

Mission Statement formulation in organisations: *The Library/Information Science Program Case*

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ABSTRACT

The importance of mission statement in organizations is well established in today's literature. Issues such as the discrepancy between goals and achievements, the commitment to goals once adopted, when do goals become obsolete, evaluation and change have been addressed differently by a variety of models depending on the gap among perspectives. Despite the differences in theories however, the consensus is that the best mission statement is the one that addresses its organizational needs including the clients. Based on this analysis some implications in education for Information professionals have been drawn and relationships to the training of library/information professionals in Cameroon are highlighted.

Key words: mission, goals, objectives, models, information and Library education, Library Program,, Cameroon

RESUME

Un plan directeur est établi dans la littérature scientifique comme facteur important pour une évolution normale des organisations. Les problèmes récurrents liés à la gestion des organisations tels que: l'écart entre les objectifs déclarés et les résultats atteints, la fidélité à la poursuite des objectifs une fois qu'ils sont adoptés, le changement des objectifs devenus obsolètes, l'évaluation, le moment opportun pour déclencher le changement, ont été discutés différemment à travers une panoplie de modèles. Malgré la différence théorique des modèles, le consensus pratique est que le meilleur plan directeur est celui qui vise la satisfaction des besoins de l'organisation et de sa clientèle. Sur la base de cette analyse, des rapports avec les programmes de formation en science de l'information et de la documentation se sont dégagés et le rapprochement avec le programme de formation au Cameroun a été fait.

Mot clés: Plan directeur, mission, objectif, Formulation, science de l'information et la documentation, Cameroun.

1. Introduction

“Mission Statement”, “strategic plan”, “Long-range plan”, Strategic Long-range plan are germain concepts, used loosely in the literature to denote a formal assessment of “what kind of business the company which formulates it is and should be”¹ It would seem that the interchangeability between these concepts is the result of usage rather than the original philosophies behind them. Some authorities in the field of management believe that the mission statement is the philosophical content conveyed by a strategic planning.²

As opposed to operational planning, a strategic planning concerns the making of decision about issues which are of fundamental and crucial importance to a company's long term health and vitality³. While in economics, Long-term plan is characterized by the amount of additional capital injected in the business, in management Long-term plan denotes an organizational assessment over a period of more than one year time frame. For the purpose of our paper, we will use the term mission statement to characterize these activities concerned with the assessment of goals, objectives, strategies and policies of an organization for a period of time ranging from two to five years.

The process of linking an enterprise to its future as a prerequisite of growth and survival is not a modern invention⁴. Since the emergence of the management, one of the main objective of the top management in an organization was to control the uncertainty which became a constant variable. Change occurs in science and the science changes the technology which in turn changes the society. A profession exists to serve the society and thus must change with it. Planning an education which will support the professional practice, that is to serve the changing needs of that society must consider the plan for change as the ultimate constant variable.

This paper will focus on the following issues:

- (i) How the notion of mission statement is perceived in various disciplines and professions of higher education, in business and particularly in Information / Library profession.
- (ii) What are the current models involved in the formulation of mission statement.
- (iii) The review of the major theoretical issues.
- (iv) Implications in Information / Library Education.

2. Perceptions of Mission Statement

2.1. Mission Statement in Business

The perception of mission statement as a managerial tool for promoting rationality and vision in business is widely documented. McGinnis made the following statement:

The ability of an organization to adjust to change is

*critical. The organization that has a clear understanding of why it exists, what it wants to achieve and for whom, is more likely to succeed*⁵

This statement came about to support the rationale and the role of the mission statement in the context of the adopted strategic planning process of the American Marketing Association (AMA). McGinnis (1981) presents a model of mission statement formulation which shows different stages and processes involved in the mission statement formulation. The author concluded in this model by stressing the importance of identifying the jurisdictional population and their needs in these words:

*“Firms and industries survive or perish over time based on their ability to define themselves in terms of customer needs.”*⁶

Scrutinizing organizations individually, Lundberg (1984) found that:

*“although everyone agrees that they are necessary, statements of missions do not even exist in many organizations, and are inadequate in others.”*⁷

The reason for this discrepancy he said is due to the difficulty in formulating such statements and the lack of guidance in literature. Therefore he suggested the Zero-in technique of formulating mission statements. The Zero-in technique is a description of dynamic processes, that is, ways of thinking, involved in the process of mission statement formulation. The technique consists of six rounds of iteration whereby all the managers of major functions and activities of the organization, the chief executive and a consultant (facilitator) participate actively in formulating a mission statement. The Zero-in technique deviates from the normal group technique and has been influenced by Fox (1982)⁸ and resembles Mason and Mitroff's (1981) model⁹.

2.2. Mission Statement in Higher Education

The importance of mission statements seems to have been echoed in Higher Education with the same magnitude as in corporate environment. The earliest forms of mission statement studies in Higher Education were known as Institutional Goals Inventory (IGI) whose pioneers were Gross and Grambasch^{10, 11}. This early model was suggesting that all the possible institutional goals be listed independently in terms of jurisdictional priorities. When the current needs of the organization customers were assessed, there was always a discrepancy between what was ideally most important and what was needed. In other words the translation of goals into objectives such that we could get zero discrepancy was impossible. Basically this is the argument that Breuder and King (1977)¹² developed against the I.G.I. Piccinen and Joly (1978)¹³ found that the issue is not the I.G.I but the

ability to fill the gap between goals and achievable objectives. They suggested that a Corrective Action Priority Index (CAPI) be used to solve the problem. As to support this point of view, Cross¹⁴ argued that the I.G.I. may be seen as descriptive data that constitute the action agenda or the perimeter of what is feasible at present and in the future as well. Kotler and Murphy (1981)¹⁵ went on and developed a strategic planning model in which they showed that the planning and/ or the statement of goals and objectives depends not only on organizational variables as the I.G.I. teaches us but also upon external constraints which most of the time are changing. They concluded that the strategic planning is designed to develop and maintain a strategic fit between the organization and its changing marketing opportunities¹⁶.

2.3. Mission Statement in Medicine

In the specific context of continuing education in Medicine: Colaianni (1980) said that “where there is no vision the people perish”.¹⁷ This impressive article documents that efficiency and effectiveness in Continuing Education Programs are logical consequences of the way they were thought throughout. In this context, failure can only be considered as accidental and can easily be corrected. The importance of goal setting is also stressed in Batmanglich and Demopoulos (1984) by establishing the links between the goals and planning process :

*Consistency, congruity and continuity between learner needs (diagnosis), learning objectives (treatment plan), instructional methods (therapeutics) and ultimate evaluation (follow-up) is the hallmark of Educational Planning and effective learning (patient care)*¹⁸.

2.4 Mission Statement in Library/Information Science Programs

We have seen earlier how the concept of mission statement is perceived in business, higher education, and medicine. Our focus in this paragraph is how this perception has been translated in the specific field of information/library management including its education. Evidence shows that the adaptation of mission statement procedures has been echoed in some library /information profession settings.

The American Library Association has adopted its first comprehensive strategic long-range plan¹⁹ during 1986 Annual Conference in New York. Before this, The Pasadena Public Library had already adopted its five years plan published in 1983.²⁰ Palmour (1980)²¹ developed a model of planning in the context of public libraries but general enough to be applicable to any organization. It is good to know that this model is currently under revision.

In the context of library schools, the situation is much more complex: 1) Some schools believe that their reputation is internationally established, therefore do not feel it institutionally important to think and rethink the purposes of their existence in a swampy environment; 2) other library schools formulate their mission statements as part of a routine that serves only bureaucratic purposes. These statements of purposes end up in the drawers of their archives with no more value than any other sheet of paper. The unconsciousness regarding goal statement occurs mostly when everything is good that is to say, when there is good level of enrolment in educational institutions, sufficient funding and qualified faculty members. How to prevent a disaster is not any body’s concern, because everyone believes that problems will be solved as they occur. This is probably defensible but at which cost ? The typical examples of such mission statements are those expressed in college catalogs; 3) The third group of school mission statements are those which are done in good faith with the purpose of adjusting constantly the institution’s goals to the changing environment. Unfortunately these goals and objectives are so conflicting in substance that they end up being inadequate. In any case, consciously omitted or unconsciously inadequately formulated, the effect of these mission statements upon the schools is the same. The library school is in need of that managerial tool, decisive to face its complex development. Today the education for information professionals in Higher Education may be categorized in the third group whereby instructional strategies or curricula are in most instances in conflict with the general megatrends of the field. A proof of conflicting goals over the whole information profession including Library profession is the questioning of the process of accreditation in the American Library Association (ALA) annual meeting in 1985²².

In summary, in organizations as well as in library schools the need of developing mission statements to eliminate conflict and operational ambiguity is overwhelming. To satisfy this need, theoretical models of mission statement formulation have been proposed. The objective of the following section is to identify these models, compare them and see how they contribute to the improvement of organizations management in relation to library schools.

Table 1: Classification of Mission Statement Models

	Static	Dynamic
Internal Analysis	I.G.I. (1985)	
Internal and External Analysis	Kotler (1981) AMA (1981)	Palmour (1980) Greer (1980)

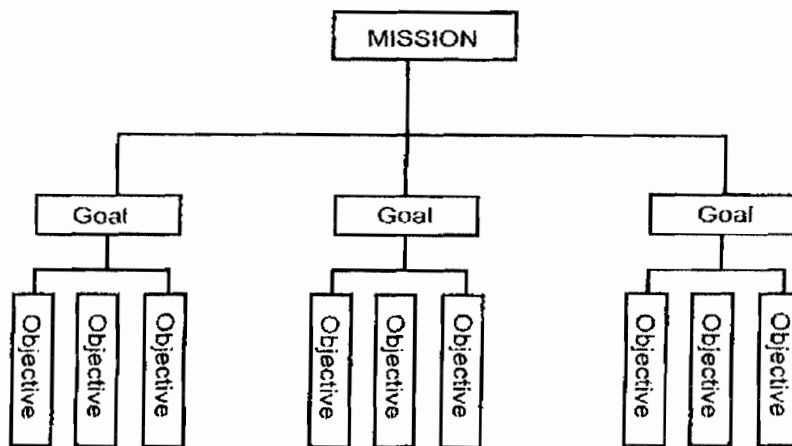


Figure 1: Hierarchical Relationship among Missions, Goals and Objectives

Source: Gross E. and Grambasch. P. V. *Changes in University Organization* 1964-1971. New York: McGraw Hill, 1974.

3. Models of Mission Statement Formulation.

For the purpose of this study, five models have been examined: the Institutional Goal Inventory (I.G.I.), Kolter's, A.M.A.'s, Palmour's and Greer's. These models are grouped into two broad categories: the static and the dynamic models. As opposed to static models, the dynamic models describe the mission statement as an ongoing process in organizations. The static model prescribes how one can formulate a mission statement at a certain point in time but are not explicit as to whether the process can/should be repeated over time or not and when. The two categories are broken down into two subgroups each according to whether the mission statement originated from an internal analysis of the organization or from both internal and external assessment of the enterprise.

3.1 The Institutional Goals Inventory Model (I.G.I.)

The I.G.I. was based on the fact that institutional mis-

sions, goals, and objectives can be identified in terms of a list of objectives ordered hierarchically by decreasing level of generality beginning with missions, goals, and objectives. Figure 1 shown above is drawn from Doucette et al (1985)²³, and it depicts the hierarchy, mission, goal, objective in this order .

The theoretical relationship among the three levels of the model's hierarchy is just an assumption. Numerous attempts to aggregate objectives into goals, including computerized simulation and research allocation models have failed. The reason for this failure said Fenske (1980) is that goals and objectives are different levels of generality²⁴. Alternatively Doucette et al (1985) suggested that Institutional mission be presented as a grouping of activities comprising both goals and objectives, to eliminate the process of goal's translation into objectives. Figure 2 depicts that alternative model.

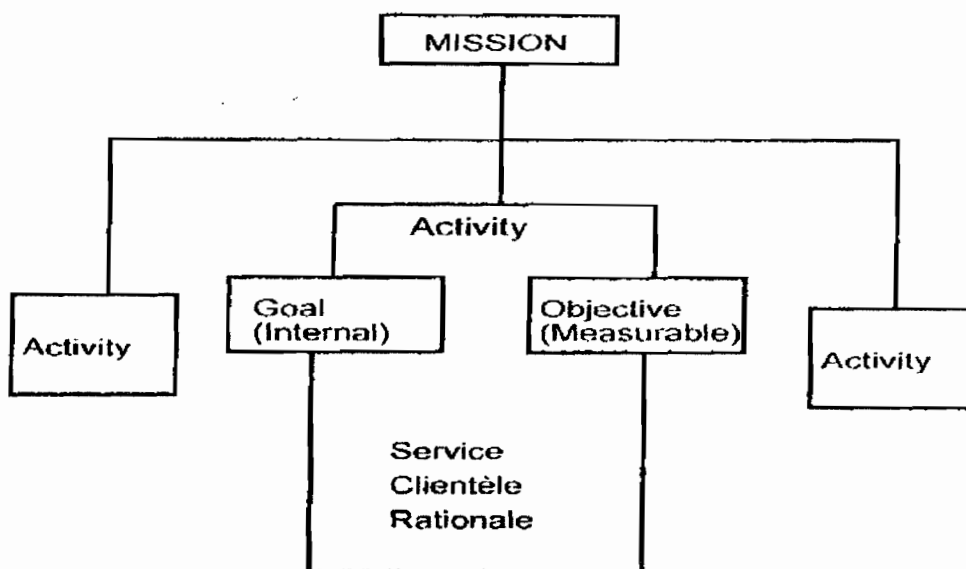


Figure 2: Conceptualization of Mission Defined by Activities Encompassing Goals and Objectives

Source: Doucette Donald S; Richardson R. C. jr.; and Fenske Robert H. "Defining Institutional Mission: Application of a Research Model." *The Journal of Higher Education*, 56: 2 (March/April 1985).

3.2. Static models involving an analysis of the organization internal and external environment.

Kotler's model and the AMA's are the two representatives reviewed in this category .They are two varia-

tions of the same model in that Kotler had squeezed the process by grouping activities whereas the American Marketing Association model is expanded. Figures 3 and 4 depict respectively Kotler's and AMA's model.

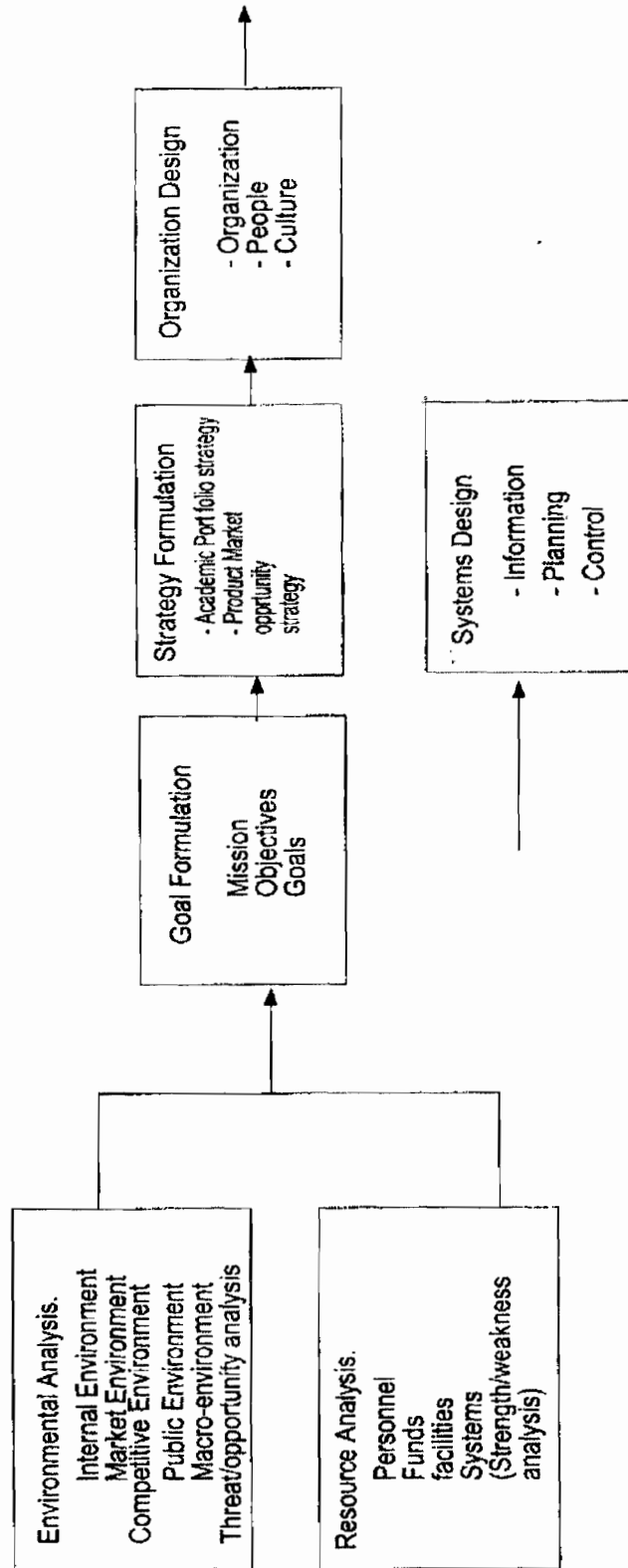


Figure 3: Kotler's Strategic Planning Process.

Source: Philip Kotler and Patrick E. Murphy. Strategic Planning for Higher Education *Journal of Higher Education*. 52: 5 (Sept/Oct. 1981)

The contribution of this group of models in the matter of mission statement formulation is that they both start their process with the needs assessment. This means that there is no prescribed strategic planning process. The basic principle is that a strategic planning framework must be customized to fit the needs and resources of an organization.

3.3. The Dynamic models with an organizational internal and external environmental assessment

The two models that are presented as a sample in this category have been developed by Palmour et al (1980)²⁵ and Greer and Hale (1980)²⁶ as charted respectively hereafter in figure 5 and figure 6. The two models were developed in library settings but are generalizable to any organization and particularly to Information/library Science schools and programs.

3.3.1. Palmour's Cycles of the Planning Process

For the convenience of discussion and explanations, we divided Palmour's model into six levels, represented by I, II, III, IV, V, VI. Level I is concerned with the environmental assessment activities, both external and internal to the library. Level II is the process of user needs assessment. Both levels I and II constitute the knowledge of the library and its environment. Level III is the planning process, centred on the statement of goals and objectives. After level III, the library has just finished with its first stage of the planning process. The second stage will be almost a replication of the first with the following changes: a) an evaluation of the previous achievements will be made (level IV). This will be done with the assessment of the performance measures, b) an update of data will be made (Level V) by questioning the community in terms of their satisfaction level for instance, and finally c) a readjustment of the planning will occur (Level VI). This process will go on and on.

3.3.2. Greer and Hale's Model of Goals Setting

Greer and Hale's model presents the statement of goals as an ongoing process within the planning process. This model shows that at the beginning of the process, needs and resources are assessed. that paves the way the library should follow in terms of planning. It is only after this that goals, objectives and the policies will be stated. Then will come the time for action, that is implementation. One of the significant characteristics of this model is the evaluation process which is a sort of questioning of the action made so far. Greer's and Hale's model is displayed in Figure 6.

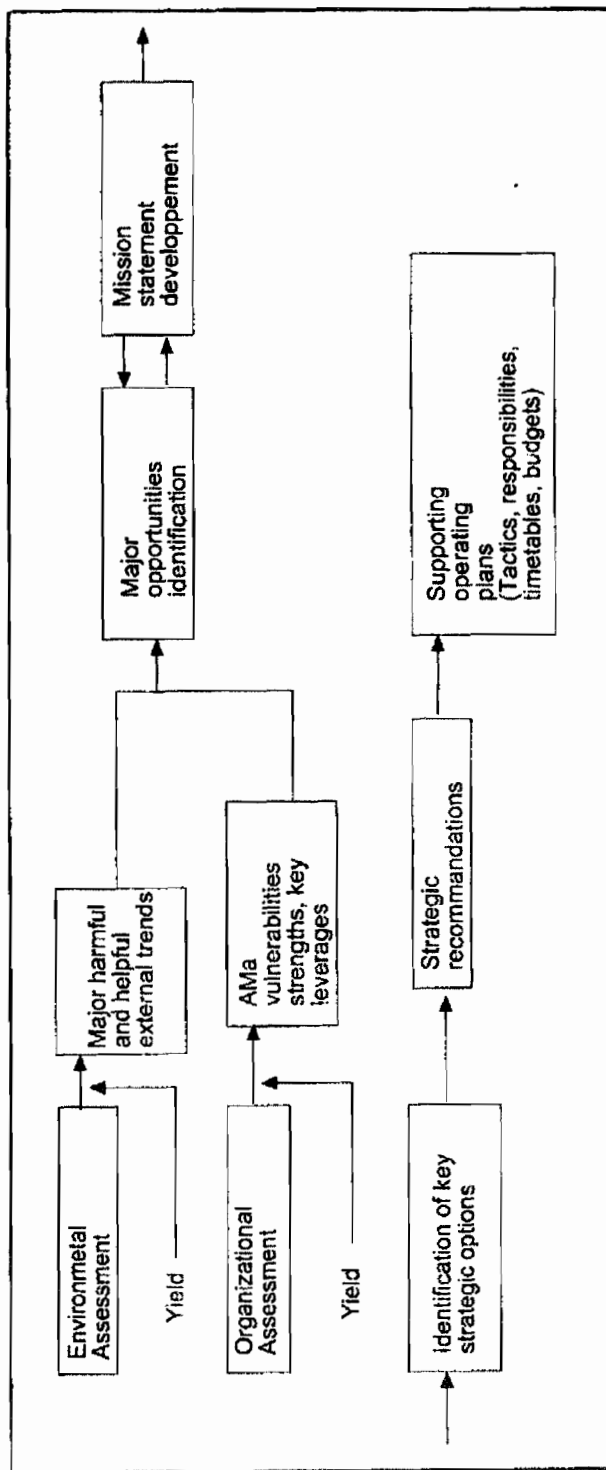


Figure 4: AMA's Strategic Planning Process Model
 Source: Vern J. McGinnis, *Business* 31: (Nov/Dec)

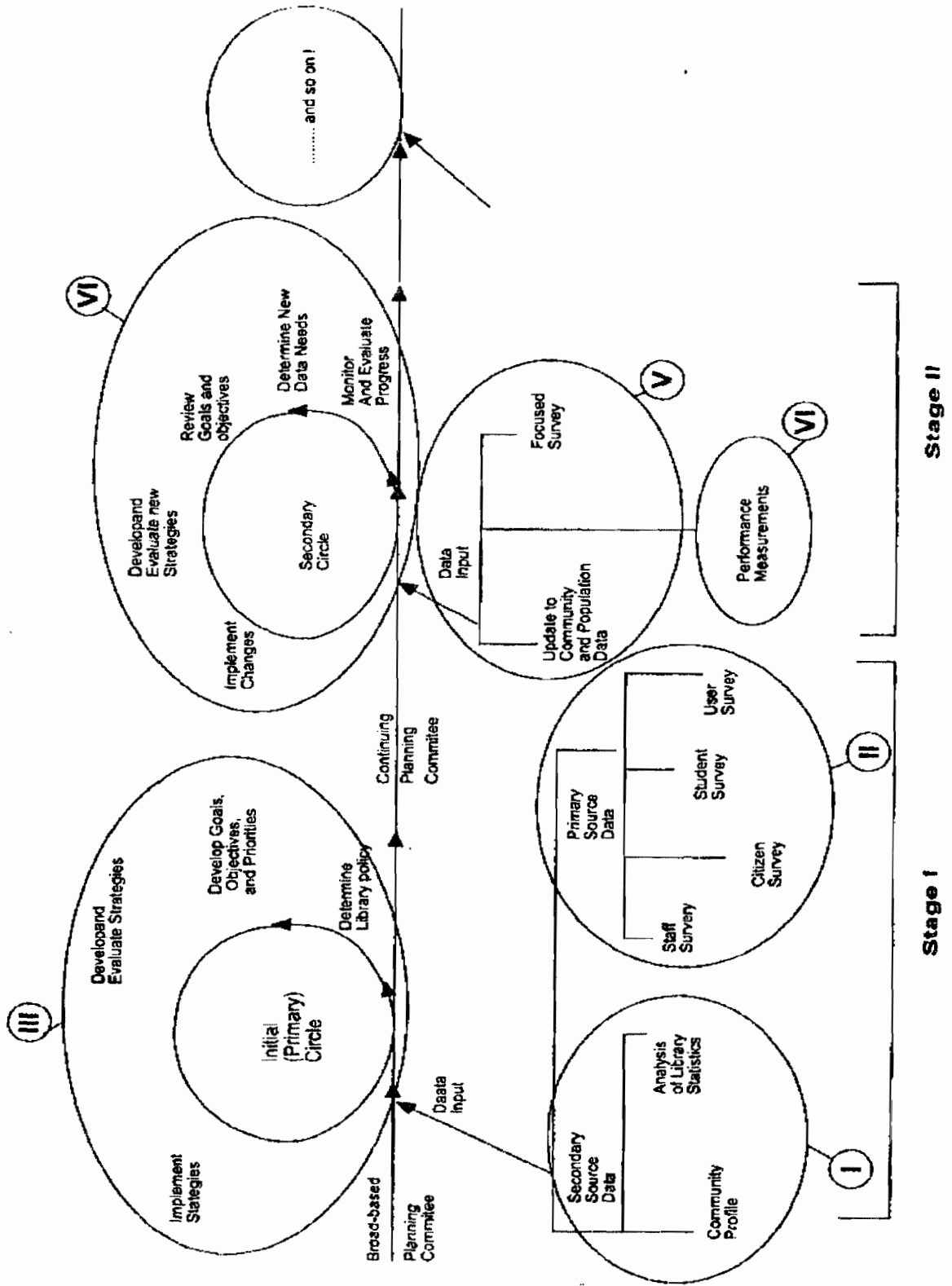


Figure 5: Cycles of the Planning Process

Source: V.E. Palmour et al. A Planning for Public Libraries. (Chicago: ALA, 1980)

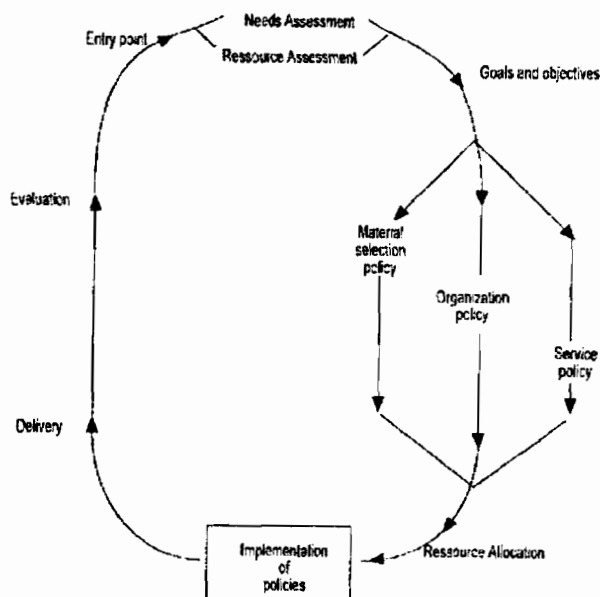


Figure 6: Library Model of Goals Setting
 Source: Roger C. Greer and Martha Hale. "Library Model of Goals Setting." In *Workshop for Private Law Libraries*, edited by Bobbie Johnson and Jill Mubarak. pp. 1-1 -4-4. (Los Angeles: Southern California Association of Law Libraries, 1980)

In summary, although the models presented in this paper seem to be different in perspective, they all raise the issues mostly encountered in the planning process. The overview of these issues will be the objective of the next section.

4. Issues Related to Mission Statements Formulation.

4. 1 .Goals Vs. Achievements

There is no model of planning that will establish a mathematical equality between the goals and the achievements after the evaluation process. First, what a President of an organization or a Dean of a school believes as an individual to be adequate goals for his/her organization may fundamentally differ from what he/she is daily working for as a person playing a social role. Such is the substance of the "personal model" ²⁷ of change according to which the discrepancy between goals and achievements, is inevitable. But it is well stated that the role of the manager is to reduce constantly that gap to an acceptable level. Within the context of the personal model for change, the author called on the one hand "Theory-In-Use"²⁸. What one does as a role player, on the other hand he called "Espoused-Theory" ²⁹. What one proclaims publicly as an individual. Second if it is possible to simulate the achievements as measurable objectives, then we will notice that the nature of both goals and objectives are different. The first are abstract and the latter are concrete and measurable. So in

any case we cannot establish a congruence between the two, but a good leadership and management can bring them closer. One of the ways of doing this is to work strictly with adopted objectives and to be committed to established goals.

4.2. Commitment with regard to the established goals.

A number of conditions must be met before a supportive constituency builds up around an organizational goal. First, the goals should be known by the people who are expected to proceed in it's achievement. This knowledge requires that the organization, or the school of higher Education enjoys the benefit of an information support and communication system that not only serves one individual or a group but the entire constituency. Secondly, free and informed choices among alternatives must characterize the process of decision-making as to which goals should be retained or delayed and which should come first. We see in this context that the decisions rather than being top-down will be bottom-up. Third, the commitment comes up as a consequence of the bottom-up process based on a free-informed-choice of goals. Because the process is within a group, a social contract between constituents, towards the achievement of goals is inevitable. This fosters a commitment behind the stated goals and that is what the "Graig Lundberg's Zero-in technique" and "Model 2, Theory-In-Use" are all about. But being committed behind the goals does not mean that one should remain insensitive to the changing environment and needs.

4.3. When The Solutions Become Problems

Once the goals are established, it is necessary to work within a frame-work that allows their achievement. One way to do it is to establish measurable objectives to serve as tangible indicators of the activity's performance.

Simpson (1985) ³⁰. stated that the evaluation process is a means of making sure that an organization or institution of Higher Education has accomplished substantially its objectives and that these objectives are appropriate. He described a number of evaluation methods suitable for Higher Education ranging from self assessment process to an external evaluation from specialized agencies. The problem is that even with a good intention, objectives are not always measurable. Typical, outputs of instruction of Higher Education, such as "improved performance as a citizen" ³¹ are difficult to measure. This is the biggest handicap of measuring the Higher Education's output.

The consequence in most cases is that no one will never know when things are going wrong until they reach a deadlock. People keep doing the same things, and Paul

Watzlawick, et al (1974)³². said that when “more of the same” is observed in the way people run the day to day’s activities in organization, the initial “solution becomes the problem” and change is therefore necessary. The fertilizer of change is in most instances a deviation from certain norms such as institutional goals, or traditional routines. The transition from the Fall to the winter is an example of change. The more the temperature gets down the more the people need heat and warm clothing. In other words, the more we go deep into winter, change in habits becomes necessary to re-establish the norm, both for comfort and survival. Therefore it is today indefensible for a planning process to ignore change as one of the most important variable to consider. In order for the change to take place, the deviation from the norms must be either observed through the process of evaluation or anticipated. Thus change can occur either for prevention or for treatment purpose. Rutherford et al (1985) describes three political models for change” in Higher Education. These models are treatment oriented rather than preventive.

5. Implications In Library/Information Science Programs.

5.1. In General

From the documents available, it is overwhelming that library schools or library /Information Science programs and organizations cannot survive if they fail to state their mission that clearly outlines the goals, the objectives and the underlying policies to achieve these goals. But despite this consensus, the question is being raised at every occasion, what is the true purpose of library / Information Science schools and programs, and what are the means to achieve it? Are they to prepare people to work in libraries or to handle and manage information as brokers? Obviously both, while for the first, the scope of mission may be narrow, for the second it could be thought to be much more comprehensive and broader. Therefore it will be logical that educating somebody in a broader perspective can allow him/her to also achieve the educational needs for a narrow purpose. The teaching of principles of information handling and transfer can be applied to library settings.

The principles, the theories of information handling are established and taught through the substance of curricula. It is widely accepted that the information professional will need more and more quantitative and sophisticated academic backgrounds which will enable them to master the skills required to be operational in the changing face of the library /information profession. These academic skills which seem imperative to be included in Information/library Science curricula were traditionally restricted in most parts to pure sciences departments.

This means that there is a clear need of people capable of playing the role of the transmission chain of principles and theories from the fundamental science disciplines to the library /information field. The teaching process and the teachers appear at this junction to be the key factors for the future health of Information/Library Education. Furthermore, If the principles are transmitted in information school’s environments, will the students be able to absorb them? Based on the fact that most students are recruited from other backgrounds than the fundamental science disciplines as it is the case in the US, the answer will be may be not. So it is time for change in student recruitment policies in library /information schools. It seems that if standards are set first for students recruitment, the quality will follow. Of course this will affect the level of enrolment in individual schools but Herbert White critical mass forecast (small number of bigger units instead of large number of small units) will therefore make sense. If we take seriously into account all the materials an information professional ought to know by the time he/she graduates, the time span of one to two years of schooling to get the first degree seem inadequate. The minimum or average length of time to educate a professional in other fields is about five years. Three years of theory and two for practice. Besides the length of the program, the distribution of areas of studies through years is subject of immediate consideration.

In order to allow the Information/library Schools to address these issues within a system of prioritized needs, a joint committee of students, faculty, alumni, and the administration should be set up for the development and formulation of the Mission Statement of the Information/library Education. The advantage of such committee would be to provide a top-down guidance with the administration inputs and a bottom-up broad based system of the institution needs. In other words the magnitude of the task of elaborating a mission statement that suits the current stage and scope of Information/library Education requires at local, national, international levels, a system (including cooperation, needs assessment, standards) of extraordinary sophistication.

5.2. In Cameroon

5.2.1. General Comment

The University of Yaounde II³³ is the only academic institution of higher education in which the training of librarians and information professionals is established. The official document available to me presenting the goals and objectives of the University of Yaounde II is the decree No 93/037 of January 23, 1993 concerning the organization of its administration and the academic matters.³³ Article 2 of that decree reads:

The missions of the University of Yaounde II are:

- create and transmit knowledge;
- develop research and training of citizens;
 - carry high at a best pace the best forms of research and culture;
 - make higher education accessible to capable and talented citizens;
 - contribute to social and cultural development and promotion;
 - develop the practice of bilingualism.³⁴

As one could see these missions are so broad that it will be very difficult to evaluate them, to know what has been accomplished and what is not. As far as the department of documentation is concerned there is no published document indicating the existence of such missions or long term plan.

However, we should acknowledge that a press communiqué No 01/044/UYII/SG/SIC signed on October 18, 2001 by the Rector of the University of Yaounde II informs us that the development of a strategic plan of this institution is on the way and that in normal circumstances it should be approved by the board of directors soon.

The establishment of the training of library /information professionals is only six years old in Cameroon. Its location in the Yaounde II University campus is a clear indication that the program must align itself to the university standards. Near a decade of the program operation, the question that many keep asking is what is the true purpose of the program? In other words what are its declared mission, objectives, and policies? To understand this question let us put this Cameroon training in its context.

First, when this program began there were barely 20 to 30 trained librarians operating in the whole country. This means that very few people knew about the profession and its importance in society. Our oral tradition society does not have the culture and the reflexes of the western forms of libraries. The written traditions have a very short history in Cameroon. So thinking about a library/information science program in Cameroon was like talking about something at a wrong place in the wrong time. Second, the advanced school of mass communication, former school of journalism where the library/information science program is housed, gives the impression not to have been prepared to open up to the program. Many people saw it then as another aspect of journalism. These two factors alone, made the planning of this program very difficult, if not impossible.

What seems to have been overlooked in the planning (if

any), is Ogunshye (1976)'s warning decades ago that while seeking to align African programs to western standards of teaching librarianship, it is forgotten that the future of library science programs in Africa must be guided to reflect the needs of African society³⁵. Particular training programs must include methods of recording and organizing oral traditions and giving service to non print oriented cultures and largely non literate patrons. At the contrary one can see that most contents of courses assume that training is for a public that is literate and educated. But we know that a statistically significant proportion of the Cameroon population is still illiterate living in villages. So far these people are not concerned with the training of library /information professionals in Cameroon. This can only limit the impact of the program in society as a whole. As Ogunshye was saying:

Africa consists of communities and cultures with oral traditions and communities whose information and recreation needs cannot be met [now] by the conventional media" -the book [only]. The records of our culture are not [mostly] in book form but are alive in our oral poetry, drama, praise sayings, religious chants, festival and art works. They carry records, of our philosophy, religion and literature, of our crafts and technology, our cultural norms therefore our laws, politics, sociology and history. We must employ modern technology for recording and processing this cultural heritage before they disappear with the development of urban western civilization oriented communities.³⁶

The existence of a department of African communication side by side with the department of library /information science in the same institution is an opportunity for cooperation in order to put these concerns into application.

The next issue to be acknowledge for the planning of Cameroon librarianship is the development of undergraduate degrees, diploma and certificates. The two latter will not be university degrees but will be designed for routine oriented library/information tasks. Their admission requirements will be respectively the GCE/O level and the first school leaving certificate. This is already being done informally in Cameroon, it just needs to be rendered formal and planned.

Finally, librarians have an image problem in Cameroon. First, Guinchat and Skouri (1989) noticed in general terms that:

Although the training of library/information professionals is assured, the function of documentalists remains unknown in most African francophone countries, both in the public and the private sectors. The result of this is that there is no balance between the existing needs for employment and the offer of manpower expertise, because library/information professionals are neither moti-

vated nor recognized in society'.³⁷

Second, Guinchat and Skouri go on to state that: *Documentalists, in general do not benefit from a special statute in public administration, and are usually perceived as poorly educated people.*³⁸

This may not be totally true in Cameroon for two reasons: 1) The decree No 86/752 signed by the President of the Republic in June 23rd, 1986 is a legal base for organizing the statute of documentalists in public administration; 2) This decree gives provision to positions in public administration compatible with trained professionals holding a Ph.D. or a Doctorate. So indeed, there are some Cameroonians today who have those qualifications meaning that documentalists are not all poorly educated as Guinchat and Skouri thought. In the Cameroon's case the statute mentioned above just need to be enforced. Third, experience proves that libraries are perceived as places where people who are not needed in public administration can be sent to as a disciplinary sanction. To reverse this negative image of the library/information professional, effort should be made to train graduate professionals, that is, the program should specialize practicing physicians, lawyers, architect, soldiers, engineers, among others, in librarianship, for the benefit of their profession. This suggestion is to facilitate the insertion and respectability within the society. That new generation of highly qualified library/information professionals will advocate for and give the status that the profession badly needs. This definitely will change the image of the library/information professional. The lesson here is that the training program is already in place but the mission statement still need to be written and implemented. Planning the library/information professionals training for the third millennium, for the global village requires from the decision makers an urgent Marshall plan on library/information schools, information technologies, and libraries in their western traditional form.

5.2.2. *A Model for Mission Statement for Information Science Programs*

Our claim is that two models among those available to us must be combined to produce a framework and an instrument of measuring the discrepancies between goals and achievements during an evaluation process. First the mission statement of the former school of information and library studies (SILS) of the University of Michigan (see appendix 1). This model states clearly what SILS intended to do. A statement of goals and program objectives follows the statement of mission. Second, the model of the 1983 Pasadena Public Library long range plan (PPLLRP) (see appendix 2). This model of mission statement shows a breakthrough in terms of the format

of presentation of goals and objectives and the time frame within which these goals and objectives can be evaluated. This format of presentation can develop a sense of visibility and accountability in the management of information science organizations. With the combination of the two models, that is the goals and objectives of the SILS can be considered and presented in the format of the PPLLRP, a proper model for mission statement formulation for library/information programs will emerge. Any information science program can therefore follow this framework to state its mission and objectives which definitely will be adapted to its context.

6. Conclusion

The mission statement is a corner stone of the process of planning and managing organizations. Literature across disciplines has stated the overwhelming need for organizations to develop them for growth and survival. Unfortunately although this point of view is widely supported, many organizations including Information/Library Schools, do not have written mission statements. Considering the segment of organizations which makes an effort to write their mission statements for their activities, the consensus is that there is no consensus as to how to develop and formulate a mission statement. This reality is highlighted by the variety of models of mission statement formulation presented in this study. The only agreement is that the best mission statement is the one that addresses the aspirations of its environment.

Despite the effort to improve models there are still many unsolved issues appropriate to serve as future research agenda in the field. Our own proposal, which is a combination of the SILS and PPLLRP models, is in the line of that continuing discussion. We are hoping that most of the issues raised in this discussion will be addressed by the strategic plan yet to be adopted by the University of Yaounde II.

Endnotes

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