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**TWAGIRAYEZU EMILIEN**

**MISSION STATEMENTS OF AFRICAN AND BRAZILIAN UNIVERSITIES:**  
**A COMPARATIVE CONTENT ANALYSIS**

**CURITIBA**

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**TWAGIRAYEZU EMILIEN**

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A COMPARATIVE CONTENT ANALYSIS**

Dissertação apresentada ao Programa de Pós-Graduação em Administração da Pontifícia Universidade Católica do Paraná. Área de concentração em Administração Estratégica, como requisito parcial à obtenção do título de Mestre.

Orientador: Prof. Dr. June A. W. Cruz

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MISSION STATEMENTS OF AFRICAN AND BRAZILIAN UNIVERSITIES:  
A COMPARATIVE CONTENT ANALYSIS

Por

**EMILIEN TWAGIRAYEZU**

Dissertação aprovada como requisito parcial para obtenção do grau de Mestre no Programa de Pós-Graduação em Administração, área de concentração em Administração Estratégica, da Escola de Negócios da Pontifícia Universidade Católica do Paraná.



Prof.ª Dra. Angela Cristiane Santos Póvoa  
Coordenadora do Programa de Pós-Graduação em Administração



Prof. Dr. June Alisson Westarb Cruz  
Orientador



Prof. Dr. Jansen Maia Del Corso  
Examinador



Prof. Dr. Tomas Sparano Martins  
Examinador

## **DECLARATION**

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**TWAGIRAYEZU EMILIEN**  
**MATRIC. No. 10189379132-1**

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**Date**

## **DEDICATION**

This dissertation is dedicated to my beloved parents, Mr. BAKAME Emmanuel and Mrs. BAKUNDINKA Xaverine who gave me the precious gift of life and through their tender loving care brought me up to become who I am today.

To my brothers and sisters in the family, thank you for your support and encouragement.

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## ABSTRACT

The main purpose of this study was to identify similarities and differences between mission statements of African and Brazilian universities. The specific objectives guided this study. The first objective was to identify main stakeholders mentioned in the mission statements of African and Brazilian universities. The second objective was to identify main components mentioned in the mission statements of African and Brazilian universities. The third objective was to identify the objectives of the mission statements of African and Brazilian universities. The fourth objective was to identify similarities and differences between African and Brazilian universities based on stakeholders, components and objectives mentioned in their mission statements. The study was based on two theoretical frameworks of stakeholder theory and organizational identity theory.

Using purposive sampling, 16 universities were selected for the study, 8 from each Africa and 8 from Brazil. Content analysis was used to analyze the mission statement of the selected universities. Mission statements were collected from the selected universities' websites. The collected mission statements were manually and electronically coded. Categories and themes were arranged in tables and graphs using Microst Excel in order to be appropriately analyzed.

According to the findings, there were similarities and differences between African and Brazilian universities based on their mission statements. The findings indicate that both African and Brazilian universities recognize students, government, and society as key stakeholders. The important components such as industry, services, benefit to society, motivational message, values/philosophy, and academic objectives were mentioned at high level by both African and Brazilian university mission statements. When analyzed mission statements based on the objectives of mission statements, it was established that both African and Brazilian universities use their mission statement as a control mechanism, as non-routine decision making and inspirational and motivational message. However, there were some differences. It was found that African universities focus on good governance while Brazilian focus on social concern. Another key difference was that African universities mentioned sense of direction at a lower level compared to Brazilian universities.

Based on the findings of the study, some recommendations were made. Since mission statements are very important in strategic planning practices of universities, managers should make sure that all key stakeholders and key components be represented. This study also suggests further studies on mission statements of universities. For instance, it was suggested that the same study be carried out in Africa, but the sample size should be increased.

**Key words:** Mission statements, content analysis, objectives, components, stakeholders, organizational identity, university, higher education institutions.



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## 1 INTRODUCTION

Strategic planning is an essential practice in higher education because it provides an ongoing process of examination and evaluation of an institution's strength, weaknesses, goals, resource requirements and prospects. This practice is guided by fundamental assumptions about the functions and roles of higher education in society and, most importantly, about the vision, mission, goals and place of that specific institution in society. In this sense, no two strategic plans will be the same. Each will be defined by the mission it sets itself, its current capacity, its goals for the future, the accuracy of its assessment of the environment, and the effectiveness of its implementation. Therefore, the mission statement is a strategic tool for an organization (PEARCE, 1982).

Mission statements dictate the core activities of an organization (FUGAZZOTTE, 2009, p. 285) and act as a "declaration of an organization's reason for being and distinguish one organization from other similar enterprises (DAVID et al., 2014, p. 96). Vogelsang (2002) state that since its prominence in the 1970's and 1980's strategic planning has become a method for examining the appropriateness of an organization's mission and for positioning an organization to deal with potential challenges in the future. Universities as organizations have to make their own strategies for their survival in these competitive and turbulent environments.

It has been long argued in the literature that missions represent the foundation upon which institutions build their strategic plans, and that they should be the first step any institution takes before designing its strategy (DAVID, 1989; BART, 1997; CAMELIA & MARIUS, 2013). Drucker (1974) points out that a mission statement constitutes an organization's key document: when drawing it up, the organization has to define its business objectives, the organization's values, its long term objective, its essential business activities and the features that will distinguish it from its competitors. Historically, a university's mission rests on three basic university functions, as already put forward by the Spanish philosopher Ortega in 1930: the teaching of the intellectual professions, that is, to train and prepare the professionals that society needs; scientific research together with the preparation of future researchers; and the transmission of culture (ORTEGA, 1930 cited by ARIAS-COELLO et al., 2018). Subsequently, other researchers extended the concept of cultural transmission to that of public service (PERKINS, 1972; SCOTT, 2006; MONTESINOS et al., 2008). Therefore, mission statements of universities are supposed to reflect these three functions.

By creating an effective mission statement, the university communicates its philosophy, and the core competencies that will help achieve its purpose (SIDHU, 2003). According to

Woodrow (2006) an effective mission statement should describe the organization's reason for existence by highlighting its priorities in a capacity that motivates all organizational constituents to embrace it and live it. The mission statements of universities are believed to exhibit their role in the society. According to International Exhibition and Conference on Higher Education (2015) Universities have a critical role to play at many levels. As always, the university must continue to be a source of new knowledge and innovation. But as more countries progress towards knowledge-based economies, universities play a key role in insuring that graduate have not specific knowledge of a professional or academic discipline, but the intellectual and personal skills required by an ever-changing job market (THE 6<sup>TH</sup> IECHE, SAUDI ARABIA).

Colleges and universities were late adopters in the recognition of the importance of having an effective mission statement (BIRNMAN, 2000). However, mission statements are now an expected part of the practice of strategic management in higher education. It is a must that universities embark on strategic management practices guided by mission statements in order to deal with the unpredicted changes which are being experienced. As they move toward a more corporate-like interpretation of their mission, colleges and universities must undertake the effort internally and externally to craft statements that are more in line with the practices prescribed in the management literature. Therefore, this study analyzes the mission statements of African and Brazilian universities in order to identify the similarities and differences using content analysis.

## **1.1 STATEMENT OF THE PROBLEM**

Higher education institutions are generally striving to excel in their activities, and this can be exhibited through their mission statements. Drafting the mission statement is an instrumental stage of university strategic planning. Spelling it out in the clear statement enhances internal coherence and the institution's identifiability (PACIOS & PEREZ, 2018). The main issues for any university to consider when shaping its mission are the unique nature of educational institutions as non-for-profit organizations, the dynamic aspects of the environment and its impact on the institution, the process by which a mission emerges, and the role of the mission statement in the strategic planning process (BINGHAM et al., 2001). Various authors have posited that mission statements can and do vary in length, content, format, and specificity (KEMP & DWYER, 2003; PALMER & SHORT, 2008; SMITH et al., 2003). However, mission statements should be informative, inspiring, enduring, concise, clear, and

conducive to both employees and customers forming an emotional bond with the firm (DAVID et al, 2014).

Previous scholars have analyzed the structure and the content of mission statements and they have tried to define a high-quality mission statement (PEARCE & DAVID, 1987). They considered that the quality of a mission statement is generally related to the wealth of its content and the presence of different defined topics (FITZGERALD & CUNNINGHAM, 2016; BARTKUS et al., 2004.2006). Mission statements of universities like other organizations define the organization's purpose, primary objectives. The mission statement is also specific to organize as vision and typically describes what the organization does to achieve its vision. It is therefore important to study what universities do based on their mission statements. In the context of knowledge-based society, universities are expected to drive the development of regional innovation systems (OECD, 2007) and contribute to society by generating research and consultancy income, embedding knowledge in students and employees, upgrading regional business environments, and potentially improving the process of regional value capture (BENNEWORTH and HOSPERS, 2007).

African and Brazilian universities like other universities in the world have mission statements in their management practices. They display these mission statements on their websites in order to make known their activities in which they are involved. According to Deus et al (2016) in research on mission statements in Brazilian universities, the authors recommend that higher education managers should review the university mission statements in terms of a sustainability overview and improve the statements (p. 403). Not only there is a need to understand how Brazilian university mission statements feature sustainability, but also a new to understand which types of stakeholders included in these mission statements. William Saint (1992) recommended that donors should support institutional strategic planning exercises in responses to university initiatives. Such exercises should seek to develop a mission statement responsive to present and future national circumstances and, to support it with appropriate cost projections. Using content analysis, this study will identify similarities and differences of African and Brazilian universities in terms of specific stakeholders, specific components and four objectives mentioned in their mission statement.

## **1.2 GENERAL OBJECTIVES**

Identify similarities and differences of African and Brazilian universities based on specific stakeholders, specific components and four objectives mentioned in their mission statements.

## **1.3 SPECIFIC OBJECTIVES**

1. Identify specific stakeholders' groups mentioned in mission statements of the African and Brazilian universities;
2. Identify the main components mentioned in the mission statements of African and Brazilian universities;
3. Identify four objectives mentioned in the mission statements of African and Brazilian universities;
4. To analyze the similarities and differences between African and Brazilian universities based on stakeholders, components and objectives mentioned in their mission statements

## **1.4 RESEARCH QUESTIONS**

Specifically, this study attempted to answer the research questions below:

RQ1. What are specific stakeholder groups included in the mission statements of African and Brazilian universities?

RQ2. What are the specific components of the mission statements of African and Brazilian Universities?

RQ3. Do mission statements of African and Brazilian universities meet the four recommended objectives based on the literature?

RQ4. What are similarities and differences between African and Brazilian universities based on stakeholders, components, and objectives mentioned in their mission statements?



## **1.5 SIGNIFICANCE OF THE STUDY**

This study focuses on similarities and differences of African and Brazilian universities based on specific stakeholders, specific components and four objectives mentioned in their mission statements. According to Bart (1997) mission statements provide a sense of purpose and direction. Therefore, this study will provide a deeper understanding of selected African and Brazilian universities and this will increase the number of studies in academic literature especially in the area of higher education management.

This study will shed light on the types of stakeholders African and Brazilian universities include in their mission statements. Studies have revealed that effective management of university stakeholders necessarily requires the correct identification of just who they are (TAYLOR and REED, 1995; TAM, 2001; MATLAY, 2009; EMERSON et al., 2011). Ireland and Hitt (1992) states that mission statements can help firms to communicate a positive image to stakeholder groups. In the same line, Bartkus and Glassman (2008) add that in mission statements, it is possible to identify the importance of each stakeholder group and the firm's willingness to satisfy their specific interests. Universities are recommended to attract their stakeholders through their mission statements.

The company mission is widely known as a strategic tool (DRUCKER, 1973; DAVID, 1989, 2004; PEARCE, 1997). Strategic management practices are very common in higher education institutions. This study will identify and compare the components included in the selected African and Brazilian universities. This knowledge will be beneficial to academics and managers who normally take part in crafting strategies of their institutions.

This study also will provide the frequently objectives of mission statements mentioned in the studied universities. Thus, this will create awareness in practitioners and managers of higher education institutions and in turn improves their strategic planning and management practices.

## **2 LITERATURE REVIEW**

### **2.1. INTRODUCTION**

This chapter examines various studies on mission statements. Its first reviews the theories underpinning this study including stakeholder theory and organizational identity theory. And finally, it reviews theoretical and empirical studies on the mission statements. It is important to firstly note that this literature review will not only look at studies of mission

statements for universities, but also other studies of mission statements will be helpful to be understood and trace the gaps.

## **2.2. THEORETICAL LITERATURE REVIEW**

A theory is defined as a set of interrelated concepts, definitions and propositions that present as systematic view of phenomena by specifying relations among variables with the purpose of explaining or predicting the phenomena (BULL, 1991). This study is based on two main theories: stakeholder theory and organizational identity theory.

### **2.2.1 Stakeholder theory**

Following the appearance of stakeholder theory in the 1980s and its development in the 1990s, especially through the works of Goodpaster (1991); Clarkson; Donaldson and Preston (1995); Mitchell, Agle and Wood (1997); Rowley (1997); and Frooman (1999) among others, this theoretical approach gained ground among management academics and practitioners as new managerial model able to reach beyond shareholders, employees, suppliers, and clients as the main parties interested in company activities (CLARKSON, 1995). This theory proved highly useful for some specific organizations with dispersed powers, especially public and complex organizations (BEACH, 2009), such as is the case of universities and hospitals. Stakeholder management facilitates the development of a comprehensive framework for understanding the complex interactions between organizations and their environments, both internal and external (DOH and QUIGLEY, 2014). In the specific case of universities, stakeholder theory may explain the focus on varying communities in the environments surrounding these organizations as well as the relationships between organizations and communities (JONGBROED et al, 2008).

According to the stakeholder theory, firms are expected to include their relationships with stakeholders in their mission statement, in order to communicate the attachment to stakeholders' interests (ABRAHAM, 1995; COLLINS & PORRAS, 1991; KLEMM et al., 1991; AMATO & AMATO, 2002; BARTKUS et al., 2006; WILLIAMS, 2008). According to Kurtuluş (2012), an ideal university mission statement should include employees, academics, administrators, society, students, other search institutions, other universities, government, and graduates. Therefore, in this study, it is expected that the sampled African and Brazilian universities include the various stakeholders in their mission statements.

### 2.2.2. Organizational identity theory

Organizational identity is the central, distinctive, and enduring character of an organization (ALBERT and WHETTEN, 1985). It is what an organization believes itself to be. Researchers believe it is objectively formed and held; it exists as a consistent reality independent of any individual perspective or observation (SUCHMAN, 1995) even though it is subjectively by internal stakeholders such as top managers (SCOTT and LANE, 2000). According to Gioia et al. (2013), organizational identity can be viewed as a set of core features (HANNAN & FREEMAN, 1984) that include the organization's mission and general marketing strategy. Corley states that organizational identity is about "self-referential meaning", that is "an entity's attempts to define itself". It implicates questions such as "who are we" and "who do we want to become?" (DRUCKER, 2008). According to Hatch and Schultz (1997) organizational identity refers to what members perceive, feel and think about their organization. It is also assumed to be a collective, commonly shared understanding of the organization's distinctive values and characteristics. In articulating identity claims the organization can effectively give sense to both insiders and outsiders about the mission of the organization and how it intends to achieve that purpose (GIOIA, et al., 2010). Hatch and Schultz (1997) argue that increasingly actions and statements of top managers simultaneously affect organizational identity and image. This is, in part, due to increasing levels of interaction between organizational members and suppliers, customers, regulators and other environmental actors, and the multiple roles of organizational members who often act as both as insiders and as outsiders.

Thus, mission statements can be considered as claiming the organizational identity of higher education institutions. As mission statement has a visionary character it should motivate institutional members to identify themselves with the higher education institution (BEHM et al., 2011). Hatch and Schultz (1997) argue that organizational identity is communicated to the various constituencies of the external environment who form organizational images, at least partly in response to identity-based communications. They continued that the forms and means of such communication may differ, ranging from unplanned appearances by top management in public media, to a conscious strategy for external corporate communication involving design management, corporate advertising and public relations. Numerous studies have attempted to explain the importance of mission statements in formation of organizational identity either in internal or external constituencies of organizations. For example, Leuthesser and Kohli (1997)

stated that mission statements are widely viewed as necessary in helping a company for its identity, purpose, and direction and as key instruments by which the firm's essential values are conveyed to its stakeholders. In the same line, Gioia et al. (2003), found that the idea of organizational identity has been recognized as a critical construct to understand organizational behavior, both on an internal level in relation to organization cultural issues, as well as having significant impact on the management of external issues and mission related concerns. It is also argued that organizational identity plays a crucial role in managing external stakeholders' perceptions of and behavioral reactions towards the organization (FOMBRUN, VAN RIEL, 2004; HATCH&SCHULTZ, 2004; RINDOVA & SCHULTZ, 1998; SCOTT & LANE, 2000).

Various studies have assessed the organizational identity of universities (ALI-CHOUDHURY et al., 2009; ALVES and RAPOSO, 2010; AULA and TIENARI, 2011; CHALEO et al; 2011). However, this study does not study the organizational identity of universities. Instead, the organizational identity theory will support my argument that mission statements are instruments or tools through which universities use to make known their identities and therefore they are specific elements or components mentioned in these mission statements to achieve this purpose. One of the four most objectives of the mission statement frequently cited is to motivate and inspire employees (DAVIES and GLAISTER, 1997; BARTKUS, 2004). Organizational identification has the potential capacity to generate a range of positive employee and organizational outcomes, such as low turnover intention, organizational citizenship behavior, employee satisfaction and well-being, and employee performance (ASHSFORTH et al., 2008; RIKETTA, 2005). In this study, I assume that organizational identity theory contributes not only in explaining how employees are motivated and inspired by mission statements, but also other explains how all stakeholders may be affected or affect the organizations such as African and Brazilian universities. Therefore, the organizational identity theory provides relevant inputs to assess the quality of mission statements. A part of motivating and inspire employees, mission statements of African and Brazilian universities are expected to contain other three important objectives: 1) To communicate the firm's direction to stakeholders, 2) To keep the firm on track by providing a control mechanism, 3) to guide non-routine decision-making (DAVIES and GLAISTER, 1997; BARTKUS, 2004).

### **2.3. EMPIRICAL LITERATURE REVIEW**

The empirical literature review is modeled on previous studies about mission statements of higher education institutions or universities. But also, the studies on other types of organizations or sectors were found useful to substantiate the meaning and uses of mission statements in different perspectives. Thus, the gaps were identified from these studies. This subsection is structured as follows: the nature of mission statements will explore briefly the concept of mission statements and its historical background. The purpose of mission statements will follow to explain why to use mission statements. Components of mission statements will be explained. Finally, various studies on mission studies in the context of higher education institutions will be reviewed.

### **2.3.1 The nature of mission statements**

Mission statement statements are largely on guidelines set forth in the mid-1970s by Peter Drucker (1974, p. 61), who is often called "the father of modern management." Drucker says, "What is our mission?" A mission statement is a declaration of an organization's "reason for being" and distinguishes one organization from other similar enterprises (CAMPBELL & YEUNG, 1991; PEARCE, 1982; PEARCE & DAVID, 1987). According to Dwyer and Kemp (2003), a mission statement is generally an expression of the overriding purpose of an organization that, ideally, is in line with the value and expectations of major stakeholders. Some theorists regard the organization's mission as a "cultural glue" which enables it to function as a collective unit. This "cultural glue" consists of strong norms and values that influence the way in which people behave, how they work together, and they pursue the goals of the organization (CAMPBELL & YEUNG, 1991b; p. 11).

David (2001) additionally states that a well-designed mission statement is essential for formulating, implementing, and evaluating business strategy. In order to develop a new business or to reformulate the direction of an ongoing company, strategic decision makers must determine the basic goals, characteristics, and philosophies that will shape the strategic posture of the firm. The outcome of this task, known as the company mission, provides the basis for culture that will guide future executive action (PEARCE, 1982).

### **2.3.2. The purpose of mission statements**

The mission statement is very vital to the organization according to the various scholars. The power of mission statements rests in their ability to achieve two key results according to Bart (1997):

- a. To inspire and motivate organizational members to exceptional performance-that is, to influence behavior;
- b. To guide the resource allocation process in a manner that produces consistency and focus. King and Cleland (1979) recommend that organizations carefully develop a written mission statement for the following reasons:
  - i. To insure unanimity of purpose within the organization;
  - ii. To provide a basis or standard, for allocating organizational resources;
  - iii. To establish a general tone or organizational climate;
  - iv. To serve as a focal point for individuals to identify with the organization's purpose and direction; and to deter those who cannot from participating further in the organization's activities;
  - v. To facilitate the translation of objectives into a workable structure involving the assignment of tasks to responsible elements within the organization;
  - vi. To specify organizational purposes and the translation of these purposes into objectives in such a way that cost, time, and performance parameters can be assessed and controlled. A mission statement establishes the values, beliefs, and guidelines for the way the organization conducts its business and determines its relationships with its stakeholders-employees, customers, shareholders, suppliers, government, and the community (ACKOFF, 1987). The same author argues that an organization without a shared vision of what it wants to be like a traveler with a destination.

### **2.3.3. Components of mission statements**

Based on a study of the mission statements of seventy-five manufacturing and service firms, and the research literature relating to mission statements, Pearce and David (1987) claim that an effective mission statement exhibits nine characteristics or components. They claim that the following nine components serve as a practical framework for evaluating and writing mission statements: 1) Customer 2) product/services 3) location/ market, 4) technology 5) concern for survival, growth and profitability, 6) philosophy 7) self-concept 8) concern for public image 9) concern for public employees. According to their findings, the three components that were most prevalent in the mission statement were self-concept, philosophy

and customers, while the components that featured as least prevalent were technology, concern for employees and concern for public image.

Bakoglu and Askun (2005) did a content analysis from 100 socially responsible firms from USA and the result indicated that no specific pattern emerged, while most of the items in the five dimensions (customer, employee, shareholder, community and environment) occurred up to three times in each dimension.

Bartkus, Glassman and McAfee (2004) compared the quality of top 30 European, Japanese and U.S mission statements using content analysis. The study employed three measures of quality, namely, identification of specific stakeholder groups, inclusion of specific components and achievement of four objectives: communicate direction, assists in control, guides decision making, and motivates employees. The study found that few firms included all stakeholder groups, most firms included about half of the recommended components, and most statements did not meet all the recommended objectives.

#### **2.3.4. The mission statements in higher education institutions**

The mission statement is a management instrument that was adopted by higher education institutions from business (MYROSLAVA, 2016). According to Martin (1992) the mission statement allows a higher education institution to claim its priority and reasons for existence both in the external and internal stakeholders. Such practice enables the higher education institution to stake a niche in the education market (KOSMÜTZKY, 2010). The mission statement is considered to be the foundation upon which the institution builds its vision or its strategic plans (VELCOFF & FERRARI, 2006).

The mission statement also serves as a guideline for further operations of strategic management (BEHM, BERTHOLD & DAGHESTANI, 2011; ZECHLIN, 2007). The core elements of the mission statement are the mission, vision and principles (BEHM, & BERTOLD, 2011). They also argue that mission statement is expected to provide brief information about the university profile and its tasks, as well as long goals of the institution. Kosmützky and Krücken (2015) note that the mission statement reflects institutional and organizational specificities. In developing this idea, they state that the mission statement expresses institutional and organizational identities of higher education institutions.

The American universities became the pioneers in defining and publishing mission statements, and in the 1980s, this practice was adopted by European higher education institutions (MYROSLAVA, 2016). Beginning in the 1980s British higher education

institutions were compelled by the national funding authorities to get a strategic plan on the ground of their defined mission statements (KOSMÜTZKY & KRÜCKEN, 2015).

There are various studies regarding the appropriate content of a business mission statement. There is widespread agreement, however, that the mission statement is more a declaration of attitude and outlook than a statement of specific details. Dwyer and Kemp (2003) present two reasons underlie this viewpoint. Firstly, a good mission statement must allow for the firm to formulate, analyze and put through a range of viable alternative strategies without unduly stifling management creativity. This is because an excessively narrow mission statement could restrict creative decision-making on the portion of the firm's management and employees. Secondly, a mission statement needs to be wide enough to effectively reconcile differences among an organization's diverse stakeholders (MARTINS, CRUZ & DEL CORSO, 2011).

Designing and formulating the mission statement falls into the task of the institution's management, and implies assessing the stakeholders' expectations, while considering the institution's current position and resources (CAMELIA & MARIUS, 2013). Bingham, Quigley and Murray (2001) state that the main issues for any university to consider when shaping its mission are the unique nature educational institutions as non-for-profit organizations, the dynamic aspects of the environment and its impact on the institution, the process by which a mission emerges, and the role of the mission statement in the strategic planning process.

According Scott (2006), universities have changed over the years; in medieval times, European universities emphasized teaching. He continues that now, public service missions are emphasized by modern universities, although the triad of teaching, research and public service is held in esteem as well. The three specific components: teaching, research and public service, which taken together should define the institution's structure, the expected outcomes, and the terms for judging effectiveness, while also contributing organizational identity (FUGAZZOTTO, 2009).

By contrast, other authors argue that a well-articulated mission statement of any higher education institution should encompass four important elements: general statement of the vision; designation of the fundamental values of the university's management; formulation of the institution's primary and strategic objectives; consideration of the main stakeholders' interests and potential (MARTINS, GUINDANI, REIS & CRUZ, 2010).

In the study of institutional mission, Wood (2006) identified a set of essential components that a higher education institution must take into account when designing its mission statement: History, educational philosophy, constituency, institutional strength, uniqueness, statement brevity, precise words, stating that endure, breadth of communication.



Velcoff and Ferrari (2006) conducted a study on perceptions of university mission statement by senior administrators. They found that mission statements and activities were positively related.

Boerema (2006) investigated mission and vision statements of six groups of private schools using content analysis. The mission and vision statements were analyzed using five main content categories created by the author: unique characteristics of the schools, their goals and objectives, services they offer, the environment they are placed and parent participation. The study found that, of the five main categories, there were inter-group and intragroup differences between the private schools with regards to the dimension of goals and objectives.

Morphew and Hartley (2006) conducted a study on private and public colleges and universities. The aim of the study was to examine the mission statements. This study revealed that public and private colleges and universities differed in terms of the phrases most frequently used in their mission statements.

James and Huisman (2009) examined the degree to which mission statements of higher education institutions in Wales complied with regional policies and market expectations. They found that mission statements of higher education institutions did not comply with regional policies and did not meet market expectations.

Firmin and Gilson (2010) studied the mission statements of 107 colleges and universities. The study showed that mission statements of universities, mostly emphasized the subjects of education, religion, society, life and academia, and that mission statement expressed the reason for being of these universities and colleges.

Aryn Baxter (2012) investigated higher education mission and vision in Rwanda, using a comparative and critical discourse analysis. The purpose was to situate a comparative analysis of public and private university discourses in Rwanda within the broader higher education discourses of the national government and the World Bank. The study revealed the potential for higher education institutions to resist the narrowness of dominant neoliberal global trends toward entrepreneurialism, while also supporting claims and reinforcing concerns that these trends are widespread.

Kosmützky (2013) conducted a study on 42 public universities in Germany. The objective of the study was to analyze for which mission statements have been introduced and what universities are stating in their mission statements. It was found that mission statements contribute to constructing corporate images. Additionally, mission statements express the tasks that are set for them by German higher education law and supplement these missions with distinct images.

Ellis and Miller (2014) analyzed the mission statements component of a sample of universities in Jamaica. They found that university mission statements had very little in common and do not reflect the principles and goals of education for all (UNESCO).

Deus et al (2016) investigated the mission statements from 30 leading Brazilian universities. The objective was to evaluate the mission statements based on a sustainable model that involves an environmental management system, public participation and social responsibility, and sustainability education and research. It was found that few universities have a mission with clear sustainability aspects in their mission statements.

Seeber et al. (2017) explored the factors affecting the content of the university's mission statement. They found that universities choose claims that are plausible to external constituents and consistent with the values and internal members. Universities also adopt claims similar to universities belonging to the same organizational form while differentiating from geographically closer universities in order to reduce competitive overlap.

Arias-Coello et al. (2018) conducted a study on mission statements of Spanish universities. The objective of this study was to analyze the content of mission statements of Spanish public universities and explore two questions: whether missions differ according to the date they were drawn up, and the second, whether their discourse reflects new public management policies proposed by the government. The mission statements were collected from official university websites. It was found that the studied universities generally prioritized teaching over research and service to society. Both groups of universities presented a classic management model.

This section has examined existing literature on mission statement studies. It is argued that mission statement empirical literature emerged from the business sector. The mission statements in higher education institutions are limited. There is a gap in the literature regarding overall mission statement studies in higher education institutions and more specifically, studies examining the quality of mission statement's content. There is a need to understand which stakeholder's higher education institutions include in their mission statements. There is a lack of studies on components of university mission statements, especially African and Brazilian universities. There are some studies on the objectives of mission statements (DALRYMPLE and PERSON, 1995; DAVIS and GLAISTER, 1997). However, there is a need to compare regions in terms of objectives of mission statements. Thus, the study also intends to compare African and Brazilian universities in terms objectives of their mission statements.

### **3 METHODOLOGY**

This chapter focuses on the methodology that is to be used in the study. In the subsequent sections, detailed description of research design, target population, sampling size and sampling procedures will be discussed. In addition, description of research instruments, data collection procedures and data analysis will be also discussed.

#### **3.1 RESEARCH DESIGN**

The quantitative and qualitative content analysis will be used to conduct this research. According to Berelson, (1952) a content analysis is defined as a research technique for the objective, systematic and quantitative description of the manifest content of communication.

A content analysis is also defined as an approach to the analysis of documents and texts (which may consist of words and/ or images and may be printed or online or spoken) that seeks to quantify the content in terms of predetermined categories and in a systematic and replicable manner (BRYMAN, 2012 p. 282). In this study, content analysis will be used to analyze mission statements of African and Brazilian universities in order to identify which types of stakeholders, and main components are frequently mentioned. This method of content analysis will also be used to identify which objectives are mentioned in mission statements based on predetermined criteria. Atlas.ti 8 will also be used in order to generate word clouds and networks that will allow us to trace the similarities and differences among the selected universities.

This procedure of content analysis has been considered a reputable approach for analyzing communication contents for many years. Several studies have used this tool to study Web contents. Rafaeli and Sud week, (1997) used web content analysis to study networked interactivity. Ju-Pak (1999) used content analysis to study the dimensions on web advertising. Singh et al (2003) used the same approach to study cultural adaptation of web, using American domestic and Chinese websites.

#### **3.2 TARGET POPULATION AND SAMPLE SIZE**

The sample of the study consisted of public and private universities in East Africa and Brazil. Home pages of these universities were provided with the following web addresses

- a. World Higher Education database (<https://www.whed.net/home.php>)

- b. International Handbook of Universities (UNESCO, 2018)
- c. Inter-university council for East Africa (<https://www.iucea.org/>).

The purposively sampling was used to select universities to be included in the study. In this type of sampling, the researcher chooses purposefully individuals that have the required information needed for the study. The goal of purposive sampling is to sample cases/ participants in a strategic way, so that those sampled are relevant to the research questions that are posed (BRYMAN, 2012). The required information needed for the study in this case constitute the criteria of the selection. The following criteria guided the selection: 1) the University must have a mission statement on website 2) this mission statement should be written in English 3) the university should have other similar statements. Thus, statements such as purpose, goals, values, philosophy are included in the study (BARTKUS et al, 2004). Using these criteria, 16 universities were selected. Therefore, 8 private and public universities from each region under the study. The table 1 below shows the distribution of the sample of universities under the study.

Table 1 - The distribution of the sample of universities under the study

REGION	OWNERSHIP		TOTAL
	PRIVATE	PUBLIC	
AFRICA	4	4	8
BRAZIL	4	4	8
TOTAL	8	8	16

Source: The Researcher

### 3.3 DATA COLLECTION PROCEDURES

Data were collected from selected university websites. The unity of analysis in this study was the text from mission statements of 16 selected East African and Brazilian universities. The word, phrase and sentence were used to detect codes and themes based on the research questions (SALDAÑA, 2016).

### 3.4 DATA ANALYSIS AND PROCEDURES

To analyze the collected texts, the major dimensions included were identified (such as stakeholders, geographic location, public image). The table 2 shows the methodological framework in which the research questions are described. Data analysis consisted of pointing out and highlighting the predetermined elements of the collected texts that is mission statements of African and Brazilian universities. Graneheim and Lundam (2003) suggested that the size of a unit of analysis is suitable when it is large enough to be considered a whole and small enough to be considered a meaningful context for analysis. The word, phrase, sentence or cluster of sentences were considered as the unit of analysis as they may comprise the institutions' mission statements. The codebook was created in order to guide the researcher in the coding process. According to Potter and Levine-Donnerstein (1999), using existing theory or prior research, the researchers begin by identifying key concepts or variables as initial coding categories. Thus, stakeholder theory and organizational identity theory provided key concepts and variables to create codebook. The prior studies also were useful in creating codebook. The main prior studies which generated key concepts and codes include stakeholder perspectives (DRUCKER, 1973; MULLANE, 2002; DAVID, 2003; BARTKUS et al., 2004), mission statements components perspectives (DAVIS & GLAISTER, 1994), BART & TABONE, 1999; BARTKUS et al., 2004; 2006) and objectives perspectives (BARTKUS et al., 2006).

Then the components and messages relating to each dimension were determined and calculated, that is the frequency and percentage the message appears across the mission statement of universities under the study. This was to make inferences by systematically and objectively identifying special characteristics of messages (BERG, 2001). The list of universities and classification matrix of their mission statements were created in order to facilitate the coding process. These corresponded with coding sheets. There were three coding sheets corresponding with three research questions: Coding sheet of stakeholders (see Appendix 6), coding sheet of components (see Appendix 7), and coding sheet of objectives (see Appendix 9). After reading carefully all 16 mission statements under the study, the codes were identified and highlighted with the support of codebooks: stakeholder codebook (Appendix 3), components codebook (see Appendix 4), objectives codebook (see Appendix 5). Then, a "1" was assigned to the codes already identified, meaning the presence of the element in the mission statement, otherwise, a "0" was assigned meaning the absence of the element. This technique has been used in previous studies such as Pearce and David (1987) and Kodwani and Singh

(2006). At the end of data entry, excel was utilized to analyze the data and generate graphs and tables for better presentation of the findings.

To improve the data analysis, Atlas.ti 8 was used mainly for generating word clouds and networks. Word clouds provide a visual display of word counts from one or more texts (HENDERSON and SEGAL, 2013). According to Woolf (2008) network are simply graphical views of a part of a project. The network also is used to depict relationships between themes and subthemes or categories and subcategories (VERDINELLI & SCAGNOLLI, 2013). Therefore, the two techniques of data presentation word clouds and network generated by Atlas.ti 8 were chosen as fit to answer research question four on similarities and differences between mission statements of selected African and Brazilian universities.

### **3.5. ETHICAL ISSUES**

Details of this research work were reviewed and approved by the university to ensure that data protection rights are adhered to, and documents obtained from the university websites treated with privacy. All articles used in this study were cited to prevent plagiarism. Each source was cited in the reference list using ABNT style. This study did not use any human subjects.

Table 2 – The description of methodological framework

Objective	Theoretical framework	Data collection	Data analysis method and software	Expected results
a)	<b>Stakeholder theory</b> (Freeman, 1984; Friedman & Miles, 2006; Jongbloed et al., 2008; Emerson et al., 2011)	Mission statements retrieved from internet	Content analysis Human coding method and Microsoft Excel	<b>Specific stakeholders:</b> students, staff/employees, society, academics, graduates/ alumni, governments, other institutions, other universities, families
b)	Stakeholder theory (Freeman, 1984; Friedman & Miles, 2006; Jongbloed et al., 2008; Emerson et al., 2011) Organizational identity theory (Albert & Whetten, 1985; Hatch&Schultz, 2004; Stanske, 2017)	Mission statements retrieved from internet	Content analysis Human coding method and Microsoft Excel	<b>Components of mission statements:</b> Industry, services, public image, customer/students, employees, geographic scope, values/philosophy, motivational message, benefit to society, distinctive competence, future orientation, academic objectives
c)	Stakeholder theory (Freeman, 1984; Friedman & Miles, 2006; Jongbloed et al., 2008; Emerson et al., 2011) Organizational identity theory (Albert & Whetten, 1985; Hatch&Schultz, 2004; Stanske, 2017)	Mission statements retrieved from internet	Content analysis Human coding method and Microsoft Excel	<b>Objectives of mission statements:</b> Sense of direction, control mechanism, non-routine decision making, Inspirational and motivation of employees
d)	Stakeholder theory (Freeman, 1984; Friedman & Miles, 2006; Jongbloed et al., 2008; Emerson et al., 2011) Organizational identity theory (Albert & Whetten, 1985; Hatch&Schultz, 2004; Stanske, 2017)	Mission statements retrieved from internet (Websites of selected African and Brazilian universities)	Computer-Assisted Qualitative Data Analysis (CAQDA)- Atlas-ti 8	Referring to RQ1, 2,3 results

Source: the researcher

## **4 PRESENTATION AND DATA ANALYSIS**

### **4.1. INTRODUCTION**

This chapter presents the results and findings of the study. The data were collected from the websites of the universities under the study. The study adopted the content analysis. Tables and figures were used for the presentation of the findings. This study was guided by the following research questions: RQ1. What are the specific stakeholders' groups of the mission statements of African and Brazilian universities? RQ2. What are specific components of mission statements of African and Brazilian universities? RQ3. Do mission statements of African and Brazilian universities meet the four recommended objectives based on the literature? RQ4. What are similarities and differences between African and Brazilian universities based on stakeholders, components, and objectives mentioned in their mission statements?

### **4.2. GENERAL INFORMATION ABOUT THE SAMPLE**

The table below indicates the distribution of universities involved in the study. As noted in the Table 4.1, 8 Universities are from East Africa: Rwanda (2), Uganda (2), Kenya (2), and Tanzania (2). Another 8 universities are from South América specifically Brazil in different federal states: São Paulo (2), Porto Alegre (1), Paraná (1), Rio de Janeiro (1), Minas Gerais (1), Brasília (1), Rio Grande do Sul (1). As noted in the same table, 4 universities from each region are private while other 4 are public.



Table 3 - The distribution of universities under the studies

Name of university	Region	Ownership	Websites	Date of Retrieval
University of Rwanda (UR)	Africa	Public	<a href="https://ur.ac.rw/?Vision-and-Mission">https://ur.ac.rw/?Vision-and-Mission</a>	11/10/2019
Adventist University of Central Africa (AUCA)	Africa	Private	<a href="http://www.auca.ac.rw/about-auca/vision-mission/">http://www.auca.ac.rw/about-auca/vision-mission/</a>	11/10/2019
University of Nairobi (UONBI)	Africa	Public	<a href="https://www.uonbi.ac.ke/about/profile">https://www.uonbi.ac.ke/about/profile</a>	10/11/2019
University of Dar Es salaam (UDSM)	Africa	Public	<a href="https://www.udsm.ac.tz/web/index.php/mission-and-vision">https://www.udsm.ac.tz/web/index.php/mission-and-vision</a>	11/10/2019
Muslim University of Morogoro (MUM)	Africa	Private	<a href="http://www.mum.ac.tz/index.php/about-us/vision">http://www.mum.ac.tz/index.php/about-us/vision</a>	11/10/2019
Makerere University (MAK)	Africa	Public	<a href="https://www.mak.ac.ug/about-makerere/our-mission-and-vision">https://www.mak.ac.ug/about-makerere/our-mission-and-vision</a>	11/10/2019
Uganda Martyrs University (UMU)	Africa	Private	<a href="https://www.umu.ac.ug/about-us/">https://www.umu.ac.ug/about-us/</a>	10/11/2019
Marist International University College (MIUC)	Africa	Private	<a href="http://www.miuc.ac.ke/miuc/school-info/our-values/">http://www.miuc.ac.ke/miuc/school-info/our-values/</a>	11/11/2019
University of Sao Paulo (USP)	Brazil	Public	<a href="https://www.fearp.usp.br/en/index.php/where-we-are/fea-rp/mission-and-vision">https://www.fearp.usp.br/en/index.php/where-we-are/fea-rp/mission-and-vision</a>	11/10/2019
PUCPR	Brazil	Private	<a href="https://www.pucpr.br/areas-estrategicas/">https://www.pucpr.br/areas-estrategicas/</a>	11/10/2019
PUCRS	Brazil	Private	<a href="http://www.pucrs.br/institucional/a-universidade/">http://www.pucrs.br/institucional/a-universidade/</a>	11/10/2019
State University of Minas Gerais (UEMG)	Brazil	Public	<a href="http://www.uemg.br/home/universidade/sobre-a-uemg">http://www.uemg.br/home/universidade/sobre-a-uemg</a>	11/10/2019
Federal University of Rio de Janeiro (UFRJ)	Brazil	Public	<a href="https://ufrj.br/missao">https://ufrj.br/missao</a>	11/10/2019
Lutheran University of Brazil (ULBRA)	Brazil	Private	<a href="http://www.ulbra.br/canoas/sobre-a-ulbra/missao-visao-principios-e-valores">http://www.ulbra.br/canoas/sobre-a-ulbra/missao-visao-principios-e-valores</a>	11/10/2019
University of Brasília (UNB)	Brazil	Public	<a href="http://www.alunoestrangeiro.unb.br/en/about-institution">http://www.alunoestrangeiro.unb.br/en/about-institution</a>	11/10/2019
Mackenzie Presbyterian University (MACK)	Brazil	Private	<a href="https://www.mackenzie.br/en/universidade/meet-the-university/">https://www.mackenzie.br/en/universidade/meet-the-university/</a>	11/11/2019

Source: the researcher

#### 4.3. STAKEHOLDERS MENTIONED IN MISSION STATEMENTS OF AFRICAN AND BRAZILIAN UNIVERSITIES

Table 4 shows the results of the first question which focused on the quality of the mission statements of the African and Brazilian Universities under the study in terms of the frequency with which nine stakeholder groups( students, staff/ employees, society, academics,

graduates, government, other institutions, other universities and families) were mentioned. As noted in the table 4, students, society and governments are the most mentioned as stakeholders in the African universities. Students and government have been mentioned by 6 universities out of 8 universities while society was mentioned by all African universities. Academics, employees and graduates were mentioned by 2, 3 and 4 universities respectively. Other institutions, other universities and families none of them was mentioned by African universities under the studies. In the case of Brazil, students and society appear in all 8(100%) mission statements of the universities under the study. Both academics and graduates were present in only 2 universities. The government was present in three mission statements. Other institutions were mentioned by only one mission statement. The stakeholder groups of other universities and families did not appear in any of the mission statements under the study.

Table 4 - Number of stakeholders mentioned in mission statements of selected African and Brazilian universities

	AFRICA		BRAZIL	
	Frequency (n=8)	%	Frequency(n=8)	%
Students	6	75%	8	100%
Staff/employees	3	37.50%	0	0.00%
Society	8	100%	8	100%
Academics	2	25%	2	25%
Graduates	4	50%	2	25%
Government	6	75%	3	37.50%
Other institutions	0	0.00%	1	12.50%
Other Universities	0	0.00%	0	0.00%
Families	0	0.00%	0	0.00%

Source: the researcher

#### 4.4. COMPONENTS MENTIONED IN MISSION STATEMENTS OF AFRICAN AND BRAZILIAN UNIVERSITIES

Research Question two (RQ2) was to identify specific components of the mission statements of African and Brazilian universities. The results were as follows: 6 components out of 12 components were present in in all 8 mission statements of African universities under the study. These components include industry, services, values/philosophy, motivation, benefit to society and academic objectives. Customers and geographic scope were present in 7 mission statements of African universities under the study. Distinctive competence and future orientation were present in 5 mission statements. Finally, public image and employees were

mentioned by 4 and 3 mission statements respectively. On the same question, 6 components that are industry, services, customers/students, motivation, benefit to society and academic objectives were mentioned by all 8 mission statements of Brazilian universities under the study. As noted in the Table 5, values/ philosophy was present in 7 mission statements of Brazilian universities under the study. Public image, geographic scope, distinctive competence, and future orientation were mentioned by 6 (75%) Brazilian universities out of 8 under the study. Employees component was only present in one university out of 8 Brazilian universities under the studies.

Table 5 - Number of Components mentioned in mission statements of selected Universities

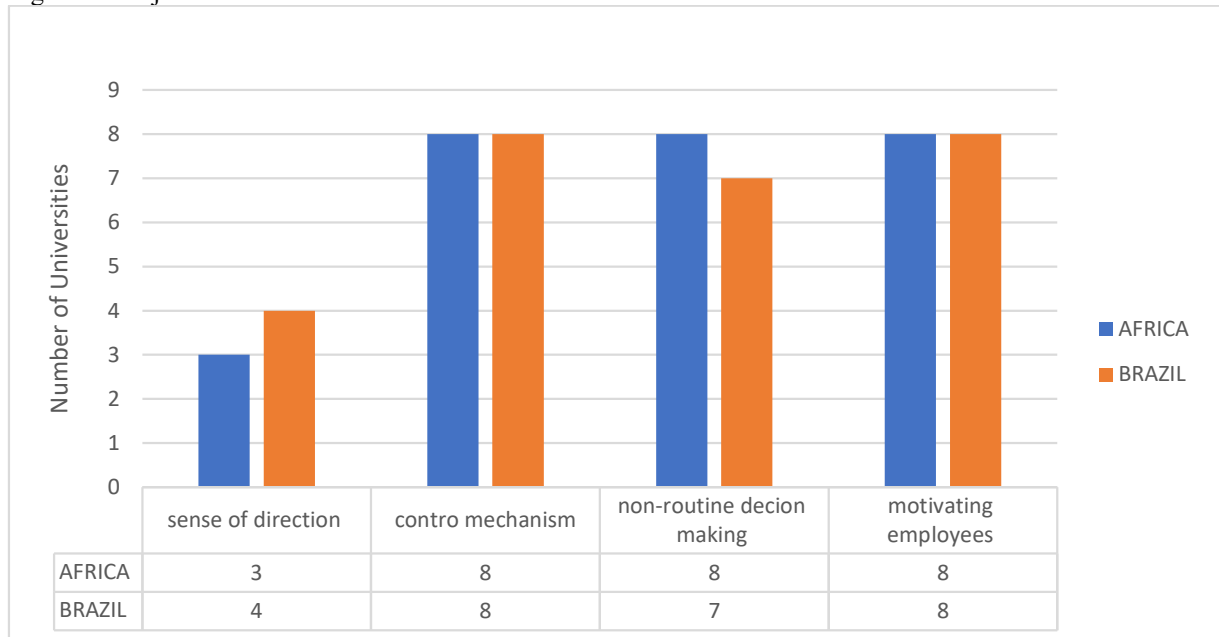
No.	COMPONENTS	AFRICA		BRAZIL	
		Frequency (n=8)	%	Frequency(n=8)	%
1	Industry	8	100%	8	100%
2	Services	8	100%	8	100%
3	Public Image	4	50%	6	75%
4	Customers/students	7	87.50%	8	100%
5	Employees	3	37.50%	1	12.50%
6	Geographic Scope	7	87.50%	6	75%
7	Values/Philosophy	8	100%	7	87.50%
8	Motivation	8	100%	8	100%
9	Benefit to Society	8	100%	8	100%
10	Distinctive competence	5	62.50%	6	75%
11	Future orientation	5	62.50%	6	75%
12	Academic Objectives	8	100%	8	100%

Source: the researcher

#### 4.5. OBJECTIVES MENTIONED IN MISSION STATEMENTS OF AFRICAN AND BRAZILIAN UNIVERSITIES

Research Question 3 (RQ3) was about the objectives of the mission statements of African and Brazilian universities under the study. As noted in the Figure 1 below, control mechanism, non-routine decision making, and motivating employees were present in the all 8 African universities under the study. Sense of direction was mentioned in only 3 mission statements of African universities under the study. In the case of Brazil, control mechanism and motivating employees were present in all 8 mission statements of universities under study. Non-routine decision making was mentioned in 7 mission statements. Finally, sense of direction was present in four mission statements of the Brazilian universities.

Figure 1 - Objectives of the mission statements of African and Brazilian universities



Source: The researcher

#### 4.6. SIMILARITIES AND DIFFERENCES BETWEEN MISSION STATEMENTS OF AFRICAN AND BRAZILIAN UNIVERSITIES

This section presents similarities and differences between mission statements of African and Brazilian universities. The part one is based on data analysis using manual and Microsoft Excel and based on the frequency and coded themes. While part two answers the same question using word clouds and network generated by Atlas.ti 8.

##### 4.6.1 Similarities and differences between mission statements using manual and Microsoft Excel

Research Question 4 was to identify similarities and differences between African and Brazilian Universities based on stakeholders' groups, components and four objectives

mentioned in mission statements. Looking at the results reported in previous research questions RQ1, RQ2 and RQ3, mission statements exhibit similarities and differences. Starting with similarities, the table 4. shows that society was mentioned by all 16 universities under the study. Academics were mentioned by 2 mission statements from both sides. The same table shows that “other universities” and “families” were not present any university. The table 5 shows that all universities of both side mentioned industry, services, motivation, benefit to society and academic objectives as components of their mission statements. The figure 1 shows that two objectives that is control mechanism and motivating employees were mentioned by all 16 universities from both regions.

The second part of the question RQ4 sought to identify differences between mission statements of the selected universities. In terms of stakeholder’s groups, society was mentioned by all mission statements of African universities. While in Brazil, society and students were mentioned by all mission statements. Another difference in terms of stakeholders is that staff/employees were mentioned by 3 mission statements of African universities while in Brazil none mission statements mentioned it. Looking at the components of the studied mission statements, some differences may be noticed. Component which appeared less in both sides is employee even though at different frequencies. This component “employee” was mentioned by three mission statements of African universities while it only appeared in one mission statement in Brazilian universities under the study. Values/Philosophy as one of the important components of mission statements of university was mentioned by all mission statements of African universities under the study while in Brazil, it counted 7 mission statements. Finally, Figure 1 shows that three objectives appeared in all mission statements of African universities while in Brazil two objectives appeared in all mission statements.

#### **4.5.2. Similarities and differences between mission statements using Network and Word Cloud**

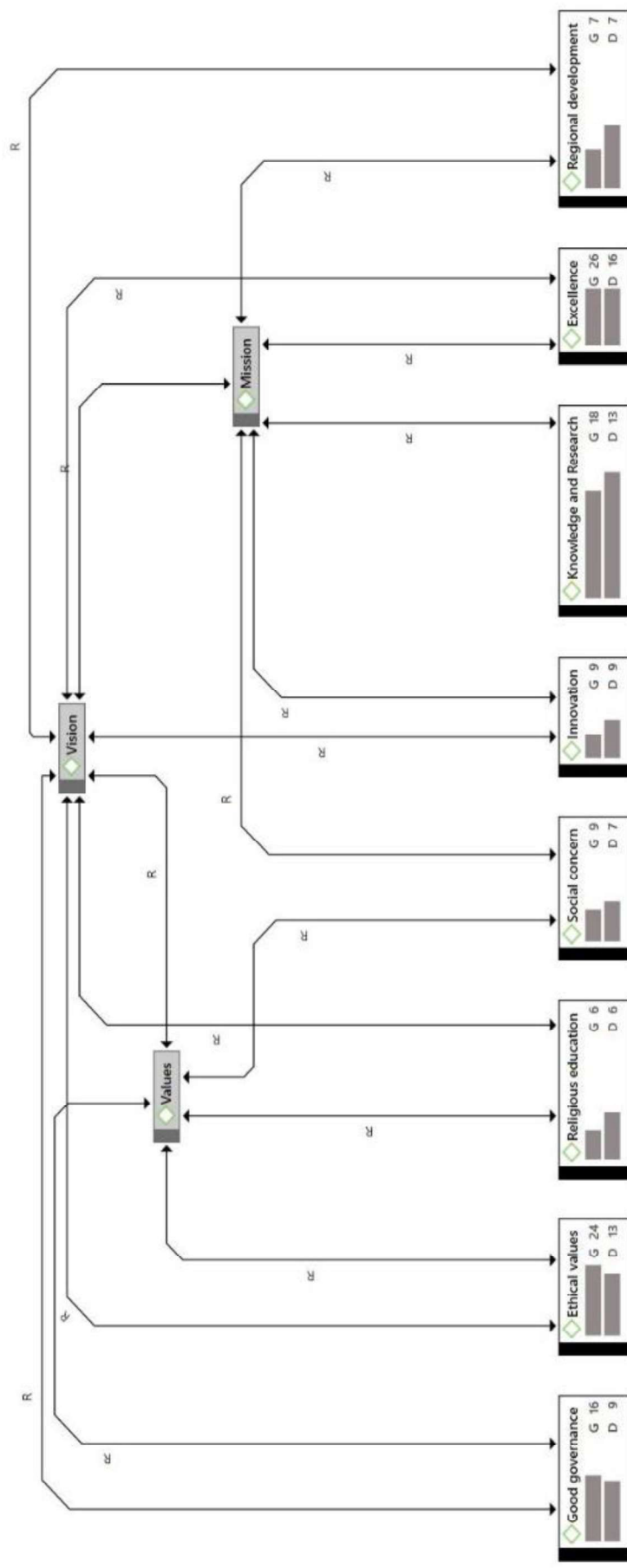
In order to improve the analysis and for the methodological triangulation, the data was submitted to a content analysis in Atlas.ti 8. The same mission statements of sixteen universities under the study were codified and categorized to make a comparative analysis between African and Brazilian universities. This analysis is based on 4 networks and 3 word clouds drawn in Atlas.ti 8. Therefore, network was found appropriate to visualize relationships and similarities among mission statements of African and Brazilian universities. In the networks, **R** means

“related to”, **P** means “a property of”, **G** means degree (how many times the code appeared) , and **D** means “density” (how many codes are related to each one).

#### **4.6.2.1. The Network of between themes in the mission statement of African and Brazilian Universities**

The first network shows the codes found in the analysis related with each topic(theme) of the mission statements. In general, the codes are related with values, vision and mission. Generally, the mission statements are based in a good governance, ethical values, a religious education, a social concern, innovation, knowledge and research, excellence and regional development.

Figure 2 – The Network of mission statements between themes and values, vision and mission



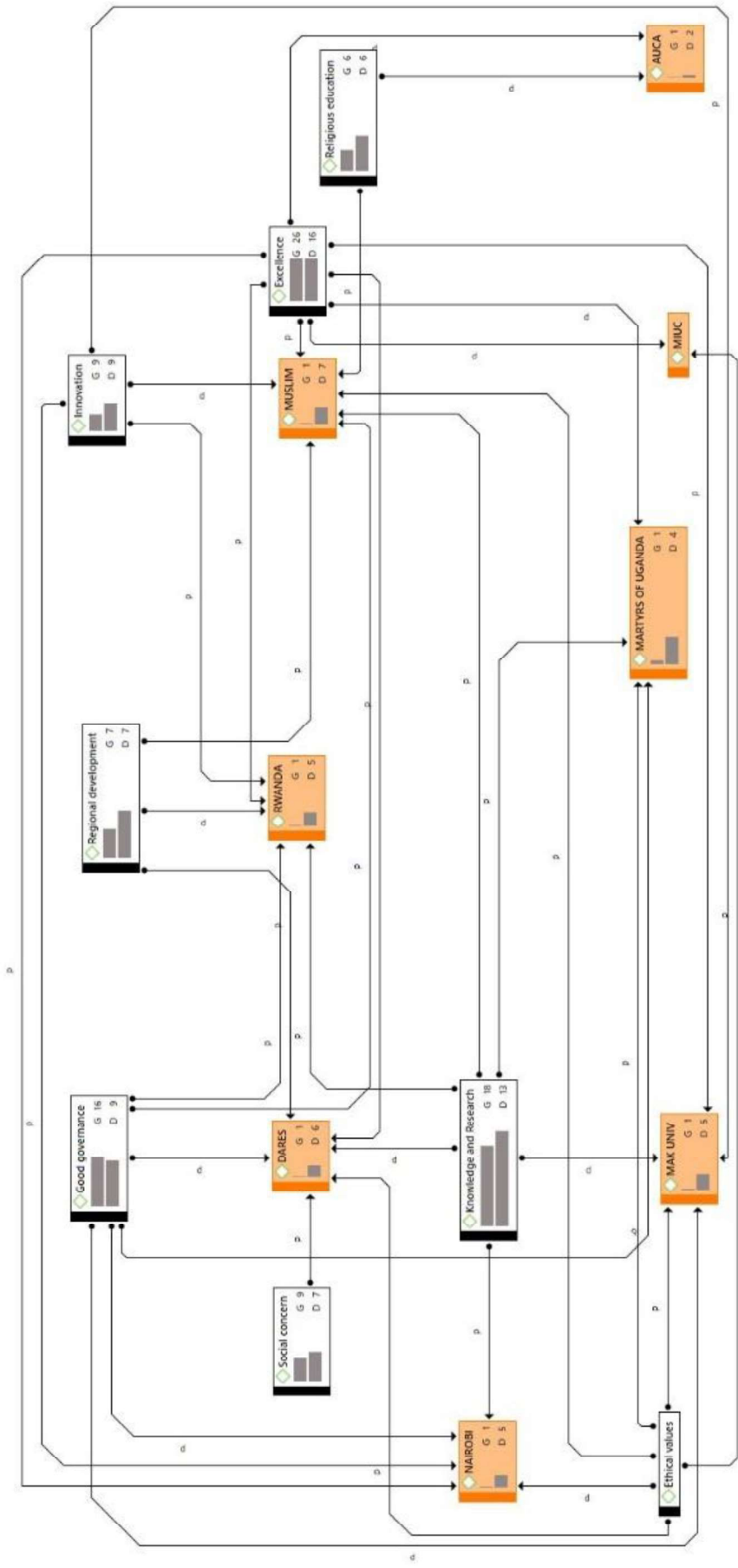
Source: Atlas.ti 8





regional development, focused in knowledge and research and excellence, based in ethical values and a religious education, in other words, an education based in religious values and principles. The theme of excellence has the highest number of properties (26). While social concern has only one property.

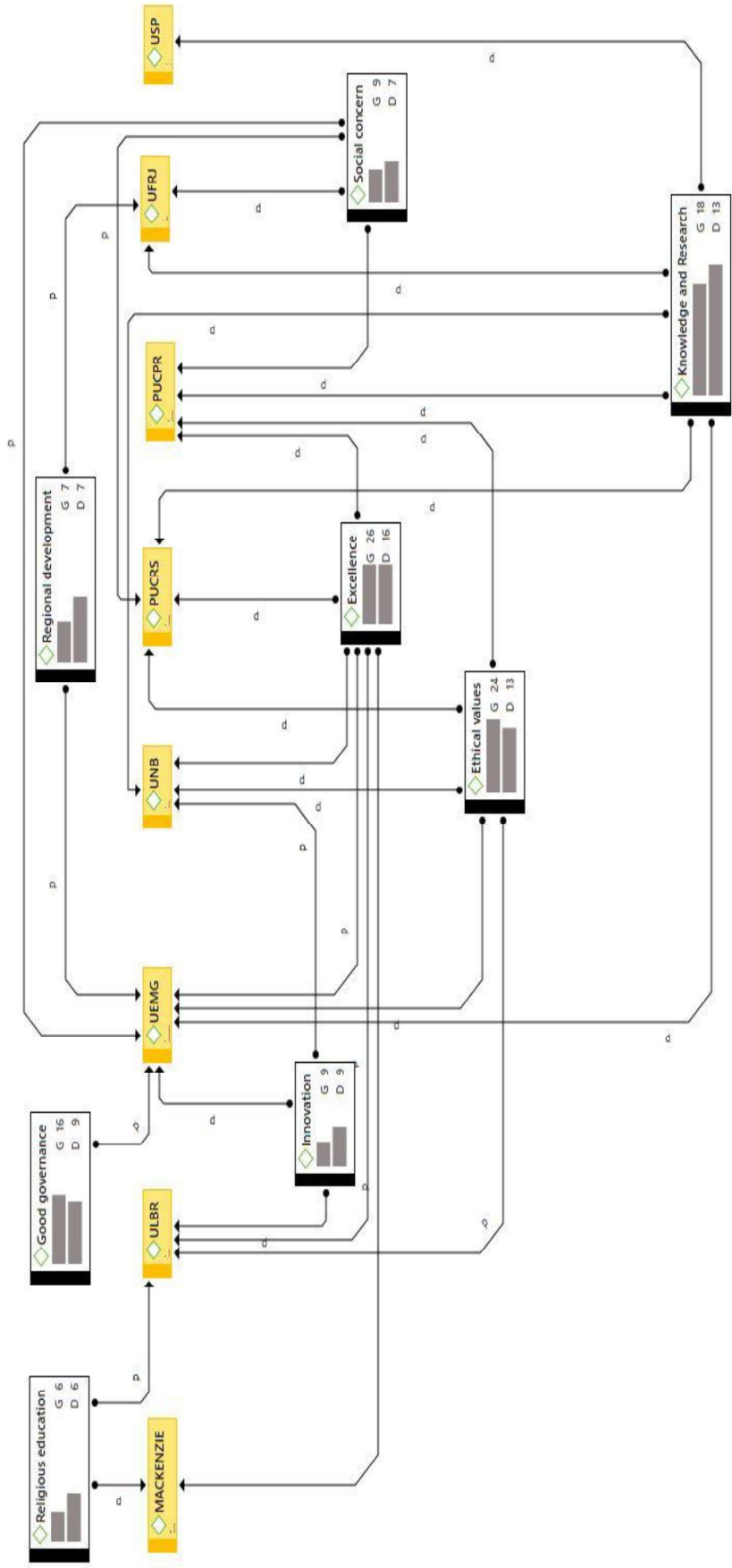
Figure 4 - Network of mission statements of African universities.



Source: Generated by Atlas.ti 8.



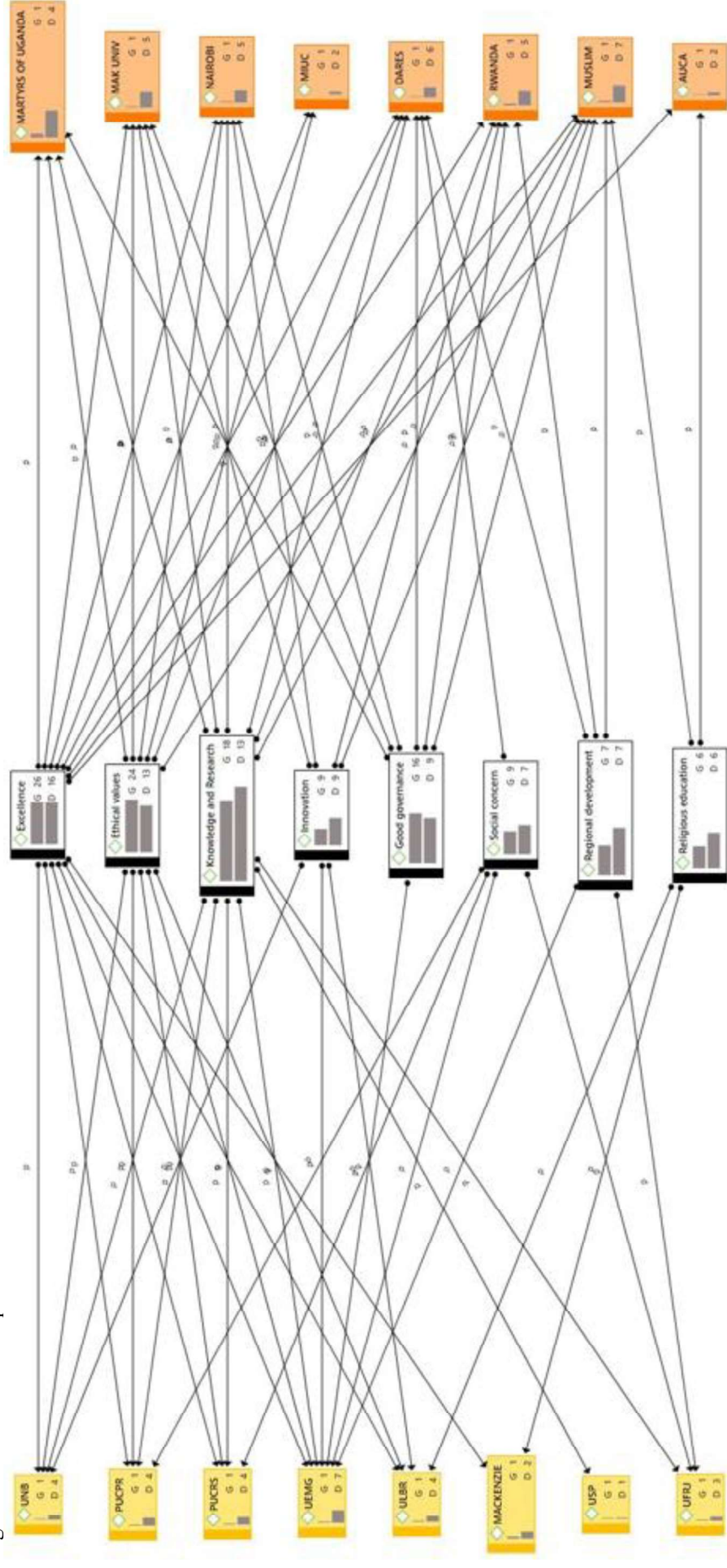
Figure 6 - Network of mission statements of Brazilian universities



Source: The Researcher



Figure 8 - Network of comparison between mission statements of African and Brazilian universities



Source: the researcher

#### 4.7. GENERAL ANALYSIS OF THE RESULTS

The table 6 below shows the general results of the findings

Table 6 - Results

Specific objectives	Brazilian universities	African universities	Similarities	Differences
<b>Stakeholders mentioned in mission statements</b>	Students, society and governments are the most stakeholders mentioned <b>Examples:</b> -The promotion of comprehensive and permanent qualification of “ <i>citizen</i> ” (PUCPR) -Aiming at the development of the “ <i>society</i> ”. (PUCRS) -Contributing to the development of the “ <i>state</i> ” and “ <i>nation</i> ” (UEMG)	Students, society and government were the most mentioned <b>Examples</b> -Prepare “ <i>students</i> ” for service to their “ <i>communities</i> ” and country. (UR) -Reach out to “ <i>communities</i> ” (MIUC) -Ensuring that research address relevant “ <i>national</i> ” or “ <i>social</i> ” problems (UDSM)	-Both African universities and Brazilian universities consider students, society, and government important stakeholders -Families and other universities are mentioned by both African and Brazilian universities -Students and society were specifically mentioned elements in both universities (denotative meanings or manifest content, Berelson, 1952). E.g. “ <i>Graduate students</i> ” who are transformative leaders.... (MIUC) Committed to the life and to the progress of the “ <i>society</i> ” (PUCPR)	The mostly African universities mention students in specific terms while Brazilian universities refer to them using other terms such as “ <i>qualification of citizens</i> ” (PUCPR), “ <i>formation of citizens</i> ” (UEMG). The term “ <i>citizens</i> ” seem to be common in public universities in Brazil (UNB, USP, UEMG) Even though, the society was found to have 100% occurrence in both sides, Brazilian use the theme in more specific terms (manifest content) that in African universities (latent content)
<b>Components of mission statements</b>	Industry, services, motivational message and benefit to society were most mentioned <b>Examples:</b> - <b>Industry:</b> Promote “ <i>education</i> ” (UEMG) - <b>Society:</b> Extending the university’s production to “ <i>society</i> ” (UEMG) - <b>Services:</b> Committed to the essential purposes of “ <i>teaching, research and extension</i> ” (UNB)	Industry, services, values/philosophy, benefit to society <b>Examples:</b> - <b>Industry:</b> Leading international “ <i>education institution</i> ” (MIUC) - <b>Society:</b> Betterment of “ <i>society</i> ” guided by ethical values (UMU) - <b>Services:</b> Provide “ <i>innovative teaching, learning, research</i> ” and services responsive to national and global needs (MAK)	-Industry, services, motivation, benefit to society were the most mentioned components in both African and Brazilian universities -Excellence, ethical values were the most occurring in the network of both African and Brazilian universities -In both sides, geographic scope was clearly mentioned (manifest content) whereby the location in which universities operate are detected: examples: academic excellence and innovation in “ <i>Africa</i> ” (MAK) Support the development of “ <i>Rwanda</i> ” (UR) University of Sao “ <i>Paulo</i> ”, a public university.... (USP) Provide “ <i>Brazilian society</i> ” with the means to master... (UFRJ)	Customer/ students components is mentioned in African universities (87%) less than Brazilian universities (100%). Employees as a component of mission statements is less mentioned by 12.50%, while in African universities is mentioned by 37.50%. <b>Examples :</b> Service delivery to its students, “ <i>faculty, staff</i> ” ... (AUCA) Enabling “ <i>all its members</i> ” to act... (UFRJ). Future orientation is more mentioned in Brazilian universities (75%) than in African universities (62.50%) Brazilian universities specify the time/year such as... By 2022. (ULBRA),... in 2022, PUCRS..., while African university use ambiguous terms such



				as “ <i>strategic planning culture</i> ” (UDSM),.... <i>shall</i> facilitate students (UMU).
<b>Objectives of mission statements</b>	Control mechanism, and motivating employees Examples: <b>-Motivating employees...</b> be a “ <i>national reference</i> ” in teaching, research and extension... (UNB) <b>-Control mechanism:</b> Become, until 2022, a world-class higher “ <i>education institution</i> ” (PUCPR)	Control mechanism and non-decision making <b>Examples</b> <b>-Motivating employees:</b> become a “ <i>reputable word-class</i> ” “university... (UDSM) <b>-Control mechanism:</b> develop continuous “ <i>education programs for upgrading skills and knowledge</i> ” (UR)	Control mechanism and motivating employees are the most common objectives of both African and Brazilian universities. On both sides, sense of direction is less occurring.	Sense of direction is less mentioned in African universities (3 times) universities than in Brazilian universities (4 times). Brazilian tend to mention social concern in sensitive ways than African universities do. <b>Examples:</b> justice, equal opportunities (MACK), Building social just, ..society(UFRJ), respect for people

Source: the research author 2019



## 5 DISCUSSION

This chapter presents a more detailed discussion of the research findings and includes conclusions to be drawn from the data analysis. This chapter also links the literature to the researcher outcomes where applicable. The discussion is organized around the research questions identified in chapter one as follows:

- RQ1. What are specific stakeholder groups included in the mission statements of African and Brazilian universities?
- RQ2. What are the specific components of the mission statements of African and Brazilian Universities?
- RQ3. Do mission statements of African and Brazilian universities meet the four recommended objectives based on the literature?
- RQ4. What are similarities and differences between African and Brazilian universities based on stakeholders, components, and objectives mentioned in their mission statements?

The findings show that, in general, mission statements of selected African and Brazilian universities did not acknowledge the importance of all stakeholders, components and objectives of the mission statements as it should be. However, there were some inconsistencies with previous literature. The findings are discussed in detail below.

### **RQ1. What are specific stakeholder groups included in the mission statements of African and Brazilian universities?**

Looking at the stakeholders' results, the society was highly mentioned. Both African and Brazilian universities recognized the society as the important stakeholder. Some of mission statements that carried this stakeholder are quoted below:

*".... Being responsible to societal and development needs ...."* (UDSM)

*".... Raising living standard of the society...."* (MUM)

*".... Aiming at the development of a just and fraternal society...."* (PUCRS)

This result is not surprising because society is among three missions of the university. The literature frequently cites teaching, research and society or public as main missions the universities (BALDRIDGE, 1983; CLARK, 1983). This finding was consistent with Emerson et al. (2011) who found that it is important to remember that higher education institutions are charged with a public mission. This also accords with Firm and Gibson (2006)'s study who found that society was emphasized by the studied mission statements.

Students was another group of stakeholders who were reported by both African (75%) and Brazilian universities (100%) in their mission statements. This finding also was reported by the study of Kurtuluş (2012) who studied the quality of the mission statements of Turkish universities. His studies also found that students were mentioned in studied mission statements at high level (78.9%). This finding corroborates the idea of Alichoudhury et al. (2009) who argued that universities have many important stakeholders' groups, but without recruitment of new students' universities will not survive. In other recent studies, on mission statements of universities, students were emphasized (SANCHEZ, 2017; DAVID, 2016; ARIAS-COELLO et al, 2019). This finding supports the idea of Jongbloed et al. (2008) that student community is the most important community for a university.

Regarding the graduates as stakeholders of universities, this study revealed that 50 % of African universities quoted graduates as stakeholders. While Brazilian universities were only 25%. Other studies on stakeholders of universities have also seen this component even though they have referred to it using terminology which is different from what was employed in this work. For example, Kotler and Fox (1995) and Rosenberg (2000) used the term "*former student*", while Emerson et al. (2011) used "*ex-students*". From the results most of Brazilian universities don't consider graduates as important stakeholders. This finding is consistent with that of Kurtuluş (2012) who found that graduates was only mentioned by 20.51% in his studies on mission statements of Turkish private universities. And he further suggested that graduates need to be included in higher rate to provide their more active support, and natural presentation. Other studies have revealed that former students may contribute to the fundraising programs of their alma mater universities. Monks (2003) found that success in higher education fundraising is extremely dependent on the ability of colleges and universities to exploit alumni attributes that have been proven to contribute to increased donations. Therefore, one way of involving graduates in universities' programs and activities is to include them in their mission statements.

This study found that the government was quoted at the highest level by African universities (75 %) than Brazilian universities (37.50%). This deviation may be ascribed to the fact that African universities tend to take in larger texts of mission statements compared to the

Brazilian universities. Another reason may be the autonomy of the universities. However, the government is the important stakeholders in all universities, both private and public according to previous studies. In the Arias-Coello et al. (2018)'s study government was also mentioned at low level but with different terms such as public sector. While in the study of Kurtuluş (2012) it was referred to as public organizations. The role of government as a stakeholder of higher education institutions is vital. For instance, the government provides legal framework for education and law governing the organizations and functioning of higher education which defines the operating environment for all higher institutions, public, and private as well as specifying the roles, responsibilities, and duties of all institutions (RWANDA HIGHER EDUCATION POLICY, 2008; THE UNIVERSITIES ACT, REPUBLIC OF KENYA, 2012; BRAZIL. LEI No.9.394 de 1996; BRAZIL, DECRETO, No. 9. 235, of December 15,2017). With this finding, it is important to note that other studies have emphasized the role of considering the salient stakeholders when formulating strategy. Johnson et al. (2017) states that it is important to understand which stakeholders are most powerful when design strategy. This study suggests that to acknowledge the influence of government as stakeholders of both private and public universities would be helpful in strategic management practices specifically when crafting a mission statement because it is a strategic too as Pearce II (1982) proposed.

Employees/ staff is a stakeholder of universities according to previous studies (WEAVER, TAYLOR and REED, 1995; WINSTON, 1999; CONWAY et al, 1994; JONGBLOED, 2008). However, this study has revealed that few universities have recognized employees/ staff in their mission statements. It was argued that in business, both employees and customers and some have argued that universities share this peculiar behavior (WINSTON, 1999). It is important to recognize the employees in mission statements as the way of attempting to develop a strategy supporting culture (KEMP and DWYER, 2003).

Academics were quoted as stakeholders in this study at low rate (25%) for both sides for sides. Other studies have recognized the importance of this stakeholders' group (MATLAY, 2009; EMERSON, 2010). They play a big role in implementation of strategic decisions of the universities such as teaching, and research activities. Thus, this finding was not expected due to their role as internal stakeholders.

Other universities were not mentioned by both African and Brazilian universities. This outcome is contrary to that of Kurtuluş (2012, 2013) who found that other universities are mentioned by universities.

Families are another group of stakeholders which should be recognized by university mission statements according to the previous studies (REAVILL, 1998; BURROWS, 1999;

BALDWIN, 2002). In contrast, this study did not detect any evidence of families or parents of students selected in both African and Brazilian universities. This finding is surprising because families and parents are the ones to sponsor their children or relatives at university. Parents and families are considered among university clients (EMERSON et al., 2011). Kurtuluş (2012) suggested that families should be included in higher rate to influence, and by this way to attract students.

## **RQ2. What are specific components of mission statements of African and Brazilian Universities?**

As the results of research question two, indicated in chapter 4, the majority of components of mission statements according to the previous studies on components of mission statements (DAVID and GLAISTER, 1994; BART and TABONE, 1999; BARTKUS et al, 2004; 2006) were detected by both African and Brazilian universities though at different rate. This subsection discusses in detail the findings of the research question two below.

The results of this study indicate that industry was mentioned by all universities (100%) at both sides. Hence, this agrees with the previous literature (DAVIS and GLAISTER, 1997; KURTULUS, 2012). This is obvious because, universities must communicate to the public what they serve and who they are (educational establishment). This makes a mission statement to provide boundaries which in turn prevent a firm from pursuing inappropriate objectives or engaging in unrelated business activities (BARTKUS et al, 2004).

Services as component of mission statements of universities were mentioned by all universities. This finding is in line with the studies of David (1989) and Ireland Hitt (1.992) who found that the companies mentioned the specific product or services they offer in their mission statements. Likewise, the recent study of Arias-Coello et al. (2018) found the same finding where Spanish universities mention teaching and research. These constitute the mission of universities.

Motivational message was mentioned by all universities. This element is very important as it motivates internal and external stakeholders (KURTULUS, 2012). Thus, this result is inconsistent with Bart (1997) who suggests that, the power of mission statement rests in their ability to inspire and motivate people in the organization to exceptional performance and to guide the process of resource allocation in a manner that produces consistency and focus. As it was mentioned in the previous chapter of findings, the terms such as “*quality education*” (AUCA), “*academic excellence*” (MAK), “*optimize the quality of service provided*” (UEMG)

were coded as motivating message. These terms are not only for motivating employees, but the whole public who may be associated with the universities such as students, suppliers, academics and others.

By focusing on students as customers, this study found that students were cited by both African and Brazilian universities. The previous studies on mission statements have also considered students as an important component in the mission statement of universities. For instance, Mok (1999) stated that when students complete their studies, they become clients or customer (JONGBLOED et al., 2008). Thus, this study accords with Conway et al. (1994) who found that students are the primary customer of higher education. They additionally argued it is the existence of certain stakeholders which gives higher education its unique problem: the issue of students being both customers and product simultaneously. This study confirms other studies which have previously found the importance of including customers in the mission statement of any organization or company (DRUCKER, 1973; DAVID, 1989; BART, 1997; AMATO and AMATO, 2002; DAVID; 2014). A customer-centered mission statement may enable a firm to more effectively engage in advertising, promoting, publicity, selling, and other marketing activities to induce customers to develop an attachment, connection, or bond with the firm (DAGGER and DAVID, 2012; SASHITTAH and TANKERSLEY, 1997 cited by DAVID et al., 2014).

The benefit to society was mentioned by all universities in this study. This finding was expected since society is among three traditional missions of universities according to previous literature (BART, 2001; SCOTT, 2006; JONGBLOED et al. 2008; ARIAS-COELLO, 2018). These results support the argument of Jongbloed et al. (2008) who viewed a university's mission as a reflection of how the institution outlines its contribution to society.

A values / philosophy component is an important component of the mission statement (WANT, 1986; CAMPBELL and YEUNG, 1991; CAMELIA, and MARIUS, 2013). Pearce and Robinson (2003) stated that a clear mission statement reflects or explicitly states basic beliefs, values, aspirations and philosophical priorities. In our findings, values/philosophy component appeared under such terms: “*Christ-centered, quality education*” (AUCA), “*Islamic moral values*” (MUM), “*ethical values*” (UMU), “*Christian and Marist principles*” (PUCPR), “*respectful of diversity*” (UFRJ). As it can be seen, the faith-based universities tend to express values and beliefs in a clearer term than public universities. Furthermore, the faith-based institutions express their values and philosophies using religious terms. These findings are consistent with Camelia and Marius (2001), who argued that mission statements reflect an institution's values, and what the institution stands for.

Academic objectives are a component of the mission statement of universities (KURTULUS, 2013). This component was highly cited by both African and Brazilian universities. This result matches the study of Kurtulus (2013) who found that academic objectives are components of the mission statements of Turkish Private universities.

Geographic scope as a component of the mission statement of a university was defined as region served by the university or the location of the students for whom the services (education) are intended. The study found that this component was cited by 87% of African universities and 75% of Brazilian universities. These results make us to conclude that most of the selected universities recognize the importance of mentioning geographic scope or location in their mission statements. The previous studies on mission statements also reported the geographic location as an important component that a company should include in its mission statement (DAVID, 1989; KEMP and DWYER, 2003; BARTKUS, 2004). For instance, Kemp and Dwyer (2003) indicates that a clear idea of the location of a market for the organization's products and services is crucial to the effective strategy formulation.

Distinctive competence is the strength of the organization that should be included in the mission statement (DRUCKER, 1973; CAMPBELL and YEUNG, 1991; DAVID, 2000). This concept has its origin in Salzinik (1957) and Penrose (1959) 's studies. In our study, distinctive competence was detected as being represented such terms "*academic excellence*" (MAK), "*competitiveness*" (UEMG), "*innovation and creativity*" (MUM). Thus, our findings seem to support Liudmila (2015) who suggest that all these terms are related to the semantic domain of competition, as their basis meaning has the components of competitive superiority. Universities need to compete locally and internationally. This is inconsistent with the National Higher education policy of Tanzania (1999) which stated the emphasis on the need for globalization and international competitiveness. Moreover, our findings fit the Colin and Fran (2010)'s idea, who argue that distinctive competence is a necessary part of strategic making for any management team in any type of organization-not-for profit as well as for profit- is to reflect upon organizational competences that are distinctive.

Finally, the research question of our study looked at the future orientation as a component of the mission statement of selected university. The findings were positive at moderate level according to table 4.3. The previous literature in strategic management has emphasized the importance of future orientation in the mission statement (DAVID, 1989; KEMP and DWYER, 2003; BARTKUS, 2004). Therefore, this study is consistent with the argument of Kibuuka (2001) who stated that university's vision refers to the ability of management to build the desired future.

**RQ3. Do mission statements of African and Brazilian universities meet the four recommended objectives based on the literature?**

The research question three was to identify four objectives of mission statements based on previous literature. The mostly commonly objectives of mission statements include sense of direction, control mechanism, non-routine decision making and inspirational and motivational message of employees (DALRYMPLE and PARSONS, 1995; DAVIES and GLAISTER, 1997; LEUTHESSER and KOHLI, 1997; MILLER, 1998). Our findings show that all four objectives were detected in mission statements with different frequencies. The sense of direction was the least mentioned.

By focusing on the control mechanism, we see that our results concur with the previous literature. This objective helps the firm to be focused and it was measured using industry, services, customers and geographic scope. This finding fits with the findings of Arias-Coello et al. (2018)'s study who found that Spanish universities were focusing on research, teaching and service to society. These findings also are consistent with the study of Kurtulus (2012) who found that most Turkish private universities mentioned control mechanism. Thus, the study suggests that African and Brazilian universities can control their business (education) and their customers (students).

Looking at non-routine decision making, we see also that the universities recognized this objective. In our study, this element was coded using terms such as " *innovativeness and creativity*" (UONBI) " *equal opportunities for all*" (MACK), " *responsible society*" (UFRJ). Other previous studies have identified this element very important when it is included in mission statements. For instance, it is argued that strategic plans are instrumental (OLSEN, 2007) to the symbolic alignment of values within the university, and as such, function as sense-giving and sense making devices whereby the central university leadership structures communicate the intended course of action to the various internal and external stakeholders (GIOIA et al, 2010; RAVASI and SCHULTZ, 2006). Based on the argument of Bartkus et al. (2004) I would argue that mission statements provide universities as guidance in their decision-making procedures of everyday.

This study found that inspirational and motivational message objective was also mentioned at high rate, thus confirming the previous literature on mission statements. For instance, Bart (1997) suggests that mission statements should motivate employees and they therefore need to be clear and concise. This idea was also supported by Morpew and Hartley

(2006) that mission statement provides a shared sense of purpose, motivating the employees and other internal constituents to communicate the institution's values to key external stakeholders.

Finally, sense of direction was cited by few mission statements. This study seems to match the study of Kurtuluş (2012) who found that few universities cited the sense of direction. As our findings show in the chapter 4, Brazilian universities tend to use specific terms. However, other researchers have found that there is not needed to specify the time or geographic scope in the mission statements since changes are happening rapidly even without notice (YIP et al., 1997).

**RQ4. What are similarities and differences between African and Brazilian universities based on stakeholders, components, and objectives mentioned in their mission statements?**

The results of this study are consistent with the previous studies which provides reasons for similarities as well as differences among the regions. The similarities among the regions include the fact that the majority of the mission statements in all two regions mention student, society, graduates, governments and academics. It is possible that these universities consider student, society, graduates, government and academics important in stakeholders and they have to include in their mission statements in order to communicate to their university identity. By doing this, these stakeholders will feel included in the university community (JONGBLOED et al, 2008). Other studies also have reported the importance of including stakeholders in mission statements as they shape and contribute the corporate image. For instance, corporate image has influence on person's behavioral responses (TREADWELL and HARRISON, 1994) and helps companies to retain their customers as well as attract new ones (ANDERSON and LINDESTAD, 1998). Another reason of the similarities may be from nowadays universities tend to have similar mission statements in order to attract different customers (staff/employees, students) from different corners of the world (KOSMÜTZKY, 2015). The similarities also were found in the components that were mentioned on both sides. This was the case of industry, services, motivation, values/philosophy, benefit to society and academic objectives which were found in both African and Brazilian universities' mission statements at the same rate.

However, differences were found in that, students/ customer, employees, future orientation, distinctive competence, geographic scope appeared differently in both sides. For example, future orientation was mentioned less in African universities than in Brazilian



universities. While geographic scope is brought up more in African university mission statements than in Brazilian universities. These differences may be justified by regional differences. Kosmützky (2015) argued that universities position themselves in particular niches through mission statements. Through their mission statements, universities try to differentiate themselves in order to attract international students.

Looking at the results analyzed by Atlas-ti 8., we notice other differences between African universities and Brazilian universities. African universities focus on good governance while Brazilian universities focus on social concern. For instance, “responsibility and accountability” (MUM), “good governance” (UONBI) represent good governance in the mission statements of African universities. Good governance among African universities may be associated with the local and central government in which the selected universities operate. Since the university is considered as the engine of the development of the country, it is also suggested that university contribute the good governance of their countries. Social concern in Brazil was detected in different forms such as” a *just and fraternal society*” (MACK), “*building.... Responsible society, that respects diversity and free from all forms of oppression or discrimination of class, gender, ethnicity or nationality*” (UFRJ), “*improved quality of life* and “*social inclusion*”(UEMG), This is obvious, as it has been mentioned in the previous sections of this chapter especially the section of stakeholders and components of mission statements, that society is a salient stakeholder of the university. Social concern in Brazilian universities also is associated with the social inclusion programs where the government has been trying to include different groups in all spheres of life include education. For instance, there was a program which was launched in 2004, focusing on exchanges fiscal benefits for tuition exemption to allow students in private universities. Another reason for focusing on social concern, may be attributed to other programs such as “Bolsa familial” which introduced the adoption of quotas and other affirmative action initiatives, targeting children from minorities and from low income families. ( DECREE No. 5.209, de Setembro de 2004- REGULATES A LAW-010.836-2004-BOLSA FAMÍLIA PROGRAM).

## **6 SUMMARIES OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **6.1 INTRODUCTION**

This chapter summarizes the findings, draws conclusions and makes recommendations to policy and practices in strategic planning practices of universities. It also points out the limitations experienced in conducting this research. It further makes suggestions for future studies.

### **6.2 SUMMARY OF THE FINDINGS**

This study investigated the mission statements of African and Brazilian universities using a content analysis. The study involved 16 universities. The purpose of the study was to identify similarities and differences between the selected African and Brazilian universities based on stakeholders, components and objectives mentioned in their mission statements. The specific objectives of this study were as follows:

- 1) Identify specific stakeholders' groups of the selected African and Brazilian universities;
- 2) Identify the main components of mission statements of selected African and Brazilian universities;
- 3) Identify four objectives mentioned in the mission statements of selected African and Brazilian universities;
- 4) To analyze the similarities and differences between selected African and Brazilian universities.

The findings suggest that many stakeholders were mentioned by mission statements of African and Brazilian universities. Students, society and governments were frequently cited stakeholders in both African and Brazilian university mission statements. However, some stakeholders were not detected. These include families and other universities.

This study has shown that African and Brazilian universities include in their mission statements important elements suggested by the previous literature (DAVIES and GLAISTER, 1997; BART and TABONE, 1999; BARTKUS et al., 2006). The evidence was that industry,

services, values/philosophy, benefits to society; motivation, geographic scope; and academic objectives were highly cited by both African and Brazilian universities.

This study has also shown that the objectives of the mission statements according to previous literature (DAVIES and GLAISTER, 1997; LEUTHESSER and KOHLI, 1997; MILLER, 1998) were mentioned by the studied universities. These include control mechanism, non-routine decision making, inspiring and motivating employees, and sense of direction. However, our study revealed that sense of direction was less mentioned compared to others.

Finally, when mission statements were analyzed by Atlas.ti 8, some similarities and differences emerged. On the differences for instance, this study found that Brazilian universities emphasized on social concern while African universities emphasized on good governance. On similarities, for instance, this study found that both universities tend to focus on quality and excellent education. Excellence, and ethical values link to distinctive competence component as universities frequently try to impress the public that they are different from others (DRUCKER, 1973; CAMPBELL and YEUNG, 1991). However, they end up having the same mission statements (KOSMÜTZKY, 2015).

### **6.3 CONCLUSIONS**

From the findings of the study it can be concluded that African and Brazilian universities include stakeholders in their mission statements even though there is room for improvements. The students have been considered as main stakeholders of universities by various scholars (JONGBLOED, 2008; SANCHEZ, 2017; ARIAS-COELLO et al, 2018). The results of this study show that the society continues to be the importance of stakeholders and component of the mission statement of universities. Therefore, our study contributes to the previous literature that mission of universities should be service to society apart from teaching and research (KERR, 1976; CLARK, 1998; SCOTT, 2006; JONGBLOED, 2008). Government emerged also as stakeholder of universities. However, this study did not detect families and other universities in the studied mission statement. Thus, this finding is inconstant with the previous literature (REAVILL, 1998; BALDWIN, 2002; JONGBLOED) who considered families as stakeholder of universities.

The study revealed that most selected African and Brazilian universities mentioned the important components in their mission statements. The most mentioned components include industry, services, values/philosophy, academic objectives, motivational message, benefit to society, geographic scope. This finding supports the previous literature (DAVID, 1989;

DAVIES AND GLAISTER, 1997; KURTULUŞ, 2012). For instance, this study found that the industry was mentioned by all selected universities on both sides. It was found that is obvious to mention industry, because universities must communicate to the public what they do and who they are. And this prevents universities to be scattered in other business than their mission (education).

When examining the objectives of the mission statements, it was found that all four objectives were detected across the regions. However, it was noticed that, sense of direction was less mentioned compared to inspiring and motivating employees, control mechanism and non-routine decision making. This is an important contribution to the previous literature as there is no other research conducted before on mission statements of African and Brazilian universities using content analysis. This study contributes to the organizational identity theory by supporting the idea of Hatch and Schultz (1992,1994), that organizations communicate their identity, their values and their reasons of being of the public through mission statements. In the same line, the study confirms what Clegg (2005) pointed out that public relations, marketing communication, reputation management and branding are organizational means for differentiation. They communicate what an organization stands for, not only promoting its products, but also its core values and its identity.

Another interesting conclusion to be drawn is that excellence, ethical values and knowledge and research were the most occurring themes from both African and Brazilian universities when Atlas-ti 8 was used. Excellence is a theme which as coded as both motivational messages (BART, 1997; BARTKUS et al, 2004) and distinctive competence (DRUCKER, 1973; CAMPBELL and YEUNG, 1991). Knowledge and research have traditionally been considered as the mission of universities by many scholars (KERR, 1976; CLARK, 1998; SCOTT; 2006). Therefore, this is a confirmation of what has been suggested by these scholars.

#### **6.4 RECOMMENDATIONS FOR POLICY AND PRACTICES**

From the findings of the study, there are some recommendations to be advanced to the management of the organizations, policy makers especially those associated with university management.

As Bartkus (1998) stated, mission statements represent one of the least-used tools for gaining advantage over the competition. Therefore, if African and Brazilian universities want to gain an advantage over the competition will need to work hard in strategic marketing planning. This would allow them to focus on key elements that affect their mission and primary

sources of revenues, including their current and prospective clients and donors and their marketing environment (WILLIAM, 2006). Other researchers also have pointed out the role of marketing strategy such as McDonald (1998) who argues that for the marketing perspective, strategy refers to the guidelines that have been established for the marketing activity, and tools used to achieve its objectives.

This study has found out that other universities have not been mentioned by any mission statement of the universities under the study. This raises the issue of collaboration between these universities. Universities are expected to have inter-university programs to exchange experiences or other internal exchange programs. The managers of these studied universities are called work on this. And the first step would be to recognize this in mission statements since they are a strategic planning tool (PEARCE II and DAVID, 1987; BART, 1994).

This study found that staff/employees as stakeholder was nearly absent. This is surprising due to the expected role of this stakeholder in the activities of universities. Therefore, this study makes a recommendation to the university managers to include employees and staff in their mission statements since other studies have also suggested that mission statements motivates employees (DAVID, 1989; FREEMAN, 1984) and shape their organizational identity (ALBERT and WHETTEN, 1985, BART, 1997).

In this study, it has been found that families were not mentioned in the studied mission statements. However, the researcher recognizes that there could be other terminologies to mean these components. The importance of parents and families of students should not be ignored in the mission statements of universities since they are the ones to sponsor students. In fact, they should be considered as clients and customers. Parents and families may be motivated by mission statements (BARTKUS and GLASSMAN, 2007) which recognize them as stakeholders. Therefore, a recommendation of this study is to include them in mission statements.

Finally, having found that mission statements play a greater role in strategic planning practices of universities, the study recommends that mission statements should be communicated to all stakeholders of the university. This may be done, for instance, when initiating the new employees, during the first meeting of new students, and during the any university gathering. This will foster the organizational identity among all communities of the university (JONGBLOED et al., 2008; BART, 1997; HATCH and SCHULTZ, 2004)

## **6.5 LIMITATIONS OF THE STUDY**

This study recognizes the major limitation of the lack of information on the topic specifically previous studies on mission statements of African universities. Strategic management studies in African seem to be at younger stage. Still on the same issue of information, the researcher recognizes the limitation of lack of literature on the topic in the English language on the side of Brazilian universities.

Since the study was limited to, content analysis, it was not possible to get enough information on why, for instance, universities decide to leave out some stakeholders or component who are traditionally considered important to universities' mission statements.

The study was limited by the absence of some parts of mission statements. For instance, the researcher decided to include mission, vision, beliefs and values or philosophy. However, it was not easy to find all these elements for each studied university. Therefore, this may have affected the data since some universities have all three parts of the mission statement and other has less than three parts.

The websites of universities are not similar. Therefore, this was a challenge for the researcher as he was spending a lot of time clicking and navigating the whole website of selected universities. For instance, some mission statements were just downloaded from the home page while other it was not the case.

The study used the two different methods of analysis. The human-driven coding and computer assisted coding (Atlas.ti 8). The two methods may have affected the data.

## **6.6 SUGGESTIONS FOR FURTHER RESEARCH**

Based on the findings of the study the following further studies are recommended to be conducted:

The sample size of this was 16 universities. The same study could be carried out using increased number of the sample in to identify other patters of mission statements of universities.

Many studies on mission statements of the universities have been conducted. However, there is still a gap of studies on mission statements of the universities using other forms of collecting data such as interview. This could confirm our findings what have been found using data collected from websites. It could be interesting to find out whether universities do what they preach in their mission statement through websites and other media of communication.

With the results found in our study, the future study could be conducted to find out what marketing strategies are adopted in these universities to reach the identified stakeholders such as prospective students, society, government, graduates, and future employees.

Stakeholder engagement is another interesting study which could be carried in order to find out whether, for instance, private universities in Africa are involving their stakeholders in decision making such as strategic planning practices.

There is a need to conduct research on effects of mission statements on universities' performance in Africa and Brazil. This could be done on either on academic performance or financial performance. And this can be based on national universities ranking for instance.

Lastly, our findings indicated that faith-based universities tend to have religious values in their mission statements such as Christian-centered education (AUCA), Marist principles (PUCPR, Lutheran christian confessionality (ULBR). This study suggests that future study should examine for instance, the similarities and differences between mission statements of Catholic universities and non-Catholic universities either in Africa or elsewhere in the world.

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## APPENDIX 1 - RESEARCH SCHEDULE

Activities	Time
Research proposal writing	May 2019- June 2019
Introduction, Literature Review, and Methodology	June 2019
Defending Research Proposal	End July 2019
Data collection (websites searches, PUCPR Library), data analysis	August 2019
Data analysis, presentation and interpretation of findings	September 2019
Recommendations and conclusions	October 2019
Final defense of thesis	End of November 2019

Source: Research author 2019

**APPENDIX 2 - RESEARCH BUDGET**

<b>Budget items</b>	<b>Cost per item</b>	<b>Total cost of items</b>
Communication(calls)		1000R\$
Printing(drafts)		200R\$
Transports		500\$
Other expenses		300R\$
<b>General total cost</b>		<b>2000R\$</b>

SOURCE: Research author, 2019



### APPENDIX 3 - STAKEHOLDERS CODEBOOK

Code	Description	Example
Students	A student is a learner, or someone who attends an educational institution, a university.	Students, learners, trainees, individuals, young people, leaders of the future.
Staff/employees	A person employed for wages or salary by the university or higher institution.	Staff, employees, stakeholder individual, faculty
Society	The aggregate of people living together in a more or less ordered community who may have a relationship with university	Society, community, population, public, humanity
Academics	A teacher or a scholar in a college or university.	Lecturers, tutors, instructors, trainers.
Graduates/Alumni	A person who successfully completed a course of study or training.	Graduates, former students
Government	Governing body of a nation, state or community. The group of people who control a county	government, nation, state, Ministry, other government bodies.
Other research institutions	These are societies or organizations founded for a religious, educational, social or similar purpose.	Centers, globalization
Other universities	These imply educational institution designed for instruction, examination, or both, of students in many branches of advanced learning, conferring degrees in various faculties and often embodying colleges and similar institutions.	Sectors, globalization
Families	A group of consisting of parents and children living together in a household who are associated to university	Parents, families, relatives

SOURCE: Research author, 2019

#### APPENDIX 4 - COMPONENTS OF MISSION STATEMENTS CODEBOOK

Code/theme	Definition description	Examples
Industry	Standard industry name	Education, research, technology, institute
Services	Market scope through which university operates its activities	Teaching, learning, production of scientific knowledge
Public image	This is an opinion of many people have of a university.	Sensitivity create difference.
Customers/ students	These are people to whom services of university are destined for	Students, learners, graduates, trainees,
Employees	A person employed for wages or salary by the university or higher institution	Staff, faculty
Geographic scope	Region served by the university or location of the students for whom the services(education) are intended	Worldwide, Africa, Brazil, regionally
Values/Philosophy	University 's principles or standards or behavior.	Values, beliefs, philosophy, Fair, integrity, harmony,
Motivational message	Desire or willingness of people who may join or be associated with the university	Best, leading university, excellent center of learning
Benefit to society	Importance to community, people or around the university	Community, society, people, humankind
Distinctive competence	Competitive strengths and capabilities of university	Innovation, high quality, efficient.
Future orientation	Reflection of strategies of university	The year, will, shall, strategic planning,
Academic objectives	Relating to education or scholarship	Academic activities, scientific research,

SOURCE: Research author, 2019

## APPENDIX 5 - OBJECTIVES OF THE MISSION STATEMENTS CODEBOOK

Code/ theme	Description	Example
Sense of direction	Information about university' future orientation	The year, shall be, survival, strategic objectives,
Control mechanism	This consists of boundaries that prevent university from pursuing inappropriate objectives	Industry, customers, students, employees, staff
Non-routine decision making	A non-routine decision is a choice made to deal with a non-repetitive, tactical situation.	Values and philosophy, local ethics, human rights, universal values.
Inspiration and motivation of employees	Message or information which encourage individuals to place the university superordinate objectives ahead of individual self-interest.	World standard, leading university, creativity, best service, preferred university,

SOURCE: Research author, 2019

## APPENDIX 6 - CODING SHEETS- STAKEHOLDERS

### Africa

No.	Name of university	student	Staff	Society	academic	Graduate	govern	Other insti	Other univ	Famil	Total
1	University of Rwanda										
2	AUCA										
3	University of Nairobi										
4	University of Dar Es salaam										
5	Muslim Unive of Morogoro										
6	Makerere University										
7	Uganda Martyrs University										
8	MIUC										
	TOTAL										

### Brazil

1	University of Sao Paulo										
2	PUCPR										
3	PUCPS										
4	State University of Minas Gerais										
5	FURJ										
6	Lutheran University of Brazil										
7	University of Brasília										
8	Mackenzie Presbyterian University										
	<b>Total</b>										

**NOTE:** Indicate “1” as presence and “0” as absence

**SOURCE:** Research author, 2019

### APPENDIX 7 - CODING SHEETS-COMPONENTS

No.	Name of university	IND	SERV	PUB IM	CUST	EMP	GEO	VAL/ PHIL	MOTI	BEN SOC	COMP	FUT	ACAD	Total
1	University of Rwanda													
2	AUCA													
3	University of Nairobi													
4	University of Dar Es salaam													
5	Muslim Unive of Morogoro													
6	Makerere University													
7	Uganda Martyrs University													
8	MIUC													
	TOTAL													
Brazil														
1	University of Sao Paulo													
2	PUCPR													
3	PUCPS													
4	State University of Minas Gerais													
5	FURJ													
6	Lutheran University of Brazil													
7	University of Brasília													
8	Mackenzi e Presbyterian University													
	Total													

**NOTE:** Indicate “1” as presence and “0” as absence

SOURCE: Research author, 2019

### APPENDIX 8. CODING SHEETS-OBJECTIVES

No.	Name of university	DIRECTION	CONTROL MECHANISM	NON-ROUTINE DECISION	MOTIVATING EMPLOYEES	Total
1	University of Rwanda					
2	AUCA					
3	University of Nairobi					
4	University of Dar Es salaam					
5	Muslim University of Morogoro					
6	Makerere University					
7	Uganda Martyrs University					
8	MIUC					
	TOTAL					
<b>Brazil</b>						
1	University of Sao Paulo					
2	PUCPR					
3	PUCPS					
4	State University of Minas Gerais					
5	FURJ					
6	Lutheran University of Brazil					
7	University of Brasília					
8	Mackenzie Presbyterian University					
	<b>Total</b>					

**NOTE:** Indicate “1” as presence and “0” as absence

SOURCE: Research author, 2019

## APPENDIX 9 - LIST OF MISSION STATEMENTS INCLUDED IN THE STUDY

11/10/2019

Mission & Vision | Adventist University of Central Africa

### MISSION

The Adventist University of Central Africa (AUCA) is committed to provide Christ-centered quality education founded on a holistic approach that prepares people for the service of this life and the life to come.

### VISION

The Adventist University of Central Africa (AUCA) is to be a centre of excellence in undergraduate and graduate programmes. Quality shall be the hallmark of all its undertaking including research and service delivery to its Students, Faculty, Staff and the Community at large

SOURCE: [www.auca.ac.rw/about-auca/vision-mission/](http://www.auca.ac.rw/about-auca/vision-mission/)

11/10/2019

Our Mission and Vision | Makerere University

### Vision

To be the leading institution for academic excellence and innovations in Africa.

### Mission

To provide innovative teaching, learning, research and services responsive to National and Global needs.

### Core Values

- Allegiance to the Institution
- Integrity
- Customer Responsiveness
- Professionalism
- Openness to Diversity

SOURCE: <https://www.mak.ac.ug/about-makerere/our-mission-and-vision>

11/11/2019

## **Marist International University College**

### **Vision**

To be a leading international educational institution that graduates students who are agents of liberation, transformation and development of humanity.

### **Our Mission**

To provide holistic quality training, conduct scientific research, reach out to communities and graduate students who are transformative leaders in education, corporate and development Sectors, through value-based education.

### **Our Core values**

We pay special attention to the following values:

#### **1. Love of God and neighbor**

We show our love for God by how we take care of His creation, including other people around us.

#### **2. Respect for human life, lawful authorities and colleagues**

We encourage all members of MIUC community to respect their lives and other people's lives as sacred; respect and observe the laws of the land and their institutions and also cultivate respectful relationships with people around them.

#### **3. Concern for the poor**

Following in the footsteps of St. Marcellin Champagnat, our Founder, we are to be genuinely concerned about the poor in body, mind and spirit.

#### **4. Integrity**

We strive to be people of integrity in all our personal, professional and social lives.

#### **5. Generosity**

Through individual and corporate activities, we endeavour to demonstrate this value as a basic human principle.

#### **6. Leadership**

We encourage a spirit of leadership in whatever area one can excel in for fruitful and productive living.

#### **7. Patriotism**

We encourage all people to actively participate in nation-building as patriots.

#### **8. Love for work**

We recognize that to be productive and development oriented, we must love our work in our various areas of responsibilities and capacities.

#### **9. Sensitivity to the environment**

We must protect our environment, not only for our own survival but as a thanksgiving to God for His precious gift to mankind.

#### **10. Self-discipline**

We encourage all members of the MIUC community to observe self-discipline in their relationships in and out of the College.

<http://www.miuc.ac.ke/miuc/school-info/our-values/>



11/10/2019

University of Dar es Salaam-

## Mission & Vision

### Vision

"to become a reputable world-class university that is responsive to national, regional and global development needs through engagement in dynamic knowledge creation and application."

### Mission

"the unrelenting pursuit of scholarly and strategic research, education, training and public service directed at attainment of equitable and sustainable socio-economic development of Tanzania and the rest of Africa."

### Guiding Theme

The focus of the University of Dar es Salaam activities during the period 2006/ 07 - 2010/11, shall be guided by the following theme: "Enhanced quality outputs in teaching, research and public service"

### Values

Towards achieving its Vision and fulfilling its Mission, the University of Dar es Salaam subscribes to the following Values:

Academic excellence by ensuring that the pursuit of academic excellence in teaching, research and service to the public is well recognised and forms an important part of the academic and organisational life of the institution.

Academic integrity by ensuring that all the academic outputs are produced in line with international standards of academic integrity.

Academic freedom by upholding the spirit of free and critical thought and enquiry, through the tolerance of a diversity of beliefs and understanding, as well as fostering open exchange of ideas and knowledge amongst the staff and/or students. "unrelenting pursuit of scholarly and strategic research, education, training and public service directed at the attainment of equitable and sustainable socio-economic development of Tanzania and the rest of Africa."

Internationalisation through participation in the regional and global world of scholarship, by being receptive and responsive to issues within the international environment, as well as enrolling an increasing number of international students.

Professional and ethical standards by upholding the highest professional standards and ethical behaviour, and through openness, honesty, tolerance and respect for the individual in all disciplines.

Social responsibility by promoting an awareness of, and providing leadership to respond to, the issues and problems facing society with a view to ultimately solving and alleviating them.

Developmental responsibility by ensuring that most of the research conducted has an immediate or long-term impact.

Teaching and learning by creating a holistic teaching and learning environment which is student centred, providing students with social, cultural and recreational opportunities that will facilitate the full realisation of their potential for academic and personal growth.

Institutional autonomy characterised by self-governing structures guided by the University's Council and greater independence of action, while being responsive to societal and development needs or to what is prescribed by the relevant legal instruments.

Public accountability by ensuring transparent decision making and open review, as well as the full participation of stakeholders in the development of the institution and in major policy shifts.

Equity and social justice by ensuring equal opportunity and non-discrimination on the basis of personal, ethnic, religious, gender or other social characteristics.

Strategic planning culture by inculcating it at all levels in the University.

Research relevance by ensuring that research addresses relevant national or societal problems.

ICT use of ICT by application of ICT in the enhancement of academic delivery and management.

SOURCE: [www.udsm.ac.tz/web/index.php/mission-and-vision](http://www.udsm.ac.tz/web/index.php/mission-and-vision)

11/10/2019

MUSLIM UNIVERSITY OF MOROGORO

#### **Our Vision**

To be a higher education centre of excellence with cutting edge programmes, responsive to the needs of the individual and the nation in a globalized world under the guidance of Islamic moral values.

#### **Our Mission**

To contribute to the national effort to produce highly educated and well trained human resources inculcated with the appropriate aptitudes and attitudes for the material, moral and spiritual development of the society by upholding the highest standards of teaching, learning, research, outreach and consultancy in the provision of holistic and well-integrated education and training

#### **CORE VALUES**

The core values of the University are embodied in its daily functions. The most fundamental values are:

**Knowledge Seeking:** As prescribed in Islam, acquisition and advancement of frontiers of knowledge are an obligation of all men and women. Indeed, the first direct revelation to the Holy Prophet Muhammad (SAW) was:

**Integrity and Prudence:** Seek nobility in both words and deed and act in an honest, ethical, prudent and professional manner in all endeavours.

**Excellence:** Muslim University of Morogoro is committed to sterling performance and continuous improvement in carrying out its activities.

**Community Built on Respect and Tolerance:** Respect for students, faculty, alumni and the general public as the source of strength will be upheld.

**Collegiality and Collaboration:** Collegial governance and collaborative, interdisciplinary efforts in teaching, scholarship, and service, and student life will be adopted as essential aspects to the successful functioning of the University.

**Responsibility and Accountability:** Adoption of responsibility and accountability in all levels of undertaking financial and non-financial issues will be ensured. MUM shall endeavour to disclose fully all pertinent information to clients and stakeholders in a transparent manner.

**Academic freedom, Creativity and Innovation:** Muslim University of Morogoro will support innovation, creativity and freedom of expression as a cradle of academic excellence and intellectual advancement. It will actively promote sharing of ideas and information across the community and will be receptive to new progressive ideas from different quarters.

**Spiritual and Academic Balance:** Muslim University of Morogoro shall facilitate students, staff and community at large to strive for a proportionate balance between spiritual development, personal fulfillment, rational thinking and academic/intellectual growth.

**Trust and Teamwork:** Commitment to trust and teamwork amongst all stakeholders including students, faculty members and all strategic partners with similar/complementing mission.

**Community Service:** Provision of community service around the University and elsewhere in Tanzania aimed at raising living standards of the society.

[www.mum.ac.tz/index.php/about-us/vision](http://www.mum.ac.tz/index.php/about-us/vision)

10/11/2019

#### **Uganda Martyrs University**

##### **Vision**

To be a University that is nationally and internationally recognized for excellence in teaching, learning, research, advancement of knowledge and community engagement.

##### **Mission**

To provide quality higher education, training and research for the betterment of society guided by ethical values.

##### **Values**

- Transparency
- Accountability
- Reliability
- Action based on Institutional Ethos
- Quality

<https://www.umu.ac.ug/about-us/>



10/11/2019

## UNIVERSITY OF NAIROBI

**Our vision** is to be a world-class university committed to scholarly excellence.

**Our Mission** is to provide quality university education and training and to embody the aspirations of the Kenyan people and the global community through creation, preservation, integration, transmission and utilization of knowledge.

### Our Core Values

- Freedom of thought and expression - Excellence - Care - Good governance - Innovativeness and creativity - Partnership and teamwork

### Core Functions

**Teaching and Learning:** The university offers innovative, relevant and market driven academic programmes, both at undergraduate and postgraduate levels with inbuilt quality control systems the university also provides an environment and policy framework for undertaking high quality and relevant research.

<https://www.uonbi.ac.ke/about/profile>

11/10/2019

Vision and Mission - University of Rwanda

## Vision and Mission

### Vision

To be a leading University that develops highly enterprising graduates prepared and dedicated to building a more just and sustainable society locally, nationally and globally, with appropriate innovations that advance quality of life.

### Mission

To support the development of Rwanda by discovering and advancing knowledge, committed to the highest standards of academic excellence, where students are prepared for lives of service, leadership and solutions.

### Objectives (to include) :

- Develop interdisciplinary, problem-based academic programmes aligned with Rwanda's development needs.
- Integrate IT-based resources from around the world.
- Ensure students have the leadership, entrepreneurship and management skills needed to create employment.
- Prepare students for service to their communities and country through applied service learning programmes nationally and internationally
- Create applied, evidence-driven, research centres focused on problem solving, aligned with Rwanda's development needs.
- Develop continuous education programs for upgrading skills and knowledge

SOURCE: <https://ur.ac.rw/?Vision-and-Mission>

11/10/2019

A Universidade - PUCRS - Portal

### Mission

*PUCRS, based on human rights, the principles of Christianity and the Marist educational tradition, has as its mission to produce and disseminate knowledge and promote human and professional formation, guided by quality and relevance, aiming at the development of a just and fraternal society.*

### Eyesight

*In 2022, PUCRS, in accordance with its Mission, will be an international reference in Higher Education through Innovation and Social, Environmental, Scientific, Cultural and Economic Development.*

SOURCE: [www.pucrs.br/institucional/a-universidade/](http://www.pucrs.br/institucional/a-universidade/)

11/11/2019

Confessionality, Mission, Vision, Values and Principles | Mackenzie

### Mission

Educating the human being, created in God's image, for the full exercise of citizenship, in an environment of Reformed Christian faith.

### Vision

Being recognized by the society as a Presbyterian and philanthropic denominational institution, dedicated to the divine and human sciences, committed to social and environmental responsibility, in continuous search for academic excellence and management.

### Values and Principles

- In personal conduct: dignity, character, integrity and Mackenzie spirit;
- In the exercise of professional activity: ethics, competence, creativity, discipline, dedication and willingness to volunteer work;
- In interpersonal relationships: loyalty, mutual respect, understanding, honesty and humility;
- In the decision-making process: seeking consensus, justice, truth, equal opportunities for all;
- In the relationship between collegial bodies, units and departments: cooperation, team spirit, professionalism and adequate communication;
- In the relationship with other institutions: responsibility, independence and transparency;
- In society: participation and provision of services to the community;
- And, in all circumstances, act with love that is the bond of perfection.

SOURCE: <https://www.mackenzie.br/en/the-institution/institutional-identity/>

11/10/2019

About PUCPR - International

**Mission** | The Pontificia Universidade Católica do Paraná, guided by ethical, Christian and Marist principles, has as Mission the development and dissemination of knowledge and culture and the promotion of comprehensive and permanent qualification of citizens and professionals committed to the life and to the progress of the society.

**Vision** | To become, until 2022, a world-class higher education institution, with excellence in teaching, research, innovation, and social relevance.

SOURCE: <https://www.pucpr.br/international/about-pucpr/>

## About UEMG

The UEMG was created in 1989, by provision contained in the State Constitution. As expected when it was founded, it is a multicampi University, present in several municipalities of Minas Gerais.

In the organic structure of the state, the University is linked to the State Secretariat of Education - which is responsible for formulating and implementing public policies that ensure scientific and technological development, innovation and higher education in the state.

Present in 16 municipalities of Minas Gerais, UEMG currently offers 115 undergraduate courses in the classroom. In addition, it has nine Stricto Sensu postgraduate courses, seven masters and two doctorates.

### Mission

Promote Education, Research and Extension in order to contribute to the formation of citizens committed to the development and integration of sectors of society and regions of the state.

### Eyesight

To be a reference as a promoting institution of teaching, research and extension in line with regional policies, demands and vocations of the state.

### Values

**Academic Quality Merit:** Formation of a scientific community that provides interaction with other knowledge-producing institutions and, at the same time, establishes a synergy in the pursuit of UEMG excellence. Formation and performance of research groups with a strong scientific and technological base to strengthen stricto sensu (meeting CAPES criteria). Internal and external evaluation in pursuit of the merit of academic quality.

**Ethical Commitment:** The University should be the setting in which Professional Ethics guides relationships and actions, giving opportunity to human dignity, the construction of knowledge and harmonious coexistence in the sociocultural context in which its citizens will operate, extending the University's production to society, where it is inserted.

**Social:** Social responsibility at UEMG means training ethical, critical and innovative citizens, developing research in different areas of knowledge that can contribute to the state's technological advancement and implementing extension work committed to interacting with the community in the pursuit of social transformation, environmental preservation, improved quality of life and social inclusion.

**Innovation and cooperative work:** The University, by promoting innovation through new technologies, stimulates competitiveness and cooperation in all sectors that contribute to scientific and socio-cultural development and interferes with multiple economic, social and cultural processes. UEMG should be this knowledge-generating agency, training researchers capable of competing and cooperating with the productive sector and effectively contributing to the development of the state and the nation.

**Commitment to Public Policies:** The State University of Minas Gerais is committed to participating and strengthening public policies in all areas of knowledge through effective actions to enhance demands and optimize the quality of services provided.

SOURCE: [www.uemg.br/home/universidade/sobre-a-uemg](http://www.uemg.br/home/universidade/sobre-a-uemg)



11/10/2019

Mission | Federal University of Rio de Janeiro - UFRJ

## Mission

The purpose that justifies the existence of the Federal University of Rio de Janeiro and underpins its strategic objectives is to provide Brazilian society with the means to master, expand, cultivate, apply and spread the universal heritage of human knowledge, enabling all its members to act as a transforming force. More specifically, the university is intended to complete the student's comprehensive education by preparing him to:

- pursue higher level professions;
- value the multiple forms of knowledge and expression, technical and scientific, artistic and cultural;
- exercise citizenship;
- reflect critically on the society in which they live;
- participate in the effort to overcome social and regional inequalities;
- Commit to building a socially just, environmentally responsible society, respectful of diversity and free from all forms of oppression or discrimination of class, gender, ethnicity or nationality;
- fight for the universalization of citizenship and the consolidation of democracy;
- contribute to national and international solidarity.

SOURCE: <https://ufrj.br/missao>

11/10/2019

Mission, Vision, Principles and Values - About ULBRA - ULBRA Canoas

Mission, Vision, Principles and Values

Mission

Be an effective and innovative learning community.

Eyesight

To consolidate, by 2022, as an institution of academic and administrative excellence.

Principles and Values

Basic

- Integrity, honesty and seriousness;
- Respect for people and the environment;
- Justice, freedom and citizenship.

Essentials

- Commitment:
  - With the student;
  - With the quality;
  - With the community.
- Appreciation of people;
- Lutheran Christian Confessionality.

Aspirational

- Transparency in all processes;
- Innovation and entrepreneurship;
- Quality, excellence and sustainability in end and middle activities;
- Universal accessibility.

SOURCE: <https://www.ulbra.br/canoas/sobre-a-ulbra/missao-visao-principios-e-valores>

11/10/2019

UnB - University of Brasília - Mission

### Mission

To be an innovative and inclusive university, committed to the essential purposes of teaching, research and extension, integrated for the education of citizens and qualified citizens for professional practice and committed to the search for democratic solutions to national and international issues, through excellence performance.

**FUTURE VISION** - To be a national reference in teaching, research and extension, with local, regional and international insertion, innovative, inclusive, transparent and democratic, with effective management and quality of life.

SOURCE: [www.unb.br/a-unb/missao?menu=423](http://www.unb.br/a-unb/missao?menu=423)

11/11/2019

[CONSOLIDADA] RESOLUÇÃO Nº 3461, DE 7 DE OUTUBRO DE 1988 | Normas USP

**Article 2** - The purposes of USP are:

I - promote and develop all forms of knowledge through teaching and research;

II - to provide higher education aiming at the formation of persons qualified to exercise research and teaching in all areas of knowledge, as well as to qualify for professional activities;

III - extend to society services inseparable from teaching and research activities.

**Article 3** - USP, as a public university, always open to all currents of thought, shall be governed by the principles of freedom of expression, teaching and research.

SOURCE: [www.leginf.usp.br/?resolucao=consolidada-resolucao-no-3461-de-7-de-outubro-de-1988#t1](http://www.leginf.usp.br/?resolucao=consolidada-resolucao-no-3461-de-7-de-outubro-de-1988#t1)