

THE EFFECTS OF STUDENT ENROLLMENT  
SIZE AND SOURCE OF FINANCE ON THE  
POSITION OF ASSISTANT TO THE  
PRESIDENT IN SELECTED COLLEGES  
AND UNIVERSITIES IN THE  
UNITED STATES AS PERCEIVED  
BY THE INCUMBENTS

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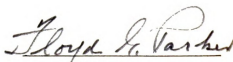
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## ABSTRACT

THE EFFECTS OF STUDENT ENROLLMENT SIZE AND SOURCE  
OF FINANCE ON THE POSITION OF ASSISTANT TO THE  
PRESIDENT IN SELECTED COLLEGES AND UNIVERSI-  
TIES IN THE UNITED STATES AS PERCEIVED  
BY THE INCUMBENTS

By

Roger Howard Dillon

### Purpose of the Study

The purpose of this study is to examine the effects of student enrollment size (small, medium, and large) and source of finance (private and public) on the administrative support role called assistant to the president as determined by the competencies, responsibilities, relationships, opportunities for personal growth and development, and characteristics of incumbents which are perceived by incumbents to be appropriate for the role.

### Description of the Methods, Techniques, and Data Used

A ten-member expert panel, consisting of seven current or former incumbents of the position and three presidents who have had an assistant to the president, reviewed classification and questionnaire items and the position definition for validity and clarity of content.





A total of 1,647 presidents of senior colleges and universities was asked to identify persons in positions perceived to be described by the definition provided. Of the presidents queried, 1,138 identified the population of 595 institutions with one or more identified persons. The population was stratified by enrollment size: small, 1-2,000; medium, 2,001-5,000; and large, 5,001-above. The population also was divided by private/public source of finance. A sample of 30 institutions from each of 6 cells was randomly selected for data collection, and a questionnaire mailed to one assistant and a classification form sent to his president. Of 180 questionnaires and 180 classification forms mailed, 158 questionnaires and 169 classification forms were completed and returned. Responses were required from both the incumbent and his president at each institution. Due to the requirement, 158 sets of data were acceptable for data processing, for multivariate testing of equality of mean vectors, and for one-way analysis of variance for unequal subclasses. Data were summed across sets of items to obtain a composite measure on each dependent variable for each respondent. The hypotheses of no difference due to the effects of private and public; small, medium, and large; and interaction between sources of finance and enrollment sizes were tested at the .05 level of significance.

Discussion, Summary, and  
Conclusions

Results of the study failed to reject the null hypotheses. A positive correlation was found between ideal extent judgments and actual extent judgments of statements on competence, responsibility, and relationship. This measure appears to represent the incumbent's positive identification with the senior college or university and possible effective performance in the role of assistant to the president. A low correlation was found between the comparable classification judgments of the incumbents compared with the classifications made by the presidents. This measure appears to indicate the potential for dysfunction/conflict between the incumbent and the president.

This first attempt at the identification of a true population, through the creation and use of a definition, has provided a start toward establishing a basis for clarification of various administrative roles. Though findings failed to support the theoretical premise of expected differences in the role of assistant to the president being related to organizational differences, indications have been found which suggest that sources of ineffectiveness and dysfunction can be determined by the methods used here.

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Purpose . . . . .	4
Background Theory . . . . .	7
Definitions . . . . .	21
Limitations . . . . .	30
Assumptions . . . . .	31
Overview . . . . .	31
II. REVIEW OF RESEARCH AND LITERATURE . . . . .	32
Research and Literature Concerning the Role of Assistant to the President. . . . .	34
Related Research, Literature and Theoretical Perspectives . . . . .	41
Discussion of Research and Literature With Implications for this Study . . . . .	56
Elements of Role. . . . .	56
Dependent Variable: Competencies . . . . .	59
Dependent Variable: Responsibilities. . . . .	61
Dependent Variable: Relationships. . . . .	62
Dependent Variable: Opportunities. . . . .	63
Dependent Variable: Characteristics . . . . .	66
Discussion Overview . . . . .	67
III. DESIGN, METHODOLOGY, AND PROCEDURES OF THE STUDY . . . . .	68
Pilot Panel Testing and Interviews. . . . .	68
Population. . . . .	69
Null Hypotheses . . . . .	70
Dependent Variables. . . . .	73
Independent Variables . . . . .	74
Classification Form. . . . .	74
Questionnaire Instrument . . . . .	74
Research Sample . . . . .	75

Chapter	Page
Administration of Questionnaire and Classification Form . . . . .	77
Preparation of Data for Analysis. . . . .	78
Justification for Preparation Used for Data . . . . .	78
Method of Data Analysis. . . . .	79
IV. ANALYSIS OF THE DATA . . . . .	81
Explanation of Judgment Criteria. . . . .	90
Responses Related to Competence Areas . . . . .	90
Actual Extent Judgments--Group Mean Values: Competence Area . . . . .	94
Ideal Extent Judgments--Group Mean Values: Competence Area . . . . .	97
Responses Related to Responsibility Areas. . . . .	100
Actual Extent Judgments--Group Mean Values: Responsibility Areas . . . . .	103
Ideal Extent Judgments--Group Mean Values: Responsibility Areas . . . . .	106
Responses Related to Relationship Areas . . . . .	109
Actual Extent Judgments--Group Mean Values: Relationship Area. . . . .	112
Ideal Extent Judgments--Group Mean Values: Relationship Area. . . . .	115
Responses Related to Opportunity Areas. . . . .	118
Judged Extent of Application--Group Mean Values: Opportunity Areas . . . . .	122
Judged Extent of Classification--Group Mean Values: Opportunity Areas . . . . .	125
Responses Related to Characteristic Areas. . . . .	128
Judged Extent of Application--Group Mean Values: Characteristic Areas . . . . .	131
Summary . . . . .	134

Chapter	Page
V. SUMMARY, DISCUSSION, AND RECOMMENDATIONS . .	136
Discussion . . . . .	142
Recommendations . . . . .	146
BIBLIOGRAPHY. . . . .	148
APPENDICES	
Appendix	
A. Response Sheet. . . . .	158
B. President's Classification Form . . . . .	159
C. Incumbent's Information Form . . . . .	160

# LIST OF TABLES

Table	Page
1. Identification of Population of Assistant to the President at Senior Colleges and Universities . . . . .	71
2. Population Sample--Six Cells with Thirty Institutions Randomly Selected From Each Cell. . . . .	76
3. The Findings Related to the Effect of Private and Public Sources of Finance by Multivariate Test of Equality of Mean Vectors. .	84
4. The Findings Related to the Effect of Small, Medium, and Large Enrollment Sizes by Multivariate Test of Equality of Mean Vectors. . . . .	85
5. The Findings Related to the Effect of Interaction Between and Among Small, Medium, and Large Private and Small, Medium, and Large Public Institutions by Multivariate Test of Equality of Mean Vectors . . . . .	86
6. Summary Findings Related to the Multivariate Test of Equality of Mean Vectors for Dependent Variables 1-11 . . . . .	87
7. Six Group Means and One Grand Mean for Each of Eleven Dependent Variables . . . . .	88
8. Sample Correlation Matrix--Within Cells, Dependent Variables 1-6 . . . . .	89
9. One-Way Analysis of Variance, Unequal Subclasses, Representing Ideal and Actual Extent of Competence Perceived by Incumbents as Appropriate to the Position--Assistant to the President . . . . .	92



Table	Page
10. One-Way Analysis of Variance, Unequal Sub-classes, Representing Actual Extent of Competence Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President . . . . .	95
11. One-Way Analysis of Variance, Unequal Sub-classes, Representing Ideal Extent of Competence Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President . . . . .	98
12. One-Way Analysis of Variance, Unequal Sub-classes, Representing Ideal and Actual Extent of Responsibility Perceived by Incumbents as Appropriate to the Position--Assistant to the President . . . . .	101
13. One-Way Analysis of Variance, Unequal Sub-classes, Representing Actual Extent of Responsibility Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President . . . . .	104
14. One-Way Analysis of Variance, Unequal Sub-classes, Representing Ideal Extent of Responsibility Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President . . . . .	107
15. One-Way Analysis of Variance, Unequal Sub-classes, Representing Ideal and Actual Extent of Relationship Perceived by Incumbents as Appropriate to the Position--Assistant to the President . . . . .	110
16. One-Way Analysis of Variance, Unequal Sub-classes, Representing Actual Extent of Relationship Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President . . . . .	113
17. One-Way Analysis of Variance, Unequal Sub-classes, Representing Ideal Extent of Relationship Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President . . . . .	116



## Table

## Page

18. One-Way Analysis of Variance, Unequal Sub-classes, Representing the Extent of Opportunity Perceived by Incumbents as Appropriate to the Position and the President's Classification of the Position by Type, Authority, and Status . . . . .	120
19. One-Way Analysis of Variance, Unequal Sub-classes, Representing the Extent of Opportunity Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President . .	123
20. One-Way Analysis of Variance, Unequal Sub-classes, Representing the Classification of the Role by Type, Authority, and Status Perceived by Groups of Presidents as Appropriate to the Position--Assistant to the President . . . . .	126
21. One-Way Analysis of Variance, Unequal Sub-classes, Representing the Extent of Characteristic Perceived by Incumbents as Appropriate to the Position--Assistant to the President. . . . .	129
22. One-Way Analysis of Variance, Unequal Sub-classes, Representing the Extent of Characteristic Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President . .	132

## LIST OF FIGURES

Figure	Page
1. Social System Model--Assistant to the President Role Sector . . . . .	43
2. Ideal and Actual Extent of Competence Perceived by Incumbents as Appropriate to the Position--Assistant to the President . . . . .	93
3. Actual Extent of Competence Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President .	96
4. Ideal Extent of Competence Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President .	99
5. Ideal and Actual Extent of Responsibility Perceived by Incumbents as Appropriate to the Position--Assistant to the President .	102
6. Actual Extent of Responsibility Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President .	105
7. Ideal Extent of Responsibility Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President .	108
8. Ideal and Actual Extent of Relationship Perceived by Incumbents as Appropriate to the Position--Assistant to the President .	111
9. Actual Extent of Relationship Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President .	114
10. Ideal Extent of Relationship Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President .	117

Figure	Page
11. Extent of Opportunity Perceived by Incumbents as Appropriate to the Position and Presidents' Classification of the Position by Type, Authority and Definer. .	121
12. Extent of Opportunity Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President . . . . .	124
13. Extent of Classification by Type, Authority, and Status Perceived by Groups of Presidents as Appropriate to the Position--Assistant to the President . . . . .	127
14. Extent of Characteristic Perceived by Incumbents as Appropriate to the Position--Assistant to the President . . . . .	130
15. Extent of Characteristic Perceived by Groups of Incumbents as Appropriate to the Position--Assistant to the President. . .	133

## CHAPTER I

### INTRODUCTION

A president, as chief administrative officer of a college or university, must direct the operations of the institution in a manner which supports and promotes, without interfering with, the efforts of administrators, faculty, and students in pursuing recognized individual and institutional goals. In Anderson's words:

An organization . . . , is an aggregate of individuals brought together to accomplish a purpose. The interrelationships of these individuals are ordered by a system of authority and of rewards (and punishments). In the process of organizational operation, decisions are made. The forms, mechanisms, and acts of making decisions are commonly called administration.<sup>1</sup>

Since a president's capacity for action is limited, consideration must be given to the selection of critical tasks appropriate for personal presidential attention and delegation of those tasks for which the president has neither the time nor the expertise.

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<sup>1</sup>G. Lester Anderson, "The Organizational Character of American Colleges and Universities," in The Study of Academic Administration, ed. by Terry F. Lunsford (Boulder, Colorado: Western Interstate Commission for Higher Education, 1963), p. 4.

Wert suggests that the effectiveness of presidents is limited by: (1) demands for time and lack of organization to cope with demands and (2) the need for definition and clarification of the spheres of influence for trustees, faculty, administration, and students.<sup>2</sup>

Part of the president's role has been delegated to a relatively new position<sup>3</sup> in higher education. The close proximity to the president, along with the overall view of the operations of the organization, indicates the potential importance of the role of assistant to the president within the organization.

Morris examined the status, internship aspects, and qualifications identified by presidents for the role of assistant to the president. An appropriate next step, implied in the Morris study, is the examination of competencies, responsibilities, relationships, opportunities for development, and characteristics for incumbency which are perceived by role incumbents. The literature reviewed for this study suggests that differences should be found concerning elements of the role in relation to differences

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<sup>2</sup>Robert F. Wert, "Leadership: The Interpretive Factor," in The Study of Academic Administration, ed. by Terry F. Lunsford (Boulder, Colorado: Western Interstate Commission for Higher Education, 1963), pp. 96-97.

<sup>3</sup>James R. Morris, "The Role of Administrative Assistant as Perceived by College and University Presidents Throughout the United States" (unpublished doctoral dissertation, North Texas State University, 1969).

in the institution's enrollment size (small, medium, and large) and source of finance (private and public).

According to the social science/role theory and research reviewed, an understanding of a role incumbent's behavior can be obtained by examining his perceptions of what relevant others expect of him in his role.<sup>4</sup> The following assumptions were developed by Gross and others, relative to making expectations effective:

1. Expectations must be perceived in order to influence behavior (proposition that: explicit statement and action communicate expectations);
2. Expectations must be accepted as legitimate (legitimate to apply to a particular situation); and,
3. Consequences of meeting expectations (are perceived to be legitimate).<sup>5</sup>

From the perspective of social system and role theory, the unit of analysis for this study is the role of assistant to the president.

An analysis of the response data for this study may provide insights and understandings for use in organizational clarification and reduction of needless role conflict. These results may be of interest to

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<sup>4</sup>Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," in Behavioral Sciences and Educational Administration, ed. by Daniel E. Griffiths (Chicago: The National Society for the Study of Education, 1964), p. 150.

<sup>5</sup>Neal Gross, Ward S. Mason, and Alexander McEachern, Exploration in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley & Sons, 1958), pp. 281-318.



executive administrators for use in (1) developing role expectations, (2) planning training experiences, or (3) guiding the selection of persons to fill the role; to professors of educational administration for use in (1) curriculum planning, (2) theory development, and (3) organizational clarification; and to persons who aspire (1) to be prepared for, (2) to be selected for, and (3) to be retained in this type of role.

### Purpose

The purpose of this study is to examine the effects of student enrollment size (small, medium, and large) and source of finance (private and public) on the position of assistant to the president as perceived by role incumbents in senior colleges and universities. The population consists of all four-year higher education institutions in the United States that have at least one assistant to the president as identified by their presidents. For this study, the role<sup>6</sup> will be defined<sup>7</sup> by the incumbents' perceptions<sup>8</sup> of the extent to which:

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<sup>6</sup>Talcott Parsons and Edward A. Shils, "Personality as a System of Action," in Toward a General Theory of Action, ed. by Talcott Parsons and Edward A. Shils (New York and Evanston: Harper and Row, Publishers, Inc., 1965).

<sup>7</sup>Lonsdale, op. cit.

<sup>8</sup>Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Co., 1967).

statements of expectations relating to competencies, responsibilities, and relationships actually and ideally apply to their role; expressions of opportunities for professional growth and development are available through their role; and expressions of personal and professional characteristics are appropriate for role incumbency. Further insight and understanding about the role will be obtained through examination and comparison of the incumbents' perceptions of actual and ideal expectations in addition to the incumbents' and the presidents' classifications of the role by type, authority relationships, and source of definition.

The research statements of expected outcomes for this study are:

Research Hypothesis I:

Role incumbents from public institutions will differ from role incumbents from private institutions on:

1. perceptions of the extent to which statements about competencies, responsibilities, and relationships actually apply to their role;
2. perceptions of the extent to which statements about competencies, responsibilities, and relationships are ideal for their role;
3. the relationship between judgments of the ideal and of the actual extent to which statements about competencies, responsibilities, and relationships are perceived to apply to their position;
4. perceptions of the extent to which statements about opportunities for professional growth and development apply to their role; and

5. perceptions of the extent to which statements about personal and professional characteristics are desirable for role incumbency.

#### Research Hypothesis II:

There will be differences between role incumbents from institutions of small, medium, and large student enrollment sizes on:

1. perceptions of the extent to which statements about competencies, responsibilities, and relationships actually apply to their role;
2. perceptions of the extent to which statements about competencies, responsibilities, and relationships are ideal for their role;
3. the relationship between judgments of the ideal and of the actual extent to which statements about competencies, responsibilities, and relationships are perceived to apply to their position.
4. perceptions of the extent to which statements about opportunities for professional growth and development apply to their role; and
5. perceptions of the extent to which statements about personal and professional characteristics are desirable for role incumbency.

#### Research Hypothesis III:

There will be an interaction between the effects of student enrollment size (small, medium, and large) and source of finance (private and public) on:

1. perceptions of the extent to which statements about competencies, responsibilities, and relationships actually apply to their role;
2. perceptions of the extent to which statements about competencies, responsibilities, and relationships are ideal for their role;
3. the relationship between judgments of the ideal and of the actual extent to which statements about competencies, responsibilities, and relationships are perceived to apply to their position;



4. perceptions of the extent to which statements about opportunities for professional growth and development apply to their role; and
5. perceptions of the extent to which statements about personal and professional characteristics are desirable for role incumbency.

### Background Theory

The organizations of many colleges and universities are being re-examined and their functions reconsidered in response to increasing pressures from their various publics and to greater restrictions on financial resources. In Millet's words:

American colleges and universities are caught in a fateful dilemma at a time when they are expanding and when their social role is more important than ever before in history (Wilson, 1965). Faculty members insist that they have professional competence which transcends administrative competence, and students argue that they have rights which university rules and administrative surveillance violate. Faculty members tend to seek authority over administrators, and students tend to seek an elimination of administrative authority. Yet there are still scarce resources to manage, purposes to be kept in some degree of balance, bills to be collected and paid, buildings to construct and manage, endowment funds to supervise, students to be housed and fed, coherence to be achieved (Perkins, 1966). Administration is becoming a much more highly specialized activity (Rourke and Brooks, 1964). The dilemma is how to keep a college or university effective as an enterprise which required administration--and viable as an enterprise in which faculties, students, alumni, and others have some influence upon decision making.<sup>9</sup>

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<sup>9</sup> John D. Millet, "College and University Administration," in Emerging Patterns in American Higher Education, ed. by Logan Wilson (American Council on Education, 1965). Quoted in Encyclopedia of Educational Research, ed. by Robert Ebel (New York: Macmillan Co., 1969), p. 163. Millet quoted: James A. Perkins, The University in Transition (Princeton University Press,

Kroepsch presents a similar view of higher education:

Many colleges and universities are undergoing rapid changes in their administrative structures, both internal and external. We need much more understanding of how our institutions of higher education are organized and administered before we can adequately judge how they should be organized to cope with the problems of great growth now facing our educational community.<sup>10</sup>

Our ability to explain, predict, and solve administrative problems in higher education is restricted by the dearth of adequate research and reliable theoretical formulation. Some help can be obtained through consideration of the efforts in other areas of study. As Mayhew indicated, " . . . there is a lack of accumulated research data and theory about administration in higher education, unlike the substantial body of data available about industrial management and elementary and secondary school administration."<sup>11</sup> Since we cannot do everything at the same time, we must choose an appropriate next step.

According to Trow:

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1966) and Frances E. Rourke and Glen E. Brooks, "The 'Managerial Revolution' in Higher Education," Administrative Science Quarterly, IX (1964), 154.

<sup>10</sup>Robert H. Kroepsch, "Preface," in The Study of Academic Administration, ed. by Terry F. Lunsford (Western Interstate Commission for Higher Education, 1963).

<sup>11</sup>Lewis B. Mayhew, The Smaller Liberal Arts College (Washington, D.C.: Center for Applied Research in Education, 1962), p. 28.



A central task of theory in educational administration is to deal with the distribution of power and authority in educational institutions and with the conflicts that arise over their distribution.<sup>12</sup>

Knezevich recommends that consideration be given to relationships between elements and individuals within an organization by saying:

. . . , an organization is a system of structured interpersonal relationships with roles and expectations prescribed for the incumbents of various positions. To organize is to relate the various positions (created in the process of subdividing the tasks in an institution) to each other, as well as to give form or structure to the group or institution.<sup>13</sup>

He went on to say:

The purpose of organizing is to provide a systematic means of differentiating and coordinating the resources (both human and material) to attain the objectives, goals, or purposes of the group or institution. It is the means of harnessing the action of many individuals to group purposes. Individual members of a group or institution do not have the same amounts or kinds of intelligence, or special abilities, professional experiences, or emotional drives. Through organization, an institution is in a better position to capitalize on human differences. The previously stated definition conceives of formal organization as a systematic way to differentiate and coordinate the activities or forces of two or more persons in a group or institution. This calls for allocating authority and responsibility in a prescribed manner, establishing rules of procedures, determining patterns of

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<sup>12</sup> Martin Trow, Survey Research in Education (Berkeley, Calif.: Center for the Study of Higher Education, 1963), pp. 3-5.

<sup>13</sup> Stephen J. Knezevich, Administration of Public Education (New York: Harper & Brothers, Publishers, 1962), pp. 57-58.



communication, and in general subdividing the tasks necessary to the realization of the institutional purposes.<sup>14</sup>

With increasing size, complexity, and pressure, administrative activity increases<sup>15</sup> along with the need for specialization.<sup>16</sup> Presthus describes the natural result of this development within an organization to be "an inherent tension in organization between those in hierarchical positions of authority and those who play specialized roles."<sup>17</sup> An appeal is made in the literature on administration for the specification and communication of role expectations to incumbent administrators (McFarland,<sup>18</sup> Likert,<sup>19</sup> and

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<sup>14</sup>Ibid.

<sup>15</sup>Millet, op. cit., p. 161.

<sup>16</sup>Bernard P. Indik, "Some Effects of Organization Size on Member Attitudes and Behaviors," in Readings in Organization Theory: A Behavioral Approach, ed. by Walter A. Hill and Douglas Egan (Boston: Allyn and Bacon, Inc., 1966), pp. 416-30.

<sup>17</sup>Robert Presthus, The Organizational Society (New York: Knopf, 1962), p. 29.

<sup>18</sup>Dalton E. McFarland, Management: Principles and Practices (2nd ed.; New York: The Macmillan Co., 1964), p. 300.

<sup>19</sup>Reniss Likert, New Patterns of Management (New York: McGraw-Hill Book Co., 1961), pp. 52-53.

Starkweather).<sup>20</sup> Moss et al.<sup>21</sup> sum up the above conclusions by saying that the results of unclear roles show up as distortions, frictions, and inefficiencies in collective work units. In other words, the individual's action is influenced by his view of the situation, goals, and expectations for his role. Stogdill says:

We tend to orient ourselves toward, and work to accomplish, the goals that we set for ourselves. We also tend to behave in accordance with our perceptions of our roles. In other words, performance is highly determined by our own expectations and by our perception of the expectations of others toward us. These two sets of expectations set limits and boundaries on role performance.<sup>22</sup>

He reports that:

. . . findings suggest that a group member's performance is likely to be more effective and his satisfaction higher if his role is clearly defined, but not so highly structured as to restrict him in the execution of his task requirements.<sup>23</sup>

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<sup>20</sup>David Starkweather, "Rationale for Decentralization in Large Hospitals," Hospital Administration (Spring, 1970), 34.

<sup>21</sup>Arthur B. Moss, Wayne G. Brochl, Robert H. Guest, and John W. Hennessey, Jr., Hospital Policy Decisions: Process and Action (New York: G. P. Putnam's Sons, 1966), p. 332.

<sup>22</sup>Ralph M. Stogdill, "Role Perception and Fulfillment in Research," in Educational Research: New Perspectives, ed. by Jack A. Culbertson and Stephen P. Hencley (Dansville, Ill.: The Interstate Printers & Publishers, Inc., 1963), p. 93.

<sup>23</sup>Ibid., p. 95.

Though it is important for an individual to understand what is expected of him, it also is important for him to know what his position is relative to other individuals and to their roles which make up the unit of organization. Organizational relationships are undergoing rapid change<sup>24</sup> which is reflected by authority structures and organizational arrangements. Starkweather discusses three types of authority: "line," "staff," and "functional" assignments of authority relationships. He suggests "the use of staff persons is increasing as additional special talents are needed to manage the complex tasks undertaken by modern organizations." In theory, "line authority" is a direct "chain of command" with full responsibility for the organization and "staff authority," reflecting the special knowledge and skill, which serves in an advisory capacity. "The distinctions between line and staff are not as obvious in practice as they are in theory." He continues, saying, " . . . most organizations are unable to clearly maintain these distinctions, leading to misunderstanding, confusion, and open conflicts." "In response to both of these conditions, . . . , functional authority" is delegated. "The staff specialist acquires line authority in the specific realms designated, . . . , usually limited to

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<sup>24</sup>Millet, op. cit., p. 161.

the area of the staff person's special competence."<sup>25</sup>  
 Knezevich suggests that the authority structure is a  
 suitable perspective for examining relationships within  
 an organization. He says:

The staff-line concept permits an analysis of organization into its vertical and horizontal components. The line, or vertical, component establishes the hierarchy of authority. The staff concept supplies the horizontal dimensions of the organization. The creation of staff officers was prompted by the complexity of present-day organizations. The officer executes responsibilities that a line officer at any given level of administrative hierarchy would perform if the latter had (1) the time to do it and (2) the specialized knowledge to execute it. In other words, staff represents an extension of the executives' responsibility and as such could be attached to an executive at any level of administration.<sup>26</sup>

Knezevich reports:

There is ample evidence that such concepts of organization as unity of command, hierarchy of authority, and line and staff are undergoing considerable modification as the functions of an organization and the qualifications of people available to fill positions change.<sup>27</sup>

A specialized role called the assistant-to-an-executive has been created in recent years. The nature of this role varies depending on the people and the situation. Bennet says:

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<sup>25</sup> Starkweather, op. cit., p. 31.

<sup>26</sup> Knezevich, op. cit., p. 71.

<sup>27</sup> Ibid., p. 76.

The assistant-to, . . . , in American business is not a clearly defined position. Sometimes, the assistant-to-the-president, for instance, is a line official with considerable top executive authority. In other cases, he acts in an advisory capacity to his chief on a wide variety of matters. In still a third category are those assistants who supervise only one special project. Men in the third group could be called "special assistants."<sup>28</sup>

The use of assistants to the president<sup>29</sup> is a recent development within higher education. This trend is paralleled by similar developments in the major institutions: hospital, government, education, business, and industrial<sup>30</sup> organizations of the American society. As the number of functions and the sizes<sup>31</sup> and the complexities of these institutions have increased, the role expectations of the executive administrator have become more demanding and more specialized.<sup>32</sup> Specialized roles have been justified and used to relieve the pressures for

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<sup>28</sup>C. L. Bennet, "Defining the Manager's Job," The AMA Manual of Position Descriptions (New York: American Management Association, Inc., 1958), p. 387.

<sup>29</sup>Morris, op. cit.

<sup>30</sup>Victor F. Phillips, "An Exploratory Study of the Assistant-to-the-President Positions in Business Setting" (unpublished doctoral dissertation, Indiana University, 1967).

<sup>31</sup>Indik, op. cit.

<sup>32</sup>John Millet, The Academic Community: An Essay on Organization (New York: McGraw-Hill, 1962).

the executive's time and to provide supplemental expertise. In most cases these delegated expectations are those which the executive would fulfill if he had the time or where the executive does not have the specialized knowledge and skills necessary to do the work.<sup>33</sup> Phillips found that use of the assistant to the president position in the business setting tended to reflect a concern for "executive burdens," a recognition of "personal shortcomings," and the need for "interpretation."<sup>34</sup>

In the study by Morris,<sup>35</sup> analysis of the responses provided by presidents suggests that differences in the nature and use of the role of administrative assistant to the president have been found between educational institutions which differ in private and public sources of finance and small, medium, and large sizes of student enrollment. Through the development, administration, and analysis of the data of this study, an attempt has been made to determine if similar differences exist based on responses provided by incumbent assistants to the president.

From the perspective of social science theory, the college or university is a sub-system within the

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<sup>33</sup>Knezevich, op. cit.

<sup>34</sup>Phillips, op. cit., p. 102.

<sup>35</sup>Morris, op. cit.

American society which is a social system. According to Parsons, the American society

. . . is a type of social system which contains within itself all the essential prerequisites for its maintenance as a self-subsistent system. Among the more essential of these prerequisites are (1) organizations around a foci of territorial location and kinship, (2) a system for determining functions and allocating facilities and rewards, and (3) integrative structures controlling these allocations and regulating conflicts and competitive processes.<sup>36</sup>

Each higher education organization is composed of the combined and/or separate actions of individuals and/or groups of individuals with functions arranged into units called roles. The role " . . . is the point of contact between the system of action of the individual actor and the social system," and " . . . is a sector of the individual actor's total system of action."<sup>37</sup> The anticipations for actions which are either created by or for individuals are called role expectations. Role expectations make up the basis of role and, as such, " . . . organize (in accordance with general value orientations) the reciprocities, expectations, and responses to those expectations in the specific inter-action systems of ego and one or more alters."<sup>38</sup>

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<sup>36</sup>Parsons and Shils, op. cit., p. 26.

<sup>37</sup>Ibid., p. 190.

<sup>38</sup>Ibid.; "Ego and alter serve as reference terms for actors in the social system and bear no meanings relative to psychological references."

The purpose of this study is to analyze expressed role expectations for the role of assistant to the president as a "partial social system." As Parsons says: "The interaction of individual actors, that is, takes place under such conditions that it is possible to treat such a process of interactions as a system in the scientific sense and subject it to the same order of theoretical analysis which has been successfully applied to other types of systems in other sciences."<sup>39</sup>

This study concentrates on the "role expectations," as perceived by assistants to the presidents, "as the primary ingredients of the role" of assistant to the president. The role, defined by Parsons,<sup>40</sup> is known as the "conceptual unit of the partial social system," identified for the purposes of this study as a senior college or university in the United States, called a "social organization."<sup>41</sup>

Since a single role has been considered in this study, it is important to be certain the relationship between the president (alter) and the assistant to the

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<sup>39</sup>Talcott Parsons, The Social Systems (Glencoe, Ill.: The Free Press, 1951), p. 3, quoted by Robert Beynon, "Role Theory: Its Implications for School Administration" (unpublished Ph.D. dissertation, Ohio State University, 1965), p. 1.

<sup>40</sup>Parsons, op. cit., 1965.

<sup>41</sup>Ibid., p. 192.





president (ego) is clear. Parsons states "what an actor is expected to do in a given situation both by himself and by others constitutes the expectations of that role. What the alters are expected to do, contingent on ego's action, constitute the sanctions."<sup>42</sup> In other words, sanctions are considered the reciprocal of expectations. Sanctions are used to reward or punish ego in relation to conformity or nonconformity with alter's expectations for ego's role. The function of sanctions is twofold, according to Parsons:

The sanctions will be rewards when they facilitate the realization of the goals which are part of his [ego's]\* action or when they add further gratifications upon the completion of the action at certain levels of proficiency; they will be punishments when they hinder his [ego's]\* action or when they add further deprivations during or after the execution of the action.<sup>43</sup>

The alter actor also can influence the ego actor's actions with "attitudes of approval or disapproval toward ego's actions" in addition to alter's "supplementary granting of gratification" for ego's conformity with

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<sup>42</sup>Ibid., p. 191; "Sanctions is used here to indicate both positive and negative responses by alter to ego's response; i.e., to ego's conformity with or deviation from alter's expectations."

<sup>43</sup>Ibid.

\* Researcher's addition.

expectations or transcendence of them and alter's "supplementary infliction of deprivations" for deficiencies.<sup>44</sup>

Ego's actions will be a result of his understanding of the expectations of relevant alters and his compliance with or deviance from those expectations. Parsons calls ego's action "institutionalization" which is an " . . . integration of the complementary role expectation and sanction patterns with a generalized value system common to the members of the more inclusive collectivity."<sup>45</sup> Ego's actions will be institutionalized when, in a given situation, he " . . . does, and believes he should do, what the other actors whom he confronts believe he should do." These interactions are a result of "value orientations" which "contain general standards in accordance with which objects," ego the actor, "of various classes are judged, evaluated, and classified as worthy of various types of response of rewards and punishments." This is the result of ego's compliance with or deviance from the relevant alter's expectations and the basis for alter's "positive or negative sanction."<sup>46</sup>

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<sup>44</sup>Ibid.

<sup>45</sup>Ibid.; "A collectivity may be defined as the integration of its members with a common value system."

<sup>46</sup>Ibid., p. 194.

The college or university as a "social organization" is formed by "patterns of social relationships" which contain "hierarchical ordering of roles" directed toward goals which are part of shared "value orientations." The "system of interactive relationships"<sup>47</sup> involving the alter (presidents) and the ego (assistants to the president) provides a social system as conceptualized within social science theory. In Parson's words: "Role expectations bring into specific focus patterns of generalized orientation. They sharpen the edges of commitments and they impose further disciplines upon the individual."<sup>48</sup>

The focus, then, becomes the social interaction which relates to ego's role. Stogdill supports the study of functions and relationships which lead to organizational clarification. According to Stogdill, "we increase our understanding by demonstrating that orderly and predictable interrelationships exist between the elements of a system. Our task is that of discovering systematic relationships."<sup>49</sup>

The role of assistant to the president as a base unit of a social organization serves as the framework of partial-system from which this study can be viewed.

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<sup>47</sup>Ibid., p. 26.

<sup>48</sup>Ibid., p. 196.

<sup>49</sup>Stogdill, op. cit., p. 96.

Parsons gives support for the use of this approach by saying, "partial social systems, so long as their relation to the society of which they are part is made clear, are certainly legitimate objects of empirical investigation."<sup>50</sup> Parsons justifies the focus of study on the partial-system, or role, without the individual as an entity, by saying, " . . . in the analysis of the social system, particularly in its descriptive analysis, we need be concerned only with the motivational orientation toward the specific set of role-expectations and toward the role itself--and may tentatively disregard the 'rootedness' and repercussions of this orientation in the rest of the personality system of the actors involved." Also, "the motivational prerequisites of a social system, then, are the patterns made up of the more elementary components of motivation--those which permit fulfillment to an 'adequate' degree of the role expectations characteristic of the social system in question."<sup>51</sup>

### Definitions

Assistant to the President: An administrative position which is not directly connected in the line

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<sup>50</sup>Parsons, op. cit., p. 26 footnote.

<sup>51</sup>Ibid., pp. 196-97.

hierarchy of authority distribution within the organization of higher education defined as a senior college or university; any person, regardless of title, with administrative and/or academic rank who is directly responsible to the president and whose duties, responsibilities, and authorities are defined and delegated by the president. Other major executive administrators, faculty, and students are not directly responsible to the assistant to the president except in situations which are defined (functional authority) by the president within the expertise of the incumbent assistant (person performs other than secretarial or custodial duties).<sup>52</sup>

Title Held by Role Incumbent: The title held by any person whose role is defined within the limits of the

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<sup>52</sup>Morris, op. cit.; Thomas R. Giddens, The Assistant to the President--Who Is He? (Washington, D.C.: American Council on Education, Educational Record, Fall, 1971); Robert H. Kany, "Results of a Questionnaire Study Pertaining to the Position of Administrative Assistant to the President in Selected New England Colleges and Universities" (unpublished summary and data review, Waterville, Maine, Colby College, 1969); Elmer R. John, "Report on Study to Determine Feasibility of Position of Administrative Assistant to the President" (unpublished discussions and recommendations, Minneapolis, Minnesota: Elmer R. John Associates, 1970); Michael S. Shirley, "A Study of the Assistants to the Presidents of the Colleges and Universities in Illinois" (unpublished Master's thesis, University of Illinois, 1971); Leo C. Muller, "A Study of Some Essential Aspects of the Functions, Qualifications, and Status of Coordinating Officers as Seen by a Selected Group of College and University Presidents" (unpublished Ph.D. dissertation, Indiana University, 1963); Phillips, op. cit.; Knezevich, op. cit.; Starkweather, op. cit.

above description. Such title for the role could be assistant to the president, administrative assistant, vice president, or assistant to the president for a specific function.<sup>53</sup>

Executive Administrative Officer: Any high-level administration official who reports (directly or indirectly) to the chief executive administrator (president or chancellor) of the senior college or university.<sup>54</sup>

President or Chancellor: The chief executive administrator who is responsible and accountable to a board of trustees or governors for the governance or management processes in support of the teaching, research, and service functions of an academic organization which consists of individuals ordered into administrative, faculty, and student roles.<sup>55</sup>

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<sup>53</sup>Morris, op. cit.; Kany, op. cit.; Shirley, op. cit.; Phillips, op. cit.

<sup>54</sup>Edward Warren Wheatley, "An Analysis of Recent Developments in Managerial Technology and Their Applicability to the Administration of Institutions of Higher Education" (unpublished Ph.D. dissertation, Ann Arbor Michigan University Microfilm Order #69-17,688, The Florida State University, 1969); Millet, op. cit.

<sup>55</sup>Gerald P. Burns, Administrators in Higher Education: Their Functions and Coordination (New York: Harper & Row, Publishers, 1962).

Administration-Governance-Management: The processes of decision-making, programming, stimulating, organizing, coordinating, and appraising in support of the organizational functions of teaching, research, and service.<sup>56</sup>

Role Expectations: Statements judged to be important for enactment of the role of assistant to the president as expressed by selected role incumbents which reflect his/her perception of what the president expects of him/her.<sup>57</sup>

Action or Enactment of Expectations: Performance or behavior in accordance with what the ego actor perceives relevant other actors expect of his/her behavior in a given role. Activity directed toward the fulfillment of role expectations.<sup>58</sup>

Ideal Goal (ideal extent perceived): A measure of perceived other's expectations for the role.<sup>59</sup>

<sup>56</sup>Ibid.

<sup>57</sup>Parsons, op. cit.; Knezevich, op. cit.; Gross, et al., op. cit.

<sup>58</sup>Lonsdale, op. cit.; Parsons, op. cit. Knezevich, op. cit.

<sup>59</sup>Felix A. Nigro, Modern Public Administration (New York: Harper and Row, 1965); Halpin, op. cit.; Parsons, op. cit.; Lonsdale, op. cit.; Knezevich, op. cit.



Real Enactment (actual extent perceived): A measure of acceptance of expectations and consequences as legitimate.<sup>60</sup>

Index of Extent of Consistency: The relationship between ideal extent and actual extent judgments of expectations for the role.<sup>61</sup>

Size of the Institution: Determined by the number of students enrolled as listed in the American College and University, the College Facts Chart, the Yearbook of Higher Education, and the Education Directory, 1969-70 references.<sup>62</sup>

Institution of Higher Education: An institution offering educational programs above the level of secondary school. The term includes both four-year and two-year

<sup>60</sup>Nigro, op. cit.; Halpin, op. cit.; Parsons, op. cit.; Lonsdale, op. cit.; Knezevich, op. cit.

<sup>61</sup>Lonsdale, op. cit.; Nigro, op. cit.; Knezevich, op. cit.; Willard R. Lane, Ronald G. Corwin, and William G. Monahan, Foundations of Educational Administration: A Behavioral Analysis (New York: The MacMillan Co., 1967).

<sup>62</sup>American College and University--1970, American Council on Education, Washington, D.C.; College Facts Chart--1970, National Beta Club, Spartanburg, S.C.; Yearbook of Higher Education--1970, Academic Media, Orange, N.J.; U.S., Department of Health, Education, and Welfare, Education Directory--1969-70 (Washington, D.C.: Government Printing Office, 1970).

institutions as identified in the American College and University, College Facts Chart, and Yearbook of Higher Education references.<sup>63</sup>

Senior College: A four-year institution of higher education offering programs leading to the bachelor's degree.<sup>64</sup>

University: A four-year institution of higher education which has as its purposes: (1) instruction--undergraduate, graduate, and post graduate; (2) research--discovery of new knowledge and new applications of present knowledge; and (3) service--providing instructional and research resources for societal application and use.<sup>65</sup>

Public Institution of Higher Education: An institution which is financed primarily by city, county, or state funds.<sup>66</sup>

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<sup>63</sup>Burns, op. cit.; Millet, op. cit.

<sup>64</sup>College Facts Chart, op. cit.; Education Directory 1969-70, op. cit.

<sup>65</sup>Ibid.

<sup>66</sup>Education Directory, 1969-70, op. cit.; College Facts Chart--1970, op. cit.

Private Institution of Higher Education: An institution which is primarily financed by sources other than by city, county, or state funds.<sup>67</sup>

Perception: Thought pattern or expression in response to statements given in items on the questionnaire.<sup>68</sup>

Personal and Professional Characteristics: Those factors, such as age, family size and background, experience and education background which are perceived to be appropriate for role incumbency.<sup>69</sup>

Role Classification: The presidents were asked to classify the role of assistant to the president by type of role, relationship to other roles, and role definer, as well as to provide the title, name, and address of the individual performing in that capacity.<sup>70</sup>

Type of Role: The classification by the president of the role into types. These include (1) Holding

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<sup>67</sup> Ibid.

<sup>68</sup> Stogdill, op. cit.; Lonsdale, op. cit.

<sup>69</sup> Morris, op. cit.; Kany, op. cit.; Shirley, op. cit.; Giddens, op. cit.

<sup>70</sup> Starkweather, op. cit.; Phillips, op. cit.; Morris, op. cit.

position: "Storage," "Sinecure," or "Limbo" type of role. In this position, a person may serve the organization through his reputation, personal/professional prestige, or contacts. This role may serve as a political or professional reward to persons from within or outside of the organization. A holding position may be a non-functional arrangement which is not in the direct line of the primary operations of the organization and may provide a place for an individual who is no longer productive or effective because of changing goals, restructuring the organization, or increasing requirements which the person has not adjusted to or compensated for. (2) Training position: The primary purpose of this type of role is to provide opportunities for viewing the overall operations and for learning about the various aspects of executive administration processes and role enactment which will serve as preparation for advancement to high-level executive administrative positions at the same or within another organization. (3) Career position: The role is considered a permanent or long-term type without being used primarily as a training or holding position.<sup>71</sup>

Authority Relationship (relationship to other roles): The classification of the authority delegated

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<sup>71</sup>Morris, op. cit.; Phillips, op. cit.

to the role by the president. This classification includes (1) Line relationship: A vertical dimension or "chain of command" through which the basic functions of the organization are achieved, and embodies the hierarchy of delegation of authority and responsibility--line or channel of formal communication and decision-making in the administrative structure; (2) Staff relationship: A horizontal dimension which supplements the line function in administration or advises the line administrator, and calls upon the person in this role to perform those tasks for which the line administrator lacks the time, the knowledge, or the skills; (3) Functional relationship: A combination dimension of line authority delegated to a staff person for a specific purpose within a defined situation and within the expertise of the staff member.<sup>72</sup>

Source of Role Definition: The specification and enactment of expectations may be: (1) defined by the president with primary concern for the president's personal or official needs without giving consideration to the strength or weakness of the incumbent's personal/professional capabilities or prestige; (2) defined by the president and the role incumbent giving due consideration to the president's personal or official needs

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<sup>72</sup>Starkweather, op. cit.; R. L. Peabody, "Perceptions of Organizational Authority," Administrative Science Quarterly, March, 1962.

and the incumbent's strength or weakness in personal/professional capabilities and prestige; or, (3) defined by the role incumbent with primary concern for the incumbent's personal/professional needs and expectations in establishing prestige, power, and enactment of the role with little or no concern for the president's personal/official needs.<sup>73</sup>

### Limitations

This study is limited by the weaknesses of the questionnaire approach, which provides data from only one source. Therefore, the full range of data pertaining to the role of assistant to the president will not be dealt with here. The data received from incumbents by the researcher were used for analysis and hypothesis testing. No attempt was made to determine the reasons that particular alternative choices were made by the respondents.

The design of this study does not provide consideration for important variables relating to the individual incumbent's need-disposition and morale, the organization's task-fulfillment, climate, leadership behavior, or the role as a total social system with reciprocal expectations, concurrent roles, and inter-relationships with reference groups.

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<sup>73</sup>Parsons, op. cit.; Lane, op. cit., Morris, op. cit.; Knezevich, op. cit.; McFarland, op. cit., Phillips, op. cit.

### Assumptions

Independence of measures is met by restricting the data to include only one assistant to the president from each institution.

Incumbents have the knowledge necessary to respond and have been straightforward in responding to the statements presented.

A multivariate normal distribution of dependent measures is provided for in the study's design.

### Overview

In Chapter II, the pertinent literature is reviewed. A framework for the design, methodology, and procedures of the study is presented in Chapter III, providing the basis for understanding the development, administration, and analysis used in the study. An analysis of the results is presented in Chapter IV. A summary of the study, discussion of the findings, and recommendations for further research are found in Chapter V.

## CHAPTER II

### REVIEW OF RESEARCH AND LITERATURE

The research and literature related to the role of assistant to the president are limited by the small quantity of study and the limited basis of theoretical perspective. According to McConnell:

So little research has been done on how colleges and universities are organized and administered that it is fair to say, in fact, that the field has not been touched.

Furthermore, the conceptual framework does not exist, . . . , either for thinking systematically about college organization and administration or for drawing a coherent set of hypothesis for investigation. Most references to higher education in books and articles on the general theory of organization are little more than casual asides. At times these references point out that colleges and universities are outside the general class of organizations found in business and government.<sup>74</sup>

A central reason, according to Doi, that research on administration is so limited relates to official burdens and reluctance to participate. He says, "college and university administrators still remain untouchable as objects for systematic research on role perception and

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<sup>74</sup>T. R. McConnell, A General Pattern for American Public Higher Education (New York: McGraw-Hill, 1962).



conflict, personality characteristics, value orientation, status-seeking behavior, and identification with institution."<sup>75</sup>

In the following review, a perspective is developed concerning the position of assistant to the president as an "administrative support role,"<sup>76</sup> "general staff officer,"<sup>77</sup> "personal assistant,"<sup>78</sup> and "coordinating officer"<sup>79</sup> among other titles.<sup>80</sup>

The purpose of this study as indicated in Chapter I, is to determine the variance in competencies, responsibilities, relationships, opportunities for personal/professional growth and characteristics which are related to differences in student enrollment size and sources of finance.

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<sup>75</sup>James I. Doi, "Organization and Administration, Finance and Facilities," Review of Educational Research, Higher Education, XXXV, No. 4 (Washington, D.C.: American Educational Research Association, October, 1965), 352.

<sup>76</sup>Morris, op. cit.; Millet, op. cit.

<sup>77</sup>Phillips, op. cit.

<sup>78</sup>Ibid.

<sup>79</sup>Muller, op. cit.

<sup>80</sup>Morris, op. cit.; Phillips, op. cit.; Giddens, op. cit.; Kany, op. cit.; Shirley, op. cit.

In the first part of this review, research and literature concerning the role of assistant to the president at senior institutions of higher education are reviewed in depth. The second part relates research, literature, and theoretical perspectives, followed by a discussion of implications of the research and literature for this study.

Research and Literature Concerning the  
Role of Assistant to the President

Morris investigated the duties, internship aspects and personal/professional data related to the role of administrative assistant to the president as perceived by presidents of senior colleges and universities throughout the United States. A pilot test, on a small sample of the population, of items developed from the literature was made for validity and consistency of response. The final data collection questionnaires were sent to 1,102 senior colleges and universities identified by enrollment size as small, 1-1,000; medium, 1,000-5,000; large, 5,000-above, and (by source of finance) public and private type of institution. A return of 751 questionnaires, of which 347 were usable for chi-square analysis on each of 76 items, was recorded. Presidents were asked to respond to questions in relation to the role of one person on their staff whom they considered as holding the position of their administrative assistant. Morris concluded from his data and analysis:

1. Administrative assistants were given little decision-making power, few tasks of great responsibility; they performed routine tasks requiring little or no authority.
2. Presidents of medium-sized public institutions used the position more effectively and realistically.
3. Presidents, generally, recognized the importance of the role for training and preparation of administrators.
4. Presidents of public institutions viewed the position as a stepping stone; presidents of private institutions considered the position to be a career job.
5. The qualifications considered to be most important were positive personality traits, sound academic and professional credentials.
6. Large public institutions use three to five vice presidents to serve the same functions served by this role.
7. Assistant-to the president is the most popular title.
8. Internship aspects of the position are known and when used are informal.
9. Presidents view tenure to be brief for individuals in this role.
10. Presidents, generally, consider the position to be relatively important.<sup>81</sup>

Morris's method of sending his questionnaire to all presidents without knowing whether or not the position existed leaves open the questions about how many incumbents exist and what is the actual number of presidents with administrative assistants. The use of one position title without providing a definition of that role also limited identification of the true population. These restrictions did not allow consideration of disproportionate response related to size and source of finance. In his review of the literature, Morris said:

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<sup>81</sup>Morris, op. cit.

"Every president has one person on his administrative staff whom he deems his administrative assistant (according to Matthews<sup>82</sup>) 'He may or may not bear that title.'" Though variations were found and considered significant, the question of whether the findings reflected more than chance results must be raised, considering the fact the tests were made on seventy-six items individually over eight categories.<sup>83</sup>

Giddens surveyed 45 of 225 assistants to the presidents in 1970, identified in the 1969-70 Education Directory, to determine the kinds of educational institutions; the personal, educational, and other characteristics; and the functions of persons in this position. He found that numerous titles were held in addition to the title of assistant to the president. Respondents were asked to rank-order twelve functions. The composite order by response frequency was (1) advise the president, (2) research services, (3) planning, (4) communications, (5) liaison with government units, (6) public relations, (7) student coordination, (8) liaison with board of trustees, (9) special projects, (10) fund raising and development, (11) academic teacher, and (12) legal

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<sup>82</sup>J. C. Matthews, former president of North Texas State University, personal interview with and reported by Morris, 1969, p. 33.

<sup>83</sup>Ibid.

services. He found that respondents spent the majority of their time with administrators, faculty, and students in that order.<sup>84</sup> Giddens' survey did not develop a theoretical base for hypothesis testing. Instead, he collected facts about the position.

Kany investigated senior and junior colleges in New England to determine how many institutions had incumbent assistants to the president and to obtain a profile of the individual and what he did in that position. He found that 55 senior colleges reported having incumbents. Of the 55 institutions, 15 were public and 40 were private, with an average student enrollment of 3,430. The titles most frequently used were assistant to the president and administrative assistant to the president. The position was reported to be full-time staff, administration, or a combination authority relationship. No attempt was made to test theoretical relationships.<sup>85</sup>

In a study to determine the feasibility of the position of administrative assistant to the president for a small Midwestern college, Elmer R. John Associates interviewed, in depth, all top administrative officers of the college. The purpose of the investigation was exploratory and not based on a theoretical premise. The

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<sup>84</sup>Giddens, op. cit.

<sup>85</sup>Kany, op. cit.

authors found the need for improved communications and for interaction opportunities regarding goals, plans, and expectations for each administrative position, in addition to the need for clarification of the college management practices, processes, plans, and objectives which affect all members of the institution. The authors concluded that the creation and use of an administrative assistant to the president could serve to improve "relationships," "communications," and "management responsibilities" by relieving the "overload" on the president and by facilitating interaction and communications. To avoid confusion or misunderstanding, the authors recommended that the "responsibilities," "accountabilities," "relationships," and "duties" be spelled out clearly for all administrative officers. The authors suggested that incumbents should possess "flexibility" in their approach to management practices and procedures; they should be "familiar" with and have demonstrated success in management processes; and, his or her personality should facilitate inter-departmental coordination. The authors recommended that stringent examination should be made of administrative behavior using extensive interviews, observations, and time logs to determine actual performance from which standards and priorities could be established for each "key" position.<sup>86</sup>

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<sup>86</sup>John, op. cit.

In a field study of the position of assistant to the president in Illinois colleges and universities, Shirley sought to determine the numbers of presidents with assistants and to develop a profile of role incumbents. Based on the responses provided by twenty-seven of twenty-nine identified incumbents, he analyzed the data according to type of institution: universities, four-year colleges, and two-year colleges. Seven out of 10 universities with assistants were found to have over 10,000 students and 7 out of 11 four-year colleges with assistants were found to have less than 1,000 students. Assistants, reportedly, spent most of their time with general administrative functions, conferences, and educational meetings; their working relationships involved administrators, faculty, and students; and incumbents generally regard the position as a "stepping stone" in their career.<sup>87</sup>

Muller surveyed the functions, qualifications, and status of coordinating officers as perceived by selected college and university presidents. The position as identified was similar to the role of assistant to the president and was found to be involved with alumni and public relations, fund-raising, internal communications, and information services. Analysis was made of 117 items

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<sup>87</sup>Shirley, op. cit.

in a questionnaire with percentages of the president's rankings indicating consensus.<sup>88</sup>

Phillips investigated the assistant to the president position and role incumbent in a business setting as perceived by executives other than the president and his assistant to. He used chi-square and standard t-test to determine the significance of variation in response to questions about definition and use of the position, reasons for its creation, and opportunities for training. He concluded that organization size was related to the nature of and appearance of the role. In summary, Phillips found:

1. The position exists but not at all levels or in all organization types.
2. The duties vary and the position may not be permanent.
3. Information about the position is superficial and limited by discipline.
4. The position is functional or dysfunctional depending on: the incumbent, duties assigned, clarity of role specification and amounts of interaction with other organization members.
5. Because of the position's proximity to the president and the president's actions, it may significantly influence other members--the assistant to may be viewed as powerful or influential resulting in beneficial or negative outcomes depending on overall outcomes.
6. The personal characteristics and behavior of the incumbent have greater impact on unfavorable/favorable reaction of executives other than presidents.

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<sup>88</sup>Muller, op. cit.



7. Presidential problems with interpersonal relations, executive load, communications and need for specialized help were primary reasons for creation of the position of assistant to the president.<sup>89</sup>

#### Related Research, Literature and Theoretical Perspectives

An explanation of behavior in an organization setting has been developed by Argyris. He defines an organization as " . . . an intricate human strategy designed to achieve certain objectives." The organization is a "behavioral system" with "four different, but interrelated subsystems." In the organization, behavior results from "1) formal organization demands, 2) demands of informal activities, 3) individual attempts to fulfill idiosyncratic needs; and 4) a unique patterning of above elements for each organization."<sup>90</sup>

Actual performance or behavior in the role of assistant to the president, Sarbin concludes, is influenced by (1) the validity of the incumbents' role perceptions, (2) the incumbents' skills in enacting role, and (3) the influence of cognitive structure on perception and enactment of role.<sup>91</sup>

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<sup>89</sup>Phillips, op. cit.

<sup>90</sup>Chris Argyris, Understanding Organizational Behavior (Homewood, Ill.: Dorsey Press, 1960), pp. 17-26.

<sup>91</sup>Theodore R. Sarbin, "Role Theory," in Handbook of Social Psychology, I Theory and Method, chap. vi, ed. by Gardner Lindzey (Reading, Mass.: Addison-Wesley Publishing Co., 1954), quoted in Lonsdale, p. 151.

Beynon used a role model as part of his study of three referent groups to a school system in his study of role expectations for the position of school superintendent. Use of a model to obtain a perspective of role in its context is supported by Parsons as discussed earlier. Many studies have served to collect information about particular positions. The emphasis should be placed on the collection of data or facts for more than descriptive purposes.<sup>92</sup>

Following is a model, Figure 1, which includes the role of assistant to the president as considered in this study. The model includes:

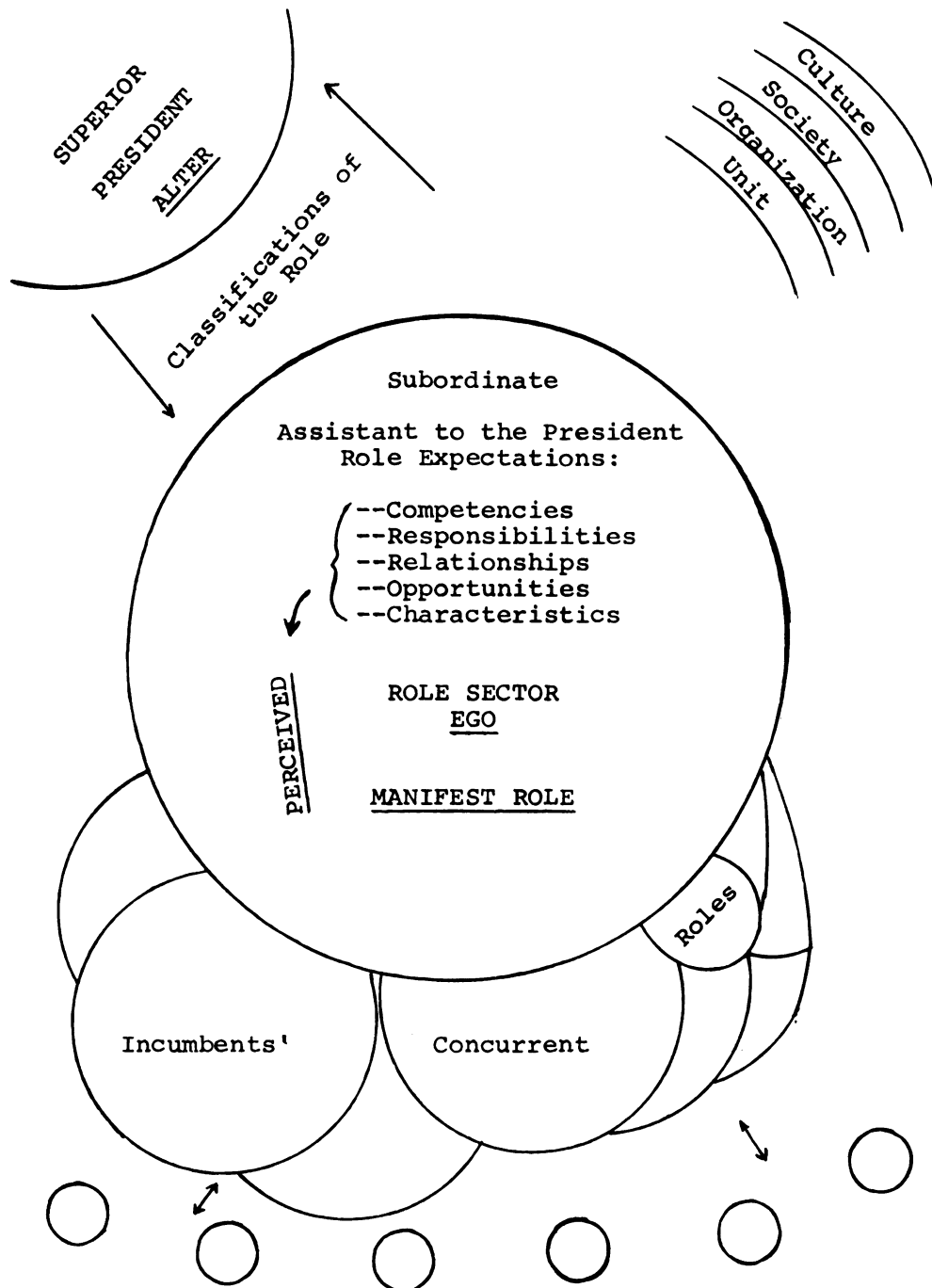
The manifest role of assistant to the president  
which is defined by expectations perceived by  
the incumbent

and

The reference roles of: president, other administrators, faculty, students, special interest groups, alumni, government agencies,

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<sup>92</sup>Robert Paul Beynon, "Role Theory: Its Implications for School Administration" (unpublished dissertation, Ohio State University, 1965, Microfilm Ord. #65-13, 202); Talcott Parsons and Edward A. Shils, "Personality as a System of Action," in Toward a General Theory of Action, ed. by Talcott Parsons and Edward A. Shils (New York & Evanston: Harper & Row, Publishers, Inc., 1965), pp. 114-15.



Reference Roles: Other Administrators, Faculty, Students, Special interest groups, Government agencies, communications media, Accrediting Associations, Professional Associations, Alumni, Board and General Public.

Figure 1.--Social System Model--Assistant to the President Role Sector

communications media, accrediting associations,  
professional associations, board of control and  
general public

as part of the social system

the role sector

the unit

the organization

the society

the culture

The responses received as data for this study reflect the incumbents' perceptions of competencies, responsibilities, relationships, opportunities, and characteristics as specified by the items on the questionnaire.

In support of promoting the purpose of administrative evaluation and specification, Perry suggests that: "Current interest in executive administration in public institutions of higher education tends to be centered in an analysis of the behavior necessary for effective performance and the functions and responsibilities which are identified with the executive administrative officers."<sup>93</sup>

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<sup>93</sup> Richard Russell Perry, "Appraisal of Criteria for Evaluation of Executive Administrative Performance in Public Higher Education" (The University of Toledo, 1964, Microfilm Ord. #65-1694).

Halpin maintains that " . . . separation of the description of what the leader does from the evaluation of the effectiveness of what he does is of signal importance." It is important to note that the standards of performance and description of an incumbent's performance may or may not be the same. " . . . this distinction also reveals pertinence of two related questions about the leader's behavior: 'as described by whom?' and 'as evaluated by whom?'" According to Halpin, "It is through his perceptions of the task that the leader defines the organization's problems." Decisions related to appropriate courses of action are related to the leader's perceptions.<sup>94</sup>

Halpin suggests that perceptions may be obtained by questionnaires and/or interviews, yet cautions " . . . that what a man verbalizes as his perception of the task is not necessarily concordant with the evidence of his overt behavior." He recommends, "the best way to break this barrier is to insist that the problem (that is the administrator's perception of the task) be stated exclusively in behavioral terms."<sup>95</sup> By obtaining the incumbents' perceptions of role tasks (criteria statements) the purpose and nature of a position can be

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<sup>94</sup>Halpin, op. cit., p. 42.

<sup>95</sup>Ibid., p. 46.

specified and clarified. In Halpin's words, " . . . the administrator's perception of the task . . . defines the problem, and his behavior both as a decision-maker and as a group leader is inexorably mediated through his perception."<sup>96</sup> Through an analysis of responses representing an incumbent's perception of his tasks, a description of the problem (job content and functions) and an estimation of the incumbent's performance in his role can be made.

Henderson views the modern-day administration of higher education as a complex organization which is a result of presidential delegation and transfer of responsibility to a system of administrative roles. He believes that college administrators often are poorly prepared for their positions and that a major cause probably is the inadequate definition of administrative roles. Also, he suggests that major weaknesses in administrative practice relate to:

1. speedy and ineffective decision making;
2. poor organization;
3. delegation of responsibility and the commensurate authority;
4. communication.<sup>97</sup>

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<sup>96</sup>Ibid., p. 47.

<sup>97</sup>Algo Henderson, Policies and Practices in Higher Education (New York: Harper and Row, 1960), pp. 237-51.

In order to remedy administrative inadequacies, Hungate stresses the need for constant and meaningful evaluation of all roles, functions, and structures.<sup>98</sup>

In his study to determine whether job evaluation techniques can be applied to the classification of administrative positions in public education, Hoover contended that:

The first step in the job evaluation process is to gather all the facts concerning each job in the organization. This process is called job analysis. Job analysis is defined as "the process of determining, by observation, interview, and study, and of reporting the significant worker activities and requirements and the technical and environmental factors of a specific job." Job analysis seeks to gather factual information on what the worker does; how he does it; and the skills, training, and experience he must have had in order to perform the work.<sup>99</sup>

He listed examples of benefits which may result from job evaluation:

1. As an aid to management in the clarification of
  - a) lines of authority
  - b) function
  - c) responsibility
2. As an aid to other personnel functions such as
  - a) recruitment, selection, and placement
  - b) promotion and transfer
  - c) inservice training<sup>100</sup>

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<sup>98</sup>Thad L. Hungate, Management in Higher Education (New York: Teachers College, Columbia University, 1964), pp. 183-204.

<sup>99</sup>William S. Hoover, "Job Evaluation Techniques Applied to the Classification of Administrative Positions in Public Education" (unpublished Ph.D. dissertation, Columbia University, 1971).

<sup>100</sup>Ibid., pp. 13-14.

He suggested that the limitations of job evaluation include a false sense of objectivity and an assumption of job evaluation which is independent of the incumbent in the job, which ignores the effect of the evaluator's subjective judgment and the incumbent's personal influence in shaping the job by style and choices.<sup>101</sup> Hoover found that job evaluation techniques can be used in the classification of administrative positions in public education, but raises the question of "how well" it serves the purpose.<sup>102</sup>

In reference to the nature of higher education organizations, Burns suggests, "The size and complexity of the institution are the major determinants of organization." He continues, " . . . it is significant that the elements of similarity in the organization of colleges and universities are greater than those of dissimilarity. Furthermore, the trend is toward greater uniformity, regardless of the size or nature of the institution."<sup>103</sup>

Changes in the nature and purpose of an organization serve to provide both effective and dysfunctional consequences for goal attainment. Presthus concludes:

As organizations increase in size and complexity, members must begin to specialize. Such division of labor has both advantages and disadvantages. On

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<sup>101</sup> Ibid., pp. 14-15.

<sup>102</sup> Ibid., p. 119.

<sup>103</sup> Burns, op. cit., p. 53.



the one hand, the technical quality of the work improves. On the other hand, interpersonal relationships deteriorate; so also does the sense of identification with the organization.<sup>104</sup>

In his sociological study of the growth of administration in higher education organizations, Richards examined the relationship between growth in organization size and administration. He concludes from a review of pertinent literature:

Several writers have explained the apparent inverse relationship between administrative and organizational growth as a result of differential role functions of administrators in large groups as opposed to small ones. That is, although the same office exists in both large and small firms, more activities of a non-administrative nature are performed by officers in small firms than in large ones. In smaller firms, such officials are being "underused" as administrators and are probably performing a number of non-administrative functions, as Boland (1966, pp. 177-79) and Haas, Hall and Johnson (1963, p. 16) have pointed out. As Baker and Davis (1954, p. 50) note, regardless of size, a firm may have but one president, one comptroller, etc. But as the organizations grow, both Despelder (1962, pp. 40-42) and Boland (1966, pp. 179-81) contend that people added take over non-administrative tasks previously performed by officials, who now simply spend an increasing amount of their time in specifically administrative duties. The point is that the added administrative work of supervising more employees need not require additional administrators; administration simply becomes a more specialized function.<sup>105</sup>

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<sup>104</sup> Presthus, op. cit., p. 29.

<sup>105</sup> Robert O. Richards, "The Growth of Administration Within Universities and Colleges" (unpublished Ph.D. dissertation, Michigan State University, 1969), p. 43. Richards cited: W. Boland, "American Institutions of Higher Education: A Study of Size and Organization" (unpublished Ph.D. dissertation, University of Michigan, 1966); E. Haas, R. Y. Hall, and

Richards found a reduction in the ratio of administration size to organization size as organizational size increased, in addition to a parallel relationship to changes in complexity (the number of departments) and to type of institution (public, private, etc.), as determined by longitudinal analysis and cross-sectional data.<sup>106</sup>

Changes in delegation and divisions of labor have been found to occur in relation to organizational size in the related areas of educational administration. In a report on a study of the administrative team, the authors concluded:

When the school system becomes too large for the superintendent to perform all of the functions effectively as a one-man executive, a position of assistant superintendent often is created. It may be decided that the assistant will be a generalist rather than a specialist in a given area.

The title of the position varies, ranging from administrative assistant or assistant for administrative services to deputy, associate or assistant superintendent. The general administrator's chief

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N. J. Johnson, "The Size of the Supportive Component in Organizations; A Multi-Organization Analysis," *Social Forces*, XLII (1963), 9-17; A. W. Baker and R. C. Davis, "Ratio of Staff to Line Employees and Stages of Differentiation of Staff Function," Monograph No. 72 (Columbus: Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1954); B. E. Despelder, "Ratios of Staff to Line Personnel," Monograph No. 106 (Columbus: Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1962).

<sup>106</sup>Ibid.

function is to assist the superintendent in the coordination of administration services. In fact, he is the superintendent's alter ego, his stand-in when necessary, and his delegated representative on many occasions. Change in title or reclassification is usually a result of tenure in a position, a way to recognize satisfactory or outstanding service, or a means of granting salary increments. Normal progression in advancement is usually from administrative assistant to deputy superintendent. The general administrator's duties, title, and advancement up the leadership ladder vary widely among school systems. These factors may be altered also when the superintendency changes.<sup>107</sup>

The authors, guided by George Redfern, recommended that changes be made in the pursuit of clarification and specification of understandings, by saying:

Suggestions for change in the assistant superintendency do not involve reducing the scope of the position. Rather, they involve defining jobs more precisely, stipulating limits of responsibility and authority, clarifying working relationships, providing for more systematic and comprehensive inservice growth opportunities, instituting closer supervisory assistance, and reinforcing support of the position of assistant superintendent.<sup>108</sup>

Ayers and Russell reported their identification of functions and responsibilities of executive-administrative officers in higher education institutions. The extent of delegation of job content was found to be related to organizational size and changes in content and numbers of positions the authors suggest raises the need for concern about the institution's effective

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<sup>107</sup> American Association of School Administrators, Profiles of the Administrative Team (Washington, D.C.: AASA, 1971), pp. 29-30.

<sup>108</sup> Ibid., p. 44.

achievement of goals and purposes. They say that:  
 "Increases in enrollment in these institutions (of higher education) result in complex administrative organization which require attention to effective administration."<sup>109</sup>

Bishop, in his study of the use of delegation of authority as a device in a federal field agency, proposed that the need for concern about effective administration is equally important in public administration.

He says:

As public organizations have become larger and more complex, it has become necessary to delegate authority in order to achieve effective accomplishment of the organization's objectives. The extent or refinement of delegation, the amount of freedom to act independently delegated to subordinates, the degree to which central control is retained, and their effects on organizations have become very important.<sup>110</sup>

According to Carlson, incumbent administrators require specific characteristics and qualifications which are appropriate to performance in their position. In his words, "The administrator needs a high level of general knowledge, conceptual ability, leadership skills and

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<sup>109</sup> Archie R. Ayers and John H. Russell, Organization and Administration of Institutions of Higher Education--Internal Structure Throughout the United States (Department of Health, Education and Welfare, Office of Education, Bulletin 1962, No. 9), p. 6.

<sup>110</sup> Edward C. Bishop, "The Role of the Delegation of Authority Process in Efficient Administration" (unpublished Ph.D. dissertation, New York University, 1963).

technical skills." This conclusion agreed with results of the administrative studies made by Katz.<sup>111</sup>

Patton, et al., recommend that a position description for an executive should identify " . . . basic functions, responsibilities, authority, principal relationships and specific qualifications . . . " for the position being considered.<sup>112</sup>

Peabody suggests that " . . . four analytic types of authority relations: authority of legitimacy, of position, of competence and of person . . . " exist in an authority structure. Interaction between superiors and subordinates contain elements of all four types of authority.<sup>113</sup>

In reference to official standards of performance for job duties and responsibilities which are specified in writing for a position, Lane et al. contend that: " . . . these standards are never completely fulfilled, the

<sup>111</sup>Richard O. Carlson, "Common Learnings for All Administrators," in Preparation Programs for School Administrators: Common and Specialized Learnings, ed. by Donald J. Leu and Herbert C. Rudman (East Lansing, Mich.: Michigan State University, 1963), Ch. 2, pp. 24-33; Robert L. Katz, "Skills of an Effective Administrator," in Developing Executive Leaders, ed. by Edward C. Bursk and Timothy B. Blodgett (Cambridge, Mass.: Harvard University Press, 1971), pp. 55-64.

<sup>112</sup>John A. Patton, C. L. Littlefield, and Stanley Allen Self, Job Evaluation: Text and Cases (Homewood, Ill.: Richard D. Irwin, Inc., 1964), p. 174.

<sup>113</sup>Peabody, op. cit., pp. 461-82.

belief that they should be fulfilled creates official pangs of conscience when performance falls below the ideal."<sup>114</sup> The comparison of "what is" (role description/enactment) with what "ought to be" (role perception/expectation) is a measure of morale. In Lane's words: "The maintenance of a sense of personal worth, relative satisfaction within the task environment, and meaningful interpretation of the relationship between personal goals and organizational purposes constitute the significant dimensions of morale."<sup>115</sup>

In describing morale, Lonsdale states, " . . . it is a measure of effectiveness in role enactment, of congruence between role perceptions and role expectations, and of congruence between role expectations and need-dispositions."<sup>116</sup>

Discrepancies between role enactment and role expectations may be an estimate of dysfunctional consequences and ineffectiveness.<sup>117</sup>

Nigro alludes to another source of dysfunction, reduced morale or ineffectiveness, in his discussion of

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<sup>114</sup>Lane, et al., op. cit., p. 302.

<sup>115</sup>Ibid.

<sup>116</sup>Lonsdale, op. cit., p. 166.

<sup>117</sup>Knezevich, op. cit., pp. 57-58.

difference between the formal organization with its prescription of what interpersonal relationships "ought to be" as compared to the informal organization with its prescription of what interpersonal relationships "actually are." The closer "what is" matches what "ought to be," the less chance for ineffective attainment of the institution's task-achievement.<sup>118</sup>

In an effort to develop "appraisal criteria for evaluation of executive administrative performance," Perry concludes that "current interest in executive administration in public institutions of higher education tends to be centered in an analysis of the behavior necessary for effective performance and the functions and responsibilities which are identified with the executive administrative officers."<sup>119</sup>

A basic need has been described for the field of administration of higher education as the necessity to develop insights and understandings about the nature and use of various leadership and/or administration positions with the specification of expectations for qualifications, expected behaviors, and relationships related to those positions.<sup>120</sup>

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<sup>118</sup>Nigro, op. cit., pp. 152-53.

<sup>119</sup>Perry, op. cit., p. 17.

<sup>120</sup>Millet, op. cit., pp. 182-83, 187.

Ferrari found that 2 per cent of 750 respondents in his study of American college presidents were in the position of assistant to the president prior to assuming the presidency.<sup>121</sup>

Discussion of Research and Literature  
With Implications for this Study

Elements of Role

Anticipations for actions which are created for or by individuals are called role expectations. These expectations serve as standards of performance and represent those behaviors which ought to be (ideal) displayed by the role incumbent (assistant to the president) in role enactment.<sup>122</sup>

In order to reduce tensions/conflict/distortions and inefficiencies, expectations should be specified and communicated.<sup>123</sup>

Role expectations represent the formal organization's requirements.<sup>124</sup>

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<sup>121</sup>Michael Ferrari, Profiles of American College Presidents (East Lansing: Michigan State University Business Studies, 1970).

<sup>122</sup>Parsons and Shils, op. cit.

<sup>123</sup>McFarland, op. cit.; Likert, op. cit.; Starkweather, op. cit.; Moss, et al., op. cit.

<sup>124</sup>Halpin, op. cit.; Lane, et al., op. cit.



Role enactment/description represents what the incumbent actually does. The incumbents' behavior, as described, reflect the informal organization's requirements or actual performance (what is).<sup>125</sup>

The incumbent's satisfaction and effectiveness relate to clarification of actual behaviors.<sup>126</sup>

Behavior is influenced by validity of perception, skills of enactment, and the influence of cognitive structure on perception and enactment.<sup>127</sup>

What an incumbent thinks he is expected to do makes up his role perception or interpretation of role expectations held by significant alters (presidents). Role perceptions are the incumbent's estimates of the formal organization's stated requirements.<sup>128</sup>

Comparison of role description responses (actual) with role perception responses (ideal) may serve to indicate dysfunctions, conflict, and morale reflected by significant variations in relationship. These variations between actual and ideal judgments provide

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<sup>125</sup>Nigro, op. cit.; Lane, et al., op. cit.;  
Beynon, op. cit.; Perry, op. cit.

<sup>126</sup>Stogdill, op. cit.

<sup>127</sup>Sarbin, op. cit.

<sup>128</sup>Lonsdale, op. cit.; Stogdill, op. cit.;  
Nigro, op. cit.; Halpin, op. cit.; Knezevich, op. cit.

an estimate of ineffectiveness in performance, of tension between roles, and of the incumbent's loss in sense of identification.<sup>129</sup>

Changes in organization size and complexity can be expected to bring about similar changes in the needs for specialization and division of labor. As size increases, administrative activity increases and the numbers of specialized roles increase.<sup>130</sup> The need for specialization results in an inherent tension between roles.<sup>131</sup>

Size increases relate directly to changes in relevant role classifications, authorities, responsibilities, and skills perceived for each position.<sup>132</sup> Though executive burdens, communications, and the need for specialized roles are considered important, the incumbent's characteristics and behaviors were significantly related to variations in the nature and use of

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<sup>129</sup>Lane, et al., op. cit.; Stogdill, op. cit.; Lonsdale, op. cit.; Indik, op. cit.; Starkweather, op. cit.; Knezevich, op. cit.; Argyris, op. cit.

<sup>130</sup>Millet, op. cit.; Kroepsch, op. cit.; Shirley, op. cit.

<sup>131</sup>Indik, op. cit.

<sup>132</sup>Knezevich, op. cit.; Richards, op. cit.; AASA, op. cit.; Ayers & Russell, op. cit.; Bishop, op. cit.

the position, assistant to the president, and in organization size differences.<sup>133</sup>

Increases in size and complexity result in improved technical quality of work while at the same time a loss of identification with the organization occurs for the incumbent.<sup>134</sup> The trend toward greater similarity rather than dissimilarity in organization irrespective of size or nature of the institution<sup>135</sup> may or may not apply to the use of the assistant to the president position in higher education. The position, assistant to the president, can be expected to differ between public and private institutions.<sup>136</sup>

Dependent Variable: Competencies

What competencies/skills are needed (ideal/ought to be) and are possessed (what is/actual) by the assistant to?

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<sup>133</sup>Phillips, op. cit.; Morris, op. cit.

<sup>134</sup>Presthus, op. cit.

<sup>135</sup>Burns, op. cit.

<sup>136</sup>Shirley, op. cit.; Muller, op. cit.; Morris, op. cit.; Giddens, op. cit.; Kany, op. cit.

An effective administrator needs to possess technical, human, and conceptual dimensions of skills,<sup>137</sup> as well as cognitive and enactment skills.<sup>138</sup>

Since individuals vary in skills possessed, it is important to identify requirements for the position and skills possessed by incumbents to provide effective/efficient use of human resources in the attainment of an organization's task-achievement.<sup>139</sup>

An estimate of satisfaction, effectiveness, and conflict may be obtained through determination of the relationship between actual and ideal competencies.<sup>140</sup> Competencies in research and investigation methods and techniques; program planning and development; written and oral communications; technological developments and their applications to education; business and fiscal operations and procedures; liaison and public relations service; student personnel services; decision-making and policy implementation; resource development; and,

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<sup>137</sup> Robert L. Katz, "Skills of an Effective Administrator," in Developing Executive Leaders, ed. by Edward C. Bursk and Timothy B. Blodgett (Cambridge, Mass.: Harvard University Press, 1971).

<sup>138</sup> Sarbin, op. cit.

<sup>139</sup> Knezevich, op. cit.

<sup>140</sup> Lane, et al., op. cit.

fiscal operations; work with student personnel services and related student activities; work with program planning, development, and evaluation; and, work with policy development, implementation, articulation, and evaluation are appropriate for the assistant to the president position.<sup>141</sup>

Dependent Variable: Responsibilities

What duties/responsibilities should exist (ideal/ought to be) and actually exist (what is/actual) for the assistant to position?

A basis for the clarification of understanding may be obtained through the identification of responsibilities for each position. Interrelationships may be facilitated by determining a basis for the delegation or distribution of tasks in the organization.<sup>142</sup>

An estimate of satisfaction, effectiveness, and conflict may be obtained by determining the relationship between perceptions of actual/ideal responsibilities.<sup>143</sup>

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<sup>141</sup>Morris, op. cit.; Giddens, op. cit.; John, op. cit.; Shirley, op. cit.; Muller, op. cit.; Phillips, op. cit.; Hungate, op. cit.; Hoover, op. cit.; Perry, op. cit.

<sup>142</sup>Knezevich, op. cit.

<sup>143</sup>Lane, et al., op. cit.



Responsibilities, such as to consult with and advise the president; serve as secretary to the administrative team, schedule meetings, prepare required information, facilitate interaction and communication; prepare and review written communications; work on special projects and problems; work with public relations and resource development; work with personnel management and related faculty/staff relations/work with business and political and social insights and understandings, are appropriate for the position.<sup>144</sup>

Dependent Variable: Relationships

What relationships should be maintained (ought to be/ideal) and actually are maintained (actual/what is) for the position assistant to?

Clarification of relationships may facilitate improved communication patterns and provide a basis for delegation.<sup>145</sup>

An estimate of satisfaction, effectiveness, and conflict may be obtained by determining the extent of relationship between actual/ideal relationships.<sup>146</sup>

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<sup>144</sup>Morris, op. cit.; Giddens, op. cit.; John, op. cit.; Shirley, op. cit.; Muller, op. cit.; Phillips, op. cit.; Hungate, op. cit.; Hoover, op. cit.; Perry, op. cit.

<sup>145</sup>Knezevich, op. cit.; Millet, op. cit.

<sup>146</sup>Lane, et al., op. cit.





Relationships with governmental units/agencies; alumni groups; special interest groups; board of trustees/regents; professional association representatives; institutional associations or accrediting agencies; administrators from your institution, other than your president; faculty groups; student groups; and, communication's media groups are appropriate for the position of assistant to the president.

Dependent Variable: Opportunities

What opportunities for personal/professional growth and development are available in the position (what is)?

Variance will be found in the responses to type of position, authority, status, and source of role definition. Public institutions will use the position differently than private institutions. Presidents will differ from incumbents in classifying the role.<sup>147</sup> A comparison of presidents' responses with incumbents' classification will serve as an estimate of conflict or ineffectiveness.<sup>148</sup>

The following statements of opportunities--the position provides new working opportunities which may help the individual to become a more capable incumbent; in the absence of the president, the position provides

<sup>147</sup>Millet, op. cit.; Starkweather, op. cit.; Knezevich, op. cit.; Bennet, op. cit.; Morris, op. cit.; Phillips, op. cit.

<sup>148</sup>Parsons and Shils, op. cit.

for the incumbent to make decisions the president would make if present; the position provides for the special needs, requirements, or conditions of either or both the individual incumbent or the institution. The existence and functions of the position fluctuate according to the needs of the president, the incumbent, or the institution; the position provides opportunities for observing and participating in the overall operations and administrative processes of the institution providing experiences which serve to prepare the incumbent for advancement to higher level executive administrative positions at the same or another institution;<sup>149</sup> the position provides service on a permanent or long-term basis without being used primarily as a training or a holding position; the position is assigned functions in areas in which the incumbent is inexperienced; the president provides close personal supervision in the functions expected of the incumbent; the position falls within the vertical dimension or "chain of command" through which the basic functions of the institution are achieved;<sup>150</sup> the position falls within the horizontal dimension which supplements the line functions in administration and

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<sup>149</sup>Shirley, op. cit.

<sup>150</sup>Starkweather, op. cit.; Bennet, op. cit.; Kany, op. cit.

counsels or advises the line administrator;<sup>151</sup> the position has staff status and acquires authority when the president delegates line authority for a special project or problem within the expertise of the incumbent;<sup>152</sup> the defined expectations provide for the president's personal or official needs using the strengths of the incumbent to supplement the president's competencies;<sup>153</sup> the defined expectations provide for the incumbent's personal/professional needs and requirements in a particular situation; and the defined expectations provide for the president's personal or official needs and the incumbent's personal/professional capabilities and prestige--<sup>154</sup> are appropriate for the position of assistant to the president.<sup>155</sup>

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<sup>151</sup> Starkweather, op. cit.; Bennet, op. cit.; Knezevich, op. cit.; Kany, op. cit.

<sup>152</sup> Starkweather, op. cit.; Bennet, op. cit.; Kany, op. cit.

<sup>153</sup> Knezevich, op. cit.

<sup>154</sup> Ibid.

<sup>155</sup> Morris, op. cit.; Phillips, op. cit.; Hoover, op. cit.

Dependent Variable: Characteristics

What personal/professional characteristics are important for incumbency in the role of an assistant to?

Individual incumbents do not possess the same kinds and amounts of qualities, preparation, degree level, or experience. It is important to find out what is required and what incumbents possess in order to provide appropriate placement or delegation and coordination in the use of resources.<sup>156</sup>

The nature of the role varies with the characteristics of incumbents.<sup>157</sup>

The personal dimensions of personality, motivation/interest, age requirement, creative ability, and problem solving; preparation in educational administration, specialized academic area, administration of higher education, combination of academic area and educational administration, and general administration; degree level: bachelor's, master's, specialist's, and doctor's; and experience in elementary, secondary teaching, higher education teaching, professional practice, philanthropic foundation activities,

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<sup>156</sup>Knezevich, op. cit.

<sup>157</sup>Bennet, op. cit.

elementary/secondary administration, higher education administration, and general administration are appropriate for the role of assistant to the president.<sup>158</sup>

### Discussion Overview

Based on the responses provided by presidents, Morris suggests that differences in the nature and use of the role of administrative assistant to the president have been found between institutions which differ in sources of finance and sizes of student enrollment. Through the development, administration and analysis of this study, an attempt has been made to determine if similar differences exist based on responses provided by incumbent assistants to the presidents regarding competencies, responsibilities, relationships, opportunities, and characteristics related to the position and its incumbents.

The design and procedures of the study are presented in the following chapter.

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<sup>158</sup>Phillips, op. cit.; Hoover, op. cit.; Carlson, op. cit.; Morris, op. cit.; Kany, op. cit.; Shirley, op. cit.; Giddens, op. cit.

### CHAPTER III

#### DESIGN, METHODOLOGY, AND PROCEDURES OF THE STUDY

It is the purpose of this study to examine the administrative support role called assistant to the president and the competencies, responsibilities, relationships, opportunities for personal growth and development, and characteristics of incumbents which are perceived by incumbents to be appropriate for the role. Based on previous findings, the decision was made to look for variations in the nature and use of the role which may be related to selected differences in small, medium, and large organization sizes and private and public sources of finance. To accomplish this purpose the following research plan was established and followed.

##### Pilot Panel Testing and Interviews

A panel of ten--seven persons who were at the time or had been in the capacity of an assistant to a chief executive and three persons who have had an assistant to working for them--was asked to review the

questionnaire and classification items for validity and clarity of content. Two incumbent assistants to the president, who were not included in the research sample, were interviewed to seek further clarification of content and of requirements for the position of assistant to the president. Based on the recommendations made by the panel, the interviewees, and the staff from the Office of Research Consultation, College of Education, Michigan State University, changes were made in the items and format of the data collection instruments.

### Population

In order to establish a basis for comparison and for identifying incumbents in positions appropriate for this study, a definition was composed, based on the findings from the literature reviewed in Chapter II, examined by the expert panel, and submitted to the presidents, of 1,647 senior colleges and universities in the United States. The presidents were asked to help identify the names, titles, and addresses of persons in positions described by the definition provided. The presidents identified 595 institutions as having one or more role incumbents. Requests for the presidents' help were sent to all four-year senior colleges and universities identified in the 1970 American Colleges and Universities, the 1970 College Facts Chart, the

1970 Yearbook of Higher Education, and the 1969-70 Education Directory references, and responses were returned by 1,138 presidents in the identification of the true population. The distribution of the responses received is presented in Table 1. The text of the population identification response sheet is in Appendix A. The population of institutions identified as having incumbents was stratified into three levels: small, 1 to 2,000; medium, 2,001 to 5,000; and large, 5,001 and above, of student enrollment size and was divided according to public or private sources of income on the basis of information found in the above references and the presidents' responses. The range for sizes small, medium, and large differs from that used by Morris because of consideration given to the distribution of the identified population.

### Null Hypotheses

#### Hypothesis 1:

Role incumbents from public institutions do not differ from role incumbents from private institutions on:

1. perceptions of the extent to which statements about competencies, responsibilities, and relationships actually apply to their role;
2. perceptions of the extent to which statements about competencies, responsibilities, and relationships are ideal for their role;



TABLE 1.--Identification of population of assistants to the president at senior colleges and universities

Total Identification Mailing to 1,647 Presidents						
Sub-Total Mailings to 1,167 Presidents of PRIVATE Institutions			Sub-Total Mailings to 480 Presidents of PUBLIC Institutions			
-2,000 Small	2,001-5,000 Medium	5,001-above Large	0-2,000 Small		2,001-5,000 Medium	5,000-above Large
With Ass't. to 233	With 56	With 49	With 40	With 74	With 143	
No Ass't. to 373	Without 31	Without 12	Without 46	Without 43	Without 38	
S.T.R.* 606	S.T.R. 87	S.T.R. 61	S.T.R. 86	S.T.R. 117	S.T.R. 181	
N.R.* 371	N.R. 24	N.R. 18	N.R. 22	N.R. 18	N.R. 56	
S.T.M.* 977	S.T.M. 111	S.T.M. 79	S.T.M. 108	S.T.M. 135	S.T.M. 237	
Sub-Total Private Returns: 754, With Ass't. to 338, No. 416			Sub-Total Public Returns: 384, With Ass't. to 257, No. 127			
Overall Identification Response Returns: 1,138			With Ass't-to 595 Without 543			

\* S.T.R. = Sub-Total Response; N.R. = Non-Response; S.T.M. = Sub-Total Mailed.

3. the relationship between judgments of the ideal and of the actual extent to which statements about competencies, responsibilities, and relationships are perceived to apply to their positions;
4. perceptions of the extent to which statements about opportunities for professional growth and development apply to their role; and
5. perceptions of the extent to which statements about personal and professional characteristics are desirable for role incumbency.

#### Hypothesis 2:

Role incumbents from institutions of small, medium, and large student enrollment sizes do not differ on:

1. perceptions of the extent statements about competencies, responsibilities, and relationships actually apply to their role;
2. perceptions of the extent statements about competencies, responsibilities, and relationships are ideal for their role;
3. the relationship between judgments of the ideal and of the actual extent to which statements about competencies, responsibilities, and relationships are perceived to apply to their position;
4. perceptions of the extent to which statements about opportunities for professional growth and development apply to their role; and
5. perceptions of the extent to which statements about personal and professional characteristics are desirable for role incumbency.

#### Hypothesis 3:

There is no interaction between the effects of student enrollment size (small, medium, and large) and source of finance (private and public) on:

1. perceptions of the extent to which statements about competencies, responsibilities, and relationships actually apply to their role;

2. perceptions of the extent to which statements about competencies, responsibilities, and relationships are ideal for their role;
3. the relationship between judgments of the ideal and of the actual extent to which statements about competencies, responsibilities, and relationships are perceived to apply to their position;
4. perceptions of the extent to which statements about opportunities for professional growth and development apply to their role; and
5. perceptions of the extent to which statements about personal and professional characteristics are desirable for role incumbency.

#### Dependent Variables

The eleven dependent variables for this study are:

- (1) Actual Competencies
- (2) Ideal Competencies
- (3) Actual Responsibilities
- (4) Ideal Responsibilities
- (5) Actual Relationships
- (6) Ideal Relationships
- (7) Opportunities
- (8) Characteristics
- (9) Ideal Competencies minus Actual Competencies
- (10) Ideal Responsibilities minus Actual Responsibilities
- (11) Ideal Relationships minus Actual Relationships



### Independent Variables

The six independent variables for this study are:

- (1) Small private
- (2) Small public
- (3) Medium private
- (4) Medium public
- (5) Large private
- (6) Large public

### Classification Form

Three items for each of three categories were prepared, based on the findings from research and literature reviewed for this study, for the purpose of determining the president's classification (perception) of his incumbent assistant's position by type, authority by type, authority status, and source of role definition. These items were reviewed for clarity and validity by the expert panel described earlier and changes were made accordingly. Samples of the data collection classification form which was sent to the presidents are presented in Appendix B.

### Questionnaire Instrument

Statements relating to the competencies, responsibilities, relationships, opportunities for personal/professional development, and personal/professional

characteristics were formulated on the basis of the findings from the research and literature reviewed for this study. The items were then examined for clarity and validity by the panel of experts described above and changes were made accordingly. The format of the instrument includes opportunities for responses related to perceptions of what is actual and what is ideal concerning the competencies, responsibilities, and relationships perceived as related to the assistant to the president position by the respondents for comparison as a measure of effectiveness/morale. Nine items identical to the statements used to determine the president's classification of the role were included with the opportunity statements to facilitate comparison with the presidents' responses as a measure of dysfunction/frustration. Samples of the data collection questionnaire sent to incumbent assistants to the presidents are presented in Appendix C.

#### Research Sample

A representative group of thirty institutions, with identified incumbents was selected randomly from each of the six cells stratified from the population by student enrollment size (small, medium, and large) and divided by source of finance (private and public). The distribution of institutions selected and responding is presented in Table 2.



TABLE 2.--Population Sample--Six cells with thirty institutions randomly selected from each cell

PRIVATE			PUBLIC		
-2,000 Small	2,001-5,000 Medium	5,001-above Large	0-2,000 Small	2,001-5,000 Medium	5,001-above Large
30	30	30	30	30	30
Data Collection Questionnaire Mailings to Incumbents and Their Presidents					
30	24	25	24	28	27
Completed Questionnaire Response Returns from Assistant to the Presidents					
Completed Classification Forms Returned by Presidents					
30	27	28	28	28	28
S.T.* Private Returns: Incumbents 79, Presidents 85		S.T.* Public Returns: Incumbents 79, Presidents 84			
Total Completed Returns: Incumbents 158, Presidents 169					
Total Usable Returns--From both presidents and incumbents at same institution: 158 of 180 samples					

\* Sub-Total returns



One incumbent from each institution, in situations where more than one incumbent was identified, was randomly selected to serve in the sample from those identified in order to meet the assumption of independence of measures necessary for analysis.

Administration of Questionnaire and  
Classification Form

Presidents from selected institutions were asked to respond to the items on the classification form in relation to their perceptions of the position held by the incumbent identified. Incumbents selected for the research sample were asked to respond to items on the basis of their perceptions of those statements in relation to their positions. Questionnaires and classification forms were coded for nonresponse follow-up and analysis. The initial mailing to presidents and incumbents was made on May 12, 1971. A follow-up mailing enclosing a duplicate questionnaire was sent on June 25, and a final follow-up mailing was made on July 15, 1971. An arbitrary cut-off of September 30, 1971, was followed by transfer and verification of data onto computer cards.

### Preparation of Data for Analysis

The data were summed across sets of items for each respondent,<sup>159</sup> thus producing a composite measure for each dependent variable category identified earlier.

### Justification for Preparation Used for Data

The sum across sets of items used in the questionnaire tends to provide a more reliable variable than the individual items would have provided. The composite measure, therefore, provides a better possibility of identifying relationships which are significant. The approach of generating items according to similar groupings was used because the procedure allows for consideration of responses by categories. Item-by-item analysis was not used because, for each separate calculation made, the possibility of accepting findings which are not significant is greatly increased by variance due to chance. The loss of information resulting from the summing of individual items was considered in relation to the benefits gained by reducing the possibility of drawing conclusions from insignificant findings.

This use of composite measures provides a basis for greater reliance on the meaning of variables which have attained the decision level of significance. Hence, greater confidence can be attributed to findings which

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<sup>159</sup> Recommendation made by the Office of Research Consultation, College of Education, Michigan State University, East Lansing, Michigan.



reach levels of significance than can be related to similar findings based on individual items.

### Method of Data Analysis

The multivariate analysis of variance method was used for the study of the eleven dependent variables and the six independent variables to check for relevant differences while simultaneously applying the principles and techniques of experimental design. According to Bock and Haggard, "The purpose in applying multivariate statistical analysis . . . to problems . . ." like those in this study, " . . . with both multiple independent and multiple dependent variables . . . is to determine how and to what extent the independent variables explain or predict the responses of the subjects represented in the dependent variables."<sup>160</sup> Consideration has been given in the study's design to the assumptions of a multivariate normal distribution of dependent measures and of independence of measures. This model has the advantage of making simultaneous tests, at the .05 level of significance, for all dependent variables, thereby maintaining control over the alpha level (probability of false rejection of the null hypotheses). Simultaneous tests

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<sup>160</sup>R. Darrell Bock and Ernest A. Haggard, "The Use of Multivariate Analysis of Variance in Behavioral Research," in Handbook of Measurement and Assessment in Behavioral Sciences, ed. by Dean K. Whitla (Reading, Mass.: Addison-Wesley Publishing Co., 1968), p. 100.

were run for relationships between the six independent variables and the eleven dependent variables, in addition to tests for interaction among independent variables on incumbents' responses to statements in each of the categories on the questionnaire. The F-test was used as a preliminary indication of significant differences existing among means. Sum scores of all items in each dependent variable category and differences in sum scores between ideal and actual categories were used in tests for significant differences in mean values.

The decision was made to take the error risk (of being wrong five times out of 100 when rejecting the hypotheses of no difference) when the F-test reached the .05 level of significance in the statistical analysis of the data. Therefore, the hypotheses of no difference were tested at the .05 level. This decision and procedure of analysis are supported by Bock, Haggard,<sup>161</sup> and Borg.<sup>162</sup>

The results of the data analysis along with a description of the findings are presented in the following chapter.

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<sup>161</sup>Ibid.

<sup>162</sup>Walter R. Borg, Educational Research (New York: David McKay Co., Inc., 1963), pp. 136-38.



## CHAPTER IV

### ANALYSIS OF THE DATA

The purpose of this study was to analyze the role of assistant to the president as perceived by role incumbents and to check for significant differences in their perceived competencies, responsibilities, relationships, opportunities, and characteristics related to institutional small, medium, and large enrollment sizes and private and public sources of finance. The analysis of data which follows is presented in the same order as were the stated hypotheses in Chapter III.

Multivariate analysis of variance tests was made for dependent variables one through eleven according to the null Hypotheses 1, 2, and 3. This chapter is organized to present the results of statistical tests related to the hypotheses. For further clarification and understanding, the findings are presented by charting and plotting mean values for each of the items in the categories of competencies, responsibilities, relationships, opportunities, and characteristics. The representations are used

to show the perceived extent to which the statements apply or are appropriate for the position of assistant to the president.

The eleven dependent variables considered for the hypotheses tests are:

- (1) Actual Competencies
- (2) Ideal Competencies
- (3) Actual Responsibilities
- (4) Ideal Responsibilities
- (5) Actual Relationships
- (6) Ideal Relationships
- (7) Opportunities
- (8) Characteristics
- (9) Ideal Competencies minus Actual Competencies
- (10) Ideal Responsibilities minus Actual Responsibilities
- (11) Ideal Relationships minus Actual Relationships

The six independent variables considered for the hypotheses tests are:

- (1) Small Private
- (2) Small Public
- (3) Medium Private
- (4) Medium Public
- (5) Large Private
- (6) Large Public



The statements of no difference in relationships between variables are:

Null Hypothesis 1:

Role incumbents from public institutions do not differ from role incumbents from private institutions on:

1. perceptions of the extent to which statements about competencies, responsibilities, and relationships actually apply to their role (dependent variables 1, 3, and 5);
2. perceptions of the extent to which statements about competencies, responsibilities, and relationships are ideal for their role (dependent variables 2, 4, and 6);
3. the relationship between judgments of the ideal and of the actual extent to which statements about competencies, responsibilities, and relationships are perceived to apply to their position (dependent variables 9, 10, and 11);
4. perceptions of the extent to which statements about opportunities for professional growth and development apply to their role (dependent variable 7); and
5. perceptions of the extent to which statements about personal and professional characteristics are desirable for role incumbency (dependent variable 8).

The findings related to the effect of source of finance by multivariate test of equality of mean vectors are presented in Table 3 for dependent variables 1-8 and 9-11, with probabilities of the F-statistic being significant.

The findings show that the null Hypothesis 1, statement of no difference due to the effect of source of finance, has not been rejected.



TABLE 3.--The findings related to the effect of private and public sources of finance by multivariate test of equality of mean vectors

	F-Ratio	P-Less Than
Dependent Variables 1-8	0.4011	0.9185
Dependent Variables 9-11	0.2008	0.8958

Null Hypothesis 2:

Role incumbents from institutions of differing (small, medium, and large) student enrollment sizes do not differ on:

1. perceptions of the extent to which statements about competencies, responsibilities, and relationships actually apply to their role (dependent variables 1, 3, and 5);
2. perceptions of the extent to which statements about competencies, responsibilities, and relationships are ideal for their role (dependent variables 2, 4, and 6);
3. the relationship between judgments of the ideal and of the actual extent to which statements about competencies, responsibilities, and relationships are perceived to apply to their position (dependent variables 9, 10, and 11);
4. perceptions of the extent to which statements about opportunities for professional growth and development apply to their role (dependent variable 7); and
5. perceptions of the extent to which statements about personal and professional characteristics are desirable for role incumbency (dependent variable 8).

The findings related to the effect of size by multivariate test of equality of mean vectors are presented in Table 4 for dependent variables 1-8 and 9-11, with probabilities of the F-statistic being significant.

TABLE 4.--The findings related to the effect of small, medium, and large enrollment sizes by multivariate test of equality of mean vectors

	F-Ratio	P-Less Than
Dependent Variables 1-8	1.0308	0.4238
Dependent Variables 9-11	1.0665	0.3827

The findings show that the null Hypothesis 2, statement of no difference due to effect of size, has not been rejected.

Null Hypothesis 3:

There is no interaction between the effects of student enrollment sizes (small, medium, and large) and source of finance (private and public) on:

1. perceptions of the extent to which statements about competencies, responsibilities, and relationships actually apply to their role (dependent variables 1, 3, and 5);
2. perceptions of the extent to which statements about competencies, responsibilities, and relationships are ideal for their role (dependent variables 2, 4, and 6);
3. the relationship between judgments of the ideal and of the actual extent to which statements about competencies, responsibilities, and relationships are perceived to apply to their position (dependent variables 9, 10, and 11);
4. perceptions of the extent to which statements about opportunities for professional growth and development apply to their role (dependent variable 7); and
5. perceptions of the extent to which statements about personal and professional characteristics are desirable for role incumbency (dependent variable 8).



The findings related to the effect of interaction by multivariate test of equality of mean vectors are presented in Table 5 for dependent variables 1-8 and 9-11 with probabilities of the F-statistic being significant.

TABLE 5.--The findings related to the effect of interaction between and among small, medium, and large private and small, medium, and large public institutions by multivariate test of equality of mean vectors

	F-Ratio	P-Less Than
Dependent Variables 1-8	0.8191	0.6637
Dependent Variables 9-11	0.8218	0.5537

The findings show that the null Hypothesis 3, statement of no difference due to the effect of interaction, has not been rejected.

A summary of the findings related to the Hypotheses 1, 2, and 3 may be found in Table 6. Since none of the F-ratios have reached the .05 level of significance, the findings show that the null hypotheses have not been rejected.

The composite mean values for each of six independent variables pertaining to each of the eleven dependent variables along with grand mean values are presented in Table 7. These were values used in the multivariate



TABLE 6.--Summary findings related to the multivariate test of equality of mean vectors for dependent variables 1-11

Multivariate Test of Equality of Mean Vectors for Variables 1-8				
Effect of Variable	F-Ratio	P-Less Than	Significance	
Ho <sub>1</sub> Private and Public Sources of Finance	0.4011	0.9185	N.S.*	
Ho <sub>2</sub> Small, Medium, and Large Enrollment Sizes	1.0308	0.4238	N.S.	
Ho <sub>3</sub> Interaction: Finance and Size Variables	0.8191	0.6637	N.S.	
Multivariate Test of Equality of Mean Vectors for Variables 9-11				
Effect of Variable	F-Ratio	P-Less Than	Significance	
Ho <sub>1</sub> Private and Public Sources of Finance	0.2008	0.8958	N.S.	
Ho <sub>2</sub> Small, Medium, and Large Enrollment Sizes	1.0665	0.3827	N.S.	
Ho <sub>3</sub> Interaction: Finance and Size Variables	0.8218	0.5537	N.S.	

\* Not significant



TABLE 7.--Six group means and one grand mean for each of eleven dependent variables (presented as composite values for each dependent variable)

Cell <sup>a</sup>	1 <sup>b</sup> Actual Comp.	2 Ideal Comp.	3 Actual Resp.	4 Ideal Resp.	5 Actual Rel.	6 Ideal Rel.	7 Opptn.	8 Chartc.	9 Comp. (Actual) Minus (Ideal)	10 Resp. (Actual) Minus (Ideal)	11 Rel. (Actual) Minus (Ideal)
1 Sm. Pr.	35.2333	39.9333	35.7667	37.9000	37.5333	36.3333	45.1333	67.2000	4.7000	2.1333	3.8000
2 Sm. Pu.	33.7083	38.7917	33.7083	38.1250	30.2500	35.3750	44.2500	64.1667	5.0833	4.4167	5.1250
3 Med. Pr.	33.7083	37.8333	34.4583	38.0833	29.2083	33.7917	42.1667	62.4167	4.1250	3.6250	4.5833
4 Med. Pu.	36.0000	38.8929	35.2143	37.7500	29.1429	33.6786	45.4286	68.5000	2.8929	2.5357	4.5357
5 Lg. Pr.	36.7200	38.6000	35.6000	37.1200	31.1200	34.0800	45.7200	65.9200	1.8800	1.5200	2.9600
6 Lg. Pu.	35.8889	39.4815	34.4444	36.5185	30.8512	34.1111	206.3333	66.4815	3.5926	2.0741	3.2593
Grand Mean	35.2098	38.9221	34.8653	37.5828	30.5177	34.5616	71.5053	65.7808	3.7123	2.7175	4.0439

<sup>a</sup>Cells: Private 1, 3, 5; Public 2, 4, 6

<sup>b</sup>Cell Means--rows are cells, columns are variables

tests of equality of mean vectors (findings shown in Tables 3, 4, and 5). No importance should be attributed to the differences between individual composite mean scores, since the overall results of tests for meaningful differences between variables have been found to be negative.

The correlation values between ideal and actual extent responses for statements related to competencies, responsibilities, and relationships are presented in Table 8. These findings parallel the high correlations between mean values plotted on Figures 2, 5, and 8 presented in the following sections and described accordingly.

TABLE 8.--Sample correlation matrix--within cells, dependent variables 1-6

	Actual Competence	Actual Responsibility	Actual Relationship
Ideal Competence	0.555988		
Ideal Responsibility		0.646895	
Ideal Relationship			0.678615

### Explanation of Judgment Criteria

Incumbent assistants to the president were asked to indicate their judgments of the items on the questionnaire in relation to the extent to which the statements applied to, or were appropriate for, the position. Each incumbent was asked to make judgments of the extent to which actual and ideal statements on competence, responsibility, and relationship related to his/her own position. A range of choices was provided: from the one (1.00) level of none or not at all, through the three (3.00) level of moderate or average to the five (5.00) level of a great deal or very important degree of application to the position. A description of the responses provided by incumbents is presented in the following paragraphs, according to the grand mean values for all incumbents and to the group mean values for the small private, small public, medium private, medium public, large private, and large public groups. The judgment levels 4.00 and above, 3.00 to 3.99, and 2.99 and below are reported and described on the following pages for each dependent variable according to the data analyzed.

### Responses Related to Competence Areas

The results of one-way analysis of variance tests, for unequal subclasses, on data represented by the grand mean values for the actual and ideal extent to which each

competence statement was perceived by all incumbents to be appropriate for the position of assistant to the president, are shown in Table 9. To reveal the degree of correlation (similarities and differences) between actual and ideal judgments, Figure 2 illustrates the pattern of grand mean values representing the judged extent of importance assigned by incumbents to each statement pertaining to competence.

All incumbents assigned judgments of the actual application level of 4.00 or above to items 3/13 (written and oral communication), 6/16 (liaison and public relations services), and 8/18 (decision-making and policy implementation). Judgments of the ideal application level of 4.00 or above were assigned to items 3/13, 6/16, and 8/18 and, as well as to item 10/20 (political and social insights and understandings). The actual extent level 3.00 to 3.99 was assigned to items 10/20, 2/12 (program planning and development), 9/19 (resource development), 1/11 (research and investigation methods and techniques), 7/17 (student personnel services), and 5/15 (business and fiscal operations and procedures). The ideal extent level of 3.00 to 3.99 was assigned to items 2/12, 9/19, 1/11, 7/17, and 5/15 as well as to item 4/14 (technological developments and their applications to education). An actual extent level of below 2.99 was assigned only to item 4/14.



**TABLE 9.--One-way analysis of variance, unequal subclasses, representing ideal and actual extent of competence perceived by incumbents as appropriate to the position--Assistant to the President**

Item Statements Competence/ Skill Areas	Item Number	Actual Ideal	Mean	Standard Deviation	F Statistic	Significance Probability of F-Stat	Actual/Ideal Correlation $r$	AC/ID $r^2$
Research and investigation methods and techniques	1	AC	3.29	0.85	1.53	0.184	0.414	0.172
	11	ID	3.55	0.89	0.53	0.75		
Program planning and development	2	AC	3.59	0.86	0.76	0.58	0.498	0.248
	12	ID	3.91	0.93	2.03	0.08		
Written and oral communications	3	AC	4.34	0.73	0.34	0.89	0.317	0.101
	13	ID	4.61	0.66	1.05	0.39		
Technological developments and their applications to education	4	AC	2.51	1.04	0.94	0.46	0.569	0.323
	14	ID	3.17	1.10	1.57	0.17		
Business and fiscal operations and procedures	5	AC	3.23	1.05	1.41	0.22	0.446	0.199
	15	ID	3.87	0.94	1.54	0.18		
Liaison and public relations services	6	AC	4.06	0.98	0.32	0.90	0.591	0.349
	16	ID	4.34	0.84	0.30	0.91		
Student personnel services	7	AC	3.22	1.18	1.58	0.17	0.623	0.388
	17	ID	3.2	1.10	0.65	0.66		
Decision making and policy implemen- tation	8	AC	4.01	0.87	1.28	0.27	0.512	0.262
	18	ID	4.13	0.95	0.24	0.94		
Resource development	9	AC	3.16	0.97	1.28	0.28	0.670	0.449
	19	ID	3.57	1.03	0.84	0.52		
Political and social insights and understandings	10	AC	3.86	0.93	0.55	0.74	0.577	0.333
	20	ID	4.20	0.89	1.42	0.22		

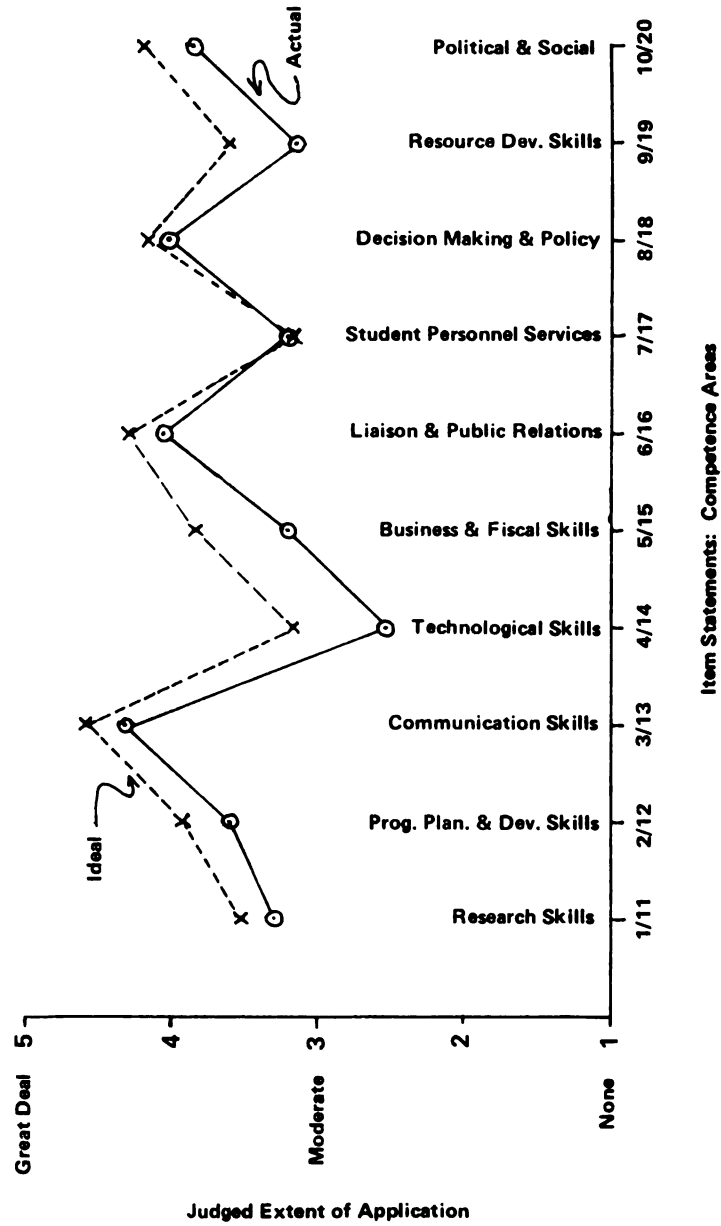


Figure 2.--Ideal and actual extent of competence perceived by incumbents as appropriate to the position--Assistant to the President





Actual Extent Judgments--Group  
Mean Values: Competence Area

Group mean values for actual extent judgments of competence are shown in Table 10 for questionnaire items 1 through 10. Figure 3 represents the similarities and differences among group mean values for each competence statement.

The 4.00 and above actual extent level was assigned to item 3/13 by all groups; to item 6/16 by the small public, medium private and public, and large private and public groups; to item 8/18 by the small private, medium public, and large private and public groups; and to item 10/20 by the medium and large public groups.

The 3.00 to 3.99 actual extent level was assigned to item 6/16 by the small private group; to item 8/18 by the small public and medium private groups; and to item 10/20 by the small private and public, medium, and large private groups. The 3.00 to 3.99 actual extent level was assigned by all groups to items 2/12, 1/11, and 5/15. The same level was assigned to item 9/19 by small private and public, medium public, and large private and public groups; and to item 7/17 by the small private, medium private and public, and large private and public groups.

The 2.99 and below actual extent level was assigned to item 4/14 by all groups; to item 9/19 only by the medium private groups; and to item 7/17 only by the small public group.

TABLE 10.--One-way analysis of variance, unequal subclasses, representing actual extent of competence perceived by groups of incumbents as appropriate to the position--Assistant to the President

Item Number	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	F Statistic	Sig. Prob. of F-Stat.
1	3.23	3.08	3.04	3.39	3.36	3.59	1.53	0.18
2	3.73	3.42	3.42	3.75	3.56	3.63	0.76	0.58
3	4.27	4.33	4.21	4.43	4.36	4.41	0.34	0.89
4	2.73	2.29	2.25	2.68	2.52	2.52	0.94	0.46
5	3.23	3.17	3.08	3.25	3.68	2.96	1.41	0.22
6	3.90	4.04	4.13	4.21	4.04	4.07	0.32	0.90
7	3.23	2.79	3.08	3.07	3.52	3.56	1.57	0.17
8	4.03	3.67	3.96	4.04	4.28	4.07	1.28	0.27
9	3.23	3.04	2.88	3.21	3.52	3.07	1.28	0.28
10	3.70	3.88	3.71	4.00	3.88	4.00	0.55	0.74



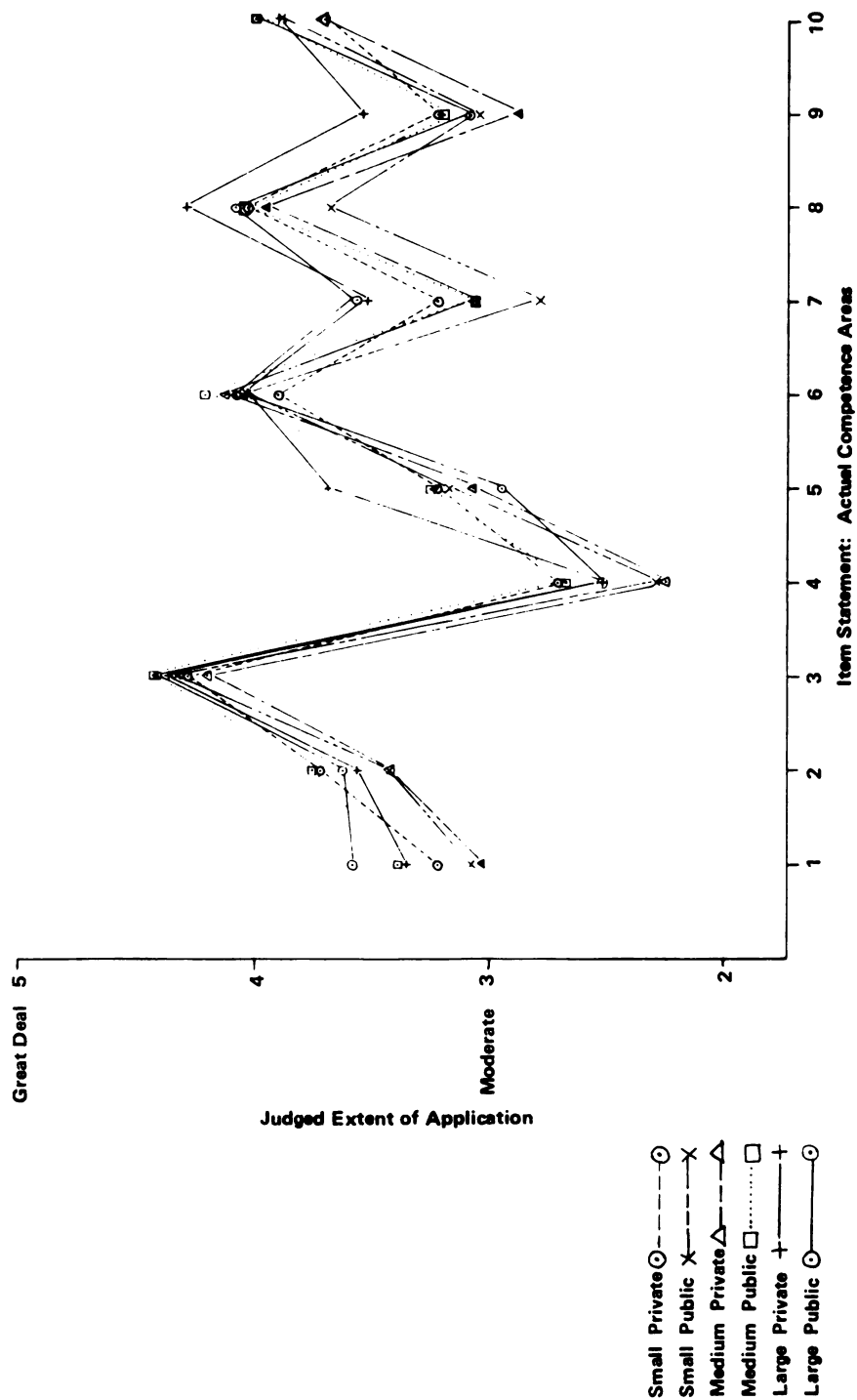


Figure 3.--Actual extent of competence perceived by groups of incumbents as appropriate to the position--Assistant to the President



Ideal Extent Judgments--Group  
Mean Values: Competence Area

The group mean values for ideal extent judgments of competence are shown, for items 11 through 20, in Table 11. Figure 4 represents the similarities and differences among group mean values for each competence statement.

The 4.00 and above ideal extent level was assigned by all groups to items 3/13 and 6/16. It was also assigned to item 8/18 by the small private and public, medium public, large private, and public groups; to item 10/20 by small public, medium private and public, and large private and public groups; to item 2/12 only by the small private group; and to item 5/15 by the small private and public groups.

The 3.00 to 3.99 ideal extent level was assigned to items 1/11, 7/17, and 9/19 by all groups; to item 2/12 by all groups except the small private; to item 5/15 by the medium private and public and the large private and public groups; to item 4/14 by all but the large private; to item 8/18 by only the medium private group; and to item 10/20 only by the small private group.

The 2.99 and below ideal extent level was assigned to item 4/14 by the large private group.

TABLE 11.--One-way analysis of variance, unequal subclasses, representing ideal extent of competence perceived by groups of incumbents as appropriate to the position--Assistant to the President

Item Number	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	F Statistic	Sig. Prob. of F-Stat.
11	3.70	3.42	3.46	3.46	3.52	3.70	0.54	0.75
12	4.37	3.83	3.75	3.89	3.68	3.85	2.03	0.08
13	4.37	4.71	4.67	4.68	4.64	4.63	1.05	0.39
14	3.57	3.21	3.08	3.11	2.76	3.22	1.57	0.17
15	4.03	4.21	3.54	3.75	3.80	3.85	1.54	0.18
16	4.33	4.33	4.25	4.50	4.32	4.26	0.30	0.91
17	3.17	3.00	3.17	3.04	3.44	3.37	0.65	0.66
18	4.17	4.08	3.96	4.21	4.20	4.11	0.24	0.94
19	3.70	3.42	3.33	3.68	3.80	3.44	0.84	0.52
20	3.90	4.25	4.17	4.32	4.12	4.48	1.42	0.22





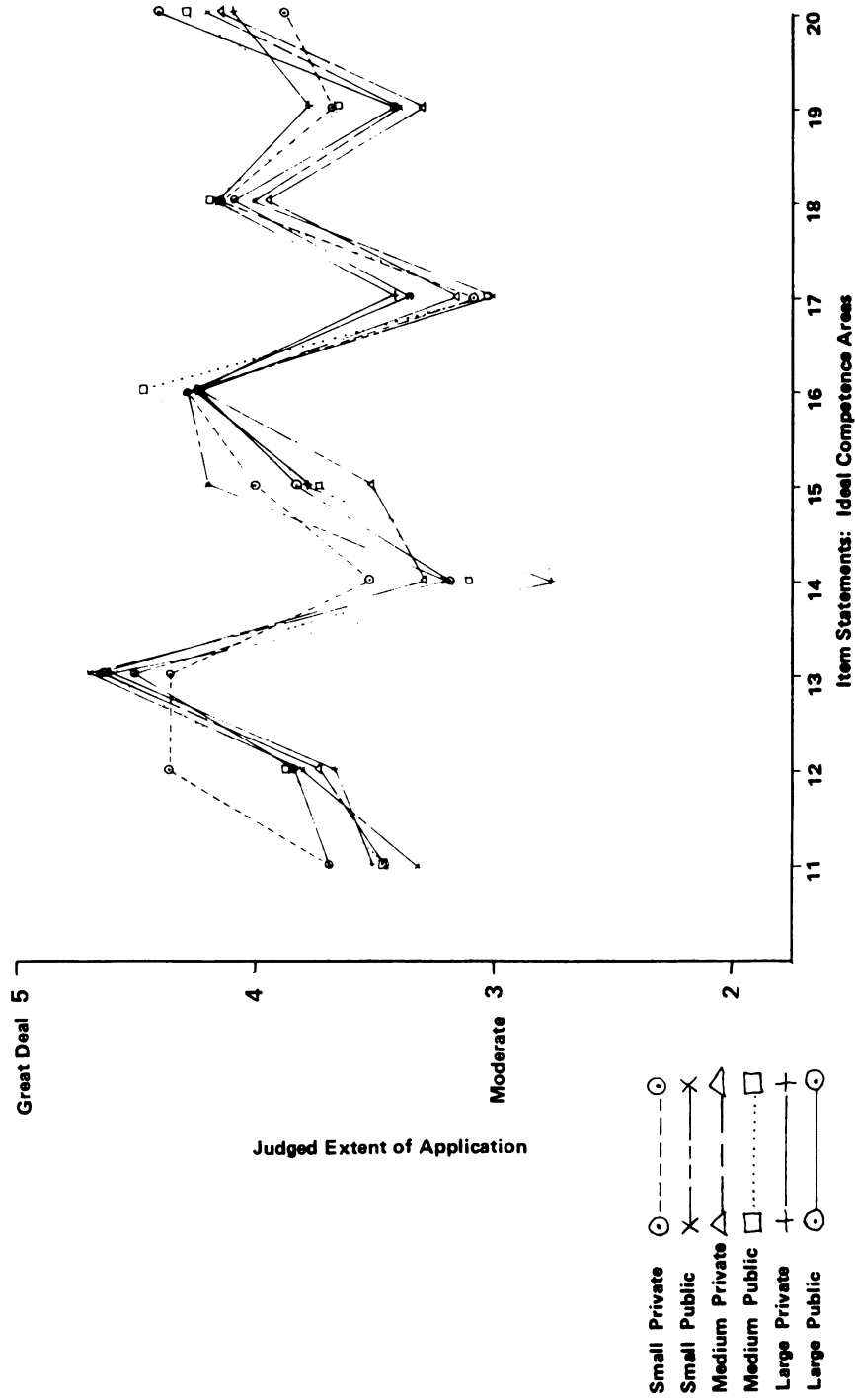


Figure 4.--Ideal extent of competence perceived by groups of incumbents as appropriate to the position of Assistant to the President

Responses Related to Responsibility  
Areas

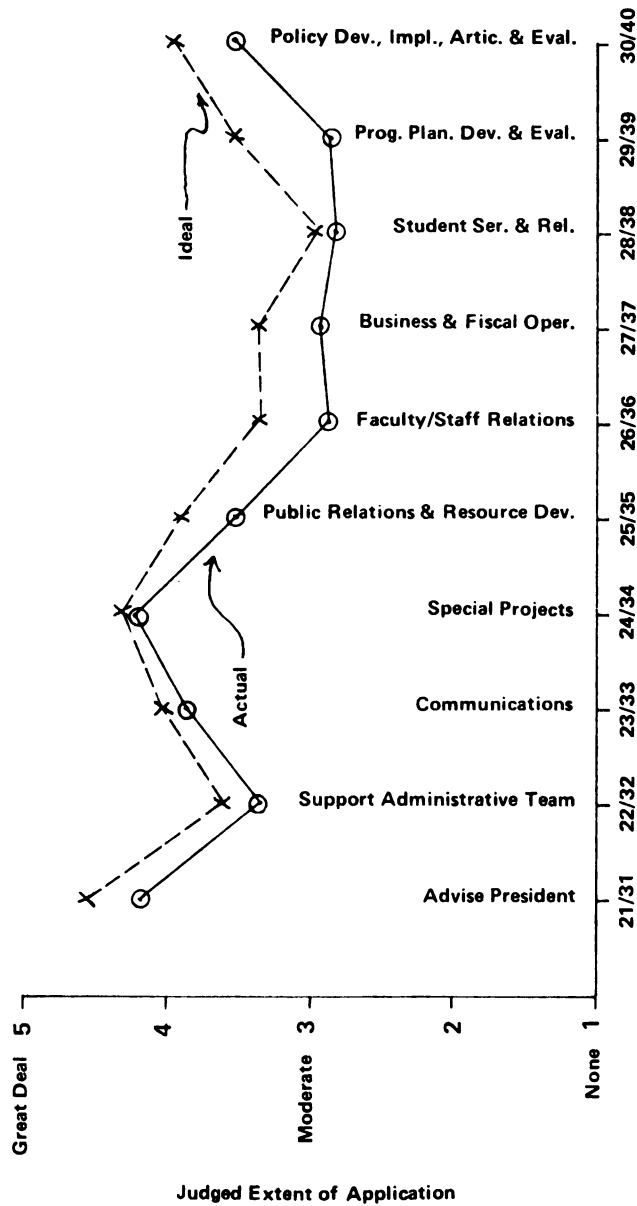
The results of one-way analysis of variance tests, for unequal subclasses, on data represented by the grand mean values for the actual and ideal extent to which each responsibility statement was judged by all incumbents to be appropriate for the position of assistant to the president, are shown in Table 12. To reveal the degree of correlation (similarities and differences) between actual and ideal extent judgments, Figure 5 illustrates the pattern of grand mean values representing the judged extent of importance assigned by incumbents to each statement pertaining to responsibility.

All incumbents assigned an actual and ideal application level of 4.00 or above to items 21/31 (consult with and advise the president) and 24/34 (work on special projects and problems). The 4.00 or above ideal extent level was assigned to 23/33 (prepare and review written communications).

The 3.00 to 3.99 actual extent level was assigned to items 23/33, 22/32 (serve as secretary to the administrative team), 25/35 (work with public relations and resource development), 30/40 (work policy), 39/49 (work with program management), and 26/36 (work with personnel management). The 3.00 to 3.99 ideal extent level was assigned to items 22/32, 25/35, 26/36, 29/39, 30/40, and 27/37 (work with business and fiscal operations).

TABLE 12.--One-way analysis of variance, unequal subclasses, representing ideal and actual extent of responsibility perceived by incumbents as appropriate to the position--Assistant to the President

Item Statements Functions: Responsibilities	Item Number	Actual Ideal	Mean	Standard Deviation	F Statistic	Significance Probability of F-Stat	Actual/Ideal Correlation $r$	AC/ID $r^2$
Consult with and advise the president	21	AC	4.22	0.97	0.47	0.795	0.663	0.439
	31	ID	4.52	0.69	0.32	0.90		
	22	AC	3.46	1.38	1.49	0.195	0.755	0.569
	32	ID	3.63	1.28	0.82	0.54		
Prepare and review written communications	23	AC	3.86	1.11	0.16	0.98	0.743	0.552
	33	ID	4.06	0.91	0.395	0.85		
	24	AC	4.27	0.86	1.21	0.31	0.559	0.312
	34	ID	4.32	0.78	0.29	0.92		
Work on special projects and problems								
Work with public relations and resource development	25	AC	3.54	1.17	0.71	0.62	0.750	9.563
	35	ID	3.77	1.11	1.00	0.42		
Work with personnel management and related faculty/staff relations	26	AC	3.03	1.18	0.65	0.66	0.702	0.493
	36	ID	3.42	1.15	1.16	0.33		
Work with business and fiscal operations	27	AC	2.97	1.24	0.94	0.46	0.573	0.328
	37	ID	3.33	1.14	0.52	0.76		
Work with student personnel services and related student activities	28	AC	2.88	1.13	2.18	0.06	0.677	0.458
	38	ID	2.99	1.01	0.53	0.75		
Work with program planning, development, and evaluation	29	AC	3.19	1.14	0.81	0.55	0.668	0.447
	39	ID	3.63	1.01	0.79	0.56		
Work with policy development, implementation, articulation, and evaluation	30	AC	3.54	1.14	1.79	0.12	0.692	0.479
	40	ID	3.97	0.92	0.92	0.47		



Item Statements: Functions/Responsibilities

Figure 5. --Ideal and actual extent of responsibility perceived by incumbents as appropriate to the position--  
Assistant to the President



The 2.99 and below actual extent level was assigned to items 27/37 and 28/38 (work with student personnel services). The 2.99 and below ideal extent level was assigned to item 28/38.

Actual Extent Judgments--Group  
Mean Values: Responsibility  
Areas

The group mean values for actual extent judgments of responsibility are shown in Table 13 for questionnaire items 21 through 30. Figure 6 represents the similarities and differences among group mean values for each responsibility statement.

The 4.00 and above actual extent level was assigned to item 21/31 by all groups; to item 24/34 by small private and public, medium private and public, and large private groups; and to item 23/33 by only the small public group.

The 3.00 to 3.99 actual extent level was assigned to items 25/35, 30/40, and 22/32 by all groups; to items 23/33 and 29/39 by the small private medium private and public, and large private and public groups; to item 26/36 by the small private and public, medium public, and large private groups; to item 27/37 by the small private, medium public, and large private groups; to item 28/38 by the medium public and large public groups; and to item 24/34 by just the large public group.



TABLE 13.--One-way analysis of variance, unequal subclasses, representing actual extent of responsibility perceived by groups of incumbents as appropriate to the position--  
Assistant to the President

Item Number	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	F Statistic	Sig. Prob. of F-Stat.
21	4.37	4.00	4.33	4.25	4.16	4.19	0.47	0.80
22	3.20	3.79	3.46	3.43	3.92	3.07	1.49	0.2
23	3.77	4.00	3.79	3.82	3.92	3.89	0.16	0.98
24	4.50	4.25	4.25	4.36	4.24	3.96	1.21	0.31
25	3.80	3.70	3.50	3.43	3.28	3.48	0.71	0.62
26	3.30	3.08	2.88	3.07	3.04	2.78	0.65	0.66
27	3.13	2.67	2.79	3.00	3.32	2.85	0.94	0.46
28	2.90	2.29	2.88	3.00	2.84	3.3	2.18	0.1
29	3.53	2.96	3.08	3.25	3.12	3.15	0.81	0.55
30	3.33	3.08	3.50	3.68	3.88	3.78	1.79	0.12



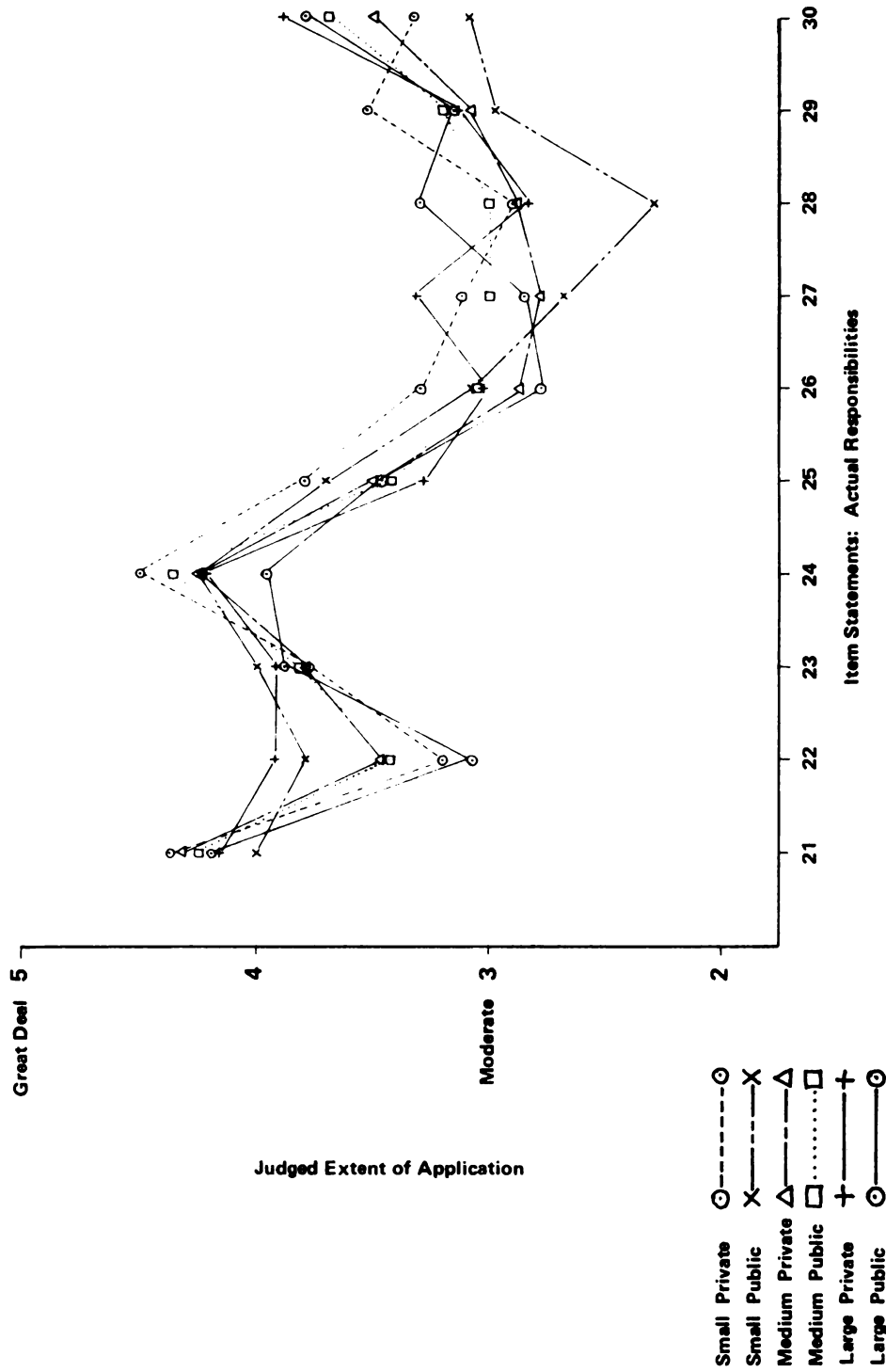


Figure 6.--Actual extent of responsibility perceived by groups of incumbents as appropriate to the position-- Assistant to the President



The 2.99 and below actual extent level was assigned to item 28/38 by the small private and public, medium private, and large private groups; to item 27/37 by the small public, medium private, and large public groups; to item 26/36 by the medium private and large public groups; and to item 29/39 by only the small public group.

Ideal Extent Judgments--Group  
Mean Values: Responsibility  
Areas

The group mean values for ideal extent judgments of responsibility are shown in Table 14 for questionnaire items 31 through 40. Figure 7 represents the similarities and differences among group mean values for each responsibility statement.

The 4.00 and above ideal extent level was assigned to items 21/31 and 24/34 by all groups; to item 23/33 by the small private and public, medium private and public, and large public groups; to item 30/40 by the medium private and public, large private and public groups; and to item 25/35 by the small private and public groups.

The 3.00 to 3.99 ideal extent level was assigned to items 22/32, 29/39, 26/36, 27/37, and 28/38 by all groups. This level was also assigned to item 25/35 by medium private and public, large private and public



TABLE 14.--One-way analysis of variance, unequal subclasses, representing ideal extent of responsibility perceived by groups of incumbents as appropriate to the position--Assistant to the President

Item Number	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	F Statistic	Sig. Prob. of F-Stat.
31	4.50	4.46	4.67	4.54	4.44	4.52	0.32	0.90
32	3.63	3.75	3.71	3.79	3.72	3.19	0.82	0.54
33	4.07	4.29	4.04	4.00	3.96	4.04	0.4	0.85
34	4.40	4.38	4.33	4.36	4.20	4.22	0.29	0.92
35	4.03	4.00	3.79	3.57	3.64	3.56	1.00	0.42
36	3.60	3.63	3.38	3.57	3.32	3.00	1.16	0.33
37	3.40	3.50	3.29	3.25	3.48	3.07	0.52	0.76
38	3.80	3.88	3.00	3.14	3.00	3.15	0.53	0.75
39	3.83	3.50	3.79	3.46	3.44	3.70	0.79	0.56
40	3.70	3.83	4.08	4.11	4.04	4.07	0.92	0.47



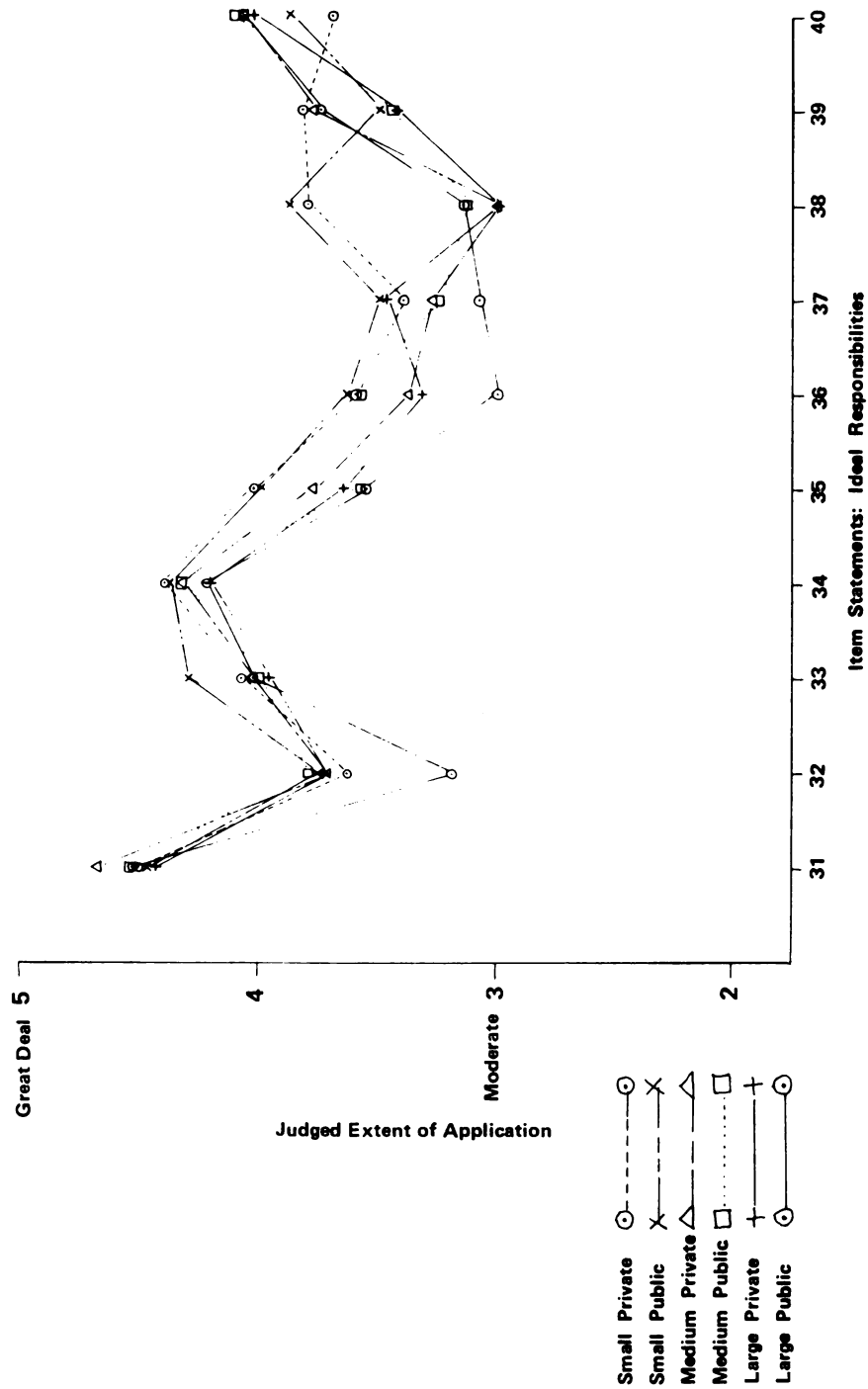


Figure 7.--Ideal extent of responsibility perceived by groups of incumbents as appropriate to the position--Assistant to the President

groups; to item 30/40 by small private and public groups; and to item 23/33 by the large private group.

Responses Related to Relationship  
Areas

The results of one-way analysis of variance tests, for unequal subclasses, on data represented by the grand mean values for the actual and ideal extent to which each relationship statement was perceived by all incumbents to be appropriate for the position of assistant to the president are shown in Table 15. To reveal the degree of correlation (similarities and differences) between actual and ideal extent judgments, Figure 8 illustrates the pattern of grand mean values representing the judged extent of importance assigned by incumbents to each statement pertaining to relationship.

All incumbents assigned an actual and ideal application level of 4.00 or above to item 47/57 (administrators from your institution, other than your president).

An actual extent level of 3.00 to 3.99 was assigned to items 44/54 (Board of Trustees/Regents on their representatives), 48/58 (faculty groups or their representatives from your institution), and 49/59 (student groups or their representatives from your institution).



TABLE 15.--One-way analysis of variance, unequal subclasses, representing ideal and actual extent of relationship perceived by incumbents as appropriate to the position--Assistant to the President

Item Statements Groups: Relationships	Item Number	Actual Ideal	Mean	Standard Deviation	F Statistic	Significance Probability of F-Stat	Actual/Ideal Correlation r	AC/ID r <sup>2</sup>
Governmental units/agencies or their representatives	41	AC	2.79	1.22	2.96	0.01	0.758	0.574
	51	ID	3.43	1.14	1.25	0.29		
Alumni groups or their representa- tives	42	AC	2.75	1.33	0.62	0.685	0.678	0.4598
	52	ID	3.20	1.14	1.02	0.41		
Special interest groups or their representatives	43	AC	2.92	1.12	2.14	0.06	0.677	0.458
	53	ID	3.2	1.12	0.70	0.62		
Board of Trustees/Regents or their representatives	44	AC	3.44	1.35	3.47	0.005	0.658	0.433
	54	ID	3.88	1.14	2.45	0.04		
Professional association representa- tives and activities	45	AC	2.49	1.07	1.07	0.38	0.616	0.3799
	55	ID	3.03	1.05	0.93	0.46		
Institutional associations or accrediting agencies or their representatives	46	AC	2.45	1.21	1.68	0.14	0.725	0.525
	56	ID	2.85	1.16	1.51	0.19		
Administrators from your institution, other than your president	47	AC	4.50	0.76	1.22	0.30	0.753	0.567
	57	ID	4.54	0.69	1.34	0.25		
Faculty groups or their representa- tives from your institution	48	AC	3.42	1.05	0.20	0.96	0.626	0.392
	58	ID	3.85	0.95	0.53	0.75		
Student groups or their representa- tives from your institution	49	AC	3.2	1.09	1.26	0.28	0.583	0.3399
	59	ID	3.54	1.04	0.41	0.84		
Communication's media groups or their representatives	50	AC	2.62	1.18	0.89	0.49	0.734	0.538
	60	ID	3.10	1.17	1.43	0.22		

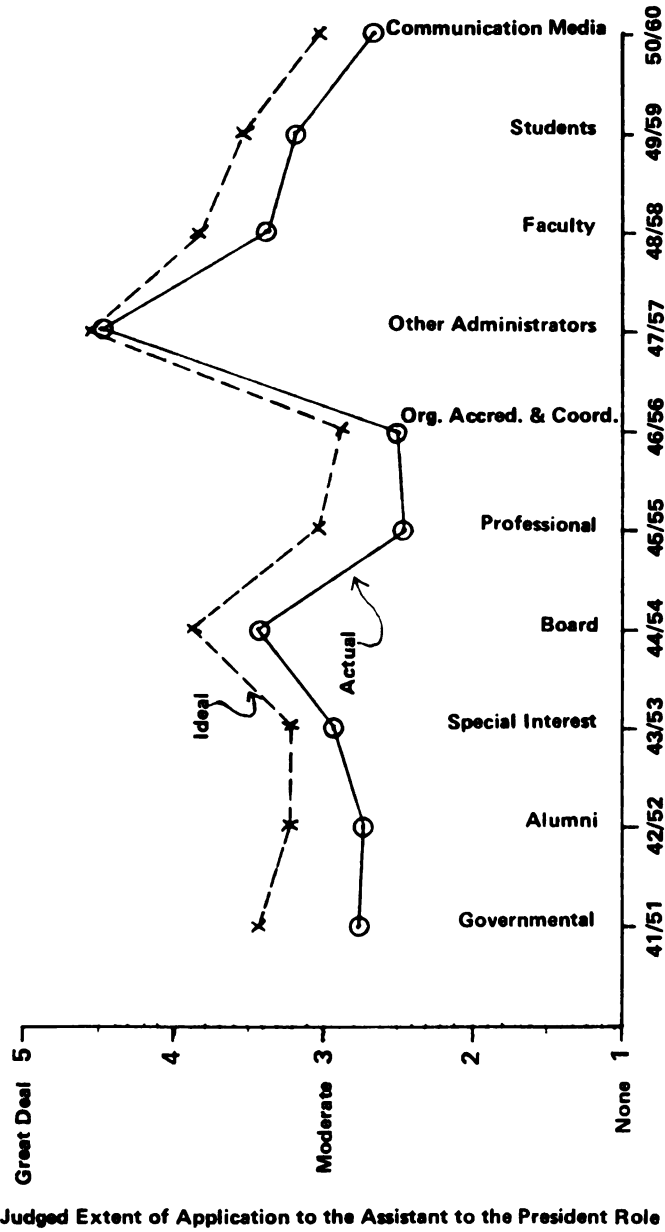


Figure 8.--Ideal and actual extent of relationship perceived by incumbents as appropriate to the position--  
Assistant to the President

An ideal level of 3.00 to 3.99 was assigned to items 44/54, 48/58, 49/59, and, as well as 41/51 (governmental agencies or their representatives), 42/52 (alumni groups or their representatives), 43/53 (special interest groups or their representatives), 50/60 (communication's media groups or their representatives), and 45/55 (professional association representatives and activities).

An actual level of 2.99 and below was assigned to items 41/51, 42/52, 43/53, 50/60, 45/55, and 46/56 (institutional associations or accrediting agencies or their representatives).

Actual Extent Judgments--Group  
Mean Values: Relationship  
Area

Group mean values for actual extent judgments of relationship are shown in Table 16 for questionnaire items 41 through 50. Figure 9 represents the similarities and differences among group mean values for each relationship statement.

The 4.00 and above actual extent level was assigned to item 47/57 by all groups; and to item 44/43 by the small private group.

The 3.00 to 3.99 actual extent level was assigned to item 48/58 by all groups; to item 44/54 by the small public, medium private, and large private and public groups. It was also assigned to item 49/59

TABLE 16.--One-way analysis of variance, unequal subclasses, representing actual extent of relationship perceived by groups of incumbents as appropriate to the position--Assistant to the President

Item Number	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	F Statistic	Sig. Prob. of F-Stat.
41	2.83	2.83	2.08	3.04	2.60	3.26	2.96	0.01
42	2.87	2.92	2.83	2.89	2.60	2.41	0.62	0.69
43	3.30	2.58	2.54	2.79	3.12	3.11	2.14	0.06
44	4.03	3.21	3.46	2.86	3.92	3.15	3.47	0.01
45	2.87	2.50	2.38	2.32	2.32	2.48	1.07	0.38
46	2.93	2.67	2.25	2.21	2.24	2.33	1.68	0.14
47	4.43	4.38	4.67	4.36	4.76	4.44	1.22	0.30
48	3.33	3.38	3.38	3.43	3.60	3.44	0.20	0.96
49	3.20	2.96	3.08	2.96	3.48	3.48	1.26	0.28
50	2.73	2.88	2.58	2.29	2.48	2.78	0.89	0.49



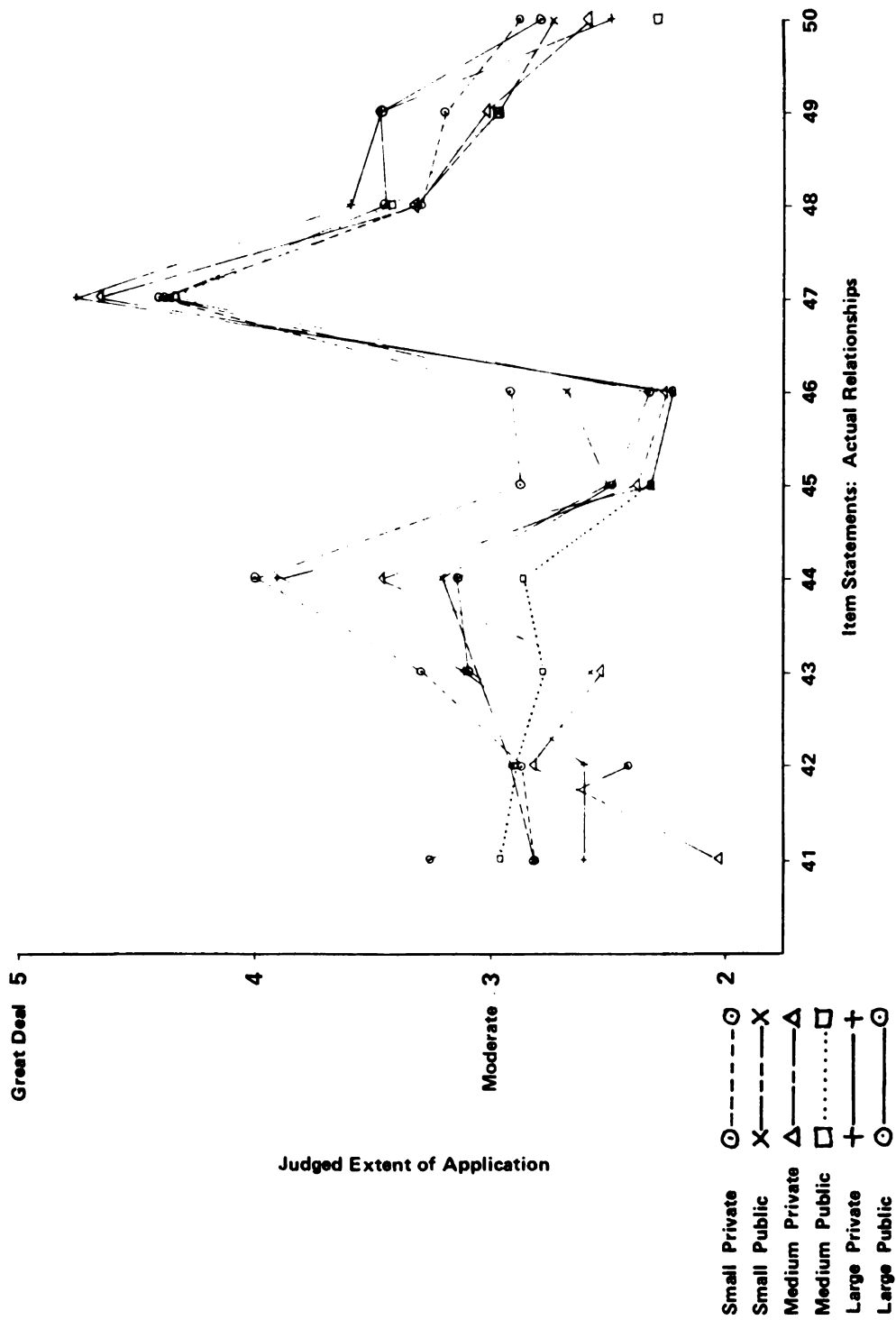


Figure 9.--Actual extent of relationship perceived by groups of incumbents as appropriate to the position-- Assistant to the President

by the small, medium, and large private and the large public groups and to item 41/51 by the medium public and large public groups.

The 2.99 and below actual extent level was assigned to items 42/52, 50/60, 45/55, and 46/56 by all groups. This level was also assigned to item 41/51 by the small private and public, medium private, and large private groups; to item 43/53 by the small public, medium private and public groups; to item 49/59 by the small public and medium public groups; and also to item 44/54 by the medium public group.

Ideal Extent Judgments--Group  
Mean Values: Relationship  
Area

Group mean values for ideal extent judgments of relationship are shown in Table 17 for questionnaire items 51 through 60. Figure 10 represents the similarities and differences among group mean values for each relationship statement.

The 4.00 and above ideal extent level was assigned to item 47/57 by all groups. It was also assigned to item 44/54 by the small private, medium private, and large private groups.

The 3.00 to 3.99 ideal extent level was assigned to items 48/58, 41/51, and 49/59 by all groups. This level was also assigned to item 42/52 by the small private and public, medium private and public and





TABLE 17.--One-way analysis of variance, unequal subclasses, representing ideal extent of relationship perceived by groups of incumbents as appropriate to the position--Assistant to the President

Item Number	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	F Statistic	Sig. Prob. of F-Stat.
51	3.40	3.58	3.08	3.68	3.16	3.63	1.25	0.29
52	3.40	3.42	3.17	3.32	3.04	2.85	1.02	0.41
53	3.47	3.13	2.92	3.14	3.28	3.19	0.70	0.62
54	4.27	3.71	4.04	3.39	4.16	3.70	2.45	0.04
55	3.33	3.13	3.00	3.00	2.76	2.93	0.93	0.46
56	3.23	3.08	2.67	2.86	2.56	2.63	1.51	0.19
57	4.53	4.56	4.63	4.29	4.72	4.63	1.34	0.25
58	3.90	3.96	3.67	3.68	3.92	3.96	0.53	0.75
59	3.53	3.50	3.38	3.46	3.76	3.63	0.41	0.84
60	3.27	3.46	3.29	2.86	2.76	3.00	1.43	0.22



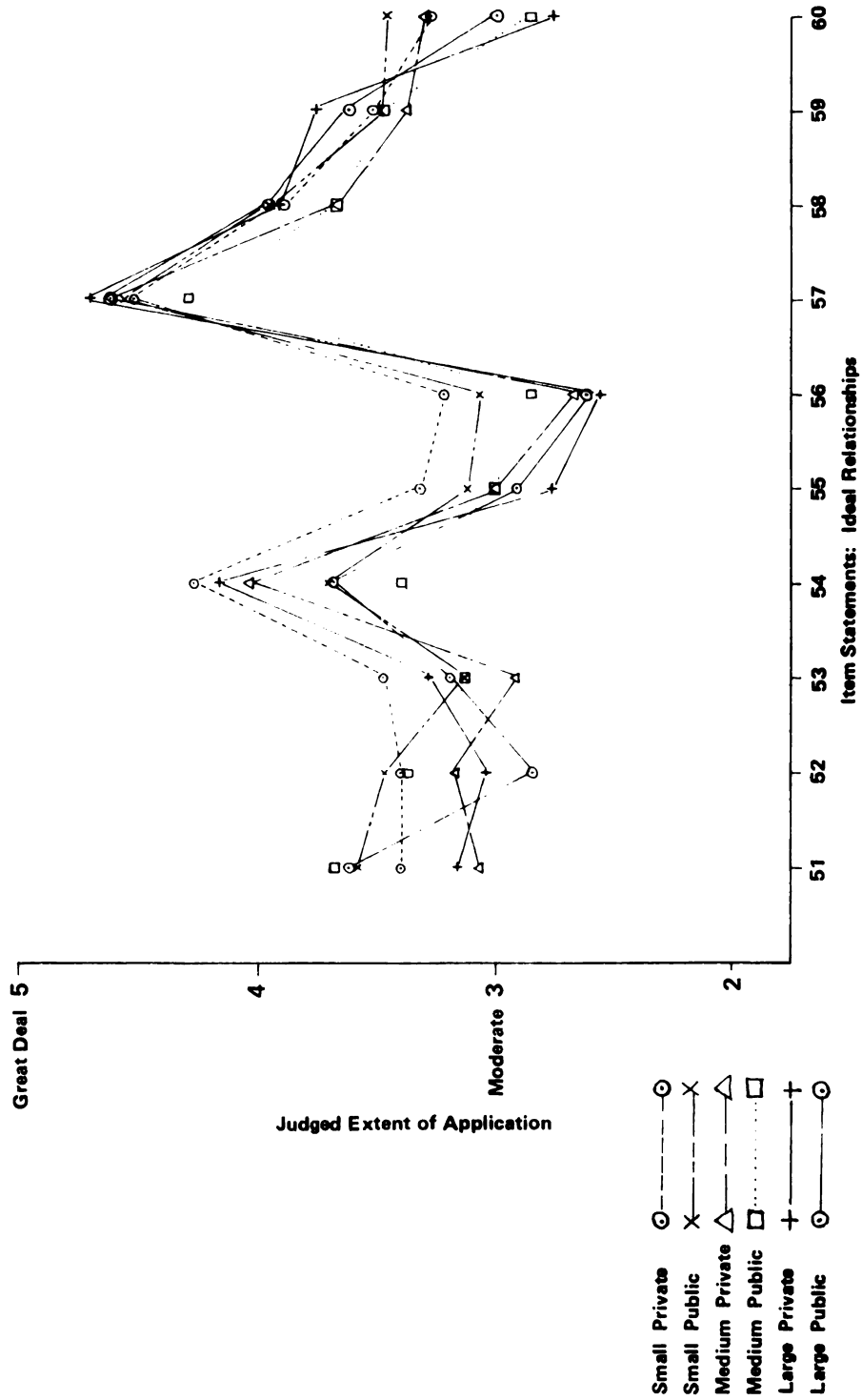


Figure 10.--Ideal extent of relationship perceived by groups of incumbents as appropriate to the position-- Assistant to the President

large private groups; to item 43/53 by the small private and public, medium public, large private and public groups; to item 45/55 by the small private and public, medium private and public groups; and to item 50/60 by the small private and public, medium private, and large public groups. Item 44/54 was assigned this level by small, medium, and large public groups. And item 46/56 was assigned a 3.00 to 3.99 level by small private and public groups.

The 2.99 and below ideal extent level was assigned to item 46/56 by the medium private and public and the large private and public groups; to item 45/55 by the large private and public groups; to item 50/60 by the medium public and large private groups; to item 42/52 by the medium private and the large public groups.

#### Responses Related to Opportunity Areas

The results of one-way analysis of variance tests, for unequal subclasses, on data represented by the grand mean values for the extent to which each opportunity statement was perceived by all incumbents to be appropriate for the position, as well as the extent of classification by all presidents of selected opportunity statements perceived in relation to the position of assistant to the president, are shown

in Table 18. The judged extent of similarities and differences among items are illustrated in Figure 11.

The 4.00 and above application level was assigned by the incumbents to items 61 (position provides new working experiences), 63/95 (holding position), 64/96 (training position), and 70/100 (functional position). The 4.00 and above classification level was assigned by the presidents to items 64/96, 68/98 (line authority), and 72/102 (defined by incumbent).

The 3.00 to 3.99 application level was assigned by incumbents to items 71/101 (defined by president), 69/99 (staff position), 65/97 (career position), 73/103 (defined by president and incumbent), and 72/102. The 3.00 to 3.99 classification level was assigned by the presidents to items 69/99, 71/101, 63/95, and 65/97.

The 2.99 and below application level was assigned by the incumbents to items 62 (make decision for the president in his absence), 66 (expanding experiences), 67 (president supervises incumbent closely), and 68/98. The 2.99 and below classification level was assigned by the presidents to items 73/102 and 70/100.

TABLE 18.--One-way analysis of variance, unequal subclasses, representing the extent of opportunity perceived by incumbents as appropriate to the position and the president's classification of the position by type, authority, and status

Opportunities for Professional Growth and Development Item Statement	Item Number	I = Incumbent P = President Category	Mean	Standard Deviation	F Statistic	Significance Probability of F-Statistic	I/P $r^2$	$r^2$
The position provides new working opportunities which may help the individual to become a more capable incumbent.	61	I	4.05	0.9	0.58	0.72		
In the absence of the president, the position provides for the incumbent to make decisions the president would make if present.	62	I	2.82	1.24	0.83	0.53		
<b>Type of Position</b>								
<b>Holding position:</b>								
The position provides for the special needs, requirements, or conditions of either or both the individual incumbent or the institution. The existence and functions of the position fluctuate according to the needs of the president, the incumbent, or the institution.	63	Incumbent	4.16	1.00	0.51	0.77	-0.014	0.0002
	95	President	3.16	0.5	0.52	0.76		
<b>Training position:</b>								
The position provides opportunities for observing and participating in the overall operations and administrative processes of the institution providing experiences which serve to prepare the incumbent for advancement to higher level executive administrative positions at the same or another institution.	64	I	4.05	1.11	1.51	0.19	-0.102	0.010
	96	P	4.64	0.29	1.54	0.181		
<b>Career Position:</b>								
The position provides service on a permanent or long-term basis without being used primarily as a training or a holding position.	65	I	3.61	1.28	2.196	0.057	-0.311	0.097
	97	P	3.08	0.50	0.34	0.89		
The position is assigned functions in areas in which the incumbent is inexperienced.	66	I	2.46	1.11	2.23	0.054		
The president provides close personal supervision in the functions expected of the incumbent.	67	I	2.58	1.07	1.48	0.201		
<b>Authority Status</b>								
<b>Line:</b>								
The position falls within the vertical dimension or "chain of command" through which the basic functions of the institution are achieved.	68	I	2.44	1.47	1.09	0.37	-0.339	0.45
	98	P	4.48	0.33	0.86	0.51		
<b>Staff:</b>								
The position falls within the horizontal dimension which supplements the line functions in administration and counsels or advises the line administrator.	69	I	3.78	1.30	0.92	0.47	-0.220	0.049
	99	P	3.96	0.44	1.74	0.13		
<b>Functional:</b>								
The position has staff status and acquires authority when the president delegates line authority for a special project or problem within the expertise of the incumbent.	70	I	4.01	1.13	0.43	0.83	-0.218	0.047
	100	P	2.48	0.48	1.63	0.16		
<b>Source of Role Definition</b>								
<b>Defined by the president:</b>								
The defined expectations provide for the president's personal or official needs using the strengths of the incumbent to supplement the president's competencies.	71	I	3.91	1.07	0.65	0.66	0.075	0.006
	101	P	3.64	0.47	0.76	0.58		
<b>Defined by the role incumbent:</b>								
The defined expectations provide for the incumbent's personal/professional needs and requirements in a particular situation.	72	I	3.2	1.18	0.42	0.83	0.027	0.001
	102	P	4.88	0.16	1.72	0.134		
<b>Defined by the president and the role incumbent:</b>								
The defined expectations provide for the president's personal or official needs and the incumbent's personal/professional capabilities and prestige.	73	I	3.56	1.18	0.20	0.96	-0.119	0.014
	103	P	2.40	0.48	0.32	0.9		

\*Correlation of incumbent's with president's responses



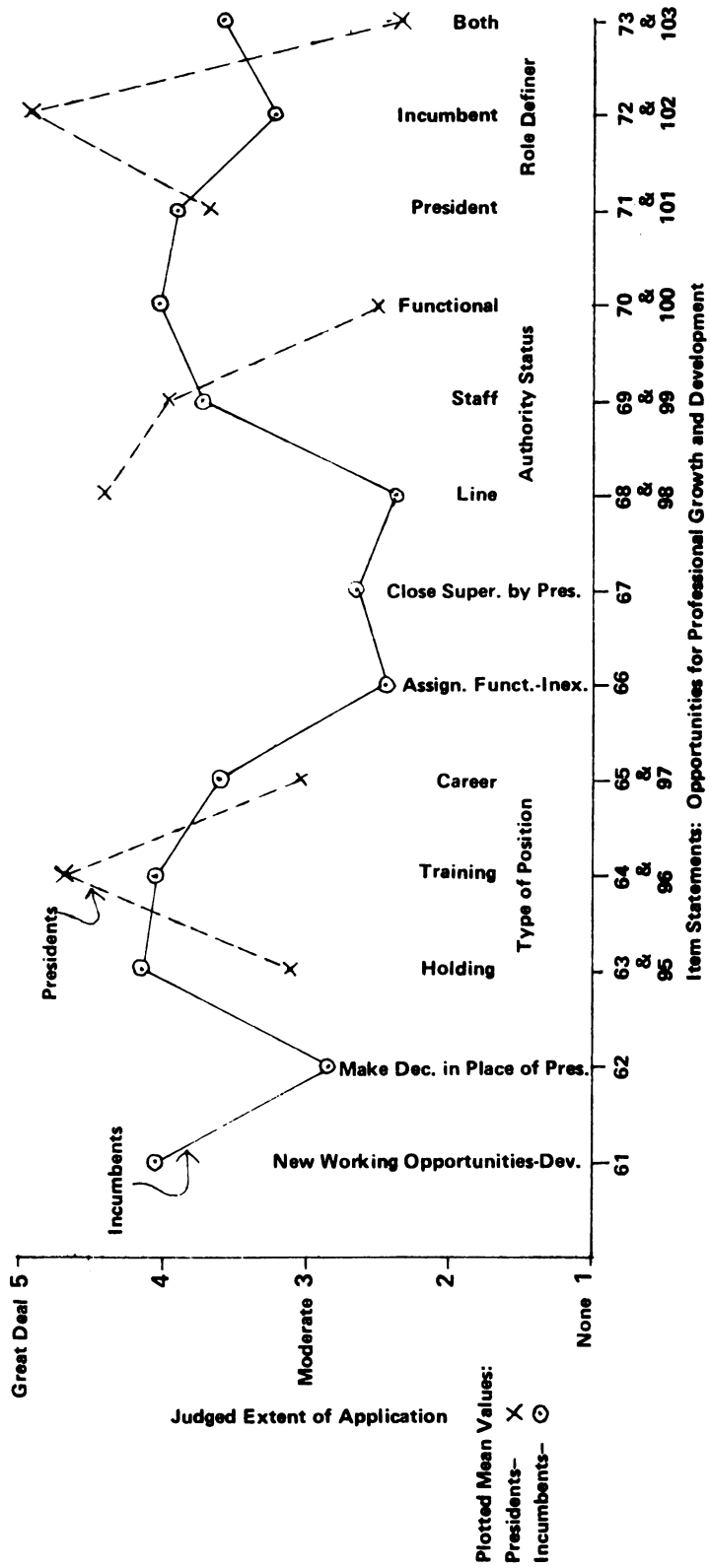


Figure 11.--Extent of opportunity perceived by incumbents as appropriate to the position and presidents' classification of the position by type, authority, and definer





Judged Extent of Application--  
Group Mean Values: Oppor-  
tunity Areas

Group mean values for incumbents' extent judgments of opportunity statements are shown in Table 19 for questionnaire items 61 through 73. The similarities and differences among group mean values for each opportunity statement are illustrated in Figure 12.

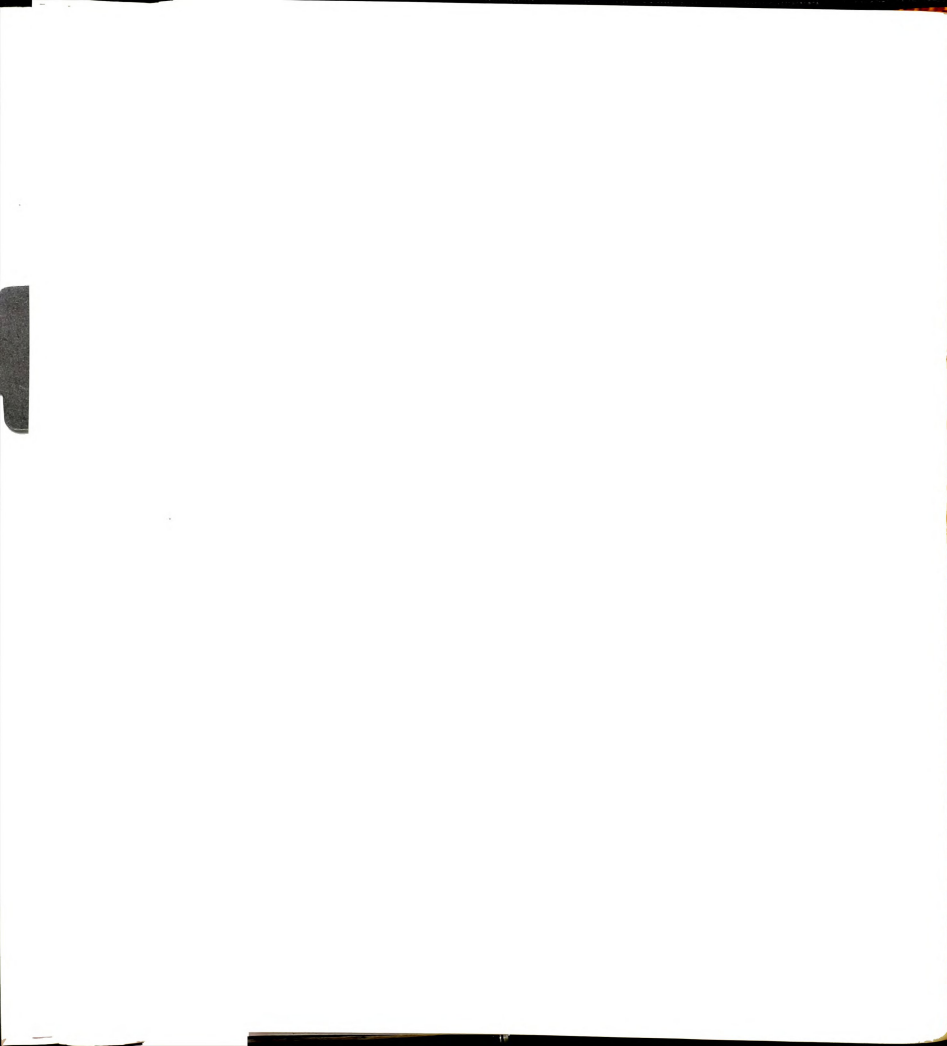
The 4.00 and above extent level was assigned by incumbents to item 63/95 by all groups; item 64/96 by the medium public, large private, and public groups; item 61 by the small private and public, medium public, and large public groups; item 70/100 by the small private, medium private, and medium public groups; item 71/101 by the medium public group; and item 69/99 by the large public group.

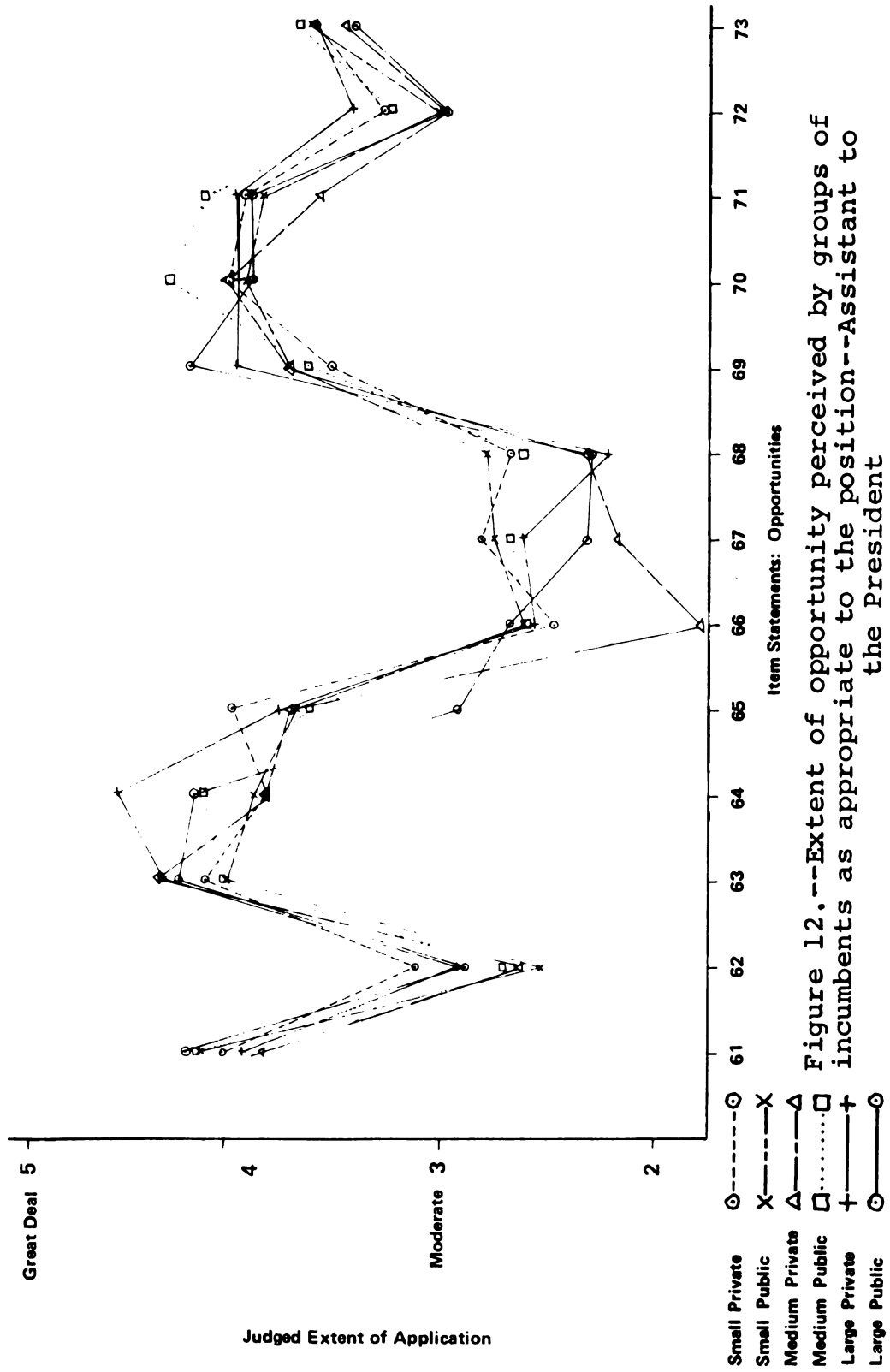
The 3.00 to 3.99 extent level was assigned by incumbents to items 65/97, 72/102, and 73/103 by all groups; item 69/99 by the small private and public, medium private and public, and large private groups; item 71/101 by the small private and public, medium private, large private and public groups; item 70/100 by the small public, medium private and public, large private and public groups; item 64/96 by the small private and public, and medium private groups; item 61 by the medium private and large private groups; and item 62 by the small private group.



TABLE 19.--One-way analysis of variance, unequal subclasses, representing the extent of opportunity perceived by groups of incumbents as appropriate to the position--Assistant to the President

Item Number	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	F Statistic	Sig. Prob. of F-Stat.
61	4.07	4.13	3.83	4.14	3.92	4.19	0.58	0.72
62	3.13	2.54	2.63	2.71	2.92	2.89	0.83	0.53
63	4.10	4.00	4.33	4.04	4.32	4.22	0.51	0.77
64	3.83	3.88	3.83	4.11	4.52	4.15	1.51	0.19
65	3.97	3.67	3.71	3.64	3.76	2.93	2.2	0.06
66	2.47	2.63	1.79	2.61	2.52	2.67	2.23	0.05
67	2.83	2.75	2.17	2.68	2.64	2.37	1.48	0.20
68	2.67	2.79	2.33	2.61	2.24	2.00	1.09	0.37
69	3.53	3.71	3.71	3.64	3.96	4.19	0.92	0.47
70	4.00	3.92	4.00	4.29	3.96	3.89	0.43	0.83
71	3.93	3.88	3.58	4.11	3.96	3.93	0.65	0.66
72	3.27	3.08	3.04	3.25	3.44	3.07	0.42	0.83
73	3.60	3.63	3.46	3.68	3.60	3.41	0.20	0.96







The 2.99 and below extent level was assigned by incumbents to items 66, 67, and 68/98 by all groups; and item 62 by the small public, medium private, and public, large private and public groups.

Judged Extent of Classification--  
Group Mean Values: Oppor-  
tunity Areas

Group mean values for the presidents' classification of opportunity statements related to type, authority, and status dimensions are shown in Table 20 for questionnaire items 63/95 through 65/97 and 68/98 through 73/103. The similarities and differences among group mean values for each classification/opportunity statement are illustrated in Figure 13.

The 4.00 and above classification level was assigned by presidents to items 64/96, 68/98, and 72/102 by all groups; item 69/99 by the small private, medium private, and large public groups; and item 71/101 by the medium private group.

The 3.00 to 3.99 classification level was assigned by presidents to item 65/97 by the small private and public, medium private and public, and large public groups; item 63/95 by the small private and public, medium private, large private and public groups; item 71/101 by the small private and public, medium public, large private and public groups;





TABLE 20.--One-way analysis of variance, unequal subclasses, representing the classification of the role by type, authority, and status perceived by groups of presidents as appropriate to the position--Assistant to the President

Item Number	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	F Statistic	Sig. Prob. of F-Stat.
95	3.12	3.16	3.16	2.84	3.72	3.08	0.52	0.76
96	4.84	4.84	4.52	4.84	4.20	4.40	1.54	0.18
97	3.00	3.00	3.32	3.00	2.76	3.36	0.34	0.89
98	4.32	4.16	4.68	4.44	4.52	4.84	0.86	0.51
99	4.60	3.68	4.00	3.72	3.40	4.24	1.74	0.13
100	2.08	3.16	2.32	2.72	2.76	1.88	1.63	0.16
101	3.80	3.32	4.16	3.72	3.24	3.68	0.76	0.58
102	5.00	5.00	4.68	4.72	5.00	5.00	1.72	0.13
103	2.20	2.68	2.16	2.56	2.60	2.32	0.32	0.9



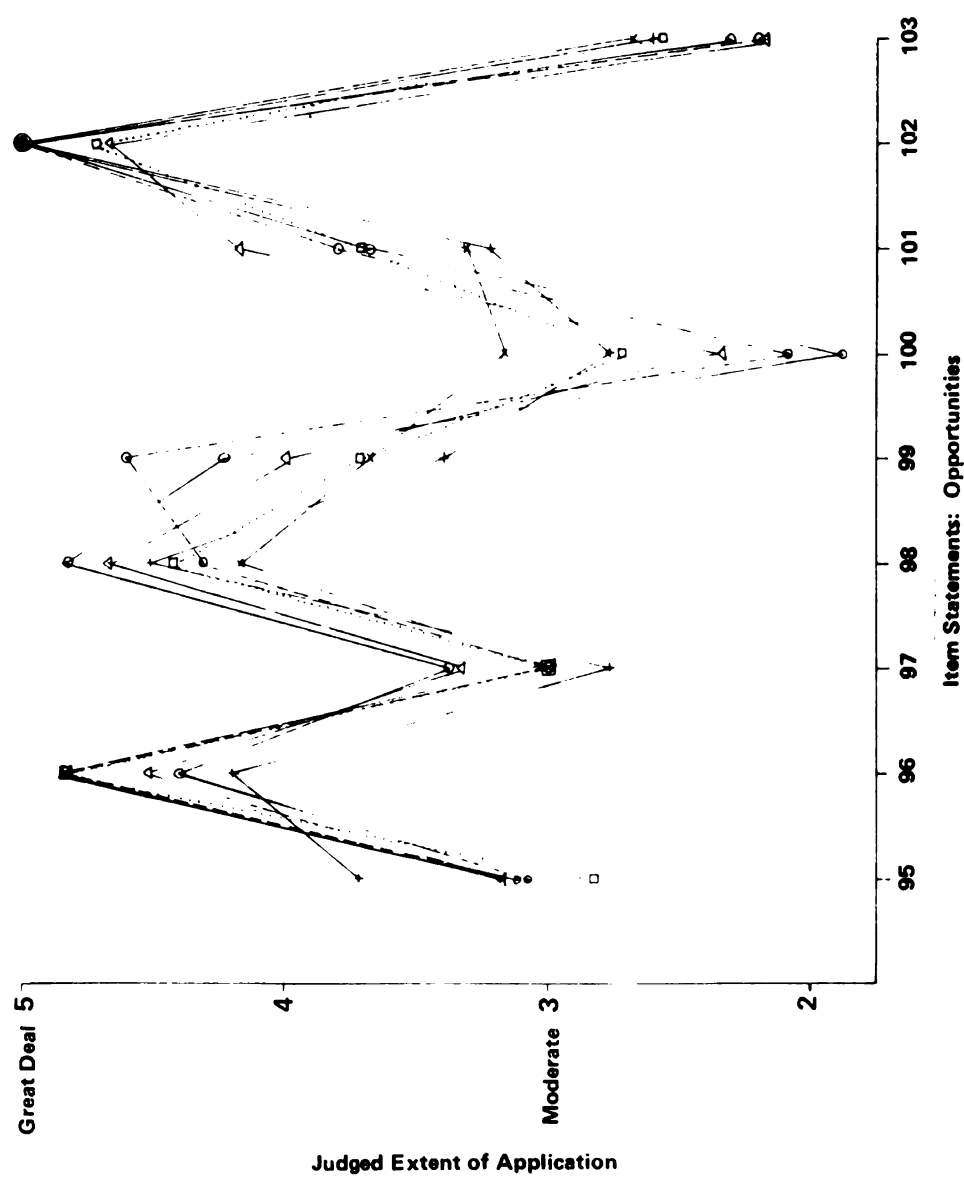


Figure 13.--Extent of classification by type, authority, and status perceived by groups of presidents as appropriate to the position--Assistant to the President



item 69/99 by the small public, medium public, and large private groups; and item 70/100 by the small public group.

The 2.99 and below classification level was assigned by presidents to item 73/103 by all groups; item 70/100 by the small private, medium private and public, large private and public groups.

#### Responses Related to Characteristic Areas

The results of one-way analysis of variance tests, for unequal subclasses, on data represented by the grand mean values for the extent to which each characteristic statement was perceived by all incumbents to be appropriate for the position of assistant to the president are shown in Table 21. To reveal the degree of difference in the application assigned to each item, Figure 14 illustrates the pattern of grand mean values determined from the judged extent of importance assigned by incumbents to each statement pertaining to characteristics.

All incumbents assigned an application level of 4.00 or more to items 74 (personality), 75 (motivation and interest), 78 (problem solving), 84 (bachelor's degree), 85 (master's degree), and 77 (creative ability).



TABLE 21.--One-way analysis of variance, unequal subclasses, representing the extent of characteristic perceived by incumbents as appropriate to the position--Assistant to the President

Item Statement Personal and Professional Characteristics	Item Number	I/P Category	Mean	Standard Deviation	F Statistic	Significance Probability of F-Statistic
<u>Personal Dimensions</u>						
Personality	74	I	4.54	0.67	0.89	0.49
Motivation/interest	75	I	4.69	0.5	0.12	0.99
Age requirement	76	I	2.62	1.03	0.45	0.81
Creative ability	77	I	4.05	0.87	0.76	0.58
Problem solving	78	I	4.54	0.67	0.5	0.78
<u>Formal Preparation</u>						
Educational administration	79	I	3.26	1.11	0.68	0.64
Specialized academic area	80	I	2.42	1.49	0.66	0.65
Administration of Higher Education	81	I	3.23	1.17	0.63	0.68
Combination of academic area and educational administration	82	I	3.11	1.23	1.09	0.37
General administration, e.g., political, business, hospital, military, or philanthropic organizations	83	I	3.41	1.24	1.81	0.11
<u>Preparation Levels</u>						
Bachelor's degree	84	I	4.54	1.19	1.09	0.37
Master's degree	85	I	4.07	1.40	0.89	0.49
Specialist's degree	86	I	2.25	1.32	2.34	0.04 <sup>a</sup>
Doctor's degree	87	I	3.07	1.5	2.33	0.045 <sup>a</sup>
<u>Experience</u>						
Elementary/secondary teaching	88	I	1.72	1.27	1.22	0.304
Higher education teaching	89	I	3.11	1.60	3.81	0.003 <sup>a</sup>
Professional practice	90	I	2.02	1.31	0.39	0.85
Philanthropic Foundation activities	91	I	2.07	1.16	1.53	0.183
Elementary/secondary administration	92	I	1.87	1.23	0.57	0.73
Higher education administration	93	I	3.49	1.36	0.76	0.58
General administration, e.g., hospital, business/industry, religious, or military	94	I	2.84	1.46	1.23	0.3

<sup>a</sup>Significant





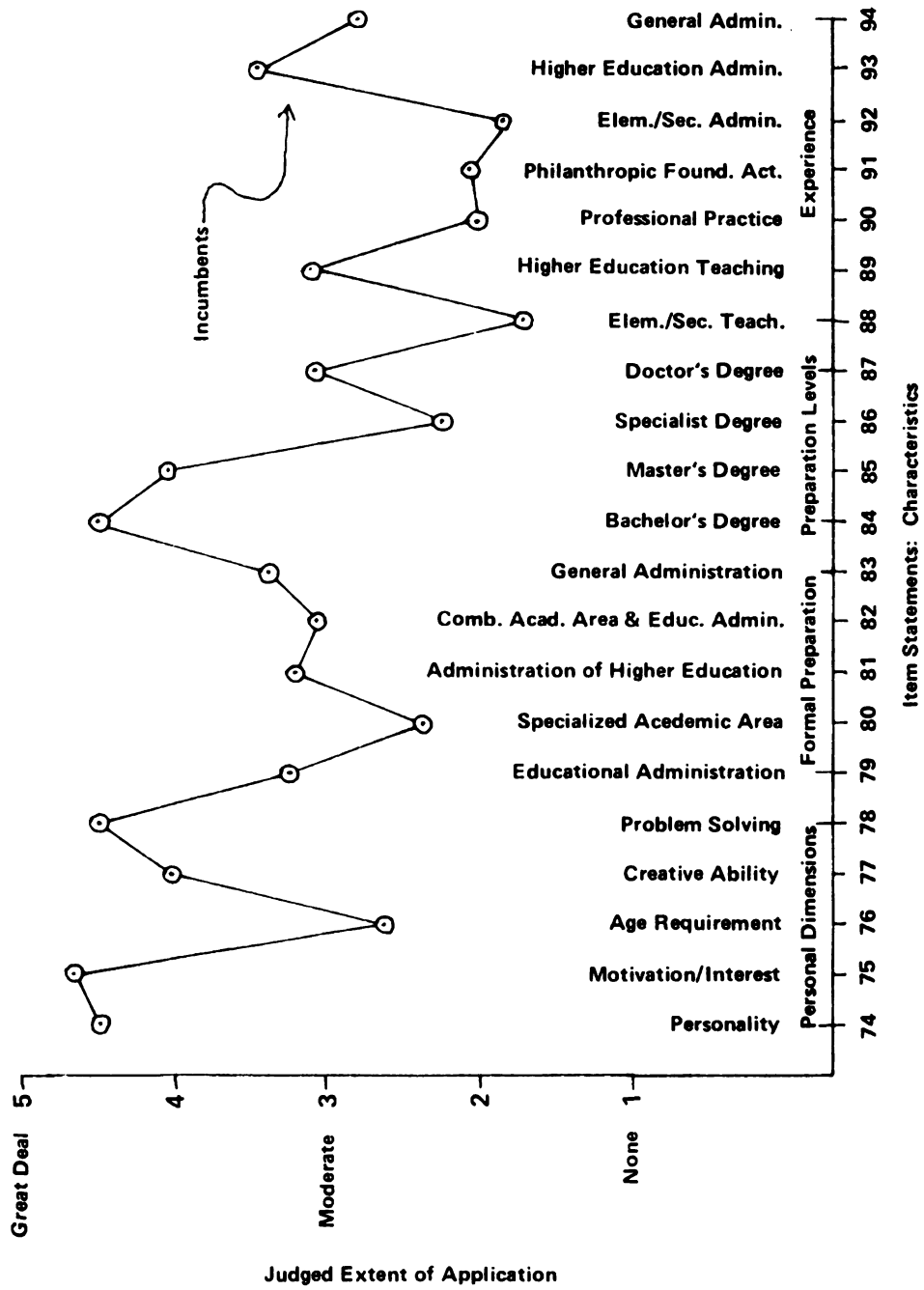


Figure 14.--Extent of characteristic perceived by incumbents as appropriate to the position--Assistant to the President



The application level 3.00 to 3.99 was assigned to items 93 (higher education administration-experience), 83 (general administration-preparation), 79 (educational administration), 81 (administration of higher education-preparation), 82 (academic area and educational administration-preparation), 89 (higher education teaching-experience), and 87 (doctorate level preparation).

The application level 2.99 and below was assigned to items 94 (general administration-experience), 76 (age level required), 80 (specialized academic area-preparation), 86 (specialist degree), 91 (philanthropic foundation-experience), 90 (professional practice), 92 (elementary/secondary administration-experience), and 88 (elementary/secondary teaching).

Judged Extent of Application--  
Group Mean Values: Characteristic Areas

Group mean values for extent judgments are shown in Table 22 for questionnaire items 74 through 94. The similarities and differences among group mean values for each characteristic statement are illustrated in Figure 15.

The 4.00 and above application level was assigned by incumbents to items 74, 75, 78, and 84 by all groups; item 77 by the small private and public,

TABLE 22.--One-way analysis of variance, unequal subclasses, representing the extent of characteristic perceived by groups of incumbents as appropriate to the position--Assistant to the President

Item Number	Small Private	Small Public	Medium Private	Medium Public	Large Private	Large Public	F Statistic	Sig. Prob. of F-Stat.
74	4.50	4.63	4.50	4.61	4.32	4.67	0.89	0.49
75	4.67	4.67	4.71	4.64	4.76	4.70	0.12	0.99
76	2.83	2.54	2.50	2.71	2.52	2.56	0.45	0.81
77	4.17	4.04	3.79	4.00	4.04	4.22	0.76	0.58
78	4.53	4.58	4.38	4.54	4.52	4.67	0.5	0.78
79	3.33	3.21	3.08	3.50	3.36	3.04	0.68	0.64
80	2.70	2.38	2.04	2.43	2.64	2.3	0.66	0.65
81	3.07	3.00	3.25	3.46	3.40	3.22	0.63	0.68
82	3.17	3.00	2.83	3.54	3.16	2.93	1.09	0.37
83	3.53	3.63	2.83	3.46	3.76	3.22	1.81	0.11
84	4.63	4.17	4.75	4.75	4.28	4.59	1.09	0.37
85	4.07	3.83	3.83	4.50	3.92	4.19	0.89	0.49
86	2.73	2.17	1.54	2.36	2.28	2.26	2.34	0.04
87	2.93	2.92	2.46	3.36	2.92	3.74	2.33	0.05
88	1.50	1.79	1.42	2.11	1.56	1.93	1.22	0.30
89	3.23	2.50	2.79	3.25	2.64	4.11	3.81	0.00
90	2.17	2.00	2.17	2.00	1.72	2.04	0.39	0.85
91	2.43	1.79	2.29	2.11	2.00	1.74	1.53	0.18
92	2.07	1.75	1.63	1.93	1.72	2.04	0.57	0.73
93	3.60	3.25	3.63	3.25	3.84	3.41	0.76	0.58
94	2.77	3.29	2.83	2.86	3.04	2.33	1.23	0.3

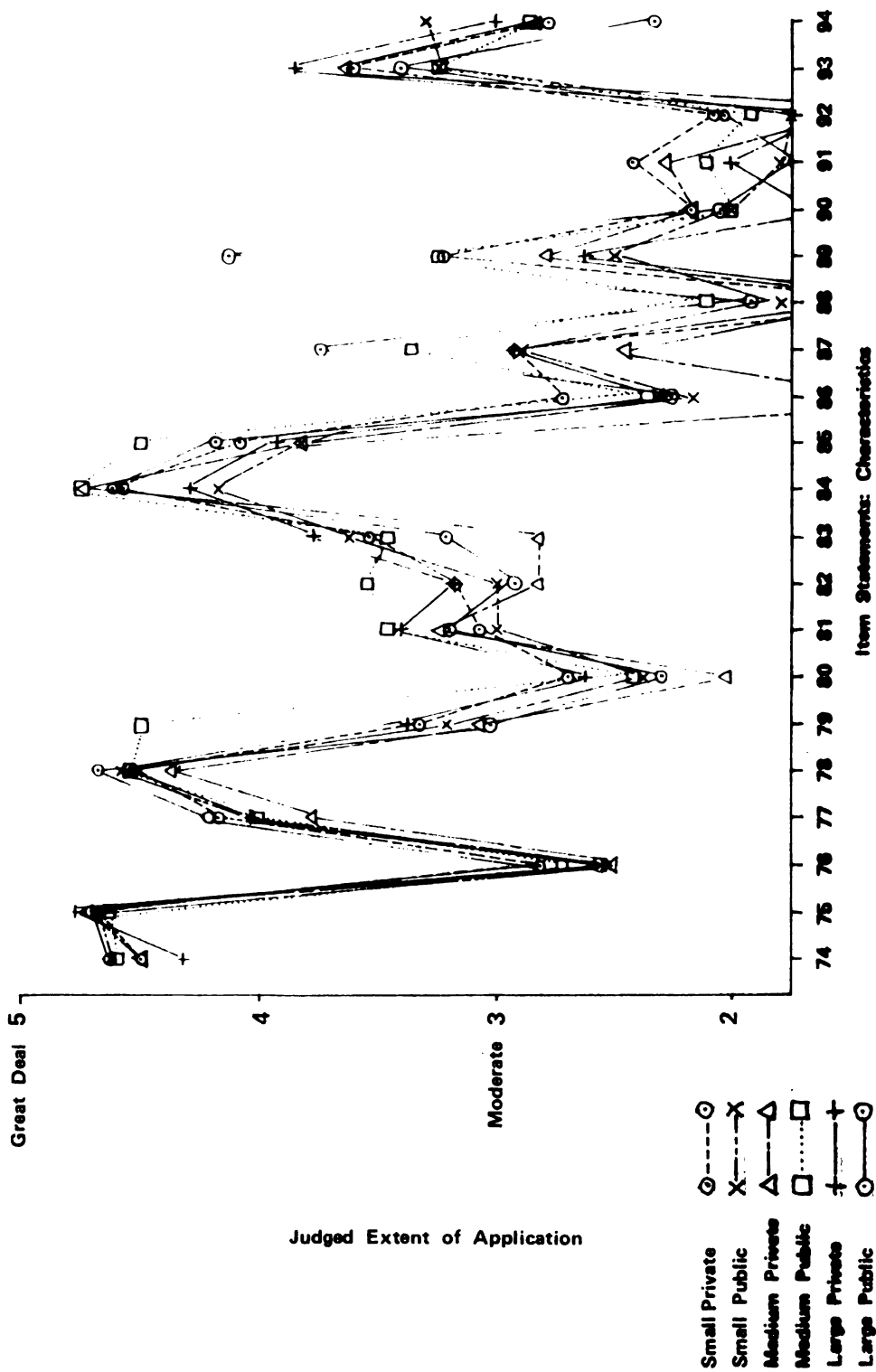


Figure 15.---Extent of characteristic perceived by groups of incumbents as appropriate to the position--Assistant to the President



medium public, large private and public groups; item 85 by the small private, medium and large public groups; and item 89 by the large public group.

The 3.00 to 3.99 application level was assigned by incumbents to items 79, 81, and 93 by all groups; item 83 by the small private and public, medium public, large private and public groups; item 82 by the small private and public, medium public, and large private groups; item 85 by the small public, medium and large private groups; item 94 by the small public and large private groups; item 87 by the medium and large public groups; item 89 by the small private and medium public groups; and item 77 by the medium private group.

The 2.99 and below application level was assigned by incumbents to items 76, 80, 86, 88, 90, 91, and 92 by all groups; item 94 by the small private, medium private and public, and large public groups; item 87 by the small private and public, medium and large private groups; item 89 by the small public, medium and large private groups; item 82 by the medium private and large public groups; and item 83 by the medium private group.

#### Summary

The results of the analysis and the findings from this study fail to provide a basis for rejecting



the hypotheses of no difference in dependent variables related to independent variance in source of finance and enrollment size as shown in Table 6.

The representation of mean values for each dependent category and item statement serves to point the way to differences which may be found in the use of the role: the perceived competencies, responsibilities, relationships, opportunities, and characteristics which are considered by incumbents to apply or are appropriate for the position of assistant to the president.

The summary, discussion, and recommendations regarding the procedures, analysis, and findings of this study are presented in Chapter V.



CHAPTER V

SUMMARY, DISCUSSION, AND  
RECOMMENDATIONS

In this chapter, an overview is presented of the development, administration, and analysis for this study; the findings are discussed; and recommendations for further research and study are made.

This study was directed toward the examination of the effects of student enrollment size (small, medium, and large) and source of finance (private and public) on the position of assistant to the president as perceived by incumbents from senior colleges and universities in the United States. The incumbent's perceptions of expectations represented by judgments, provide the basic data for this study. Judgments were made of the ideal and of the actual extent to which the statements of competencies, responsibilities, and relationships apply to the role; of the extent to which statements of opportunities for personal/professional growth and development are afforded by the position; and of the extent to which statements of personal/professional characteristics are appropriate for incumbency. An analysis of the data used to test

for significant relationships between the dependent variables mentioned above and the institutional independent variables of size (small, medium, and large) and source of finance (private and public) was made in search of findings which would provide insights and understandings for use in organizational clarification and reduction of needless role conflict.

The population for this study was identified by creating a definition of the role of assistant to the president based on available research and literature, and by submitting a request for identification, along with the definition, to all presidents of senior colleges and universities in the United States. Of a total of 1,647 presidents contacted, 69 per cent responded to the population identification request mailing. The population of 595 institutions with identified incumbents was stratified into three (small, medium, and large) levels and divided into two (public and private) types for a total of six cells. Thirty institutions were selected randomly from each cell to serve as a representative sample for data collection purposes.

Careful review and consideration of relevant literature related to the administrative support role of assistant to the president has served as the basis for the questions considered in this study. Though it is important to determine what is being done that is effective in other organizations, as a matter of benefiting

from the experience of others, the ultimate test in a given situation or circumstance is that which is best or most effective in each specific institutional setting. The end result of a system of roles, as measured by the attainment of the organization's goals and individual's need satisfaction, remains the reason for being an organized human grouping. Specification of organized expectations as estimated by the position incumbent's perceptions of ideal expectation, together with the identification of the role enactment/actual performance as estimated by the incumbents' judgments of the extent to which statements actually apply to his/her role, provide the core data for analysis in this study.

The comparison of ideal extent responses with actual extent responses provides an estimated measure of the incumbent's morale/effectiveness in role enactment. The comparison of the incumbent's with the president's classification of the role by type, authority relationship, and source of definition provides an estimated measure of dysfunction/frustration in role behavior. These measures reflect the degree of relationship between responses and indicate the degree of understanding held by the incumbent regarding the expectations for the role.

Administrative theorists suggest, as reported in Chapter II, that the use of administrative support roles



varies in relation to differences in organization size and type of institution (source of finance). The question has been raised about the specific nature and direction of differences in roles which might be related to organizational differences. Roles tend to become more specialized and consideration of division of labor reveals that the number of individuals who are involved in the process called administration increases as the numbers of faculty increases. The question of whether the differences in roles represent an actual change in the role or an increased volume of administrative activity is vital to the purposes and findings of this study.

If the effect of size does relate to differences in the role, then an indication of tension/conflict should be found in the form of low correlation between ideal and actual extent judgments of statements, provided by incumbents. Also, differences should be found in the estimated measures of morale/effectiveness and dysfunction/conflict between varying sizes of institutions and between incumbents from institutions of public and private sources of finance.

The effects of the division of labor and specialization should result in differences in judgment about competencies, responsibilities, relationships, opportunities, and characteristics. We should be able to demonstrate that incumbent assistants' to the president judgments of statements in each of the dependent variable categories





can be used to identify the use of the role in senior colleges and universities.

A ten-member panel reviewed the items prepared from the literature and research for use in the data collection questionnaire and classification forms. The items were considered for perceived clarity and validity as related to the dependent variables--competencies, responsibilities, relationships, opportunities, characteristics, and classifications--and judged to be appropriate for the assistant to the president role.

The approved questionnaire was mailed to incumbents from 180 institutions and classification forms were sent to their presidents. Usable returns were received from 158 incumbents and their presidents, for an 88 per cent return from the research sample.

The response data were prepared for analysis by transferring and verifying the data on computer cards. For the purpose of testing the hypotheses, the data were summed for each of the eleven dependent variables. Through the use of multivariate analysis of variance, simultaneous tests were made of all dependent variables for significant variations (at the .05 level) related to the independent variables. The results failed to reach the .05 level of significance; therefore, the hypotheses of no difference in the role as identified by the incumbents' responses, and as related to differences

in senior college and university student enrollment size and source of finance, were not rejected.

Since the findings failed to provide a basis for rejecting the hypotheses of no difference, given that colleges do not differ, one might expect to find a high correlation between the ideal and actual extent judgments as an estimated measure of positive morale and satisfaction. The analysis of data reveals a high positive correlation between ideal and actual responses for competency, responsibility, and relationships dependent variable categories. The comparison of incumbent's with president's classifications of the role, however, reveals a very low or negative correlation which indicates that the potential for dysfunction/conflict exists for the role.

The representation of mean values in table and graph form for each dependent category and item statement serves to point the way to differences which may be found in the use of the role perceived by incumbents as applying to or being appropriate for the position of assistant to the president.

We failed to reject the hypotheses of no differences between institutions of varying sizes and sources of income on the following: competencies, responsibilities, relationships, opportunities, and characteristics. A positive correlation was found



between ideal and actual extent judgments of statements on competence, responsibility, and relationship. This measure appears to represent the incumbent's positive identification with the senior college or university and possible effective performance in the role of assistant to the president. A low correlation was found between the comparable classification judgments of the incumbents compared with the classifications made by the presidents. This measure appears to indicate the potential for dysfunction/conflict between the incumbent and the president.

This first attempt at the creation of a definition for the identification of a true population has provided a start toward establishing a basis for clarification of various administrative roles. Though the findings failed to support the theoretical premise of expected differences in the role of assistant to the president being related to organizational differences, indications have been found which suggest that sources of ineffectiveness and dysfunction can be determined by the methods used here.

### Discussion

Consideration of the research and literature related to the position of assistant to the president reveals the need for the collection of data which can facilitate a description and discussion of the skills,



functions, relationships with people, potential for experiences, and the individual factors which are perceived to be appropriate for the position. In this study, procedures were established to obtain data from selected incumbents and their presidents as measures of the judged extent to which statements related to the competencies, responsibilities, relationships, opportunities, and characteristics were perceived to apply to the position.

Analysis of the data revealed that the highest level of importance was attributed to skills in written and oral communication, liaison and public relations services, and decision-making and policy implementation, as well as ideally in political and social insights and understandings. A moderate level of importance was assigned to skills in program planning and development, resource development, research skills, and student personnel services, with some importance placed on technological skills. The results show a greater degree of agreement between different groups on the most important (communication skills) items and the skills considered to be of lesser importance (technological skills).

The highest importance was placed on the functions of advising the president and of managing special projects. The functions of communications,



support activities for the administrative team, policy management, public relations and resource development, program management, business and fiscal operations, and faculty and staff relations were assigned a moderate importance level.

The highest level of importance was attributed to involvement with other administrators. A moderate level of importance was assigned to relationships with boards of control, faculty, students, governmental, alumni, special interest, and communication media groups. The greatest degree of agreement between groups, concerning assignment of importance, follows the pattern of the greatest importance assigned to competencies, responsibilities, and relationships. For the items identified as being most important, the groups came the closest in stating similar levels.

It should be noted that a similar pattern of response exists between judgments of the ideal and the actual extent to which competencies, responsibilities, and relationships are perceived to apply to the role. The ideal extent was consistently judged at a greater level of importance than the actual extent for most item statements. The close parallel between the pattern of ideal and actual extent judgments suggests that the incumbents generally had a high level of morale and sense of satisfaction in their positions. This





perspective does not speak to the effectiveness or the potential for dysfunction in the position. Mention will be made of this point later in the discussion.

The highest level of importance was assigned by incumbents to opportunities for new working experiences, learning situations, functional authority assignment, and role definition by the president.

A moderate degree of importance was assigned to the career potential, staff authority, and definition of the position by both the president and the incumbent, as well as singly by incumbent definition.

The presidents assigned the highest level of importance to the position as a training type, in a line authority status, and as being defined by the incumbent.

Moderate importance was attributed by the presidents to the holding and career dimensions, the staff status, and the president's definition of the assistant to the president position.

An examination of the assignment pattern of the presidents with the comparable pattern of the incumbents revealed an indication of the potential for dysfunction and ineffectiveness in role enactment. It appears that the president's view of the position differed importantly from the incumbent's view, thereby providing the possibility of creating misunderstandings,



disappointments, conflicts, and confusions. The need apparently exists for the presidents and incumbents to exchange understandings and for working out differences which can impede the effective achievement of expectations and goal realization.

The highest level of importance was attributed by incumbents to the personal dimensions of personality, motivation and interest, problem solving and creative abilities, as well as to the bachelor's and master's degree levels of preparation for the position of assistant to the president.

A moderate extent of importance was assigned to preparation in general, educational, and higher educational administration, and to the combination of educational administration and an academic area. The doctorate preparation level and higher education administration experience were identified as moderately important to the position.

#### Recommendations

The results of this study indicate the need for clarification of understanding or expectations between the president and his/her assistant to the president. The differences in interpretation could result in conflict or loss in effectiveness in achievement of expectations.

A major problem found in the previous research and literature relates to a lack of comparability and cause-and-effect bases for findings and variables. Though this study cannot claim findings of cause and effect, a start has been made toward establishing a basis of comparability by establishing a definition for the position which can be used for identifying a population described by that definition.

Further study should be made in depth to determine the specific nature and use of the administrative support role--assistant to the president.

A combination of data sources should be used to provide a more complete description of the competencies, responsibilities, relationships, opportunities, and characteristics appropriate to the incumbent, the position, and the organizational setting. Through the use of written response forms, and interview and observation techniques, greater depth and clarity can be attained. Some of the confounding variables, such as the incumbent's personality, the formal structure, the informal structure, status factors, authority distribution, and access to power, can be brought out and examined for effect within the division of labor and the role setting.

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## APPENDICES



APPENDIX A

RESPONSE SHEET

APPENDIX A  
RESPONSE SHEET

Population Identification

The Position of Assistant to the President in Senior Colleges  
and Universities Within the United States

Definition of the Position: the position's incumbent has administrative and/or academic rank and is directly responsible to the president who defines the duties, responsibilities, and authorities for the position. The position is not directly in the line hierarchy of authority within the organization. Other major administrators, faculty, and students are not directly responsible to the incumbent except in situations defined by the president. Persons in this position perform other than secretarial or custodial duties.

President's Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Does this position exist at your institution as identified by  
the above definition? \_\_\_\_yes \_\_\_\_no

If yes, please identify the person(s) by name(s) and title(s)  
below. Please print or type.

Incumbent's Name

Incumbent's Title

_____	'	_____
_____	'	_____
_____	'	_____
_____	'	_____
_____	'	_____
_____	'	_____
_____	'	_____
_____	'	_____

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





APPENDIX B

PRESIDENT'S CLASSIFICATION FORM



## APPENDIX B

### PRESIDENT'S CLASSIFICATION FORM

Please check the one definition in each category which most accurately describes the position held by the person identified in the accompanying letter at your institution.

Category I: TYPE OF POSITION - The type of the identified position is primarily described by: (check one)

- ☐ 1. Holding position: The position provides for the special needs, requirements, or conditions of either or both the individual incumbent or the institution. The existence and functions of the position fluctuate according to the needs of the president, the institution, or the incumbent.
- ☐ 2. Training position: The position provides opportunities for observing and participating in the overall operations and administrative processes of the institution providing experiences which serve to prepare the incumbent for advancement to higher-level executive administrative positions at the same or another institution.
- ☐ 3. Career Position: The position provides service on a permanent or long term basis without being used primarily as a training or a holding position.
- ☐ 4. Other (Please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Category II: AUTHORITY STATUS - The authority status for the identified position is primarily described by: (check one)

- ☐ 1. Line: The position falls within the vertical dimension or "chain of command" through which the basic functions of the institution are achieved.
- ☐ 2. Staff: The position falls within the horizontal dimension which supplements the line functions in administration and counsels or advises the line administrator.
- ☐ 3. Functional: The position has staff status and acquires authority when the president delegates line authority for a special project or problem within the expertise of the incumbent.
- ☐ 4. Other (Please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Category III: SOURCE OF ROLE DEFINITION - The role expectations for the identified position are primarily defined by: (check one)

- ☐ 1. Defined by the president: The defined expectations provide for the president's personal or official needs using the strengths of the incumbent to supplement the president's competencies.
- ☐ 2. Defined by the role incumbent: The defined expectations provide for the incumbent's personal/professional needs and requirements in a particular situation.
- ☐ 3. Defined by the president and the role incumbent: The defined expectations provide for the president's personal or official needs and the incumbent's personal/professional capabilities and prestige.
- ☐ 4. Other (Please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you wish to receive a summary of the findings? Yes \_\_\_\_\_ No \_\_\_\_\_



APPENDIX C

INCUMBENT'S INFORMATION FORM

## APPENDIX C

### INCUMBENT'S INFORMATION FORM

#### COMPETENCIES

For each of the competence areas listed below, please indicate (1) the extent of competence that you currently possess in the area, and (2) in your opinion the extent of competence in that area which is desirable for a person in your position.

Your choices can range from a "great deal" (5) through "moderate" (3) to "none" (1) or no competence at all.

**EXAMPLE:** If you possess a general competence in architectural drafting, circle ③ in the column of possible responses labeled "actual" degree of competence. If you believe that possession of more than a general competence but less than a great deal of competence in architectural drafting is desirable, circle ④ in the column of possible responses labeled "ideal."

COMPETENCE AREA	EXTENT OF COMPETENCE									
	1. Actual					2. Ideal				
	5	4	③	2	1	5	④	3	2	1
Architectural drafting										

Please circle the appropriate number to indicate your judgment in each category.

1. What extent of competency do you actually possess, and
2. In your opinion what extent of competence is desirable for a person in your position to possess in each of the following competence areas?

#### COMPETENCE AREAS:

		EXTENT OF COMPETENCE									
		1. Actual					2. Ideal				
		Great deal	Moderate	None			Great deal	Moderate	None		
		5	4	3	2	1	5	4	3	2	1
1. Research and investigation methods and techniques.	1.	5	4	3	2	1	5	4	3	2	1
2. Program planning and development.	2.	5	4	3	2	1	5	4	3	2	1
3. Written and oral communications.	3.	5	4	3	2	1	5	4	3	2	1
4. Technological developments and their applications to education.	4.	5	4	3	2	1	5	4	3	2	1
5. Business and fiscal operations and procedures.	5.	5	4	3	2	1	5	4	3	2	1
6. Liaison and public relations services.	6.	5	4	3	2	1	5	4	3	2	1
7. Student personnel services.	7.	5	4	3	2	1	5	4	3	2	1
8. Decision making and policy implementation.	8.	5	4	3	2	1	5	4	3	2	1
9. Resource development.	9.	5	4	3	2	1	5	4	3	2	1
10. Political and social insights and understandings.	10.	5	4	3	2	1	5	4	3	2	1
11. Other (Please specify) _____	11.	5	4	3	2	1	5	4	3	2	1

PLEASE CONTINUE ON TO THE NEXT PAGE

## RESPONSIBILITIES

For each of the functions listed below, please indicate (1) the extent of responsibility that you actually have for that function, and (2) in your opinion the extent of responsibility which is ideal for a person in your position to have for that function.

Your choices can range from a "great deal" (5) of responsibility through "moderate" (3) to "none" (1) or no responsibility at all.

**EXAMPLE:** If you have some but less than moderate responsibility for the function, circle ② in the column of possible responses labeled "actual" extent of responsibility. If you believe that it is moderately desirable for a person in your position to be responsible for the function, circle ③ in the column of possible responses labeled "ideal" extent of responsibility.

FUNCTION

## EXTENT OF RESPONSIBILITY

1. Actual

2. Ideal

Academic record keeping

5 4 3 ② 1

5 4 ③ 2 1

Please circle the appropriate number to indicate your judgment in each category.

1. What extent of responsibility do you actually have, and
2. In your opinion, what extent of responsibility is ideal for a person in your position to have for each of the following functions?

## FUNCTIONS:

## EXTENT OF RESPONSIBILITY

1. Actual

2. Ideal

Great deal  
Moderate  
NoneGreat deal  
Moderate  
None

5 4 3 2 1

5 4 3 2 1

1. Consult with and advise the president. 1.
2. Serve as secretary to the administrative team, schedule meetings, prepare required information, facilitate interaction and communication. 2.
3. Prepare and review written communications. 3.
4. Work on special projects and problems. 4.
5. Work with public relations and resource development. 5.
6. Work with personnel management and related faculty/staff relations. 6.
7. Work with business and fiscal operations. 7.
8. Work with student personnel services and related student activities. 8.
9. Work with program planning, development, and evaluation. 9.
10. Work with policy development, implementation, articulation, and evaluation. 10.
11. Other (Please specify) \_\_\_\_\_ 11.

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

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5 4 3 2 1

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## RELATIONSHIPS

For each of the following groups please indicate (1) the extent of contact that you currently have, and (2) in your opinion the extent of contact which is desirable for a person in your position.

Your choices can range from a "great deal" (5) of contact through "moderate" (3) to "none" (1) or no contact at all.

<p><b>EXAMPLE:</b> If you have no contact at all with the group, circle ① in the column of possible responses labeled "actual" extent of contact. If you believe that a great deal of contact with the group is desirable for a person in your position, circle ⑤ in the column of possible responses labeled "ideal" extent of contact.</p>	
<u>GROUP</u>	EXTENT OF CONTACT
	1. Actual      2. Ideal
U.S. Senators	5 4 3 2 ①      ⑤ 4 3 2 1

Please circle the appropriate number to indicate your judgment in each category.

- To what extent do you actually have contact, and
- In your opinion what extent of contact is desirable for a person in your position with each of the following groups:

## GROUPS:

		EXTENT OF CONTACT									
		1. Actual					2. Ideal				
		Great deal	Moderate	None			Great deal	Moderate	None		
		5	4	3	2	1	5	4	3	2	1
1.	Governmental units/agencies or their representatives.	5	4	3	2	1	5	4	3	2	1
2.	Alumni groups or their representatives.	5	4	3	2	1	5	4	3	2	1
3.	Special interest groups or their representatives.	5	4	3	2	1	5	4	3	2	1
4.	Board of Trustees/Regents or their representatives.	5	4	3	2	1	5	4	3	2	1
5.	Professional association representatives and activities.	5	4	3	2	1	5	4	3	2	1
6.	Institutional associations or accrediting agencies or their representatives.	5	4	3	2	1	5	4	3	2	1
7.	Administrators from your institution, other than your president.	5	4	3	2	1	5	4	3	2	1
8.	Faculty groups or their representatives from your institution.	5	4	3	2	1	5	4	3	2	1
9.	Student groups or their representatives from your institution.	5	4	3	2	1	5	4	3	2	1
10.	Communication media groups or their representatives.	5	4	3	2	1	5	4	3	2	1
11.	Other (Please specify) _____	5	4	3	2	1	5	4	3	2	1

PLEASE CONTINUE ON TO THE NEXT PAGE

## OPPORTUNITIES FOR PROFESSIONAL GROWTH AND DEVELOPMENT

For each of the following statements please indicate the extent to which the statement applies to you in your position.

Your choices can range from applies to a "great extent" (5) through "moderate" (3) to "none" (1) or no extent at all.

<p><u>EXAMPLE:</u> If you believe that the statement applies to moderate extent to your position, circle ③ in the column of possible responses.</p>	
<p><u>STATEMENT</u></p>	<p>Great deal Moderate None</p>
<p>Position incumbent attends appropriate professional association meetings</p>	<p>5 4 ③ 2 1</p>

Please circle the appropriate number to indicate your judgment of each statement.

To what extent do the following statements apply to your position?

## STATEMENTS:

		<p>Great deal Moderate None</p>
		<p>5 4 3 2 1</p>
1.	The position provides new working opportunities which may help the individual to become a more capable incumbent.	<p>5 4 3 2 1</p>
2.	In the absence of the president, the position provides for the incumbent to make decisions the president would make if present.	<p>5 4 3 2 1</p>
3.	The position provides for the special needs, requirements, or conditions of either or both the individual incumbent or the institution. The existence and functions of the position fluctuate according to the needs of the president, the incumbent, or the institution.	<p>5 4 3 2 1</p>
4.	The position provides opportunities for observing and participating in the overall operations and administrative processes of the institution providing experiences which serve to prepare the incumbent for advancement to higher level executive administrative positions at the same or another institution.	<p>5 4 3 2 1</p>
5.	The position provides service on a permanent or long term basis without being used primarily as a training or a holding position.	<p>5 4 3 2 1</p>
6.	The position is assigned functions in areas in which the incumbent is inexperienced.	<p>5 4 3 2 1</p>
7.	The president provides close personal supervision in the functions expected of the incumbent.	<p>5 4 3 2 1</p>
8.	The position falls within the vertical dimension or "chain of command" through which the basic functions of the institution are achieved.	<p>5 4 3 2 1</p>
9.	The position falls within the horizontal dimension which supplements the line functions in administration and counsels or advises the line administrator.	<p>5 4 3 2 1</p>

PLEASE CONTINUE ON TO THE NEXT PAGE

## STATEMENTS:

		Great deal		Moderate		None
		5	4	3	2	1
10.	The position has staff status and acquires authority when the president delegates line authority for a special project or problem within the expertise of the incumbent.	5	4	3	2	1
11.	The defined expectations provide for the president's personal or official needs using the strengths of the incumbent to supplement the president's competencies.	5	4	3	2	1
12.	The defined expectations provide for the incumbent's personal/professional needs and requirements in a particular situation.	5	4	3	2	1
13.	The defined expectations provide for the president's personal or official needs and the incumbent's personal/professional capabilities and prestige.	5	4	3	2	1

## PERSONAL AND PROFESSIONAL CHARACTERISTICS

For each of the following characteristics, please indicate the extent to which the characteristic is desirable for a person in your position to possess.

Your choices can range from a "great deal" (5) through "moderate" (3) to "none" (1) or not at all.

EXAMPLE: If you believe possession of the characteristic is greatly needed, circle ⑤ in the column of possible responses.

CHARACTERISTIC

Mental and physical endurance

Great deal		Moderate		None
⑤	4	3	2	1

Please circle the appropriate number to indicate your judgment of each characteristic.

## CHARACTERISTICS:

To what extent are each of the following dimensions important for a person in your position?

		Great deal		Moderate		None
		5	4	3	2	1
1.	Personality	5	4	3	2	1
2.	Motivation/interest	5	4	3	2	1
3.	Age requirement	5	4	3	2	1
4.	Creative ability	5	4	3	2	1
5.	Problem solving	5	4	3	2	1
6.	Other (Please specify) _____	5	4	3	2	1

PLEASE CONTINUE ON TO THE NEXT PAGE



## CHARACTERISTICS:

To what extent is formal preparation in each of the following areas desirable for a person in your position?

- |   |     | Great deal |   |   |   |   | Moderate |  |  | None |
|---|-----|------------|---|---|---|---|----------|--|--|------|
|   |     | 5          | 4 | 3 | 2 | 1 |          |  |  |      |
| 7. Educational administration   | 7.  | 5          | 4 | 3 | 2 | 1 |          |  |  |      |
| 8. Specialized academic area (please specify) _____   | 8.  | 5          | 4 | 3 | 2 | 1 |          |  |  |      |
| 9. Administration of Higher Education   | 9.  | 5          | 4 | 3 | 2 | 1 |          |  |  |      |
| 10. Combination of academic area and educational administration   | 10. | 5          | 4 | 3 | 2 | 1 |          |  |  |      |
| 11. General administration, e.g., political, business, hospital, military, or philanthropic organizations | 11. | 5          | 4 | 3 | 2 | 1 |          |  |  |      |
| 12. Other (please specify) _____  | 12. | 5          | 4 | 3 | 2 | 1 |          |  |  |      |

To what extent is preparation at each of the following levels desirable for a person in your position?

- |                                  |     |   |   |   |   |   |
|----------------------------------|-----|---|---|---|---|---|
| 13. Bachelor's degree            | 13. | 5 | 4 | 3 | 2 | 1 |
| 14. Master's degree              | 14. | 5 | 4 | 3 | 2 | 1 |
| 15. Specialist's degree          | 15. | 5 | 4 | 3 | 2 | 1 |
| 16. Doctor's degree              | 16. | 5 | 4 | 3 | 2 | 1 |
| 17. Other (please specify) _____ | 17. | 5 | 4 | 3 | 2 | 1 |

To what extent is experience desirable and how many years of experience is important in each of the following areas for a person in your position?

- |   |     | Minimum Years<br>Desirable |   |   |   |   |   |  |  |  |
|---|-----|----------------------------|---|---|---|---|---|--|--|--|
| 18. Elementary/secondary teaching   | ( ) | 18.                        | 5 | 4 | 3 | 2 | 1 |  |  |  |
| 19. Higher education teaching   | ( ) | 19.                        | 5 | 4 | 3 | 2 | 1 |  |  |  |
| 20. Professional practice, e.g., law, medicine (please specify) _____                 | ( ) | 20.                        | 5 | 4 | 3 | 2 | 1 |  |  |  |
| 21. Philanthropic Foundation activities   | ( ) | 21.                        | 5 | 4 | 3 | 2 | 1 |  |  |  |
| 22. Elementary/secondary administration   | ( ) | 22.                        | 5 | 4 | 3 | 2 | 1 |  |  |  |
| 23. Higher education administration   | ( ) | 23.                        | 5 | 4 | 3 | 2 | 1 |  |  |  |
| 24. General administration, e.g., hospital, business/industry, religious, or military | ( ) | 24.                        | 5 | 4 | 3 | 2 | 1 |  |  |  |
| 25. Other (please specify) _____  | ( ) | 25.                        | 5 | 4 | 3 | 2 | 1 |  |  |  |

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