

Organization Profile (short version)

The Faculty of Management Sciences at Prince of Songkla University, Hatyai Campus, was established in 1974. Our faculty focuses on driving the development of quality human resources and management expertise in the fields of business administration, accounting, and public administration. The University principle of “our soul is for the benefit of mankind” guides our faculty. Therefore, we gear our modern curriculum towards internationalization in a variety of disciplines with high potential personnel, and also promote the creation of a network of cooperation with professional organizations to solve problems of society and communities in the Southern Thailand economic center.

(1) Curriculum and services

Table 1: Management education in the academic year 2020

Academic Programs	Quantity	Educational management guidelines
Bachelor's degree, 4 courses		
1) Bachelor of Business Administration (1,724 students)	2	Teaching and learning by using active learning, module-based education management, and practice (Apprenticeship/Co-operative Education), as well as developing general and specialized skills through extra-curricular activities. and arrange studies with institutions in foreign countries.
2) Bachelor of Accountancy (531 students)	1	
3) Bachelor of Public Administration (426 students)	1	
Master's degree (special education project for self-care)		
1) Master of Business Administration (77 students)	3	Provide teaching and learning that emphasizes on applying theory. Module Management and develop research skills and disseminate research results. Sending students for exchange programs and learn abroad to increase teaching and research experience. And, contribute to the creation of research for the faculty.
2) Master of accountancy (26 students)	1	
3) Master of Public Administration (132 students)	1	
4) Master of Management (37 students)	1	

Table 2: Other services

Service Area	Service Guidelines
Research	Conduct research in accordance with the conditions of the funding source. Using the problem in the southern region as a research problem to bring the body of knowledge to disseminate in the form of publication in academic journals and be utilized in solving community and social problems in the southern region towards sustainable development goals.
Community service	Providing services, such as 1. Training 2. Being a consultant 3. Being a SET License Examination Center and testing to certify the competence of the individual according to professional standards for the logistics branch (import-export)

(2) Mission, Vision, Values and Culture

Vision	The national leading educational Institutions in management.
Mission	Cultivating graduates, executives and entrepreneurs with leadership skills and digital creativity for the benefit of mankind. The curriculum and research activities are accredited according to international standards, developed in innovation management and academic services to drive the community and society towards sustainable development.
Values	PRIDE = P : Professionalism – Professional performance, R : Research – Solving problems with research guidelines, I : Integrity – Holding the principles of morality, D : Diversity – Exchanging and integrating knowledge in various management sciences, E : Excellence – Attempting excellence.
Core competencies	<ol style="list-style-type: none"> 1. Having competence and expertise in the field of management. 2. Being able to adapt to challenging situations and modern management concepts.
Culture	Committed to improve the quality of learners.

(3) **Overall personnel.** The faculty has 149 personnel, 72 people in academic and 77 people in support.

Table 3: Overall personnel and educational qualifications (Information as March 15, 2021)

Educational Background	Academic	Staff	Professional Advancement
under Bachelor's degree	-	17	Position of academic personnel: (personnel) Prof./Assoc. Prof./Asst. Prof./lecturer = 0/5/14/53 As percentage = 0/6.94/19.44/73.61 Advancement position of support personnel (person) Specialize Level = - Senior Professional Level = 2 Professional Level = 6 Special skills Level = - Experienced Level = 7
Bachelor	-	46	
Master	35	14	
Ph.D. or equivalent	37	-	
Total	72	77	
Average age	43.08	42.82	
Average working years	12.36	14.36	

(4) Asset

Table 4: Facilities, Technology and Equipment

Learning facilities	1) Administrative Building/School Building and the Research Building which has complete audio-visual equipment in every classroom and conference room, 2) SEC IC center, 3) Learning Resource Center, 4) MIDC center, 5) Innovation Club room, 6) SLC center, and 7) FMS Studio
Information Technology and Equipment	1) Wireless networking throughout the faculty by 91 access points for research outside the classroom and self-learning, 2) Information technology systems for teaching and research (program SAP, Technical analysis program and stock trading database, SPSS), 3) 4 computer lab rooms, 252 PC computers, and 4) 4 host computers.

Organizational Relationships

(1) Organizational structure. The faculty has an organizational and administrative structure with Dean as the leader to follow up and supervise the operations of the Associate Deans, Assistant Deans, Head of Departments and supervisors. The Dean reports the results to the Vice President of Academic Affairs, President and the University Council, respectively. There is an internal audit unit of the university responsible for auditing. There is a committee of the faculty as the highest committee. It consists of executives, head of departments, faculty representatives, and other representatives of support personnel, which is responsible for supervising and monitoring the overall operation by setting an agenda every month. Further, also includes the Associate Deans and Assistant Deans to supervise important tasks and missions as assigned by the Dean who are also present at the committee of the department meetings. The associate and assistant deans are assessed by the Dean and are in rotation after 2 years of administration service, with an assessment committee consisting of the President as a chair person and other qualified professionals from outside. For the assessment of Associate Dean, Assistant Dean, and Head of Department there is an annual performance evaluation every year which is carried out by an appointed assessment committee

(2) Students, Other groups of customers and stakeholders

Table 5: Types of learners, other customers, stakeholder and needs/expectations

Customers	Needs/expectations
Learners	
Bachelor	1) Active learning studying. 2) Develop skills of interest (e.g., foreign language and entrepreneurship). 3) Able to work after graduation.
Graduate	1) Developed skills and knowledge in specific professional fields. 2) Build a network to develop further for work in the future. 3) Have an environment that supports learning adequately.
Other customers	
Research funder	1) The research project meets the objectives and conditions of the funding source. 2) Research projects that benefit to society/community
Service recipient (public/private /community)	<u>Training group customers:</u> 1) Acquire accurate and up-to-date academic knowledge. <u>Consulting customers:</u> 2) Get advice to solve problems in organization, agency or community. <u>Customers who take the test:</u> 3) Provide convenience to receive occupational license.
Stakeholder	
Parent	1) Child is cared for during their studies. 2) their child graduates on time.
Alumni	1) Have activities to connect the faculty and alumni. 2) Receive information, professional assistance and support development continuously.
Graduate user	1) Knowledgeable graduate competence in their fields. 2) Graduates can adapt to corporate culture.

Table 6: Key Market Segments Classified by Course/Service and needs/expectations

Academic programs and services	Key Market	Needs/expectations
Bachelor	1) Senior high school students, M.6	1) Can access curriculum, teaching reputation and outstanding activities of the Faculty.
Graduate	1) Employees of government and private organizations 2) Undergraduate alumni	1) Able to access information on courses, teaching, and expertise of the faculty to support research. 2) Have supportive equipment for learning and research funding.
Academic service	1) Government/private sector organizations 2) Citizens, community and society	1) Have access to information on the scope of services. 2) Specialization of personnel.
Research	1) Research funding source 2) Community	1) Have access to information, research expertise, and research direction of the Faculty. 2) Research that actually solves problems.

(3) Suppliers, formal and informal partners

Table 7 Major Partnerships

Group/Type	Related roles		Requirements for working together	Communication channel
	Process	Empowerment		
Management education				-Phone -Fax -Letter/Email - Meeting/Seminar - official memo -Website/ Facebook/ Line
National and abroad educational institutions that have MOU (e.g., Middlesex/ Nottingham)	management education	1. Develop teaching methods that meet international standards. 2. Develop a dual degree program	Student/Teacher exchange	
Internship/cooperative education	management education	Develop skills and professional experience for students	Curriculum-compliance job attributes	
Research				
MOU educational institutions (e.g., KKU, CMU., BUU., TRBS-NET)	research	1. Joint research 2. Organizing national and international academic conferences	Coordinate research issues and personnel support	
Community	research	Develop research that	Determine research issues	

Group/Type	Related roles		Requirements for working together	Communication channel
	Process	Empowerment		
		solves community problems. and utilization	based on community needs.	
Community Service				
MOU Business and government organizations (e.g., Government Savings Bank SAO., OSMEP., Tesco Lotus, and DPO.)	Community Service	1. Academic services that respond to communities and society. 2. Effective project and budget management.	Quality and Standards of Academic Services	

Performance Improvement System. The Faculty has a performance improvement system using gap analysis, benchmarks, and key quality criteria such as EdPEX, AACSB and AUN-QA using tools like PDCA, KAIZEN, LEAN, KM and Story Board. The system is improved and learned together including using feedback from stakeholders. The results of the quality assessment of education at all levels are used to improve operations in all critical processes and develop new knowledge as a basis for innovation.

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