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AN EXPLORATORY STUDY OF MICHIGAN STATE
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PERCEPTIONS CONCERNING THE IMPLEMENTATION OF A
MANAGEMENT BY OBJECTIVES SYSTEM.

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AN EXPLORATORY STUDY OF MICHIGAN STATE UNIVERSITY
RESIDENCE HALL STAFF ATTITUDES AND PERCEPTIONS
CONCERNING THE IMPLEMENTATION OF A MANAGE-
MENT BY OBJECTIVES SYSTEM

By

Douglas Steven Zatechka

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ABSTRACT

AN EXPLORATORY STUDY OF MICHIGAN STATE UNIVERSITY RESIDENCE HALL STAFF ATTITUDES AND PERCEPTIONS CONCERNING THE IMPLEMENTATION OF A MANAGE- MENT BY OBJECTIVES SYSTEM

By

Douglas Steven Zatechka

The Problem

The purpose of this study was to describe and evaluate the attitudes of the professional and paraprofessional housing staff at Michigan State University in response to working under the accountability system of Management by Objectives. This investigation was designed to explore employee attitudes toward:

- (1) The effects of a Management system on erosion between employees occupying different levels;
- (2) The effects of MBO on the coordination of activities between the student personnel and business divisions;
- (3) MBO with respect to differences, if any, between male and female employees; and
- (4) The effects of leader behavior in managing an organization using MBO.

It was hypothesized that no differences existed between groups being studied. Areas of agreement and divergence were noted between the groups and the entire population was analyzed to determine general attitudes of the housing staff toward the Management by Objectives system.

Procedure

The target population consisted of the entire housing staff at Michigan State University. The population was divided into four categories on the basis of sex, organizational level, business or student personnel division, and sub-units reporting to six different supervisors.

A questionnaire which solicited information regarding various aspects of a Management by Objectives system was developed. The instrument contained seventy-five items which explored the following areas:

- (1) MBO General
- (2) Objective Formulation
- (3) Implementing Objectives
- (4) Appraisal Process
- (5) Description of Organization
- (6) Perception of Supervisor
- (7) Description of Job and Self

The questionnaire was administered to 535 subjects in the Spring of 1974. A total of 432, or 80.7 per cent, returned usable answer sheets.

The data were analyzed by use of a Multivariate analysis of variance technique to determine differences among the four groups. Interaction effects of sex by division, sex by level, level by division, and sex by level by division were also tested using the Multivariate analysis. The Scheffé post hoc technique was used to more specifically determine exact sources of significance. An item analysis was also conducted on the instrument generating contingency tables which were analyzed on the basis of the groups studied.

Findings

The multivariate analysis of variance indicated that housing staff attitudes toward the Management by Objectives system did not differ significantly between groups. General agreement was found on comparisons based on sex, organizational level, and between the student personnel and business divisions. In addition, the multivariate analysis also indicated that agreement exists between groups of employees reporting to six different supervisory personnel. The interaction effects of sex by level, sex by division, and sex by division by level failed to generate significance. Only the interaction effect of division by level was found to be significant. Treatment with Scheffé post hoc comparisons failed to determine precise sources of the significance.

All group mean scores were clustered within a range of 59.67 to 89.19. On a continuum of all possible scores (0 to 225) this cluster was found to be skewed in a highly favorable direction, indicating that the housing staff generally reports favorable attitudes toward the Management by Objectives system.

Results of the item analysis indicated that most items elicited favorable responses from most groups which were studied. Highest level females in student personnel, however, indicated divergence from other groups by reporting unfavorable and neutral responses to twenty-nine of the seventy-five items. Only three items elicited unfavorable responses based on the analysis of the business and student personnel divisions. Erosional effects between organizational levels were found for thirteen items. All groups indicated unfavorable responses to only three items. Two items generated responses for which no conclusions were possible.

The findings of no significant differences between groups or by interaction effects and the results of the item analysis indicated that the Management by Objectives system in housing at Michigan State University has had the effect of reducing differences and disagreement on the basis of variables considered to be important in maintaining a productive organization. A moderately high degree of favorable response to specific

Douglas Steven Zatechka

characteristics of the housing organization was also found. These findings tend to support previous research on MBO and parallel the theoretical constructs of the system as reflected in the literature.

DEDICATION

To my wife, Jane, and sons,
Steven and Robb

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The author of this study wishes to express his appreciation to the members of the guidance committee, Dr. Van C. Johnson, Dr. Richard Featherstone, and Dr. John Useem. A special note of appreciation is due the chairman, Dr. Eldon R. Nonnamaker, whose patience, advice, encouragement, and help exemplified the highest level of scholarship and guidance.

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
The Importance of Accountability for University Housing Programs	1
The Theoretical Base for This Study	9
Purpose of the Study	22
Hypotheses.	22
Methodology	26
Definition of Terms.	26
Limitations of the Study	29
Organization of the Study.	31
II. REVIEW OF THE LITERATURE	32
Organizational Theory Related to Manage- ment by Objectives	32
Recent Research on Management by Objec- tives Systems	38
The Superior-Subordinate Relationship.	39
Subordinate Participation	41
Feedback and Evaluation of Per- formance	45
Research on Management by Objectives Systems in Higher Education	47
Research on Women in Management Positions	53
Summary.	56
III. RESEARCH METHODOLOGY	58
Hypotheses.	58
The Population	60
The Instrument	61
Reliability	64
Validity	65

Chapter	Page
Administration of the Questionnaire	66
Processing the Data	67
Statistical Treatment.	67
Summary	70
IV. ANALYSIS OF THE DATA	71
Introduction.	71
Review of the Groups and Design of the Study	72
Hypotheses Tested	73
Presentation of Data and Tests of Hypotheses.	74
Test of Null Hypothesis 1	75
Test of Null Hypothesis 2	77
Test of Null Hypothesis 3	77
Test of Null Sub-Hypotheses a and b	84
Test of Null Hypothesis 4	85
Test of Null Hypothesis 5	87
Summary of Hypotheses Findings.	89
Analysis of the Questionnaire Items	91
Summary	127
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	128
Methodology	129
Conclusions	131
Analysis of Questionnaire Items	140
Differences by Sex.	141
Differences by Division	141
Differences by Level	142
Conclusions of Practical Significance	143
Implications of the Study	147
Recommendations for Future Research	149
Concluding Statement	152
APPENDICES	
Appendix	
A. Correspondence	154
B. Questionnaire	162
SELECTED BIBLIOGRAPHY	175

LIST OF TABLES

Table	Page
2.1. Summary of the characteristics of the sample .	55
3.1. The make-up of the population and the percentage of the population returning the questionnaire	68
4.1. Table of cell means	75
4.2. Multivariate analysis for differences between variables on the questionnaire.	76
4.3. Compared cell means by sex and by division for differences between organizational levels	85
4.4. Cell means by supervisor and sex for student personnel.	86
4.5. Multivariate analysis for differences between variables of sex and supervisor for student personnel	87
4.6. Cell means by supervisor and sex for business	88
4.7. Multivariate analysis for differences between variables of sex and supervisor for business	88
4.8. Number of respondents per category	93
4.9. Item analysis, percentage responses of attitudes favorable and unfavorable to management by objectives by sex, division, and level.	94

LIST OF FIGURES

Figure	Page
4.1. Graphic representation of interaction effects of sex by division	78
4.2. Graphic representation of interaction effects of sex by level	79
4.3. Graphic representation of interaction effects of division by level	80
4.4. Distribution of highest and lowest group mean scores on a continuum of all possible scores	92

CHAPTER I

INTRODUCTION

The Importance of Accountability for University Housing Programs

Dormitories and residence halls have been a part of American Higher Education since the inception of the early colleges. While the purposes for the existence of residence halls have changed with changing social values, increased knowledge, and changing purposes of higher education, such facilities have been, and continue to be, an accepted part of the physical plant of all residential institutions in the United States.¹

Both the academic sector and the housing program are presently confronted with powerful pressures brought on by campus unrest, legislative demand for accountability, and public dissatisfaction with the management of higher education. Generally, these various reference groups exercise control, directly or indirectly, over higher education. While there exists general agreement on the

¹Frederick Rudolph, The American College and University (New York: Alfred A. Knopf, Inc., 1962), p. 99.

purposes and goals of higher education, substantial criticism appears to be directed toward management of institutions in achieving such goals. Chiet recognizes financial withdrawal as a major result of referent group activity. Writing for the Carnegie Commission on Higher Education, he states, " . . . higher education has come upon hard times. The trouble is serious enough to be called a depression."¹

The impact of financial urgency calls into question programs, goods and services, and employee positions thought for many years to be accepted parts of the university community. Faculty salaries, research grants, employment, retention, and promotion policies for personnel, physical construction and renovation, and supportive services have all experienced some degree of financial restriction. Included under the general category of supportive services are housing programs and personnel.

Various writers have spoken to the relationship between the central purposes of the university, the curriculum, and the tangential services, the extra-curriculum. Several have attempted to demonstrate a positive and directional correlation between housing and academic achievement. Recent works suggest that the relationship

¹Earl F. Chiet, The New Depression in Higher Education (New York: McGraw-Hill, 1971), p. 4.

between a student's residence and traditional scholastic performance may be direct and measurable.

Ryan found that residence hall students studied more than does the off-campus population.¹ Hountras and Brandt researched various types of student residences as correlated with academic performance. Their findings indicate that the impact of environmental surroundings on college students produce a significant effect on classroom performance as measured by grade-point average.²

Alfert contends that, " . . . students spend a great deal of time at the place where they live and their immediate surroundings can be a source of satisfaction or discontent that could effect their academic success or their overall feeling about being in college."³ Students new to a college oft times have erroneous concepts of self and of their environment. Anxiety, uncertainty, ambiguity, problems of identity and confidence are experienced. Thus, the selection of a residence may be instrumental in either easing the various adjustment factors or may reinforce

¹James L. Ryan, "College Freshmen and Living Arrangements," NASPA Journal 8 (October 1970): 129.

²Peter T. Hountras and K. R. Brandt, "Relation of Student Residence to Academic Performance in College," Journal of Educational Research 63 (April 1970): 353.

³Elizabeth Alfert, "Housing Selection, Need Satisfaction, and Dropout From College," Psychology Reports 19 (August 1966): 185.

behavior and attitudinal factors negative to satisfactory performance. Alfert indicates that residences which do little to aid students in feeling competent and at ease may exhibit a higher dropout rate than residences where the environment is supportive.¹

From these studies it can be inferred that a student's residence may have either a positive or negative impact on his college experience. Such studies give validity to residence halls as directly contributing to the educational process of the total institution.

The duties of the professional housing staff are instrumental to maintaining residence halls as a contributing part of the academic community. Policy formulation and implementation, personal guidance, physical maintenance, food service, quality and quantity of communication, and supervision and regulation are among the general duties performed by such staff. Residence hall staff are responsible for managing their units to achieve a series of programs, goals, and desired outcomes. They, thus, are an important part of a "delivery system" designed to bring experiences to the student as part of the total educational program of the institution.

Closely aligned with staff responsibilities are various methodologies for implementing the desired experiences. Recent trends have included sensitivity

¹Ibid., p. 186.

group experiences for students, and education programming to augment the classroom activity. Again, residence hall staff have been, in part, held responsible for use of such methods to achieve desired outcomes.

A most recent trend in methodology for residence hall staff has been the introduction of accountability systems. Most observers credit Dr. Leon Lessinger with the earliest and most vigorous advocacy of both the concept and the term, as applied to education. During his service as Deputy Commissioner in the Office of Education, he witnessed the frustration of many members of the United State Congress as they sought to assess the efficiency of federal grants for education. Most distressful to Legislators was learning how little could actually be asserted with confidence.¹

In defining accountability Lessinger states, " . . . accountability means the grantee will be held responsible at any time during the project for accomplishing the objectives of the project which the grantee himself proposed, within the time periods specified, within budget limitations, and according to the standards established."²

¹Stephen M. Barro, "An Approach to Developing Accountability Measures for the Public Schools," Phi Delta Kappan 52 (December 1970): 198.

²Leon Lessinger, "A Historical Note on Accountability in Education," Journal of Research on Development in Education 5 (Fall 1971): 17.

Assessing the scope of interest, Hartnett considers accountability to be the new "in" word in American Higher Education. The concept has been the subject of numerous symposia and special issues of educational journals.¹ The 1973 national conferences of both the American Personnel and Guidance Association and the Association of College and University Housing Officers placed sessions dealing with accountability on their programs.² Similarly, accountability systems were discussed in depth by the Student Personnel Division of the Big Ten Housing Conference at that body's annual meeting in October, 1973.³ These presentations generated sufficient interest that additional professional organizations have scheduled similar sessions for their 1974 national conventions. Included are the National Association of

¹Rodney Hartnett, Accountability in Higher Education (Princeton: College Entrance Examination Board, 1971), p. 7.

²American Personnel and Guidance Association, Proceedings of the National Convention (Cleveland, Ohio, 1973); Association of College and University Housing Officers, Proceedings, Association of College and University Housing Officers, 1973 National Convention (Vancouver, British Columbia: Office of the Director of Residences, University of British Columbia, 1973), pp. 4-5.

³Big Ten Housing Conference, Papers of the 1973 Big Ten Housing Conference, Student Personnel (Ann Arbor, Mich.: Office of the Director of Housing, University of Michigan, 1973).

Student Personnel Administrators and a full day workshop for the Association of College and University Housing Officers.¹

In higher education two forms of accountability appear to be gaining support. The first suggests that higher education move toward improved output-oriented methods, utilizing institutional self-study by management methods such as program budgeting, systems analysis, and computer programs to yield reports. The second form is the institutionalization of external evaluations. In this system assessments of efficiency and effectiveness would be made by some agency external to the institution.²

One system associated with the output and self-study form of accountability is Management by Objectives. Management by Objectives systems have been implemented in varying degrees of sophistication by housing staffs at several institutions, including the University of Michigan, the University of Iowa, and Michigan State University.

Odiorne defines Management by Objectives (MBO) as a process in which, " . . . the superior and the subordinate manager of an organization jointly define

¹Gary North, Kathleen Danimiller, and Douglas Zatechka, Management by Objectives for Housing Personnel, Office of Residence Hall Programs, Michigan State University and Office of the Assistant Vice President for Student Affairs, University of Michigan (East Lansing and Ann Arbor: By the authors, 1974), p. 1.

²Hartnett, Accountability in Higher Education, p. 7.

its common goals, define each individual's major areas of responsibility in terms of the results expected of him and use these measures as guides for operating the unit and assessing the contribution of each of its members."¹ MBO is recognized as a tool for developing more objective criteria for performance evaluation.

Present in Odiorne's definition is the implication that MBO may be a satisfactory tool for different types of organizations, including housing programs in a higher education setting. Also implied is the participation of subordinate staff in partially defining their own responsibilities and agreeing to carry out the results of whatever decisions are reached. Thus, MBO contains many of the elements present in Lessinger's definition of accountability.

It seems clear that professional housing staff are increasingly concerned with the possible negative impact generated by demands for accountability on their institutions. Subsequent adjustments, for better or for worse, can be expected to be imposed on housing programs. Additional pressure for accountability, generated by campus activism, legislative concern for expenditure of public funds, and parental and public dissatisfaction will force housing officers to reconsider their

¹George Odiorne, Management by Objectives (New York: Pitman, 1965), p. 55.

management methods for achieving objectives which relate to housing programs and which are relevant to institutional goals.

Assuming the validity that students do derive benefit from their residential living experience, can residence hall staff implement and function within a Management by Objectives system--a system which purports more effective management to achieve desired benefits? There appears sound rationale to consider Management by Objectives a possible tool for use in residence hall accountability systems. MBO has received recent national attention in the area of housing and additional investigation is necessary to further define and determine the parameters of its effectiveness.

The Theoretical Base for This Study

This study will be based on the works of various authors who have proposed and refined Management by Objectives as a possible tool for use in successfully managing organizations. MBO, by itself, is not a theory. Rather, MBO represents an accountability system designed to maximize the managerial effectiveness of staff by ordering their job activities in such a way that desired outcomes are achieved.

Management by Objectives was originally proposed in the early writings of Drucker and McGregor.¹ Since their works substantial research has contributed to theories of organization and leader behavior. These theories support and refine the concepts upon which MBO rests. Leadership does not occur in a vacuum. Rather, because it occurs in a setting, the concepts of leadership and organization are inexorably tied together. This section will explore several theories of both leadership and of organization, as these theories lend validity to the system of Management by Objectives.

MBO is a system composed of three basic aspects which affect its success: (1) goals and goal setting; (2) participation and involvement of subordinates; and (3) feedback and performance evaluation. All three are distinct processes; however, the success of each aspect is interrelated with the other aspects and is mutually dependent.²

¹Peter Drucker, The Practice of Management (New York: Harper and Row, 1954), pp. 121-36; Douglas McGregor, "An Uneasy Look at Performance Appraisal," Harvard Business Review 35 (May-June 1957): 89-94.

²Odiorne, Management by Objectives, p. 61.

Several authors have described the various characteristics of an MBO system.¹ Lehti provides the following fundamental characteristics:

1. The central purpose and function of the organization is understood and agreed upon. Information about prospects for the future of the organization is shared at all levels of supervision.
2. Each sub-unit purpose and how it integrates into the over-all organization is understood and agreed upon.
3. Position descriptions are available for all organizational jobs, which provide the basis for establishing routine objectives, authority and accountability relationships.
4. Each individual expresses his major performance objectives for the coming year in measurable terms and sets target dates.
5. He submits them to his supervisor for review. From the discussion comes a mutually agreed upon set of objectives.
6. He verbally reviews progress toward these objectives with his supervisor on a regular basis. Objectives and plans are revised and updated as agreed. This process allows opportunity for coaching and development.
7. At the end of the year, the individual prepares a brief report which lists all major accomplishments, with comments on variances between results actually achieved and results expected.
8. This appraisal or progress report is discussed with the supervisor. Reasons for goals not being met are explored. There is further coaching and development in this process.
9. A new set of objectives is established for the next year.
10. Long-range objectives are reviewed and adjusted as needed.²

¹Ibid., pp. 54-55; Robert E. Lahti, "Management by Objectives," College and University Business 50 (July 1971): 31.

²Ibid.

Like all approaches to organizational leadership, MBO has its limitations. Kennedy describes:

1. Internal limitations
 - a. Resistance to change in established organizational patterns by those affected by the change.
 - b. Limitations stemming from a philosophical difference between old established goals and new different ones.
 - c. Resistance to change because of demands placed on personnel to learn new skills.
 - d. Unwillingness of informal power groups to surrender decision making authority to new groups.
 - e. Unwillingness of management to write off sunk capital investment in existing equipment, labor, and buildings.
2. External Limits
 - a. Changing political climate on regional, national, and international basis.
 - b. Changing technology.
 - c. Changes in economy which reduce or increase available revenue beyond limits predicted.¹

Moore consolidates the positive characteristics of MBO by stating that Management by Objectives is, " . . . a managerial method whereby the superior and subordinate managers in an organization identify major areas of responsibility in which the man will work, set some standards for good--or bad--performance and the measurement of results against those standards."² Thus, MBO

¹John D. Kennedy, "Planning for Accountability via Management by Objectives," Journal of Secondary Education 45 (December 1970): 349.

²Michael L. Moore, "Management by Objectives," Managing Tomorrow's Community Colleges (paper presented before a conference held at Michigan State University, East Lansing, Michigan, July 14-16, 1971).

impacts the art of leadership within an organization and may be appropriate to complex organizations. According to Odiorne, MBO is purposed to make less complex and add meaning to great masses of information present in complex organizations.¹

Hollander discusses the anatomy of organizations by defining the role expectations of staff. Ideal role expectations are two-way (between superior and subordinate) and are predictable. Roles are norms stating behavior expected of an individual and are position specific with respect to those individuals, programs, and policies for which the individual has responsibility.²

Talcott Parsons analyzes an organization in his concept that any organization constitutes a social system composed of three interdependent levels: "technical," "managerial," and "institutional." Each level has a certain degree of independence, the extent of which is dependent upon the nature of the specific organization. If the three levels are considered to represent line authority two main breaks in the line can be identified existing between the three levels. These breaks represent the exchange process between levels, yielding interdependence. Parsons explains the nature of the exchange:

¹Odiorne, Management by Objectives, p. 66.

²E. P. Hollander, Leaders, Groups, and Influence (New York: Oxford University Press, 1964), p. 164.

"I may generalize about the nature of the two main breaks in line authority . . . by saying that at each of the two points of articulation between subsystems there is a two-way interchange of inputs and outputs."¹ Inputs may be considered to be the raw materials necessary to manufacture the end product for which the organization exists--the outputs. The conversion of inputs into outputs is conceptualized as the throughput.

The social system theory designates four functional problems present in any organization. A model can be developed and used to analyze any organization on the basis of its functional problems. The "functional imperatives" (problems) identified by Parsons are explained by Hills:

These four functional problems arise from two fundamental dilemmas of human existence. First, every system consists of a plurality of units, and functions in relation to an environment defined as external to it. One dilemma is whether to give priority to the solution of the problem of co-existence of the units, or to the problem of optimizing the relation to the environment. A fundamental postulate of the Parsonian view is that no amount of attention to the problems of co-existence will, by itself, solve the problems of relations with the environment, or vice versa. A second dilemma concerns the assignment of priority between continuity and stability over

¹Talcott Parsons, Structure and Process in Modern Societies (Glencoe, Illinois: The Free Press, 1960), p. 69.

time, on the one hand, and direct, immediate gratification, or consummation, on the other. Cross-classified these dilemmas define the four functional imperatives.¹

The "functional imperatives" are defined as adaptation, goal attainment, pattern maintenance and tension management, and integration. Adaptation and goal attainment focus on relations with the environment external to the organization. Adaptation refers to the need for an organization to develop and maintain a satisfactory relationship with the external environment for the purpose of ensuring the acquisition of raw materials necessary for the organization to function. Organizations may manipulate both themselves and the external environment as the problems of adaptation are resolved.²

Goal attainment refers to the need for the organization to satisfy the external environment by successful achievement of defined goals, or output.³ It will be noted that the output of an organization may represent the raw material input for another organization. Thus,

¹R. Jean Hills, Toward a Science of Organization (Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon Press, 1968), p. 19.

²Edward C. Devereus, Jr., "Parsons' Sociological Theory," The Social Theories of Talcott Parsons, ed. Max Black (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961), p. 56.

³Hills, Toward a Science of Organization, p. 20.

the output, the result of successful goal achievement, should be sensitive to changing conditions in the external environment.

The two internal imperatives present in an organization are pattern maintenance and tension management and integration. Tension management refers to the problem of motivating individuals within the system to satisfactorily perform their specific functions for the system. The degree to which a system functions is directly related to the degree of commitment of the individuals.¹ Pattern Maintenance is described by Devereus:

. . . essentially that faced by an actor in reconciling the various norms and demands imposed by his participation in any particular social system with those of other systems in which he also participates, or with the more general norms of the broader culture. If there is serious role conflict or normative incompatibility, the system will suffer the consequences.²

Thus, pattern maintenance and tension management is individual specific, as the individual and the organization internally relate to each other.

Integration refers to keeping the individuals within an organization working in a harmonious, cohesive relationship with each other to facilitate the functioning

¹Devereus, Parsons' Sociological Theory, p. 57.

²Ibid.

of the system.¹ Perfect integration can be conceptualized as coordinating the work efforts of individuals so that each specific task relates to other tasks in such a way to maximize efficiency, quality, and quantity of the individual contributions to the total effort.

According to Parsons' model the output goals of a housing program, generalized by educational programming, personal guidance, supervision and control, and food and shelter are best achieved only when the housing program can resolve the other functional problems.

Etzioni also introduces the concepts of goals and social systems. He considers organizations to be, " . . . social units (human groupings) deliberately constructed and reconstructed to seek (achieve) specific goals."²

There are vast amounts of literature available concerning leadership. Katz and Kahn state that the concept of leadership can be recognized if subordinates are required to engage in organizationally relevant behavior.³ They further recognize the difficulty of specifically defining leadership:

¹Ibid.

²Amitai Etzioni, Modern Organizations (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 3.

³Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley & Sons, Inc., 1967), p. 309.

The concept of leadership has an ambiguous status in organizational practice, as it does in organizational theory. Among social scientists who emphasize the concept of leadership there is no close agreement on conceptual definition or even on the theoretical significance of leadership processes.¹

An increase in difficulty is experienced as organizations become more complex with more levels of staff being introduced. Both the hierarchy and the breadth increase. Role differentiation and role expectations become more numerous as complexity increases.

One method of maintaining stability in a complex organization is to link, via a hierarchy of goals and objectives, the differentiated roles and expectations designed for staff. Should this happen ideal cohesion occurs. Ideal cohesion is the equating of purpose (goals and objectives) of each member with the purpose (goals and objectives) of the organization.² Simon conceptualizes cohesion as a fusing of membership agreements forming an organizational personality.³

While many authors have debated the specific characteristics of effective leadership, the various subtle distinctions can be reduced to a dichotomy:

¹Ibid., pp. 300-01.

²Bertram M. Gross, Organizations and Their Managing (New York: The Free Press, 1964), p. 283.

³Herbert Simon, Administrative Behavior, 2d ed. (New York: The Free Press, 1965), p. 198.

Authoritarian school of thought and a humanistic school of thought. All leaders are considered to possess traits, in varying degrees, from both schools. Halpin's various works reflect a similar dichotomy which he terms "initiating structure" and "consideration."¹

Reflecting the humanistic school is the Likert paradigm of the ideal human relations supervisor:

He is supportive, friendly and helpful rather than hostile. He is kind, but firm, never threatening, genuinely interested in the well-being of subordinates, and endeavors to treat people in a sensitive considerate way. He is generally at least just, if not generous.²

Conversely, Proshansky and Seidenberg base effective leadership on competence. A leader who has competence excels in most of the various abilities and skills relevant to the activities of the organization and of its members.³

The recent work of Marcus and House further clouds and confuses the issues surrounding leadership. Their exploratory research compares and contrasts the human

¹Andrew Halpin, The Leadership Behavior of School Superintendents (Chicago: Midwest Administrative Center, University of Chicago Press, 1959), p. 12.

²Rensis Likert, "A Motivational Approach to a Modified Theory of Organization and Management," Modern Organizational Theory, ed. M. Haire (New York: John Wiley, 1959), p. 190.

³Harold Proshansky and Bernard Seidenberg, Basic Studies in Social Psychology (New York: Holt, Rinehart, and Winston, Inc., 1965), p. 521.

relations model (humanistic) with the Weberian model (authoritarian) and concludes that no significant differences exist in productivity or quality of work between subordinates functioning under either leadership model.¹

A recent dimension in administering student affairs offices is the integration and fusion of the curriculum and the extra-curriculum into one concept of education--the student developmental model. In support of that concept, Crookston postulates an organizational model for implementing student development. In his thesis he describes various criteria for success of the model, among which are an open communications system between various levels of staff and the generation of "individual and organizational symbiosis."² Similar to Hollander, Simon, and Gross,³ the symbiotic relationship constitutes a "developmental contract" between superior and subordinates so that the activities of all members contribute to organizational goals.

¹Philip M. Marcus and James S. House, "Exchange Between Supervisors and Subordinates in Large Organizations," Administrative Science Quarterly 14 (June 1973): 222.

²Burns B. Crookston, "An Organizational Model for Student Development," NASPA Journal 10 (July 1972): 3-13.

³Hollander, Leaders, Groups, and Influence, pp. 169-70; Simon, Administrative Behavior, p. 198; Gross, Organizations and Their Managing, p. 283.

Assuming that a housing program, as part of a university, is a social organization with defined goals, the problem of how to best utilize staff as leaders in implementing and achieving those goals merits investigation. A current trend in higher education is the broad attention being given to accountability systems as possible methods of guiding staff in the management of, and goal achievement for, housing programs. Therefore, it seems timely to explore the degree of success experienced by staff from the introduction of one accountability system--Management by Objectives--into a significant sub-unit of an institution--the housing program at Michigan State University.

A review of the theory suggests several reoccurring themes:

- (1) The emphasis placed on supervisor (leader) behavior as being of major importance in influencing the management of an organization;
- (2) The emphasis placed on supervisor-subordinate relationships, existing between organizational levels, as that relationship affects the management of activities designed to achieve organizational goals; and
- (3) The emphasis placed on maintaining sufficient coordination between different sub-units to

ensure complementary and/or supplementary activities, as opposed to divergence, from the sub-units. Management by Objectives is thought to be a tool appropriate for such management of organizations.

Purpose of the Study

The purpose of this study is to describe and evaluate the level of success indicated by the professional and paraprofessional housing staff at Michigan State University as that staff functions under one accountability system, Management by Objectives. The study will attempt to assess and describe the attitudes, degree of acceptance, and success experienced by the staff while carrying out their responsibilities utilizing an MBO model. Two distinct sub-units, Student Personnel and Business, each containing four organizational levels, will be studied.

Hypotheses

This investigation is designed to determine:

- (1) The importance of leader behavior in managing an organization using the Management by Objectives system;
- (2) The effects of a Management by Objectives system on communication between employees in various levels of an organization;

- (3) The effects of a Management by Objectives system on the coordination of activities between sub-units of an organization; and
- (4) The presence of any significant differences between male and female employees in a MBO system.

Based on current trends in higher education and a review of the theory, the following hypotheses are identified for investigation. The hypotheses are stated in directional form as it is anticipated that certain differences may exist.

Hypothesis 1:

The lower the organizational level occupied by an employee the higher will be that employee's score on the MBO Evaluation Questionnaire.

It is expected that the higher the position occupied by an employee the more that employee will be identified as a leader. And, the more a person is identified as a leader, the more he may be supportive of the goals and objectives under his scope of responsibility. Thus, it may be predicted that such support yields greater commitment to the system for goal achievement. Similarly, erosion of commitment is expected as employees occupy lower positions in the organization. MBO, however, purports to reduce the amount of such erosion.

Sub-Hypothesis a:

There is a significant relationship existing in the Student Personnel Division between employee level in the organization and scores obtained on the MBO Evaluation Questionnaire.

Sub-Hypothesis b:

There is a significant relationship existing in the Business Division between employee level in the organization and scores obtained on the MBO Evaluation Questionnaire.

Hypothesis 2:

There is significant agreement between employees of the Student Personnel Division and employees of the Business Division, at all levels of each organization, as measured by scores obtained on the MBO Evaluation Questionnaire.

It is expected that some differences exist between employees in both divisions. However, MBO purports to reduce differences by introducing maximized communication and coordination of effort. Therefore, the amount of difference which may exist is of crucial importance.

Hypothesis 3:

There is significant agreement between male and female employees in both the Student Personnel Division and employees in the Business Division, at all levels of each organization, as measured by scores obtained on the MBO Evaluation Questionnaire.

While significant research has been done on differences between male and female employees at the lower organizational levels, little work is available on what differences, if any, may exist between male and female

employees at the higher, managerial, organizational levels. This hypothesis represents, at best, a point of departure to explore possible differences between male and female employees, as may be significant to an MBO system.

Hypothesis 4:

There is significant agreement between employees in the Student Personnel Division reporting to different supervisors as measured by scores obtained on the MBO Evaluation Questionnaire.

Hypothesis 5:

There is significant agreement between employees in the Business Division reporting to different supervisors as measured by scores obtained on the MBO Evaluation Questionnaire.

For successful implementation and maintenance of a Management by Objectives system to occur support and leadership should be initiated at the highest levels of supervisor and flow downward through each lower organizational level. In addition, the efforts and activities of leadership at high levels must be consistent between supervisors or divergence between various sub-units of the organization will result. MBO purports to equalize and maintain consistency of leadership across sub-units of an organization.

Methodology

Data for the study will be gathered through the use of a self-administered Management by Objectives questionnaire. The population under study is the professional and paraprofessional staff employed in the divisions of Student Personnel and Business in the housing program at Michigan State University during the 1973-1974 academic year. The study is exploratory in nature and descriptive in research design. A comprehensive review of the design and methodology is found in Chapter III.

Definition of Terms

The terms given below are defined as they were used for the purposes of this study.

Goals.--The broad, generalized intended ends or outputs of a specific system, such as a university, i.e., provide satisfactory shelter and nutrition for students living in residence halls or prepare the student to gain entry into a profession. Goals can also refer to internal activities to achieve effective functioning, i.e., maintain necessary specialized supportive services for students.

Objectives.--The specific ends of components of a system, in this case the housing program at Michigan State University. Objectives may or may not make reference to a time frame, but are normally developed

so that more precise evaluation can occur. An example of an objective would be to make available within the first three days of classes information regarding office hours, location, and phone numbers of tutorial assistance programs and personnel.

Housing Program.--The physical plant, food service, educational program, personal assistance referral system, and supervisory and regulatory functions as performed by staff members for the benefit of students living in university-owned residence halls.

Student Personnel Division.--One of two major divisions of the Housing Program the major focus of which is personal assistance and referral, advising groups and individuals regarding appropriate social and educational activities, and maintaining sufficient supervision so that necessary order is achieved.

Student Personnel Employee.--A staff member of the Student Personnel Division, responsible for achievement of objectives related to the services of that division, and holding a managerial level responsibility.

Business Division.--The second of two major divisions of the Housing Program, the major focus of which is physical plant debt retirement, food service, and physical plant maintenance and renovation.

Business Division Employee.--A staff member of the Business Division, responsible for achievement of objectives related to the services of that division, and holding a managerial level responsibility.

Supervisor.--A staff member who, as part of his responsibility, directs and coordinates the job activities of a number of other staff reporting to him.

Subordinate.--A staff member who, as part of his responsibilities, receives directions regarding the implementation of various job activities from another person at a higher organizational level. It should be noted that in a complex organization an individual may both direct others and be directed by another person. Thus, one employee can exercise role incumbency as both a Supervisor and a Subordinate.

Social System.--The patterned activities of a number of individuals. The activities are complementary or interdependent with respect to some common output or outcome; they are repeated, relatively enduring, and bounded in space and time.¹

¹Katz and Kahn, The Social Psychology of Organizations, p. 17.

Limitations of the Study

The following limitations are significant in this study:

1. The use of instruments which have less than perfect reliability and on which norms have not yet been well established present a built-in limitation for this study. The instrument is among the best of very few available for the systematic study of Management by Objectives. Further, the original instrument was extensively modified for use in this study. Caution should be exercised when reviewing and using the results of this study.
2. The study is limited to the description of a modified MBO system in operation in the housing program at Michigan State University. While similarities exist between housing programs at different institutions, caution should be exercised in generalizing the results beyond the subject population.
3. This study is limited in scope to the evaluation of an MBO system as that system effects professional and para-professional employees. No attempt is made to determine the effectiveness of the MBO system in delivery of "product" to

students. No attempt is made to compare and contrast the merits of the MBO system with other accountability models. Finally, no attempt is made to evaluate the merits of the goals and objectives on which the MBO system rests. That is, while the system could be functioning at a high level of achievement, the actual objectives being implemented may not have merit nor worth for students or for the institution.

4. The student personnel housing staff experiences an annual turn-over in staff from 40 to 60 per cent. Thus, a large proportion of the sample will reflect a lower degree of sophistication than second- or third-year employees. The percentage of new staff is not, however, uncommon to student personnel housing programs and should be considered in any decision to implement an in-depth and sophisticated accountability system.
5. The housing program at Michigan State University is one of the first of few housing operations in the nation to implement an MBO system. It should be recognized that complete implementation takes from three to five years, and that the Michigan State program is in its fourth year. Thus, possible incomplete implementation may bias the results.

Organization of the Study

The scope and importance of the problem as being significant to merit research is reviewed in Chapter I. In addition the theoretical basis for the hypotheses under study is presented. Chapter II will be devoted to a review of selected literature related to the importance of defining goals and objectives in organizations. Previous research on accountability and Management by Objective systems as possible tools for more effective management of organizations and research related to MBO as applied to college and university housing programs will be presented. The design and methodology used in collecting and analyzing the data and the instrumentation will be discussed in Chapter III. Presentation and analysis of the data are contained in Chapter IV. The summary, conclusions, discussion of results, and implications for future research are found in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter selected literature concerning organizational theory as related to Management by Objectives, research conducted on MBO systems, and research on MBO as applied to higher education will be reviewed. In addition, because of recent emphasis on women as managers, a brief review of research and philosophy on women entering management positions will be included.

Organizational Theory Related to Management by Objectives

Many managerial approaches have been proposed. Included are management by motivation, management by systems, management by exception, management by results, management by communications, and management by objectives. While these approaches are not mutually exclusive, MBO has received the most attention and rests on a foundation of organizational theory.

MBO was first proposed in the early works of Drucker and McGregor.¹ While studying General Motors Corporation, Drucker suggested that the success of that organization was a result of managing by objectives, rather than styling, strong dealer systems, cost controls, and so forth.² Drucker found that no individual in a large-scale organization could direct all of the activities of his subordinates. However, if he could control the results of their work by a system built around understood and agreed upon goals, he could manage very well.³

Various authors⁴ have described variations of the Management by Objectives Model. Typical elements which appear across models include the following:

1. Establishing and communicating organizational goals.
2. Establishing goals for the members of the organization which are consistent with overall organizational goals.

¹Drucker, The Practice of Management, pp. 121-36; McGregor, "An Uneasy Look at Performance Appraisal," Harvard Business Review, pp. 89-94.

²Thomas H. Patten, "OD, MBO, and the Reward System," OD, Emerging Dimensions and Concepts, ed. Thomas H. Patten (Organization Development Division, American Society for Training and Development), p. 13.

³Ibid., p. 14.

⁴Odiorne, Management by Objectives, pp. 54-55; Lahti, "Management by Objectives," College and University Business, p. 31; W. J. Reddin, Effective Management by Objectives (New York: McGraw-Hill Book Company, 1970), p. 5.

3. Periodic review of the goals and an interium assessment of goal attainment.
4. Final review (usually annually or biannually) of performance using the established goals as a criterion for evaluation.
5. A procedure for facilitating interaction between superiors and their subordinates in the goal setting and review process.¹

In his book on organizational theory, Etzioni emphasizes the need to clearly state goals:

- (1) They provide orientation by depicting a future state of affairs which the organization attempts to realize,
- (2) They set guidelines for organizational activity,
- (3) Goals constitute a source of legitimacy which justifies not only the activities but also the existence of the organization,
- (4) Goals serve as standards by which members of an organization and outsiders can assess the performance of the organization, and
- (5) Goals also serve as measuring rods for the student of organizations who is interested in determining how well the organization is performing.²

Considering an organization from the perspective of social systems analysis, Thompson and McEwen emphasize both the importance and complexity of organizational goal setting:

Because the setting of goals is essentially a problem of defining desired relationships between an organization and its environment, change in either requires review and perhaps alteration

¹Rodney J. Chesser, "MBO As a Behavioral System: A Focus on Change Relationships and Inferences of Causality" (Ph.D. dissertation, Department of Management, Michigan State University), p. 1.

²Etzioni, Modern Organizations, p. 5.

of goals. Even where the most abstract statement of goals remains constant, application requires re-definition or interpretation as changes occur in the organization, the environment, or both.¹

Advocating the application of management principles to higher education, Hungate discusses the planning function:

Clear definition and continuous review of objectives, and the institutional guidelines for achieving them, are essential. Each institution must carefully define its objectives or purposes, the nature of the undertakings it deems necessary to achieve them, and the general guidelines in accordance with which the undertakings are to develop.²

Abbott also considers the development of clear and concise statements of goals to be crucial to higher education. Lack of clarity leads to confusion about the proper roles and functions of administration, faculty, student, alumni, and staff.³

Thus, from the viewpoint of both the organizational theorist and the educator, the establishment and communication of organizational goals, and the review and

¹James D. Thompson and William J. McEwen, "Organizational Goals and Environment: Goal Setting as an Interaction Process," American Sociological Review 23 (February 1958): 23.

²Thad L. Hungate, Management in Higher Education (New York: Bureau of Publications, Columbia University, 1964), p. 243.

³Charles C. Abbott, "Governing Boards and Their Responsibilities," Journal of Higher Education 41 (October 1970): 524.

possible modification of goals are considered to be crucial to organizational and employee performance.

Several authors have conducted research to determine the viability of various processes and management styles which may be best suited to optimum functioning of organizations and, thus, to staff within them. Gross indicates that group decision-making and subsequent agreement among the members results in the development of hidden capabilities in the subordinates.¹

It then follows that the impact of additional capabilities would contribute to better decisions being made, and probably greater effort by staff to implement the decisions. Should this occur satisfaction of subordinates could be expected to increase, yielding loyalty to the organization. Simon explains that, " . . . a person identifies himself with a group, when in making a decision, he evaluates the several alternatives of choice in terms of their consequences for the specific group."²

These theoretical concepts of subordinate participation are supported by the recent empirical research of Tosi and Carroll. While studying MBO they found that subordinate participation in goal setting resulted in

¹Gross, Organizations and Their Managing, p. 588.

²Simon, Administrative Behavior, p. 204.

greater levels of ego involvement, increased motivation, and increased planning behavior, all of which combine to exercise a positive effect upon employee performance.¹

Crockett considers this process to be a matter of organizational development through a concept of team effort. Conflict present in decision-making is best handled by the professional confrontation of issues and points of view under consideration. Thus, he believes that supervisors need to understand that getting real commitment from staff can best be secured by effecting their continued participation in making plans and setting objectives.²

Emphasizing congruent expectations between the individual and the organization in effecting positive changes, the research of Adams and Stoner provides additional validity for the basic principles of MBO. They state that, " . . . the most influential change role is gained through conditions of high congruency of expectations, an adaptive style, and an opportunity to gain

¹Henry L. Tosi and Stephen Carroll, "Management by Objectives," Personnel Administration 33 (July-August 1970): 44-48.

²William J. Crockett, "Team Building-One Approach to Organizational Development," The Journal of Applied Behavioral Science 6 (May-June 1970): 304.

influence through administrative authority . . . " ¹
Conversely, they also found that, " . . . behavioral style tends toward increased independence in situations of incongruent . . . expectations." ² Their research supports the MBO characteristic of establishing goals for the members of the organization which are consistent with overall organizational goals.

In summary, then, the development and communication of clear and concise goals and objectives, the involvement of subordinates in that development, and the periodic review and necessary change of goals, as characteristic of MBO models, is supported by organizational theory and the results of recent research.

Recent Research on Management by Objectives Systems

American corporations were the first organizations to implement Management by Objectives systems into their operations. Because of this MBO systems are more numerous in industrial settings than in any other type of organization. Thus, the vast majority of empirical data on MBO reflects research set in industrial environments.

¹John D. Adams and James A. F. Stoner, "Development of an Organizational Change Role," The Journal of Applied Behavioral Science 8 (July-August 1972): 447.

²Ibid.

The characteristics of MBO are such, however, that the basic tenents should be applicable for organizations of differing purposes and services. The necessity for having managers and for managing provides a common denominator which should hold true across different types of organizational settings. The purpose of this section is to review empirical research on MBO in industry as the results are at least, in part, transferable to the management of higher education.

MBO rests on three major assumptions concerning the most appropriate ways to manage the activities of others in order to elicit their highest productivity, enthusiasm, and quality of inputs. These assumptions are:

- (1) The crucial nature of the superior-subordinate relationship;
- (2) The merit of subordinate participation in decision-making; and
- (3) The emphasis on superior feedback and evaluation of subordinates.

The Superior-Subordinate Relationship

Perhaps more than any other single factor the superior exerts a tremendous impact on a subordinate's perception of his work environment. So inherent is this

belief that superiors are held accountable for the errors of their staffs. Conversely, positive evaluation of superiors is expected if their subordinates carry out their duties in an organizationally productive manner. This belief is virtually standard operating procedure for most organizations. Unfortunately, the relationship, dependent upon the perception that a subordinate holds of his superior is, by itself, a very complex and not thoroughly understood phenomenon.

The impact of the superior is recognized as important in the literature on Management by Objectives. MBO is first implemented at the highest levels of the organization. Implementation flows from the top down in succeeding lower and lower organizational levels. Ultimate success is directly dependent upon continued support from the superior at each level.¹

In addition, implementation and continued success depend upon subordinate satisfaction with the superior. Chesser found that, " . . . subordinates tend to be more satisfied with their superiors when the superiors are viewed as being supportive, using goal-oriented methods, and permitting subordinate input into resource allocation decisions."² He suggests that superiors have the

¹Patten, "OD, MBO, and the Reward System," p. 14.

²Chesser, "MBO as a Behavioral System: A Focus on Change Relationships and Inferences of Causality," p. 116.

responsibility of developing effective interpersonal relationships with their subordinates in day-to-day interactions.

One important variable in the superior-subordinate relationship is the opportunity for the subordinate to present his opinions. When this opportunity exists the subordinate perceives that his influence is increased. While studying MBO Tosi and Carroll found that interaction between the superior and the subordinate, in the form of feedback, is related to the subordinate's perception of changes in the relationship with the superior.¹

Subordinate Participation

A second basic tenet of MBO is the participation of staff in the setting of goals and objectives for the organization. Researchers have hypothesized that when subordinates perceive that they have some degree of input into, and therefore control over, their own work environment they generally perform their duties in a more organizationally responsive manner. Chesser found that, "When the subordinate feels that his supervisor is really concerned with what he, the subordinate, thinks, and the supervisor initiates frequent interaction concerning the

¹Henry L. Tosi and Stephen Carroll, "Some Factors Affecting the Success of 'Management by Objectives,'" Journal of Management Studies 7 (May 1970): 223.

progress on goals, the subordinate feels that he has greater input into the process and perceives that his relative influence is increased.¹

In MBO systems input and control are generally focused on the goal and objective setting process. This process necessitates interaction between the superior and subordinate, thereby providing for a more positive relationship between the two. Tosi and Carroll found a strong relationship between goal clarity and the supervisor-subordinate interaction.²

Various researchers have found that when given a choice between a specific goal or objective and a more general goal, such as "do your best," the specific goal is preferred by employees and results in higher performance.³ This may suggest that subordinates perceive that goals are clearer and/or more specific as a result of their involvement in the goal-setting process.

¹Chesser, "MBO as a Behavioral System: A Focus on Change Relationships and Inferences of Causality," p. 102.

²Tosi and Carroll, "Some Factors Affecting the Success of 'Management by Objectives,'" pp. 220-21.

³Edwin A. Locke and Judith Bryan, "Performance Goals as Determinants of Level of Performance and Boredom," Journal of Applied Psychology 51 (1967): 120-30; Edwin A. Locke, "Motivational Effects of Knowledge of Results: Knowledge or Goal Setting?" Journal of Applied Psychology 51 (1967): 320-24.

Thus, the process of goal setting and subordinate involvement becomes cyclical and reinforcing. The process results in greater job satisfaction, increased productivity, and improved superior-subordinate relations. Assuming with certainty that clearly stated goals are desirable, satisfaction with MBO should increase, as MBO systems encourage such clarification of goals; goals define and set the parameters for job expectations.

This concept is strongly supported by additional research. Smith considered one's job to be characterized as a role and found that clarity of roles was related to satisfaction.¹ Rizzo and Tosi and Tosi² support Smith's work by finding that ambiguous roles were negatively correlated with a number of measures of job satisfaction.

As subordinates' orientation toward MBO increases, the subordinate perceives that he has acquired increased influence in the goal-setting process. This provides additional support for the concept that employees desire to influence and have input into the decisions that affect their work-life environment. Employees would be expected

¹E. E. Smith, "The Effects of Clear and Unclear Role Expectations on Group Productivity and Defensiveness," Journal of Abnormal and Social Psychology 55 (July 1957): 216.

²John R. Rizzo, Robert House, and Sidney L. Lirtzman, "Role Conflict and Ambiguity in Complex Organizations," Administrative Science Quarterly 15 (June 1970): 162; Henry Tosi and Donald Tosi, "Some Correlates of Role Conflict and Role Ambiguity Among Public School Teachers," Journal of Human Relations 18 (1970): 1068-75.

to become favorably disposed toward MBO. Vroom and Tosi¹ indicate that the level of perceived subordinate influence is, again, related to job satisfaction.

A review of the literature indicates some discrepancy in findings concerning the variables which affect actual job performance. While it seems reasonable to conclude that the employee who is satisfied with his job will produce acceptable, if not outstanding, results, this is not always supported by research. Brayfield and Crockett conducted an extensive review of the literature and concluded that little evidence existed to support the contention that attitudes, such as job satisfaction, were appreciably related to performance.² Vroom's findings suggest a consistent but low positive relationship between satisfaction and performance.³ Lawler and Porter correlated rankings of performance on middle and

¹Victor H. Vroom, Some Personality Determinants of the Effects of Participation (Englewood Cliffs, N.J.: Prentice-Hall, 1960); Victor H. Vroom, Work and Motivation (New York: John Wiley, 1965), p. 115; Henry Tosi, "Organizational Stress as a Moderator of the Relationship Between Participation and Job Satisfaction, Job Anxiety, and Productivity" (paper delivered at XV International Meeting, The Institute of Management Science, September, 1968, cited by Rodney J. Chesser, "MBO as a Behavioral System: A Focus on Change Relationships and Inferences of Causality"), p. 25.

²Arthur H. Brayfield and Walter H. Crockett, "Employee Attitudes and Employee Performance," Psychological Bulletin 52 (September 1955): 396-424.

³Vroom, Work and Motivation, pp. 184-85.

lower level managers as measured by both superiors and peers. They found that job satisfaction was significantly related to performance.¹

Feedback and Evaluation of Performance

Related to the success of both the superior-subordinate relationship and subordinate participation in decision-making is supervisory performance evaluation of subordinates. A healthy and productive relationship between the superior and subordinate is dependent upon providing meaningful feedback to the subordinate and providing opportunity to elicit the subordinate's opinions. Research has demonstrated that feedback is both significantly and positively related to job performance.²

MBO purports the development of supposedly objective criteria on which employees are to direct their work energy in order to meet job expectations. Additionally, such objective criteria aid the supervisor in acquiring information about the performance of subordinates. The information can be used as measuring rods for

¹Edward E. Lawler and Lyman Porter, "The Effects of Performance on Job Satisfaction," Industrial Relations--A Journal of Economy and Society 7 (October 1967): 26.

²L. Miller, The Use of Knowledge of Results in Improving the Performance of Hourly Operators (General Electric Company: Behavioral Research Service, 1965).

evaluation purposes. (See Etzioni, p. 5.) If the information is considered to be accurate and objective, as MBO purports to accomplish, the subordinate perceives that job performance becomes an increasingly major outcome on which rewards from the superior are based.

A major emphasis of MBO is the development of an evaluation process which is based on actual job output and accountability, rather than on factors of personality. Thus, rewards are directly related to achieving goals and objectives, as opposed to rewards based on subjectivity or use of a perceived "fair-haired boy" approach.

There exists only limited research on objective and goal-directed evaluation systems. The results, however, suggest that subordinates are receptive to their being evaluated on performance rather than on the more traditional subjective methods. Chesser found that the relationship between superiors and subordinates is reinforced by goal clarification and feedback. This has the effect of strengthening the perceived association between job performance and rewards in the mind of the subordinate.¹

In summary, it is most important to understand that the three major assumptions associated with MBO are not mutually exclusive, isolated characteristics,

¹Chesser, "MBO as a Behavioral System: A Focus on Change Relationships and Inferences of Causality," p. 73.

each having its own bounded individuality. They have been separated in this review only for purposes of clarity in conceptualizing the important components of MBO, as presented in the literature. In reality, the components form an extremely complex interaction with each other; the success and impact of each modifies the others and can alter the sum of the total effects.

This inherent complexity makes separation of variables most difficult for scientific research. Thus, it should be noted that much of the information presented in this section considers the overlapping characteristics of the MBO components. For example, while the central tendency of some research relates to the superior-subordinate relationship, several authors consider that relationship to be, in part, dependent upon the interaction effects of goal formulation and evaluation.

Research on Management by Objectives Systems in Higher Education

The interest in MBO and its application to higher education and housing is relatively recent. The Office of Residence Hall Programs at Michigan State University which initiated implementation of a modified MBO system in Spring, 1971, was among the first organizations in student affairs to do so. Considerable interest has been generated in professional associations regarding the concept. (See pp. 6-7.)

Because of the recent interest and subsequent sporadic attempts to implement MBO in higher education, available literature is, at best, exploratory. Much of the literature is intended to express philosophical and logical theses in support of MBO. In comparison to available research on MBO in industry relatively little systematic or scientific data exist in the fields of student affairs or housing.

It is not unlikely that some differences exist between higher education and corporate industry. Minear suggests that educational administrators considering the feasibility of MBO should first anticipate such differences in order to promote more effective implementation. He cites such differences as:

- (1) The primary goal of industry is to make a financial profit,
- (2) Each individual work plan, process of production, and final result in industry is in a direct line and/or staff relationship, and
- (3) Education functions with considerably more autonomy than industry. However, MBO should permit education to identify certain goals to receive increased attention and emphasis.¹

Considering education as a management process, Kaufman suggests a system for the achievement of required outcomes. Not unlike MBO, the system focuses upon administrative accountability to attain goals, objectives,

¹Leon P. Minear, "Management by Objectives," American Vocational Journal 45 (December 1970): 55.

and procedures. Management of education, as he defines it, is a six-step process that includes:

1. Identification of priority needs and associated problems.
2. Determination of requirements to solve the problems and identify possible solution alternatives for meeting the specific needs.
3. Selection of solution strategies and tools from alternatives.
4. Implementation of solution strategies, including the management and control of the selected strategies and tools.
5. Evaluation of performance effectiveness based on the needs and the requirements identified previously.
6. Revision of any or all previous steps (at any time in the process) to assure that the educational system is responsive, effective, and efficient.¹

Clearly, Kaufman's process incorporates many of the characteristics of MBO as identified by Lahti and Odiorne.²

Temple reports that the University of Tennessee initiated implementation of MBO in all departments of that institution, beginning in May of 1970. He considers the University of Tennessee to be one of the few large schools to do so on such a massive scale. The highest levels of administration indicated that the system has been received with satisfaction.³

¹Roger A. Kaufman, Educational System Planning (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972), p. 11.

²Lahti, "Management by Objectives," College and University Business, p. 31; Odiorne, Management by Objectives, pp. 54-55.

³Charles M. Temple, "Management by Objectives at the University of Tennessee," Intellect 102 (November 1973): 98-100.

Popham suggests that MBO may be practical for most large-scale educational systems, such as universities, state-wide master plans, or large public school districts. His proposal is directly tied to increasing pressures for accountability in education as a basis for acquiring financial support. He states, "Particularly as a consequence of the needs assessment operation required by federal ESEA Title III funding programs, more and more educators are attempting to rigorously establish objectives . . . "¹ Kaufman agrees when he states: " . . . the educator of today . . . must begin to speak to taxpayers and legislators in terms of learning outcomes such as reading ability and occupational skills, rather than talking only about 'processes' for education such as differentiated staffing and programmed instruction."² He considers the citizens who finance education through their tax dollars to be "partners" in educational decision-making.

Abbott considers organizations to exist for two basic reasons.

First, they provide some kind of useful product or service for the social system in which they exist. Secondly, they provide an arena where in men

¹James W. Popham, "Objectives-Based Management Strategies for Large Educational Systems," The Journal of Educational Research 66 (September 1972): 6.

²Kaufman, Educational System Planning, p. 11.

achieve, or fail to achieve, satisfaction of certain social and psychological needs which give their life meaning.¹

He suggests that these two reasons, defined as organizational goals and individual needs, can be integrated by use of MBO. In addition, he advocates MBO for implementation in student affairs offices in higher education.

Concerned by evidence that accountability was becoming increasingly directed toward higher education, the Dean of Students Office at Michigan State University commissioned a review of various accountability systems and asked for recommendations regarding the most appropriate procedure for possible implementation. Results of the study indicated that a Management by Objectives system was considered to be most appropriate to the student affairs operation at that institution.²

Writing in the Journal of College Student Personnel Harvey identifies MBO as Administration by Objectives (ABO), to distinguish between industrial and educational settings. He considers ABO to emphasize the importance of the student: "ABO leads educators to look at new ways to measure the outcomes of education in terms

¹Bernard J. Abbott, "Organizational Leadership and Management by Objectives with Emphasis on Student Affairs Operations," The MSU Orient 6 (Fall 1971): 17.

²William D. Peterson and Donald S. Svoren, "Proposal for a Staff Self-Study" (Dean of Students Office, Michigan State University, May, 1971), p. 7. (Mimeographed.)

of growth and development of students."¹ He emphasizes that ABO also leads to the development of regular student ratings of all student personnel functions and causes administrators to seek better ways of studying the impact of student personnel programs on students.

While advocating this approach Harvey offers some cautions. He states that ABO hinges on the development of specific, measurable objectives. Adapting specificity of measurement to education presents some difficulties, particularly in the quantification of outcomes.²

Barak advocates a systems approach to residence halls. The planning and implementation of a system requires consideration of four processes. These include:

- (1) The development of purposes,
- (2) The communication of objectives to personnel at all levels,
- (3) The need for clarity at the departmental level about the basic mission of the unit, and how that unit fits into the total picture, such as coordinating efforts between food service, physical maintenance, and educational programming, and
- (4) The evaluation to determine if objectives have been reached.³

¹James Harvey, "Administration by Objectives in Student Personnel Programs," Journal of College Student Personnel 13 (July 1972): 295.

²Ibid.

³Robert J. Barak, "A Systems Approach to Residence Hall Planning," NASPA Journal 10 (January 1973): 257.

It is clear that Barak's proposals are heavily influenced by the tenents of Management by Objectives.

In summary, higher education, student affairs, and residence halls are devoting increasing attention to accountability systems in general, and to Management by Objectives systems, in particular. Concerns for financial support, credibility with significant reference groups, and concern for specific data on internal operations have generated such interest. As yet, the application of MBO to education is so recent that most of the literature reflects logical theses by proponents of the concept. Little scientific research is available.

Research on Women in Management Positions

Vast amounts of research are available regarding the job performance of women at the rank and file level of organizations. It is well known that women have more dexterity than men in small parts assembly, for example. Admittedly, the results of research on women may be due more to the effects of social conditioning and occupational sex-typing than to any inherent, true sex differences.

Culturally, society maintains a sex-dichotomy. Since people are primarily defined by their sex, not as persons, managers or other non-sexual categories, sex-linked expectations of behavior and relationships have evolved. As "we all know,"

men are tough, dominant, active leaders--rational; women are tender, submissive, passive, followers--emotional. Defined from such assumptions, most jobs have become sex-typed.¹

Harriett and Elton believe that separate vocational theories for men and women may be of help in changing occupational sex-typing. They agree that occupational choice is related to personality characteristics, but indicate that research is needed to determine sex differences within related occupations.²

Loring and Wells state that, " . . . there are today critically few women executives and managers in proportion to the total number of women workers in this country."³ Their contention is supported by recent studies. Slevin researched forty corporations and found that most are only in the early phases of attacking the problem of full utilization of women.⁴ From her study

¹Rosalind Loring and Theodora Wells, Breakthrough: Women into Management (New York: Van Nostrand Reinhold Co., 1972), p. 131.

²Rose A. Harriett and Charles F. Elton, "Sex and Occupational Choice," Journal of Counseling Psychology 18 (September 1971): 457.

³Loring and Wells, Breakthrough: Women into Management, p. ix.

⁴Dennis P. Slevin, "What Companies Are Doing About Women's Equality," Personnel 48 (July-August 1971): 17.

of 150 companies McCord found that 39 per cent had no women managers. In fifty companies, however, more than half of the rank and file level personnel were women.¹

Investigating the academic community to determine the extent of women in administration, Astin compared male and female doctorates in higher education on several variables. The results clearly indicate that men are significantly more involved in administration and research than are women.

TABLE 2.1.--Summary of the characteristics of the sample²

Duties	Percentage of Time Devoted to Duties	
	Male	Female
Teaching	31	50
Research	41	25
Administration	20	12.5
Other	8	12.5

Loring and Wells suggest that both men and women managers are able to function in a systems approach to education. They state that women have the ability to develop goals and objectives, are able to build a plan

¹Bird McCord, "Identifying and Developing Women for Management Positions," Training and Development Journal 25 (November 1972): 4.

²This illustration adapted from Helen S. Astin, The Women Doctorate in America (New York: Russell Sage Foundation, 1969), p. 73.

to implement goals, and are capable of effective communication. They predict that the percentage of women in the work force will not change substantially, but that the percentage of women managers will dramatically increase. In addition they predict that there will be a tripling of women graduate students in business management, public administration, and allied field where women have been rare.¹

Summary

In this chapter, the origin and development of Management by Objectives has been presented. It has been noted that this is a new, but established, concept in the management of industrial corporations. The concept has been developed through research and theory related to organizations and leader behavior. Sociology, psychology, and various behavioral sciences have contributed empirical data which further refine and define MBO and demonstrate its value as a tool appropriate to the management of large organizations.

Emphasis has been given to reviewing studies done in industrial settings, as more reliable and valid data are available in these organizations. Much of these results are thought to be appropriate for transference to educational institutions. Available literature from

¹Loring and Wells, Breakthrough: Women into Management, p. 171.

higher education, student affairs, and housing is tentative at best. MBO began receiving considerable attention from educators only during the late 1960's; the concept is so new in education that little empirical research exists. Rather, the literature reflects philosophical treatment by proponents, but indications point toward increased implementation and the generation of additional research findings.

The recent entry of women into management positions has been explored. It is considered appropriate that, given the tendency toward increased emphasis for women to assume management positions and the increased initiation of MBO systems in organizations, this area be included for review.

The following chapter presents the methodology used to design the study, instrumentation, data gathering, and methods used to analyze the results.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study was to describe and evaluate the attitudes toward a Management by Objectives system as indicated by employees of the student personnel and business divisions of housing at Michigan State University. The study attempted to assess the attitudes of staff toward use of the MBO system in carrying out their responsibilities. Responses by student personnel and business staff, sub-divided into four organizational levels and by sex, were tested through the use of an MBO questionnaire to determine differences in acceptance which may exist between groups.

This chapter will describe the hypotheses to be tested, the population of the study, the instrument, data collection, and the statistical treatment of the data.

Hypotheses

The hypotheses and rationale for this study were stated in Chapter I. Five major and two minor hypotheses were identified for investigation.

Hypothesis 1:

The lower the organizational level occupied by an employee the higher will be that employee's score on the MBO Evaluation Questionnaire.

Sub-Hypothesis a:

There is a significant relationship existing in the Student Personnel Division between employee level in the organization and scores obtained on the MBO Evaluation Questionnaire.

Sub-Hypothesis b:

There is a significant relationship existing in the Business Division between employee level in the organization and scores obtained on the MBO Evaluation Questionnaire.

Hypothesis 2:

There is significant agreement between employees of the Student Personnel Division and employees of the Business Division, at all levels of each organization, as measured by scores obtained on the MBO Evaluation Questionnaire.

Hypothesis 3:

There is significant agreement between male and female employees in both the Student Personnel Division and employees in the Business Division, at all levels of each organization, as measured by scores obtained on the MBO Evaluation Questionnaire.

Hypothesis 4:

There is significant agreement between employees in the Student Personnel Division reporting to different supervisors as measured by scores obtained on the MBO Evaluation Questionnaire.

Hypothesis 5:

There is significant agreement between employees in the Business Division reporting to different supervisors as measured by scores obtained on the MBO Evaluation Questionnaire.

The Population

The hypotheses were tested on all of the professional and paraprofessional housing staff of both the student personnel division and the business division, working in residence halls at Michigan State University during the 1973-74 academic year. Since the subjects identified for study constituted the entire target population, no sampling procedures were used.

The subject population was divided into sub-groups to test the effects of several variables. The population was divided by sex of the respondents, division of the respondents--business or student personnel, and by organizational level of the respondents--Levels 1 through 4. The four organizational levels are defined as follows:

Level 1 Staff.--This group consisted of seven personnel in the student personnel division and eight in the business division. This group represented the highest level of supervisory, operational administrators in the housing program.

Level 2 Staff.--This group consisted of twenty-nine staff in student personnel and sixteen in the business division. This group represented the highest level of operational administrators in each residence hall.

Level 3 Staff.--This group consisted of sixty-seven staff in student personnel and fifteen in business. This category was responsible to level 2 personnel for carrying out major services within each hall, such as food service or educational programming.

Level 4 Staff.--This group consisted of 328 staff in student personnel and 65 in business. These staff were responsible for assisting level 3 staff in responsibilities such as menu preparation or supervising approximately 50 students in a group living situation.

The Instrument

The instrument used in this study was developed from the MBO Evaluation Questionnaire originally published by Lahti.¹ The questionnaire was designed for the purpose of identifying the strengths and weaknesses of an MBO system. According to its author, the instrument was so constructed as to permit any organization employing

¹Robert E. Lahti, Innovative College Management (San Francisco: Jossey-Bass Publishers, 1973), pp. 124-39.

an MBO system to conduct an evaluation of that system.¹ The instrument is new but has been field tested by the author.

Lahti's instrument consisted of thirty-nine questions, each containing from three to nine possible choices. In general, the choices range from a category of highly satisfactory to highly unsatisfactory. Several questions were multi-dimensional and were intended to assess a range of benefits possible in an MBO system. The questionnaire was not divided into sub-scales but did seek information concerning the following major areas:

- (1) MBO General
- (2) Objective Formulation
- (3) Implementing Objectives
- (4) Appraisal Process
- (5) Description of Organization
- (6) Perception of Supervisor
- (7) Description of Job and Self

The instrument appeared to investigate areas of major importance to an MBO system, as such areas are reflected in the literature.

The MBO Evaluation Questionnaire required modification for use in this study to permit machine scoring of the large number of answer sheets, to provide for

¹Ibid., p. 123.

statistical analysis, and to provide for administration to this particular subject population. Permission to use and modify the instrument for use in this study was requested and was granted by the author. (See Appendix A.)

The original thirty-nine items in the questionnaire were analyzed for content. On the basis of this analysis it was determined that five items could be broken down into several separate items. Thirty-two additional questions were so generated. Four items were considered inappropriate for this subject population and were deleted. Finally, additional topics not included in the MBO Evaluation Questionnaire were considered to have merit for this subject population. Thirteen items were developed specifically for this study.

The final instrument was composed of seventy-five content items designed to assess the attitudes of staff toward an MBO system. Four additional items were included to yield demographic data on each subject with respect to sex, division, organizational level, and geographical location of employment on the campus.

The original questionnaire provided for varying numbers of responses on different items. Thus, if mean scores were to be computed for each subject, unequal weights would be given to the various items. Responses were modified to a summated rating, or Likert-Type, scale, as it was decided that this would be appropriate for an

attitudinal study of this nature. Thus, each item received equal weighting in computing average scores for each subject.

Four degrees of response, reflecting attitudes from highly positive to highly negative, were selected as alternatives. Each subject was requested to select one of the choices for each item. Values ranging from 0 to 3 were assigned to each response. A weight of 0 was assigned to highly positive items, 1 to positive, 2 to negative, and 3 to highly negative. Any one of the four alternatives could be selected in responding to any one of the items.

The instrument was then submitted to one member of the Office of Evaluation Services and to one member of the Office of Research Consultation from the College of Education for review. Their suggestions and criticisms were incorporated into the instrument.

Reliability

The Hoyt technique was used to generate a reliability coefficient for the instrument. This coefficient is derived by use of a two-way analysis of variance computed among individuals and items. Reliability for the scale was computed to be .92. Additional merit was provided for the study by the high reliability of the instrument, as coefficients of .80 and less are considered

acceptable for studies of this nature. In considering what constitutes an acceptable level of reliability, Nunnally argues that acceptance depends upon how a measure is being used. " . . . in early stages of research on . . . hypothesized measures of a construct, one saves time and energy by working with instruments that have only modest reliability, for which purpose reliabilities of .60 or .50 will suffice."¹

Validity

Content validity of the instrument was determined by having two professional student personnel workers, who were also familiar with the application of MBO systems to student affairs operations, conduct a content analysis. Following a systematic review they concluded that it did cover representative areas of importance to MBO as reflected in literature. Face validity is also claimed for the instrument.

Because this study also attempted to investigate any differences existing between male and female employees, the instrument was reviewed by a student personnel worker familiar with the women's movement. Items which could be considered to present a built-in sex bias were modified to reduce the possible effects of such bias on the results.

¹Jum C. Nunnally, Psychometric Theory (New York: McGraw-Hill Book Company, Inc., 1967), p. 193.

The final instrument was developed from the preceding tests, analyses, and consultations. The final list of items reflects modifications based on the results of these efforts, criticisms, and suggestions.

Administration of the Questionnaire

The securing of a high percentage of completed questionnaires was considered to be of major importance. To insure a high return several steps were undertaken. The cooperation of the chief administrative officers of both the Student Personnel and Business divisions of housing was requested and received. Both officers also requested the cooperation of their entire staffs in participating in the study. (See Appendix A.)

This researcher then met with Level 2 staff from both divisions to explain the purpose of the study and to, again, request their cooperation and that of their staffs. All respondents were assured complete anonymity as no information was sought which would indicate the identity of individual subjects.

The questionnaire and instructions for its completion were distributed to the housing program's 535 staff during the first three weeks of April, 1974. Staff completed the questionnaire during staff meetings and were under supervision by this researcher or by associates trained to administer the instrument. Completed answer sheets were collected prior to the end of each staff

meeting. Table 3.1 on the following page provides details of the response rate by sub-groups to the questionnaire.

Processing the Data

The responses for each subject were recorded on mark sense score sheets compatible with the format of the questionnaire. The score sheets were "read" by optical scanning equipment available from the Office of Evaluation Services. Responses were then key-punched on data processing cards. Both the original answer sheets and the key-punched data cards were subjected to review for possible errors prior to the statistical treatment.

Statistical Treatment

To test the hypotheses a score for each subject was first computed by summing the item scores. Mean scores for each sub-group were obtained by summing the subject scores and dividing by the number of subjects in the sub-group. Mean scores for subjects in both divisions, in organizational levels within divisions, subjects reporting to different supervisors, and subjects classified by sex were similarly derived.

A Multivariate Analysis of Variance Program, available from the Office of Research Consultation, was used to analyze interactions between the fifteen groups

TABLE 3.1.--The make-up of the population and the percentage of the population returning the questionnaire

Sex	Division	Organizational Level	Number	Return	Percentage
1	1	1	8	8	100.0
1	1	2	12	10	83.3
1	1	3	12	12	100.0
1	1	4	31	22	70.9
2	1	1	0	0	---
2	1	2	4	4	100.0
2	1	3	3	3	100.0
2	1	4	34	22	64.7
1	2	1	3	3	100.0
1	2	2	15	15	100.0
1	2	3	31	28	90.3
1	2	4	168	129	75.6
2	2	1	4	4	100.0
2	2	2	14	12	85.7
2	2	3	36	28	77.8
2	2	4	160	132	82.2
Total Sample			535	432	80.7

Legend:

Sex: 1 = Male; 2 = Female
Division: 1 = Business; 2 = Student Personnel

Organizational Level: 1 = High; 2 = Middle High;
3 = Middle Low; 4 = Low

Percentage Return by Sex:

Male = 80.1
Female = 80.4

Percentage Return by Division:

Business = 77.8
Student Personnel = 81.4

studied by the questionnaire.¹ The analysis was designed to treat the following effects: Sex, division, organizational level, sex by division, sex by level, division by level, and sex by division by level. A post hoc comparison program using the Scheffé technique, also available from the Office of Research Consultation, was used to more precisely determine significant differences between appropriate groups.²

Two additional Multivariate Analysis of Variance Programs were used to test for differences existing between employee groups reporting to different Level 1 supervisors at the same organizational level. Both the Student Personnel and Business divisions were included in this analysis, but each division was treated as a separate population. The analysis was designed to treat the following effects: Sex, and effects of different supervisors on attitude toward MBO. Statistical analyses were computed using the C.D.C. 6500 computer.

All data were treated at the .05 level of confidence. This investigation sought to determine the effects

¹J. D. Finn, Multivariate: Fortran Program for Univariate and Multivariate Analysis of Variance and Covariance (Buffalo, New York: State University of New York at Buffalo, 1967).

²Linda Glendening, POSTHOC: A Fortran IV Program for Generating Confidence Intervals Using Either Tukey or Scheffé Multiple Comparison Procedures (East Lansing, Mich.: College of Education, Michigan State University, 1973).

of implementing a Management by Objectives system, a system which purports to reduce significant differences between groups. Unlike many studies the variable of MBO is considered successful if no differences are found. Thus, the .05 level of confidence was selected, rather than the .01 level, as 95 per cent confidence intervals would be more sensitive to findings of significance and provide information with greater practical application and inference.

Summary

The hypotheses, the population in the study, instrumentation, and the procedures for data collection and analysis have been described in this chapter. Chapter IV contains a detailed analysis of the data.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter is devoted to a presentation and analysis of the data gathered in the study. The data were analyzed by use of a Multivariate analysis of variance technique to determine any differences existing between the effects of seven variables on fifteen sub-groups who responded to the questionnaire. Following the Multivariate analysis, a Scheffé post hoc comparison was computed on appropriate contrasts to more precisely determine differences of significance.

All data were analyzed on the basis of the main effects of sex, business division or student personnel division, and organizational level occupied by the respondents. The data were then treated to determine the results of interaction effects. In addition, the data were analyzed to determine the effects of different supervisors on the responses. These data were analyzed on the basis of the main effects of sex and supervisor in each division and were also treated to determine the results of interaction effects.

The remainder of the presentation of the data will be related to a discussion of additional findings of the study. All results of the analyses are presented in statistical, descriptive, table, and graphic form. The order of presentation will follow the order of the analyses described above.

Review of the Groups and Design of the Study

The study was designed to determine the effects of a Management by Objectives system on the attitudes of residence hall staff toward the use of that system. Variables were sex, business division or student personnel division, and four organizational levels occupied by respondents within each division. These variables generated a two-by-two-by-four design, yielding fifteen sub-groups under study. (A two-by-two-by-four design should yield sixteen groups. However, the category of Female, Level 1, Business was empty as no subjects fitting that classification were identified in the population under study.)

A questionnaire of seventy-five items was administered to the residence hall professional personnel at Michigan State University. The questionnaire solicited information regarding attitudes toward Management by Objectives systems operating in residence halls. Scaled

values were assigned to each item on the instrument.

Responses and the values of the scale are:

Highly Favorable	0
Favorable	1
Unfavorable	2
Highly Unfavorable	3

Responses were key-punched on data cards for analysis.

Hypotheses Tested

The five major and two minor hypotheses of the study were stated in Chapter III. For purposes of statistical analysis the hypotheses are restated in null form.

Hypothesis 1:

There are no significant differences existing between organizational levels occupied by employees as measured by scores obtained on the MBO evaluation questionnaire.

Sub-Hypothesis a:

There are no significant differences existing in the student personnel division between organizational levels occupied by employees as measured by scores obtained on the MBO evaluation questionnaire.

Sub-Hypothesis b:

There are no significant differences existing in the business division between organizational levels occupied by employees as measured by scores obtained on the MBO evaluation questionnaire.

Hypothesis 2:

There are no significant differences existing between employees of the student personnel division and business division, at all levels of each organization, as measured by scores obtained on the MBO evaluation questionnaire.

Hypothesis 3:

There are no significant differences existing between male and female employees in both the student personnel division and business division, at all levels of each organization, as measured by scores obtained on the MBO evaluation questionnaire.

Hypothesis 4:

There are no significant differences existing between employees of the student personnel division reporting to different supervisors as measured by scores obtained on the MBO evaluation questionnaire.

Hypothesis 5:

There are no significant differences existing between employees of the business division reporting to different supervisors as measured by scores obtained on the MBO evaluation questionnaire.

Presentation of Data and
Tests of Hypotheses

Means for each of the fifteen sub-groups are presented in Table 4.1. The mean scores are clustered within a range of 59.67 to 89.15, suggesting a moderately high level of agreement between most groups on attitudes toward MBO. Eleven of the sub-groups are more closely clustered within a range of 71.50 to 79.50. This would suggest a very high level of agreement between the majority of the groups.

TABLE 4.1.--Table of cell means

Group		Mean
1.	Male-Business-Level 1	71.50
2.	Male-Business-Level 2	78.00
3.	Male-Business-Level 3	78.33
4.	Male-Business-Level 4	76.17
5.	Male-Student Personnel-Level 1	59.67
6.	Male-Student Personnel-Level 2	64.27
7.	Male-Student Personnel-Level 3	77.82
8.	Male-Student Personnel-Level 4	89.15
9.	Female-Business-Level 1	Category empty-- No subjects
10.	Female-Business-Level 2	79.50
11.	Female-Business-Level 3	74.00
12.	Female-Business-Level 4	74.86
13.	Female-Student Personnel-Level 1	86.50
14.	Female-Student Personnel-Level 2	74.83
15.	Female-Student Personnel-Level 3	72.21
16.	Female-Student Personnel-Level 4	78.24

The results of the Multivariate analysis for significant differences between the seven variables are summarized in Table 4.2. The test for significance at the .05 level of confidence indicates that there are significant differences on the variables of sex, division, level, and division by level. The effects of sex by division, sex by level, and sex by division by level were found not to be significant.

Test of Null Hypothesis 1

Null Hypothesis 1 of no significant differences between organizational levels is tested by the analysis of variable number three. An examination of Table 4.2 indicates a P value of .0053 which is less than the .05

TABLE 4.2.--Multivariate analysis for differences between variables on the questionnaire

Multivariate Table				
Variable	d.f.	Mean Square Between	F	P < 0.0001
1. Sex	1	3719.48	7.69*	0.0059
2. Division	1	2325.24	4.81*	0.0289
3. Level	3	2083.18	4.31*	0.0053
4. Sex by Division	1	210.03	0.43	0.5104
5. Sex by Level	3	1091.60	2.26	0.0813
6. Division by Level	3	1327.94	2.75*	0.0428
7. Sex by Division by Level	3	323.32	0.67	0.5131
8. Error	425	483.76		

*Significant at the .05 level.

confidence level. Thus, null Hypothesis 1 should be rejected as significance was found. Null Sub-Hypotheses a and b will be considered in a later section of this chapter.

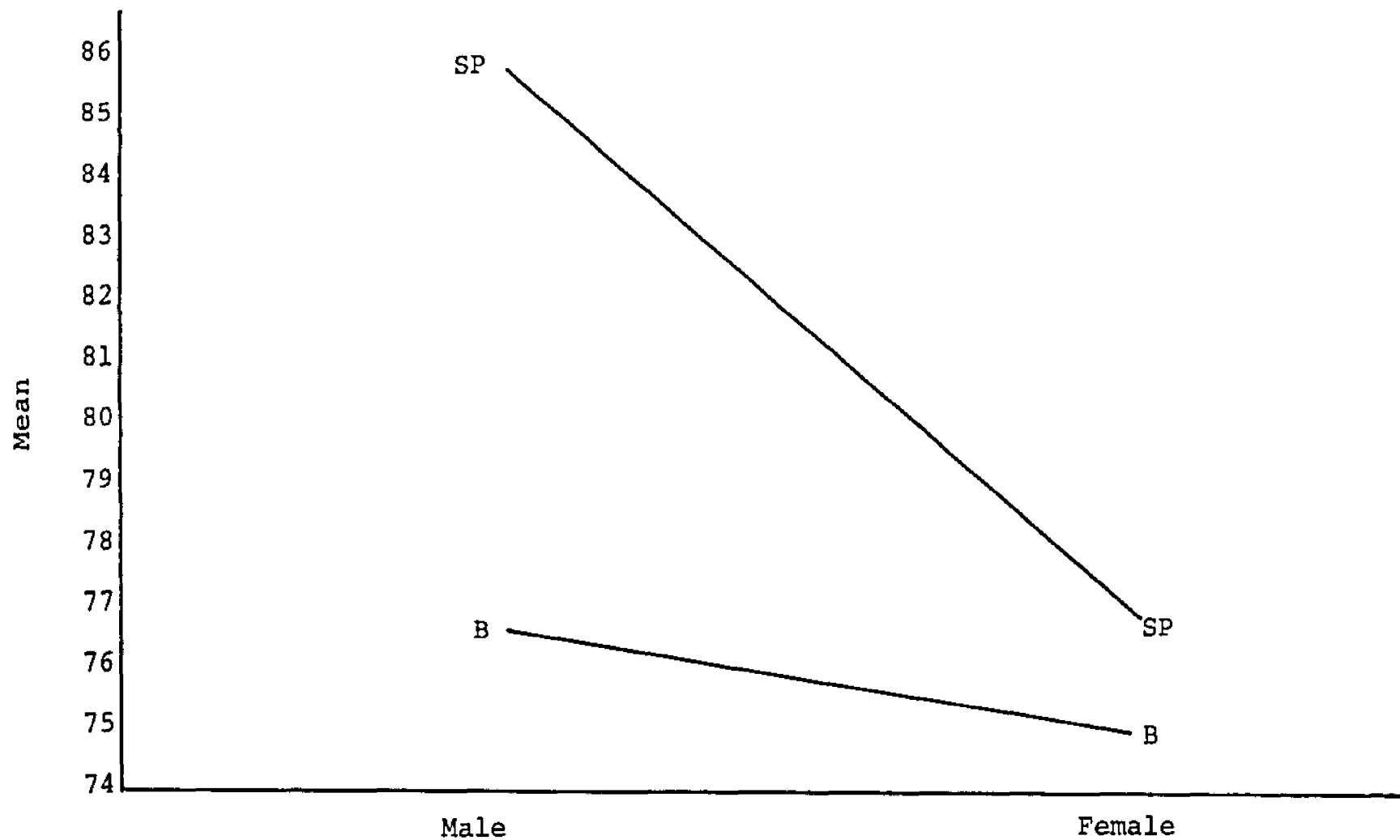
Test of Null Hypothesis 2

Null Hypothesis 2 of no significant differences between employees of the student personnel division and business division is tested by the analysis of variable number two. An examination of Table 4.2 indicates a P value of .0289 which is less than the .05 confidence level. Thus, null Hypothesis 2 should be rejected as significance was found.

Test of Null Hypothesis 3

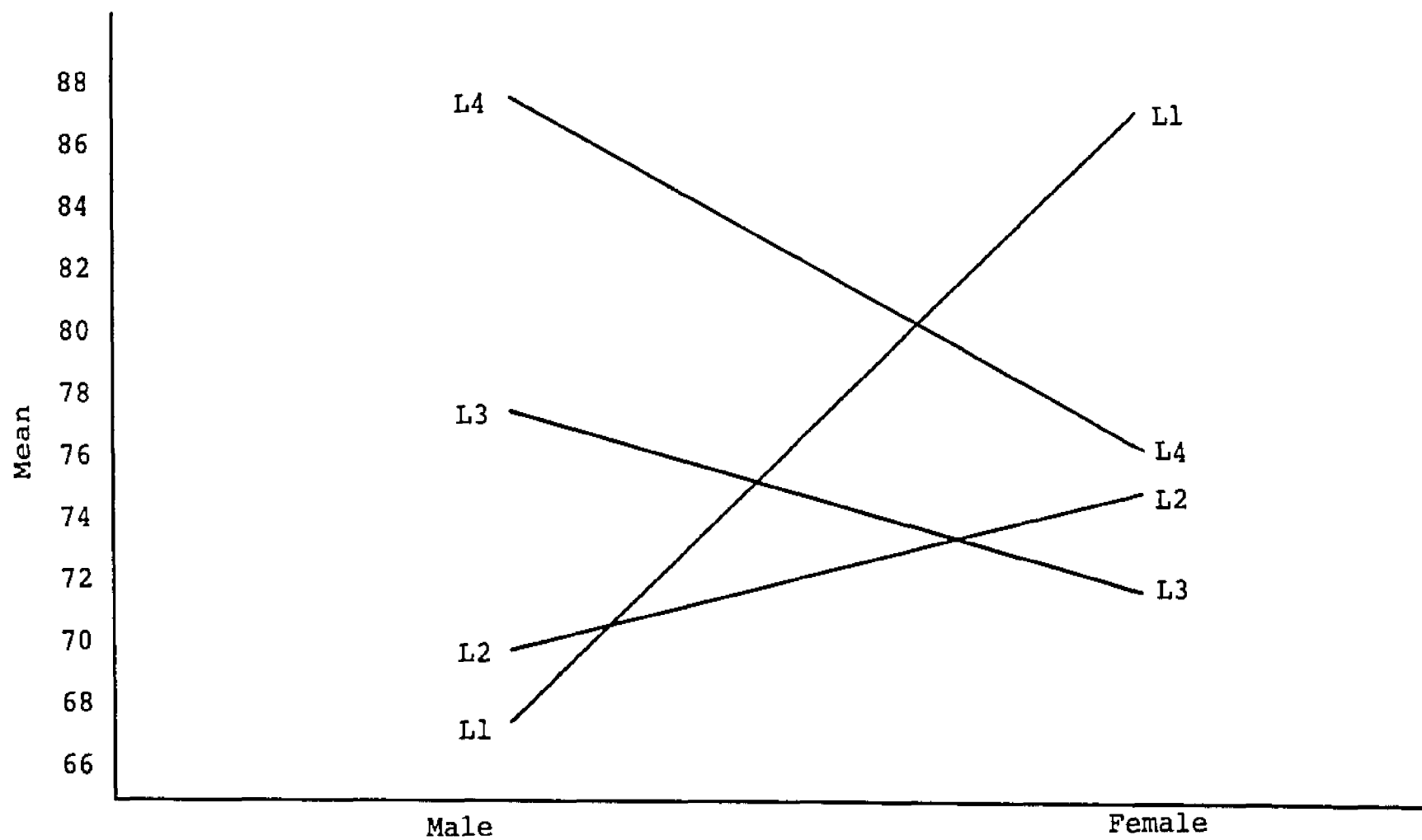
Null Hypothesis 3 of no significant differences between male and female employees is tested by the analysis of variable number one. Table 4.2 indicates a P value of .0059 which is less than the .05 confidence level. Thus, null Hypothesis 3 should be rejected as significance was found.

Further examination of Table 4.2 indicates that variables four, five, six, and seven are analyzed on the basis of the interaction effects of sex by division, sex by level, division by level, and sex by division by level. The results of these interaction effects are presented graphically in Figures 4.1, 4.2, and 4.3.



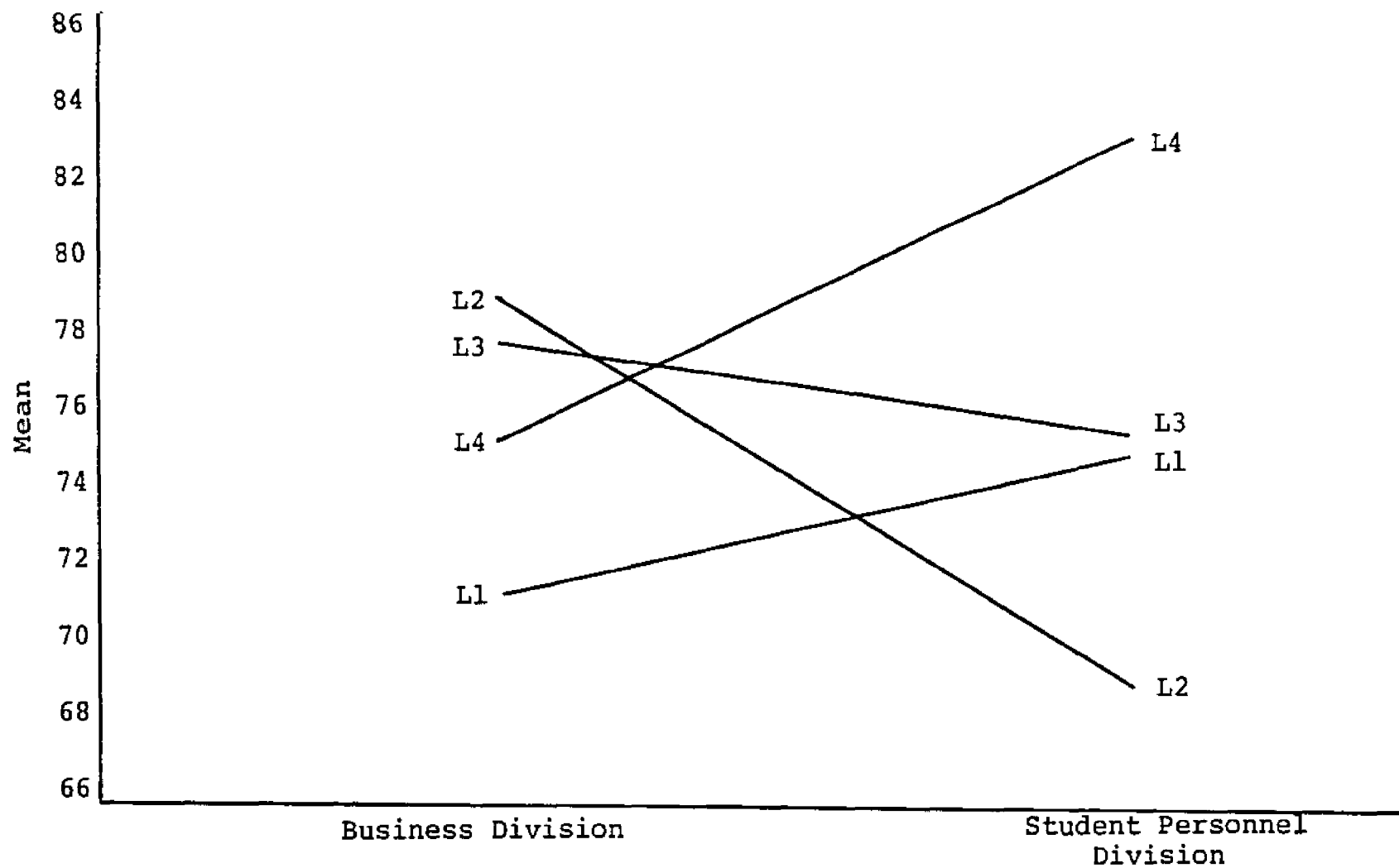
Legend: B - Business Division; SP - Student Personnel Division

Fig. 4.1.--Graphic representation of interaction effects of sex by division.



Legend: L1 - Level 1; L2 - Level 2; L3 - Level 3; L4 - Level 4.

Fig. 4.2.--Graphic representation of interaction effects of sex by level.



Legend: L1 - Level 1; L2 - Level 2; L3 - Level 3; L4 - Level 4

Fig. 4.3.--Graphic representation of interaction effects of division by level.

Graphically it appears as though there is interaction for sex by level (Figure 4.2) and for division by level (Figure 4.3), with no interaction for sex by division (Figure 4.1). However, only variable six (Figure 4.3), division by level, generated a P value of less than .05 and can be considered significant.

To more specifically determine differences between groups which make up variable six, the Scheffé post hoc comparison technique was used.¹ Six contrasts of eight factors of level and division were compared. The results of the Scheffé post hoc comparison failed to identify any precise sources of differences existing between the various groups which were contrasted. Thus, while variable six was found to be significant, sources of the significance cannot be determined. This finding requires the assumption that such a deviation be attributed to unequal cell sizes or unaccounted for sources of error.

An inspection of Table 4.2 indicates an error term of 483.76 (Mean Square Between for variable eight). This value is considered high and suggests that the combination of unequal cell sizes and unaccounted for

¹Linda Glendening, POSTHOC: A Fortran IV Program for Generating Confidence Intervals Using Either Tukey or Scheffé Multiple Comparison Procedures (East Lansing, Mich.: College of Education, Michigan State University, 1973).

variables are affecting the error term and, thus, contaminating attempts to identify sources of difference.

The findings of significance and no significance for the various interaction effects constitute an important relationship with the apparent findings for the main effects used to test Hypotheses 1, 2, and 3. First, unequal numbers of subjects were present between the fifteen sub-groups under study. In order to assume, with a high degree of confidence, that the findings for Hypotheses 1, 2, and 3 are significant, requires that equal numbers of subjects be present in each sub-group. Random elimination of subjects was rejected as an equalizing treatment as numbers in the sub-groups ranged from a low of three. Thus, random elimination would have resulted in too few subjects to conduct the study. A Monte Carlo statistical treatment is available which can be used to treat unequal numbers of subjects between groups as if they were equal. This treatment results in the assertion of findings with a high degree of confidence. The Monte Carlo was also rejected, however, as it is far too costly for an exploratory study of this nature.

Secondly, the factors present in the interaction effects which contribute to a finding of no significance are also partially present in the main effects. Thus, because of unequal numbers in the sub-groups the main

effects cannot be considered to be free from contamination from the interaction variables and the initial findings of significance for null Hypotheses 1, 2, and 3 cannot be accepted as valid.

On the basis of this interpretation null Hypothesis 1 of no significant differences between organizational levels is accepted, as a finding of significant difference would be subject to questions of validity. Thus, no difference is considered to be existing between employees occupying different organizational levels.

Similarly, null Hypothesis 2 of no significant differences between the student personnel and business divisions is accepted, as a finding of significant difference would be subject to questions of validity. No difference is considered to be existing between employees of the student personnel and business divisions.

Null Hypothesis 3 of no significant differences between males and females is accepted, as a finding of significant difference would be subject to questions of validity. No difference is considered to be existing between male and female employees.

Additionally, further justification for not accepting the initial findings of a significance for null Hypotheses 1, 2, and 3 in favor of a conclusion of no significance is supported by the results of the Scheffé post hoc comparison used to test variable six.

That result of no significance would suggest that contamination would occur in the direction of no significance for null Hypotheses 1, 2, and 3.

Test of Null Sub-Hypotheses
a and b

The test for significance is indicated by the analysis of variable number three, Table 4.2. Significance was determined at the .05 level. However, as explained earlier, the factors of unequal cell size and the large error term prohibits a conclusion of significance. Thus, it is concluded that both null Sub-Hypothesis a of no differences between organizational levels in the student personnel division and null Sub-Hypothesis b of no differences between organizational levels in the business division are accepted.

Additional analysis, although not precise, is possible through a visual inspection of the means for staff occupying extreme organizational levels. Table 4.3 indicates that mean scores for three of the four groups compared are closely clustered. This would provide additional evidence for rejecting Hypothesis b.

However, it can be seen that for Comparison Three the range between the means is considerably larger. While null Sub-Hypothesis a is accepted on the interpretation of no statistical significance, this comparison suggests that a practical difference does exist and that

TABLE 4.3.--Compared cell means by sex and by division for differences between organizational levels

Comparison	Group Compared	Mean
1	Male-Business-Level 1	71.50
	Male-Business-Level 4	76.17
2	Female-Business-Level 2*	79.50
	Female-Business-Level 4	74.86
3	Male-Student Personnel-Level 1	59.67
	Male-Student Personnel-Level 4	89.15
4	Female-Student Personnel-Level 1	86.50
	Female-Student Personnel-Level 4	78.24

* No subjects were available for the category of Female-Business-Level 1. Thus, the next highest category of organizational level is represented here.

significance may be masked by error. The arithmetical difference is directional, with the Level 1 staff responding more favorably to the Management by Objectives system than the Level 4 staff. It is suggested that some erosion may occur between the highest and lowest levels in the males of the student personnel division.

Test of Null Hypothesis 4

Means for each of the eight sub-groups reporting to four different supervisors in the student personnel division are presented in Table 4.4. The scores are clustered within a range of 72.80 to 87.05, suggesting a high level agreement between groups on attitudes toward MBO.

TABLE 4.4.--Cell means by supervisor and sex for student personnel

Supervisor	Sub-Group	Mean
1	Male	84.39
	Female	78.27
2	Male	87.05
	Female	80.47
3	Male	84.53
	Female	78.40
4	Male	86.77
	Female	72.80

The results of the Multivariate analysis for significant differences between the three variables are summarized in Table 4.5. The test of significance at the .05 level of confidence indicates a significant difference for the main effect of sex, but no differences for the main effect of supervisor or the interaction effect of sex by supervisor.

The results indicate that null Hypothesis 4 is accepted as no difference was found to exist on the main effect of supervisor in the student personnel division. It should be noted, however, that the main effect of sex was significant at the .05 level of confidence. While not affecting acceptance or rejection of the null hypothesis, this finding does generate some evidence that there may exist some minor, but significant difference, between male and female employees. A review of Table 4.4 suggests

that females may be more positive toward Management by Objectives than are males. Lower mean scores are considered to indicate a more favorably disposed attitude toward MBO.

TABLE 4.5.--Multivariate analysis for differences between variables of sex and supervisor for student personnel

Variable	d.f.	Mean Square Between	F	P < 0.0001
1. Sex	1	6078.24	12.14*	0.0006
2. Supervisor	3	256.45	0.512	0.6742
3. Sex by Supervisor	3	249.92	0.50	0.6832
4. Error	336	500.79		

*Significant at the .05 level.

Test of Null Hypothesis 5

Means for each of the four sub-groups reporting to two supervisors in the business division are presented in Table 4.6.

The scores are clustered within a range of 71.73 to 82.40. Again, this suggests a high level of agreement between groups on attitudes toward MBO.

The results of the Multivariate analysis for significant difference between the three variables are summarized in Table 4.7. The test of significance at the .05 level of confidence indicates no significant differences for the main effects of sex and supervisor, nor for the interaction effect of sex by supervisor.

TABLE 4.6.--Cell means by supervisor and sex for business

Supervisor	Sub-Group	Mean
1	Male	79.36
	Female	82.40
2	Male	75.00
	Female	71.73

TABLE 4.7.--Multivariate analysis for differences between variables of sex and supervisor for business

Variable	d.f.	Mean Square Between	F	P < 0.0001
1. Sex	1	54.64	0.1160	9.7345
2. Supervisor	1	791.46	1.6806	0.1992
3. Sex by Supervisor	1	162.95	0.3460	0.5584
4. Error	69	470.95		

The results indicate that null Hypothesis 5 of no differences between employees reporting to different supervisors can be accepted as no significance was found on the main effects of sex or supervisor, nor on the interaction effect of sex by supervisor in the business division.

Summary of Hypotheses Findings

The five major and two minor null hypotheses of no differences between groups can be accepted. Data treated with a Multivariate analysis of variance failed to indicate statistically significant differences existing between the variables of organizational level, housing division, sex of respondents, or different supervisors.

While major null Hypotheses 1, 2, and 3 and Sub-Hypotheses a and b were initially rejected based on significance indicated by the Multivariate analysis, unequal cell sizes and unaccounted for error variance prohibit a conclusion that significant differences do, in fact, exist.

The interaction effects of sex by division, sex by level, and sex by division by level were found not to be significant based on the multivariate analysis. Only the interaction effect of division by level was found to have significant differences. However, the application

of the Scheffé post hoc comparison failed to determine specific sources of differences existing between the groups which were contrasted.

In addition to testing the hypothesis interest was generated in other information inferred from the data collected in this study. The following discussion is based on data presented in Table 4.1.

A visual examination of the group means indicates that all scores are clustered within a spread of 59.67 to 89.15. This clustering effect is given further credibility by treatment with a multivariate analysis which indicates findings and inferences of no significant differences between most of the groups.

The scores can be interpreted as representing points on an attitudinal continuum, ranging from highly favorable to highly unfavorable. It is considered important to determine where these scores rest on such a continuum and in which direction the scores are clustered.

Four scaled values, representing differences of attitude from highly favorable to highly unfavorable, were available for responses to each of seventy-five items on a questionnaire. Highly favorable responses were assigned a value of zero; highly unfavorable responses were assigned a value of three. Thus, the

lower the score the more favorably disposed toward Management by Objectives each response is considered to be.

Because of the design of the instrument, end points on a continuum of all theoretically possible responses are zero (scaled value 0 multiplied by seventy-five items) and 225 (scaled value three multiplied by seventy-five items). Figure 4.4 presents a graphic representation of the mean scores for the two most divergent groups on such a continuum.

A visual inspection of Figure 4.4 indicates that all fifteen groups are clustered directionally toward the highly favorable end point. As this cluster is composed of responses representing the entire housing staff, it can be concluded that their attitudes toward MBO tend to be skewed in a positive direction. In addition, all scores are clustered within the positive half of the continuum and are well above the mid-point of 112.5.

Analysis of the Questionnaire Items

In addition to the preceding statistical and descriptive analyses, this researcher was also interested in analyzing the individual items on the questionnaire. Each item was developed to explore a specific characteristic of a Management by Objectives system or to solicit information concerning organizational and leadership theories on which MBO rests.

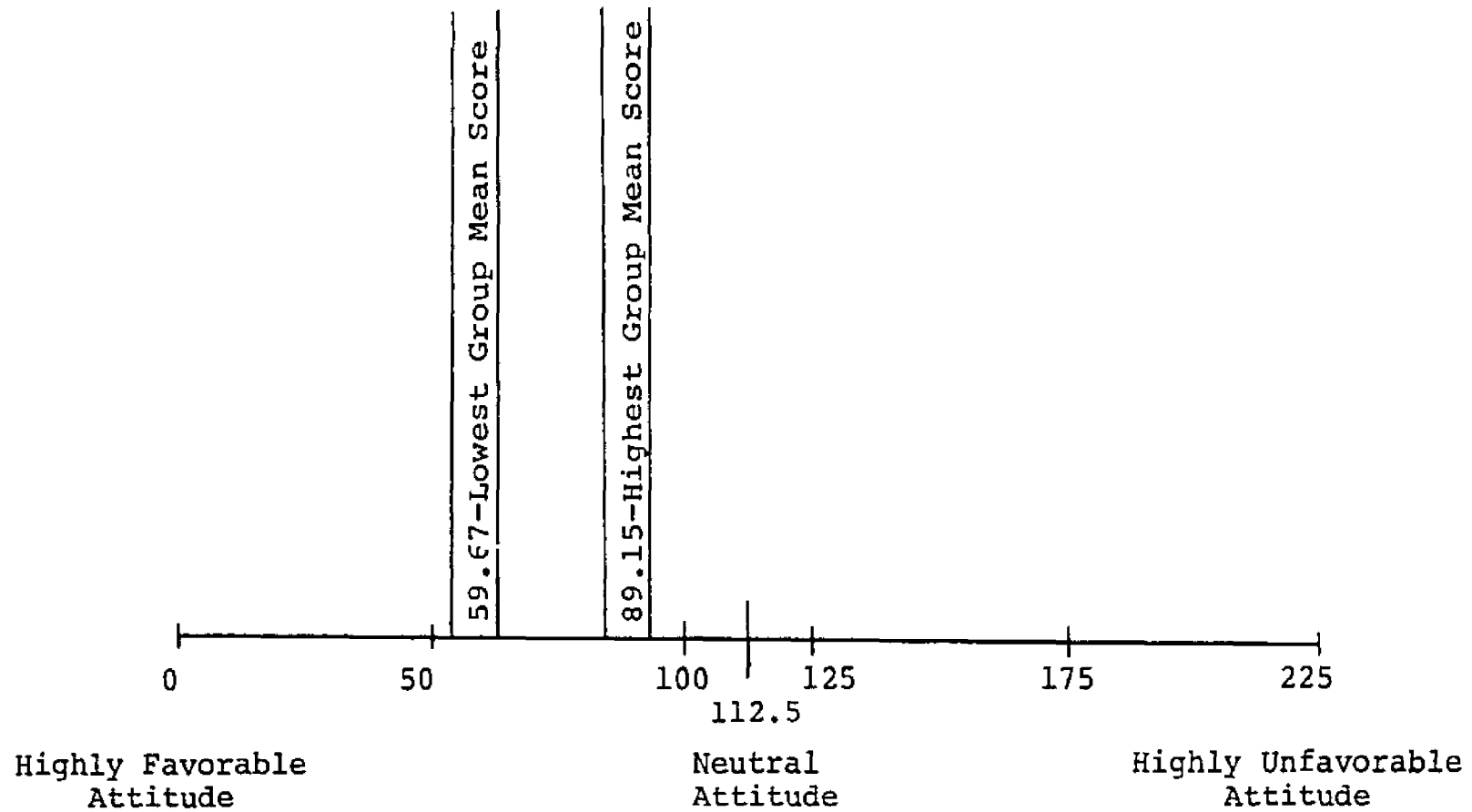


Fig. 4.4.--Distribution of highest and lowest group mean scores on a continuum of all possible scores.

Respondents were requested to indicate their attitudes toward each item by selecting one of four possible choices, ranging from highly favorable to highly unfavorable. The results of the statistical treatment tends to indicate that little apparent differences exist between each response. Therefore, for purposes of item analysis the four possible choices were collapsed into two divergent responses of favorable and unfavorable. All data are reported by percentages of respondents indicating favorable or unfavorable responses to each item. Further, responses are categorized on the variables of sex, division, and level, generating fifteen pairs of percentages per item.

The number of subjects responding by division, level, and sex are presented in Table 4.8. The category of Level 1 females in business is empty as no subjects were available to participate in the research.

TABLE 4.8.--Number of respondents per category

Division Sex	Student Personnel		Business	
	Male	Female	Male	Female
Level 1	3	4	8	0
Level 2	15	12	10	4
Level 3	28	28	12	3
Level 4	129	132	22	22

TABLE 4.9.--Item analysis, percentage responses of attitudes favorable and unfavorable to management by objectives by sex, division, and level

Level	Division							
	Student Personnel				Business			
	Sex		Sex		Sex		Sex	
	Male	Female	Male	Female	Male	Female	Male	Female
	Fav.	Unfav.	Fav.	Unfav.	Fav.	Unfav.	Fav.	Unfav.
Item 1. Paper work necessary for MBO does not interfere with work efforts.								
L1	100.00	0.00	50.00	50.00	62.50	37.50	-	-
L2	66.67	33.33	66.67	33.33	80.00	20.00	75.00	25.00
L3	64.28	35.72	53.57	46.43	91.67	8.33	100.00	0.00
L4	72.58	27.13	65.15	34.85	86.36	13.64	77.28	22.73
Item 2. MBO has a positive effect on the members of the organization.								
L1	66.67	33.33	75.00	25.00	87.50	12.50	-	-
L2	86.67	13.33	83.34	16.67	100.00	0.00	100.00	0.00
L3	71.42	28.58	82.14	17.86	91.67	8.33	100.00	0.00
L4	72.09	27.91	17.28	22.73	86.36	13.64	77.27	22.73
Item 3. The MBO system helps members plan better.								
L1	100.00	0.00	50.00	50.00	87.50	12.50	-	-
L2	93.33	6.67	91.67	8.33	100.00	0.00	100.00	0.00
L3	92.86	7.14	85.71	14.29	100.00	0.00	100.00	0.00
L4	75.19	24.81	85.60	14.40	95.45	4.55	86.40	13.64

(Item 1) Thirteen of the groups indicated that a large amount of paperwork is not a significant deterrent to the effective implementation of MBO. Of concern is the apparent lack of consensus existing in Level 1, females in student personnel. This finding, however, does not appear to have generated similar erosion through lower organizational levels.

(Item 2) All of the groups strongly indicated that MBO generates a positive effect on the members of the organization. Erosion between organizational levels and differences between divisions and sex are minimal.

(Item 3) Level 1 females in student personnel were the only group not significantly indicating that MBO leads to better planning among the members. No apparent erosion occurred within lower levels, however. The remaining groups are consistently skewed in a highly favorable direction.

(Item 4) Again, Level 1 females in student personnel were the only group which did not indicate positive attitudes toward MBO in helping employees to improve their efforts. No erosion occurred within lower levels and the remaining fourteen groups indicated highly favorable responses.

(Item 5) The majority of the reported percentages are clustered in the region of neutrality. Ten of the groups indicated that MBO does not generate appropriate

Item 4. MBO aids employees in developing themselves to improve their efforts.

L1	100.00	0.00	50.00	50.00	75.00	25.00	-	-
L2	93.33	6.67	100.00	0.00	90.00	10.00	75.00	25.00
L3	78.57	21.43	75.00	25.00	83.33	16.67	66.67	33.33
L4	71.32	28.68	79.54	20.46	81.82	18.18	90.91	9.09

Item 5. MBO generates appropriate anxiety among the members of the organization.

L1	100.00	0.00	50.00	50.00	62.50	37.50	-	-
L2	46.57	53.33	50.00	50.00	70.00	30.00	25.00	75.00
L3	39.28	60.72	50.00	50.00	33.33	66.67	33.33	66.67
L4	41.86	58.14	43.94	56.06	68.18	31.82	68.18	31.82

Item 6. MBO provides criteria for fair evaluation of employee performance.

L1	66.67	33.33	50.00	50.00	100.00	0.00	-	-
L2	93.33	6.67	91.67	8.33	60.00	40.00	100.00	0.00
L3	67.86	32.14	75.00	25.00	83.33	16.67	100.00	0.00
L4	44.18	53.71	50.76	49.25	86.36	13.64	81.82	18.18

Item 7. MBO calls for necessary coaching and conferences.

L1	100.00	0.00	75.00	25.00	87.50	12.50	-	-
L2	100.00	0.00	91.67	8.33	100.00	0.00	75.00	25.00
L3	71.43	28.57	89.28	10.71	75.00	25.00	100.00	0.00
L4	58.82	41.18	85.61	14.39	77.27	22.73	81.82	18.18

Item 8. MBO requires necessary meetings to make decisions.

L1	66.67	33.33	100.00	0.00	87.50	12.50	-	-
L2	86.67	13.33	91.67	8.33	80.00	20.00	100.00	0.00
L3	57.14	42.86	89.28	10.72	75.00	25.00	66.67	33.33
L4	70.54	29.46	77.27	22.73	77.27	22.73	68.18	31.82

anxiety among the members, with only five groups indicating appropriate levels of anxiety. With the exception of Level 1 males in student personnel, results between levels tend to reflect similar attitudes of neutrality.

(Item 6) Twelve of the groups indicated that MBO provides criteria by which employees can be fairly evaluated. Three groups, females in student personnel at Levels 1 and 4 and males in student personnel at Level 4, reported attitudes in the region of neutrality.

(Item 7) Fourteen of the groups strongly indicated that coaching and conferences are necessary for successful implementation of an MBO system. Only Level 4 males in student personnel failed to report a highly favorable attitude. Erosion between organizational levels is negligible.

(Item 8) All groups indicated that meetings are necessary in order to reach decisions regarding work efforts within an MBO system. Level 3 males in student personnel reported slightly less favorable attitudes than did other groups.

(Item 9) With the exception of females in business, other groups by sex and by division indicated erosion of commitment to MBO through lower organizational levels. Generally Level 1 and Level 2 staff across groups are skewed in a direction favorable to MBO. Level 3 and Level 4 staff report percentages which are clustered around neutrality.

Item 9. Degree of commitment of staff to the MBO system.

L1	66.67	33.33	50.00	50.00	87.50	12.50	-	-
L2	72.33	26.67	91.67	8.33	70.00	30.00	100.00	0.00
L3	50.00	50.00	57.14	42.86	50.00	50.00	100.00	0.00
L4	46.51	53.49	59.85	40.15	68.18	31.82	90.91	9.09

Item 10. MBO causes organizations to be humanistic and oriented toward people.

L1	33.33	66.67	50.00	50.00	62.50	37.50	-	-
L2	73.33	26.67	83.33	16.67	60.00	40.00	100.00	0.00
L3	39.28	60.72	53.57	46.43	58.33	41.67	100.00	0.00
L4	49.62	49.38	62.59	37.41	72.72	27.28	90.91	9.09

Item 11. MBO is effective in correcting placid leadership in organizations.

L1	66.67	33.33	75.00	25.00	62.50	37.50	-	-
L2	73.33	26.67	75.00	25.00	70.00	30.00	100.00	0.00
L3	67.85	32.15	89.29	10.71	75.00	25.00	100.00	0.00
L4	58.14	41.86	61.37	38.64	86.36	13.64	90.91	9.09

Item 12. MBO is effective in correcting organizations which lack management skills and systems.

L1	100.00	0.00	50.00	50.00	62.50	37.50	-	-
L2	86.67	13.33	83.34	16.66	40.00	60.00	100.00	0.00
L3	67.85	32.15	67.85	32.15	66.67	33.33	66.67	33.33
L4	59.69	40.31	61.36	38.64	77.27	22.63	86.37	13.63

Item 13. MBO helps correct poor long-range planning processes.

L1	100.00	0.00	75.00	25.00	75.00	25.00	-	-
L2	86.67	13.33	100.00	0.00	90.00	10.00	75.00	25.00
L3	75.00	25.00	89.28	10.72	91.67	8.33	100.00	0.00
L4	72.87	27.13	80.31	19.69	71.73	28.27	77.27	22.73

(Item 10) Ten groups are positively skewed and five groups indicate results clustered around neutrality. Only females in business, however, strongly indicate that MBO causes the organization to be humanistic and oriented toward people. Several groups reporting positive percentages can be considered to be only minimally favorable. With the exception of females in business, results between the remaining groups report inconsistent data between organizational levels.

(Item 11) All fifteen groups indicate that MBO is a significant deterrent to placid leadership. Erosion effects between most levels is minimal.

(Item 12) Only two groups, Level 1 females in student personnel and Level 2 males in business, indicate that MBO does not aid in correcting organizations which lack management skills and systems. The remaining thirteen groups are favorably skewed and little erosion is apparent between organizational levels.

(Item 13) All groups report percentages which indicate that MBO is significant in helping to correct poor long-range planning processes. Erosion between organizational levels is negligible.

(Item 14) All groups indicate that MBO is significant in correcting a lack of clearly defined goals. Erosion between organizational levels is negligible.

Item 14. MBO helps correct a lack of clearly defined organizational goals.

L1	100.00	0.00	100.00	0.00	87.50	12.50	-	-
L2	100.00	0.00	100.00	0.00	90.00	10.00	100.00	0.00
L3	85.71	14.29	89.28	10.72	75.00	25.00	100.00	0.00
L4	69.00	31.00	79.55	20.45	81.81	18.19	86.36	13.64

Item 15. MBO helps correct inefficient utilization of facilities.

L1	66.67	33.33	25.00	75.00	37.50	62.50	-	-
L2	60.00	40.00	41.67	58.33	80.00	20.00	50.00	50.00
L3	60.71	39.29	42.85	57.15	66.67	33.33	100.00	0.00
L4	40.86	59.14	52.27	47.72	63.64	26.36	77.27	22.73

Item 16. MBO helps correct inefficient budgeting practices.

L1	33.33	66.67	25.00	75.00	87.50	12.50	-	-
L2	66.67	33.33	33.33	66.67	100.00	0.00	75.00	25.00
L3	51.00	49.00	64.28	35.72	75.00	25.00	66.67	33.33
L4	46.51	53.49	42.41	57.59	77.27	22.73	86.37	13.64

100

Item 17. MBO helps correct inefficient decision-making practices.

L1	66.67	33.33	25.00	75.00	62.50	37.50	-	-
L2	80.00	20.00	66.67	33.33	60.00	40.00	100.00	0.00
L3	64.29	35.71	64.29	35.71	58.33	41.67	100.00	0.00
L4	50.39	49.61	55.31	44.70	59.09	40.91	68.18	31.82

Item 18. MBO helps correct lack of agreement about priorities among members of the organization.

L1	66.67	33.33	75.00	25.00	50.00	50.00	-	-
L2	80.00	20.00	75.00	25.00	60.00	40.00	100.00	0.00
L3	59.72	39.28	71.43	28.57	66.67	33.33	100.00	0.00
L4	51.17	48.83	52.27	47.73	54.55	45.45	68.18	31.82

(Item 15) Seven groups indicate that MBO is not a significant factor in helping to correct inefficient utilization of facilities. Of the eight groups which do report favorably, only three can be considered strongly skewed in a positive direction; the remaining five groups are only marginally favorable. Higher level groups are not consistently more favorable than lower level groups, suggesting generalized attitudes of disagreement with the questionnaire statement.

(Item 16) All seven groups representing the business division report percentages which favorably indicate that MBO helps correct inefficient budgeting practices. The eight groups representing the student personnel division report lower percentages of favorable response with considerable discrepancy between organizational levels.

(Item 17) Erosion of favorable attitudes generally occurs between the higher and lower organizational levels, across all groups. Only three groups strongly indicate that MBO may be of significance in helping to correct inefficient decision making. Eleven of the twelve remaining groups tend to report percentages clustered around neutrality. In contrast to all other groups Level 1 females in student personnel report highly unfavorable percentages.

Item 19. MBO helps correct insufficient evaluation of the quality of output.

L1	66.67	33.33	50.00	50.00	62.50	37.50	-	-
L2	73.33	26.67	83.33	16.67	60.00	40.00	50.00	50.00
L3	67.86	32.14	67.86	32.14	58.33	41.67	33.33	66.67
L4	44.54	55.46	48.49	51.51	72.72	27.28	68.19	31.81

Item 20. Staff are satisfied with the results of writing their own objectives.

L1	66.67	33.33	50.00	50.00	75.00	25.00	-	-
L2	80.00	20.00	75.00	25.00	80.00	20.00	75.00	25.00
L3	42.86	57.14	71.43	28.57	83.33	16.67	66.67	33.33
L4	50.39	49.61	50.76	49.24	81.82	18.18	63.64	36.36

Item 21. Staff objectives closely reflect the goals of the organization.

L1	66.67	33.33	100.00	0.00	87.50	12.50	-	-
L2	93.33	6.67	91.67	8.33	100.00	0.00	100.00	0.00
L3	92.86	7.14	100.00	0.00	91.67	8.33	100.00	0.00
L4	80.72	19.28	92.42	7.58	100.00	0.00	86.36	13.64

Item 22. Staff knowledge and understanding of the difference between goals and objectives.

L1	100.00	0.00	100.00	0.00	87.50	12.50	-	-
L2	100.00	0.00	91.67	8.33	90.00	10.00	100.00	0.00
L3	77.57	22.43	96.42	3.57	91.67	8.33	100.00	0.00
L4	80.00	20.00	88.64	11.36	90.90	9.10	90.90	9.10

Item 23. Staff familiarity with the goals of the organization.

L1	100.00	0.00	75.00	25.00	100.00	0.00	-	-
L2	100.00	0.00	100.00	0.00	100.00	0.00	100.00	0.00
L3	92.86	7.14	100.00	0.00	83.33	16.67	100.00	0.00
L4	92.79	6.21	98.49	1.52	95.45	4.55	86.36	13.64

(Item 18) Nine of the fifteen groups indicate that MBO is significant in correcting lack of agreement concerning priorities among members of the organization. Males in business at higher organizational levels tend to report less favorable percentages than do the remaining higher levels across sex and across division. Females at most organizational levels tend to indicate more favorable responses than do males.

(Item 19) The higher organizational levels across groups favorably indicate that MBO helps in correcting insufficient evaluations of the quality of output. Female, Level 1 staff in student personnel and in business report percentages in the region of neutrality. Level 2 staff across student personnel groups tend to indicate more positive responses than do Level 1 staff. Some erosion of favorable responses occurs at the lower organizational levels.

(Item 20) Males in business through all four organizational levels tend to be most favorably disposed to the results of writing their own objectives. All seven groups in business report percentages which tend to suggest greater favorability than do the eight groups in student personnel. Level 2 staff tend to be more favorable than Level 1 staff. Some erosion of positive responses is noted in the lower levels of student personnel divisions.

Item 24. Staff experience with coaching to help write objectives.

L1	66.67	33.33	50.00	50.00	75.00	25.00	-	-
L2	93.33	6.67	66.67	33.33	90.00	10.00	50.00	50.00
L3	75.00	25.00	85.71	14.29	73.33	16.67	100.00	0.00
L4	82.17	17.83	78.79	21.21	74.27	24.73	81.82	18.18

Item 25. Staff experience with methods by which objectives are set.

L1	100.00	0.00	100.00	0.00	100.00	0.00	-	-
L2	92.33	6.67	91.67	8.33	70.00	30.00	100.00	0.00
L3	85.71	14.28	85.71	14.28	83.33	16.67	66.67	33.33
L4	80.62	19.38	90.15	9.85	86.36	13.64	63.64	36.36

Item 26. Staff familiarity with supervisors' objectives.

L1	66.67	33.33	50.00	50.00	100.00	0.00	-	-
L2	80.00	20.00	66.67	33.33	80.00	20.00	100.00	0.00
L3	82.14	17.86	85.72	14.29	66.67	33.33	66.67	33.33
L4	65.89	34.11	73.48	26.52	81.82	18.18	86.37	13.64

Item 27. Staff experience with coaching to help implement objectives.

L1	66.67	33.33	75.00	25.00	87.50	12.50	-	-
L2	80.00	20.00	66.67	33.33	90.00	10.00	100.00	0.00
L3	75.00	25.00	82.14	17.86	83.33	16.67	66.67	33.33
L4	83.72	16.28	81.82	18.18	90.91	9.09	77.28	22.73

Item 28. Staff experience in determining how objectives will be achieved.

L1	100.00	0.00	50.00	50.00	50.00	50.00	-	-
L2	66.67	33.33	58.34	41.66	80.00	20.00	100.00	0.00
L3	53.57	46.43	71.43	28.57	75.00	25.00	66.67	33.33
L4	49.61	49.39	61.36	38.64	63.64	36.36	90.91	9.09

(Item 21) All groups indicate favorable percentages suggesting that their objectives closely reflect the goals of the organization. Erosion from higher to lower levels is negligible.

(Item 22) All groups indicate that understanding of the difference between goals and objectives is highly favorable. Erosion between levels is negligible.

(Item 23) All groups report highly favorable percentages indicating significant familiarity with the goals of the organization. Erosion between levels of the organization is negligible.

(Item 24) Thirteen groups report a favorable experience with coaching to help them write their objectives. Only Level 1 females across divisions report a neutral experience. Erosion between the highest and lowest levels of the organization is negligible.

(Item 25) All groups indicate that the method by which objectives are set is highly favorable. Highest levels across all groups are 100 per cent favorable in their responses. Erosion is negligible except in the category of females in business, where some erosion occurs.

(Item 26) Level 1 staff in student personnel indicate less familiarity with their supervisors' objectives than do Level 1 staff in business. Similarly, lower level staff tend to indicate greater familiarity than do Level 1 staff in student personnel.

Item 29. Favorability of frequency of the appraisal process.

L1	33.33	66.67	25.00	75.00	12.50	87.50	-	-
L2	40.00	60.00	33.33	66.67	60.00	40.00	25.00	75.00
L3	60.72	39.28	64.28	35.71	50.00	50.00	0.00	100.00
L4	57.37	42.63	59.85	40.15	50.00	50.00	50.00	50.00

Item 30. Effect of the appraisal process.

L1	33.33	66.67	25.00	75.00	62.50	37.50	-	-
L2	46.67	63.33	58.33	41.66	60.00	40.00	75.00	25.00
L3	71.35	28.65	71.43	28.57	75.00	25.00	33.33	66.67
L4	58.14	41.86	68.94	31.06	63.64	27.36	81.82	18.18

Item 31. Effect of appraisal with regard to implementation of objectives.

L1	66.67	33.33	100.00	0.00	62.50	37.50	-	-
L2	73.33	26.67	91.67	8.33	80.00	20.00	50.00	50.00
L3	92.86	7.14	89.28	10.71	91.67	8.33	33.33	66.67
L4	79.07	20.93	89.39	10.61	77.27	22.73	81.82	18.18

Item 32. Degree of emphasis placed on appraisal.

L1	33.33	66.67	25.00	75.00	25.00	75.00	-	-
L2	46.67	53.33	58.34	41.67	30.00	70.00	25.00	75.00
L3	53.57	46.43	71.43	28.57	33.33	66.67	0.00	100.00
L4	59.79	40.21	66.67	33.33	59.19	40.81	81.82	18.18

Item 33. Effects of results achieved as determinants of employees appraisal.

L1	66.67	33.33	75.00	25.00	87.50	12.50	-	-
L2	92.33	6.67	100.00	0.00	60.00	40.00	100.00	0.00
L3	92.86	6.14	78.57	21.43	91.67	8.33	100.00	0.00
L4	75.19	25.81	78.79	21.21	86.36	13.64	95.45	4.55

(Item 27) Level 1 staff in business indicate a highly favorable experience with coaching to help implement their objectives. All groups report percentages which are positively skewed. Erosion between organizational levels and across all groups is negligible. Level 1 males in student personnel tend to indicate less favorability than do the three remaining levels in that category.

(Item 28) Level 1 males in student personnel indicate a favorable experience in determining how their objectives will be achieved. Considerable erosion occurs through the remaining levels of this category. Females in student personnel and males in business report an inverse relationship between most levels and a favorable experience. Females in business tend to report percentages indicating a favorable experience.

(Item 29) Five groups indicate an unfavorable percentage with respect to the frequency of appraisal of their work efforts. The remaining nine groups are clustered about a neutral range. No group reports percentages which reflect a highly favorable response.

(Item 30) A generalized inverse relationship exists between organizational level and a favorable indication of the effects of the appraisal process. With the exception of females in business highest level groups consistently report less than favorable effects of

appraisal. Males in business appear to report percentages with the greatest consistency between organizational levels.

(Item 31) With the exception of the higher levels of females in business all groups report percentages indicating a favorable effect of appraisal with regard to implementation of objectives. Erosion between organizational levels is negligible, with several lower level groups reporting highly favorable responses.

(Item 32) Most groups generally indicate an increase in favorable percentages reported with a decrease in organizational level. Highest level groups indicate highly unfavorable percentages with respect to emphasis placed on appraisal. Only three groups, all located at the lower levels of females in the categories of business and student personnel, report that a favorable degree of emphasis is placed on appraisal.

(Item 33) All groups indicate favorably that MBO emphasizes appraisal based on results achieved by employees rather than on more subtle traits, such as factors of personality. Erosion between organizational levels is negligible.

(Item 34) Twelve groups report percentages which indicate favorable degrees of employee involvement in the appraisal of their efforts. Erosion appears to be significant only in the category of males in student

Item 34. Employee involvement in the appraisal process.

L1	100.00	0.00	75.00	25.00	87.50	12.50	-	-
L2	93.33	6.67	50.00	50.00	100.00	0.00	75.00	25.00
L3	71.43	28.57	64.28	35.72	91.67	8.33	33.33	66.67
L4	55.82	44.18	64.39	35.61	86.36	13.64	95.45	4.55

Item 35. Fairness of appraisal process.

L1	100.00	0.00	75.00	25.00	87.50	12.50	-	-
L2	93.33	6.67	50.00	50.00	90.00	10.00	75.00	25.00
L3	85.72	14.28	78.58	21.43	91.67	8.33	66.67	33.33
L4	63.57	36.43	70.46	29.55	90.90	9.10	100.00	0.00

Item 36. Reaction to receiving negative feedback as a result of appraisal.

L1	100.00	0.00	75.00	25.00	50.00	50.00	-	-
L2	100.00	0.00	91.67	8.33	80.00	20.00	100.00	0.00
L3	78.59	21.43	82.15	17.86	75.00	25.00	33.33	66.67
L4	77.52	22.48	81.82	18.18	86.36	13.64	86.37	13.64

Item 37. Difficulty of arriving at a rating during the appraisal process.

L1	100.00	0.00	75.00	25.00	87.50	12.50	-	-
L2	93.33	6.67	91.67	8.33	90.00	10.00	75.00	25.00
L3	85.71	14.29	75.00	25.00	66.67	33.33	100.00	0.00
L4	82.17	17.83	87.12	12.88	77.27	22.73	100.00	0.00

Item 38. People in the organization say what they mean.

L1	100.00	0.00	75.00	25.00	87.50	12.50	-	-
L2	93.33	6.67	66.67	33.33	80.00	20.00	75.00	25.00
L3	60.72	39.28	64.29	35.71	66.67	33.33	33.33	66.67
L4	69.53	30.47	74.24	25.76	50.00	50.00	59.10	40.90

personnel. Females across divisions tend to report percentages which are slightly less favorable than males.

(Item 35) Fourteen groups indicate high favorability toward the fairness of the appraisal process. Only Level 2 females in student personnel indicate a response which is less than favorable.

(Item 36) Thirteen groups indicate a favorable reaction to receiving negative feedback as a result of appraisal. Level 1 males and Level 3 females in business, however, exhibit divergence from the generally favorable percentages reported by other groups. Little erosion is noted through organizational levels.

(Item 37) All groups indicate highly favorable percentages in arriving at a rating during the appraisal process. This finding suggests that few serious problems are encountered in determining employee ratings of performance. Erosion between organizational levels is minimal.

(Item 38) Twelve groups indicate that people in the organization communicate openly and honestly with each other. Only the lower levels of business exhibit divergence from this finding. Erosion between levels is minimal.

(Item 39) Considerable inconsistency of favorable percentages exists between most groups, with regard to sex, division, or level. Results cannot be

Item 39. Availability of individuals in the organization with whom discussion can occur.

L1	100.00	0.00	50.00	50.00	62.50	37.50	-	-
L2	60.00	40.00	66.67	33.33	70.00	30.00	75.00	25.00
L3	53.57	46.43	53.57	46.43	50.00	50.00	66.67	33.33
L4	73.65	26.35	78.79	21.21	54.55	45.45	72.73	27.27

Item 40. Accuracy and honesty of supervisors' expectations.

L1	100.00	0.00	50.00	50.00	87.50	12.50	-	-
L2	93.33	6.67	75.00	25.00	70.00	30.00	75.00	25.00
L3	82.14	17.86	71.42	28.57	84.33	16.67	66.67	33.33
L4	86.05	13.95	88.63	10.37	77.27	22.73	81.82	18.18

Item 41. Frequency of communication between people in the organization.

L1	100.00	0.00	75.00	25.00	100.00	0.00	-	-
L2	80.00	20.00	66.67	33.33	90.00	10.00	75.00	25.00
L3	53.57	46.43	64.28	35.71	83.33	16.67	33.33	66.67
L4	58.91	41.09	62.12	37.88	71.72	36.36	68.18	31.82

Item 42. Creative change can occur within the organization.

L1	66.67	33.33	50.00	50.00	87.50	12.50	-	-
L2	86.67	13.33	83.34	16.67	90.00	10.00	75.00	25.00
L3	78.57	21.43	92.86	7.14	91.67	8.33	100.00	0.00
L4	77.52	22.48	85.61	14.39	90.91	9.09	100.00	0.00

Item 43. Supervisors do not transfer blame when a problem occurs.

L1	100.00	0.00	100.00	0.00	75.00	25.00	-	-
L2	93.33	6.67	66.67	33.33	80.00	20.00	75.00	25.00
L3	71.43	28.57	85.71	14.28	83.33	16.67	33.33	66.67
L4	63.57	36.43	78.79	21.21	59.09	40.91	72.73	27.27

interpreted beyond a general finding of attitudes toward the availability of individuals with whom discussion can occur ranging from neutral to favorable.

(Item 40) With the exception of Level 1 females in student personnel, all groups indicate a favorable percentage of response toward the accuracy and honesty of supervisors' expectations. Level 1 females in student personnel indicate a neutral percentage. Little erosion of favorable attitudes occurs between organizational levels.

(Item 41) Highest level groups indicate a favorable frequency of communication between people in the organization. Less favorable responses are indicated with decreasing organizational levels. Level 3 females in business report unfavorable percentages toward the frequency of communication. Erosion is most apparent at the lower levels of males in student personnel.

(Item 42) Fourteen groups report a favorable response indicating that creative change can occur within the organization. An inverse relationship generally exists between organizational level and favorable percentages. Only Level 1 females in student personnel indicate a less than favorable percentage of neutrality.

(Item 43) A high percentage of favorable responses indicates that employees believe that most supervisors do not transfer blame when a problem occurs.

Item 44. Supervisors share blame when a problem occurs.

L1	100.00	0.00	75.00	25.00	100.00	0.00	-	-
L2	93.33	6.67	50.00	50.00	70.00	30.00	75.00	25.00
L3	71.43	28.57	71.42	28.57	91.67	8.33	66.67	33.33
L4	64.33	35.67	78.03	21.97	68.18	31.72	72.73	27.27

Item 45. When a problem occurs supervisors engage in a problem-solving process involving subordinates.

L1	100.00	0.00	75.00	25.00	100.00	0.00	-	-
L2	93.33	6.67	83.33	16.67	70.00	30.00	50.00	50.00
L3	85.71	14.29	92.85	7.15	91.67	8.33	66.67	33.33
L4	78.30	21.70	89.40	10.60	81.82	18.18	95.45	4.55

Item 46. Supervisors face problems directly.

L1	100.00	0.00	75.00	25.00	87.50	12.50	-	-
L2	86.67	13.33	75.00	25.00	80.00	20.00	75.00	25.00
L3	75.00	25.00	75.00	25.00	66.67	33.33	66.67	33.33
L4	77.52	22.48	87.88	12.12	68.28	31.72	77.27	22.73

Item 47. Ability of individuals to effect major change in the organization.

L1	100.00	0.00	50.00	50.00	87.50	12.50	-	-
L2	66.67	33.33	66.67	33.33	70.00	30.00	25.00	75.00
L3	92.86	7.14	78.58	21.43	58.33	41.67	66.67	33.33
L4	63.57	36.43	67.43	32.57	72.73	27.27	59.09	40.91

Item 48. Promotion and development potential within the organization.

L1	66.67	33.33	75.00	25.00	62.50	37.50	-	-
L2	87.67	13.33	83.33	16.67	10.00	90.00	50.00	50.00
L3	67.86	32.14	75.00	25.00	41.67	58.33	100.00	0.00
L4	57.36	42.64	56.82	43.19	72.73	27.17	50.00	50.00

Only Level 3 females in business tend to respond unfavorably. Some erosion is evident at the lower organizational levels, but positive responses are maintained.

(Item 44) Fourteen groups indicate a favorable percentage of response that supervisors share blame when a problem occurs. Only Level 2 females in student personnel fail to indicate a favorable percentage. Some erosion occurs between levels as well as some inverse relationships existing at the middle organizational levels. Males tend to indicate a slightly more favorable percentage than females.

(Item 45) Females in business tend to indicate a strong inverse relationship between level and favorable percentages. All remaining groups indicate a highly favorable percentage of response regarding supervisors involving subordinates in problem-solving processes. Erosion between organizational levels is negligible.

(Item 46) All groups indicate a favorable percentage suggesting that supervisors face problems directly when they occur. Level 1 and Level 2 males across groups tend to report slightly higher percentages than do equivalent levels in female categories.

(Item 47) Except Level 1 females across divisions all groups report favorable percentages of response regarding the ability of individuals to effect major change in the organization. Some erosion occurs between organizational levels.

Item 49. The organization places its emphasis on the future.

L1	100.00	0.00	75.00	25.00	62.50	37.50	-	-
L2	86.67	13.33	58.34	41.67	40.00	60.00	25.00	75.00
L3	60.71	39.29	60.71	39.28	66.67	33.33	33.33	66.67
L4	58.91	41.09	58.34	41.67	87.27	22.73	81.82	18.18

Item 50. Supervisors are supportive of the organization in general.

L1	100.00	0.00	100.00	0.00	100.00	0.00	-	-
L2	100.00	0.00	100.00	0.00	100.00	0.00	100.00	0.00
L3	96.43	3.57	100.00	0.00	84.33	16.67	100.00	0.00
L4	90.69	9.31	93.94	6.06	100.00	0.00	100.00	0.00

Item 51. Generally, supervisors are supportive of the MBO system.

L1	100.00	0.00	75.00	25.00	75.00	25.00	-	-
L2	73.33	26.67	83.33	16.67	100.00	0.00	100.00	0.00
L3	67.86	32.14	78.58	21.42	83.33	16.67	100.00	0.00
L4	76.56	23.44	85.61	14.39	86.36	13.64	86.36	13.64

115

Item 52. Generally, supervisors are supportive of individual development.

L1	100.00	0.00	50.00	50.00	62.50	37.50	-	-
L2	100.00	0.00	91.67	8.33	70.00	30.00	75.00	25.00
L3	92.86	7.14	85.71	14.29	83.33	16.67	100.00	0.00
L4	78.30	21.00	85.61	14.40	90.91	9.09	81.82	18.18

Item 53. Generally, supervisors are supportive of organizational goals.

L1	100.00	0.00	75.00	25.00	100.00	0.00	-	-
L2	100.00	0.00	91.67	8.33	100.00	0.00	100.00	0.00
L3	92.86	7.14	96.43	3.57	91.67	8.33	100.00	0.00
L4	89.92	10.08	90.91	9.09	95.45	4.55	95.45	4.55

(Item 48) The potential for promotion and development within the organization is indicated to be favorable by student personnel respondents. Considerably less favorable percentages are reported by the business staff. Of particular interest is the extremely low promotion and development potential indicated by Level 2 males in business. Some erosion occurs between organizational levels.

(Item 49) Highest level student personnel staff of both sexes indicate that the organization places emphasis on the future. Some erosion occurs between organizational levels. An inverse relationship exists between level and favorable response for both sexes in the business division. Higher levels of business staff are skewed in the region of neutrality and unfavorability.

(Item 50) All groups indicated very favorable responses regarding supervisors being supportive of the organization in general. Erosion between levels is negligible.

(Item 51) All groups indicated favorable percentages of responses regarding supervisors being supportive of the MBO system. Erosion of favorable percentages between organizational levels is negligible.

(Item 52) Fourteen groups indicated favorable percentages regarding supervisors being supportive of individual development. Level 1 females in student personnel are clustered in the region of neutrality; however,

Item 54. Generally, supervisors are supportive of subordinates.

L1	66.67	33.33	100.00	0.00	75.00	25.00	-	-
L2	100.00	0.00	83.34	16.66	60.00	40.00	100.00	0.00
L3	75.00	25.00	82.14	17.86	83.33	16.67	100.00	0.00
L4	72.09	27.91	84.09	15.91	86.36	13.64	72.73	27.27

Item 55. Generally, supervisors are supportive of professional associations.

L1	100.00	0.00	75.00	25.00	37.50	62.50	-	-
L2	66.67	33.33	58.33	41.67	60.00	40.00	50.00	50.00
L3	78.57	21.43	78.57	21.43	83.33	16.67	100.00	0.00
L4	73.64	24.36	81.68	18.32	86.36	13.64	90.91	9.09

Item 56. Generally, supervisors are supportive of providing services and assistance to students.

L1	100.00	0.00	75.00	50.00	100.00	0.00	-	-
L2	86.67	13.33	83.33	16.67	90.00	10.00	100.00	0.00
L3	96.43	3.57	96.43	3.57	91.67	8.33	100.00	0.00
L4	88.37	11.63	95.45	4.55	100.00	0.00	100.00	0.00

Item 57. Supervisors are more effective leaders as a result of MBO.

L1	100.00	0.00	50.00	50.00	62.50	37.50	-	-
L2	80.00	20.00	83.33	16.67	60.00	40.00	100.00	0.00
L3	67.86	32.14	85.72	14.29	75.00	25.00	100.00	0.00
L4	62.79	37.21	80.31	19.69	63.63	36.37	81.82	18.18

Item 58. Supervisors' planning is adequate and involves subordinate staff.

L1	66.67	33.33	75.00	25.00	87.50	12.50	-	-
L2	92.33	6.67	83.33	16.67	90.00	10.00	100.00	0.00
L3	100.00	0.00	92.86	7.14	83.33	16.67	100.00	0.00
L4	89.15	10.85	90.91	9.09	86.36	13.64	95.45	4.55

no erosion is evident between organizational levels in this category. Of interest is the inverse relationship existing for males in business at all organizational levels.

(Item 53) All groups report highly favorable percentages indicating that supervisors are supportive of organizational goals. Virtually no erosion occurs between organizational levels across all groups.

(Item 54) All groups report favorable percentages which indicate that supervisors are supportive of subordinate staff. Level 2 males in business indicate the lowest percentage of support of all groups.

(Item 55) All groups in student personnel indicate that supervisors are supportive of professional associations. Higher level groups in business, however, indicate considerably less support than do equivalent levels in student personnel. Some erosion occurs between levels.

(Item 56) All groups consistently report percentages which indicate that supervisors are highly supportive of providing services and assistance to students.

(Item 57) Fourteen groups indicate agreement that supervisors are more effective leaders as a result of the MBO system. Level 1 females in student personnel report a neutral percentage. Little erosion is apparent between organizational levels across all groups.

Item 59. Supervisors can generally be described as on the offensive and sensitive.

L1	66.67	33.33	100.00	0.00	87.50	12.50	-	-
L2	73.33	26.67	83.33	16.67	70.00	30.00	50.00	50.00
L3	71.43	28.57	71.43	28.57	75.00	25.00	66.67	33.33
L4	60.47	39.53	57.58	42.42	77.27	22.73	68.18	31.82

Item 60. MBO has led supervisors and subordinates to better understand each others' areas of responsibility.

L1	66.67	33.33	25.00	75.00	37.50	62.50	-	-
L2	80.00	20.00	75.00	25.00	40.00	60.00	75.00	25.00
L3	71.43	28.57	82.14	17.86	58.33	41.67	66.67	33.33
L4	55.82	44.18	56.06	43.94	54.55	45.45	72.73	27.27

Item 61. Perceived supervisory response to unsatisfactory employee performance.

L1	100.00	0.00	75.00	25.00	100.00	0.00	-	-
L2	100.00	0.00	75.00	25.00	90.00	10.00	100.00	0.00
L3	92.86	7.14	96.42	3.57	100.00	0.00	66.67	33.33
L4	86.04	13.96	93.94	6.66	95.94	4.55	86.37	13.64

Item 62. Preferred supervisory response to unsatisfactory employee performance.

L1	100.00	0.00	100.00	0.00	100.00	0.00	-	-
L2	93.33	6.67	100.00	0.00	100.00	0.00	100.00	0.00
L3	96.43	3.57	100.00	0.00	100.00	0.00	100.00	0.00
L4	97.67	2.33	98.48	1.52	100.00	0.00	100.00	0.00

Item 63. Perceived supervisory response to satisfactory employee performance.

L1	100.00	0.00	75.00	25.00	75.00	25.00	-	-
L2	93.33	6.67	66.67	33.33	60.00	40.00	75.00	25.00
L3	92.86	7.14	89.29	10.71	75.00	25.00	100.00	0.00
L4	75.97	24.03	77.28	22.72	81.82	18.18	77.28	22.73

(Item 58) All fifteen groups report highly favorable percentages which indicate that supervisors' planning efforts were adequate and that subordinate staff were involved in the planning. Erosion between organizational levels is negligible.

(Item 59) Fourteen groups report percentages which indicate that supervisors are generally on the offensive and sensitive. The Level 1 females in business, however, indicate neutrality. Some erosion occurs between levels.

(Item 60) Highest levels of females in student personnel and all levels of males in business report percentages which indicate that MBO has not been significant in leading supervisors and subordinates to a better understanding of each others' areas of responsibility. The remaining groups indicate favorable responses. Some erosion occurs between organizational levels.

(Item 61) All groups report a highly positive percentage, indicating that subordinates are favorable to supervisors' responses regarding unsatisfactory performance.

(Item 62) All groups report a highly favorable percentage of responses, indicating that the preferred supervisory response reflects agreement with the perceived supervisory response. Highly favorable percentages indicated for this item tend to parallel the highly favorable percentages indicated in the preceding item.

Item 64. Preferred supervisory response to satisfactory employee performance.

L1	100.00	0.00	100.00	0.00	100.00	0.00	-	-
L2	100.00	0.00	100.00	0.00	100.00	0.00	100.00	0.00
L3	92.86	7.14	92.86	7.14	100.00	0.00	100.00	0.00
L4	86.05	13.95	96.97	3.03	90.91	9.09	100.00	0.00

Item 65. The organization rewards its employees' significant contributions with praise.

L1	100.00	0.00	50.00	50.00	87.50	12.50	-	-
L2	86.67	13.33	66.67	33.33	80.00	20.00	75.00	25.00
L3	71.43	28.57	67.86	32.14	83.33	16.67	100.00	0.00
L4	64.34	35.66	72.73	27.27	81.82	18.18	63.64	36.36

Item 66. The organization rewards its employees' significant contributions with more responsibility.

L1	100.00	0.00	50.00	50.00	100.00	0.00	-	-
L2	53.33	46.67	75.00	25.00	41.67	58.33	75.00	25.00
L3	50.00	50.00	67.85	32.15	72.72	27.28	100.00	0.00
L4	46.52	53.48	38.63	61.37	67.31	32.69	77.28	22.73

Item 67. The organization rewards its employees' significant contributions with merit pay.

L1	0.00	100.00	0.00	100.00	12.50	87.50	-	-
L2	6.67	93.33	8.33	91.67	0.00	100.00	0.00	100.00
L3	7.14	92.86	3.57	96.43	8.33	91.67	0.00	100.00
L4	10.85	89.15	6.06	93.94	13.64	86.37	22.73	77.27

(Item 63) All groups report percentages which indicate that subordinates are favorable to the response of supervisors regarding satisfactory employee performance.

(Item 64) All groups report a highly favorable percentage, indicating that the preferred supervisory response reflects agreement with perceived supervisory response. The highly favorable percentages reported for this item tend to be skewed in a somewhat more positive direction than the percentages for the preceding item; however, responses for both items indicate a highly similar and parallel relationship.

(Item 65) Fourteen groups indicate that significant contributions are rewarded with praise. Level 1 females in student personnel are clustered in the region of neutrality. Erosion between levels is most evident in the category of males in student personnel; remaining categories indicate negligible erosion.

(Item 66) Level 1 males across divisions indicate a response highly favorable to receiving a reward of increased responsibility for significant contributions. Considerable erosion, however, occurs through decreasing organizational levels for males across divisions. Level 1 females in student personnel indicate neutral percentages; remaining levels in that category tend to reflect a variety of responses, with considerable erosion occurring at the lowest level. Only the category of

Item 68. The organization rewards its employees' significant contributions with written recommendations.

L1	66.67	33.33	100.00	0.00	62.50	37.50	-	-
L2	66.67	33.33	58.33	41.67	60.00	40.00	25.00	75.00
L3	71.43	28.57	67.86	32.15	75.00	25.00	66.67	33.33
L4	51.17	48.83	53.78	46.21	68.18	31.82	54.55	45.45

Item 69. Merit pay increases are a necessary compensation for rewarding employees' significant contributions in an MBO system.

L1	66.67	33.33	75.00	25.00	75.00	25.00	-	-
L2	73.33	26.67	75.00	25.00	100.00	0.00	25.00	75.00
L3	53.58	46.42	64.28	35.72	91.67	8.33	33.33	66.67
L4	46.51	53.49	42.42	57.58	81.82	18.18	86.37	13.63

Item 70. Working in the MBO system increases job satisfaction.

L1	66.67	33.33	75.00	25.00	100.00	0.00	-	-
L2	86.67	13.13	83.33	16.67	70.00	30.00	75.00	25.00
L3	64.29	35.71	57.14	42.86	83.33	16.67	100.00	0.00
L4	53.49	46.51	53.79	46.22	59.09	40.91	63.64	36.36

Item 71. Working in the MBO system increases job performance.

L1	66.67	33.33	75.00	25.00	100.00	0.00	-	-
L2	86.67	13.33	75.00	25.00	80.00	20.00	75.00	25.00
L3	71.43	28.57	75.00	25.00	75.00	25.00	100.00	0.00
L4	65.12	34.88	65.91	34.09	72.72	27.28	63.64	36.36

females in business indicate generally favorable percentages through all organizational levels.

(Item 67) All groups strongly indicate that the organization does not reward its employees' significant contributions with merit pay. Percentages remain consistent between organizational levels and across divisions.

(Item 68) Males in both the student personnel and business divisions tend to indicate favorable percentages and general consistency between organizational levels with respect to receiving written recommendations for significant contributions. With the exception of Level 1 females in student personnel, females in both divisions tend to be less favorable and indicate less consistency between organizational levels.

(Item 69) With the exception of females in business higher level groups consistently report percentages favorably indicating that merit pay increases are a necessary compensation for rewarding employees' significant contributions in an MBO system. Lower level groups in student personnel indicate less favorable percentages than do higher level groups, suggesting considerable erosion between organizational levels. Only the category of males in business report consistently favorable percentages between organizational levels. A strong inverse relationship exists between levels and favorability for females in business.

Item 72. Present job is challenging and leads to increasing achievement levels.

L1	100.00	0.00	75.00	25.00	87.50	12.50	-	-
L2	80.00	20.00	100.00	0.00	70.00	30.00	100.00	0.00
L3	85.71	14.29	82.14	17.86	83.33	16.67	100.00	0.00
L4	82.95	17.05	90.15	9.85	86.36	13.64	68.18	31.82

Item 73. Supervisory response to unsatisfactory employee performance.

L1	100.00	0.00	100.00	0.00	87.50	12.50	-	-
L2	100.00	0.00	100.00	0.00	100.00	0.00	100.00	0.00
L3	92.86	7.14	96.43	3.57	100.00	0.00	100.00	0.00
L4	87.33	12.66	93.94	6.06	100.00	0.00	86.36	13.64

Item 74. Supervisory response to satisfactory employee performance.

L1	100.00	0.00	100.00	0.00	100.00	0.00	-	-
L2	93.33	6.67	100.00	0.00	100.00	0.00	100.00	0.00
L3	96.43	3.57	100.00	0.00	100.00	0.00	100.00	0.00
L4	91.47	8.53	99.25	0.75	95.45	4.55	95.46	4.55

Item 75. MBO emphasizes job performance rather than personality.

L1	100.00	0.00	25.00	75.00	87.50	12.50	-	-
L2	63.33	26.27	75.00	25.00	40.00	60.00	50.00	50.00
L3	78.57	21.43	71.42	28.58	75.00	25.00	66.67	33.33
L4	63.57	36.43	65.91	34.09	77.27	22.73	77.27	22.73

(Item 70) Level 4 responses across groups indicate percentages which suggest that working in the MBO system has not significantly increased job satisfaction. Most other groups generally tend to indicate that working in an MBO system is favorable to job satisfaction. Some erosion occurs between organizational levels across all divisions.

(Item 71) All groups indicated that working in an MBO system is favorable in increasing job performance. Consistency exists between organizational levels and across groups.

(Item 72) All groups indicate that their present job is challenging and leads to increased achievement levels of performance. Little erosion is present between organizational levels and negligible differences exist across groups.

(Item 73) Responses are skewed in a highly positive direction across all groups and through all organizational levels. The positive percentages indicated that supervisors see themselves responding to unsatisfactory employee performance in a manner appropriate for use in an MBO system.

(Item 74) Responses are skewed in a highly positive direction across all groups and through all organizational levels. The positive percentages indicate

that supervisors see themselves responding to satisfactory employee performance in a manner appropriate for use in an MBO system.

(Item 75) Twelve of the fifteen groups indicate that MBO reduces variables of personality while emphasizing the job performance of personnel. Of concern is the unfavorable percentages reported by Level 1 females in both the student personnel and business divisions, and Level 2 males in business. The three groups reporting unfavorable percentages have not, however, generated erosion through lower levels of the organization.

Summary

In this chapter the data were analyzed for statistical significance between fifteen groups. The data were also subjected to visual inspection to determine practical differences which may have existed between groups. In addition, an item analysis was presented to describe and evaluate responses to individual questionnaire items. Chapter V contains the summary and conclusions drawn from the analysis and recommendations and implications for further research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND
RECOMMENDATIONS

The purpose of this study was to describe and evaluate the attitudes of the professional and paraprofessional housing staff at Michigan State University in response to working under the accountability system of Management by Objectives. Specifically, this investigation was designed to explore employee attitudes toward:

- (1) The effects of a Management by Objectives system on erosion of communication between employees occupying different levels in the housing organization;
- (2) The effects of MBO on the coordination of work efforts between the student personnel and business divisions of the housing organization;
- (3) MBO with respect to the presence of significant differences, if any, existing between male and female employees; and
- (4) The effects of leader behavior in managing an organization using MBO.

The target population was divided into different categories in order to conduct the research. The categories were ordered and defined on the basis of the following differences:

- (1) Position occupied by respondents in the organization, constituting four organizational levels;
- (2) Division occupied by respondents in the organization, either student personnel or business;
- (3) Sex of the respondents.

In addition, the entire target population was redefined on the basis of reporting to different operations supervisors, constituting four sub-groups in student personnel and two sub-groups in business. These sub-groups were compared to determine any attitudinal effects existing as a result of differences in leadership between the six highest level supervisors.

Methodology

A questionnaire containing seventy-five content items and four code items was distributed to 535 subjects in Spring Term, 1974. Four hundred thirty-two, or 80.7 per cent, returned usable answer sheets which were analyzed for statistical and descriptive purposes.

The instrument was a significantly modified version of one developed for soliciting information

regarding Management by Objectives published by Lahti.¹ The instrument was not scaled. However, a content analysis indicated that it did explore representative areas of importance to MBO and did exhibit content validity. The Hoyt technique was employed to generate a reliability coefficient for the instrument, which was computed to be .92.

A summated rating, or Likert-Type Scale, was used for the questionnaire. Four degrees of response indicated attitudes toward a specific characteristic of MBO. Responses ranging from "highly favorable" to "highly unfavorable" were used for each item. The four responses were assigned weights ranging from zero (0) for "highly favorable," to three (3) for "highly unfavorable." Responses were so ordered that the lower the mean scores for respondents, the more favorable their attitudes toward various characteristics of a Management by Objectives system.

The five major and two minor hypotheses were tested by analyzing the data using a Multivariate analysis of variance test for significant differences. Interaction effects of sex by division, sex by level, level by division, and sex by level by division were also tested using the Multivariate analysis. In addition,

¹Lahti, Innovative College Management, pp. 124-39.

mean scores of several sub-groups were descriptively analyzed on the basis of degree of divergence between the sub-groups.

The Scheffé post hoc technique was used to attempt to more specifically determine exact sources of significance between sub-groups. Finally, an item analysis was conducted on the instrument generating contingency tables. The contingency tables reported percentage differences on the basis of response by sex, housing division, and organizational level for each item.

Conclusions

Major null Hypothesis 1 of this study sought to solicit information regarding differences that may exist between employees occupying different levels within the organization. Null Hypothesis 1 states:

There are no significant differences existing between organizational levels occupied by employees as measured by scores obtained on the MBO Evaluation Questionnaire.

A review of the literature indicated that the higher the level an employee occupies the more that employee will be considered to be a leader. And, the more employees are identified as leaders, the greater will be those individuals' support of the goals and objectives under their responsibility. Such support tends to generate increased attitudes of commitment to

the successful achievement of goals of the organization. Conversely, increasing erosion of attitudinal commitment is generally expected to occur as employees occupy lower level positions within the organization. Management by Objectives is considered to be a viable technique, as it purports to reduce the amount of such erosion.

On the basis of the analysis of data, null Hypothesis 1 is accepted. The Multivariate analysis failed to indicate significant differences at the .05 confidence level existing between employee groups occupying different levels within the housing organization.

Sub-Hypothesis a and Sub-Hypothesis b sought to solicit information regarding differences between employees occupying different levels within the separate divisions of student personnel and business. Null Sub-Hypothesis a states:

There are no significant differences existing in the student personnel division between organizational levels occupied by employees as measured by scores obtained on the MBO evaluation questionnaire.

Null Sub-Hypothesis b states:

There are no significant differences existing in the business division between organizational levels occupied by employees as measured by scores obtained on the MBO evaluation questionnaire.

On the basis of analysis using the Multivariate analysis of variance test, no differences were found

between employees occupying different organizational levels within either the student personnel or business divisions of housing.

A visual inspection of data indicated that the maximum spread of group mean scores for three of the contrasts between Level 1 staff and Level 4 staff, by sex and by division, did not exceed 12.26. With a maximum theoretical spread of zero to 225, this finding tends to provide additional justification for accepting null Hypothesis 1 and Sub-Hypothesis b.

However, a spread of 29.48 was found between Level 1 and Level 4 males in the student personnel division. While not statistically significant, this finding could indicate greater erosion between levels for this category than in any of the other categories.

On the basis of the analyses it is concluded that employees' attitudes toward MBO do not significantly differ between four organizational levels. This finding supports tenets of Management by Objectives as reflected in the literature purporting that MBO tends to reduce erosion between levels within an organization.

Major null Hypothesis 2 of this study sought to solicit information regarding differences that may exist between employees of the two major divisions of the housing organization. Null Hypothesis 2 states:

There are no significant differences existing between employees of the student personnel division and business division, at all levels of each organization, as measured by scores obtained on the MBO evaluation questionnaire.

Different divisions within an organization are normally charged with specific responsibilities which, though different, must be coordinated to contribute to achievement of total organizational goals. It was expected that the greater the integration and coordination of such responsibilities the more efficient the organization could perform. A review of the literature indicated that Management by Objectives purports to maximize the integration and coordination of work activities.

The results of the Multivariate analysis for significant differences indicated that the null Hypothesis 2 be accepted. At the .05 confidence level no significant differences in attitudes toward MBO were found between employees working in the student personnel and business divisions of housing. Similarly, a visual inspection of mean scores for both groups indicated a spread of 5.10 which can be considered negligible.

On the basis of the analyses it is concluded that employees' attitudes toward MBO do not differ significantly between the student personnel division and business division of housing. This finding supports tenets of Management by Objectives as reflected in the literature

purporting that MBO aids in the coordination of activities between divisions of an organization.

Major null Hypothesis 3 of the study attempted to determine differences which may exist between male and female employees. Null Hypothesis 3 states:

There are no significant differences existing between male and female employees in both the student personnel division and business division, at all levels of each organization, as measured by scores obtained on the MBO evaluation questionnaire.

While considerable research has been reported on apparent differences existing between male and female employees at low organizational levels, little work is available concerning differences, if any, which may exist at the higher, managerial levels. This hypothesis represents, at best, a point of departure for the systematic investigation of areas of sex differences. Specifically, the hypothesis sought to solicit information to test for differences between the sexes regarding attitudes toward MBO.

The results of the Multivariate analysis for significance between male and female employees indicates that null Hypothesis 3 be accepted as significance was not found at the .05 confidence level. A visual inspection of mean scores for both groups indicated a range of 5.83, which is considered negligible.

On the basis of the analyses it is concluded that attitudes toward MBO do not differ significantly between male and female employees working in the housing program. While the literature on MBO does not refer to purported influences on sex differences, it can be extrapolated that Management by Objectives may tend to equalize performance at a high level and that MBO may have a possible effect on reducing apparent differences between managerial level employees on the variable of sex.

Major null Hypotheses 4 and 5 of this study sought to determine differences in the attitudes of employees as may occur as a result of influences by different supervisors. Hypothesis 4 solicited information regarding the four supervisors in the student personnel division, and Hypothesis 5 solicited information regarding the two supervisors in the business division. Null Hypothesis 4 states:

There are no significant differences existing between employees of the student personnel division reporting to different supervisors as measured by scores obtained on the MBO evaluation questionnaire.

Null Hypothesis 5 states:

There are no significant differences existing between employees of the business division reporting to different supervisors as measured by scores obtained on the MBO evaluation questionnaire.

A review of the literature indicates that for implementation of a Management by Objectives system to occur, support and leadership should be initiated at the top levels of supervisors and consistently cascade downward through succeeding lower organizational levels. Support from high level supervisors is considered vital to a successfully implemented and maintained MBO system. In addition, the efforts and activities of leadership at equivalent high levels must be consistent between supervisors or divergence between various sub-units of the organization will result in generating less than acceptable coordination of work activities by all staff.

The results of the Multivariate analysis for significant differences between attitudes of employees reporting to four different supervisors in the student personnel division indicated that null Hypothesis 4 be accepted as significance was not found at the .05 level of confidence. A visual inspection of the mean scores for the four groups indicated a maximum spread of 7.98, which is considered negligible.

The results of the Multivariate analysis for differences between attitudes of employees reporting to two different supervisors in the business division indicated that null Hypothesis 5 also must be accepted. Significance was not found at the .05 confidence level.

A visual inspection of mean scores for the two groups indicated a spread of 6.82, which is considered negligible.

On the basis of the analyses it is concluded that employee attitudes toward the Management by Objectives system do not differ significantly between six groups of staff reporting to six supervisors in the housing program. This conclusion tends to support the tenets of MBO, as reflected in the literature, purporting to equalize leader behavior in a consistent manner across supervisors. Extrapolating, it is further concluded that the six highest level supervisors tend to exhibit consistently similar leadership in fulfilling their supervisory responsibilities.

In addition to testing the hypotheses for significance the data were also treated with the Multivariate analysis of variance to determine significance for the interaction effects for sex by level, sex by division, division by level, and sex by division by level. Only the interaction effect of division by level was found to exhibit significant differences at the .05 level of confidence. The remaining three interaction effects did not result in significant differences.

Eight divergent sub-groups within the category of division by level were contrasted using the Scheffé technique. Treatment with Scheffé post hoc comparisons

at the 95 per cent confidence interval failed to determine precise sources of difference. Thus, while significance was found for interaction between division and level, the Scheffé post hoc technique did not indicate sources of the significance.

As a result of the tests of the hypotheses for statistical significance, it is concluded that no significant perceptual and attitudinal differences exist between employees of the housing program at Michigan State University with respect to Management by Objectives systems. Agreement was found on comparisons based on sex, organizational level within the housing program, and on the two major administrative divisions of housing. In addition, it is also concluded that agreement exists between groups of employees reporting to different supervisory personnel.

Additionally, a visual inspection of group mean scores indicated that all scores were clustered within a range of 59.67 to 89.19. On a continuum of all theoretically possible scores of zero to 225, this cluster was found to be skewed directionally toward the highly favorable end point of zero. All mean scores rested above the mid-point of 112.5. Thus, it is further concluded that the majority of employees indicated favorable responses to the questionnaire items and exhibited

positive attitudes and perceptions regarding the Management by Objectives system in the housing program.

A caution is recommended in interpreting the results of the statistical tests. The division of the target population resulted in assignment of respondents into fifteen categories. This assignment resulted in unequal numbers of respondents being placed in each category (cell). Results of significance cannot be claimed with a high degree of certainty as unequal cell sizes tend to generate unusually high levels of error variance. Thus, while null Hypotheses 1, 2, and 3 initially indicated some slight significance it was determined that the significance was a result of error due to unequal cell sizes, and it was concluded that these three null hypotheses should be accepted.

Analysis of Questionnaire Items

Analyses by visual inspection of individual questionnaire items were conducted to determine differences between groups regarding responses favorable and unfavorable to specific characteristics of MBO. Data were converted to percentage differences by sex, level, and division. The following discussion concerns items which elicited an unfavorable response from specific groups. Items which are not discussed elicited a generally favorable response from most groups.

Differences by Sex

The most apparent differences existed between sexes. Specifically, Level 1 females in student personnel indicated the greatest divergence from all other groups by reporting percentages which were either unfavorable or, at best, neutral to twenty-nine of the seventy-five items. Also apparent was the finding that the relatively unfavorable response from employees in this category did not result in similar erosion effects through lower organizational levels of females in student personnel. This would seem to indicate that the unfavorable attitudes of staff in a high, supervisory position of leadership were either not communicated downward or were communicated but rejected by subordinate personnel. In addition, it was evident that females in business, unlike Level 1 females in student personnel, tended to be generally favorable to the vast majority of the items.

Differences by Division

Differences between employees of the business division and student personnel division were negligible. Only three items elicited responses which could be interpreted as indicating disagreement with respect to the degree of favorability. For two of the items the business division responded less favorably than did the

student personnel division; on one item the student personnel division responded less favorably than did business personnel.

Differences by Level

Some erosion occurred between levels, with the higher levels generally indicating the more favorable percentages of response. For most items, however, the differences as a result of erosion could not be considered appreciable. Considerable erosion occurred in the student personnel division for five items and in the business division for two items. Erosion was severe for both divisions in six items. Males tended to exhibit more erosional effects than did females, across both divisions.

All groups indicated generally unfavorable responses to only three items. This finding may be of some practical significance, however, as these three items sought information concerning the appraisal (evaluation) process, a process which is considered to be of major importance to an effective Management by Objectives system.

Two items, numbers 15 and 39, generated responses for which no general conclusions were possible. Responses ranged from highly favorable to unfavorable and were scattered across sex and divisions, and through organizational level. The two items were: Item 15 - MBO helps

correct inefficient utilization of facilities, and
Item 39 - Availability of individuals in the organization
with whom discussion can occur.

In general, item analysis tended to indicate that most categories of employees reported favorable percentages of response to specific characteristics of the Management by Objectives system.

Conclusions of Practical Significance

The results of the statistical tests of the null hypotheses indicated a conclusion that the null hypotheses must be accepted. The conclusion of no statistical significance is of considerable practical significance for the housing program at Michigan State University.

A review of the literature on organizational and leadership theory suggests that organizations face four major problems in maintaining or increasing their productivity.

- (1) The selection of methods to develop adequate communication with, and supervision of, employees who occupy increasingly lower and lower levels within an administrative structure;
- (2) The coordination of efforts and activities between divisions, or sub-units, of the total organization;

- (3) The maintenance of consistent leadership between supervisory personnel at various organizational levels; and
- (4) The selection of methods by which staff are influenced to maximize their job performance.

The impact of these problems is magnified as organizations grow, generating increased complexity and diversity.

Early systematic studies (see Drucker, p. 25) of industrial organizations lead researchers to conclude that those which were most often characterized as successful found resolution to the above problems by prescribing job responsibilities in terms of precise objectives to be accomplished. Managing the work activities of employees through the utilization of objectives tended to reduce erratic performance while increasing communication, supervision, coordination, and leadership consistency.

The housing program at Michigan State University can easily be categorized as a very large and complex organization. As the largest residential housing program in the nation it employs in excess of 500 professional and paraprofessional staff. Specific job responsibilities are diverse and are organized within a hierarchical structure of four distinct administrative levels. As opposed to the material products of industry, the "product" of the housing program is service oriented

toward students within an educational environment. Thus, additional complexity is generated which can further magnify the problems found in organizations.

Management by Objectives purports to reduce the negative impact of the four major problems with which organizations must cope. This study sought to determine the presence of significance to assess and evaluate the impact of MBO on a large and complex housing program.

The results of the tests of the hypotheses and the analysis of questionnaire items strongly indicate that the impact of a Management by Objectives system on residence hall personnel at Michigan State University is perceived as being quite favorable. The findings of no significant differences between the four organizational levels, the two major divisions, and the six groups categorized on the basis of supervisors indicate considerable agreement among a large and diverse staff regarding positive attitudes toward, and a favorable perception of, working within an MBO system.

Several practical conclusions are readily apparent. First, communication with staff occupying four different organizational levels is effective in reducing differences between groups with respect to attitudes and perceptions. This would indicate that the majority of housing personnel within both the student personnel and business divisions tend to receive accurate and consistent

communication which aids in maintaining their effective functioning within the organization.

Secondly, coordination of work efforts between the two major divisions appears to be operating on a consistently favorable basis. This conclusion tends to indicate that both the student personnel and business divisions, although based on different objectives, services, and products, maintain sufficient coordination of job activities to maximize the contribution of each to the total housing program.

The finding of no difference between employee groups reporting to different supervisors also indicates that the practical effects of Management by Objectives parallels the theoretical constructs of the system as reflected in the literature. While the factors which comprise effective leadership are most difficult to isolate and define, MBO purports to make consistent the direction and supervision exercised by different leaders within an organization. The results of this study strongly indicate that the six highest level operational supervisors tend to exhibit similar leadership, training, and guidance to their respective personnel.

The results of the item analysis suggest that the attitudes and perceptions of housing personnel at Michigan State University are not only consistent between the sub-groups studied but also indicate a

moderately high degree of favorable response to specific characteristics of the housing organization and to the MBO system.

This conclusion also would support previous research on Management by Objectives systems which reported increases in employee satisfaction following the implementation of such a system.

This study did not investigate the problem of improving employee job performance. However, the findings and conclusions reached as a result of the research would tend to suggest that housing personnel at Michigan State University could be predicted to perform their job responsibilities in a satisfactory and appropriate manner.

Implications of the Study

1. The study brings systematic research to bear on a nationally popular accountability system in a large residence hall program. At the present time all aspects of higher education are experiencing considerable interest in accountability processes. It is likely that such interest will continue, and perhaps increase, in the foreseeable future. Results of this research may help residence hall employees to better assess their programs' success to this point in time and provide a data base for further improvement and planning efforts.

2. The study contributes to the potential for institutional self-study using management methods and indicates that the use of management methods has practical significance for evaluating housing programs.
3. The study provides comparisons and contrasts to the theoretical base of Management by Objectives. These comparisons provide a reference point for evaluating the practical results of implementing an MBO system with the theoretical tenets of that system.
4. The results of the research should be of value in generating greater organizational effectiveness in identifying and responding to areas of apparent weakness in the MBO system as applied to housing. The results may also help to evaluate and modify, if necessary, specific characteristics of the MBO system which may not be applicable to a large housing program.
5. The results of the study provide a data base and body of knowledge which should be communicated to significant reference groups of importance to the housing program. Students, faculty, parents, alumni, legislators, the general public, and highest level university officials oft times ask

questions and express concerns regarding residential housing. Such groups also exert influence over decisions which affect the housing program. Communication of the results of accountability measures to such groups can lead to increased support and understanding of housing as an integral part of the academic community.

Recommendations for Future Research

There are many characteristics of a fully implemented and maintained Management by Objectives system. This study focused on one aspect, an analysis of attitudes regarding MBO. This study raises questions concerning additional characteristics of Management by Objectives which merit further research.

1. This study did not investigate the merits of the goals and objectives of the organization. While employees could indicate a favorable attitude toward Management by Objectives they could also be working to implement objectives which generate less than satisfactory results in terms of organizational goals. Additional research is recommended for the study of appropriate goals for housing programs.
2. The evaluation of employee performance is considered to be an integral part of a successful

Management by Objectives system. While this study solicited responses regarding attitudes toward evaluation, it did not compare and contrast different methods of evaluation. Additional research is recommended for the study of various evaluation processes in an effort to identify those most appropriate for use in an MBO system in college and university housing.

3. Management by Objectives is a sophisticated accountability system which can be easily sabotaged. Staff must be made aware of the theoretical and practical significance of accountability and be able to work within the system following prescribed methods of implementation and review. Further research is recommended for the study of training and orientation methods to determine those most effective in generating necessary support and commitment of staff.
4. Other accountability systems are in operation in a wide variety of organizations. Such systems include program planning and budgeting, programmed evaluation and review techniques. Comparative research on the merits of the various systems, as applied to higher education and to

housing, would contribute to the data base of knowledge regarding applicable accountability processes.

5. There may be variations existing between prospective employees on the basis of personality, previous experience, ethnic and racial factors, formal educational training, or age which affect their acceptance of accountability systems. Additional research which explores these variables, and others, could contribute to more effective recruitment, employment, and training practices.
6. Additional variables could account for the apparent lack of significant differences between groups tested in this study. Comparative research, involving several institutions operating under both an MBO system and under no formal accountability system, could help to determine the practicality of cost/benefit ratios involved in implementing and maintaining MBO systems.
7. Attitudes of groups both external and internal to the university may affect the performance of staff working under accountability systems. Additional research regarding the effects of such groups could aid in the development of basic expectations for housing, and generate goals

and objectives which may more closely parallel those of significant reference groups.

8. The results of this study reflect attitudes of residence hall staff at a point in time of relative calm on the campus. A longitudinal study would provide data regarding organizational adaptation and level of growth and change within a time-frame.

Concluding Statement

The concerns expressed by significant reference groups have generated pressures for higher education to become increasingly more accountable for its practices and programs. Of major importance and visibility to Michigan State University is the performance of the largest residential housing program in the nation. In response to these concerns the housing program has implemented the accountability system of Management by Objectives, a system which purports to specifically define and evaluate the performance of employees. This study was conducted to evaluate the effects of the Management by Objectives system on the attitudes of residence hall staff.

Through an analysis of the results of the study, it is apparent that the vast majority of professional and paraprofessional residence hall employees at

Michigan State University are favorable toward working within a system which precisely defines and delimits job expectations at all organizational levels and which expects a high degree of personal and professional accountability for fulfilling job responsibilities. In addition, it is also apparent that residence hall staff are favorable to periodic evaluation and assessment of their job performance.

If the housing program at Michigan State University is to continue to obtain sufficient resources and use them in the best interests of the institution, continued systematic evaluation of accountability systems and employee performance within those systems must occur. The results of the evaluations should be openly communicated to significant reference groups to ensure that housing, as an integral part of the educational process, continues to provide the most appropriate experiences to students and to the society which higher education ultimately serves.

APPENDICES

APPENDIX A

CORRESPONDENCE

OFFICE OF THE DEAN OF STUDENTS • STUDENT SERVICES BUILDING

February 11, 1974

Robert E. Lahti, President
William-Rainey College
Palatine, Illinois

Dear President Lahti:

I read with considerable interest your book, Innovating College Management. I am interested in the application of accountability systems to higher education and, in particular, the introduction of Management by Objectives to student personnel services.

As Assistant Coordinator in the Office of Residence Hall Programs, I have participated in the development and implementation of a modified Management by Objectives system for the Residence Hall Programs at Michigan State University. Michigan State operates a vast residence hall physical plant housing 17,500 students and staffed with approximately 500 Student Affairs specialists, and 150 business specialists. The operating budget is 25 million dollars and the administrative structure is a hierarchical line of four distinct organizational levels.

My current assignment is to evaluate the success of the M.B.O. program as it has developed thus far and make recommendations for system updates. In addition, I plan to utilize the data gathered from this project for my doctoral dissertation. I am asking for permission to modify and make use of the M.B.O. questionnaire cited in the appendix of your book as my evaluation instrument. I have been advised by the University research staff that some minor modifications of the questionnaire will be necessary to permit retrieval of demographic data and to permit answer sheets to be machine scored. I am most interested in receiving information concerning studies of a similar nature which incorporates the use of your questionnaire, and I would also like to secure information regarding any tests of validity and/or reliability you have conducted on the instrument.

I will, of course, be most happy to share the results of my study with you and to appropriately cite your work as it contributes to my research.

Robert Lahti, President
Page 2
February 11, 1974

I want to thank you in advance for your help and consideration of this request.

Should you have any further questions, please contact me either in writing or by calling me collect.

Sincerely,

Douglas S. Zatechka
Assistant Coordinator
Office of Residence Hall Programs
338 Student Services Building
Michigan State University
East Lansing, Michigan 48824
Phone: (517) 353-3780

DSZ:nmo



WILLIAM RAINEY HARPER COLLEGE ALGONQUIN & ROSELLE ROADS, PALATKA, ILLINOIS 60067

OFFICE OF THE PRESIDENT

February 26, 1974

Mr. Douglas S. Zatechka
Assistant Coordinator
Office of Residence Hall Programs
338 Student Services Building
Michigan State University
East Lansing, Michigan 48824

Dear Mr. Zatechka:

I have your letter of February 11 and I hereby grant you permission to modify and make use of the MBO questionnaire cited in my book, Innovative College Management.

We do not have any tests of validity and/or reliability on the questionnaire instrument, therefore I am unable to send this material to you.

I would indeed appreciate receiving a copy of the results of your study.

Sincerely,

Robert E. Lahti
President

REL/dg

OFFICE OF THE DEAN OF STUDENTS • STUDENT SERVICES BUILDING

February 20, 1974

Dr. Gary North
Coordinator
Residence Hall Programs
338 Student Services Building
Campus

Dear Dr. North:

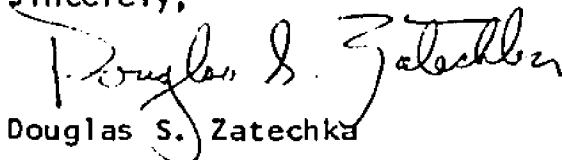
As we have discussed, I am in the process of formulating a proposal for research concerning the application of a Management by Objectives system to the Residence Hall Staff. I am interested in securing your permission and support for my research.

Specifically, I would like to administer an attitudinal questionnaire to the Residence Hall Advisory Staff personnel who ultimately report to you. The questionnaire should take approximately thirty minutes to complete. I can assure you that I will administer the questionnaire in a way which provides for the least possible intrusion upon your staff's very busy schedule. Results from the instrument may be useful to determine staff attitudes toward their use of a MBO system in carrying out their responsibilities.

I will, of course, be happy to share the results of the research with you and provide feedback regarding the results of the research to your staff.

I want to thank you in advance for your consideration of this matter.

Sincerely,


Douglas S. Zatechka

DZ:bp

OFFICE OF THE DEAN OF STUDENTS • STUDENT SERVICES BUILDING

February 22, 1974


Mr. Douglas S. Zatechka
Area Director
Residence Hall Programs
338 Student Services Building
Campus

Dear Mr. Zatechka:

I have reviewed your letter of February 20 requesting approval to administer a research project in residence halls designed to evaluate our management by objectives system. I am approving this request and would expect that you would conduct your study according to guidelines and expectations established by the University Research Committee. Further I would expect you to interpret your findings back to those people who participated in your study.

If I can be of any additional assistance to you in this project, do not hesitate to contact me at any time.

Sincerely,



Gary North, Coordinator
Residence Hall Programs

GN:bp

OFFICE OF THE DEAN OF STUDENTS • STUDENT SERVICES BUILDING

February 12, 1974

Mr. Robert Underwood, Manager
Residence Halls
West 190 Holmes Hall
Campus

Dear Mr. Underwood:

As you may be aware, I am initiating a research project concerning the application of Management by Objectives to a University housing program. The purpose of this study is to evaluate and describe the effects of M.B.O. on the professional housing staff at Michigan State University.

The study requires that all professional staff in all levels of management complete a questionnaire. The questionnaire is designed to gather information about the perceptions which employees have of the M.B.O. system and will take approximately 30 minutes to complete. I am asking for your assistance in administering the questionnaire.

It is necessary to administer the questionnaire to the following members of your organization: All of the central staff, all Hall Managers, and all Food Managers, all staff at the level of Student Personnel Supervisor. For purposes of research design, it would be most beneficial to administer the questionnaire to all of your hall managers at the same time, and to all of the remaining staff at the same time.

Your monthly staff meeting with all of the Hall Managers and Area Managers and Mr. Ted Smith's weekly meeting with Food Service Personnel would be ideal.

The responses from all staff will be analyzed to determine differences existing between levels of your organization. Further differences between male and female employees will be determined. Hopefully, I will also be able to offer a description of the strengths and weaknesses in your M.B.O. system. I will, of course, be most happy to share the results of the study with you.

Mr. Underwood
Page 2
February 12, 1974

I am asking that you approve your staff's participation in this project. If approved, I would appreciate attending your monthly staff meeting as early as possible in April, 1974. Additionally, I would want to contact Mr. Ted Smith to arrange to attend one of his Food Service Staff meetings in early April, 1974.

Please accept my appreciation for your time and effort in considering and cooperating on this project. Should you have any questions, please contact me.

Sincerely,

Douglas S. Zatechka,
Assistant Coordinator
Residence Hall Programs

DSZ:nmo

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF RESIDENCE HALLS

EAST LANSING • MICHIGAN • 48824

March 5, 1974

Mr. Douglas Zatechka, Assistant Coordinator
Office of Residence Hall Programs
338 Student Services Building
Michigan State University
East Lansing, Michigan 48824

Dear Mr. Zatechka:

I am in receipt of your February 12 letter requesting my management staffs' participation in your study of Management by Objectives in the housing program at Michigan State University. Our staff has been working with an MBO system since Spring, 1973, and should be able to provide you with some data.

As I understand your research design and methodology, you wish to administer a questionnaire to all of my staff. Our monthly staff meeting with our Central Staff and Hall Managers would be appropriate for part of your population. Please contact me to arrange a specific date, time, and place.

Mr. Ted Smith, our Director of Food Service, holds periodic meetings with food service personnel. I will appraise him of your study and request his cooperation. You should contact Mr. Smith to arrange for securing data from the food service people.

Your study may have merit for our organization. Because of this I would like to be appraised of the results and would like your interpretation of the data when completed.

Best of success in your effort.

Sincerely,



Robert C. Underwood
Manager, Residence Halls

cc: Mr. Ted Smith
file

APPENDIX B

QUESTIONNAIRE

APPENDIX B

MANAGEMENT BY OBJECTIVES QUESTIONNAIRE

Purpose of the Questionnaire

On the following pages is a list of questions that are being used to evaluate a Management by Objectives system. Each item describes possible benefits and drawbacks of the system as that system effects you. Although some items may appear similar, they express differences that are important in describing and evaluating a Management by Objectives system. Each item should be considered separately. This is not a test of your ability, nor a test of consistency in making answers. There are no "right" or "wrong" answers. Its only purpose is to make it possible to describe and evaluate a Management by Objectives system as that system effects the people working within it.

NOTE: *The phrases Management by Objectives, Goal and Objective Achievement, Planning and Evaluation, and Administration by Objectives all mean the same thing for purposes of this study.*

DO NOT PUT YOUR NAME OR ANY PERSONAL IDENTIFYING MARKS OR COMMENTS ON EITHER THE QUESTIONNAIRE OR THE ANSWER SHEET.

DIRECTIONS:

- a. READ *each item carefully.*
- b. CONSIDER *what the item asks and how that relates to you.*
- c. DECIDE *which response you feel is the most accurate description of you as you work in your job.*
- d. MARK *the appropriate response in the numbered box on the answer sheet, using the special pencil.*

Example:

1. I have found that MBO helps my supervisor to better understand the problems I have with my job.
 1. All of the time
 2. Most of the time
 3. Seldom
 4. Never

If your choice is "Most of the time" you mark the box numbered "2" on the answer sheet.

1. [1] [2] [3] [4] [5]

NOTE: Notice that the answer sheet contains spaces for answers [1] through [10]. DO NOT mark any answers in boxes [5] through [10]. ALWAYS choose a response from numbers [1] through [4].

ANSWER EVERY QUESTION

MAKE YOUR MARKS HEAVY AND BLACK!!!

ERASE COMPLETELY IF YOU CHANGE AN ANSWER!!!

1. To identify your sex mark the appropriate number on the answer sheet.

- 1 Male
- 2 Female

2. To identify your division mark the appropriate number on the answer sheet.

- 1 Management
- 2 Student Personnel

3. To identify your job use the following key.

- 1 Management Central Staff, Residence Hall Programs Central Staff
- 2 Hall Manager, Head Advisor, Hall Director
- 3 Food Manager, Assistant Manager, Assistant Advisor, Graduate Advisor
- 4 Student Food Supervisor, Resident Assistant

4. To identify where you work mark the appropriate number on the answer sheet.

Advisory Staff - answer only 1 through 4, NOT 5 or 6.

Management Staff - answer only 5 or 6, NOT 1 through 4.

- 1 South Campus Complex - Case, Wilson, Wonders, Holden Halls
- 2 Brody Complex - Bailey, Butterfield, Bryan, Armstrong, Rather, Emmons Halls
- 3 East and Cedarwoods Complex - Fee, Akers, Hubbard, Holmes, McDonel, Shaw Hall
- 4 West Circle and Red Cedar Complex - Mason, Abbot, Snyder-Phillips, Mayo, Williams, Gilchrist, Yakeley, Landon, Campbell Halls
- 5 East Complex
- 6 West Complex

ITEMS 5 THROUGH 12 ARE ANSWERED BY THE FOLLOWING KEY:

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree

5. MBO does not cause the participants to be bogged down in a mire of paperwork.

6. MBO sounds good in theory and has a positive effect on members of the organization.

7. The MBO system helps members plan better.

8. The MBO system aids employees in developing themselves to improve their performance.

9. MBO generates necessary, but not excess, anxiety among the employees.

10. MBO provides objective criteria by which employees can be fairly evaluated.

11. MBO calls for necessary coaching and conferences.

12. MBO requires necessary meetings to make decisions.
13. Rate the degree to which you are personally committed to MBO. Check one.
- 1 Very committed
 - 2 Committeed
 - 3 Indifferent
 - 4 Opposed to it
14. What effect does MBO have on the organization? Check one.
- 1 It causes the organization to be very humanistic and strongly oriented toward people.
 - 2 It produces a tendency in the organization toward more humanness and concern for people.
 - 3 It produces a tendency toward less humanness and concern for people.
 - 4 It causes the organization to be much less humanistic and oriented toward people.

ITEMS 15 THROUGH 23 LIST NEGATIVE ASPECTS OF MANAGEMENT AND ORGANIZATIONS WHICH MBO MAY HELP IN CORRECTING. USE THE FOLLOWING KEY BELOW TO INDICATE WHICH ASPECT MBO HAS BEEN MOST EFFECTIVE AND LEAST EFFECTIVE IN CORRECTING.

- 1 Most effective
 - 2 Effective
 - 3 Ineffective
 - 4 Very ineffective
15. Placid leadership.
16. Lacking in management skills and systems.
17. Poor long-range planning process.
18. Lack of clearly defined goals.
19. Inefficient utilization of facilities.
20. Inefficient budgeting practices -- the more money available, the higher the costs.
21. Inefficient decision-making.
22. Lack of agreement about priorities among members of the organization.
23. Insufficient evaluations of the quality of output.

24. When you write your own objectives, how satisfied are you with the results? Check one.
- 1 My objectives accurately reflect my total job responsibilities.
 - 2 My finished objectives are accurate, but don't adequately reflect the importance of my duties.
 - 3 My work is difficult to quantify and, therefore, my objectives don't accurately reflect my job responsibilities.
 - 4 I find creative goals are stifled as a result of the objectives writing process.
25. To what degree do your finished objectives relate to the goals of your organization? Check one.
- 1 They are closely related.
 - 2 They are somewhat related.
 - 3 They are seldom related.
 - 4 They are not related.
26. How well do you know and understand the difference between goals and objectives? Check one.
- 1 Very well
 - 2 Somewhat
 - 3 Seldom
 - 4 Not at all
27. How familiar are you with the goals of your organization? Check one.
- 1 Very familiar
 - 2 Somewhat familiar
 - 3 Have a vague idea
 - 4 Have no idea
28. What has been your experience with coaching to help you write your objectives? Check one.
- 1 I have no need for coaching.
 - 2 I have received the help I needed from my supervisor.
 - 3 I have received the help I needed from persons other than my supervisor.
 - 4 I needed help but couldn't get it from anyone.
29. How are your objectives set? Check one.
- 1 There is an interaction process whereby my supervisor and myself agree and mutually determine my objectives.
 - 2 I set my own objectives and my supervisor mechanically approves.
 - 3 My supervisor determines my objectives for the coming year.
 - 4 My objectives are set by my subordinates.

30. How familiar are you with your superior's objectives? Check one.
- 1 We go over them together in detail.
 - 2 I am familiar enough so that my objectives usually mesh with my supervisor's.
 - 3 I have a vague idea of what his objectives are.
 - 4 I have no idea what his objectives are.
31. What has been your experience with coaching to help you implement your objectives? Check one.
- 1 I have no need for help.
 - 2 I have received sufficient help from my supervisor.
 - 3 I have received the help I needed from persons other than my supervisor.
 - 4 I needed help, but couldn't get it from anyone.
32. Once your objectives are determined, who determines how these objectives will be achieved? Check one.
- 1 My supervisor provides some general guidelines for implementing the objectives.
 - 2 My supervisor maintains some control on how I implement the objectives.
 - 3 I solely determine the implementation process (within budget guidelines).
 - 4 My supervisor maintains close control on how I implement the objectives.
33. How many times since the school year started have you and your supervisor reviewed your objectives and your implementation process? (This is called the appraisal process) Check one.
- 1 Three times
 - 2 Two times
 - 3 One time
 - 4 Never
34. What was the effect of the review process with regard to your objectives? Check one.
- 1 There was extensive review and mutual agreement to revise and/or delete some objectives.
 - 2 There was some review and some agreement to revise and/or delete some objectives.
 - 3 There was little review and little agreement to revise and/or delete some objectives.
 - 4 There was no effect -- it was a very mechanical process.

35. What was the effect of the review process with regard to the implementation of your objectives? Check one.
- 1 No effect -- I had things well under control.
 - 2 We discovered a few areas where more emphasis needed to be placed.
 - 3 We discovered extensive need for additional help and advise.
 - 4 No effect -- it was a very mechanical process.
36. In my organization the appraisal process is: Check one.
- 1 Definitely appropriate with necessary emphasis.
 - 2 Definitely appropriate, but overemphasized.
 - 3 Definitely appropriate, but not emphasized enough.
 - 4 Not appropriate and not emphasized.
37. In the appraisal process how do you feel you are rated? Check one.
- 1 I am rated on the results I achieve.
 - 2 My supervisor rates everyone in the middle.
 - 3 I am rated on my personality traits -- my supervisor likes me or he doesn't like me.
 - 4 My supervisor rates everyone at the top.
38. In the appraisal process how is your rating determined? Check one.
- 1 My supervisor and I agree on my rating.
 - 2 My supervisor tells me my rating.
 - 3 I determine the rating I will receive.
 - 4 I don't know -- I have not been rated.
39. How fairly do you feel you are rated during the appraisal process? Check one.
- 1 I feel I am rated fairly.
 - 2 I feel I am underrated. I know other people in the organization doing no better job than I am who receive better ratings.
 - 3 I feel I am overrated. I know other people in the organization doing a better job than I am who receive similar ratings.
 - 4 I don't know -- I have never been rated.
40. What is your reaction when you receive negative feedback in the appraisal process? Check one.
- 1 I welcome feedback, both negative and positive.
 - 2 I usually welcome feedback. However, if I feel the criticism was unfair I let my superior know about it.
 - 3 I have an immediate negative gut reaction, but later I objectively evaluate the criticism. If I feel the feedback was fair, I try to correct my behavior; if unfair, I ignore the criticism.
 4. I haven't received any feedback, negative or positive.

41. What kind of problems do you encounter arriving at a rating during the appraisal process? Check one.

- 1 No particular problems.
- 2 It is difficult to measure the results called for in the objectives.
- 3 It is difficult to reach agreement with my supervisor on whether or not the objective has been achieved.
- 4 No particular problems -- it is a very mechanical process.

ITEMS 42 THROUGH 45 ARE ANSWERED BY THE FOLLOWING KEY:

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree

42. Most people in the organization say what they mean.

43. There are many individuals in the organization with whom I feel free to discuss my real feelings concerning my job.

44. My supervisor doesn't butter me up -- he shoots straight from the hip about what is expected of me.

45. People in the organization generally talk to each other enough.

46. Can creative change occur readily within the organization? Check one.

- 1 Yes, whenever the change can be justified.
- 2 Only after effort and a fairly long period of time.
- 3 Only after a monumental, superhuman effort.
- 4 No change.

QUESTIONS 47 THROUGH 50 ARE ANSWERED BY THE FOLLOWING KEY:

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree

When a problem occurs how do you perceive most supervisors in your organization reacting:

47. They do not search for someone to blame.

48. They share in the blame.

49. They engage in a problem-solving process involving those who work for them.
50. They face the problem head on.
51. Do you feel you have the ability to effect major change in the organization? Check one.
- 1 I can have a great deal of influence.
 - 2 I can have some influence.
 - 3 I have slight influence.
 - 4 I feel completely powerless.
52. Describe the promotion and development potential in your organization as far as you are concerned. Check one.
- 1 My possibilities for promotion and professional development are limited only by my own abilities.
 - 2 There are fairly good possibilities for promotion and professional development.
 - 3 There is little opportunity for promotion and little opportunity for professional development.
 - 4 If I am ever able to be promoted or develop professionally, I will have to move elsewhere.
53. Where is your organization's greatest emphasis? Check one.
- 1 It looks and plans to the future.
 - 2 It is most concerned about today.
 - 3 It glorifies the past.
 - 4 It vacillates between all of the above.

QUESTIONS 54 THROUGH 60 ARE ANSWERED BY THE FOLLOWING KEY:

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree

Generally I find my supervisor supportive of the following aspects of the organization.

54. The organization in general.
55. The MBO system.
56. Individual development.
57. Organizational goals.
58. The subordinates.

59. The professional association.
60. Providing services and assistance to students.
61. Do you feel your superior is a more effective leader as a result of MB0? Check one.
- 1 Definitely yes
 - 2 Maybe
 - 3 Probably not
 - 4 Definitely not
62. To what extent is your supervisor engaged in planning? Check one.
- 1 Not only is his planning adequate, but I was involved in the process.
 - 2 The planning that he has engaged in seems to be adequate, but I was not engaged in it -- I was simply informed what these plans were.
 - 3 The planning that he has engaged in is too narrow and inadequate.
 - 4 If my supervisor is engaged in planning, I am not aware of it.
63. My supervisor can generally be described as: Check one.
- 1 Proactive (on the offensive) and sensitive.
 - 2 Proactive
 - 3 Sensitive
 - 4 Reactive (on the defensive).
64. How has MB0 affected the relationship between you and your supervisor? Check one.
- 1 It has led both of us to a better understanding of each other's areas of responsibilities.
 - 2 It has led both of us to a better understanding of my area of responsibility.
 - 3 It has had no effect.
 - 4 It has strained and harmed the relationship.
65. When you have performed a significant task unsatisfactorily, how does your supervisor handle the situation? Check one.
- 1 My supervisor calls me in immediately and informs me of my unsatisfactory performance.
 - 2 My supervisor lets me know about my unsatisfactory performance by a series of indirect cues.
 - 3 My supervisor says nothing in person, but probably notes the unsatisfactory performance on records or recommendations.
 - 4 My supervisor says nothing, letting me continue with unsatisfactory performance for awhile, and then suddenly explodes.

66. When you have performed a significant task unsatisfactorily, how would you prefer your supervisor to handle the situation? Check one.
- 1 Call me in immediately and inform me of my unsatisfactory performance.
 - 2 Let me know about my unsatisfactory performance by a series of indirect cues.
 - 3 Say nothing in person, but note the unsatisfactory performance on records or recommendations.
 - 4 Say nothing for awhile, then get mad when I continue performing in an unsatisfactory manner.
67. When you have performed a significant task in a most satisfactory manner, how does your supervisor handle the situation? Check one.
- 1 My supervisor calls me in and gives me positive feedback.
 - 2 My supervisor lets me know with a series of indirect cues.
 - 3 My supervisor says nothing, but notes the performance on records and recommendations.
 - 4 My supervisor makes no personal, nor formal, mention of the performance.
68. When you have performed a significant task in a most satisfactory manner, how would you prefer your supervisor to handle the situation? Check one.
- 1 Call me in, give me positive feedback, and note the performance on records and in recommendations.
 - 2 Call me in and give me positive feedback.
 - 3 Say nothing in person, but note the performance on records and in recommendations.
 - 4 Make no personal, nor formal, mention of the performance.

ITEMS 69 THROUGH 72 ARE ANSWERED BY THE FOLLOWING KEY:

- 1 Strongly agree
 - 2 Agree
 - 3 Disagree
 - 4 Strongly disagree
69. Our organization rewards its employees' significant contributions with words of praise.
70. Our organization rewards its employees' significant contributions with more responsibility.
71. Our organization rewards its employees' significant contributions with more money -- merit pay.

72. Our organization rewards its employees' significant contributions with written recommendations.
73. There are many ways to reward employees' significant contributions. Please pick the one which is most important to you.
- 1 Merit pay increases.
 - 2 More responsibility in your job functions and promotions.
 - 3 Personal praise
 - 4 Written recommendations
74. How has your satisfaction with your job changed since you started working in an MBO system? Check one.
- 1 My satisfaction with the job is much higher.
 - 2 My satisfaction level is unchanged.
 - 3 My satisfaction level is much lower.
 - 4 It is hard to judge.
75. How has your effectiveness to perform your job changed since you started working in an MBO system? Check one.
- 1 My effectiveness is much greater.
 - 2 My effectiveness is unchanged.
 - 3 My effectiveness is lower.
 - 4 It is hard to judge.
76. How would you describe your present job? Check one.
- 1 It challenges me so I am constantly increasing my achievement level.
 - 2 It challenges me, but at the same time I would like some job enrichment.
 - 3 I can handle it with little effort.
 - 4 It is so unchallenging that I am bored.
77. When someone under you has performed a significant project unsatisfactorily, how do you handle the situation. Check one.
- 1 I call them in immediately and inform them of the unsatisfactory performance.
 - 2 I let them know about their unsatisfactory performance with a series of indirect cues.
 - 3 I say nothing in person, but usually note the unsatisfactory performance on records or recommendations.
 - 4 I say nothing, but if the behavior continues, I'll blow my top sooner or later.

78. When someone under you has performed a significant project in a most satisfactory manner, how do you handle the situation? Check one.

- 1 I call them in and give them positive feedback, and note the performance on records and in recommendations.
- 2 I call them in and give them positive feedback.
- 3 I say nothing in person, but note the performance on records and in recommendations.
- 4 I make no personal, nor formal, mention of the performance.

79. MBO makes the emphasis away from personality and places it on job performance.

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree

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