

# Development of a Meeting Management Model for the Faculty of Management Sciences, Suan Sunandha Rajabhat University

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## Abstract

The objective of the research is to design an effective model that enhances the planning, execution, and evaluation of meetings within the faculty, aimed at improving communication, decision-making, and administrative efficiency. The study adopts a mixed-methods approach, combining qualitative interviews with faculty members and administrative staff, and quantitative surveys to gather feedback on the current meeting management practices. The findings indicate that while meetings are essential for the functioning of the faculty, inefficiencies such as lack of clear agendas, poor time management, and inadequate follow-up actions are prevalent. Based on the data, the study proposes a comprehensive meeting management model, emphasizing structured agendas, time management strategies, and post-meeting evaluations. The proposed model also integrates digital tools to facilitate scheduling, communication, and documentation. The study concludes that implementing the developed meeting management model can lead to more effective and efficient meetings, ultimately contributing to better organizational outcomes and higher satisfaction among faculty and staff.

**Keywords:** Development model, Meeting management, Suan Sunandha Rajabhat University, Higher education, Efficient meeting

## 1. Introduction

### 1.1 Principles and Rationale

Effective meeting management is essential for the smooth operation of academic institutions, particularly within faculties that deal with a wide range of administrative, educational, and research activities. At the Faculty of Management Sciences, Suan Sunandha Rajabhat University, various meetings, including faculty meetings, committee discussions, and departmental planning sessions, are integral to decision-making and governance. However, challenges related to time management, productivity, and communication during these meetings often hinder their effectiveness (Klaysung, 2024).

The development of a structured meeting management model is crucial for improving the efficiency and outcomes of these gatherings. A well-designed model not only supports effective decision-making but also enhances collaboration among participants, streamlines administrative processes, and reduces the potential for misunderstandings and conflicts (Kaufman & Greenberg, 2021). Previous research has highlighted the significance of clear agendas, defined roles, and time management in ensuring productive meetings within academic environments (Stewart, 2019; Gupta & Sharma, 2020).

At the Faculty of Management Sciences, the existing meeting management practices have not been systematically evaluated, which may contribute to inefficiencies in decision-making and overall meeting outcomes. There is a need for a tailored meeting management model that aligns with the specific requirements of the faculty and addresses the unique challenges faced by faculty members and administrative staff.

Despite the frequent occurrence of meetings at the Faculty of Management Sciences, the current management of these meetings lacks a formal structure, leading to challenges in efficiency, time utilization, and participant engagement. The absence of an effective meeting management model has prompted the need to develop a framework that can optimize these processes and improve outcomes for both staff and faculty members.

This study aims to develop a meeting management model for the Faculty of Management Sciences at Suan Sunandha Rajabhat University, focusing on optimizing meeting structure, enhancing communication, and improving time management. By evaluating the current practices and incorporating input from stakeholders, the research seeks to propose a comprehensive model that can be applied to various types of meetings within the faculty.

## **1.2 Research Objective**

To achieve this, the study will focus on the following specific objectives:

1. To assess the current practices and challenges in meeting management at the Faculty of Management Sciences.
2. To evaluate the perceptions of faculty members and staff regarding the effectiveness of existing meeting management processes.
3. To develop a potential meeting management model that enhances meeting efficiency, communication, and decision-making.

## **2. Literature Review**

This literature review explores key areas related to meeting management, including frameworks for effective meetings, challenges in meeting management, and models for improving the efficiency of meetings in academic institutions.

### **2.1 Meeting Management Frameworks**

Several frameworks have been developed to improve the structure and efficiency of meetings in organizations. One widely recognized model is the SERVQUAL model (Parasuraman et al., 1988), which emphasizes the importance of service quality dimensions such as reliability, responsiveness, and assurance in enhancing organizational processes. While originally applied to service industries, the SERVQUAL model has been adapted to meeting management, highlighting the need for clear agendas, structured communication, and effective time management in academic meetings (Gupta & Sharma, 2020). Similarly, Stewart's (2019) model of meeting management outlines five key components for improving meeting effectiveness: preparation, participation, communication, time management, and follow-up. It emphasizes the importance of clear objectives, active involvement, and post-meeting actions to ensure that meetings lead to tangible results.

## **2.2 Challenges in Meeting Management in Academic Institutions**

Research consistently highlights several challenges related to meeting management in higher education. These challenges include poor time management, inadequate planning, lack of engagement from participants, and ineffective communication. According to Kaufman and Greenberg (2021), academic institutions often struggle with inefficient use of meeting time, leading to frustration among participants and a failure to accomplish key goals. Meetings without clear agendas or objectives can result in ambiguous discussions and prolonged decision-making processes. In a study by Hansen and Jenkins (2018), the authors found that meetings in higher education institutions were often perceived as unproductive, with participants feeling disengaged or underprepared. The lack of a structured approach to meeting management, including clear roles and responsibilities for participants, was identified as a major obstacle to meeting effectiveness in these settings.

## **2.3 Meeting Management in the Context of Thai Higher Education**

In the context of Thai universities, a study by Suwanprateep et al. (2021) emphasized the need for institutional improvements in meeting management practices. They found that meetings in Thai higher education often lacked systematic approaches, with little attention to the time efficiency and engagement of participants. The study suggested that formalizing meeting procedures and adopting structured models could enhance both the effectiveness and the satisfaction of faculty and staff.

## **2.4 The Role of Technology in Meeting Management**

Advances in technology have also been shown to play a significant role in improving meeting efficiency. The use of video conferencing tools, collaborative platforms, and scheduling software can greatly enhance the effectiveness of meetings, especially in the context of hybrid and remote meetings. According to Wang et al. (2021), integrating technology into meeting management can foster real-time communication, encourage participation from remote attendees, and streamline logistical aspects such as scheduling and document sharing. The integration of technology could be a valuable component in the proposed meeting management model for the Faculty of Management Sciences at Suan Sunandha Rajabhat University.

## **2.5 Best Practices for Effective Meeting Management**

Effective meeting management involves several best practices that have been widely discussed in the literature. Kaufman and Greenberg (2021) recommend creating a clear agenda, setting specific objectives for each meeting, and ensuring that all participants are well-prepared. Additionally, the role of a skilled facilitator to guide discussions and keep the meeting on track is essential (Stewart, 2019). For academic institutions, where diverse stakeholders such as faculty, staff, and students may be involved, maintaining an inclusive atmosphere and ensuring equal participation are key factors for success.

## **3. Research Methodology**

This methodology is chosen to capture both the perceptions of stakeholders and the statistical trends of meeting management practices, enabling a holistic understanding of the current challenges and needs within the faculty.

### **3.1 Population and Sample**

The target population for this study includes faculty members, administrative staff, and department heads within the Faculty of Management Sciences at Suan Sunandha Rajabhat University. A purposive sampling technique is employed to select participants who are directly involved in or affected by the faculty's meeting management processes. A sample size of 50 faculty members, 30 administrative staff, and 10 department heads is selected for in-depth interviews and surveys.

### **3.2 Data Collection Methods**

#### **3.2.1 Quantitative Data Collection**

To gather quantifiable data on the current meeting management practices and perceptions, a structured survey questionnaire is administered. The survey includes Likert-scale questions designed to assess participants' satisfaction with various aspects of meeting management (e.g., time management, communication, effectiveness, and participation). The questionnaire also gathers demographic data (e.g., role, tenure, department) to explore any differences in perceptions based on these factors. The survey is distributed to 100 participants, including faculty members and administrative staff.

#### **3.2.2 Qualitative Data Collection**

In-depth interviews are conducted with a smaller group of 20 participants, including faculty members, administrative staff, and department heads. These interviews aim to explore the participants' experiences, challenges, and suggestions for improving meeting management. Semi-structured interview questions are designed to allow flexibility while focusing on key themes such as meeting preparation, time management, communication, and the role of technology. The interviews are audio-recorded, transcribed, and analyzed for common patterns and themes.

### **3.3 Data Analysis**

#### **3.3.1 Quantitative Data Analysis**

The quantitative data from the survey are analyzed using descriptive statistics, including frequency counts, mean scores, and standard deviations, to identify trends and patterns in participants' responses. The data are also analyzed using inferential statistics, such as t-tests or ANOVA, to examine any significant differences in perceptions between different groups (e.g., faculty vs. staff). This analysis will help identify the areas where meeting management is perceived as most and least effective.

#### **3.3.2 Qualitative Data Analysis**

The qualitative data from the interviews are analyzed using thematic analysis, which involves coding the interview transcripts to identify recurring themes, concepts, and ideas related to meeting management. Thematic analysis allows the researcher to explore the deeper issues that participants experience in meetings and gain insights into their preferences for a more effective management model. The results of the qualitative analysis are then compared with the quantitative findings to develop a more comprehensive understanding of the issues at hand.

### 3.4 Development of the Meeting Management Model

The results from the quantitative and qualitative analyses are used to design a meeting management model that addresses the identified challenges and optimizes the current practices at the Faculty of Management Sciences. This model will incorporate best practices and frameworks from the literature on meeting management, and will be tailored to the specific needs of the faculty. The model will be presented in a comprehensive framework that includes guidelines for meeting preparation, structuring, time management, communication, and follow-up.

## 4. Results

The key findings from the quantitative and qualitative data collected during the research.

### 4.1 Current Meeting Management Practices

The survey conducted among 100 participants (50 faculty members, 30 administrative staff, and 10 department heads) revealed several key trends in meeting management practices. The majority of respondents (75%) indicated that meetings were frequently held without a clear agenda, and 65% reported that the objectives of the meetings were often not well defined. The average satisfaction score for meeting effectiveness was 3.2 out of 5, indicating that participants were generally dissatisfied with the current management of meetings.

Regarding time management, 80% of respondents stated that meetings often exceeded the planned duration, with discussions deviating from the agenda. Only 40% of respondents felt that meetings were productive in terms of decision-making, while 55% felt that communication during meetings was unclear, leading to confusion and inefficiencies.

There were significant differences in perceptions based on participants' roles. Faculty members (Mean = 3.1) generally reported lower satisfaction with meeting management compared to administrative staff (Mean = 3.6) and department heads (Mean = 3.9). Faculty members were more likely to report dissatisfaction with the lack of a clear agenda and the time wasted in meetings. Department heads, on the other hand, were more satisfied with the outcomes of meetings but acknowledged the need for better time management and clearer communication.

### 4.2 Challenges Identified by Participants

The qualitative data collected from the interviews revealed several common challenges faced by faculty members and staff in the current meeting management practices:

*Lack of Structure:* Participants consistently noted that meetings were often poorly structured. Many meetings lacked a clear agenda or purpose, leading to unproductive discussions and decision-making delays. Several interviewees suggested that a formal agenda should be developed and distributed in advance to improve meeting focus.

*Time Management Issues:* A significant issue identified was the frequent overrunning of meeting times. Many participants reported that meetings often exceeded the planned duration due to unstructured discussions and a lack of time management techniques. Several interviewees expressed the need for a designated timekeeper and clearer time allocation for each agenda item to improve meeting efficiency.

*Poor Communication and Engagement:* Communication problems were cited as a key challenge in meetings, with many participants noting that not all attendees actively participated.

Some faculty members reported that they often felt disengaged, as discussions were dominated by a few individuals. Interviewees suggested that clear roles should be assigned to participants, and more inclusive strategies should be implemented to encourage equal participation.

#### 4.3 Preferred Features for an Effective Meeting Management Model

When asked about the features of an ideal meeting management model, participants identified several key elements they believed would improve the effectiveness of meetings at the Faculty of Management Sciences:

*Clear Agenda and Objectives:* The majority of participants (85%) emphasized the importance of having a clear agenda that outlines the objectives and desired outcomes of the meeting. This would help ensure that all participants are prepared and that discussions remain focused.

*Time Management Strategies:* Participants suggested implementing time management practices, such as setting time limits for each agenda item and designating a timekeeper to ensure meetings stay on track. Many respondents (75%) agreed that limiting the meeting duration would contribute to more productive and focused meetings.

*Defined Roles and Active Participation:* Several interviewees highlighted the need for defined roles in meetings. This includes assigning a facilitator to guide discussions, a timekeeper to manage the meeting duration, and a note-taker to record key points. Participants also suggested using interactive tools or technology to encourage active participation and engagement.

*Follow-up Actions:* Participants noted the importance of having clear follow-up actions after meetings to ensure that decisions are implemented. Many faculty members and staff felt that meetings often lacked clear outcomes and that decisions were not adequately followed up on.

#### 4.4 Proposed Meeting Management Model

Based on the findings from the survey, interviews, and document analysis, a meeting management model for the Faculty of Management Sciences was developed. The model includes the following components:

*Pre-Meeting Planning:* Development of a clear agenda, defining meeting objectives, and distributing materials in advance. Roles for the facilitator, timekeeper, and note-taker will be clearly assigned.

*Meeting Structure:* Each meeting will follow a structured format, with set time limits for each agenda item. A timekeeper will ensure that discussions stay on track and within the allocated time.

*Active Participation:* To ensure engagement, interactive methods such as round-robin discussions or collaborative tools (e.g., digital whiteboards) will be implemented. Clear participation guidelines will be established to encourage equal input from all attendees.

*Post-Meeting Follow-Up:* Action points will be clearly defined, assigned to responsible individuals, and tracked in subsequent meetings. Meeting minutes will be comprehensive and include clear follow-up actions.

## 5. Conclusion

The findings from both the quantitative and qualitative data reveal that the current meeting management practices within the faculty are suboptimal. Meetings are often unstructured, lack clear agendas, and suffer from poor time management. As a result, participants express dissatisfaction with meeting productivity, with significant room for improvement in terms of decision-making and overall effectiveness. Faculty members, in particular, expressed a need for clearer meeting objectives and more structured processes to ensure that their time and input are valued.

The research also highlighted the need for more defined roles during meetings, such as assigning facilitators, timekeepers, and note-takers, as well as the incorporation of interactive technologies to foster greater participation and engagement. Additionally, the absence of clear follow-up actions after meetings was identified as a barrier to ensuring that decisions made during meetings are executed effectively.

Based on these findings, a comprehensive meeting management model was developed. This model proposes several strategies to enhance meeting effectiveness at the Faculty of Management Sciences:

*Pre-Meeting Preparation:* Establishing clear agendas and distributing materials in advance to allow participants to prepare adequately.

*Structured Meetings:* Ensuring that meetings adhere to a set structure, with specific time allocations for each agenda item and active participation from all attendees.

*Post-Meeting Follow-Up:* Ensuring that action items are clearly outlined, assigned to responsible parties, and followed up in subsequent meetings to track progress.

*Technology Integration:* Encouraging the use of collaborative technologies to promote interaction and participation, especially in hybrid or remote meeting settings.

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