An examination of the relationship between the mission of the university, the business school, and the entrepreneurship center: An application of Chandler's strategy and structure hypothesis

By: Dianne H. B. Welsh and Shawn M. Carraher.

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Abstract:

This study examines the mission statements of select colleges and universities in the United States in comparison to the mission statements of entrepreneurship centers at their respective institutions. A mission statement is important because the strategic direction, goals and objectives of the organization flow directly from it. It is a public proclamation of the values and mores of the organization. The mission statement is particularly important to an entrepreneurship center because the statement explains the role of the center in the overall mission of the governing institution. The mission statement of an entrepreneurship center works in concert with, and is derived from, the mission statement of its governing institution which follows Chandler's strategy and structure hypothesis. This study explored the mission statements of entrepreneurship centers at Catholic colleges and universities in the United States and their relationship to their governing institutions' mission statement and business schools' mission through thematic analysis. It was found that there was little, if any, relationship between them. Future research is discussed.

Keywords: mission statements | colleges | universities | United States

Article:

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An Examination of the Relationship between the Mission of the University, the Business School, and the Entrepreneurship Center: An Application of Chandler's Strategy and Structure Hypothesis*

Dianne H. B. Welsh, The University of North Carolina at Greensboro
Shawn M. Carraher, Cameron University

Executive Summary

This study examines the mission statements of select colleges and universities in the United States in comparison to the mission statements of entrepreneurship centers at their respective institutions. A mission statement is important because the strategic direction, goals and objectives of the organization flow directly from it. It is a public proclamation of the values and mores of the organization. The mission statement is particularly important to an entrepreneurship center because the statement explains the role of the center in the overall mission of the governing institution. The mission statement of an entrepreneurship center works in concert with, and is derived from, the mission statement of its governing institution which follows Chandler's strategy and structure hypothesis. This study explored the mission statements of entrepreneurship centers at Catholic colleges and universities in the United States and their relationship to their governing institutions' mission statement and business schools' mission through thematic analysis. It was found that there was little, if any, relationship between them. Future research is discussed.

Introduction

With the growth in entrepreneurship around the globe, there has been a corresponding growth in entrepreneurship centers and endowed chairs in entrepreneurship and related disciplines at universities and colleges, particularly in the United States. Kuratko (2005) calls entrepreneurship, "the most potent economic force the world has ever experienced." The growth spurred by this economic force can be identified as the most radical change to our thought patterns and ways of doing business at colleges and universities in the 20th century. Indeed, entrepreneurship education has permeated across the bounds of colleges, departments, centers, and majors. Entrepreneurship is teamed with engineering; law; science; literary, visual, and performing arts; and even physical education. There are entire departments of entrepreneurship and even a college of entrepreneurship. Katz (2003, 2004) has documented the growth of the field through continuous studies that at last count has 1,600 colleges and universities offering over 2,200 courses related to entrepreneurship from a few in the 1970s. Eighty percent of all U.S. colleges and universities now offer courses in entrepreneurship. While issues are raised among academics questioning the legitimacy of the field of entrepreneurship, these concerns are certainly not shared by the general public. Entrepreneurship is the accepted route out of the world economic crisis of 2007-2010.

Indeed, entrepreneurs are what young people strive to be at increasingly greater numbers. Seventy percent of today's high school students intend to start their own companies, according to a recent Gallup poll published in the *Wall Street Journal* (Malone, 2008). Twenge (2006) identified never giving up on your dreams as very important to GenMe-those under 35 years of age. While she saw this as focusing on self, it is also an important characteristic of entrepreneurs. It is estimated that 5.6 million Americans in this age bracket (under age 34) are actively trying to start their own businesses (Tulgan, 1999). Half of all new college graduates believe that self-employment is more secure than a full-time job. Eighteen to 24-year-olds are starting companies at a faster rate than 24 to 44-year olds. Sixty percent of Gen Y business owners, born in the late 1970s, consider themselves to be serial entrepreneurs (Malone, 2008). Horatio Alger would have been proud.

Entrepreneurship Centers

In response to the overwhelming surge in interest in entrepreneurship-starting and growing businesses as well as corporate entrepreneurship-being creative and innovative in an organization, entrepreneurship centers have become more and more prevalent on college campuses. According to the most recent study on entrepreneurship centers dated 2006; there are 146 collegiate entrepreneurship centers nationally. As of 2008, the Global Consortium of Entrepreneurship Center Directors' (GCEC) had 137 members and 207 schools attend their annual conference, including six international schools.

In 2005, Kuratko identified three major areas that centers have focused on-entrepreneurship education, outreach and research. A fourth should be included due to the Kauffman Foundation efforts around 2005 to change the paradigm of entrepreneurship from business school based to campus-wide (Welsh, 2009). An outcome has been campus-wide entrepreneurship centers that serve all disciplines to a much greater extent than in the past where the focus has been on business students. These centers have taken on a variety of forms, including liberal arts based centers, creativity centers, and entrepreneurship centers located inside colleges or schools of engineering, law, and technology, for example. One university may have multiple entrepreneurship centers that are geared specifically to that college or school.

While the intentions of these efforts are noteworthy, success has yet to be determined. The walls of academia are hard to permeate with a predominant department structure where revenue funding is based on student count by departments, and relevance of what is perceived as a practice-related area, may be not considered even a discipline by other academics, could have value to established areas of study in the arts, sciences, and professions. Vesper (1999) warned about legitimacy of the field of entrepreneurship and told us that we had "unfinished business" left from the 20th century. As entrepreneurship attempts to become more cross-disciplinary and inter-disciplinary, these issues become even more predominant.

Mission Statements of Entrepreneurship Centers

The mission statement of the entrepreneurship center is integral for understanding the purpose(s) of the center and how it intends to achieve its vision. A vision often starts with "To be the best, highest quality, most utilized." The mission states how the center intends to achieve its vision. For example, the

vision and mission of the North Carolina Entrepreneurship Center at University of North Carolina Greensboro (UNCG) is, "To be the premier university-wide, cross-disciplinary, collaborative entrepreneurship center in the State of North Carolina by 2014. Our mission is to inspire and educate entrepreneurs, to help them start and grow their businesses, and to serve as a catalyst for the creation of sustainable and globally competitive enterprises in the Piedmont Triad, North Carolina, and beyond. We will accomplish this by promoting entrepreneurship across the campus and in the community through public service and community engagement, education, and research."

Steven R. Covey, author of one of the best-selling books of all time, *The 7 Habits of Highly Effective People*, said that "mission statement work is the single most important work because the decisions made there affect all other decisions." Mission statements were highly recommended to business by Peter Drucker in 1973; and later popularized in management books by Ouchi (1981) and Peters and Waterman (1982). Mission statements are a codified set of principles to guide the actions of an organization (Falsey, 1989). Mission statements tell who an organization is and what the organization does. Indeed, a mission statement is evaluated by what it says and how the organization lives up to it (Falsey, 1989). The North Carolina Entrepreneurship Center at UNCG cited above required approval from the board of trustees with a standardized form that started with the vision, mission, and goals of the proposed center starting on the first page. The mission is integral to understanding the reason an organization exists for the internal as well as the external constituents.

Chandler's Connection to Entrepreneurship Centers

Alfred Chandler is most often credited for being the founder of strategy along with Kenneth Andrews and Igor Ansoff. His 1962 publication, *Strategy and Structure* is considered the seminal publication in the field. Chandler's background as a business historian made his perspective quite unique and applicable to entrepreneurship centers. He was a keen observer of businesses and saw the realities of the day-to-day challenges business face and coupled this with the messy realities of strategy and its preoccupation with empirical detail. He was known for his rich engagement with the practice of management (Whittington, 2008). However, he focused on the modern corporation (McCraw, 2008), not the entrepreneurial organization or small businesses, the engine of economic development today. His works were dense in detail, as McCraw (2008, p. 211) put it, "constructed brick by brick" and were not able to be penetrated by common assaults by academicians. His vision was built on a single focus on large corporations, other complex organizations, how these corporations built economic growth, and the American example of successful management that came out of these corporations in the period from 1850-1960 (McCraw, 2008).

In particular, he studied the growth of the railroads with a group of scholars at Harvard's Center for Research in Entrepreneurial History. While he focused on the roles and functions of railroads, he also developed an understanding of the politics around the railroads in Washington, DC and the state capitals as well as the influence of Wall Street (McCraw, 2008). In other words, this early work did focus on a growing business enterprise that became a major force in the Industrial Revolution. In one of his last books, Scale and Scope (Chandler, 1990), he spent a considerable amount of time explaining how entrepreneurs took advantage of the new technologies of production in the Industrial Revolution as well as transportation and communication systems. He applied these same research methods to the study of multinational corporations (Chandler & Mazlish, 2005), the electronics and computer industries

(Chandler, 2001), the pharmaceutical industries (Chandler, 2005), the acceptance of information at critical times in our history that led to the Information Age (Chandler & Cortada, 2000), and the role of technology combined with strategy and organization and its effect on particular regions (Chandler, Hagstrom, & Solvell, 1998).

While entrepreneurship scholars and center directors would be more interested in how the railroads grew, Chandler was focused on the roles and functions of the railroads. He carried this over later in defining strategy as, "the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals" (Chandler, 1962, p. 13). Herein lays the connection to mission of the entrepreneurship center to the overall mission of the organization. If Chandler was here today, he would be adamant about the importance of a clearly defined vision and mission of the entrepreneurship center tied to the unit (college or school) within the enterprise or organization (university). The organizational capabilities would provide the internal dynamic for the continuing growth of the enterprise (entrepreneurship center, university) (Chandler, 1990).

Methodology

Sample and Analysis

The sample was taken from the 214 Catholic colleges and universities in the United States. The rationale is that faith-based institutions should have stronger ties between the mission of the entrepreneurship center, the college's or school's mission where the center is housed, and the university mission.

A qualitative thematic analysis was conducted following the guidelines by Altheide (1996). The first step is identifying the problem and the unit of analysis. This step includes pursuing a specific problem to be investigated, becoming familiar with the process and context of the information resource, and becoming familiar with several examples of relevant documents. Step two is constructing a protocol. This begins with drafting a protocol (data collection sheet with categories), testing the protocol with data from several documents, and revising and testing the revision. The third step is collecting the data. This consists of two steps: arriving at a sampling strategy and collecting the data, using preset codes, and many descriptive examples. The data is kept in original documents but also entered into computer-text-word processing for word searches. Revision to coding usually occurs as the process progresses. Step four is data analysis. This includes performing the analysis, including refinements and data coding, comparing and contrasting extremes within each category; writing brief summaries of each category, combining summaries with an example of a typical case and the extremes. It is important to give examples of protocols for each case and not surprises. Finally, the findings are integrated with the researchers' interpretations (Altheide, 1996).

Concerning the template analysis, we followed the guidelines recommended by King (1998) that first develops the coding protocol that includes code definition, hierarchical coding and parallel coding (See Table 1). After the first step, the researcher develops the thematic protocol which includes creating the initial template, revising the template, and finalizing the template. Step three interprets and presents

the analysis. The advantages of template analysis are that it is flexible, easy to grasp, and gives a structured approach to the data. The disadvantages include that it is either extreme-too simple or too complex, and that individual voices are lost with the aggregation of the data. Overall, we believe that the advantages outweigh the disadvantages so we used the template analysis in our study.

Table 1: Coding List

Verb List	Source List	Outcome List
To Develop	Catholic or Roman Catholic	Gifts
To Serve	Tradition	Religious
To Commit	Saint's Name, Mary, Mother	Responsible
To Respect	Humanity	Leaders
To Teach	God, Father Jesus, Son	Community Moral, Morality
To Preserve	Heritage of Tradition of Faith, Religion	Life Worth, Worth Spirits, Spiritual Truth
To Dedicate	Values	Commitment
To Provide	Gospel	Caring
To Guide	Prayer	Dignity
To Prepare	Liturgy Christian, Christ Heart Society, Social Spirit, Holy Spirit Church Encyclical Teaching Reason Magisterium Incarnation Religious Order-Congregation Mission of the University/Business School or College	Sacred Ethics, Ethical Human Life Faith, Religion Values Prayer Whole Person Growth of Person Dignity of Person Heart Peace Justice Servant Sensitivity Teaching Reason All dimensions of themselves (whole person) Assistance (servant) Talent (whole person)

Results

There are 214 Catholic Colleges and Universities in the United States that made up our sample. Of those, 176 had mission statements for the college or school that housed the entrepreneurship, family business or small business center. Thirty-four schools had an entrepreneurship, family business, or small business center. Of those 34 schools, 14 schools had mission statements for their center. Table 2

compares the business school mission with the center mission for the Catholic colleges or universities with a center and the total number of matching phrases. Four matching phrases were found between the mission of the center and the mission of the business school.

Table 2: A comparison of matching phrases between business school mission and center mission at Catholic colleges and universities

College or University	Total Matching Phrases	Business School Mission	Center Mission
Bellarmine	0	Serve Communities	Develop Individuals
Benedictine	0	Serve Communities through faith and ethical business practices and instils responsibility	Develop teaching model
Creighton	0	To educate leaders	To engage community
DePaul	1	To teach, teaching community	To prepare, teaching
John Carroll	0	Committed to Jesuit philosophy and tomorrow's leaders through nurturing moral individuals	✓ Develop businesses and outreach programs ✓ Grow businesses and communities ❑ Serve and develop others in the spirit of entrepreneurship and free enterprise as part of the Jesuit mission
Loyola	0	✓ Provide education ✓ Educate whole person via Jesuit ideals ✓ Train to be ethically minded and socially responsible	Develop and grow responsible businesses, develop center
Marquette	1	To provide, teaching, values, community	To serve community, servant
Saint Vincent	1	To prepare leaders through teaching, public servants, community	To provide development
Santa Clara	1	To develop leaders, community, heart	Develop community, develop leaders, Develop businesses
Seattle	0	✓ In spirit of Jesuit tradition develop students ✓ Serve faith	Develop community, value-based teaching, outreach services Develop and nurture growth of talent

		✓ Promote justice ✓ Develop responsible leaders who have ethics and integrity	
Saint Mary's	0	✓ Dedicated community and teachers ✓ Prepare students for leadership roles ✓ Commitment to lifelong learning empowering and consistent with Marianist traditions	Provide opportunity
University of Dayton	0	In Marianist tradition committed to educating whole person	Develop and provide leadership resources
University of Notre Dame	0	To build, to teach faith, morality, responsibility and growth of person	Serve entrepreneurs
Xavier	0	Prepare leadership and life	Educate community

Table 3 compares the university mission with the center mission and the total number of matching phrases. Six schools had matching phrases between the mission of the center and the university mission. Table 4 is a synopsis of the mission statements of the 14 entrepreneurship centers. All 14 of the centers had missions with one to two phrases from our coding sheets.

Table 3: A comparison of matching phrases between university or college mission and center mission at Catholic colleges and universities

College or University	Total Matching Phrases	University or College Mission	Center Mission
Bellarmine	1	Develop life worth	Develop Individuals
Benedictine	0	Prepare students to be leaders	Develop teaching model
Creighton	1	To guide truth, justice, values, to teach ethics, whole person, community	To engage community
DePaul	1	To preserve, to teach, religious	To prepare, teaching
John Carroll	0	✓ Committed to treasury of human knowledge ✓ Committed to Christian revelation and community ✓ Preserve moral and	✓ Develop businesses and outreach programs ✓ Grow businesses and communities

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		spiritual dialogue ✓ Develop respect of fact ✓ Presence of Jesuits value system of Gospels expressed in Spiritual Exercises ✓ Jesuit spirit brings a rationality balanced by human affection, an esteem for the individual as a unique person ✓ A quest for God's greater glory ✓ Commitment to the values that inspired the Spiritual Exercises promotes justice by affirming the equal dignity of all persons ✓ Concern for the human and spiritual developmental needs of the students and a deep respect for the freedom and dignity of the human person ✓ Development of the teacher	❏ Serve and develop others in the spirit of entrepreneurship and free enterprise as part of the Jesuit mission
Loyola	1	Develop	Develop and grow responsible businesses, develop center
Marquette	2	To serve, to teach faith, leaders, servant, community	To serve community, servant
Saint Vincent	0	To provide education	To provide development
Santa Clara	0	✓ Dedicated to preparation of students to assume leadership roles in society ✓ Education that stresses moral and spiritual as well as intellectual and aesthetic values ✓ Encourages faith and promotion of justice ✓ Commitment to freedom of inquiry ✓ Search for truth ✓ Affirmation of its Catholic identity, respect for other religions and philosophical traditions, promotion of dialogue between faith	Develop community, develop leaders, Develop businesses

		✓ Community respectful of difference Commitment to achieving common good	
Seattle	0	Develop whole person, dignity, sensitivity, justice	Develop community, value-based teaching, outreach services Develop and nurture growth of talent
Saint Mary's	0	Develop growth of person and to prepare to serve community	Provide opportunity
University of Dayton	0	To educate the whole person	Develop and provide leadership resources
University of Notre Dame	0	Teach ethics, responsible	Serve entrepreneurs
Xavier	1	Educate community	Educate community

Table 4: Total phrases in the center mission at Catholic colleges and universities

College or University	Total Phrases	Center Mission
Bellarmine	1	Develop Individuals
Benedictine	1	Develop teaching model
Creighton	1	To engage community
DePaul	1	To prepare, teaching
John Carroll	2	✓ Develop businesses and outreach programs ✓ Grow businesses and communities ❐ Serve and develop others in the spirit of entrepreneurship and free enterprise as part of the Jesuit mission
Loyola	1	Develop and grow responsible businesses, develop center
Marquette	2	To serve community, servant
Saint Vincent	1	To provide development
Santa Clara	2	Develop community, develop leaders, Develop businesses
Seattle	2	Develop community, value-based teaching, outreach services Develop and nurture growth of talent
Saint Mary's	1	Provide opportunity
University of Dayton	1	Develop and provide leadership resources
University of Notre Dame	1	Serve entrepreneurs
Xavier	1	Educate community
TOTAL	18	

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Conclusion

There is little evidence that the mission of entrepreneurship, small business, or family business centers reflects the mission of the business school or college where they are housed, nonetheless the university or college. Out of the 34 centers, four had phrases in common with the mission of the business schools or colleges where they were housed. Only six of the 34 centers had common phrases with the university or college mission.

Chandler would agree that mission statements are integral to an organization. Mission statements are said to capture the true identity of an organization as well as encapsulate a framework for realistic and clear objectives to be articulated and followed. While the importance of mission statements is touted in all types of organizations, and highly subscribed to by academics and practioners alike, we do not find any clear language of coordinated objectives in the mission between university entrepreneurship, family business, or small business centers with either the mission of the university as a whole nor the business schools in which these centers are housed. While one would assume there would be a relationship between the missions of units in an organization, especially ones with a strong history and spiritual mission, this was not the case. In fact, we conclude that it appears just the opposite-there is little relationship between the three. Bechard and Gregoire (2005) recognized that entrepreneurship education was missing the tie to spiritualist or ethical theories and it seems that this tie is also missing in the mission statements-the epitome of what is held high by the organization.

There are major limitations to this study. First, only entrepreneurship, family business, and small business centers at Catholic colleges and universities were examined. The sample was limited to the United States. Other faith-based colleges and universities were not examined or other types of faith-based institutions. Therefore, this study is exploratory and a first step in examining the mission of entrepreneurship, family business, and small business centers to their institutions.

Future Studies

There are many opportunities for future studies. Obviously, the mission of universities, and colleges with entrepreneurship, family business, and small business centers could be compared in the U.S. and internationally to see if the results are the same. Additionally, the mission of the college or school that the center is housed is changing with new centers either being campus-wide or outside business schools or colleges where they have traditionally been housed. This may change the nature of the mission and vision of the centers. For instance, a cross-campus entrepreneurship center housed in a college of liberal arts may have a very different mission than an entrepreneurship center in a business school or college. Additionally, comparisons of other faith-based institutions and none faith-based institutions should be examined and compared.

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About the Authors

Dianne H.B. Welsh is the Hayes Distinguished Professor of Entrepreneurship at The University of North Carolina Greensboro. She is a recognized scholar in international entrepreneurship and franchising and published the first comprehensive books on international franchising. Dianne is the author of over 100 published manuscripts and *Global Entrepreneurship*. Research interests include social entrepreneurship, family business, international franchising, and entrepreneurship. She is the Past President for the U.S. Association for Small Business & Entrepreneurship and was a Presidential Appointee to the U.S. Air Force Academy Board of Visitors and a member of the Defense Advisory Committee for Women in the Services.

Shawn M. Carraher received his PhD from The University of Oklahoma and is the Brewczynski Endowed Chair and Director of the Small Business Institute© at Cameron University. He also serves as the President of the International association of SBI Directors, former President of the SouthWest Academy of Management and former Division Chair of Division 1 of the Academy of Management. With over 75 published articles and data collections in over 100 countries his research interests involve an examination of cross-cultural differences in compensation and selection within entrepreneurial organizations. His recent publications have appeared in the *Journal of Applied Psychology, Decision Sciences, Educational and Psychological Measurement, Journal of Vocational Behavior, Journal of International Business Studies, Journal of Applied Management and Entrepreneurship, Organizational Research Methods* and *Global Business and Finance Review.*