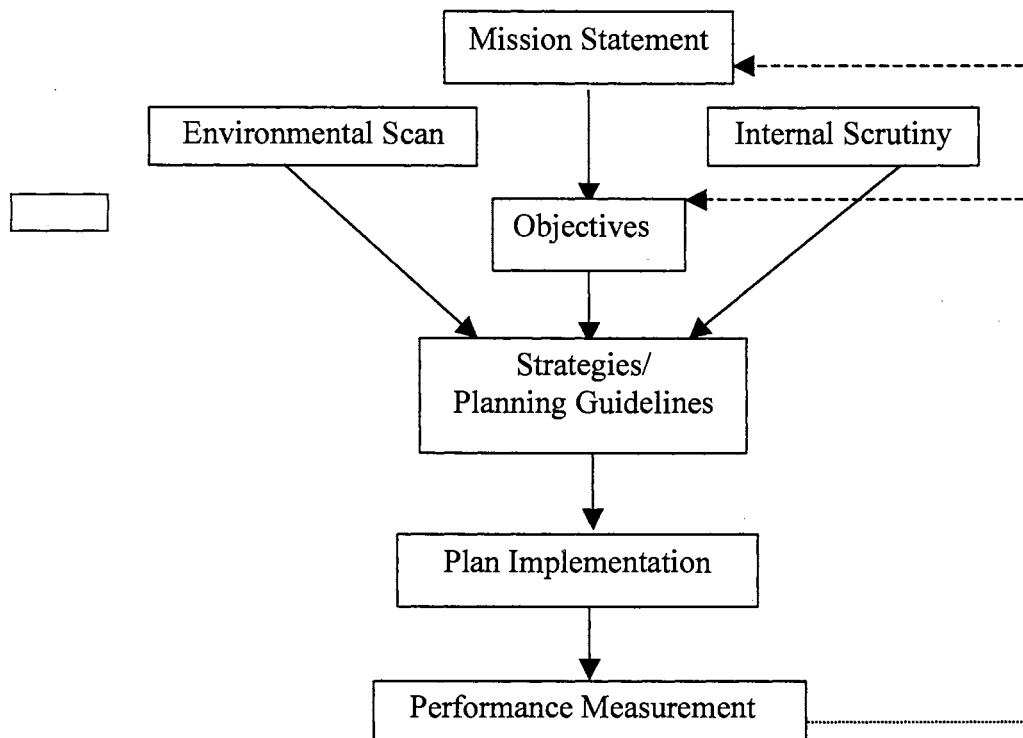
Figure 2. The Strategic Planning Process

The literature indicates that in North American higher education, the adoption of a

mission statement and strategic planning techniques has been recognized since the 1980s

(Peeke, 1994) in order to assure the society of its responsiveness to the changing

environment. The planning techniques provide institutions with the opportunity of

identifying their stakeholders, developing mission statements, examining strengths,

weaknesses, threats, and opportunities, and developing appropriate strategies to achieve

specific goals and objectives (Michael, 1997). Such components in the strategic process

are interrelated, and have an effect on one another. To make mission statements meaningful is to use them for the purpose of strategic planning of the organization.

<div align="center">Significance of the Study</div>

Recently many universities establish and publicize their mission statements as have been conducted in the corporate world. The adoption of mission statements, used for business planning, for institutions of higher education becomes increasing accepted. However, there are ways in which universities are different from business corporations, and these may desire more research about the way in which this business management practice is applied for academic administration.

Significance to Theory

The study contributes to the larger private universities in Thailand and the academic institutions of higher learning with its examination of how the strategic planning approach helps in striving for more effective mission statements, and how the internal context and external environments, and the strategic planning process affect the uses of educational mission statements.

Significance of Research

This research attempts to extend previous study by tracing how meaningful and operational a mission statement is by looking at the linkage relationship between the mission statement and the environmental context as well as the strategic planning process. Furthermore, the study will exert the need to match the mission statement of an institution with the situational conditions and examine whether the strategic planning process help the institution achieve its missions as articulated in the statement.

Significance to Practice

The analytical study of the meanings and significance of the mission statement by looking at its contents in relation to its context, and the strategic planning process drives the university management to new awareness of the significance of a mission statement, and how fit it is to the application in the private higher education sector. Awareness of mission development process and its implementation within the strategic planning process will be encouraged beyond simply establishing some impressive-sounding words (Forster, 1993).

Limitation of the Study

The study focused solely on mission statements in relation to the management process in the context of private universities in the metropolitan areas of Thailand. The data were drawn mainly form the managerial perspectives rather than other stakeholders of the universities. Additionally, the study made no distinction between the mission statement and other related terms, such as vision statement, strategic intent, and goal statement.

Summary

This chapter introduced and addressed the dilemma of whether a university mission statement is a meaningful function of the university or just an honorary statement that the institution tries to image itself. The statement of problem gave evidence to support the need for such a study. The research design as case studies narrowed the study to two private universities in the metropolitan area of Thailand. The purpose of this study is to explore how a mission statement is developed and used at the institutional level

within the academy of Thai private universities. The explanation of how the mission

statement functions in the university's management process is presented. The study is

hoped to contribute to the assertion of appropriate application of business management

approaches in the education sector.

Reporting

Chapter II of this dissertation presents the reviews of strategic planning, SWOT

analysis and mission statements, the historical background of private universities in a

Thai setting, and previous related research and studies on mission statements in the

academy sector of private higher education institutions. Chapter III explores the

qualitative research method used in this study. Chapter IV presents the case studies and

discusses the findings. Chapter V comprises the discussion of research questions,

recommendations for future research and summary.

CHAPTER II

Literature Review

<u>Introduction</u>

The mission statement has become widely endorsed within corporate as well as nonprofit sectors for its perceived benefits as to distinguish among organizations, and to guide the development and execution of organizational operations (Graham & Havlick, 1994). It is frequently referred to as one of the important strategic tools for organizational management.

The study on university mission statements addresses the dilemma of the meanings and functioning of the statements within the private university management. The literature review, therefore, covers the following categories: (a) a review of the strategic planning, (b) a review of the SWOT analysis, (c) a review of the mission statement literature, (d) a review of related researches and studies on mission statements, and (e) a review of private universities in Thailand.

<u>Strategic Planning</u>

A review of the work of leading authors in the field of strategic management indicates that determining the mission of the organization is the first step in strategic planning (David, 1997; Pearce & Robinson, 1997; Thompson & Strickland, 1996). This signifies that the strategic planning process is an important factor that gives meanings to the institutional mission statements.

Strategic planning, at first, but later, became one elements of the strategic management (Ackoff, 1970), was introduced by Harvard School of Business in the 1960's along with the business policy concept (Christensen, Andrews, & Bower, 1983 as

cited in Rea & Kerzner, 1997). Ackoff (1970) defines planning as the process to visualize a desired future and the practical means to achieve it. The distinguishing characteristic of strategic planning is that it "is often seen as planning in the face of obstacles or competition" and "long-range planning with a vision" (p. 61-62).

Strategic planning displays a commonality of components and a process of setting direction for long-term goals and objectives, conducting an internal and external assessment, identifying its stakeholders' needs, and evaluating the implementation results (Rea and Kerzner, 1997). Eventually, with the experience gained in the widely studied and practiced strategic planning, the processes have diversified into varieties of models. As stated by Rea and Kerzner (1997, p. 2), "all this strategic planning experience has not led to a single school of strategic thought or to a set of concept that will work well in all circumstances. There are countless ways in which an organization can strategically plan" (p. 2). However, a traditional model retains such common components as developing statements of mission, establishing goals and objectives, analyzing internal and external environments, setting of strategies, and implementing strategies. The process identifies three stages of data collection and analysis, planning, and implementation (Rea & Kerzner, 1997).

The strategists consider that strategic thinking--the strategic tool leading to its corresponding products (as illustrated in Figure 3)--is important to what is called strategic planning. The strategic planning process has been evolved. Eventually the performance measurements (as shown in Figure 4), are added to the common process (David, 1997; Pearce & Robinson, 1997; Thompson & Strickland, 1996).

The sequence of activities in the planning process is stressed for the traditional approach. In practice the strategic planning is likely "not to be a linear, lockstep, process" and not necessarily a top-down procedure (Kaufman, 1992, p.72). It can be either way. According to Kaufman (1992),

> Strategic planning can start at the top, considering future external opportunities and possibilities, and develop a responsive system downward, or it can start at the bottom, taking the plans and products for each operating entity and rolling them all up into a plan for the total organization. (p.70)

PROCESS   PRODUCT

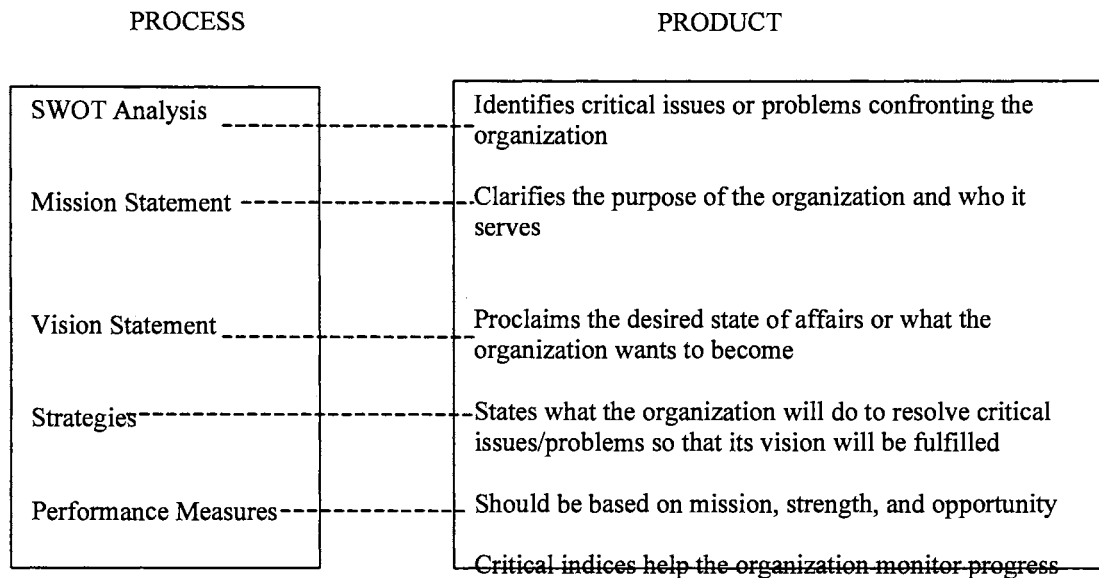| SWOT Analysis | Identifies critical issues or problems confronting the organization |
Mission Statement	Clarifies the purpose of the organization and who it serves
Vision Statement	Proclaims the desired state of affairs or what the organization wants to become
Strategies	States what the organization will do to resolve critical issues/problems so that its vision will be fulfilled
Performance Measures	Should be based on mission, strength, and opportunity
	Critical indices help the organization monitor progress

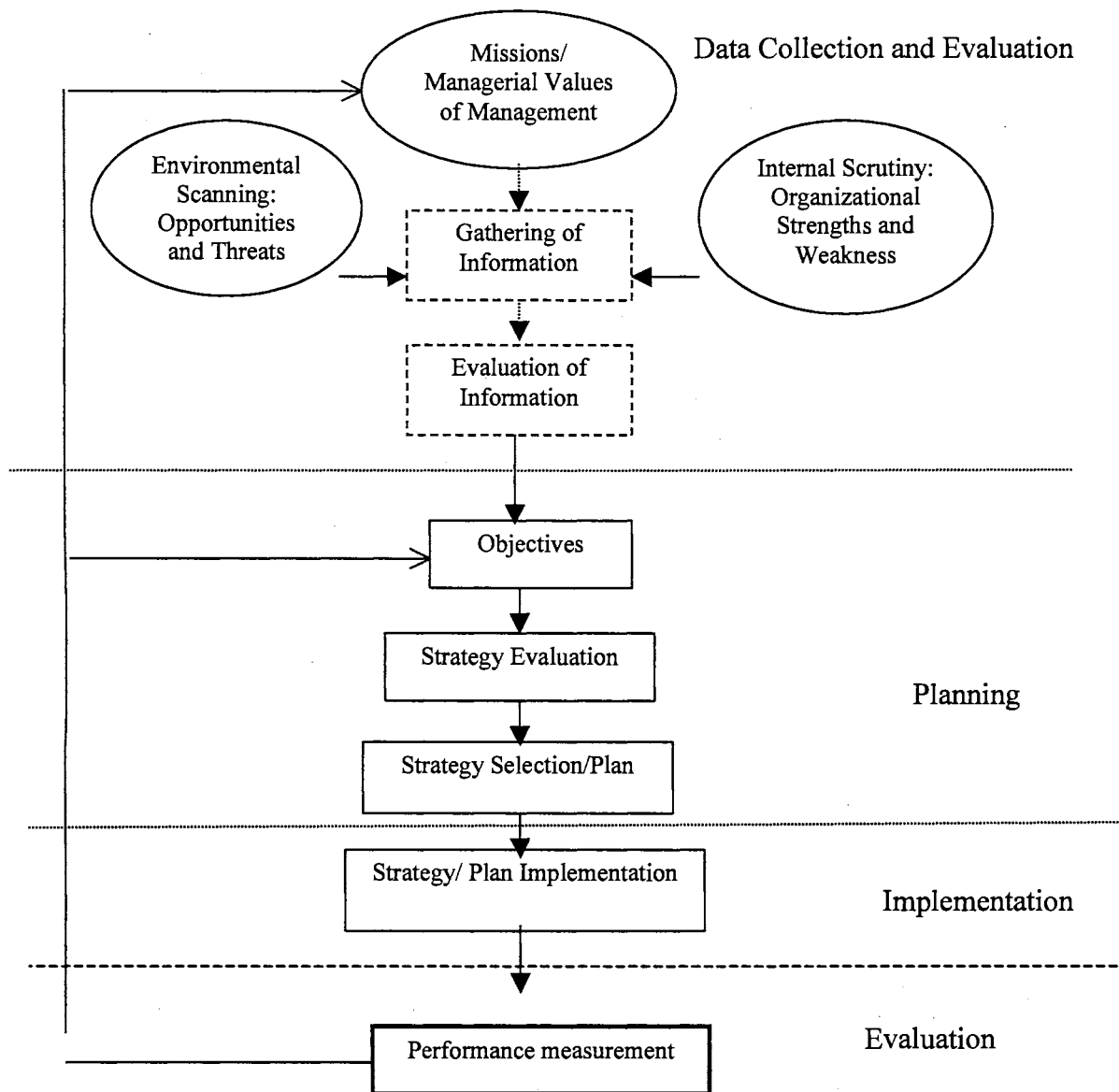Figure 3. Processes and Products of Strategic Planning

Figure 4. The Strategic Planning Model

Bryson (1979, as cited in Rea & Kerzner, 1997) identifies results of successful strategic planning:

- A clear future direction is set for the enterprise

- A clear set of priorities is established

- Coherent decision making is the norm

- Decisions are made across levels and functions

- Significant organizational problems are addressed

- Organizational performance improves

- Teamwork and expertise are built

- Executives think and behave strategically, positioning the firm to respond to changes in the environment (p. 12)

However, Mintzberg (1994) notes that strategic planning is a process that simply formalizes the existing strategies, and the most successful strategies are visions, not plans. For organization to be successful, strategies must match an organization's mission and its competencies, with external conditions that provide opportunities (David, 1997; Pearce & Robinson, 1997; Thompson & Strickland, 1996). Rea and Kerzner (1997) concur that having plans or a mission statement alone does not guarantee success. It is the integrated power of all these management components together with the organization's circumstances that determine whether the process will succeed or fail. Additionally, Kaufman (1992) views that effective strategic planning required participation and contribution of all parties in the organization.

By explaining the purposes of strategic planning, achieving agreement on the objectives, scope, and payoffs, and encouraging active participation and cooperation, the manager increases the probability that planner and recipients will support the plan. The process should proceed only as quickly as the rate of acceptance by the participants. In addition, representatives of those who will be affected by the plan should be partners in the planning process. (p. 61)

Besides, one of the core elements of the planning process that takes part in organizational management is the mission statement. David (1997), and Hill and Jones (1992) indicate that the task of defining the mission of the organization is the first component of the strategic management process while Rea and Kerzner (1997) claim that it is second to the SWOT analysis.

<div align="center">SWOT Analysis</div>

SWOT analysis was first introduced in the 1980's for assessing General Electric's position in each of its various businesses. The acronym SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. It is an approach to the analysis of the internal and external environments. This analytical technique assists an organization to fulfill its need for consistent knowledge of the current situation (David, 1997). In the SWOT analysis process, the internal environments are scanned to determine the strengths and the weaknesses of an organization, while the external environment assessment identifies the organizational opportunities and threats (David, 1997; Hill, & Jones, 1992; Pearce & Robinson, 1997; Thompson & Strickland, 1996).

The Components of SWOT Analysis

Organizational strengths and weaknesses. According to David (1997), every organization has its strengths and weaknesses, but may be different in the areas and degrees to which they are considered strong or weak. The internal analysis of the strengths and weaknesses is a process of "identifying the quantity and quality of resources available to the organization" (Hill, & Jones, 1992, p. 13), as well as its capabilities and skills. The purpose is to recognize the distinctive competence or the organizational strengths, or otherwise its deficiency or weaknesses (Hill, & Jones, 1992;

Lasher, 1999). Hill and Jones (1992) explain that resources are the financial, physical, human, technological, and organizational assets of the organization that can be either tangible or intangible. The other key source of distinctive competencies includes an organization's skill and capability in effectively and productively exploiting its resources (Hill & Jones, 1992).

Environmental opportunities and threats. An organization's external forces can be classified into two groups: the industrial environment and the macro-environment (Hill, & Jones, 1992). The industry environment includes competitors, customer, and suppliers, which directly affect the organization. The macro-environment comprises 1) economic forces, 2) social, cultural, demographic, and environmental forces, 3) political, governmental, and legal forces, and 4) technological forces (David, 1997). Hill and Jones (1992) indicate that many of these environmental factors are "constantly changing, and the change process itself gives rise to new opportunities and threats" (p. 92). Conducting an analysis of its external environments, an organization can identify opportunities and threats (David, 1997; Hill, & Jones, 1992; Lasher, 1999; Pearce & Robinson, 1997; Thompson & Strickland, 1996). The analytical outputs "enable the organization to develop a clear mission, to design strategies to achieve long-term objectives, and to develop policies to achieve annual objectives" (David, 1997, p. 102). Hill and Jones (1992) also note the fit between organizational environments and the strategic choices:

> For an organization to succeed, its strategy must be consistent with the external environment. Superior performance is the product of a good fit between strategy and environment. To achieve a good fit, managers must first understand the forces that shape competition in the external environment. (p. 70)

The next step after analyzing SWOT is to match the strengths and weaknesses of internal environments, and the opportunities and threats of external conditions, then developing missions, and deciding and planning for a future direction (Lasher, 1999).

<div align="center">Mission Statements</div>

The Mission Statement Definition

In the field of strategic management, it is generally known that the first step in the strategic planning is determining the mission of the organization (David, 1997; Pearce & Robinson, 1997; Thompson & Strickland, 1996). However, there are various versions of mission statement definition in management and education literature.

The term "mission statement" has been defined and interpreted slightly different as the emphasis is put on different institutional features. Within the corporate sector, where the mission concept originated, the organization has a mission statement that identifies its purposes, function, and intention. Kotler and Murphy (1981) defined the mission as "the basic purpose of an organization, that is, what it is trying to accomplish" (p. 478). On the other hand, Ireland and Hitt (1992), and Cummings and Davies (1994) view the mission statement as a provision of the philosophical premises that guide actions casting the organization into the future and toward accomplishing its goals. Vogt (1994) and David (1997) add that the mission statement spells out distinguishing characteristics of an organization. It identifies the markets in which the firm intends to operate and reflect (David, 1997; Ireland & Hitt, 1992). Morden (1993) relates the mission statement to the organizational environments in that "[it] defines the place of the organization within its environment. It is also defined in terms of customer problem solving and service" (p.78).

Content of the Mission Statement

The content and the elements articulated in the mission statement are important as

the statement is used for guiding an institution's implementation toward more effective

performance. According to Ferdinand de Bakker (as cited in Foster, 1993), key

components comprise a mission statement:

- A description of the business the organization is in

- The mission of the organization, sometimes broadly stated, sometimes

  described as a short and powerful strategic intent

- The organization's assets or key strengths

- Broad strategies to be pursued in order to achieve the mission

- The values the organization adheres to in pursuit of its mission (p.25).

Theoretically, the mission statement should define the targeted business activities,

encapsulate long-term objectives, and highlight how the company is differentiated from

its competitors. It should be relevant for and be committed and supported by all

stakeholders. Geoffrey J. Nightingale indicated that the mission statement contains, "The

ground rules by which success will be achieved for a particular company or institution;

the articulation of management's intent, regarding the future of an organization,

expressed in inspirational terms." (as cited in Foster, 1993, p.19).

Pearce and Robinson (1997) suggest a number of mission components including,

"The basic type of product or service to be offered, the primary market or customer

groups to be served, and the technology to be used in production or delivery" (p. 31). The

particularly important elements of mission statements are "purpose," "values," "scope"

and description of "image" positioning of the institution (Morden, 1993, p. 79). In the

context of education, the mission statement must address all components of the institution and represent the official posture and practice appropriate to its specific educational role. It, additionally, includes unique features of the institution, such as the use of technology and experiential learning.

Pearce and David (1987) are among those who identify desired components of the mission statements, which would be more likely to be included in higher performing companies. These elements are "target customers and markets, principal products and services, philosophy, self concept, desired public image, core technologies, geographic domain, employees, and concern for survival, growth, and profitability" (David, 1997, p. 88).

Guy Kawasaki (as cited in Foster, 1993) introduces three characteristics of a good mission statement:

- Short. Brief and simple mission statements will make the statement understandable and easily remembered.

- Flexible. Flexible and confining enough to accommodate the next new concerns.

- Distinctive. Which differentiates your cause from other organizations with similar missions (p. 11)

Generally, the content is essential to a meaningful mission statement, and the statement has to be clearly and concisely articulated. The clear presentation of concepts then becomes essential to the mission's overall effectiveness (David, 1997).

Development Process of Mission Statement

In reviewing the literature of mission statements, it was found that a number of professionals in management viewed that the process of developing a mission statement can be very useful and important (Miller & Dess, 1996). Droham (1999) suggests that the strategic planning process be applied when establishing the statement. It is processed through environmental analysis, and then creatively developing and critically prioritizing goals and objectives that compose a mission statement. According to Graham and Havlick (1994), mission statements are developed as follows:

The first step in writing or revising any mission statement document is getting the full support of top management...after securing management approval for this task....[The next step] is to gather as much information about the organization and its goals as possible....The second step is to produce a rough outline of the proposed mission statement. The next step is to get feedback on this draft. Feedback should come from top management and lower level employees...the fourth step is to revise the mission statement. This includes not only tinkering with the language but considering layout and format. Getting management approval and support is the final step in the process. (p. 5-6)

Bart (1999) concerns with this the development process, and furthers that it also includes stakeholder involvement, the mission process style, and communication methods, which may actually be more important than the content of the mission statement. According to his research findings, the involvement of some stakeholder groups appears to have a greater impact on performance than others. The involvement of middle managers, shareholders and customers in the development of an organization's

mission was found to have a more positive impact on various organizational outcome measures than the involvement of others, even that of the CEO. Increasing stakeholder involvement in the mission process results in positive reaction toward the statements, results such as including ownership, commitment, and satisfaction.

Communication is the next vital tool in the development and acceptance of a mission statement (Bart and Baetz, 1998). Communicating and disseminating the institutions mission, so that it is known, understood, accepted and committed by all important stakeholders both internal and external, is one of the suggested ways to live up the mission statement (Bart and Baetz, 1998).

The Relationship between Environments, Mission Statements, and Academic Institutions

The main concern of the study regarding the context of mission statement establishment and mission implementation was within the private higher education institutions, and in relation to the environments that affect the university operations. The concept of having a mission statement becomes increasingly important in Thai higher education since the adoption of the managerial approach focusing on strategic planning, the concern on quality assurance in education, and changes of the university environments (Stearns & Borna, 1998, p. 98).

External and internal factors are the underlying base of the institutional mission statement establishment (David, 1997; Drucker, 1974). Furthermore, the mission statement should base on a clear understanding of the institution's present and future operating environments, both internal and external ones (Quinley, 1991; Morden, 1993). As the world surrounding higher education changes, so must the educational mission at

many institutions who must make these alterations efficiently and effectively (Pearce &
Robinson, 1997).

However, according to Quinley (1991), the mission of an academic institution is
important in that it provides strategic direction for the institution. The basic conceptual
framework for the whole organization is spelled out in the mission statement; therefore, it
can serve as the principle for subsequent assessment of institutional effectiveness and
provide benefits to its stakes (NASSP, 1987; McGinnis, 1981; Stacey, 1994). According
to NASSP's Council on Middle Level Education:

> The mission statement permits school personnel to determine if what they are
>
> doing coincides with what they value and what they accept as their special
>
> purpose for existing as a separate educational unit. It is a way of deciding if what
>
> they do is consistent with what they believe. (p. 21)

Students searching for a college or university to enroll may search for specific
qualities within the institution such as social affiliation, business practices, engineering
focus, technical training, and specific career preparation; a clear mission statement may
assist them in this exploration. Faculty members could use the mission statement as a
reference criteria or justification for their teaching techniques, if teaching is an area of
emphasis in the mission. Legislators may have a desire to know exactly what kind of
education an institution is providing for their constituents. A clear and concise mission
statement can provide important information for all of these individuals. Additionally,
utilizing it as a central focus, a college or university can create a foundation and a
strategic plan to maximize effectiveness (Quinley, 1991; Stacey, 1994).

Research and Studies on Mission Statements

There are studies that examine the relationship between the mission statements'

contents and the performance of the firm (Stearns & Borna, 1998). Rarick and Vitton

(1995) find that the firms with "high content" mission statements out perform those

without, and even those with "low content" statement. Additionally, the study on the

components of business schools' mission statements with reference to those of the

business firms reveal that the similar contents include "target customers and markets,

principal products and services, core technologies geographical domain and philosophy,

self-concept, and desired public image" (Stearns & Borna, 1998, p. 102), while there are

some differences including concern for survival, growth, and profitability.

Kibuuka (1998/2000) studied the mission statements of the private tertiary

religious institutions within the institutional management to examine whether the unique

intents were presented in the statements and how they contributed to the management of

the institutions. The study was a qualitative research. The sites were the degree-granting

private religious institutions in Kenya, Uganda, and Zimbabwe, in the region of eastern

and southern Africa. Purposive snowball sampling and interviews together with

observations, questionnaire survey, and documentation are methods used for data

collection. The findings reveal that private religious institutions have unique missions,

although they are not expressed under the term of "mission statements". However, the

institutional stakes including those in the management, do not realize what their missions

are. The study, then, emphasizes the mission statement development process to involve

the stakeholders, and suggests that the mission statements be clearly articulated and

widely disseminated. As the studied sites are the religious universities, their statements of

missions are to address the requirement of government and those of the religious proprietors.

Isch (1986/1987) studied the formulating of instructional missions and priorities at Kansas State University, using rating scales for forty-one instructional activities within ten dimensions. According to the study, the different group of university's constituencies, including student senate, faculty senate, academic administrators, alumni, the Board of Regents, and legislators have similar perceptions. They view that the instructional missions emphasize educational philosophy of basic skills and general liberal education, distinguishing features between undergraduate and graduate programs, and the focus of specific disciplines. However, they tend to rate their fields higher than others, and the legislators and board members tend to have a more narrow vision emphasizing disciplines that were introduced at the former time as a land-grant institution. The study recommends that its findings be accounted when formulating university mission statements.

The qualitative historical case study research, conducted by Williamson (2000) on "Articulations of community: A component of the mission of the University of Houston," indicates that the relationship between the university and community had long been established. However, at the beginning it did not explicitly articulate or clearly defined the community concerns. The researcher identifies how the university addressed community services in its mission statement. It was found that the matter of articulating the community element clearly and concisely in the mission statement make possible translating the mission into policy, implementation plan, and practice. The success of mission implementation depends on a leadership's concern.

Sandipher (1987/1988), using system theory, examines the university mission statement development at Central State University, Ohio, and finds that leadership and stakeholders' involvement, although it was political, was important to the development process:

(1) persons significant in the review were those who occupied professional leadership positions; (2) the decision of the Mission Task Force to recommend a mission statement which identified the racial majority of the students at Central State University occurred after several constituencies of the institution had individually advocated the adoption; (3) the decision of the Trustees of Central State University to adopt the race-specific mission statement appeared to move the institution toward specialization in higher education.

Varnson (1997) conducts research using survey and depth-interview techniques to examine how administrators use mission statements in decision-making and how useful the statements are in relation to their content. The university presidents, vice-presidents, and two members of a state higher education governing board or at eight upper-mid western, doctoral-granting public universities were the population of the study. Analysis of the mission statements was also conducted and compared to the elements proposed by Pearce and David (1987). The research findings indicate that the use of mission statements to guide the decision-making is less frequent than half the time due to their lack of clarity and visionary quality. However, they are more useful for making academic and public relation decisions than making student affairs decisions. The finding of having the statements' content that contained more Pearce and David's elements were less

contributed to mission statements' usefulness than those that contained fewer was not statistically significant.

There are some research studies on the content elements of the mission statements, their usefulness in relation to the content, the processes of mission statement development, dissemination, adoption, and revision, as well as their application within the university management. However, there is no research conducted in the area of private universities in Thailand, and no research is found applying the management tools of strategic planning process and SWOT analysis to analyze the university mission statements.

<div align="center">Private Universities in Thailand</div>

The overall missions of universities in Thailand, as stipulated in National Education Act BE 2542 and National Education Plan BE 2535, indicate that undergraduate education intends to support learners to improve their knowledge and proficiency in various areas, with a particular concern on theory, practice, creative thinking, and occupational development. On the other hand, graduate education put an emphasis on learner's knowledge and skill development in specific area. As graduates, they will be skillful, have strong intentions to be experts in a specific academic area, and possess the ability to do research and technological development (ONEC, 2000; MUA, 2001).

As for the educational missions in the area of learning--the period that knowledge and wisdom of a society is considered a significant factor for potential development and international competition, the target of higher education is to produce and improve students' capacity. Learners can apply their knowledge in economical, social, political,

and cultural development (ONEC, 2000). This will create a path for all people in the country to firmly step into the 21st century. The university, therefore, is considered as one of the most important knowledge sources and the center of academic human resources. It is an important mechanism for a country's development (MUA, 2001).

Private universities and institutions in Thailand play an important role in higher education provision. Table 1 presents the number of enrollments in and graduates from private universities, as well as the ratio of their participation in relation to those of public institutions. Private higher education helps enlarge an opportunity and the accessibility for the citizens to gain higher education, degrees, and professional qualifications.

Academic Year	New Enrollment			Total Enrollment			Graduate		
	1998	1999	2000	1998	1999	2000	1997	1998	1999
Private Institute	59,720	51,491	70,424	189,837	168,099	201,555	35,378	31,442	44,401
Public : Private	81 : 19	84 : 16	80 : 20	82 : 18	83 : 17	82 : 18	68 : 32	71 : 29	65 : 35
Grand Total	321,533	328,182	346,675	1,033,325	1,012,285	1,013,888	108,903	109,648	126,661

Table 1. Number of new and total enrollments in 1998-2000 and graduates in 1997-1999

The background of private higher education dates from the 1960s. In accordance to the launching of the National Economic and Social Development Plan in 1961 and the Second National Education Plan (1961-1965), the first national Private College Act BE 2512 (1969) was passed. It allowed private sectors to be involved in the provision of higher education. In 1970, six private colleges were established in Bangkok, and from 1972 to 1979, five more private colleges were set up both in Bangkok and in provincial areas. Until the year 2000, there were fifty private higher education institutions in Thailand (as shown in table 2), out of the total of 74 higher education institutions. The establishment of these private institutions was to assist the government in serving the social demand for higher education, and to respond to the need to strengthen educational development in the country. However, the Act was limited in the in scope that universities granted to offer the authority to award Bachelor's and lower than Bachelor's degree (MUA, 2001).

Type of Institution	(Number)
Public institute	24
-Limited Admission University	18
-Open University	2
-Autonomous University	4
Private institute	50
-University	22
-College	27
-Institute	1
Grand Total	74

Table 2. Number of universities/institutes by types of institution, 2000

The new act of private higher education, BE 2522, was endorsed in 1973

replacing the former act. It stipulates that private higher education institutions can be in

one of the categories of being universities or institutions or colleges. They should have

qualifications that conform to specific types of higher education institutions. According

to the act, the types of higher education institutions reflect the scope of their roles,

functions, and responsibilities stipulated in classifying among being colleges, institution,

or universities, which similarly apply to the private and public higher education

institutions (ONEC, 1999).

According to the Ministry of University Affairs, private universities are to provide education at the bachelor's degree and/or graduate levels that have articulated their distinguishing missions as follows:

Bachelor's Degree Level aims to promote learners' higher level of knowledge and vocational skills in various disciplines, especially in the ability to apply theories to practices for both academic and professional development, to create and disseminate knowledge, to participate in national development in relation to economic, social, political, cultural and environmental aspects, and to promote the role of the nation in the world community.

Graduate Level aims to promote learners' specialized knowledge and skills, to strive for academic progress and excellence, especially in studies, research and development of knowledge and technology in science, humanities and social sciences, and to facilitate the adoption of modern technology and local Thai wisdom for economic and social development instrumental to Thai society. (MUA, 2001)

Table 3. Universities in Thailand, locations, year of establishment, number of students, number of staff, and degree programs offered

	Private University and Institution	Main Campus Location	Year Founded	No.of Students[1]	No.of Academic Staff[1]	Course Offered[2]
1.	Asian University of Science and Technology	Chonburi	1997	133	24	BM
2.	Assumption University	Bangkok	1969	16859	896	BMD
3.	Bangkok University	Bangkok	1962	22135	982	BMD
4.	Chaopraya University	Nakhon Sawan	1997	948	58	BM
5.	Dhurakijpundit University	Bangkok	1968	15058	238	BM
6.	Eastern Asia University	Bangkok	1996	1081	136	BM
7.	Huachiew Chalermprakiet University	Bangkok	1981	6169	288	BM
8.	Kasem Bundit University	Bangkok	1987	14259	393	BM
9.	Krirk University	Bangkok	1970	2657	156	BM
10.	Mahanakorn University.of Technology	Bangkok	1990	8398	422	BMD
11.	Nivadhana University	Suphan Buri	1997	541	41	BM
12.	North Eastern University	Khon Kaen	1988	6873	N/A	BM
13.	Payap University	Chiang Mai	1974	9305	363	BM
14.	Rangsit University	Pathum Thani	1986	13212	734	BM
15.	Saint John's University	Bangkok	1989	4918	203	BM
16.	Shinawatra University[3]	Pathum Thani	1999	N/A	N/A	B
17.	Siam University	Bangkok	1973	12180	462	BM
18.	South-East Asia University	Bangkok	1973	5847	238	BM
19.	Sripatum University	Bangkok	1970	17983	317	BM
20.	University of the Thai Chamber of Commerce	Bangkok	1940	21993	477	BM
21.	Vongchavalitkul University	Nakhon Ratchasima	1984	3856	151	BM
22.	Webster University Thailand	Phetchaburi	1997	150	28	BM

Notes:

1: 1999 Figure

2: B = Bachelor's Degree, M = Master's Degree, D = Doctoral Degree

N/A = not applicable or not available

3: Yet to commence operation

Source: Ministry of University Affairs

Among fifty higher education institutions, there are twenty-two private universities and twenty-seven private colleges, and one private institution; thirty institutions are in Bangkok, while twenty are in the provincial areas. Table 3 presents the list of universities in Thailand, locations, years of establishment, numbers of students, numbers of staff, and degree programs offered (MUA, 2001).

The private universities and colleges that are under the supervision of the Ministry of University Affairs have their roles and functions in strengthening the academic excellence of universities and colleges in teaching, researching and community services. Additionally, they are to adhere to educational policy within the framework of the national education development plan formulated by the Ministry. Until the year 2001, Ministry of University Affairs enacted six policies under the Eighth National Higher Education Plan (1997-2001) to cope with the current education condition:

Quality and Excellence. The MUA strives to encourage universities to offer an international standard level of education, bearing in mind that the key is to produce qualified students who are capable of competing in the job market and to function fruitfully in the globalization era.

Access and Equity. The MUA has implemented the access and equity policy to provide mass higher education for Thai people of diverse social, economic, and geographical characteristics...(and to) provide high school learners greater access in attending universities.

Efficiency and Accountability. By undertaking management reforms emphasizing institutional autonomy and self-governance with appropriate accountability measures.

Relevance and Delivery. To produce graduates in fields with high demands,

along with some specialized areas of study that are important to industrial growth.

Internationalization and Regionalization. With the rapid movement of

globalization, international collaborative relationships among nations are highly

valued...The underlying strategies are to promote international education

programs and enact staff and student exchange programs with foreign institutions.

Privatization and Corporatization. To promote the establishment of private

universities and integrate corporate management strategies into the university

administration...encourage increased role of the private sector in collaborating

with higher education institutions for improved quality of higher education

provision. (MUA, 2001)

The policies set by the MUA are announced publicly and communicated to all the

higher educational institutions under the supervision of the MUA to guide their course of

actions towards achieving national education development.

Due to the rapid growth of Thailand's economy over the past decade, there has

been a large demand for qualified graduates. However, the numbers are still

minimal compared to the demand of the job market. This has become an

important issue for the nation as its economic development and prosperity depend

largely on the next generation that needs to be better educated. (MUA, 2001)

However, the university's internal management is mapped and supervised by the

university council. This administrative body is responsible for the general functioning of

the institution as well as organizing its internal administrative structure. The council

provides policy guidance for planning and implementation and formulates control

procedures either for the administrative and academic affairs. It also issues university rules and regulations on any particular matter, allocates funds, and considers and approves proposed budgets. The university's president, who is actually a member of the council, is responsible for university administration and operating the university according to the policy set by the university council.

According to MUA (2001), either public or private universities are highly expected by society. In general, people expect that universities are the mechanism that produce and improve human resources so that can compete globally. The missions of universities are not limited to producing graduates, doing research, and providing academic service, but they have to provide people with lifelong learning competence, intend to develop every people not specific to students at the learning ages. The curriculum, learning and teaching techniques, and the educational system should be flexible, highly qualified and standardized. In addition, it has to be responsive to current situations. Educational management in this modern world should be characterized by flexibility and variety because education is affected by various changes in the globalization era. As a result, it has to be much more improved, and the knowledge has to be rapidly transmitted and expanded. The objectives of the university, therefore, have to be altered as well. Teaching and learning approaches have to be improved. Educational management need to address strategic thinking in their planning process and apply information technology to be more useful (ONEC, 1999).

<u>Summary</u>

The intent of this review of literature has been to present the conceptual and disciplinary background for the study. The strategic planning process and SWOT analysis

that theoretically framed the study, and the professional opinion and research regarding mission statements in general and university mission statements in particular, are reviewed. Finally. There is literature on private universities in Thailand providing necessary information for case studies.

CHAPTER III

Methodology

<u>Introduction</u>

A mission statement is considered a core element of the university strategic

management. As the implementation is to align with the institutional mission statement,

this management tool is important in the strategic planning process of universities (Peeke,

1994). However, contradiction exists regarding the mission statement, whether it is a

good idea or just decoration for institutions to include in their catalog, handbook and

other publication materials. Speculation that such coincidences co-exist was as an impact

of how management effectively uses the mission statements for their managerial

operations.

This research study, therefore, explored the institutional mission statements of

universities to identify the mission statement's components and the rationales of their

having certain elements in the mission statements. How the universities developed their

existing mission statement, how university management perceived the relationship

between the institutional mission statement and strategic planning process, and how

operationalized the mission statement was within the context of university management,

were also examined. Finally, the roles and functions of the mission statements, in relation

to the strategic planning process in which the mission statements were exerted as an

integral part of the process, were analyzed.

The research questions that guided the study were as follows:

1) What are the important elements for the universities' mission statements?

2) Why do the universities verify such elements in their mission statement?

3) How mission statements help or hinder the management of universities, especially in the strategic planning process?

4) What roles and functions do mission statements within the context of private universities serve?

The strategic management concepts of strategic planning and SWOT analysis (Barry, 1986; Thompson & Strickland, 1996) formed a theoretical framework for the study. The SWOT analysis, employing an underlying concept of strategic thinking, was important for mission statement development while the strategic planning process gave meaning to the mission statement as it was used for the managerial purpose. Therefore, in the analysis of university mission statements, the SWOT analysis and the strategic planning process served to explain the mission statements' elements and how meaningful they were within the university management process.

An analysis of the institution's strengths, weaknesses, opportunities and threat (the SWOT analysis) helps clarify the current strategic situation and determine the key success factors, institution's abilities, resources and skills (Thompson, 1997) when developing or revising mission statements. After an organization has its mission statement, the strategic planning assumes the role as a process to develop plans for carrying out and achieving an organization's mission (Bredley & Vrettras, 1990; Drucker, 1974; LeBaron & Markuson, 1991). In the management perspective, the mission statement is one of the strategic tools in the strategic planning process, as well as an assessment tool for improvement purpose (Conway, Mackay, & Yorke, 1994; Stearns & Borna, 1998). In order to assure the society of its responsiveness to the changing environment, the planning technique provides institutions with the opportunity of

identifying their stakeholders, developing mission statements, examining strengths, weaknesses, threats, and opportunities, and developing appropriate strategies to achieve specific goals and objectives (Michael, 1997).

<u>Sample</u>

In this case study, the focus was on two private universities in the metropolitan area of Thailand. According to Yin (1989), when the study contains more than a single site, a multi-case design was applied; and each site was the subject of the case study. Purposeful sampling of individuals and sites was used. Each site was carefully selected in order that "it either (a) predicts similar results (a literal replication) or (b) produce contrary results but for predictable reasons (a theoretical replication)" (Yin, 1989, p. 53-54). The advantage gained from using purposeful sampling was that the problem under examination be best studied. Interviewing was the main technique of getting data from the involved persons about the way they used mission statements in university management process. Specific informants interviewed were those who play important roles in mission establishment, planning, and assessment initiation, including the university's president, senior management of the institution, deans, and heads of department.

The major reasons for choosing which particular sites to be studied were their representative quality of the whole class of private universities located in the metropolitan area of Thailand, and the relevance of the cases for the theory in their having mission statements and strategic planning process for their implementation. This explicitly reflected the importance of having a theoretical framework by Yin (1989) claims:

An important step in all of these replication procedures is the development of a rich, theoretical framework. The framework needs to state the conditions under which a particular phenomenon is likely to be found (a literal replication) as well as the conditions when it is not likely to be found (a theoretical replication). The theoretical framework later becomes the vehicle for generalizing to new cases. (p. 54)

Besides, the selected sites were accessible, and materials needed were available. They represented the problem, the context issue, and the process that were proposed to portray. Additionally, a wide array of information about the sites was collected to provide overall background and in-depth study for the research. The study focused on individuals' opinions, descriptions, and interpretations of the institutional mission statements, as well as the examination of the meanings and of experiences toward the link between the mission statements and the management process of the institutions in order to trace functional roles of the mission statements. However, for the purpose of investigation and an in-depth understanding of the components of university mission statements, the mission statements available on-line or publishing in the university catalogs of the two private universities in Bangkok, Thailand were drawn for content analysis.

<div align="center">Interview Procedure</div>

Interviewing was the main technique used for this research projecting to collect more detailed information from a small number of people. As stated by Denscombe (1998, p.110):

The use of interviews normally means that the researcher has reached the decision that, for the purposes of the particular project in mind, the research would be better served by getting material which provides more of an in-dept insight into the topic, drawing on information provided by fewer informants.

For case studies, "the data are to collected from existing people and institutions" (Yin, 1989, p. 73). The interviews were applied to drawn data from those who participate in the university management committee involving mission statement development and university's strategic planning process, which incorporated the mission as an integral part. The university's president was the key person to provide needed data. Six administrators, including two members of the senior administrative and academic committee at the management level of the campus, two deans, and two heads of department, were interviewed to see what the institutional mission statement means to higher education at different levels of management. The rationale for interviewing the lower-level managers was that they play important roles and have some input in mission establishment, planning, and assessment initiation (Anthony, 1991). The interview questions were scheduled, and there were some probes, if needed, for more clarification and more detailed explanation. The following were the interview questions:

1) What is your university mission statement?

2) How and when did your university develop the mission statement? Who was primarily responsible for its development?

3) How does the university communicate and publicize its mission statement?

4) What contents are necessary to be included in the university mission statement? Why?

5) What is your university's self-concept? How would you state that in a mission

statement?

6) How long has your mission statement existed? When was it last modified?

Why was it modified at that point in time?

7) In what practical way does your university carry out the mission statement?

8) How is your mission statement used within the university? How does it affect

the university's strategic planning process?

9) Please tell me about your administrative and academic plans and practices in

your university that derive from the mission statement?

10) To whom is the mission statement meaningful? When? In what condition?

And how?

Having interview questions benefited the interviewer in the process of collecting

data. Yin (1989) points out:

The questions, in essence, are reminders to the investigator regarding the

information that needs to be collected, and why. In some instances, the

specific questions also may serve as prompts in asking questions during a

case study interview; however, the main purpose of these questions is to

keep the investigator on track as data collection proceeds. (p. 76-77)

After determining which sites to study, it is important to find people to provide data for

the study. Rapport and trustworthiness were important factors for gaining access, and that

participants were relieved to provide good data. Preparation was followed as suggested

by Yin (1989) for the tasks in collecting data:

- Gain access to key organizations or interviewees;

- Have sufficient resources while in the field--including pencils, paper, paper clips, and a known, quiet place to write notes privately;

- Develop a procedure for calling for assistance and guidance, if needed;

- Making a clear schedule for the data collection activities that are expected to be completed within specified periods of time; and

- Provide for unanticipated events, including changes in the availability of interviewees as well as changes in the mood and motivation of the case study investigator. (p. 75)

During the interview, to ensure that no word from the informants was omitted, careful recording of data through tape recording of the interviews was used. Denscombe (1998) states that "audio tape-recording offers a permanent record and one that is complete in terms of the speech that occurs. It lends itself to being checked by other researchers" (p 122). The interview was backed up by written field notes of observations that the tape-recorder could not capture. The notes were about the impact of the physical context, any impression gained form the interview, the situation, and relevant non-verbal communication.

<p style="text-align:center">Documentation Procedure</p>

The written form of documents either on-line or on paper was a source of data for this research. According to Anthony (1991), "The elements of a mission statement can be found in the corporate charter or other important corporate document" and "The mission statement should be thoroughly discussed during the strategic planning process" (p. 75). The documents that contain the mission statements of the universities involving mission development and publicity process, the implementation plans both short and long-range

planning, as well as the universities' assessment reports of the academic year 2000-2001, provided needed data. They were collected via on-line and while conducting the interview. However, for the purpose of exploring explanation of elements, the mission statements of those two private universities in Thailand, were investigated. The operating plans of the universities, in reference to their mission statements, were explored through the theoretical framework of strategic planning process (Blanchard & Christ, 1993).

The context of the case was classified into two groups—internal and external environments. These elements were the points of reference when analyzing the context of mission statement's existence. The collected data were stored in a safe place accessible only to the researcher so as to keep them confidential and to protect them from damage or loss.

Case Studies

The case study approach was exploited in this research. It enabled the researcher to investigate insights and to have wider implication by investigating what elements their mission statements articulate, how meaningful and applicable their mission statements are, and how they contribute to the strategic planning process of the institutions. As stated by Denscombe (1998), the focus on just a few organizations allows the researcher to deal with details and particulars of complex social process and to communicate directly with the informants. A significant amount of data were then drawn from the stories told by the interviewees about how the management develop and make the university's mission statement meaningful by the means of strategic planning in the academic arena.

Following the advice of Lincoln and Guba (1985), regarding case study structure, the research design comprises of the elements of the problem, the context, the issues, and

the lessons learned or the findings (as cited in Cresswell, 1998). The case study was bound by time and place (Cresswell, 1994) of the 2000-2001 academic years and of two private universities in the metropolitan area of Thailand. It presented the problem of whether the mission statement was worthy or worthless to have within the institutional management. The context was, therefore, within the area of private university management, while the studied issue was the use of institutional mission statements within the strategic planning process of private universities.

The context of higher education institutions with specific on private universities offering post-secondary education is a very imperfect market where students as consumers lack important knowledge of the prevailing market conditions. Students are not in decision making positions to be the king in the academic industry. Faculty members are, on the other hand, in a better position to decide the goals of programs offered in higher education and the means to achieve these goals (Michael, 1997). The faculty's role in knowledge transmission is preceded by their role of knowledge creation. Although faculty members may keep the needs of their students in mind while making these decisions, they are primarily governed by their perception of what the profession or professionals recommend or require (Birnbaum, 1988). The concept of higher education as a knowledge industry with a mission to educate and to provide training under conditions, that may be sometimes less than comfortable or acceptable to the customers, however, has considerably changed whereas competition in the higher education industry has increased. The universities, especially those privately owned, are likely to be more customer-oriented.

Externally, the universities, as have other types of organizations, confront external opportunities and external threats. Economic, social, cultural, demographic, environmental, political, legal, governmental, technical and competitive forces shape the operation and management of universities and affect the demand for higher education (Conway, Mackay, & Yorke, 1994). It is crucial for the universities to appreciate and adapt to the dynamics surrounding the institutions although opportunities and threats are largely beyond their control (Michael, 1997).

Data Analysis

To begin the analysis of case study evidence, a general analytic strategy was used. This technique, according to Yin (1989), conceded precedence for what to analyze and why. The interview data and the mission statement texts were coded and sorted into categories. The analysis of data was a content analysis executing the issues and an interpretation rather than measurement.

The mission statements and interview data regarding mission statements' content were carefully and critically read to avoid biasing the results. After open coding of the data, the elements of the mission statements were identified and grouped into categories (Berg, 2001). Regarding categorization, the deductive approach, categorical dimensions suggested by a theoretical perspective, was used. Accordingly, the documents provided a means for answering the research questions (Berg, 2001). On the other hand, the inductive categories also involved in this study, Berg (2001) specified that inductive approach "Allows researchers to link or ground these categories from which they derive" (p. 246).

The evidence from documentation was able to help ensure if the published mission statements were the same as those identified by the interviewees. Besides the identification of the mission elements, such evidences led to another finding of how familiar the interviewees were with their institutional mission statements.

The interview transcript in conjunction with document data of the university's master plan, implementation plan, and report of plan assessment were manipulated by "Breaking the data down into units for analysis, and categorizing the units" (Denscombe, 1998, p. 210) in accordance with the theoretical framework. Accordingly, the theoretical categories (Berg, 2001) were the mission statement elements, the mission statement establishment process, and the roles and functions of the university mission statement with reference to the theoretical framework (Stake, 1995) of the SWOT analysis and the strategic planning process. Finally, "Patterns and processes, commonalities, and differences" were identified (Miles & Huberman, 1994, p. 9). The data were manipulated through the use of coding frame (Berg, 2001) with the alignment to the theoretical framework and matching with the pattern (Yin, 1989). According to Berg (2001) the coding frame is "Often a multileveled process that requires several successive sorting of all cases under examination" (p. 253). There were three groupings bearing the titles listed below.

    (a) Addressing SWOT Components

        -External environment

        -Internal environment

    (b) Mission establishment

        -Missions of the university

-The establishment process

(c) Strategic planning process

-Planning

-Implementation

-Evaluation

This study used theoretical orientation as a coding frame " to follow the theoretical propositions that led to the case study" (Yin, 1989, p. 106) and to guide the case study analysis. Yin (1989) indicates that "the proposition helps to focus attention on certain data and to ignore other data" (p. 107). Not only were the frames used to organize the data, but to identify findings after open coding had been completed (Berg, 2001). In the study, the SWOT analysis was applied for determining the required component of a mission statement and the SWOT analysis as a model for mission development process. Composing and developing a mission statement required strategic thinking by executing an environmental analysis. An analysis of the institution's strengths, weaknesses, opportunities and threats--a SWOT analysis--helped clarify the current strategic situation (Thompson, 1997). Competition, legal, political, social, and economic factors of environments determined the key success factors for the universities. Internal elements comprising resources, values, and culture determined the institution's ability to create and maintain an effective match with the environments. The exploration of the meanings and functioning of mission statements were traced through their uses within the strategic planning process that included the analysis of strengths and weaknesses, and opportunities and threats (SWOT), mission and vision statements, strategies and implementation, and performance measurements (David, 1997; Pearce & Robinson,

1997; Thompson & Strickland, 1996). Those factors in the SWOT and strategic planning process, then, reflected rationales of articulating certain elements in the mission statements, and their meanings and functioning in the institutional management (Pearce & Robinson, 1997).

Verification

Regarding verification--in this study, description of the sites, and checking the transcript with the informants was employed as the approaches of verification. The multiple and different sources of information were used to assure the result of the study. The detailed description of the case-- the context and the process of mission statement implementation allowed the readers to make decisions regarding transferability, and this can be considered as another way of verification. Transcripts, data presentation, and the findings were taken back to the informants to examine, and they could judge the accuracy and credibility of the report.

Finally, detailed descriptions of the study's focus, information on informants' positions, the basis for selection, and the context from which the data were gathered, made the audience certain about the external validity.

Summary

In this chapter, the details of the procedures used in gathering the data for the study was presented, including the selection of the sample of universities for the study. An explanation of the data collection techniques and the data analysis were outlined. The case presentations, in terms of the important elements for the universities' mission statements, the roles and functions of mission statements in the context of private universities, the way mission statements help or hinder the management of universities,

and the utilization of mission statements in the strategic planning process, are in the next

chapter.

CHAPTER IV

Case Study Presentations

<u>Introduction</u>

The study was conducted to examine what components the mission statement

contained, why the university included certain elements in such statements, how the

university developed the existing mission statement, and how significant the mission

statement was within the university strategic planning process.

The theoretical framework for the study was strategic management concepts of

SWOT analysis and strategic planning (Barry, 1986; Thompson & Strickland, 1996). In

the analysis of university mission statements, the SWOT analysis and the strategic

planning process served to explain the mission statements' elements and how meaningful

they were within the university management process. The SWOT analysis, employing an

underlying concept of strategic thinking, was important for mission statement

development while the strategic planning process gave meanings to the mission statement

as it was used for the managerial purpose.

With reference to the theoretical framework, the cases were presented in

accordance to the SWOT components and the strategic planning process. The data

analyzed were obtained from both interviews with administrators at different levels of

organizational structure ranging from university level, to college or school level, to

departmental level, and documentation including documents containing institutional

mission statements, plans and evaluation reports of the studied sites. The sites were two

private universities in the metropolitan area of Thailand. The target population of each

university was university's president or vice-president, two directors of administrative or

supporting offices, two deans, and two department heads. Distributions of the population are presented in Table 4.

Table 4.

Distributions of the Population

Levels of Management	Positions	University 1		University 2	
		N	%	N	%
Top	President/Vice-President	1	14.29	1	14.29
Middle	Directors	2	28.57	2	28.57
	Deans	2	28.57	2	28.57
Lower	Heads of Department	2	28.57	2	28.57
	Total of Subjects	7	100	7	100

After formal approvals to undertake a study on the selected universities were obtained, appointments were made with the administrators for personal in-depth interviews. Seven administrators of each university agreed to be interviewed for this research. Fourteen interviews were conducted individually at the interviewees' offices or the meeting rooms near their offices for their convenience. All of them agreed to be tape-recorded. It took approximately one hour interviewing each informant. The same set of interview questions was asked to reflect the mission statements' elements, factors influencing the mission establishment, and functions and utilization of the mission statements for the purpose of university management. Data from the recorded interviews were transcribed. The interviewed data and data obtained from the documents containing university mission statements, and the documents that evidenced the application of

mission statements in the planning process including university catalog, university plans, and university evaluation reports were inclusively analyzed in correspondence to the SWOT analysis and strategic planning model.

The data were coded and categorized, and each of the two cases was presented in consistency with the theoretical framework of the SWOT and strategic planning process. There existed a structure of three major themes: (a) "Addressing the SWOT components' where two sub-themes of 'external environments" and "internal environments' were identified. This stage allowed us to know "where the institution is now" and determined "where the institution want to reach"; (b) 'Mission development' addressing the process of mission statement establishment that emphasized participation, commitment, and evolution; and (c) 'the uses of mission statements through strategic planning process'.

<div align="center">Presentation of Case 1</div>

Addressing SWOT Components

This session comprises of two categories: external and internal environments. The data addressing an issue of mission statements in relations to external and internal environments were obtained from interviews and documentation. The obtained data were analyzed to determine the elements that composed the mission statement of the studied site, or even influenced its choosing particular wording components.

External Environment

The external environments of the university were outside influences. The respondents expressed that the university's articulation of its mission was affected by certain external forces. They pointed out that "we have to make everything conforming to environments and situations." One respondent insisted that "basically, there are standard

principles for processing both administrative and academic works. We, however, also have to apply and adjust them to the changing situations and the dynamic world movements." Another conforming opinion was expressed:

"We have to concretely define and establish written mission statement because we need to see improvement and advancement in our university management. We can't be at a standstill in this dynamic world. Now the world seems to be narrower than before because of speedy and world-wide communication."

The data regarding external environments clustered around three categories of knowledge-based society, quality concern in education, and supervisory institution.

Knowledge-based society. Respondents shared a desire for university's responsiveness to modern knowledge-based society where education, lifelong learning, and quality and effectiveness in education were considered a necessity for cultivating proper qualifications onto the students:

"Now, society is knowledge based, so our university's mission puts an emphasis on quality and effective education. We pay attention to lifelong learning. Everyone has to update his or her knowledge because of rapid change."

Information and communication technology was quoted as a factor that had dramatic impacts on the knowledge-based society. The respondents indicated that the university was committed to serve their students' needs for computer literacy and English language competency.

"The concern of becoming an academic institution, with information technology advancement, has been incorporated into the mission statement, and it has been translated into action. The mission puts an emphasis on quality knowledge and

effectiveness in its usage. That is, we pay much attention to information

technology and communication in English."

Additionally, the ability to apply and adapt learned knowledge was emphasized.

"The needed tools for accessing a large amount of information are 'ability to

apply, computer literacy and language proficiency, and adaptability'. We try our

best to produce our students with these characteristics."

Quality concern in education. The respondents indicated that having a mission

statement was not required by educational law. They, however, accepted that the

university mission statements were considered important to modern university

management, and for to the approach toward quality system.

"As a result of QA practice, everyone gets involved and knows what the

university mission statement is, as well as its functions."

In such instances, the university's mission was articulated as a "quality policy."

"We referred to 'quality policy' as one version of the university's mission

statement when putting an emphasis on educational management."

"We developed our mission statement under the name of 'quality policy' in

accordance with ISO 9002 where process was a focus."

The respondents mentioned some quality procedures like ISO, and Quality

Assurance (QA) that the university had adopted for its use. They indicated that the

systems led to institution-wide involvement and awareness of having the university's

mission statement or quality policy that worked.

"Quality Assurance played an important role in every area of our university

operations. All instructors have to participate in quality assurance; some are

inspectors; some are Self-Study Report and Self-Assessment Report writers."

"There are both internal and external quality assurance. There are several types of systems. Anyway, two main systems are adopted here: ISO and QA. As for ISO, Department of ... and Office of ... are already certified. QA was introduced for campus-wide quality practices last year. SSR (Self-Study Report) has been written and developed into SAR (Self-Assessment Report). The quality committee has been formally designated to undertake activities in regards to our quality policy."

The respondents reflected that every function and activity had to be planned and implemented in correspondence to institutional mission statements. This criterion became one of the quality principles.

"We now pay particular attention to quality assurance. When quality assurance was introduced, everything had to be inspected. Each unit in the university must have their implementation plans. Every component and function in university relates to each other; they all must be relevant to the university mission statement."

However, there was a respondent who expressed that the need for quality assurance was required for administrative works rather than academic ones.

"When talking about quality management, it actually focuses on administrative not academic area. Anyway, quality of academic area is an indirect result of administrative quality. In other words, academic quality depends partly on how effective administration is."

The supervisory institution. The respondents viewed that the university was not completely self-governing. It adhered to the national educational policies, pursued national higher educational policies, and operated under the supervision of the Ministry of University Affairs (MUA).

"The university constituency articulated that we have to provide education. When writing the mission statement, we realize that our university's task is to provide education for human resource development. The major mission is to teach, do research, serve society, and maintain Thai arts and culture. These are four principles required by law. All Thai universities have to follow."

They recited that the university's mission statement was based on principle missions of the universities as stipulated by the MUA.

"Basically, according to the Ministry of University Affairs, the missions of all universities consist of four principles: producing graduates, doing research, serving society, and supporting arts and culture. And we are sure we have served all those stuff. They are also the missions of our university."

Internal Environment. The internal conditions that the university adhered to and reflected in its missions included the university's position, culture, values, skills and capacities. These factors affected the ways in which the university would determine its contribution direction. There emerged from the analyzed data three dimensions of academic, social, and international contribution, which were presented as follows:

Position. The university's position, as perceived by the respondents and generally recognized, was a private-owned university. It was a self-governing institution that

provided higher education. One respondent pointed out that university's business was unique in that "the university should create an academic environment that students can't find from other places." The private university was different from the public one in that it was invested by a group of persons and operated as a corporation. Accordingly, the respondents viewed that their university is headed "in the direction as indicated by the owner."

Most respondents shared the same opinion that "we work for private university, so we have to depend on the owner. We just take action by following their concepts and directions."

Another respondent related the characteristic of private-owned university and the university's mission as follows:

"The private university has to do as requested by the owner. So far as I know, the owner of our university has already set a guideline or principle stated as the mission statement. The university has to follow the owner's guidance."

Culture and values. Respondents reflected historical and originally chartered philosophy of the university as a grounded concept presenting in the current mission statement. It addressed the essence and worthiness of wisdom.

"Our philosophy is 'Wisdom is a valuable asset of mankind.' It is from Buddhist teaching. The university's mission statement was derived from it. But the mission comprised several other key words that illustrated the philosophy."

Another respondent stated the same way:

"It is seen that the mission statement sticks to philosophy, even if it is in the clearer written form."

The original philosophy component as identified by the respondents was congruent with wordings that documented as university written mission statement: "We will remain true to the mission and founding principles of this university." Most respondents expressed their conviction in that "the objective and philosophy has been originally set since the establishment of the university. It is still used until now."

The university's functions have been fundamentally to educate the citizens, research for knowledge development, serve the society, and preserve national heritages. In analyzing the content of university mission statement, it was found that the statement inclusively and generally stated these four missions. This finding was congruent to the administrators' interviews that stated "our university is comprehensive university. That is we pay attention to all four principles--teaching, researching, social serving, and conserving national heritage."

The university pronounced its commitment to knowledge and skills provision services for the students as found in the mission statement.

"The mission statement is the university's principle. It is our commitment that we have to follow. There are three major concerns we have to proceed in providing our services. 1) Adaptability--Our students have to be able to adapt knowledge...apply it into action, 2) Language proficiency: Our students must be good at language, and 3) Computer knowledge"

However, some respondents also noted that related words, implying the four missions, were documented within the mission statement rather than directly mentioning those four missions.

"...Creating, integrating, transferring progressing and applying knowledge, art and academic values and in developing leaders and citizens who are capable of applying knowledge".

The evidences, both from documentation and interviews, indicated that while the university remained true to its philosophy, it focused on teaching relatively more than others of the four educational missions. Ethics and social concerns were inserted in the knowledge taught.

"Each university has to set its own mission. Most universities should function in the same way. Generally, its mission is to teach students as identified in the philosophy. Teaching is a common responsibility of universities."

The respondents identified that the mission statement's focus was related to the university's potential, intention, and strength.

"When defining a mission statements, we can't pay attention to everything, but we have to focus on our potential and our intention. There would not be the same mission for all universities. We should consider what our strength is and what we focus on."

As indicated by the respondents, the university expressed its expectation for the future to be highly accepted in academic industry and its expertise in the most divergent field.

"We have a concept that we must be number one in an academic area and keen in information technology as well as international communications."

In addition, the interviews, as well as the planning documents showed that all programs offered by the university emphasized the responsiveness to current needs of it, English language literacy, ethical concern and social responsibilities.

"Our self-concept is that we want to educate our students to be knowledgeable and ethically concerned. Additionally, we intend to provide our students computer and English basic knowledge that can be applied in real situation."

"It is about the function of providing knowledge both in the arts and sciences and with social responsibilities and ethical concern."

Resources: Skills and capabilities. Respondents indicated that, to a certain extent, the mission statement reflected the university's resources, competencies, and potential.

"Certainly, the mission statement reflects our university's potential. When this principle statement was established, we had to develop our educational system, teaching approach and instructional materials in order to reach the expected target."

The respondents indicated that facilities were needed as to support: the university's operations. Although this was not stated directly within the mission statement, other sections of university documents presented that:

"[The university] provides unparalleled facilities which includes over 1,200 workstations in seven computer centers. All computers are connected through Optical Fiber all over the campus for Networking and Internet purpose."

Some respondents expressed their agreement to the necessity of facilities and pointed out that "you can see that there are more than 300-400 computer terminals provided for students. This is one of our efforts to facilitate our students' learning."

The respondents talked about the university contributions that reflected in the mission statement. The university expressed its contributions as its mission towards human resource development. The contributions were found in three dimensions as academic, social, and international ones.

Academic contribution dimension. Respondents indicated that the focused mission of university was to perform its academic role and responsibility. "Knowledge" was used as its key word.

"(We) focus on being an expert in *knowledge* development, *knowledge* integration, *knowledge* transfer and *knowledge* application. These are considered general tasks of all universities."

"We focus on *knowledge* to create and increase students' intellect."

"The mission of university, particularly of each department, is that we must provide students good education and proper *knowledge*. That is, we give them state-of-the art *knowledge* contributing to society and useful for students themselves…and it can be applied for career. Let's say that we will not teach anything useless."

Providing activities and an academic environment was referred to as an academic function of the university.

"We have to provide them activities. Participating in activities, they can adjust themselves to other people in the society."

"We provide them activities, appropriate environment, all necessary materials so that they will be used in dealing with real situations waiting for them in the real world."

Some respondents talked about the mission to produce "leaders" and "human resources" with ability to apply knowledge. It explicitly stated expectations of the university's educationalized process.

"…to produce *leaders* and to develop *human resources*, so that applicable knowledge will be beneficially used in the present and future."

"Our responsibility is to produce *new leaders* who can apply knowledge in every situation."

It was interesting to note that the respondents frequently referred to the university's provision of more English language courses and courses in computer in every program of study. It was cited as one of the practical examples of how the mission statement came into being.

The evidences indicated that the university paid special attention to information technology and communication in English. The qualifications that the graduates should have were stated:

"The qualifications in utilizing information technology and possess considerable English language proficiency."

"All of our students have to be able to operate computers and communicate in English. Our revised curriculum required them to take more courses in those two areas."

"Besides, our students have to be good at foreign language. The most essentially used is English, but it takes a certain time to reach this objective. For information technology, it's much easier. But to measure how much foreign language proficiency the students gained from our programs provision is rather difficult."

Social contribution dimension. All the respondents agreed that the university contributes to the community. The expression of concerns towards community, society, the country, and the world were found.

"...to provide educational opportunity to society and to the world."

"They have to teach students to be qualified people willing to devote themselves to society and country."

The university's mission statement as literally presented and according to the respondents' viewpoints identified ethical concerns and social responsibility as desired qualification of the graduates.

"They have to be moral and honest in their career in order to happily live in the society. Each department has its own moral principle that students are to adapt for working."

International dimension. Most respondents mentioned international connections in program area, and its extended demography of foreign students to whom educational services was provided.

"Our educational services are not limited to Thai people. We also have international program for everyone--not only Thai's."

"Now, our university has provided international program, using English language as medium of teaching."

The respondents indicated that standardization and international equivalence of all the programs offering were emphasized as the university's mission.

"Basically, our educational provision is set based on international standardized format. Our plan for academic operations will be prepared in accordance with the

world's movement not only that of country. We pay attention to information, and events taking place around the world, so that we can adjust ourselves to the world."

"We have to improve ourselves to be equivalent to internationally standardized universities or at least nearly reach the accepted quality."

Mission Establishment

The data to address the mission establishment issue were obtained from interviews, and documentation including university catalog, on-line information of the university provided for the public, implementation report, and reports of administrators' meetings. Under the mission establishment theme, two categories of data were presented. One was 'missions of the university' and the other was 'establishment process."

Missions of the University

The evidence from documentation, corresponding to interview data, revealed that the sense of missions had been formerly developed at the time when the university was established. The respondents indicated that the university's missions were not widely realized since the mission and policy articulation was considered the responsibilities of top management.

"Before the mission statement was established, we shouldn't say that there was no mission at that time. Actually, there was the hidden mission, not quite clear. It's indirectly stated and realized among top level administrators, not communicated to faculty and officers."

Some respondents pointed out that previously, the administrators, faculty, and students used to perceive that the university's philosophy and its missions were the same

thing. The university established a mission statement later from that 'philosophy' and 'founding objectives'.

"Actually, what the university had before hand was the philosophy. It was previously defined, the same time when the university was founded, and it became part of our university's logo."

"The philosophy was defined the same time as university foundation. It can be assumed that the university's philosophy is the university's first mission statement."

"Our mission is in accordance with philosophy previously set. That is, we pay attention to quality – students' quality. Having graduated from our university, students must be qualified, be able to compete with others, and be internationally accepted."

When asked about completeness of the university mission statement, most respondents expressed that it was already fulfilled and appropriate. It contained all necessary elements that higher education institution should have, especially, the emphasis on quality was referred to as an ultimate element.

"The content stated in the mission statement is enough."

"I don't think we have to include anything else. The mission statement contains every necessity."

"…actually everything necessary is already included in our mission statement."

"I think the content stated in mission statement is quite perfect. As for our university, we put an emphasis on quality--and that's the principle for every educational institution."

However, the elements that most of them identified were addressing the
university's functions for both the students' personal and public's social benefits.

"The mission statement is inclusively stated. We will teach students to gain
competence to and to be well prepared for work--that is our ultimate intention--so
that they will help improving society and country."

<u>Establishment Process</u>

Most respondents indicated that they had very little contributions in the processes
of crafting and reviewing mission statements. They said that they did not have direct
experience in the initial development process. Most respondents expressed their doubt
whether they were really involved in the process.

"I'm not sure there was discussion or brainstorming in mission development. In
the conference, the president just informed all participants of the mission--not
really discussed because wordings, later going out, were not modified or revised."

There were complaints from most respondents that the top management composed
the mission statement, presented it, and the asked for comments on the wording of the
statement from the administrative committee. It is noticeable that mission statement
development was perceived as an internal top management activity.

"Anyway, I think there are steps in development and the president played an
important role in this matter."

"As far as my concern, the meeting was held and the statement was introduced at
that meeting by the university president."

The respondents, however, suggested that institution-wide involvement, and communication was important for mission commitment and successful mission statements.

"The mission has to be mutually developed. It means that everyone is to participate and brainstorm for mission development."

Most respondents expressed a general and theoretical concept to what process was used in developing the mission statement. Some respondents who had experience in mission development described the process as it comprising composition, announcement, communication, and feedback activities. Those who involved in the development process were also identified.

"The meeting participants will be the president, vice-presidents, deans and heads of departments. They will discuss and brainstorm what our mission should be."

"Our mission which we called 'quality policy', so far as I remember, there were several meetings. And in those meetings, the policy statement was presented and it was acceptable to all participants. The other version--the latest one--there was a discussion between the president, vice-president, director of international program on this matter. After that it was launched in web site for comment and feedback."

"I came to work here at the time when the university developed the written mission statement. As far as I remember, the conference was held and the statement was introduced by the university president. After that, it was announced and posted everywhere in university."

It was clearly presented that there were some different ways in which the mission statement was communicated.

"The latest mission statement has just been recently developed. It was published in university's web site, and was introduced in the campus-wide meeting. All comments are acceptable. It was also printed on the students' guidebooks."

"At first we just announced what our mission was, but not to do any testing and public hearings. Only in the general faculty meetings and new student orientation was the mission statement emphasized. It is posted somewhere in the university. Before that campaign, the university's personnel didn't realize what our mission was, but now I can say that most of them know and even understand what our mission is."

Respondents viewed that the governing board members were important to mission effectiveness. If the mission statement was not supported by top leaders, it would have little or no practical impact.

"I think university's board members have to understand and accept the mission statement. They manage, and control university's operations and budget, so they have to agree with our mission statement and provide support in order that everything will run smoothly."

"We need university's top management to support academic area instead of impeding its progress."

The respondents also realized that awareness, adoption, and commitment of the faculty, administrators, and other university's personnel were important factors towards mission achievement.

"Everyone has to know because with their understanding, university's goal will be successfully reached. Everyone does his or her own duty without waiting for any

command. They do it because they know what to do and what they are

responsible for. Without enough understanding and cooperation, performance

achievement will decrease until it comes to below average standard. But if

everyone understands and realizes, all actions will be successfully implemented

and this leads to higher quality in education."

"Actually everyone is to realize and understand what mission is and to participate

and be responsible for--from executive management, to administrators, and to

faculty and officers. As I previously mentioned, everyone get involved either

directly or indirectly in quality assurance so everyone has to understand and

acknowledge what the university's missions are."

All respondents agreed that revision was possible to keep the mission statement

up-to-date, but the statement should be considerable consistent.

"Mission statement can be modified, or altered. Anyway, our original principle

remains the same. The latest version that I previously told you was recently

developed. Actually, it still contains major elements as stated before."

"The mission may be modified or revised after a few years but not too often--

yearly revision is too frequent. When the mission has been set, we all understand

and realize what it is, and follow or take action to reach the target. However, it

can be revised when time passed, because there may be a situational change."

The respondents pointed that although their university's mission statement has been

modified, it remained true to the original educational philosophy and core concept of the

university.

"The mission statement was often changed because it is organic it can be amended. However, our philosophy is still the same--focus on wisdom, international acceptance, quality and effectiveness."

"Even though it seems that our mission statement is often changed, all necessary tasks still exist, the system remains operating, and the major element is still the same."

The Uses of Mission Statements in Strategic Planning Process

The respondents gave examples of how the university mission statement was practical within the university management. The data to address this issue were also obtained from planning and evaluation documents.

The Process of Strategic Planning

According to a respondent, the importance of the mission statement to the university management was in the planning process that permitted diversification and decentralization of decision making, managerial activities, and educational operations:

"The mission statement is used in management. In planning--the responsibility is diversified and decentralized. In the past, everything was sent directly from the president's department, but from now on planning has to be created from each department. That is, department is accountable for its own planning. Additionally, instructors' tasks will be clearly specified. For example, what deans, heads of departments and faculty plan to do within one year will be shown, and everyone has to acknowledge this. So everyone knows his or her own duty from general purpose of university. They don't just wait for command or policy from the central top administrators."

The uses of the mission statement in management of the university were tackled according to its functions within the management process of planning, implementation, and evaluation.

Example of Uses

Planning. Usefulness of the mission statement was revealed through the strategic planning process of the university. As it was transcended into more feasible and measurable objectives and action plan of activities. The plan led a fulfilled implementation of the stipulated objectives.

"We apply mission for planning,...as guideline. We consider what and how to do in order to reach the goal."

"Goals and objectives have to be set in correspondence to the mission statement. Actions have to be taken in order to reach the objectives. At first, each department was asked to create action plan although there was no master plan yet. It's rather problematic - no clear direction. So, all action plans were integrated and developed into the master plan. After the master plan was set, action plans have to be revised in order to be in accordance with the master plan and university's missions. It's like we are going forward and backward."

Additionally, the respondents viewed that the management related the university mission statement to strategic planning and implementation of the university since the statement clearly defined what was the university's business and helped justify what actions the university should undertake.

"The most important factor is we have to clearly define what we really do. The mission statement must be applied into action, not just be stated as wording and

related to the strategic plan. So action will be taken in accordance with mission

statement previously set."

"Whether the mission statement affects university's strategic plan, I don't think

there will be any dilemmas. Both mission statement and the strategic plan are

going into the same direction."

Most respondents stated that the university mission statement was the basis for its

departments' mission statements. The mission of each department must be consistent and

responsive to that of the university in spite of its more specific.

"The mission of each department is to produce knowledgeable, responsible and

ethical graduates. That is, knowledge comes with ethical concerns. And this

conforms to university's mission in terms of quality of education"

One of the respondents indicated that the statement provided visions of what to do

with the students.

"Our department's mission is to provide students specific knowledge, to improve

relating knowledge, to contribute to social, economic, political development, and

to maintain community's cultural property. This department's mission conforms

to the university's mission, but it's more specific to our area of specialization."

Implementation. The respondents pointed out that university's activities included

designing an academic implementation plan, curriculum development and revision,

faculty development, and instructional assessment reflecting the institutional mission.

Adversely these activities were guided by the mission.

"There is no problem in an academic area because everything is in its place. We

just take the university mission statement as a master guide. We follow the

accepted course of actions. We know what to teach and what is beneficial for students."

Activities cited by the respondents include: curriculum development and revision.

"We try to develop curriculum and revise it as much as possible to be responsive and supportive to the university's mission."

"For example, all of our students have to be able to operate computers. Four English courses are changed to be six compulsory courses. An English proficiency test has been made, and so on."

"Most programs of study have been revised. English courses are increased from four requirement courses to six. That is, English as general education courses to be taken from first year to third year of their studies."

Teaching assessment.

"The curriculum revision plan of the university, for example, is agreed to review the existing curriculum of each program within every five years. And the other significant action is that instructors' teaching quality is to be assessed, and this is considered the strength of our university because actually there are is quite a few of teaching assessments in Thailand."

Instructional technology and improvement.

"It has been initially used in curriculum development in order to fulfill mission. General education curriculum has been modified and revised, especially English and computer. The most important thing is that we encourage our instructors to use new teaching approaches and various innovative instructional materials. And

beginning last year, our university encourages our faculty to produce their teaching portfolio to insure their teaching quality."

<u>Faculty development.</u>

"Several meetings were held and there was a master plan for all activities. As for the academic areas, the curriculum has already been developed. Besides, instructors' teaching quality also has been assessed. Each instructor has to produce his or her own portfolio. Teaching and learning structure is developed to be more concrete. At least in one year, the instructors' tasks have to be stated in order that they will improve themselves by participating in seminars or conferences. This will help increase their capacity and knowledge."

Collected documents evidenced that other planned activities such as student affairs, extracurricular activities, health services, budgeting, and human resources development were all responsive to the university's mission statement.

It was interesting to note that almost all of the respondents viewed that it was the mission statement monitoring process that gave meaning to the statement.

"The success of the mission statement depends on implementation. Let's say for education it is the teaching method."

"The point is how efficient our teaching and our educational management is. Everything is indicated in the mission statement, but actually the method or approach is the most significant. With appropriate and effective approach, the mission statement will be fulfilled."

"We can say that whether the mission will be fulfilled depends on how well management is. We can conclude that whether the mission statement is

meaningful depends on application. We have to apply it into action and in a proper way. To manage educational institutions like the university, both academic and administrative expertise is important."

The respondents indicated they consulted the mission statements or at least had it in mind when designing implementation and master plans, initiating and implementing activities as planned, and evaluating university's performance. Corresponding and supporting the mission statement was considered one of the key factors that contributed to success in both academic and administrative planning and implementation.

"The mission application is in the process. Up to now, the master plan has already been issued, and it is in accordance with mission statement. For example, what courses will be provided in the future; whether teaching and learning approach right now conforming to mission statement."

The mission statement was addressed to be useful for every concerned parties of the university.

"The mission statement is important to all related people. From university's governing board, to administrators, to faculty, to students. Everyone entering this university should understand and realize what our objectives are."

A respondent indicated that the mission statement was useful for fiscal decisions of the governing board. Decision making and planning regarding budget allocation was primarily dictated by mission statement. Financial support was required to activities or projects toward mission implementation. It determined effectiveness in reaching the target.

"I think university's board members have to understand and accept the mission statement. When defining any policy, they have to consider whether it conforms to mission statement. They control management and budget, so they have to agree with our mission statement and provide support in order that everything will go smoothly."

The mission statement was identified to be useful for all stake of the university. Administration officers, faculty, and students were among those stakes to whom the mission statement was beneficial.

"I think all stakeholders, especially students as customers gain usefulness from the university's mission. Officers and instructors also gain benefits. That is, as instructors, we are proud of ourselves providing students proper knowledge and producing them to be qualified people ready to help develop the country. So we indirectly help our country as well. As for officers, they will also be proud of themselves as the mission will be fulfilled with their support."

The respondents viewed the mission statement as a device for communicating the university's ends and means to the publics, potential students, as well as students' parents who are actually involved in student's decision making in choosing which particular university to enter.

"The mission is meaningful and important for students. Because students are our products, so we must do our best to produce qualified graduates. The other group is instructors. That is they have to improve themselves, introduce new teaching approaches and new materials so as to provide students best things. Moreover, they have to create their own portfolio for self-assessment so there will be

evidence confirming their teaching preparation. Students, themselves, should analyze and consider what to do in order to be successful. They have to adjust themselves and pay great attention to studying."

Evaluation. The university's governing board was able to use the mission statement as a measurement of criteria for the university's performance evaluation.

"It's collective responsibility to achieve our mission. As the university's governing board provides support on the proposed projects or activities, they can check how effective departments proceed against the mission statement."

Although the respondents reflected the function of the statement, they accepted that there are other factors to be considered.

"The mission is considered a commitment statement that everyone can read. In order to reach the commitment, a lot of things are still required. The mission statement is not the only criterion for assessment. It rarely provides detailed and measurable contents. We have to consider the plan as well."

The Presentation of Case 2

The following presentation of Case 2 followed the same format as that of case 1. Data drawn from both interviews and documentation were analyzed and presented. Addressing SWOT components, mission establishment, and the use of mission statement in university's strategic planning process were three major themes of the case analysis.

Addressing SWOT Components

The data to address the issue of SWOT components were obtained from interviews and the statement of university's mission that appeared in various types of printed materials, such as, the university's catalog, quality assurance guidebook, and

other university's publication materials. They were presented under the two themes of external and internal environments.

External environment. There were three themes that emerged under the issue of external environments. The interview data and documentation expressed references to the needs of external stakeholders, quality concern in education, and supervisory institution.

The needs of external stakeholders. According to the respondents, the university identified the students and the community as its target groups and of its educational provisional services.

"Our target groups are students, society and country." '
Its mission correspondingly reflected an idea of the needs of such groups to acquire certain qualifications as required for living and working in the dynamic society.

The respondents indicated that the computers and Internet connections were important to knowledge improvement and student development. They related the information technology and the necessity for the university in providing the students tools and ability to apply information.

"The computer center was also established to provide students international communication and access to information worldwide. We modify and adjust several structures to direct our mission toward higher education in the 21st century."

Some respondents additionally pointed out that university's function was to provide educational services that met the students' and community's needs. It also continually improved its ability to recognize and meet the changing needs.

"If we expect to develop in our students certain qualifications, we have to provide

a teaching and learning system that is suitable for them. We have to consider

external requirements, present situations, together with our mission and

objective."

Quality concern in education. The respondents accepted that in the past they

hardly referred to the mission statement. They worked and managed educational

institution using their sense and experience in educational management. Nevertheless,

after the university's adoption of some systems, the mission statement became an integral

part that guided quality management in the university.

"Our University's philosophy and mission are stipulated in the quality assurance

manual and the QA assessment report."

The respondents identified three quality systems, which their university had adopted, as

means to the mission accomplishment.

"Now there are three quality systems used in our university, 1) Quality assurance

based on nine indicators as introduced by the Ministry of University Affairs, 2)

The Five "S's" (Seiri, Seiton, Seiso, Seiketsu, and Shitsuke) for administrative

and clerical works, and 3) ISO 9002 for service work. These three systems lead to

the goal as stated in the mission."

Additionally, respondents stated that the adoption of the QA system caused the

need for reviewing and revision of the existing mission statement if the university as well

as the departments wanted to use it for guidance in the processes of planning,

implementation, and evaluation.

"In 1999, quality assurance was introduced. The mission is the first factor
indicator to assure university's quality in its planning implementation, and
evaluation. So the statement was revised to be much clearer."

Some respondents stated that the mission statement played a key role in evaluating the
quality of the university.

"Let's look at the quality assurance system. This system has an investigation
mechanism checking whether you can proceed as the mission statement stated. Is
there any evidence to confirm that your action is in accordance with the mission
statement?"

The supervisory institution. The respondents indicated that the mission statement
articulated the concept of what the university should be doing. It neatly addressed each of
MUA suggested four missions of higher education institution and its concerns of the
quality system.

"Our university's mission statement, as incorporated in the quality assurance
manual, includes four major missions as speculated by the MUA:

1. To produce knowledgeable, moral and responsible graduates who are ready to
   serve society and able to cope with difficulties in real situation.

2. To develop the university's potential in doing research and servicing
   community and society.

3. To provide community and society academic knowledge such as short-term
   training courses.

4. To support arts and cultural maintenance. The biggest arts and cultural center
   in this region is situated in our university."

Evidences from documents as well as interviews, indicate that the Ministry of University Affairs provides basic policies for the university. The university's mission, objective, and curriculum, respectively, should conform to those national higher educational policies.

"The committee, comprising vice-president and some administrators, have a responsibility to design university's curriculum with specific objectives that comply to the university missions as dictated by the Ministry of University Affairs."

"The curriculum, then, was submitted to the university governing board and further sent to the Ministry of University Affairs for official approval."

Besides, the Ministry of University Affairs, the respondents indicated that the outside stakeholders who provided consideration and had authorized to approve the operations of the university regarding its resources and facilities, mission setting, and accrediting programs of study included:

"From employers, Ministry of University Affairs, to related occupational or professional associations. Everyone participated, discussed, and discovered consensus until the result was reached."

"Our curriculum has to be acceptable to related occupational and professional associations. We have to adjust our curriculum whenever there is a modification in the association."

Internal Environment. The internal factors that the university observed and reflected in its missions include the university's position, structure, culture and values. The university's determination of its contribution was revealed in terms of academic, social, and international contribution.

Position. The evidences express that the university has its mission statement to describe what the university does and how it intends to behave. The respondents indicated that it was the intention of the university's founder to contribute her assets to the benefits of human resource development of the country.

> "The founder devoted this land to be educational institute for human resources
>
> development of the country. Then, the college was founded and finally developed
>
> to be university."

As a university, the school has some details that give it a distinctive personality making it different from other types of educational institutions. One respondent stated that the university had certain responsibilities to the students and the community and that the mission statement reflects these responsibilities. Consequently, these constituted its mission statement.

> "In the transforming status of a college becoming a university, tasks increase as
>
> well as activities and responsibilities. It is more than producing graduates. As
>
> colleges, the institution aims at teaching students to be technicians or foremen, but
>
> as a university it's different. Curriculum has to be revised."

The respondents presented that the administrators' viewpoint towards the university's positioning and self-perception reflected its mission and behavior of giving warm attention and providing a good environment for the students.

"We consider our university 'small and beautiful,' and we try to use slogan 'we care' and this wording is acceptable to students and their parents. We consider all students equal and do our best to support them. Our intention is that every student successfully graduates from our university."

Structure. The respondents indicated that the structure is designed to support consistently the university mission statement. The management uses the mission statement to identify organizational major functions and structures.

"We designed a structure and established functional units to be in charge of each role and task that the university had to undertake to be in compliance with the mission statement."

They pointed out the need to make some changes in the university's structure when its mission changed.

"We have to modify management structure in order to conform to added missions and responsibility."

Such functional units, such as research center, language center, and computer center were founded to be in charge of specific functions to direct education towards mission achievement. They also reflected the university's emphasis on research, foreign languages, technology, and international concerns.

"The research center was established for research cooperation, language center in hopes of developing language competency. There are several activities such as free-of charge training, language clinic, English-Thai translation counselors, Japanese and English camps."

Culture and values. It was expressed that the value held by the university's mission was referred back to the founder's initial intention for land use.

"Her intention was that the land should be beneficially used for public and society. Everyone here values the founder's donations and good intention. We are delighted to assume our responsibilities to support her mission."

The respondents indicated that the university inherited the founder's value and culture of merit-making and good intentions of contributing to society and eventually included them in its mission statement.

"Actually, the mission was defined at the time when the university was founded, in 1973. The original mission stated by the land-donor was that she contributed her land for the public's benefit of human resource development of the country. Eventually, it was realized that founding an educational institution was one of the appropriate choices."

Most respondents pointed out that the university's mission was derived from the fundamental objectives of the university's founder and reflected background of the university.

"I have to say that the mission of our university is the intention of the founder. She had a strong belief that the land in her procession must be used in beneficial ways for the community. So it's the mission for land usage and the university mission is in reference to the background of university establishment."

The university's focus on four educational missions: teaching, researching, social service, and national heritage and culture reservation led to human resource development and quality education.

"We have to produce graduate and academic knowledge, undertake researches, further development, and provide academic services to the public. Furthermore, we have to develop our human resources, improve environment, and preserve Thai arts and culture."

The respondents indicated that their university mission statement reflects the university, what duty it assumes to do, how important it is, and what it intends to be in the future.

"We see that a university is a vast source of knowledge--a place for graduate production and a place for public academic service"

"Our university is not a big one, but we consider our university 'small and beautiful.' We try to keep the existing resources in good condition and try to revise the existing curriculum and initiate new academic programs to meet publics needs."

"Our slogan is 'small and good' and 'Thai ethic with international standard.' We will not expand our university by its size, but we'd rather emphasize quality."

One of the respondents referred to the university president's message that identified some basic concepts that the university desired to cultivate within students.

"According to the president, there are three concepts of our university: search, pay attention, and understand. Students studying here have to search for knowledge, pay attention to studying both in class and outside, understand and apply their knowledge to work."

From the obtained data the university's mission statement expresses its commitment in terms of academic, social, and international contribution dimensions.

Academic contribution dimension. The respondents stated that academic missions of the university related mainly to its functions of teaching and researching. On the other hand, serving society and preserving national culture are other important functions of the university.

"We focus on the development of education, knowledge provision, and serving society. They are general missions that each educational institution will disseminate. Details may be a bit different but the principle is the same. As a university, we have to produce qualified graduates, and put an emphasis on research development, its culture and art preservation."

The respondents stated that applicability and ethical and moral concerns were required matters to be included in the academic and professional knowledge taught.

"Academic issue is the content that should be counted as the university's mission. Academic knowledge that can be applied, ethic and morality as well, are the other important points. These items are major content."

Social contribution dimension. The university improves society in general and the communities where it was located in particular. It has an obligation to ensure that it had produces high quality educational services for the society.

"Besides, we give services to the public, create good relationships, provide public knowledge in terms of short-term training courses, provide free of charge engineering and business information, help the public in legal knowledge. Everything we do, we try to increase our existing resources effectively."

The respondents cited a number of activities that the university has initiated and conducted for public social benefits.

"In case there is a crisis in society, the university can provide help and academic suggestion. We have to provide the public with opinion, critique, or suggestion to a certain extent. For example, international relationships, economic research, for this is the common mission of any university."

International dimension. The respondents pointed out that the university appeals to an international standard and acceptance, and globalization as its mission and included that concern in its mission statement.

"Our concern is academic quality with an international standard. Our students have to be knowledgeable and be able to communicate with other people, survive in a global community, and to be self-employable."

"Ultimately, we expect to produce good qualified graduates with an international standard and advanced knowledge."

<p align="center">Mission Establishment</p>

The data to address this issue were obtained from interviews and documentation that included the university catalog, on-line information of the university provided for the public, and a quality assurance guidebook.

The respondents pointed out some characteristics of the mission statement. It is neither time-specific nor quantified. The rationale they gave was that specific quantified goals are more appropriate for an implementation or strategic plan, not the mission statement.

"Actually, our mission is boundless. We do not limit its end point. It is set in

terms of quality will not be completed, but will be indefinitely developed

depending on our personnel and our capacity. It can be infinitely awarded.

Anyway, the mission setting in terms of quantitative goal being referred to as our

objective may be completed when it reaches the target. But it will be later

modified to reach the higher target, and it will be considered a new mission."

According to the respondent, the university's mission statement was a statement

expressing institutional goals and ideology.

"The most important content that should be included in mission statement is the

university's goal and ideology."

The important feature was that the statement's clarity and inspiring quality.

"We don't need to worry about the process because if mission is clear and

provides inspirations, process can go smoothly."

Missions of the University

Founder's intention. The respondents, in correspondence about the mission

documents, revealed that the mission statement of the university incorporated an

expression of the founder's intention for land usage in the way that yielded most benefits

to the community and the country.

"The mission of our university is the intention of the founder. She has a strong

intention that the land in her procession must be used in beneficial way to the

community. So it's the mission for land usage and the university mission is in

reference to the background of university establishment"

Concern on academic and social benefits. As a higher educational institution, the university operates for both academic and social benefits.

"We focus on the development of education. The educational institute is the place for knowledge provision and serving society. This is the general mission which each educational institution will disseminate."

Concern on ability of the graduates. For this case, the studied university paid relatively more attention to the market ability of the graduates, and the provisions of services for public social benefits.

"As a university, we have to produce qualified graduates, and may put an emphasis on research development as well as culture and arts. Details may be a little bit different but the principle is the same."

"The most important one of all is to produce qualified graduates."

"According to the university's mission, it is said that we will produce graduates who can improve themselves, have self-confidence, and can work independently. To accomplish this, we will provide many courses that allow students to do fieldwork or be trainees, so that they will be confident enough in working. Besides, we provide them independent study so that they can search for information via Internet or from the library."

Establishment Process

Consideration of appropriate characteristics of the mission statement was cited as a very first and important step of the mission establishment process as well as the need for mission review and revision.

"First and essentially, we have to consider whether the mission previously set is

clear enough to provide principle guidance. Second, is it in accordance with what

we want our university to be? For this university, the answer is 'yes'."

All respondents told the same story for the university's mission statement was

gradually developed and modified as time passed and situations changed.

"At first, the mission was still communicated only among top management. After

that, the college changed to a university, and so did our educational mission."

There were some statements that seemed to function alike. They eventually

caused confusion as to what was the formal mission statement of the university.

Additionally, the respondents mentioned modification of the mission statement.

However, they expressed that they were uncertain about the process to go about writing

and evaluating the mission statement. The university did not have a systematic method

for developing and evaluating it.

"It has been modified from time to time. Anyway, the process is not quite clear.

We can obviously see change, though."

Some respondents claimed that the mission process went through several modifying

steps, from the very first stage of institutional founding until the present.

"The mission was defined when the university was founded, and it has been

adjusted occasionally."

The respondents mentioned that statement of the university's missions was developed

when the institution transformed its status from college to university. They noted that it

has evolved as the situation has evolved.

"Firstly, our university was founded as a college, and changed to a university in 1988. So at that time, we had to review and revise the mission statement to be in accordance with that of the new university status. After that, it were developed again until the mission statement and implementation plan was officially made and announced to the public in 1998."

The respondents identified the effort to develop a mission statement of each faculty or school and department they had experiences rather than that of the university they felt they were not involved. The committee that participated in the process comprised the dean, head of department and some representatives from each department.

"The missions and policies went down to all departments but still were limited to such related persons as deans and faculty who are representatives from each department. Anyway, it's decentralization to a certain extent."

Both documentation and interview data show that the mission statement was highlighted in the introduction of the university assessment report presented to both internal and external QA committees and was emphasized in the faculty meeting and student orientation.

"It is launched in a web site of quality assurance division, planning and academic center. Furthermore, we incorporated it in the quality assurance manual that was publicly distributed. And we also presented it in an annual faculty meeting as well as printed it in the annual operating report of the university operating."

A copy of the statement was found in the university's catalog, and brochures distributed to the university's personnel, faculty, students, and prospects. The mission statement was displayed in the meeting rooms, on the university's news board, and on the Web page.

"We discussed it among management committees. It's an internal process. Then the mission was distributed. The plan was implemented. All related people in each department were assigned to proceed or take actions. As for students, they can realize this from public relations board, internal radio broadcast, newsletter, brochure, student's guidebook, and so on. Even the Ministry of University Affairs helps us introduce this to students."

"It is incorporated in each department's catalog, or you can access the university web site to find it."

"We already announced our university mission statement to the public via the Internet. In addition to publishing it on the Internet, published printings, brochures, pamphlets, academic exhibition, and seminars are also used."

The purpose of mission communication was that the statement be exposed to as many people as possible both inside and outside the university.

"As for annual report, the target group is the university governing board and other constituencies. Second, it is publicized in the quality assurance manual so that all stakeholders, for example committees, external and internal auditors, educational standardized committees, will realize what it is. Third, we also state it in the pamphlet because we want students and their parents to know what our mission is. So we can say that our students and our prospective students are also the target group."

Finally, the respondents suggested every concerned group view the mission statement as a compelling mission rather than a mere statement.

"However, our university put an emphasis on what is considered our own strength. It is not competition but cooperation. We have to teach our students to know how to think analytically, and how to apply and use information as a tool that leads to success in career and life."

The Uses of Mission Statement in Strategic Planning Process

The data to address the issue of uses of the mission statement in strategic planning process were obtained from interviews with university administrators, and planning and evaluation documents.

The Process of Strategic Planning

The respondents indicated that not everyone recognized the value of the mission statement. Nevertheless, those at the managerial levels had ever used it as a tool to guide the university's strategic planning effort, to evaluate programs, and to assess the policies and practices of the university.

"The Planning and Academic Division is responsible for initiating and developing plans, operating and following up activities in the university. That is, the plan is made based on missions and policies from the president, and the administrative and academic committees. Members of those two committees comprise deans, directors, and other qualified administrators. All strategic plans are created by these two committees."

The respondents indicated that they used the mission statement as a baseline for mapping their strategic plans. They used it to identify goals, create plans, design strategic approaches, specific activities and responsibilities and to reach the university's strategic objectives.

"The mission statement can be broken down into an objective. The objective has to conform to the university's mission."

"We have set our objectives and considered how our mission statement underscores student development....We consider that the planned activities are consistent to external requirements and present situations."

The respondents indicated that university mission was the master plan for every department to follow. But the missions of the department were more specific to their fields of specialization.

"And every department looked at the university mission when setting its objectives in a more specific way. Each department's mission focuses on educational provision in detail."

"We can say, but to different degrees, that each department's mission focuses on educational provision in detail."

"The mission statement is the foundation for curriculum development and all educational activities."

"We can conclude that we have to set our objectives and consider our mission statement."

Examples of Uses

Planning and management. The respondents indicated that they used common sense and the mission statement as a guideline for actual implementations and day-to-day operation. They stated that it was an important tool for strategic planning, and they described some activities of how the mission statement played a practical role in planning and management processes of the university.

"In managerial tasks, we have to explain and persuade our instructors to do their best to fulfill organizational goals. We have to cultivate them to love and devote themselves for the organization. This is not easy at all. The most important obstruction is an incentive. Actually, their salary is rather low, so they pay much attention to overtime payment to increase their income."

The respondents complained that personnel problems, such as lack of morale and incentives, their static culture, perception, and attitudes, are important obstacles to mission fulfillment.

"Personnel selection is another important point. Those who are experts in management or academic areas often overlook our university. Moreover, organizational culture it is difficult to change. Mainly, people are opposed to change. As I mentioned before, our university was developed from a college, so personnel had to adjust themselves in terms of quality. We can see that personnel problems are important obstructions."

Implementation. The respondents gave examples of the university's implementation that revealed how the university turned its mission statement into a practical statement.

"All those people have to take actions in accordance with the stated mission statement, such as teaching and learning management, educational plan and development. Everyone has to give hands and corporation in order to reach the goal."

Student development.

"We expect to develop in our students proper qualifications. We have set our objectives and considered how our mission statement underscores student development. We have provided teaching and learning systems that are relevance to the mission and is suitable for the students."

Social services.

"All activities are to be in accordance with objectives and university's mission. Introducing new technology to the public, recommending local people to extract bio-diesel oil from local plants providing public language training course, give free of legal information to public, these activities and operations will achieve mission fulfillment."

Structure and curriculum design. The respondents pointed out that the university's structure and curriculum were all related to the university's mission.

"At that time when the mission was revised, our tasks increased. Several structures were modified in order to be ready for the expansion, and diversification; therefore, curriculum had to be revised or developed."

"Each year, activities will be specified. Probably we will have to discuss with the Director of Student Affairs center. For example, there may be anti-drug sports, good relationship sports. In academic areas, curriculum has to be revised every three years or whenever it is out-of-date."

Institution's advertising. The respondents indicated that the mission statement was also used for the purpose of institutional advertising and public relations, when prospective students and employees were the target groups.

"As for people outside the university, if they want to become personnel here, they have to understand what our mission statement is. Students themselves don't know exactly what the mission is. But they may unconsciously realize it because it is reflected in teaching and learning behaviors. Actually, the objective of any course comes from the mission, and it may be a factor for their selection of a program or university."

Evaluation. The implementation plan, activities held in the range of the university, and outcome assessments of the university can be used to evaluate the university's mission accomplishment. They reflect how practical the mission statement is, and whether the plans and activities implemented are in congruence. However, the respondents observed that the evaluation is not widely monitored within the university. Only certain areas get assessed.

"Until now, there has been no survey whether mission and philosophy relate to students' decision to study here. As far as I know, most students coming here obtain information from present students, friends, and alumni, so I think mission and philosophy acknowledgement may not be the most important factor to their entrance decision. Perhaps, it is because our tuition fee is quite low compared to other private universities."

"We cannot say now whether the mission statement is effective or not because there is not any mission-evaluation yet. Anyway in the near future everything will be settled. Basically, we do some self-assessment and we found that it's okay. We need assessment from the outside, though."

"In our university, there are several types of evaluations to find out whether

actions conform to the goal. Evaluation by students, internal evaluation, survey

and evaluation research. So evaluation is important. The conclusions reached

from evaluations could be used for further amendment."

The respondents indicated that the public gets something from the university's mission

and it can use the statement it as a key performance indicator.

"Everyone in the university. First, all related people--from executive

management, instructors to officers--will realize and understand what the

expected goal is. Second, students and public will know what they will gain from

our university. We can say that students gain most usefulness from the mission we

set. Actually, whether it is successful or not will be revealed by the evaluation

result. Until now, we have no official assessment."

Findings

The SWOT and strategic planning process models provide an appropriate and

underneath frameworks for critically analysis of the university mission statements of both

case studies. The analyzed issues are the internal and external environments, the

establishment process, and the strategic planning process. As shown in Table 5, most

identified components are identical. Some differences are only in minor detail. The

findings are described inclusively without any separation into case 1 and case 2 although

there are tables presenting summarized findings of each separate case standing side-by-

side. It is for a referral purpose, without any intention of making a comparison and/or

contrast between them.

Table 5

Analysis Framework

Frameworks	Case 1	Case 2
SWOT Components		
• External environment	Knowledge-based society Quality concern in education The supervisory institution	The needs of external stakeholders concern in education The supervisory institution
• Internal environment	Position Culture and values Resources: Skills and capabilities Contribution	Position Structure Culture and values Contribution
Mission establishment		
• Missions of the university	Philosophy Founding objective For personal, and social benefits	Founder's intention Background of university establishment For academic and social benefits
• The establishment process	1) Composition, 2) Announcement, 3) Communication, 4) Feedback	1) Composition, 2) Announcement, 3) Communication, 4) Feedback
Strategic planning process	1) Feasible and measurable objectives, 2) Planning, 3) Implementation, 4) Evaluation	1) Identify goals, 2) Create plans, 3) Design strategic approach, activities, and responsibilities, 4) Evaluation

The Influences of Internal and External Environments

The external and internal environments of the universities (see Table 6) determine the elements that composed the university mission statements or even influenced their choosing particular wording components. Certain external forces affect the universities' articulation of their missions, and vise versa the missions conform to environments.

Table 6

Addressing SWOT Components

SWOT Components	Case 1	Case 2
External environment	Knowledge-based society • Lifelong learning • Quality and effectiveness in education • Information technology • English and computer literacy Quality concern in education -Quality Assurance (QA) -ISO 9002 The supervisory institution • Ministry of University Affairs	The needs of external stakeholders • Responsiveness to students and community's needs • Computer and Internet connection Quality concern in education • Quality Assurance (QA) • 5S's • ISO 9002 The supervisory institution • Ministry of University Affairs, Related professional associations
Internal environment	Position • Privately-owned Culture and values • Belief in essence and value of wisdom • Stick to original philosophy • Four missions of the university Resources: Skills and capabilities • Reflection of resources, competency, and potential Contributions: academic, social and international contributions	Position • Private university operated as a foundation • 'Small and beautiful' institution Structure • Functional centers response to each of university's missions Culture and values • Founder's initial intention • Emphasize merit-making and social contributions Contributions: academic, social and international contributions

The external environments that affect the university's affairs are the needs of

external stakeholders, a knowledge-based society, a quality of education, and a

supervisory institution. The university identified that it is operated within the modern

knowledge-based society where the stakeholders' needs are in education, lifelong

learning, and quality and effectiveness in education. These components are considered

necessities for cultivating students' proper qualifications. Both cases realize the importance of information and communication technology in that it exercises dramatic impacts on the knowledge-based society where the university is located. The universities are committed to serve their students' needs for computer technology, worldwide access to information, and English language proficiency. The function of developing ability to apply and adapt learned knowledge is emphasized.

Having a mission statement is not required by educational law, but it is considered important to modern university management and to the approach toward quality management. Both cases address that the quality systems lead to institution-wide involvement and awareness of having the university's mission statement that worked. Under the quality systems, the criterion that every function and activity within the university are planned and implemented in correspondence to institutional mission statements aims at evaluating effectiveness of the university's operations.

Although the studied universities are private ones, they are not completely self-governing. To certain extent, they adhere to the national educational policies, pursue national higher educational policies, and operate under supervision of Ministry of University Affairs (MUA). The principle missions for universities, as stipulated by the MUA, provide fundamental concepts for the university mission statements.

The internal conditions that the universities adhere and reflect in their missions include the university's position, structure, culture, values, and skills and capacities. These factors affect the ways in which the university determines its contribution and implementation directions. The university's contributions are in academic, social, and international dimensions, which the university mission statement expresses.

The university's position and business as a higher education provider is generally perceived. Its privately-owned status affects its direction as is designated by the governing board. Therefore, the owners take important roles in decision making and policies establishment. The historical and originally chartered philosophy of the university that addresses the essence and worthiness of wisdom is a grounded concept presented in the university mission statement. The university's fundamental functions of educating the citizens, researching for knowledge development, serving the society, and preserving national heritages, are other elements inclusively and generally articulated in the statement. The university pronouncing its commitment to knowledge and skills provision services, and cultivating ethics and social concerns for the students are also found in the mission statement.

The mission statement expresses expectations for the future. Specifically, that the university will be a highly accepted institution in the academic industry, to be an expert in the most divergent fields, and to be responsive to current needs of information technology and English language literacy. Their missions reflect their intention, resources, competencies, potential, and strength. These factors will support the universities operations in reaching goals and academic, social, and international contribution missions toward human resource development for the country and the world.

The sense of missions had been formerly developed at the time when the university was established. Previously, administrators, faculty, and students used to perceive that the university's philosophy and its missions were the same things. The university's missions were not widely realized. The underlying reason was that the

mission and policy articulation was considered the responsibility of the top management. It was rarely communicated downward.

Presently, the university mission statement is widely recognized. It is believed to contain all necessary elements that higher education institution should have. The most frequently identified element is the addressing of the university's functions for both the students' personal and public's social benefits. The emphasis on quality is referred to as an ultimate element in the present conditions.

The Mission Establishment Process

The university members' contribution in the processes of crafting and reviewing mission statements is claimed to be as limited. Most of them did not have direct experience in the initial development process. The mission statement development is perceived as an internal top management activity.

The suggestion is that institution-wide involvement and communication are important for mission commitment and successful mission statements. A conceptual principle of the mission statement development prescribes that the process (as shown in Table 7) comprises composition, announcement, communication, and feedback activities with the involvement of the president, vice-presidents, deans, heads of departments, and other stakeholders. The process needs support from top leaders if practical impact of the mission statement is expected.

Table 7

Mission Establishment

Mission establishment	Case 1	Case 2

Missions of the university	1. Philosophy; Founding objective 2. Concerns: • Quality and effectiveness • International standardized • Applicability and adaptability of knowledge	1. Founder's intention; Background of university establishment 2. Concerns: • Academic and social benefits . • Ability to work, and self-employment
The establishment process	1. The process: 1) Composition, 2) Announcement, 3) Communication, 4) Feedback 2. Characteristics • Leader initiation and monitoring • More involvement from every concerned party • Support from leaders • Mission awareness, commitment, and implementation	1. The process: 1) Composition, 2) Announcement, 3) Communication, 4) Feedback 2. Characteristics • Unclear and lack of systematic process • Evolution of the mission statement • Management's task, and part of QA system • Need widely involvement and communication

The mission communication channels include publishing the statement in university's web site, introducing it at campus-wide meetings and having it printed on the student guidebook and other university's publications. The purpose is to build the impact of mission awareness, adoption, and commitment among the faculty, administrators, personnel, students, and other related groups. It is possible and important to keep the mission statement up-to-date, but the statement should be considerable consistent and remain true to the original educational philosophy and the core concept of the university.

The Uses of Mission Statement in University Management

The mission statement assumes important functions within the university strategic management process of planning, implementation, and evaluation (see Table 8). The clearly defined statement of what business the university is in helps justifying what actions the university should undertake. Therefore, as the statement is transcended into more feasible and measurable objectives, the action plan of activities can be designed and implemented to fulfill the stipulated objectives. The university mission statement is the basis for writing more specific missions of the departments. Each department's mission statement must be consistent and responsive to that of the university.

The university's activities include designing academic implementation plan; curriculum development and revision, faculty development, and instructional assessment reflect the institutional mission. The mission statement guides these activities. The mission monitoring process gives meanings to the statement. The administrators have the mission statement in mind when designing implementation and master plans, initiating and implementing activities as planned, and evaluating university's performance. Corresponding and supporting the mission statement is considered one of the key factors that contributed to success in both academic and administrative planning and implementation.

Table 8

Strategic Planning Process

	Case 1	Case 2
Strategic planning process	Process	Process
	1) Feasible and measurable objectives	1) Identify goals
	2) Planning	2) Create plans
	3) Implementation	3) Design strategic approach, activities, and responsibilities
	4) Evaluation	4) Evaluation
	Areas of addressed activities	Areas of addressed activities
	• Basis for departments' missions	• Use as master plan for departments to follow
	• Designing academic implementation plan	• As guidelines for actual implementations and day-to-day operation
	• Curriculum development and revision	
	• Human resource development: faculty, officers, students	• Structure and curriculum design
	• Instructional development	• Student development
	• Budgeting	• Institution's advertising
	• Institution's publicity	• Outcome assessment
	• Performance evaluation	

The mission statement is useful for every concerned parties of the university. Administration, officers, faculty, and students are among those stakeholders to whom the mission statement is beneficial. It is a device for communicating university's objectives and methods to the public, potential students, as well as parents who are actually involved in their children's decision making in choosing a particular university in which to enter. It provides a basis for fiscal decisions of the governing board. Making decisions and planning regarding budget allocation. The board members could consult the mission

statement. They also use the mission statement as measurement criteria for in university's performance evaluation.

Summary

This chapter presented two-case analysis of universities' mission statements and applied the model techniques of the SWOT analysis and strategic planning process. The case presentations and findings addressed the contents of the mission statements, the mission establishment process, and the uses of the statements through the institutional strategic planning process.

The analysis revealed that the nature of the universities as higher educational institutions implied a broad and comprehensive mission. The elements of universities' mission statements, including such internal factors as the universities educational philosophies, their historical backgrounds, values and culture, and the functions of knowledge provision were reflected by the respondents as well as the documentation data. It was found that the universities' missions addressed the external environments of a knowledge-based society, the needs of external stakeholders, quality assurance in higher education, and the supervisory institution. However, the respondents indicated a desire for certain mission statement characteristics such as clarity, conciseness, uniqueness, and a balance between generality and specificity.

In considering the universities' mission statements in relation to the strategic planning process, it was found that the universities' affairs were generally bound by the missions and policies generated by the universities' owners and/or founders. The roles and responsibilities of the universities in developing human resources by fulfilling four missions of teaching, researching, social servicing, and preserving national heritages with

their concerns in quality were to be included in the universities' mission statements since they were considered constitutional requirement for Thai universities.

The established process of the university mission statement was indicated. It ranged from initiation, composition, announcement and communication, to implementation. The process described was to request comments from the committee, to make necessary changes, to request comments on the modified version, and to make more changes. As the consensus was obtained, regarding appropriateness of the statement for the university, the statement was finally approved by the university president and the governing board. The process allowed the statement to be exposed to as many people as possible and to get as many people to be involved in the mission establishment process to achieve mission awareness and acceptance.

The roles and functions of the university mission statement within the university strategic planning, addressing the areas of personnel and faculty development, educational administration function such as program offering, and curriculum design and revision, academic function, and financial planning function of budget allocations, marketing function, publicity and customer attraction.

CHAPTER V

Summary, Discussion, of Research Questions

And Recommendations

<u>Summary of the Study</u>

The study was an analysis of the universities' mission statements, with the use

of SWOT and strategic planning models. The research was undertaken to determine

the elements the statement contained and to discover the process of mission

establishment, how practical the mission statement was within the context of

university management, and what roles and functions it assumed in relation to the

strategic planning process.

The study focused on the cases of two private universities in the metropolitan

area of Thailand. It presented an analysis of the universities' mission statements. The

SWOT analysis and strategic planning process were used as theoretical frameworks

for data analysis and formatting of case study presentations. The study looked at the

missions of the universities through the lenses of the universities' management.

Interviews with administrators at different organizational levels, from top

management to middle and lower managers, were primary data source for the study.

Documentation, including documents that contained the mission statements, planning

documents, and assessment reports, provided additional evidences of what the

universities have undertaken in corresponding to their missions.

The analysis results reveal that the distinctive nature of the universities is

identified in their broad and comprehensive statements of mission. The universities'

educational philosophy, historical background, value, culture, perceived position,

structure, roles and responsibilities are internal factors that affect their institutional

missions. In scanning the external environments, it was found that the concept of a

knowledge-based society, the needs of external stakeholders, quality concerns in higher education, and the supervisory institution influence management decision for adoption of certain elements when composing their mission statements, and implementing the missions. These analytical results reflect that the university can use the strategic thinking of SWOT analysis when developing the mission statement if it want a meaningful and workable mission statement.

The characteristics accepted as necessary factors for a good mission statement are clarity, conciseness, uniqueness, and a balance between generality and specificity. These qualifications feature the mission statements to be of effective use in the strategic planning process of the universities. The activities, as planned for the fulfillment of the mission statements, exit in every function including teaching, researching, social servicing, and national heritage preserving. They cover all aspects and areas of the university management, such as personnel and faculty development, program offering and curriculum design and revision, financial planning and budget allocations, and marketing of the universities.

The mission implementation follows the strategic planning process of translating the mission statement into measurable and practical objectives, designing plan of actions, implementing according to the plan, and evaluating if and how the objectives are effectively met. The mission statement as a part of an integrated whole of university management is explicitly observed. The study confirms that the university mission statement is a strategic tool in the planning process and management of the university. It serves as the major theme for institutional planing, implementation, and evaluation.

What emerges during the analysis of the data, the exploration of the mission statements' elements and the uses of them in the university management, is the

process of mission establishment. The process starting from concept accumulation,
mission statement composition, announcement, and feedback activities. At every
stage of the development process, communication and involvement of every
concerned party is an important factor in achieving mission commitment and effective
implementation.

Discussion of Research Questions

This research project applies the SWOT analysis and strategic planning
process models as frameworks to analyze the university mission statements. The
ultimate purpose is to obtain results and findings that can give answers to these four
research questions:

1. What are the important elements for the universities' mission statements?

2. Why do the universities verify such elements in their mission statement?

3. How mission statements help or hinder the management of universities,
especially in the strategic planning process?

4. What roles and functions do mission statements within the context of
private universities serve?

The following section provides answers and discussion in accordance with the
research questions. They are presented in order of the question number.

Question 1. What are the important elements of the universities' mission
statements?

It is important to note that both studied sites had one or more statements that
reflected their missions. They had a "philosophy" which provided the principle
concept for the mission statements' composition. The institutional founding
"objectives," the "quality policy" of the universities, and the "missions" of each
academic faculty and department explicitly represented and supported the

universities' missions, especially those of teaching, research, social services, and national heritage preservation focuses.

The studied cases, as analyzed by the SWOT analysis technique, make overt identification of important elements of the universities' mission statements. It reveals the internal factors including the university's educational philosophy, their historical background, and their function of knowledge provision, with regards to the university's capability, its perceived value, and its culture that reflect the mission components. The study expresses that the universities' missions address the influences of external conditions. Knowledge-based society, the needs of external stakeholder, quality assurance in higher education, and the supervisory institution are mentioned as the challenges the universities have confronted and responded.

As the analyzed data indicates, an institution's history, traditional self-concept, and an intuition of the founder have significant influences on messaging the mission statements. The universities' vision toward quality in educational services, and their contributions to academic, social, technological, and international benefits are the unique qualities reflected in their statements of missions and their mission implementation.

The ultimate element that the universities in Thailand are obliged to attain is the mission to develop human resources by fulfilling four missions of teaching, researching, social servicing, and preserving national heritages with their concerns in quality. The studied sites as private universities in Thailand, adopted the role and responsibility to fulfill such missions and incorporated it into their mission statements since they perceived that it helped qualify the institutions as universities.

Question 2. Why do the universities verify such elements in their mission statement?

The case expresses that the university's missions are determined by a consideration of the university's history, resources, distinct competencies, and environmental constraints. The scanning of internal and external conditions at which the universities and their mission statements have addressed, thus, reveal that verification of certain elements in the mission statements is in accordance with the universities' competencies and the influences of external environments.

The composition and interpretation of a university's mission statement, as well as its implication are more or less affected by on-going social, economic, and cultural forces as well as the advancement of information technology and globalization. Society, employers, and professional and academic accreditation agencies anticipate much from university graduates that they should acquired qualifications consistent with market requirements. The graduates expected to possess internationally recognized qualifications. The government authorities as supervisory institutions and the related professional associations exercised essential influence on the universities' missions and implementation. At the other end, the internal environments included the university's perceived position, capacities, resources and skills, values, and culture were the factors that acquired major concerns for mission development.

The study, however, revealed that the nature of the university implied a broad and comprehensive mission. The research result has confirmed a desire for clarity and a balance between generic and specific mission statements. Different levels of organizational operation required a different degree of mission statements' specificity. The university's mission statements have to be general, broad, and encompassing enough to include all of the schools' tasks and responsibilities and not to block the

institutions to gain benefit from new opportunity. Yet the mission statements of departments should be more specific enough to provide a clear picture of what is to be done and to express their specialization in particular fields.

Questions 3. How do mission statements help or hinder the management of universities, especially in the strategic planning process?

From this study's section reviewing of mission establishment, it was found that the management style of the universities is reflected. Participatory and involvement of organizational members in the university management are discovered throughout the establishment process, ranging from initiation, composition, announcement, and implementation. The top management requests comments from the committee, expresses their willingness to make changes according to the obtained comments and suggestions, and seeks consensus agreement on the contents and wording of the statement.

The process allows the statement to be exposed to as many people as possible gets as many people as possible involved in the mission establishment process to achieve mission awareness and acceptance, and implies two-way communication in the universities. Presidential leadership is considered the critical element in the mission development and application processes.

With regards to the uses of the mission statements in the strategic planning process of the universities, the cases revealed that the statements are one of the core component that the administrators should take into account when setting goals and specific objectives by which performance can be measured, designing plan of actions to achieve the objectives, and asserting the criteria for the evaluation process.

Question 4. What roles and functions do mission statements within the context of private universities serve?

The study reveals that the university mission statement is reflected as a statement about the type of services the university wishes to provide, the specific objectives and needs to be fulfilled, and the means or technologies by which it fullfills these needs. Establishing a mission statement enables the university to realize the focus of its business and also to identify its environmental constratints. Accordingly, the university mission statement has appeared to assume an important function as a tool for guiding and navigating the university management, especially in strategic planning processes, implementation, and evaluation activities. The roles and functions of the university mission statement within the university strategic planning are in determining and prioritizing core activities in such areas as personnel and faculty development, educational administration function of program offering, and curriculum design and revision, academic function, and financial planning function of budget allocations, marketing function, publicity and customer attraction.

An identification of the mission implementations by the administrators allows the researcher to gain an insight on their viewpoint toward the university mission statements' functions. The statements let the university's personnel, both academic and administrative, and the students, know what is expected of them, thereby increasing the likelihood that missions will be implemented successfully. The mission statements of private universities, however, were viewed as the university's owners' intention-bounded.

The study has supported the concept of strategic management in that the strategic planning is needed to make the mission work. The mission statements guide the universities' directions of where they want to reach and identify plans and actions

to reach the targets. Both acacemic and administrative practices establish support and encourage work toward stated goals deriving from the mission statements. Eventually, the mission statements function as a criterion for assessment of institutional performance and benchmarks for quality improvement are practical in the studied private universities. Performing the roles and functions as planned can confirm that the mission statement is vital to the university's operations, leading to its future and mission fulfillment. Additionally, the study reflects that the SWOT analysis, which employs an underlying concept of strategic thinking, is important for mission development. It helps determine the competencies of the university, clarify its purpose, and identify the current strategic situation within which the university is operated. Consequently, this step can be considered important to the selection of appropriate elements when composing a mission statement.

Generally, the study has examined the relationship between the mission statement and other management tools. The strategic thinking of SWOT analysis, for the purpose of content selection, the strategic planning process in the mission implementation, and certain management style as involvement and participation in the mission establishment process can be observed.

It can be concluded, from the discussion of the research findings and research questions, that whether the mission statement is a mere group of words or a practical driving statement depends on the mission statement's contents in relation to its environmental conditions or context, the strategic approach of the mission establishment, and its application process. However, it should be noted that the findings of this study are specifically drawn from the reflection of the administrators who represent only one group of the stakeholders in the university operations and

from different management levels of the private institutions. Therefore, transferability

would be possible but generalizability may be limited.

<div align="center">Recommendations for Future Research</div>

This study was intended to examine the mission statements for management

uses in the context of private universities. As noted there were some limitations on

this research project. It focused solely on the context of private universities in the

metropolitan area of Thailand. Accordingly, the transferability of the research

findings may be limitted to the institutions of the same or similar type of the studied

sites. After talking to the administrators in the one-on-one interviews and examining

the presentations of the analyzed data, there exerted an idea that interviewing other

stakeholder groups would provide more diverse visions and perspectives regarding the

mission statements' elements and their application. Although in the area of

corporation and organizational management, the terms "mission," "mission

statement," "vision," "strategic intent," "goal statement," and "objective" provided

slightly different implication and functions, this study made no distinction between

the "mission statement" and those other related works. The limitations of the research

suggests the need for conducting further research on such issues.

Additionally, the discussion of the study's questions suggests that further

research in this area will be benefit to administrative and academic management of

universities. The comparative study of private university mission statements and those

of public mission statements to dicover whether the type of educational institutions is

counted for the mission statement's elements and its effective uses is another

important issue recommended for further study. Another issue that deserves review is

the use of universities' mission statements for specific purposes. Whether the

universities' mission statements are practically and effectively used for either

marketing, or personnel management, or human resources, students and faculty development purposes of the institutions? Finally, the application of quantitative research design may be applied together with the qualitative one for either of the recommended studied as well as the same issue of this research.

Summary

The primary concern of this chapter is the discussion of the research questions which addressed the issues of mission statements' elements, rationales for verification of certain elements, and application of mission statement in the strategic planning process in university's management and within the context of private university. The analytical study was conducted by using the strategic thinking of SWOT analysis and the strategic planning process as a tool and framework for data analysis and the case study presentation. It was found that specific elements identified to be included in the university mission statements were knowledge searching, knowledge creation and dissemination, human resource development, academic achievement, student-oriented service provision. These components distinguished the university from others types of organizations. The university's internal and external environments had significant influences on their mission contents and practices to achieve the established mission statement. Involvement of as many stakes as possible in every step in the development process was important to mission-oriented management. The university mission statement was used as an important element in the strategic planning process. It routed the objectives and implementation plans, and provided assessment criteria for evaluation. Furthermore, the study reflected the use of SWOT analysis and the strategic planning process in the development and implementation of mission statements in the university context. The chapter finally provided recommendations for future research. It noted the need for research on what was stated as limitations of

this futures research as well as the extension of research to cover other functions within the university. The combination use of quantitative and qualitative research designs was recommended.

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APPENDIXES

APPENDIX A:

INSTITUTIONAL REVIEW BOARD APPROVAL FORM

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APPENDIX B:

FORMAL APPROVAL LETTERS

LETTER OF APPROVAL

UNIVERSITY 1

Office of the President

Ref. xxxxx
November 23, 2001

Wannarat Wattananimitkul 35 Moo 2
Petkasem Road Yaicha, Samphran
Nakhonpathom 731 10 Thailand

Subject: A Letter of Approval

Dear Ms. Wattananimitkul:

I am pleased to inform you that the university has no objection for you to undertake the research at _____University on "An Analysis of University Mission Statements".

It is our intention to facilitate and support this on site research for the benefit of academic advancement as well as our faculty development programs.
Therefore, if you have further requirement on this regard, please do not hesitate to let us know.

Yours sincerely,

[Signature]

President

APPENDIX C

CONSENT FORM

CONSENT FORM

I, _____(respondent), hereby authorize or direct Wannarat Wattananimitkul, or associates or assistants of her choosing, to conduct interviews with me about how the university develops the existing mission statement, what elements are contained in such statement, and how significant the mission statement is within the university strategic planning process. I understand that my participation will take approximately one hour, and will be audio-recorded. The records and transcripts of such interviews will be held confidential and appropriately secured.

I may contact the dissertation advisor, Professor Martin Burlingame, Ph. D., Department of Educational Studies, College of Education, Oklahoma State University, Stillwater OK 74078, U.S.A., Telephone number 405-744-9196, e-mail address: mburled@okstate.edu; or Wannarat Wattananimitkul, 33-35 Petkasem Road, Yaicha, Samphran, Nakhonpathom 73110, Thailand, Telephone number 0-34323-142, e-mail : wannaratw@hotmail.com. I may also contact the Institutional Review Board (IRB) office. Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, Stillwater, OK 74078, U.S.A. Telephone number 405-744-5700.

I understand that participation is voluntary and that I will not be penalized if I choose not to participate. I also understand that I am free to withdraw my consent and end my participation in this project at any time without penalty after I notify the dissertation advisor.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date:_____Time:_____ (a.m./p.m.)
Signed:_____
Signature of Subject

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it. Additionally, I have provided a copy for the subject's personal files.

Date:_____Time:_____(a.m./p.m.)
Signed:_____
Signature of Student

I agree to abide by the language and the intent of this consent from.
Date:_____Time:_____(a.m./p.m.)
Signed:_____
Signature of Dissertation Advisor

APPENDIX D

INTERVIEW QUESTIONS

APPENDIX D

INTERVIEW QUESTIONS

1) What is your university mission statement?

2) How and when did your university develop the mission statement? Who was primarily responsible for its development?

3) How does the university communicate and publicize its mission statement?

4) What contents are necessary to be included in the university mission statement? Why?

5) What is your university's self-concept? How would you state that in a mission statement?

6) How long has your mission statement existed? When was it last modified? Why was it modified at that point in time?

7) In what practical way does your university carry out the mission statement?

8) How is your mission statement used within the university? How does it affect the university's strategic planning process?

9) Please tell me about your administrative and academic plans and practices in your university that derive from the mission statement?

10) To whom is the mission statement meaningful? When? In what condition? And how?

VITA $\mathcal{2}$

Wannarat Wattananimitkul

Candidate for the Degree of

Doctor of Education

Dissertation: AN ANALYSIS OF UNIVERSITY MISSION STATEMENTS:
A CASE STUDY OF TWO PRIVATE UNIVERSITIES IN THAILAND

Major Field: Higher Education

Biographical:

Personal Data: Born in Nakhonpathom, Thailand, February 8, 1965, the daughter
of Lieng and Kim-eng Wattananimitkul.

Education: Graduated from the Demonstration School of Silapakorn University,
Nakhonpathom in March, 1984; received Bachelor of Arts degree in English
from Chulalongkorn University, Bangkok, Thailand, and Master of Business
Administration in Marketing from Siam University, Bangkok, Thailand, in
November 1988 and August 1991 respectively. Completed the requirements for
Doctor of Education degree in Higher Education Administration at
Oklahoma StateUniversity, in April 2002.

Professional Experience: External Relations Officer, Ministry of Education,
Thailand, 1989 to 1991; Instructor, Department of International Business
Management, Faculty of Business Administration, Siam University, 1991 to
present.