An Analysis of the Mission Statements of K-12 Christian Schools: Their Components

and the Value They Hold for the Organizational Leader

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for the degree of

Doctor of Organizational Leadership

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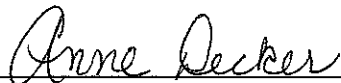
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Abstract

A mission statement is an organizational document declaring the purpose of an institution and its reason for existence. The mission statement can help an organizational leader to make decisions, to motivate him/herself and others, to build toward organizational unity, to integrate a philosophical purpose with practical goals, and to enhance communication across the organization. A well crafted mission statement can be a vital tool for the organizational leader as he/she establishes and maintains an organizational culture that reflects the purpose of the institution. The benefits of a well-worded and consistently implemented mission statement range from increased employee motivation and positive cultural alignment to enhanced job performance and effective fund raising. This research explores the important components that make up this powerful document and how the CEO puts this document into practice. An analysis of the elements comprising these organizational documents of purpose is conducted and the delineation is made of both the common themes and the extent of diversity among the mission statements of ACSI accredited K-12 Christian schools.

The organizational leader is also a focus of this investigation. This study explores the perspective and behavior of the school's CEO in relationship to the organization's mission statement. Three aspects of the CEO's leadership are examined in this dissertation. First, the level of importance that the CEO places on the mission statement is evaluated. Second, this research explores how the CEO uses the school's mission statement in his/her ministry of leadership. A third aspect of this research involves an investigation into the CEO's perspective of the impact that the mission statement has on the faculty of the school.

Dedication

To the God of the Universe

The sovereign One

The only One worthy of worship

The Savior, Redeemer, and Lover of my soul.

To Cathy

The one more precious than rubies;

My wife of faithfulness and commitment;

The love of my life;

One of the most intelligent people I know;

The glue and cement of the family.

To my four wonderful children, who have brought such joy to my life -

Benjamin, Matthew, Bethany and Daniel

I loved you greatly as my little children;

I adore you and respect you as independent adults who have grown in wisdom and faith.

And in loving memory of my wonderful parents, Robert and Iris Rough.

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CHAPTER 1

THE GENERAL NATURE OF THE PROBLEM

Abrahams (1995) makes two concise declarations concerning mission statements. First, a definition: "A mission statement is an enduring statement of purpose for an organization that identifies the scope of its operation in product and market terms, and reflects its values and priorities" (p. 38). Second, a statement of benefits: "A mission statement will help a company to make consistent decisions, to motivate, to build an organizational unity, to integrate short-term objectives with longer-term goals, and to enhance communication" (p. 38). Collins and Porras (1991) assert that every organization should be able to articulate its purpose in one or two sentences and that a good purpose statement must be broad, fundamental, inspirational, and enduring. Brown (1998) views the development of a mission statement as one of the most important decisions a company must make.

A mission statement is an organizational document declaring the purpose of an institution and its reason for existence. The mission statement will help an organizational leader to make decisions (Drohan, 1999), to motivate (Forehand, 2000), to build an organizational unity (Hader, 2006), to integrate objectives with goals (Bart & Baetz, 1998), and to enhance communication (Wallace, 2004). A well crafted mission statement can be a vital tool for the organizational leader as he/she establishes and maintains an organizational culture that reflects the purpose of the institution (Sergiovanni, 1984). The benefits of a well worded and consistently implemented mission statement range from increased employee motivation and positive cultural alignment (Bart, 1996) to enhanced job performance and effective fund raising (Forehand, 2000). An important inquiry to

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consider involves the core components that make up this powerful document. An analysis of the elements comprising these organizational documents of purpose has been conducted and the delineation made of both the common themes and the extent of diversity among the mission statements of ACSI accredited K-12 Christian schools.

Christian schools are complex organizations reflecting many layers of stakeholders (Kienel, 2005). Schools are governed by a school board of some type (i.e. church board, school board elected by the parents, self-perpetuating school board). Schools have a layer of executive administration (CEO, Superintendent, Headmaster, Head of School, President), a layer or two of administrative management (Principals, Assistant Principals, Department Heads, and Directors: athletic, guidance, technology, media), a major workforce (faculty and staff), a support staff (custodial, maintenance and transportation), a complex set of customers (students, parents, pastors, grandparents, and other extended family), and an extensive number of vendors (curriculum, office supplies, educational materials, equipment, furniture). As a complex organization, schools often develop a unifying purpose statement to assist in providing direction and solidarity.

A great variety of educational organizations exist within the Association of Christian Schools International (ACSI), and yet there is a sense of unity as Christian school educators join together in a movement to educate children in a Christian context (Kienel, 2005). Christian schools vary in age and longevity; in financial practices (fundraising, tuition rates, state assistance); in governance (church-run, board-run, parent-run); in church relationships (sponsored, governed, supported, totally independent); in size of enrollment; in academic program (elementary only, elementary and secondary, special education, vocational training, Advanced Placement classes, college prep); in

athletics (part of the public school system, restricted to other Christian schools); in the fine arts (drama, dance, band, orchestra); and in relationship to state government (chartered, independent, non-chartered private school). Because of the diversity and complexity of Christian schools, educational leaders (CEOs of the school) face a variety of situations and school cultures. One important tool for the school leader is the organization's mission statement.

An analysis of such complex organizations, the leaders directing these institutions, and the school mission statement as a leadership tool raises four significant questions. These four areas of inquiry form the general nature of the problem explored in this study. First, what are the components of Christian school mission statements? Second, what value or importance does the school's CEO place on the institution's mission statement? Third, how does the CEO use the mission statement in his/her role as an educational leader? And fourth, what impact does the mission statement have on the faculty under the direction of the CEO?

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

The purpose of this qualitative study reflects the four questions of analysis. First, the mission statement is viewed by many as a vital tool for the leader to utilize in providing direction, unity and purpose for the organization (Drohan, 1999; Toftoy & Chatterejee, 2004). This research explores the important components that make up this powerful document. An analysis of the elements comprising these organizational documents of purpose is conducted and the delineation made of both the common themes and the extent of diversity among the mission statements of ACSI accredited K-12 Christian schools.

A second purpose of this study is to discern the value placed on the mission statement by Christian school CEOs. The CEO is the most visible and responsible organizational leader and must take on the role of the standard-bearer for the corporate mission (Want, 1986). This investigation explores the attitude and perspective of the school's CEO (superintendent, head of school, headmaster, etc.) in relationship to the organization's mission statement. This second inquiry focuses on the CEO of the organization and the value that he/she places on the mission statement.

Allen (2001) warns that although the acceptance of a mission statement as an organizational document is widely accepted, this document is widely ignored in the day-to-day life of the organization. The third purpose of this study is to investigate the ways that the CEO utilizes the mission statement in his/her role as a leader. This study explores the pragmatic and philosophical methodology that these educational leaders employ in the implementation of the school's mission statement.

Alignment throughout the organization allows a mission statement to move from an archaic document that takes up space on the wall to the useful tool for practical, day-to-day operations (Mullane, 2002). The fourth purpose of this study is to examine the impact of the mission statement on the faculty of the school. This study will obtain the perspective and evaluation of the CEO in regard to the faculty's knowledge of and commitment to the mission statement of the school.

Rationale for the Study

There is a strong rationale for researching the effectiveness of an organizational leader in terms of a written document. There is significant value in analyzing the mission

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statements of organizations and investigating how the CEO of the institution utilizes these documents as part of his/her leadership effectiveness.

The mission statement is a vital part of creating an organization's purpose, of communicating (both internally and externally) the reason for the organization's existence, and of transforming the dream into the actual workings of the company. Woodrow (2006) asserts that every organization begins with a mission, or purpose, "Mission statements reach into people's hearts and souls and motivate them to collaborate toward a cause that provides them with the opportunity to make a difference in the world" (p. 314). The mission statement is at the very heart of the organization, and wise leaders are involved in researching, understanding, and implementing this document into the culture of the organization. The content analysis of organizational mission statements will provide information that can benefit the Christian school leader of today.

Krippendorff (2004) observes,

Members of an organization coordinate their activities through communication and continually affirm their membership, often shielding from outsiders vital stories about inside practices. When exchanges within the organizations take place in written form, they stabilize organizational memories, identities and practices. (p. 77)

One way that leaders can provide identity, purpose, and stability for their organization is through a well worded, concise mission statement. Krippendorff continues, "Content analysis of what is said and written within an organization provides the key to understanding that organization's reality, but it is most likely to succeed if it considers the more stable categories in which the organization constitutes itself" (p. 77). Leaders

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can learn about the culture of their organization and help their membership understand its purpose by better understanding the components and message of the mission statement.

In summary of a dissertation conducted at Seton Hall University, Robertson (2000) concludes,

> The collection of interpretive data from the district mission statements encouraged a meaningful organization of the data which fulfilled the expectation of the researcher that much can be learned about organizations through a comprehensive assessment of their written mission statements. (p. 67)

Mission statement analysis is more than a literary study of a particular genre of communication; it also explores the intent of an organization and the core reason for its existence. Such documents are worthy of exploration, discovery, and analysis. Mining the data to be found in mission statements can provide organizational leaders with food for thought, evidence for evaluation, and substance for change.

Woodrow (2006) points to two organizational benefits of the content analysis of mission statements: (a) a greater appreciation of the institutional mission, and (b) a guide for future development and improvement of mission statements at other organizations. Because the mission statement is such a powerful management tool and the most commonly used strategic planning instrument by corporations in the United States (Gillies & Rigby, 1995), a careful analysis of content, structure, and components should provide valuable knowledge to the field of organizational leadership.

Patton (2002) speaks to content analysis as an important aspect of qualitative research. He shares that narrative analysis has now emerged as a specific approach to studying organizations. As a research approach, it can take many forms. Patton

emphasizes that one such approach of narrative analysis is a disciplinary reflection that takes the form of literary critique. Miller (1991) argues that qualitative researchers are uniquely positioned to study written, organizational texts "by analyzing the practical social contexts of everyday life within which they are constructed and used" (as cited in Patton, p. 498). Miller states, "Texts are one aspect of the sense-making activities through which we construct, sustain, contest and change our senses of social reality. They are socially constructed realities that warrant study in their own right" (as cited in Patton, p. 498).

Linstead (1999) agrees with Patton (2002) that texts, verbal and written, are an important form of social action, and are often attempts at social and organizational intervention. "Language is not neutral and apolitical, but productive, synthetic, transformative, ideological – saturated with power" (Linstead, p. 2).

Fairclough (1992 as cited by Linstead 1999) observes a methodological rationale for textual analysis. Texts, according to Fairclough, are:

> inseparable from contexts, and offer historical evidence about development and change in, for example, managerial subjectivity, organizational forms, relations between organizations and the public, the negotiation and redefinition of social and organized relationships, and emergent formations of knowledge, ideology and power. (p. 2)

This dissertation, focusing on the content analysis of mission statements and the use of the mission statement by the organizational leader, is a study exploring the essential fiber of organizational life. Some of the basic components of organizational knowledge, ideology, and power are to be found in the mission of the organization –

there is no better place to study this mission than in the combined context of a concise, well formulated, formally written, organizational document and the practical day-to-day experiences of the school's CEO.

White and Marsh (2006) define content analysis as "a systematic, rigorous approach to analyzing documents obtained or generated in the course of research" (p. 22). White and Marsh point to researchers in many fields, including anthropology, library and information studies, management, political science, psychology, and sociology, that have used content analysis in effectively studying organizational documents. This widespread acceptance of content analysis as a viable research approach gives credibility and precedence for an empirical study into the mission statements of organizations.

Silverman (2005) reminds researchers that documentary sources are not surrogates for other kind of data. Although researchers can not discover how an organization actually operates day-by-day through written records alone, Silverman cites Atkinson and Coffey (2004), who encourage scholars not to ignore or downgrade documentary data, but rather to recognize their existence as social facts and to approach documents for what they are and what they are used to accomplish.

This dissertation is not primarily a literary study, although the genre of mission statements is the focus and a literary, hermeneutical process will be utilized in the content analysis. The dissertation is not primarily interested in education, although schools are the organization of focus. Many types of organizations have been the subject of mission tatement analysis. These documents of mission have been empirically investigated in large business (Pearce & David, 1987), healthcare (Bart & Tabone, 2000), Fortune 500 companies (Baetz & Bart, 1996), global blue-chip companies (Lewis, 1999) small

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business (Toftoy & Chatterjee, 2004), higher education (Morphew & Hartly, 2006), and public schools (Weiss & Piderit, 1999). This dissertation is not about the classroom, pedagogical methods, textbooks, or teacher evaluation, but rather about the educational leader and his/her use of the foundational mission statement that defines and guides the educational organization. This type of a leadership study can be conducted in a variety of organizational settings. Christian schools have been selected for emic reasons so that the researcher can better evaluate the content, structure and leadership of the organization as an insider.

This dissertation is a research project emphasizing organizational leadership. The mission statement is to be treated and respected as an organizational document. The CEO is to be interviewed as the educational and institutional leader of the school. The goal of the study is to examine, understand, and appreciate the components of the school's purpose as documented by the organization's mission statement and to investigate, evaluate and analyze the leader's perspective and use of this written document as a leadership tool. The content analysis deals with a carefully worded, concise declaration of purpose while the interviews with organizational leaders provide opportunities to gain insights into the practical implementation of the documents. The interviews permit direct dialogue with the authors and users of the mission statement providing a current, professional perspective of its impact on the organization. Seven out of the eight interview questions were designed to be open-ended in order to obtain leader-oriented responses to facilitate an analysis without preconceived themes. The interviews were conducted in an inductive spirit of investigation.

The goal of the study is to examine, understand, and appreciate the components of the school's purpose as documented by the organization's mission statement and to investigate, evaluate and analyze the leader's perspective and use of this written document as a leadership tool. Schools are complex organizations. The structure of an educational organization is similar to many in the corporate world with boards of directors, CEOs, managers, and employees. Schools address a variety of stakeholders and customers from students to parents to vendors to faculty to grandparents. As a complex organization, schools are worthy of research, their CEOs are valid leaders worthy of investigation, and the mission statement documentation of an educational organization is worthy of analysis.

This study selected the CEOs and the mission statements of Christian school organizations accredited by the Association of Christian Schools International as the focus of this investigation. This study involved an appropriate cross section of Christian school organizations in the United States. The Association of Christian Schools International (ACSI) is a global organization that services many Christian schools in foreign countries as well as in the United States. ACSI's membership is currently comprised of over 5,440 member schools in 105 countries worldwide, representing approximately 1,180,000 students. Although it is not the only Christian school association in the country, and many Christian schools do not affiliate with any association providing optional accreditation as one of its member services, ACSI does represent a large number of schools (3,948 in the U.S.) and incorporates institutions from every state in the union as well as the District of Columbia. There are 11 regional offices providing resources and support to schools across the country.

This research sought a representation of established accredited schools within ACSI. Patton (2002) suggests purposeful sampling in order to focus the investigation by "selecting information-rich cases whose study will illuminate the questions under study" (p. 230). The sampling in this investigation will not be strictly random. Instead of analyzing the mission statements of a random sampling of ACSI member schools, this study chose a purposeful sampling in an attempt to study those schools that represent established educational programs.

Two criteria were used in the selection of the sample. Each school must be accredited by ACSI. According to the 2007 ACSI Directory, there are 724 member schools that have received ACSI accreditation status. This is 18.33% of the current ACSI membership of K-12 schools in America. By selecting accredited schools, this investigation focused on schools recognized by the association as reflecting excellence as an organization by demonstrating a proven effectiveness including the creation and maintenance of mature organizational documents, the establishment of consistent policies and procedures and the articulation of a solid philosophy of education. A second criterion for inclusion in the sample was that the school must publish a website on the internet. Since all data collection was harvested via the World Wide Web, each school had to possess a current website for consideration into the sample. This study desired to analyze ACSI accredited schools and their CEOs who provide direction and leadership for the Christian school organization. Once the schools were selected for inclusion in the study, a random sample was chosen from each of the 11 regions of ACSI (each region was represented by 4 organizations).

Definitions

The following definitions will be helpful in understanding the context of this dissertation. These terms represent the major concepts that are under investigation throughout this research.

Leadership –"an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes" (Rost, 1993, p.102).

Mission Statement – "an enduring statement of purpose for an organization that identifies the scope of its operation, its values and its priorities" (Abrahams, 1995, p. 38).

ACSI – the Association of Christian Schools International is a global organization that services many Christian schools in foreign countries as well as in the United States.

ACSI Accredited Christian School – according to the ACSI website, http://www.acsi.org/web2003, accreditation is a process including a self-study and analysis, a comparison to established standards, an assessment of a school's mission. ACSI expects Christian schools to use all of these components of the process to reach toward their goal of excellence in education. The ACSI accreditation programs are for preschool, elementary, and secondary schools and the accreditation is recognized at the national level as well as by many regional and state accrediting agencies. The accreditation programs provide a comprehensive evaluation model for Christian schools.

Website – a connected group of pages on the World Wide Web regarded as a single entity, usually maintained by one person or organization and devoted to a single topic or several closely related topics (Random House Unabridged Dictionary, 2006).

CEO – Chief Executive Officer. In context of this research, the CEO is the title given to the executive officer of the school organization. His/her title might be

Superintendent, Headmaster, Head of School, President, etc. but the responsibility of his/her job is that of chief executive.

Content Analysis – an inductive and emergent process in which data is obtained by observing and analyzing the content or message of written text. The contextual analyst examines the frequency and significance with which words and main themes occur, thus identifying information content and characteristics embedded in the text (Woodrow, 2006).

Delimitations

The following seven factors are not addressed in this dissertation. First, this study will not reveal the context of mission statement development. Any given statement under analysis may represent careful construction performed by a taskforce of committed stakeholders reflecting hours of reflection, or it may be a result of one individual expressing an opinion. The statement might be self-initiated by a leader, or commissioned by a committee, or even mandated by a board. The statement itself is silent on the context surrounding its development. Second, this study deals with the CEO's perspective of the impact of the mission statement on his/her organization and does not imply the accuracy of the perceptions. The open-ended questions included in the CEO interviews allowed for personal and professional insights, however the comments were self-reported without external collaborating evidence or supportive statistical analysis.

Third, this study will not interview all Christian school CEOs nor will it evaluate the mission statements of all the ACSI accredited schools, and thus any inference to the Christian school movement must be evaluated in light of the representative sample used in this research. A number of ACSI schools will be eliminated because of their failure to

publish a website. Although this is unfortunate, the criteria for the sample selection and the website collection process guided this elimination. Fourth, there are many Christian schools in the United States that are not members of ACSI. This study does not consider these schools as part of this investigation.

Fifth, the content analysis is not designed to critique mission statements or evaluate their level of excellence. Rather, it is a descriptive study attempting to investigate and discover the major components of existing documents. Sixth, this research is not an English dissertation aimed at the rhetorical details of mission statements as literature. Neither is it an educational treatise on the effectiveness of learning in America. It is a study in organizational leadership.

Finally, this research is limited by the potential bias of the researcher. Thus, the conclusions will not be declared as absolute truth, but as honest insights of integrity and consistent inquiry. The researcher is the major research instrument in qualitative research (Patton, 2002). As an insider within the Christian school movement, this researcher recognizes the bias that will influence this study. This investigator will strive for neutrality lined with empathy and an analysis conducted with a spirit of objectivity, understanding that one's background and experience will impact the investigation. As Patton summarizes, "The challenge is to combine participation and observation so as to become capable of understanding the setting as an insider while describing it to and for outsiders" (p. 268).

<div align="center">Assumptions</div>

There are several assumptions made within this study. First it is assumed that the mission statement published on the website is the current document and is not different

from the purpose statement used within the organization. The website will be viewed as an accurate reflection of the school's intent and purpose.

Second, the assumption will be made that the CEO understands the interview questions and that each CEO in the research will be honest in answering the questions during the interview.

Third, educational institutions are assumed to be organizations worthy of research and the school CEO is assumed to be a valid organizational leader. Bishop (2007) states, "Because education as a system is such an important component to any society, educational pursuits shape the very society they support" (p. 19). This study assumes that mission statements, defining the purpose of educational organizations, are important documents which reflect the complex social culture of modern schooling and thus are valid sources for organizational research.

Fourth, on a personal level, this researcher assumes that his past experience in the Christian school movement has provided him with sufficient qualification to participate in this type of research in organizational leadership. This investigator is familiar with the issues and concerns of Christian school organizations, as well as with the language utilized by the leaders in education. And yet, in this investigation, this researcher has the additional contribution of an etic perspective (Patton 2002) since he is removed from the experience of composing any of the school mission statements and fulfills the primary role of reader and analyst.

"Without a purpose or a mission, both a person and a company will flounder" (Abrahams, 1995, p.33). Shaping the identity of a corporation begins with defining its mission; its reason for being; its purpose, focus, and goal. This qualitative study focuses

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on understanding the basic components of mission statements used by an organization to define itself and the reason for its existence. The conclusions presented in this dissertation are based upon the litrature review (Chapter 2) and the research data collected through the qualitative methodology described in Chapter 3.

CHAPTER 2

LITERATURE REVIEW

The General Nature of the Problem

An analysis of Christian school mission statements and the leaders directing these

educational institutions raises four significant questions. These four areas of inquiry form

the general nature of the problem to be explored in this study. First, what are the

components of Christian school mission statements? Second, what value or importance

does the school's CEO place on the institution's mission statement? Third, how does the

CEO use the mission statement in his/her role as an educational leader? And fourth, what

impact does the mission statement have on the faculty under the direction of the CEO?

Literature Related to Theories

General Framework

Patton (2002) provides over 15 traditions and orientations that qualitative

researchers initiate. From this rich menu of theoretical perspectives within qualitative

research, this descriptive qualitative research pulls from the tradition of Hermeneutics

and its closely related subset of Narratology.

A literary content analysis will be conducted to better understand the meaning and

interpretation of the mission statement documents. Hermeneutics assumes that humans

experience the world through language, and that this language provides both

understanding and knowledge (Byrne 1998). Hermeneutics provides a theoretical

framework for interpretive understanding, or meaning, with special attention to context

and original purpose (Patton, 2002). In modern usage, hermeneutics offers a perspective

for interpreting legends, stories, and other texts, especially biblical and legal texts (Traina, 1952).

Hermeneutic philosophy, first developed by Frederich Daniel Ernst Schleiermacher (1768-1834) and applied to human science research by Wilhelm Dilthey (1833-1911), focuses on the problem of interpretation (Patton, 2002). Schleiermacher was a German Protestant theologian (Dowling, 2004) who himself defined hermeneutics as the art of avoiding misunderstanding (Byrne 1998).

Narratology is often seen as a subset of hermeneutics (Patton 2002). The foundational question of narratology is, "How can this narrative be interpreted so that it provides an understanding of and illuminates the life and culture that created it" (Patton, 2002, p. 115). Hermeneutics originated in the study of written texts and narratology extends the idea to include in-depth interview transcripts, life history narratives, memoirs, and creative nonfiction (Patton, 2002).

Rhetoric of all kinds can be fodder for narrative analysis, for example the rhetoric of politicians or teachers (Patton, 2002). The central idea of narrative analysis is that stories and narratives offer especially translucent windows into cultural and social meanings (Patton). Narrative analysis has now emerged as a specific approach to studying organizations and one important form of narratology is a disciplinary reflection that takes the form of literary critique (Patton).

The overall framework of this research is a historical qualitative study utilizing the theoretical traditions of hermeneutics and narratology. "Content analysis requires considerably more than just reading to see what's there. Generating useful and credible

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qualitative findings through observation, interviewing, and content analysis requires

discipline, knowledge, training, practice, creativity, and hard work" (Patton, 2002, p. 5).

Definition of Content Analysis

Systematic analysis can be traced back to the inquisitorial efforts of the Church in

the 17th century (Krippendorff, 2004). The advent of the printing press caused the Church

to confront nonreligious writing containing debatable moral issues. Krippendorff points

to the mass production of newsprint, the establishment of schools of journalism, and the

rise of scientific inquiry in the 20th century that resulted in the quantitative newspaper

analysis (QNA). As electronic media exploded in the United States, so QNA expanded to

a critical analysis of radio, movies, and TV (Krippendorff).

The first concise presentation under the name of content analysis appeared as a

mimeographed document by Berelson and Lazarfield in 1948 (Krippendorff, 2004).

Content analysis continued to be utilized to extract information in the arena of

communication (including editorials, speeches, and TV programming), but soon spread

into numerous other disciplines: psychology, anthropology (myths, folktales),

ethnography (field notes analysis), and social sciences of history, education and political

science (Krippendorff).

The definition of content analysis offered by researchers is not always consistent

but a few examples will provide an adequate flavor to understand the basic concepts

included in this qualitative methodology. Content analysis is "an empirical form of

analyzing texts which originates in mass communication approaches to the media"

(McKee, 2001, p. 144). Content analysis is a process in which "the data is obtained by

observing and analyzing the content or message of written text. The researcher examines

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the frequency with which words and main themes occur and identifies information content and characteristics embedded in the text" (Woodrow, 2006, p. 321). Content analysis is a "qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (Patton, 2002, p.453).

Synonyms

The term *content analysis* is used in some of the literature synonymously with other terminology. For example, McKee (2001) and Linstead (1999) utilize the concept of *textual analysis* as they describe this central methodology of cultural studies of media. McKee acknowledges that those involved with such analysis do not have a standard, published, straightforward guide as to what it is and it is practiced. However, textual analysis, McKee asserts, is a methodology: a way of gathering and analyzing information in academic research. Vergeer and Lyle (2007) use the term *qualitative analysis* to describe a systematic approach to studying text files. Others use the term *content analysis* to describe the same process of making inferences by systematically and objectively identifying specified characteristics of messages (Haggarty, 1996; Kondracki, Wellman, & Amundson, 2002; Krippendorff, 2004; White & Marsh, 2006).

Hermeneutic Circle

Inherent in the process of content analysis is the concept of the hermeneutic circle. This interpretive cycle is often viewed as beginning in a naïve way when the interpreter grasps the meaning of the text as a whole, after which the interpreter proceeds to a deeper understanding through recognition of the relationship of the parts to the whole, allowing understanding to be enlarged and deepened (Geanellos, 2000; Shklar,

2004). Patton (2002) agrees that the hermeneutic circle is aimed at enhancing an understanding of the text while offering the emphasis on relating parts to wholes, and wholes to parts. Balfour and Mesaros (1994) employ a useful metaphor in understanding the hermeneutic circle: that of encountering a series of doors that require different keys. Each key may entail switching to a different methodology.

Practical Elements of Content Analysis

Part of the hermeneutic circle is the reduction of the text into themes and categories. The coding of terms is an essential part of content analysis (Curtin, 1995, Ryan & Bernard, 2000). Kondracki, Wellman, and Amundson (2002) suggest that the coding process is essentially one of organizing communication content in a way that facilitates easy identification, indexing, or retrieval of data relevant to research questions.

White and Marsh (2006) emphasize that techniques used after the coding process are important to the overall procedure of analysis. After the coding, the researcher undertakes several additional steps. According to White and Marsh, the researcher first summarizes the findings identified during the coding (formulating and restating them so that they can be understood easily and are applicable to his research questions); second, the analyst identifies and articulates the patterns and relationships among his findings so that he can answer his research questions; finally, the investigator relates these more involved findings to those in other situations or other studies.

Ryan and Bernard (2000) share several techniques used in content analysis including the following: (a) employing Word Counts are useful for discovering patterns of ideas in any body of text from field notes to open-ended questions; (b) utilizing Word Analysis, such as constant comparison, can help researchers to discover themes in texts;

(c) building codebooks, organized lists of codes including a detailed description of each code, the inclusion and exclusion criteria for each code, and examples of real text for each theme; and (d) building Conceptual Models identifying how things are linked to each other in a theoretical model. Word counts, word analysis, codebook development, and conceptual model building will be part of the hermeneutic process of this study.

Content Analysis Design Issues

Kondracki, Wellman, and Amundson (2002) observe two issues that need to be addressed in the use of content analysis. The first is whether an inductive or deductive approach to the research questions is more appropriate. With an inductive approach, the researcher first examines the communication messages in question without preconceived notions or categories. This inductive approach is the method of choice for this study of mission statements. No categories will be pre-selected, but rather theme and categories will emerge as the analysis takes form. Traina (1952) astutely notes that there is no such thing as pure induction; only relative induction; there is no pure induction nor absolute objectivity. However, Traina stresses that "an approach which stresses induction insofar as is possible is more likely to produce impartial and accurate interpreters than any other approach" (p. 8). Kondracki, Wellman, and Amundson (2002) acknowledge that researchers using qualitative content analysis usually adopt an inductive approach while quantitative content analysis develops standard categories prior to the research and then follow the methods for deductive analysis.

Another methodological question raised by Kondracki, Wellman, and Amundson (2002) is whether the study will examine the manifest (visible at the surface level) material that is literally present and observable in the text; or the latent content (having a

deeper meaning implied in the document) of the text; or a combination. This dissertation not only emphasizes the manifest material of the mission statements, but also reflects on the inferences as well. During this study, three types of information will be traced and charted throughout the content analysis process: terms, observations, and inferences.

Markoff, Shapiro, and Weitman (1975) indicate that the documents most conducive to analysis are those which are semantically rich, relatively complex and varied, yet are sufficiently standardized both in function and format. Mission statements as a business document genre fit this description well, as they reflect variety and differences and yet all speak to the concept of purpose; the reason for organizational existence.

Triangulation

The word *triangulation* can be traced as far back as the Ancient Greeks and to the origins of modern mathematics; it is found in the field of navigation, where triangulation describes the process of using two known points to determine the location of a third; it was introduced in the field of social sciences as a metaphor to describe the use of multiple methods to evaluate a single construct (Halcomb & Andrew, 2005). The term *triangulation* was introduced in the field of social sciences as a metaphor to describe the use of multiple methods to evaluate a single construct (Shih 1998).

Within-methods triangulation is described as the combination of two or more similar data collection approaches from the same paradigm to measure the same variable (Halcomb & Andrew, 2005). Collecting, analyzing, and cross-checking a variety of data on a single factor or aspect of a question from multiple sources, and perhaps perspectives is a way to heighten a qualitative study's credibility and conformability (White & Marsh,

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2006). Methodological triangulation was employed in this dissertation. Within-methods triangulation was utilized by describing the mission statement through of a content analysis and through a series of personal interviews with CEOs. Within-methods triangulation was also employed by comparing and contrasting the dynamic tracing of the details of the mission statement with the overall thrust of the document projected by the structural chart. The overall message of each mission statement was visually displayed in chart form reflecting the structural components of the document (see Appendix F for a sample chart). This chart captured the mission statement as a whole. The dynamic tracing of the mission statement examined each term and phrase of the document discovering the meaning of the details. The triangulation of these two methods provided an adequate balance between the details and the whole thus producing an accurate look at the message of each mission statement.

<div align="center">*Literature Related to Operational Terms*</div>

An ever-expanding body of literature paints many pictures of mission statements providing a depth of insight into the definition and complexity of these important organizational documents. This literature review begins with an examination of the following issues related to the operational terms under investigation: the growth of the literature addressing these organizational documents, the definition of a mission statement, the leadership role in the development of the document, the distinction between mission and vision, the components of effective mission statements, and the proposed benefits of mission statements.

Growth in the Literature

Abrahams (1995) shares his early experience of researching mission statements. He relates a library visit in 1991:

> Just to be sure the topic hadn't been covered in another medium, the librarian and I checked all the library's resources, including the *Guide to Periodic Literature*, microfilm, and computer files. We discovered there had been no articles written on mission statements.... No 'how-to-write-one' pieces. Nothing in the business magazines. Or business newspapers. Nothing at all. (p. 21)

In that same year, 1991, Klemm, Sanderson, & Luffman conducted a survey that indicated that mission statements were a recent phenomenon: 70% of the respondents with mission statements had drawn them up in the last four years and a number were in the process of composing them at the time of the survey. By 1994, Graham and Havlick published a book on mission statements including 622 documents from 42 states, 9 Canadian provinces and the District of Columbia. The intent of the book was to provide verbatim mission statements in order to complement the vast amount of published literature on this topic. One year later, Gillies and Rigby (1995) proclaimed the most commonly used management tool around the world was the mission statement (used by 90% of respondents in the past five years).

In 1998 Bart and Baetz said "it is impossible to pick up a standard text on strategic planning or business policy without some reference to the virtues or importance of having a well-developed mission statement" (p. 823). Bart (1998) balances the popularity of mission statements with the absence of empirical research when he asserts that there has been no research done concerning the differences in mission statements between innovative and non-innovative organizations.

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In 1999 less than a decade from Abraham's (1995) fruitless search for information on the corporate mission statement, O'Gorman and Doran (1999) state that there is an overwhelming consensus in the literature that the development and management of business missions is fundamental for the survival and growth of any business. Weiss and Piderit (1999) share that several state governments, including Arizona and North Carolina, have required all state agencies to write mission statements as part of the budget or strategic planning process; Kentucky requires all volunteer fire departments to have mission statements; many states, including California and Florida, require mission statements from their public universities, colleges, or community colleges; six states, including New York and Indiana, require mission statements from all nonprofit hospitals; Iowa requires mission statements from arts programs that receive public funds; and Maine requires mission statements from hospices.

Bart and Tabone (2000) report that the popularity of mission statements has escalated and that a distinct body of literature has arisen. Bart (2002) points out that in 2001 considerable research had already been done on the use and implementation of mission statements in a variety of organizational circumstances: in high-tech firms, industrial organizations, airlines, and hospitals.

By the year 2002 enough literature had been written about mission statements to be viewed as a body of historical documents. Bart (2002) points to this historical literature as he concluded that mission statements are effective in two basic areas: one for providing more control over employee behavior and two for providing a focus for resource allocation. Analoui and Karami (2002) surveyed 508 small and medium-size manufacturing companies and discovered that the majority (78%) of the firms did have

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formal developed mission statements, while only 25 respondents reported that they did not have formal mission statements in their organizations.

The popularity of the mission statement among organizations, corporations and educational institutions make their reality worthy of investigation (Bart, Bontis & Taggar, 2001). The expanding amount of literature written about the development and implementation of the mission statement provides a rich context in which to conduct research (Bart, 2001).

Definition of the Mission Statement

Graham & Havlick (1994) state that there is no standard definition of what a mission statement is. Campbell and Yeung (1991) declare that there are no two managers or scholars that agree on a common definition. However, there are common concepts and terms included in many definitions of mission statements.

By far the most common element is the term *purpose* (Abrahams, 1995). Brown & Yoshioka (2003) say, "More than a statement or a symbol, the mission is a tool that provides a clear, compelling statement of purpose that the organization disseminates both internally and externally" (p. 6). Pearce and David (1987) share, "an effective mission statement defines the fundamental unique purpose that sets a business apart from other firms of its type and identifies the scope of the business's operations in product and market terms" (p. 109). Forehand (2000) states that the "mission statement should establish the organization's purpose; the mission statement should be a source of motivation" (p. 268).

"The mission statement should clearly state the purpose of the school. In other words, it should state what the school is about - its reason for being" (Herman, 1989, p.

83). This idea of the *reason for existence* is reflected in many definitions of a mission statement. Senge (1990) concurs with the centrality of the rationale as he pens, "Purpose (or mission) is the Why? The organization's answer to the question 'Why do we exist?'" (p. 223). Drohan (1999) writes, "A good mission statement expresses the association's reason for being, conveys the association's identity, and articulates purpose, focus and direction" (p. 117). Jones (1996) agrees, "A mission statement is, in essence, a written-down reason for being – whether for a person, or for a company" (p. x). Clark and Mirabile (2004) share that a mission statement reflects the "core reason for a company's existence" (p. 116). Clawson (2003) writes, "The mission statement is a concise declaration of the reason for the organization's existence and of the kind of activity the organization will pursue…. a mission statement is about what we do and why we exist today where we are" (p. 161).

The *practice* of a company is sometimes seen as the core of a mission statement. A mission statement is "a statement of what business we are in and sometimes our ranking in that business. The mission statement names the game we are going to play" (Block, 1987, p. 107). Wallace (2004) defines mission as "not just what you do, but how you contribute and why you do it – is the quintessential part of any organization's identity. Goals, objectives and activities or strategies all flow from mission" (p. 4). Bart (1998) sees *purpose* and *practice* as the twin keys to mission statements: "A mission statement is a formal written document intended to capture an organization's unique purpose and practice" (p. 65).

In addition to the practice of an organization some authors include the philosophical underpinnings as essentials to an effective mission statement. Conley

(1993) asserts that, "mission statements tend to be general philosophical statements of intent, rather than mundane descriptions of current practice" (p. 3), and Panda and Gupta (2003) reflect that, "Mission statements are usually viewed as a declaration of corporate philosophy" (p. 24).

Toftoy and Chatterejee (2004) offer a definition of the mission statement that combines many key ideas including *uniqueness, scope* and *direction*:

> A company's mission is an enduring statement of purpose that distinguishes its business from its peer firms, identifies its scope of operations, embodies its business philosophy and reflects the image it seeks to project. Establishing this purpose in black and white must come first in order to provide a sense of direction to the company. (p. 42)

A few authors emphasize the corporate *image* and the company's *future* as key factors in a mission statement definition (Lewis, 2000; Peyrefitte & David, 2006). Drucker (1999) asserts, "People want to know what their organization is here for and how they can contribute" (p. 118). Bartkus, Glassman, and McAfee (2000) conclude, "The best mission statements simply define the company's business and suggest a future goal" (p. 27).

Graham & Havlick (1994) collected 622 mission statements from companies in over 40 states and concluded that no two statements followed the exact same formula. They conclude that the overall concept of the term *mission statement* is very difficult to define because it means many different things to different companies. For the purpose of this investigation, this complex term is simplified; Abrahams' (1995) definition is adopted as a working explanation of this organizational document: "A mission statement

is an enduring statement of purpose for an organization that identifies the scope of its operation in product and market terms, and reflects its values and priorities" (p. 38).

The Role of the CEO

In research conducted by Bart and Tabone (2000) on stakeholder involvement in the development of mission statements they found the greatest degree of perceived involvement and influence came from top management. Want (1986) highlights the role of the CEO, who must commit him/herself to sponsoring and developing a strong sense of mission for their companies. Want shares that a well constructed corporate mission is a powerful statement to impact strategic corporate change and the CEO, as the most visible and responsible company officer, and as the greatest risk taker, is the standard-bearer for that corporate mission. Analoui and Karami (2002) reasoned that since CEOs are the prime candidates for the development of the mission statements and the formulation of related polices within their firms, it is prudent that their perceptions and views, no matter how subjective, are taken into consideration.

Graham and Havlick (1994) point out that, in reality, it is neither janitor nor public relation executives that set policy for any organization – that is the job of top executives and boards of directors. Grace (2003), sharing from the perspective of governance, asserts that the CEO and the board use the mission statement as the basis for making tough decisions involving people, program, and promotion. Likewise, Grace adds, if executive leaders are to be keepers of the mission, they need to be motivated by it, understand how it drives their decisions making at each crossroad of organizational choice.

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As a result of interviewing 88 managers from leading North American corporations, Bart (1997) concluded that CEOs and members of senior management were by far the ones most involved with developing the mission statement. He shared that the participation rate for other stakeholder groups were: middle managers (44%); non-managers (23.5 %); consultants (41.2 %); shareholders (26.2 %); customers (20 %); suppliers (7.1%); and the board of directors (73.2%). Bart continues to say that mission statements appear to be more for the benefit of top management than anyone else in the company and that as the organizational level drops, so does the rate of participation, with non-managers (employees) having the lowest rate of all internal stakeholders.

Beer and Eisenstat (2004) believe that successfully realigning an organization toward new direction almost always requires the support of the CEO, the senior leadership team, and managers down the line. Graham and Havlick (1994) confirm how important top management support is for drafting a mission statement because organizational leaders must live by the mission statement they create. Graham and Havlick assert that leaders will be judged both by employees and outsiders on how the words are put into action.

Mullane (2002) affirms that top management commitment is essential to the effective use of the mission statement, and that company leaders "should not ask what their mission statement is doing for them, but what they can do to properly use this very valuable strategic tool" (p. 454). Panda and Gupta (2003) share that it is the responsibility of key leaders within the organization to verify that the mission statement is being used consistently as a guide for all organizational decisions and actions.

Bart (1997) views the other side of the success coin and shares that the major cause of failure in most organizations is the inability of top management to identify and agree on what the organization is trying to accomplish. Campbell (1997) underscores the critical role of senior management: they must be able to walk the talk, for unless the mission statement matches senior management's behavior, it will have little credence and may do more harm than good.

Michel (2007) encourages CEOs to ensure that their strategy and values are shared among all employees and consistently aligned throughout the organization via a shared understanding, mindset, agenda, beliefs and norms. Toftoy and Chatterjee (2004) urge top management to always refer back to their mission. If top management is faithful to do this, Toftoy and Chatterjee project that the mission will be maintained through generations of succeeding management.

Ireland and Hitt (1992) exhort companies to seek organizational leaders who can inspire, energize, and intellectually stimulate and stir employees to look beyond their own self-interest for the benefit of individual work groups and the organization as a whole. They feel that a transformational leader is necessary to marshal the support (from a diverse group of stakeholders) required to effectively implement a mission statement and to share the vision it embodies.

Mission and Vision

This dissertation deals with the organizational document reflecting the mission of the institution. Some organizations acknowledge an important difference between a vision statement and a mission statement while other institutions see them as synonymous. Organizations may have separate statements of mission, vision, core values,

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and philosophy or they include all these concepts into one statement of guiding principles. This investigation makes a distinction between a mission statement and a vision statement. The following thoughts provide the basis for such a distinction.

The major difference between mission statements and vision statements involves perspective: the mission is more focused toward a present purpose or reason for existence while the vision is a future reality to be accomplished by the organization (Block, 1987). Abrahams (1995) paints the difference between vision and mission, "a mission is something to be accomplished, while a vision is something to be pursued" (p. 40).

Block (1987) says, "A vision is really a dream created in our waking hours of how we would like the organization to be….a mission statement is a statement of what business we are in and sometimes our ranking in that business (p. 107). Block continues comparing mission and vision by sharing, "a mission statement is more business focused than a vision" (p. 108).

Grace (2003) states, "A mission statement answers the question 'Why?' A vision statement is the expression of what you see in the future if your organization is successful at addressing its mission (p. 15). Grace affirms that an organization needs both a vision and a mission because the vision provides the inspiration for the organization's plan while the mission is the compass.

Clark and Merabile (2004) define vision as a compelling image or description of a desired future state while contrasting mission as the core reason for a company's existence. Bart and Baetz (1998) share that mission is about satisfying stakeholders and their needs but vision is about becoming something great in the context of satisfying those needs. Drohan (1999) shares, "a vision statement pushes the association toward

some future goal or achievement, while a mission statement guides current, critical, strategic decision making" (p. 117).

Long (2004) takes a picture of the mission statement through the metaphor of the camera. According to Long, using a mission statement is compared to taking a snapshot as it captures a moment in the present: it captures the mission of the organization (what the organization is all about today). In contrast, Long uses the metaphor of the telescope for the concept of vision: the ability to see things at a distance and bring them closer. The idea of the telescope emphasizes that, "the leader must be out in front of the organization, looking to the future and leading the organization down the path to success" (p. 126). Zuckerman (2000) states several key differences between the vision and the mission statement:

> The mission statement is timeless, whereas the vision statement is time bound, referring to a particular point in the future. The mission statement states the organization's broad purpose – why it exists – whereas the vision statement refers to key organization characteristics that will be accentuated by that purpose. (p. 298)

There are some authors that fail to distinguish mission from vision or see them so interdependent that they use the term synonymously (Black, 2002; Brown 1998; Senge, 1999). Allen (2001) generalizes many different documents including statements of covenant, vision, mission, philosophy, and values into the term "guiding statements" and does not attempt to differentiate between them. Hayman (2006) identifies values, core purpose, mission and vision all as the ideological aspects of a company that are essential to igniting the passion of the individual and the company. Rogus (1990) mixes the

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concepts together in his definition of mission: "A mission statement is simply a statement of an organization's vision of itself that serves to guide program planning, development, and evaluation" (p. 6-7).

This dissertation will make a sharp distinction between mission and vision statements. Using the ideas expressed by Clark and Merabile (2004) this study will define the organization's vision as a shared and compelling picture of a desired reality while contrasting mission as the core purpose and reason for the institution's existence.

Components

Various models of content components

A study into the complexities of mission statements is concerned with the specific components that comprise an effective document. Morphew and Hartly (2006) examined hundreds of mission statements in an attempt to identify patterns of difference within these statements and they identified 118 distinct elements that appeared in the mission statements. There are many other authors offering a possible recipe for a well formulated mission statement. Want (1986) was one of the first authors to suggest specific components to be included in mission statements. Want shared that the primary components of the corporate mission ought to be the following: (a) purpose, (b) principle business aims, (c) corporate identity, (d) policies of the company, and (e) values. Want expands the values portion of the mission statement to include five perspectives (a) customers, (b) employees, (c) regulatory agencies, (d) competitors, and (e) general public.

Pearce and David (1987) suggested eight key components to mission statements: (a) the specification of target customers, (b) the identification of principal

products/services, (c) the specification of geographic domain, (d) the identification of core technologies, (e) the expression of commitment to survival, growth and profitability, (f) the specification of key elements in the company philosophy, (g) the identification of the company's self-concept, and (h) the identification of the firm's desired public image.

Campbell and Yeung (1991) developed a model of mission that includes four elements: purpose, strategy, behavior standards, and values. Grace (2003) shares that a compelling mission statement has 9 characteristics: (a) bold, clear, and memorable language; (b) explicit and implicit statements of values; (c) an emotional and a rational impact; (d) combination of a "why" statement and a "what" statement; (e) positive description of the need; (f) action verbs; (g) inspirational to people; (h) adaptable for marketing and development; and (i) a good summary of the mission.

On the other hand, Campbell, Shrives and Bohmbach (2001) suggest a list of only five components: (a) product or service; (b) goals for survival, growth, and profitability; (c) company philosophy – values/beliefs); (d) public image; and (e) responsibilities to stakeholders (including employees). However, after conducting a study of mission statements found in the 1998 annual reports of 100 companies, they developed a 13 point disclosure index based on the following items: (a) employees, (b) customers, (c) shareholders, (d) communities, (e) business partners, (f) environmentalists, (g) definition of the business, (h) details of products, (i) technology, (j) international strategy, (k) future goals, (l) innovation, and (m) financial goals.

Forehand (2000) refers to eight performance-enhancing drivers found in mission statements: (a) sense of purpose, (b) increase CEO control, (c) define behavior standards, (d) enable employees to identify with the organization, (e) give greater recognition to the

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interests of external stakeholders, (f) inspire and motivate employees, (g) refocus the organization during a crisis, and (h) improve the resource allocation process. Forehand stresses that these enhancers provide managers with specific feature to consider including in their mission statements that will directly affect employee performance.

Graham and Havlick (1994) share that there are three indispensable components of a mission statement: the basic product or service; the primary market; and the principal technology to be used in producing or delivering the product or service. These three components, according to Graham and Havlick, define the organization's present and potential involvements.

Ireland and Hitt (1992) observe four descriptive elements often included in mission statements including the following: (a) how an organization is unique, (b) what it desires to be, (c) those it intends to serve, and (d) its philosophical premises: a mission statement should appropriately reflect the general indicators of an organization's current and intended actions. Bartkus, Glassman and McAfee (2000) suggest that mission statements should cover four different areas: (a) product line definition, (b) market scope, (c) growth directions, and (d) level of technology. Baetz and Bart (1996) indicate that the typical mission statement contained: one financial objective; one or two non-financial objectives; one value/belief/philosophy statement; the organization's definition of success; the organization's number one priority; a definition of strategy; and reference to at least one stakeholder or customer.

Beer and Eisenstat (2004) suggest that a mission statement give answers to six profoundly important questions: (a) What are the company's objectives and aspirations? (b) What are the market threats and opportunities? (c) What is the value proposition you

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are delivering? (d) What are the most critical things the business must do to deliver on the value proposition and create or sustain competitive advantage? (e) Which organizational capabilities are needed to implement the strategy? (f) Which values should guide the organization? Rogus (1990) shares that schools often use the contents of the mission statement to answer the following 6 questions, quite different from those of Beer and Eisenstat (2004): What is unique about the organization? Who are the principal clients? What are our primary services? What is different about us from three years ago? What will be different 3 years from now? What philosophical issues are important to the school's future?

The models are numerous and the suggested components of effective mission statements are quite varied. A consistent standard or model does not exist. Bart, Bontis and Taggar (2001) recognize that, although analyzing the content of mission statements has consumed the mission literature of the past 20 years, great dispute remains when specifying the preferred content. Bart et al. cite a series of studies investigating the content of mission statements in different contexts (hospitals, technology, innovative firms, and industrial organizations) and conclude that these studies have shown that only one mission component seems to be mentioned consistently regardless of the context – a clear compelling goal.

Rhetorical components

In addition to the components of content embedded in the mission statement, many authors address the rhetorical components of the written document by describing the literary elements that should be reflected in effective statement (Abrahams, 1995; Clawson, 2003; Drohan, 1999; Forehand, 2000, Wallace, 2004; Weiss & Piderit, 1999).

As with the content components, authors do not agree as to the essential rhetorical elements to consider in developing a mission statement.

Abrahams (1995) indicates that there are four basic rhetorical elements that comprise and distinguish a mission statement: target audience, length, tone, and format. Drohan (1999) and Forehand (2000) echo three out of these four as basic parameters of mission statements: audience, length, and tone.

Wallace (2004) shares that if a mission statement is going to be effective as a communication tool, it should deliver a clear, brief, and dynamic message; be easily said as well as read; be simple and direct; be realistic, compelling, and sincere; be realistic if it is to be achievable, compelling if it is to have impact, and sincere if it is to be credible. Bart (2001) concludes that mission statements become more effective when they are easily remembered, especially by employees.

Weiss and Piderit (1999) identified three important dimensions of rhetorical style: focus, clarity, and activist tone. A statement reflecting a positive activist tone would be future-oriented, written in the first person and written in the active voice. Bart (1996) alludes to rhetorical elements when he shares, "mission statements are not designed to express ends, but rather to provide motivation, general direction, an image, a tone, a philosophy to guide the enterprise" (p. 480). Clawson (2003) asserts that good mission statements are powerful, crisp, memorable, and flexible in order to avoid mental barriers to innovation and creativity. Herman (1989) states, "The mission statement is a simply worded, easily understood focus statement of no more than one page" (p. 82).

Many other authors highlight the necessity of a "clear" mission statement. This clarity emphasizes many aspects of purpose: clarity for corporate identity (Brown &

Yokiosha, 2003; Want, 1986); clarity for public relation objectives (Glasrud, 2001); clarity for operational objectives (Drucker, 1973; Vaill, 1982); clarity for the sake of strategy (Campbell, Shrives & Bohmbach, 2001; Klemm, Sanderson & Luffman, 1991); clarity for goal setting (Collins and Porras, 1991); clarity for organizational alignment and employee satisfaction (Bart, Bontis & Taggar, 2001); clarity for manager satisfaction (Bart 1997); clarity for stakeholders (Campbell, Nash, Davine & Young, 1992); clarity for organizational distinction (Goett, 1997); clarity for realistic business objectives (Ireland and Hitt, 1992); clarity for precise communication (Pearce and Roth, 1988); clarity for direction for human resources (Analoui & Karami, 2002); clarity for core competencies (Bart & Tabone, 2000); and clarity for behavioral expectations (Campbell et al, 1992).

Allen (2001) mentions two deficiencies that are linguistic in nature: one is that mission statements can be too general so that employees and other readers do not know what success looks like; and the other is that mission statements can be too long and too complicated. McSherry (1994) criticizes many mission statements because of the poor rhetorical elements used. McSherry uses the term *indirect embellished formalese* to describe the poorly formulated statements: full of sound and fury, hyperbole and superlatives, but signifying nothing because it is linguistics' equivalent of smoke and mirrors.

David and David (2003) provide a more prescriptive approach to literary elements to include in a mission statement. They share that a mission statement needs to be longer than a phrase or sentence, but not a two-page document; it should not be overly specific; it should not include dollar amounts, percentages, numbers, goals, or strategies; it should

not include specific objectives, strategies, and policies, which are better left to the strategic plan. They warn that too much detail in a mission statement can alienate managers and stifle creativity.

Campbell, Nash, Davine and Young (1992) advise the writer of a mission statement to make it readable: the statement is a work of art that should capture the essence of the company in size, format, and wording. He warns that many companies want a neat, one-page summary of their mission that can be framed and hung on the wall, but that a work of art should not be made into a sketch; shortened versions become sanitized versions loosing passion and depth. Rogus (1990), suggests that in the development of the mission statement a premium be placed on language and that the developer employ as few words as necessary. Some authors lament that mission statements tend to be either too vague and general or too specific and narrow resulting in one characteristic that most mission statements do share: they usually sit, unread, on a shelf or in a drawer (Bartkus, Glassman & McAfee, 2000; Jeavons, 1994; McManus, 2000; Want, 1986).

Benefits

Much of the literature exploring mission statements identifies the organizational benefits resulting from their use. Within the context of this dissertation, this review of benefits provides a summary of the potential impact of the mission statement on the organization and thus, the importance of investigating their contents.

Internal and external

There are four basic perspectives seen in the literature regarding the internal and external benefits of mission statements to the organization. The following summary

reflects those authors that (a) see the primary benefits falling within the company, (b) advocate benefits in an external context, (c) see no benefit in either setting, and (d) embrace the need for balance between the internal and external.

The authors emphasizing the external benefits of mission statements highlight the impact of the mission on those outside of the organization. Some of the external benefits of mission statements are the establishment of a balance between the competing interests of various stakeholders (Bart 1998; Bart & Tabone, 2000; Clawson, 2003; Peyrefitte & David, 2006); the formation of a baseline for mapping out the marketing and outreach program to the community (Glasrud, 2001); and the opportunity for impacting global partnership (Biloslavo & Lynn, 2007).

Other authors zero in on the impact of the mission statement within the organization. Five major emphases for the internal impact of mission statements are clarity (Mullane, 2002), influence (Panda & Gupta, 2003), inspiration (Collins & Porras, 1991), internal communication (Analoui and Karami, 2002; David & David, 2003; Hallinger & Heck, 1998; Klemm, Sanderson, & Luffman, 1991), and strategic planning (Grace, 2003). Collins and Porras 1991), strong advocates for the internal benefits of mission, summarize this important internal function of mission statements:

> Purpose need only be meaningful and inspirational to people inside the organization; it need not be exciting to all outsiders. It's the people inside the organization that need to be compelled by the purpose to generate long-term commitment to the organization's success. (p. 41)

There are a few authors that see no internal benefits to a mission statement and even claim that mission statements do damage internally (Bartkus, Glassman, & McAfee,

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2000; Chung, 2001; Lewis, 2000). These authors suggest that most employees and stockholders view mission statements as redundant; that customers with heightened expectations will become dissatisfied with the organization; and that some employees will question the competence of management for developing a mission out of touch with reality.

However, the majority of literature posits that there are benefits both within and outside of the organization (Abrahams, 1995; Biloslavo & Lynn, 2007; Brown, 1998; Brown & Yoshioka, 2003; Klemm, Sanderson, and Luffman 1991; Michel, 2007; Toftoy & Chatterejee, 2004; Want, 1986) and advocate that a mission statement does address what employees and outsiders need to understand about why the company exists. The organization's commitment to getting the word out to new and veteran employees, stockholders, vendors, regulators, and other stakeholders will produce many benefits for the company (Mintzberg, 1987; Campbell, Shrives, and Bohmbach-Saager, 2001; Graham & Havlick, 1994; Jeavons, 1994; Rogus, 1990).

Strategic planning

One of the benefits of developing a well written mission statement is its use in strategic planning. Many authors point to the mission statement as the first step in strategic planning (Bart, 2001; Biloslavo & Lynn, 2007; Campbell & Yeung, 1991; Conley, 1993; Grace, 2003; Long, 2004; Mintzberg, 1987; Pearce & Roth, 1988; Peyrefitte & David, 2006; Toftoy & Chatterejee, 2004; Wallace, 2004; Want, 1986). For example, Grace (2003) calls the mission statement one of the most important documents to consider when faced with these matters of strategic planning. Glasrud (2001) calls the mission statement a baseline from which to create goals. Pearce and Roth (1988) view the

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mission statement as a foundation for solid, corporate, strategic planning. Long (2004) describes it as a clear starting point of successful strategy.

Sawhill and Williamson (2001) focus on the end of the strategic plan and emphasize the use of the mission statement in the measuring of successful progress toward the overall mission. Drucker (1973) and Jeavons (1994) also reflect the perspective of assessment theory as they underscore the benefit of using the mission statement as a foundation for evaluating an organization's effectiveness.

Motivation

Motivation is often mentioned as a major benefit of a mission statement. A sense of mission is so valuable because not only does it improve decision making but it raises energy levels, reduces the need for supervision, promotes constructive behavior, increases satisfaction, and promotes a useful framework for disciplinary procedures (Campbell, Nash, Davine &Young, 1992; Clawson, 2003; Wallace, 2004). The literature emphasizes the motivational benefits provided toward employees (Bart, 1996; Biloslavo & Lynn, 2007; Brown & Yoshioka, 2003; Campbell and Yeung, 1991; Forehand, 2000; Grace, 2003; Lucas, 1998; Panda & Gupta, 2003; Toftoy & Chatterejee, 2004); for board members and administration (Bart, 1997; Grace, 2003; Klemm, Sanderson, & Luffman, 1991); in long-reaching terms of all stakeholders (Peyrefitte & David, 2006; Rangan, 2004); for the company as a whole (Blanchard & Stoner, 2003; Brown, 1998; Hader, 2006).

Motivation through the use of mission statements can be classified into six areas: (a) performance and accomplishment (Bart, 1996; Campbell and Yeung, 1991; Forehand, 2000; Panda & Gupta, 2003), (b) creativity and innovation (Bart, 1998; Rangan, 2004;

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Vandenberg and Grant, 1992); (c) passion (Bart & Tabone, 2000; Hayman, 2006; Klemm, Sanderson, & Luffman, 1991; Senge, 1999;); (d) direction (Bart, 2001; Ireland & Hitt, 1992; Analoui and Karami, 2002; Toftoy and Chatterejee, 2004); (e) authority and control (Bart, 2002; Brown, 1998; Klemm, Sanderson, & Luffman, 1991; and (f) stability (Covey, 1989; Drohan, 1999). The evidence indicates that the greater the agreement between corporate mission and the personal mission of the employee, the more effective the mission statement (Campbell, 1997). However, Bart (1997) notes that only 35% of the firms he researched used their mission statements to inspire and motivate their troops. Bart concludes that most organizations are failing to make adequate use of their mission statement, but used wisely, any firm can derive great financial benefits from them.

Identity

A mission statement provides the company and its employees with a sense of identity (Abrahams, 1995; Bart & Tabone, 1998; Conley, 1993; Forehand, 2000). Biloslavo and Lynn (2007) observe that as the mission statement stresses the company's philosophy and ethics, it becomes the "cultural glue" which enables an organization to function as a unit by influencing the behavior of employees via norms and values.

Companies use their mission statements to help differentiate their products and services from competing firms, thus creating a unique identity for the firm (David & David, 2003; Want, 1986). Morphew and Hartley (2006) studied the mission statements of colleges and universities and found that the distinctive elements emphasized by public and private universities suggest that their use of mission statements speak to the distinct challenges faced by the institution. Graham and Havlick (1994) point to the external

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benefits as well as they share that the mission statement projects a sense of worth and intent that can be identified and assimilated by organization outsiders.

Fundraising

One of the practical benefits of the mission statement involves donors and fundraising. As the company proclaims and promotes the purpose and the reason for existence, it can generate funds and funders that desire to associate with that mission. Grace (2003) says that mission is central for fundraising and donor development through the sharing of the needs being met by the organization. The mission statement attracts clients, donors, sponsors, employees, and volunteers to an organization (Brown and Yoshioka, 2003; Campbell, 1999; Graham and Havlick, 1994). Rangan (2004) states, "the mission is what inspires founders to create the organization, and it draws board members, staff, donors, and volunteers to become involved" (p. 114).

Some warnings concerning the mission statement and fundraising also exist. For example, Bartkus, Glassman and McAfee (2000) warn about inconsistency and the damage that can be caused financially when a ruse exists between the mission statement and the company's actions.

Resource allocation

In 1996, Bart concluded that the mission statement provides the basis for a more focused allocation of resources. Bart (1997) again affirms that the power of mission statements rests in their ability to guide the resource allocation process in a manner that produces consistency and focus. However, Bart's 1997 study showed that only 15% of the companies with mission statements claimed that improved resource allocation was a consideration in their mission's development. Bart (2002) commended mission statements

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for providing more control over resource allocation and urged organizational leaders toward consistent application of the statement in such financial decision making.

Attraction

A well developed and accurately articulated mission statement can be a useful tool in attracting desirable individuals to an organization and its cause. (Brown & Yoshioka, 2003; Rangan, 2004). The mission statement can and must be used in the recruitment, orientation and retention of board members (Grace, 2003). A major benefit of a mission statement is to communicate an identity and an integrity of the firm that attracts current and prospective employees, suppliers, investors, and customers and allows them to determine their commitment to the organization (Baetz & Bart, 1996; Bartkus, Glassman, & McAfee, 2000; Jeavons, 1994).

Alignment

Another major benefit of mission statements found within the literature is the potential of impacting all levels of the organization. The focus or alignment of all employees on a common purpose can bring greater effectiveness throughout the organization. Williams, Smythe, Hadjistavropoulos, Malloy, and Martin (2005) share the importance of a mission statement being written effectively and, even more importantly, written with relevance to the daily practice of all staff members. Alignment throughout the organization, according to Mullane (2002), allows a mission statement to move from an archaic document that takes up space on the wall to the useful tool for practical, day-to-day operations. Rangan (2004) would concur that mission needs to impact the entire company from board members to staff employees to volunteers. Toftoy and Chatterejee

(2004) assert that the mission statement ensures unanimity of purpose in an organization across all levels of the firm's employees.

Communication

Abrahams (1995) shares that a mission statement will help a company to enhance communication. To be effective as a communication tool, a mission statement should also pack a punch: it should deliver a clear, brief, and dynamic message, and it should be easily said as well as read (Wallace, 2004). Toftoy and Chatterejee (2004) and Bart (1997) emphasize the written mission statement: the written document brings about operational congruence; it serves as a reflection of the company's image; and it sets a specific direction for the company. Once formulated the mission statement is a rich source of education as it communicates the direction and goals of the company (Hader, 2006; Williams, Smythe, Hadjistavropoulos, Malloy, & Martin, 2005).

Sometimes the value of the mission statement as a communication tool has a specific internal focus (Campbell, 1997; Klemm, Sanderson, & Luffman, 1991). Companies see the mission statement as a vehicle to communicate to staff and to assert their leadership throughout the company (Klemm, Sanderson, and Luffman, 1991). Bart (2001) points to many ways of communicating the mission statement including posting an organization's mission statement on its company website. Graham and Havlick (1994) point to the end of the mission statement development process and warn that after the mission statement is completed, the work is not finished. They emphasize that getting the word out to employees, stockholders, vendors, regulators, and other stakeholders is vital.

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Decision making

An effective mission statement will help a company to make consistent decisions (Abrahams, 1995). Biloslavo and Lynn (2007) share that mission statements simplify and accelerate decision-making by narrowing the range of possible choices. Senge (1999) asserts that for a company to be truly mission-based means that the key decisions of the organization can be referenced back to the statement of purpose.

Mission statements can be beneficial in decision making both to top management and to the baseline employee. An effective way to get and keep board members connected with the mission is to consciously use mission as the basis for making tough decisions (Grace, 2003). On the other hand, when new or out of the routine decisions need to be made, mission statements can be used as decision criteria, steering employees in the right direction (Bartkus, Glassman, & McAfee, 2000). Campbell, Nash, Davine and Young, (1992) add that a sense of mission is so valuable because it greatly improves decision making including hiring practices, personnel assessment discussions, and promotion decisions.

Performance

Mission statements can be linked with superior financial performance (Bart, 1998; Biloslavo & Lynn, 2007; Panda & Gupta, 2003; Weiss & Piderit, 1999). Panda and Gupta (2003) share that the mission statement can inspire and motivate organizational members to exceptional performance by influencing their behavior while Weiss and Piderit (1999) observe the connection between a school's mission statement and the performance of academic learning within a classroom.

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Forehand (2000) asserts that a solid mission statement can improve the performance of managers, employees, and the larger organization while Bart (1998) suggests that although there may be financial performance advantages associated with selected mission statements, the bulk of evidence indicates that the primary benefit of mission statements are more behavioral than financial. There is considerable evidence today to suggest that those organizations that have a well formulated mission statement enjoy significant performance benefits from so doing (Analoui & Karami, 2002; Bart, 2001; Graham & Havlick, 1994).

Unity

A statement of mission serves to unify people in a company, especially when it is comprised of many different kinds of people with varying job titles as well as different levels of training and education (Abrahams, 1995; Brown, 1998; Klemm, Sanderson, & Luffman, 1991). Many researchers concur that the mission statement can serve as a powerful source of unity within the organization (Campbell & Yeung, 1991; Clawson, 2003; Davis, Ruhe, & Rajadhyaksha, 2007; Hader, 2006; Rigby, 1994; Williams, Smythe, Hadjistavropoulos, Malloy, & Martin, 2005).

Many suggest that a mission statement is most effective when organizational members develop emotional commitment for the mission of purpose stated in the mission statement (Campbell and Yeung, 1991; Campbell, Shrives, and Bohmbach-Saager, 2001; Covey, 1989; David & David, 2003; Senge, 1990). When a mission statement addresses what employees need to understand about why the company exists, it cements employees' commitment toward a common company goal by bringing about operational

coherence and serves as a reflection of the company's image (Bart, 1997; Jeavons, 1994; Riesen, 2006; Toftoy & Chatterejee, 2004).

Within the context of education, Sergiovanni (1984) reports that there exists in excellent schools both a strong culture and clear sense of purpose, which define the general direction and core culture for their inhabitants. Boyer (1984) agrees that for school improvement to be effective the process must begin with purpose, goals, and a clear mission followed by a principal that builds a sense of community flowing out of the mission.

Negative Viewpoint

Not all sources within the literature addressing mission statements agree that they are beneficial to the organization. Some authors are pessimistic and critical toward the impact of mission statements (Brown, 1998; Goett, 1997); Hader, 2006; Krohe, 1995; Morphew & Hartley, 2006; Peters, 1987; Wright, 2002). Peters (1987) asserts that the wallet-sized cards declaring the corporate values may not be helpful: in fact, they can hinder and make a mockery of the process if the mission is merely proclaimed and not lived convincingly. Hader (2006) warns that mission statements might jeopardize the long-range sustainability of the organization while Morphew and Hartley (2006) raise the question of whether the mission statement is an exercise in rhetorical pyrotechnics forming organizational window dressings that do not impact the company's behavior.

Within the context of education Allen (2001) points out that the good news is that nearly all schools do have such statements; the bad news is that nearly all schools tend to ignore them. Fullan (1992) cites a study done by Louis and Miles in 1990 that indicates that the more successful urban high schools had no a priori mission statement. Bartkus,

Glassman, and McAfee (2000) share that regardless of the degree of employee acceptance, mission statements are never apt to enhance employee motivation significantly. They go a step farther by asserting that mission statements can be detrimental to employee motivation and morale.

Current literature provides sufficient evidence into the powerful potential of the mission statement. If well designed and well implemented, the benefits of this organizational document are multifaceted. The mission statement provides direction and motivation for the institution resulting in unity and increased performance: a document well worth investigation.

<div align="center">Research Studies Addressing Similar Problems</div>

A deep dive into the literature addressing mission statements reveals many research studies dealing with CEO involvement, identifying mission statement components, and insights into educational institutions. This review will look briefly at 33 articles and 7 dissertations that focus on empirical research. The research will be divided into two sections, both of which will support the need to address mission statements in the context of K-12 Christian schools. First there will be a review of research reflecting similar problems as this investigation: mission statements, CEOs, and document components. Second, a review of research using similar methodology (content analysis) will be established. A chronological approach will be used in each section in order to see the historical nature and development of the research.

Campbell and Yeung – 1991

Campbell and Yeung (1991) published a two-year research project designing a model of mission that includes four elements: purpose, strategy, behavior standards, and

values. They initially utilized 42 companies in order to focus on the development and implementation of corporate mission statements. They then identified and investigated four businesses that had recently created a new mission and philosophy.

Klemm, Sanderson, and Luffman – 1991

That same year, Klemm, Sanderson, and Luffman (1991) conducted research to discover which organizational documents companies preferred, and how mission statements differed from other documents about goals and objectives. They divided companies into four broad categories: manufacturing, services, finance, and conglomerate. They utilized a survey sent through the mail to 150 companies plus 18 other companies in the banking finance and insurance sector were surveyed separately. Their finding suggested that manufacturing and conglomerates preferred business definitions while service oriented organizations preferred mission statements.

Ireland and Hitt – 1992

Ireland and Hitt (1992) conducted a case study of a small, private preparatory school. A key reason for the research was to study the impact of the mission statement on strategic and day-to-day, operational decisions.

Vandenberg and Grant – 1992

Vandenberg and Grant (1992) performed a case study that stressed the necessity of mission integration. They studied a company, Holy Cross Health System (HCHS), which launched an organization-wide program to ensure that its mission played the central role in its organization. HCHS developed 11 standards for planning that established accountability to the mission. The 19-month program demonstrated the

positive effects of a well-constructed mission statement on the day-to-day operation of a health care facility.

Conley – 1993

Conley (1993) collected 79 strategic plans from school districts throughout the nation in an attempted to analyze those plans focusing on the schools' mission, core beliefs, and parameters statements. The purpose of the study was to examine the congruence between the values/goals espoused in the mission and beliefs and the specific strategies identified to achieve these values and goals. Conley concluded that mission statements tend to be general philosophical statements of intent rather than descriptions of current practice.

Rigby – 1994

Rigby (1994) surveyed 50 managers regarding their use of 25 management tools. A detailed survey and a booklet defining the 25 most popular tools was mailed to 9,000 U.S. managers and the survey produced 500 written returns. Rigby then selected 50 respondents for detailed follow-up interviews. He concluded that in 1993 the average company used 12 of the 25 management tools and the most commonly used tools were the mission statements (used by 94% of the companies), customer satisfaction surveys, total quality management, and competitor profiling.

Bart – 1996

Perhaps the most prolific researcher in the area of mission statements is Canadian scholar, Christopher K. Bart. This study involved an examination of 15 management practices, used with 75 different firms, known for fostering innovation (Bart, 1996). Bart began this major empirical research study to determine the linkage between mission,

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company innovativeness, and new product performance. Bart found that many practices had a strong impact on new product sales, but that these practices were generally not well-articulated within the firm's mission statement.

Bart and Baetz – 1998

As an introduction to their research Bart and Baetz (1998) assert that no previous studies have attempted to link the specific content and characteristics of mission statements with various performance indicators – such as return, growth, or employees' behavior impact. So, they teamed up for an empirical study on mission statements comprised of five hypotheses: (a) higher performance will be found in firms with formal mission statements; (b) the higher the degree of mission statement satisfaction, the higher the firm performance; (c) there is a significant correlation between performance and employees' satisfaction with the mission statement development process; (d) higher performance will be experienced with greater involvement in the development process; (e) a significant correlation between performance and alignment with mission statement.

Bart and Baetz mailed a questionnaire to 136 executives. The results of their study indicate a significant and positive correlation between firm performance and mission statements with which managers were satisfied, as well as between firm performance and the process used to develop mission statements. Bart and Baetz observed that the relationship between mission and organizational arrangements has been virtually ignored in the historical mission literature and urged that performance alignment should receive much more intensive investigation in any future research.

Bart – 1998

Bart (1998) returns to the topic of innovation as he asks his research question: Are there differences in the content between innovative and non-innovative organizations? This 1998 study targeted 72 senior managers. Bart designed a questionnaire to measure the content of the mission statement (on a 3-point scale); the rationales for the mission statement (on a 5-point scale); and the elements of innovation (on a 10-point scale). The results of the study showed that 53 of the firms were innovative and 19 were non-innovative; 10 out of the 25 components were identified as being significantly used by innovative firms; and four of the driving rationales were found to produce significant differences.

Lewis – 1999

Lewis (1999), an opponent to mission statements, asserts that all mission statements are alike. Lewis refers to a research group, Total Research that took 55 statements from 55 global blue-chip companies and found that the principal distinguishing feature is length. There are short ones (three lines or less); medium ones (up to one page), and long ones (more that one page).

O'Gorman and Doran – 1999

Another study conducted the same year was done by O'Gorman and Doran (1999). Their research suggests that mission statements per se are not correlated positively with small and medium enterprises (SME) performance. O'Gorman and Doran replicated the research by Pearce and David (1987) of large firms to see if SMEs in Ireland would benefit from well organized and developed mission statements. There were 115 firms that completed the survey while only 64 had formal, written mission statements

(56%). From these 64 mission statements, O'Gorman and Doran found that these firms emphasized: a concern for survival (77%), their product or service (72%), and a concern for customer (64%).

Stewart – 2000

Stewart (2000) wrote a dissertation during this same year on mission statements and Catholic elementary schools. Springfield, Illinois was the location for her research as she examines the content, development, and implementation of mission statements in five schools. Stewart examined parent newsletters, faculty bulletins, and the mission statement from each school, personally observed the school climate, and interviewed the pastor, principal, teachers, and selected parents. Her conclusions indicated that most of the membership of the school family had no awareness of how the mission statement was developed; that the mission statement was only brought to the forefront when it was being written or revised; that the mission was never talked about or used in decision making, but the majority felt that it was vital to the school.

Sawhill and Williamson – 2001

Sawhill and Williamson (2001) interviewed senior managers (chief executives) of 30 well-known nonprofit organizations in an attempt to understand how an organization measures the achievement of mission. They share several lessons learned as a result of the research. First, measuring mission depends on measurable goals. It is too difficult and too expensive to establish a direct linkage between the organization's annual efforts and the impact of those efforts on the organization's mission. Sawhill and Williamson urge nonprofits to spend more time setting a measurable, mission-oriented goal leading to an assessment of the progress against that goal. Second, keep measures simple and easy.

Third, measures are marketable and measures of success can serve as powerful marketing tools. Fourth, organizations need to manage the measures: (a) measures can help establish a culture of accountability within nonprofits, and (b) a unified set of goals and measures can also help bring alignment to an organization.

Campbell, Shrives and Bohmbach-Saager – 2001

Campbell, Shrives and Bohmbach-Saager (2001) reference Klemm, Sanderson, and Luffman (1991) as writers that have suggested that mission statements are mainly for internal use. Campbell et al. examine this assertion by looking at the constituencies that are addressed by those who construct and disclose the mission statement. Their study focuses on 100 companies (the most highly capitalized companies listed on the London Stock Exchange). The study wanted to determine how many of these companies have a mission statement which they do not choose to disclose in the annual report. The results of this research revealed that of the analyzed 100 companies, 67 published a mission statement.

In evaluating the mission statements, Campbell et al. (2001) developed a 13-item disclosure index that included a list of the constituencies (employees, customers, and shareholders) and the topics recorded in the documents. No company disclosed all 13 items while 48% included 7 or more. The average length of a mission statement was 121 words (ranging from 4 to 617 words).

Bart, Bontis, and Taggar – 2001

Bart, Bontis, and Taggar (2001) conducted a study of 83 of the largest corporations in North America (23 in the United States and 60 in Canada). All the respondents were senior executives. Each was asked to respond to a lengthy

questionnaire. This study investigated intermediate outcomes of mission statements: alignment; satisfaction; commitment; and employee behavior. Alignment referred to the degree to which a firm's mission statement is taken into account when determining formal organizational practices and procedures. Satisfaction indicated both a satisfaction with the clarity of the mission statement and a satisfaction with having the right mission. Commitment reflected the extent individuals throughout the organization were dedicated to achieving the mission. The respondents were also asked to identify the degree to which employee behaviors were influenced by the mission statement.

Bart, Bontis and Taggart (2001) assert that failure on one of the elements (alignment, behavior, satisfaction, and commitment) can jeopardize the success of the whole mission. They conclude that the more a mission's rationale is known and pre-specified up-front, the more this will lead to a greater emphasis on the clarity and specification of the organization's purpose The more employees are satisfied with their company's mission, the more they will be personally committed to it.

Bart, Bontis and Taggart (2001) conclude that mission statements matter. They acknowledge that the mission statement must have the proper rationale, contain sound content, have organizational alignment, and bring about sufficient behavioral change in the desired direction. Only when employees feel the drive of the mission will they be in a position to execute and implement it with profound passion and resolve.

Wright – 2002

Wright (2002) conducted a global study on mission statements covering six different geographical regions: United Kingdom, Scandinavia, South Africa, Ghana, Singapore, and New Zealand. He administered 356 questionnaires to middle and senior

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managers in an attempt to observe the impact of the mission statement on company decision making. The overall findings of the survey showed that 49% of operational decision making is not likely to be congruent with published mission statements.

Brown and Yoshioka – 2003

Brown and Yoshioka (2003) studied mission statements and their connection to employee satisfaction and employee retention. They sent surveys to 991 employees of nonprofit youth and recreation services. Brown and Yoshioka concluded that satisfaction with the organization's mission was an important factor in employee retention. However, dissatisfaction with pay tended to override any satisfaction with the mission. According to the study, mission attachment appears to be the most valid consideration for younger, part-time employees.

Panda and Gupta – 2003

Panda and Gupta (2003) conducted a qualitative study of the emotional commitment of employees to mission statements. The case study of an Indo-American joint venture, Hi-Tech Communications (HICOM), located in New Delhi, India, was the setting for the research. Panda and Gupta interviewed 33 employees to understand and capture the 'lived experience' of each of the interviewees. The researchers selected personnel randomly cutting across all functional areas and levels of hierarchy.

Panda and Gupta (2003) explored why an organization fails to elicit emotional commitment for its espoused mission statements. The findings of the study show that cultural alignment between organizational and employee values impacts the mission satisfaction and emotional commitment of the individual to the company. Panda and

Gupta conclude that mission statements are effective only when the membership develop an emotional commitment for the culture created by the mission.

Toftoy and Chatterejee – 2004

Toftoy and Chatterejee (2004) surveyed 220 small businesses in the Washington, D.C. area that met two conditions: annual revenue of less than $2 million and fewer than 500 employees. The results of this study revealed that most small businesses do not have a written mission statement (64%); another 7% of the firms had a mission statement, but it was accessible only by a few top executives; only 29% had a written mission statement that was accessible to all employees. Toftoy and Chatterejee found that most of the organizations that do have formally written mission statements have not defined it clearly and explicitly; they lack focus and are full of superlatives; they lack realism and fail to impact employees.

Buff and Yonkers – 2004

Buff and Yonkers (2004) focused on mission statement content and ethics in higher education. They studied 286 member schools of the AACSB, an international business school accreditation organization, examining ethical statements within their mission statement and the requirement of classes on ethics for business majors. Of the 286 schools, 64% had mission statements that included ethical content, ethics course requirements, or both. Buff and Yonkers found that public institutions (30%) were less likely to have ethics course requirements than private institutions (68%). Data collection came from on-line mission statements, degree type, and enrollment data. Of the 286 schools, 104 had no reference to ethics in their mission statement nor did they require

ethics classes. A total of only 61 (21%) had both; and 66 schools referenced ethics in their mission statements but did not require an ethics class.

Wonnacott – 2004

Wonnacott (2004) wrote his dissertation around the theoretical proposition that mission statements identify the core values of the school and serve as a guide to staff members in decision making. Wonnacott used a single high school in Illinois with 700 students and 46 personnel. His methodology included examining the school's mission statement, reading curriculum documents, interviewing teachers from all subject departments and observing classes. He interviewed 33 of the 46 faculty and staff.

Wonnacott's (2004) conclusions revealed that Winchester High School did not reflect the values affirmed in the mission statement. The school's focus was on helping students to recall facts, to demonstrate understanding, and to apply information. Faculty promoted good attendance, punctuality to the classroom, and the timely submission of assignments. The mission statement suggested a school preparing students with skills to cope with a changing and uncertain future where the ability to succeed depends on the cognitive operations of analysis, synthesis, and evaluation. Wonnacott explains this mismatch by an adopted mission statement required by the state of Illinois rather than a school-generated statement reflecting a shared concept of purpose.

Biloslavo and Lynn – 2007

Biloslavo and Lynn (2007) conducted a study of global importance as they compared the content of mission statements from large Slovene enterprises with research on mission statements from companies in the United States. They compared stakeholders identified in the mission statements of Slovenian companies with those identified in

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North American mission statements. They also compared the content of Slovenian and American mission statements in order to identify institutional and value differences.

The study showed the most commonly cited groups in all mission statements are customers, employees, shareholders, and suppliers. The primacy of customers being mentioned in Slovene mission statements suggests that these companies are more likely market-oriented than US companies. When identifying institutional and value differences in the two contexts, the greatest difference fell in the establishment of public image by US firms.

<div align="center">Research Studies Using Similar Methods</div>

The following is a second chronological review of much of the empirical literature published on mission statements. This listing emphasizes three major areas of this study's qualitative methodology: content analysis, website data collection, and the involvement of the CEO.

Pearce and David – 1987

Pearce and David (1987), one of the earliest content oriented investigations, concluded that components of mission statements were among the least empirically examined issues in strategic management. They discovered that no empirical research had been published to guide corporate mission statement development. They suggested eight key components to effective mission statements These eight elements have become the standard for many other researchers: (a) the specification of target customers, (b) the identification of principal products/services, (c) the specification of geographic domain, (d) the identification of core technologies, (e) the expression of commitment to survival, growth and profitability, (f) the specification of key elements in the company philosophy,

(g) the identification of the company's self-concept, and (h) the identification of the firm's desired public image. They write, "a comprehensive mission statement, we reasoned, should provide a basis for making better strategic decisions which, in turn, should contribute to improved organizational performance" (p. 110).

Pearce and David (1987) surveyed 218 of the top 500 Fortune companies and found that 40.4% had no mission statement at all. The results in connection with the eight key components were as follows: (a) target customers – 48% of the firms has as part of the mission statement; (b) products/services – 67%; (c) the geographic domain – 41%; (d) core technologies – 20%; (e) commitment to survival, growth, and profitability – 90%; (f) company philosophy – 79%; (g) self-concept – 77%; and (h) public image – 87%.

Graham and Havlick – 1994

Graham and Havlick (1994) sent out 2,905 requests for mission statements from target organizations. They collected 622 acceptable mission statements and published a book which included statements from 42 states, nine Canadian provinces, and the District of Columbia. In evaluating the content of these mission statements, Graham and Havlick observed three indispensable components of a mission statement: product or service; elements for marketability; and technology for the production or delivery of the product/service.

Greenlee – 1995

The earliest dissertation on mission statements found by this researcher was conducted by Mary L. Greenlee (1995). She surveyed 210 administrators and teachers from ten Catholic high schools in Kentucky. Greenlee used two questionnaires for the purpose of examining the perceptions of both teachers and administrators in regard to the

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needs expressed in the school's mission statement as well as to the school's implementation of the vision, mission statement, and philosophy. Greenlee found that in only 20% of schools, the administration coded the questionnaire significantly higher than the teachers. She also concluded that the higher the level of teacher experience, the higher the awareness of the needs presented in the mission statement.

Baetz and Bart – 1996

Baetz and Bart (1996) conducted a survey the top 500 companies in Canada. They used a questionnaire to inquire about the degree of satisfaction among the personnel with the mission statement, with their involvement in creating the statement, and with the frequency that the company used the mission statement.

Bart – 1997

One year later a study is done because little evidence exists that testifies to the true value of mission statements. Bart asked the probing question, "Does mission make a difference in terms of performance?" (p. 9). To find out, Bart (1997) contacted senior managers from 88 leading North American corporations by mail and asked them to relate their experiences with mission statements following a set of prescribed questions. Bart found that a significant and positive relationship existed between a mission's influence over members' behavior and mission satisfaction, stakeholder involvement, and mission/organization alignment.

Weiss and Piderit - 1999

Weiss and Piderit (1999) examined the mission statements of 304 public schools in two counties in Michigan, gathering data about school characteristics and performance before and after the adoption of the mission statement. Their results suggest that missions

do vary substantially and that the choices that managers make in the content and rhetorical style of their mission statements can have consequences that facilitate or impair subsequent performance. The results of the study by Weiss and Piderit reveal that the average school included four themes in its statement and that schools vary substantially in the contents of their missions. For example, academic learning, which Weiss and Piderit thought might be found in every mission statement, was mentioned most often, but in only 87% of the statements.

Eleven content themes were correlated with academic performance, and only one (the theme that all children can learn) showed a statistically significant relationship to academics. Schools that included the academic learning theme in their mission statement did not differ in reading or math achievement from schools whose mission statements did not include the theme.

Forehand – 2000

Forehand (2000) selected 18 mission statements from healthcare industry for examination. Each statement was rated based on the degree to which it included the eight performance drivers: (a) sense of purpose, (b) increase CEO control, (c) define behavior standards, (d) enable employees to identify with the organization., (e) give greater recognition to the interests of external stakeholders, (f) inspire and motivate employees, (g) refocus the organization during a crisis, (h) improve the resource allocation process. Forehand shares that the results of the research demonstrated a great variation that exists among mission statements of diverse healthcare organizations therefore managers must have methods to motivate and inspire employees to accomplish goals to stay competitive.

Bart and Tabone (2000) begin their study by acknowledging that the actual process by which mission statements are developed and implemented has virtually been ignored. Bart and Tabone focused on four areas: performance outcomes associated with involvement in the mission statement development process; the effects of process style on performance; stakeholders to which a mission statement should be communicated; and a link between performance and methods used to disseminate the mission statement.

This research examined the mission statement development process of 103 Canadian hospitals, from two perspectives: (a) the impact of stakeholder involvement on performance and (b) specific methods used to communicate a hospital's mission statement to various stakeholders. Nine stakeholder groups were identified: CEO, senior managers, middle managers, non managers, consultants, shareholders, customers, suppliers, board of directors. Six performance measures were used: satisfaction with overall process; satisfaction with the mission statement; extent of emotional commitment; influence of day-to-day behavior of members throughout the organization; extent that the mission statement is a source of inspiration; and the extent that the mission statement is used as a guide for day-to-day decision making.

Bart and Tabone (2000) indicated that the level of stakeholder involvement is greatest at top management while middle and non-managers were perceived to have only a moderate degree. There was a strong positive relationship with all six of the outcome measures. The more managers work at effectively communicating their mission to stakeholder groups, the greater the rating for almost all outcome measures.

Robertson – 2000

The purpose of this dissertation was to describe the composition of the mission statements in New Jersey public schools. Robertson (2000) hoped to document how the school districts view their roles as educators. Mission statements were requested from the New Jersey public schools and 308 statements (53.6%) were accepted for use in the study. Mission statements were classified into three basic types: broad, vague, and academic. Six major themes emerged from the data. Each theme was used at least 111 times and at most 215 times. The theme written with highest frequency was meeting the needs of the students' affective domain. There was no distinction among the school classifications and the specific themes employed.

Walner – 2000

Walner (2000) wrote a dissertation on the use of mission statements in Christian schools. His purpose was three fold: to identify how schools ensure their faithfulness to the mission; to identify factors leading to the achievement of the mission; and to identify factors which will detract from the achievement of the mission. Walner selected 36 high schools belonging to the Association of Christian Schools International. He conducted telephone interviews with school administrators from each of the institutions. Walner identified 12 themes within the content of the mission statements. Eight factors were identified that enhanced the achievement of the school mission. Walner also points to seven factors that would detract from the mission.

Bart - 2001

Bart (2001) decided to restrict his investigation of mission statements to only those available and accessible through the internet. Utilizing the Google search engine

and searching for the best-suited matches using the phrase "mission statements", the first 100 listings were then examined as a matter of convenience and because they represented the top selections of the search engine. There were six categories into which the web sites were sorted: for-profit corporations, educational institutions, religious institutions, government agencies and departments, not-for-profit associations and other listings.

The position of the mission statement within each company's website was measured by determining the *page number* of the mission statement. Bart identified the Home Page as page number one and each subsequent *click follow through* was assessed as another page.

The mission category dominating these listings was educational institutions (38%). The findings of this study indicate that most of the Fortune 500 firms investigated did not appear to post their mission statements anywhere within their websites. The most frequently used location for placing a mission statement seems to be page 3. The next most popular location was page 4, followed by page 5 and then page 2. The Web page position getting the least frequent use in the survey was page one or the home page (only 2% of the companies).

David and David – 2003

David and David (2003) collected and studied 95 mission statements across three industries—computer, food, and banking—to determine the extent to which those statements include nine important components: customers, products/services, geographic markets, technology, concern for survival/growth/profits, philosophy, public image, employees, and distinctive competence.

The quantitative content analysis of this study by David and David (2003) revealed that the mission statements from all three industries were incredibly deficient: even the computer companies were not doing a good job in developing comprehensive mission statements. David and David (2003) discovered that the one element most often included was the component of the organization's distinctive competence. David and David concluded that companies use their mission statements to help differentiate their products and services from competing firms.

Analoui and Karami – 2002

Analoui and Karami (2002) studied small- and medium-sized enterprises (SMEs) in the electronic industry in the UK. They examined CEOs' perceptions of the importance of having formal mission statements on the firm performance. The majority of respondents (67%) considered a formal mission statement as an essential factor in increasing performance.

In order to evaluate the impact of the mission statement on firm performance, Analoui and Karami (2002) ranked the firms responding to their survey into three categories based on their performance, namely high, moderate, and low. From all 132 firms involved in the survey, 52 were ranked as high performance, 41 as moderate performance, and 39 were ranked in the lowest performing quartile. The high and low performance SMEs were then compared for each of 10 components used in their mission statements. The researchers concluded that high performance firms seem to emphasize long term profit, survival and growth, customer satisfaction, core technology and geographic domain.

Analoui and Karami share the following three implications of their study: first, since CEOs are the prime candidates for the development of the mission statements and the formulation of related polices within their firms, it is prudent that their perceptions and views are taken into consideration; second, the mission statements seem to have been used for varying and different reasons; and third the mission statement is perceived as being necessary for developing business strategies, increasing profit, and promoting a sense of shared expectations.

Bolon – 2005

In a study on mission statements within the healthcare industry, Bolon (2005) desired a balanced sample between for-profit and not-for-profit hospitals. A sample of 112 hospitals across two states, Texas and Florida was selected. These hospitals included 60 investor owned and 52 non-government, not-for-profit hospitals. Bolon's next step was to locate the mission statements of the healthcare institutions on their websites. Many hospitals did not display mission statement on their websites and were thus eliminated from the study. He then conducted a content analysis for three cornerstones of healthcare delivery: cost, access, and quality. This study revealed that there were very few differences in mission statement content between for-profit and not-for-profit hospitals. Bolon was surprised to find that the presence and frequency of the concepts of cost, access, and quality were virtually identical between the two hospital sectors.

Saley – 2006

For this dissertation, Saley (2006) completed a quantitative content analysis of high schools in Alberta, Canada. The text analysis was done by human analysts as well as by computer. The high school mission statements were analyzed for three characteristics:

content, clarity and motivational tone. The independent variables in the study were the four recognized sources of authority defining school systems: public, separate, private sectarian, and private Christian. Saley selected 15 dependent variables, categorized according to four themes within the educational enterprise: stakeholders; philosophy; strategic planning; and presentation. The results of the study indicated that the high school mission statements exhibit different content and text clarity according to sources of institutional authority. The mission statements of academically higher performing schools exhibited more of the desired components than the mission statements of lower performing schools. The private sector reflected a higher degree of educational vigor than did the public sector.

Peyrefitte and David – 2006

Peyrefitte and David (2006) collected a sample of mission statements from the banking, computer hardware, computer software, and food processing industries. This study analyzed mission content to suggest that mission statements should be written to portray organizational objectives and values consistent with those of key stakeholders rather than to reveal organizational distinctiveness.

The first hypothesis of the study predicted that the use of mission statement components would be similar across industry boundaries and the results strongly supported this concept. They also found support for a second hypothesis which proposed that the use of mission statement components would be similar within industry boundaries. The authors challenged managers to draft mission statements that inspire the firm while pleasing the critical organizational constituents.

Morphew and Hartly – 2006

Morphew and Hartly (2006) examined hundreds of mission statements from institutions of higher learning in an attempt to identify patterns of difference within these statements. They gathered empirical data to address whether mission statements are strategic expressions of institutional distinctiveness or organizational window dressings that are normative necessities. Morphew and Hartly randomly selected over 300 mission statements from a representative sample of American four-year colleges and universities. Each mission statement was obtained via the web. Two questions were under consideration in this study: first, how do college and university mission statements differ in content; and second, are any differences reflective of recognized differences between institutional types. Morphew and Hartly identified 118 distinct elements that appeared in the mission statements and concluded that no two institutions had the same configuration of elements. They assert that schools are using mission statements to communicate particular messages to specific audiences.

Bishop – 2007

This dissertation conducted at the University of West Georgia examined the mission statements of 54 public schools in the state of Georgia. The purpose of this descriptive study was to reveal the possible purpose(s) of schooling among Georgia's traditional public high schools. The study focused on the collection of the current web-published school mission statements for schools in the Georgia public high school population. A qualitative textual analysis of the mission statement language was achieved by the use of a modified six-step hermeneutic process for analyzing company documents. The analysis was achieved through alignment of the school mission statement language with pre-selected index terms from an external data set. Bishop did not utilize computer-

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aided analysis software in this dissertation in order to enhance her personal skills in content investigation and build her capacity for textual analysis.

Many of the articles in this literature review refer to the analysis of the content of mission statements (Bishop, 2007; Graham and Havlick, 1994; Pearce & David, 1987; Peyrefitte & David (2006); Robertson, 2000; Walner, 2000; Weiss and Piderit, 1999). Four studies reflected a quantitative content analysis with predetermined categories (Bolon, 2005; David & David, 2003; Forehand, 2000; Saley, 2006). Several researchers utilized the internet in their research (Bart, 2001; Bolon, 2005; Morphew & Hartley, 2006). The CEO and the critical nature of his/her involvement in the development and promotion of the mission statement is the subject of many inquiries (Analoui & Karami, 2002; Bart, 1997; Bart & Tabone, 1998; Baetz & Bart, 1996; Greenlee, 1995).

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CHAPTER 3

METHODOLOGY

The purpose of this qualitative study was fourfold. First, this research conducted a systematic content analysis of mission statements of representative K-12 Christian schools in America in order to discover the essential components that make up these important organizational documents. Second, this study investigated the value the CEO places on the document. Third, this investigation described the various ways that the CEO uses the mission statement in his/her leadership. Fourth, this study explored the awareness and commitment of the faculty to the mission statement.

Research Questions

This study focused on four research questions. This research was qualitative in nature so the answers to these research questions are reflective and descriptive rather than inferential or correlative in nature.

The first research question focused on the essential components of mission statements. The mission statements of Christian schools were analyzed in order to answer the question: "What would a content analysis of Christian school mission statements reveal about the content components and the structural framework of the Christian school mission statement?"

The remaining questions focused on the CEO (superintendent, head of school, headmaster, or president) of each organization. The organizational leader was asked to describe the value he/she places on the mission statement in order to answer the research question: what level of importance does the CEO place on the current mission statement of the organization? The CEO was also asked to share the various ways that he/she uses

the mission statement in the daily experiences of an educational leader. This aspect of the study answered the following research question: how does the organizational leader use the mission statement in the various areas of his/her responsibilities? The final research question, answered from the perspective of the CEO, reflected the impact of the mission statement on the faculty of his/her school. The comments given answered the question: how aware and committed is the faculty to the school's mission statement? The data obtained from these inquiries of the CEO resulted in a better understanding of the impact of the mission statement in the ministry of the organizational leader and in the current school culture.

<div align="center">Significance</div>

A mission statement reveals the values of strategic decision makers and their intent for the present and future of the organization (Pearce & Roth, 1988). A mission statement reveals an organization's values better than any other instrument, thus gaining insight into the underlying assumptions and ways of thinking of Christian school leadership (Robertson, 2000). A mission statement documents where a school stands in terms of beliefs and values, yet mission statements are among the least empirically examined issues in strategic management (Pearce and David, 1987). The results of this study add significant insight into the communicative power of the mission statement for Christian schools. Organizational leaders interested in the dynamic dimensions of company documents will find benefit in the content analysis of mission statements found within the complex context of educational organizations.

Research that explores the role of the organizational leader and the impact of the organization's mission statement will yield significant results. For the leader of a new

school or the CEO of a school without an established mission statement, this study can serve as a significant resource of creativity and innovation. This investigation will provide insights into the components of a well formulated mission statement to be considered in the creation of a new mission statement. It can provide assistance for the CEO in leading the board or an organizational committee through the process of crafting a mission statement.

For leaders of established schools that utilize the mission statement on a regular basis, this research serves as a resource of new and creative ways to enhance the statement's impact on the culture of the ministry. The insights from the CEOs of accredited ACSI schools provide pragmatic ideas that have been used and proven effective in the real, day-to-day activities of Christian schools across America. This research demonstrates effective ways that CEOs use the mission statement in their roles as leaders to communicate and motivate the stakeholders of their institution. This study provides a source of ideation and innovation for the educational leader as he/she works with parents, faculty, the board, the administration, and students.

For leaders involved in established organizations that sense the need to revisit, revamp or reevaluate their current mission statement, this study provides examples of well crafted mission statements. The long, often painful process of evaluation and revision can be energized with the insights of others. This study reflects a content analysis of the components of 44 mission statements of quality, established, and accredited Christian schools across America. The credibility and longevity of these schools and their mission statements provide confidence that this research is a solid resource tool for those leaders desiring to revisit their current mission statement.

For the leader serving in a school that struggles for identity or direction, this study offers insights on how to use a mission statement to revitalize the focus of the organization. For the leader who needs to clarify the reason for the school's existence and to focus the school family on the purpose of the school's purpose, this investigation provides comments from seasoned CEOs as well as examples of quality mission statements. Practical leadership ideas shared by CEOs in the field can benefit educational leaders looking for pragmatic ways to use the mission statement to impact and influence the culture of the school.

Significant insight resulting from this research is also found in a more macro-application of its findings. Autonomous schools connected only by their accreditation in ACSI were studied in order to discover the elements of purpose they share, leading to a better understanding of the purpose of the movement as a whole. By analyzing the parts of a movement, one can more fully appreciate the whole (Traina, 1952). A classical symphony by Beethoven can be analyzed one musical instrument at a time but is more fully appreciated when the music is performed by the entire orchestra. In a similar way, this study examined scores of unique statements ("instruments" of purpose) in order to better understand the symphony of Christian school organizations and the leaders that value them.

<div align="center">Sample</div>

The Association of Christian Schools International is a global organization that services many Christian schools in foreign countries as well as in the United States. ACSI's membership is currently comprised of over 5,440 member schools in 105 countries worldwide, representing approximately 1,180,000 students. Although it is not

the only Christian school association in the country and many Christian schools do not affiliate with any association providing optional accreditation as one of its member services, ACSI does represent a large number of schools (3,948 in the US) and incorporates institutions from every state in the union as well as the District of Columbia.

There are 11 ACSI regional offices providing resources and support to schools in the United States. Research of ACSI schools will provide an appropriate cross section of the American Christian school movement. The sample for this study will be criterion based and stratified as schools are proportionally selected from the eleven ACSI regions. A list of accredited ACSI schools, sorted by region, will be used and a random sample of four schools per region will be selected. There are 724 member schools that have received accreditation status.

The sample for this research consists of documents and organizational leaders. Patton (2002) asserts that there are no rules for determining an appropriate sample size in qualitative inquiry. He states "Sample size depends on what you want to know, the purpose on the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources" (p. 244) DeNicola (2002) shares that sample sizes of 30 or even smaller are acceptable for qualitative studies but points to 30 as the classic basic sample size. Portman (2000) conducted an analysis of 15 qualitative research articles published in the American Counseling Association Journal and found that the sample sizes ranges for 1 up to a large sample of 189 with the average sample equaling 44.5. Portman shares that without the one large sample, the average sample size dropped down to 28.4. In discussing the issue of sample size Wood (2000)

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uses several examples of studies conducted with a sample size of 5% of the given population.

This investigation will examine a sample size of 44 Christian school mission statements. This number of documents was decided as a result of the following logic. There are 724 ACSI accredited Christian in the United States located in 11 regions. Five percent of 724 equals 36.2. This researcher desired to have an equal number of mission statements from each ACSI region so four schools from each area became the target, resulting in 44 mission statements for evaluation. This sample size exceeds the classic sample size of 30 (DeNicola, 2002) and equals the average sample size of the journal articles evaluated by Portman (2000).

The number of CEOs for interview was determined to be 33. One of the strengths of this study's triangulation is to interview the CEOs that are implementing the mission statements under analysis. Anticipating that a 100% level of participation of the leaders was not realistic, this investigation's plan was to seek to interview three out of the four administrators from each of the 11 regions for a total of 33 leaders. This number is still above the classic sample size and seemed like a reasonable level for the interviewing process.

Therefore the sample of documents involved 44 mission statements of accredited Christian schools belonging to the Association of Christian Schools International. Thirty-three educational leaders were selected from the 44 schools to provide (via telephone interviews) professional insights into the importance and impact of the mission statement in their institution. Not only did the leaders contribute their perspective of the value and impact of the mission statement to their organization and to them personally as a leader,

they also shared their best practice in the use of the mission statement with parents, faculty, and other stakeholders as they reflected on the influence of the document within the institution.

<div align="center">Procedures</div>

<div align="center">*Data Collection – Leader Data*</div>

An eight-question phone interview (Appendix A) was conducted with 33 CEOs across America (3 from each of the 11 regions of ACSI). An initial phone contact was made with the school in order to set up an appointment time to speak with the CEO. A list of the questions and an explanation of the content was sent to the CEO prior to the interview (Appendix B). The phone interview, following a prescribed script (Appendix C) lasted 20-30 minutes. Careful notes were taken and transcribed, but the interviews were not recorded. A thank-you letter was sent to each CEO who participated in the research (Appendix D).

Each CEO was asked to identify the level of importance that he/she places on the role of the mission statement in the organization. In order to investigate how the CEO used the mission statement as a leadership tool, the 33 CEOs were asked during the phone interview to reflect on the practical ways that the mission statement has impacted or enhanced their leadership. The educational leader was also given the opportunity during the phone interview to provide his/her insights into the faculty's response and reaction to the mission statement.

The eight specific questions that were included in the phone interview were the following: (a) As you evaluate the current mission statement of your organization, how would you describe its value to the day-to-day activities of your school? 1. Extremely

Important; 2. Somewhat Important; 3. Somewhat Unimportant; or 4. Unimportant. (b) Would you please make a short comment on why you selected this rating? (c) In what ways do you refer to the mission statement in dealing with the faculty and staff? (d) In what ways do you refer to the mission statement in dealing with current or prospective students and families? (e) In what other ways do you use the school's mission statement in your leadership? (f) What is the greatest benefit of the mission statement in your role as educational leader? (g) In your opinion, how many of the teachers in your school know the mission statement of the school? and (h) In your opinion, what is the commitment level of the faculty to the school's mission statement? These phone inquiries were requesting professional opinions and insights. There were no wrong answers and therefore the risks for the participants are minimal. The interview was designed to last 20-30 minutes thus the resulting inconvenience for the CEO was minimal as well.

The system for data collection from the phone interviews was detailed enough to insure accuracy and confidentiality. The CEO responses given during each phone interview were notated on a Script Worksheet (Appendix E). The school name and the name of the CEO were noted on the Script Worksheet prior to the phone call. Immediately after each phone interview, the hand written notes were (a) dated (month/day/year: time); (b) transcribed into a Microsoft Word document; (c) altered to reflect the unique code name for the school and the CEO in order to maintain confidentiality; (d) given its own file on the hard drive stored in the folder, "CEO Interviews"; (e) stored as a hard copy in a notebook in case of computer failure. After the collection process was complete, a hard copy of the altered interview was printed in preparation for the analysis.

Content analysis can be performed on messages ranging from newspaper advertisements to full-length textbooks and from pamphlets to website texts (Kondracki, Wellman, & Amundson, 2002). One of Bart's (2001) suggestions to organizations in order to better utilize the company's mission statement is to communicate and disseminate the document to as many internal and external stakeholders as possible. One means suggested by Bart was the use of the internet and the posting of an organization's mission statement on its company website. The posting of mission statements on the World Wide Web appears to be a prevalent practice for many organizations. "Organizations of all types appear to be using their Web sites for this purpose" (Bart, 2001, p. 367). Because of the common practice of website development by organizations and the unobtrusive nature of mining information from the web, this study obtained all mission statement samples from the websites of the schools selected for the research.

Leedy (1989) cautions that historical data collecting demands a systematic plan, not only for the collection of the data, but also for the retrieval and analysis of the data. It is imperative for the researcher to have some means of gathering and organizing the data (Leedy, 1989). Oudshoffa, Bosloperb, Klosc, and Spaanenburgd (2003) exhort the researcher to determine what kind of data is needed, where this data can be found and how the data can be obtained for analysis. This procedure, according to Oudshoffa et al., when applied within a dynamic web environment will require an elaborate scheme of time stamping and synchronization.

The data collection of the mission statements for this study was exclusively accomplished on school websites. The system for data collection was detailed enough to

insure accuracy and confidentiality. At the time of retrieval, each mission statement was (a) dated (month/day/year: time); (b) copied onto a Microsoft Word document; (c) assigned a unique code name for reasons of confidentiality; (d) given its own file on the hard drive stored in the folder, "Master Mission Statements"; (e) stored as a hard copy in a notebook in case of computer failure; (f) altered to replace the name of the school with the code name assigned in step (c) for the purpose of anonymity from the analyst's perspective; (g) saved as an altered copy in a unique file in the hard drive folder, "Mission Statements – Working Copies." After the collection process was complete, a hard copy of the altered mission statement was printed in preparation for the content analysis.

Analytical Approach – CEO Interviews

Each of the 33 CEOs of Christian schools was interviewed on the telephone and asked the same eight questions concerning the mission statement of their organizations. Each phone interaction lasted approximately 20 minutes. Although the interviews were not recorded, thorough notes were taken during the conversations and, after the interview, the notes were immediately transcribed by the interviewer and author of this study to a Word document for further review and analysis. Each interview was saved electronically as an individual file. Then a separate document was made for each interview question compiling all of the leaders' responses for each individual inquiry. Each major thought provided by the CEOs for each of the eight questions asked in the telephone interviews was then recorded on an Excel spreadsheet to provide a thorough list of the comments and perspectives of the CEOs.

After the experience of conducting all 33 phone interviews with the CEOs, the process of analyzing the administrators' comments began. This investigation utilized the analytical strengths of Microsoft Word and Excel and employed two Computer-Aided Qualitative Data Analysis Software (CAQDAS) systems. First, XSight, produced by QSR International, assisted the investigation in the identification of key elements in the interviews leading to the discovery of specific recurring themes among the comments of the CEOs. The Microsoft Word document created for each interview question was then analyzed through XSight for identification and organization of key terms. As themes began to surface thought the analysis of the interviews, each of the thoughts in the Excel spreadsheet was assigned a theme. XSight contains a mapping feature that allowed the researcher to visually outline the major components of each interview question.

A second CAQDAS system was utilized, InfoRapid Search and Replace, a free software package copyrighted in 1998-2003 by Ingo Straub. InfoRapid enabled the researcher to create concordance style codebooks for the themes that emerged during the analysis. Combining all of the interviews into one Word document and using InfoRapid to search all the interviews for common words and phrases produced an exhaustive concordance of key terms and elements.

As themes began to surface through the analysis of the interviews, each of the thoughts in Excel was assigned a theme. XSight was used to "map" the responses to each question and provide an outline of the elements involved in each theme (see Figure1) for an example of a content map). The key words that emerged to formulate the themes were then filtered through InfoRapid to produce a codebook for each category (see example in Appendix G). An InfoRapid cross-reference number was assigned each entry on the

Excel spreadsheet to ensure that every thought recorded in Excel was included in codebooks produced by InfoRapid, and thus accounted for in the reporting of the findings of this research (see Appendix H for a sample spreadsheet).

Analytical Approach – Content Analysis

Content analysis was utilized to investigate the mission statement data in this study. Altheide (1987) and Linstead (1999) both point to the reflexive nature of qualitative content analysis. Altheide emphasizes the reflection between concept development, sampling, data collection, data coding, data analysis, and interpretation with the overall aim to be systematic and analytic, but not rigid.

Chosen Methodical Process

McKee (2001) asserts that there is no universal, straightforward guide to analysis. Although Krippendorff (2004) acknowledges that there is no standard prescriptive method, he asserts that content analysts are obligated to communicate their method. Krippendorff suggests that the analysis be complete enough to include unitizing (description and method of selecting the units to be analyzed), sampling, coding and recording, and reducing (synthesizing into themes).

Oudshoffa, Bosloperb, Klosc, and Spaanenburgd (2003) suggest a general process of analysis including four basic functions, (a) classification of documents; (b) clustering of documents (documents within a cluster are similar to one another, and between clusters documents are dissimilar); (c) association: detecting patterns in terms of usage in documents; (d) summarization: providing concise and intelligent summaries of long documents.

Bishop (2007) completed a dissertation involving a content analysis of Georgia public schools. She utilized a six-step hermeneutic process of (a) reading, (b) re-reading, (c) identification of emerging themes, (d) selection and pairing down of text through coding and comparison, (e) triangulation, and (f) final analysis.

A systematic, inductive method developed by Traina (1952) includes the elements suggested by Krippendorff (2004) and Oudshoffa, Bosloperb, Klosc, and Spaanenburgd (2003) while satisfying the 6 steps of Bishop (2007). This method has been selected for this study. It utilizes multiple readings and urges quality time spent in the observation of the text. This inductive approach allows the analyst to discover themes and categories as they emerge during the investigation. Traina writes, "Observation transcends pure physical sight; it involves perception. Observation is to enable one to become *saturated* with the particulars of a text so that one is thoroughly conscious of their existence and of the need for their explanation" (p. 31).

Traina (1952) sets forth three requisites of inductive observations: (a) the will to observe – "unwilled observation is soon satiated and goes to sleep, but willed observation, vision with executive force behind it, is full of discernment, and is continually making discoveries which keep the mind alert and interested" (p. 32); (b) the exactness in observation, and (c) the persistence in observation.

Traina (1952) provided the systematic, inductive structure for this study's content analysis. An outline of emphases contained in his methodology follows. Traina stresses the need for detailed, thorough, and accurate observations. He highlights the need for observation of the following:

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A. Terms - a term is a given word as it is used in a given context – it therefore has only one meaning, whereas the same word may have several meanings

B. Various structural units to be examined:

    1. Phrase: a group of two or more terms forming a partial unit of thought and expression

    2. Clause: a group of terms, including a subject and verb, constituting a partial (or whole) unit of thought and expression

    3. Sentence: one or more clauses constituting a unit of thought and expression

    4. Paragraph: a group of sentences constituting a unit of thought and expression

    5. Entire Document: a group of paragraphs constituting a unit of thought and expression

C. Grammatical Relationships in Structural Units

D. Structure Relations between Paragraphs or Concepts

Traina (1952) provides several aids for the discipline of observation. All of these concepts were given careful attention during the analysis of the mission statements. First, he points to two primary approaches in the observation of a text: (a) begin with a detailed noting of the particulars and proceed to the observation of the whole and (b) begin with a survey of the whole, progressing to the noting of particulars, and moving finally to a synthesis of the particulars. These two approaches will be established to provide a methodological triangulation for this research. Traina calls attention to two errors that should be avoided with this two-fold collection of observations: first, seeing the whole without noting details; and second, seeing details and missing the whole. The charting of each mission statement provides an overall view of the content while the dynamic tracing

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provides the detailed examination of the various components. Employing both views throughout the inductive method results in an accurate and balanced analysis. Observation should be both analytical and synthetic.

A second suggestion made by Traina (1952) involves the recording of the observations being made. He urges that the researcher enumerate them so as to make them distinct from each other: underlining or encircling, utilizing charts or diagrams to show relationships. A third suggestion is to observe every document as if it had never been seen before. Let each and every approach be a fresh one. Fourth, the investigator should discipline himself/herself to see how many different observations can be made in a given statement. Fifth, note significant omissions for it is of supreme importance that the observer note carefully an author's omissions if he/she is to discover the author's mind.

Summary of the Process

In order to summarize the flow of the data collection, analysis and results, an outline of the process followed is presented. There were two foci of data collection: the mission statement itself and the verbal comments of the CEO of the organization. Each focus followed a different procedure.

The process followed with the CEO was open-ended but concise. Once the sample of Christian schools was selected, a random selection of three CEOs per ACSI region was identified and each leader was given a code name which linked him/her to his/her organization, but provided a level of confidentiality. After an initial call to the school for the purpose of setting an interview appointment with the superintendent, an email was sent to the CEO sharing both the questions to be asked during the interview

and the terms of consent for the research. The eight-question interview was designed to take place within a 20-30 minute time frame. Question one involved a rating of the value of the mission statement while questions two through eight were open-ended inquiries designed to promote the professional opinions of the administrators and lead to an inductive investigation without predetermined categories or themes. After the interviews were completed and transcripts were recorded, a computer-aided analysis was conducted. Major themes were discovered in each of the inquiries asked of the organizational leaders.

The process of content analysis included the collection and identification of the mission statements of 44 ACSI accredited Christian schools from the institution's website. The dynamic tracing procedure (word analysis, and the inductive discovery of themes and categories) and the graphic charting of each statement resulted in the development of thirteen content components and eight structural components that reflect the commonalities among the mission statements.

Validity and Reliability

Validity

This research established validity through the concept of triangulation. The purpose of a triangulated research design in the contemporary setting is to provide confirmation and/or completeness of the phenomenon under investigation (Shih, 1998). Triangulation is the combination of at least two or more theoretical perspectives, methodological approaches, data sources, investigators, or data analysis methods (Thurmond, 2001).

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Methodological triangulation involves the use of more than one research method or data collection technique each of which is selected because it taps a different aspect or dimension of the problem being studied (Shih, 1998). The advantage of methodological triangulation is that the weaknesses of one method can be compensated for by the strengths of the other (Shih, 1998). The intent of using triangulation is to decrease, negate, or counterbalance the deficiency of a single strategy, thereby increasing the ability to interpret the findings (Thurmond, 2001).

Methodological triangulation reflects the strongest method of triangulation for this study on mission statements and possesses a positive fit with the hermeneutic to be used. This investigation utilized a triangulation of methods by combining an inductive content analysis of documents with the verbal interviews of organizational leaders. The analysis of a formally constructed and intentionally written statement that officially represents an organization provides rich and meaningful data. The personal interview with leaders in the field who are currently implementing the mission statements under analysis contributes the pragmatic meaning and impact of the mission statement on the organization.

Many examples of using two similar methods of data collection from the same paradigm demonstrate this approach to triangulation. Begley (1996) cites Faithful (1991) as combining interviews and diary-keeping as a form of triangulation and Hanson (1994) as utilizing interviews and researcher observations to form the basis of within-methods triangulation. Williams (2005) combined the data gleaned from focus groups and that obtained through reflective diaries to establish triangulation in his research into nursing practices. Thurmond (2001) refers to Floyd (1993) who triangulated data on an

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investigation into sleep patterns through qualitative interviews and self-reported questionnaires and to Anderson (1997) who utilized semi-structured interviews, field diaries and non-participant observations to establish triangulation in studying staff attitudes toward hospital culture.

Within-methods triangulation was also utilized in this dissertation by comparing and contrasting the dynamic tracing of the details of the mission statement with the overall thrust of the document projected by the structural chart. The overall message of each mission statement was visually displayed in chart form reflecting the structural components of the document (see Appendix F for a sample chart). The chart captured the mission statement as a whole. The dynamic tracing of the mission statement examined each term and phrase of the document discovering the meaning of the details. The triangulation of these two methods provided an adequate balance between the details and the whole thus producing an accurate look at the message of each mission statement. Shih (1998) used several different strategies of listening in analyzing data collected from interviews. Shih listened for detail, for clarification, and for explanation and then used these three perspectives of listening to triangulate the data in a within-methods approach.

Silverman (2005) points to another issue in qualitative validity: the problem of anecdotalism. He asks how qualitative analysts convince themselves (and their audience) that their findings are genuinely based on the critical investigation of all their data and do not depend on a few well-chosen examples? Silverman makes several suggestions to counter anecdotalism and to strengthen the validity of qualitative research. His ideas center on the idea of thinking critically throughout the process of data analysis.

Silverman (2005) alludes to three keys in assisting this critical thinking: the constant comparative method, a comprehensive data treatment, and deviant-case analysis. The constant comparative method begins with an analysis on a relatively small part of your data. Then, having generated a set of categories, you can test out emerging hypotheses by steadily expanding your data corpus. A comprehensive data treatment reflects the capacity of qualitative research of not being satisfied until the results of the study are able to apply to every aspect of the relevant data collected. Deviant-case analysis reflects the comprehensive data treatment emphasizing the active seeking out and explanation of anomalies within the data. This type of critical thinking dovetails well with the comparative method, so that as the categories begin to emerge there is a constant confrontation by negative or discrepant cases until the researcher has discerned a small set of recurring themes that incorporate all the data in the analysis. Care will be given to incorporate all three of these aspects of critical thinking (the constant comparative method, the comprehensive data treatment, and deviant-case analysis) to this research process into mission statements.

Reliability

Harwood and Garry (2003) address two aspects of reliability: stability and reproducibility. Stability is the extent to which the analysis is immutable, referring to the re-coding of data by the same coder or 'judge' at different points in time. Reproducibility involves the duplication of coding under different circumstances.

Ryan and Bernard (2000) express that reliability issues (stability) are concerned with the extent to which a measuring procedure yields the same results on repeated trials. Kondracki, Wellman, and Amundson (2002) address the area of stability as the concept

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of "intracoder reliability" and suggest that the same coder recode a subset of the data sample to ensure that the coder has not altered their coding decisions over time. This type of reliability is generally done after completion of the analysis. The design for this dissertation in this area was to send a copy of the detailed analysis of the first mission statement to a mentor, a trusted colleague with an Ed.D. in education. After analyzing the 44th school, this researcher analyzed the first school again, in a proctored environment without access to previous analysis, and sent the result to the colleague. The mentor's evaluation of this researcher's analysis is being included as an Appendix F in this dissertation.

Silverman (2005) shares that computer assisted recording and analysis of the data provides more confidence that the patterns reported actually existed throughout the data rather than in favorable examples. Kondracki, Wellman, and Amundson (2002) agree that computerization of content analysis may improve the reliability (stability) of the coding process, because computer coding is faster and more accurate than manual methods.

This investigation used two sources of Computer-Aided Qualitative Data Analysis Software (CAQDAS) for qualitative research. The software packages, XSight and the InfoRapid, were used to assist the investigation by organizing the data collected during the interviews of the CEOs and by affirming the analysis of that data. InfoRapid was also used to verify the accuracy of the content analysis of the mission statements.

There are several concerns from scholars in regard to the use of Computer-Aided Qualitative Data Analysis Software (CAQDAS) for qualitative research. One of those concerns is the tendency of CAQDAS to diminish the urgency for continuous intuitive input on the part of the researcher (Blismas & Dainty, 2003). In comparing CAQDAS

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with research without computer assistance, Bezborodova and Bennet (2004) emphasize that the manual, inductive style of qualitative research provides the greater opportunity for intuitive exploration. Dolan and Ayland (2001) share, "The use of CAQDAS does not replace the need for thoughtful or intelligent analysis, and there are some who argue that it can actually impede it" (p. 381). This investigation utilized CAQDAS with these concerns in mind. The use of Microsoft Word and Excel enabled the researcher to maintain a hands-on, intuitive approach to the inductive method while obtaining computer generated support and guidance along the way.

Blismas and Dainty (2003) point to another concern: that CAQDAS research tends to pull researchers into a narrow approach of computer dependency at the expense of the "rich diversity of methods and approaches best undertaken without the aid of, or in association with, computers" (p. 462). They assert that many researchers now turn to CAQDAS as the standard method for analyzing textual data without considering the implications to their entire research design. Blismas and Dainty conclude, "The fundamental question is whether computers really do *aid* qualitative data analysis or whether, paradoxically, they act to inhibit the multiplicity of approaches that can be used to induce meaning from complex datasets" (p. 462). The researcher of this dissertation shares these concerns as well and thus maintained a cross-referencing system between the CAQDAS generated analysis, the observations of the researcher and the data produced by Microsoft Excel.

Bezborodova and Bennet (2004); Dolan and Ayland (2001) and Johnston (2006), a software trainer for doctoral students, express a concern over the learning curve needed to be effective in the use of the software. Bezborodova and Bennet share three concerns

of qualitative software: (a) a long and steep software learning curve; (b) the necessity to achieve a complete understanding of CAQDAS software in order to use it effectively; (c) complexity of CAQDAS software and the lack of user friendliness; and (d) the effective use of software is achieved only when the user reached a high degree of software familiarization through experience and training. After utilizing two CADQAS software packages, this researcher would affirm the difficult learning curve involved in mastering the CAQDAS capabilities. However, total mastery of the software was not required to use the software in a collaborative way to assist and affirm data analysis.

<div align="center">Confidentiality/Researcher Bias</div>

Confidentiality in this qualitative study was not as difficult as others because half of the data was collected unobtrusively through the internet. Each organizational mission statement was coded and the name of the school was removed. The researcher conducted all analysis from a coded copy without the possibility of being influenced by the school name. The responses given by the CEO of the school during the telephone interviews were also coded connecting the leader to the school's code, but eliminating the name of the administrator. These steps protected the confidentiality of the information but the study can not insure the anonymity of the school or its administrator due to the recognizable statements of an institution to certain readers of the analysis.

Researcher bias is a concern in qualitative investigation (Patton, 2002). Due to the subjective nature of analysis, a degree of bias is present in qualitative research, but the impact of the bias can be minimized in a variety of ways. Patton (2002) points to three key aspects of credible qualitative research: intellectual rigor, professional integrity, and methodological competence.

This research reflects a systematic rigor in the collection and analysis of data in order to accurately discover the meaning and impact of mission statements in K-12 Christian schools. An inductive, hermeneutical approach was used to discern the emergent themes of the mission statements. A critical investigation was conducted using a constant comparative method emphasizing a comprehensive treatment of all the data. All of the mission statements were coded thus removing the school names and locations from the documents to avoid bias during the analysis process. The interviews of the CEOs were coded as well, removing the name of the school and the administrator, allowing an evaluation free of these elements. The analysis of the interviews was conducted with the aid of computer software to improve the reliability of the evaluation.

Methodology is at the heart of research and this investigator desires to conduct this empirical study with integrity and accuracy. Qualitative research requires organization, structure, and discipline. The elements included in this chapter provided the framework for this investigation into the components of organizational mission statements and the pragmatic value they represent from the perspective of organizational leaders.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

The purpose of this qualitative study was fourfold. First, this research conducted a systematic content analysis of mission statements of representative K-12 Christian schools in America in order to discover the content and structural components that make up these important organizational documents. Second, the study investigated the value of the document for the school from the perspective of the CEO. Third, this investigation explored the various ways that the CEO used the mission statement in his/her leadership. And finally, this study examined the awareness and commitment of the faculty to the mission statement.

Chapter four will provide an analysis of telephone interviews conducted with organizational leaders across the country concerning the value and use of mission statements in Christian schools. This chapter will also present a content analysis of mission statements collected from the web sites of selected ACSI (Association of Christian Schools International) accredited schools representing the 11 American regions of the international organization.

CEO Interviews

Telephone interviews were conducted over a 21-day period in April of 2008 involving CEOs from 20 different states. Each of the 33 CEOs of Christian schools was asked the same eight questions concerning the mission statement of their organizations. Nine of the leaders were women and the remaining 24 CEOs were men. Each phone interaction lasted approximately 20 minutes. Although the interviews were not recorded, thorough notes were taken during the conversations and, after the interview, the notes

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were immediately transcribed by the interviewer and author of this study to a Word document for further review and analysis.

In addition to the analytical capabilities of Microsoft Word and Excel two components of Computer-Aided Qualitative Data Analysis Software (CAQDAS) were utilized. First, a software system called XSight, produced by QSR International, assisted the investigation in the identification of key elements in the interviews leading to specific recurring themes among the comments of the CEOs. A Microsoft Word document was created for each interview question along with the responses of the leaders. Each Word document was then analyzed through XSight for identification and organization. XSight contains a mapping feature that allowed the researcher to visually outline the major components of each interview question.

A second CAQDAS system was utilized, InfoRapid Search and Replace, free software copyrighted, 1998-2003 by Ingo Straub. InfoRapid enabled the researcher to create concordance style code-books for the themes that emerged during the analysis (see Appendix G for example). Combining all of the interviews into one Word document and using InfoRapid to search all the interviews for common words and phrases produced an exhaustive concordance of key terms and elements.

Question One: Value to the Day-to-Day

The first question asked of the leader was to rate the value of the mission statement in relationship to the daily program of the school. Each leader was asked, "As you evaluate the current mission statement of your organization, how would you describe its value to the day-to-day activities of your school?" Four choices were given for the

CEO to select: *Extremely Important, Somewhat Important, Somewhat Unimportant,* and

Unimportant. Table 1 illustrates the results of this inquiry.

Table 1

Value Assessment of Mission Statements by CEO

Rating	Number of CEOs	Percent
Extremely Important	26	79%
Somewhat Important	6	18%
Somewhat Unimportant	1	3%
Unimportant	0	0%

According to these results the educational leadership of Christian schools across

the country holds the mission statement in high regard as an organizational tool that

impacts the day-today experiences of their schools. Thirty-two of the 33 CEOs (97%)

rated the document as important while 26 of those designated the statement as extremely

important. The analysis of this investigation attempted to further reflect the positive

nature of the comments made by the organizational leaders. Question two was structured

to ask for a rationale for the rating given in question one so the leaders could be divided

into categories based on their initial answer. The analysis of questions three through eight

examined the overall group of 33 CEOs without differentiation unless noted in the text.

Question Two: Explain the Rating

The CEOs, who rated the value of the mission statement as *Extremely Important*,

were given the opportunity to explain the value rating they selected for the mission

statement's effectiveness in the day-to-day activities of the school. Question two was an

open-ended inquiry that asked the CEO, "Would you please make a short comment on why you selected this rating?" The open-endedness of the interview question was designed to gather unrestricted comments from the leaders in order to inductively discover the emergent themes when combining all 33 interviews. The variety of responses provided by the organizational leaders to this question was analyzed into three broad categories: word pictures, extent of impact and specific benefits.

Some CEOs shared word pictures to describe the importance of the mission statement. An analysis of these descriptions revealed three major emphases: those that highlighted the foundational essence of the mission statement to the organization; those that pointed to the sense of direction that a mission statement provides; and those that referenced the decision making power that is found in the document. Other CEOs emphasized the all-inclusive extent of the mission statement's impact on the organization. A third group of leaders emerged that shared specific benefits of the mission statement to their organizations. It was discovered that these benefits fell into four basic themes: identity (awareness of purpose), decision making (a source of confidence in planning), motivation (inspirational focus) and implementation (impact into the school program). Table 2 represents the explanations given by the CEOs of their rating as to the value of the mission statement on the daily activities of the school.

Table 2

Explanation of Rating Value Given by CEO

Category	Theme	Frequency
Word Picture	Basis	15
Word Picture	Direction	13

Category	Theme	Frequency
Word Picture	Decision Making	5
Extent	Total Integration	15
Benefit	Identity	10
Benefit	Decision Making	17
Benefit	Motivation	10
Benefit	Implementation	7

Word Pictures

The first broad category of response involved word pictures. The picturesque language used to describe the impact of mission statements fell into three themes: words and phrases that communicated the idea of a foundation or basis for the organization, descriptions depicting the concept of direction, and terms that centered on the idea of decision making. Twenty-one of the 33 CEOs (64%) used at least one word picture in describing the value of the mission statement. Fourteen of those CEOs used only one basic depiction; four organizational leaders utilized two literary symbols; two of the leaders made reference to three symbolic terms and one CEO described the importance of the mission statement with five word pictures, for a total of 33 symbolic terms or phrases.

The most common group of word pictures, used 15 times by the CEOs, involved the concept of *foundation* or *basis*. According to these leaders, the mission statement formed the foundation on which the organization was built. Administrator C2H22YC shared, "The mission statement is at the heart of what we do. Every part of our school

needs to be in harmony with the mission statement." Leader E3Y55FV stated "The mission statement is the foundation for everything we do. We feel that we should not do anything that is not part of and supported by the mission statement."

Other keys words were *core* (G4M70MF, "The mission statement is the core of what we believe")*, standard* (G710MF, "The mission statement is the standard to go by. All of the emphases of the school correlate to the mission statement.")*, and *purpose* (C9D00SC, "It represents a collaborative effort that reflects the purpose and focus of important values."). These key terms were used by the educational leaders to describe the foundational value of the mission statement. One superintendent, H4L31CO, shared, "as the saying goes: 'the main thing is to keep the main thing, the main thing.' The mission statement is the main thing in my school."

The second most common group of word pictures fell into the idea of providing direction for the school: 13 CEOs used words that reflect the guidance and sense of direction provided by the document. Some of the symbols used include: *compass, focus, guide, map, and thrust*. Administrator C9D00SC shared that the mission statement was the *compass* for the school as it helped the school keep on target; Leader D3R79EP added that it was the school's source of direction and enabled the school to know where it was going. Seven CEOs referred to the mission statement as the *focus* or the *focal point*: of activities (H8K88CO), for priorities (C9D00SC), on what is important (H4L31CO), for spiritual balance (G3B11TF), for relationships (G4M70MF) and, in general, for everything (D3R79EP, F3C41II).

The term *guide* also communicates the idea of direction and was used by four CEOs. The guidance received by the mission statement ranged from fundraising to curriculum to all school activities. For example CEO F8S00AM shared:

The mission statement serves as the guidepost in our strategic planning. The question we ask of every program is, 'is it going to fulfill, support and advance the mission of the school?' If it does then we consider it, if not then it is rejected.

The idea of *thrust* was offered by an administrator (I2S03BT) to communicate the value of the mission statement in providing direction of movement for the school. Administrator B1E00FW used the term *map* to communicate the guidance provided by the mission statement as that school looks to the future, "The mission statement is like a map. If you deviate from the map just two degrees in any wrong direction, in just a few years you will be 3000 miles away from your desired destination."

The third division of word pictures that emerged during the content analysis captured the idea of decision making. Although decision making was explicitly mentioned as a benefit of mission statements, five CEOs describe this impact in metaphorical terms. One administrator, J8M00LN, described the mission statement as a *filter*, "The mission statement serves as a filter for the school sifting out what is appropriate, and we are a vision/mission driven school." CEO I5R54BT viewed it as a *funnel* through which everything is evaluated:

We try to funnel everything we do through the mission statement. As we look at adding or dropping a program it depends on its relationship to the mission statement. Does this support the mission statement? If yes, then we proceed; if not, then we have to ask why we are doing it.

The mission statement was described by two leaders as a *tool* for decision making. Administrator F3C41II shared, "We develop mission impact measurements, as a separate administrative document, that flow directly from the mission statement to be used as a tool in the strategic planning process, and CEO C9D00SC stated, "The mission statement is a source…a tool for assessment."

Finally, Educator K8M10WC described the mission statement as a *model or template* for making school decisions:

> The mission statement expresses the reason for our existence. It is the template or model of what we are trying to do - as a school we should be modeling what we are trying to produce. It should be integrated into every aspect of the ministry - whether in the classroom, on a fieldtrip or on the playing field.

Extent

During the process of analysis the common terms *all, every,* and *everything* began to recur on a consistent basis. An evaluation of the contexts of these recurrences resulted in the discovery of the second broad category of CEO response: the all-inclusive nature of the mission statement. None of the interviewed administrators restricted the potential impact of the mission statement to a limited area of the organizational culture. Even the seven leaders who rated the mission statement as "somewhat important" or "somewhat unimportant" indicated that the problem was with the implementation of the statement and not the statement itself. Fifteen different educational leaders made specific reference to the mission statement's overall impact on the complete school program. These 15 leaders shared general statements like, "The mission statement drives everything we do: every purchase, every decision" (E4W95CV), "We try to make the mission statement

impact all aspects of the school" (H8K88CO), "Every part of our school needs to be in harmony with the mission statement" (I5R54BT), "The mission statement is the foundation for everything we do" (B5D03AA), and "Everything that we focus on is related to the mission statement" (F3C41II). Educational leader K8M10WC summarized this mindset well when he shared, "The mission statement should be integrated into every aspect of the ministry – whether in the classroom, on a fieldtrip, or on the playing field."

Benefits

The third category of CEO insight into the value of the mission statement involved some of the specific benefits provided by the document. Twenty-three of the 33 Christian school leaders (69.7%) interviewed shared 44 specific insights into the benefits of the mission statements on their leadership. Eleven CEOs shared one key benefit; five leaders indicated two components; six of the administrators listed three benefits; and one CEO delineated five benefits of the mission statement. Four recurring benefits surfaced during the interviews with the educational leaders: guidelines for decision making, the sense of identity, the source of motivation, and consistent implementation. Table 3 represents this analysis

Table 3

Distribution of Benefits by CEOs

Number of CEOs	Benefits Listed	Type of Benefit	Frequency
11 leaders	1 Benefit	Decision Making	17 comments
5 leaders	2 Benefits	Identification	10 comments
6 leaders	3 benefits	Motivation	10 comments
1 leader	5 benefits	Implementation	7 comments

In addition to sharing the concept of decision making as a *filter* and a *funnel*, the Christian school CEOs explicitly mentioned the value of the mission statement in terms of the benefits to be found in effective decision making. Seventeen educational leaders mentioned this benefit as they shared insights like, "The mission statement drives everything we do: every purchase, every decision; it all flows out of the mission statement" (B5D03AA) and "our mission statement impacts our methodology – the choice of curriculum and the relationships we make with parents and churches reflect the mission of the school" (E2G61GN).

One CEO shared that their school's mission statement identified them as a "classical Christian school." As a result, curricular decision making in the school reflected the three-fold emphases of classical education: grammar was the emphasis in the elementary grades; logic in the mid-school; and rhetoric in the upper school. This same administrator indicated that because of the partnership with the local church addressed in the mission statement, the decision was made not to have chapel services at school, but to communicate that corporate worship should be an activity solely of the church.

The following represent the specific areas of decision making mentioned by the leaders: curricula decisions (4 CEOs), long-term planning (3), balance between academics and spiritual emphases (2), choices in the chapel program (2), decisions involving commitments to parents and churches (2), value assessments (1), financial decisions (1) and decisions impact the excellence of the program (1).

Ten of the CEOs mentioned that the mission statement was extremely valuable to them because it provided a sense of identity for the school family. "The mission statement reflects who we are," said Leader K5C70SC. CEO E3Y55FV stated:

We feel that we should not do anything that is not part of and supported by the mission statement. Although this is not easy to define, the mission statement is critical – The mission statement helps to define us and if the mission statement does not define us, then we should change the mission statement.

Administrator K8M10WC said, "The mission statement expresses the reason for our existence" while J3O17TA commented, "It has a history of our important distinctions." The sense of identity provided by the mission statements enables a wider and deeper awareness of shared purpose. "The mission statement is a source of buy-in for the faculty and staff and families – a source of unity," commented Leader J3O17TA while CEO C9D00SC reflected "It represents a collaborative effort that reflects the purpose and focus of our important values. It states the purpose and global understanding of the school." Three leaders pointed to the school's identity that is provided by their core values and how those values were generated from the mission statement. "Our core values are central to our philosophy and they are reflections of the mission statement," said Leader J8M00LN.

A third benefit of the mission statement referred to in ten comments from the school leaders was that of the motivation and inspiration it provided. Four of the CEOs shared that the written document drove them and motivated them to become more effective leaders. For example, Leader D3R79EP responded:

The mission statement provides the direction and focus for the entire organization. It drives us. It allows me to share not because I am in charge, but because of the stated mission of the school. My opinion might be great, but the mission statement shares with everyone where I'm going.

The process of ACSI accreditation forced the school's CEO to examine the programs of his/her institution in light of the school's mission. This process assisted the CEO and the school personnel to deepen their understanding and commitment to the mission statement. CEO J8M00LN commented, "We have just completed our third ACSI accreditation visit and it made us very aware of who we are. The self-study makes you look at every aspect of the school and how it fits together." Administrator K5C70SC indicated the motivation gleaned from the accreditation process:

We started through the accreditation process in 2000. Before the mission statement was long and it didn't fit the purpose of the school. The board initiated some changes; the teachers provided some input and the statement was revised. Now it better indicates who we are and our current policies and curriculum.

The final benefit acknowledged by the CEOs involved the application and implementation of the mission statement to the culture of the school. The process of implementing the mission statement was critical in the eyes of several administrators.

Seven leaders pointed to the practical application of the mission statement as a key to its effectiveness. For example, Administrator E4W95CV pointed to the mission statement as the pathway from the written curriculum to the classroom activities, "The mission statement guides us in all we do. All of our actives revolve around the mission statement. It is our horizontal guide between our curriculum guides and our lesson plans."

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Leader I5R54BT evaluated the need to be more proactive in this area, "Practically speaking the implementation of the statement might not be as evident as it should be; we might not be as thoughtful about our mission as we ought….I think I could do more in this area." The job assessment of H4L31CO revealed his responsibility to implementation, "One third to one half of my job is to communicate the mission statement and to implement it in the school. The mission statement keeps us focused on what is important."

The seven CEOs, who underscored the need for implementation, agreed that the statement must be more than words and thus must be embraced by the school while being incorporated into the practice of the organization. Leader D8S23CP captured this frame for reference in his comments, "The statement is not as critical as the concept. The statement needs to be a reflection of the school's impact. The use of the mission statement is what is important not the philosophical words."

In summary, those educational leaders who rated the mission statement as extremely important did so in the context of three emphases: word pictures of positive impact, the complete extent of the statement's influence on the school's program, and the benefits experienced by the school as a result of being driven by the mission statement.

There were seven educational leaders who rated the mission statement as "somewhat important" or "somewhat unimportant." Five of those leaders pointed to positive elements in using mission statements. For example, CEO A5H18MN shared that the mission statement was important in concept, but has not been effectively applied to the day-today activities of the school, "In theory it is extremely important, but some of

the faculty have not completely grasped the importance of the statement. As a school we have not overly emphasized the written statement." Leader A8L17DN shared:

I hesitate to give it a rating of '1' because the mission statement does not greatly impact the day-to-day activities. It is not discussed daily, although the operations of the school are greatly affected by the mission statement.

One leader, D2G00GM, indicated that the document was important to his professional assignment:

The mission statement of our school is very valuable to the entire administrative team and to my leadership personally. However, we need to improve the impact on the day-to-day programs of the school. We are in the process of refining our mission statement.

Of the CEOs who rated the mission statement as less than "extremely important," three of the leaders rated the value of the mission statement as *Somewhat Important* because of its lack of impact in the day-to-day activities of the school; three leaders, including the administrator who rated the mission statement as *Somewhat Unimportant,* indicated that the school was developing a new mission statement, and thus the current statement was not being emphasized. One educational leader indicated that the school's mission statement was too long and thus difficult to memorize, so the school was not making the statement a high priority.

Figure 1 is a visual summary of the rationales given by the CEOs in explanation of their value rating of the impact of the mission statement on the day-to-day activities of their school. The numbers following the entries on the chart represent the number of organizational leaders that utilized that idea or concept in his/her rationale.

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Figure 1

CEO Interview Question 2 – Rationale for Value Rating of Mission Statement
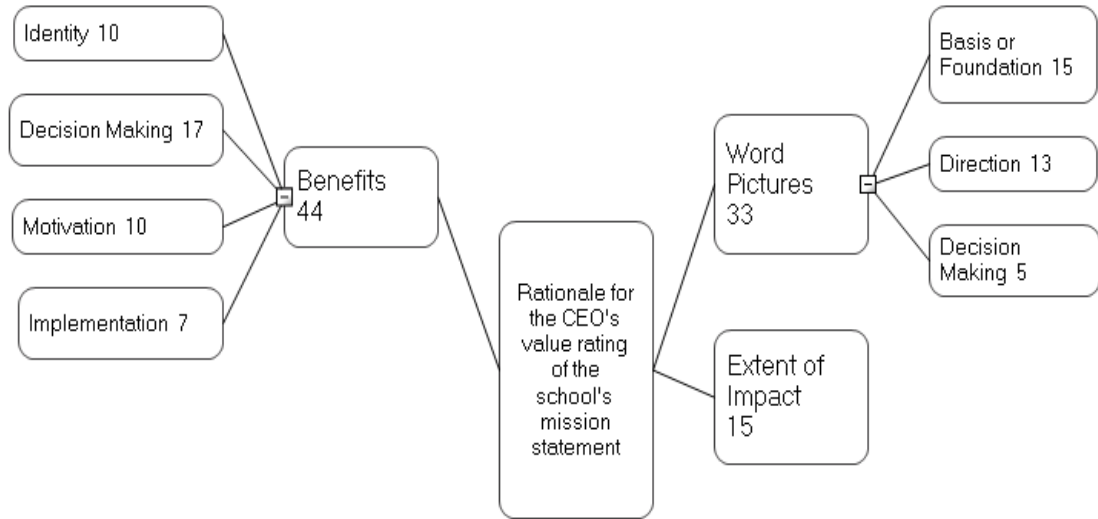
Question Three: Use with Faculty

The third question asked of the educational leader was, "In what ways do you refer to the mission statement in dealing with the faculty and staff?" The responses collected from the CEOs fell into three categories. The first type of response emphasized the responsibility of the leader to communicate and implement the mission statement with the faculty and staff. The second recurring theme indicated the leader's expectation from the faculty to own and apply the mission statement into his/her educational role. The third category included all the specific ways that the leader used the mission statement to impact his/her faculty and staff.

Responsibility of the leader

Nine CEOs emphasized their role and responsibility as a leader to use the mission statement to impact the faculty. The promotion of the statement and the priority given to

its importance needed to be generated by the leader in order to motivate the faculty and staff toward implementation. A leader from California stated, "As a visionary leader I need to keep our mission in front of us all." An administrator for Arizona shared, "I intentionally bring it up with the faculty." A CEO from a school in Washington added, "As a leader I need to keep the mission statement present, focal, and relevant to the faculty. We cannot afford to be apathetic – it needs to be real."

Eight leaders emphasized the reality that it is the administrator's responsibility to keep the mission statement in front of the faculty. Several leaders pointed to the mission statement as a tool to remind the faculty of the school's identity and why they exist thus inspiring them to a deeper commitment to the school. CEO I1R27AT shared, "I use it (the mission statement) to remind them (the faculty) why we do what we do. I use it as a source of inspiration when the faculty gets down. It can be a statement of enthusiasm and perspective." Leader J3O17TA stated, "I communicate that the mission statement reflects why we are doing what we are doing – we need to revisit the mission statement often as a school."

Four leaders commented on their short-comings in fulfilling their responsibilities in keeping the mission statement fresh and at the forefront of the faculty's attention. Two leaders shared that they only referred to the mission statement in a minimal way with the faculty throughout the year. One CEO indicated that he reinforced the concepts within the mission statement, but not the document itself. Leader K5C70SC said:

> At first we made a big deal about the changes. Everyone involved with the school knew the statement because it was fresh and new and greatly emphasized. We

have since become a little lazy…I need to remind the faculty more, especially as it relates to curricular issues.

Expectation of the faculty

The second pattern that emerged in analyzing the reaction of the leaders to this question involving the faculty of their schools was their expectation of the teachers in applying the mission statement to their educational responsibilities. The expectations for teachers fell into two basic areas: professional implementation and as a personal application. A metaphor was provided by CEO C9D00SC of the overarching impact of the mission statement on the professional life of the teacher, "We often relate the mission statement to the faculty. It is an umbrella that covers the educational process. It impacts the curriculum, the lesson plans and the day-to-day activities of the school." Twenty educational leaders pointed to five different areas where teachers needed to incorporate the mission statement professionally: a general awareness of the mission statement, classroom instruction, educational activities, lesson plans, and field trips. Five comments from CEOs mentioned the teacher's professional role in biblical integration. For example, Administrator E3Y55FV shared, "I emphasize biblical integration with my teachers and how this integration helps to transfer the mission statement to the lesson plan and then into the classroom teaching."

In addition to reflecting the mission statement professionally, administrators expected the faculty to incorporate it personally as a role model for their students. Five CEOs emphasized the living curriculum and the faculty's responsibility to be a living model of the school's mission. For example, one administrator, I5R54BT, stated, "Personally the faculty demonstrates the mission statement through their lifestyle – it

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must be consistent with the mission statement. We contract teachers that agree to be in support of the mission." Another CEO, Leader B5D03AA, says, "We stress that we need to model the mission statement as role models to our students."

Specific methods

The third pattern that emerged in analyzing this interview question involved all the specific ways that the leader used the mission statement to impact his/her faculty and staff. When asked how he/she referred to the mission statement in dealing with the faculty, the CEOs shared many practical ways of applying this organizational document. One hundred-seven insights were provided by the 33 administrators. An analysis of these comments by finding common terms and ideas resulted in the emergence of 11 specific areas of use. These specific areas are reflected in Table 4 along with the frequency of comments given by the educational leaders.

Table 4

Uses of the Mission Statement with Faculty

Method	Number of CEO Comments
Decision Making Situations	25
In-service Instruction	16
Teacher Orientation	14
Motivation/Inspiration	12
Communication	11
Hiring Process	10
Faculty Publications	6
Faculty Meetings	5

Method	Number of CEO Comments
Visibility in the Lounge/Workroom	5
Faculty Devotions	2
Required Memorization	1

Decision Making

Six areas were mentioned by at least ten administrators as important ways that leaders use the mission statement in Christian schools. The highest number of leader comments pointed to use of the mission statement as a decision making tool with the faculty.

For example, CEO D2G00GM indicated:

We often have discussions concerning the mission statement among the teachers. We use it to evaluate <u>decisions</u> we are making as a faculty – for example, we are considering a fundraising event and we looked to the mission statement to focus our decision on the event's alignment with our purpose.

Another example came from Leader G7P10MF who gave the following response to how he used the mission statement with his faculty:

Basically in decision making. We look back to the mission statement and I often remind the faculty that this is the written word that directs the school; it is a document that reflects the thoughts of many stakeholders; it is the foundation that we can refer to.

In-service days

The second most common avenue of use, shared by 16 CEOs, involved the in-service days built into the school calendar. Times of in-service, according to the leaders,

are days set aside within the school year for professional development as opposed to teacher orientation which occurs prior to the beginning of school. Some of the in-service ideas included a book club discussion group, keynote addresses to the faculty, workshops on the elements of the mission statement, seminars on how the core values of the school reflect the school's overall mission, roundtable dialogues with the leader about mission implementation, and a follow-up discussion brainstorming how the ACSI convention reinforced the school's mission statement. For example, Administrator D8S23CP stated:

> We use the mission statement often in faculty devotions and in-service. We are working through a Bible CEU right now as a faculty using a book by Donovan Graham called *Teaching Redemptively*. The mission statement comes up often in our discussions as we talk about our goals as a school.

B1E00FW provided the following example of using an in-service context for sharing the mission statement:

> I have been in this position for the past 16 months and the first priority for me was to define the mission statement and understand its contents. This past February I had an in-service day in which I covered with my faculty the meaning of each phrase of the mission statement. What does 'spiritual fortitude' mean? How do we bring about 'academic excellence?' The process is still going on as we continue to implement the mission statement every day.

Faculty Orientation

Fourteen administrators utilized the third highest method, the formal orientation time before the school year begins, to emphasize the mission statement. For example, B5D03AA related:

During orientation we stress it and even play games to help us remember it. For example, this year I said, 'Everyone take out a piece of paper. This is an after summer quiz – write out the mission statement.' Sometimes we divide in pairs and see how much of the mission statement the couples can construct among the two of them.

Leader A5H18MN emphasized the new teacher orientation, "In the initial orientation the new teacher is exposed to the statement and it is part of the transition into the employment of the school," while Administrator K8M10WC pointed to the entire faculty, "During our yearly teacher orientation both new and returning faculty are provided with insight and explanation of the mission statement."

Inspiration and Motivation

Twelve leaders indicated a fourth method of utilizing the mission statement: to inspire and motivate the faculty toward excellence. "I use it to remind them why we do what we do. I use it as a source of inspiration when the faculty gets down. It can be a statement of enthusiasm and perspective," said CEO I1R27AT. The ACSI accreditation process has been part of three of the schools' 2007-2008 academic year. The accreditation process required the school to define itself in terms of its purpose and mission. So the mission statement became a motivating force for these educational leaders in directing their school through the approval process. Six other administrators highlighted their use of the mission statement as a source of encouragement and inspiration as they motivated their faculty toward excellence and improvement. C9D00SC shared, "The mission statement can be *inspiring* or *tiring* depending on how it is used." According to the CEOs, there are values and dangers of using the mission

statement in faculty communication. The encouragement must be fresh, relevant and motivational or it can have negative effects.

Communication

The use of the mission statement as a tool for communication was a fifth method that leaders employed with their faculty. Eleven administrators mentioned communication with the faculty regarding the mission statement outside of the in-service times and the days of orientation. In addition to a formal presentation to the faculty, six administrators mentioned their informal discussions among teachers during the normal course of the year in which the mission statement is the topic of discussion. Three leaders, D8S23CP, H8K88CO, and J5J22TA, simply said, "We talk about it a lot," in the context of discussions, dialogues and debates. Four of the schools sought and obtained the input of teachers as the mission statement underwent evaluation. These schools evaluated the mission statement annually and asked for faculty input into this assessment process. Educational leader A8L17DN related:

> We used a SWOT analysis, which stands for strengths, weaknesses, opportunities, and threats, on the mission statement and on the school's core values which flow out of the mission statement. This time of evaluation allowed us to review our priorities and future plans.

Hiring Process

The sixth method most often referred to by the CEOs involved the hiring process from the application to interviews to contracts. Ten school leaders made a point to share that the mission statement was used during the interview, hiring, and rehiring process of teachers. For example, CEO E4W95CV said:

In interviewing potential faculty members the mission statement is one of the first things we go over. We are a discipleship school and we partner with the church and the family. We want the new teacher to know what we are all about and what we are communicating to the parents.

Administrator D3R79EP shared the importance of using the mission statement during the hiring process, "The mission statement is in the teacher's application, the mission statement is covered during the interview to be sure that the teacher is in full agreement with the purpose of the school." I5R54BT asserted, "We only contract teachers that agree to be in support of the mission."

Publications

Keeping the mission statement before the faculty was a challenge mentioned by administrators during the phone interviews. Several ideas to improve communication with the faculty surfaced during the interviews with the schools' CEOs. Six leaders emphasized the school's publications for the faculty. Publishing the mission statement in the faculty handbook, teacher bulletins, memos and emails maximized the potential of the written document. Five of the leaders verbally shared the mission during faculty meetings while two used some time during faculty devotions to share about the mission. The educational leaders of five of the schools emphasized their attempts to keep the mission visible to the faculty by posting the statement around the school; in offices, hallways and classrooms. Only one of the leaders shared that teachers are actually required to memorize the mission statement.

In summary, this third question posed to the school's CEO brought three basic responses. First, the CEOs reflected awareness that the leadership position holds a

responsibility to communicate the mission statement to the faculty. Second, the insights

of the educational leaders indicated that they anticipated the faculty applying the mission

throughout the educational aspects of the organization. Third, 107 specific ideas were

shared by the administrators as they reflected on how they used the mission statement

with their faculty. Figure 2 provides a chart that visually demonstrates these many uses of

the mission statement with parents.

Figure 2 Practical Uses of the Mission Statement with Faculty
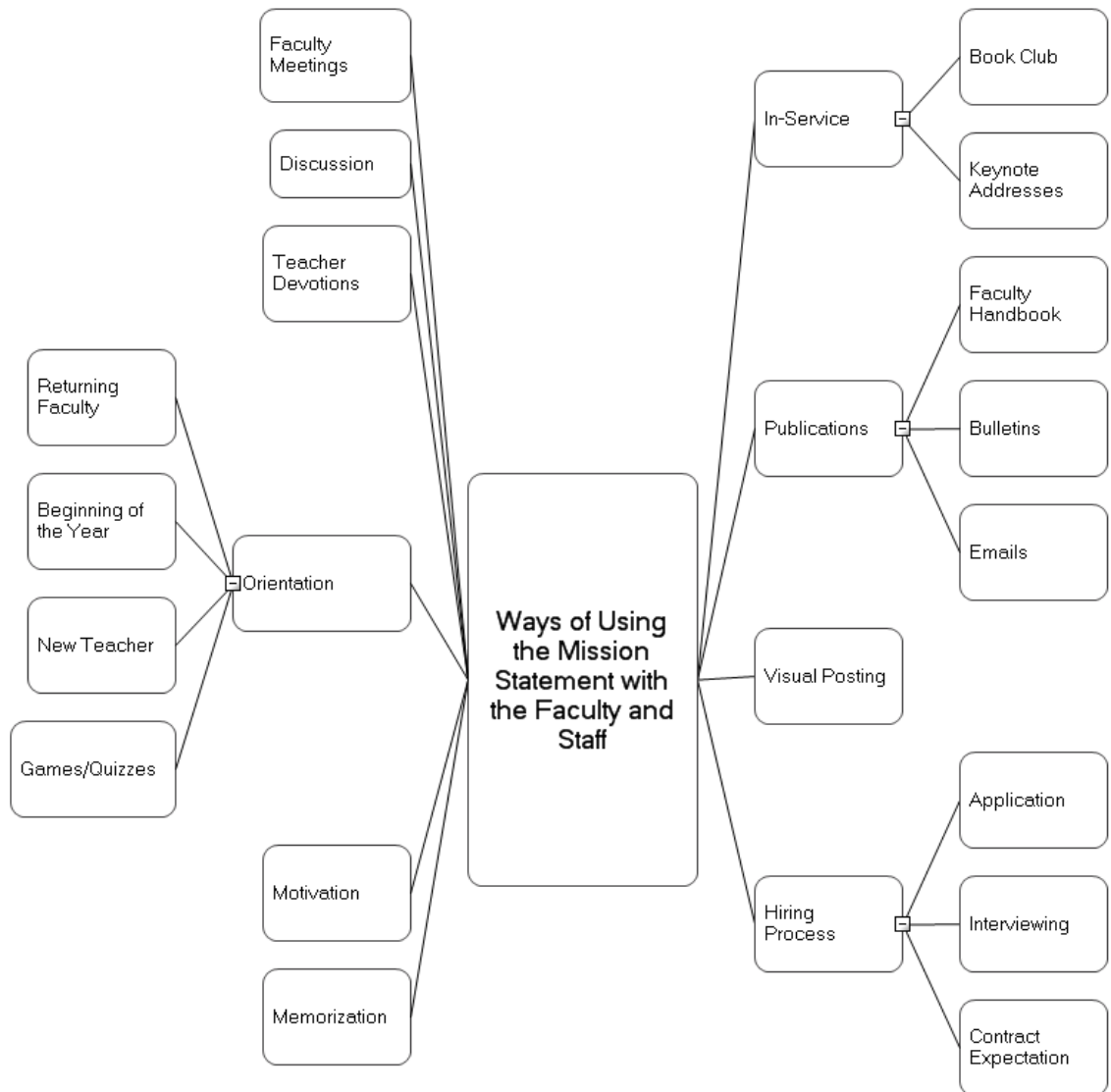
The fourth question posed to the Christian school leader involved how they used the mission statement in dealing with current or prospective students and families. The 33 interviews resulted in 153 ideas and comments. An analysis of these comments consolidated the 153 ideas into seven major categories.

Communication of the mission statement to the parents was by far the most important factor from the administrator's perspective. Communication involves at least three of the nine categories that emerged from the interview analysis: verbal communication, written publications, and the visibility of the statement within the school.

Table 5 illustrates the major uses of the mission statements with parents and families as well as the number of comments made by the school leaders.

Table 5

Uses of the Mission Statement with Families

Emphasis	Number of CEOs Using
Verbalizations	50
Admissions Process	30
Publications	30
Partnership Relationship	12
Program Events	14
Visibility	5
Lack of Use	12

Figure 3 provides a look at the great variety of ideas and shared by the CEOs.

Figure 3　　　　　　　　　Practical Uses of the Mission Statement with Families
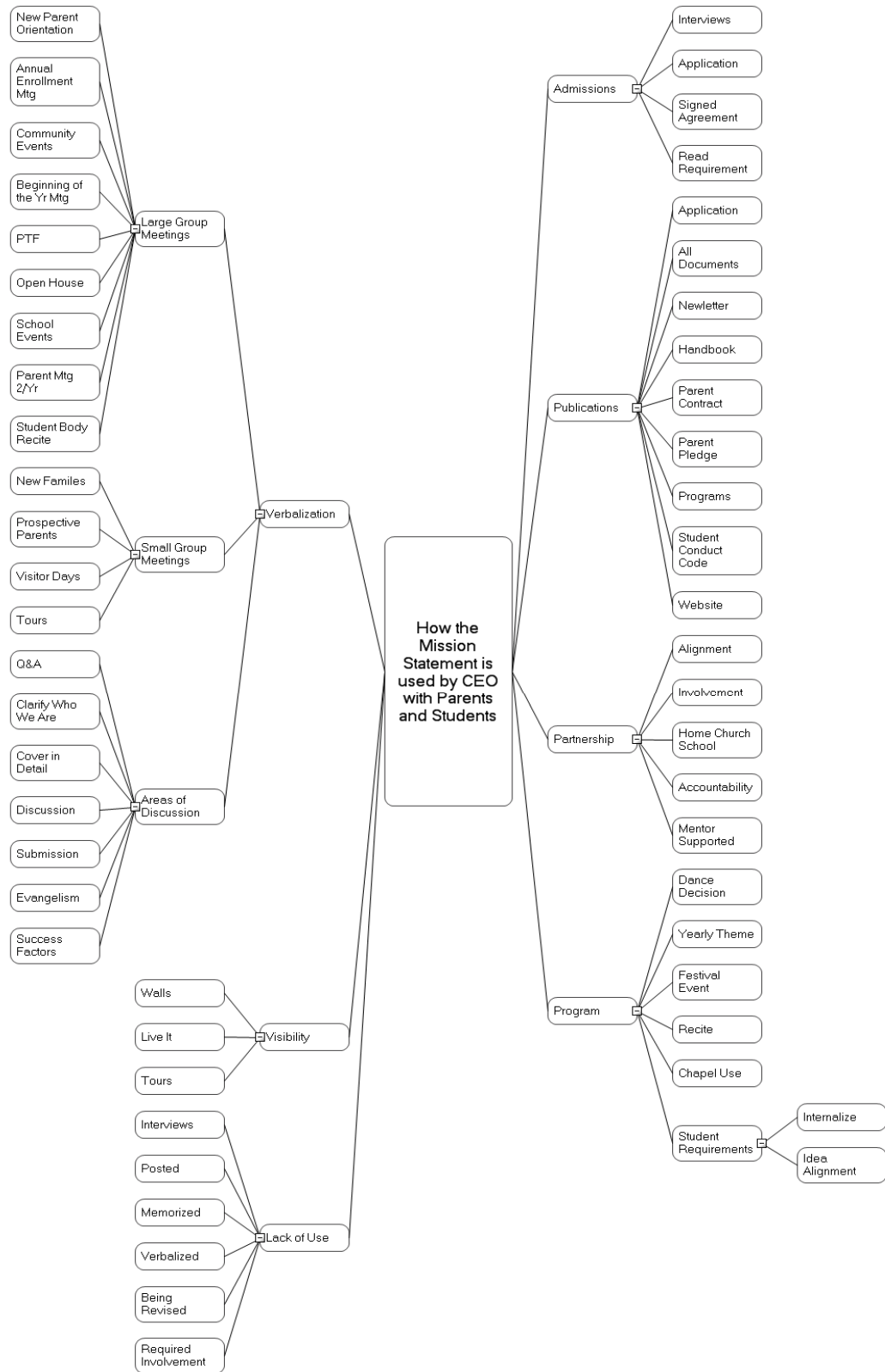
Verbalizations

According to 17 of the CEOs, verbalization took many forms of large group addresses including parent events like new parent orientation, beginning of the year parent meetings, annual enrollment meetings, parent/teacher fellowships, open houses, opening comments at school activities, prospective parent night, mid-year mandatory parent meetings, talking points during visitor days, reports given during the annual church meeting. An example of a CEO's response in this area comes from D2G00GM:

> The mission statement is mentioned during the large group meetings of open houses. Right now we are having our annual enrollment meeting for parents and we will cover the mission statement as part of the group setting. We share our mission/vision/core values during these meetings.

Large group settings outside of the school, like the Kiwanis Club or Chamber of Commerce meetings, often provided opportunities for verbal communication for one school leader.

Many of the educational leaders made reference to the mission statement in talking with individual families or small groups of parents. One leader gave the example of using the mission statement as part of his answer to a parental question about the school; another used the mission statement to clarify the school's purpose to a group of parents; a third administrator quoted the document in order to cover the mission in detail for a prospective family. One leader from a school in Florida shared that, "the school's director of admissions verbally explains the mission statement to every prospective and new family", while the teachers at another Florida school "use the mission statement to welcome new families and to verbally share with them the purpose of the school's

existence." An administrator from Nebraska emphasized the need for her to verbally share the mission of the school because of the institution's evangelistic enrollment policy. Another CEO from Texas stressed the desire for his school to be very open with prospective families and the mission statement was the tool that opened up focused and honest discussions about what the school stood for.

One educational leader shared that her school opens every day by reciting the mission statement together. In contrast, three CEOs mentioned that they do not verbalize the mission statement from day-to-day, they do not mention it to students regularly nor is the mission statement a normal routine in their chapels or assemblies.

Administrators shared several specific topics of parental conversation in which they utilized the mission statement. Five leaders mentioned conversations centering on student discipline gave them the opportunity to remind parents of the school's mission. CEO F3C41II shared this good example:

> …because we are mission focused and there are times when we must defer our desires for the good of the community. If we come to an impasse with a family, we bring the mission statement into focus as the reason for the need to leave the school.

Three CEOs stated that sessions aimed at helping parents continue their alignment with the school's philosophy provided moments for sharing the mission statement. For instance, G7P10MF shared, "The mission statement allows me to realign a parent discussion to the true purpose of the school." Other educational leaders mentioned the topics of discipleship, financial donations, the school's evangelistic emphases, and the

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concept of success as areas leading to the use of the mission statement in talking with parents.

Publications

The written communication of the mission statement takes various forms within the Christian school movement. Thirty comments from the CEO interviews reflected some form of a written communication of the mission statement in dealing with parents and students. Nine CEOs made a general comment that the mission statement appears on all of the printed material they provide to their families. Four leaders identified the application as a specific document used by parents that included the written form of the mission statement. Three administrators alluded to the mission statement being included in the parent handbook.

The appearance of the mission statement in the monthly newsletter of the school was reported by four administrators. One of those leaders, H4L31CO, shared, "The mission statement is always stated in the monthly newsletter, but not as an autonomous statement. The mission statement is referred to throughout the newsletter as the basis for the content of the publication." Four other educational leaders reported the written communication of the mission statement via the school's website.

One leader referred to a parent contract; another one referenced a parent pledge; and another mentioned a student code of conduct, all of which contained the mission statement of the school. In one school, the mission statement was printed on the programs of all their concerts, plays, and athletic events. One administrator shared that the mission statement was used as a source of accountability to parents and in another school it served as a survey tool to gain an assessment of the school's effectiveness from parents.

One school leader in Pennsylvania described the mission statement as "a promotional tool used to advertise and sell the school to interested parents."

Visibility

Five CEOs emphasized the visibility of the mission statement in dealing with parents. According to these leaders, the statement can be found in the offices, the classrooms, and the hallways of the school in order to visibly communicate the importance of the statement to the day-to-day activities of the school. CEO B9W40KO shared:

> We give school tours once a week to interested students and families. We use the tours as a PR event. During the tour the parents hear the mission statement several times and they see the statement displayed around the school and we intentionally show the mission statement implemented in the classrooms.

Admissions

Twenty-three of the 33 CEOs (70%) made 30 comments about the use of the mission statement in the admissions process. From inclusion on the written materials sent to prospective students to the application process to the new family interview, the mission statement played a major role in the hand of these educational leaders. An administrator in Arizona shared:

> The mission statement is a focus during the interview process with new families. We cover it in detail. We communicate to the parents that they are joining a community and the school has specific distinctives of education. We want to be sure that our families understand who we are and what we stand for.

A CEO from Florida indicated, "Every interested family receives a copy of the mission statement in the application packet prior to coming to the enrollment interview." Leader I1R27AT stated, "Every family has to read it (mission statement) – not necessarily agree, but they sign a document that indicates that they have read the policy manual and the mission statement is the first page of the manual."

Partnership

The use of the mission statement to affirm and clarify the partnership between the school and the home was noted by a dozen of the educational leaders. CEOs from Alaska, Ohio, Washington, North Carolina, Oregon, Kentucky, and California all reinforced the importance of using the mission statement in establishing strong partnerships with the parents. The leader from Alaska shared:

> Every one of the new families goes through an interview process. The mission statement is clearly stated during the interview and the parents are asked what they will do in their home to promote the concepts of the mission statement.

Leader B9W40KO asserted, "Our mission statement has a lot to do with families, so we emphasize our support of the home." One of the administrators from Ohio provided the following perspective: "We are an independent, nondenominational school, but we involve our parents in order to be accountable to them for our ministry. Communication is critical to maintain our partnership with the home." A CEO from the state of Washington summarized it well when she shared:

> As we look at how to accomplish the mission statement, it takes us to the partnership that we have with parents. Students often play the school against their parents and vice versa, so in our partnership we need to be aligned and supporting

one another. The parents take responsibility to understand the mission statement and then anticipate us to back up the partnership.

Activities

Another significant way that CEOs used the mission statement in dealing with parents and students involved the inclusion of the statement in the activities of the educational program. Fourteen leaders made comment on integrating the mission statement into the programmed events of the school. For example, two schools (one in Pennsylvania and the other in California) selected a school theme for the year based on part of the mission statement. Chapels, assemblies, and other school activities then supported that theme, thus keeping the mission statement in front of the student body all year long. A school in Nevada required that each student memorize the mission statement and the teachers included it as part of the daily saying of the pledges. An administrator in Arizona shared that the elementary students in his school have set the mission statement to music and the younger students sing it each week during chapel.

Lack of effective use

Not all of the school administrators used the mission statement in such proactive ways. Twelve experiences were shared by the CEOs that indicated a lack of consistency in communicating the mission statement to the school families. One administrator shared that he does not specifically use the mission statement in interviewing new parents for admissions; another leader indicated that he does not post the statement around the school, nor does he require his students to memorize it. A CEO in Texas admitted that he does not rehearse the mission statement in front of current families any time during the

school year. And a leader in California stated that she provided the mission statement for the parents in writing, but she never actually read it or reviewed it with the parents.

In summary, the educational leader utilized the mission statement in many ways in his/her relationships with parents and students. Communication, in written and verbal forms, constituted a major use of the mission statement with parents. The admissions process was a key method for the dissemination of the document to families. CEOs also made the statement visible around the school building and attempted to infuse the statement into the program activities of the school.

Question 5: Other Uses for the Mission Statement

The fifth question asked of the CEOs was, "In what other ways do you use the school's mission statement in your leadership?" The 33 leaders gave 121 responses to this inquiry. Only one administrator shared that he did not use the mission statement over and above his emphasis of it with parents and faculty. An analysis of the comments of the remaining 32 leaders revealed eight major categories of usage. Table 6 summarizes these categories and the number of leaders that provided comments into those categories.

Table 6

Other Ways CEOs Use the Mission Statement in Their Leadership

Emphasis	Number of CEOs
Source of Direction	36
School Board Level	24
Evaluation Tool	16
Communication Tool	13
Motivational Instrument	10

Emphasis	Number of CEOs
Administrative Level	9
Church Relationships	6
Fundraising Efforts	4
Lack of Use	3

Direction

Five of these categories received 10 comments or more from the educational leaders. The top category, reflecting 36 comments from CEOs, involved the source of direction they obtained through the use of the mission statement in their professional lives. Nineteen of these leaders viewed the mission statement as a focal point and guide for their leadership providing direction in their many responsibilities. A Maryland administrator stated, "The mission statement provides a focus for my leadership. The mission, vision, core values, and philosophy of education provide the focus out of which flows the workings of the school." Two CEOs alluded to the spiritual direction provided by the mission statement. The leader of a denominational school in Pennsylvania indicated that the spiritual distinctions of the mission statement assisted him in guiding the school, "this is where the school is – it reflects the goals for the school and leads us in a certain direction." Ten comments from the administrators reflected that the mission statement served as a positive reminder of the school's purpose and the foundation of the organization. For example K8M10WC shared:

It (the mission statement) is a constant reminder for me as I am involved in vision casting. It is a source of direction as I work with the board. I try to tie it to my

hands and forehead as a basis for all that I do – I try to refresh it in my own mind and allow it to impact all I do.

Seven leaders focused on the impact of the mission statement in formulating their thinking as leaders. CEO B9W40KO shared these words:

The mission statement is a source of clarity and has helped me distill my role as a leader. I used to be the Czar, but now I am able to spread the leadership and grow as a leader myself. The mission statement has permitted greater buy-in from others and allowed me to sleep at night.

Board level

The second most common perception provided by the administrators involved the leadership dynamics between the CEO and the school board. Twenty-four insights were provided in this area as the leaders shared the importance of the mission statement at the board level. E2G61GN said, "I have an outstanding board that is a blessing and stands behind the mission statement, so as we make decisions, the mission statement serves as a rule and measurement of purpose." Board decision making was mentioned 11 times and policy development 3 times. Administrator B9W40KO commented:

We are growing as a school and last week we had a board meeting on whether to lease or buy a modular building for the school. Before making the decision, we reviewed the mission statement and the values statements – the decision was an easy one because of the direction provided by the mission statement.

Leader E3Y55FV stated:

I attend all board meetings and the mission statement is a large part of the governance of the school. The decision making that occurs at the board level is

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made around the mission statement of the school. For example: we have just decided to add football to our athletic program. A large part of that decision was defining why football aligns with the mission of the school.

Three leaders indicated that the mission statement was printed on each board agenda. J5J22TA commented, "I use the missions statement with the school board - it's on every agenda and it reminds us of the purpose of the school as we make decisions." Although Leader A5H18MN shared the limited use of the mission statement at the board level of his school, "It is used at the board level only when strategic decisions are before the committee. It is not part of the regular meeting agenda."

Two CEOs shared that the board was responsible for the periodic review of the mission statement. Additional uses for the mission statement at the board level which were shared by a single leader included: an annual board retreat, a guideline of the selection of board members, and the source of a board-initiated survey to the parents about the impact of the mission on the school families.

Evaluation tool

A third category that emerged for the use of the mission statement, beyond the references to faculty and parents, was the utilization of the document as a tool for evaluation. Ten different leaders shared sixteen insights into the value of the mission statement as an assessment tool for the overall program of the school. Elements of decision making that impact the curriculum and the culture of the school were evaluated in light of the mission statement. A CEO from Virginia summarized this view, "The mission statement helps us evaluate all aspects of the school – it serves as the foundation. All must tie into the mission statement or we should eliminate it." The various programs

offered by the school were evaluated in light of the mission statement according to ten leaders. For example, Leader F3C41II commented, "As we look at a renewal or re-tooling of a school program or activity or even a policy, we ask if it is aligned with the school's mission."

Communication tool

The mission statement as a communication tool, reaching beyond the parents, students, staff and teachers, emerged as a fourth emphasis from nine leaders. The administrators alluded to the use of the mission statement in advertising. Leader C2H22YC shared a list of ways he utilized the statement in a media-based emphasis:

> We put the mission statement on every official publication going out from the school. It is on every newsletter, all the TV and radio ads, and every brochure we publish. It appears on the top of our school board agenda as a reminder to the board of our mission. Whenever we can, we emphasize it.

Four school leaders affirmed the value of the mission statement in sharing with a wide variety of audiences. The broad strokes of the document allowed the CEO to adapt its message in multidimensional ways to a wide scope of extended stakeholders. Administrator C9D00SC captures the essence of this category:

> The mission statement of my school is crafted in a way to be used with a variety of audiences. I can take the pieces and apply it to a variety of situations. In talking to the community, I talk about the school's mission to impact the community; in talking to a church about missions, I talk about our commitment to impact the world. I like the fact that I can cut it up and parse it out – the mission statement can be dissected and applied.

Motivational instrument

Ten comments flowing from the phone interviews with school leaders revealed that the mission statement served as a source of inspiration. Several CEOs referred to this benefit of the mission statement in their own leadership. Administrator E2G61GN provided the following perspective:

> I have learned to become more of a leader and less of a manager as a result of the mission statement. It inspires me and I have considered how to inspire others with the mission statement. The statement has led me to refuse mediocrity and to develop plans for excellence. I need to mentor and develop others the best I can, but mediocrity needs to be addressed and eliminated. The mission statement has moved me toward leadership with kindness and discernment of the Lord's direction.

The comments of the leaders also indicated the motivational aspects of the mission statement to others. For example, Leader H8K88CO referred to donor motivation, "Our development office uses the mission statement to communicate the purpose of the school to those who can assist us financially – this better enables the donors to see if there is alignment with their heart." Administrator K6S00WC related the motivational factor to her students, "I use it as I counsel with students. We emphasize the mission statement with the Student Council and point out that the mission statement encourages the development of servant leadership."

Administrative level

A sixth category that surfaced in the analysis of the CEO interviews indicated that the mission statement impacted the CEOs as they worked on an administrative level with

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principals. Nine comments from educational leaders indicated that the mission statement served as a focus in administrative retreats, weekly leadership meetings, strategic planning sessions, or team discussions on new initiatives. A leader from New Hampshire reflected on this emphasis:

> We use it (mission statement) in an administrative level and a director level: we have a weekly meeting with the principals, AD, headmaster, and CFO. The mission statement is the very focus of those meetings as we look at strategic planning, new initiatives, and existing programming. We have adapted and altered existing activities and have decided not to initiate others in order to conform to the mission statement.

Church relationships

Six different administrators shared the importance of the mission statement in communicating with local pastors and maintaining positive church relationships. Leader H8K88CO said, "We have seven sponsoring churches that support our school. We use the mission statement with the leadership team of those churches – it provides a basis of communication and dialogue." Although Administrator I2S03BT has experienced a short tenure at his current school, he discovered a delicate relationship between school personnel and the church membership in his church-sponsored school.

Fundraising

One last category, mentioned four times by three different leaders, incorporated the fundraising activities of the school. One CEO responded, "I use it to share with donors in order to communicate why we exist." Another leader shared, "I use the mission statement sometimes in fundraising: not so much with events, but more with donors."

Figure 4 provides a summary of the CEO comments as to other ways that the
leader utilizes the mission statement beyond the ministry with faculty and families.

Figure 4   Other Ways that CEOs Use the Mission Statement
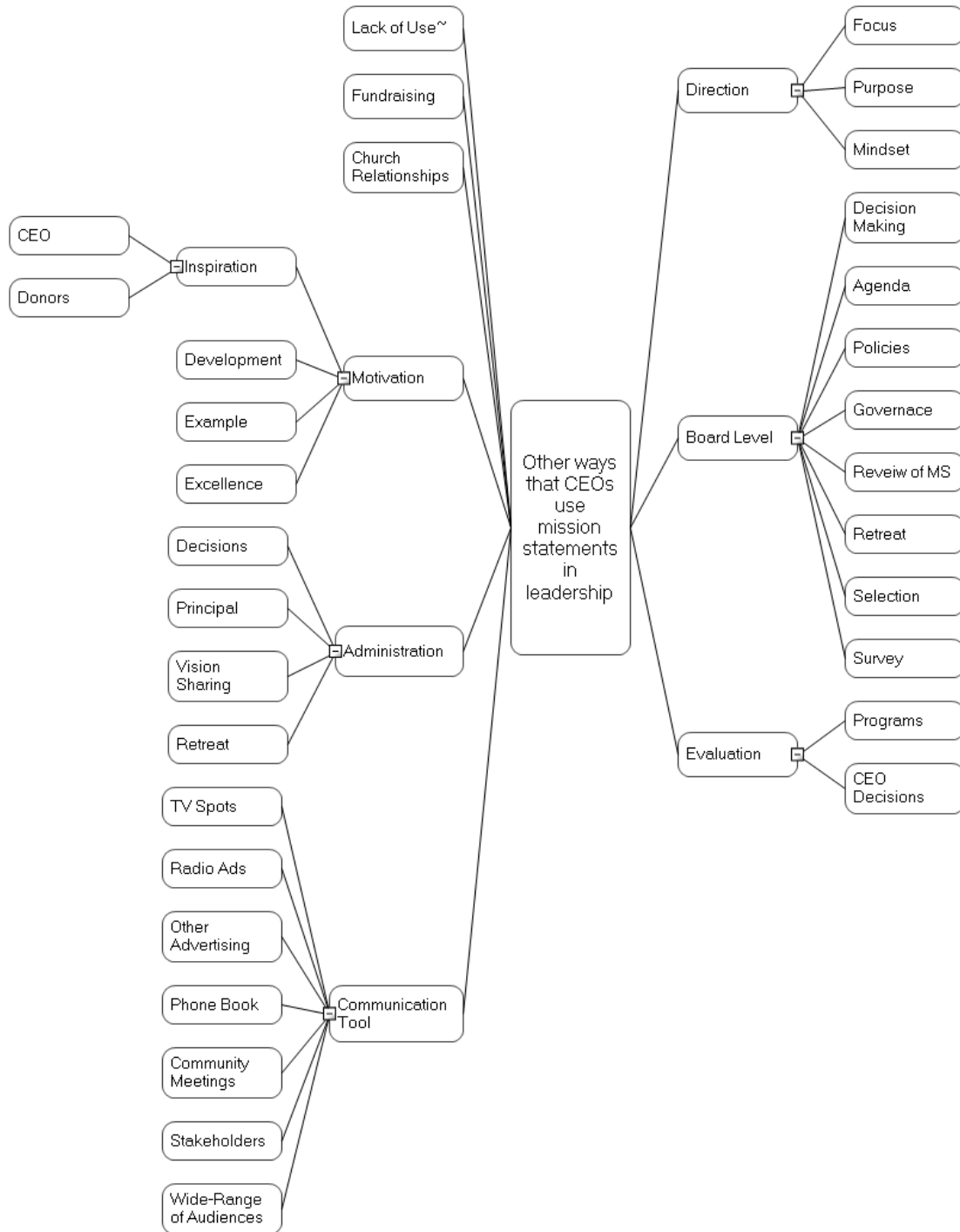
The sixth question included in the phone interview asked the school's CEO to share the greatest benefit of the mission statement in his/her role as an educational leader. The 33 CEOs provided significant perspectives into this question and expressed a variety of opinions. Although a number of emphases were shared during the phone interviews, the comments of the leaders are classified into three basic areas: the focus that the mission statement provides, the decision making framework found in the content of the statement, and overall direction gleaned from the document by the leader. Figure 5 displays the detail of these three basic areas.

Figure 5   The Greatest Benefit of the Mission Statement
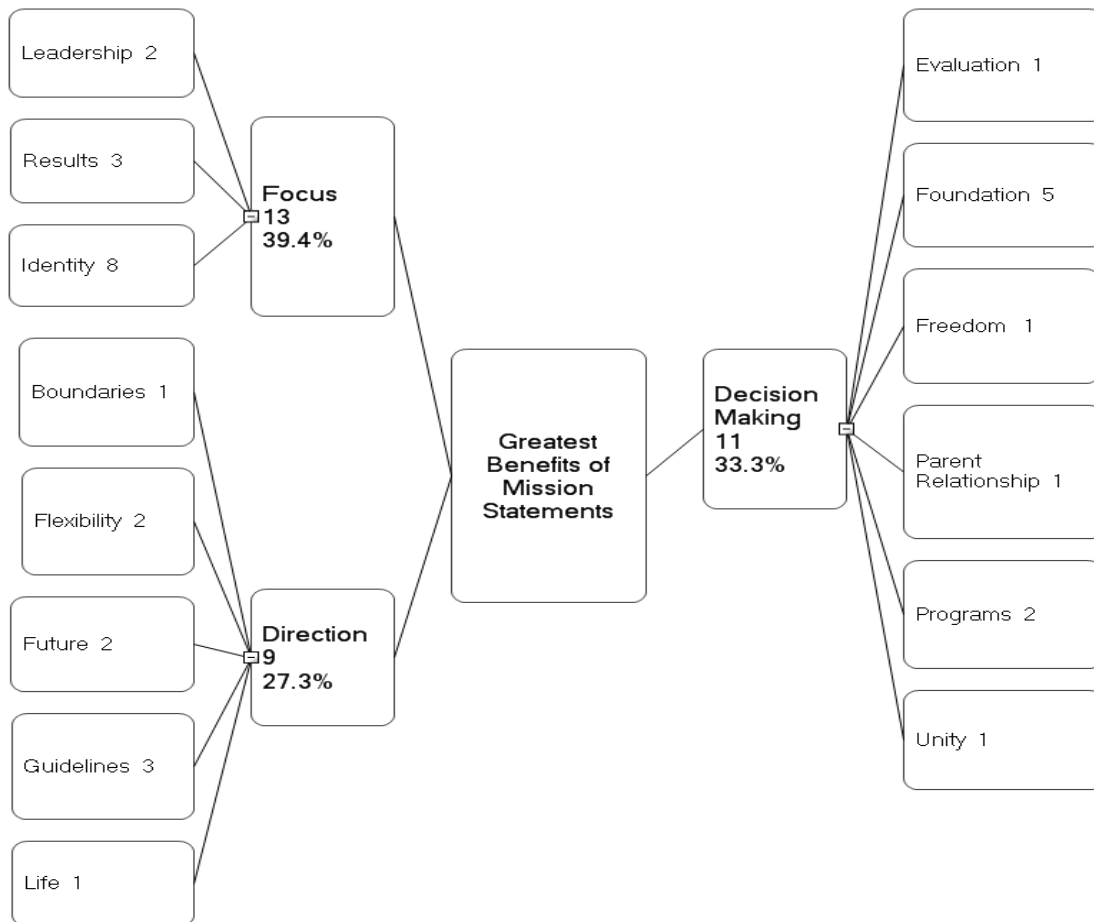
Focus

Thirteen of the 33 CEOs (39%) described the greatest benefit of the mission statement in their role as an educational leader in term of *focus*. Nine of those administrators saw the ability to focus as the means of maintaining a strong identity as a school. For example CEO H8K88CO shared that the greatest benefit of the mission statement is, "focus – the mission statement keeps me from straying into the details of activities and programs." Leader D2G00GM from Maryland said:

The mission statement provides focus for me and the faculty. It answers the question of why we do what we do. It defines for us what is most important and it reflects ways that we are distinctively Christian in the task of schooling.

Administrator G3B11TF stated that the mission statement, "keeps me focused. It helps me not to lose track of the reason we exist. The mission statement is incorporated in all we do." J3O17TA from Arizona added, "The mission statement helps me to articulate the distinctions of the school." "It (the mission statement) is the centerpiece of who we are and how we project ourselves to the community. It is the way that we define ourselves," stated CEO A5H18MN. Another leader, E2G61GN, commented, "The greatest benefit is that it provides unity of vision. It provides a place to hang your hat….The mission statement allow us to say, 'This is what we are all about'." And finally Administrator K5C70SC shared, "The mission statement has the capability of unifying us with one purpose. It is a great communication tool to weave us all together."

Three leaders emphasized that the focus was on the students and the long-range goal of producing graduates that will impact the world. One of those leaders, H4L31CO, shared these thoughts:

We desire to see students fulfill their lives. We value them and we want them to

have productive lives. We hold to the hope that as we assist and equip students to

be successful in finding God's plan for their lives, we have fulfilled over 90% of

our responsibilities.

Two administrators referred to the mission statement as a personal instrument of

focus helping to define their own leadership, including B9W40KO who stated:

The mission statement serves as a source of clarity and has given me great

direction as it has helped me distill my role as a leader. I have grown as a leader

and the mission has experienced a greater ownership and buy-in by the school.

Decision making

In addition to the emphasis on *focus,* 11 (33%) of the CEOs pointed to *decision*

making as the greatest benefit of the mission statement to their leadership. Some leaders

stressed the evaluative nature of the document in dealing with program and ideas; others

noted the foundation and authority provided by the statement; other leaders shared about

the freedom in making decisions found in the stability of the mission statement. For

example, A3C92 stated, "I will use the new mission statement as an examination and

evaluation tool. Each new program will be evaluated to test its alignment with the

school's purpose." Leader D8S23CP commented, "The mission statement is the

foundation for the philosophy of the school. As a leader, I look at the foundation in

decision making and in knowing which direction to push." CEO J8M00LN responded,

"The mission statement is the focus of who we are. It is the framework and foundation

for our decisions." G7P10MF pointed to the authoritative nature of the document, "The

mission statement provides a profound foundation for the school. It is a written statement

that holds authority for all the stakeholders." Administrator D3R79EP shared that the mission statement

> … provides freedom in decision making. I am free to make decisions based on the stability of the mission statement. My principals are free as well to make educational decisions based on the big picture that the mission statement provides. It gives clear direction for many issues.

Leader A8L17DN reflected on her relationship with parents and shared:

> The mission statement's greatest benefit is found in decision making – often in the explanation of why we have to say 'no.' We are a small school and some have wanted to add football or hockey to our athletic program. This would destroy our soccer team. Part of our mission statement points to 'maximizing' our program – what we do we want to do well, so we didn't add football and we have an answer for why we had to say no.

Finally, Superintendent C2H22YC commented on the benefit of the mission statement on his decision making issues:

> It makes life a lot easier. If an event, program, or idea is not in alignment with the mission statement, it is not included in the life of the school. Decision making is greatly simplified. The question becomes one of harmony to the mission statement.

Direction

The third major category of the greatest benefit of the mission statement involved the idea of *direction.* Nine of the leaders (27%) made reference to a sense of direction as the greatest impact of the mission statement in their leadership. The comments of the

leaders regarding the concept of *focus* seemed to reflect the idea of a reference point or foundational basis which added stability to their thinking. The concept of *direction,* on the other hand, appeared to indicate movement and guiding principles impacting that movement. Three examples of these responses summarize the comments of the CEOs. First, Administrator B1E00FW stated:

> The mission statement is the template and guideline for all we do. It is not just a written statement in the handbooks, walls, classrooms. The key is how serious are we about what we are doing. We need to focus on how we are going to accomplish the mission statement. We are not there yet,

Second, Leader F3C41II described the mission statement as a reliable compass as he shared:

> It is the Due North Marker. As superintendent, I rely upon the published mission statement. I will ask the board to interpret it for me as an issue arises, so that I can respond with confidence. For example, I might ask 'what does discipleship mean?' Then I can articulate the statement so that it is just not me 'vision casting' out of my own preferences.

Third, a CEO from Michigan provided the perspective of direction through boundaries:

> It serves me as a box of security. I like to function in an "outside the box" creative mode and the mission statement gives me the boundaries I need to think creativity within the fence of safety. Because it is such a good box of core direction, it provides me with a great deal of flexibility in vision casting – it allows me to be very creative and cast a broad vision as I administer the school.

Table 7 provides a summary of the three categories that reflect the 33 perspectives of the school administrators as they commented on the greatest benefit of the mission statement to their role as a leader.

Table 7

The Greatest Benefit of the Mission Statement

Benefit Category	Number of CEOs
Focus	13
Decision Making	11
Direction	9

Question Seven: Extent of Teacher Awareness

Question 7 asked the CEO, "In your opinion, how many of his/her teachers know the mission statement of the school?" The responses to this question varied from numeric values (percentages) to verbal comments. Nine administrators specifically defined the question only in terms of a word for word memorization, while 24 leaders specified the teacher's accuracy of knowledge in terms of concepts. Eighteen CEOs gave a level for both a verbatim knowledge and the ability to accurately recite all of the basic concepts of the mission statement.

Of the CEOs who shared about the teacher's word for word knowledge of the mission statement, 19 of the leaders provided a percentage answer. According to these leaders, the average percentage of the faculty that would know the mission statement word for word was 61.32%. The responses of the CEOs in rating their teachers ranged from 0% to 100%. Six of the 19 leaders shared that 100% of their faculty could quote the mission statement word for word, while on the other end of the spectrum, two leaders felt

that none of their teacher could quote the document verbatim. Eight administrators did not respond with a numeric percentage but provided a verbal comment indicating the verbatim knowledge of their teachers. The eight verbal comments ranged from *a low percentage* to *a very high percentage* These eight comments were as follows: (a) unsure, (b) a low percentage, (c) a handful, (d) not a lot, (e) a small number, (f) not all (shared twice), and (g) a very high percentage. Six of the CEOs did not comment on a verbatim knowledge of the mission statement.

Table 8 provides a chart of the responses given by the CEOs who provided a numeric answer to the question: "In your opinion, how many of the teachers in your school know the mission statement of the school?"

Table 8

CEO Evaluation of the Faculty's Verbatim Knowledge of the Mission Statement

Percentage Who Know Verbatim	Number of CEOs
100%	6
90%	1
80%	1
75%	3
50%	2
35%	1
15%	1
10%	2
0%	2

Sixteen of the organizational leaders gave a percentage impression of the number of teachers who accurately knew the concepts included in the school's mission statement. Eight administrators gave a verbal response that did not include a number or percentage. Of the 16 that provided percentages, 1 ranked the faculty at a low of a 50% level, while 7 of the leaders shared that 100% of the teachers could share all the essential elements of the school's mission statement. The eight verbal comments ranged from a m*ajority* to n*early all.* The specific verbal responses were: (a) a majority, (b) many, (c) a large majority, (d) a large number, (e) most (3), and (f) nearly all. Nine CEOs did not answer the question in terms of the conceptual knowledge of the faculty. Table 9 reflects the perceptions of the CEOs as they evaluated the number of faculty who could accurately share all the elements of the school mission statement.

Table 9

CEO Evaluation of the Faculty's Conceptual Knowledge of the Mission Statement

Percentage Who Know in Concepts	Number of CEOs
100%	7
95%	2
90%	2
85%	1
80%	1
75%	1
60%	1
50%	1

All 33 CEOs provided input into one of these two lists of evaluation. Eighteen administrators gave input and perspective to both lists. In combining the comments of these two lists and giving each school the higher of two scores, a best score can be generated. Giving the school the lower of the two scores, a worst case scenario can be created. The highest scores posted by the CEOs combined 25 leaders who gave a number or percentage perspective of 89% of the faculty who would know the mission statement (either in concept or verbatim). The lowest score possible comes from 24 CEOs who feel that only 66.67% of the faculty would be able to recite the words or the concepts of the school mission statement.

In order to obtain an accurate understanding of the CEO's perspective on the faculty's knowledge of the mission statement, three considerations provide insight. First, an evaluation of the CEOs who only responded with a percentage level of verbatim knowledge is considered. Nine of the 33 CEOs responded with just a comment on the faculty's ability to say the mission statement word for word. The average level presented by these nine leaders was 89.4%. Second, an assessment of CEOs who only gave a percentage level to the faculty's concept knowledge (but not necessarily word for word memorization) is insightful. Sixteen leaders rated their faculty's knowledge of the mission statement in terms of concepts. The average level of knowledge presented by the 16 administrators was 88.75%. Third, an examination of the *best scores* combines the verbatim perspectives and the conceptual perspective and provides an overall CEO assessment. Twenty-five of the educational leaders provided a numeric answer. The average of these numeric evaluations is 89%.

These three perspectives (89.4%, 88.75%, and 89%) are remarkably similar. They reflect that, in the opinion of the organizational leader, about 89% of the faculty know and understand the school's mission statement. Those CEOs who rated the mission statement as *Somewhat Important* on question one, rated their faculty at 87.5% and the leader who rated the value of the mission statement as *Somewhat Unimportant* did not provide a numeric value on question seven, but commented that *most* of the faculty would know the concepts.

Several leaders made additional comments when asked about the level of knowledge among the faculty. A few gave the explanation for the high level of understanding. For example CEO E2G61GN stated, "We do not have much turnover (faculty) and we do a good job of teaching the mission statement internally. We use the mission statement in teacher development." Four leaders spoke to the issue of memorization: G3B11TF shared "One hundred percent of the teachers have it memorized word for word. Occasionally we will say the mission statement together as a school faculty. Sometimes I ask them as a group to state the mission statement for emphasis;" and J8M00LN responded, "We require that all our teachers memorize it and help the students memorize it;" on the other hand D8S23CP commented, "Nearly all have a general idea. We do not require that they memorize the statement, but I think all of them could describe the details for you. A few could quote word for word;" and finally K8M10WC shared as a leader new to his assignment, "This is my first year at the school. Not all have the statement memorized, but hopefully by next year's accreditation visit. Most, I'd say 80%, not word for word, but in all the concepts."

Three administrators shared that posting the mission statement in the classroom added to the awareness of the faculty. For example, a leader from Oregon said, "It hangs in every classroom so they see it all the time," and a CEO from California shared, "All know it. It is posted in the classrooms and we ask the teachers to teach it to the students. We will often say it together in chapel."

Finally, Leader C9D00SC who rated his teachers' knowledge as "A very high percentage" shared his observation of the teachers' consistency of knowledge sharing:

> What I love to see is whether I am at a jazz festival, summer institute, teacher symposium, or faculty reflections, I overhear teachers sharing the same message. Parents often comment that they heard the same thing from all the teachers – they must believe it deeply. Whether at an open house or a showcase, I hear teachers sharing the same mission with others. The idea is not an agreed upon statement but the commitment to live it out."

Question Eight: Faculty Commitment Level

The last question asked of the CEO during the phone interview was, "In your opinion, what is the commitment level of the faculty to the school's mission statement?" Seventeen of the administrators responded with a numeric percentage indicating the commitment level. One leader rated the commitment at a 25% level, one at a 50% level, another leader ranked the commitment at an 80% level, two scored the commitment at a 90% level, one at 95%, and eleven CEOs gave their faculty a rating of 100%. Averaging these 17 responses together the average opinion is a commitment level of 90%.

Almost half of the leaders (16) did not provide a numeric answer, but rather shared a verbal descriptive. Of those descriptions, half of them (8) indicated a *very high*

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level of commitment; two indicated a *high* level; one used the phrase *relatively high* and one used *fairly committed*; two shared that the commitment level *differed* between faculty members; one commented *we need to do more*; and one used the phrase, *we have years to go*. Many of the insights shared by the leaders involved the basis of the commitment level of the faculty. CEO C1E21SC shared his efforts as a leader to instill the commitment, "We have talked about it cognitively, in expectations, in decision making, in integration, in character. It is hard to make them hungry – it takes time," while E2G61GN reflects on the fruit of personal integration, "The faculty really live out the mission statement and the parents develop a great confidence in our school as a result." Administrator K5C70SC pointed to the responsibility of the leader to instill commitment, "It is a matter of top-down commitment. The more I am committed to it, the more my faculty will commit to it. I need to do more with it to the new faculty."

The *calling* of a teacher to a Christian school was the topic of some CEO comments. Administrator J3O17TA stated, "The vast majority of the faculty have bought-in. They have a calling to the mission – we tell them that if they just want a job, to go somewhere else." J8M00LN asserted, "The commitment level is demonstrated in the teacher's performance, passion, and response to God's call on his life. I think that our faculty has adopted it wholeheartedly."

A weaker level of commitment was sometimes seen as a failure to apply the mission statement to the ministry. Administrator H4L31CO commented:

There is a tension between philosophical agreement (there is a high commitment

level here) and practical implementation. Some of our teachers struggle with

being accountable to parents. I would hope and think that 50% are committed to

applying it in practical ways.

Leader I1R54AT sadly shared that "seventy-five percent of the faculty just don't apply

the mission statement. It is not that they would disagree with it, they just don't implement

it on a regular basis." And CEO F3C41II spoke to the balance of commitment within a

faculty:

> I would refer to the Pareto principle and say that 80% of the employees are
>
> highly committed (225 employees in the system) and 20% who have not bought
>
> in. Some of those are welded to the past notions of the mission and resist any
>
> change; some have never adopted the purpose; and some are 'silo'ed – they
>
> tolerate the mission statement, but function within a silo, doing their own thing.

The high commitment level among Christian school teachers was attributed to the

hiring practices of the organization. Administrator B9W40KO commented as a veteran

leader, "The commitment level is 100%. I founded the school and I have hired all the

teachers. I am convinced of their commitment to the mission statement. If they were not,

I would be looking for new teachers." CEO D8S23CP also shared about the hiring of

faculty:

> The commitment level is relatively high in part because of the hiring process. Not
>
> all Christian school teachers would see our mission statement as the best for
>
> Christian schools. Our hiring process would tend to feed into our school those
>
> who hold to the mission statement and accept the idea of our enrollment policies.

Two CEOs mentioned the evidence of commitment among the faculty being observed as the mission statement itself was challenged by others. Leader C9D00SC commented:

> Our faculty can passionately paraphrase the mission statement as they apply it to their department, class, or the moment. Another evidence of commitment is the concern they express when the mission statement is challenged. For example the school's accreditation was on the line because of the wording of our guiding documents – the teachers were concerned because the mission statement is so supported by Scripture and communicates the importance of education.

As well, Leader B1E00FW shared about commitment:

> It does not depend on seniority. I have teachers who have served for 16…18 years and some are enthusiastic while others are apathetic toward the mission statement. Commitment is seen when the faculty become on edge when the mission statement is not being effectively applied.

Question 9: CEO's Ability to Quote the Mission Statement

Although there were only eight questions formally addressed during the phone interview, the researcher asked each CEO if he/she could personally quote the mission statement. Often the CEO had quoted the statement during the interview, but if he/she had not quoted it by question seven, the interviewer inquired of this ability. Of the 33 CEOs interviewed, 24 (73%) could quote the mission statement verbatim and nine could not (27%).

Of the six CEOs who rated the value of the mission statement as *Somewhat Important,* three (50%) could quote the statement and three could not. The one leader,

who rated the mission statement as *Somewhat Unimportant,* could not quote the mission statement word for word. Over 80% of those who rated the mission statement as *Extremely Important* could quote the mission statement verbatim (21 out of 26 leaders) while 19.23% (5 of the 26) could not. Table 10 reflects the responses of the organizational leaders to this inquiry concerning their ability to quote the mission statement of their school.

Table 10

CEO Ability to Quote the Mission Statement

Rating	Number of CEOs	Quote-Yes/ Percent	Quote-No/ Percent
Extremely Important	26	21 – 81%	5 – 19%
Somewhat Important	6	3 – 50%	3 – 50%
Somewhat Unimportant	1	0	1 – 100%
Total Number	33	24 – 73%	9 – 27%

Findings

The phone interviews conducted with 33 educational leaders across the United States involved nine inquiries. The first question asked for a rating from the CEO of the ACSI accredited Christian school as the value of the organizational mission statement to the day-to-day activities of the school. The second inquiry was open-ended question asking for the rationale for the rating given in question one. The third query asked the CEO to share ways that he/she used the mission statement with the faculty and staff. A similar open-ended question (question four) was posed to the leader regarding his/her use

of the mission statement with parents and students. Question five asked the administrator to share other uses for the mission statement in his/her role as an organizational leader. The CEO was asked to focus on the greatest benefit of the mission statement in question six. Questions seven and eight asked for the leader's opinion of the knowledge of (question seven) and commitment to (question eight) the school's mission statement. Questions two through eight were designed to be open-ended in order to investigate the perspective of the CEO. The responses obtained from the inquiries allowed the researcher to conduct an inductive analysis allowing the common themes to emerge from the comments themselves. A ninth inquiry was made of the CEO's ability to personally quote the mission statement. Table 11 summarizes the responses of the educational leaders.

Table 11

The Top Three CEO Responses to the Interview Questions

Question	Response 1	Response 2	Response 3
Rating	Extremely Import.- 26	Somewhat Import.-6	Somewhat Unimport. – 1
Rationale	Benefits - 23	Word Pictures - 21	Extent – 15
Faculty Use	Methods – 33	Role of Leader – 16	Role of Faculty – 14
Parent Use	Verbal – 27	Admissions – 23	Publications – 16
Other Use	Direction – 23	Board Level – 16	Evaluation Tool – 10
Benefit	Direction – 13	Decision Making – 6	Stability – 5
Knowledge	Rated both – 18	Rated Verbatim – 9	Rated Concept Only – 6
Commitment	100% - 11	Very high/strong – 8	90% - 2
CEO Quote	Yes – 24	No – 9	

Content Analysis: Mission Statements

Content Components

The content analysis of the 44 mission statements gathered from the internet and collected from the school's web site produced many insights into the structure and content of these organizational documents. As a result of an inductive assessment of the mission statements, 14 content categories emerged as the major components of these organizational documents. All of the terms and phrases used in the 44 statements aligned with one of the 13 categories. These categories were explored individually as this investigation presents its findings. The categories are discussed in order based upon the number of schools that included them in their mission statements. Table 12 delineates the 13 categories, the number and the percentage of CEOs that commented on each category

Table 12

Mission Statement Content Components

Component	Number of CEOs	Percentage of CEOs
Purpose	44	100%
Education	44	100%
Student	42	95.45%
God	40	90.9%
Lifestyle	39	88.63%
Spiritual Dimension	39	88,63%
Excellence	31	70.45%
Academics	31	70.45%

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Component	Number of CEOs	Percentage of CEOs
Social Dimensions	29	65.9%
Partnership	26	59%
Truth	25	56.8%
Culture	23	52%
Motivation	20	45%

All 44 schools referred to the purpose or mission of the organization as well as the educational process offered by the school; 42 of the schools noted the specific role of the student; 40 mission statements made a direct reference to God; two categories were used by 39 of the schools: lifestyle impact and the spiritual dimension of the institution; two categories, the concept of excellence and the idea of academics, were mentioned by 31 schools; 29 of the institutions referred to a social impact into the community; 26 of the Christian schools referenced a partnership with parents and/or churches; 25 mission statements shared the basis of truth; 23 of the schools emphasized the culture created by the institution; and 20 of the 44 schools highlighted the motivational aspects of the mission.

Purpose

Since all 44 documents were mission statements it is logical that all of them would have a statement of the purpose for the organization. A common format was often reflected in the composition of the Christian school mission statement. The following two examples are given to demonstrate this format: "The mission of D3R79EP is to partner

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with parents to educate tomorrow's leaders in developing a world-view that is distinctively Christian" and "The mission of G4M70MF is to provide a Christ-centered environment where young people are educated spiritually, intellectually, physically, and socially to transform their world for Christ."

Although all 44 schools provide a context of mission and purpose, there were a variety of ideas concerning the nature of the mission. Thirty-five schools stated one purpose that governed the mission statement of the institution like the two examples provided above. School D3R79EP shared that their mission was "to partner with parents" while G4M70MF stated their purpose was "to provide a Christ-centered environment." Five schools included two purpose statements. For example K8M10WC declared their mission was "to provide excellence…and to inspire each one (student)…." Three schools included a three-fold declaration of purpose. A good example of this was C5H05WC who asserted that the school "seeks to graduate students…seeks to develop students…seeks to encourage service…." One school's mission statement included four specific purpose statements. K2C70SC declared, "Our mission is to assist students…to build a moral character…to equip them (students)…to encourage them…" Among the 44 mission statements analyzed, 56 purposes were articulated. Table 13 indicates the verbs used to communicate the purpose(s) of the schools as well as the number of mission statements that utilized each verbal concept.

Table 13

Verbal Expressions Used to Communicate Purpose

Verb	Number of Schools	Percent of Statements
Provide	8	14.3%

Verb	Number of Schools	Percent of Statements
Develop	6	10.7%
Assist	5	8.9%
Equip	5	8.9%
Glorify	5	8.9%
Challenge	3	5.3%
Partner	3	5.3%
Enable, Encourage, Graduate, Graduate, Inspire, Lead	2 each	3.6% each
Administer, Build, Celebrate, Connect, Nurture, Release, Support, Teach, Train	1 each	1.7% each

Over one half of the statements (30) used the word *mission* to introduce the document. Five schools utilized the phrase *the school exists to…;* four other institutions expressed the mission by employing the phrase *the school seeks to..;* four statements used the verbs *committed to…* or *dedicated to…*in order to communicate the purpose of the school; and one school begins its mission statement with the phrase *the purpose of the school is to…*There was one mission statement among the 44 that was written in a different format and yet was included in this analysis. Although this statement began with the concept of *mission,* it does not provide a verb of purpose; rather it focused on the end product of their mission, "Our Mission: J3O17TA students are spiritually maturing,

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academically prepared, and possess an integrated biblical worldview so they impact their world for Christ."

In order to appreciate the common structure of these purpose statements and yet the diversity in the content they reflect, Table 11 delineates the verb of purpose and the goal of the purpose. For example if the mission statement reads, "the mission is to equip students for life," the verb of purpose is *to equip* and the goal/recipient is *students*, while the statement, "The school is committed to providing excellence in education," had the verb of purpose of *providing* and the goal/recipient of *excellence*. Table 14 is organized alphabetically by the verb of purpose.

Table 14

Verb of Purpose and Goal/Recipient

Verb	Goal/Recipient
Administer	A school
Assist (3 statements)	Parents
Assist	Families
Assist	Students
Build	Character
Celebrate	Truth
Challenge (3 Statements)	Students (Children)
Connect	Children and Families
Dedicated	Program
Develop (5 statements)	Students (Child)
Develop	Character

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Verb	Goal/Recipient
Educate	Members
Enable (2 statements)	Students
Encourage	Service
Encourage	Students
Equip (6 statements)	Students
Glorify (5 statements)	God
Graduate (2 statements)	Students/Leaders
Inspire (2 statements)	Students
Lead (2 statements)	Students
Partner (2 statements)	Parents
Partner	Home
Prepare (2 statements)	Students
Provide (2 statements)	Education
Provide (2 statements)	Environment
Provide (3 statements)	Excellence
Provide	Foundation
Release	Students
Support	Church
Train	Young People

An initial reading of the mission statements resulted in the impression of a commonality of structure. Deeper analysis revealed the diversity of focus. The 44 statements investigated reflected 22 different emphases of purpose. These statements also

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shared 19 different recipients or goals of the mission. Six of the mission statements shared the common purpose of equipping students, five schools asserted that the mission was to develop students, and five documents acknowledged a spiritual purpose of glorifying God. The emphasis of *providing* was used in eight statements with four different goals/recipients: to provide an education, to provide an environment, to provide excellence, and to provide a foundation.

Education

Despite the wide variety of emphases and terminology among the basic statement of purpose, there were many areas of similarity in the content of these mission statements. For example, all 44 statements communicated the concept of the educational process. Seven of the basic verbal statements of purpose reflected the concept of the educational process: to educate, develop, equip, prepare, train, graduate, and enable.

Other terms used in the mission statements to indicate the emphasis on education were *disciple, mature, teach, process, grow, instruction, imparts, impacts,* and *mentor.* For example, statement I2S03BT stated, "Our process of education seeks to develop each student spiritually, academically, socially, and physically." A portion of the mission statement of A8L17DN read, "to administer a school of excellence that teaches and encourages students to maximize their God-given intellectual, artistic, physical, and spiritual potential…" The mission of A3C92MC was "to lead students through a maturing process spiritually, academically, physically, and socially…" School E4W95CV existed to give the student "programs that disciple him to increase in wisdom and stature and in favor with God and man (Luke 2:52)." E2G61GN asserted: "Our mission is to assist parents from a Biblical perspective in the instruction of their child…"

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And a portion of mission statement G6J11CF reflected the educational process, "through various opportunities to disciple and mentor students…" Three of the mission statements used phrases to communicate the educational process. Statement A5H18HM used the phrase "academic pursuit," statement B5D03AA shared that the school, "provides a Christ-centered…academic…foundation," and statement I3F43DT accomplished its mission, "through the provision of…superior uncharted academia."

Student

The idea that the ministry of the Christian school is for the student was expectedly mentioned in 42 of the 44 mission statements. Reference to the student was made in several different ways. The term *student* or *students* was used 44 times plus the pronoun *them* was utilized 11 additional times referring back to the student. Eight times the word *child* or *children* was used to identify the student. The word *leader* was utilized in four different mission statements to identify the student. Two mission statements referred to the students as *young people*; and two schools identified the students as *learners*. One school stated that they provided a nurturing environment in order to produce *citizens*.

The two mission statements not included in this category are F4W31MW and F8S00AM. The mission statement of school F4W31MW simply stated, "Our mission is to provide an exceptional, quality Christian education, in a context of excellence and caring." There is no explicit mention in this statement of the student. Statement F8S00AM, on the other hand, shared about the nurturing process of helping *individuals* to become caring members of the body of Christ, but these *individuals* might be faculty, parents, administrators and others in addition to the student. Statement F8S00AM read:

> F8S00AM is committed to providing excellence in education in an environment which is supportive of Bible-believing, Christ-centered families and their churches, and to nurturing individuals to become caring, contributing members of the body of Christ and society.

Because the reference to the student is more implied and not explicitly expressed in this mission statement, it was not included in this category of commonality.

The academic program aimed at the student comprises a separate component in this analysis as does the student's social impact in the community and the spiritual distinctions of the Christian school mission statement. But the analysis of this study found an aspect of the student that touches these areas and yet goes beyond these ideas: the desire to educate the whole person. Sixteen of the 44 documents (36%) referred to the various capacities of the student learner. These various domains of a student learner were addressed by the school's educational program. The typical learning domains found in the mission statements were the cognitive domain (intellectual), the affective domain (emotional), the psycho-motor domain (physical), the inter-relational domain (social), and the spiritual domain.

Table 15 lists six different domains mentioned by the various mission statements. The spiritual domain and the intellectual domain are mentioned by every document that addressed the concept of the total student. However, the domains of the physical (10 statements), social (9 documents), and emotional (3 statements) aspects of the student learner were included in varying degrees. There were some other aspects of the student learner that were included in a few statements. For example, A8L17DN included the area

of creativity and B1E00FW referred to the artistic domain, while I1R27AT added the area of leadership.

Table 15

Various Domains of the Learner

School	Spiritual	Intellectual	Physical	Social	Emotional	Other
A3C92MC	Yes	Yes	Yes	Yes	No	No
A8L17DN	Yes	Yes	Yes	No	No	Artistic
B1E00FW	Yes	Yes	Yes	No	No	Creativity
B5D03AA	Yes	Yes	Yes	No	No	No
C1E21SC	Yes	Yes	Yes	Yes	Yes	No
E8M88LG	Yes	Yes	No	Yes	No	No
G4M70MF	Yes	Yes	Yes	Yes	No	No
H5G17HK	Yes	Yes	Yes	Yes	No	No
I1R27AT	Yes	Yes	No	Yes	No	Leadership
I2S03BT	Yes	Yes	Yes	Yes	No	No
K6S00WC	Yes	Yes	Yes	Yes	Yes	No
K10C11YC	Yes	Yes	Yes	Yes	Yes	No

Three other mission statements addressed the different aspects of the learner but not in the same format as those above. Statement I3F34DT incorporated the physical, intellectual, spiritual, and creative aspects, "We…enable our students…through the provision of applicable Biblical principles, superior uncharted academia, technology, athletics, and fine arts." C2H22YC stated that their school strives to inspire each student

"to know God…and to pursue excellence in moral character, academic achievement, physical/emotional development, service to others." The mission statement E4W95CV addressed the spiritual, intellectual, physical, and social aspects of the student while providing a scriptural basis for each concept:

> E4W95CV…gives the student the opportunity to know Jesus Christ as Savior and Lord (Romans 10:9, 10); challenges him to excel academically (Proverbs 1:7); provides programs that disciple him to increase in wisdom and stature and in favor with God and man (Luke 2:52).

God

The explicit reference to the person of God was used in 32 of the mission statements and when the term *Christian* is included the number rises to 40 mission statements. The actual term *God* was used 24 times; *Christ* or *Christ-centered* occurred 38 times; *Jesus* was referenced 13 times; *Lord* appeared 4 times; and *Savior* was used once. This investigation did not include the term *Christian* if it were part of the school name only, but the term *Christian* did appear 18 additional times within the mission statements.

The four statements not included in this category, although including a spiritual dimension, did not explicitly mention God. I1R27AT used the terms *spiritually* and *godly character*; A5H18HM and I3F43DT referred to *Biblical truth* and *Biblical principles*; and B1E00FW referenced *spiritual fortitude*.

Lifestyle

Another major component in the content of the Christian school mission statement emerged to be the concept of lifestyle and the application of the education

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received to day-to-day living. Thirty nine of the mission statements shared at least one aspect of lifestyle application. This broad category included many terms and ideas. The terms *lifestyle, living, live(s)* occurred 21 times. For example, one mission statement read: "I5R54BT is committed to glorifying God by providing families with a nurturing environment conducive to the development of a distinctively Biblical lifestyle, producing students who are fully transformed followers of Jesus Christ…."

A key term used to denote lifestyle application was *character* (utilized 10 times). The mission statement from E3Y55FV serves as a good representative: "E3Y55FV is an evangelical, non-denominational school, dedicated to a strong academic program with Christian character and Biblical truths integrated into every area, in order that students develop a lifelong Christian worldview. *Service* (used 14 times) and *action* or *practice* (appeared 10 times) were recurring terms and both were seen in a portion of the mission statement of D9S90PP, a school that seeks to provide a "spiritual environment where Godly character and unity in Christ can flourish in order to develop productive servants for the Lord, who will impact their world through biblical thought and action." Another important term that demonstrated an emphasis of lifestyle impact was *leader(ship)* (employed 10 times). The following example expressed this concept in terms of servant leadership: "K6S00WC seeks to develop Christian character in a God-centered atmosphere that enables students to be prepared academically, spiritually, physically, emotionally, and socially for a life of servant leadership."

Specific character qualities to be developed in the students by the school and aimed at preparing them for a life of impact were mentioned in many mission statements. These qualities (and their frequency) are as follows: *love* (9); *honor* (4); *responsibility*

(3); *care/caring* (3); *compassion* (2); *humility* (2); *honesty, joy, mercy, peace, respect, unity, and discipline* (all with 1 occurrence). Two examples of the use of character qualities to communicate a school's mission were found in the following: "The mission of F9T65ON is to equip students to act justly by demonstrating honesty, respect, responsibility, and discipline…," and, "D8S23CP partners with parents to…. reflect the centrality of Christ and the … principles of peacemaking, humility, service, community, whole-hearted discipleship and a Biblical worldview in policies and practices."

The processes of lifestyle growth and development were seen six times in statements using the term *become.* One statement (I3F43DT) used the phrase, "to become productive leaders," while F3C41II asserted that the school "is dedicated to encouraging students to become disciples of Jesus Christ." Another statement (F8S00AM) said, "to become caring, contributing members of the body of Christ and society," while B9W40KO saw the student becoming "self-motivated, life-long learners." Mission statement C9D00SC shared the concept of lifestyle application to a global extent: "equipping students to become leaders to serve God, to serve their families, and to positively impact their communities and the world."

The application of truth to life emerged in terms of moral values (2 statements), biblical foundations (4 statements), and God's standards. D2G00GM stated, "We seek to develop wise students who…embrace God's standards for living." The term *commitment* was used in three mission statements to reflect the lifestyle of dedication to service. For example statement A8L17DN asserted that the school "encourages students to maximize their…potential in preparation for a life of Christian commitment and service to family, church, community and country."

Spiritual

The spiritual nature of Christian education held a high priority in the mission statements of the 44 accredited schools under investigation. Forty-one of the 44 schools included a distinctively spiritual dimension in their statement of mission apart from the name of God and references to Truth. Mission statement A5H18MN included the phrase *biblical truth* and I3F43DT denoted the term *biblical principles*, but did not add any other spiritual concepts. Mission statement H4L31CO contained the name of God without additional spiritual terms: "H4L31CO exists to assist parents in training and equipping children to achieve the fulfillment that God intends for their lives."

Of the remaining 41 statements many spiritual ideas and concepts emerged. Five of the schools asserted that their primary purpose is spiritual by using the phrase *to glorify God.* The term(s) *spiritual(ly)* occurred 19 times, including this typical statement, "The mission of A3C92MC is to lead students through a maturing process spiritually, academically, physically, and socially, equipping each individual to live for Christ…." Another example was found in the mission statement of D9D90PP, "The purpose of D9S90PP is to assist parents…, by providing a quality educational and spiritual environment where Godly character and unity in Christ can flourish…."

The term *Christian* was used 18 times in 17 different mission statements to denote a spiritual foundation of the school. This frequency count did not include the use of *Christian* in the name of the school. Three examples demonstrate the use of this term: first, "B6A32AA exists to help equip students to grow, mature and develop through sound Biblical principles. Our students are challenged in academics and activities to learn, lead and serve within a safe, Christian environment;" second, "The mission of

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D3R79EP is to partner with parents to educate tomorrow's leaders in developing a world-view that is distinctively Christian;" and third, "The mission of J8M00LN is to graduate Christian leaders who by their commitment to academic excellence and spiritual vitality will transform the world for Jesus Christ."

Several mission statements used words that are filled with doctrine and spiritual meaning for the evangelical community. Terms and phrases like *grace, the gospel, the kingdom, man's sin, gifts, God's call, rooted, steward, revelation, a personal relationship, and holiness* have all been included within some of the 44 mission statements under analysis to reflect a spiritual quality of the schools. The following five mission statements are cited to provide a sampling of the phraseology used to communicate a spiritual tone to the document: I5R54BT stated, "…producing students who are fully transformed followers of Jesus Christ…"; D8S23CP used the phrase, "…whole-hearted discipleship…"; a portion of the mission statement of B9W40KO asserted that the school will "provide an education grounded in the values and teachings of Jesus Christ"; mission statement D2G00GM included the phrase, "Passionate students who experience the love of God and respond by loving Him, loving others, and loving truth"; and finally a portion from F3C41II read, "students are challenged to grow spiritually through their involvement in a Bible- believing church."

Excellence

Seventy percent of the mission statements under analysis included a statement about excellence. Thirty-one of the 44 schools emphasized this concept using a variety of expressions to convey the idea of a high quality of education. Nine of the school's documents referred to academic excellence, as exemplified by B1E00FW: "Our Mission:

Developing students who impact the world through spiritual fortitude, academic excellence, physical strength and unleashed creativity." Four mission statements referred to a more general statement of excellence in describing the educational process. For example, "F3C41II's mission is to glorify God through the discipleship of students and the pursuit of excellence in education…" Two mission statements referenced the excellence of the culture created by and in the school. One of them was D8S23CP who recorded their mission as including, "…to cultivate a culture of excellence committed to spiritual formation, intellectual development and responsible action…." One document (C2H22YC) addressed four specific areas of excellence: "…to pursue excellence in moral character, academic achievement, physical/emotional development, service to others"

The term *quality* was used in seven different mission statements and was always used with the term *education*. The idea of *full* was used in many statements to communicate the commitment to excellence. For example two statements used the term *fruitful* to convey spiritual excellence; two documents utilized the word *fulfills* to describe excellent achievement levels; individual schools used the following variations of the concept of *full* to communicate high quality: *full potential, successful, fully equip* and *fully transform.*

Several verbal concepts were employed in mission statements to communicate a level of excellence: *maximizes, strive, pursue, expand, achieve, adept, articulate,* and *reaching.* For example K5C70SC stated that part of their focus was "…to encourage them (students) to serve others and to pursue truth and excellence in academics. Several adjectives were chosen to describe the excellence provided by the organizations:

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superior, strong, exceptional, unleashed, productive and *competence.* F4W31MW serves as a good example of these descriptors: "Our mission is to provide an exceptional, quality Christian education, in a context of excellence and caring."

Academics

Tied closely to the category of excellence is the concept of academics. As already noted, not all excellence involved the academic pursuit of students, but rather involved the spiritual, moral, physical, and emotional aspects of education. However, 31 mission statements did emphasize the academic aspects of the school's purpose. Twenty-three of those mission statements used a form of the term *academic* to describe their purpose. B6A32AA declared, "Our students are challenged in academics and activities to learn, lead and serve within a safe, Christian environment." C5H05WC sought "to develop students of wisdom and competence by investing in academic excellence that results in good and informed thinking as Christians." The mission statement of I5R54BT shared their purpose as "producing students… equipped academically to meet the challenges of living a godly life within our society."

The concepts of *knowledge* and *wisdom* were included in nine documents to reflect the academic pursuits and results of Christian education. "The mission of F9T65ON is to equip students to act justly by …applying knowledge in order to perform successfully as students, citizens and workers;" and "C5H05WC seeks to develop students of wisdom and competence by investing in academic excellence that results in good and informed thinking as Christians," were two examples of this usage. The academic context of a Christian worldview emerged as an emphasis in seven different mission statements. For instance, "J3O17TA students are spiritually maturing,

academically prepared, and possess an integrated biblical worldview so they impact their world for Christ."

The category of academics was also communicated in the mission statements with the idea of intellect. Four statements included this perspective, including D8S23CP who partners with parents to "cultivate a culture of excellence committed to spiritual formation, intellectual development and responsible action in preparing students to engage the world," and A8L17DN, "To administer a school of excellence that teaches and encourages students to maximize their God-given intellectual… potential in preparation for a life of Christian commitment…" Several specific areas of academic pursuit were mentioned within the documents: technology, fine arts, problem solving, classical studies, and the basics of reading, writing, and arithmetic.

Social

A major emphasis that emerged during the analysis of the 44 Christian school mission statements was the category of social and community impact. Twenty-nine of the mission statements included a social element underlining the potential impact of the school in the greater society. The following terms were used in a significant way to communicate this emphasis: *society*/*social(ly)* (used in 12 documents), *world* (utilized 10 times), *impact* (8), *community* (7), and *others* (4). A few examples of this category were found in B1E00FW: "Our Mission: Developing students who impact the world through spiritual fortitude, academic excellence, physical strength and unleashed creativity;" B5D03AA: "… provides a Christ-centered spiritual, academic, and physical foundation in a nurturing environment to produce citizens who will be a transforming influence in their world;" I1R27AT: "It is the mission of I1R27AT to assist families by equipping

students academically and spiritually, developing leadership, and impacting society through a Godly character and lifestyle;" G7P10MF: "to equip them (students) to impact their community through the biblical principles of character, leadership and service;" and F3C41II: "… students are challenged to grow spiritually through …active participation in reaching out to others."

The concept of students becoming a transforming influence in their worlds was communicated in several mission statements including the following: "The mission of G4M70MF is to provide a Christ-centered environment where young people are educated spiritually, intellectually, physically and socially to transform their world for Christ." B5D03AA provided another example of this emphasis, "working together with the home and the church, provides a Christ-centered … environment to produce citizens who will be a transforming influence in their world."

Partnership

Twenty-six of the 44 mission statements, 59%, referred to a partnership between the school and either the parents or the church or both. This relationship between the church, home, and the school was described in several ways. The concept of *assisting* parents was utilized in four mission statements as a vital aspect of the partnership between the home and the school. All four mission statements echoed the same idea: D9S90PP stated, "The purpose of D9S90PP is to assist parents in the training of their children…" E2G61GN wrote, "Our mission is to assist parents…in the instruction of their child…" Statement H4L31CO echoed that the school "exists to assist parents in training and equipping children to achieve…." And I1R27AT stated that the mission of the school is "to assist families by equipping students academically and spiritually…"

In addition to the concept of *assisting,* the partnership with parents and the church was described as *supporting, working with, enhancing, reinforcing,* and *strengthening.* For example, E4W95CV exists "to support the local church;" A5H18HM's mission involved, "working in partnership with families;" B5D03AA stated that the school was "working together with the home and the church;" The mission of C2H22YC was "To provide a quality education that reinforces the Christian training of home and church;" and H5G17HK stated that their mission was "to provide academic excellence based on Biblical principles, while enhancing the Christ-centered family and strengthening the local churches.

The term *partnership* was employed in eight different mission statements. All eight involved a cooperative relationship with parents. Four of the statements of partnership linked the school with the precise term, *parents*; one statement with *families*; once with *the home*; once with *family and church*; and once with *the home and the church*. The specific goal of the partnership was expressed in different terms in each of the eight mission statements. One document stated that the goal was to integrate biblical truth and academic pursuit. Another mission statement reflected that the partnership was to equip students to become leaders. Three documents focused on education with one statement sharing that the goal of the partnership with the parents was to educate tomorrow's leaders, another school asserted that the goal of the partnership was to provide a Christ-centered education and the third mission projected a partnership to glorify God by educating students. One mission statement revealed three goals behind the partnership: to cultivate a culture of excellence, to reflect the centrality of Christ and denominational principles, and to pursue opportunities to impact the lives of students.

Another mission statement stated that the goal of the partnership was found in the training of children for life. One of the schools wrote that their mission was to partner with the home and the church in order to thoroughly develop the spiritual, mental, emotional, social, and physical needs of the student.

The connection with the church was mentioned in 12 of the mission statements. Half of these statements reflected a desire on the part of the school to support and reinforce the ministry of the local churches. Four of the statements encouraged church attendance and involvement from their students. The remaining two documents referred to the school as an outreach or ministry of a specific local church.

Truth

Another major category that emerged during the analysis of the mission statements of 44 accredited ACSI Christian schools was the concept of *truth*. Twenty-five of the documents (just under 57% of the statements) mentioned the idea of ultimate truth and the basis for the school's instruction. The Bible was established as the source of the truth in 22 of the mission statements. For example, one document stated, "F3C41II's mission is to glorify God through the discipleship of students and the pursuit of excellence in education with the Bible as the foundation and Christ as the focus…." Another mission statement asserted, "I2S03BT teaches the Christian view of life as presented in the Bible." J5J22TA wrote that the school, "is committed to the development of a student's spiritual life in Jesus Christ, while pursuing academic excellence in a manner which honors and glorifies God, based on the only infallible Word, the Bible." Mission statement C1E21SC included, "through a Christ-centered education based on biblical truth and leading to the formation of the character of God," while E3Y55FV

asserted that the school is "dedicated to a strong academic program with Christian character and Biblical truths integrated into every area."

The term *truth* was utilized 10 times in the 44 documents. *Biblical truth* occurred three times; the *Truth of God's Word* appeared once; the student was referred to as a *Defender of Truth* in one document; another occurrence used the phrased *His truth*, referring to God; the *truth of Christ* was the terminology in one document; and three statements had no spiritual descriptor of truth: *putting truth into practice; loving truth;* and *pursue truth.*

The education provided by the school was based on biblical truth according to three mission statements. Biblical truth was cited as the *basis* for academic excellence in two other documents. And the moral character to be built into the students' lives was based on biblical foundations according to one mission statement and another mission statement stated, "With the Word of God as our foundation, E4W95CV exists to … provide a Christ-centered education…" Mission statement B9W40KO emphasized truth in the teaching of Christ, "It is our goal to provide an education grounded in the values and teachings of Jesus Christ."

Culture

During the inductive analysis of the mission statements, the concept of *culture* surfaced as a major component. Over half of the documents (23 of 44) contained an element that addressed this category. One of the key terms to emerge within this component was *environment.* Used in seven documents, the idea of *environment* brought clarification regarding the context of the educational program. For example, in three mission statements the term *nurturing* was combined with *environment* to describe the

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cultural context of the school. B5D03AA stated that the school "provides a Christ-centered spiritual, academic, and physical foundation in a nurturing environment to produce citizens who will be a transforming influence in their world." A second document stated that the mission of C9D00SC was "to provide a nurturing environment offering quality education supported by a strong foundation of Christian Values in partnership with parents, equipping students to become leaders…." And the third statement that combined *nurturing* and *environment* stated, "I5R54BT is committed to glorifying God by providing families with a nurturing environment conducive to the development of a distinctively Biblical lifestyle…."

Four additional mission statements included the term *environment* in their communication. B6A32AA shared the students are challenged academically "within a safe, Christian environment." D9S90PP proposed "a quality educational and spiritual environment where Godly character and unity in Christ can flourish." The mission of G4M70MF is "to provide a Christ-centered environment where young people are educated…." Finally, the document from F8S00AM related that the institution was "committed to providing excellence in education in an environment which is supportive of Bible-believing, Christ-centered families and their churches…."

Some of the other mission statements that were analyzed shared the idea of establishing an *environment* but in different terms. D8S23CP worded this idea in terms of *cultivating a culture:* "D8S23CP partners with parents to cultivate a culture of excellence committed to spiritual formation, intellectual development and responsible action in preparing students to engage the world." The mission of A8L17DN conveyed the idea of *environment* as "to administer a school of excellence…" and a portion of the K6S00WC

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mission statement communicated the idea of *culture* as "a God-centered atmosphere that enables students to be prepared…"

The environment or culture created by the schools sometimes involved celebration (B9W40KO), daily Bible class and weekly chapels (F3C41II), a context of caring and excellence (F4W31MW), policies, and practices that mirror a Christian world-view (D8S23CP), and a school community (A8L17DN). The *culture* of a school took many variations depending on the perspective of the organization.

Motivation

The final component of Christian school mission statements that emerged as a result of this study's content analysis involved the elements of motivation. The mission of almost half of the schools (20 of the 44) encompassed a desire to inspire or challenge the students who attend the institution. Five key terms communicated this desire: *challenge, encourage, inspire, opportunities, and demonstrate.*

Five mission statements incorporated the concept of *challenge* into its message. A5H18HM declared: "Our Mission: To challenge children to a lifetime of learning, working in partnership with families, to integrate Biblical truth with academic pursuit." Another statement (B6A32AA) stated, "Our students are challenged in academics and activities to learn, lead and serve…" A third document read, "F3C41II students are challenged to grow spiritually through their involvement in a Bible-believing church…." Statement E4W95CV used Proverbs 1:7 to support its thrust to challenge students to excel academically and I5R54BT established a nurturing environment to equip students academically so that they might, "meet the challenges of living a godly life within our society."

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A second term, *encourage,* was used four times to help motivate students in three areas. Two of the statements sought to encourage students to a life of service. The spiritual mission of F3C41II was to encourage students to become disciples of Jesus Christ. A portion of A8L17DN revealed that the school's motivational mission was "To administer a school of excellence that teaches and encourages students to maximize their…. potential in preparation for a life of Christian commitment and service…"

Three mission statements utilized the word *inspire* to communicate motivation within its purpose as an institution. C2H22YC and K8M10WC emphasized a spiritual motivation in their documents: C2H22YC provided "a Christ-centered, Bible-based education that inspires each student: to know God through a personal relationship with Jesus Christ …." Our mission," wrote K8M10WC, "To provide excellence in education to our students, and to inspire each one of them to seek Christ and His Kingdom…" Inspiration was also used in the area of academics by one school: "The Mission of G7P10MF is to lead students to a saving relationship with Jesus Christ, inspire them to academic excellence and to equip them to impact their …."

The concept of *opportunity* was employed by three schools to generate a perspective of motivation - with opportunity comes the possibility of growth, development, and excellence. The idea of *opportunity* was focused more on the school itself than on the student learner. For example, Document G6J11CF asserted,

> …it is our mission to fully equip our students for life. We will actively pursue this
> mission through the following means: (1) With our talents …(2) With our love for
> the lost -- through various opportunities to witness Christ to them, (3) With our

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love for Christ -- through various opportunities to disciple and mentor students to

a deeper relationship with their Lord.

Another sample that addressed the opportunities available to the school wrote, "D8S23CP

partners with parents to: ….strategically pursue opportunities that expand our potential to

impact students' lives."

The *opportunities* available to students occurred in two mission statements. One

document spoke of the opportunity provided by the school for the student to know Jesus

Christ as Savior and Lord. The other mission statement referenced student opportunities

for active participation in the activities of the local church.

The last term that surfaced in the analysis of the mission statements for the

concept of motivation was *demonstrating*. The term appeared twice in the same

document and provided a motivational perspective of the potential results of the school's

educational process:

The mission of F9T65ON is to equip students to act justly by demonstrating

honesty, respect, responsibility, and discipline, and by applying knowledge in

order to perform successfully as students, citizens and workers; to love mercy by

demonstrating Christian compassion to all, especially in sharing the gospel…

Structural Components

The first part of the context analysis of the mission statements of the 44 accredited

Christian schools included in this study was an inductive investigation into the content

components of the documents. The second aspect of this analysis was an examination of

the structural components of the mission statements. The content components that

emerged reflected the philosophical, ideological and pragmatic themes of the statements,

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while the structural components defined the emergent format and framework of the statements.

Through the charting of each statement and the observations made concerning the grammatical and literary structure of the mission statements, certain patterns began to emerge as significant. Eight basic structural components were seen as common in the framework of the mission statements under investigation. For the purpose of understanding this structure, the researcher assigned a title and definition for each piece of the structure: purpose, goal, objective, outcome, result, basis, means, and target.

Each mission statement, with one exception, recorded a core purpose for the institution: its reason to exist. Certain ideas flowed in and out of this core purpose to formulate the structure of the statement. Specifically, the desired product flowing out of the core purpose was entitled a *goal*; the desired product flowing out of a *goal* was given the term *objective;* the desired product of an *objective* was an *outcome* and the product of an *outcome* was a *result*. Forty-two of the 44 mission statements contained at least one *goal* statement. Thirty-eight of the documents included at least one *objective* and 30 of the statements reflected at least on *outcome,* while only eight of the mission statements recorded a *result*.

All of the desired products flow out of the core purpose, however two aspects of the mission statement structure flow into the core purpose. First, some mission statements (5 out of the 44 analyzed) included a declaration of *basis,* a term used in this investigation to indicate the foundation or authority for the mission statement. Second, the *means* is a term used to delineate the method used to accomplish the core purpose, one of its goals or objectives. Twenty-seven of the mission statements communicated at

least one method or means to accomplish the purpose, goal, or objective of the organization. Thus the *means* has a different structural relationship to the purpose than does a *goal*. The *purpose* and the *goal* are in a cause and effect relationship while the *means* serves as an agent to accomplish the purpose.

One final recurring aspect of the structure of the mission statement was the concept of *target*. The recipient of the purpose, goal, objective, or outcome has been given, in this content analysis, the structural title of *target*. The *target* is found in 42 of the 44 mission statements. It is the indirect object of the causal link between the *purpose* and the *goal;* or the *goal* and the *objective;* or the *objective* and the *outcome;* or the *outcome* and the *result*.

For example, Mission Statement J4M69LC read "J4M69LC exists to partner with the Christian home in training children for life and equipping them to impact the world for Christ." In analyzing the structure of this statement, the following framework was observed: the core purpose is "exists to partner" or "partnership;" the target of the partnership is "the Christian home"; the first goal flowing out of the partnership is "training" and the objective of the training is a readiness "for life;" the target of this first objective is "children." A second goal of the purpose of partnership is "equipping;" the target of the equipping is the pronoun "them" referring back to the children; the objective of this second goal is "to impact;" and flowing out of the objective are outcomes of extent "the world" and motivation, "for Christ."

In the process of analyzing the mission statements a chart was made of each document in order to obtain a visual representation of the statement. The creation of the chart allowed the structural components to emerge and the relationships between the

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components to become obvious. Figure 6 represents a chart of the J4M69LC mission

statement that demonstrates the major framework of the document's communication.

Figure 6 Chart of Mission Statement J4M69LC

Purpose	To partner with
Target	Christian homes
First Goal	in training
Target	children
Objective	for life
Second Goal	and equipping
Target	them (children)
Objective	to impact
Outcome #1	the world
Outcome #2	for Christ
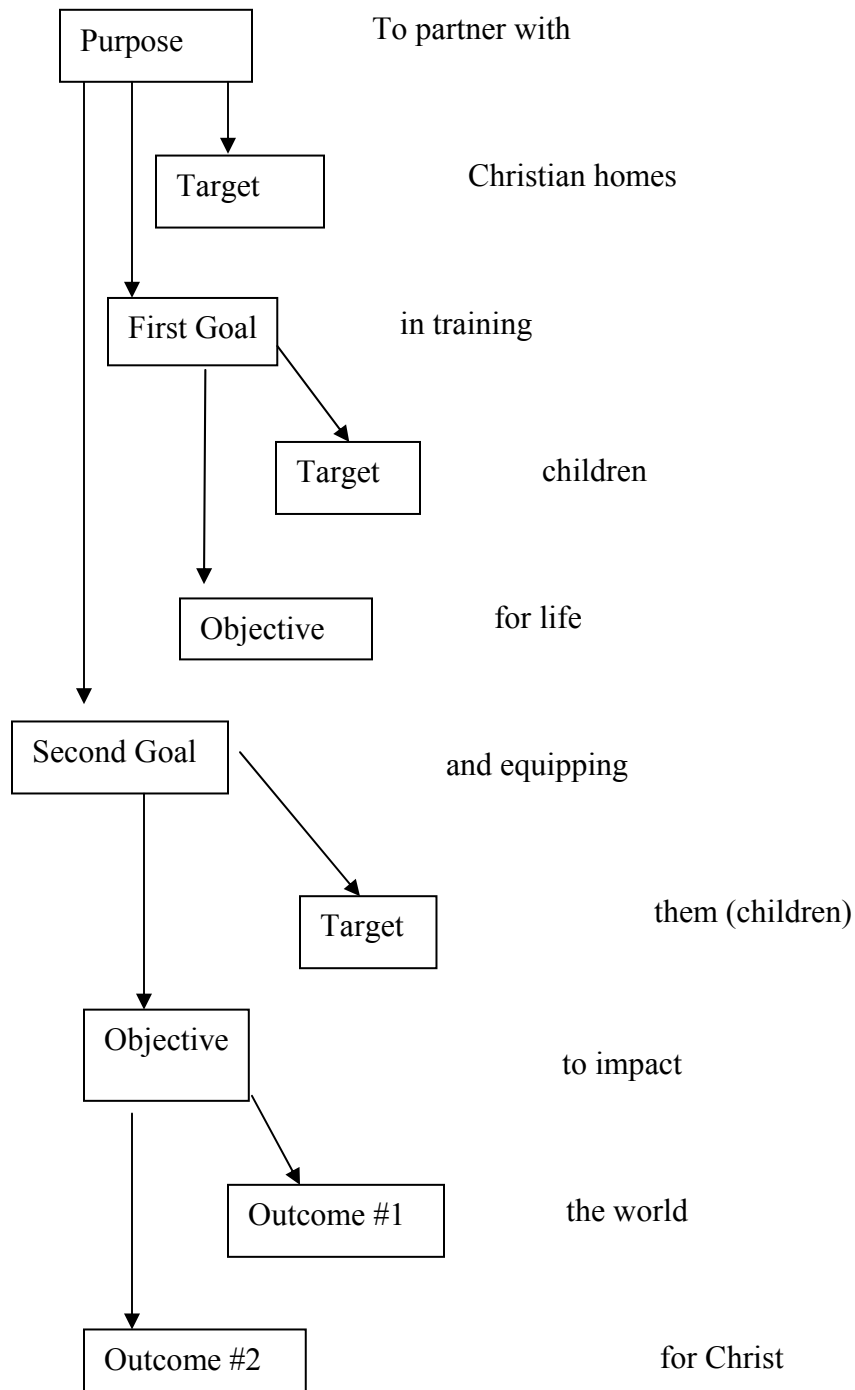
The framers of the mission statements analyzed in this study used some or all of the eight structural components to formulate their communication of the organization's purpose. Six different structural patterns emerged as a result of the analysis of this investigation. Because some documents expressed multiple purpose statements within their statement of mission, 54 purpose statements were discovered and analyzed.

Pattern 1

The first pattern, utilized by 23 of the 54 purpose statements analyzed (42.6%), began with a purpose statement followed by a goal. The goal was then followed by various levels of effects: objectives, outcomes, and results depending on the detail of the mission statement.

Document D3R79EP served as a good example of this pattern: "The mission of D3R79EP is to partner with parents to educate tomorrow's leaders in developing a world-view that is distinctively Christian." "The mission of D3R79EP is to partner" reflects the purpose of partnering. The next phrase, "with parents" indicates the target of the partnership. The statement continued with the school's goal, "to educate." The goal has two basic objectives: "to educate tomorrow's leaders," and "to educate in developing a world-view that is distinctively Christian."

E8M88LG was another good example of a short mission statement that reflected the first pattern of structure: "E8M88LG exists to prepare students academically, spiritually and socially for God's call on their lives. Luke 2:52." The purpose of the school was preparation; the targets or recipients of the purpose were the students; the three-fold goal of the institution was to prepare the students academically, spiritually and

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socially; the objective of the three goals was to prepare the students for God's call on their lives.

Some of the mission statements have multiple purpose statements within them and provided good examples of the structural framework. K5C70SC was made up of four purpose statements all of which used this first pattern of structure:

Our mission is to assist students in strengthening their personal commitment to Jesus Christ, to build a moral character based on biblical foundations, to equip them for leadership, to encourage them to serve others and to pursue truth and excellence in academics.

The first purpose statement was to assist (purpose) students (target) in strengthening (goal) their personal commitment to Jesus Christ (outcome). The second purpose was to build (purpose) a moral character based on biblical foundations (goal). Purpose three was to equip (purpose) them (target) for leadership (goal). And the fourth statement was to encourage (purpose) them (target) to serve (goal 1) others (objective) and to pursue (goal 2) truth (objective 1) and excellence in academics (objective 2).

The one mission statement that does not record a purpose statement is J3O17TA. This statement focused on the characteristics of the student, "J3O17TA students are spiritually maturing, academically prepared and posses an integrated biblical worldview so they impact their world for Christ." Because the document expressed its mission from the perspective of the growing and prepared student, it did not reflect the standard structural components of the other 43 mission statements. It projects the idea of *goals* in terms of the students being spiritually mature, academically prepared, and in possession of a biblical worldview. The concept of *objective* was observed in the last phrase, "so

they impact their world for Christ." Thus, global impact served as the objective of the student's educational experiences at the school.

Pattern 2

The second most utilized pattern, found in 18 of the 54 purpose statements (33%) followed the structure of *purpose* then *goal* then *means*. Sometimes there were objectives that follow the goal or objectives that follow the means, but the basic pattern of *purpose – goal – means* remained. B1E00FW provided a good example of this pattern of structure: "Our Mission: Developing students who impact the world through spiritual fortitude, academic excellence, physical strength and unleashed creativity." The purpose was "developing;" the target was "students;" the goal was "impact;" and the objective was "the world." The term *through* was a key word that indicated the idea of *means* and this mission statement reflected four means to accomplish the developing of students: "spiritual fortitude, academic excellence, physical strength and unleashed creativity."

Mission statement E2G61GN offered another good example of this pattern. "Our mission is to assist (purpose) parents (target) from a Biblical perspective (basis) in the instruction (goal) of their child (target of the goal) by providing a classical and Christian education (means)." Mission statement F9T65ON was a complex statement with one purpose statement followed by three goals each of which has a means statement, but examining a portion of the statement provided sufficient insight into its structure: "The mission of F9T65ON is to equip (purpose) students (target) ….to walk humbly (goal) with God (target of the goal) by being (means) a student of the word ((objective 1 of the means), a defender of the Truth (objective 2), and a willing servant of our Lord Jesus Christ (objective 3)." Document G3B11TF was a short mission statement bearing the

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second pattern of structure: "It is the mission of G3B11TF to connect (purpose) children and families (target) to Christ (goal) through Christian education (means)."

Pattern 3

The third pattern was very similar to the second, but it placed the *means* after the *purpose* and before the *goal*. Six of the 54 purpose statements utilized this pattern. It was found reflected in Statement A3C92MC: "The mission of A3C92MC is to lead students through a maturing process spiritually, academically, physically, and socially, equipping each individual to live for Christ, honor their family, serve in the local church and community." The elements reflected in this document were as follows: *purpose* – to lead; *target* – students; *means* – through a maturing process; *objectives of the means* – spiritual, academic, physical, and social; *goal* – equipping; *target of the goal* – each individual; *objectives of the goal* – to live for Christ, honor the family, serve in the church, serve the community. The pattern of structure is *purpose – means – goal*.

This basic pattern was also used in K10C11YC. Although the statement was more complex, the pattern was easy to observe. This document included a purpose followed by the means followed by a goal and the objectives of the goal followed by the means to accomplish those objectives, but the general pattern of *purpose – means - goal* was maintained:

K10C11YC is committed, in partnership with the home and the church, to thoroughly develop the child in his/her spiritual, mental, emotional, social, and physical needs through a balanced, Christ-centered, quality education based on the Truth of God's Word.

The *purpose* of the school is to be committed; the *means* to accomplish that commitment is a partnership with the home and the church; the *goal* of the commitment is a thorough development of the child (target); the *objectives* of the development are the spiritual, mental, emotional, social and physical needs of the student; and the *means* to accomplish those objectives is through a balanced Christ-centered education.

Pattern 4

A fourth pattern that emerged during the analysis of the mission statements was discovered in two mission statements. The pattern was a purpose statement followed by the means without any specific goals mentioned. This pattern was found in I1R27AT, "It is the mission of I1R27AT to assist families by equipping students academically and spiritually, developing leadership, and impacting society through a Godly character and lifestyle." The *purpose* reflected in this statement is that of assisting; the recipients or *targets* of the assistance are families; the *means* of accomplishing this purpose are first, "by equipping students," second, "by developing leadership," and third "by impacting society." The mission of H8K88CO is another example of this pattern: "to glorify God (purpose) by educating (means 1) students (target) in His truth (objective of the means 1) and by discipling (means 2) them (target) in Christ (objective of means 2)."

Patterns 5 and 6

The final two patterns are similar to the first two patterns, but include an element of authority or *basis* prior to the purpose statement. Three mission statements used the *purpose – goal – means* pattern, but prefaced it with a *basis* for the mission. B5D03AA declared, "B5D03AA, working together with the home and the church, provides a Christ-centered….foundation in a nurturing environment to produce citizens…" The framework

of the pattern is *purpose* (provides) - *goal* (foundation) – *means* (nurturing environment) and the *basis* is the partnership with the home and church. G6J11CF began the statement of purpose with the following *basis* "As representatives of Christ…," and another document began, "J5J22TA, as a ministry of J5J22TA Church, is committed to the development of a student's spiritual life…" The last pattern also included a statement of *basis* prior to the other elements of structure. In two mission statements the pattern of *purpose* followed by *goal* is prefaced by a declaration of *basis*. A4B53MN began the statement with the following basis, "As an educational ministry of A4B53MN Church, and in service to Christian families, A4B53MN seeks to train young people to become spiritually maturing, fruitful Christians…" Statement E4Y55FV prefaced the purpose of being dedicated to a strong academic program with a basis of identification, "E3Y55FV is an evangelical, non-denominational school,…." After the *basis* statement the mission statement followed the pattern of *purpose, goal, objective, outcome*.

The analysis of the 44 mission statements selected for this investigation discovered eight structural components. These eight components were configured in a variety of ways creating six structural patterns. The patterns surfaced during the process of analysis as the structural components were traced through the charting procedure.

Conclusion

The content analysis of the 44 mission statements harvested from the web sites of the ACSI accredited Christian schools resulted in two basic findings. First, the analysis discovered 13 content categories that embrace the messages of the mission statements. Every major term and phrase included in the 44 documents was placed in one of the 13 categories. Second, the structural framework of the mission statements was analyzed.

Eight structural components emerged reflecting six basic patterns of structure. Each of the purpose statements discovered within the 44 documents fit one of the six structural patterns that emerged through the inductive process of analysis.

CHAPTER 5

DISCUSSION

The purpose of this qualitative study was fourfold. First, this research conducted a systematic content analysis of mission statements of representative K-12 Christian schools in America in order to discover the essential components that make up these important organizational documents. Second, this study investigated the value of the mission statement from the perspective of the organizational leader. Third, this investigation described the various ways that the CEO uses the mission statement in his/her leadership. And fourth, this study explored the awareness and commitment of the faculty to the mission statement.

This qualitative study focused on four research questions. First, what are the components of Christian school mission statements? Second, what value or importance does the school's CEO place on the institution's mission statement? Third, how does the CEO use the mission statement in his/her role as an educational leader? And fourth, what impact does the mission statement have on the faculty under the direction of the CEO?

The critical investigation provided by this study reflects an inductive approach to the analysis of the mission statements and the interviews of the educational leaders. No preconceived categories or anticipated components were imposed upon the data; rather a neutral, nonjudgmental posture was taken throughout the analytical process. The constant comparative method, the comprehensive data treatment and the deviant-case sensitivity demonstrates an intellectual rigor to the collection and analysis of the mission statements. The open-ended questions posed to the organizational leaders encouraged professional and personal insights without suggestions from the researcher. The use of computer

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assisted software in the analysis of the CEO interviews along with the cross-referencing dynamic between software systems added to the reliability of the research. The mission statements and the leader interviews were coded in such a way to remove the names and locations of the school and the administrator in order to eliminate any possible bias in these areas.

This chapter will discuss some of the significant findings of the research in relationship to the five research questions. The discussion will include the implications of this research to the understanding of mission statements and the use of these documents by organizational leaders. The discussion will also address the limitations of this study, the additional questions it raises and recommendations for further research.

Research Question One: Mission Statement Components

The content analysis of the 44 mission statements selected from the 724 ACSI accredited Christian schools across America was conducted in order to answer the research question, what are the components of Christian school mission statements? The inductive analysis resulted in emergence of two types of components. The first type involved the content of the mission statement while the second addressed the structure of the written document.

Content Components

The content of the mission statements reflected 13 major themes: purpose, education, students, God, lifestyle, spiritual emphasis, excellence, academic focus, social consciousness, partnership relationships, truth, organizational culture, and motivation. Two of the themes were contained in all 44 of the documents: the concept of purpose and the declaration of the educational process. The top six components were included in over

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88% of the mission statements and 12 of the 13 themes were communicated in over half of the statements. Only the theme of motivation (a desire to inspire or challenge the students) appeared in less than half of the mission statements (45%). The recurring inclusion of these 13 components points to the similarities of content within the Christian school mission statement. The schools are all concerned about the same basic issues: providing an excellent education for the students of the families enrolled in the school, offering a spiritual environment honoring to God and based on biblical principles, and preparing the student body for a lifelong lifestyle of impact in the world.

The diversity of the content, however, is reflected in the variety of syntax and terminology utilized by the composers of the mission statements. For example, all 44 of the mission statements shared that the educational process was an imperative aspect of the purpose of their institution and yet seven different concepts were used to express this essential element: to educate, develop, equip, prepare, train, graduate, and enable. Even the identification of the student found a variety of expressions. In addition to the term *student* or *students,* mission statements utilized words like *child* or *children*, *leader, young people, learners,* and *citizens* to refer to the individuals enrolled in their schools.

This inductive investigation discovered four interesting patterns to be included in this brief discussion. First, it is noticed that not all the Christian school mission statements explicitly mentioned Jesus Christ or God. Only 32 of the 44 statements (73%) mention Jesus or God by name, while 18 include the term *Christian* in their document. Further research might reveal if the absence of a reference to God was intentional, or if the institution assumes that the name of the school itself reflects a Christ-centered education, or if there are other reasons for a lack of inclusion.

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Another interesting finding was the relatively low percentage of mission statements that included the concept of *truth* as a key element of their purpose. Only 57% of the schools referred to truth or a source of ultimate truth in their mission statements. The theme of *truth* ranked 11th out of the 13 components. This observation would suggest the need for future research into the priority and basis of truth for the Christian school movement in light of the relativism of postmodernism.

Thirdly, the mission statements of the Christian schools evaluated in this research reflected a good balance between the academic pursuits (included in 70% of the documents), spiritual goals (89%), and lifestyle application (89%) of the educational process. The importance of lifestyle and impacting society beyond the walls of the academic institution with a Christian worldview appears, from the results of this research, to be a major emphasis of Christian schools today. This emphasis on life application and social involvement would point to additional study into the impact of globalization on the mission of Christian education.

Finally, the importance of creating a culture and an organizational environment conducive to the purpose of the school was evident in over half of the mission statements. Three key cultural components identified in the mission statements were excellence, nurture, and safety. The Christian school appears to desire an educational environment of excellence in every area and activity, a nurturing and caring atmosphere for the families enrolled in the program, and a safe facility to house the educational process. Further future research is encouraged in the area of safety. With the continued rise of violence manifesting itself in educational settings across America, declarations of school safety may well increase within the mission statements of Christian schools.

Structural Components

The charting of the 44 mission statements included in this investigation revealed common structural components. Eight components were configured in six basic patterns. Five of the eight structural components are products of one another. The *purpose* is a statement of existence; a *goal* is the desired product of a purpose; an *objective* is the product of a goal; an *outcome* is the desired product of an objective; and a *result* is the desired product of an outcome. Not every level of product is included in each mission statement. The number of products included in a mission statement depends on the complexity of the statement. The other three components include the *target* (the recipient of one of the products), the *means* (the method of accomplishing a product), and the *basis* (the foundation behind a product).

Each mission statement except one used these eight components to communicate its purpose. The mission statements utilized these components in different sequences to convey their message. Some prefaced their statement of purpose with a declaration of basis or foundation; others stated their purpose followed by a goal; still others began with the purpose statement followed by the means to accomplish that goal. Six such patterns emerged during the content analysis of the mission statements.

The significance of the structural elements of the mission statements is two-fold. First, structural awareness will assist any researcher to better understand the thrust of a mission statement. As each phrase of the statement is identified as a particular structural component, it is better understood in light of its functionality. For example, if the phrase "to partner with parents" is identified as the *purpose* of the mission statement, then it stands as the highest priority for that organization. If, on the other hand the same phrase,

"to partner with parents," is identified as the *means* to accomplish a *goal*, then it is understood as a supportive concept to a larger purpose.

A second benefit of the awareness of the structural components of mission statements can be used in the evaluation of a current statement and the creation of a new one. As an administrator or school board begins the process of establishing or revamping a school's statement of purpose, they can utilize the eight structural components as a sounding board or agenda for discussion: What is the purpose of the school (*purpose*)? What are the goals of that purpose (*goals*)? What do we hope to accomplish by the goals (*objectives, outcomes,* and *results*)? How do we anticipate accomplishing the purpose (*means*)? Who or what is the recipient of our purpose (*target*)? What is the foundation or authority for our existence (*basis*)? These basic elements appear to be the foundation stones for constructing a well-worded mission statement. Reviewing the six different patterns of established mission statements can provide a design for effective communication. Depending on the elements selected to be emphasized in a mission statement, the patterns of structure will enable the administrator or school board to see the various possibilities of construction.

Research Question Two: The Value of the Mission Statement

The last three research questions are answered out of the phone interviews with 33 CEOs from 20 states across the country. At the time of the interviews, these organizational leaders were currently implementing 33 of the 44 mission statements utilized in the content analysis. Seven out of the eight interview questions were designed to be open-ended in order to obtain leader-oriented responses. The comments generated

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from the organizational leaders were then analyzed from an inductive, investigative

perspective without preconceived categories or anticipated notions of *correct* responses.

The initial two questions asked of the CEOs and question number six (what is the

greatest benefit of the mission statement in your role as an educational leader?) were

designed to answer the research question: what value or importance does the school's

CEO place on the institution's mission statement? Each CEO was asked to describe the

value of the mission statement to the day-to-day activities of the school on a four-point

scale from *Extremely Important* to *Unimportant*. Then each leader was asked an open-

ended question to explain the rating. Later in the interview, the CEO was asked to reflect

on the greatest value provided by the mission statement.

Interview question one

The responses of the CEOs demonstrated a high value rating of the impact of the

mission statement on the day-to-day program of the Christian school organization.

Seventy-nine percent of the leaders rated the statement as *extremely important* and 97%

(all but one CEO) rated the value as either *extremely important* or *somewhat important*.

The one administrator who rated the value as *somewhat unimportant* affirmed the value

of the statement in theory, but did not observe the statement having an impact on the day-

to-day activities of the school.

This overwhelmingly positive response by the CEOs provided a rich source of

ideas for implementation and alignment, but it did not provide a broad spectrum of

leadership opinion. The research, although laced with positive affirmation of the

importance of the mission statement to the focus, direction, and motivation of an

organization, lacked the opposite perspective of the statement's ineffectiveness or

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apathetic influence on the school. This may be a reflection of the consistent positive use of the mission statement among accredited Christian schools in the ACSI movement. Further research into a different (or larger) sample might glean different results. A comparison of accredited and non-accredited school CEOs might add significant perspective to the findings of this investigation.

Because of the positive response to the initial question the remaining inquiries were able to be evaluated without differentiation among the leaders as to their perspective of the value of mission statements. This enabled a smooth analysis of the interview data. The lack of variety in question one permitted a deeper penetration into the positive uses of the mission statement within the leadership roles of the CEOs. The administrators shared enthusiastically and freely about their experiences and the mission statement story of their schools.

Interview question two

The comments given by the administrators to question two (the rationale for their value rating) holds three areas of significance for this discussion. First, 21 of the 33 CEOs (64%) used at least one word picture in describing the value of the mission statement. This is an interesting finding and it points to at least two possible conclusions: one is that the value of the mission statement is not easy to define in concrete terms and so the leaders employed a word picture to help clarify its significance, or the concrete rating scale led the CEO to use a more descriptive approach in explaining his/her rationale.

Second, the extensive use of superlatives in describing the extent of the mission statement's impact on the organization reflects a point of interest. Fifteen different

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educational leaders made specific reference to the mission statement's overall impact on the complete school program. Two possible ideas explain this recurrence. One is that the mission statement is completely integrated into the ministry of the school with every facet of the educational program energized by its focus. Two, is that the question provided open-endedness too broad for specifics leading the CEO to generalization and superlatives rather than specific areas of practice.

Third, 33 CEOs provided 44 concrete insights into the benefits of the mission statements on their leadership. This number of specific advantages of the mission statement gives credence to the all-inclusive nature of the document discussed above. The mission statement, according to the rich comments of CEOs in this investigation, provided direction for decision making, a source of inspiration and motivation for the stakeholders, a greater sense of identity and focus for the organization, an integration of the purpose throughout the organization, and the basis or foundation on which the organization functions. A significant result of the CEOs' rationale for the high rating of the mission statement is its affirmation of the benefits delineated in the literature. For example, Vandenberg and Grant (1992) performed a case study at Holy Cross Health System that stressed the necessity of mission integration, and Toftoy and Chatterejee (2004) assert that the mission statement ensures unanimity of purpose in an organization across all levels of the firm's employees.

Abrahams (1995) writes that an effective mission statement will help a company to make consistent decisions while Biloslavo and Lynn (2007) share that mission statements simplify and accelerate decision-making by narrowing the range of possible

choices. Senge (1999) concurs that for a company to be truly mission-based means that the key decisions of the organization can be referenced back to the statement of purpose.

Much of the literature suggests that a mission statement provides the company and its employees with a sense of identity (Abrahams, 1995; Bart & Tabone, 2000; Conley, 1993; Forehand, 2000). Biloslavo and Lynn (2007) observe that as the mission statement stresses the company's philosophy and ethics, it becomes the very substance which enables an organization to function as a unit. The literature also emphasizes the motivational benefits provided toward employees (Bart, 1996; Brown & Yoshioka, 2003; Grace, 2003; Panda & Gupta, 2003); for board members and administration (Bart, 1997; Grace, 2003; Klemm, Sanderson, & Luffman, 1991) and for the company as a whole (Blanchard & Stoner, 2003; Brown, 1998; Hader, 2006).

Thus, the analysis of the 33 interviews of the Christian school CEOs dovetails with the conclusions of previous mission statement literature. The leaders of the Christian school organization tend to see the same benefits of the mission statement as those in health care (Bart & Tabone, 2000), large business (Pearce & David, 1987), Fortune 500 companies (Baetz & Bart, 1996), small business (Toftoy & Chatterjee, 2004), higher education (Morphew & Hartley, 2006), and public schools (Weiss & Piderit, 1999).

Interview question six

The responses to research question number six also led to some interesting discussion. When asked to share the greatest benefit of the mission statement, the CEOs shared comments in one of three areas: focus, direction, and decision making. Perhaps these three areas reflect some basic needs in the role of a leader.

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Focus points to the need of protection. Several leaders shared that they needed protection from straying away for the school's ultimate purpose or from losing track of the reason for the school's existence. The comments of the CEOs affirmed the mission statement as a reference point to help maintain an identity that defines the institution, distills the role of the leader, and protects against failure and corruption.

The second area, direction, may provide the need for boldness for the future. While focus enables a leader to stand firm, direction allows the leader to move forward. The CEOs of this study describe this benefit as a guide and a compass that instills enthusiasm for the future. They shared that the mission statement provides the needed boundaries within which to be creative and cast vision. There are some authors that do not distinguish mission from vision or they see them so interdependent that the terms are used synonymously (Black, 2002; Brown 1998; Senge, 1999). Allen (2001) generalizes many different documents including statements of covenant, vision, mission, philosophy, and values into the term "guiding statements" and does not attempt to differentiate between them. However, the six CEOs in this current investigation that mentioned their role as visionaries made the distinction between vision and mission that reflects the present-oriented, purpose-driven mission statement providing the foundation and focus for the future-oriented, ideal-driven vision of the organization. It is the mission statement, in the opinion of these CEOs that provided the direction and guidance for the creation and transformation of the vision into reality.

Third, in the arena of decision making, the leader appears to seek confidence, authority, and freedom. The mission statement and the school's interpretation of the document appear to equip the leader with a confidence of support. The CEOs point to the

mission statement as their source of freedom in resolving conflict as well as their foundation and authority in making decisions. Whether these three areas accurately reflect the basic needs of organizational leaders will require further research, but the CEOs involved in this research reflected those needs being addressed by the impact of the mission statement in their lives.

Research Question Three: The Use of the Mission Statement

The third research question to be addressed in this study was how does the CEO use the mission statement in his/her role as an educational leader? Three of the telephone interview questions probed the CEO for his/her perceptions of the ways the mission statement was utilized within his/her leadership role. One question asked specifically about the use of the mission statement with parents; another inquired of the use with faculty and staff; and the third sought additional uses for the mission statement within the leadership responsibilities of the CEO.

Interview question three

When asked about the way the leader referred to the mission statement with the faculty and staff, the CEOs shared two basic comments and a list of multiple uses. The comments: it is the responsibility of the leader to communicate the statement; it is the responsibility of the faulty to translate the statement to the classroom. The list of uses numbered 107 and fell into 11 different categories.

It is significant that the administrators acknowledged their responsibility and role in communicating the mission. This corresponds to several authors in the field of mission statements. For example, Michel (2007) encourages leaders to ensure that their mission is owned by all employees and consistently aligned throughout the organization via a shared

understanding, mindset, agenda, beliefs, and norms. Toftoy and Chatterjee (2004) urge top management to always refer back to their mission. If top management is faithful to do this, Toftoy and Chatterjee project that the mission will be maintained through generations of succeeding management.

The second comment is just as significant. Without the faculty owning the mission statement and translating it to the classroom, the document remains hanging on the wall without power. Bart, Bontis, and Taggart (2001) conclude that only when employees feel the drive of the mission will they be in a position to execute and implement it with profound passion and resolve.

The list of how the CEO uses the mission statement with faculty is a valuable compilation of the best practices from educational leaders across the county. Three particular insights flow from this list. First, nothing can take the place of verbal communication. The mission statement must be shared clearly and often. The CEOs referred to days of in-service, group settings during faculty orientation, and regular teachers' meetings as opportunities to verbally share the mission of the school. Second, written communication needs to augment and support the verbal affirmations of the mission statement. The faculty needs to see the statement as well as hear it. Third, many of the CEOs made reference to the precursor to the verbal and written training of the faculty: the hiring process. The teacher application (writing) and the teacher interview (verbal) were referred to as effective ways to use the mission statement with potential faculty members to help select the right person that identifies with the purpose of the school.

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Interview question four

The fourth interview question asked of the CEOs inquired of their use of the mission statement with parents and students. This question generated 153 ideas.

After analyzing these comments, seven categories emerged. There is an interesting parallelism between these comments and the responses to question three which dealt with the uses with faculty. The top category (50 ideas) included the methods that utilized a verbal communication of the mission statement: large group settings, individual or small group meetings, and even times of discipline. The second highest usage (30 comments) of the mission statement with parents involved the written communication: handbooks and newsletters. The same number of responses (30) was shared identifying the admission process as a major avenue to utilize the mission statement. The application for enrollment (written) and the new parent interview (verbal) were mentioned most often as the aspects of the enrollment process that the CEO used to communicate the mission to new families. These top three methods of using the mission statement with parents parallel the significant uses with faculty: verbal communication, written communication, and the application process.

This interview question also received comments from 12 different school leaders indicating their lack of effectiveness in this area and their need to improve in their use of the mission statement with parents. In contrast to this number, only four similar comments were given by the leaders in their use of the mission statement with the faculty. This may be the result of more immediate opportunities to share with the faculty than with families or possibly the common mindset of educators provides a more natural mental arena for discussions relating to the school's mission. More research needs to be

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done in this area to determine the reason(s) for the perception of the CEOs that they need more improvement on the use of the mission statement with parents than they do with faculty.

Another interesting observation on question four involves the lack of comments involving students. Only nine administrators mention students as opposed to 29 comments addressing parents. This may reflect the level of leadership assumed by the CEO. If teachers were asked how they use the mission statement with current and prospective students and families, they might share more about the student and less about parents. This would be an interesting area of comparison for future research.

A final comment on interview question four revolves around the collection of the statements from the internet. Four educational leaders reported that part of the school's written communication of the mission statement to the parents took place via the school's website. Since this investigation collected the mission statement of each of the 33 schools represented by the CEOs from the institution's websites, it is insightful to note that only 12% of the leaders mentioned this form of written communication.

Interview question five

In addition to the use of the mission statement with faculty and with parents, question five asked the administrators to share other ways that they used the mission statement in the role of organizational leaders. Some of the same areas surfaced in the responses to this question as did the comments of question two where the CEOs were asked to share their rationale for rating the mission statement as valuable to the school. The areas of decision making and motivation emerged in both inquiries. The distinction of the comments in question five revolved around the inclusion of various levels of

stakeholders: the board, other administrators in the school, and church leadership. The mission statement appears to be a document that impacts the school at various levels. School governance is often impacted by the mission statement as the board evaluates and interprets the mission statement. Another interesting study would be the surveying of Christian school board members and their perspectives of the value of the mission statement on the life of the organization.

Those CEOs who work with other members of an administrative team commented on the use of the mission statement with their principals and other team members. Mentoring relationship and administrative training often centered on the mission statement. An additional piece of helpful information could be found with an interview with the administrative team members to gain their perspective on the impact of the mission statement on their growth as an educational leader.

In addition to being used in a variety of ways in dealing with faculty (question 3) and families (question 4), the fifth question of the interview revealed that the mission statement impacted the CEO in several other ways as an organizational leader. According to the leaders, the mission statement served the administrator as a tool of communication, evaluation, and motivation. It is an instrument to be incorporated at both the board and the administrative level in decision making and strategic planning. The mission statement serves as a source of direction for the leader as he/she represents the school to the community, local churches, and potential donors. The document was used with families, students, the school board, administrative team members, and the faculty as a source of focus and direction for the organization. Interview questions three, four, and five provide

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a comprehensive answer to the third research question concerning the ways that CEOs use the mission statement as organizational leaders.

Research Question Four

The last two questions of the phone interviews with the school CEOs were designed to answer the final research question: what impact does the mission statement have on the faculty under the direction of the CEO? Question seven of the telephone interview asked the CEO's opinion of how many of his/her faculty would know the mission statement. Question eight took the inquiry one step further and asked the leader's opinion concerning the faculty's level of commitment to the mission statement. The responses of the CEOs indicated a very high perspective of the faculty's knowledge of and commitment to the mission statement.

The CEO comments from interview question number seven indicated that the leaders perceived that their faculty had a knowledge rate of 89%. Some leaders gave the level of knowledge in terms of verbatim recitation while other ranked their faculty on an accurate knowledge of the concepts communicated in the mission statement. In both evaluations the leaders gave their teachers a high level of competency. The administrators ranked their teachers even a little higher in their estimation of the commitment level of the faculty to the mission statement of the school. The average commitment level of the teachers in the opinion of the CEO was 90%. It appears that the leaders are saying that the teachers who know the statement are those that are also committed to its message.

Two questions arise from this research into the knowledge and commitment of the faculty. First, does knowledge result in commitment or does commitment motivate one to memorize? This question is not possible to answer without additional research but it is an

important one for an organizational leader to ask. A second question involves the relationship between the knowledge and commitment of the leader and the knowledge and commitment of the faculty. Does the competency of the leader impact and influence the competency of the teachers under the leader's charge? Do the teachers of a school motivate and inspire the administrative leadership to a deeper level of knowledge and commitment to the mission of the institution? Or are the levels of commitment and understanding of leader and teacher independent of one another. The causal link between these two elements needs to be the topic of additional research, but this investigation raises the question. Without empirical evidence, Administrator K5C70SC points to the responsibility of the leader to instill commitment, "It is a matter of top-down commitment. The more I am committed to it, the more my faculty will commit to it. I need to do more with it to the new faculty."

In summary, the answer to the last research question regarding the impact of the mission statement on the teachers of the Christian school is found in the perception of the leader. From the perspective of the 33 CEOs interviewed for this research, the faculty of the Christian school is highly knowledgeable of the institution's mission statement. The leader's perspective is that, as a whole, the faculty is committed to the purpose of the school and the message contained in the mission statement.

During the interview process the interviewer and the author of this dissertation asked the CEO if he/she was able to quote the mission statement. Twenty-four (73%) of the CEOs could quote the statement word for word. In comparing the leaders who rated the mission statement as *extremely important* with those who ranked it as *somewhat important,* the percentage of leaders who can quote the mission statement decreases from

81% to 50%. The one administrator who rated the mission statement as *somewhat unimportant* could not quote the mission statement. A logical question to consider: does the memorization of the mission statement by the CEO influence the level of value the leader places on the document to impact the daily practices of the school? Comparing the answers of the nine leaders who could not quote the mission statement, only one of the CEOs felt that 100% of his teachers could quote the mission statement verbatim while another three of the nine felt that the faculty knew 100% of the concepts in the mission statement. Five out of the nine shared that the commitment level of the faculty was very high and one leader shared that the faculty would have a 100% commitment level. These opinions do not demonstrate a major difference in the assessment of the faculty's knowledge of or commitment to the mission statement between those CEOs who can quote the statement and those who cannot. This relationship between memorization and value deserves further study and research.

Significance

This investigation describes mission statements from two complementary perspectives. First, it observed the mission statement from a literary view describing both what it says (content) and how it communicates the message (structure). This study examined each of the 44 mission statements individually, probing each term and each phrase for significance and understanding. The analysis of this research also looked at all of the statements collectively, discovering patterns and common themes that were shared by all. The dissertation provides an inductive investigation into the detail of the mission statement as well as a broad look at the overall genre of these organizational documents. Specifically, the results of the content analysis of the 44 mission statements from

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Christian schools across America revealed 13 components. These 13 elements reflect every aspect of the message communicated by the 44 documents. An understanding of these 13 areas provides a comprehensive grasp of the purpose of the education offered by accredited ACSI schools.

Second, this study describes the mission statement in pragmatic terms by exploring, through the eyes of the educational leader, how the document impacts the organization. Understanding the words of the document and grasping the message of its content is foundational to any research into the nature of mission statements, but the application and implementation of the statement into the life of the organization allows the words to come alive with influence and power. This research describes that influence by recording the comments, perspectives, and insights of CEOs of Christian schools. The telephone interviews conducted with the educational leaders were designed to understand the school's mission statement from a practical perspective in order to describe the document in terms of how it is used within the day-to-day activities of the organization and in the professional/personal life of the leader. This aspect of the study yielded a wealth of ideas and best practices currently utilized by the leadership of established Christian schools in our country. The methodology of application chosen by these leaders is varied and creative. This investigation captures hundreds of comments provided by the 33 CEOs interviewed and organizes them into categories of emphasis. This dissertation describes the mission statement in terms of how it impacts parents, students, faculty, staff, the school board, the administration, and the organizational leader.

Thus, the two-fold approach in describing the mission statement of the Christian school has resulted in significant insight into the nature and influence of this

organizational document. Both the meaning of the message and the power of the statement in the hand of the leader are found within the contents of this investigation.

Limitations

About 6% of the ACSI accredited Christian schools in the United States were utilized in this study. Although this is a rich sample, it is certainly not exhaustive. The results of the investigation are significant, but cannot claim to have mined all of the gold to be found in the mission statements of Christian schools within the ACSI movement. This study does lay down a layer of information, insight, and understanding into the impact of a mission statement within an organization that can be used by other researchers and/or built upon by future investigations.

The details of the interviews with the CEOs were limited by time and response. Although the leaders had a copy of the questions prior to the interview, they were not asked to prepare a written, exhaustive list of how the mission statement was used in their school. The open-ended, verbal interview questions allowed the CEO to control the depth of his/her answers thus providing variety in perspective and detail. The interviews were designed to take 20-30 minutes and in practice were kept within that time frame. The limited availability of the CEO's schedule did not permit an exhaustive probing into all the uses of the mission statement employed by the leader, so the study is limited to the comments shared by the leaders in a time-limited interview. Although the comments yielded significant insights, this study does not claim to have an exhausted list of the methods used by organizational leaders. The responses made by the CEOs were self-reported and the accuracy of the comments is based on their leadership perspective, thus the comments may not necessarily reflect the reality within the organization.

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The overall response of the educational leaders to the impact of the mission statement on their schools was positive. Only one leader pointed to the mission statement's somewhat unimportant role in his organization. Because of the overwhelmingly positive evaluation of the impact of the mission statement, this research is limited in providing information concerning leaders that do not find the mission statement influential and beneficial. This investigation reveals a depth of insight into the proponents of mission statements, but lacks the perspective of the weaknesses of the document.

Similar Studies

This dissertation provides a unique perspective on mission statements. The combination of a content analysis of mission statements and the practical use of those documents by the CEOs of educational organizations is not found in any literature known to this researcher. The description of mission statements from these two perspectives offers a unique contribution to the literature. Several dissertations have been written in the area of mission statements that share similar elements to this study, but have addressed the topic from different angles.

A dissertation conducted at the University of West Georgia examined the mission statements of 54 public schools in the state of Georgia (Bishop, 2007). The purpose of the descriptive study was to reveal the possible purpose(s) of schooling among Georgia's traditional public high schools. Similar to this current investigation, Bishop focused on the collection of the current web-published school mission statements for schools. Contrary to the inductive method used in the current study, Bishop's analysis was achieved through a deductive alignment of the school mission statement language with

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pre-selected terms from an external data set. Bishop discovered three high frequency items: *students, mission/purpose,* and *learning* – all of which were demonstrated in the current research.

Saley (2006) completed a dissertation reflecting a quantitative content analysis of high school mission statements in Alberta, Canada. Although researching mission statements, Saley's research differed from the current study in several ways. The quantitative textual analysis was done with computer assistance and the mission statements were analyzed for three characteristics: content, clarity, and motivational tone. The independent variables in the study were the four types of school systems: public, separate, private sectarian, and private Christian while Saley selected 15 dependent variables, categorized according to four themes: stakeholders; philosophy; strategic planning; and presentation.

The purpose of a dissertation by Robertson (2000) was to describe the composition of the mission statements in New Jersey public schools. Mission statements were requested from the New Jersey public schools and 308 statements were accepted for use in the study. Mission statements were classified into three basic types: broad, vague, and academic. Six major themes emerged from the data: the student as a learner; the need to maximize student learning; the goal of offering the best possible education; meeting the student needs of the affective domain; partnership with parents and the community; and the district's responsibility to develop students. In contrast the components discovered by Robertson, the findings of the current research discovered the profound recurrence of the spiritual dimensions of the Christian school mission statement as well as the emphasis on the concept of *truth*.

Walner (2000) wrote a dissertation using mission statements of ACSI Christian schools. Similar to this study, Walner conducted telephone interviews with school leadership (although only 60% of the sample was the current CEO of the organization) and conducted a content analysis on 36 mission statements of accredited ACSI schools. There are several differences between this dissertation and the work of Walner in 2000. The sample selected by Walner reflected a balance between independent and church-related schools while this study was concerned about a balance of schools representing the 11 geographical regions of ACSI in America. Walner's major focus was to identify how schools ensure their faithfulness to the mission by identifying factors leading to or detracting from the achievement of the mission thus Walner's research questions did not emphasize the role of the leader and the methods used by the CEO to implement the mission statement into the culture of the organization. The content analysis of Walner's study resulted in 47 common themes while significance was placed on those themes (11 categories) that appeared in at least half of the statements. The 13 categories of the current research emphasized every term and phrase contained in the study's 44 mission statements.

Many of the articles considered in preparation for this research refer to some aspect used in collection or analysis of the data involved in the current investigation. For example several authors were involved in the analysis of the content of mission statements (Bishop, 2007; Graham and Havlick, 1994; Pearce & David, 1987; Peyrefitte & David (2006); Robertson, 2000; Walner, 2000; Weiss and Piderit, 1999). Several researchers utilized the internet in their research (Bart, 2001; Bolon, 2005; Morphew & Hartley, 2006). The CEO and the critical nature of his/her involvement in the

development and promotion of the mission statement is the subject of many inquiries (Analoui & Karami, 2002; Bart, 1997; Bart & Tabone, 2000; Baetz & Bart, 1996; Greenlee, 1995). These authors were helpful in providing an historical and theoretical context in which to place the findings of this study.

Further Research Possibilities

The information provided by this dissertation provides a springboard for additional studies in the area of mission statements and organizational leadership. A replication of this research using a different sample of accredited ACSI schools would provide additional validity and reliability to these results; a replication using Christian schools from a different organization could discover the similarities of Christian schools beyond the ACSI movement; a replication of this research's methodology with public schools could be used to study the difference between Christian schools and public education; and a replication of the study with private schools that do not posses a Christian philosophy of education could demonstrate the major differences within the private, nonpublic sector.

The content of the telephone interviews conducted with the organizational CEOs can serve as the basis of additional studies. Within the educational arena, similar interviews conducted with teachers, board members, parents, students, and principals could lead to the investigation of the alignment of the mission statement across the organization. Comparing the responses of these educational leaders to CEOs in a different professional setting could reveal important links to the general benefits of mission statements to a broader scope of organizational leaders.

The results of this study call for additional probing into the use and effectiveness of mission statements in the areas of faculty development, parent relationships, student awareness, board governance, school-church interactions, and administrative team dynamics. This study gathered the broad strokes in the use of the mission statement, and further investigation into any one of these specific areas would provide important and interesting insights.

Another dynamic that surfaced during this investigation was the use of the mission statement during interview processes. Important information and evidence of the effectiveness of the mission statement could be gleaned with further study into the use of the documents during the hiring process of employees and the interviewing of potential students. The verbal explanation of the mission statement to prospective faculty was referred to by the CEOs of this research as a good method of discerning an agreement of purpose and philosophy. Careful interviews prior to the hiring of faculty appear to result in longevity and job satisfaction of the teachers. This inference made by several educational leaders could be the subject of future investigation. More research is needed into the possibility that clarifying the mission statement during family interviews contributes to the retention of students from year to year.

A final consideration for additional research, based upon the results of this study, involves the issues of the educational process. An interesting study would involve the impact of the mission statement on the curriculum of the institution. A second study might investigate the use of the mission statement by the teacher in the context of classroom instruction. A third investigation might examine the use of the mission statement as a motivational source within the educational process and the effect on the

student body or the faculty of the visual communication of the statement within the school facility. A fourth research area for educators could address the alumni of the school. Many of the purpose statements, educational goals, objectives, and outcomes focused on the lifestyle and worldview of the student body. A follow-up study with Christian school alumni would provide significant feedback to the institutions regarding the measure of the effectiveness of their mission.

Conclusion

This research has insights into the theoretical concepts and the practical use of the mission statement in an organization. The analysis of the structure and content of the mission statements serves as a means to understand these statements of purpose. The interviews of the school leaders provide professional insights and experiences that add life to the organizational documents.

For the researcher interested in the influential dynamics of an organization's mission statement, may this investigation prove fruitful. For the administrator who seeks creative ways to share the mission with his faculty, parents, board, and student, may this research instill innovation and inspiration. And for the leader who has lost sight of this dynamic organizational document, may this study serve as a catalyst to take the mission statement off the shelf and begin to implement it on a consistent basis across the organization.

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Appendix A

<u>List of Questions for the Telephone Interview</u>

1. As you evaluate the current mission statement of your organization, how would you describe its value to the day-to-day activities of your school?

    1. Extremely Important

    2. Somewhat Important

    3. Somewhat Unimportant

    4. Unimportant

2. Would you please make a short comment on why you selected this rating?

3. In what ways do you refer to the mission statement in dealing with the faculty and staff?

4. In what ways do you refer to the mission statement in dealing with current or prospective students and families?

5. In what other ways do you use the school's mission statement in your leadership?

6. What is the greatest benefit of the mission statement in your role as educational leader?

7. In your opinion, how many of the teachers in your school know the mission statement of the school?

8. In your opinion, what is the commitment level of the faculty to the school's mission statement?

Appendix B

Email to CEO: Interview Questions and Consent

Name of CEO,

Thank you for agreeing to talk with me regarding the mission statement of your school. I look forward to our 30-minute conversation. Enclosed are the questions that I will be asking you. I have also enclosed a statement of informed consent so that you may understand and agree with the details required of participants involved in doctoral research.

Questions for the Telephone Interview
1. As you evaluate the current mission statement of your organization, how would you describe its value to the day-to-day activities of your school?
     1. Extremely Important
     2. Somewhat Important
     3. Somewhat Unimportant
     4. Unimportant
2. Would you please make a short comment on why you selected this rating?
3. In what ways do you refer to the mission statement in dealing with the faculty and staff?
4. In what ways do you refer to the mission statement in dealing with current or prospective students and families?
5. In what other ways do you use the school's mission statement in your leadership?
6. What is the greatest benefit of the mission statement in your role as educational leader?
7. In your opinion, how many of the teachers in your school know the mission statement of the school?
8. In your opinion, what is the commitment level of the faculty to the school's mission statement?

Informed Consent
<u>What you will be asked to do in this study</u>: You will be asked to answer eight opened questions regarding your school's mission statement.
<u>Time Required</u>: approximately 30 minutes.
<u>Risks</u>: There are no anticipated risks to you. Neither you nor your school will be identified in the final dissertation. The results will be reported in aggregate form with no identifying information.
<u>Confidentiality</u>: Your responses will be confidential and used only for the purposes of this study. The mission statement of your school will be analyzed as it appears on your school's website. Your school name and your name will be encoded to ensure the confidentiality of your responses today.
<u>Benefits/Compensation</u>: There will, unfortunately, be no compensation for your participation other than my sincere thanks, deep appreciation, and a copy of the results of this survey.

<u>Voluntary participation</u>: Your participation in this study is voluntary. You do not have to answer any question you do not wish to answer. You have the right to withdraw from this study at any time without consequence.

<u>Consent</u>: Your participation in this study indicates your understanding that you feeling cooperate in the research and release any claim to the collected data, research results, publication of or commercial use of such information or products resulting from the collected data.

<u>Whom to contact</u> if you have questions: David Rough, IWU Doctoral Candidate, 365 Spruceway Dr. Springboro, OH 45066. Phone: 937-748-0517. Email: drough@daytonchristian.com.

Thank you so much for participating in this important research.

David Rough
Doctoral Candidate
Indiana Wesleyan University

Appendix C

<u>Telephone Script for Personal Interview</u>

Good morning (afternoon), _____name of CEO_____. My name is David Rough and I am I calling from Dayton Christian High School in Miamisburg, Ohio. I am a doctoral student at Indiana Wesleyan University and I am following up on an email survey you graciously submitted to me a few days ago. I am doing research on mission statements among ACSI schools and your answers to my questions will be a helpful and valuable part of this research.

Thank you for your willingness to talk with me today. Please understand that your responses will be confidential and used only for the purposes of this study. Your name will also be encoded to ensure the confidentiality of your responses today. I just have eight short questions to ask you today and the interview should take about 20-30 minutes.

Do you have any questions before we begin? [respond as needed]

1. As you evaluate the current mission statement of your organization, how would you describe its value to the day-to-day activities of your school?
	1. Extremely Important
	2. Somewhat Important
	3. Somewhat Unimportant
	4. Unimportant
2. Would you please make a short comment on why you selected this rating?
3. In what ways do you refer to the mission statement in dealing with the faculty and staff?
4. In what ways do you refer to the mission statement in dealing with current or prospective students and families?
5. In what other ways do you use the school's mission statement in your leadership?
6. What is the greatest benefit of the mission statement in your role as educational leader?
7. In your opinion, how many of the teachers in your school know the mission statement of the school?
8. In your opinion, what is the commitment level of the faculty to the school's mission statement?

That concludes the interview and I truly appreciate your time and the insights you provided for me today…..Goodbye.

Appendix D

<u>Thank-you Email</u>

Name of CEO,

Thank you for your involvement in my dissertation research. I know your time is valuable and the administrative tasks demanding your time are great. I appreciate your responses and your honest perspective on the importance of the mission statement to your organization. It is a privilege to minister with you in the Christian context of educating today's youth.

I am collecting data from accredited ACSI schools across the country. If you would like to see the aggregate information from this phase of the research, I would be most happy to freely share the information with you. Just let me know of your interest.

May God bless you in your ministry as a leader in the Christian school movement. May His grace and blessing abound in your life as you serve Him.

David Rough
Doctoral Student
Indiana Wesleyan University

Appendix E

CEO Interview – Worksheet

School Name: _____ Date _____

Name of CEO: _____ Time _____

1. As you evaluate the current mission statement of your organization, how would you describe its value to the day-to-day activities of your school?
      1. Extremely Important
      2. Somewhat Important
      3. Somewhat Unimportant
      4. Unimportant

2. Would you please make a short comment on why you selected this rating?

3. In what ways do you refer to the mission statement in dealing with the faculty and staff?

4. In what ways do you refer to the mission statement in dealing with current or prospective students and families?

5. In what other ways do you use the school's mission statement in your leadership?

6. What is the greatest benefit of the mission statement in your role as educational leader?

7. In your opinion, how many of the teachers in your school know the mission statement of the school?

8. In your opinion, what is the commitment level of the faculty to the school's mission statement?

Appendix F

Content Structural Chart

Mission Statement
The mission of A3C92MC is to lead students through a maturing process spiritually, academically, physically, and socially, equipping each individual to live for Christ, honor their family, serve in the local church and community.

The mission of A3C92MC is

To lead students

| Purpose | | Lead |
| Target | | Students |

Through a maturing process

Spiritually

Academically

Physically

And Socially

| Means | | Process |
| Objectives | | Spirit
Mind
Body
Community |

Equipping each individual

| Goal | | Equipping |
| Target | | Each individual |

To live for Christ

Honor their family

Serve in the local church

And community

| Objectives | | Live
Honor
Serve |
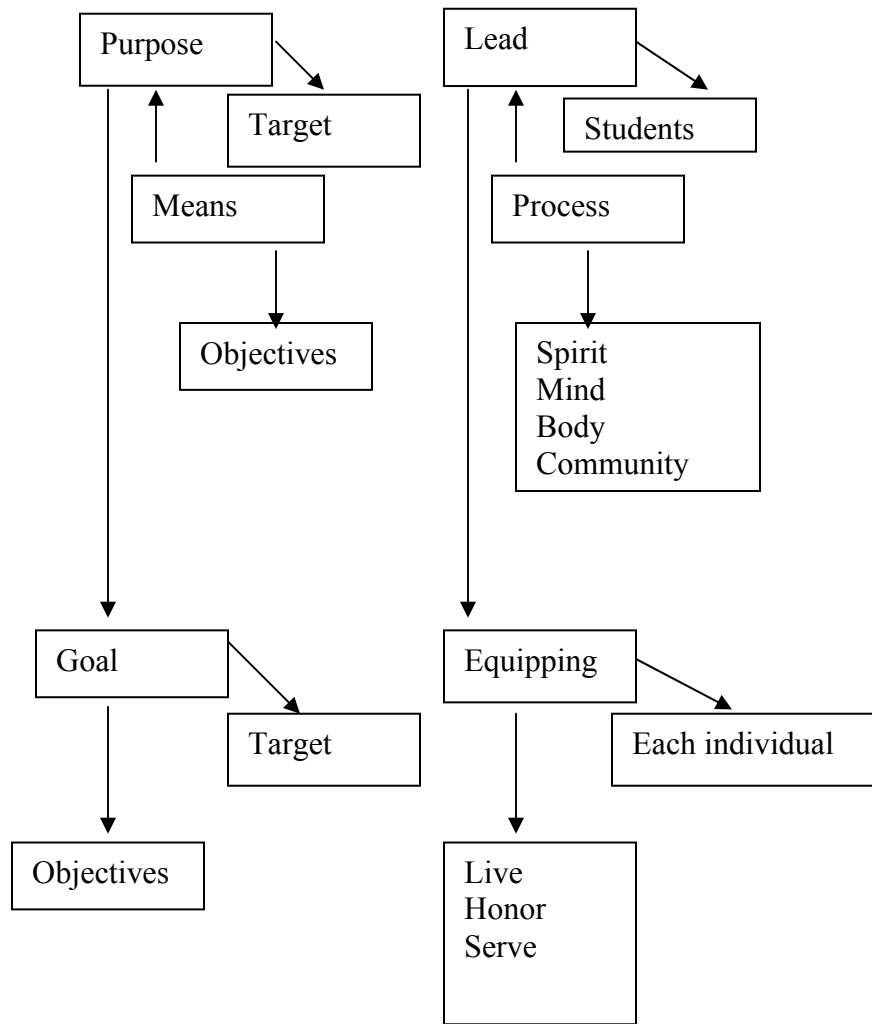
Appendix G

Comparison of Two Analyses
Mission Statement A3C92MC
May, 2008

Two Charts

Dave Rough constructed an Excel spreadsheet as well as a Word document in order to analyze a mission statement. He originally analyzed it on April 6, 2008, then again on May 9, 2008. I looked at both charts, and compared the two analyses. The terms on the "Content Structure" (on the Word document) are exactly the same, represented in a flow chart: Purpose, target, means, objectives, goal, target, objectives. The pieces of the mission statement that align with these terms are almost exactly the same.

In the Excel chart, the "terms" are exactly the same, taken from the Mission Statement. The Observations made the second time through are more thorough, in that the second time there were 23 observations, compared to 15 the first time through.   As a result, the "Inferences" were more numerous the second time through, with 30, compared to 15 the first time through.

Results

The basic results of the analysis are consistent and are reflected in the fundamental pieces of the Mission Statement. The content of both the spreadsheet and the flow chart are very similar and often identical. For instance, the "Observations" and "Inferences" are exactly the same, on significant pieces, such as Purpose (lead); Target (students); 4 aspects of maturing (spiritually, academically, physically, socially); Goal (equipping); Target (individuals); and Objectives (live, honor, serve). This seems to indicate consistency and reliability of analysis.

The areas that are slightly different are in the Inferences in the Excel spread sheet. For instance, "maturing indicates development; maturing indicates growth" the first time through, becomes "maturing indicates a growing process of development" the second time through: very similar. Also "no mention of global ministry" becomes "not an emphasis on missions," again, very similar.

A couple areas are more detailed the second time through. For example, there were four inferences about "socially" the second time through, with peers and the body of Christ as added dimensions. An added dimension the second time through was in the area of serving: "possible definition of success" and "servant leadership."

Linda Miller, Ed.D.
May 16, 2008

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Appendix H

The following is an example of a codebook created from InfoRapid. The codebook is for the concept of *extent*, an element of value commented on in question 2 of the CEO interviews. Two terms were used to create this codebook: *all* and *every*. The number before the entry is a code generated by InfoRapid. The researcher added the CEO code number to the end of each entry after the concordance was constructed

Q.2.Extent: All/Every

6.672 ...... The MS drives everything we do: every purchase, every decision; it <u>all</u> flows out of the MS   E4W95CV

6.966 ...... M.S. guide us in <u>all</u> we do. All of our actives revolve around the mission statement. It is our horizontal guide between our curriculum guides and our lesson plans.   E4W95CV

8.471 ...... The mission statement is the standard to go by. <u>All</u> of the emphases of the school correlate to the mission statement. The core values of my school were developed after the mission statement and they correlate to the mission statement. They were developed G7P10MF

10.944 .... We try to make the MS impact <u>all</u> aspects of the school. It helps us stay on course. It is what we are all about. It is the focal point of our activities   H8K99CO

3.247 ...... 3 reasons: 1) it is the purpose statement and is integral to <u>every</u>thing we do. It is broad (Classical and Christian) but it allows us to maintain a tertiary position as we stand behind the parents and the church. For example we do not have a chapel   E2G61GN

3.576 ...... 2) Strive to honor God in <u>every</u>thing. If God has an opinion on an issue we want to comply so and the m.s. helps in decision making   E2G61GN

5.278 ...... MS provides the direction and focus for the entire organization. It drives us. It allows me to share not because I am in charge, but because of the stated mission of the school. My opinion might be great, but the MS shares with <u>every</u>one where I'm going.   C2H22YC

5.351 ...... The MS is at the heart of what we do. <u>Every</u> part of our school needs to be in harmony with the mission statement   I5R54BT

5.452 ...... We try to funnel <u>every</u>thing we do through the MS. As we look at adding or dropping a program it depends on it relationship to the MS. Does this support the MS? If yes then we proceed; if not, then we have to ask why we are doing it. Practically speaking   G4M70MF

6.236 ...... It is the core of what we believe. Our relationship with families, faculty and students focus on the MS. The MS impacts <u>every</u>thing and we talk about it a lot, emphasizing it in chapel.   E3Y55FV

6.339 ...... The MS is the foundation for <u>every</u>thing we do. We feel that we should not do anything that is not part of and supported by the MS. Although this is not easy to define, the MS is critical – If the MS does not define us, then we should change the MS. If   B5D03AA

6.619 ...... The MS drives <u>every</u>thing we do: every purchase, every decision; it all flows out of the MS   B5D03AA

8.024 ...... <u>Every</u>thing that we focus on is related to the MS. We develop mission impact measurements, as a separate administrative document, that flow directly from the MS to be used in strategic planning.   F3C41II

8.880 ...... We have just completed our 3rd ACSI accreditation visit and it made us very aware of who we are. The self-study makes you look at <u>every</u> aspect of the school and how it fits together. The MS serves as a filter for the school and we are a vision/mission   J8M00LN

9.205 ...... The MS serves as the guidepost in our strategic planning. The question we ask of <u>every</u> program is, is it going to fulfill, support and advance the mission of the school. If it does then we consider it, if not then it is rejected.
                              F8S00AM

9.816 ...... I hesitate to give it a #1 because the MS does not greatly impact the day-to-day activities. It is not discussed daily, although the operations of the school is effective by the MS. We use the MS as the basis for the 1st question we ask of <u>every</u> new   A8L17DN

11.260 .... The MS has been developed over a three year process and we are a mission driven school. From fundraisers to curriculum development we are guided by the MS. It is hanging on the walls <u>every</u>where around the school.
                              B9W40KO

11.606 .... The MS expresses the reason for our existence, It should be integrated into <u>every</u> aspect of the ministry - whether in the classroom, on a fieldtrip or on the playing field. As a school we should be modeling what we are trying to produce.   K8M10WC

Appendix I

The following is an example of a Microsoft Excel spreadsheet used as a cross reference to ensure that every comment made by the leaders was included in the analysis of the interviews. The first column lists the code name of the CEO, the researcher recorded the essential comment made by the CEO in the second column. A theme was assigned to each comment as recurring terms were noted. The fourth column provided a specific differentiation within the theme. The last column provided the cross reference to InfoRapid. The codebook (see Appendix G) was compared with the comments recorded in the spreadsheet to ensure a complete analysis.

CEO	CEO Comment	Theme	Category	InfoRapid #
B5D03AA	Every Decision	Extent	Every	6.619
B9W40KO	Everywhere around the school	Extent	Every	11.26
C2H22YC	Every part	Extent	Every	5.351
D3R79EP	Entire organization - everyone	Extent	Every	5.278
E2G61GN	Integral to everything	Extent	Every	3.247
E3Y55FV	To all	Extent	Every	6.339
E4W95CV	all activities	Extent	All	6.966
F3C41II	Everything we focus on	Extent	Every	8.024
F8S00AM	Ask of every program	Extent	Every	9.205
G4M70MF	Impacts everything	Extent	Every	6.236
G7P10MF	All of the emphases correlate	Extent	All	8.471
H8K88CO	Impacts everything	Extent	All	10.944
I5R54BT	Everything we do	Extent	Every	5.452
J8M00LN	Every aspect of the school	Extent	Every	8.88
K8M10WC	Integrated to all	Extent	Every	11.606
E4W95CV	Guide us in all we do	Extent	All	6.672
G4M70MF	Impacts everything we talk about	Extent	Every	5.452
E2G61GN	Strive to honor God in everything	Extent	Every	3.576
A8L17DN	Every new class, club, or activity	Extent	Every	9.816