

AN ABSTRACT OF THE THESIS OF

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Administrators in Higher Education: An Exploratory Study

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Abstract approved: _____

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The purpose of this study was to explore the extent select managerial roles are required of chief student affairs administrators at four-year public institutions of higher education in the United States. The broad goals of this study were to: (a) identify the management roles considered important for the management of a division of student affairs at four-year public institutions of higher education, and (b) classify the managerial job type of chief student affairs administrators based on their key management roles. The 10 managerial roles examined were: three interpersonal roles (figurehead, leader, liaison); three informational roles (monitor, disseminator, spokesperson), and four decisional roles (entrepreneur, disturbance handler, resource allocator, and negotiator).

This study contained two major segments. The first segment was to determine if the structure of the instrument designed for this research was reliable and supported the underlying assumptions of the

management role model. There were three assumptions: (a) all 10 management roles were required by all managers, (b) each management role would be interdependent with at least one other management role, and (c) adjacent managerial roles form a directional linear pattern from interpersonal to decisional roles. Factor analysis and rotation with Kaiser Normalization was the statistical method utilized to identify variable relationships. To measure the instrument's internal consistency, the Split-half method was used. The Pearson-Product moment correlation was corrected for underestimate with the Spearman-Brown formula.

The second segment of the study investigated the extent the management roles were perceived to be required by chief student affairs administrators and, it identified their key role through use of the paired t-test. The significance of seven independent variables on the utilization of management roles was explored through analysis of variance. The seven variables were institutional size, size of full-time student affairs staff, years employed in present position, participation in management workshops, completion of business management coursework, highest degree earned, and major field of study for highest degree earned. Significant differences among these variables were further examined with the LSD and Scheffe procedure.

Based on the results of this study the following conclusions were drawn:

1. The instrument designed for this study was a reliable and valid measure of the role model construct. Seven factors were identified, and the first two of the three role model assumptions were confirmed.

2. Five groups of managerial roles were identified based on rank order of the means: (a) leader, (b) disseminator, monitor, resource allocator, (c) liaison, entrepreneur, spokesperson, (d) disturbance handler, and (e) negotiator and figurehead.

3. The key management role was identified as the interpersonal role of leader. No significant differences were found in the extent the key role was required by chief student affairs administrators when compared to the seven independent variables.

4. No significant differences were found in the extent the second ranked group of roles were required of administrators when compared to the seven independent variables.

5. Chief student affairs administrators in extremely large institutions utilized the disturbance handler and figurehead roles slightly more than administrators at smaller institutions.

6. Administrators at the smallest institutions used the negotiator role slightly more than did administrators from larger institutions.

7. The spokesperson and figurehead roles were used slightly more by chief student affairs administrators who have participated in over 10 management workshops.

8. The monitor role was used less by administrators who have completed over 10 business management courses.

In summary, the results showed that the key role for this sample of administrators was the interpersonal role of leader. This one role and a group of three additional roles (disseminator, monitor, resource allocator) were universally utilized to a greater extent than the other management roles. The seven independent variables did not have any

significant impact on the extent these four roles were required by administrators. It was equally interesting to identify what they considered their least important roles. The respondents indicated infrequent use of the figurehead, negotiator and disturbance handler roles. However, the implications of not using these roles to a greater extent are not currently known.

The results also showed that chief student affairs administrators at four-year public institutions of higher education are managers internally oriented toward developing their staffs into teams that will function effectively and operate as a cohesive unit. This has important implications for graduate training programs and individuals preparing for the position of chief student affairs administrator. Individuals who are responsible for the education and development of administrators should examine the extent to which they have incorporated the concepts of team management into training programs.

Lastly, the study indicates that the instrument designed for this research was a valid and reliable measure of the role model construct utilized in this study.

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Managerial Roles as Perceived by
Chief Student Affairs Administrators in
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MANAGERIAL ROLES AS PERCEIVED BY
CHIEF STUDENT AFFAIRS ADMINISTRATORS IN
HIGHER EDUCATION: AN EXPLORATORY STUDY

I. INTRODUCTION

Background

Student services have been a part of higher education since the Middle Ages. In general, they consist of programs and activities designed to provide students with physical and psychological development opportunities outside the traditional classroom setting. In addition, they include a variety of support services such as housing and financial assistance. These services and programs have grown in direct response to particular student needs. Once established, each type of program or service has sustained itself through its own efforts.

In the United States these services began with the establishment of the first colonial colleges and the founding of Harvard in 1636. They were considered the prerogative of instructional faculty or as part of the academic administrators' responsibilities. Today, there is an institutional administrative division responsible for providing these growth opportunities and support programs for students. This administrative unit is referred to by various names such as student services, student personnel, student development or student affairs division. Some authorities in the field would suggest that these terms imply differences in philosophy or particular points of view. In practice, the terms are often synonymous. Generally, the terms refer to an

organized effort to influence and impact student learning environments in a particular way.

Historically the field has its origins in guidance and counseling and has been characterized as a "helping profession." Since the mid-1970's, it has been recognized that more than good intentions and sensitivity to student concerns are necessary to effectively administer increasingly complex programs and divisions of student services (Rhatigan, 1978). Institutional size and complexity have impacted the chief student affairs administrator's role by adding more functions, increasing social distance in relationships with students, and emphasizing managerial as opposed to parental concerns (Moore, 1976). Management ability has become the key attribute for the chief student affairs administrator (Blake, 1979; Miller and Prince, 1976). They have become administrators specializing in the management of student affairs programs (Bloland, 1979, p. 58).

In the classical view of management, a manager's job is to organize, coordinate, plan and control. These four words have dominated management vocabulary since the French industrialist Henri Fayol first introduced them in 1916, and they indicate the manager's major objectives. However, all managers, regardless of organizational affiliation, are vested with formal authority over an organizational unit. Formal authority provides status, which leads to various interpersonal relations that lead to access of information. Information, in turn, enables the manager to make decisions and use strategies for his or her unit (Cohen, Fink, Gadon and Willits, 1976; Drucker, 1954, 1977; Miles, 1977; Mintzberg, 1973, 1975).

The actual content of managerial jobs can be more adequately described in terms of specific "roles" or organized sets of behaviors identified with the position (see Appendix A). Mintzberg (1973, 1975) indicates that the manager's formal authority gives rise to three interpersonal roles (figurehead, leader, liaison), which in turn give rise to three informational roles (monitor, disseminator, spokesperson). These two sets of roles enable the manager to play four decisional roles (entrepreneur, disturbance handler, resource allocator, negotiator). The overall approach used by a manager causes some managerial roles to be emphasized more extensively than others. The combination of roles that are emphasized to a greater extent than others reflects the manager's approach to the job (Mintzberg, 1973, 1975).

There are natural groupings among the possible variations of role emphasis. Eight types are suggested by Mintzberg's analysis of the literature and empirical research (see Table 1). Three of these types bear close resemblance to three of the five job profiles Stewart (1967) arrived at through a cluster analysis of her data on work characteristics.

1. The Contact Manager: Managers who spend much of their time outside their organizations, dealing with people who can help them by doing them favors and giving them privileged information fit into this category. These managers expend much effort developing their reputation and that of the organization. The two primary roles are liaison and figurehead. Many sales managers, ex-military chiefs who hold executive positions in defense contracting firms, and some top executives, particularly in service industries, tend to fit this description.

2. The Political Manager: These managers also spend considerable amount of their time with outsiders, but for a different reason. They are caught in a position where they are required to reconcile a great many diverse political forces acting on their organizations. These managers must spend a good part of their time in formal activities, meeting regularly with directors or the boss, receiving and negotiating with pressure groups, and explaining the actions of their organization to special interest parties. Their key roles are spokesperson and negotiator. This description is probably typical of managers at the top level of responsibility where the political pressures from below are as great as those from outside.

3. The Entrepreneur: Managers in this group spend a good part of their time seeking opportunities and implementing changes in their organization. Their key role is entrepreneur, but they must also spend considerable time in the negotiator role to implement their proposed plans. The entrepreneur is commonly found at the head of a small young business organization, where innovation is the key to survival. They may also be found at the head of, or within, a large organization that is changing rapidly. But their tenure is probably short-lived. A large organization can tolerate extensive change only for a short time before a period of consolidation must set in. When it does, the entrepreneur is likely to become an insider, as described below.

4. The Insider: These managers are concerned chiefly with the maintenance of smooth-running internal operations. They spend their time building structure, developing and training their subordinates, and overseeing the operations they develop. They work primarily through the resource allocator role and to a lesser extent the leader role. The

typical middle- and senior-level production or operations manager is probably an insider in that he or she is trying to build and maintain a stable production system. Also included here is the manager attempting to rebuild the organization after a major crisis or bringing stability to a situation after a period of disruptive change.

5. The Real-Time Manager: Managers in this group are also concerned with the maintenance of internal operations, but their time scale and problems are different. The term real-time manager, (Stewart in 1967 used the term "trouble shooter"), describes that person who operates primarily in the present, devoting efforts to ensure that the day-to-day work of the organization continues without interruption. Hence, primacy is given to the disturbance handler role. The work of the real-time manager exhibits all the regular managerial characteristics in the extreme. It is highly fragmented, contacts are very many and very brief, and little time is given to reports. This manager always appears to be exceedingly busy and is prepared to substitute for any employee and do any necessary job. The real-time manager is usually found as the head of a small one manager business or at the helm of an organization faced with a severe crisis.

6. The Team Manager: This manager is also oriented to the inside, but is preoccupied with the creation of a team that will operate as a cohesive whole and will function effectively. Team managers are found where the organizational tasks require difficult coordination among highly skilled experts. Examples of team managers are heads of research and development groups. The team manager is primarily concerned with the leader role.

7. The Expert Manager: In some situations managers must perform an expert role in addition to their regular managerial roles. As head of a specialist staff, this manager must serve as a center of specialized information in the larger organization. They advise other managers and are consulted on specialized problems. Their key roles are monitor and spokesperson; their related duties are the collection and dissemination outward of specialized information. Because much of their work is associated with their specialty, the usual managerial work characteristics appear less pronounced. They do more desk work, are alone more of the time, do more reading and writing, experience less fragmentation or variety in their activities, and encounter less pressure. They spend more time in non-line relationships. Stewart (1967) calls members of this group "the writers."

8. The New Manager: This type of manager is the one in a new job. Lacking contacts and information, the new manager concentrates on the liaison and monitor roles in an attempt to build up a web of contacts and a data base. Their decisional roles cannot become fully operative until they have more information. When they do, they are likely to stress the entrepreneur role for a time as they attempt to put their distinct stamp on the organization. Then they settle into one of the other managerial types.

Table 1
Managerial Job Types

Managerial Job Type	Key Roles
Contact Manager	Liaison, Figurehead
Political Manager	Spokesperson, Negotiator
Entrepreneur	Entrepreneur, Negotiator
Insider	Resource Allocator
Real-Time Manager	Disturbance Handler
Team Manager	Leader
Expert Manager	Monitor, Spokesperson
New Manager	Liaison, Monitor

This managerial classification system can be related to current student affairs theorists such as Crookston (1972), Brown (1972), Miller and Prince (1976) and O'Banion (1971). They indicate that student affairs administrators should make closer and more frequent contacts with other institutional units and faculty to promote and enhance student service efforts on campus, much like a "contact manager." Moore (1976), Harway (1977) and others who have begun to analyze the managerial aspect of student services would advocate the "political manager" function for chief student affairs administrators. This function is considered appropriate as student affairs administrators must effectively communicate and reconcile differences among students, faculty, and the institution. Historically, the student affairs administrator has been viewed as one of the few integrative forces on campus (Blake, 1979). At the same time, student affairs administrators are

valued for their knowledge of the impact of college on students and their organized efforts to influence and impact students' learning environments (Astin, 1978; Williamson, 1961). They are frequently required to provide their specialized information as an "expert manager."

This analysis of the literature would suggest that chief student affairs administrators in public institutions may be "political managers" whose key roles are spokesperson and negotiator; or "contact managers" whose key roles are liaison and figurehead; or perhaps, as suggested by Blake (1979), "expert managers" with an emphasis on the monitor and spokesperson roles. The exception would be new chief student affairs administrators who would be developing liaison and monitoring the organization and its environment.

Purpose of the Study

The purpose of this study was to explore the issues raised by Boland (1979), Blake (1979), Miller and Prince (1976) and others in regard to the management function of chief student affairs administrators. Consequently, the broad goals of this research were to: (a) identify the management roles considered important for the management of a division of student affairs in four-year public institutions of higher education, and (b) classify the managerial job type of chief student affairs administrators based on their key management role or roles.

Statement of the Problem

Chief student affairs administrators should primarily assume and carry out managerial functions. Failure to do so may lead to exclusion from the management decision-making process and possibly failure as a

member of an institution's top management team. This study explores these assumptions and determines the key managerial roles of chief student affairs administrators.

Significance of the Problem

Although a considerable amount of material has been published about the history of student services in American higher education and the departments typically found under the chief student affairs administrator, little is known about the managerial aspects of student affairs administration. Much of the literature on the management of student services overlooks the functions and roles associated with management practices. This study responds to this oversight and has important implications for individuals preparing for a professional career in college student services administration. It will contribute to the knowledge of what management skills are important to the position of chief student affairs administrator. This position is regarded by many individuals in the field as the objective of their student affairs career.

Second, there is the tendency to focus on one aspect of the manager's job to the exclusion of all others. In particular, much material has been written about the manager as leader and the manager as decision-maker, but seldom are these two areas combined into a comprehensive consideration of the job. There are virtually no studies of how chief student affairs administrators, as managers, perceive the overall performance of their work. This overview will provide a comprehensive look at the chief student affairs administrator as manager.

Third, the development of an instrument that provides a valid and reliable measure of management functions will facilitate continual managerial research in institutions of higher education.

Finally, it is hoped that the investigation will raise hypotheses and questions that will stimulate further research in the area of managerial behavior in college student services administration. Only with a continual effort to broaden the understanding of this complex topic will significant progress be made in improving organizational effectiveness through an understanding of necessary managerial skills.

Research Questions

The instrument's construct validity was examined through the following research question:

Does the structure of the instrument support the underlying assumptions of the management role model:

- a. all variables are required by all managers?
- b. all variables would be interdependent on at least one other variable?
- c. there is a directional and interdependent relationship of the variables to adjacent management functions (interpersonal, informational, and decisional functions)?

The following research questions were explored in the overall management study:

1. Which managerial roles are considered most important by chief student affairs administrators?

2. What is the managerial job type of chief student affairs administrators, based on their key managerial role or roles?
3. Does institutional size, as determined by student enrollment, make a significant difference on the extent select managerial roles are required?
4. Is there a significant difference in the extent managerial roles are required as determined by:
 - a. size of full-time student affairs staff?
 - b. years employed in present position?
 - c. participation in management workshops?
 - d. completion of business management coursework?
 - e. highest degree earned?
 - f. major field of study for highest degree earned?

Limitations of the Study

One limitation of the study was the necessity to rely on an intra-test measure of the instrument's construct validity. This method tests the internal structure of the instrument and does not consider external variables. It only clarifies the nature of the construct being tested but not its relationship to other constructs. This method of testing the instrument's validity was selected because this is an exploratory study and no previous instruments have been developed that could be used for correlational or factor analysis comparisons. This method of validation can serve only as a measure of the homogeneity of items or factors and is acceptable only as other measures of validity are not available.

In addition, the instrument was designed to measure the subjects' perception, not actual behavior. As discussed in the literature on research, there is usually a discrepancy in self-perception of behavior and actual behavior. Future studies should attempt to record actual managerial behavior so that correlations can be drawn between the observed behavior and self-reported behavior.

Definition of Terms

Chief Student Affairs Administrator: An individual designated with formal authority over a division of student affairs. This individual is a member of the institution's executive management team.

Division of Student Affairs: The area, sector, or administrative subdivision within a college or university which provides support services and activities or programs that facilitate the psychological and physical growth of students outside of the traditional classroom setting.

Manager: A term used concurrently and interchangeably with the term chief student affairs administrator.

Role: An organized set of behaviors belonging to an identifiable office or position (Sarbin and Allen, 1968). Individual personality may affect how a role is performed, but not that it is performed. The delineation of roles is essentially a categorizing process, a somewhat arbitrary partitioning of the manager's activities into affinity groups (Mintzberg, 1973). A complete definition of Mintzberg's 10 managerial roles is available in Appendix A.

II. REVIEW OF THE LITERATURE

Background

A review of the literature related to the management of college student services revealed very little in the area of managerial roles or functions of the chief student affairs administrator.

Most studies and published materials that discuss the role of the chief student affairs administrator have focused on the administrator's functions in regard to the history and evolution of the position (Chandler, 1973; Dinniman, 1977; Jones, 1978; Rhatigan, 1978; Rothman and Keenen, 1970; Vermilye, 1973); functional areas or services he or she administers (Brodzinski, 1980; Eberle, 1969; O'Banion, 1970; Dutton, 1968); or student development theories and their relationship to the overall function of the field of student services (Brown, 1972; Crookston, 1973, 1975, 1976; Harvey, 1974; Miller and Prince, 1976; Parker, 1978). There are also numerous descriptive studies that provide demographic profiles of chief student affairs administrators, such as Brooks (1974) and Paul (1979).

An increasing number of publications have discussed the overall objectives, principles and techniques of management and suggest that perhaps these methods should be used in student affairs administration (Chamberlain, 1975; Dewey, 1975; Foxley, 1980; Hill, 1974; Hostrop, 1975; Levy, 1975; McIntyre, 1974). There have also been examinations of the application of Management by Objectives (MBO) (Lahti, 1973;

Harvey, 1972; Saurman, 1975; Jellema, 1972), Program Planning and Budgeting Systems (PPBS) (Hoenack, 1975; Harpel, 1975), and organizational development (Shaffer, 1973).

Others have written about personal management styles and administrative techniques used by the chief student affairs administrators (Appleton et. al., 1978; Clifford, 1980; Ebel, 1978; Graham, 1979; Meabon, 1978; Rademacher et. al., 1980), leadership style (Hersey, 1972; Lyndaker, 1978; Paul, 1979; Richman and Farmer, 1974; Quinn, 1975), satisfaction with work (Williams, 1979), relationship to the president (Tilley, 1979), approaches to the decision-making process (Baldrige, 1971, 1979; Cohen and March, 1974), and the need for additional management information and training (Kimbo, 1977).

While there appears to be an increase in interest in management, there are no well-designed research projects within the literature on this topic. Outside the field, there is the study conducted by Mintzberg (1968) in which he identifies the managerial roles and develops the management role model. Two related studies on managerial roles have been undertaken in public and quasi-public organizations. One study was conducted by Costin (1970) on Canadian government employees, and the second study was by Kaplan on a community mental health center in the United States.

Mintzberg's Study

In 1968 Henry Mintzberg studied the work of five chief executives through the use of structured observation. The five subjects had several common features. First, each was the chief executive of the organization and had a large line and staff organization reporting to

him. Second, three of the managers were from profit-making organizations which were growing rapidly and among the largest in their fields. One manager was from a hospital and another from a school system. Both organizations were judged to be among the best of their organizational type in America. Last, all subjects were experienced chief executives who had worked in their organization before assuming their present position and had a college education.

Mintzberg recorded and coded his observations of each manager for one week. The mail and contact records contained 1,258 entries which were categorized in a number of ways and then analyzed. The subject sample was too small to draw any firm conclusions. However, a number of interesting findings emerged from the managers' mail and contacts. For each distinct type of activity recorded, the reason for the activity was repeatedly questioned. The collection, categorization and analysis of the purpose for each of the verbal contacts and mail led to the basic framework of 10 managerial roles (see Appendix A). As most of the activities could be characterized as either interpersonal, informational, or decisional in nature, Mintzberg divided the 10 roles into three groupings. The interpersonal roles are figurehead, leader and liaison. The informational roles are monitor, disseminator and spokesperson. The decisional roles are entrepreneur, disturbance handler, resource allocator and negotiator.

The results of Mintzberg's work and others support the contention that the basic content of all managers' work can be described in terms of these 10 roles. Mintzberg also points out that the empirical studies of the actual work activities of managers appear to show no variations

by country. Evidence from the diary studies of Carlson (1951) in Sweden, Stewart (1967) in Great Britain, and Dubin and Spray (1964) in the United States suggests that the basic characteristics of managerial work knows no national boundaries.

Public and Quasi-Public Organizations

In Costin's (1970) study, he examined the frequency with which 100 middle managers in business and government performed certain managerial roles. The results indicated that both groups perceived themselves as performing all 10 roles in Mintzberg's (1973) model. There were no significant differences between the two groups in their ranking of nine of the roles. However, managers in private organizations indicated that they used the entrepreneurial role to a greater extent than did managers in the public organizations.

Costin concluded that the results of his study supports economic theories that the legalistic nature of government impedes free entrepreneurship which is utilized in business. In summary, he noted that managers in private organizations were more willing to assume risks, spent more time on short-term decisions and less time on long term decisions. They made more autocratic decisions and were more entrepreneurial.

Kaplan (1979) made a detailed examination of managerial activities in two different organizational contexts based on observed behavior rather than on perceptual data. It was her contention that the differential problems of organizational control and coordination can be used to predict differences in managerial activities. She hypothesized that in comparison to managers of business organizations, managers of

government and quasi-public organizations would plan a greater portion of their activities, adhere less to their planned activities, take less initiative in determining their activities, spend less time monitoring activities, spend more time in employee maintenance activities, interact more with environmental groups, and spend more time in the justification of activities.

To test these hypotheses, Kaplan selected community mental health centers to represent quasi-public organizations and branch banks to represent private organizations. Both organizational types have a similar formal structure but differ in terms of goal ambiguity, technology, and boundary permeability. Managers of the three largest branches of a northern California bank and directors of three comparable sized community mental health centers participated in the study. Each manager was observed for five randomly chosen days and all activities were recorded. A categorization scheme was developed based on the coded data and activities.

Results of the study indicated that managers in the community mental health centers had a greater portion of their week planned, but did not adhere to their plans any more or less than the managers of the branch banks. As expected, they monitored less, counseled employees more and spent more time justifying the organization. They also interacted more with public representatives and with members of other organizations. The study supported the basic hypothesis that organizational context is an important determinant of managerial activities.

A related study conducted by Whitaker (1978) on high school principals and superintendents suggests the significance of Mintzberg's

(1973) managerial role model to educational organizations. Whitaker (1978) used Mintzberg's managerial role model to develop a manual to be used in the evaluation of school principals. A draft version of the evaluation manual was distributed to 13 school administrators in the greater Boston area who were formed into an evaluation team to critique the manual.

As in higher education, the topic of administrative evaluation was sensitive for workshop participants. While no commonly accepted set of descriptors existed to analyze or discuss administrative positions, the utility of Mintzberg's (1973) role model was accepted. In conclusion, the administrators indicated that Mintzberg's (1973) role model is useful in describing the work of school administrators and can be employed to determine the requirements of specific administrative positions. This study suggests that the role model can provide the basis of an evaluation process for school administrators. It can also be used by administrators to monitor their own performance.

Summary

In summary, no previous research has been conducted on the managerial roles of administrators in higher education, although there has been an increase in the amount of discussion about management topics in the field.

However, in a study conducted by Mintzberg (1968) the managerial role model was developed. Based on the evidence of his research and the work of others, there is an indication that important basic similarities exist among managerial positions. Since Mintzberg's study is fairly recent, there has been very little research conducted that is focused

on the roles of managers in government or quasi-public service organizations. Those studies that do exist draw opposite conclusions.

A Canadian study that compared business and governmental managers concluded that the performance of nine of Mintzberg's (1973) managerial roles were identical. The entrepreneurial role was the only managerial role that managers from private organizations performed more than managers from governmental organizations.

An American study compared business and human service organizations and came to the opposite conclusion. Findings indicated that the type of organizational control played a significant factor in managerial activities. In a related study on American high school administrators, it was concluded that Mintzberg's (1973) role model is useful in describing the work of school administrators.

The lack of research on this topic reinforces the necessity for further exploration of the applicability of Mintzberg's (1973) role model to public organizations, and Whitaker's (1978) study provides legitimacy for its use with educational administrators.

III. RESEARCH METHODS

Background

Selection of the research methodology was based upon a review of procedures used in the study of managerial work in private organizations. Seven major procedures were identified: the use of secondary sources, critical incident and sequence of episodes, diary, active sampling, unstructured observation, structured observation, and questionnaire and interviews. Each procedure was reviewed in regard to its application, advantages and disadvantages and appropriate use (see Appendix B).

All procedures, with the exception of questionnaires and interviews, had the advantage of providing valid information in regard to specific work actually performed by managers. However, the disadvantage was that each procedure required the recording of activities performed by each subject at the time that the research was taking place and did not provide an overall view of the managerial job.

It can be argued that the most efficient method to study managerial work is through interviews and questionnaires. This approach was used in the Ohio State Leadership studies (1940's through 1960's) and by Stieglitz (1969) and Alexander (1979) in their studies of chief executives and mid-level managers in private industry. However, the data produced through this research method are of questionable reliability if the researcher is attempting to record actual activities performed by managers. There is ample evidence from empirical studies that

managers are poor estimators of their own activities (Mintzberg, 1973, p. 222). Despite this limitation, the interview and questionnaire are useful in the study of managers' perceptions of their jobs. They are the most effective methods available to obtain the managers' overall view of their job, not just what is occurring during the period of time the research is being conducted.

A review of the literature undertaken before designing this study revealed very little material on how chief student affairs administrators as managers perceived their work. Hence, this study was designed to focus on: (1) the job rather than the person in the job, (2) basic similarities in the management of student affairs rather than on differences, and (3) perceptions of the overall content of managerial work rather than its peripheral characteristics such as situational variables. This focus led to the choice of a questionnaire and interview research methodology to measure and obtain data from respondents. This method also fell within the time and resource constraints of the researcher.

Procedure

Development of the Instrument

The questionnaire developed by Alexander (1979) to determine the extent Mintzberg's managerial roles were required by mid-level managers was modified for use in this study. This instrument was selected because it is focused on the manager's overall perception of the job.

Four-point Likert scales were developed to indicate the extent each managerial role was required throughout the year in each subjects' current position. As in the Alexander study, this phrasing of the

question was selected because it focused each manager's attention on what the job requires rather than on what is personally believed to be important. Respondents answered the survey anonymously and were invited to add additional comments upon completion of the questionnaire (see Appendix C).

The original instrument had been reviewed for content validity by Mintzberg and pre-tested with managers in private organizations. As the instrument was modified for this research, it was pre-tested on several student affairs administrators after review and modifications suggested by the Survey Research Center staff at Oregon State University. Tests of reliability and validity were then conducted by mailing the instrument to 200 randomly selected chief student affairs administrators at four-year public institutions throughout the United States. The sample was drawn from administrators who were listed in the 1978-79 Postsecondary Educational Directory. Seventy-four percent of the subjects responded. Two of the returned questionnaires could not be used for the reliability and validity studies as the respondents failed to answer all the questions.

Reliability. The Split-half method was utilized on the 146 returned questionnaires to determine the instrument's reliability. A Pearson product-moment correlation was computed on the two sets of scores to determine the coefficient of internal consistency. A correction for underestimate was made through use of the Spearman-Brown formula. The correlation coefficient of .80 was obtained.

Validity. Factor analysis was utilized as an internal measurement of the instrument's construct validity. This is a method for simplifying

large descriptions of data into smaller and more homogeneously defined factors. It intercorrelated the score on each of the instrument's 20 items to each other to form a correlation matrix. Numbers within the matrix are correlation coefficients of each of the 10 management roles. The correlation matrix was simplified into a factor matrix through rotation with Kaiser Normalization using the principal factor. This identified the correlation of each item (role) with the factors. The results are reported in Chapter IV.

Management Study

After completion of the instrument's reliability and validity study, a separate sample population was selected for the management study portion of this research. This sample was also drawn from chief student affairs administrators at four-year public institutions of higher education in the United States. Identification of the total population from which the sample was taken was achieved by hand plotting the number and size of all four-year public institutions in the 1978-79 Postsecondary Educational Directory which listed a position of chief student affairs administrator. Four hundred eighty-one schools were identified which had enrollments that ranged from less than 1,000 students to over 31,000 students. A stratified random sample based on institutional size was drawn. This was done as stratification may improve precision in the estimates of characteristics for the whole population (Cochran, 1953). It divided a heterogeneous population into sub-populations, each of which was internally homogeneous.

Sample Population. The sample size of 170 was determined through use of the formula developed by Snedecore (Sax, 1968, p. 144), with a correction made for the finite size of the overall population (see Table 2).

The total number of institutions in the study population was 481. This population was stratified into four enrollment levels based on number of students enrolled at the institution: enrollments of 6,999 or less, enrollments of 7,000 to 15,999, enrollments of 16,000 to 26,999, and enrollments of 27,000 or greater. This determined the total sample size to be 170: 70 from Level I, 50 from Level II, 26 from Level III, and 14 from the Level IV. The overall sample was 35 percent of the total population. With this sample, the probability is that 95 times out of 100 the sample proportion will differ no more than 10 percent from the population proportion. There was an 84 percent return rate from this sample.

Table 2
Sample Size and Return Rate

Level	Institutional Enrollment	Total Population	Population Percent	Sample N	%	Return N	%
I.	6,999 or less	251	52	70	(28)	59	(84)
II.	7,000 - 15,999	139	28	50	(36)	44	(88)
III.	16,000 - 26,999	63	13	26	(41)	25	(96)
IV.	27,000 or greater	28	07	14	(50)	15	(100)
	TOTAL	481	100	170	(35)	142	(84)

Data Collection. A cover letter and questionnaire (see Appendix C) were mailed to each randomly selected subject with an enclosed business reply envelope. All subjects who did not respond within four weeks received a second mailing. One hundred forty-two questionnaires were returned for a sample response of 84 percent (see Table 2). One returned questionnaire could not be used as the subject did not respond to all the questions. Therefore, 82 percent of the sample returned usable questionnaires.

Statistical Procedures. Six statistical models were employed to analyze the research questions under investigation.

Factor analysis of the validity study was utilized to determine the natural groupings of the 10 role variables into factors.

The first two research questions were tested with a one-way analysis of variance at the .05 level of significance. The paired t-test was utilized to analyze differences between the means of the 10 management role variables. This was done for respondents based on institutional size and for all respondents as a group. The purpose of pairing was to reduce the effect of subject-to-subject variability. For each pair of roles, differences between means were tested at the 0.05 level.

A one-way analysis of variance was used to test the second and third research questions. Differences between means were tested at the 0.05 level. Mean scores that indicated a significant difference were tested with the Scheffe procedure. This test uses a single range value for all comparisons, which is appropriate for examining all possible linear combinations of group means, not just pairwise combinations. Thus, it is more rigorous than other tests of contrast.

An one-way analysis of variance was also used to test the fourth research question. This determined if there were any significant differences in the mean scores with regard to the six independent variables. A multi-variance analysis, F (ANOVA) was chosen because it is efficient in testing multiple comparisons of means and provides more comprehensive results than if each independent variable were analyzed with the independent variable in isolation. Differences between means were tested at the 0.05 level. A least significant difference test (LSD) was used to analyze the mean scores that indicated a significant difference.

The program selected for statistical and non-statistical computation was the Statistical Package for Social Sciences (SPSS) available on the Control Data Corporation Cyber computer at the Oregon State University Computer Center.

IV. RESULTS AND DISCUSSION

The results of this study are presented in two major sections. The first section provides the results of the factor analysis used in the instrument's validity study. The second section contains the results of the research questions on the management study.

The first research question relates to the extent various management roles are required by the chief student affairs administrator. The second research question determines the key management role or roles for chief student affairs administrators. This identifies the managerial job type of these administrators. The third research question determines if institutional size causes a significant difference in the use of the key management role or roles. Finally, the fourth research question relates to differences in the extent managerial roles are required based on the independent variables of staff size, years employed, participation in management workshops, completion of business coursework, highest degree earned, and major field of study.

Validity Study

The underlying framework of the instrument was based on the management role model developed by Mintzberg (1968, 1973). He indicates that all managers are vested with formal authority over an organizational unit. Formal authority provides status, which leads to various interpersonal relations that lead to access of information. Information, in turn, enables the manager to make decisions and use strategies for his

or her unit. Because of this Mintzberg indicates that the manager's formal authority gives rise to three interpersonal roles (figurehead, leader, liaison), which in turn give rise to three informational roles (monitor, disseminator, spokesperson). These two sets of roles enable the manager to play four decisional roles (entrepreneur, disturbance handler, resource allocator and negotiator). This assumed linear and directional relationship is illustrated in Figure 1.

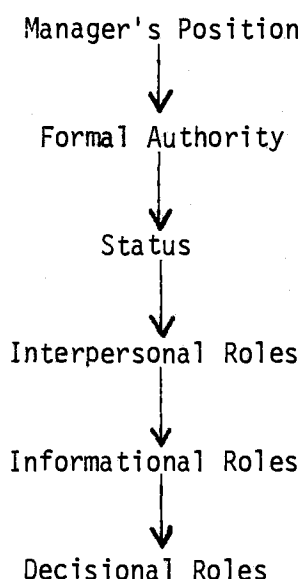


Figure 1. Linear and directional relationship of role model.

According to Mintzberg, all 10 roles form a gestalt, an integrated whole. No role can be removed from the framework as the manager's job would no longer be left intact. However, some roles are emphasized less by particular managers because of the situation or environment in which they work.

Factor analysis of the 10 management role variables was conducted to determine if the structure of the instrument supports the underlying

assumptions of Mintzberg's management role model. These assumptions are: (a) all 10 management roles are required to some degree by all managers, (b) each management role is interdependent with at least one other management role, and (c) adjacent managerial roles form a directional linear pattern from interpersonal to informational to decisional roles. Table 3 displays the relationship of the management roles to the seven major factors which were identified through factor analysis.

The high loading variables on the seven factors are identified in Table 4. All variables load onto at least one factor. The interpersonal function variable, liaison, loads on three factors. The informational function variables spokesperson, disseminator, and monitor, each load on two factors. In the decisional function, the negotiator and resource allocator variables load on two factors. The high factor loadings suggest the pattern in Figure 2.

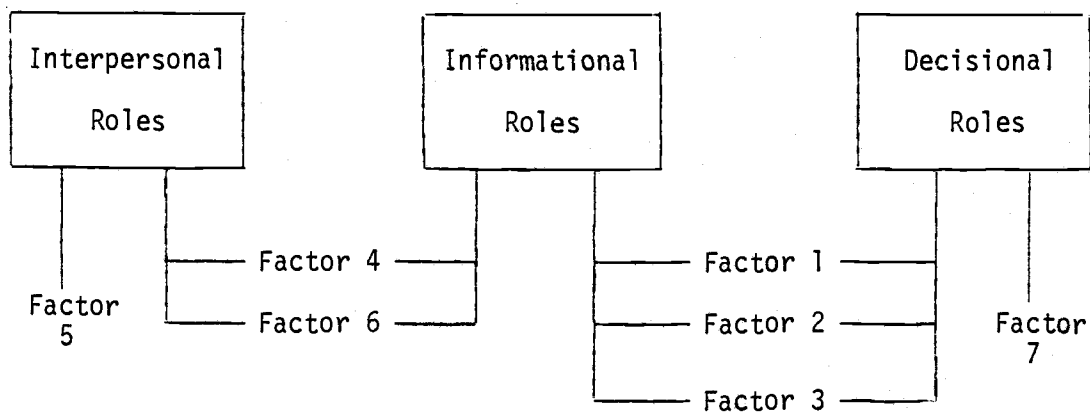


Figure 2. Linear and directional relationship of factor analysis.

Table 3
Rotated Factor Matrix^{a b}

Variable (Role) _b	Factors						
	1	2	3	4	5	6	7
Figurehead	.12	-.06	.03	.00	.54	.15	.05
Leader	.15	-.06	.10	.34	.03	.07	.18
Liaison	.05	.03	.09	.24	.17	.69	.10
Monitor	.00	.22	.57	.08	.12	.25	.04
Disseminator	.20	.60	.11	.12	.13	.47	-.13
Spokesperson	.35	.19	.17	.15	.07	.30	-.27
Entrepreneur	.21	-.02	.71	.18	.07	-.00	.11
Disturbance Handler	.38	.28	.24	.07	.09	-.01	.03
Resource Allocator	.16	.21	.13	.07	.10	.05	.57
Negotiator	.53	-.05	.12	-.00	.18	.14	.07
Figurehead	.10	.16	.14	.10	.69	.00	.07
Entrepreneur	.29	.07	.21	.21	-.00	.04	.07
Liaison	.07	.09	.06	.43	.43	.17	-.00
Leader	.04	.24	.19	.52	-.02	.18	.02
Monitor	.07	.26	-.00	.67	.14	.04	-.07
Disseminator	.06	.54	.23	.16	.06	.00	.06
Spokesperson	.29	.20	.40	.03	.34	.00	-.09
Disturbance Handler	.42	.22	.20	.16	.27	-.13	-.21
Resource Allocator	.10	.53	-.03	.11	.00	.02	.16
Negotiator	.66	.22	-.13	.15	.07	.02	.31

^a The factor loadings were rounded

^b N = 146

Table 4
High Loadings of Variables on Factors^a

FACTOR	MANAGEMENT FUNCTIONS		
	Interpersonal Variable	Informational Variable	Decisional Variable
1. Diplomat		Spokesperson (.35)	Disturbance Handler (.42) Negotiator (.66)
2. Planner		Disseminator (.60)	Resource Allocator (.53)
3. Cultivator		Monitor (.57) Spokesperson (.40)	Entrepreneur (.71)
4. Nerve Center	Leader (.52) Liaison (.43)	Monitor (.67)	
5. Agent	Figurehead (.69) Liaison (.43)		
6. Integrator	Liaison (.69)	Disseminator (.47)	
7. Strategist			Negotiator (.31) Resource Allocator (.57)

^anumber in parenthesis is the variable loading on the factor

The percent of variance and cumulative percent of variance of the seven factors is outlined in Table 5.

Table 5
Factor Variance

Factor	Eigenvalue	Percent of Variance	Cumulative Percent
1	4.11347	48.0	48.0
2	1.00417	11.7	59.7
3	.88617	10.3	70.1
4	.80163	9.4	79.4
5	.63744	7.4	86.9
6	.59736	7.0	93.8
7	.53719	6.2	100.0

In most cases, the factors contained variables from adjacent management functions in a linear relationship. The three factors that contain 70 percent of the cumulative factor variability are all informational and decisional variables. The next three factors that contain 23 percent of the factor variability are informational and interpersonal variables. The factor which attributes only 6.2 percent of the factor variability has two variables which are both located in the decisional management function. No factor has variables from both the interpersonal and decisional role groups. It was not possible to determine the directional relationship of the factors. Therefore, it appears that two of the three underlying assumptions of the role model were supported through factor analysis. However, the conclusions and implications of the factor analysis are more thoroughly discussed in Chapter V.

Each factor identified in this study was named based on the variables contained within the factor. The first factor has been labeled

Diplomat. It includes the disturbance handler role which requires the manager to take corrective action within the organization and negotiate within and outside the organization. The third variable in this factor, spokesperson, requires the manager to transmit information obtained from within the organization to outside the organizational structure. This suggests the use of "diplomatic" abilities.

The second factor can be called Planner as the disseminator role is the interpretation and integration of information from outside the organization to inside the organization. The resource allocator variable is the distribution of resources, which in effect is planning.

Cultivator is the name given to the third factor. It involves the informational role variables of monitor, spokesperson, and entrepreneur. The monitor receives information within and outside the organization. The spokesperson acts as an expert on the organizational industry and transmits this information from within the outside the organization. The third variable, entrepreneurial, is the decision-making management function. This role represents the manager as seeking opportunities from inside and outside the organization to promote change and initiate action.

As the manager utilizes outside contacts in the liaison variable, inside contacts through the leader variable, and monitoring information within and outside the organization, the fourth factor has been labeled Nerve Center.

Both variables in the fifth factor are interpersonal functions of the manager. Figurehead is the variable which indicates the manager is expected to receive status requests and solicitations because of his or

her position in the organization. These requests and expectations come from within and outside the organization. The liaison variable is the development and maintenance of contacts outside the organization. Therefore, this factor has been labeled as the organizational representative or Agent.

The sixth factor reflects the integration of information received from outside the organization in the liaison variable and transmitted within the organization to appropriate individuals and locations through the disseminator variable. As this is an integration of information obtained from outside to within the organization, it has been called the Integrator.

Finally, Strategist is the label given to the seventh factor. This factor contains two variables, both from the decisional function of management. The negotiator role is acting as the organizational representative both within and outside the organization during the negotiations. The resource allocator role is the decision-making process that plans how the organizational resources will be utilized once they are obtained.

Research Questions

Research Questions One and Two

One of the purposes of this study was to determine which managerial roles were considered important by chief student affairs administrators. Based on this information, their management job type could be identified through their key roles or role.

The respondents were asked to indicate whether each of the 10 management roles were considered required a lot (4), some (3), a little (2), or not at all (1) in their present position as a chief student affairs administrator. The maximum score on any one role was eight and the lowest possible score was two.

Group means were computed for each of the 10 roles. The results are reported in Table 6. The three interpersonal roles (figurehead, leader, liaison) were ranked tenth, first, and fifth. The informational roles (monitor, disseminator, spokesperson) were ranked third, second, and seventh. Finally, the four decisional roles (entrepreneur, disturbance handler, resource allocator, negotiator) were ranked sixth, eighth, fourth and ninth respectively.

Table 6
Mean Ranking of the 10 Managerial Roles^a

Role	Mean	SD	Rank
Leader	7.3759	.8907	1
Disseminator	6.9858	1.0487	2
Monitor	6.9149	1.0790	3
Resource Allocator	6.8440	1.0908	4
Liaison	6.4184	1.1222	5
Entrepreneur	6.3121	1.0081	6
Spokesperson	6.2979	1.1511	7
Disturbance Handler	6.0638	1.1965	8
Negotiator	5.5745	1.3268	9
Figurehead	5.4539	1.1617	10

^aN = 141 respondents

Each role was compared with each other using the paired t-test at the 0.05 level of significance. This test determined if there was a significant difference between the rank order of the 10 roles. The results are reported in Table 7.

Table 7
Comparison of Mean Scores Between Management Roles^{a b}

Role	Roles									
	1	2	3	4	5	6	7	8	9	10
1. Figurehead	-	PS	PS	PS	PS	PS	PS	PS	PS	NS
2. Leader	-	-	PS	PS	PS	PS	PS	PS	PS	PS
3. Liaison	-	-	-	PS	PS	NS	NS	PS	PS	PS
4. Monitor	-	-	-	-	NS	PS	PS	PS	NS	PS
5. Disseminator	-	-	-	-	-	PS	PS	PS	NS	PS
6. Spokesperson	-	-	-	-	-	-	NS	PS	PS	PS
7. Entrepreneur	-	-	-	-	-	-	-	PS	PS	PS
8. Disturb. Hdl.	-	-	-	-	-	-	-	-	PS	PS
9. Resource Allo.	-	-	-	-	-	-	-	-	-	PS
10. Negotiator	-	-	-	-	-	-	-	-	-	-

^a N = 141

^b Significant at the 0.05 level with 140 df

The role of leader, which ranked first, was significantly different from all the other roles. Disseminator and monitor roles, which were ranked second and third, did not have a significant difference in their means. Also, the means of both these roles were not significantly different from the means of the fourth ranked role, resource allocator.

The means of the fifth ranked role, liaison, did not differ significantly from the entrepreneur, sixth ranked, and spokesperson, seventh placed role. Disturbance handler, the eighth ranked role, was significantly different from the other nine roles. The ninth and tenth ranked roles, negotiator and figurehead, were significantly different from the other eight roles but not from each other.

Based on the rank order and comparison of their means, the 10 roles can be placed into five groups. The five groups are illustrated in Table 8. Leadership is the first ranked role. Therefore it is the key management role of chief student affairs administrators. The second ranked group consists of the disseminator, monitor, and resource allocator roles. Liaison, entrepreneur, and spokesperson comprise the third ranked group of roles. The fourth group consists of the disturbance handler role. Finally, the last ranked group contains the negotiator and figurehead roles.

Table 8
Groups of Key Management Roles

Rank Order	Management Roles	Group Means
1	Leader	7.37
2	Disseminator, Monitor, Resource Allocator	6.91
3	Liaison, Entrepreneur, Spokesperson	6.26
4	Disturbance Handler	6.06
5	Negotiator, Figurehead	5.51

Research Question Three

The significance of institutional size, as measured by student enrollment, on the extent managerial roles were required by chief student affairs administrators formed the third research question.

In order to determine if there was a significant difference among the four levels of institutional size, each level was analyzed using the analysis of variance at the 0.05 level of significance. In testing the institutional levels there were no significant differences on eight of the roles. Two of the roles, figurehead and disturbance handler, were significantly difference. Neither of these two roles were ranked in the top groups of key managerial roles for chief student affairs administrators. The group means and the result of the analysis of variance are included in Table 9.

The Scheffe procedure was used to further analyze the two management roles with means of significant difference. The lines drawn under the means in Table 10, form subsets in which there is no significant difference in the means. Significant differences in the means occur only where the subset lines do not overlap. As indicated, administrators at institutions with 27,000 or more students enrolled utilize the figurehead role to a greater extent than administrators at institutions with enrollments of less than 16,000. Also, administrators at institutions with large enrollments and at institutions with less than 7,000 students indicated a greater use of the disturbance handler role than administrators at institutions of mid-ranged enrollments of 7,000 to 26,999 students.

Table 9
Comparison of Mean Scores of
Management Roles and Institutional Size

Role	Mean	F Value	P
Figurehead	5.4539	4.017	.0089*
Leader	7.3759	.182	NS
Liaison	6.4184	.893	NS
Monitor	6.9149	.601	NS
Disseminator	6.9858	.102	NS
Spokesperson	6.2979	.500	NS
Entrepreneur	6.3121	2.018	NS
Disturbance Handler	6.0638	2.5881	.0561*
Resource Allocator	6.8440	2.110	NS
Negotiator	5.5745	1.512	NS

* Significant at the 0.05 level with 3 df between groups and 137 df within groups

Table 10
Comparison of Means and Institutional Size

Figurehead Role				
Student Enrollment	7,000 to 15,999	6,999 or <	16,000 to 26,999	27,000 or >
Means	5.2500	5.3898	5.4400	6.4615
Subset 1				
Subset 2				
Disturbance Handler Role				
Student Enrollment	7,000 to 15,999	16,000 to 26,999	6,999 or <	27,000 or >
Means	5.7045	5.9600	6.3051	6.3846
Subset 1				
Subset 2				

Research Question Four

Determination of significant differences in the extent managerial roles were required by the chief student affairs administrators as determined by: (a) size of student affairs staff, (b) number of years employed in present position, (c) participation in management workshops, (d) completion of business management coursework, and (e) highest degree earned, formed the basis of the fourth research question.

A multi-analysis of variance was used to test the significance of the six independent variables. The results of the first variable, staff size, is reported in Table 11. There were no significant differences on the mean scores for eight of the roles. The least significant differ-

ence procedure (LSD) was used to analyze the two roles, figurehead and negotiator, that were significantly different at the 0.05 level.

Table 11
Comparison of Mean Scores of Management
Roles and Size of Full-Time Staff

Role	Mean	F Value	P
Figurehead	5.5439	3.158	.0099*
Leader	7.3759	.773	NS
Liaison	6.4184	.667	NS
Monitor	6.9149	1.217	NS
Disseminator	6.9858	1.329	NS
Spokesperson	6.2979	1.665	NS
Entrepreneur	6.3121	1.558	NS
Disturbance Handler	6.0638	2.114	NS
Resource Allocator	6.8440	1.697	NS
Negotiator	5.5745	3.092	.0113*

* Significant at the 0.05 level with 5 df between groups and 135 df within groups

Results of the LSD test are shown in Table 12. The lines drawn under the means form subsets in which there is no significant difference in the means. Significant differences in the means occur only where the subset lines do not overlap. Administrators in divisions of student affairs with 13 to 50 full-time student affairs staff members had lower mean scores on the figurehead role than administrators in large divisions with 250 or more full-time staff. Administrators in divisions with one

to 12 full-time staff members ranked the negotiator role significantly higher than divisions with 13 to 50 or 101 to 250 employees.

Table 12
LSD Comparison of Means and Staff Size

Figurehead Role						
Staff Size	13-25	26-50	51-100	1-12	101-250	251 >
Means	5.2195	5.2258	5.3158	5.5200	5.9444	6.7143
Subset 1	<hr/>					
Subset 2	<hr/>					
Subset 3	<hr/>					
Negotiator Role						
Staff Size	26-50	13-25	101-250	51-100	251 >	1-12
Means	5.0000	5.4878	5.5000	5.6842	5.8571	6.3200
Subset 1	<hr/>					
Subset 2	<hr/>					

The significance of the second independent variable, the number of years the chief student affairs administrators were employed in their present position, is displayed in Table 13. There were no significant differences among the mean scores for nine of the roles. There was a significant difference with the liaison role.

Table 13
Comparison of Mean Scores of
Management Roles and Years Employed

Role	Mean	F Value	P
Figurehead	5.4539	1.583	NS
Leader	7.3759	1.208	NS
Liaison	6.4184	2.723	.0223*
Monitor	6.9149	1.356	NS
Disseminator	6.9858	.414	NS
Spokesperson	6.2979	.857	NS
Entrepreneur	6.3121	.663	NS
Disturbance Handler	6.0638	.781	NS
Resource Allocator	6.8440	.634	NS
Negotiator	5.5745	.793	NS

* Significant at the 0.05 level with 5 df between groups and 135 df within groups

Table 14 indicates the results of the LSD test. The lines drawn under the means form subsets in which there is no significant difference in the means. Significant differences in the means occur only where the subset lines do not overlap. Chief student affairs administrators with 11 or more years of experience in their present position indicated that the liaison role was used significantly less than the administrators who had been on the job 0 to 10 years, with the exception of three years of experience.

Table 14
LSD Comparison of Means and Years Employed

Liaison Role						
Years Employed	11 or >	3	6-10	0-1	2	4-5
Means	5.9211	6.4167	6.5200	6.5556	6.7778	7.000
Subset 1	<hr/>					
Subset 2	<hr/>					

Participation in management workshops is the third independent variable considered in the comparison of mean scores. As indicated in Table 15, there was no significance in the mean of nine of the roles. However, the spokesperson role did show a significance at the 0.05 level.

Table 15
Comparison of Mean Scores of Management Roles
and Participation in Management Workshops

Role	Mean	F Value	P
Figurehead	5.4539	1.129	NS
Leader	7.3759	1.043	NS
Liaison	6.4184	.841	NS
Monitor	6.9149	1.458	NS
Disseminator	6.9858	1.442	NS
Spokesperson	6.2979	2.603	.0387*
Entrepreneur	6.3121	1.800	NS
Disturbance Handler	6.0638	1.641	NS
Resource Allocator	6.8440	1.650	NS
Negotiator	5.5745	1.491	NS

* Significant at the 0.05 level with 4 df between groups and 136 df within groups

The LSD test as shown in Table 16, indicates that chief student affairs administrators who have not participated in management workshops use the spokesperson role slightly less than administrators who have participated in 11 or more workshops. There was not a significant difference in the utilization of this role if the administrator had participated in 1 to 10 workshops.

Table 16

LSD Comparison of Means and Participation in Workshops

Number of Workshops	Spokesperson Role				
	0	6-10	3-5	1-2	11 or >
Means	5.8000	6.1071	6.3235	6.5161	6.7391
Subset 1					
Subset 2					
Subset 3					

The amount of business management coursework previously completed by the chief student affairs administrator formed the next set of mean comparisons. There were two roles which showed a significant difference in the extent they were required. These were figurehead and monitor. This result is presented in Table 17. As indicated in the LSD test comparisons in Table 18, the figurehead role is used to a greater extent by administrators who have completed three to five business courses. It is used to a lesser extent if the respondent only completed a few courses (one or two) or a great deal of coursework (11 or more). The monitor role is used to a greater extent by administrators who have completed the greatest amount of coursework, over 10 courses, and less extensively if the administrator has completed 3 to 10 courses.

Table 17
Comparison of Mean Scores of
Management Roles and Business Coursework

Role	Mean	F Value	P
Figurehead	5.4539	2.478	.0470*
Leader	7.3759	.722	NS
Liaison	6.4184	.989	NS
Monitor	6.9141	2.628	.0372*
Disseminator	6.9858	.701	NS
Spokesperson	6.2979	2.010	NS
Entrepreneur	6.3121	1.318	NS
Disturbance Handler	6.0638	.805	NS
Resource Allocator	6.8440	.797	NS
Negotiator	5.5745	.499	NS

* Significant at the 0.05 level with 4 df between groups and 136 df within groups

Table 18

LSD Comparison of Means and Business Coursework

Figurehead Role					
Number of Courses	11 or >	1-2	6-10	0	3-5
Means	5.2000	5.333	5.333	5.3425	6.1304
Subset 1					
Subset 2					
Monitor Role					
Number of Courses	6-10	3-5	0	1-2	11 or >
Means	6.4444	6.4783	6.9452	7.0952	7.4667
Subset 1					
Subset 2					

The last two independent variables looked at the extent managerial roles were required based on the highest degree earned and major field of study of the chief student affairs administrator. The results, Tables 19 and 20, indicate that there were no significant differences at the 0.05 level in comparison of mean scores on these two variables.

Table 19
Comparison of Mean Scores of
Management Roles and Highest Earned Degree

Role	Mean	F Value	P*
Figurehead	5.4429	.188	NS
Leader	7.3714	.549	NS
Liaison	6.4071	.269	NS
Monitor	6.9071	.113	NS
Disseminator	6.9857	1.590	NS
Spokesperson	6.2857	1.242	NS
Entrepreneur	6.3071	.693	NS
Disturbance Handler	6.0500	1.170	NS
Resource Allocator	6.8429	.154	NS
Negotiator	5.5571	.953	NS

* Significance at the 0.05 level with 2 df between groups and 137 df within groups

Table 20
Comparison of Mean Scores of
Management Roles and Major Field of Study

Role	Mean	F Value	P*
Figurehead	5.4460	2.098	NS
Leader	7.3669	.853	NS
Liaison	6.4101	.992	NS
Monitor	6.9065	.342	NS
Disseminator	6.9928	.855	NS
Spokesperson	6.2950	.441	NS
Entrepreneur	6.3022	.718	NS
Disturbance Handler	6.0576	.707	NS
Resource Allocator	6.8417	1.026	NS
Negotiator	5.5468	1.505	NS

* Significant at the 0.05 level with 3 df between groups and 135 df within groups

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study explored the extent select managerial roles were required of chief student affairs administrators at four-year public institutions of higher education in the United States. The broad goals of this study were to: (a) identify the management roles considered important for the management of a division of student affairs at a four-year public institution of higher education, and; (b) classify the managerial job type of chief student affairs administrators based on their key management roles. The 10 managerial roles examined were: three interpersonal roles (figurehead, leader, liaison); three informational roles (monitor, disseminator, spokesperson), and; four decisional roles (entrepreneur, disturbance handler, resource allocator, and negotiator).

The study contained two major segments. The first segment was to determine if the structure of the instrument designed for this study supported the underlying assumptions of the management role model.

There were three assumptions:

1. all 10 management roles are required by all managers;
2. each management role would be interdependent with at least one other management role, and;
3. adjacent managerial roles form a directional linear pattern from interpersonal to informational to decisional roles.

Based on the statistical method of factor analysis, seven factors were identified after rotation with Kaiser Normalization. All 10 variables were present on at least one factor, six variables appeared on two factors, and one variable was present on three of the factors. In all cases, the seven factors contained variables from adjacent management functions in a linear relationship. There were always at least two variables on each factor. It was not possible to determine the directional flow of the factorial relationship. However, roles from both the interpersonal and decisional role groups were not together on any one factor, as had been predicted.

The seven factors were named based on the variables identified within the factor:

1. Diplomat (which contains the spokesperson, disturbance handler and negotiator roles),
2. Planner (consisting of the disseminator and resource allocator roles),
3. Cultivator (formed by the monitor, spokesperson and entrepreneur roles),
4. Nerve Center (containing the leader, liaison and monitor roles),
5. Agent (consisting of the figurehead and liaison roles),
6. Integrator (formed with the liaison and disseminator roles), and
7. Strategist (which contains the negotiator and resource allocator roles).

The second major segment of the study was to explore four research questions. The first research question examined the rank order of the

means on the 10 managerial roles by all respondents, to determine which roles were considered to be used to a greater extent than others. Paired t-tests were utilized to compare the mean scores between the roles at the 0.05 level of significance. The management roles were ranked in the following order of importance:

1. leader
2. disseminator
3. monitor
4. resource allocator
5. liaison
6. entrepreneur
7. spokesperson
8. disturbance handler
9. negotiator, and
10. figurehead

The second research question identified five groups of key managerial roles for all respondents, based on the rank order of the means and paired t-tests conducted for the previous research question. The rank order of these five key role groups are:

1. leader
2. disseminator, monitor, resource allocator
3. liaison, entrepreneur, spokesperson
4. disturbance handler, and
5. negotiator and figurehead.

The third research question examined whether institutional size, as determined by student enrollment, made a significant difference on

the extent the various management roles were required.. An analysis of variance (F Statistic) determined that there were no significant differences in eight of the roles. The Scheffe procedure was used to analyze the roles with significant differences. Administrators from institutions with at least 27,000 students indicated they used the figurehead role to a greater extent than did administrators at institutions with enrollments of less than 16,000 students. The disturbance handler role was used to a greater extent at both very large institutions, over 27,000 students, and at very small institutions, under 7,000 students.

Finally, the fourth research question used multi-analysis of variance (F ANOVA) to determine if there were significant differences in the extent management roles were required based on six independent variables. Identified significant differences were tested with the LSD statistical test at the 0.05 level of significance.

The first independent variable, size of full-time student affairs staff, indicated no significant differences on eight of the management roles. The figurehead role was ranked higher by those administrators with the largest student affairs divisions, over 250 full-time staff, and lowest by those with divisions of 13 to 50 full-time student affairs staff members. The negotiator role was ranked highest by administrators with divisions of only one to 12 staff members and lowest by administrators with divisions of 13 to 250 full-time staff.

The number of years respondents were employed in their present position was the second independent variable. Nine of the roles were ranked the same. However, the liaison role was used less by those

administrators employed three years at their present position or over 11 years.

Degree of participation in management workshops formed the third independent variable. Chief student affairs administrators who participated in 11 or more workshops indicated use of the spokesperson role to a greater extent than did administrators who had not participated in any workshops. There was no significant difference in the extent the other nine roles were required by respondents.

The fourth independent variable was the amount of business coursework previously completed by respondents. The figurehead role was used to a greater extent if the administrator completed three to five courses. It was used slightly less if one to two or more than 10 courses had been completed. In addition, administrators who completed over 11 courses utilized the monitor role to a greater extent than those respondents who completed 3 to 10 courses in business management.

Highest degree earned and major field of study were the fifth and sixth independent variables. These variables did not significantly affect the extent the management roles were required by chief student affairs administrators.

Conclusions

Based on the results of this study, the following conclusions were drawn:

1. The structure of the instrument used in this study to determine the extent managerial roles are required by chief student affairs administrators does support two of the three underlying assumptions of the management

role model. It does not support the assumption that the directional flow is from interpersonal to informational to decisional roles. It does support the assumptions that all 10 roles are used by all managers and that all roles are interrelated with at least one other role.

2. The leader, disseminator, monitor, and resource allocator management roles are considered most important to chief student affairs administrators at four-year public institutions of higher education.
3. Leader is the key managerial role of chief student affairs administrators at four-year public institutions of higher education.
4. No significant differences were found in the extent the key role (leader) was required of chief student affairs administrators when compared to the seven independent variables.
5. Significant differences were found in the extent the figurehead and disturbance handler roles were required of chief student affairs administrators when compared to size of institutional enrollment.
6. Significant differences were found in the extent the figurehead and negotiator roles were required of chief student affairs administrators when compared to size of full-time student affairs staff.
7. Significant differences were found in the extent the liaison role was required of chief student affairs

administrators when compared to the number of years employed in their present position.

8. Significant differences were found in the extent the spokesperson role was required by chief student affairs administrators when compared to participation in management workshops.
9. Significant differences were found in the extent the figurehead and monitor roles were required of chief student affairs administrators when compared to the number of business management courses they previously completed.
10. No significant differences were found in the extent managerial roles were required of chief student affairs administrators when compared to highest degree earned.
11. No significant differences were found in the extent managerial roles were required of chief student affairs administrators when compared to major field of study for the highest degree earned.

Implications

The major finding of this study was that the interpersonal role of leader was identified as the key management role of chief student affairs administrators. The use of this role was ranked highest by all respondents and none of the seven independent variables tested in this research had any significant impact on the extent this one role was required.

This implies that chief student affairs administrators at four-year public institutions of higher education are team managers. This management type indicates that they are internally oriented and occupied with developing their staff into a team that will function effectively and operate as a cohesive whole. Team managers are generally found where the organizational tasks require difficult coordination among highly skilled experts, as are found in most divisions of student affairs and within the institution. This has important implications for graduate training programs and individuals preparing for the position of chief student affairs administrator at public institutions. Individuals who are responsible for the education and development of administrators should examine the extent to which they have incorporated the concepts of team management into training programs.

The results of this study also have implications in regard to use of a few of the minor roles when compared to the independent variables of institutional and staff size, and participation in management workshops and coursework. They suggest that individuals seeking the position of chief student affairs administrator in extremely large educational institutions with extremely large student affairs staffs, should expect to use the disturbance handler and figurehead roles to a greater extent than their counterparts at the institutions with mid-range and small enrollments and staff.

Those individuals who would prefer to work at the smaller four-year public institutions of higher education may want to prepare for greater use of the negotiator role and expect to be called upon less in the figurehead capacity.

The impact of attending management workshops and completing business management coursework appears to have some effect on the use of the monitor, spokesperson and figurehead roles. The spokesperson and figurehead roles get greater use after participation in 11 or more workshops. Perhaps this is an indication of self-recognition and utilization of authority, status and management knowledge. However, there apparently is a point of diminishing returns after completion of 10 or more business courses in regard to use of the monitor role. This role is central to the nerve center factor and is concerned with the inward and outward flow of information. This may be an indication of information overload.

The findings of this research also imply that the highest degree earned and major field of study have no impact on the extent the various managerial roles are required of chief student affairs administrators. However, this study used a very homogeneous sample on these two variables. Seventy-eight percent of the respondents held doctorates and 73 percent of the doctorates were in the field of education.

Current or prospective administrators who are influenced by the results of this study to develop and emphasize team management skills should be cautioned that this research was designed only to identify the key management roles, not to measure the success of using these roles. However, as the respondents had unanimously indicated, the extensive use of one key management role and a group of three additional roles, does pose some interesting questions in regard to the effect this has on the administrator's overall success in the institution. Two measures of success may be the administrator's ability to obtain nec-

essary financial and physical resources for the division, and to reduce low staff turnover while promoting harmonious interpersonal and inter-departmental relations. Perhaps some of these administrators are successful when compared to internal measures of success within a division of student affairs, but are not successful in comparison to other institutional division heads.

This research also raises a question in regard to the influence of an administrator's personal leadership or management style (autocratic to democratic) on the use of managerial roles. The subjects in this study had a homogenous educational background and were in general agreement on the extent the managerial roles were used. Perhaps this demonstrates the influence of their education and training on their management style. However, this question should be studied before any general conclusions can be drawn.

While the major purpose of this research was to identify the key role or groups or roles for chief student affairs administrators, it is equally interesting to identify what they considered their least important management roles. Figurehead, the role that is a recognition of status, which according to the underlying assumption of the role model leads to information, which in turn leads to decision making activity, is the role ranked of least significance to their position. The respondents also indicate only a little use of the negotiator and disturbance handler roles. Perhaps these roles were more significant during the activities of the 1960's and early 1970's or will become more significant as institutions continue to experience a reduction in financial resources. This implies that the use of some managerial roles may be

very situational based on divisional and institutional, environmental conditions. However, as previously indicated, the implications of not using these roles to a greater extent is currently unknown.

Finally, the results of this study indicate that the instrument designed for this research was a valid measure of the role model construct utilized in this study. Factor analysis confirmed that each of the 10 roles were used to some extent by this group of managers. The relationship of the roles did follow a linear pattern from interpersonal to informational to decisional roles. The interpersonal variables were on the same factor as informational variables and informational variables were on the same factor as decisional variables. As anticipated in the role model, interpersonal and decisional variables were never on the same factor.

However, there is no evidence to support the contention that the relationship of the 10 roles is directional. The role model assumes a one-way causal relationship from interpersonal roles to informational roles which leads to the decisional roles. Based on the high factor loadings and the percent of factor variance, it appears from these findings that the relationship of the management functions can actually be the reverse of what is implied from the role model. The press for decisional activity may lead the manager to seek information. Seeking information may be what leads the manager to interpersonal relations, rather than the reverse.

An interesting result of the factor analysis, which was not previously assumed in the role model, was the paired relationship among roles on the seven factors. Variables were always paired on each factor in one or two ways: (a) two variables from adjacent management

functions, or (b) two variables from one management function. Variables from all three functions never appeared on any one factor. This implies that perhaps managers are able to combine two functions in the performance of their work but are unable to perform all three functions (interpersonal, informational, and decisional) simultaneously. However, the role model does indicate that not all managers are able or need to extensively perform all management roles. Therefore, the paired relationship of variables loaded on each factor may be an indication of which roles chief student affairs administrators are either more competent at performing, based on their educational background, and are therefore used more extensively, or are required to perform because of the situational variables of their management position.

Recommendations

The review of the literature, results of this study, and its implications suggest the following recommendations for future research:

1. This study should be replicated using chief student affairs administrators at community college and four-year private institutions so that comparisons can be made of the key management roles.
2. Professional graduate programs that prepare individuals for the position of chief student affairs administrator should be examined and compared in regard to their training of the team management concept and practices.
3. The implications of the management roles utilized to a great extent by chief student affairs administrators should be examined and compared to a measure of divisional success.

4. The implications of the management roles not utilized to a great extent by chief student affairs administrators should be examined and compared to a measure of divisional success.
5. A comparison should be made between the extent chief student affairs administrators perceive the extent they perform the various management roles and the extent they are perceived to or actually perform the roles.
6. Further research should be conducted to determine or confirm the directional relationship of the roles related to the interpersonal, informational, and decisional management functions.
7. An examination should be made to clarify the paired role relationship identified in the factor analysis.
8. Studies should examine and strengthen the construct validity of the instrument designed to measure the extent the various managerial roles are perceived to be performed.
9. This study should be replicated at a later date to determine if situational environmental factors had an influence on the extent chief student affairs administrators utilized the various managerial roles.
10. Future research should examine other aspects of management in student affairs administration, such as the management of one division department in comparison to the other departments.

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APPENDICES

APPENDIX A

Definition of Mintzberg's 10 Managerial RolesInterpersonal Roles

Figurehead Role. A variety of symbolic, social and ceremonial activities. These obligations often arise because of the manager's formal authority and status in the institution. Examples include speaking at banquets and luncheons, participating in civic and campus affairs, and presenting awards and honors to students and employees.

Leader Role. The manager's overall efforts to motivate and develop his or her subordinates to perform necessary work. The manager tries to create an appropriate atmosphere and establish good interpersonal relations with subordinates. Examples include hiring new staff, staff development, and performance appraisals.

Liaison Role. This occurs when the manager maintains a network of contacts and informal courses outside the division of student affairs. This includes relationships and contacts elsewhere within the institution (peers and others higher up in the institutional hierarchy) and contacts outside the institution. Examples include contacts with other inter and extra institutional deans, committee work, professional meetings, and social events with key outside contacts.

Informational Roles

Monitor Role. The seeking and receiving of a wide variety of special information (much of it current) to develop thorough understanding of the institution and its environment. Information is

processed so the manager can be informed, identify problems, and understand the changing environment. Examples include skimming memos for relevant information, asking other deans about top management decisions, trading gossip with professional contacts, and reading professional journals and publications.

Disseminator Role. Transmitting information received from outsiders and other staff to the appropriate staff member. Some of this information is factual and some involves interpretation and integration of diverse value positions of institutional influencers. Examples include briefing a staff member on a new program, introducing a subordinate to people with important information, forwarding relevant written data, and passing along rumors and gossip.

Spokesperson Role. Involves transmitting information to people outside his or her division. It may be transmitted to other staff within the institution, other higher level managers, and to various public groups. Examples include reviewing the division's programs with top management, explaining the division's operation to peer managers, lobbying outside the institution, and answering questions about institutional plans at community meetings.

Decisional Roles

Entrepreneur Role. Searching the institution and its environment for opportunities and initiating "improvement projects" to bring about change; supervising design of certain projects. Examples include working on creative projects, proposing major changes in the division's workflow, and reviewing progress on a special project or program that has been put into effect.

Disturbance Handler Role. Corrective action taken by the manager when important, unexpected problems or crises arise. The manager acts because the pressure on his or her division is too great to ignore. Examples include holding strategy and review sessions with housing staff when student food service employees have gone on strike for higher wages, resolving a territorial dispute between two departments working on a cooperative program, and taking action during periods of student unrest.

Resource Allocator Role. Involves the manager in the allocation of institutional resources of all kinds - in effect the making or approval of all significant organizational decisions. This includes approving various authorizations, programming departmental work, and scheduling his or her own time for various activities. Examples include requests for authorization, any activity involving budgeting, and blocking out a morning for a program status meeting with staff.

Negotiator Role. Occurs when the manager represents his or her institution at various nonroutine negotiations. They can occur with other institutions, outside individuals, or with other units within the institution. Examples include negotiating budget allocations, making changes in department responsibilities, and resolving workflow with other institutional units.

Note. From The Nature of Managerial Work by H. Mintzberg, New York: Harper and Row, 1973, pp. 92-93.

APPENDIX B

Major Methods Utilized in the Study of Managerial Work

Secondary sources is the use of items such as correspondence and interviews with informants to gain insight into the work of specific managers. Neustadt (1960) used this method to study the United States Presidents. The major advantage of this method is that it is convenient, draws on the analysis of others and gives access to what otherwise might be inaccessible managers. However, this method has several severe limitations. It does not allow the researcher to be comprehensive and data is frequently unavailable, inappropriate or incomplete.

In the critical incident and sequence of episodes method, the researcher collects information on a series of specific incidents by studying records, using interviews and questionnaires and observing behavior. These incidents are then analyzed to produce a set of basic work factors. Flanagan (1951, 1954), claims the technique has been used for measuring proficiency, for training and job design. This method allows for intense probing during a specific period of time, but parts of the job are not covered in the data. The most appropriate use of this method is to study certain aspects of a job in depth such as decision making.

Carlson (1951) and Stewart (1967) utilized the diary method to study managerial work characteristics. They provided each manager with a precoded pad on which to record details of each activity. Because of managerial time pressures, these forms must be simple and enable the manager to record events quickly. Hence the diary method cannot be used

to categorize work, only to allocate time among known categories. If the categories are known, this method is useful. It is also efficient because the researcher can obtain data over a large sample relative to the researcher's time, as each manager records the data. This method is useless for the study of job content because it is designed to determine only the time distribution among known job factors. It is of no help in developing understanding of new job dimensions or characteristics. Additional problems with the method include interpretation, consistency and reliability (Burns, 1954 and 1957; Carlson, 1951; Stewart, 1967). There is also the problem of pace and density of work. Most managers simply lack the time to record events.

Kelly (1964) and Wirdenius (1958) used the active sampling approach. In this method, managerial activity is observed at random time intervals by the researcher. Analysis is undertaken after a statistically significant sample is built. Validation is assured by interviewing the manager after observations are made. Reliability is conducted through the use of two researchers studying the same manager at the same time, to reduce observer bias. The researcher is not exposed to the manager's continuous activity which causes problems with interpretation of complex aspects of the behavior. Like the diary method, "active sampling is most effective when the topic under study is well understood and can be coded simply and quickly" (Mintzberg, 1973, p. 226). This method is best when known aspects of a variety of jobs must be studied in one location.

The unstructured observation method used by Sayles (1964), Dalton (1959), and Hodgson, Levinson and Zaleznik (1965) is effective when

working with the complexity of managerial work. The researcher acts as either a participant or independent observer in an organization and records all observations that appear of interest. This generally includes a mixture of events, anecdotes, views and attitudes of those observed and documentary evidence. The wide array of gathered data is then analyzed. This method is purely inductive and imposes no artificial constraints or premeditated structure on the researcher. This places the researcher in a position to probe deeply into whatever is observed. However, as this approach is nonsystematic, the researcher may lose important data. Studies that use this method cannot be replicated, are inefficient, and rely heavily on the researcher's ability to interpret. Its appropriate use is to study the most complex least understood aspects of a manager's job, the content.

Structured observation is an approach that combines the diary and unstructured observation methods. In this method, which was used by Guest (1956), Mintzberg (1968), Ponder (1957) and Radomsky (1967), the researcher records observations on a pre-coded form. This avoids the reliability and validity problems of the diary method, and enables the researcher to understand new dimensions and probe in a systematic manner. Its appropriate use is to study the content and characteristics of a small sample of manager's jobs at the same time. This approach offers the inductive powers of observation coupled with the structure of systematic recordings. However, it is inefficient as it consumes a great amount of the researcher's time and it is difficult to interpret some of the recorded activities as the researcher may have been excluded from some confidential work of the manager.

Note. From The Nature of Managerial Work by H. Mintzberg, New York: Harper & Row, 1973, pp. 221-229.

APPENDIX C

Office of
Student Services



Corvallis, Oregon 97331 (503) 754-3661

September 22, 1980

Today the chief student affairs administrator on most campuses must possess a variety of management skills. I am currently conducting a study to determine which skills are emphasized by most practitioners. As a chief student affairs administrator, you have been selected to participate in the study and your responses are a vital part of the sample.

Please take a few minutes to complete and return the attached questionnaire. Your responses will show the extent various managerial functions are required in your present position and are questions only you can answer. Note that your questionnaire is numbered. This serves as a means to send reminders, if necessary, without further imposing on those who have completed and returned their questionnaire. The information gathered will be used for statistical summaries only and individual and institutional responses will not be identified.

I would like to receive your completed questionnaire by October 20, 1980. A business reply envelope is enclosed for your convenience.

Thank you for your courtesy and assistance. This research is being conducted under the supervision of Dr. J. Roger Penn in the Office of Student Services at Oregon State University. If you have any questions in regard to this study, please feel free to contact me or Dr. Penn.

Very truly yours,

Cheryl J. Judson
Doctoral Candidate

Enclosures

APPENDIX C

Office of
Student Services



Corvallis, Oregon 97331 (503) 754-3661

October 28, 1980

Last month I sent a questionnaire to you regarding the management skills needed to successfully carry out the role of a chief student affairs administrator. Your response is needed to make the study more meaningful. The information gathered will be used for statistical summaries only and individual and institutional responses will not be identified.

Please take a few minutes to complete and return the attached questionnaire. Your responses will show the extent various managerial functions are required in your present position and are questions only you can answer.

I would like to receive your completed questionnaire by November 20, 1980. A business reply envelope is enclosed for your convenience.

Thank you for your courtesy and assistance. This research is being conducted under the supervision of Dr. J. Roger Penn in the Office of Student Services at Oregon State University. If you have any questions in regard to this study, please feel free to contact me or Dr. Penn.

Very truly yours,

Cheryl J. Judson
Doctoral Candidate

Encl.

APPENDIX C

MANAGEMENT FUNCTIONS

Instructions

The questions that follow describe basic managerial functions which are representative of most chief student affairs administrators. Please read each statement carefully and use the four point rating scale to indicate the extent to which each function is required throughout the year in your present position.

Circle the appropriate response to the left of each statement. First impressions are usually best in such matters. Please give your opinion on every statement. If you find the choices do not adequately indicate your own opinion, use the one that is closest to the way you feel. Circle only one response for each item.

1. Please indicate the extent to which each function is required throughout the year in your present position. Circle the appropriate response to the left of each statement.

EXTENT REQUIREDMANAGEMENT FUNCTION

Not at all
A Little
Some
A Lot

- | | |
|---------------|---|
| 1 3 3 4 | a. Participating in a variety of symbolic, social and ceremonial activities such as speaking at banquets and luncheons. |
| 1 2 3 4 | b. Creating a milieu in which your staff will work effectively. |
| 1 2 3 4 | c. Maintaining a network of contacts and information sources outside your organizational division. |
| 1 2 3 4 | d. Seeking and receiving information so that you can improve or maintain your understanding of the institution and its environment. |
| 1 2 3 4 | e. Transmitting information received from outsiders and other subordinates to the appropriate subordinate. |
| 1 2 3 4 | f. Transmitting information to people outside your institutional division. |
| 1 2 3 4 | g. Searching the institution and its environment to identify opportunities and situations that require organizational change. |
| 1 2 3 4 | h. Taking corrective action when you face important, unexpected problems or crises. |
| 1 2 3 4 | i. Allocating institutional and divisional resources. |
| 1 2 3 4 | j. Representing your division or the institution at various nonroutine negotiations. |
| 1 2 3 4 | k. Feeling obligated to perform a number of routine duties of a legal or social nature such as entertaining institutional guests. |
| 1 2 3 4 | l. Initiating and designing much of the change that occurs within your organizational unit. |
| 1 2 3 4 | m. Interacting with peers and other people outside the organizational unit to gain favors and information. |
| 1 2 3 4 | n. Developing good interpersonal relations with subordinates. |

APPENDIX C

EXTENT REQUIRED

Not at all
A Little
Some
A Lot

MANAGEMENT FUNCTION

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | o. Developing your own contacts and establishing special communication networks within the organization. |
| 1 | 2 | 3 | 4 | p. Sharing accumulative relevant information with peers and subordinates. |
| 1 | 2 | 3 | 4 | q. Representing your organization to outside groups. |
| 1 | 2 | 3 | 4 | r. Taking action because pressure from either within or outside your organization is too great to ignore. |
| 1 | 2 | 3 | 4 | s. Approving various authorizations, programming subordinates work, and scheduling your own time. |
| 1 | 2 | 3 | 4 | t. Resolving problems that have developed with other organizational units. |

List any additional functions not included in the above list and the extent to which you feel they are required in your present position. General comments would also be welcomed.

- | | | | | |
|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | u. _____ |
| 1 | 2 | 3 | 4 | v. _____ |
| 1 | 2 | 3 | 4 | w. _____ |
| 1 | 2 | 3 | 4 | x. _____ |

2. Please answer the following general questions:

- How many full-time professional student affairs staff are employed by your institution?
_____ people
- How many years have you been employed in your present position? _____ years
- In how many business management workshops and seminars, if any, have you participated?
_____ workshops and seminars
- How many college business courses, if any, have you completed? _____ courses
- What is your highest earned degree?

_____ Associate	_____ Masters
_____ Bachelors	_____ Doctorate
- And, what was your major and minor(s) for this degree?

_____ major	_____ minor	_____ minor
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Thank you for your assistance. Please return the completed questionnaire in the enclosed business reply envelope by October 20 to Office of Student Services, Oregon State University, Corvallis, OR.

APPENDIX D

Demographic Data of the Respondents^{a b}

Management Study

Staff Size					
Full-time Staff	Group 1 (N=59)	Group 2 (N=44)	Group 3 (N=25)	Group 4 (N=13)	Total (N=141)
0-12	32.2	2.3	12.0	15.4	17.7
13-25	47.5	29.5	-	-	29.1
26-50	18.6	36.4	16.0	-	22.0
51-100	1.7	22.7	28.0	7.7	13.5
101-250	-	9.1	40.0	30.8	12.8
250 >	-	-	4.0	46.2	5.0
TOTALS	100.0	100.0	100.0	100.0	100.0
Years Employed in Present Position					
Years					
0-1	8.5	15.9	16.0	15.4	12.8
2	3.5	9.1	12.0	0	6.4
3	6.8	11.4	12.0	0	8.5
4-5	13.6	4.5	12.0	7.7	9.9
6-10	35.6	40.9	20.0	46.2	35.5
11 >	32.2	18.2	28.0	30.8	27.0
TOTALS	100.0	100.0	100.0	100.0	100.0

^a The four groups represent institutional size based on student enrollment: Group 1 = 6,999 students or less; Group 2 = 7,000 to 15,999 students; Group 3 = 16,000 to 26,999 students; Group 4 = 27,000 or more students.

^b all figures are given in percentages.

APPENDIX D

Demographic Data of the Respondents^{a b}

Management Study

Participation in Management Workshops and Seminars					
Number of Workshops	Group 1 (N=59)	Group 2 (N=44)	Group 3 (N=25)	Group 4 (N=13)	Total (N=141)
0	11.9	22.7	28.0	7.7	17.7
1-2	30.5	18.2	12.0	15.4	22.0
3-5	15.3	27.3	36.0	30.8	24.1
6-10	22.0	18.2	12.0	30.8	19.9
11 >	20.3	13.6	12.0	15.4	16.3
TOTALS	100.0	100.0	100.0	100.0	100.0
Completion of Previous Business Coursework					
Number of Courses					
0	49.2	54.5	52.0	53.8	51.8
1-2	16.9	11.4	16.0	15.4	14.9
3-5	16.9	13.6	16.0	23.1	16.3
6-10	1.7	13.6	8.0	0	6.4
11 >	15.3	6.8	8.0	0.7	10.6
TOTALS	100.0	100.0	100.0	100.0	100.0

^a The four groups represent institutional size based on student enrollment: Group 1 = 6,999 students or less; Group 2 = 7,000 to 15,999 students; Group 3 = 16,000 to 26,999 students; Group 4 = 27,000 or more students.

^b all figures are given in percentages.

APPENDIX D

Demographic Data of the Respondents^{a b}

Management Study

Degree	Highest Degree Earned				Total (N=141)
	Group 1 (N=59)	Group 2 (N=44)	Group 3 (N=25)	Group 4 (N=13)	
Associate	0	0	0	0	0
Bachelors	1.7	2.3	0	0	1.4
Masters	28.8	13.6	20.0	0	19.9
Doctorate	67.8	84.1	80.0	100.0	78.7
TOTALS	100.0	100.0	100.0	100.0	100.0

^a The four groups represent institutional size based on student enrollment: Group 1 = 6,999 students or less; Group 2 = 7,000 to 15,999 students; Group 3 = 16,000 to 26,999 students; Group 4 = 27,000 or more students.

^b all figures are given in percentages