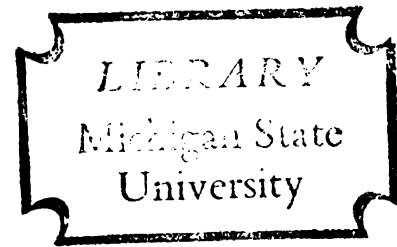A STUDY TO EXAMINE THE TRAINING OF STUDENT
AFFAIRS ADMINISTRATORS FOR SPECIFIED
COMPETENCY TASKS

Dissertation for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
PATRICIA EILEEN DOMEIER
1977

This is to certify that the

thesis entitled

A Study to Examine the Training
of Student Affairs Administrators
for specified Competency Tasks.

presented by

Patricia E. Domeier

has been accepted towards fulfillment
of the requirements for

_____Ph. D_____degree in __Higher Education__

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Major professor

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ABSTRACT

A STUDY TO EXAMINE THE TRAINING OF STUDENT
AFFAIRS ADMINISTRATORS FOR SPECIFIED
COMPETENCY TASKS

By

Patricia Eileen Domeier

The Purposes

The purposes of this study were to develop competency tasks used by Student Affairs Administrators in a university setting and to examine the training of the administrators for the tasks.

The Procedure

Student Affairs Administrators in eight Michigan universities were selected to respond to a questionnaire developed for the purposes of this study. The instrument included four questions regarding the training of each administrator for fifty-eight competency tasks which had been developed from the review of the literature.

From 180 potential respondents in eight institutions, 42 percent returned questionnaires that could be used in the final analysis. The chi-square and Fisher Exact statistics were used for tests of independence between the position category (executive, middle

management, entrance) and the training of Student Affairs Administrators in relation to the fifty-eight competency tasks in eight competency areas: Budget Management, Communication, Cooperative Relationships, Leadership, Personnel Management, Professional Development, Research and Evaluation, and Student Contact.

Findings

The major findings based on the responses to the questionnaire resulted in the following conclusions:

1. There were significant differences among the three position categories regarding the use of the competency tasks for forty-three of the fifty-eight tasks.

2. There were significant differences among the positions for forty-one of the competency tasks pertaining to the training of the administrators for the tasks.

3. There were significant differences among the position categories for only one of the tasks regarding the need for additional training.

4. There were significant differences among the position categories for all but six of the competency tasks regarding the appropriate source(s) of additional training for the tasks.

In other words respondents by position category did not significantly agree on the applicability and frequency of using the tasks in their present positions. They also did not agree according to their position

category on the sources of training they had for each of the tasks. Nor did they agree by position category on the appropriate sources of additional training for the competency tasks. And yet, there was general agreement that additional training for the competency tasks would be beneficial to them in their present positions.

The findings based on answers to each of the four questions as related to the total population response yielded the following conclusions:

1. Ninety-nine percent of the competency tasks were used by at least 45 percent of the respondents in their present positions; 73 percent were used by three-fourths of the administrators, and 86 percent were used by at least two-thirds of the administrators.

2. The Student Affairs Administrators indicated the following order of training they had for the competency tasks in general--first, on-the-job experience; second, their own professional activities; third, formal education degrees; and, last, formal in-service training.

3. A majority of the administrators indicated that additional training would be beneficial for 90 percent of the tasks. Forty-one percent of the administrators indicated a need of additional training for every competency task for use in their present positions.

4. In-service training was selected as the most appropriate source of additional training for 90 percent

of the competency tasks. Seventy-five percent of the administrators indicated a need of additional training for one task in particular--Professional Development, define and participate in appropriate self-renewal and in-service training programs and activities.

Thus, it was possible to generate competency tasks used by Student Affairs Administrators in their present position from the literature. It was also possible to determine the source(s) of training administrators had for each competency task; whether or not additional training for every task would be beneficial to their present position; and, to determine the most appropriate source(s) of additional training for each competency task.

A STUDY TO EXAMINE THE TRAINING OF STUDENT

AFFAIRS ADMINISTRATORS FOR SPECIFIED

COMPETENCY TASKS

By

Patricia Eileen Domeier

A DISSERTATION

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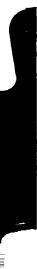and De Pauw University for encouragement and support.

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CHAPTER I

THE PROBLEM

Introduction and Statement of
the Problem

The status of higher education in America is
being summarized by all possible sources of the communi-
cation media. An aura of uncertainty fills campus
environments bringing increased emphasis on closer
scrutiny to all facets of the educational process. Fiscal
and political pressures are placing demands on adminis-
trators to produce quality opportunities at minimal cost.
Individualization of a student's education in all potential
campus learning arenas continues to be a goal, but is
tempered by the results of such processes as cost-
effectiveness analysis. Program frills are disappearing
along with the personnel who made them possible. Con-
troversy exists as to what is and what should be and
who is most qualified to do what.

Throughout the history of Student Affairs Admin-
istration, there have been controversial issues regarding
the purpose of College Student Personnel Work and the
nature or need for professional preparation or training

1

of its practitioners. Today, administrative personnel are being evaluated more closely than ever. At a time when questions are being raised concerning actual skills and performance productivity, currently employed Student Affairs personnel come from many different educational backgrounds with various levels of training experience (Rockey, 1972). In a study of role expectations conducted by Upcraft (1971), less than half of the sample of chief College Student Personnel Administrators in universities of over 10,000 students had been professionally trained.

Usually training of Student Affairs administrators has been a primary concern of three groups: (1) those who staff the College Student Personnel preparation programs, i.e., faculty; (2) those responsible for hiring Student Personnel Workers; and (3) those who are immediately responsible for supervision of these practitioners.

A review of the literature indicates that there has been little examination of on-the-job training needs of Student Affairs practitioners, particularly in relation to any specified administrative competencies. Research which has been conducted usually focused only on the chief Student Affairs Administrator (Gross, 1963). Professional literature has generally focused on: guidelines and principles for professional development (Truitt & Gross, 1966; Stamatakos & Oliaro, 1972); plans and

implementations of specific institutional programs
(Myerson, 1974; Passons, 1969); or on general models
for the development of in-service training programs
(Brown, 1972; Crookston, 1972; Newton, 1975; Parker,
1971; Wanzek & Canon, 1975). Dissertation studies have
recommended further examination and field study for
determining the nature and need of specific training
for practitioners (Davies, 1970; Foy, 1967; Gross, 1963;
Haller, 1967; Hester, 1971; Lynam, 1970; Reynolds, 1961;
Rockey, 1972; Rodgers, 1963; Upcraft, 1967). However,
seemingly prohibitive factors such as time, cost, and
questionnaire utilization have squelched such projects.

The intent, then, of this investigation is to
focus on the training of Student Affairs practitioners
in relation to a set of specified administrative compe-
tency tasks.

Objectives of This Study

The entire area of how and on what basis Student
Affairs Administrators receive necessary on-the-job
training or retraining has not been studied directly,
as evidenced by a review of the literature. This
researcher thought a direct approach of asking prac-
titioners questions pertaining to their training for
specified competency tasks would be fruitful. More
specifically it was the intent of this researcher to:

(1) Review pertinent literature pertaining to Student Affairs Administration with particular emphasis on those areas relating to training, competency development, and staff in-service education programs;

(2) Generate competency tasks utilized by Student Affairs Administrators;

(3) Develop a questionnaire instrument which will survey the training needs among the various positions levels of Student Affairs Administrators in relation to specified tasks;

(4) Indicate, on the basis of the survey, specific competency tasks performed at the various position levels of Student Affairs Administration;

(5) Indicate, on the basis of the survey, appropriate sources of in-service training for specified competency tasks; and,

(6) Recommend, on the basis of the survey, a model for the in-service training of Student Affairs Administrators.

In examining the training of Student Affairs Administrators for specified competency tasks, it was necessary to establish a framework of organization. Many approaches could have been taken to examine the various aspects of professional training. This study focused on

sources of training for specific competency tasks. It also recognized various positions held by administrators which implied various training experiences and opportunities. Thus as a framework for examining the relationship among three variables (administrators, competency tasks, and training), a general hypothesis was formulated.

General Hypothesis:

There are no significant differences among the position categories of Student Affairs Administrators and their training for specified competency tasks.

The results and conclusions of this study indicate the degree to which these objectives and the hypothesis have been satisfied.

Scope and Limitations of This Study

This study was conducted within the following framework:

1. The population surveyed was limited to Student Affairs Administrators in Michigan universities. For the purpose of this study, a Student Affairs Administrator is a person supervised or employed by the Chief Student Personnel Administrator through a recognized position such as the Vice President for Student Affairs. Due to the many possible organizational structures of American universities, it was probable that any one

Office of Student Affairs would not be responsible for exactly the same administrative functions. The intent of this study was not to examine organizational structure, but to assess the training of personnel within a singular span of control.

2. This study was based on a questionnaire instrument. Use of this procedure assumed: honesty on the part of the respondent, understanding of the intent of each question, responses that reflect the intent of the respondent, and correct interpretation of the responses by the researcher. However, these assumptions may not have been always accurate.

3. Questionnaires have been acceptable tools of survey research. While a response rate is difficult to anticipate, much field research would not occur without the use of this technique due to financial and time consumption constraints. It was the intent of this researcher to accept the initial number of responses (including one follow-up request) as sufficient for this study. Results and conclusions were considered descriptive of the training of Student Affairs

Administrators in relation to specified compe-
tencies within the parameters of the total
number of questionnaire returns.

4. There was no reason to believe that Michigan uni-
versities were not typical of American uni-
versities in relation to the number of personnel
and the designation of positions held within
Student Affairs Administration.

5. This study assumed that a set of competencies for
Student Affairs Administrators could be generated.

6. Competencies which were generated would be basic
in some degree to the functioning of Student
Affairs Administrators as they fulfill their
delegated responsibilities.

7. It was assumed that statements from the literature
and research in educational administration, col-
lege student personnel work, and administrative
and organizational behavior were applicable to
Student Affairs Administration.

8. This study assumed that Student Affairs Adminis-
tration is responsible for the effectiveness of
the nomothetic and ideographic dimensions of its
organizational development as described by Jacob
W. Getzels in "Administration as a Social Process"
(Griffiths, 1964): "The social system is comprised

of two dimensions; the nomothetic which consists
of the institution, role, and expectation; and
the ideographic which consists of the individual,
his personality, and his need-dispositions"
(p. 101).

Significance of This Study

There is a need for more research on the role of
Student Affairs Administration in Higher Education if only
to contribute to a better understanding of the nature of
administration in Higher Education. Controversy exists
regarding the application of administrative theory typi-
cally utilized in corporate structures outside the realm
of educational administration as compared to such utili-
zation within educational administration. To a greater
extent the diversity of functions, practices, and services
typically aligned with Student Affairs Administration
call into question the role of the Student Affairs worker
as an administrator. This study was helpful in identify-
ing those competencies utilized by practitioners in their
day-to-day performance roles.

The information gathered in this study was helpful
in identifying training needs for specified competencies
of the different position categories within Student
Affairs Administration. Specifically, Student Affairs
Administrators, professional organizations, and others
involved with professional development concerns can

benefit from the clarification of specific training needs
for the different position levels in determining profes-
sional development activity emphasis. Further, infor-
mation gathered might be useful in developing and modify-
ing job descriptions of Student Affairs Administrators.

In view of accountability demands, the continued
professional growth of Student Affairs Administrators
could be essential to one's survival in the field. The
set of administrative competencies established by this
study should provide a baseline behavioral definition of
job performance. They should be of value to all employed
in the field of Student Affairs Administration. In
addition this set of competencies should be an asset to
those who attempt to communicate to others what Student
Affairs Administration encompasses.

An important aspect of this study was the develop-
ment of a questionnaire instrument with two basic compo-
nents: a set of administrative competencies, and questions
which emphasize training. The administration of the
questionnaire (with appropriate modifications) at any
individual institution should provide impetus for better
identification of specific training needs and possible
redirection of emphasis of specific in-service training
programs.

With some modification the questionnaire could
also be utilized as an assessment instrument or as a

guide to competency development in Student Affairs preparation programs.

Essentially this study was important to all engaged in or touched by Student Affairs Administration. It should identify and clarify the importance of competency based in-service training to the individual which ultimately should result in greater benefits for students and for the institutions. Too often busy schedules preclude professional development activities. In addition, professional inertia often sets in once formalized education has been completed. Williamson (1961) recognized this problem when he wrote: "As a worker gets further away from his graduate training, he is more likely to become frozen in his professional practice if he does not do research or keep up with the changing disciplines related to his practice in other ways" (p. 135).

Definition of Terms

An appraisal of the literature relative to Student Affairs Administration reveals some confusion and duplication of terminology and meanings. To avoid semantic confusion the following definitions of specific terms were applied in this study:

Administrative Competency.--An administrative competency is a capacity "to synthesize and actualize relevant knowledge for the purpose of: a) facilitating

institutional planning; b) resolving problems which inter-
fere with the achievement of organizational goals and
objectives; and c) evaluating institutional progress
toward goal achievement" (Lynam, 1970, p. 9). Note:
Clarification for the generation of this term as developed
by Lynam can be found in Appendix A.

Administrative Competency Task.--Task is defined
as "a piece of work, especially one assigned to or demanded
of a person" (Webster, 1975, p. 1867). An Administrative
Competency Task refers to those tasks specifically related
to a particular Administrative Competency.

Administrative Position Level.--Three different
levels of position are identified within a Student Affairs
organizational structure: (1) Executive Level, (2) Man-
agerial Level, and (3) Entrance Level. This classifi-
cation is based upon Sherburn's (1968) "Conceptual Model
of Student Personnel Organizational Structure." Complete
definition of each level including (1) position descrip-
tion, (2) educational and professional requirements, and
(3) qualifying questions is available in Appendix B.
(Position level or position category are used inter-
changeably.)

Chief Student Affairs Administrator.--The college
or university administrator who is immediately responsible
for the direction and coordination of the Student Affairs
program and staff.

In-service Training.--Activities of employed
Student Affairs Administrators that contribute to their
continual professional development. The terms "in-service
training," "in-service education," and "training" can be
used interchangeably.

Student Affairs Administration.--The program
within an institution of Post Secondary Education con-
cerned with the provision of services for students which
complement and supplement the academic mission of
Higher Education institutions.

Student Affairs Administrator.--An educator
employed in the field of Student Affairs Administration.
Performance of various tasks requires different roles to
be assumed, i.e., administrator, counselor, consultant,
disciplinarian, faculty member, programmer, teacher.

Overview of This Study

This study will be organized and reported as
follows:

Chapter I has presented an introduction and
statement of the problem; objectives, scope, and

limitations of the study; significance of the study; a definition of the terms; and an anticipated general overview of the study as it is to be reported.

Chapter II will present a review of pertinent literature pertaining to Student Affairs Administration with particular emphasis on those areas concerned with training, competency development, and in-service education programs.

Chapter III will outline the methodology and procedures utilized to investigate the training of Student Affairs Administrators in relation to specified competencies.

Chapter IV will report an analysis of the findings generated by the questionnaire developed for the purpose of this study.

Chapter V will utilize the profile developed from the results of the study to summarize findings, make recommendations, and suggest implications for further research.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature indicated that both
individuals and organizations have been concerned with
the roles, functions, and education of Student Affairs
practitioners. Further research indicated that a few
have considered the specific competencies needed to
perform the designated functions of these practitioners.
Even fewer have examined or recommended sources of train-
ing or training models for developing such competencies.
For the purpose of this study the writer concluded that
it would be necessary to present an overview of the
development of Student Affairs work; to examine sources
of training available to the Student Affairs practitioner;
and to examine specific studies pertaining to competency
development.

It may or may not be true that Student Affairs
work is merely a conglomeration of diverse disciplines
(Penney, 1969). However, any attempt to review the
literature must be tempered by acknowledging: (1) the
continuous appearance of new sources and methods of

expression, (2) the often differing professional opinions, and (3) the consequent need for sampling among potential sources (Reilley & Cauthen, 1976). As a framework for this chapter, the literature cited by Reilley and Cauthen (1976) in "The Literature of College Student Personnel-- A Sample" was used as an organizational tool. At the most this body of literature, including the additions or deletions particular to this study, only "offers a sample or tentative selective listing, rather than a definitive statement" (Reilley & Cauthen, 1976, p. 363). An initial literature search generated 1,647 sources related to training Student Affairs practitioners. Student Affairs functions or services and the roles of chief Student Personnel administrators, rather than the competencies required to perform such roles, were the thrust of this literature.

Recent research through dissertation studies, individual efforts, institutional evaluations, and professional organization committee proceedings also tended toward the same thrust. Many studies provided demographic data regarding the various levels of Student Affairs work at different types of institutions (Hoyt & Tripp, 1967; Ayers, Tripp, & Russel, 1966; Sherburn, 1968; Bess & Lodahl, 1967; Cameron, 1965; Cheatham, 1964; Kaufman, 1964; McBee, 1961).

Career development studies indicated that factors such as selection processes and procedures, size, type, and location of the institution, organizational structure and functions at various institutions, titles and assigned roles, and institutional policies varied in importance according to a specific group studied and also suggested that factors might vary according to the perceptions of those involved in any particular selection process (Foy, 1969; Haller, 1967; Hester, 1971; Hulet, 1966; Nygreen, 1968; Rockey, 1972; Sheldon, 1968; Sherburn, 1968). Other studies have noted perceptual differences among faculty, students, and administrators regarding Student Affairs administration (Dutton et al., 1970; Emerson, 1971; Ingraham, 1968; Kiannane, 1966; Feder, 1959; Fitzgerald, 1959; Upcraft, 1967).

A number of studies reflected various trends in the roles expected of Student Affairs practitioners. Role expectations were often set as a result of institutional need, monetary considerations, and as a result of varying perceptions of institutional and noninstitutional personnel (Davies, 1970; Haller, 1967; Hester, 1971; Nonnamaker, 1959; Reynolds, 1961; Rodgers, 1963; Stead, 1971; Upcraft, 1970; White, 1970; Zimmerman, 1963).

A researcher could go on at length discussing studies, articles, books, monographs, and general opinion from the wealth of material pertaining to Student Affairs

administration, organizational behavior, and organizational theory important for generating competencies and evaluating the training of Student Affairs practitioners. The remainder of the chapter will briefly present a discussion of the literature which was of outstanding importance to this study.

Trends in Student Affairs Administration

At the present time there appear to be two, not necessarily opposed, emphases in Student Personnel work which will influence both the competencies needed by the practitioners and the sources of training necessary for the development of these competencies.

The Division of Research and Program Development of the National Association of Student Personnel Administrators recently published a manual for practitioners titled, Planning, Budgeting, and Evaluation in Student Affairs Programs: A Manual for Administrators (Harpel, 1976). In recent years other literature has also reflected a thrust toward accountability in Student Affairs work. In 1974 a national survey was conducted by the NASPA Research Division which concluded with the following statements regarding the benefits for institutions which had implemented accountability systems:

    1) a new sense of direction and purpose had been
    developed among the Student Affairs staff;
    2) evaluation feedback was made available to pro-
    fessional staff for program development;

3) unmet needs of staff and students were identified;
4) more external recognition and visibility of
Student Affairs activities were gained; and,
5) in many cases, increased financial support was
received. (Harpel, 1976, p. iv)

In the introduction to the NASPA manual for admin-
istrators (1976) it was pointed out that a management
model can often "gloss over the subjective and personal
nature of Student Affairs activities" and that "the out-
comes of counseling are not easily quantified" (p. iv).
Other problem areas included the possibility of prohibitive
costs for many institutions and the danger of management
procedures becoming the "tail that wags the dog." How-
ever, the management skills needed for accountability
programming are still essential for the Student Affairs
administrator as indicated by Harpel (1976):

> Student Affairs administrators are particularly
> vulnerable when it comes to management skills.
> Student Affairs services have long been justified
> more on idealistic and humanitarian grounds than
> on tangible evidence of impact or outcomes. Such
> arguments, while necessary, are no longer sufficient
> to justify a large investment of institutional
> resources. The Student Affairs administrator must
> become a skilled manager in order to compete for
> these resources. Added to a sound philosophical
> rationale for Student Affairs services must be
> planning skills, budgeting competence and evaluation
> expertise--all notably lacking in the current
> training of professionals. (p. ii)

This point of view represents a managerial emphasis in
Student Affairs work.

Another recent publication, The Future of Student
Affairs sponsored by the American College Personnel
Association (ACPA), represents a more philosophical base

in describing the current status of Student Affairs work
(Miller & Prince, 1976). This book is based on the results
of the Tomorrow's Higher Education Project also sponsored
by ACPA. The primary emphasis focuses on the concept of
student development defined as: "the application of human
development concepts in postsecondary settings so that
everyone involved can master increasingly complex develop-
mental tasks, achieve self direction, and become indepen-
dent" (p. 3). Nomenclature in Student Affairs work has
often caused some confusion. Miller and Prince have
utilized Crookston's (1976) definitions as follows:
Student Personnel Work--"past services and activities
which focused on controlling the lives of students out-
side the classroom, laboratory, and library"; Student
Affairs--"a major administrative subdivision, like
academic affairs and business affairs"; the Student
Affairs Practitioner--"a staff member who carries out
the responsibilities of the subdivision, including such
functions as counseling, career planning and placement,
housing and coordinating student activities"; and finally,
the Student Development Educator--"a faculty member,
Student Affairs professional, or any other person who
purposefully works to bring about the growth of all
engaged in higher education" (Miller & Prince, 1976,
p. 3).

Historically speaking this emphasis in Student
Affairs work is not philosophically new. Wren (1968)
suggests that Student Personnel work has come of age
during this present century. He points to the years
between 1925 and 1940 as a period during which attempts
were made to develop a philosophy for Student Personnel
work and to distinguish among services, functions, and
job descriptions. During the next fifteen-year period
rapid population growth and technological change coupled
with federal legislation required a reassessment of
functions, services, and philosophy. Jones and Smith
(1954) emphasized "deeper teaching" involving leadership,
group dynamics, and human relations skills. The McConnel
and Heist studies (1957) at the Center for Research and
Development were stimulated by the vast changes produced
by the scientific revolution, i.e., occupational trends,
status of women, and ever-increasing enrollments in
higher education. Two significant texts appeared in
1961, Mueller (1961) emphasized the application of the
social sciences in Student Personnel work and suggested
that psychology and sociology be the roots from which all
functions, philosophy, and practices should be originated.
During the same period, Williamson (1961) published a
book which emphasized the process of Student Affairs
administration and the management of services for the
student clientele. In 1966 Berdie emphasized humanizing

education by helping students respond to the pressures of their own culture and those of society. He encouraged administrators and students to formulate principles which would serve as guides to the questions of how to relate and how to act (Berdie, 1966). Wren (1967) discussed the "art of administration" as different from administration based on ego needs or charismatic personalities. He suggested that Student Personnel work should be an out-growth of educational philosophy and institutional pur-pose. He stressed that the degree of integration of any Student Personnel program into the total academic and administrative program determined the effectiveness of that program.

Also during the late sixties Dr. Harold Grant again presented Mueller's concept of developing the stu-dent as a "whole person." This time student development was looked at as a process in itself. Student Personnel workers were to be concerned with the process instead of just focusing on providing administrative services for students. This point of view was reflected at first in the article "Higher Education in Student Personnel Work in the Year 2000" in the Journal of the National Association of Women Deans and Counselors in which Grant (1968) concludes:

> We can assess a student's behavioral development,
> determine what behavior he is attempting to
> develop, and explore the resources that we have
> to facilitate his growth. . . . We can look

forward to performing a unique function central to
the educational process of facilitating behavioral
development rather than providing a peripheral or
complementary service. . . . Much of this will be
carried out on a consulting basis with faculty
members and staff, whose roles will also change
considerably. But to do these things we must
become Student Development specialists. (p. 141)

Spin-offs of this point of view have been heavily
reflected in the literature of the seventies. Valuable
surveys of the literature are presented in two sources:
(1) by Reilley and Cauthen (1976) in "The Literature of
College Student Personnel--A Sample" published by the
Journal of College Student Personnel and (2) by Margaret
Berry (1976) in "The State of Student Affairs: A Review
of the Literature" in the Journal of the National Associ-
ation of Student Personnel Administrators. Two samples
of this literature are presented to exemplify the dominance
of the Student Development point of view generated by
Grant. They read as follows: First, "Proposals for role
change in College Student Personnel are many and range
from the emergent student development concept to insti-
tutional renewal and humanistic education (Schmidt, 1975;
Williamson, 1975; Crookston, 1975; Chandler, 1974; Shaffer,
1973; Pyron, 1974; Clemens, 1973; Tollefson, 1975; Abel,
1973; Sedlacek & Horowitz, 1974; Holland & Kleinberg,
1974; Lewis, 1973)" (Berry, 1976, p. 2). Secondly,

The Tomorrow's Higher Education Project (THE) of
the American College Personnel Association (1974)
is an attempt to reconceptualize student affairs
work emphasizing mastery with personal development
of cultural awareness, value systems, self awareness,

interpersonal skills and community responsibility.
. . . Instead of waiting for students to come to
them, the student affairs staff moves out in a
proactive, collaborative role. . . . Strategies
for change include instruction, consultation, and
milieu management (Chandler, 1974). (Berry, 1976,
p. 2)

Burns Crookston was one of the most prolific writers espousing the Student Development concepts and the means of its implementation (Crookston, 1972, 1973, 1974, 1975, 1976; Crookston & Atkyns, 1974; Crookston & Blaesser, 1962).

Thus, Miller and Prince (1976) proceed to question: "Does student development as defined here differ from what faculty members have been doing in the classroom and what student affairs workers have been providing for years?" (p. 3). And they respond: "The answer is that the philosophy has been with us for some time but has seldom been fully realized in practice" (p. 3).

The model for Student Development is just that--a model. To become an effective tool of Student Affairs Administration much attention will have to be given to the training of practitioners who will implement the model. Before the training can begin the specific skills and areas of competence necessary for working within the model will have to be determined. This is proposed in the concluding statements of Miller and Prince (1976):

Until there are professionally educated individuals
to undertake the specific tasks and strategies called
for, full . . . implementation will be impossible.
The future requires a concerted effort to find prac-
tical preparation methods and materials. (p. 188)

The Western Interstate Commission for Higher Education (WICHE) has developed an ecosystem model as "an attempt to assess (map) and construct (design) environments to produce the most compatible transactions between students and their meliue" (WICHE, 1972, p. 7). Aulepp and Delworth (1976) have recently published a training manual for practitioners interested in ecosystem model development. Whether a student development model or an ecosystem model is selected to serve as a framework for campus environmental and program development, critical administrative or management functions will still be essential to the necessary decision-making process. Thomas B. Dutton (1973) has pointed out that "too often, the key administrative jobs do not go to student affairs people because they seem to lack the necessary perspective and skill" (p. 11). Dutton has concluded his comments to the participants of the 1973 NASPA Conference by emphasizing a "greater understanding of administrative and management theory as well as learning theory" along with "becoming experts in human development--becoming educators whose special insights, knowledge and skills permit unique contributions to the development of learning situations" (p. 12). He also indicated that practitioners need to be sufficiently skilled to articulate learning requirements at various planning levels; to be able to execute

plans of action with expertise; and to competently maintain essential contact with the learning environment (Dutton, 1973).

Training Opportunities for Student Affairs Practitioners

A review of the literature pertaining to studies which examine training provided for the Student Affairs practitioner suggests a need for more thorough evaluation. Gladstein (1968) analyzed doctoral research in college student personnel work and found it to be of questionable quality and limited in scope. Research generally reflected questions involving the roles of the practitioner and the trainer, the functions performed by specific Student Affairs division, services to be included in any particular program, and the roles performed by chief Student Affairs Administrators (Reynolds, 1961; Barry & Wolf, 1963; Rogers, 1963; Upcraft, 1967; Foy, 1969; Rhatigan & Hoyt, 1970). Some studies have thoroughly evaluated the master and doctoral training programs (Wright, 1958; Keller, 1962; Hester, 1971; Montgomery, 1971; Rockey, 1972).

Barry and Wolf (1963) indicated that student personnel training focused on the whims of a particular trainer and that at best it was a "hodgepodge" of opinion. They also emphasized the lack of examination of required competencies for various student personnel positions.

In a study conducted by Upcraft (1967) pertaining to the role expectations for chief student personnel administrators, less than half of the practitioners had been formally trained. Over 80 percent of the respondents in Foy's (1969) survey of the 1,320 members of NASPA indicated that formal preparation was very important for newcomers in the field of Student Affairs Administration. According to Rhatigan and Hoyt (1970), faculty trainers considered professional preparation more important than on-the-job training while the administrators rated on-the-job education more beneficial. Three implications were derived from the Rhatigan and Hoyt study: (1) academic background would not be ranked over personal characteristics or over the amount and quality of experience in a job search for a top administrator; (2) the importance of on-the-job training suggested more practicum and internship experiences for the development of particular skills; and (3) the "doctoral degree will not produce the 'complete' administrator" (p. 162).

Theoretical bases for the functions of chief student personnel officers were examined by COSPA--Council of Student Personnel Administrators, 1964; Tripp, 1970; and Hershenson, 1970. Only three doctoral dissertations studied the chief student personnel officer's role specifically. Three national studies examined the role of the chief student personnel official (Dutton, 1968;

O'Banion, 1970; Ayers, et al., 1966). One national study by Lilley (1974) suggested that the traditional personnel services model had achieved the status necessary to function well on a campus. In reference to the newer "developmental" model he concluded: "It will be the task of each chief student personnel officer to reevaluate and cast aside those functions or operational procedures at his institution that do not fulfill the principles of the proposed developmental model" (p. 10).

While the literature may be scarce in relation to competency development and specific evaluations of in-service training programs, there has been considerable interest by student personnel educators in the professional preparation of Student Affairs practitioners (Nygreen, 1968; Greenleaf, 1968; O'Banion, 1969; Rhatigan & Hoyt, 1970).

Various recommendations have been made as to the theoretical foundations for student personnel work--art, history, religion, philosophy, social science (Jones, 1968); counseling psychology (Dressel, 1957); counseling, decision-making, and specialty skills (Parker, 1966); psychology, social psychology, and sociology (Chickering, 1967); and the behavioral sciences leading to the behavioral artist (Grant, 1968). Robinson's (1966) analysis of professional associations training documents (COSPA, APGA, ACPA) concluded that the training programs

must have a base in the behavioral sciences with additional emphasis in sociology and psychology.

A few educators have alluded to more specialized training areas such as research skills, group work, sensitivity perception, group dynamics, human relations, administrative decision-making, consensus taking, communications, record keeping, budget-making, and individual counseling techniques (Useem, 1964; Crane, 1965; Parker, 1966; Trueblood, 1966; Haller, 1967; Schreck & Shaffer, 1968; Penney, 1969; Hester, 1971; Rockey, 1972).

Great emphasis has been placed on practical training experiences in the preparation programs (Pierson, 1967; Houtz, 1967; Wallenfeldt & Bigelow, 1970; Hester, 1971; Rockey, 1972).

In addition to the various course description listings of present training programs across the country, Nygreen (1968) speculated that there was basic agreement about the content of training programs even though there were differences of opinion regarding various aspects of the programs. Houtz (1967) specifically pointed out that there were discrepancies between the activities suggested by the programs she studied and the actual offerings available in the programs. Various model designs for college student personnel preparation programs have been suggested by Crosby (1965), Trueblood (1966), Miller and Prince (1976), O'Banion (1969), APGA (1969), and Rockey (1972).

Not until 1970 did two studies appear that dealt with specifying specific competencies related to the work of Student Affairs Administration. Even then they focused only indirectly on the student personnel practitioner. Lynam (1970) examined the administrative competencies needed by the Academic Dean in Community Colleges and Davies (1970) proposed competencies for members of the Junior College Presidential Cabinet.

During the seventies both Student Affairs practitioners and trainers became caught up in various accountability techniques and methodologies. Just as Student Affairs personnel were beginning to identify and acknowledge the need for specific skills and competencies, techniques such as management by objectives encouraged a more general verbalization of priorities and functions in terms of goals. Trainers and practitioners are now attempting to become more specific about what specifics should be taught and what competencies practitioners should be able to demonstrate in various positions (Miller, 1976).

Clues identifying the reality of Student Affairs work should be evident through daily practices and in-service training programs. However, the literature reflects little in the way of identifying competencies used by those coordinating or employed in such programs.

In-service training connotes different things to different people. For Student Affairs Administrators

in higher education in-service training or staff develop-
ment programs generally refer to opportunities of upgrad-
ing specific areas of knowledge or learning new skills and
competencies.

Berdie (1954) and Williamson (1950) have urged the
systematizing of structured in-service experiences.
Gross (1963) summarized this point of view in the follow-
ing: "Not to promote professional competence through
cooperative, objective-centered education might be to
deprive individuals and their staffs as a whole of
realizing their full potential" (p. 9). Truitt (1961)
pointed out that persons do not reach their full potential
and effectiveness until they have been employed for a
period of time.

The President's Commission on Higher Education
(1947) stressed that there are basic principles necessary
to improvement programs: (1) they must be planned--not
left to chance; (2) patterns of in-service education will
necessarily vary according to the institution; and (3)
successful improvement programs are characterized by a
variety of techniques and activities. Gross (1963)
pointed out that the most comprehensive source including
the history, need, roles of program participants,
examples, organization, and evaluation of in-service
training was the fifty-sixth yearbook of the National
Society for the Study of Education.

In a report to the American Psychological Association, Berdie (1954) listed five purposes of in-service education: (1) to introduce new developments in theory and technique; (2) to review previously learned concepts and techniques; (3) to emphasize or reemphasize material or experiences in meaningful situations; (4) to learn specifics not learned in pre-service education, and (5) to review one's profession and personal professional development.

Basic organizational principles for in-service training have been suggested by various educators. They include: (1) create an atmosphere conducive to building mutual respect, support, permissiveness, and creativity; (2) provide access to needed resources; (3) try modifications in reality situations; (4) apply results to ongoing programs and evaluate the results; (5) encourage maximum participation by staff members; (6) determine fixed responsibility for in-service programming within regular administrative organization; and (7) provide adequate time for participation in all programs (Freolich, 1949; Corey, 1957; Gilchrist, 1957; Parker, 1957).

In a memorandum to NASPA Commission members titled, "Suggestions for a Continuous In-service Training Program for Student Personnel Workers," Shaffer (1961) suggested the following objectives:

1) to stimulate staff members to continued pro-
fessional and personal growth;
2) to encourage specialists to break across the
bounds of their specialties in interests, concerns,
and points of view;
3) to contribute to the developments of flexibility
in outlook and method, individuality, initiative
and adaptability in meeting problems and new
situations;
4) to integrate the efforts of student personnel
workers to a greater degree with the primary
academic objectives of their institutions; and,
5) to facilitate the mutual sharing and exchange
of ideas and information among all staff members.
(pp. 1-8)

Throughout the years various in-service training
activities have been suggested by a variety of profes-
sionals. For example, some suggestions would include the
following: role playing, case recordings, playbacks with
discussion, case studies, continuous testing experiences,
identification of maturation processes, staff conferences,
research, directed readings, use of consultants for topi-
cal concerns, seminars and courses, observational tech-
niques, contact with supervisors and professionals in
related areas, participation in professional association
activities, and inter-institutional seminars (Gordon,
1950; Hardee, 1950; Coleman, 1951; Samler, 1952; Shepard,
1957; Gross, 1963; Passons, 1963; Truitt & Gross, 1966;
Haller, 1967; Upcraft, 1967; Hester, 1971; Rockey, 1972;
Myerson, 1974; Miller, 1975; Beeler, 1975; Miller &
Prince, 1976).

Much of the literature regarding specific in-
service training programs was concerned with faculty

advising (Hardee, 1950; Gordon, 1953). The preponderance of student personnel in-service training has served residence hall staff and counseling service personnel (Ohlson, 1951; Harle & Reid, 1963; Collins, 1947; Hood, 1962).

Gross conducted a study in 1963 to examine the in-service education programs for student personnel workers in five institutions. He studied the principles applicable to professional improvement programs. Student Personnel administrators were surveyed to ascertain the nature and extent of in-service education activities for their staff members. He concluded the following: (1) content of the programs was determined by consensus; (2) unpublished manuals, professional journals, and books were the most frequently used source; (3) success of programs was based on the interest and desire of the participants; (4) lack of time was the most often cited reason for failure of a program; (5) attendance at professional meetings was usually included as an in-service activity; and (6) 82 percent of the participants indicated that evaluation of in-service training occurred through self-examination (Gross, 1963).

A survey was conducted by ACPA (1973-74) in response to the lack of current information and research regarding staff training. From this survey Miller (1975) pointed out that "only one of every five institutions has formalized a policy statement concerning in-service

education staff development programming" (n.p.). In addition Beeler (1975) indicated that only one-tenth of the total staff development budget provides for on-campus in-service education. Most financial support has been received for off-campus professional development activities such as national association conventions, conferences, and workshops. For the most part "the concept of staff development has largely been treated as a professional stepchild and there have been a limited number of successful and sustained programs" (Beeler, 1975, p. 1).

Further examination of the literature indicated that most reference to in-service training for professional staff was reflected in opinion statements, proposals suggesting necessary training, or models for developing programs (Truit & Gross, 1966; Stamatakos & Oliaro, 1972; Passons, 1969; Myerson, 1974).

Needs for in-service training continue to exist. For example, a depressed job market has affected the mobility patterns of staff within institutions as it appears that staff are remaining in present positions or horizontally moving to newer or different areas of interest (Beeler, 1975).

There still remains room for questioning the nature and availability of staff training programs. Need for continual definition and redefinitions of the goals, purposes, and functions of student personnel work has

been reflected in the 1972 COSPA Report--"Student Develop-
ment Services in Higher Education," Brown's monograph in
1972 on "Student Development in Tomorrow's Higher Edu-
cation--A Return to the Academy," and in professional
organization projects such as the present ACPA "Profes-
sional Skill and Competencies Identification Project--
1975-1976."

Such continual redefinition needs to occur within
a framework which provides a change mechanism. Katz and
Kahn (1966) stated that the functional structure of an
organization needs to be examined in behavioral science
terms. Austin (1970) has suggested that principles of
organizational development be more readily applied to
the student affairs operations. His data collection on
colleges and college students reflects that a change in
any point in a system has impact on all parts of that
system. He specifically mentions that Student Personnel
work must utilize a systems approach to allow for adequate
accountability of all its diversity. Goals, enabling
objectives, pre-service training, in-service training,
on-the-job experience, and other developmental and evalu-
ative practices in the field of Student Affairs Adminis-
tration provide the framework or organizational structure
in which the practitioner functions.

Argyris (1962) pointed out that organizational
effectiveness is a function of the interpersonal

relationships of its members. He further stressed that "the more competent individuals are with interpersonal relationships the more effective the organization will become" (p. 38).

To facilitate organizational development in Student Affairs work regardless of the particular approach, the Student Affairs practitioner must be able to demonstrate competency in day-to-day job performance (Kuriloff, 1973). In order to reach goals, accomplish objectives, and deter-mine content of training programs and in-service training activities, the Student Affairs practitioner and trainer will have to identify the skills and appropriate sources of training necessary to the development of such skills in order to be successful (Hanson, 1976). In 1973 Stama-takos presented an address titled, "Facing the Realities of Practice in Training" in which he concluded the following:

> A review of the most recent ACPA Directory of College Student Personnel Preparation Programs, if reasonably indicative of what actually occurs in our many institutions, would reveal a serious lack of course work, mandatory experiences, and proven competencies necessary for the successful promulgation of . . . the Student Development Point of View. (p. 8)

Thus a review of the literature has indicated that the Student Affairs practitioner must be responsive to campus environments by utilizing both student develop-ment strategies and management science techniques. But, as Hester (1971) concluded, there has been a lack of

clear and definitive knowledge about what criteria or
factors constitute adequate performance and success of
the various positions within Student Affairs Adminis-
tration.

Research Relevant to the Development of Competencies for Student Affairs Administrators

As indicated previously, there has been a notice-
able lack of research in identifying and examining neces-
sary competencies for the Student Affairs administrator
(Barry & Wolf, 1963; Grant, 1968; Dutton, 1973; Stama-
takos, 1973; Harpel, 1976; Miller & Prince, 1976). At
the same time there has been concern on the part of Stu-
dent Affairs trainers and practitioners for competency
development and appropriate training as reflected by
McDaniel (1973):

> Because of an overemphasis on philosophical and
> descriptive content, the training of student per-
> sonnel workers has generally ignored the basic
> principle or organizational behavior, even though
> administrative functions will take up almost one-
> third of their total working time. Only a few
> programs allow student personnel workers to take
> courses in business management or educational
> administration. Student personnel workers are
> trained as though they will all do the same thing,
> whereas the positions they fill require various
> proportions of policy-formation, improvisation
> within existing structures, and the administration
> of those structures. Policymaking requires
> charisma and a systems perspective while improvi-
> sation demands a knowledge of organizational human
> relation techniques and administration which
> requires technical competence and fairness.
> (p. 124)

There have been three research projects which were particularly important to this study. Two were doctoral studies conducted in 1970. They focused on competency development, descriptions of behavioral manifestation, and learning experiences (Davies, 1970; Lynam, 1970). While they did not speak directly to the training needs of Student Affairs administrators, they did provide a foundation for procedures and content. Both projects also recommended field study for further research and verification of their conclusions. Thus, these studies provided a framework and direction for related projects such as this study.

An American College Personnel Association project directed by Hanson began in 1974 and is still in progress. The focus of this project was "a move toward competency-based educational training programs" for advocates of the Tomorrow's Higher Education Project (ACPS Professional Skills and Competencies Identification Project Progress Report, 1974, p. 1). The project was important to this study as the results of Phase I generated a "Tentative Taxonomy of Student Development, Staff Skills and Competencies."

The definition of competency used in this study was initially generated by Davies (1970) and utilized by Lynam. An administrative competency is:

> . . . the <u>ability</u> to <u>synthesize</u> and <u>actualize</u>
> <u>relevant</u> knowledge for the purposes of (a) facili-
> tating institutional planning and development,
> (b) resolving complex problems which interfere
> with achievement of organizational goals and objec-
> tives, and (c) evaluating institutional progress
> toward goal attainment. (Davies, 1970, p. 70)

Davies provided an expanded definition of the term "com-

petency." For the sake of clarity and understanding, and

since this expanded definition was accepted for similar

use in this study, the explanation has been included here

in its entirety. Thus Davies' presentation of "An

Expanded Definition of Competency was stated as follows:

> In building a definition of administrative competency
> the underlined words were chosen because of the
> meanings they denote. The adjective "administrative"
> was used to modify the word competency because it
> denotes specific leadership and managerial functions
> of an educational administrator. Thus, it limits
> the term competency to a more restricted meaning.
> Reference to the administrator having "ability" to
> perform the competency means that he is able to
> exhibit behavior which is described in the working
> definitions of synthesize and actualize. . . .
> Being able to "actualize" a synthesis would be to
> make use of that syntheses in a decision or in the
> execution of a plan of action which is the result
> of a synthesis of divergent concepts. For the
> administrator "relevant knowledge" denotes the cog-
> nition of principles, facts, concepts, skills,
> methods and means pertinent to the included purposes
> stated in the definition. (pp. 70-71)

Within the framework of this definition of competency,

Davies proposed behavioral competencies for members of

the Junior College Presidential Cabinet, and Lynam studied

the administrative competencies needed by the Community

College Academic Dean and presented a model of their

translation into behavioral statements related to admin-

istrative training experiences.

Both studies generated general sets of competencies and then further described them "through statements of behavioral manifestation" (Lynam, 1979, abstract). Both studies concluded that competencies could be generated deductively, could be field tested, and could suggest specific learning experiences.

> Administrative competencies . . . may be generated and field tested so that a very accurate picture of these competencies may be acquired. These competencies may be further described in statements of behavioral terminology and behavioral manifestation. These behavioral statements can have implications for learning experiences in . . . leadership training programs. (Lynam, 1970, abstract)

At the same time Davies (1970) stated that the following conclusions could be made from his study:

> 1. In listing statements made by and about . . . administrators concerning the general skills, abilities, and knowledge needed in . . . administration, a natural grouping or clustering exists from which more general statements of competence may be deduced.
> 2. Through an evaluation of the general competencies the expected behavior manifested by the administrator is able to be deduced and stated in behavioral terminology.
> 3. Learning experiences . . . deducted from the behavioral manifestations . . . organized by varying degrees of complexity . . . to assist the learner in systematically acquiring the expected behavior. (Abstract)

Davies generated four areas of competence referred to as: (a) general cabinet competencies, (2) inter-positional competencies, (3) inter-personal competencies, and (4) general, noncabinet competencies. Within the general cabinet competencies he generated nine specific areas of competence as follows:

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Presidential Cabinet Competency

1. Goal Definition: Initiate or modify goals and objectives of a community college through an understanding of philosophical, historical, sociological, and educational perspectives.
2. Informational Abstracting: Abstract pertinent information from college or community studies; from new developments, procedures and methods in current periodicals or from professional conferences; and from colleagues within his specialized area which may assist other cabinet members in better comprehending a given issue.
3. Long Range Planning: Anticipate future needs and plan appropriate directions for the community college far enough in advance so that adequate funds, facilities, staff, and programs will be available to everyone who seeks admittance to the community college.
4. Problem Analysis: Utilize and recognize a system of rational decision-making to resolve complex problems of the community college.
5. Legislative Analysis: Analyze and synthesize the state laws and legislation pertinent to the community colleges to better determine the present level of state involvement and the effect of such involvement on the determination of community college organization, funding, curriculum, and hiring practice.
6. Due Process: Internalize, synthesize, and actualize the concepts of due process of law so that all concerned are guaranteed this right.
7. Report Analysis: Analyze and evaluate analytical reports which would influence the plans, decisions or evaluations of a presidential cabinet.
8. Leadership Analysis: Analyze administrative problems and suggest solutions based on an understanding of various models and concepts of administrative theory, administrative leadership, and a social systems approach to organizations.
9. Interaction Analysis: Analyze his perceptions of self and his role, his perceptions of the other cabinet members and their roles, and acknowledge their perceptions of him and his role so that he is better able to interact with his fellow cabinet members over cabinet issues rather than over personality differences.

In the analysis of the competencies needed by

the Academic Dean, Lynam (1970) included the General

Cabinet Competencies of Davis in addition to the follow-

ing competency statements:

> Interpersonal Relationships
> Competency
>   Analyze interaction situations from bases of
> knowledge in psychodynamic theories of interpersonal
> behavior, structural theories of interpersonal
> behavior, normative theories of interpersonal
> behavior and theories about small group behavior
> such that the immediate and the successive inter-
> actions with a party will further mutual inter-
> personal satisfaction and the goals and purposes
> of the institution.
> Communication Systems
> Competency
>   Analyze the overall structural aspects of the
> communication networks within the institution, based
> upon the literature and research on communication
> in organizations as social systems, in order to:
> (a) better evaluate the sources and the kinds of
> information available for the decision-making,
> problem-solving, processes of the institution, and
> (b) better utilize the communication networks to
> convey vital information to the variously, situa-
> tionally involved groups and individuals throughout
> the institution.
> Personnel Management
> Competency
>   Stimulate the development of, establish, and
> evaluate the criteria and the processes by which
> faculty members may be recruited, evaluated, pro-
> moted, disciplined, and released through due process
> in order to assure the quality of the faculty and
> high faculty morale.
> Instructional Evaluation
> Competency
>   Evaluate the effectiveness of courses and cur-
> riculums in the academic division in realizing the
> goals and objectives of the institution based upon
> research concerning student achievement, student
> difficulties after transfer, student attrition, and
> student academic placement.
> Curriculum Development
> Competency
>   Stimulate the development of, establish, and
> evaluate processes and activities which are designed
> to enhance faculty, administrator, student, and com-
> munity participation and involvement in the critical
> appraisal of institutional objectives, curriculum

objectives, and course objectives in light of the
needs and desires of the students and of our society
such that the curriculum will be dynamic and viable
in maintenance as well as in improvement.

Leadership Development

Competency

Evaluate the status and activities of department
chairmen as regards their effectiveness in resolving
complex departmental problems which determine work-
group cohesiveness and worker morale in order to
assist them in developing behaviors consistent with
the effective leadership behaviors described in
administration and organization theory associated
with organizational goal achievement.

Professional Development

Competency

Establish, stimulate, and evaluate activities,
processes, programs, and financing for the pro-
fessional development, improvement, and growth of
new and tenured faculty, and staff.

Budget Management

Competency

Analyze the budget needs and requests of the dif-
ferent segments of the academic division and coordi-
nate such needs and requests with the overall budget
of the institution such that faculty salaries, costs
of instruction, expenses for program experimentation,
costs for professional development activities, and
costs for new courses may be adequately planned for
and as equitably allotted as possible in order to
maintain high faculty morale, quality instruction,
and a high quality institution.

Presidential Cabinet

Competency

Recognize, utilize and develop the several
special administrative competencies necessary to
fulfilling a leadership function at this decision
making level, with the other members of the cabinet,
in order to assure the welfare and quality develop-
ment of the total institution.

Administrator Interrelationship

Competency

Establish a relationship of mutual consider-
ation, cooperation, and support with the other
central administrators based upon a knowledge and
understanding of their responsibilities and concerns,
as well as perceptions regarding any personal con-
flict they might be experiencing in interaction
with their administrative roles. (Davies, p. 128)

Davies and Lynam used essentially the same pro-
cedures for deductively generating the competencies.
Lynam also utilized an interview process among ten Michigan
community college deans "in order to reality test the
competencies and their statements" (Abstract). He ques-
tioned the importance of the competencies, the adequacy
of each of the statements of competency, and the inclu-
siveness of the competencies on the list as related to
the dean's function. It is important that the method-
ology for generating these competencies be understood as
they served as the base for competency generation in
this study. Thus, an illustration of the method used
by Davies in the development of each competency is pre-
sented here rather than in the appendix. He stated:

> The first step in the development of the com-
> petencies was to record all of the specific state-
> ments, inferences, crucial issues, challenges,
> problems, hopes, dreams, and anything else that
> seemed to relate to the functioning of a junior
> college administrator as he would interact with
> his colleagues in the presidential cabinet. This
> omitted, therefore, all reference to the abilities
> needed in his specific area of responsibility such
> as student personnel or academic dean. Over 200
> such statements were recorded in this manner and a
> sampling of these statements is listed below:*
> 1. articulate the philosophy of the junior
>   college as it relates to the community
> 2. know the philosophy and history of the
>   community college
> 3. evaluate the college's performance to
>   determine if the philosophy is being
>   implemented through the achievement of
>   the objectives and the goals stated
> 4. capable of predicting the society's
>   needs and expectations
> 5. organization and administration of the
>   junior college

6. aware of the human dignity of man
7. understand the college as a change agent
8. experience with describing the role and
    function of the community college to
    others
9. communication skills
10. ability to listen
11. believes in and adheres to the open door
12. ability to conduct research on community
    college problems
13. articulate clear definition of institutional
    mission and role
14. familiar with federal, state, and foundation
    programs of possible value to the college
15. share information with other cabinet members
16. know the legal base of authority for the
    junior college at the state and local level
17. knowledge and understanding of the community
    college philosophy
18. be a strong leader
19. commitment to both occupational and general
    studies and counseling services
20. must have far reaching educational vision

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*
  While these statements are representative of the
total list, they have not been footnoted since they
are found so readily in the professional literature
listed in the bibliography and the benefit of the
documentation at this point is questionable.

    From the total list, as will be found in this
representative list, certain grouping patterns
become evident. For continued illustration the
following statements taken from the representative
list form such a grouping:
1. articulate the philosophy of the junior
    college as it relates to the community
2. know the philosophy and history of the
    community college
3. evaluate the college's performance to deter-
    mine if the philosophy is being implemented
    through the achievement of the objectives
    and the goals stated
6. aware of the human dignity of man
8. experience with describing the role and
    function of the community college to others
11. believes in and adheres to the open door
    concept
13. articulate clear definition of institutional
    mission and role

19. commitment to both occupational and general studies and counseling services
20. must have far reaching educational vision

These statements were grouped together because they dealt, in some way, with the institution's commitment as expressed in its philosophy and stated goals. After studying the listed statements, various terms were noticed either to appear or to be implied more frequently than others. Such terms as philosophy, education, history, goals, objectives, mission, role, and function seemed to be key to this particular group. The struggle became one of developing a general cabinet competency which would incorporate the wording and the spirit of the majority of the statements. The stated competency for the representative group used in this illustration became:

Initiated or modify goals and objectives of a community college through an understanding of philosophical, historical, sociological, and educational perspectives.

Actually the above competency represents six different attempts to word it as comprehensively as possible. It was during the final stages of each competency that the conversations with colleagues and committee members served to facilitate clearer thinking. The last step in the development of the competency was to develop a reference without awkwardly rephrasing it or repeating it in its entirety. Thus, the competency generated in this illustration will be referred to from now on as the goal definition competency. (Davies, 1976, p. 60)

The competencies generated by Davis were not statistically validated as he concluded that "in 1970 there is not natural agreement on job titles or on the organization of junior college administration"--thus a deductive attempt to describe the expected behavior of members of the Presidential Cabinet (p. 69).

The competencies generated by Lynam were field tested through structured interviews. However, they were not statistically evaluated and were researched only in terms of the chief administrative officers

rather than including personnel from various administrative position levels. Lynam suggested that "the general competencies need to be reality tested in order to determine their actual relationship to the different levels of competency attainment of various Deans" (Abstract). He also suggested the development of an evaluative instrument for assessing one's status in relation to a given competency. In addition, he points to the implications for competency-based pre-service and in-service training (Lynam, 1970).

As stated previously, the third project used as a base for competency development in this study was the ACPA Professional Skills and Competencies Identification Project. A comprehensive review of the literature was undertaken between October 1974 and April 1975. It was determined that competencies could be identified from the literature. A three-stage Delphi technique was used to generate competencies in the general areas of goal setting, assessment, consultation, instruction, milieu management, and evaluation. The first stage was given to ACPA Commission Chairpersons and Executive Council members. A 100 percent return rate was generated from the Commission leaders, while 34 percent of the Executive Council members responded. The open-ended responses of the first-stage survey were summarized and the "Tentative Taxonomy of Student Development Staff Skills and Competencies"

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was developed. According to Hanson (1976) a second-stage
instrument was to be developed which asked practitioners
"whether or not each tentative competency can be trained
or developed in an educational training program and whether
or not it should be included as a skill or competency
worth developing in student development staff" (p. 2).
The third stage was to achieve a priority ranking regard-
ing the importance and worth of each skill and competency.
The Taxonomy generated 195 statements in six competency
categories. The complete Taxonomy listing is included
in Appendix C. With the completion of the second and
third stages of the project the basic student development
training model would include four parts: (1) Tentative
competency identification, (2) Focused training for the
competencies, (3) Assessment of degree of mastery of the
competencies, and (4) Validation of competencies against
student outcomes. It is noted that this ACPA Project
(1974) preceded the Miller and Prince (1976) summary of
the student development point of view as stated in the
T.H.E. Project. The same categories of competence have
been stressed in both but have not yet been identified
as a total package of philosophy and skill for the
Student Affairs practitioner.

The Skills and Competencies Identification
Project has utilized limited field testing in the
generation and validation of competencies. The terms

"skills" and "competencies" appear to have been loosely
interpreted as compared to the studies of Davies and
Lynam. However, the activities generated by the ACPA
Project coupled with the specific administrative com-
petency sets determined by both Davies and Lynam provide
a blend of student development concepts and management-
oriented strategies.

This chapter has emphasized an overview of the
trends in Student Affairs; has provided an examination of
the training of the Student Affairs practitioner as
identified by research and discussed in the literature;
and has presented research projects focusing on competency
development for the Student Affairs administrator. These
three areas and the specific reviews within each were
selected on the basis of their particular importance to
this study. Chapter III will outline the specific pro-
cedures used in the study while Chapters IV and V will
examine the results and present recommendations for
further study.

CHAPTER III

METHODOLOGY

The major purpose of this study was to describe
the training of Student Affairs practitioners in relation
to specified competency tasks. An instrument and other
procedures were developed to facilitate the achievement
of the objectives of the study as stated in Chapter I.

This chapter will outline the procedures used for
(1) developing the specified competency tasks, (2) gener-
ating an appropriate instrument, (3) utilization of the
instrument for collecting the data, and (4) examining
the data and expressing the limitations resulting from
the methodology

Generation of the Administrative Competency Tasks

An extensive review of the literature and two
particular studies (Davies, 1970; Lynam, 1970) indicated
that competencies and specific tasks could be generated
accurately and representatively from the literature.
This was the procedure used for developing eight admin-
istrative competency sets including fifty-eight competency

tasks. However, in addition, the designed questionnaire also included items which suggested further validation of the inclusiveness and usefulness of the generated competency tasks.

The term "administrative competency" was defined in Chapter I. The accepted specific procedures for the development of this definition are included in Appendix A. For clarification, Lynam's (1970) definition states that "an administrative competency is a capacity to synthesize and actualize relevant knowledge for the purposes of: (a) facilitating institutional planning; (b) resolving problems which interfere with the achievement of organizational goals and objectives; and (c) evaluating institutional progress toward goal achievement" (p. 9). A competency task was defined as those tasks specifically related to a particular administrative competency.

For the sake of continuity, this study utilized the procedures for generating competency tasks established by Davies (1970) and Lynam (1970). In addition, the competencies generated by both the Davies study, "Proposed Behavioral Competencies for Members of the Junior College Presidential Cabinet" and the Lynam study, "A Study of the Administrative Competencies Needed by the Community College Academic Dean and A Model of Their Translation into Behavioral Statements Related to Administrative

Training Experiences" provided a base for developing competency tasks utilized by Student Affairs practitioners.

In this study the competency tasks were generated by extensively listing statements, challenges, issues, inferences, problems, definitions, functions, descriptions, predictions, and anything else that seemed important to Student Affairs practitioners. Primary sources included journals, dissertations, conference reports, monographs, job descriptions, and curricula content from Student Personnel and Business Administration training programs. Grouping patterns were designated for similar concepts and practices. Terms which were keys to particular groups were identified. Competency tasks were developed by incorporating the spirit and wording of the majority of the statements. A reference tag was specified as a descriptor for each group of tasks. Tag descriptors were used to identify the eight specific competency sets and their inclusive competency tasks. Finally, much discussion ensued with colleagues, educators, administrators, other students, and friends for final wording, clarity of thought, and completeness of ideas. As a result, eight administrative competency sets with a total of fifty-eight competency tasks were generated as stated in the following:

A. Budget Management

    1. Analyze and interpret financial reports.

    2. Analyze and interpret needs and requests.

3. Implement a cost-effectiveness analysis study.

4. Identify and utilize available sources of financial support.

5. Recognize and utilize appropriate budget base alternatives for your area of responsibility.

6. Articulate alternatives for funding, staffing, facility utilization, and programming activities within specified goals and constraints.

7. Write and interpret funding proposals.

8. Anticipate future projections and priorities.

B. Cooperative Relationships

9. Assess behavior modification needs and determine appropriate consultation within the limits of your experience and training.

10. Establish cohesive work groups.

11. Establish and utilize cooperative alliances.

12. Develop and maintain a work environment based on mutual understanding, trust, and competence.

13. Recognize, analyze, and resolve role conflict, management style, communications, philosophical difference, and personality difference problems.

14. Implement human relations training skills in daily interactions.

C. Communication

15. Analyze and utilize the communication networks within the institution.

16. Obtain and disseminate cognitive and behavioral data.

17. Determine and utilize office management procedures, i.e., secretarial services, business machine operation, print and nonprint media systems.

18. Analyze, write, and disseminate memos, reports, articles, and speeches.

19. Utilize knowledge of modeling and feedback processes.

20. Perceive and accurately interpret attitudes, beliefs, behaviors, and needs of yourself and others.

21. Recognize and define confidentiality practices and procedures.

D. Leadership

22. Accept and delegate appropriate authority and responsibility.

23. Implement a model of decision-making for conducting daily operations within established goals and objectives.

24. Define and reinforce limits of behavior.

25. Design and implement instructional techniques and strategies.

26. Provide in-service training programs or opportunities.

27. Generate and articulate an ethical base for all procedures and interactions.

28. Maintain a working knowledge of institutional practices, procedures, and requirements.

29. Generate, facilitate, and evaluate planning, programming, assessment, and redefinition processes.

30. Identify, interpret, and articulate the letter and spirit of goal and policy statements.

31. Analyze, synthesize, and interpret cognitive and affective behavioral data.

32. Initiate, modify, articulate, and implement goals based on philosophical, historical, behavioral, and educational perspectives.

33. Anticipate the unexpected.

34. Synthesize and operationalize appropriate theoretical models as reference determinants for procedures and interactions.

E. Personnel Management

35. Develop and implement recruitment, performance evaluation, promotion, discipline, and release criteria and procedures for professional and non-professional staff.

36. Actualize the concepts of due process.

37. Analyze and implement federal and state legislation pertinent to personnel policy.

38. Develop and maintain job descriptions stated in terms of behavioral expectations.

39. Recognize and define alternatives for personnel policy development.

F. Professional Development

40. Define and assess personal and professional developmental tasks.

41. Maintain a scholarly academic background in appropriate disciplines.

42. Determine and establish a balance between personal needs and professional expectations.

43. Recognize and utilize the expertise of others.

44. Anticipate and deal with the consequences of personal and professional behaviors.

45. Define and participate in appropriate self-renewal and in-service training programs or activities.

G. Research and Evaluations

46. Design and modify testing and assessment instruments.

47. Select, administer, score, and interpret standardized instruments.

48. Generate a rationale and procedures for descriptive, historical, investigatory, experimental, and survey studies.

49. Identify and utilize appropriate statistical techniques and procedures.

50. Maintain a working knowledge of computer utilization methods and requirements.

51. Implement comprehensive and ethical data collection and dissemination procedures.

H. Student Contact

52. Develop academic assistance programs.

53. Develop a framework for disciplinary procedures and interactions.

54. Develop in-service training programs for student groups.

55. Provide channels for cooperative policy making.

56. Implement procedures, programs, and services for individual and group psychological concerns.

57. Utilize concepts from human development theory, learning theory, adolescent/post adolescent psychology and other related areas in creating a learning environment.

58. Provide program alternatives to enhance social, emotional, physical, intellectual, and vocational growth.

While an attempt was made to be inclusive of the administrative competency tasks of Student Affairs practitioners, it was recognized that the final list was not exhaustive of the total number of tasks which would in reality delineate a competency set. The attempt to be inclusive was limited by new developments, focuses,

practices, and experiences in the day-to-day situations faced by Student Affairs practitioners in an ever-changing and evolving higher education community. The significance of initially generating competency tasks was based on a commitment to continually encourage evaluation of tasks which will be used by Student Affairs practitioners. Thus, training needs and other concerns may be assessed and provided for adequately.

An attempt was also made to state each competency task thoroughly but concisely to present a common under-standing of what was meant by each item. Dictionary definitions or common usage terms were used consistently in preparation of the task statements. It was recognized that communication for the specific meaning of a task could have been altered by the perception of the respon-dent. To compensate, opportunity for respondents to comment was provided for in the questionnaire. Summary information and data from these comments are included within the analysis as presented in Chapter IV.

Development of the Instrument

A questionnaire was designed for this study. It included a means for Student Affairs practitioners to evaluate the fifty-eight competency tasks which were initially generated from the literature. Four questions were designed to produce an evaluation of the following: (1) the use of each competency task in a respondent's

present position within Student Affairs Administration;
(2) the sources of training a respondent had for each
competency task; (3) an appraisal of whether additional
training for each competency task would be beneficial to
a respondent's present position; and (4) if desired, what
sources of additional training would be appropriate for
each competency task. In addition, three open-ended
questions were included to provide respondents an oppor-
tunity for the following: (1) to comment on the repre-
sentativeness of the eight administrative competency sets
to Student Affairs Administration in Higher Education;
(2) to evaluate the inclusiveness of both the adminis-
trative competency sets and the stated competency tasks
within each set as related to meeting performance expec-
tations of a Student Affairs Administrator in one's
present position; and (3) to make any additional comments
in regard to this research project (see Appendix D for
the questionnaire).

Demographic information requested from each
respondent provided a means for categorizing all
respondents into three position levels--executive,
middle management, and entrance. The delineation of
these three levels was drawn exclusively from Sherburn's
(1968) study, "Conceptual Model of Student Personnel
Organizational Structure." A complete definition of
each level including position description, educational

and professional requirements, and qualifying questions
pertaining to each level are included in Appendix B.
In addition demographic information also provided data
regarding special characteristics of the respondents,
i.e., number of staff directly supervised, last edu-
cational degree completed, degree in progress, present
institution, present position, and length of time in the
present position. In all the questionnaire was able to
generate data regarding eight administrative competency
sets including fifty-eight competency tasks in relation
to four questions with forty-two responses as compared
by three position levels, degree completed, degree in
progress, institution, and total number of respondents.
For the purpose of this study only the data as related to
the three position level categories were examined.
Chapter V includes suggestions for further evaluation
or use of additional data possibly generated by the
questionnaire.

It may have been possible to generate similar
data by means of other instrumentation, i.e., structured
interview, etc. However, even though the response rate
was difficult to anticipate as compared to such techniques
as the structured interview, three considerations qualified
the use of a questionnaire: (1) the extensiveness of the
information to be gathered and the consequent data analy-
sis; (2) financial and time consumption constraints; and

(3) the need to avoid the possible bias and subjectivity
on the part of both the researcher and respondents which
typically has been stated as a limitation of the structured
interview technique (Borg, 1963; Hillway, 1969; Macoby &
Macoby, 1954). Thus, the development and use of the
questionnaire was determined the most feasible technique
for the purpose of this study. This procedure assumed
(though possibly not always accurately) honesty on the
part of the respondent; understanding of the intent of
each question; responses which reflected the intent of
the respondent; and, correct interpretation of the
responses by the researcher.

Collection of the Data

The scope of this study was limited to Student
Affairs administrators (excluding physical education,
medical and housing personnel) in Michigan universities.
The following institutions were initially included:
Andrews University, Central Michigan University, University
of Detroit, Eastern Michigan University, Michigan Techno-
logical University, University of Michigan including the
Dearborn and Flint campuses, Northern Michigan University,
Oakland University, Wayne State University, and Western
Michigan University. Michigan State University was not
included in the study due to fear of bias as many of the

potential respondents would have been the same personnel utilized in developing and refining the competency tasks and the questionnaire.

The office of the Chief Student Affairs Administrator in each institution was initially contacted by telephone to explain the purpose of the study and to request support from each office in establishing a contact person for distribution of the questionnaire. The contact person was essential for providing the number of potential respondents and for coordinating questionnaire distribution. (See Appendix E for Questionnaire Distribution Contacts.)

While the first page of the questionnaire briefly outlined its purpose, a cover letter for each respondent was also included. The letter indicated that the study was under the supervision of Dr. Eldon Nonnamaker, Vice President for Student Affairs at Michigan State University. It also included a more comprehensive statement of purpose and request for individual and institutional participation in the study. The letter also indicated the date (two weeks later) the questionnaire was to be returned. An addressed envelope (stamped) was included with each questionnaire and indicated the instruments be returned directly to the researcher. (See Appendix F for the complete text of the cover letter.)

After two weeks a telephone call was made to each contact person. At that time it was determined that the University of Detroit and the University of Michigan would not be included in the study. Department or Division Heads at the eight institutions were encouraged by each contact person to return all questionnaires within two weeks. A thank you note was sent at the same time to the contact persons indicating the up-to-date return rate from each institution and that the results from the total study and results pertaining to each institution would be available upon request.

Eighty-four questionnaires were initially returned. Seventy-five instruments were deemed usable. Thus, from 180 potential respondents in eight institutions, seventy-five total or 42 percent of the questionnaires were included in the final analysis.

Treatment of the Data

The Statistical Package for the Social Sciences (SPSS) computer program utilizing the Model #6500 computer at Michigan State University was the primary tool used for analyzing the data. The Chi-Square and Fisher Exact statistics were used for tests of independence between the position level and training of Student Affairs respondents in relation to the fifty-eight competency tasks.

Initially the competency tasks and the forty-two response alternatives were coded. The results of the questionnaire were incorporated into the coding system for computer analysis and punched onto IBM cards. In addition to the statistical tests for independence, frequency counts and percentages were used when appropriate in order to analyze the data.

The data were analyzed to determine the presence or lack of a relationship for each competency task in relation to the questionnaire response alternatives as indicated by respondents categorized into their position levels--entrance, managerial, executive.

To simplify understanding, tables and summary statements were generated for illustrating the results. Of particular importance was the acceptance or rejection of the null hypotheses for each competency task. (There is no significant difference between the position level of Student Affairs Administrators and their training for specified competency tasks.) Results of each hypothesis test are provided in Table 1 and will be discussed in Chapter IV. In addition, results attained for each question in relation to competency task and position level are provided in Tables 2-7 and will be discussed in Chapter IV.

Due to the volume of information generated by this study, only the data pertinent to the null hypothesis

were analyzed in detail. Reference will be made to other aspects of the data only if appropriate for clarification or suggested recommendations. The results obtained from the data were interpreted as descriptive of the participating respondents. The conclusions from this study were limited by the number of usable responses.

In many aspects this study may have been better identified as a pilot project to a nationwide study which would more extensively examine the training of Student Affairs practitioners for specified competency tasks.

CHAPTER IV

ANALYSIS OF THE DATA

The data collected through the use of a question-
naire developed specifically for this study are presented
and analyzed in this chapter. The data were gathered
from Student Affairs administrators in eight Michigan
universities.

The analysis will be presented as generated from
each question in the questionnaire. Summary statements
will be made when appropriate. In addition, analysis
will not be limited to each question exclusively if
results in other areas are pertinent to a particular
observation or conclusion.

Overview

The data were analyzed in terms of the percentage
of respondents who selected each alternative. The data
also indicated the percentage of respondents in each
position level (entrance, managerial, executive) for
each alternative. Statistical analysis (chi square and
Fisher Exact test) indicated whether there was a

66

significant difference among the position levels for the
alternatives. In some cases it was possible to make
inference as to where the significant difference occurred.

There was a total of seventy-five respondents for
all questions. Of the respondents, 61.3 percent held
executive level positions, 28 percent managerial level,
and 10.7 percent entrance level. Because of this uneven
distribution of respondents in the position levels, care
was taken in analyzing the data by position level. The
results were analyzed in terms of the overall significant
differences among the position levels. Inferences were
made about when the difference may have occurred only in
terms of percentage responses. Concluding statements
were tempered accordingly.

The raw data generated by the questionnaire were
very extensive. Thus, only significant information and
possible conclusions will be presented in this chapter.
For the sake of convenience and understanding, summary
statements of the data will appear throughout the dis-
cussion and in the appendices.

Analysis: Question 1
How Important Is Each Competency Task to Your Present Position?

Question 1 asked the respondents to assess the
importance of each competency task according to the fre-
quency of using it in each of their present positions.
The respondents could select from the following

alternatives: (a) not applicable, (b) used infrequently, (c) used frequently, and (d) essential to routine functioning. It was possible to select more than one response if appropriate.

Table 1 shows the level of statistical significance for each competency task within each of the eight areas of competency for all four questions. Table 1 also lists those tasks for which there was statistical significance at the .01, .05, and .10 levels for the four questions. For example, within the Budget Management competency it was determined that for question 1 (How important is each competency task to your present position?) there was a significant difference among the three position levels (executive, managerial, entrance) for four competency tasks at the .01 level of significance: (#1) Analyze and interpret financial reports, (#2) Analyze and interpret needs and requests, (#6) Articulate alternatives for funding, staffing, facility utilization, and programming activities within specified goals and restraints, and (#8) Anticipate future projections and priorities. One task within the Budget Management Competency was significant at the .05 level (#5 Recognize and utilize appropriate budget base alternative for your area of responsibility) and one task was significant at the .10 level (#4 Identify and utilize available sources of financial support). Thus, as indicated in Table 1, there were

TABLE 1

RESULTS OF THE HYPOTHESIS TEST ACCORDING TO
COMPETENCY TASK

Competency Tasks	Questions Accept H_o: (No difference)				Questions Reject H_o: (Difference)			
	#1	#2	#3	#4	#1	#2	#3	#4
A. Budget Management								
1.			.78		.01	.10		.05
2.			.14		.01	.01		.10
3.	.26		.32			.05		.01
4.			.61		.10	.01		.01
5.			.25		.05	.01		.01
6.			.27		.01	.01		.01
7.	.23		.68			.01		.01
8.					.01	.05	.10	.01
8 tasks total								
Levels: .11+	2	–	7	–	–	–	–	–
.01	–	–	–	–	4	5	1	6
.05	–	–	–	–	1	2	–	1
.10	–	–	–	–	1	1	–	1
Sub Total A:	2	0	7	0	6	8	1	8

TABLE 1--Continued

Competency Tasks	Questions Accept H_O: (No difference)				Questions Reject H_O: (Difference)			
	#1	#2	#3	#4	#1	#2	#3	#4
B. Cooperative Relationships								
9.					.01	.05	.10	.05
10.			.86		.01	.10		.10
11.			.47		.01	.01		.01
12.			.97		.01	.10		.01
13.			.61		.01	.01		.01
14.			.50		.01	.10		.01
6 tasks total								
Levels: .11+	0	−	5	−	−	−	−	−
.01	−	−	−	−	6	2	−	4
.05	−	−	−	−	−	1	−	1
.10	−	−	−	−	−	3	−	1
Sub total B:	0	0	5	0	−	6	1	6
C. Communication								
15.			.26		.01	.10		.01
16.		.54	.34		.10			.01
17.			.34		.01	.01		.01
18.		.16	.28		.01			.01

TABLE 1--Continued

Competency Tasks		Questions Accept H_O: (No difference)				Questions Reject H_O: (Difference)			
		#1	#2	#3	#4	#1	#2	#3	#4
19.				.62		.01	.05		.05
20.				.67		.01	.10		.05
21.				.26		.01	.05		.01
7 tasks total									
	.11+	0	2	7	-	-	-	-	-
Levels:	.01	-	-	-	-	6	1	-	5
	.05	-	-	-	-	-	-	-	-
	.10	-	-	-	-	1	2	-	-
Sub Total C:		0	2	7	-	7	5	0	7
D. Leadership									
22.				.43		.01	.01		.05
23.				.47		.01	.01		.05
24.			.50	.47		.05			.01
25.		.12	.23	.22					.01
26.		.18		.39			.05		.01
27.				.38		.01	.10		.01
28.				.62		.01	.01		.01
29.				.59		.05	.05		.01
30.				.34		.01	.01		.01

TABLE 1--Continued

Competency Tasks	Questions Accept H_o: (No difference)				Questions Reject H_o: (Difference)			
	#1	#2	#3	#4	#1	#2	#3	#4
31.		.48	.51		.01			.01
32.		.15	.76		.01			.01
33.			.26		.01	.01		.01
34.	.26		.44			.10		.01
13 tasks total								
Levels: .11+	3	4	13	0	–	–	–	–
.01	–	–	–	–	8	5	–	11
.05	–	–	–	–	2	2	–	2
.10	–	–	–	–	–	2	–	–
Sub Total D:	3	4	13	0	10	9	0	13
E. Personnel Management								
35.			.34		.10	.01		.01
36.					.05	.05	.10	.01
37.		.11				.01	.10	.01
38.		.13	.11	.67				.01
39.					.05	.05	.10	.10
5 tasks total								
Levels: .11+	2	1	2	–	–	–	–	–
.01	–	–	–	–	–	2	–	4

TABLE 1--Continued

Competency Tasks		Questions Accept H_o: (No difference)				Questions Reject H_o: (Difference)			
		#1	#2	#3	#4	#1	#2	#3	#4
Levels:	.05	–	–	–	–	2	2	–	–
	.10	2	1	2	0	3	4	3	5
F. Professional Development									
40.			.14	.47		.05			.01
41.			.33	.67		.01			.10
42.				.26		.01	.05		.05
43.						.01	.01	.10	.05
44.				.55		.01	.01		.01
45.						.01	.01	.10	.01
6 tasks total									
	.11+	0	2	4	0	–	–	–	–
Levels:	.01	–	–	–	–	5	3	–	3
	.05	–	–	–	–	1	1	–	2
	.10	–	–	–	–	–	–	2	1
Sub Total F:		0	2	4	0	6	4	2	6
G. Research and Evaluation									
46.		.22	.87	.21					.05
47.			.54			.05		.01	.01

TABLE 1--Continued

Competency Tasks		Questions Accept H_O: (No difference)				Questions Reject H_O: (Difference)			
		#1	#2	#3	#4	#1	#2	#3	#4
48.			.48	.29		.01			.01
49.			.26		.87	.05		.10	
50.		.34	.22		.54			.10	
51.		.16	.14	.47	.43				
6 tasks total									
Levels:	.11+	3	6	3	3	–	–	–	–
	.01	–	–	–	–	1	–	1	2
	.05	–	–	–	–	2	–	–	1
	.10	–	–	–	–	–	–	2	–
Sub Total G:		3	6	3	3	3	–	3	3
H. Student Contact									
52.		.20			.52		.05	.10	
53.		.23	.18					.10	.10
54.		.21					.10	.10	.10
55.		.13		.32	.54		.01		
56.		.31		.47			.01		.01
57.			.30	.51	.71	.10			
58.				.57		.05	.01		.01

TABLE 1--Continued

Competency Tasks		Accept H_o: (No difference)				Reject H_o: (Difference)			
		#1	#2	#3	#4	#1	#2	#3	#4
7 tasks total									
Levels:	.11+	5	2	4	3	–	–	–	–
	.01	–	–	–	–	–	3	–	2
	.05	–	–	–	–	1	1	–	–
	.10	–	–	–	–	1	1	3	2
Sub Total H:		5	2	4	3	2	5	3	4
TOTAL of 58:		15	17	45	6	43	41	13	52

Column headers above the numbers read "Questions".

two tasks within the Budget Management Competency in
which there was no significant difference among position
levels for question 1 at at least the .10 level of sig-
nificance (#3 Implement a cost-effectiveness analysis
study and #7 Write and interpret funding proposals).
The table also indicates the level at which these two
tasks would statistically be significant.

Thus, in looking at Table 1 comprehensively we
see that in relation to question 1 there was a difference
among position levels significant at at least the .01 level
for all of the Cooperative Relationship competency tasks,
and at at least the .10 level of significance for the
Communication competency tasks (all but one were signifi-
cant at the .01 level). Within the Leadership Competency
group, eight tasks were significant at the .01 level and
two were significant at the .05 level. There was no dif-
ference among position levels regarding the use of three
Leadership tasks at at least the .10 level of signifi-
cance (#25 Design and implement instructional techniques
and strategies, #26 Provide in-service training programs
or opportunities, #34 Synthesize and operationalize
appropriate theoretical models as reference determinants
for procedures and interactions). While 75 percent of the
respondents said they at least used task #26 in their
present positions, and while 76 percent said they at
least used task #34, there were not statistically

significant differences among the respondents according to the level of their position (executive, managerial, entrance) in the use of these competency tasks. A detailed discussion regarding the use of the competency tasks by the total population is presented later in this chapter.

At this point it is important to note the levels of significance for the remainder of the competency tasks regarding differences among the position levels. The actual levels of significance are indicated in Table 1. For the Personnel Management, competency tasks in relation to question 1 there were no significant differences among position levels for tasks #37 (Analyze and implement federal and state legislation pertinent to personnel policy) and #38 (Develop and maintain job descriptions stated in terms of behavioral expectations) at at least the .10 level of significance. This is true also for tasks #46, #50, and #51 in the Research and Evaluation competency group, and for tasks #52, #53, #54, #55, and #56 in the Student Contact competency group. There were significant differences among position levels at at least the .05 levels for all the tasks within the Professional Development competency group.

Thus, for question 1, "How important is each competency task to your present position?" there were no significant differences among position levels (executive, managerial, entrance) for fifteen of the specified

competency tasks. There were significant differences among the position levels for forty-three of the competency tasks--four at the .10 level, nine at the .05 level, and thirty at the .01 level.

Analysis: Question 2
Indicate the Source(s) of Training You
Have Had for Each Competency Task

Question 2 asked the respondents to indicate the source or sources of training they had for each of the competency tasks. The respondents could select from the following alternatives: (a) formal education degree, (b) formal in-service training, (c) on-the-job experience, (d) your own professional activities, and (e) none. It was possible to select more than one response if appropriate.

Again Table 1 summarizes the data according to levels of statistical significance for each of the competency tasks as related to differences among the position categories (executive, managerial, entrance) of the respondents.

In looking at Table 1 comprehensively in regard to question 2, it is evident that there were no significant differences among position levels regarding sources of training for seventeen of the competency tasks. Thus, there were significant differences among the three position levels for forty-one of the competency tasks at at least the .10 level of significance.

A more careful examination of Table 1 shows that there were no significant differences at the .10 level among the three position levels for any of the competency tasks in either the Budget Management or the Cooperative Relationships competency groups. Overall there were nine competency tasks that indicated a significant difference among position categories only at the .10 level. Eleven were significant only at the .05 level and twenty-one tasks indicated a significant difference at the .01 level. Also, there were significant differences at the .05 level among position categories with regard to the sources of training respondents had for all the tasks in the Professional Development and Personnel Management competency groups. In addition, there were no significant differences at at least the .10 level of significance among the position categories for all six of the competency tasks in the Research and Evaluation competency group.

Analysis: Question 3
If Available, Would Additional Training Be
Beneficial to Your Present Position?
Specify the Tasks To Be Included

Question 3 asked the respondents to specify the competency tasks for which they thought additional train-ing would be beneficial to their present position. They responded either yes or no for each of the fifty-eight competency tasks. The data were analyzed to ascertain

whether there were significant differences among the three position categories for each task in relation to a need for additional training.

As shown in Table 1, there were no significant differences for fifty-seven of the fifty-eight competency tasks among position categories in relation to whether additional training would be beneficial or not at the .05 level of significance. There were significant differences among the three position categories at the .01 level of significance for only one competency task--number forty-seven in the Research and Evaluation competency group (#47 Select, administer, score, and interpret standardized instruments).

Analysis: Question 4
What Would Be the Appropriate Source(s) of Additional Training for Each Competency Task?

Question 4 asked the respondents to specify appropriate sources of additional training for each competency task. They were able to select from the following alternatives: (a) in-service training programs, (b) on-the-job experience, (c) your own professional activities, (d) specialized activities provided outside the Student Affairs division, and (e) none. The data were analyzed to determine if there were significant differences among the three position categories of the respondents in relation to appropriate sources of additional training for each competency task.

There were no significant differences among the three position categories of respondents for any of the tasks in six of the eight competency groups. There were significant differences at the .05 level for task #46, and at the .01 level for tasks #47, #48, #56, and #58. In addition, there were significant differences at the .10 level for tasks #53 and #54. As indicated in Table 1, the groups in which there were no significant differences included Budget Management, Communication, Cooperative Relationships, Leadership, Personnel Management, and Professional Development. There were differences among the positions categories for three tasks in the Research and Evaluation competency group (#46 Design and modify testing and assessment instruments; #47 Select, administer, score, and interpret standardized instruments; and #48 Generate a rationale and procedures for descriptive, historical, investigatory, experimental, and survey studies). There were differences among the position categories for four tasks in the Student Contact competency group (#53 Develop a framework for disciplinary procedures and interactions; #54 Develop in-service training programs for student groups; #56 Implement procedures, programs, and services for individual and group psychological concerns; and #58 Provide program alternatives to enhance social, emotional, physical, intellectual, and vocational growth).

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Analysis Summary

In summary, the data have indicated that the respondents generally rejected the null hypothesis, there are no significant differences among position levels (executive, managerial, entrance) of Student Affairs Administrators in relation to their training for specified competency tasks, for questions 1 (How important is each competency task to your present position), 2 (Indicate the source(s) of training you have had for each competency task), and 4 (What would be the appropriate sources of additional training for each competency task). However, the respondents generally did not reject the null hypothesis for question 3--If available, would additional training for each task be beneficial to your present position.

In other words, respondents by position level did not significantly agree on the applicability and frequency of using the tasks in their present positions. They also did not agree according to their position levels on the sources of training they had for each of the tasks. Nor did they agree by position level on the appropriate sources of additional training for the competency tasks. And yet, there was general agreement that additional training for the competency tasks would be beneficial to them in their present positions. As indicated in the analysis of each question, there were exceptions to each

of these four generalizations which would have to be
identified before making specific conclusions about each
particular competency task.

Introduction to the Total
Population Responses

At this point it is appropriate to examine the
data in terms of the total population percentage responses
for all alternatives to each of the four questions. The
data are summarized by question in Tables 2, 3, 4, and 5.
So as not to misrepresent the data in any concluding
remarks, only extreme observations will be pointed out.
For example, if either 100 percent or 0 percent of all
respondents in a position category (executive, management,
entrance) selected a particular response to a question,
it would be pointed out.

Population Response--Question 1

Question 1 asked the respondents how important
each competency task was to their present position.
Table 2 delineates the percentage of population response
for each task according to the response(s) selected in
answer to the first question (see Table 2--Percentage of
Population Response, Question 1). It was possible to
select more than one response. Logically, however, if
a respondent selected "not applicable," an additional
response was not also selected. Thus, the total in the
"used" column and the "not applicable" column for each
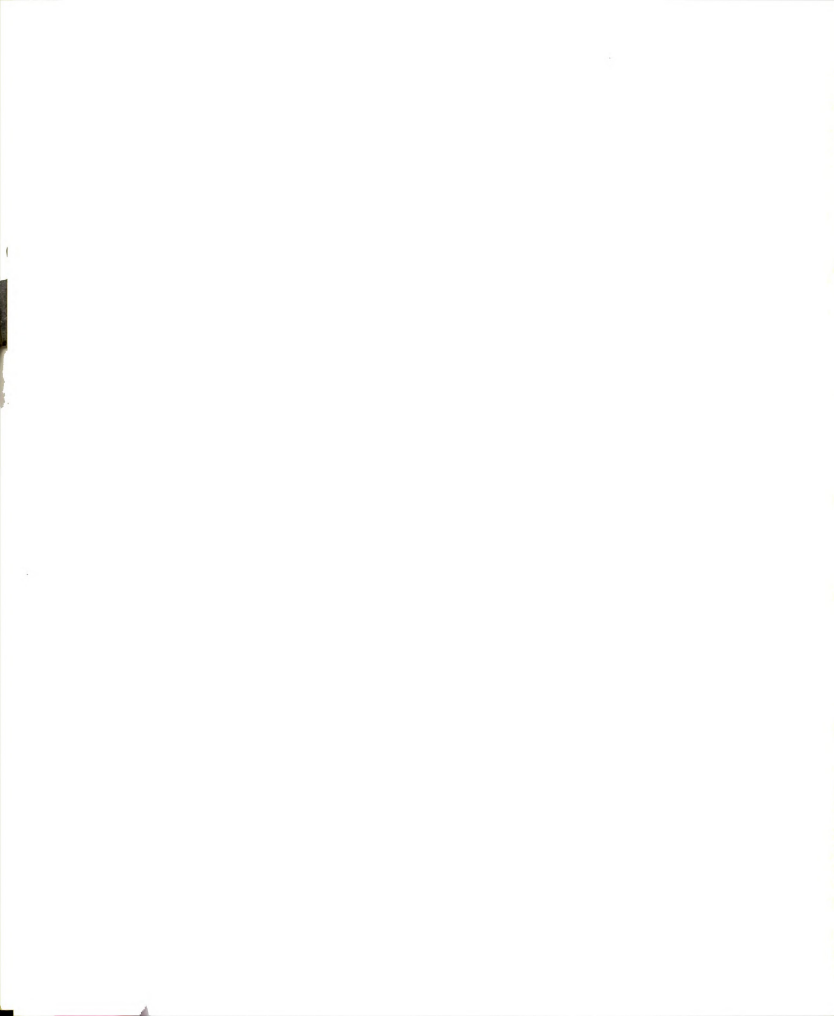
TABLE 2

PERCENTAGE OF POPULATION RESPONSE
QUESTION 1

Competency Tasks	S. Level	Used	Frequently or Essential	Essential	Not Applicable	Level 0%
<u>Budget Management</u>						
1.	.01	.68	.48	.29	.32	
2.	.01	.80	.67	.32*	.20	E*
3.	-	.57	.25*	.10*	.43	E*
4.	.10	.75	.49*	.19*	.25	E*
5.	.05	.69	.49	.25	.31	
6.	.01	.85	.59	.28	.15	
7.	-	.63	.23	.11	.37	
8.	.01	.84	.72	.41	.16	
<u>Cooperative Relationships</u>						
9.	.01	.84	.56	.21*	.16	E*
10.	.01	.89	.69	.40	.11	
11.	.01	.94	.81	.39**	.06*	<u>E**</u> Ex*;M*
12.	.01	.92	.89	.55**	.08*	<u>E**</u> Ex*
13.	.01	.89	.80	.39	.11	
14.	.01	.90	.76	.39	.10	
<u>Communication</u>						
15.	.01	.87	.81	.45	.13	
16.	.10	.81	.54	.21*	.19	E*

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TABLE 2--Continued

Competency Tasks	S. Level	Used	Frequently or Essential	Essential	Not Applicable	Level 0%
17.	.01	.89	.77	.45*	.11	E*
18.	.01	.93	.87	.56	.07	
19.	.01	.88	.72	.31*	.12	E*
20.	.01	.93	.84	.59	.07	
21.	.01	.93	.84	.58	.07*	M*

Leadership

22.	.01	.86	.82	.63	.14	
23.	.01	.85	.70	.50	.15	
24.	.05	.83	.65	.31	.17	
25.	-	.75	.48	.19	.25	
26.	-	.79	.55	.23	.21	E**
27.	.01	.85	.67	.35**	.15*	M*
28.	.01	.92	.91	.59	.08*	M*
29.	.05	.83	.77	.41	.17	
30.	.01	.91	.77	.46	.09	
31.	.01	.85	.59	.36*	.15	E*
32.	.01	.89	.73	.39*	.11**	E* M**
33.	.01	.91	.80	.59	.09*	M*
34.	-	.76	.52	.20*	24	E*

Personnel Management

35.	.10	.61	.50	.30	.39	

TABLE 2--Continued

Competency Tasks	S. Level	Used	Frequently or Essential	Essen-tial	Not Applic-able	Level 0%
36.	.05	.63	.38	.15*	.37	E*
37.	–	.61	.36	.16*	.39	E*
38.	–	.73	.56	.35*	.27	E*
39.	.05	.64	.39	.15*	.36	E*
40.	.05	.80	.63	.21*	.20	E*
41.	.01	.80	.51	.21*	.20	E*
42.	.01	.91	.81	.48	.09*	M*
43.	.01	.92	.88	.57	.08*	M*
44.	.01	.93	.91	.52	.07*	M*;Ex*
45.	.01	.89	.57	.31	.11*	M*

Research and
Evaluation

46.	–	.45	.22	.10*	.55	E*
47.	.05	.60	.26	.16*	.40	E*
48.	.01	.68*	.28*	.12*	.32	E*
49.	.05	.69	.29*	.13*	.31	E*
50.	–	.65	.28*	.16*	.35	E*
51.	–	.73	.38*	.22*	.27	E*

Student
Contact

52.	–	.64	.42	.20	.36	
53.	–	.53	.26	.13	.47	

TABLE 2--Continued

Competency Tasks	S. Level	Used	Frequently or Essential	Essen-tial	Not Applic-able	Level 0%
54.	-	.77	.54	.16	.23	
55.	-	.79	.60	.27*	.21	E*
56.	-	.68	.50	.28	.32	
57.	.10	.76	.60	.37	.24	
58.	.05	.80	.70	.44	.20	

Note. Position Categories: E = Entrance level administrators; M = Middle management staff; Ex = Executive level.

competency task adds up to 100 percent. In almost all cases, there was overlap among the "used," "used frequently," and "essential to routine functioning" responses. Respondents who selected the "used" or "used frequently" responses often indicated that the task was also essential to routine functioning. Thus, while a task may have been used only occasionally, it also may have been essential to job when it was used. For the sake of discussion, Table 2 also includes a column where percentage responses to "used frequently" and "essential to functioning" have been summed together. A column which indicates the level of significance for differences among the position categories (executive, management, and entrance) is also provided in Table 2.

It was interesting to note that 45 percent of all respondents indicated that they at least used 99 percent of the competency tasks in their present positions. Further, 86 percent of the tasks were used by two-thirds of the respondents in their present positions. Taking it one step further, 73 percent of the tasks were used by three-fourths or 75 percent of the respondents. Thus, it appears that it is possible to accurately generate competency tasks used by Student Affairs Administrators from the literature. There also appeared to be general agreement over the population sampled regarding competency tasks Student Affairs Administrators identify with and

perform. At the same time, there were significant dif-
ferences among the entrance level, middle management
level, and executive level respondents in the use of
each competency task in their present positions.

From this study, it was possible to determine
some of the differences particular to Student Affairs
Administrators as identified by position level. As a
Chief Student Affairs Administrator or holding an execu-
tive level position, 100 percent of the respondents indi-
cated they used the following competency tasks, i.e., none
of the respondents said the following tasks were not
applicable to their present positions: Cooperative
Relationships--#11, establish and utilize cooperative
alliances,--#12, develop and maintain a work environment
based on mutual understanding, trust, and competence,
and Professional Development--#44, anticipate and deal
with the consequences of personal and professional
behaviors.

One hundred percent of the Student Affairs Admin-
istrators identified as middle management staff indicated
that they at least used the following competency tasks:
Cooperative Relationships--#11, establish and utilize
cooperative alliances; Communication--#21, recognize and
define confidentiality practices and procedures;
Leadership--#27, generate and articulate an ethical
base for all procedures and interactions,--#28, maintain

a working knowledge of institutional practices, procedures, and requirements--#32, initiate, modify, articulate, and implement goals based on philosophical, historical, behavioral, and educational perspectives; and Professional Development--#42, determine and establish a balance between personal needs and professional expectations,--#43, recognize and utilize the expertise of others,--#44, anticipate and deal with the consequences of personal and professional behaviors, and--#45, define and participate in appropriate self-renewal and in-service training programs or activities.

Note that all respondents in both the executive level and middle management staff positions used two of the competency tasks--Cooperative Relationships, #11, establish and utilize cooperative alliances, and Professional Development, #44, anticipate and deal with the consequences of personal and professional behaviors.

In addition, 100 percent of all respondents in both executive level or middle management staff positions identified the following six competency tasks as ones used frequently or essential to routine functioning: Budget Management--#3, implement a cost-effectiveness analysis study,--#4, identify and utilize available sources of financial support, and Research and Evaluation--#48, generate a rationale and procedures for descriptive, historical, investigatory, experimental, and survey

studies,--#49, identify and utilize appropriate statistical techniques and procedures,--#50, maintain a working knowledge of computer utilization methods and requirements, and,--#51, implement comprehensive and ethical data collection and dissemination procedures.

It is interesting to note that while 100 percent of the executive and management level respondents considered #48 in the Research and Evaluation competency group essential to routine functioning or used frequently in their present positions, 100 percent of the entrance level respondents indicated that #48 was not applicable to their present positions.

There did not appear to be agreement among the entrance level respondents for tasks that were essential to routine functioning in their present positions. However, the entrance level respondents were in agreement regarding the use of twenty competency tasks. One hundred percent of the entrance level respondents indicated that they either used or frequently used the following competency tasks in their present positions: Budget Management--#2, analyze and interpret needs and requests; Cooperative Relationships--#9, assess behavior modification needs and determine appropriate consultation within the limits of your experience and training,--#11, establish and utilize cooperative alliances,--#12, develop and maintain a work environment based on mutual understanding,

trust, and competence; Communication--#16, obtain and
disseminate cognitive and behavioral data,--#17, determine
and utilize office management procedures, i.e., secre-
tarial services, business machine operation, print and
nonprint media systems,--#19, utilize knowledge of model-
ing and feedback processes; Leadership--#27, design and
implement instructional techniques and strategies,--#31,
analyze, synthesize, and interpret cognitive and affective
behavioral data,--#32, initiate, modify, articulate, and
implement goals based on philosophical, historical,
behavioral, and educational perspectives,--#34, synthe-
size and operationalize appropriate theoretical models
as reference determinants for procedures and interactions;
Personnel Management--#36, actualize the concepts of due
process,--#37, analyze and implement federal and state
legislation pertinent to personnel policy,--#38, develop
and maintain job descriptions stated in terms of
behavioral expectations,--#39, recognize and define
alternatives for personnel policy development; Profes-
sional Development--#40, define and assess personal and
professional developmental tasks,--#41, maintain a
scholarly academic background in appropriate disciplines;
Research and Evaluation--#46, design and modify testing
and assessment instruments,--#47, select, administer,
score, and interpret standardized instruments; and Student
Conduct--#55, provide channels for cooperative policymaking.

Thus, there was agreement among all respondents for one competency task. One hundred percent of all respondents from the three position categories indicated that they used task #11 in the <u>Cooperative Relationship</u> competency group. Both the entrance level and executive respondents also used task #12 in the <u>Cooperative Relation-ship</u> group. One hundred percent of the respondents from the entrance level and the middle management staff used two competency tasks, #27 and #32 from the <u>Leadership</u> competency group. And as indicated previously 100 percent of the respondents in the executive and middle management categories used task #41 in the <u>Professional Development</u> competency group.

<u>Population Response--Question 2</u>

Question 2 asked the respondents to indicate the sources of training they had for each of the competency tasks. Table 3 delineates the percentage of the total population response for each of the tasks according to the responses selected in answer to the second question (see Table 3, Percentage of Population Response, Question 2). It was possible to select more than one response as appropriate. However, if the respondents selected the "none" response, they did not also select one of the other alternatives--formal educational degree (ED), formal in-service training (IS), on-the-job exper-ience (OJ), or your own professional activities (PA).

TABLE 3

RELATIONSHIPS AMONG THE POPULATION, TASKS, AND
SOURCES OF TRAINING
QUESTION 2

Percentages	Alternatives				
	ED	IS	OJ	PA	None
.75	–	–	2		
.67	2	–	10		
.50	16	–	41		
.34	33	1	52	7	2
.25	42	3	58	19	10
.10	58	29	58	53	29
<.10	–	(29) (58)	–	(58) (5)	(58) (29)

Number of Competency Tasks

Note. ED = Formal Education Degree; IS = Formal In-service Training; OJ = On-the-Job Experience; PA = Your Own Professional Activities.

It is obvious from Table 3 that there was much overlap among the responses selected.

From Table 3 it is possible to determine the most likely source(s) of training a Student Affairs Administrator had for each competency task. It is also possible to examine a total competency group in terms of training received by Student Affairs Administrators. In all but two instances the percentage of respondents selecting either formal in-service training (IS) or own professional activities (PA) was lower than the percentage of respondents selecting either formal educational degree (ED) or formal on-the-job training (OJ). The two exceptions included Professional Development #41, maintain a scholarly academic background in appropriate disciplines, and #45, define and participate in appropriate self-renewal and in-service training programs or activities. For competency task #41, formal educational degree was selected by 64 percent of the respondents and own professional activities was selected by 38 percent; with on-the-job training and in-service training selected by 26 percent and 18 percent of the respondents respectively. For task #45, 48 percent of the respondents selected (PA) with 40 percent selecting (OJ), 25 percent selecting (ED), and 21 percent selecting (IS). It is interesting to note that the responses of the administrators for the competency pertaining to participation and definition of in-service

training programs indicated that formal in-service train-
ing was the least often selected alternative regarding
the kinds of training they had had for the task.

It is also important to note that on-the-job
experience was selected by the highest percentage of
respondents for forty-eight of the fifty-eight competency
tasks. Of the ten tasks for which other training was
indicated, six of the tasks were in the Research and
Evaluation competency group (this was 100 percent of the
group). For all ten tasks, formal education degree was
selected by the highest percentage of respondents as the
source of training. The ten competency tasks included:
Cooperative Relationships--#9, assess behavior modification
needs and determine appropriate consultation within the
limits of your experience and training; Leadership--#31,
analyze, synthesize, and interpret cognitive and affective
behavioral data,--#34, synthesize and operationalize
appropriate theoretical models as references for pro-
cedures and interactions; Professional Development--#41,
maintain a scholarly academic background in appropriate
disciplines; and Research and Evaluation--#46, design and
modify testing and assessment instruments,--#47, select,
administer, score, and interpret standardized instru-
ments,--#48, generate a rationale and procedures for
descriptive, historical, investigatory, experimental,
and survey studies,--#49, identify and utilize appropriate

statistical techniques and procedures,--#50, maintain a working knowledge of computer utilization methods and requirements, and,--#51, implement comprehensive and ethical data collection and dissemination procedures.

Table 4 has been included to point out the percentage of respondents who selected each alternative to question 2 for a specific number of competencies. For example, from the table it is possible to see that 75 percent of the respondents selected on-the-job experiences as a source of training for two of the competency tasks. No more than 50 percent of the respondents selected formal educational degree for sixteen of the tasks, while 50 percent of the respondents selected on-the-job experience for forty-one of the tasks. For all fifty-eight competency tasks, 10 percent of the respondents indicated they had formal education degree training; less than 10 percent indicated they had had formal in-service training or had depended on their own professional activities as sources of training. At the same time, 25 percent indicated on-the-job experience as a source of training for all of the competencies and one-third of the respondents indicated they had on-the-job experience for fifty-two of the fifty-eight competency tasks. One-third of the respondents also indicated they had formal educational training for at least 50 percent of the competency tasks. Thirty-four percent of the respondents indicated they had no training

TABLE 4

PERCENTAGE OF POPULATION RESPONSE
QUESTION 2

Task	S*	ED	IS	OJ	PA	N
A. Budget Management						
1.	.10	.24	.09	.56	.12	.17
2.	.01	.19	.08	.64	.08	.13
3.	.05	.14	.01	.41	.09	.39
4.	.01	.13	.09	.64	.17	.09
5.	.01	.12	.08	.56	.08	.24
6.	.01	.23	.06	.61	.09	.12
7.	.01	.13	.08	.37	.18	.32
8.	.05	.20	.06	.65	.26	.08
B. Cooperative Relationships						
9.	.05	.55	.21	.47	.15	.08
10.	.10	.39	.22	.66	.26	.04
11.	.01	.29	.18	.73	.25	.07
12.	.10	.32	.16	.71	.28	.04
13.	.01	.37	.12	.63	.35	.08
14.	.10	.46	.18	.45	.38	.08
C. Communication						
15.	.10	.41	.18	.75	.11	.01
16.	–	.57	.09	.58	.22	.01
17.	.01	.19	.08	.73	.14	.03
18.	–	.34	.09	.69	.26	.01
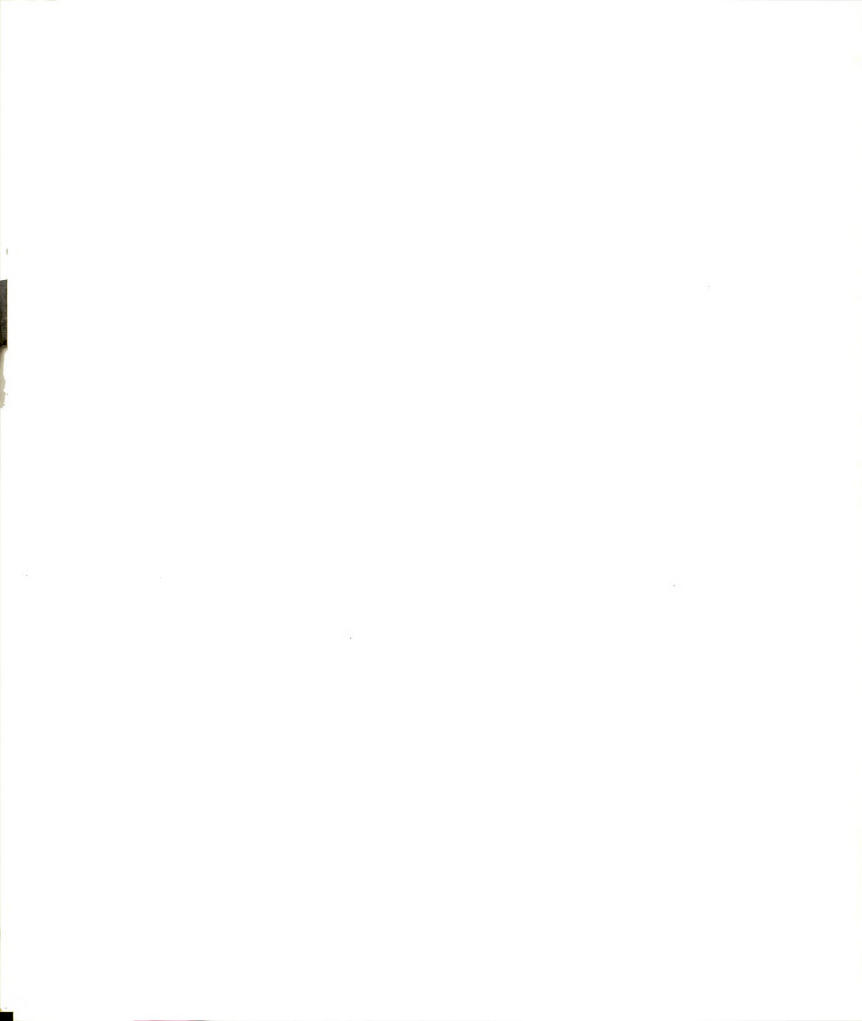
TABLE 4--<u>Continued</u>

Task	S*	ED	IS	OJ	PA	N
19.	.05	.49	.16	.53	.26	.09
20.	.10	.61	.23	.66	.35	.01
21.	.05	.40	.25	.67	.22	.03
D. <u>Leadership</u>						
22.	.01	.38	.36	.48	.16	.08
23.	.01	.34	.24	.53	.20	.11
24.	-	.22	.09	.59	.16	.08
25.	-	.50	.09	.44	.17	.16
26.	.05	.34	.23	.52	.13	.14
27.	.10	.48	.09	.52	.29	.08
28.	.01	.21	.15	.76	.12	.03
29.	.05	.36	.16	.64	.30	.08
30.	.01	.24	.11	.61	.21	.05
31.	-	.56	.22	.46	.27	.11
32.	-	.55	.08	.58	.16	.07
33.	.01	.28	.07	.75	.27	.07
34.	.10	.51	.08	.34	.22	.07
E. <u>Personnel Management</u>						
35.	.01	.24	.11	.65	.17	.19
36.	.05	.18	.13	.51	.14	.25
37.	.01	.14	.14	.51	.10	.29
38.	-	.26	.01	.58	.17	.13
39.	.05	.19	.05	.56	.10	.36

TABLE 4--Continued

Task	S*	ED	IS	OJ	PA	N
F. Professional Development						
40.	-	.47	.22	.50	.41	.08
41.	-	.64	.18	.26	.38	.10
42.	.05	.27	.08	.68	.27	.07
43.	.01	.30	.25	.71	.34	.05
44.	.01	.26	.10	.74	.24	.04
45.	.01	.25	.21	.40	.48	.11
G. Research and Evaluation						
46.	-	.55	.01	.33	.14	.20
47.	.01	.58	.09	.35	.13	.18
48.	-	.58	.06	.30	.09	.19
49.	.10	.61	.05	.32	.12	.15
50.	.10	.67	.09	.25	.23	.28
51.	-	.58	.04	.50	.18	.26
H. Student Contact						
52.	.05	.47	.08	.51	.23	.27
53.	-	.43	.11	.62	.16	.29
54.	.10	.44	.15	.63	.23	.15
55.	.01	.38	.09	.72	.22	.08
56.	.01	.64	.13	.34	.21	.26
57.	-	.73	.09	.33	.16	.19
58.	.01	.46	.11	.60	.22	.19

Note. ED = Formal Education Degree; IS = Formal In-service Training; OJ = On-the-Job Experience; PA = Your Own Professional Activities. *S = Significance Level

for two of the tasks. Twenty-five percent had no training
for ten tasks, and 10 percent said they had no training
for twenty-nine or one-half of the tasks, while at least
9 percent of all respondents indicated they had no train-
ing for all of the tasks. But there was at least one time
for every competency task that a Student Affairs Adminis-
trator selected "none" as the source of training for a
particular task. Thus, no matter how obvious it might
seem that training was inevitable for a particular task,
this was not the case. In other words, among 9 percent
or among seven administrators, at least one of them
selected "none" as they evaluated their training for each
competency task. In addition, according to Table 2,
100 percent of the respondents indicated they had no
training for at least one of the competency tasks.

Population Response--Question 3

Question 3 asked the Student Affairs Administrators
if additional training for each of the competency tasks
would be beneficial to their present positions.

Table 5 delineates the percentage of the total
population response for each task according to the
responses selected in answer to the third question (see
Table 5, Percentage of Population Response, Question 3).

From Table 5, it is possible to determine the
percentage of the total population that indicated

TABLE 5

PERCENTAGE OF POPULATION RESPONSE
QUESTION 3

Task	S*	Yes	No	Task	S	Yes	No
A. Budget Management				C. Communication			
1.		59^a	41	15.		52^a	48
2.		57^a	43	16.		51^a	49
3.		73^b	27	17.		53^a	47
4.		59^a	41	18.		47	53
5.		63^a	37	19.		69^b	31
6.		61^a	39	20.		61^a	39
7.		61^a	39	21.		48	52
8.	.10	65^a	35	D. Leadership			
B. Cooperative Relationships				22.		53^a	47
				23.		68^b	31
9.	.10	70^b	30	24.		51^a	49
10.		67^b	33	25.		65^a	35
11.		76^b	24	26.		70^b	30
12.		65^a	35	27.		52^a	45
13.		73^b	27	28.		59^a	41
14.		68^b	32	29.		65^a	35
				30.		56^a	44
				31.		59^a	41
				32		65^a	35
				33.		49	51
				34.		72^b	28

TABLE 5--Continued

Task	S*	Yes	NO		Task	S	Yes	No
E. Personnel Management					G. Research and Evaluation			
35.		60^a	40		46.		55^a	45
36.	.10	51^a	49		47.	.01	63^a	37
37.	.10	60^a	40		48.		67^b	33
38.		61^a	39		49.	.10	67^b	33
39.		53^a	47		50.	.10	69^b	31
F. Professional Development					51.		68^b	32
40.		64^a	36		H. Student Contact			
41.		62^a	38		52.	.10	49	51
42.		41	59		53.	.10	44	56
43.	.10	55^a	45		54.	.10	67^b	33
44.		60^a	40		55.		60^a	40
45.	.10	75^c	25		56.		64^a	36
					57.		71^b	29
					58.		72^b	28

[a]50 percent + = 52 tasks

[b]67 percent + = 18 tasks

[c]75 percent + = 1 task

*S = level of significance

additional training would or would not be beneficial for each competency task in their present position.

A majority of the respondents said that additional training for fifty-two of the competency tasks would be beneficial to their present positions. The six tasks for which at least 50 percent of the administrators did not indicate that additional training would be necessary included: Communication--#18, analyze, write, and disseminate memos, reports, articles, and speeches,--#21, recognize and define confidentiality practices and procedures; Leadership--#33, anticipate the unexpected; Professional Development--#42, determine and establish a balance between personal needs and professional expectations; and Student Contact--#52, develop academic assistance programs, and,--#53, develop a framework for disciplinary procedures and interactions. It is important to point out that even at least 41 percent of the total population indicated a need for additional training for these six competency tasks. It is also interesting to note that for all of the competency tasks, with one exception, there were no significant differences among respondents as categorized by position level (executive, management, entrance) at the .01 level of significance. In fact, differences were found only at the .10 level or above. Only competency task #47 in the Research and Evaluation group ("select, administer, score, and interpret

standardized instruments") generated significant differences among the respondents by their position level categories at the .01 level of significance. In examining the raw data, the following percentages were obtained for each of the position categories as they responded "yes" or "no" for additional training: executive level—yes (50%), no (50%); middle management staff—yes (76%), no (24%); and entrance level—yes (100%), no (0%).

For eighteen of the competency tasks, at least 67 percent or two-thirds of all respondents indicated a need for additional training. In addition, 75 percent of all respondents indicated a need of additional training for task #45 in the Professional Development competency group—define and participate in appropriate self-renewal and in-service training programs and activities. This was also the task within the question 2 analysis whereby the respondents indicated they received training primarily from their own professional activities. In addition, the fewest number of respondents indicated they had received formal in-service training for defining and participating in self-renewal and in-service training programs or activities. As pointed out in that analysis, training primarily came from on-the-job training situations or as a result of a formal education degree program. Less than 10 percent of the respondents indicated that training for all competency tasks had come from their own

professional activities or from formal in-service edu-
cation programs. And yet, here it has been determined
that the greatest percentage of respondents, 75 percent,
has indicated a need for additional training for this
competency task.

Population Response--Question 4

Question 4 asked Student Affairs Administrators,
"what would be appropriate source(s) of additional training
for each of the competency tasks?" Table 6 delineates the
percentage of the total population response for each of
the tasks according to the responses selected in answer
to the fourth question (see Table 6, Percentage of Popu-
lation Response, question 4). It was possible to select
more than one response as appropriate. However, if the
respondents selected the "none" response, they did not
also select one of the other alternatives--in-service
training programs (IS), on-the-job experience (OJ), your
own professional activities (PA), or specialized activi-
ties provided outside the Student Affairs Division (SAOD).
It is obvious from Table 6 that there was much overlap
among the responses selected.

From Table 6 it is possible to determine the most
preferable source of additional training for each compe-
tency task. In addition, it is also possible to examine
a total competency group regarding the preferred source(s)

TABLE 6

PERCENTAGE OF POPULATION RESPONSE
QUESTION 4

Task	S	IS	OJ	PA	SAOD	None
A. Budget Management						
1.	.05	.46	.27	.19	.31	.23
2.	.10	.48	.37	.21	.24	.16
3.	.01	.51	.25	.23	.30	.11
4.	.01	.42	.29	.20	.34	.16
5.	.01	.53	.26	.17	.29	.15
6.	.01	.40	.27	.25	.29	.17
7.	.01	.44	.17	.22	.44	.18
8.	.01	.46	.33	.32	.26	.13
B. Cooperative Relationships						
9.	.05	.60	.28	.32	.42	.11
10.	.10	.54	.42	.36	.30	.05
11.	.01	.46	.42	.46	.34	.05
12.	.01	.47	.44	.36	.35	.10
13.	.01	.55	.31	.40	.41	.07
14.	.01	.51	.39	.31	.40	.08
C. Communications						
15.	.01	.63	.31	.17	.25	.12
16.	.01	.39	.26	.23	.33	.19
17.	.01	.46	.30	.15	.25	.21
18.	.01	.39	.28	.24	.31	.20

TABLE 6--<u>Continued</u>

Task	S	IS	OJ	PA	SAOD	None
19.	.05	.48	.29	.34	.34	.20
20.	.05	.48	.31	.40	.29	.11
21.	.01	.55	.29	.35	.24	.15
D. <u>Leadership</u>						
22.	.05	.47	.31	.25	.25	.19
23.	.05	.54	.21	.23	.30	.17
24.	.01	.46	.20	.28	.18	.25
25.	.01	.45	.20	.23	.35	.16
26.	.01	.38	.23	.30	.30	.17
27.	.01	.47	.21	.36	.22	.20
28.	.01	.50	.37	.25	.14	.16
29.	.01	.54	.28	.27	.22	.13
30.	.01	.50	.28	.28	.20	.19
31.	.01	.29	.24	.28	.29	.24
32.	.01	.46	.30	.33	.21	.23
33.	.01	.37	.38	.22	.21	.25
34.	.01	.48	.22	.35	.29	.19
E. <u>Personnel</u> <u>Management</u>						
35.	.01	.37	.32	.27	.41	.19
36.	.01	.41	.19	.22	.25	.29
37.	.01	.48	.26	.20	.40	.21
38.	.01	.50	.22	.24	.31	.15
39.	.10	.40	.21	.24	.38	.28

TABLE 6--<u>Continued</u>

Task	S	IS	OJ	PA	SAOD	None
F. <u>Professional</u> <u>Development</u>						
40.	.01	.52	.28	.35	.37	.13
41.	.10	.33	.14	.14	.38	.20
42.	.05	.32	.31	.31	.26	.27
43.	.05	.41	.39	.31	.27	.19
44.	.01	.38	.36	.28	.33	.20
45.	.01	.50	.16	.44	.42	.15
G. <u>Research and</u> <u>Development</u>						
46.	.05	.40	.20	.17	.43	.24
47.	.01	.42	.25	.36	.35	.21
48.	.01	.37	.26	.28	.39	.17
49.	-	.39	.18	.18	.48	.19
50.	-	.46	.20	.21	.53	.23
51.	-	.49	.20	.21	.47	.22
H. <u>Student Contact</u>						
52.	-	.51	.20	.22	.36	.31
53.	.10	.51	.21	.24	.31	.36
54.	.10	.44	.22	.57	.25	.16
55.	-	.55	.24	.24	.33	.25
56.	.01	.39	.15	.65	.27	.14
57.	-	.56	.27	.21	.30	.26
58.	.01	.64	.19	.27	.25	.26

<u>Note.</u> S = Level of Significance; IS = Formal In-service <u>Training</u>; OJ = On-the-Job Experience; PA = Own Professional Activities; SAOD = Specialized Activities Outside the Division.

of additional training as determined by the Student

Affairs Administrators.

For all but six competency tasks, in-service

training was specified as the most desired source of

additional training. Respondents selected specialized

activities outside the Student Affairs Division for

additional training for four competency tasks: Personnel

Management--#35, develop and implement recruitment, per-

formance evaluation, promotion, discipline, and release

criteria and procedures for professional and nonprofes-

sional staff; and Research and Development--#46, design

and modify testing and assessment instruments,--#49,

identify and utilize appropriate statistical techniques

and procedures, and,--#50, maintain a working knowledge

of computer utilization methods and requirements. For

the other two tasks the administrators selected their own

professional activities as sources of additional training:

Student Contact--#54, develop in-service training programs

for student groups, and,--#56, implement procedures,

programs, and services for individual and group psycho-

logical concerns.

Table 7 has been included to point out the per-

centage of respondents who selected each alternative to

question 4 for a specific number of competencies. For

example, from the table it is possible to see that for

all of the competency tasks, less than 10 percent of the

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TABLE 7

RELATIONSHIPS AMONG THE POPULATION, TASKS, AND
SOURCES OF TRAINING
QUESTION 4

Percentages	Alternatives				
	IS	OJ	PA	SAOD	None
.50	19	0	0	1	0
.34	55	7	14	18	1
.25	58	41	30	49	10
.10	58	58	58	58	54
<.10	0	0	0	0	58 (4)
	Number of Competency Tasks				

Note. IS = Formal In-service Training; OJ = On-the-Job Experience; PA = Own Professional Activities; SAOD = Specialized Activities Outside the Division.

total respondents indicated that "none" or no additional training was necessary. At the same time, 34 percent of the administrators said no additional training was necessary for at least one of the fifty-eight competency tasks.

From Table 7 it is also possible to see that the greatest percentage of respondents selected formal in-service training for the greatest number of competency tasks. For example, while 34 percent of the respondents selected on-the-job experience for seven tasks, their own professional activities for fourteen of the tasks, and specialized activities outside Student Affairs for eighteen of the tasks, they selected formal in-service training as the most appropriate source of additional training for fifty-five or 97 percent of the total number of competency tasks. In addition, 50 percent of the respondents selected in-service training as the most appropriate source of training for nineteen or 33 percent of the total number of competency tasks. For one task, 50 percent of the respondents selected specialized activities outside the Student Affairs Division. On-the-job experience and their own professional activities were not selected by at least 50 percent of the administrators for any of the competency tasks.

Thus, in summary, it is important to note that according to Table 2, which summarized the sources of training Student Affairs Administrators had for the

fifty-eight competency tasks, that the following order
of training sources was generally indicated: first, on-
the-job experience; second, formal education degree;
third, their own professional activities; and fourth,
formal in-service training. However, at the same time,
Student Affairs Administrators generally preferenced the
following order of sources for additional training of
competency tasks: first, in-service training programs;
second, specialized activities provided outside the
Student Affairs Division; third, their own professional
activities; and fourth, on-the-job experience. The cate-
gory indicating "none" was the least often selected in
both instances. It would be important to note that there
would be some differences in the specific tasks referred
to in the particular responses of questions 2 and 4. How-
ever, 50 percent of the respondents selected on-the-job
training as the source of training they had for 70 percent
of the fifty-eight tasks, while 50 percent of the respon-
dents also indicated a preference for in-service training
programs as the most appropriate source of additional
training for 33 percent of the competency tasks. Or
even more vividly, 34 percent of all respondents selected
on-the-job training as the source of training for fifty-
two of the fifty-eight competency tasks (90%), while
34 percent of all respondents also indicated a preference
for in-service training programs as the most appropriate

source of additional training for fifty-five of the fifty-eight competency tasks (97%). Thus, it is possible to suggest that training for competency tasks used by Student Affairs Administrators is provided through on-the-job experiences in a practitioner's particular position. At the same time, Student Affairs Adminis-trators indicate that formal in-service education programs would be the most appropriate source of additional train-ing competency tasks in eight competency areas: Budget Management, Communications, Cooperative Relationships, Leadership, Personnel Management, Professional Develop-ment, Research and Evaluation, and Student Contact.

CHAPTER V

SUMMARY, CONCLUSIONS, AND

RECOMMENDATIONS

A Summary of the Development
of the Study

An overview of this study will be presented for
two reasons: (1) in order to summarize the development
of the study and (2) to present the resulting conclusions
and recommendations for further research in an orderly
fashion.

Chapter I

There were six objectives for this study pertain-
ing to examining the training of Student Affairs Adminis-
trators for specified competency tasks. It was the intent
of this researcher to:

(1) Review pertinent literature pertaining to Student
Affairs Administration with particular emphasis
on those areas relating to training, competency
development, and staff in-service education
programs;

(2) Generate competency tasks utilized by Student
Affairs Administrators;

(3) Develop a questionnaire instrument which would
survey the training needs among the various
positions levels of Student Affairs Administrators
in relation to specified tasks;

(4) Indicate, on the basis of the survey, specific
competency tasks performed at the various position
levels of Student Affairs Administration;

(5) Indicate, on the basis of the survey, appropriate
sources of training for specified competency
tasks; and

(6) Recommend, on the basis of the survey, a model
for the in-service training of Student Affairs
Administrators.

In total, Chapter I presented an introduction and
statement of the problem; objectives, scope, and limi-
tations of the study; significance of the study; a defi-
nition of terms used within the study; and an anticipated
overview of the study as it was to be reported.

Chapter II

In this chapter a review of the literature was
provided pertaining to Student Affairs Administration.
Particular emphasis was placed on competency development,
training of Student Affairs Administrators, and in-service

education programs. It was determined that both individuals and groups have been concerned with the roles, functions, and education of Student Affairs Administrators. Further research indicated that a few individuals and groups had considered the specific competencies needed to perform designated tasks. Even fewer had examined the most appropriate sources of training for developing specified competency tasks. Thus, this study was prompted by an absence of previous research examining the training of Student Affairs Administrators for specified competency tasks.

The chapter included three sections for reviewing the literature: (1) Trends in Student Affairs Administration, (2) Training Opportunities for Student Affairs Practitioners, and (3) Research Relevant to the Development of Competencies for Student Affairs Administrators.

Chapter III

The purpose of this chapter was to present the methodology and procedures used to investigate the training of Student Affairs Administrators in relation to specified competency tasks. The methodological design was a deductive-inductive approach for the development of specified competency tasks and examining the training of Student Affairs Administrators for these tasks. Eight competency groups and the specific competency tasks within

each group (fifty-eight total) were developed according to the following procedures:

(1) List statements, issues, inferences, challenges, problems, hopes, dreams, and anything else that seems important to the Student Affairs Adminis-trator position. Source--any form of communication media;

(2) Develop grouping patterns;

(3) Identify terms which are key to particular groups;

(4) Develop competency tasks incorporating the wording and spirit of the majority of the state-ments;

(5) Develop a reference tag for each group of tasks. Each tag name will be referred to as a specific competency;

(6) Talk with colleagues, committee members, and friends for final wording, clarity of thought, and completeness of ideas.

The competency tasks according to group were deductively specified as the following:

A. Budget Management

    1. Analyze and interpret financial reports.

    2. Analyze and interpret needs and requests.

    3. Implement a cost-effectiveness analysis study.

4. Identify and utilize available sources of financial support.

5. Recognize and utilize appropriate budget base alternatives for your area of responsibility.

6. Articulate alternatives for funding, staffing, facility utilization, and programming activities within specified goals and constraints.

7. Write and interpret funding proposals.

8. Anticipate future projections and priorities.

B. Cooperative Relationships

9. Assess behavior modification needs and determine appropriate consultation within the limits of your experience and training.

10. Establish cohesive work groups.

11. Establish and utilize cooperative alliances.

12. Develop and maintain a work environment based on mutual understanding, trust, and competence.

13. Recognize, analyze, and resolve role conflict, management style, communications, philosophical difference, and personality difference problems.

14. Implement human relations training skills in daily interactions.

C. Communication

15. Analyze and utilize the communication networks within the institution.

16. Obtain and disseminate cognitive and behavioral data.

17. Determine and utilize office management procedures, i.e., secretarial services, business machine operation, print and nonprint media systems.

18. Analyze, write, and disseminate memos, reports, articles, and speeches.

19. Utilize knowledge of modeling and feedback processes.

20. Perceive and accurately interpret attitudes, beliefs, behaviors, and needs of yourself and others.

21. Recognize and define confidentiality practices and procedures.

D. Leadership

22. Accept and delegate appropriate authority and responsibility.

23. Implement a model of decision-making for conducting daily operations within established goals and objectives.

24. Define and reinforce limits of behavior.

25. Design and implement instructional techniques and strategies.

26. Provide in-service training program or opportunities.

27. Generate and articulate an ethical base for all procedures and interactions.

28. Maintain a working knowledge of institutional practices, procedures, and requirements.

29. Generate, facilitate, and evaluate planning, programming, assessment, and redefinition processes.

30. Identify, interpret, and articulate the letter and spirit of goal and policy statements.

31. Analyze, synthesize, and interpret cognitive and affective behavioral data.

32. Initiate, modify, articulate, and implement goals based on philosophical, historical, behavioral, and educational perspectives.

33. Anticipate the unexpected.

34. Synthesize and operationalize appropriate theoretical models as reference determinants for procedures and interactions.

E. Personnel Management

35. Develop and implement recruitment, performance evaluation, promotion, discipline, and release criteria and procedures for professional and nonprofessional staff.

36. Actualize the concepts of due process.

37. Analyze and implement federal and state legislation pertinent to personnel policy.

38. Develop and maintain job descriptions stated in terms of behavioral expectations.

39. Recognize and define alternatives for personnel policy development.

F. Professional Development

40. Define and assess personal and professional developmental tasks.

41. Maintain a scholarly academic background in appropriate disciplines.

42. Determine and establish a balance between personal needs and professional expectations.

43. Recognize and utilize the expertise of others.

44. Anticipate and deal with the consequences of personal and professional behaviors.

45. Define and participate in appropriate self-renewal and in-service training programs or activities.

G. Research and Evaluations

46. Design and modify testing and assessment instruments.

47. Select, administer, score, and interpret standardized instruments.

48. Generate a rationale and procedures for descriptive, historical, investigatory, experimental, and survey studies.

49. Identify and utilize appropriate statistical techniques and procedures.

50. Maintain a working knowledge of computer utilization methods and requirements.

51. Implement comprehensive and ethical data collection and dissemination procedures.

H. <u>Student Contact</u>

52. Develop academic assistance programs.

53. Develop a framework for disciplinary procedures and interactions.

54. Develop in-service training programs for student groups.

55. Provide channels for cooperative policy-making.

56. Implement procedures, programs, and services for individual and group psychological concerns.

57. Utilize concepts from human development theory, learning theory, adolescent/post adolescent psychology and other related areas in creating a learning environment.

58. Provide program alternatives to enhance social, emotional, physical, intellectual, and vocational growth.

A questionnaire was designed to inductively produce data regarding training of Student Affairs Administrators for the fifty-eight competency tasks. Four questions were asked about each competency task:

1. "How important is each competency task to your present position?"

2. "Indicate the source(s) of training you have had for each competency task."

3. "If available, would additional training be beneficial to your present position? Specify the tasks to be included."

4. "What would be the appropriate source(s) of additional training for each competency task?"

In addition, three open-ended questions were asked of all respondents:

1. "Are there additional administrative competencies or competency tasks which should have been included to meet the performance expectations of a Student Affairs Administrator in your present position? (Exclude tasks only related to a specific Student Personnel Service, i.e., Financial Aid--interpret student loan applications.) Please list."

2. "Do you think this set of eight administrative competencies is representative of Student Affairs Administration in Higher Education? Please explain."

3. "Please make any additional comments you think would be appropriate about this research project."

Participants in the study included Student Affairs Administrators from eight Michigan universities. For the

purpose of analysis, the participants were categorized
into one of three position levels--executive level,
middle management staff, or entrance level.

Eighty-four questionnaires were initially returned.
Seventy-five instruments were deemed usable. Thus, from
180 potential respondents in eight institutions, seventy-
five total or 42 percent of the questionnaires were
included in the final analysis. The Chi-Square and Fisher
Exact statistics were used for tests of independence
between the position level and training of Student Affairs
Administrators in relation to the fifty-eight competency
tasks. To simplify understanding, tables and summary
statements were generated for illustrating the results.
Of particular importance was the rejection or the inability
to reject the null hypothesis for each competency task
(There are no significant differences between the position
levels of Student Affairs Administrators and their train-
ing for specified competency tasks). The percentage
responses to all questions in relation to each competency
task were also provided.

Chapter IV

The purpose of this chapter was to present an
analysis of the data as generated by the questionnaire
(Student Affairs Administrator Training Questionnaire)
developed for the purposes of the study. All questions
were analyzed in terms of each competency task in relation

to the null hypothesis. In addition, tables were pre-
sented to delineate the percentage of the total population
response for each task according to the responses selected
in answer to each of the four questions. It was possible
to determine the amount of use of each competency task in
the administrators' present positions; the sources of
training they had for each task; whether additional train-
ing would be beneficial for each task; and what the
appropriate source(s) of additional training would be
for each task.

Chapter V

This chapter presents the summaries, conclusions,
and recommendations for further research as a result of
the development of this study.

Conclusions

The findings and conclusions of this study are
presented in two sections, with one section dealing with
the null hypothesis as applied to each competency task
and the other with the total population response for each
of the tasks according to the alternatives selected in
answer to the four main questions.

The findings based on responses to each of the
four questions as related to the null hypothesis resulted
in the following conclusions:

A. For Question 1, how important is each competency task to your present position, there were significant differences among the executive, middle management, and entrance level positions held by Student Affairs Administrators for forty-three of the competency tasks--thirty at the .01 level of significance, thirty-nine at the .05 level, and forty-three at the .10 level. Thus, for the first question there were no significant differences among the position categories for fifteen of the competency tasks.

Position category differences at the .01 level included tasks 1, 2, 6, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 27, 28, 30, 31, 32, 33, 41, 42, 43, 44, 45, and 48. Position category differences at the .05 level included tasks 5, 24, 29, 36, 40, 47, 49, and 58. At the .10 level of significance the following tasks were included--4, 16, 35, and 57. There were no position category differences pertaining to the use of the following tasks: 3, 7, 25, 26, 34, 37, 38, 46, 50, 51, 52, 53, 54, and 56.

B. For the second question, indicate the source(s) of training you have had for each competency task, there were no significant differences among position categories (executive, management, entrance) regarding sources of training (formal education degree, formal in-service training, on-the-job experience, your own professional

activities, and none) for seventeen of the competency tasks. Thus, there were significant differences among the position categories for forty-one of the competency tasks at the .10 level of significance. The tasks included at the .01 level were--2, 4, 5, 6, 7, 11, 13, 17, 22, 23, 28, 30, 33, 35, 37, 43, 44, 45, 55, 56, and 58. At the .05 level--3, 8, 9, 19, 21, 26, 29, 36, 39, 42, and 52. And at the .10 level--1, 10, 12, 14, 15, 20, 27, 34, and 57. Tasks for which there were no significant differences among position categories included 16, 18, 24, 25, 31, 32, 38, 40, 41, 46, 47, 48, 49, 50, 51, 53, and 57.

C. For the third question, would additional training be beneficial to your present position, there were no significant differences for fifty-seven of the fifty-eight competency tasks among position categories at the .05 level of significance. There were significant differences at the .01 level of competency task number 47 in the Research and Evaluation competency group (#47--select, administer, score, and interpret standardized instruments).

D. For the fourth question, what would be the appropriate source(s) of additional training for each competency task, there were significant differences among the three position categories all of the tasks in six of the eight competency groups at the .10 level--Budget

<u>Management</u>, <u>Communication</u>, <u>Cooperative Relationships</u>, <u>Leadership</u>, <u>Personnel Management</u>, and <u>Professional Development</u>. There were no significant differences for tasks 49, 50, 51, 52, 55, and 57. There were significant differences regarding appropriate sources of training among position categories at the .01 level for tasks 47, 48, 56, and 58; at the .05 level for task number 46; and at the .10 level for tasks 53 and 54.

The findings based on answers to each of the four questions as related to the total population response resulted in the following conclusions:

A. Since 45 percent of the respondents said they used 99 percent of the competency tasks in their present positions and since no task was ever singled out as not being used by any of the respondents, it is possible to conclude that competency tasks used by Student Affairs Administrators may be generated from the literature.

B. Since 73 percent of the competency tasks were at least used by three-fourths of the administrators and since 86 percent of the tasks were at least used by two-thirds of the administrators, it is possible to conclude that the competency tasks generated from the literature were consistent with tasks utilized in the day-to-day functions of Student Affairs Administrators in a university setting.

C. Some of the competency tasks were identified
as being used by 100 percent of the Student Affairs
Administrators at a particular position level (executive,
middle management, entrance).

1. One hundred percent of the executive level admin-
    istrators used three tasks: Cooperative Relation-
    ships--#11, establish and utilize cooperative
    alliances; #12, develop and maintain a work
    environment based on mutual understanding, trust,
    and competence; Professional Development--#44,
    anticipate and deal with the consequences of
    personal and professional behaviors.

2. One hundred percent of the middle management staff
    used nine competency tasks: Cooperative Relation-
    ships--#11; Communication--#21; Leadership--#27,
    #28, #32; and Professional Development--#42, #43,
    #44, and #45.

3. One hundred percent of the entrance level admin-
    istrators said they either "used" or "used fre-
    quently" twenty competency tasks: Budget Manage-
    ment--#2; Cooperative Relationships--#9, #11, #12;
    Communication--#16, #17, #19; Leadership--#27,
    #31, #32, #34; Personnel Management--#36, #37,
    #38, #39; Professional Development--#40, #41;
    Research and Evaluation--#46, #47; and Student
    Contact--#55.

4. One hundred percent of the respondents in all
    three position categories (executive, management,
    entrance) indicated they used competency task #11--
    establish and utilize cooperative alliances in the
    Cooperative Relationship competency group.

5. One hundred percent of the executive and entrance
    level administrators used #12--develop and maintain
    a work environment based on mutual understanding,
    trust, and competence in the Cooperative Relation-
    ships competency group.

6. One hundred percent of the middle management staff
    and entrance level respondents used two competency
    tasks: Leadership--#27, generate and articulate
    an ethical base for all procedures and inter-
    actions; and,--#32, initiate, modify, articulate,
    and implement goals based on philosophical, his-
    torical, behavioral, and educational perspectives.

7. One hundred percent of the executive and middle
    management administrators said that one compe-
    tency task was used frequently or was essential
    to routine functioning in their present positions:
    Research and Evaluation--#48, generate a rationale
    and procedures for descriptive historical, investi-
    gatory, experimental, and survey studies.

8. One hundred percent of the entrance level respon-
    dents said there was one competency task that was

not applicable to any of their positions: Research and Evaluation--#48, which is the same task the executive and management level administrators said was used frequently or essential to routine functioning.

D. Even though administrators indicated they used the competency tasks in their present positions, all of the administrators also indicated that there was at least one of the tasks for which they had no training. Ten percent said they had no training for twenty-nine or one-half of the competency tasks.

E. On-the-job experience was selected by the highest percentage of respondents for forty-eight of the fifty-eight competency tasks. Formal education degree was selected by the highest percentage of respondents for all six of the Research and Evaluation competency tasks, and also for Leadership--#31, #34; Professional Development--#41; and Cooperative Relationships--#9.

F. The Student Affairs Administrators indicated the following order for the source(s) of training received for the competency tasks: first, on-the-job experience; second, their own professional activities; third, formal education degree; and last, formal in-service training.

G. A majority of the administrators indicated that additional training for 90 percent of the competency tasks would be beneficial to their present position.

Forty-one percent of the administrators indicated a need of additional training for every competency task.

H. There were no significant differences among position levels in relation to the need for additional training for fifty-seven of the fifty-eight competency tasks.

I. Seventy-five percent of the Student Affairs Administrators indicated a need of additional training for one competency task in particular: Professional Development--#45, define and participate in appropriate self-renewal and in-service training programs and activities.

J. It was possible to determine the source(s) of training administrators had for each competency task; whether or not additional training for every task would be necessary to their present position; and the most appropriate source(s) of additional training for each competency task.

K. It was determined that in-service training was selected as the most appropriate source of additional training for 90 percent of the competency tasks. On-the-job experience and their own professional activities were not selected by even 50 percent of the administrators for any of the competency tasks.

L. Student Affairs Administrators indicated the following order for the appropriate source(s) of additional

training for the specified competency tasks: first, in-service training programs; second, specialized activities provided outside the Student Affairs Division; third, their own professional activities; and fourth, on-the-job experience. Notice that in relation to the source(s) of training administrators had for the competency tasks, on-the-job experience was first and in-service training was last. However, the reverse was true when asked what the appropriate source(s) of additional training should be.

M. Thus, it can be concluded that training for competency tasks used by Student Affairs Administrators in a university setting was most often provided through on-the-job experiences in a practitioner's particular position. At the same time, it can be concluded that in-service training programs would be the appropriate source of additional training for competency tasks in eight competency areas as defined by this study: Budget Management, Communication, Cooperative Relationships, Leadership, Personnel Management, Professional Development, Research and Evaluation, and Student Contact.

Discussion

No comparison between the findings of this study and others can be made since there have been no similar in-depth studies. However, several findings of this investigation are related to the literature reviewed in Chapter II.

The literature reflected two trends in Student

Affairs work--student development (Miller & Prince, 1976)

and administration (Harpel, 1976). Since the competency

tasks were generated from the literature, they too

reflected this dual emphasis. Importantly, this study

confirmed these competency tasks as being those used by

Student Affairs Administrators in their present positions.

In addition, a need of additional training, preferably

through in-service training programs, for these tasks was

also established.

Regarding training, Barry and Wolf (1963) empha-

sized a lack of examination of competencies required for

various student personnel positions. They indicated that

the focus of a particular training program might well

have been based on the whims of the trainer. Nine years

later, Rockey (1972) indicated that doctoral programs

consisted of a mixture of courses from various disciplines.

Foy (1969) indicated that formal preparation was very

important for newcomers in the field of student personnel

work. Rhatigan and Hoyt concluded that administrators

considered on-the-job experience more important than

formal professional preparation, while the Student

Affairs trainers reflected just the opposite opinion.

This study confirms the Barry and Wolf and Rockey studies

since the competencies for which formal training was

received come from various disciplines. Thus, while

Student Personnel preparation programs may utilize subject matter from various disciplines, the positions held by Student Affairs Administrators utilize the competencies from these areas. Administrators also indicated that the primary source of their training for the competency tasks used in their present positions was on-the-job experience. In addition, the formal education degree was selected more frequently than either in-service training or their own professional activities. At the same time there were significant differences among the executive level, middle management staff, and entrance level admin-istrators regarding the sources of training they had for the competency tasks. No one of the three groups selected a particular source of training exclusively. This may reflect the differences among training programs. The level of degree may have had an effect on the sources of training received for a particular competency task, though 79 percent of the respondents had received no more than a master's degree.

This study strongly indicated that additional training would be appropriate for the competency tasks used by the Student Affairs Administrators in their present positions. Suggestions have come from various sources indicating that Student Affairs Administrators should consider quality control for the professional preparation programs and for job performance as members

of a profession. Others suggested a need for a more
sophisticated classification system of the competencies
needed and for the training provided for such competencies.
Through the development of this study, it has become evi-
dent that it is possible to generate the competencies
used by Student Affairs Administrators; that professional
preparation programs must be further examined as to their
role in preparing administrators for specified competen-
cies; that on-the-job experiences be evaluated in terms
of quality, availability, how they fit into the educational
role of any Student Affairs Division (instead of just
happening in a random fashion); and what the role of
formal training programs and professional organizations
should be in relation to such experience. In addition,
a need for well-developed in-service training programs
was most observable.

The review of the literature reflected general
principles which were considered applicable to the
organization and functioning of any in-service training
program. Thus, a model for in-service training programs
should include the following organizational guidelines:

1. Development and success of an in-service training
   program is primarily dependent upon the leadership
   of the chief Student Affairs Administrator.

2. It should be planned, initiated, and perpetuated
   on the basis of staff needs.

3. It should be based on objectives determined by the participants.

4. Voluntary participation should be generated through a professional climate and attitude established by the chief Student Affairs Administrator. This positive attitude should acknowledge and be reciprocated by all members of the staff.

5. A program should be continuously evaluated and reorganized to meet the needs of the participants.

6. There should be maximum participation in planning the in-service training activities.

7. All activities should be geared to the level of professional readiness of the individual participants.

8. Topics should range from areas of generalized knowledge to current concerns.

9. The knowledge and skills of the participants should be tapped whenever possible.

10. A variety of resources should be used.

11. New knowledge should be incorporated into the present work environment.

12. All activities should be conducted within the regular working day.

13. Adequate budget and facilities should be readily
    available.

14. Program evaluation should be made by all partici-
    pants.

15. Job descriptions should be utilized as guides
    for program content and evaluation.

16. Instruments should be designed and utilized for
    measuring the success, failure, and needed
    improvements of each activity and of the total
    program.

Recommendations

In summary, this research project satisfied the
questions posed in the first chapter. However, additional
knowledge has generated not only satisfaction, but also
additional questions. Such questions lead to recommen-
dations for further research as suggested in the following.

A. Further validate the competencies identified in
   this study in a nationwide survey including all
   types of educational institutions.

B. Examine the purposes and quality of Student Affairs
   training programs in relation to specified com-
   petencies.

C. Examine the role(s) of related professional organizations for providing standards, programs, and services for Student Affairs Administrators.

D. Design competency-based textbooks for Student Affairs preparation programs.

E. Develop competency-based job descriptions and training manuals for in-service training programs within Student Affairs divisions.

F. Examine the nature and preparation for on-the-job work experiences provided for all members of a staff in particular departments, divisions, and organizations.

G. Examine or develop instruments designed for evaluation of the performance of Student Affairs Administrators.

H. Examine the accreditation standards, procedures, and programs of other professional groups and determine the consequences and effectiveness of such programs when applied to Student Affairs Administration.

And, in conclusion, allow Student Affairs Administration and Student Development Programming to merge, not compromise for each other, so that the best of both will be incorporated as a total approach to student life.

APPENDICES

APPENDIX A

DEFINITION OF ADMINISTRATIVE COMPETENCY

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DEFINITION OF ADMINISTRATIVE COMPETENCY

Administrative Competency.--Administrative compe-
tency is the capacity to synthesize and actualize relevant
knowledge for the purposes of: (a) facilitating insti-
tutional planning, (b) resolving complex problems which
interfere with the achievement of organizational goals
and objectives, and (c) evaluating institutional progress
toward goal achievement. The word capacity in the defi-
nition denotes the behaviorally demonstrated ability to
synthesize and actualize relevant knowledge. To synthe-
size as a behavior is to combine and to organize often
diverse conceptions into a coherent whole. To actualize
denotes two behaviors: one is that of stating the impli-
cations of the relevant knowledge to a particular issue
being confronted; the second is defining and listing
strategies, techniques, and activities which could be
initiated to resolve the particular issue being confronted.
Relevant knowledge denotes the concepts, principles,
facts, skills, and means pertinent to the included pur-
poses stated in the definition.

Facilitating Institutional Planning and Develop-

ment, Resolving Complex Problems Which Interfere with the

Achievement of Organizational Goals and Objectives, and

Evaluating Institutional Progress Toward Goal Achievement.--

These three purposes of administrative behavior were chosen

for the definition because they are central to and inclusive

of the primary functions of administration as indicated both

from junior college and from administrative theory litera-

ture. At this time, some brief statements further explain-

ing the meaning of the purposes seem sufficient. Institu-

tional planning and development is well explained by

this statement of Urwick. "Planning, that is working out

in broad outline the things that need to be done and the

methods for doing them to accomplish the purpose set for

the enterprise" (42:42). Resolving complex problems which

interfere with the achievement of organizational goals and

objectives incorporates decision-making processes and their

importance for organizations which includes the responsi-

bility for the organization as a viable social system and

for maintaining the organization "in dynamic equilibrium

through developing, integration of task-achievement and

needs satisfaction" (61:142). Urwick provides an expla-

nation of evaluating institutional progress toward goal

attainment. "Reporting, that is keeping those to whom

the executive is responsible informed as to what is going

on, which includes keeping himself and his subordinates

informed through records, research, and inspection" (42:4).

(Taken from: W. J. Lynam, "A Study of Administrative

Competencies Needed by the Community College Academic

Dean" [Ph.D. dissertation, Michigan State University,

1970].)

APPENDIX B

CONCEPTUAL MODEL OF STUDENT PERSONNEL

ORGANIZATIONAL STRUCTURE

APPENDIX B

CONCEPTUAL MODEL OF STUDENT PERSONNEL

ORGANIZATIONAL STRUCTURE

Executive Level

Position Description

The Chief Student Personnel Officer and his immediate subordinates who direct, control, or supervise the student personnel program or staff.

Educational and Professional Requirements

Persons who have had extensive experience in academic or personnel administration, who generally hold an advanced graduate degree, and who have had considerable experience as a student personnel administrator or equivalent experience in a related field.

Qualifying Questions

1. Do these people have an overall responsibility for the total student personnel program?

2. Can the immediate subordinates act in the absence of the Chief Student Personnel Officer?

Managerial Level

Position Description

The staff who are responsible for the direction, control, or supervision of the WELFARE (testing, counseling, health service, financial aids, housing, placement), CONTROL (records, admissions, discipline), ACTIVITIES (co-curricular and extra-curricular programs, student government, student publications, student union and cultural

programs), and other special informational educational services in residence halls and elsewhere in the college community), functions and staff.

Educational and Professional Requirements

Persons who are knowledgeable in the welfare, control, activities, and teaching functions and who are competent in administering a program of student services. These persons will generally hold a graduate degree or will be currently enrolled as a candidate for an advanced degree.

Qualifying Questions

1. Are these people responsible for a part or parts of the total student personnel program?

2. Do these persons generally have a staff of professionals and/or professionals-in-training to assist them in the administration of their student personnel service?

Entrance Level

Position Description

The staff who assist in carrying out the welfare, control, activities, and teaching functions.

Educational and Professional Requirements

Persons who are somewhat limited in their experience as a student personnel administrator or specialist and who are currently considered to be gaining this experience. Others at this level may be held there due to limited educational or other professional qualifications. Generally a person entering the profession for the first time from a program of professional preparation or from a position in a related field will be assigned a position at this level before being given management responsibilities as described above. These persons will generally be completing a graduate program and will be thought of (for the most part) as noncareer personnel. Most graduate assistants or part-time staff, as well as full-time junior staff members, will be considered at this level.

Qualifying Questions

     1.   Are these positions generally thought of as noncareer positions?

     2.   Are these positions generally filled, when vacancies occur, through the employment of recent master's degree recipients or experienced public school personnel?

     3.   Would most persons with little or no experience in student personnel at the college level tend to enter your student personnel organization at this level?

APPENDIX C

A.C.P.A. SKILLS AND COMPETENCIES

IDENTIFICATION PROJECT

APPENDIX C

A.C.P.A. SKILLS AND COMPETENCIES

IDENTIFICATION PROJECT

TENTATIVE TAXONOMY OF STUDENT DEVELOPMENT, STAFF
SKILLS, AND COMPETENCIES

I. GOAL SETTING COMPETENCIES
    Assess student needs
    Write behavioral goals and objectives
    Assist students to formulate realistic and attainable
      personal goals and objectives
    Identify the students level or position in the
      developmental process
    Make appropriate referrals
    Identify and articulate institution's goals and
      policies to students
    Assist students to identify specific behaviors that
      are desired or should be changed
    Define acceptable levels of outcome behavior to
      determine whether goals are met
    State the conditions under which student behavior
      related to goals and objects should occur
    Provide feedback to students regarding their progress
      towards accomplishing their goals
    Help students collect relevant data as input to the
      goal setting process
    Identify student development progress points,
      plateaus, achievements, and successes
    Maintain a scholarly, academic background in student
      development theory
    Relate various campus and community activities to
      students' goals
    Teach students to deal with the consequences of
      their behavior
    Articulate limitations of students' written goals
      and objectives
    Reinforce appropriate student behavior in responsible
      ways
    Delineate goal setting styles and strategies to
      students
    Negotiate or arbitrate between students, faculty, and
      institutional staff

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Teach students to take responsibility for their
    decisions
Recognize student background characteristics which
    may potentially influence the attainment of goals
    and objectives
Develop a sense of empathy for students' needs
Identify specific student behaviors which can be
    used as criteria
Confront destructive, unhealthy, or counterproduc-
    tive behavior
Help students establish a commitment to achieving
    goals
Be able to evaluate the attainment of student goals
    and objectives
Demonstrate and instruct students in the process and
    strategies of decision-making
Know the literature related to the psychology of
    adolescents
Communicate and establish rapport with students
Accept and be open-minded about student-defined goals
    and objectives

II. ASSESSMENT COMPETENCIES
    Select, administer, and interpret standardized
        ability tests
    Interpret cognitive and behavioral data
    Provide interpretation of overt student behavior
        to academic departments
    Assess and interpret the academic system to students
    Analyze data related to a student's academic develop-
        ment
    Develop baseline and normative data for student
        behavior for the institution
    Understand and know departmental curricular require-
        ments
    Interpret academic department evaluation instruments
    Construct and develop assessment instruments
    Communicate the meaning of test scores to students
        recognizing geographical, racial, sexual, and
        other differences
    Analyze student achievement record
    Use and interpret probabilities of academic success
        to students
    Assess cultural and environmental influences on
        students previous experiences
    Diagnose student learning skills
    Design and develop a comprehensive assessment program
    Conduct a student needs assessment
    Define limitations and potentials of any student
        data
    Help students define that which needs to be assessed

Understand the rationale for assessment and communicate it to students

Develop a computerized information base of student characteristics

Administer, score, and interpret sociometric tests and instruments

Select, administer, and interpret standardized personality instruments

Systematically observe individual student behavior and compare it with normative information for that institution

Define and assess personal/social developmental tasks

Be knowledgeable in all aspects of human behavior

Listen to students' perceptions of feelings

Communicate effectively on a one-to-one basis

Identify and collect data to understand various student subgroups on campus

Evaluate the technical characteristics (e.g., reliability, validity, etc.) of assessment instruments

Have basic knowledge of ethics of data collection

Operate nonprint media (videotape, audio recordings, etc.) in order to collect student data

Use available institutional resources to obtain data

Design student programs on the basis of student data

Select, develop, and administer survey instruments

Handle student resistance to data collection and data interpretation

Develop computerized data collection techniques

Maintain student confidentiality

Provide students feedback to clarify understanding of assessment results

Develop rapport with students prior to data interpretation

Provide opportunities for students to conduct self-assessment of developmental skills and compare it with others

Provide emotional support for students during the assessment process

III. CONSULTATION COMPETENCIES

Obtain the respect of academicians as a legitimate educator

Understand the institutional structure

Recognize and use expertise of others

Develop one-to-one counseling skills

Develop group counseling skills

Use effective communication skills

Develop personal relationships with the academic community

Serve on faculty committees

Know available resources

Facilitate group problem solving and group decision-making

Evaluate programs to determine effectiveness

Motivate others to do things for you

Assume leadership capacity

Explain theoretical and practical implications of student development needs

Collect, organize, and write research findings

Translate assessment results into a program of action

Be willing to confront faculty and challenge present procedures

Know research design, data collection, and evaluation strategies and techniques

Understand theory of various evaluation strategies

Help faculty individualize instruction

Initiate contact with appropriate resource people

Present data concerning students to administrative decision-makers

Understand organizational behavior

Ability to rethink the learning process and design programs accordingly

Have knowledge of modeling and feedback process

Interpret the power structure of the institution

Take risks, allow others to make decisions and take the credit

Facilitate staff development through in-service training

Develop positive public relations

Be able to plan, organize, and conduct workshops

Communicate student development goals to academic staff

Be able to gain commitment from top decision-makers

Train faculty as advisers

Know how to initiate, maintain, and terminate a consulting process

IV. INSTRUCTIONAL COMPETENCIES

The ability to determine learner's needs from among broad educational goals

Specify and select related and appropriate instructional goals

Design suitable instructional strategies based on pre-specified outcomes, sound learning theory, and learner characteristics

Evaluate learner progress

Evaluate instructional effectiveness and efficiency

Develop "programmed" materials

Develop group process exercises

Develop contract grading system

Use simulation techniques

Do effective role playing

Lead group discussion of content

Make effective use of media aids

Plan and organize lecture materials

Provide students the opportunity to exhibit and practice learning skills

Make instructional content relevant to student needs

Make effective decisions

Provide role model

Establish objectives common to new curricula requirements

Defend theoretical base for student development theory

Teach academic faculty the concepts of student development

Have input into curricula decision-making

Organize and supervise a learning experience that meets the students' needs

Explain study skills strategies to students

Objectively evaluate student performance

Teach human relations courses

Teach psychology of learning courses

Teach child and adolescent development and growth courses

Teach decision-making skills

Teach group leadership skills

Teach human sexuality courses

Teach value-clarification skills

Teach career development courses

Teach counselor education courses

Teach educational administration, supervision, and management

Teach assertiveness training courses

Teach group process skills

Teach interpersonal communication skills

Provide constructive feedback regarding student performance

Explain to faculty how teaching behavior influences students

V. MILIEU MANAGEMENT

Plan and administer financial budgets

Plan activities and programs

Organize resources (people, material, etc.) to carry out program activities

Coordinate individuals to work toward common goals

Provide in-service training and staff development programs

Collaborate with other faculty and staff

Sell a program to institutional decision-makers

Use effective communication skills

Select and train department staff

Be able to communicate program goals to larger academic community

Understand institutional objectives, expectations, etc.
Know effective decision-making strategies
Assess the role top-level administrators make in
   evaluating your proposals
Ability to see relationships between individual
   growth and environment
Establish rapport with administrative staff
Be able to bridge the gap between theory and practice
   in managing programs
Generate enthusiasm for a new approach or program
Write effective proposals for funding
Assigning tasks to staff and initiating follow-up
Evaluate staff performance
Conduct research on program effectiveness
Develop positive public relations with institution
   and community
Promote effective team work
Redirect staff efforts in a positive direction
Delegate responsibility to others
Anticipate unexpected problems
Establish priorities

IV. EVALUATION COMPETENCIES
   Know the various evaluation theories
   Ability to make realistic conclusions and recommen-
      dations
   Relate new data collected to existing information
   Design and implement appropriate research method-
      ologies
   Select appropriate statistical techniques
   Define criteria for measuring outcomes
   Define conditions of evaluation
   Synthesize input from the lay public into a research
      design
   Interpret data in light of objectives of a program
   Develop measurement instruments to assess the pro-
      gram process
   Develop a system for recording and reporting evalu-
      ation data
   Make value judgments regarding the results of an
      evaluation study
   Write reports in nontechnical language
   Publish results in professional journals
   Distinguish between failure of program and failure
      of theory
   Recognize limitations of behavioral science approach
   Know various measurement techniques and types of
      instruments
   Write clear, concise memos
   Present program results to professional audiences

Communicate results of evaluation to student audience
Knowledge of key areas and people who should be
  aware of the results
Conduct cost-effectiveness studies
Budget personnel and staff time to accomplish the
  objectives of a program
Revise programs on the basis of evaluation data

APPENDIX D

STUDENT AFFAIRS ADMINISTRATOR

TRAINING QUESTIONNAIRE

APPENDIX D

STUDENT AFFAIRS ADMINISTRATOR
TRAINING QUESTIONNAIRE

        The purpose of this questionnaire is to examine
the training of Student Affairs Administrators in relation
to specific competency tasks. A STUDENT AFFAIRS ADMINIS-
TRATOR is an educator employed in Higher Education who
performs tasks related to provision of services for stu-
dents which complement and supplement the academic mission
of Higher Education institutions. For the purpose of this
study, eight ADMINISTRATIVE COMPETENCIES have been identi-
fied: Budget Management, Communication, Cooperative
Relationships, Leadership, Personnel Management, Profes-
sional Development, Researcn and Evaluation, and Student
Contact. A COMPETENCY TASK refers to those tasks specifi-
cally related to a particular Administrative Competency.
        The questions designed for this research project
have a dual focus: (1) to identify the importance of each
competency task to your present position; and (2) to
identify the sources of training for each task--past,
present, and future. The results should have implications
for both Student Affairs Administrators and for the
development of their in-service training. The study is
limited to Student Affairs Administrators in ten Michigan
Universities. Thus, your participation is extremely
important and will be greatly appreciated.

DEMOGRAPHIC INFORMATION

1. Title of Present Position:_____

2. Length of Time in Present Position:_____

3. Position Category: (Select the closest description of
                          your position)
    a. _____Chief Student Affairs Administrator
    b. _____Executive Level, i.e., Director of Activities
    c. _____Middle Management Staff
    d. _____Entrance Level Staff

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4. Number of Staff who Directly Report to You:_____

5. Last Educational Degree Completed:_____

6. Degree in Progress: (if any)_____

GENERAL DIRECTIONS

This questionnaire includes a set of eight Administrative Competencies. Each Administrative Competency is defined by a number of specified tasks. Each Competency Task is identified by a Code Number, i.e., 1, 2, 3, etc. There are Four Questions regarding Training which are to be answered for each Competency Task. As you turn each page, you will note that an Administrative Competency and its corresponding Tasks are stated on the Left-hand side of the instrument and that the Questions and their Response Alternatives are on the Right-hand side. In addition, there are three General Questions at the end of the instrument for your consideration.

Competency:_____ University:_____

DIRECTIONS: Read the Competency Tasks listed on the pre-
ceding page. Note that each Task is identified by a Code
Number. Read each Question and its Response Alternatives.
CIRCLE THE CODE NUMBER OR NUMBERS OF THE TASKS WHICH ARE
APPROPRIATE TO EACH RESPONSE ALTERNATIVE. Select at
least one of the Response Alternatives from each Question
for every Task listed.

I.   HOW IMPORTANT IS EACH COMPETENCY TASK TO YOUR
     PRESENT POSITION?

     A.   Not Applicable: 1 2 3 4 5 6 7 8

     B.   Used Infrequently: 1 2 3 4 5 6 7 8

     C.   Used Frequently: 1 2 3 4 5 6 7 8

     D.   Essential to Routine
          Functioning: 1 2 3 4 5 6 7 8

II. INDICATE THE SOURCE(S) OF TRAINING YOU HAVE HAD FOR
     EACH COMPETENCY TASK:

     A.   Formal Educational Degree: 1 2 3 4 5 6 7 8

     B.   Formal In-service Training: 1 2 3 4 5 6 7 8

     C.   On-the-Job Experience: 1 2 3 4 5 6 7 8

     D.   Your Own Professional Activ-
          ities: 1 2 3 4 5 6 7 8

     E.   None: 1 2 3 4 5 6 7 8

III. IF AVAILABLE, WOULD ADDITIONAL TRAINING BE BENEFICIAL
     TO YOUR PRESENT POSITION? SPECIFY THE TASKS TO BE
     INCLUDED.

     A.   Yes: 1 2 3 4 5 6 7 8

     B.   No: 1 2 3 4 5 6 7 8

IV. WHAT WOULD BE THE APPROPRIATE SOURCE(S) OF ADDITIONAL
     TRAINING FOR EACH COMPETENCY TASK?

     A.   In-service Training
          Programs: 1 2 3 4 5 6 7 8

     B.   On-the-Job Experience: 1 2 3 4 5 6 7 8

C. Your Own Professional
   Activities: 1 2 3 4 5 6 7 8

D. Specialized Activities
   Provided Outside the
   Student Affairs
   Division: 1 2 3 4 5 6 7 8

E. None: 1 2 3 4 5 6 7 8

GENERAL QUESTIONS

1. Are there additional Administrative Competencies or Competency Tasks which should have been included to meet the performance expectations of a Student Affairs Administrator in your present position? (Exclude tasks only related to a specific Student Personnel Service, i.e., Financial Aid--Interpret Student Loan Applications.) Please list.

2. Do you think this set of eight Administrative Competencies are representative of Student Affairs Administration in Higher Education? Please explain.

3. Please make any additional comments you think would be appropriate about this research project.

THANK YOU FOR YOUR PARTICIPATION! PLEASE RETURN THIS QUESTIONNAIRE TO: Patricia E. Domeier - P.O. Box 1745 - E. Lansing, Michigan

ADMINISTRATIVE COMPETENCY: B U D G E T   M A N A G E M E N T

Task Code Numbers   Competency Tasks

   1 . . . . Analyze and interpret financial reports.

   2 . . . . Analyze and interpret needs and requests.

   3 . . . . Implement a cost - effectiveness analysis study.

   4 . . . . Identify and utilize available sources of financial support.

   5 . . . . Recognize and utilize appropriate budget base alternatives for your area of responsibility.

   6 . . . . Articulate alternatives for funding, staffing, facility utilization, and programming activities within specified goals and constraints.

   7 . . . . Write and interpret funding proposals.

   8 . . . . Anticipate future projections and priorities.

ADMINISTRATIVE COMPETENCY: C O O P E R A T I V E
RELATIONSHIPS
<u>R E L A T I O N S H I P S</u>

<u>Task Code Numbers</u>   <u>Competency Tasks</u>

1 . . . . Assess behavior modification needs and
          determine appropriate consultation within
          the limits of your experience and train-
          ing.

2 . . . . Establish cohesive work groups.

3 . . . . Establish and utilize cooperative
          alliances.

4 . . . . Develop and maintain a work environment
          based on mutual understanding, trust,
          and competence.

5 . . . . Recognize, analyze, and resolve role
          conflict, management style, communi-
          cations, philosophical difference, and
          personality difference problems.

6 . . . . Implement human relations training
          skills in daily interactions.

ADMINISTRATIVE COMPETENCY: C O M M U N I C A T I O N

Task Code Numbers   Competency Tasks

1 .   .   .   . Analyze and utilize the communication
                networks within the institution.

2 .   .   .   . Obtain and disseminate cognitive and
                behavioral data.

3 .   .   .   . Determine and utilize office management
                procedures, i.e., secretarial services,
                business machine operation, print and
                nonprint media systems.

4 .   .   .   . Analyze, write, and disseminate memos,
                reports, articles, and speeches.

5 .   .   .   . Utilize knowledge of modeling and feed-
                back processes.

6 .   .   .   . Perceive and accurately interpret
                attitudes, beliefs, behaviors, and
                needs of yourself and others.

7 .   .   .   . Recognize and define confidentiality
                practices and procedures.

ADMINISTRATIVE COMPETENCY: L E A D E R S H I P

Task Code Numbers   Competency Tasks

1 . . . . Accept and delegate appropriate authority
and responsibility.

2 . . . . Implement a model of decision-making for
conducting daily operations within
established goals and objectives.

3 . . . . Define and reinforce limits of behavior.

4 . . . . Design and implement instructional
techniques and strategies.

5 . . . . Provide in-service training program or
opportunities.

6 . . . . Generate and articulate an ethical base
for all procedures and interactions.

7 . . . . Maintain a working knowledge of insti-
tutional practices, procedures, and
requirements.

8 . . . . Generate, facilitate, and evaluate
planning, programming, assessment, and
redefinition processes.

9 . . . . Identify, interpret, and articulate the
letter and spirit of goal and policy
statements.

10 . . . . Analyze, synthesize, and interpret
cognitive and affective behavioral data.

11 . . . . Initiate, modify, articulate and imple-
ment goals based on philosophical,
historical, behavioral, and educational
perspectives.

12 . . . . Anticipate the unexpected.

13 . . . . Synthesize and operationalize appro-
priate theoretical models as reference
determinants for procedures and inter-
actions.

ADMINISTRATIVE COMPETENCY: <u>P E R S O N N E L</u>
<u>M A N A G E M E N T</u>

<u>Task Code Numbers</u>	<u>Competency Tasks</u>
1	Develop and implement recruitment, performance evaluation, promotion, discipline and release criteria and procedures for professional and nonprofessional staff.
2	Actualize the concepts of due process.
3	Analyze and implement federal and state legislation pertinent to personnel policy.
4	Develop and maintain job descriptions stated in terms of behavioral expectations.
5	Recognize and define alternatives for personnel policy development.

ADMINISTRATIVE COMPETENCY: P R O F E S S I O N A L
D E V E L O P M E N T

Task Code Numbers   Competency Tasks

1 . . . . Define and assess personal and profes-
sional developmental tasks.

2 . . . . Maintain a scholarly academic background
in appropriate disciplines.

3 . . . . Determine and establish a balance
between personal needs and professional
expectations.

4 . . . . Recognize and utilize the expertise of
others.

5 . . . . Anticipate and deal with the conse-
quences of personal and professional
behaviors.

6 . . . . Define and participate in appropriate
self-renewal and in-service training
programs or activities.

ADMINISTRATIVE COMPETENCY: R E S E A R C H   A N D
                             E V A L U A T I O N S

Task Code Numbers	Competency Tasks
1	Design and modify testing and assessment instruments.
2	Select, administer, score, and interpret standardized instruments.
3	Generate a rationale and procedures for descriptive, historical, investigatory, experimental, and survey studies.
4	Identify and utilize appropriate statistical techniques and procedures.
5	Maintain a working knowledge of computer utilization methods and requirements.
6	Implement comprehensive and ethical data collection and dissemination procedures.

ADMINISTRATIVE COMPETENCY: S T U D E N T   C O N T A C T

Task Code Numbers	Competency Tasks
1	Develop academic assistance programs.
2	Develop a framework for disciplinary procedures and interactions.
3	Develop in-service training programs for student groups.
4	Provide channels for cooperative policy-making.
5	Implement procedures, programs, and services for individual and group psychological concerns.
6	Utilize concepts from human development theory, learning theory, adolescent/ post adolescent psychology and other related areas in creating a learning environment.
7	Provide program alternatives to enhance social, emotional, physical, intellectual, and vocational growth.

APPENDIX E

QUESTIONNAIRE DISTRIBUTION CONTACTS

QUESTIONNAIRE DISTRIBUTION CONTACTS

REQUEST	INSTITUTION	CONTACT PERSON
22	Central Michigan	Secretary, Jan
25	University of Detroit	Secretary to Fr. Judy
8	Andrews University	Secretary, Melody
33	Northern Michigan	Secretary, Connie
38	Eastern Michigan	Secretary, Diane
5	Michigan Tech	Dean Harold Muse
25	Oakland	Secretary, Mrs. Geroux
29	Wayne State	Dr. Frackelton, V.P.
20	Western Michigan	Secretary, Pat
22	University of Michigan	Secretary, Doris
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APPENDIX F

COVER LETTER FOR THE QUESTIONNAIRE

APPENDIX F

COVER LETTER FOR THE QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY EAST LANSING · MICHIGAN 48823

OFFICE OF THE DEAN OF STUDENTS · STUDENT SERVICES BUILDING

April 12, 1976

Dear Student Personnel Administrator:

I wish to enlist your cooperation in my doctoral research thesis conducted under the supervision of Dr. Eldon Nonnamaker, Vice President for Student Affairs at Michigan State University.

With present day financial constraints we need to be able to examine our personal professional marketability in addition to projecting the value and need of Student Affairs contributions to higher education. To this point I have attempted to define competency tasks performed by Student Affairs practitioners in routine administrative duties. I am now trying to provide an opportunity for an assessment of the competencies by the practitioner in the field.

Questions pertaining to the need for and sources of our training in relation to specific job performance tasks are raised in this study. The results should be pertinent to each individual as a self assessment and to each institution in determining a particular training emphasis. In addition, the overall results should provide a more clearly defined portrayal of Student Affairs Administration in a university setting.

I ask that you take the time to assist with this project by completing and returning this questionnaire as soon as possible. I would greatly appreciate receiving all returns by Tuesday April 20. The results will be available for your consideration. Thank you.

Sincerely,

Patricia E. Domeier
Hall Director - M.S.U.

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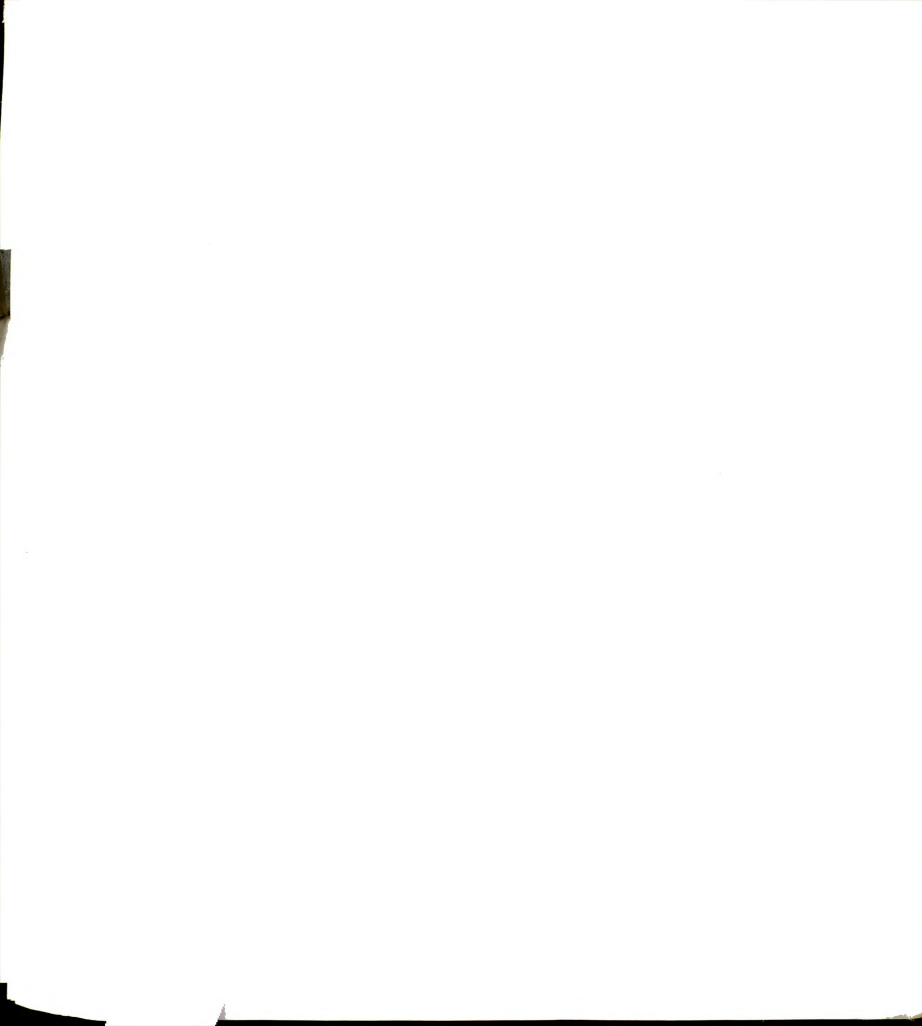   Council on Education, 1950.

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