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**SIGNIFICANT AREAS OF BEHAVIOR RESULTING FROM THE
INTERACTION OF CHIEF STUDENT PERSONNEL OFFICERS
AND CHIEF EXECUTIVE OFFICERS ON THREE TASKS
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By

Donald Stephen Svoren

A DISSERTATION

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ABSTRACT

SIGNIFICANT AREAS OF BEHAVIOR RESULTING FROM THE INTERACTION OF CHIEF STUDENT PERSONNEL OFFICERS AND CHIEF EXECUTIVE OFFICERS ON THREE TASKS IN MICHIGAN COLLEGES AND UNIVERSITIES

By

Donald Stephen Svoren

Problem

While the importance of the chief student personnel officer (CSP0)-chief executive officer relationship had been explicitly stated by others concerned with the CSP0's position and the administration of student services, a review of the literature on the CSP0 failed to reveal a study that had systematically investigated behavior utilized by CSP0s as they interact with chief executive officers in the performance of tasks for which they are responsible.

The need to identify behaviors CSP0s manifest to achieve task objectives as they interact with chief executive officers was based on the premise that persons concerned with the CSP0's position must have behavioral descriptions of the ways position incumbents succeed or fail as they interact with key positions in their role set. The purpose of this study was to identify significant areas of CSP0 behavior on three tasks as CSP0s interacted with their chief executive officers. A secondary purpose of the study was to

obtain recommendations from CSPOs on behaviors that they felt CSPOs needed to develop in order to work effectively with chief executive officers.

Design of the Study

This study used a self-report method of information collection. CSPOs in selected Michigan colleges and universities were sent a questionnaire to identify those who reported directly to the chief executive officer and to identify the three most important tasks they personally performed that required interaction with the chief executive officer. Subsequently, planning/organizing, advising/reporting, and staffing, in descending order of importance, were identified as the three most important tasks. Thirty-six CSPOs (73 percent meeting the criteria for selection) were interviewed and a modification of the Critical Incident Technique was used to collect and analyze significant incidents of CSPO-chief executive officer interaction on the three tasks. Each CSPO also identified the behaviors he felt that CSPOs needed to develop in order to work effectively with chief executive officers. The patterns of significant incidents, areas of ineffective task behavior, and needed CSPO behaviors were then compared by selected institutional variables and CSPO characteristics. Differences found were reported in terms of percentages and real numbers.

Major Findings and Conclusions

The major findings of the study were the determination of various areas of effective and ineffective task behavior which were

inductively developed from 141 significant incidents the CSPOs reported, and the behavioral statements obtained from the 84 behaviors CSPOs specified that CSPOs needed to develop. Based on the analyses of information it was concluded:

1. CSPO-chief executive officer interactions on the three tasks of advising/reporting, planning/organizing, and staffing were generally complex processes in which CSPOs were able to perceive that specific behaviors were related to their effectiveness.

2. Significant CSPO behaviors varied from time to time on the same task and from task to task.

3. CSPOs reported themselves generally to be more effective than ineffective in accomplishing their objectives as they interacted with chief executive officers on advising/reporting, planning/organizing, and staffing tasks.

4. Of the three tasks, CSPOs reported the greatest ineffectiveness with chief executive officers on staffing matters.

5. Institutional settings and CSPO characteristics were differentially related to reported incidents of CSPO ineffectiveness according to task.

6. CSPOs emphasized the interpersonal more so than the technical behaviors of administration when specifying behaviors CSPOs need to develop in order to work effectively with chief executive officers.

Based on the significant areas of task behavior a checklist was developed for CSPOs to evaluate their interactions with chief executive officers on the selected tasks. In addition, recommendations were advanced for research on, academic preparation, and professional practice of CSPOs.

ACKNOWLEDGMENTS

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A special mention is due the chief student personnel officers who participated in this study and whose professionalism made the interview phase of the study a particularly meaningful and productive undertaking.

Finally, I wish to acknowledge the understanding and good humor of my wife, Marianne, and my children, Derek and Britta, and the constant encouragement of my mother, Mrs. Alexandra M. Svoren, during the course of my doctoral studies.

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CHAPTER I

THE PROBLEM

Need for the Study

Since the 1940's, when the need to create positions to coordinate student personnel services in American colleges and universities was viewed as an essential step to cope with student needs in the post-World War II era,¹ the creation, definition of role and functions of the chief student personnel officer (CSP0)² have gained increasing attention from the college student personnel profession.

In many colleges and universities CSP0s report directly to the presidents of their institutions on the management of student services and are ultimately responsible for the direction and performance of functions within the office of student affairs. The functions they have in common with other officers of institutions of higher education have been advanced by Ayers and Russell:

1. Serves as an alter ego of the president; hence, his office is an extension of the president's office.

¹Willard W. Blaesser, Student Personnel Work in the Postwar College, American Council on Education Studies, Series VI, Student Personnel Work, No. 6, Vol. IX (Washington, D.C.: American Council on Education, 1945).

²Chief Student Personnel Officer is the term used in this study to identify the chief administrative position in student services at a college or university. The abbreviation CSP0 is used throughout this study.

2. Has from the president, in writing, a broad and specific delegation of authority for his area of responsibility, which is exercised in conformity with the stated policies and procedures of the college administration.
3. Respects the authority and areas of responsibility assigned by the president to the others, and works with the others as equals in maintaining coordinate relationships between and among the various units, divisions, and departments as they cooperate in performing related functions.
4. Keeps in mind the cardinal objectives of the institution and makes recommendations to the president regarding plans, policies, and procedures in the area of his delegated responsibility.
5. Equips and staffs his unit, subject to concurrence of the president and approval by the board of trustees, to discharge the responsibilities assigned.
6. Integrates and coordinates the work of the administrative subdivisions within his area of jurisdiction, and articulates the work of his area with that of the other three areas of college activity.
7. Provides professional leadership in recruiting and developing staff members in the area of his delegated responsibility.
8. Serves as the major adviser on budget development for his area.
9. Prepares special reports that may be requested by the president and for the section of annual and other recurring reports in his delegated area of authority.¹

The specialized functions of CSPOs encompass the development, coordination, and management of programs and services to and for students.² Services to students are a continuing presidential concern,³ and the dean of students has, on occasion, been

¹ Archie R. Ayers and John H. Russel, Internal Structure: Organization and Administration of Institutions of Higher Education, U.S. Department of Health, Education and Welfare (Washington, D.C.: Government Printing Office, 1962), p. 19.

² Archie R. Ayers, Philip A. Tripp, and John H. Russel, Student Services Administration in Higher Education, U.S. Department of Health, Education and Welfare (Washington, D.C.: Government Printing Office, 1966), p. 8.

³ E. G. Williamson, Student Personnel Services in Colleges and Universities (New York: McGraw-Hill Book Co., 1961), p. 5.

described as the "president's man."¹ Recognition of this organizational relationship is apparent in studies which have investigated the types of goals that presidents see as appropriate for student personnel programs,² the expectations that presidents hold for CSPOs,³ and the perceptions that CSPOs hold about their relationships with presidents.⁴ A review of the literature revealed that studies undertaken on CSPOs have focused primarily on their goals, functions, and personal characteristics, but failed to identify a study that systematically investigated CSPOs' interactions with chief executive officers (presidents). General statements which have been offered on the nature of the CSEO-chief executive officer relationship⁵ or offer broad proscriptions for CSPOs' role behaviors⁶ are clearly insufficient to serve as a basis for developing effective administrators. The need for information against which CSPOs can examine their own behavior is

¹John J. Corson, Governance of Colleges and Universities (New York: McGraw-Hill Book Co., 1960), p. 64.

²Patrick T. Terenzini, "The Goals of Student Personnel Work: Views From the Top," NASPA Journal 11 (October 1973): 31-35.

³Thomas B. Dutton, James R. Appleton, and Edward E. Birch, Assumptions and Beliefs of Selected Members of the Academic Community (A Special Report of the NASPA Division of Research and Program Development, Monograph No. 3, April 1970).

⁴M. Lee Upcraft, "Role Expectations for Chief Student Personnel Administrators in Large Universities" (Ph.D. dissertation, Michigan State University, 1967).

⁵Harold L. Hodgkinson, "How Deans of Students Are Seen by Others and Why," NASPA Journal 8 (July 1970): 49-54.

⁶Joseph F. Kauffman, "New Challenges to Student Personnel Work," NASPA Journal 8 (July 1970): 12-16.

heightened by the fact that institutions of higher education today are in another period of transition brought on by shifting social and economic conditions which affect the manner in which they pursue their goals. Thus, a need exists for energetic and intelligent leadership of student personnel programs, and as Erickson¹ indicated in 1950, during an earlier period of stress undergone by colleges and universities, such leadership, in part, is contingent upon effective interaction by CSPOs with the office of the chief executive. Therefore, studies are needed which develop useful information on effective administrative actions as CSPOs interact with chief executive officers.

Purpose of the Study

The purpose of this study is to determine the behaviors that selected CSPOs, in Michigan colleges and universities, perceive to be significant (either effective or ineffective) in accomplishing objectives on selected important tasks as they interact with their chief executive officers in order to identify significant areas of task behavior.

The central question of this study is: What behaviors do CSPOs perceive to be significant (either effective or ineffective) as they interact with chief executive officers on selected important tasks and what are the significant areas of task behavior?

¹Clifford E. Erickson, "Some Transitional Problems of Student Personnel Services," College and University 25 (January 1950): 292-98.

A secondary purpose of this study is to obtain recommendations on behaviors CSPOs need to develop in order to work effectively with chief executive officers.

Design of the Study

This study uses a self-report method of information collection. Selected CSPOs who serve in Michigan colleges and universities are identified and their responses to a questionnaire are used to identify CSPOs who report directly to the chief executive officers of their institutions or campuses; collect background information on the CSPOs; and identify the three tasks they rank as the most important, which they personally perform and that require their interaction with the chief executive officer.

The three most important tasks, based on their mean ranked order, are determined and those CSPOs who report directly to the chief executive officer of their institution or campus are interviewed face-to-face or by telephone. During the interview, a modification of the Critical Incident Technique is used, in that CSPOs are asked to recall and report on incidents in which they judge that their own behaviors were either effective or ineffective in accomplishing the objective of their task interaction with the chief executive officer. They are asked to provide, if possible, an effective and ineffective incident for each of the three selected tasks.

The significant areas of behavior for each task are then identified and analyzed.

Importance of the Study

Chief students personnel officers in particular and trainers of student personnel workers, student personnel professionals, and students preparing themselves for positions in student services in general, may find this study to be of value as it may provide them with empirical information on behaviors that CSPOs perceive to be significant as they interact with chief executive officers on specific tasks.

This information may provide a basis for the development of working hypotheses on actions which prove to be either effective or ineffective in accomplishing task objectives. Such findings can be utilized by CSPOs and other personnel workers as models by which to analyze their own administrative interactions as they carry out their duties and attempt to improve their effectiveness. As Sarbin suggested,

The therapeutic dictum, "making conscious what is unconscious" to effect behavioral changes, refers to the same events as making accessible to one's self-reactions inaccessible aspects of one's role enactment in order to modify or eliminate these actions.¹

Thus, studies undertaken by investigators such as Lilley,²

¹Theodore R. Sarbin, "Role Theory," in Handbook of Social Psychology, Vol. I, ed. Gardner Lindzey (Cambridge, Mass.: Addison-Wesley Publishing Company, Inc., 1954), p. 236.

²George W. Lilley, Jr., "Functions of Chief Student Personnel Officers," NASPA Journal 11 (Winter 1974): 7-10.

O'Banion,¹ and Zook,² which have identified the functions performed by CSPOs and student personnel workers, though helpful, need to be expanded upon. Flanagan³ has stressed that studies concerned with job analysis must go beyond merely stating what an individual is supposed to be doing, but should include descriptions of ways to succeed or fail. This position has been supported by Hemphill et al.

The practice of administration will improve only as the administrator can analyze, understand, and change his manner of performance of his job to correct an error about which he becomes aware. Analysis, understanding, and efforts to change behavior are dependent on the existence of solid concepts by which specific incidents and events may be recognized as examples of more general classes of events, or are the result of the operation of general principles.⁴

Rodgers⁵ recognized this need in a study undertaken to identify behaviors perceived important by CSPOs' professional peers. This study's uniqueness, in contrast to Rodgers' study, is its focus on those behaviors that CSPOs perceive to be significant as

¹Terry O'Banion, "The Functions of College and University Student Personnel Workers," College and University 45 (Spring 1970): 296-304.

²Frederic B. Zook, "A Comparative Study of the College Student Personnel Administrators in Public Two and Four Year Colleges of the Midwest" (Ph.D. dissertation, Southern Illinois University, 1968).

³John C. Flanagan, "Defining the Requirements of the Executive's Job," Personnel 28 (July 1951): 28.

⁴John K. Hemphill, Daniel E. Griffiths, and Norman Frederiksen, Administrative Performance and Personality (New York: Teachers College, Columbia University, 1962), p. 352.

⁵Allan W. Rodgers, "An Investigation of the Critical Aspects of the Function of the Student Personnel Dean as Seen by His Professional Peers Using the Critical Incident Technique" (Ph.D. dissertation, Michigan State University, 1963).

they interact on tasks with the chief executive officers. This relational specification is in keeping with a fundamental concept of position.

If a particular position has no meaning apart from other positions, it is necessary for an investigator, in focusing on one position, to specify the other positions with which his analysis will be concerned.¹

The selection of the chief executive officer's position as focal point for studying CSPOs' behavior is based on the recognition of the organizational importance of that office to the administration of student services.

Penney² stated that CSPOs' positions that contain titles such as coordinator, director, or vice-president imply that administering, coordinating, planning, budgeting, and supervising are the major tasks. In a similar vein, Perry felt that in the future student personnel administration will be ". . . a matter of effective administrative performance on the part of the responsible administrator in charge. . . ."³ Therefore, it is necessary to develop a perspective of the administrative process. Administration is viewed, by Getzels and Guba, as the conduct of social behavior in a hierarchical setting, which structurally consists of

¹ Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, 1958), p. 50.

² James F. Penney, "Student Personnel Work: Role Conflict and Campus Power," Journal of Education 151 (February 1969): 42.

³ Richard R. Perry, "Administrative Behavior and Vice Presidents for Student Affairs," NASPA Journal 4 (October 1966): 78.

a series of superordinate-subordinate relationships,¹ with the dyad as the fundamental administrative relationship.² Birch's research confirms the importance of administrative tasks in the CSPO-chief executive officer dyad. When asked to indicate the criteria chief executive officers used to judge their performance, CSPOs reported that administrative competence and effectiveness was second only to the criterion of relations with members of the academic community.³ Viewing the CSPO's position, then, as an office that has associated with it a set of activities (potential behaviors), which establish to a degree the role of the person occupying the office,⁴ CSPOs' actual role behavior may be viewed as a function of their personal expectations and the expectations that others hold for them. The importance of the CSPO-chief executive officer dyad is supported by the finding that position occupants receive the greatest amount of pressure in their role activities from their direct superiors.⁵ In addition, like earlier investigations, the

¹J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review 65 (Winter 1957): 424.

²J. W. Getzels, "A Psycho-Sociological Framework for the Study of Educational Administration," Harvard Educational Review 22 (Fall 1952): 236.

³Edward E. Birch, "An Investigation of Selected Assumptions and Beliefs of Chief Student Personnel Administrators" (Ph.D. dissertation, Michigan State University, 1969), p. 41.

⁴Robert L. Kahn, Donald M. Wolfe, Robert P. Quinn, and J. Diedrick Snoek, Organizational Stress: Studies in Role Conflict and Ambiguity (New York: John Wiley and Sons, Inc., 1964), p. 13.

⁵*Ibid.*, p. 184.

importance of this study is based upon the need to develop information on the CSPO's role.

Dutton¹ asserted that questions related to the role and competencies of the CSPO are of great significance to the National Association of Student Personnel Administrators. More specifically, Trueblood² called for extensive and scientific research in college student personnel job analyses so that realistic learning goals can be established for the training of professionals. This study addresses these stated needs and accepts McDaniel's³ recommendation that studies be concerned with identifying and operationalizing cognitive and affective behaviors required for job success. As has been suggested, there is a need to search for similarities between jobs, even though no two jobs are exactly the same, ". . . and undertake, then, to train people in terms of common problems they face."⁴ Pierce⁵ emphasized that CSPO

¹Thomas B. Dutton, "Research Needs and Priorities in Student Personnel Work," NASPA Journal 5 (April 1968): 340.

²Dennis L. Trueblood, "The Educational Preparation of the College Student Personnel Leader of the Future," in College Student Personnel Work in the Years Ahead, ed. Gordon J. Klopff (Washington, D.C.: American College Personnel Association, 1966), p. 81.

³Reuben R. McDaniel, Jr., "Organization Theory and the Preparation of Student Personnel Workers," NASPA Journal 10 (October 1972): 105.

⁴William Foote Whyte, "An Interaction Approach to the Theory of Organization," in Modern Organization Theory, ed. Mason Haire (New York: John Wiley and Sons, Inc., 1959), p. 181.

⁵David L. Pierce, "A Study of Some Aspects of the Chief Student Personnel Administrator's Interactions With Administrators Outside the Student Personnel Area and With Faculty" (Ed.D. dissertation, Florida State University, 1969), pp. 78-79.

effectiveness is based in part on their extradepartmental interactions, and indicated that future studies should be concerned with the goals and effectiveness of these interactions. This study then, using a modification of the Critical Incident Technique, will attempt to identify behaviors perceived significant by CSPOs as they interact with chief executive officers on important tasks. This information is deemed of value for programs of both self and organizational development.¹ As Moment and Zaleznik suggest:

The executive role, perhaps more so than other occupational entities, places greater demands on the person for competence in interpersonal activity. So much of organized human activity rests on the process of communication that to leave to chance or intuitive development the establishment of competent behavior on the part of leaders is to ignore a crucial area of concern in the preparation of individuals for their chosen life's work.²

Limitations of the Study

The population selected for study is limited to the CSPOs at two- and four-year institutions of higher education in the state of Michigan, which offer general academic programs and are accredited or are candidates for accreditation by the North Central Association of Colleges and Secondary Schools, who held their current positions as CSPO for at least one calendar year, and report directly to the chief executive officer of their institutions

¹Peter F. Drucker, The Effective Executive (New York: Harper and Row, Publisher, 1966), p. 167.

²David Moment and Abraham Zaleznik, Role Development and Interpersonal Competence (Boston: Harvard University, Division of Research, Graduate School of Business Administration, 1963), p. 156.

or campuses. The findings of this study are generalizable to this population only.

In addition, the findings of this study are restricted to the development of significant areas of behavior for the three tasks identified as important and personally performed by the CSPOs which require interaction on their part with chief executive officers, and the significant areas of behavior identified may not be considered exhaustive due to limited number of incidents collected.

Assumption of the Study

The assumption of this study is that CSPOs can accurately report significant incidents that occur during the performance of tasks and judge those behaviors that are either effective or ineffective in accomplishing their task objectives as they interact with chief executive officers.

Definitions of Terms

The following terms are defined in accordance with their use in this study:

Chief Student Personnel Officer: A person within a two- or four-year institution of higher education or branch campus who is directly responsible to the chief executive officer for the development, coordination, and management of programs and services to and for students. These persons often carry a title such as dean of students or vice-president for student affairs.

Chief Executive Officer: A senior administrative official responsible for the day-to-day operations of a two- or four-year institution of higher education or one of its campuses.

Significant Incident: A task activity that is sufficiently complete in itself; that is having a cause, action, and result, where the intent of the act was clear and its consequences are sufficiently definite so that it can be judged as either effective or ineffective.

Significant Behavior: A constituent part of a significant incident. A specific act used during an incident which is judged by a CSPO to have been either effective or ineffective in the accomplishment of a task objective.

Significant Area of Behavior: A category of behavior created a posteriori on the basis of identification of similar significant behaviors used on a task.

Task: An assigned responsibility or function that a CSPO personally performs as a role activity.

Overview

Chapter II of this study is the review of literature. The theoretical concept of role is explicated first as an appropriate frame of reference to the subsequent presentations on the historical development of student services in American colleges and universities and the development of organization positions for the coordination of these services. Next, the findings of studies which have investigated the CSPOs' roles and their relationships

with chief executive officers are presented. The chapter is concluded with a review of the literature on the Critical Incident Technique.

The method of the study, which consists of the identification of the population studied, the selection of three important tasks performed by CSPOs that require interaction with chief executive officers, the procedure for collecting significant incidents of CSPO-chief executive officer task interaction, and the method of their analysis, is presented in Chapter III.

Chapter IV is used to present the findings of the study which relate to the significant areas of behavior identified for CSPO-chief executive officer task interaction. To understand task interaction it is necessary to begin with the concept of role and its manifestation--behavior--which is discussed in Chapter II.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purposes of this chapter are threefold. First, the concept of role is reviewed and a psycho-sociological theory of social relations is presented in order to establish a theoretical perspective for this study. Second, a review is made of the literature on the historical development of chief student personnel officers' (CSPO) positions in American institutions of higher education and on studies which have investigated the CSPO's status to provide a historical and empirical background for the investigation of CSPO-chief executive officer interaction. Third, a review of the literature is presented on the Critical Incident Technique in order to understand its development, methodology, and use in studying educational positions.

The Concept of Role

The division of labor within colleges and universities has been observed to be desirable or necessary as these institutions attempt to fulfill their social purposes.¹ The division of labor

¹T. R. McConnell, "The Relation of Institutional Goals and Organization to the Administration of Student Personnel Work," in Approaches to the Study of Administration in Student Personnel Work, ed. Martin L. Snoke (Minneapolis: University of Minnesota Press, 1960), p. 19.

in an institution implies that various positions or offices are established for the performance of different functions which contribute to the institution's goals. The persons who occupy the various institutional positions are expected to be competent and effective in the performance of their specific functions, namely they are expected to get the right things done.¹ In order for the persons to be more than "accidentally" effective in the positions they occupy, it is necessary for them to utilize "theory" to guide the performance of their role functions.² That is to say, in order to be successful they need to know that actions they undertake will have a probability of resulting in desired outcomes. Chase and Guba noted that while research in educational administration had become increasingly concerned with the human relations dimension of effectiveness the theoretical bases utilized in studies either varied widely or often were not explicitly stated. They concluded that the greatest amount of past research in the area of human relations could be subsumed within the frame of role theory.³

The concept of role was effectively introduced into the terminology of the social sciences by Ralph Linton.⁴ In his book,

¹Drucker, The Effective Executive, p. 1.

²Arthur P. Coladarci and Jacob W. Getzels, The Use of Theory in Educational Administration, Educational Administration Monograph No. 5 (Stanford, Cal.: Stanford University Press, 1955), p. 4.

³Francis S. Chase and Egon G. Guba, "Administrative Roles and Behavior," Review of Educational Research 25 (October 1955): 283.

⁴Michael Banton, Roles: An Introduction to the Study of Social Relations (New York: Basic Books, Inc., 1965), p. 25.

The Study of Man, Linton stated that societies are dependent on patterns of reciprocal behavior. The polar positions of reciprocal behavior, whether between individuals or groups, he called statuses.¹ A status was defined by Linton as a collection of rights and duties associated with a position, and role was defined as the effecting of the rights and duties of the status.² The arrangement of statuses, a social system, Linton held to be an organization of ideas and not dependent on individuals.³ In describing statuses, Linton identified two types: ascribed and achieved. Ascribed statuses are those that are assigned to individuals without reference to innate differences or abilities, and achieved statuses are those filled by competition and individual effort.⁴ Since Linton's introduction of the concept, role has been adopted as a viable concept for studying human behavior.

According to Banton, the study of roles has followed two traditions. The first tradition he described as being the dramatic, which ". . . starts with role as a metaphor emphasizing the selection and performance of parts by a single performer. . . ."⁵ and the second tradition as being the structural, which is based on the legal view of social relations. "People's behavior is viewed from the standpoint of relationships within which it takes place, and the relationships are defined by the rights and obligations of the

¹Ralph Linton, The Study of Man: An Introduction (New York: Appleton-Century-Crofts, Inc., 1936), p. 113.

²Ibid., p. 114. ³Ibid., p. 253. ⁴Ibid., p. 115.

⁵Banton, Roles, p. 21.

parties."¹ In addition, the study of roles undertaken by investigators from different disciplines has resulted in their defining role to fit their needs. Gross et al. have categorized various definitions into three groups: those that equate role with normative cultural patterns, those that treat role as an individual's definition of his situation with reference to his and others' social position, and those where role is the behavior of actors occupying social positions.² Banton is of the opinion, though, that a general consensus has been achieved on the definition of role. It is agreed, he stated,

. . . that behaviour can be related to a position in a social structure; that actual behaviours can be related to an individual's own ideas of what is appropriate (role cognitions), or to other people's ideas about what he will do (expectations), or to other people's ideas about what he should do (norms). In this light a role may be understood as a set of norms and expectations applied to the incumbent of a particular position.³

Sarbin, in reviewing the status of role theory, emphasized that it must be considered ". . . an interdisciplinary theory in that its variables are drawn from studies of cultures, society, and personality."⁴ Given this wide scope, Thomas and Biddle commented, "The field apparently has chosen as its domain of study nothing more nor less than complex, real-life behavior as it is

¹Ibid., p. 22.

²Gross et al., Explorations in Role Analysis, p. 12.

³Banton, Roles, pp. 28-29.

⁴Sarbin, "Role Theory," p. 223.

displayed in genuine on-going social situations."¹ They pointed out that there is no grand "theory" of role, but rather hypotheses and theories about particular aspects of role.² In this context Getzels and Guba have advanced a socio-psychological theory of social behavior which they believe is applicable to the study of administration.

In their theory, Getzels and Guba state that observed behavior may be viewed as a function of role and personality, $B = f(R \times P)$.³ More specifically,

Social behavior may be apprehended as a function of the following major elements: institution, role, and expectations, which together constitute the nomothetic, or normative, dimension of activities in a social system; and individual, personality and need-disposition, which together constitute the idio-graphic, or personal, dimension of activity in a social system.⁴

They theorize that "The portions of role and personality factors determining behavior may vary with the specific act, the specific role, and the specific personality involved."⁵ They maintain that roles are the most important subunits of an institution, as they are the structural elements which define the behavior of position occupants.⁶ Variations in role behavior, according to their theory, are "tolerated" because behaviors for a given role exist on a

¹Edwin J. Thomas and Bruce J. Biddle, "The Nature and History of Role Theory," in Role Theory: Concepts and Research, ed. Bruce J. Biddle and Edwin J. Thomas (New York: John Wiley and Sons, Inc., 1966), p. 14.

²Ibid.

³Getzels and Guba, "Administrative Process," p. 429.

⁴Ibid., p. 424.

⁵Ibid., p. 426.

⁶Ibid.

"required"-"prohibited" continuum. This latitude allows for at least limited personal differences in the individuals who may occupy a given institutional position and differences in the manner in which they perform their functions.¹ Getzels and Guba pointed out that a given role derives its meaning from other related roles, together with which it forms a coherent, interactive unit.² Other theorists offer additional insights into this complementary aspect of roles. It has been noted that interaction refers to interpersonal contacts³ and that the concept of a role set is fundamental to the understanding of role behavior.

Role-set theory begins with the concept that each social status involves not a single associated role, but an array of roles. This feature of social structure gives rise to the concept of role set: that complement of social relationship in which persons are evolved simply because they occupy a particular social status.⁴

This view of status holds that a spectrum of expectations exists for a status incumbent, which often results in role conflict.

It would seem that the basic source of disturbance in the role-set is the structural circumstance that any one occupying a particular status has role-partners who are differently located in the social structure. As a result, these others have, in some measure, values and moral expectations differing from those held by the occupant of the status in question.⁵

¹Ibid., p. 426.

²Ibid., p. 427.

³Whyte, "Theory of Organization," p. 156.

⁴Robert K. Merton, Social Theory and Social Structure, enlarged edition (Glencoe, Ill.: The Free Press of Glencoe, 1968), p. 42.

⁵Ibid., p. 424.

Additionally, role behavior can be conceived of as consisting of a sent and received role, which are fundamental to interaction.¹ The sent role is an expectation communicated to a status incumbent by a member of the role set, and the received role is the focal person's apprehension of the expectations. Sarbin described the process in the following manner:

In role-taking theory, acts of persons are seen as organized against a cognitive background of role expectations. Role perceptions may be thought of as a sequence of behaviors in which the perceptual response is the first part of a social act: the (usually) silent naming or locating the position of the other (from observed actions or inferred qualities), which serves to locate the position of self. The second part of the social act is the motoric response, the role-enactment, in which the actor performs action appropriate to his location of the position of self and other.²

The completed action of role sending, response of the focal person, and the effect of that response on the role sender has been defined as a role episode by Kahn et al.,³ which may be viewed as ongoing and cyclic in nature. The appropriateness of a status incumbent's behavior is of additional concern as various members of the role set may have differing expectations, but not necessarily of the same intensity.⁴ Gross et al., in their study of school superintendents' positions in Massachusetts, concluded "The assumption that there is consensus on role definition on the basis of which socialization takes place is untenable for the

¹Kahn et al., Organizational Stress, p. 16.

²Sarbin, "Role Theory," p. 229.

³Kahn et al., Organizational Stress, p. 26.

⁴Merton, Social Theory and Social Structure, p. 426.

occupational position we studied," and they added that it needs to be challenged in most formulations of role acquisition.¹ In their study on role conflict and ambiguity, Kahn et al. noted this possibility and defined role behavior as

. . . behavior which is system relevant (not necessarily congruent with the expectations and requirements of others), and which is performed by a person who is accepted by others as a member of the system.²

Accepting the nomothetic and idiographic aspects associated with a role, four basic types of conflicts can be postulated as possible for a status incumbent:

1. Intra-sender: different prescriptions and proscriptions, which are incompatible, held by a single member of the role set.
2. Inter-sender: pressures from one role sender which oppose pressures from one or more other senders.
3. Inter-role: pressures associated with membership in one organization which are in conflict with pressures stemming from membership in other groups.
4. Person-role: when role requirements violate moral values, or when needs and aspirations lead to unacceptable behavior.³

In addition, Kahn et al. described role ambiguity, which has objective and subjective components, as ". . . the degree to which required information is available to a given organizational position."⁴ The lack of information that leads to role ambiguity is about the rights, duties, and responsibilities associated with a position, as well as how those activities can best be performed. Likewise, it deals with the personal and organizational consequences

¹Gross et al., Explorations in Role Analysis, p. 321.

²Kahn et al., Organizational Stress, p. 18.

³Ibid., pp. 19-20.

⁴Ibid., p. 25.

of role performance or nonperformance.¹ Thus conflict and ambiguity are related to the effectiveness of status incumbents. As Katz and Kahn stated, "Role expectations for any given office and its occupant exist in the minds of members of his role set and represent standards in terms of which they evaluate his performance."²

Getzels and Guba, in their theory, saw the necessity of defining effectiveness as role behavior which conforms to expectations.³ The possibility of divergent expectations leads to two important consequences:

The first is that the same behavior may be labeled "effective" at one time and "ineffective" at another time by the same person, depending on the expectations he applies to the behavior. The second is that the same behavior may be labeled "effective" and "ineffective" simultaneously as a result of different expectations held by different referent groups. In either case, judgments of effectiveness and ineffectiveness are incapable of interpretation unless both the expectations being applied and the behavior being observed are known.⁴

Efficiency, Getzels and Guba hold, is a function of the congruence of behavior with the status incumbent's need dispositions. They noted that when behavior conforms to the need dispositions of the actor, as opposed to role expectations, there is a minimum expenditure of psychic energy and behavior is efficient.⁵ Satisfaction, they stated, results when institutional expectations and

¹Ibid., p. 23.

²Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley and Sons, Inc., 1966), p. 175.

³Getzels and Guba, "Administrative Process," p. 443.

⁴Ibid., p. 433.

⁵Ibid., p. 434.

need-dispositions are congruent.¹ In keeping with their positions on effectiveness, efficiency, and satisfaction they postulated the existence of three leadership-followership styles in the administrative situation. These are the nomothetic, which emphasizes the requirements of the institution, the role, and the expectations; the idiographic, which emphasizes the requirements of the individual, the personality, and the need-dispositions; and the transactional, which is seen as an intermediate style between the other two in which role and personality are maximized or minimized as necessary.² In their formulation they used the terms leader and follower in a relative sense. "For present purposes we may say that 'to lead' is to engage in an act which initiates a structure in interaction with others, and that 'to follow' is to engage in an act which maintains a structure initiated by another."³ They noted that the parties of either category (leader or follower) are not altogether dominant or passive in the relationship.

Given this perspective of role behavior, it can be stated that status incumbents such as CSPOs may "weigh" various expectations as they perceive them, and, in keeping with their own need dispositions and dependent on organizational or situational constraints, select an appropriate course of action as they attempt to accomplish a task objective. Based on the results of their action, whether or not the objective was accomplished, and feedback received from others in the role set, their behaviors may be perceived by them as either effective or ineffective and usable

¹Ibid., pp. 434-35.

²Ibid., pp. 435-38.

³Ibid., p. 435.

in similar situations or in need of some modification. This view is not seen as contradictory to Getzels and Guba's definition of effectiveness because the status incumbents' perceptions of their personal effectiveness are based on the responses received from the members of their role sets as they judge the behavior in reference to their expectations, and acknowledges that amidst divergent expectations of differing intensity status incumbents select the "best" course of action in keeping with their needs.

It has been stated that CSPOs function in the midst of widely conflicting expectations¹ and are dissatisfied with their status.² To gain an understanding of the CSPO's role it is necessary to first consider the development of these positions in American institutions of higher education.

Chief Student Personnel Officers

Programs and services in American colleges and universities concerned with the welfare of students and their extraclassroom development are functions whose heritage extends back to the colonial days.

A preliminary study of the founding of the earliest educational institutions within the boundaries of the present United States indicated that the extraclassroom life of the students grew out of the religious, social and political

¹Dutton et al., Assumptions and Beliefs, p. 7.

²Mark H. Ingraham, The Mirror of Brass: The Compensation and Working Conditions of College and University Administrators (Madison, Wisc.: University of Wisconsin Press, 1968), p. 225.

life of the early colonists rather than divergent or unique purpose of the founders of the institutions.¹

The young age of college students, the remote locations of many institutions, and the difficulty of travel were among the factors that necessitated that college presidents and their faculties assume the responsibility for the housing, feeding, and disciplining of students. They were, by necessity, forced to act in loco parentis, which, additionally, was in keeping with ". . . the belief of the founders of our early educational institutions that guidance functions were inherent in the educational process itself."² In the early days college presidents were intimately involved in all aspects of their colleges' functioning and were most often the only full-time administrators.³ In time, increased student enrollments, enlarged fiscal responsibilities, and the demand for new services resulted in the need for presidents to delegate some of their responsibilities to others. This division of labor was reflected in the number of administrative offices that were created. For example, "In 1860 the median number of administrative officers in an American college was 4; in 1933 it was 30.5. . . ."⁴ One of the administrative positions that came into

¹Eugenie A. Leonard, Origins of Personnel Services in American Higher Education (Minneapolis: University of Minnesota Press, 1956), p. 4.

²Ibid., p. 16.

³Lewis B. Mayhew, "Shared Responsibility of the President and the Dean," North Central Association Quarterly 32 (October 1957): 187.

⁴Frederick Rudolph, The American College and University (New York: Vintage Books, 1962), p. 435.

being in the early years of administrative expansion was that of the college dean. The role of the college dean was seen as an effort to counteract the standardization that was taking place in educational institutions.

To an extent, the deans were an effort to maintain collegiate and human values in an atmosphere of increasing scholarship and specialization. This was why so many of the early deans resisted the full swing to intellectualism which their faculty colleagues represented.¹

The first deanship of record was reported by Findlay to have been filled by Samuel Bard, at Columbia in 1893.² At that time a position was created for a college dean who spent most of his time handling student disciplinary problems. Cowley commented that "President Eliot had bigger fish to pursue, and so turned over the large problem (and in those days it was large) to Dean Gurney."³ Subsequently, two deans positions were created at Harvard, one to handle instructional considerations and one to handle extrainstructional affairs. As a result, Dean Briggs ". . . became the first officer in the history of American higher education charged with responsibility for student relations as separate and distinct from instruction."⁴ The continuing development

¹ Ibid.

² James F. Findlay, "The Origin and Development of the Work of the Dean of Men in Higher Education," Association of American Colleges Bulletin 25 (May 1939): 279.

³ W. H. Cowley, "Some History and a Venture in Prophecy," in Trends in Student Personnel Work, ed. E. G. Williamson (Minneapolis: University of Minnesota Press, 1949), p. 20.

⁴ W. H. Cowley, "The Disappearing Dean of Men," Occupations 16 (November 1937): 148.

of positions to handle student problems was found to have been more frequent in coeducational and women's colleges than in men's colleges.¹

Oberlin college opened her doors to women in 1833; this move led to the appointment of lady principals or preceptoresses to give special attention to problems of women students. Out of this experience emerged the position of dean of women.²

Wrenn stated that the first deans of women, appointed by that title, were at Swarthmore in 1890.³ At the University of Illinois, Arkle Clark, in 1901, became the first officially appointed dean of men in American higher education.⁴ The continued growth of student enrollments and their heterogeneous needs along with developments in the social sciences contributed to further development and specialization of services to students. The personnel movement, starting with the vocational guidance movement in 1908, gained additional momentum from the commencement of psychological testing and the mental hygiene movement around 1910, and the subsequent emphasis on individual counseling, around 1940, resulted in many specialists to assist students⁵ in such areas as vocational counseling, placement, and activities. During this period of time,

¹Leonard, Origins of Personnel Services, pp. 93-94.

²Williamson, Student Personnel Services, p. 4.

³C. Gilbert Wrenn, Student Personnel Work in College (New York: Ronald Press Company, 1951), p. 30.

⁴Findlay, "Dean of Men in Higher Education," p. 280.

⁵Esther Lloyd-Jones, "Changing Concepts of Student Personnel Work," in Student Personnel Work as Deeper Teaching, ed. Esther Lloyd-Jones and Margaret Ruth Smith (New York: Harper and Brothers, 1954), pp. 1-4.

most notably in the late 1930's, the call for the direction and coordination of student services began. As Lloyd-Jones was later to remark of the dean of students position:

Often this job, as presidents will frequently state, has been created because they did not know what to do with the many personnel specialists who had taken possession of their campuses and they felt the need of someone to curb their ambitions, settle their jurisdictional fights, and relate them effectively to each other.¹

Cowley saw the need for administrative officers to coordinate student services at colleges and universities from another perspective:

Someone needs to present to him [the president] frequently and forcibly the whole panorama. When that is done, personnel work--in budgeting and other directions--will no longer be the stepchild of the administration.²

In 1939, the concentration of various nonacademic services to all students through deans of men was reported to be a current trend. It was noted that when this centralization occurred deans of men were often advanced in staff rank and given new titles,³ especially in smaller institutions.⁴ Eventually, the title dean of students became the predominant title for the senior student services officer in a college or university. Ayers et al. reported

¹ Esther Lloyd-Jones and Margaret Ruth Smith, "The How and the Who and the Why," in Student Personnel Work as Deeper Teaching, p. 342.

² Cowley, "The Disappearing Dean of Men," p. 153.

³ Findlay, "Dean of Men in Higher Education," pp. 280-81.

⁴ Marian Carroll, "Overview of Personnel Workers in Colleges and Universities," Journal of the National Association of Deans of Women 14 (October 1950): 9.

in 1966 that for their sample, in a study of student services administration,

Exactly half report the title dean of students or dean of student affairs or services. The other 23 percent report titles of director of student personnel services, vice president for student services, dean of men and dean of women.¹

The remainder were noted to carry titles more reflective of academic administration.²

A recent study which compared titles of principal student affairs officers between the years 1962 and 1972 in member institutions of the National Association of Student Personnel Administrators found the title dean of students still the most frequently used.³ The dean of students' area of responsibility came to be called student personnel administration.

Student-personnel administration . . . is essentially a function of administration and resides originally and ultimately in the administrative head of an institution. It is generally delegated by the president . . . to a specialist in student-personnel administration. . . .⁴

Although the need to coordinate student services was recognized in the 1930's, their coordination and the appointment of a CSPO in most institutions was a post-World War II phenomenon. Long reported in 1944 that the dean of students were emerging as

¹Ayers et al., Student Services Administration, p. 8.

²Ibid.

³Burns B. Crookston, "The Nomenclature Dilemma: Titles of Principal Student Affairs Officers at NASPA Institutions," NASPA Journal 11 (Winter 1974): 4.

⁴Esther Lloyd-Jones, "Personnel Administration," Journal of Higher Education 5 (March 1934): 142.

a major administrative officer responsible for the coordination of student personnel services.¹ Carroll reported that 230 out of 513 institutions, 45 percent, she surveyed had one person heading the personnel program and most frequently this was the dean of students--54 out of 230 institutions.² In his study on the structural organization of student personnel services in state-controlled coed colleges and universities, Hanson determined that 115 out of the 132 institutions he surveyed had coordinated their student personnel programs after the year 1940.³ Reynolds reported that there was a steady growth of offices headed by a CSPO subsequent to World War II in liberal arts colleges with under 2,000 students.⁴ But the establishment of this administrative position was not uniform across all types of institutions.

In their benchmark study, Ayers et al. found that 86 percent of their sample population reported an officer classifiable as the chief student services officer,⁵ with public institutions more fully embracing the concept than private institutions.⁶

¹Lawrence N. Long, "Evolution of the Dean of Students," Journal of Higher Education 15 (October 1944): 383.

²Carroll, "Overview of Personnel Workers," pp. 21-22.

³Ernest E. Hanson, "A Study of the Structural Organization of Student Personnel Services" (Ed.D. dissertation, Michigan State University, 1952), p. 96.

⁴William M. Reynolds, "The Role of the Chief Student Personnel Officer in the Small Liberal Arts College" (Ed.D. dissertation, Michigan State University, 1961), p. 187.

⁵Ayers et al., Student Services Administration, p. 7.

⁶Ibid., p. 9.

"Almost 22 percent of the private schools (that is, more than 1 in 5) apparently still allocate student service responsibilities to other types of administrators or to faculty members."¹ As Carroll indicated, other forms of coordination of student services were effected by the placing of this responsibility under one agency or committee, by two or more persons of equal authority, or informally through a decentralized organization.² A significant observation made by Ayers et al. was that

. . . the professional leadership role in student services is still in a developmental stage and is at present being supplied by persons of diverse philosophies and educational commitments.³

This observation was based on the varied backgrounds and professional preparations of the chief student services officers identified in their study.

To gain additional insights into the CSPO's role, it is necessary to examine the characteristics that have been identified for status incumbents and the functions they perform.⁴ But in keeping with the purpose of this study it is appropriate to identify a counter position in the CSPO's role set by which to focus this examination.

Whatever the implications of the label, a position cannot be completely described until all the other positions to

¹Ibid., p. 7.

²Carroll, "Overview of Personnel Workers," p. 21.

³Ayers et al., Student Services Administration, p. 19.

⁴Gross et al., Explorations in Role Analysis, p. 63, indicated that a role can be segmented into expectations for attributes and behaviors.

which it is related have been specified. Of course relational specification is a limiting case with which it would be impossible to deal empirically. For a given research problem it may be necessary to take into account only a limited set of counter positions.¹

The office of the president, or chief executive of an institution, for administrative reasons is a significant counter position in the CSPO's role set as evidenced by the fact that Ayers et al. ascertained that nearly 75 percent of the chief student services officers in their sample reported to the president.² A more recent study, on a smaller sample of senior colleges and universities only, revealed that 81 percent of the chief student personnel administrators reported to the president or chancellor of their institutions.³

Zook, in a study that compared student personnel administrators in both public two- and four-year institutions in the Midwest, observed that the majority of the chief administrators in both types of institutions reported to the administrator with overall institutional responsibility.⁴ Crookston and Atkins discovered that a shift in reporting relationships had occurred, during the years of student demonstrations, in four-year institutions. The number of principal student affairs officers in these institutions who reported directly to presidents had risen from

¹Ibid., p. 51.

²Ayers et al., Student Services Administration, p. 60.

³Gary D. Brooks and Jose F. Avila, "The Chief Student Personnel Administrator and His Staff: A Profile," NASPA Journal 11 (Spring 1974): 44.

⁴Zook, "A Comparative Study," p. 53.

65.9 percent in 1967 to 78.1 percent in 1972.¹ Hester, in a study of the factors important in the selection of student personnel administrators in midwestern universities, reported the finding that "The presidents evidenced greater concern and involvement in the selection of the chief student personnel officer, generally making the final decision on the selection."² She indicated that presidents believed it was important to select the right type of person and if necessary teach him the job.³

Attributes

The ideal candidate, according to Hester, for the chief student personnel administrator position in a midwestern university would be a Caucasian male, between the ages of 35 to 45, holder of a Ph.D. in a substantive behavioral or social science area, with administrative experience in a similar type of institution.⁴ In contrast, to gauge chief administrators' perceptions of attributes that a chief student personnel administrator in a large university should possess, Upcraft asked chief administrators what type of person they would recommend to their presidents as

¹Burns B. Crookston and Glen C. Atkins, "A Study of Student Affairs: The Principal Student Affairs Officer, the Functions, the Organization at American Colleges and Universities 1967-1972" (paper presented at the 48th Annual Conference of National Association of Student Personnel Administrators, Chicago, Illinois, April 1974), Table 20, p. 25.

²Linda H. Hester, "Differential Perceptions of Factors Important in the Selection of Student Personnel Administrators in Midwestern Universities" (Ph.D. dissertation, Michigan State University, 1971), p. 413.

³Ibid., p. 447.

⁴Ibid., p. 416.

their successors. ". . . There was significant consensus (69.97 %) among the sample that the university CSPA should be male, although a majority felt the CSPA could be female."¹

The preferred age, selected by 45.8 percent of the respondents for their successor, was between 30 and 59 years and this was most clearly so for those who reported directly to the president.²

Upcraft found that a limited consensus, 66.2 percent, felt that the chief student personnel administrator should have a doctoral degree,³ and concluded that previous experience as a student personnel administrator appeared less important than general administrative experience.⁴ But studies that have identified CSPO characteristics generally reveal variation in the pattern of CSPO attributes in relation to enrollment size, type (such as a community college or university), or control (public versus private) of the institution.

Ayers et al. found that more than 79 percent (496 out of 621) of the chief student services officers in their sample were male.⁵ The largest percentage of the males (36.7 percent) were in the 40 to 49 year age range, while the largest percentage of the females (38.4 percent) were in the 50 to 59 year age range.⁶ The female chief student services officers in their study most often held positions in liberal arts colleges (83 out of 125), followed

¹Upcraft, "Role Expectations," pp. 40, 42.

²Ibid., pp. 40-41. ³Ibid., p. 48. ⁴Ibid., pp. 46-47.

⁵Ayers et al., Student Services, Table 3, p. 89.

⁶Ibid.

by positions in junior colleges.¹ They found 50 percent of the chief student services officers had done their academic work in the field of education, of which slightly over 21 percent were prepared in the area of guidance and student personnel, with the bulk of the remainder trained either in the humanities or social sciences.² Only 37.5 percent of the sample had earned a research doctorate, presumably the Ph.D., with the masters degree, held by 55.1 percent, being the most typical degree.³ They found that two-thirds of the chief student services officers in institutions enrolling 10,000 students or more held the research doctorate.⁴ They also ascertained that 57 percent of the chief student services officers held their positions for less than five years.⁵ As an indication of the types of experiences that chief student services officers had prior to holding their positions, Ayers et al. identified the titles of their previous positions.

More than one-fourth have moved from faculty positions to their present responsibilities. This source ranks second only to other student services work as a background. Slightly more than one-third have had such previous experience in student services work and a majority of them were in administrative positions. Only the universities deviate significantly. More than half these men have had student services experience, mostly in administrative posts.

About 1 in 10 of the executives moved from other areas of administration. As might be anticipated, the university chiefs do not conform to the pattern in this respect. Nearly one-fifth of them came from other kinds of administrative responsibility in higher education. This suggests that in selecting their student services administrators those responsible in large institutions look for demonstrated administrative skills in many cases rather than previous professional preparation or experience.⁶

¹ Ibid. ² Ibid., p. 13. ³ Ibid., Table 4, p. 90.

⁴ Ibid., p. 12. ⁵ Ibid., p. 16. ⁶ Ibid., p. 18.

In a study in which he investigated the compensation and working conditions of four-year college and university administrators, Ingraham found:

The median age of male deans of students is 45, and of the 10% who are women, 49. Twenty-one percent had a Ph.D. degree, 18% the degree of Ed.D., the master's degree was highest for 49%. In universities the majority held one of the two doctoral degrees. Three-quarters had the work of their highest degree in the following four fields: education, 40%, psychology, 15%, social science, 14%, and English and journalism, 8%. Less than 4% came from any other single area. The dominance of education and psychology (often, I presume, educational psychology) was striking in public colleges, where these two fields accounted for 74%.¹

Foy, in a study on career patterns of student personnel administrators, ascertained that the mean age of chief student personnel administrators was 40.9 years in a sample of National Association Student Personnel Administrators member institutions.² In other instances the variables he selected for analysis purposes did not focus on the chief administrators independently from the other administrators but he did report that 60.1 percent of them had moved from a college personnel position to their current position. Another 18.2 percent came from college teaching or administrative positions and 11.2 percent came from public schools.³ The mean number of years that chief administrators had spent in student personnel work was 7.35,⁴ and had been in their CSPO positions on the average of 2.95 years.⁵ A recent study, reported

¹Ingraham, The Mirror of Brass, p. 223.

²James E. Foy, "Career Patterns of Student Personnel Administrators" (Ph.D. dissertation, Michigan State University, 1969), p. 53.

³Ibid., Table 37, p. 80.

⁴Ibid., p. 139.

⁵Ibid., p. 137.

by Brooks and Avila, on chief student personnel administrators at senior colleges and universities identified the following characteristics for 429 respondents. Eighty-five percent were male, 95 percent were Anglo, had a mean age of 42 years, 47 percent possessed the doctorate, and 44 percent the masters degree.¹ They noted that 78 percent of their academic majors ". . . would normally be included in the curriculum of a comprehensive school of education."² They also determined that 70 percent of the chief student personnel administrators had occupied their positions for four years or less.³ The average number of years they had spent in student personnel work at a college or university level was 9.9 years.⁴

Crookston and Atkyns reported similar findings. Their data revealed that 84.7 percent of the chief student affairs officers were men, the largest percentage (39.2 percent) of whom were in the 40 to 49 year age group. The largest percentage (40 percent) of the female administrators were in the same age group.⁵ Of the male administrators 54.4 percent and of the women 25.3 percent held the doctorate, with the overall percentage being 49.8.⁶ The largest percentage of the chief administrators (90.7 percent) were white.⁷ Over 66 percent of the chief student affairs officers

¹ Brooks and Avila, "The Chief Student Personnel Administrator," pp. 42-43.

² Ibid., p. 42. ³ Ibid., p. 45. ⁴ Ibid., p. 46.

⁵ Crookston and Atkyns, "A Study of Student Affairs," Table 12, p. 13.

⁶ Ibid., Table 13, p. 14. ⁷ Ibid., Table 12, p. 13.

in that study reported that the fields of study for their highest degrees were either education (45 percent) or counseling and guidance (15.6 percent).¹

Two studies on CSPOs which have controlled for either academic preparation or experience or both provide additional information to consider in studying their role. Blackburn used a Q-Sort Technique to investigate the relationship of academic preparation and experience to the perceived purposes of student programs held by CSPOs. For CSPOs in four-year accredited coed colleges and universities, which had membership in the National Association of Student Personnel Administrators, he found a difference in perceived purpose between administrators with academic preparation in student personnel work and those without such preparation. CSPOs with academic preparation in student personnel work, he reported, place more emphasis upon the individual, counseling, educational reform, models for behavioral learning, and the use of behavioral science techniques to create an environment for learning.² But, after 10 or more years experience CSPOs with and without training in student personnel view the purposes more similarly, although those with professional preparation remain

¹Ibid., Table 14, p. 15.

²John L. Blackburn, "Perceived Purposes of Student Personnel Programs by Chief Student Personnel Officers as a Function of Academic Preparation and Experience" (Ph.D. dissertation, Florida State University, 1969), p. 136.

committed to the view that personnel programs serve as an integrative function between the student and the institution.¹

In his study Pierce found that academic preparation and administrative experience were related to the chief student personnel administrators' extradepartmental interactions. He reported that administrators who had preparation in professional education are more likely to propose and defend actions in structured settings,² while chief administrators without prior administrative experience are more likely to give and receive information in these settings.³ Overall he found no relation between frequency of extradepartmental interaction and control, status, or geographic location of the institution in which the chief student personnel administrator served. Pierce concluded,

With the low frequency of extradepartmental interaction indicated by the normative data, it is not surprising that the "student specialist" is not trusted, thought to be unaware of the influences and effects of his actions, and seen as not being aggressive enough in providing information to those outside of his department.⁴

In addition to these general characteristics, studies have been made which developed CSPO personality profiles. Cameron investigated the possibility of developing an interest scale for student personnel deans. Based on a sample of 217 deans who were members of the National Association of Student Personnel Administrators, he was able to construct a scale on the Strong

¹Ibid., p. 137.

²Pierce, "Chief Student Personnel Administrator's Interactions," p. 136.

³Ibid.

⁴Ibid., p. 75.

Vocational Interest Blank that was reliable and valid. He concluded that student personnel deans are oriented toward social service, young people, teaching, and the field of education in general.¹ Grant and Foy developed a CSPO profile on information collected from 429 chief student personnel administrators serving in institutions holding membership in the National Association of Student Personnel Administrators. Based on responses gained on the Myers-Briggs Type Indicator, they described the chief administrators as

. . . practical, realistic, matter-of-fact, with a natural head for business. They like the mechanics of things. They are not interested in subjects that they see no actual use for, but they can apply themselves in the areas when necessary. They are good at organizing and running activities, but sometimes rub people the wrong way by ignoring their feelings and viewpoints.²

Given these various reported attributes, it is appropriate then to consider the functions and duties that are associated with the CSPO status.

Functions

Ayers et al. identified 20 administrative functions as the student services most prevalent in the institutions of higher

¹Alexander R. Cameron, "An Analysis of the Interests, Educational Preparation, and Vocational Background of Student Personnel Deans" (Ph.D. dissertation, University of Michigan, 1965), p. 87.

²W. Harold Grant and James E. Foy, "Career Patterns of Student Personnel Administrators," NASPA Journal 10 (October 1972): 107.

education they studied.¹ Fifteen of these functions (recruitment, admissions, academic records, nonacademic records, counseling, testing, financial aids and awards, nursing services, residence hall, job placement, other extracurricular, social or cultural programs, intercollegiate athletics, intramural athletics, food services, and religious affairs) were provided by between 80 and 100 percent of the institutions.² They noted that in comparison,

The percentage of junior colleges offering foreign student programs, health services, religious affairs, and not surprisingly, student housing are conspicuously lower than those of the 4-year institutions.³

Of the functions identified by Ayers et al., at least 100 of the institutions gave their chief student services officers immediate responsibility for counseling (155), housing (145), duties of foreign student advising (108), financial aids (108), and testing (102).⁴ It was obvious from their study that CSPOs at different institutions may or may not have been responsible for the same array of functions. Brooks and Avila reported on chief student personnel administrators' primary areas of responsibility. Of the 14 functions they listed, 8 listed by at least 50 percent of the administrators were: counseling service (94 percent), student activities (91 percent), health service (82 percent), student union (70 percent), foreign students (68 percent), placement (65 percent), financial aid (62 percent), and student publications

¹Ayers et al., Student Services Administration, p. 43.

²Ibid., Table 42, p. 112. ³Ibid., p. 48.

⁴Ibid., Table 49, p. 119.

(61 percent).¹ They pointed out that besides the primary 14 functions another 55 were identified, but all these were performed by 6 percent or less of the administrators.²

Crookston and Atkyns compared data collected in their study with that provided by Ayers et al. They concluded, "Sixteen functions are comparable with the present study. With two exceptions, admissions and student records, an increase in PSAO responsibility is shown in all other categories over the ten year period."³ The three areas showing the largest increase were student union, up from 44.9 percent to 77 percent; health services, up from 59.2 percent to 86.5 percent; and counseling, up from 55.2 to 80 percent.⁴

On a study of CSPOs in four-year institutions with a student population between 1,000 and 2,500, Lilley concluded, ". . . The present role of the CSPO appears to be one of coordinating and administering a heterogeneous group of functions."⁵ The 10 functions he found to be of most direct concern to the CSPOs were: being the chief administrator, policy formation affecting students, determining objectives, preparing the budget,

¹Brooks and Avila, "The Chief Student Personnel Administrator," p. 43.

²Ibid., p. 44.

³Crookston and Atkyns, "A Study of Student Affairs," pp. 28, 31.

⁴Ibid., Table 24, p. 32.

⁵Lilley, "Functions of Chief Student Personnel Officers," p. 9.

recruiting staff, nonacademic discipline, student government, student-faculty liaison, interpreting policy to students, and advising faculty on student needs.¹ He compared his findings with those of Ayers et al. and drew the conclusion that these functions have been relatively stable since 1963.²

Hoyt and Rhatigan undertook a study to determine if differences existed between the jobs of college student personnel administrators in junior and senior colleges. They concluded that, in general, the jobs do not differ.³ It was noted, though, that junior college deans evidenced more involvement in teaching and senior college deans more time in committee work.⁴ "Both groups reported relatively heavy involvement in supervision, program development, administrative detail, and individual counseling."⁵

Zook, in his study, took a further step and differentiated between functions personally performed by college student personnel administrators and those they supervised, in public two- and four-year colleges in the Midwest. He reported that those in two-year colleges personally performed, in descending order of frequency, counseling, discipline, budget planning, and public relations; while those in four-year colleges performed selection of staff, public relations, budget planning, discipline, counseling, and

¹Ibid. ²Ibid.

³Donald P. Hoyt and James J. Rhatigan, "Professional Preparation of Junior and Senior College Student Personnel Administrators," Personnel and Guidance Journal 47 (November 1968): 268.

⁴Ibid., p. 265.

⁵Ibid., p. 266.

student government.¹ When asked what student personnel functions occupied most of their time, the two-year administrators indicated, in rank order, student counseling, staff supervision, long-range planning, registration and records, and administrative detail; while four-year administrators indicated staff supervision, long-range planning, administrative detail, student counseling, and committee work.² He reported, "The two and four year college deans agreed that administrative ability is the most important competency needed by the CSPA and that they would have liked more administrative courses in their professional education."³ As the performance of functions often requires administrative interaction the values and beliefs of CSPOs and expectations held by others for them are important considerations to understanding their role behaviors.

In his study on the assumptions and beliefs of chief student personnel administrators in colleges and universities holding membership in the National Association of Student Personnel Administrators, Birch found that the chief administrators held their personal convictions to be more important than responsibility to superiors, with no significant differences found on the basis of institutional size, type, or location.⁴ He determined the CSPOs believed that their primary commitment was to students and their needs and not the performance of administrative tasks. He emphasized:

¹Zook, "A Comparative Study," pp. 125, 128.

²Ibid., Table 49, p. 110. ³Ibid., p. 70.

⁴Birch, "Selected Assumptions and Beliefs," p. 34.

. . . while chief student personnel administrators perceive their effectiveness to be evaluated by their presidents on the basis of their relations with members of the academic community, their administrative competence and the degree to which they are able to maintain control and order, they do not personally include these criterion as the most important aspects of their work.¹

Birch raised the unanswered question of whether or not chief administrators' actions were really consistent with their beliefs.²

The study reported by Dutton et al., which incorporated Birch's data, undertook the identification of the expectations held for CSPOs by selected members of the academic community.³ They reported that presidents felt that other responsibilities should take precedence over a dean's relationship with students, and determined "as might be expected, more presidents felt the dean's convictions should be subordinated, if necessary, and more in the direction of acquiescence with the president's."⁴ They also observed that presidents consistently attached importance to administrative tasks, integration of counseling and discipline, and the upholding of institutional standards and values.⁵

Terenzini's findings appear to support the observations of Dutton et al. Using Blackburn's Student Personnel Purpose Q-Sort he examined presidents' and chief personnel officers' views at 350 randomly selected accredited institutions, on the appropriate

¹Ibid., p. 76.

²Ibid., p. 84.

³Dutton et al., Assumptions and Beliefs, p. 3, collected data from presidents, faculty members (highest or selected high elected position in a faculty senate or comparable body), editors of student newspapers, and presidents of student bodies.

⁴Ibid., p. 7.

⁵Ibid.

goals for student affairs programs. He ascertained that presidents ". . . were less inclined than CPOs to see the academic or intellectual pursuits of students as appropriate concerns for student personnel programs."¹ In relation to purposes of student personnel, Terenzini noted, presidents emphasized helping students plan and coordinate campus programs and orienting new students to campus, while chief personnel officers emphasized such purposes as increasing student participation in institutional decision making and development of an environment conducive to value testing.²

Upcraft in his study, in part, examined the expectations that CSPOs hold about their working relationships with presidents. He reported that, when asked if the chief student personnel administrator should confer with the president on a fairly regular basis concerning the student personnel program, "100% of the CSPA's who report directly to the president felt the CSPA should confer with the president, compared with 46.9% of those who report elsewhere."³ When asked if it would be appropriate for the chief student personnel administrator to have an intimate friendship with the university president, 67 indicated that it may or may not be appropriate.⁴ When these responses were analyzed on the basis of previous professional experience (experience in student personnel

¹Terenzini, "Goals of Student Personnel Work," p. 33.

²Ibid., pp. 33-34.

³Upcraft, "Role Expectations," p. 94.

⁴Ibid., p. 87.

or guidance and counseling), "34.4% of the CSPA's with previous professional experience felt that the CSPA should have an intimate friendship with the university president, compared with 13.5% of those without such experience."¹ With reference to budgets, 91 percent felt the chief administrator should justify budget expenditures to the president or governing board.² Nearly 99 percent felt the chief student personnel administrator should participate in university policy formation, and 73.4 percent felt that the chief administrator should demand a reasonable amount of autonomy from the president with respect to policy formulations within the student personnel program.³

Although the studies reviewed in this section, such as this one by Upcraft, provide insights useful in the conceptualization of the CSPO's status, they also have a fundamental limitation in their usefulness for persons interested in the CSPO's position.

Information on the types of persons selected for CSPO positions, how their previous experience and academic preparation are associated with their role cognitions, and the functions for which CSPOs are responsible, although valuable, fall short of identifying the competencies and behaviors needed by CSPOs in order to be effective in their role functions. A method which has been developed to identify such position activities is the Critical Incident Technique.

¹Ibid., p. 87.

²Ibid., p. 94.

³Ibid.

Critical Incident Technique

The Critical Incident Technique (CIT),¹ which was developed by John Flanagan and his associates at the American Institute of Research,²

. . . consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles.³

Development and Procedure

Flanagan regarded the development of the CIT as an outgrowth of studies done in the aviation psychology program during World War II by the United States Army Air Force.⁴ Based on experience gained in the conduction of manpower studies at that time, according to Flanagan, it was realized that the ". . . development of accurate job definitions must precede all other types of studies on personnel problems."⁵ Although the technique was formally developed and named in 1947,⁶ Flanagan noted that the basic principle

¹Throughout the rest of this study the Critical Incident Technique will be identified by the abbreviation CIT.

²Grace Fivars, The Critical Incident Technique: A Bibliography (Palo Alto, California: American Institutes for Research in Behavioral Sciences, 1973), p. iv.

³John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin 51 (July 1954): 327.

⁴Ibid.

⁵Flanagan, "Executive's Job," p. 28.

⁶Flanagan, "The Critical Incident Technique," p. 329.

of the technique, observing the behavior of others, is centuries old.¹ More definitively,

The roots of the present procedures can be traced back directly to the studies of Sir Francis Galton nearly 70 years ago, and to later developments such as time sampling studies of recreational activities, controlled observation tests, and anecdotal records.²

One of the first uses made of the CIT was the establishment of critical requirements for the Air Force officer in 1948.³ The critical requirements of an activity, as defined by Flanagan, are ". . . crucial in the sense that they have been frequently observed to make the difference between success and failure in that activity."⁴ An assumption basic to the development and use of the CIT is that the criterion of effectiveness for an activity cannot be established beforehand, even by experts.⁵ To be valid the criterion of effectiveness, according to Flanagan, must be based on reports of behavior that led directly to success or failure on important parts of the job.⁶ Additionally, the observations should be made by participants in or supervisors of activities with which they are familiar.⁶

¹Ibid., p. 327. ²Ibid.

³John C. Flanagan, "Critical Requirements: A New Approach to Employee Evaluation," Personnel Psychology 2 (Winter 1949): 424.

⁴Flanagan, "Executive's Job," p. 29.

⁵John C. Flanagan, Critical Requirements for Research Personnel (Pittsburgh: American Institute for Research, 1949), p. 7.

⁶Ibid., p. 6.

⁷Flanagan, "Critical Requirements," p. 420.

The procedure used in the CIT, detailed by Flanagan in 1954, consists of five steps. The first step is to determine the general aim of the activity to be studied.

. . . The general aim of an activity should be a brief statement obtained from the authorities in the field which expresses in simple terms those objectives to which most people would agree.¹

Flanagan realized the possibility of divergent expectations and felt that in most cases it would not be possible to obtain a completely objective and acceptable general aim for an activity, but stressed that it must be known, to the degree possible, what persons are supposed to be accomplishing if their effectiveness is to be judged.²

The second step of the CIT is the development of the plans and specifications for the study. Some of the usual considerations in designing the study cover the delimitations of the situations to be observed, identification of behaviors which are relevant to the general aim, and selection of persons to make the observations on the activity under study.³ To obtain valid results with the CIT, Flanagan outlined five conditions to be observed:

- a. It is essential that actual observations be made of on-the-job activity and the products of such activity.
- b. The aims and objectives of the activity must be known to the observer.
- c. The basis for the specific judgments to be made by the observer must be clearly defined.

¹Flanagan, "The Critical Incident Technique," p. 337.

²Ibid., pp. 336-37.

³Ibid., pp. 338-39.

- d. The observer must be qualified to make judgments regarding the activity observed.
- e. The last necessary condition is that reporting be accurate.¹

The next step is the collection of data. Flanagan noted that four procedures have been used for collecting critical incidents: ". . . extreme behavior, either outstandingly effective or ineffective with respect to attaining the general aims of the activity."² They were: interviews, group interviews, questionnaires, and record forms.³ Flanagan pointed out that while direct observation of behavior is the preferable method of collecting incidents, ". . . the efficiency, immediacy, and minimum demands on cooperating personnel which are achieved by using recalled incident data frequently make their use the more practical procedure."⁴ The fourth step of the technique is the analysis of data. As a prerequisite to the analysis of data it is necessary to establish an appropriate frame of reference, such as well-marked phases of the job, for describing the incidents.⁵ The analysis of data consists of the inductive development of categories of behavior derived from incidents and the establishment of critical requirements for the activity at an appropriate level of specificity.⁶ The fifth and final step of the CIT is the interpretation and reporting of the findings of the study. This necessitates that

¹Flanagan, "Executive's Job," p. 35.

²Flanagan, "The Critical Incident Technique," p. 338.

³Ibid., pp. 340-43.

⁴Ibid., p. 340.

⁵Ibid., p. 344.

⁶Ibid., pp. 344-45.

. . . the limitations imposed by the group studied must be brought into clear focus. Similarly, the nature of judgments made in collecting and analyzing the data must be carefully reviewed.¹

Flanagan cautioned that the general hypotheses that are formulated on the basis of observed incidents for improving performance must be considered tentative:

. . . in our present stage of psychological knowledge, we are rarely able to deduce or predict with a high degree of confidence the effects of specific selection, training, or operating procedures on future behaviors of the type observed.²

Although Flanagan outlined the above steps, he viewed the CIT as a flexible set of principles which are modifiable and adaptable to the peculiarities of the activity under investigation.³ And Flanagan noted that less than eight years after its systematic formulation the CIT had been applied in a variety of ways, which he classified under nine headings as Measures of Typical Performance, Measures of Proficiency (standard samples), Training, Selection and Classification, Job Design and Purification, Operating Procedures, Equipment Design, Motivation and Leadership (attitudes), and Counseling and Psychotherapy.⁴

The use of the CIT in a variety of studies has prompted some criticism of the procedure and cautions about its limitations. Burns expressed the opinion that the CIT could only reveal the existence of behavioral phenomena and felt its use could lead to unwarranted value judgments about behavior. He based his argument

¹Ibid., p. 345.

²Ibid., p. 335.

³Ibid.

⁴Ibid., p. 346.

on the position that an observational technique should specify beforehand the information being sought.¹ Corbally rebutted this argument by asserting that the appropriate hypothesis governing the use of the CIT is ". . . there are some 'x's' unknown at the outset of the research, which are associated with 'y.'"² Thus, if "y," for example, is acceptable job performance then "y" is seen as desirable. Corbally's hypothesis is based on the assumption ". . . that someone or a group of 'someones' can reliably make judgments concerning the effectiveness with which the total job is done."³ Or, as Mayhew put it, can distinguish between effective or ineffective behavior.⁴

Sax emphasized that the data developed using the CIT are subject to the same sorts of distortions that occur in other collection procedures.⁵ Corbally noted the CIT does contain subjective elements,⁶ and suggested that studies undertaken on educational activities, in which interpersonal action results in increased

¹ Hobert W. Burns, "Success Criteria and the CI Technique," Phi Delta Kappan 38 (November 1956): 75.

² John E. Corbally, Jr., "A Second Look at the CI Technique," Phi Delta Kappan 38 (January 1957): 141.

³ Ibid.

⁴ Lewis B. Mayhew, "The Critical Incident Technique in Educational Evaluation," Journal of Educational Research 49 (April 1956): 598.

⁵ Gilbert Sax, Empirical Foundations of Educational Research (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), p. 192.

⁶ Corbally, "CI Technique," p. 142.

variables, be of limited complexity.¹ In addition, Corbally also emphasized that behaviors which are identified by the CIT are not identified as to their criticalness.²

The issue of the reliability and validity of the CIT was addressed by Andersson and Nilsson. They noted that although the CIT had frequently been used in job analysis no studies of its reliability and validity had been undertaken. Several different tests were performed on data they collected both by interviews and questionnaires, and they concluded that the technique was both reliable and valid.³ Campbell et al. recently noted that "One of the best search techniques for sampling many jobs and for focusing on the more important aspects of managerial behavior is the Critical Incidents Method. . . ."⁴ The CIT has been used frequently in the field of education and the use of the CIT in the area of educational administration was noted as a trend between the years 1948 and 1958, which has been identified as the third historical period of education studies.⁵

¹ John E. Corbally, Jr., "The Critical Incident Technique and Educational Research," Educational Research Bulletin 35 (March 1956): 59.

² Ibid., p. 60.

³ Bengt-Erik Andersson and Stig-Goran Nilsson, "Studies in the Reliability and Validity of the CIT," Journal of Applied Psychology 48 (December 1964): 402.

⁴ John P. Campbell, Marvin D. Dunnette, Edward E. Lawler, III, and Karl E. Weick, Jr., Managerial Behavior, Performance, and Effectiveness (New York: McGraw-Hill Book Company, 1970), p. 77.

⁵ Hemphill et al., Administrative Performance and Personality, p. 3.

Use in Educational Studies

Flanagan himself, in noting the need for the use of the scientific method in the development of educational objectives, recommended the CIT procedure for that use in 1947.¹ Mayhew commented on the use of the CIT as a viable method for the development of empirical data for use in evaluation and measurement instruments.² Ryans used the method to determine teacher classroom behaviors for subsequent use in their observation and assessment.³ Cooper re-analyzed six studies, that used the CIT, on the behavior of principals to identify the ineffective aspects of their behavior.⁴ Corsini and Howard collected critical incidents in teaching to develop case materials so other teachers could learn general principles of classroom leadership,⁵ and Leles has investigated the possible use of the CIT to collect data to develop a theory of educational professionalism.⁶ Although numerous studies have been

¹John C. Flanagan, "Research Techniques for Developing Educational Objectives," Educational Record 28 (April 1947): 140.

²Mayhew, "The Critical Incident Technique," p. 598.

³David G. Ryans, Characteristics of Teachers: Their Description, Comparison and Appraisal (Washington, D.C.: American Council on Education, 1960), pp. 79-83.

⁴Bernice Cooper, "An Analysis of the Quality of the Behaviors of Principals as Observed and Reported in Six Critical Incident Studies," Journal of Educational Research 56 (April 1963): 410.

⁵Raymond J. Corsini and Daniel D. Howard, eds., Critical Incidents in Teaching (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. v.

⁶Sam Leles, "Using the Critical Incident Technique to Develop a Theory of Educational Professionalism: An Exploratory Study," Journal of Teacher Education 19 (Spring 1968): 66.

done on higher education positions, several were identified whose findings are of interest to this study.

The study of most direct interest to the current study was conducted by Rodgers in 1963. Based on his review of the literature, he reported that the literature on the student personnel dean, up to that time, could be categorized into three areas: that which defined the dean's duties in general terms, indicating the administrative nature of the work; that which defined the dean's functions in a detailed checklist related to no particular institution, and that which defined in detail a dean's functions at a particular institution.¹ The purpose of Rodgers' study was ". . . to extricate from the diverse procedures employed by the Student Personnel Dean those procedures his professional peers believed to be critical to success in the position."²

The sample of Rodgers' study was limited to 133 public coeducational institutions in the United States that enrolled between 2,000 and 10,000 students and that had identifiable student personnel deans. He expressed the desire to study a homogeneous sample to enhance the usability of his findings.³ The procedure Rodgers used, after identifying the appropriate institutions, was to have the presidents of the institutions select one of the deans' professional peers as a respondent for the study.⁴ The professional peers were then sent a questionnaire with instructions to report four significant incidents, two effective and two ineffective,

¹Rodgers, "Function of the Student Personnel Dean," p. 2.

²Ibid., p. 3.

³Ibid., pp. 22-23.

⁴Ibid., p. 24.

involving the student personnel deans fulfilling their functions.¹ Rodgers did not establish a general aim for the student personnel dean's position for use in identifying appropriate incidents, as Flanagan had recommended.

Rodgers received 48 usable questionnaires (36 percent) from his sample, which provided 85 effective and 65 ineffective incidents for analysis purposes.² These incidents contained 286 behavioral elements, which were consolidated into 73 critical elements.³ The critical elements were organized into seven areas of student personnel deans' functioning. These areas were communications, counseling, developing cooperative relationships, diagnosis and referral, investigation, leadership and information, and policy making.⁴ Rodgers reported the following specific findings:

1. Deans in smaller institutions do more counseling than their counterparts in larger institutions.
2. Deans in smaller institutions are generally ineffective in developing cooperative relationships.
3. Deans in larger institutions are more ineffective investigators than their counterparts in smaller institutions.
4. Deans do not consistently take the initiative to provide leadership and information particularly to students and student groups.
5. Deans do not consistently take the initiative in communicating their reasons as well as their decisions to all parties concerned with their decisions.
6. Deans are consistently successful when working with individual students in disciplinary situations.
7. A majority of the Dean's contacts are with individual male students and he is generally successful with these individuals.
8. Deans are not consistently successful in their dealings with students groups, especially with fraternities and sororities on disciplinary problems.

¹Ibid., p. 123.

²Ibid., p. 34.

³Ibid., p. 60.

⁴Ibid., pp. 65-70.

9. Public relations is a category in which the Dean is involved with almost all people he contacted, particularly the press. Therefore, every contact he makes has implications for his effectiveness in public relations.
10. Deans are not consistently aware that their peers exert great influence on all considerations of the effectiveness of Deans.
11. Deans do not consistently analyze and evaluate all areas of their responsibility to develop policies that will give direction and support to help reach the objectives of their program.
12. When policies and rules and regulations are either introduced or altered, they are not always fully explained to all parties concerned.
13. Deans are more effective dealing with fraternities through an interfraternity council or the fraternity advisers rather than directly with fraternity groups.
14. Deans are effective when working directly with all phases of in-service training.¹

Based on these findings, Rodgers drew a number of conclusions about the functioning of the student personnel dean, several of which are of particular interest. He concluded that the importance attached to certain kinds of behavior varies with the size of the institution in which the dean functions.² This conclusion was based on the finding that certain critical elements showed trends of occurrence when the enrollment sizes of the institutions in which the deans served were used as variables. Rodgers also concluded that appropriate behavior on the part of the dean varies from problem to problem and from time to time with the same types of problems. This was based on the finding that critical elements are not exclusive to any specific critical area.³ The last conclusion of specific interest to this study was that the wider the range of activities that the dean used to resolve a problem, the more likely he was to be considered effective, which was reflected

¹Ibid., pp. 93-94.

²Ibid., p. 101.

³Ibid.

in the larger average amounts of critical elements that were found in the effective incidents as opposed to ineffective incidents.¹

A hypothesis that Rodgers suggested is of direct concern to this study: "The Student Personnel Dean and his professional peers hold different views concerning the types of behavior which are critical in performing the functions of the Student Personnel Dean."²

Smith undertook a study of critical student personnel contacts between student service staff members and students at Ohio State University.³ He found that in an activity as complex as a "counseling contact" several staff members were unable to judge that a single behavior accounted for effectiveness or ineffectiveness and reported instead a constellation of behaviors.⁴

Furthermore, staff members give a wide range of interesting reasons why these behavioral constellations could be regarded as effective or ineffective. These reasons reflected not only personal values most relevant to the students' needs and "investments" in the contacts but personal values most relevant to the staff members' own needs and "investments" in the contacts as well.⁵

Smith concluded that the process of abstracting behaviors from reported incidents, which themselves are abstracts presented by the reporter, would result in the loss of valuable data and used the procedure of grouping incident abstracts to retain the richness of data.⁶

¹Ibid., pp. 102-103.

²Ibid., p. 104.

³James E. Smith, "The 'Critical Incident' Technique and Its Application in Student Personnel Work" (Ph.D. dissertation, Ohio State University, 1954), p. 1.

⁴Ibid., pp. 167-68.

⁵Ibid., p. 168.

⁶Ibid.

The groupings tend to suggest at the same time, that many problem situations, staff member behavioral constellations, and value assertions regarding these behavioral constellations have much in common.¹

During the dissertation process, Smith also used the CIT as a personal discipline. Based on this experience he concluded that the CIT helps the individual focus on what is important in his experience, which can then be communicated to other people. He suggested that its use by members of an organizational unit, such as a counseling center, would be a viable approach to developing a systematic body of knowledge.²

Several other studies that used the CIT were identified, although not on the CSPO position or concerned with student services positions, which were useful in designing this study. Peabody undertook the use of the CIT to describe critical job requirements for cooperative extension agents, identify their training needs, and to specify the relationship of these training needs to agent tenure and position.³ Peabody collected self-reports of critical incidents from 74 Michigan cooperative extension agents who completed questionnaires that were administered to several agents at a time in a group situation, used to elicit three effective and three ineffective critical incidents in the performance of their jobs. Categories of critical behavior were established a priori, based on information obtained from a review of

¹Ibid., p. 169.

²Ibid., p. 182.

³Fred J. Peabody, "An Analysis of Critical Incidents for Recently Employed Cooperative Extension Agents With Implications for Training" (Ph.D. dissertation, Michigan State University, 1968), p. 7.

extension literature and the incidents collected placed into these categories. The categories were: teaching and communicating, organizing, conducting programs, administering, program planning, and evaluating.¹ Noting that the "criticalness" of behaviors is not established by the CIT procedure, Peabody had the agents rate the degree of difficulty they experienced in the performance of the incidents and its degree of importance.² He concluded that the agents' positions somewhat affected their perception of job requirements,³ but that the perception of critical job requirements differed only slightly in relation to agent tenure.⁴ He concluded that "The rank-order of difficulty differed from that of either incident frequency or importance."⁵ Of particular interest was Peabody's finding that experienced agents reported higher difficulty scores in the performance of incidents than did inexperienced agents.⁶ He suggested that agents with more tenure either might be less fearful of admitting difficulty, or that perhaps perceptions of appropriate role behavior expand with agent socialization, which gives rise to greater complexity and affects task execution.⁷ Finally, Peabody noted that less variance existed in the importance scores of job requirements by experienced agents, as opposed to inexperienced agents. He believed that this tends to suggest the hypothesis that with experience agents become more homogeneous in their perception of appropriate job behavior.⁸

¹Ibid., pp. 166-75.

²Ibid., pp. 51-52.

³Ibid., p. 138.

⁴Ibid., p. 141.

⁵Ibid.

⁶Ibid., p. 142.

⁷Ibid.

⁸Ibid.

Miller and Benson undertook related studies on foreign student advisers. Miller collected critical incidents of foreign student advisers' on-the-job behavior from 48 foreign student advisers themselves at 17 midwestern universities. By means of personal interview 350 critical incidents were obtained.¹ From these incidents 1,603 critical elements were identified, which when duplicate items were eliminated resulted in 203 distinct critical elements that were organized into 16 critical areas of similar behavior.² Several observations and conclusions reported by Miller were of particular interest. He noted that the foreign student adviser's job had many functions similar to those of the student personnel dean.³ He concluded that, although the foreign student advisers operated in varied institutional and administrative environments, and worked with different sized foreign student populations, there were some critical functions performed by most of the foreign student advisers.⁴ He also found that experienced foreign student advisers perceived themselves to be more effective than did the inexperienced.⁵ On the use of the CIT, Miller suggested that the personal interview method is a better data-collection procedure than the mail survey for insuring participation in the study and for obtaining accurate descriptions of the activity under study.⁶ Miller suggested that the word "significant"

¹Richard E. Miller, "A Study of Significant Elements in the On-the-Job Behavior of College and University Foreign Student Advisers" (Ph.D. dissertation, Michigan State University, 1968), p. 206.

²Ibid.

³Ibid., p. 224.

⁴Ibid., p. 222.

⁵Ibid., p. 226.

⁶Ibid., p. 219.

should be used in place of the word "critical" to avoid having reporters provide only crisis-type incidents.¹ In the related study, Benson collected critical incidents from knowledgeable faculty members of foreign students advisers' on-the-job behavior. These faculty members were identified by foreign student advisers at 15 of the 17 institutions in the Miller study,² on the basis of their having extended contacts with foreign students and knowledge of the operation of the foreign student adviser's office.³ Interviews with the knowledgeable faculty members provided 354 critical incidents from which 1,171 critical elements were extracted and which produced 156 distinct critical elements.⁴ As Benson observed when he compared the findings of his study with those of Miller's, "Fifteen Distinct Critical Elements were unique to the KFM study and 52 were unique to the FSA study."⁵ Thus, there were 141 critical elements common to both studies. Although Benson did not draw a conclusion about the differences between the distinct critical elements developed in the separate studies, his summary of the differences by critical area⁶ appears to indicate that foreign student advisers reported more specific details and procedures in the critical areas, while knowledgeable faculty members

¹Ibid., p. 221.

²August G. Benson, "On-the-Job Behavior of College and University Foreign Student Advisers as Perceived by Knowledgeable Faculty Members" (Ph.D. dissertation, Michigan State University, 1968), p. 252.

³Ibid., p. 20.

⁴Ibid., pp. 252-53.

⁵Ibid., p. 196.

⁶Ibid., pp. 186-96.

reported more elements in the area of external coordination and broad objectives. This appears to give support to Rodgers' tentative hypothesis, which, in general terms, is that status incumbents and members of the role set hold different views concerning critical role behavior. It appears obvious that position incumbents provide desirable information on role behaviors.

Peterson used this rationale in his study on college presidents. Peterson interviewed selected new and experienced college and university presidents in midwestern institutions, and asked them to report on incidents they perceived to have had an impact on their effectiveness. His reasoning for the use of the presidents themselves as observers was that

. . . in certain positions as singular in nature as that of the college presidency, or the junior college presidency, the role incumbent may be in the best position to judge the effectiveness or ineffectiveness of his actions.¹

Peterson analyzed the critical incidents and isolated problem categories, which were eventually consolidated into 14 critical problem categories.² He found that for new presidents the category of staffing had the most incidents, and for experienced presidents it was the category of campus unrest. For both new and experienced presidents the category of finance was second in rank.³ One of the other categories he identified was subordinate ineffectiveness. He suggested that

¹William D. Peterson, "A Study of Incidents Having an Impact on the Effectiveness of New and Experienced Presidents of Selected Colleges and Universities in the Midwest" (Ph.D. dissertation, Michigan State University, 1972), p. 60.

²Ibid., p. 121.

³Ibid., p. 197.

Other higher education administrators may be able to learn from the presidents' evaluation of their subordinates. Presidents tended to appreciate subordinates who could make their own decisions with respect to their area of responsibility, but also had the best interests of the institution in mind.¹

One additional comment on Peterson's procedure of data collection is warranted. He used both personal and telephone interviews to collect incidents from the presidents in his study and determined that each method had particular advantages and disadvantages, but that both were appropriate and he reported nothing to preclude their combined use in other studies.² Peterson and the other researchers cited in this review all attested to the value of using the CIT to study role behavior.

Several of the researchers cited in this chapter noted the difficulty of analyzing CIT data and of drawing appropriate conclusions from them. But as Rodgers noted about the findings of his study, because they were based on field observations, "There is no doubt, then, that the critical elements reported . . . represent practical procedures for use by Student Personnel Deans."³

Summary

In this chapter three areas of literature were reviewed. In the first section of the chapter the concept of role was presented and a socio-psychological theory, based on the concept of

¹Ibid., p. 199.

²Ibid., p. 198.

³Rodgers, "Functions of the Student Personnel Dean," p. 96.

role, reviewed to establish a theoretical perspective for studying chief student personnel officers' (CSPO) role behavior. The position presented was that behaviors manifested by CSPOs in the performance of their role functions are the result of personal, institutional, and situational factors, and to be effective CSPOs must be cognizant of the expectations held by persons in their role sets and understand how the activities for which they are responsible can best be performed.

In the second section of the chapter the historical development of and specific studies on the CSPO status were reviewed. It was ascertained that as American colleges and universities grew in size and diversity the presidents of these institutions began to delegate specific responsibility for student problems to subordinate administrative officers. The resulting positions for deans of men, in particular, and deans of women became the forerunners of the current CSPO positions. In addition, it was determined that as student services underwent differentiation, sophistication, and expansion a need to coordinate and administer these services was manifested. Evidence was found in the literature that the centralization of student services under an administrative officer was a post-World War II phenomenon in many institutions of higher education. The studies reviewed on the CSPO status revealed that the persons selected to occupy CSPO positions possess varied academic backgrounds and work experience and that their personal attributes vary somewhat with the types of institutions of

higher education in which they serve. It was also determined that academic preparation and experience tend to be associated with CSPOs' perceived purposes of student services programs and the manner in which they function in their positions. It was ascertained that CSPOs are currently responsible for a relatively stable set of functions that have developed over the years and in general transcend the specific type of college or university in which they serve. In this context it has been established that administrative competency on the part of the CSPO is both a presidential expectation and an important attribute acknowledged by CSPOs themselves. Given the findings that the majority of CSPOs report directly to the chief executive officers of their institutions and that they both hold somewhat different views of the CSPO's role and the purposes of student services, the plausible existence of role conflict and ambiguity in this administrative dyad supports the need for studying effective CSPO behavior in this relationship.

The third and last section of the chapter was devoted to a review of selected literature on the Critical Incident Technique (CIT). It was determined that the CIT was developed as a set of procedures for identifying behaviors judged critical to the successful performance of work roles. Since its development it was found to have been used in studying various types of positions, and its use in the field of education extended to one study on the critical aspects of the student personnel deans functioning as perceived by their professional peers and one study of critical student personnel contacts between student services staff members

and students. It was found that the CIT results in the derivation of useful information on role behavior and that when role incumbents report on behaviors they perceive to be effective or ineffective, as opposed to observers of the position, additional information is obtained. The modification of the CIT and the methods used to identify behaviors that CSPOs perceive to be significant on selected tasks as they interact with chief executive officers are discussed in Chapter III, the next chapter.

CHAPTER III

METHODOLOGY

Introduction

Presented in this chapter are the methods of the study. In the first section of the chapter the methods used to identify and select the Chief Student Personnel Officers (CSPO) for the study are presented, while the methods used to collect, categorize, and determine the three most important tasks personally performed by the selected CSPOs, that involved their interaction with chief executive officers, are presented in the second section of the chapter. The third and final section of the chapter is used to describe the methods of collection and analysis of significant incidents of CSPO-chief executive officer interaction on three important tasks in order to determine those behaviors they perceived to be significant (either effective or ineffective) and to identify significant areas of task behavior, the findings of which are presented in Chapter IV of the study.

Chief Student Personnel Officer Selection

Three factors were considered in the selection of the CSPOs to be studied. Based on the reviews of literature specific to the study, it was determined, first, that the majority of CSPOs report directly to the president or chief executive officer of their institutions and it was concluded that a study focusing

on CSPO-chief executive officer interaction should concentrate on the most prevalent CSPO-chief executive officer organizational relationship. This limitation also eliminated the need to consider the possible effect that reporting to an intermediary position may have on CSPOs' behavior as they interact with chief executive officers. The second factor considered was that CSPOs serve in a variety of institutions and a need exists to identify required CSPOs' competencies across institutional types. The third and last factor considered was the method of data collection. Other researchers have recommended that personal interviews be used on conjunction with the Critical Incident Technique (CIT) to enhance the rate of participation in the study and to insure the accuracy of the information obtained. Given the considerations of time and cost associated with personal interviews, it was decided to use CSPOs in Michigan colleges and universities to obtain the optimal sample of CSPOs for the study. A degree of homogeneity was imposed on the population by limiting the selection of CSPOs to those who served in those Michigan institutions of higher education that were either accredited or candidates for accreditation in the North Central Association of Colleges and Secondary Schools, the regional accrediting agency, and that had general academic program offerings--not restricted to such programs as business, law, Bible, or art. The use of these two criteria was to increase the likelihood that the CSPOs selected for study would be senior administrators at institutions with comprehensive student services programs. In addition, to

increase the probability that the CSPOs selected for interview would be able to report on significant incidents as they interact with chief executive officers, only CSPOs who had held their positions for one year or more, at the time of the study, were judged suitable for interview purposes. To identify these CSPOs, the first step taken was to determine which colleges and universities in Michigan met the institutional criteria and had provided for CPO positions.

To identify the appropriate colleges and universities, the 1974-75 Directory of Michigan Institutions of Higher Education was searched.¹ Of the 102 institutions and branch campuses listed in the Directory, 76 colleges and universities and/or their branch campuses were identified that met the established criteria and listed a position that appeared by title to be that of a CPO. In the group of institutions identified there were 15 public and 25 private four-year colleges and universities, and 33 public community colleges and 3 private junior colleges. (See Appendix A.)

The persons identified at these institutions, who appeared to be the CSPOs, were sent a letter signed by the dissertation director, which explained the purpose of the study and solicited their participation in it. (See Appendix B.) The letter was accompanied by a questionnaire and a stamped self-addressed envelope. The questionnaire contained instructions for the

¹Higher Education Management Services, 1974-75 Directory of Michigan Institutions of Higher Education (Lansing, Michigan: Michigan Department of Education, n.d.).

person contacted to forward the materials to the appropriate person for completion if he was not the CSP0. The information on returned questionnaires was used to identify the respective CSP0s at their institutions; determine to whom they reported; obtain personal information on the CSP0s; ascertain the three most important tasks, in their order of importance, which they personally performed that involved interaction with the chief executive officer; and information for use in the subsequent scheduling of interviews. (See Appendix C.)

The first set of returns consisted of 46 responses received within 30 days of the initial mailing. (See Table 3.1.) A second mailing was then sent to nonrespondents.¹ The second mailing consisted of a letter signed by the researcher, another copy of the original letter and the questionnaire, and a stamped self-addressed envelope. (See Appendix D.) In addition, a special letter was sent to two CSP0s who had responded, but who had failed to fully complete the questionnaire, in an attempt to gain the needed information from them. (See Appendix E.) Subsequent to this mailing 10 more responses were received within 15 days.

To obtain information on the nonrespondents, a telephone follow-up was utilized. The researcher attempted, at least 3 times, to contact each of the 20 nonrespondents to solicit the desired information and to determine their willingness to

¹As the first mailing was done during the month of July, 1975, sufficient response time was allowed in order for persons who may have been on vacation to reply.

participate in the study. During the follow-up attempts 5 CSPOs provided the desired information over the telephone and 11 other CSPOs returned their questionnaires by mail. The total percentage of response from all CSPOs in the initial sampling was slightly more than 94 percent. The CSPOs' responses were then analyzed to identify those who met the criteria for selection.

Table 3.1.--Response pattern of chief student personnel officers by control and level of institutions.

Response	Public		Private	
	2-Year (N=33)	4-Year (N=15)	2-Year (N=3)	4-Year (N=25)
1st mailing	22	8	1	15
2nd mailing	5	3	0	2
Tel. contact	4	4	2	6
Total	31	15	3	23
Percent	94	100	100	92

Of the 72 CSPOs who responded, 67 provided complete information. Forty-two CSPOs met all the criteria for selection and were willing and available to participate in the study. Of the other 30 CSPOs who responded, 7 declined to participate in the study. The most frequent reason given by CSPOs for not wanting to participate in the study was that they were too busy. Of the two remaining CSPOs, one indicated he was leaving his position and would not be available for interview, and the other declined to participate by reason of having served his year as CSPO under

an acting president. Additionally, 7 of the CSPOs, though they reported to the president, had occupied their positions less than 1 year, with the average tenure in office being 4.5 months, and 16 reported to an officer other than the chief executive of their institution and were excluded from the study. (See Table 3.2.)

Table 3.2.--Officers to whom responding chief student personnel officers reported by control and level of institutions.

Officer	Public		Private		Total
	2-Year	4-Year	2-Year	4-Year	
Chief executive	28	11	2	13	54
Vice-president	2	1	1	3	7
Provost	0	1	0	3	4
Academic dean	0	0	0	2	2
Other	1	0	0	2	3

Of those who reported to an officer other than the chief executive, 7 reported to some type of vice-president, 4 reported to provosts, 2 reported to academic deans and of the remaining CSPOs 1 reported to a director of operations, 1 to a dean of instruction, and 1 to a dean of administrative services. The CSPOs in four-year private institutions showed the greatest variation in the officers to whom they reported, with over 43 percent reporting to an officer other than the chief executive. The next step taken was to analyze the task statements provided by the CSPOs who responded, which is discussed in the next section.

Task Identification

As was indicated in the preceding section of the chapter, all the CSPOs who were contacted were asked to describe and rank the three most important tasks they personally performed which involved their interaction with the chief executive officers of their institutions. The CSPOs were instructed to provide (1) one-word descriptors of the tasks, (2) explanations that covered the nature and the general purpose of the tasks, and (3) the reasons they interacted with their chief executive officers on the tasks. These task statements provided the basic information for identifying the three most important tasks performed by the CSPOs, based on a system of categorizing similar task statements.

Statement Categorization

When a questionnaire was received the respondent was assigned a two-digit code number so that the CSPO's identity would not be revealed during the subsequent handling of the task statements. The task statements provided by each CSPO who reported to the chief executive officer, and had occupied his position for one year, were each placed verbatim on a 3 by 5 inch Task Statement Card with appropriate coding. In the example given (Figure 3.1), the information at the upper right hand corner of the card indicates that respondent number nine identified the listed task, Programming, as the most important task he personally performed which required his interaction with the chief executive officer, and the information in the upper left hand corner indicates that

he served in a two-year public college and reported directly to the chief executive officer.

2/Pu/C	09/I
PROGRAMMING--must articulate the needs of students and staff as related to student services and gain approval for appropriate student services to meet these needs.	

Figure 3.1.--Task Statement Card.

In the first 2 sets of responses 39 CSPOs, who met the criteria of reporting to the chief executive and who had held their positions for 1 year, provided 114 task statements. To identify the three most important tasks it was necessary to place the task statements into appropriate categories.

The task categories were established a priori using Gulick's seven functions of chief executives.¹ To the seven functions of budgeting, coordinating, directing, organizing,

¹Williamson, Student Personnel Services, p. 46, noted ". . . these functions are useful suggestions at all levels of operations and in all kinds of administration."

planning, reporting and staffing,¹ adapted by Gulick from Fayol's functional analysis of administration,² the researcher added advising and miscellaneous functions. The advising function was added to accommodate task statements which CSPOs might provide that reflected the staff aspect of the CSPO's role,³ and the function was defined as providing counsel, on student affairs in particular, to the chief executive officer, in keeping with Mooney's definition of staff service.⁴ The miscellaneous function was added to accommodate task statements that could not be assigned to one of the other categories, but needed to be retained for the purpose of analysis.

On the basis of their themes,⁵ the 114 task statements were placed into one of the categories by the researcher. Then a doctoral student, knowledgeable of administration in higher education, was asked to sort the task statements into the categories to check the appropriateness of the category definitions. The two

¹Luther Gulick, "Notes on the Theory of Organization," in Papers on the Science of Administration, ed. L. Gulick and L. Urwick (New York: Columbia University, Institute of Public Administration, 1937), p. 13.

²Henri Fayol, General and Industrial Management, trans. Constance Storrs (London: Sir Isaac Pitman and Sons, Ltd., 1949), pp. 43-107.

³McConnell, "Administration of Student Personnel Work," p. 25.

⁴James D. Mooney, The Principles of Organization, rev. ed. (New York: Harper and Brothers Publishers, 1947), p. 33.

⁵Bernard Berelson, "Content Analysis," in Handbook of Social Psychology, Vol. I, p. 508, indicated that theme is an appropriate unit of analysis in describing the content of communications.

sortings were compared and dissimilar placement of statements analyzed and discussed by the researcher and the sorter.¹ It was concluded that Gulick's definitions of the seven functions needed modification for use in the study. The redefinition of the functions was undertaken to make the categories mutually exclusive for sorting purposes and in order to have them more clearly reflect the role of the CSPO. Additionally, the sorting instructions were rewritten to clearly indicate that the statements were to be analyzed on the theme of the task rather than the purpose for which the CSPO interacted with the chief executive officer on the task. Once these modifications were made and the task statements re-sorted by the researcher, two doctoral students of administration in higher education were asked to sort a 50 percent random sample of the task statements to check the validity of the researcher's placement of the task statements.²

The highest agreement by either of these persons and the researcher on the placement of the task statements was 72 percent, which was achieved after reviewing their first sortings with them and then having them sort the second 50 percent of the task statements. Their second placements of task statements were reviewed on an item basis and revealed the existence of two problems. First a procedural error was detected. It was found that by

¹The time, assistance, insights, and encouragement provided by Dr. Kenneth Borland, a former community college president, during this undertaking is gratefully acknowledged.

²The time and effort of Mr. David Marler and Mr. Paul Roberts in sorting the task statements on two occasions are greatly appreciated.

selecting 50 percent of the task statements, rather than the statements of 50 percent of the respondents, it was possible for a person sorting the tasks to place a task statement from a CSPO in category, which might have been placed elsewhere if the sorter had all the CSPOs' task statements and judged that one of the other task statements more clearly fit the definition of the category. Second, it became evident that the persons who sorted the tasks were having difficulty choosing between the placement of task statements in the planning and organizing and the advising and reporting categories. Thus the four categories were collapsed into two categories, advising/reporting and planning/organizing and their definitions were adjusted accordingly. (See Appendix F.) The sorting instructions were then rewritten (Appendix G), and two other doctoral students knowledgeable of administration in higher education were asked to sort the task statements.¹

A 50 percent random sample of the CSPOs who provided task statements was obtained by selecting the first CSPO's name from an alphabetized list of names using a number obtained from a table of random numbers and subsequently selecting every second name on the list. The sorters were given all the task statements from the CSPOs identified in this manner and were instructed to read each task statement and place it in the category where the definition of the category best fit the theme of the task statement. If the sorters felt that a statement did not fit any of the defined

¹The assistance of Mr. Eldon Clark and Dr. Sylvia Sharma in sorting the task statements is greatly appreciated.

categories they were instructed to place it in the miscellaneous category. After sorting all the task statements the sorters were instructed to check all the task statements in each category to insure that only one task statement from a CSP0 was placed in a given category, and if not, to re-analyze the statements from the CSP0 and re-sort them as appropriate.

Both of the persons sorting the task statements placed 88 percent of them in the same categories selected by the researcher. One of the sorters¹ observed that several CSP0s provided task statements that warranted placement in the same category, and that the selection of another category for one of the statements was arbitrary. Thus all 114 CSP0s' task statements were reviewed, and the lowest ranked statement of every identified pair of similar statements was removed and considered a null response. A total of eight task statements was eliminated on this basis, four from the planning/organizing category, three from the advising/reporting category, and one from the directing category. The placement of the task statements in the sample was then rechecked with each of the sorters and 90 percent agreement was reached in each case. This degree of agreement was judged sufficient for the purpose of identifying the three most important tasks based on their mean ranked order.

¹The observation of this problem and the suggested correction for the problem by Dr. Sylvia Sharma are gratefully acknowledged.

Task Rankings

Concurrent with the selection of the three most important tasks was the analysis of the degree of association of the rankings assigned the tasks in the categories by the CSPOs. To accomplish this analysis the Kendall Coefficient of Concordance, W was obtained. According to Siegel, "A high or significant value of W may be interpreted as meaning that the observers or judges are applying essentially the same standard in ranking the N objects under study."¹ Once the category placement of the CSPOs' task statements was validated an average rank value was assigned the remaining task categories for which a particular CSPO did not provide a task statement. For example, if a particular CSPO provided two task statements, the most important of which fit the budgeting category and the second most important the staffing category, the remaining five categories were assigned the average rank value of five ($3 + 4 + 5 + 6 + 7 / 5 = 5$) on the assumption that all the CSPOs performed these other tasks to some degree. (See Table 3.3.) The hypothesis tested was that the CSPOs would assign different rankings to the tasks they personally performed that involved their interaction with the chief executive officer. The .05 confidence level was deemed sufficient for the rejection of the hypothesis.

The formula used to determine the concordance of the rankings was taken from Siegel. A correction was utilized to

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, 1956), p. 237.

Table 3.3.--Rankings assigned tasks by selected chief student personnel officers who responded to mail inquiries, by category (k = 39).

CSP0 Code	Advising/ Reporting	Budgeting	Coordi- nating	Directing	Planning/ Organizing	Staffing	Miscel- laneous	*Null Responses ^a
02	5	1	5	5	5	2	5	
03	5	5	5	5	2*	1	5	3
04	2	3	5.5	5.5	1	5.5	5.5	
05	5.5	5.5	5.5	1	2	3	5.5	
06	1	3	5.5	5.5	2	5.5	5.5	
07	3	5.5	5.5	5.5	1	2	5.5	
08	2*	1	5	5	5	5	5	3
09	5.5	2	5.5	5.5	1	3	5.5	
12	1	5.5	5.5	3	5.5	2	5.5	
13	1	5	5	5	2	5	5	
15	5	2	5	5	1	3	5	
16	5.5	5.5	5.5	3	2	5.5	1	
19	1	2	5.5	5.5	5.5	3	5.5	
20	3	5.5	5.5	5.5	2	1	5.5	
21	2	5.5	3	1	5.5	5.5	5.5	
23	1	3	5.5	5.5	2	5.5	5.5	
24	3	5.5	5.5	5.5	1	2	5.5	
25	5.5	2	3	5.5	1	5.5	5.5	
27	5.5	3	2	5.5	1	5.5	5.5	
28	5.5	1	5.5	3	2	5.5	5.5	
29	1	3	2	5.5	5.5	5.5	5.5	
30	1	5.5	3	2	5.5	5.5	5.5	
31	1	5.5	5.5	5.5	2	3	5.5	
32	5	5	5	5	1*	3	5	2
34	1*	5	5	5	5	2	5	3
36	1	2	5.5	5.5	5.5	3	5.5	
37	5.5	5.5	5.5	3	1	2	5.5	

Table 3.3.--Continued.

CSP0 Code	Advising/ Reporting	Budgeting	Coordi- nating	Directing	Planning/ Organizing	Staffing	Miscel- laneous	*Null Responses ^a
38	3	2	5.5	5.5	1	5.5	5.5	
39	5	5	5	5	2*	1	5	3
42	1	5.5	5.5	3	2	5.5	5.5	
44	5	1	2	5	5	5	5	
45	5.5	5.5	5.5	2	3	1	5.5	
47	5	5	5	5	1*	3	5	2
48	5.5	2	5.5	5.5	3	1	5.5	
52	5	5	5	1*	2	5	5	3
53	3	1	5.5	5.5	2	5.5	5.5	
54	5.5	2	5.5	5.5	3	1	5.5	
55	5.5	2	5.5	1	5.5	3	5.5	
56	1*	5	5	5	2	5	5	3
Rj	133.5	144.0	191.0	171.5	106.5	141.5	204.0	
Rj/k	3.423	3.692	4.897	4.397	2.731	3.628	5.231	

$$W = \frac{s}{1/12k^2(N^3 - N) - k\sum T}$$

$$\chi^2 = k(N-1)W$$

$$H_1: .05 \chi^2_{(df=6)} \leq 12.59 \text{ (rejected)}$$

$$= \frac{7,080}{(126.750)(336) - 9,945}$$

$$= 39(6).217$$

$$= .217$$

$$= 50.778$$

^aWhen a CSP0 provided two task statements that warranted placement in the same category, the lowest ranked response was classified as a null response.

compensate for the tied rankings which depress the value of W.

The formula employed was:¹

$$W = \frac{s}{1/12 k^2 (N^3 - N) - \frac{k \sum T}{T}}$$

where

s = sum of squares of the observed deviations from the mean R_j , that is,

$$s = \sum (R_j - \frac{\sum R_j}{N})^2$$

k = number of sets of rankings

N = number of entities (objects or individuals) ranked

$1/12 k^2 (N^3 - N)$ = maximum possible sum of the squared deviations, i.e., the sum s which would occur with perfect agreement among k rankings

$\frac{k \sum T}{T}$ = sum of the values of T for all k rankings with $T = \frac{\sum (t^3 - t)}{12}$

t = number of observations in a group tied for a given rank

To test the significance of the concordance the value of chi square was obtained using the formula:²

$$\chi^2 = k (N - 1) W$$

For the rankings assigned the task statements provided by the selected CSPOs who responded in the first two waves of the returns, the computed value of .217 was obtained for W. The chi square obtained for the value of W was 50.778, and with 6 degrees of freedom the hypothesis was rejected as the probability of obtaining that value was beyond the .05 confidence level. (See

¹Ibid., pp. 231-35.

²Ibid., p. 236.

Table 3.3.) It was determined that the CSPOs had essentially used the same standard of importance as they assigned rankings to the tasks that required their interaction with the chief executive officer. Based on their mean ranked order, obtained for each category by dividing the sum of the task rankings in a category (R_j) by the number of CSPOs (k), planning/organizing, advising/reporting, and staffing, in descending order, were found to be the three most important tasks. The mean ranked order of the task categories and the consistency of the rankings were selected as the criteria to compare the CSPOs who responded during the follow-up procedure with the earlier respondents to see if they differed.

Once the follow-up procedure was completed, the 21 task statements from the 7 CSPOs who met the established criteria were categorized by the researcher. (See Table 3.4.) Two similar pairs of statements were identified and lowest ranking of each pair, both from the planning/organizing category, were coded as null responses. Based on the mean ranked order of the 19 statements in the categories, it was found that planning/organizing, staffing, and directing, in descending order, were the most important tasks. But, it was determined that the computed value of W was equal to .180 and the value of chi square of 7.560, so that the hypothesis that the CSPOs were applying different rankings to the tasks they performed was retained. (See Table 3.4.) Based on this finding, the plan to determine the degree of association between the mean ranked order of the tasks between the two groups

Table 3.4.--Rankings assigned tasks by selected chief student personnel officers who responded to telephone inquiries, by category (k = 7).

CSP0 Code	Advising/ Reporting	Budgeting	Coordi- nating	Directing	Planning/ Organizing	Staffing	Miscel- laneous	*Null Responses ^a
59	5.5	5.5	5.5	1	5.5	2	3	
61	2	5.5	5.5	1	3	5.5	5.5	
65	3	5	5	5	1*	5	5	2
69	2	3	5.5	5.5	5.5	1	5.5	
71	5.5	1	5.5	5.5	3	2	5.5	
74	5	5	5	1	2*	5	5	3
75	5.5	5.5	5.5	5.5	1	3	2	
Rj	28.5	30.5	37.5	24.5	21.0	23.5	31.5	
Rj/k	4.071	4.357	5.357	3.500	3.000	3.357	4.500	

$$W = \frac{s}{1/12k^2(N^3-N)-k\sum_T T}$$

$$= \frac{190.356}{(4.083)(336)-315}$$

$$= .180$$

$$\chi^2 = k(N-1)W$$

$$= 7(6).180$$

$$= 7.560$$

$$H_2: .05 \chi^2_{(df=6)} \leq 12.59 \text{ (retained)}$$

^aWhen a CSP0 provided two task statements that warranted placement in the same category, the lowest ranked response was classified as a null response.

of respondents was discarded and the decision was made to include the selected CSPOs from the follow-up group in the interview stage of the study and to retain planning/organizing, advising/reporting, and staffing as the tasks for which significant incidents would be collected.

Collection of Significant Incidents

The CSPO's role is a complex activity, so the focus of the study was limited in order to develop empirical information at a level specific enough to be of value in identifying behaviors CSPOs can develop or utilize to increase their effectiveness. To identify specific task behaviors a modification of the CIT procedure was used in that CSPOs were asked to recall significant incidents on advising/reporting, planning/organizing, and staffing tasks (rather than on a general aim of the CSPO's position) as they interacted with chief executive officers. To enhance participation in the study and to insure accurate descriptions of the incidents, two forms of the personal interview were used to collect the data. In order to reduce costs and time, the procedure of using telephone and face-to-face interviews, and treating the data uniformly, was employed. This procedure was found acceptable in two other studies that were reviewed and on which Sudman reported that Colombatos found that the response differences between phone and face-to-face methods were negligible.¹ Based on their questionnaire responses,

¹Laurence C. Sartor, "A Study of Program Planning Practices in Student Personnel Administration" (Ph.D. dissertation, Michigan State University, 1970), p. 70; Peterson, "Effectiveness

no clear preference for either of the personal interview methods was found among the 42 CSPOs selected for this study, as 10 indicated a preference for the telephone interview, 10 for the face-to-face interview, and 22 indicated no preference and left it up to the researcher to choose the method.

Interview Format and Instruments

To assist in the development of the interview format, two exploratory interviews were conducted. One interview was with a former CSPO by telephone and the other with a CSPO from outside the population under study was conducted face-to-face.¹ These persons were asked to report significant incidents that occurred as they interacted with chief executive officers on three arbitrarily selected tasks. Based on the experience gained in these interviews, an interview format based on Flanagan's interview model for the CIT² was developed (Appendix H) and an Incident Abstract form was constructed (Appendix I) to provide a written record of the incidents provided by the CSPOs. A tape recorder had been used during these interviews and it was decided to use a tape recorder, when acceptable to the CSPO being interviewed, to insure an accurate

of New and Experienced Presidents," p. 198; Seymour Sudman, Reducing the Cost of Surveys (Chicago, Ill.: Aldine Publishing Co., 1967), pp. 65-66.

¹The cooperation and suggestions of Dr. Robert Fedore, Assistant Dean for Student Affairs, College of Osteopathic Medicine, Michigan State University, formerly Dean of Students at the University of Montana, and Dr. Everett Chandler, Vice-President for Student Affairs, California Polytechnic State University, are greatly appreciated.

²Flanagan, "The Critical Incident Technique," p. 342.

record of the interview. Subsequently, four pilot interviews with CSPOs from the sample were conducted using the three identified tasks--advising/reporting, planning/organizing, and staffing--as the tasks on which the CSPOs were to report significant incidents.

Pilot Study

A 10 percent sample of the 42 CSPOs selected for interview was chosen. The CSPOs' last names were alphabetized and the first name selected from the list was based on a number taken from a table of random numbers; subsequently every tenth name was selected until four names were chosen. In scheduling the pilot interviews one of the CSPOs was found to have left his position and thus an alternate was chosen. Three of the CSPOs in the study were interviewed by telephone and one in person. The CSPOs interviewed reported 15 effective and 6 ineffective incidents. Nine of the incidents dealt with planning/organizing, seven with advising/reporting, and five with staffing. These incidents were analyzed to determine if their behavioral elements could be identified. It was concluded that the interviews were producing usable information and as no significant problems had been encountered, the procedure was judged satisfactory. One additional instrument developed, based on the pilot interview experience, was an Interview Record (Appendix J) to provide a summary of each interview. The collection of the primary data of the study was then undertaken. Telephone contact was made with each CSPO's office to arrange the interview date, time, and method. During the

scheduling of interviews another CSP0 was found to have left his position, which reduced to 36 the number of CSP0s available for interview.

Interview Procedure

The 36 CSP0s who were interviewed during the months of October and November, 1975, constituted a 73 percent sample of the 49 CSP0s in Michigan colleges and universities who were identified and met the criteria for inclusion in the study.¹ Sixteen of the interviews were conducted over the telephone and 20 were conducted face-to-face. The format for each interview method, with the exception of the opening statement, was the same.

At the beginning of each interview, after the researcher had introduced himself, the purpose of the study was reviewed with the CSP0 and his permission obtained to tape record the interview, to which none of the CSP0s objected. The advising/reporting, planning/organizing, and staffing tasks on which the CSP0s were asked to relate significant incidents were identified and the method of their selection was explained. The CSP0s were informed that they were, insofar as possible, to relate incidents on each of the tasks and in which their behavior was either effective or ineffective in accomplishing the objectives of their interactions with the chief executive officer of their institutions. The CSP0s were told that each significant incident they reported:

¹The CSP0 selection process is described on pages 70-75.

1. Must have involved their interaction with the chief executive officer on one of the specified tasks and may or may not have involved other persons.
2. May have been of either a short (a few minutes) or a long (several months) duration.
3. Must be distinguishable by them as an incident in which their behavior was either clearly effective or ineffective in obtaining their task objective with the chief executive officer.
4. Must have occurred within the past two academic years (1973-74; 1974-75).¹

While recounting the incidents the CSPOs were asked to describe:

1. Briefly, the general circumstances that led up to the incident.
2. Their objective(s) as they interacted with the chief executive officer on the task.
3. The behavior(s) they utilized that were either effective or ineffective in obtaining their objective(s).
4. Other persons, if any, who were involved in the incident.
5. The approximate date when the incident occurred and its duration.

¹This limitation was imposed to reduce the possibility that older incidents might be incompletely described by the CSPOs, and to reduce obtaining only "crisis"-type incidents.

Once the instructions were completed the CSPOs were given the opportunity to seek clarification and were reassured that the researcher would ask appropriate questions to insure that all the aspects of the incidents were covered. Subsequently, the three tasks on which they were to report significant incidents were defined. The CSPOs were told that:

An advising/reporting task is the providing of counsel on student affairs, in particular, to the chief executive and other officers of the institution and keeping them informed on operational matters through data collection, evaluation, and research.

A planning/organizing task is the working out of the broad outline of things that need to be done and the method for doing them, and the establishment of the formal policy and structure by which student service programs and services are established, arranged, and operated for defined objectives.

A staffing task is the whole personnel function of bringing in and training the student services staff and maintaining favorable conditions of work.

The CSPOs were then asked to reflect upon their experiences and call to mind significant incidents on advising/reporting, planning/organizing, and staffing tasks that required their interaction with the chief executive officer and describe them to the researcher. For each incident they reported the CSPOs were asked to identify which of the three tasks they were reporting. It was explained to the CSPOs that, although in reality a specific incident might contain dimensions which fit several of the selected

tasks, for purposes of analysis it was important to classify it according to the predominant task. The incidents they reported were recorded by the researcher on Incident Abstract forms.

During the recording of the incidents probing questions were asked by the researcher to insure that the CSPOs identified their behaviors and covered all facets of the incidents. Once the incident collection phase of the interviews was completed the CSPOs were asked to indicate the behaviors they believed that CSPOs needed to develop in order to work effectively with chief executive officers. Prior to terminating the interviews the CSPOs were provided an opportunity to comment on the study and the procedures utilized. The information obtained from the 36 interviews was then analyzed.

Analysis of Incidents

The first step taken in the analysis phase of the study was to review each Incident Abstract against the taped record of the interview to insure that the abstract was accurate, complete, and in proper chronological sequence. Once this was done the final Incident Abstract was developed. From an Incident Abstract a 3 by 5 inch Significant Behavior card was created to record the CSPO's significant behavior in the context of the incident.¹ The following format was used in recording the information on the Significant Behavior card. First, the chief executive officer's

¹Flanagan, Critical Requirements for Research Personnel, p. 18, expressed the belief that behaviors should be classified with regard to context.

action that reflected the effectiveness or ineffectiveness of the CSPO's interaction was stated, and, second, the behavior that the CSPO manifested and judged to be significant¹ was described. (See Figure 3.2.)

2/PU/I	SP/SS/New	09/I/AR/EFF
<p>The chief executive officer intervened in the situation after the CSPO informed him that upon investigation it appeared that a faculty member was apparently maligning a student services staff member.</p>		

Figure 3.2.--Significant Behavior card.

In the example given, the chief executive officer's action, associated² with the CSPO's behavior, was to intervene in the situation, after the CSPO informed him that a faculty member was apparently maligning a staff member. Additionally, identifying

¹Corbally, "The Critical Incident Technique," p. 58, cautioned that although other behaviors are excluded from analysis when focusing on significant behaviors, it is not meant to imply that they are inconsequential.

²The word associated is stressed to call attention to the fact that no cause-effect relationship between CSPO behavior and chief executive officer action is implied.

information was placed on the Significant Behavior card. The information at the upper right hand corner of the card indicates that the incident was reported by the CSP0 coded number nine, it was the first incident he reported, and it was an advising/reporting task that was effective. Also listed on the card were personal and institutional variables that had been identified in previous studies, reviewed in Chapter II, to be related to differences in either CSP0 attributes, attitudes, functions, or goals.

The institutional variables selected were level (two year or four year), control (public or private), and enrollment size. The institutions in which the CSP0s served were classified into three enrollment categories, the sizes of which were arbitrarily selected. The categories were I (1-2000 students), II (2001-5000 students), and III (5001 or more students). In Figure 3.2, at the upper left of the card, the CSP0 is identified as serving in a two-year public institution with 2000 students or less.

The personal variables selected were academic area of the CSP0's highest earned degree (student personnel and guidance or other), area of the position previously held by the CSP0 (student services or other), and experience as the CSP0 (new, one to five years or experienced, more than five years). In Figure 3.2, at the upper center of the card, the CSP0 is identified as having concentrated on student personnel and guidance for his highest earned degree, having held a student services position just prior

to becoming a CSP0, and having served as the CSP0 less than five years.

The next step taken in the analysis was to sort the Significant Behavior cards into the task categories.¹ Once this was completed cards bearing similar CSP0 behaviors were grouped together to form tentative areas of behavior. The placements of the significant behaviors for each task were rechecked until the researcher was satisfied that the groupings were logical, consistent, and formed discrete behavioral areas. The process of forming significant behavioral areas was effected by comparing areas of behavior across as well as within tasks. Once the final placement of the significant behaviors was established a general statement for each behavioral area and its relation to the task was established. Although it is a common practice when utilizing the CIT to reduce similar behaviors under a behavioral area to a generalized effective behavioral statement when presenting data, it was decided to present both effective and ineffective incidents, in their abstracted form, under each task area. This method was judged to be appropriate for providing the fullest exposition of the various behaviors used by CSP0s to accomplish their objectives as they interacted with chief executive officers. To preserve anonymity it was deemed necessary to utilize general terms in instances where it was felt the specific details of an incident might tend to identify either the institution, the CSP0, or the

¹Flanagan, "The Critical Incident Technique," pp. 344-45, described the analysis of behavioral statements, which served as guide for the procedure used in this study.

chief executive officer. In addition, appropriate changes in content were made to the behavioral statements reported in the next chapter.

After all the behavioral areas were identified, an analysis of the type (effective or ineffective) and frequency of incidents reported for each task by the selected personal and institutional variables was made to identify possible reporting differences associated with them. In addition, the patterns of ineffective behavior by behavioral area were studied for classes of CSPOs reporting the largest differences. The findings of the analysis were reported in terms of real numbers and percentages and no other statistical measures were deemed necessary.

Summary

Presented in this chapter were the methods used to identify the behaviors that selected chief student personnel officers (CSPO) in Michigan colleges and universities perceive to be significant (either effective or ineffective) as they interacted with chief executive officers on selected tasks.

The first section of the chapter was devoted to discussing the rationale for selecting CSPOs in Michigan colleges and universities and presenting the methods used to identify the appropriate persons at the selected institutions, developing background data on them, and soliciting their participation in the study. It was reported that out of the 76 CSPOs with whom contact was attempted, 42 were identified who met the criteria for selection

and were willing to participate in the interview stage of the study.

The second section of the chapter was devoted to the procedures used to collect, categorize, and identify the three most important tasks personally performed by CSPOs who reported directly to the chief executive officers of their institutions and required the CSPOs' interaction with them. It was reported that planning/organizing, advising/reporting, and staffing, in descending order of importance, were ascertained to be the three most important tasks and that the CSPOs who responded to the mail inquiries made by the researcher, as opposed to CSPOs who responded to the telephone follow-up, were consistent in the rankings they assigned to tasks.

The third section of the chapter was devoted to describing the interview method utilized to collect significant incidents of CSPO-chief executive officer task interaction on the 3 selected tasks and the method of analyzing the incidents provided by the 36 CSPOs who were interviewed either face-to-face or by telephone. The findings of the study are discussed in Chapter IV, which follows.

CHAPTER IV

ANALYSIS OF RESULTS

Introduction

This chapter contains an analysis of the findings of the study. In the first section of the chapter the characteristics of the 36 chief student personnel officers (CSP0) who were interviewed and the significant incidents they reported are presented and analyzed, in relation to selected variables.

The second, third, and fourth sections of the chapter are devoted to the presentation and analysis of significant incidents of CSP0-chief executive officer interaction on the three selected tasks of advising/reporting, planning/organizing, and staffing, respectively. In each section the incidents the CSP0s reported on the selected task are presented in abstracted form under the significant areas of behavior that were inductively identified for the task. Then, the effective and ineffective incidents are arrayed by selected variables and the patterns of ineffective task areas are analyzed in relation to these variables.

The fifth section of the chapter is used to present CSP0 comments on significant behaviors in conjunction with the behavioral task areas that were identified.

The sixth section of the chapter contains a presentation and analysis of the responses the CSP0s made when asked to identify

the behaviors CSPOs needed to develop in order to work effectively with chief executive officers.

The seventh and final section of the chapter is devoted to an analysis of (1) the modification of the Critical Incident Technique (CIT) as a method to obtain information on the behaviors that CSPOs perceive to be either effective or ineffective as they interact with chief executive officers, and (2) the procedure of using both face-to-face and telephone methods of the personal interview to collect this information.

The Sample

Chief Student Personnel Officers

The CSPOs selected for the study were found to be predominantly male, 35 out of 36. The mean age of the male CSPOs was 41.6 years and the 1 female CSPO who was interviewed was 43 years of age. Twenty-one of the CSPOs served in public two-year, eight served in public four-year, two served in private two-year, and five served in private four-year institutions in Michigan.¹

The student enrollment sizes of the institutions in which the CSPOs served ranged from a low of 312, at a private two-year college, to a high of 44,966 at a public four-year university.² Fourteen of the CSPOs served in institutions with 2,000 or fewer

¹Four of the CSPOs reported to chief executive officers of branch campuses, two at two-year college branches, and two at four-year university branches.

²The 1974-75 Directory of Michigan Institutions of Higher Education was utilized as the source to identify the student enrollments of the institutions in which the CSPOs served.

students (enrollment classification I), 12 in institutions with more than 2,000 but less than 5,001 students (enrollment classification II), and 10 in institutions with over 5,000 students (enrollment classification III). All of the CSPOs who served in private institutions, both two and four year, provided services to 2,000 students or less at their institutions. The majority of CSPOs (61 percent) in public institutions, both two and four year, served more than 2,000 students at their institutions, with slightly more than 34 percent serving over 5,000 at their institutions. (See Table 4.1.)

Table 4.1.--Number of chief student personnel officers per enrollment classification by control and level of institutions.

Enrollment Classification ^a	Public		Private		Total
	2-Year	4-Year	2-Year	4-Year	
I	6	1	2	5	14
II	9	3	0	0	12
III	6	4	0	0	10

^aI = 1-2,000 students; II = 2,001-5,000 students; III = 5,001 or more students.

The mean number of years the persons interviewed had served as the CSPOs of their institutions was 5.48.¹ Twenty-one of the CSPOs (58 percent) had held their positions between 1 and

¹It should be noted that the mean tenure of the CSPOs was somewhat elevated by selecting only CSPOs for the study who had served for one year or more.

5 years, 12 (33 percent) between 5 and 10 years, and 3 (8 percent) for over 10 years.¹ The longest time any CSP0 had served in the position was 18 years.

Using the titles of their previous positions as an indication of the CSP0s' previous experience in student services, it was found that a majority, 23 of them, had held a position in student services immediately prior to becoming a CSP0. The mean number of months these 23 CSP0s held their previous positions was 35. By control and level of the institutions in which they served, it was found that the lowest percentage (38 percent) of CSP0s whose previous positions were in student services served in four-year public institutions and the highest percentage (80 percent) with previous positions in student services served in four-year private institutions. (See Table 4.2.)

By analyzing the location of their previous positions it was determined that 20 of the CSP0s who were interviewed had held their previous positions at the institutions in which they were currently employed, and this finding was particularly true for CSP0s in public four-year colleges and universities, 87 percent of whom held their previous positions at the same institutions.

It was ascertained that the master's degree was the most prevalent highest earned degree for the CSP0s in the study. Twenty-one (58 percent) of the CSP0s had earned a master's degree and 15 (41 percent) had earned some type of doctorate. It was

¹For subsequent analysis the 21 CSP0s who held their positions between 1 and 5 years were classified new and the 15 who held their positions over 5 years were classified experienced.

found that CSPOs serving in four-year public institutions were most likely to hold a doctorate, with the Ph.D. being the most prevalent degree for these CSPOs.

Table 4.2.--Number and percentage of chief student personnel officers with selected characteristics by control and level of institutions.

Character- istic ^a	Public		Private		Total
	2-Year (N=21)	4-Year (N=8)	2-Year (N=2)	4-Year (N=5)	
SP	10 (48%)	1 (12%)	0 (0%)	1 (20%)	12
SS	15 (71%)	3 (38%)	1 (50%)	4 (80%)	23
New	10 (48%)	6 (75%)	2 (100%)	3 (60%)	21

^aSP = guidance and student personnel concentrations for highest earned degree; SS = previous position in student services; New = served between one and five years as CSPO.

By enrollment classification, it was determined that 4 of the CSPOs who held a doctorate served in institutions with 2,000 students or less, 7 in institutions having from 2,001 to 5,000 students, and 4 in institutions with over 5,000 students.

Using the categories developed by Ayers et al.¹ to classify the CSPOs' areas of academic concentration for their highest degrees, it was found that 25 (69 percent) had earned their highest degree in the field of education, of which 12 (33 percent) of the CSPOs indicated that their areas of academic concentration were guidance and student personnel. The remainder of the CSPOs had

¹Ayers et al., Student Services Administration, p. 13.

earned their highest degrees in a variety of other areas. It was found that nearly half (48 percent) of the CSPOs in two-year public institutions reported guidance and student personnel as the area of concentration for their highest degree, while only a small percentage (12 percent) of those in four-year public institutions reported the same areas. (See Table 4.2.) This last finding may be distorted, given the higher percentage of Ph.D.s in four-year institutions who reported their area of concentration as educational administration, but who may have emphasized student personnel services within their programs.

The titles held by the CSPOs were also studied, and it was determined that 26 (72 percent) of them held some form of the title dean, while 5 (62 percent) of the CSPOs in four-year public colleges and universities and 3 (14 percent) of the CSPOs in public two-year colleges held a title of vice-president. (See Table 4.3.)

Table 4.3.--Number of chief student personnel officers per title by control and level of institutions.

Title	Public		Private		Total
	2-Year	4-Year	2-Year	4-Year	
Vice-president	3	5	0	0	8
Dean	18	2	2	4	26
Director	0	1	0	1	2

As an indication of how often the CSPOs interacted with the chief executive officers of their institutions, the information

they provided on the CSPO Reply Form (Appendix C) was analyzed. Twenty (55 percent) indicated that on the average they met with the chief executive officer in formal settings on student services matters each month between 1 and 5 times, 15 (44 percent) between 6 and 10 times, and 1 (less than 1 percent) from 11 to 15 times.¹ The averages, as might be expected, of informal CSPO interaction with the chief executive officer on student services matters were higher than the averages of formal interaction. Eleven (33 percent) of the CSPOs indicated they met between 1 and 5 times, 10 (30 percent) between 6 and 10 times, with the remaining 12 (36 percent) interacting 11 times or more--the reported high being 60 times per month. (See Table 4.4.)

Significant Incidents

The 36 CSPOs who were interviewed provided 141 usable significant incidents involving their interaction with chief executive officers.² In total the CSPOs reported 94 effective incidents (67 percent) and 47 ineffective incidents (33 percent). When the reported incidents were analyzed by selected institutional variables it was noted that CSPOs in two-year institutions reported

¹These frequencies of interaction are approximations only and in cases where a CSPO provided a range such as 8 to 10 times per month the low figure was used in the analysis.

²As interviews were arranged two CSPOs reported they no longer reported directly to the chief executive officer. One CSPO in a four-year private college had begun to report to an academic dean, and one CSPO in a two-year public college had begun to report to a vice-president. These two CSPOs reported incidents that occurred prior to the change in their reporting relationship to the chief executive.

Table 4.4.--Number of chief student personnel officers per monthly average interactions with chief executive officers on student services matters by type of setting.

Interactions	Setting	
	Formal	Informal
1- 5	20	11
6-10	15	10
11-15	1	1
16-20	0	4
21-25	0	3
26-30	0	1
31 or more	0	3 ^a
Total	36	33 ^b

^aThe three CSPOs in this category reported average informal interactions of 31, 50, and 60 times per month.

^bThree CSPOs provided noncodable responses. Two responded they met with chief executive officers as needed and the other responded that he met with the chief executive officer innumerable times.

9 percent more effective incidents than did CSPOs in four-year institutions. CSPOs serving in private institutions compared with those serving in public institutions reported 7 percent less effective incidents. By enrollment classification it was noted that CSPOs serving in institutions in the first and second enrollment classifications both reported 64 percent effective incidents, while the CSPOs serving in institutions in the third enrollment classification reported 72 percent effective incidents. (See Table 4.5.)

Table 4.5.--Percentage of effective and ineffective incidents by selected institutional variables.

Effective			Variable ^a	Ineffective		
100	50	0		0	50	100
	70%		61--2 Yr--26	30%		
	61%		33--4 Yr--21	39%		
	68%		77--PU --36	32%		
	61%		17--PR --11	39%		
	64%		34-- I --19	36%		
	64%		29-- II --16	36%		
	72%		31--III --12	28%		

^aPU = public; PR = private; I = 1-2,000 students; II = 2,001-5,000 students; III = 5,001 or more students.

An analysis made of reported incidents by selected CSPO characteristics revealed that CSPOs whose areas of academic concentration for their highest degree were student personnel and guidance reported 18 percent more effective incidents than did CSPOs who had other areas of academic concentration. A similar but smaller difference was found to exist when the area of the CSPOs' previous positions was considered. The CSPOs whose previous positions were in student services reported 7 percent more effective incidents than did those whose previous positions were in other areas. Relatively no difference was found in the percentage of effective incidents reported by new (33 percent) and experienced (34 percent) CSPOs. (See Table 4.6.)

Table 4.6.--Percentage of effective and ineffective incidents by selected chief student personnel officer characteristics.

Effective			Characteristic ^a	Ineffective		
100	50	0		0	50	100
	78%		39--SP --11	22%		
	60%		55--Other--36	40%		
	69%		63--SS --28	31%		
	62%		31--Other--19	38%		
	66%		55--New --28	34%		
	67%		39--Exp --19	33%		

^aSP = guidance and student personnel concentrations for highest earned degree; SS = previous position in student services; New = served between one and five years as CSP0; Exp = over five years as CSP0.

Fifty-five of the incidents reported by the CSP0s were classified as advising/reporting, 35 of which were effective and 20 ineffective. Of the 47 planning/organizing incidents reported, 37 were effective and 10 ineffective. The remaining 39 incidents consisted of 22 effective and 17 ineffective staffing incidents. The highest percentage (79 percent) of effective incidents reported was on planning organizing and the highest percentage (44 percent) of ineffective incidents was on staffing.¹ (See Table 4.7.)

¹It was observed that as the ranked importance of the tasks decreased the percentage of ineffective incidents reported increased.

Table 4.7.--Percentage of effective and ineffective incidents by tasks.

Effective			Tasks ^a	Ineffective		
100	50	0		0	50	100
64%			35--A/R--20	36%		
79%			37--P/O--10	21%		
56%			22-- S --17	44%		

^aA/R = advising/reporting; P/O = planning/organizing;
S = staffing.

The month and the year in which the CSPOs either achieved or failed to achieve their objectives and the length of time that elapsed between establishing task objectives and determining their outcomes were analyzed to identify the approximate age of the incidents and their approximate duration. On the average the advising/reporting incidents were 12.40 months old, when reported, with the range being from 34 months to 0 months--having occurred in the month when the CSPO was interviewed. The average age of the staffing incidents was 12.79 months, with the oldest being 33 months and the most recent occurring in the month when the CSPO was interviewed. The planning/organizing incidents were, on the average, the oldest of the incidents reported, with the average age being 15.76 months, some 3 months older than the advising/reporting incidents. The age of the planning/organizing incidents ranged from 30 months to 1 month. The overall average of the incidents was 13.63 months, or slightly over 1 year old.

To determine the approximate duration of the incidents, they were ordered into categories of minutes, hours, days, weeks, months, or years. For example, each incident placed in the minutes category lasted less than 1 hour; in the hours category, at least 60 minutes but less than 24 hours; and so on for all the categories. The highest number of incidents under each task was in the months category, and the second highest in the weeks category. These two categories contained 67 percent of the reported incidents. (See Table 4.8.)

Table 4.8.--Number of incidents per duration classification by tasks.

Duration Classification	Advising/ Reporting	Planning/ Organizing	Staffing	Total
Minutes	4	3	1	8
Hours	2	1	3	6
Days	8	2	1	11
Weeks	10	10	10	30
Months	24	22	18	64
Years	7	9	6	22

The fact that 22 incidents were reported as having spanned a year or more gives an indication of the complexity of some of the incidents reported and the tenacity of the CSPOs in attempting to achieve certain objectives. The behavioral components of the incidents used by CSPOs to obtain their objectives for each of the selected tasks are presented in the following three sections of the chapter.

Advising/Reporting Incidents

Areas of Behavior and Incident Abstracts

The behaviors that the CSPOs perceived to be significant on each of the 55 advising/reporting incidents were grouped into 6 areas of effective and 8 areas of ineffective behavior. The areas of behavior are inductively established patterns of behavior that the CSPOs perceived to be either effective or ineffective as they interacted with chief executive officers. These areas, along with abstracts of the incidents that constituted the basis for their identification, are given below.

I. Effective

A. Substantiated recommendations with data and information

1. The chief executive officer renegotiated the master labor agreement to preclude released time for counselors to attend departmental meeting, after the CSPO presented data showing how service to students would be improved.

2. The chief executive officer closed a residence hall, after the CSPO provided incident reports and information on the cost of damages to the hall.

3. The chief executive officer had a committee study the pre-enrollment program for new students, after the CSPO presented information on the number of new students who failed to register.

4. The chief executive officer approved payment of the cost overrun on a road contract, after the CSPO presented the facts behind the additional contract costs.

5. The chief executive officer took the recommendation to change the institutional fee structure to the board of control, after the CSPO presented information on the difficulty administrative units were having in explaining the fee system to students.

6. The chief executive officer reversed an earlier decision to restrict admissions, after the CSPO reanalyzed the information given the chief executive by another office against student attrition data.

7. The chief executive officer forwarded committee recommendations on student participation in institutional governance endorsed by the CSPO to the board of control, after the CSPO outlined the key issues and presented additional materials, which supported the recommendations.

8. The chief executive officer accepted a recommendation for increasing admissions, after the CSPO arranged for the chief executive to meet with individuals outside the institution who could provide information on the benefit of the suggested change.

9. The chief executive officer formed a committee to review the student judicial system, after the CSPO gave the chief executive materials to read on judicial systems.

8. Corroborated recommendations by indicating or obtaining support from others

1. The chief executive officer met with a student leader, advice he previously rejected, after the CSPO had the chief executive's assistant support the recommendation that the chief executive must be willing to involve himself with students and meet with a student leader who had threatened a student strike.

2. The chief executive officer directed that the volunteer program be funded when the budget committee had recommended against it, after the CSPO emphasized student, faculty, and board of control interest in the program.

3. The chief executive officer rejected the proposal of a faculty member to establish a counseling program, after the CSPO upon review of the proposal recommended against it and cited the fact that a standing committee was against the type of program proposed.

4. The chief executive officer hired the person the CSPO believed was best qualified for an administrative position at the institution, after the CSPO convinced the other administrators of the need for an open-minded evaluation of the candidates.

5. The chief executive officer did not object, after the CSPO informed him that he was going to take an action outside his area of responsibility, for the good of the institution, which was supported by the business manager.

C. Provided timely information

1. The chief executive officer concurred with the CSPO's actions, after the CSPO informed him that he had investigated the allegation that a student was selling drugs on campus and decided to refer the student to the council on student conduct.

2. The chief executive officer directed that a meeting be arranged, after the CSPO informed him of an opportunity to meet with an agency official, who would be in town, to check the

institution's review cycle and prepare for an upcoming accreditation visit.

3. The chief executive officer did not brief the chairman of the board of control, after the CSPD monitored the activities of a problem student and informed the chief executive that the student would not attend a meeting of the board of control.

4. The chief executive officer concurred, after the CSPD informed him of a plan that campus security intended to submit for controlling damage in the residence halls, which the CSPD found to be unacceptable, and that his office was preparing an alternate plan.

5. The chief executive officer intervened in the situation, after the CSPD informed him that upon investigation it appeared that a faculty member was apparently maligning a student services staff member.

6. The chief executive officer was better prepared to negotiate with demonstrating students, after the CSPD spent time with the students and identified and informed him of their legitimate concerns.

7. The chief executive officer established a task force to investigate minority student grievances, after the CSPD informed him of the specifics of the grievances obtained through conversations with the students and other administrators.

8. The chief executive officer ordered a modification of locker room facilities, after the CSPD advised him that a potential problem was developing over unequal facilities based on information

he obtained by attending a student senate discussion of Title IX legislation.

9. The chief executive officer appointed a committee to study the athletic program, after the CSP0 ascertained that the chief executive did not know its cost and, after investigation, raised the question at a cabinet meeting to demonstrate that no one knew its real cost.

D. Expressed positions frankly

1. The chief executive officer was better prepared for his budget presentation to the state fiscal agency, after the CSP0 frankly expressed his opinion of the budget and role-played an outraged legislator.

2. The chief executive officer explained the situation and helped plan a strategy for dealing with it, after the CSP0 expressed anger over special consideration given by the chief executive to a townspeople who was interfering in institutional affairs.

3. The chief executive officer assisted the veterans representative (federal employee) establish himself on campus, after the CSP0 told him that his negative stance on the assignment of a veterans representative would have an adverse effect on campus morale.

4. The chief executive officer called back a contract he signed, after the CSP0 routinely reviewed it and told the chief executive that he felt some of the conditions under the "boiler plate" may have escaped his attention.

E. Obtained input and feedback

1. The chief executive officer supported the CSP0's plan of action, after the CSP0 informed the chief executive of his decision to give a letter of reprimand to an insubordinate staff member, and accepted the chief executive's suggestion to discuss the letter of reprimand with the subordinate in person.

2. The chief executive officer accepted the CSP0's suggested strategy after the CSP0 informed him of women students' demands, ascertained the chief executive's position, and then suggested a specific counterproposal to be presented to the students.

3. The chief executive officer approved the CSP0's guidelines for the disbursement of student activity fee monies, after the CSP0 discussed his proposed recommendations with the chief executive officer before putting them in final written form.

4. The chief executive officer let the CSP0 correct an academic unit's schedule deviation from the master schedule, after the CSP0 reported the problem and "sensed" the chief executive didn't want to compromise or become personally involved in the problem.

5. The chief executive officer subsequently approved the CSP0's plan to reorganize the student government when the CSP0 resubmitted the plan, after the CSP0 ascertained on the initial attempt that the chief executive thought timing of the change was inappropriate.

F. Persisted with recommendations

1. The chief executive officer established a committee to study the athletic program, after the CSP0 acted as a concerned member of the college community and persistently used various opportunities to inform him of problems and recommend a change in its management.

2. The chief executive officer gave the CSP0 requested funds, after the CSP0 informally and in written reports asked for more funds for student activities.

3. The chief executive officer appointed a committee to study graduation requirements for students, advice previously ignored, after the CSP0 resubmitted a plan when a student's complaint about the requirements reached the board of control.

II. Ineffective

A. Made recommendations based on opinion and without adequate information

1. The chief executive officer changed the institutional policy and allowed students to drink on campus, after the CSP0 expressed the personal opinion that the students would abuse the privilege.

2. The chief executive officer decided to leave responsibility for the institution's catalog in the academic area, after the CSP0 presented the inadequately prepared "idea," in an administrative staff meeting, that it be assigned to student services.

3. The chief executive officer met with student leaders to explain a differential tuition plan and the issue was subsequently

escalated, after the CSP0 advised the chief executive on the course of action based on a conversation with one student leader.

4. The board of control told the CSP0 to go back and develop a plan of implementation for a recommendation, after the CSP0 presented them with a suggested change in institutional policy from a student-faculty committee, after "clearing" it with the chief executive.¹

B. Made recommendations that lacked support of others

1. The chief executive officer did not fund a remedial English program, because the CSP0 was unable to neutralize the negative position of the faculty toward the program.

2. The chief executive officer continued to follow the recommendation of the administrative group, which the CSP0 had determined to be inappropriate, after the CSP0 failed to convince the administrative group that the action they recommended would result in a union grievance.

3. The chief executive officer did not act on the CSP0's advice that academic advising be assigned to student services, after the CSP0 documented the need because he did not overcome faculty resistance to the change.

C. Failed to provide information

1. The chief executive officer told the CSP0 to get busy and find out what was going on, after the CSP0 was unable to answer

¹Although this incident is not directly concerned with CSP0-chief executive officer interaction, the possible effect such incidents could have on CSP0s' effectiveness with chief executives warranted its retention.

the chief executive's questions about a meeting to legalize marijuana to be held on campus.

2. The board of control was "surprised" when the CSPO notified them that health center physicians were threatening to quit, after the CSPO had informed the chief executive officer but failed to provide them information on the problems developing between physicians and the institution.¹

D. Disregarded situational factors

1. The chief executive officer informed the CSPO that it was not his area of concern when the CSPO advised him to terminate a faculty member he recruited, after the CSPO presented documented students' complaints about the person.

2. The chief executive officer ignored the CSPO's advice to reduce emphasis on an academic program, after the CSPO presented cost benefit data on the program, which was directed by a person who had a close relationship with the chief executive, to demonstrate that expenditures exceeded income.

3. The chief executive officer did not change the institutional policy and allow students to drink on campus, after the CSPO utilized monetary and sociological arguments in an attempt to convince the chief executive, who had strong emotional objection to students drinking on campus, to do so.

¹Although this incident is not directly concerned with CSPO-chief executive officer interaction, the possible effect such incidents could have on CSPOs' effectiveness with chief executives warranted its retention.

E. Established a negative position

1. The chief executive officer persisted with the direction that the CSP0 tell the student newspaper to "soften" its position on the handling of student activity fee monies, after the CSP0 attempted to dissuade him by advocating the role of the student press.

2. The chief executive officer insisted on the development of detailed quarterly attrition studies, after the CSP0 argued that the time spent would be better used working with students on campus.

3. The chief executive officer insisted that the CSP0 develop guidelines for noise pollution, after the CSP0 argued they would be inappropriate and the subject was outside his area of knowledge.

4. The chief executive officer utilized the services of an outside consultant, after the CSP0 sent a written argument and personally met with him to convince him not change the "flow" of the institution's financial aids process.

5. The chief executive officer reinstituted a program with a previously unsuccessful administrative framework, after the CSP0 advised him the administration should be changed, but did not submit a plan until the third time the chief executive requested it.

F. Failed to obtain feedback

1. The chief executive officer asked the CSP0 to explain the student senate budget to the board of control, after the CSP0 had informed him by telephone that the budget would not be finalized until after the board meeting, but failed to obtain feedback to assure his understanding.

G. Provided information in the wrong setting

1. The chief executive officer became upset, after the CSP0 provided him with information he had requested on a political problem in the community at a meeting attended by other administrators.

H. Failed to persist with a recommendation

1. The chief executive officer did not give the CSP0 representation in the budget allocation process, after the CSP0 failed to persist in attempting to convince him that it would give credence to the process.

Patterns of Ineffective Behavior

After identifying the significant areas of behavior on advising/reporting tasks, the next analysis undertaken was to determine if differences existed in the percentages of ineffective incidents reported by CSP0s in different institutional settings and with different personal characteristics and to ascertain if patterns of ineffective behavior were associated with any differences found. The first sets of comparisons made were based on the institutions in which the CSP0s served. (See Table 4.9.)

On the basis of the level (two year or four year) of institution, it was found that the CSP0s who served in four-year institutions reported a higher percentage of ineffective incidents than did the CSP0s who served in two-year institutions (46 percent versus 29 percent).¹ It was found that 81 percent of the ineffective incidents from the CSP0s in four-year institutions were within

¹ It was found that the average number of ineffective advising/reporting incidents per the 13 CSP0s in four-year institutions was .89 compared to .39 for the 23 CSP0s in two-year institutions.

Table 4.9.--Percentage of effective and ineffective advising/
reporting incidents by selected institutional variables.

Effective			Variable ^a	Ineffective		
100	50	0		0	50	100
	71%		22--2 Yr-- 9	29%		
	54%		13--4 Yr--11	46%		
	67%		28-- PU --14	33%		
	54%		7-- PR -- 6	46%		
	58%		15-- I --11	42%		
	67%		8-- II -- 4	33%		
	71%		12--III -- 5	29%		

^aPU = public; PR = private; I = 1-2,000 students; II = 2,001-5,000 students; III = 5,001 or more students.

the four behavioral areas of Made recommendations based on opinion and without adequate information, Made recommendations that lacked support of others, Disregarded situational factors, and Established a negative position, which contained the highest number of incidents. (See Table 4.10.)

A smaller difference was found when the control (public or private) of the institutions in which the CSPOs served was the variable. Of the 42 advising/reporting incidents reported by the CSPOs in public institutions, 33 percent were ineffective compared to 46 percent of the 13 incidents reported by CSPOs in private

Table 4.10.--Number of advising/reporting incidents per ineffective behavioral area by selected institutional variables.

Variable ^a	Ineffective Area ^b								Total
	A	B	C	D	E	F	G	H	
2 Yr	2	1	1	1	2	1	1	0	9
4 Yr	2	2	1	2	3	0	0	1	11
PU	1	3	2	1	4	1	1	1	14
PR	3	0	0	2	1	0	0	0	6
I	4	2	1	1	2	1	0	0	11
II	0	0	0	2	1	0	0	1	4
III	0	1	1	0	2	0	1	0	5

^aPU = public; PR = private; I = 1-2,000 students; II = 2,001-5,000 students; III = 5,001 or more students.

^bA = Made recommendations based on opinion and without adequate information; B = Made recommendations that lacked support of others; C = Failed to provide information; D = Disregarded situational factors; E = Established a negative position; F = Failed to obtain feedback; G = Provided information in the wrong setting; H = Failed to persist with a recommendation.

institutions.¹ Fifty percent of the ineffective incidents from the CSPOs in private institutions were in the area of Made recommendations based on opinion and without adequate information and 33 percent in the area Disregarded situational factors. In contrast, CSPOs in public institutions alone provided several incidents in the behavioral areas Made recommendations that lacked support of others and Failed to provide information. In addition, the area Established a negative position had the largest single

¹It was found that the average number of ineffective advising/reporting incidents reported per the 29 CSPOs in public institutions was .54 compared to .86 for the 7 CSPOs in private institutions.

percentage (29 percent) of the ineffective incidents provided by CSPOs in public institutions.

An analysis of the percentages of effective and ineffective incidents based on the size classifications on the institutions in which the CSPOs served revealed that as the size of the classification increased the percentage of ineffective incidents decreased. CSPOs serving in institutions in the first enrollment classification (1-2,000 students) classified 42 percent of the 26 advising/reporting incidents as ineffective. The CSPOs serving in institutions in the second enrollment classification (2,001-5,000 students) identified 33 percent of 12 incidents as ineffective, and CSPOs serving in institutions in the third enrollment classification (over 5,000 students) classified 29 percent of 17 incidents as ineffective.¹ The CSPOs serving in institutions in the first enrollment classification provided four (36 percent) and the only incidents under the area Made recommendations based on opinion and without adequate information, and two incidents each in the areas Made recommendations that lacked support of others and Established a negative position. The CSPOs whose institutions were in the second enrollment classification provided two incidents (50 percent) under Disregarded situational factors, while the CSPOs whose institutions were in the third enrollment classification provided two incidents

¹It was found that the average number of ineffective advising/reporting incidents reported per the 14 CSPOs in the first enrollment classification was .79, compared to .33 for the 12 CSPOs in the second enrollment classification and .50 for the 10 CSPOs in the third enrollment classification.

(40 percent) under Established a negative position, and singular incidents under several other areas. When the percentages of ineffective incidents reported by the CSPOs were analyzed on the basis of selected CSPO characteristics, differences were also found to exist. (See Table 4.11.)

Table 4.11.--Percentage of effective and ineffective advising/reporting incidents by selected chief student personnel officer characteristics.

Effective			Characteristic ^a	Ineffective		
100	50	0		0	50	100
	72%		13--SP -- 5	28%		
	59%		22--Other--15	41%		
	67%		24--SS --12	33%		
	58%		11--Other-- 8	42%		
	58%		19--New --14	42%		
	73%		16--Exp -- 6	27%		

^aSP = guidance and student personnel concentrations for highest earned degree; SS = previous position in student services; New = served between one and five years as CSPO; Exp = over five years as CSPO.

The CSPOs whose areas of academic concentration for their highest degrees were other than student personnel and guidance reported a higher percentage of ineffective advising/reporting incidents than did those whose areas of academic concentration

were in these areas (41 percent versus 28 percent).¹ Sixty-seven percent of the incidents provided by the CSPOs whose highest degrees were in areas other than student personnel and guidance were in the three areas of Made recommendations based on opinion and without adequate information, Disregarded situational factors, and Established a negative position. (See Table 4.12.)

Table 4.12.--Number of advising/reporting incidents per ineffective behavioral area by selected chief student personnel officer characteristics.

Characteristic ^a	Ineffective Area ^b								Total
	A	B	C	D	E	F	G	H	
SP	0	1	0	0	2	1	1	0	5
Other	4	2	2	3	3	0	0	1	15
SS	2	2	0	2	4	1	1	0	12
Other	2	1	2	1	1	0	0	1	8
New	2	3	2	2	3	1	0	1	14
Exp	2	0	0	1	2	0	1	0	6

^aSP = guidance and student personnel concentrations for highest earned degree; SS = previous position in student services; New = served between one and five years as CSPO; Exp = over five years as CSPO.

^bA = Made recommendations based on opinion and without adequate information; B = Made recommendations that lacked support of others; C = Failed to provide information; D = Disregarded situational factors; E = Established a negative position; F = Failed to obtain feedback; G = Provided information in the wrong setting; H = Failed to persist with a recommendation.

¹It was found that the average number of ineffective advising/reporting incidents per the 10 CSPOs whose areas of academic concentration were student personnel and guidance was .50 compared to 1.36 for the 11 CSPOs whose academic concentration was in other areas.

Of the 19 advising/reporting incidents provided by CSPOs whose previous positions immediately prior to becoming CSPOs were in areas other than student services, 42 percent were ineffective compared to 33 percent of the 36 incidents provided by CSPOs who had occupied student services positions just prior to becoming CSPOs.¹ In this instance it was found that 50 percent of the incidents provided by the CSPOs whose previous positions were not in student services were in the areas of Made recommendations based on opinion and without adequate information and Failed to provide information, while the predominant single area for incidents provided by CSPOs who previously held student services positions was Established a negative position (27 percent).

The greatest difference found in the percentages of ineffective incidents, provided on advising/reporting by CSCO characteristic, was between new and experienced CSPOs. The new CSPOs, those who had served between 1 and 5 years, reported 42 percent of 33 incidents as ineffective compared to 27 percent of 22 incidents for experienced CSPOs, those who had served over 5 years.² Forty-two percent of the incidents provided by the new CSPOs were in the areas of Made recommendations that lacked support of others and Established a negative position.

¹It was found that the average number of ineffective advising/reporting incidents per the 15 CSPOs whose previous positions were in student services was .80 compared to 1.33 for the 6 CSPOs whose previous positions were in other areas.

²It was found that the average number of ineffective advising/reporting incidents per the 10 CSPOs who were new was 1.40 compared to .55 for the 11 CSPOs who were experienced.

Planning/Organizing Incidents

Areas of Behavior and Incident Abstracts

The behaviors that the CSPOs perceived to be significant on each of the 47 planning/organizing incidents were grouped into 6 areas of effective behavior and 7 areas of ineffective behavior. These areas, along with abstracts of the incidents that gave rise to their development, are presented below.

I. Effective

A. Substantiated proposals with data and information

1. The chief executive officer gave strong support to a proposed program to serve low achievers, after the CSPO documented the need for the program by presenting data on low achievers at the institution.

2. The chief executive officer approved a proposed plan for improving health services, after the CSPO presented survey information on faculty involvement in health-related incidents.

3. The chief executive officer accepted a new plan of operation for student services, after the CSPO made an objective presentation of data showing the student shift to night and part-time status.

4. The chief executive officer approved the establishment of a placement service, after the CSPO presented information on the problems students were having, the interim procedures developed to assist students, and cost projections of the service.

5. The chief executive officer approved the reaffirmation of an institutional policy and the promulgation of the revised exceptions procedure, after the CSP0 presented collated data on students' requests for exceptions.

6. The chief executive officer undertook the development of a new funding source for a program, after the CSP0 had a report prepared which documented the fact that the program had not received consistent funding.

7. The chief executive officer provided additional funding to expand an admissions program, after the CSP0 provided data on the cost benefit of the existing operation showing the revenues it generated.

8. The chief executive officer approved reducing the manpower at registration, after the CSP0 indicated the proposed plan of operation would save several thousands of dollars in staff time.

9. The chief executive officer approved shifting part of the work load to another operation from a unit that had been authorized additional funding, after the CSP0 documented the fact that work pressures built on the unit before anticipated "critical" student numbers were reached.

10. The chief executive officer adopted a Management by Objectives process for institutional planning, after the CSP0 demonstrated and documented its effectiveness within student services.

B. Corroborated proposals and actions by indicating and obtaining support from others

1. The chief executive officer accepted the CSP0's proposal to improve services to students in married housing, after the CSP0 gained the support of the married students' organization.

2. The chief executive officer accepted the idea of reorganizing student services, after the CSP0 submitted a written plan which was given general support by the administrative council.

3. The chief executive officer approved taking a proposal for a new degree program for nontraditional students to the board of control, after the CSP0 obtained support from the dean of instruction.

4. The chief executive officer approved a plan to have counselors teach a credit course disapproved by the curriculum committee, after the CSP0 obtained the support of the deans of general and vocational education for the course.

5. The chief executive officer approved of the installation of a computerized registration and admissions system, after the CSP0 gained the support of the chief executive's cabinet and instructional personnel.

6. The chief executive officer authorized the development of a day care center, after the CSP0 with faculty support convinced the chief executive and his cabinet of its value for student life.

7. The chief executive officer approved the planning, development, and operation of a new student center, after the institutional community was convinced of the need and the CSP0 used a team approach in which students on the committee were given full voting privileges.

8. The chief executive officer reduced his involvement in the admissions office, after the CSP0, upon accepting responsibility for the operation, changed the staff to gain its allegiance to his office, rather than the chief executive's.

9. The chief executive officer approved the development of a course to be taught by counselors without pay, after the CSP0 assured the chief executive there would be no union problems based on his "clearing" it with the union president, who was a counselor.

10. The chief executive officer approved the development of a health center, after the CSP0 developed student awareness of the need for the service and obtained the support of the facilities committee to take over some unused academic space.

11. The chief executive officer accepted the CSP0's plan to relieve pressures he was receiving from women's groups within and outside the institution, after the CSP0 "brainstormed" his proposal with the female staff member who would be charged with its administration, and gained her support.

12. The chief executive officer approved the taking of an athletic team on an overseas goodwill trip, after the CSP0,

working cooperatively with faculty and other administrators, developed community support for the project.

13. The chief executive officer approved the development of a new scholarship program, after the CSP0 obtained the support of the dean of instruction and gained the support of the administrative dean who identified sources of funding for the program.

14. The chief executive officer reassigned the responsibility for campus security to another officer, after the CSP0 developed a plan to create a position for a director of security to be funded from student fees, which had the support of students.

C. Provided timely information

1. The chief executive officer gave the CSP0 a written commendation, after the CSP0 kept the chief executive constantly informed on the planning and organization of a national meeting held on campus and provided a written evaluation of the operation.

2. The chief executive officer utilized the information provided by the CSP0 in developing an off-campus center, after the CSP0 took the initiative to keep him informed on the problems encountered and progress made in establishing the operation.

3. The chief executive officer did not engage in time-consuming activities and accepted a committee decision to bring a controversial speaker on campus, after the CSP0 kept the information about the committee's plan from the chief executive until after they reached their decision.

4. The chief executive officer accepted the fact that the operation of a scholarship program he had developed was

changed, after the CSP0 informed him of the changes that were made to improve the program after the program was running smoothly.

D. Expressed positions frankly

1. The chief executive officer agreed to a revised committee reporting system, after the CSP0 discussed the problem of his acting in advance of the committee on student requests and without reviewing the committee's action.

E. Obtained input and feedback

1. The chief executive officer stated his information expectations, after the CSP0 informed him that he had approved a program, which the chief executive was concerned about, and asked the chief executive to clarify the types of activities on which he wanted to be kept informed.

2. The chief executive officer approved an Administration by Objectives program, after the CSP0 discussed the concept with him to "feel him out" and then submitted a formal written plan that covered the chief executive's concerns.

3. The chief executive officer accepted the CSP0's plan to reorganize student services and advised him to be prepared for questioning on union involvement when it was presented to the administrative group, after the CSP0 met informally with the chief executive and discussed a draft of the plan of action.

4. The chief executive officer accepted the plan to distribute college information in a new format, after the CSP0 discussed the idea with him and developed and chief executive's

"ownership" in the plan by incorporating his suggestions in the plan.

5. The chief executive officer approved the method of implementing a grant program he had assigned to the CSPO, after the CSPO sought his advice on various problems confronted during the organizing phase.

F. Presented solutions to problems

1. The chief executive officer approved changing the institutional policy governing student groups, in principal, after the CSPO developed a new policy, in reaction to a problem that a group adviser presented, in order to clarify the institution's relationship and responsibility for student organizations.

2. The chief executive officer agreed to changes made in the handling of financial aids, after the CSPO settled a jurisdictional dispute between the financial aids office and the business office--a problem he inherited.

3. The chief executive officer agreed to the holding of student elections in the fall, after the CSPO determined that the reasons no students had filed for election to student government in the spring were primarily personal (grades and not planning to return).

II. Ineffective

A. Made a proposal without adequate information

1. The chief executive officer took no action, after the CSPO informed him of a problem with degree certifications

that resulted from a consortium agreement, but failed to provide information on the long-range impact of the problem.

B. Made proposals that lacked support of others

1. The chief executive officer capitulated to the faculty bargaining team and made the teaching of a course by counselors extra-contractual, after the CSP0 argued to retain the required teaching of the course as a management right but did not gain the support of institution's negotiating team.

2. The chief executive officer indicated that he "rejected" the suggestion to terminate a consortium program, after the CSP0 alienated the administrative group by regularly reporting on problems he was having with the program which was not in his area of responsibility.

C. Failed to provide information

1. The chief executive officer asked the CSP0 to inform the board of control about a plan for a student service and the board reacted negatively and the plan was never approved, after the CSP0 submitted the plan to the chief executive officer for approval but did not inform him that the necessary "groundwork" had not been established.

2. The chief executive officer was pleased with a self-study conducted by student services and disseminated it to other units, which resulted in student services "losing ground" with them, after the CSP0 sent the document to the chief executive without previous interaction to inform him of its intended use as an internal planning document.

D. Disregarded situational factors

1. The chief executive officer did not approve a conference for faculty and administrators to be run jointly with another institution, after the CSP0 ignored the fact that the two chief executives were having a jurisdictional "fight."

E. Established a negative position

1. The chief executive officer adopted his own plan to control residence hall visitations, after the CSP0 presented a plan in response to the chief executive's request but objected to the chief executive's desire to modify the plan to provide equal controls for men's and women's halls on the grounds of cost and effectiveness.

2. The chief executive officer told the CSP0 that things would work out, after the CSP0 argued that the changes the chief executive ordered in the registration process, after several complaints reached the board of control, were too drastic and that students and registration personnel needed to be kept in mind.

F. Failed to persist with a proposal

1. The chief executive officer took no action, after the CSP0 failed to persist in proposing a plan for reorganization of institutional administration, which the chief executive requested that each administrator submit.

G. Failed to follow through on an action

1. The chief executive officer was upset and informed the CSP0 he "blew it," after the CSP0 failed to check to insure

that a subordinate had completed the necessary arrangements for the chief executive's honors assembly.

Patterns of Ineffective Behavior

As with the advising/reporting incidents, after the significant areas of behavior on planning/organizing tasks were established the ineffective incidents reported by CSPOs in different institutional settings and with different characteristics were examined to identify possible behavioral patterns. Differences were found to exist in the percentages of ineffective incidents reported by CSPOs serving in different institutional settings. (See Table 4.13.)

CSPOs in four-year institutions reported a higher percentage of ineffective planning/organizing incidents than did CSPOs in two-year institutions (28 percent versus 17 percent).¹ Based on the areas of ineffective behavior identified, it was found that 40 percent of the incidents provided by CSPOs in four-year institutions were in the area Failed to provide information, while 40 percent of the incidents provided by CSPOs in two-year institutions were in the area Made proposals that lacked support of others. Of the remaining incidents CSPOs in each type of institution reported one incident under Established a negative position, while the remaining incidents were singularly placed under different areas. (See Table 4.14.)

¹ It was found that the average number of ineffective planning/organizing incidents per the 13 CSPOs in four-year institutions was .38 compared to .22 for the 23 CSPOs in two-year institutions.

Table 4.13.--Percentage of effective and ineffective planning/organizing incidents by selected institutional variables.

Effective			Variable ^a	Ineffective		
100	50	0		0	50	100
83%			24--2 Yr--5	17%		
72%			13--4 Yr--5	28%		
79%			31--PU --8	21%		
75%			6--PR --2	25%		
86%			12-- I --2	14%		
76%			16-- II --5	24%		
75%			9--III --3	25%		

^aPU = public; PR = private; I = 1-2,000 students; II = 2,001-5,000 students; III = 5,001 or more students.

By control of the institutions in which they served, a 4 percent difference was found between the percentages of ineffective incidents reported by CSPOs serving in public and private institutions. Of the 39 incidents reported by CSPOs in public institutions, 21 percent were ineffective while 25 percent of the 8 incidents reported by CSPOs in private institutions were ineffective.¹ Both of the ineffective incidents provided by CSPOs in private institutions were under areas where there was also an incident provided by a CSPO in a public institution, one

¹It was found that the average number of ineffective planning/organizing incidents per the 7 CSPOs in private institutions was .29 compared to .28 for the 29 CSPOs in public institutions.

under Failed to provide information and the other under Established a negative position.

Table 4.14.--Number of planning/organizing incidents per ineffective behavioral area by selected institutional variables.

Variable ^a	Ineffective Area ^b							Total
	A	B	C	D	E	F	G	
2 Yr	1	2	0	0	1	0	1	5
4 Yr	0	0	2	1	1	1	0	5
PU	1	2	1	1	1	1	1	8
PR	0	0	1	0	1	0	0	2
I	0	0	1	0	1	0	0	2
II	1	1	0	1	1	1	0	5
III	0	1	1	0	0	0	1	3

^aPU = public; PR = private; I = 1-2,000 students; II = 2,001-5,000 students; III = 5,001 or more students.

^bA = Made a proposal without adequate information; B = Made proposals that lacked support of others; C = failed to provide information; D = Disregarded situational factors; E = Established a negative position; F = Failed to persist with a proposal; G = Failed to follow through on an action.

In contrast to the incidents provided under the advising/reporting category, it was determined that as the classification size of institutions in which the CSPOs served increased so did the percentage of ineffective planning/organizing incidents reported. Out of the 14 incidents reported by CSPOs serving in institutions in the first enrollment classification (1-2,000 students), 14 percent were ineffective, while for the second enrollment classification (2,001-5,000 students) 24 percent of the 21 incidents were

ineffective, and for the third enrollment classification (over 5,000 students) 25 percent of the 12 incidents were ineffective.¹ Based on an analysis of the behavioral areas under which the incidents were placed, no patterns were found within the classifications and only single incidents were placed in a given area. Differences were also found in the percentage of ineffective planning/organizing incidents reported by CSPOs with different selected characteristics. (See Table 4.15.)

As with the advising/reporting incidents, the CSPOs whose areas of academic concentration for their highest degrees were other than student personnel and guidance reported a higher percentage of ineffective planning/organizing tasks than did the CSPOs whose areas of academic concentration were in these areas (24 percent versus 14 percent).² Fifty percent of the incidents provided by the CSPOs with other areas of academic concentration were in the areas of Failed to provide information and Established a negative position. (See Table 4.16.)

It was found on planning/organizing tasks that CSPOs whose previous positions just prior to becoming CSPOs were in student services reported a higher percentage of ineffective

¹It was found that the average number of ineffective planning/organizing incidents per the 14 CSPOs in the first enrollment classification was .14 compared to .42 for the 12 CSPOs in the second enrollment classification and .30 for the 10 CSPOs in the third enrollment classification.

²It was found that the average number of ineffective planning/organizing incidents per the 10 CSPOs whose areas of academic concentration were student personnel and guidance was .20 compared to .73 for the 11 CSPOs whose academic concentration was in other areas.

Table 4.15.--Percentage of effective and ineffective planning/organizing incidents by selected chief student personnel officer characteristics.

Effective			Characteristic ^a	Ineffective		
100	50	0		0	50	100
	86%		12--SP --2	14%		
	76%		25--Other--8	24%		
	74%		20--SS --7	26%		
	85%		17--Other--3	15%		
	86%		25--New --4	14%		
	67%		12--Exp --6	33%		

^aSP = guidance and student personnel concentrations for highest earned degree; SS = previous position in student services; New = served between one and five years as CSP0; Exp = over five years as CSP0.

incidents than did CSP0s whose previous positions immediately before becoming CSP0s were in other areas (26 percent versus 15 percent).¹ This was in contrast to the findings for advising/reporting incidents. The only area with more than one incident from CSP0s whose previous positions were in student services was Made proposals that lacked support of others, which contained two incidents. The rest of the incidents were in five of the remaining six areas with only the area of Failed to persist with a

¹It was found that the average number of ineffective planning/organizing incidents per the 15 CSP0s whose previous positions were in student services was .47 compared to .50 for the 6 CSP0s whose previous positions were in other areas.

proposal not containing an incident from a CSP0 whose previous position was in student services.

Table 4.16.--Number of planning/organizing incidents per ineffective behavioral area by selected chief student personnel officer characteristics.

Characteristic ^a	Ineffective Area ^b							Total
	A	B	C	D	E	F	G	
SP	0	1	0	0	0	0	1	2
Other	1	1	2	1	2	1	0	8
SS	1	2	1	1	1	0	1	7
Other	0	0	1	0	1	1	0	3
New	0	0	2	0	1	1	0	4
Exp	1	2	0	1	1	0	1	6

^aSP = guidance and student personnel concentrations for highest earned degree; SS = previous position in student services; New = served between one and five years as CSP0; Exp = over five years as CSP0.

^bA = Made a proposal without adequate information; B = Made proposals that lacked support of others; C = Failed to provide information; D = Disregarded situational factors; E = Established a negative position; F = Failed to persist with a proposal; G = Failed to follow through on an action.

As with advising/reporting, the greatest difference found in the percentages of ineffective planning/organizing incidents reported by CSP0 characteristic was between new (one to five years) and experienced (over five years) CSP0s. But in contrast to advising/reporting tasks, the experienced CSP0s reported more ineffective incidents than did new CSP0s (33 percent versus 14

percent).¹ The experienced CSPOs had two incidents under Made proposals that lacked support of others, with the remaining incidents singularly in four of the six areas. Only the areas of Failed to provide information and Failed to persist with a proposal contained no incidents from experienced CSPOs.

Staffing Incidents

Areas of Behavior and Incident Abstracts

The behaviors that the CSPOs perceived to be significant on each of the 39 staffing incidents were grouped into 5 effective areas of behavior and 7 ineffective areas of behavior. These areas along with abstracts of the incidents that resulted in their establishment are presented below.

I. Effective

A. Substantiated requests with data and information

1. The chief executive officer provided funds for a position which had been deleted by him from the budget request, after the CSPO presented data on the personal problems an administrator was having due to the lack of increased staff in his office.

2. The chief executive officer authorized more operating funds to maintain staff in the public safety operation during budget realignment, after the CSPO analyzed the day-to-day data

¹It was found that the average number of ineffective planning/organizing incidents per the 10 CSPOs who were new was .40 compared to .55 for the 11 CSPOs who were experienced.

and documented the institutional need to sustain its level of operation.

3. The chief executive officer agreed to increasing a staff member's salary for additional duties during a salary freeze, after the CSP0 presented a log of the staff member's activities to verify the need for a salary adjustment.

4. The chief executive officer called a special meeting of the personnel committee of the board of control which approved the continuation of overload pay for counselors, after the CSP0 presented comparative data that showed counselors worked more hours than others who also received overload pay.

5. The chief executive officer was able to obtain board approval for an assistant registrar, after the CSP0 presented data to demonstrate the lack of staff increase along with increased enrollments and the information that no professional person was available in the registrar's office during the afternoon and on Saturdays.

6. The chief executive officer authorized the hiring of an additional counselor, after the CSP0 documented the request by projecting the effect of planned institutional expansion of services.

B. Corroborated requests by indicating and obtaining support of others

1. The chief executive officer approved upgrading the athletic director's position to full time, after the CSP0, in considering Title IX legislation, used knowledge of the board of

control's interest in a strong intercollegiate athletic program to argue for the change.

2. The chief executive officer approved funding for a position previously on "soft money," after the CSP0 developed support of other administrators and gained the approval of the budget committee for continuing the position.

3. The chief executive officer approved a person as the CSP0's assistant, after the CSP0 "groomed" the subordinate for the position by involving the person with other administrators who had access to the chief executive.

4. The chief executive officer approved the CSP0's nomination of a staff member to direct a grant program in the instructional area, after the CSP0 "cleared" the nomination with a co-author of the proposal and the dean of instruction before making it.

C. Sought autonomy

1. The chief executive officer approved the candidate of the CSP0's choice even though there was pressure to hire another person, after the CSP0 argued the need to hire someone he could trust.

2. The chief executive officer approved the termination of a person he had recruited, after the CSP0 repeatedly informed the chief executive of problems with the person, the need for autonomy in staffing matters, and, finally, the assertion that the person must go.

3. The chief executive officer took no action and a position went unfilled, after the CSP0 procrastinated in filling

a key position that the chief executive specified had to be given to a minority person.

4. The chief executive officer approved the CSP0's recommendation of a candidate for a position, after the CSP0 requested approval of the person he felt was best qualified even though his staff did not support the choice.

D. Presented solutions to problems

1. The chief executive officer approved the CSP0's course of action to honor a consortium agreement, after the CSP0 proposed hiring a part-time director of placement with Comprehensive Employment Training Act funds when it was found that the institutional budget would not support hiring a full-time person.

2. The chief executive officer approved the hiring of a student activities director to answer students' concerns for more activities, after the CSP0 developed a method for funding the position from student fees.

3. The chief executive officer approved the development of a new employment classification system for counselors, after the CSP0 ascertained that the chief executive would not consider giving them faculty status and the CSP0 suggested and supported the counselors developing a new system.

4. The chief executive officer approved the CSP0's staffing request to replace one full-time counselor with two part-time counselors, even though it was more expensive, after the CSP0 showed the chief executive that the system would be more flexible and would relieve the pressure the chief executive was

feeling from the faculty union to increase counselor coverage during peak periods.

5. The chief executive officer approved the program and provided funding, after the CSP0 developed an innovative staff retreat, for student services personnel, with clear objectives to address their concerns for better communications.

E. Took risks

1. The chief executive officer expressed "anger" but accepted the situation, after the CSP0 anticipated the chief executive's reaction and accepted the responsibility for changing the divisional budget, during the chief executive's absence, because of the need to honor two assistantship contracts that were not funded by another division.

2. The chief executive officer approved the CSP0's plan of action, after the CSP0 informed him that he needed to upgrade the staff in the records office, but did not announce some of the possible union problems that could result.

3. The chief executive officer approved reposting a position in order to head off a possible problem with minority students, after the CSP0 advised him that students on the screening committee would support a current employee without the necessary qualifications and gave him the "assurance" that the person would be able to handle the position.

II. Ineffective

A. Made requests based on opinion and without adequate information

1. The chief executive officer did not change the negotiation position, after the CSP0 argued, without data to support his position, that giving counselors a shorter work year, rather than a shorter work day as the counselors requested, would create problems.

2. The chief executive officer told the CSP0 to use overtime pay rather than hire more counselors, after the CSP0 "distorted" data on the enrollment increase to justify the request, because of personal feelings and staff pressure.

3. The chief executive officer was upset when a candidate the CSP0 recommended and who was approved for a position began to renegotiate and eventually refused the position, after the CSP0 relied on written recommendations and did not ascertain what kind of person the candidate was from previous employers.

4. The chief executive officer rebuffed the CSP0's request to upgrade counseling in a developmental way by replacing two part-time counselors with a full-time counselor, after the CSP0 submitted his request and then met with him and utilized traditional "student personnel arguments," such as the importance of people.

5. The chief executive officer did not approve the CSP0's request for an additional financial aids counselor, after the CSP0 made his request and then met with him and attempted to

persuade him with the argument of its importance as a student service.

B. Made a request that lacked support of others

1. The chief executive officer approved the hiring of a faculty member for a new position, after the CSP0 requested that the coordinator of placement position be established as an administrative position, but the faculty objected to it.

C. Failed to make decisions

1. The chief executive officer decided to lay off two persons from student activities that the CSP0 wanted to retain, after the CSP0 was unable to develop an alternative solution for saving money during an institutional budget realignment.

2. The chief executive officer told the CSP0 to fill a counseling vacancy with a staff member on a part-time basis, after the CSP0 discussed the vacancy with the chief executive without having decided how to cover the position while the person was on maternity leave.

D. Disregarded situational factors

1. The chief executive did not approve an additional staff member for the day care center, after the CSP0 requested it in his annual report and counter to board policy, which held the center must be self-sustaining, did not identify an appropriate source of funding.

2. The chief executive instructed the CSP0 to use overload counselors only, after the CSP0 requested authority to fire

three full-time counselors which the institutional budget could not support.

3. The chief executive officer hired a cleric in keeping with budget considerations because it was less costly, after the CSP0 took in a committee recommendation and argued for a professional lay counselor.

4. The chief executive officer told the CSP0 to follow affirmative action guidelines and hire a woman, after the CSP0 tried to convince him to approve the hiring of a qualified male as they were unable to hire a qualified "minority."

5. The chief executive officer instructed the CSP0 to reorganize his staff, after the CSP0 proposed hiring a full-time placement counselor, which the chief executive said was too costly.

E. Failed to obtain input

1. The chief executive officer antagonized counselors by telling them that additional staff would not be hired to meet the increased number of students and they filed a grievance, after the CSP0 had got them to agree to part-time and over-load assistance on an interim basis but failed to ascertain the position the chief executive would take when he met with them.

2. The chief executive officer told the CSP0 that neither of the candidates he recommended for a counseling vacancy was qualified, after the CSP0 failed to "pick up" on the fact that the chief executive wanted the person placed in a new institutional program that required specific qualifications.

F. Did not state position frankly

1. The chief executive officer hired a person for a counseling position who the CSP0 did not think would work out, after the CSP0 failed to provide the chief executive with his true feelings about the person.

G. Failed to follow through on an action

1. The chief executive officer did not approve a person recommended by the CSP0 for a temporary position, after the CSP0 recommended a person whose qualifications did not meet those established in the approved proposal.

Patterns of Ineffective Behavior

Upon identifying the significant areas of behavior on staffing tasks, differences in the percentages of ineffective incidents reported by CSP0s in different institutional settings and with different personal characteristics were analyzed. The first sets of comparisons made were based on institutional variables. (See Table 4.17.)

It was found that CSP0s in various institutional settings reported a consistently high percentage of ineffective staffing incidents. On the basis of the level (two year or four year) of institution, it was ascertained that CSP0s in two-year institutions reported a slightly higher percentage of ineffective staffing

incidents than did CSPOs in four-year institutions (44 percent versus 42 percent).¹

Table 4.17.--Percentage of effective and ineffective staffing incidents by selected institutional variables.

Effective			Variable ^a	Ineffective		
100	50	0		0	50	100
	56%		15--2 Yr--12	44%		
	58%		7--4 Yr-- 5	42%		
	56%		18--PU --14	44%		
	57%		4--PR -- 3	43%		
	54%		7-- I -- 6	46%		
	42%		5-- II -- 7	58%		
	60%		10--III -- 4	40%		

^aPU = public; PR = private; I = 1-2,000 students; II = 2,001-5,000 students; III = 5,001 or more students.

Sixty-seven percent of the 12 incidents reported by CSPOs in two-year institutions were in the 3 areas of Made requests based on opinion and without adequate information, Disregarded situational factors, and Failed to obtain input. Four out of five ineffective incidents reported by CSPOs in four-year institutions were equally

¹It was found that the average number of ineffective staffing incidents per the 13 CSPOs in four-year institutions was .38 compared to .52 for the 23 CSPOs in two-year institutions.

placed in the two areas of Made requests based on opinion and without adequate information and Disregarded situational factors. (See Table 4.18.)

Table 4.18.--Number of staffing incidents per ineffective behavioral area by selected institutional variables.

Variable ^a	Ineffective Area ^a							Total
	A	B	C	D	E	F	G	
2 Yr	3	1	1	3	2	1	1	12
4 Yr	2	0	1	2	0	0	0	5
PU	4	1	1	4	2	1	1	14
PR	1	0	1	1	0	0	0	3
I	2	0	1	1	0	1	1	6
II	2	1	0	2	2	0	0	7
III	1	0	1	2	0	0	0	4

^aPU = public; PR = private; I = 1-2,000 students; II = 2,001-5,000 students; III = 5,001 or more students.

^bA = Made requests based on opinion and without adequate information; B = Made a request that lacked support of others; C = Failed to make decisions; D = Disregarded situational factors; E = Failed to obtain input; F = Did not state position frankly; G = Failed to follow through on an action.

A similar difference was found when the percentages of ineffective incidents reported by CSPOs in public and private institutions were compared. Of the 32 incidents reported on staffing tasks by CSPOs in public institutions, 44 percent were ineffective compared to 43 percent of the 7 incidents reported

by CSPOs in private institutions.¹ Seventy-two percent of the 14 ineffective incidents reported by CSPOs in public institutions were in the 3 behavioral areas of Made requests based on opinion and without adequate information, Disregarded situational factors, and Failed to obtain input.

The analysis of ineffective incidents based on the size classification of the institutions in which the CSPOs served resulted in the finding that CSPOs who served in institutions in the second enrollment classification (2,001-5,000 students) reported the highest percentage (58 percent) of ineffective incidents and CSPOs in institutions in the third enrollment classification the lowest percentage (40 percent). CSPOs in the first enrollment classification reported 46 percent ineffective incidents.² Eighty-seven percent of the seven ineffective incidents reported by CSPOs in the institutions in the second enrollment classification were in the three areas of Made requests based on opinion and without adequate information, Disregarded situational factors, and Failed to obtain input. When the percentages of ineffective incidents based on CSPO characteristics were compared, large differences were found between the academic areas of the

¹It was found that the average number of ineffective staffing incidents reported per the 29 CSPOs in public institutions was .48 compared to .43 for the 7 CSPOs in private institutions.

²It was found that the average number of ineffective staffing incidents reported per the 14 CSPOs in the first enrollment classification was .43, compared to .58 for the 12 CSPOs in the second enrollment classification and .40 for the 10 CSPOs in the third enrollment classification.

CSPOs' highest degrees and areas of positions held just prior to becoming a CSPO. (See Table 4.19.)

Table 4.19.--Percentage of effective and ineffective staffing incidents by selected chief student personnel officer characteristics.

Effective			Characteristic ^a	Ineffective		
100	50	0		0	50	100
	78%		14--SP -- 4	22%		
	38%		8--Other--13	62%		
	68%		19--SS -- 9	32%		
	27%		3--Other-- 8	73%		
	55%		12--New --10	45%		
	59%		10--Exp -- 7	41%		

^aSP = guidance and student personnel concentrations for highest earned degree; SS = previous position in student services; New = served between one and five years as CSPO; Exp = over five years as CSPO.

Those CSPOs whose areas of academic concentration for their highest degrees were in student personnel and guidance classified 22 percent of the 18 staffing incidents they provided as ineffective, while those CSPOs who had other areas of academic concentration classified 62 percent of 21 incidents as ineffective.¹

¹It was found that the average number of ineffective staffing incidents per the 10 CSPOs whose areas of academic concentration were student personnel and guidance was .40 compared to 1.18 for the 11 CSPOs whose academic concentration was in other areas.

The CSPOs whose areas of academic concentration for their highest degrees were other than student personnel and guidance reported four (31 percent) under the area of Disregarded situational factors. Of the remaining nine incidents, two incidents were in each of the areas Made requests based on opinion and without adequate information, Failed to make decisions, and Failed to obtain input, while the CSPOs whose areas of academic concentration were student personnel and guidance reported 75 percent of their incidents in the area of Made requests based on opinion and without adequate information. (See Table 4.20.)

Table 4.20.--Number of staffing incidents per ineffective behavioral area by selected chief student personnel officer characteristics.

Characteristic ^a	Ineffective Area ^b							Total
	A	B	C	D	E	F	G	
SP	3	0	0	1	0	0	0	4
Other	2	1	2	4	2	1	1	13
SS	4	1	0	2	2	0	0	9
Other	1	0	2	3	0	1	1	8
New	3	0	2	3	1	1	0	10
Exp	2	1	0	2	1	0	1	7

^aSP = guidance and student personnel concentrations for highest earned degree; SS = previous position in student services; New = served between one and five years as CSPO; Exp = over five years as CSPO.

^bA = Made requests based on opinion and without adequate information; B = Made a request that lacked support of others; C = Failed to make decisions; D = Disregarded situational factors; E = Failed to obtain input; F = Did not state position frankly; G = Failed to follow through on an action.

When the percentages of ineffective incidents reported were compared on the basis of the areas of the CSPOs' positions just prior to becoming a CSPO, it was found that those who held student services positions provided a lower percentage of ineffective incidents than those who served in other areas (32 percent versus 73 percent).¹ Of the eight incidents reported by the CSPOs whose previous positions were in areas other than student services, 63 percent were in the two areas of Disregarded situational factors and Failed to make decisions. It was found that 44 percent of the nine incidents reported by CSPOs whose previous positions were in student services were in the area of Made requests based on opinion and without adequate information.

Based on the experience of the CSPOs it was found that new CSPOs (one to five years) reported a slightly higher percentage of ineffective incidents than did experienced (over five years) CSPOs. The new CSPOs classified 45 percent of 22 incidents as ineffective compared to 41 percent of 17 incidents for experienced CSPOs.² Sixty percent of the ineffective incidents the new CSPOs provided were in the areas of Made requests based on opinion and without adequate information and Disregarded situational factors. Fifty-eight percent of the experienced CSPOs' incidents were in

¹It was found that the average number of ineffective staffing incidents per the 15 CSPOs whose previous positions were in student services was .60 compared to 1.33 for the 6 CSPOs whose previous positions were in other areas.

²It was found that the average number of ineffective staffing incidents per the 10 CSPOs who were new was 1.00 compared to .64 for the 11 CSPOs who were experienced.

the same two areas. But the new CSPOs reported two incidents in the area Failed to make decisions, while none were reported in this area by experienced CSPOs. The behaviors on which the behavioral areas were established and their relation to CSPO effectiveness and ineffectiveness are analyzed in the next section of the chapter.

Significant Behaviors

This section is used to describe the significant areas of behavior by presenting information on their behavioral components and appropriate comments made by CSPOs during the reporting of significant incidents.

In some of the incidents they reported on advising/reporting, planning/organizing, and staffing tasks, the CSPOs perceived themselves to have been effective as a result of their having collected, analyzed, and objectively presented data to chief executive officers. In addition, they identified having exposed their chief executive officers either to persons, processes, or materials to give them background information as effective behaviors. In short, they substantiated recommendations, proposals, and requests made to the chief executive officer with data and information. As one CSPO pointed out, a CSPO should "anticipate and obtain answers for the chief executive officer's questions." Similar comments offered were "get all the facts" and "be brief, succinct and factual." Another CSPO stated CSPOs need to be "collectors, analyzers and catalysts." Appropriately, it was found that when the CSPOs made recommendations, proposals, and

requests based on opinion and without adequate preparation and limited information, they perceived these behaviors to have been ineffective as they interacted with chief executive officers.

Also on all three tasks it was found the CSPOs perceived their behaviors of having emphasized political support, of having convinced others of the value of a course of action, of having others intercede with the chief executive, and of having worked cooperatively with others to be effective in obtaining objectives as they interacted with chief executive officers. The effective behavioral areas developed were that the CSPOs Corroborated recommendations (proposals and requests) by indicating or obtaining support from others. As one CSPO commented, "My president expects me to develop support for my proposals." It was found that when the CSPOs' objectives were opposed by others, particularly the faculty and the chief executive's cabinet, they reported they were ineffective. One CSPO stressed the importance of identifying support for and resistance to objectives by others and another emphasized the importance of establishing the "groundwork" before interacting with the chief executive officer.

When the CSPOs obtained and appropriately disseminated information to the chief executive officer and others, they perceived these behaviors to be effective in obtaining objectives on some of the advising/reporting and planning/organizing incidents they reported. The effective behavioral area developed was that the CSPOs Provided timely information. Initiative, sensitivity, and the development of sources of information were

fundamental behaviors as the CSPOs alerted chief executive officers and others to new situations and kept them updated on situations that were ongoing. The ineffective behavioral area, Failed to provide information, was developed based on the ineffective CSPOs' behaviors of failing to keep themselves or the chief executive fully informed and not disseminating information to those with a need to know. As one CSPO noted, "Keep the president informed, don't let him be surprised!" Another CSPO provided an additional dimension by observing, "In some cases decisions are not made by the president, but by the board of trustees. Don't let your superiors be surprised!" Based on one ineffective advising/reporting incident, the ineffective area of Provided information in the wrong setting was identified and it was ascertained that CSPOs must understand when and where to provide the chief executive with information as well.

An effective behavioral area found on advising/reporting and planning/organizing tasks was that CSPOs Expressed positions frankly. A singular ineffective incident, when a CSPO did not express his feeling about a candidate for a position, was identified on a staffing task. This area is based on communication behavior during CSPO-chief executive officer interaction. The effective behaviors utilized by the CSPOs were openness, expression of feelings, and directness. As one CSPO commented, he and the chief executive officer use each other as "sounding boards," which is suggestive of the next behavioral area.

The effective behavioral area of Obtained input and feedback was identified for advising/reporting and planning/organizing tasks and the opposing ineffective behavioral areas of Failed to obtain feedback and Failed to obtain input were identified on advising/reporting and staffing, in that order. One CSP0 suggested, "It is important to recognize the president's need and perceptions." The behaviors utilized by CSP0s in this effective area were discussing plans, problems, and decisions with the chief executive officer; having the chief executive review proposals; seeking clarification of the chief executive officer's expectations; and seeking the chief executive officer's advice. The failure to obtain feedback was also perceived as an ineffective behavior when a CSP0 reported that he failed to follow up a verbal report to insure the chief executive officer's understanding of it.

The effective behavioral area of Presented solutions to problems was identified on planning/organizing and staffing tasks. The behaviors utilized by CSP0s involved their ability to work with people, to investigate and ascertain the facts of a situation, and to remain flexible and develop alternate strategies as situations changed. In addition, it was found that CSP0s attempted to modify conditions to head off potential problems. As one CSP0 observed, "My president expects me to solve problems and make decisions."

Failed to make decisions was identified as an ineffective behavioral area on staffing. In the two incidents reported, the

CSPOs were confronted with problem situations and met with their chief executive officers without having decided on a course of action. In both cases the chief executive officers responded by making decisions with which the CSPOs were displeased. As a CSPO noted, "It is important for me to make decisions for the chief executive officer to react to."

Closely allied to decision making was the effective behavioral area of Took risks on staffing tasks. In the reported incidents the CSPO in one case undertook the resolution of a problem with knowledge that the chief executive officer would be displeased, in another the CSPO purposefully did not announce the possible ramifications of his proposed action to the chief executive officer, and in the last incident the CSPO "gambled" that a person would be able to handle a position. All these actions were taken in order to address problematic situations.

On advising/reporting, the fact that CSPOs Persisted with recommendations was identified as an effective behavioral area. The behaviors utilized in this area included using various opportunities to reemphasize problems or needs to the chief executive officer and resubmitting a previously ignored recommendation when a problem situation developed. The failure to commit himself to his objectives, which resulted in limited attempts to obtain them, was the behavior identified by one CSPO who reported an ineffective incident under both advising/reporting and planning/organizing.

Disregarded situational factors was found to be an ineffective behavioral area that was identified for all three tasks. In the reported incidents individual CSPOs made recommendations that would adversely affect persons close to the chief executive, proposed a policy change counter to the chief executive officer's value system, made requests counter to institutional policy, failed to consider budgetary limitations, and recommended a cooperative program with an institution with which the chief executive was having a "political" problem.

An effective behavioral area that was unique to staffing was composed of behaviors used by CSPOs to gain autonomy on these tasks. In two out of the four incidents reported, it was found that the CSPOs openly argued the need for autonomy to the chief executive officer. In another incident the CSPO resisted the chief executive officer's specification of the type of person to be hired for a position by procrastinating in the filling of the position. In the final incident the CSPO overruled his own staff and nominated the candidate he felt was best qualified for a position. The comments provided by CSPOs on staffing indicated that chief executive officers took an active role on staffing matters. One CSPO noted that his chief executive had "strong feelings" on the importance of staffing, and another indicated that his chief executive wanted a chance to provide input on staffing matters. At one institution the CSPO stated that the chief executive officer did all the hiring of professional staff.

Established a negative position was an ineffective behavioral area developed for advising/reporting and planning/organizing. The behaviors that compose this area consist of attempting to dissuade the chief executive officer from following a course of action, arguing against an assignment, failing to respond to a chief executive officer's request, and resisting the chief executive's modification of a proposal. As one CSPO commented, "It is important to accept assignments without comment and then use other strategies to change the chief executive officer's position." Based on the incidents reported, it was observed that when the CSPO established a negative position with the chief executive officer, subsequent attempts to change the chief executive's mind were ineffective.

Finally, singular incidents under planning/organizing and staffing resulted in the development of the ineffective behavioral area of Failed to follow through on an action. In one incident the CSPO did not insure that a subordinate completed arrangements for a program, and in the other the CSPO recommended hiring a person whose qualifications were inconsistent with those in a proposal the chief executive had approved. The behaviors that CSPOs felt CSPOs needed to develop in order to work effectively with chief executive officers are presented in the next section of the chapter.

Needed Chief Student Personnel Officer Behaviors

At the end of each interview the CSPO being interviewed was asked to identify the behaviors that he believed CSPOs needed to develop in order to work effectively with chief executive officers. In total, the 36 CSPOs provided 84 behavioral elements with most CSPOs specifying more than one type of behavior. It was found that the specified behaviors could be grouped under two general areas: technical behaviors and interpersonal behaviors.¹ The 38 technical behaviors dealt with things and ideas and the 46 interpersonal behaviors dealt with people. Under each area three behavioral statements were developed that reflected similar behavioral elements.

The interpersonal behavioral statements that were developed, a posteriori, were:

1. Studying the chief executive officer. The CSPOs specified that CSPOs should study their chief executive officers in order to learn their values, priorities, interests, positions on issues, and to learn what they do and do not respond to as well as what they need to know and what they shouldn't be bothered with.

2. Developing interpersonal skills. The interpersonal skills that the CSPOs emphasized that CSPOs should develop were the ability to be open and honest, to communicate in a variety

¹Chris Argyris, Interpersonal Competence and Organizational Effectiveness (Homewood, Ill.: Dorsey Press, Inc., 1962), p. 16, has observed that administrative competency can be analytically separated into these two interrelated components.

of ways, to be aggressive and positive, and to operate without a win/lose philosophy. The need to be tactful and diplomatic was also specified.

3. Establishing relationships. The chief executive officer-CSP0 relationship was described by the CSP0s as consisting of constant and purposeful interactions strongly dependent on trust. It was noted that CSP0s should make themselves available to the chief executive officers, on one hand, and on the other hand, should seek their advice and counsel. Establishing relationships extended to other areas, as it was stressed that CSP0s should get to know others in the institution socially, should interact with other administrators and faculty, and should, when possible, involve other persons in their activities. In addition, the CSP0s suggested that CSP0s should expose their chief executive officers to their staffs and that they should get themselves and their staffs involved in extradepartmental assignments.

The technical behavioral statements that were developed, a posteriori, were:

1. Studying the organization. The CSP0s indicated that CSP0s must come to understand the organization of their institutions and become observers of the political process so they know how things are done on a day-to-day basis. Understanding the organization and the political process encompasses the CSP0s identifying the philosophy of their institutions, keeping an institutional perspective, understanding their own positions in

the hierarchy, and the ability to gauge public reaction on issues and knowing when or when not to do something.

2. Developing technical skills. The CSPOs noted that CSPOs need to establish their credentials and become experts in their area and have a strong base in such organizational skills as planning, decision making, budgeting, cost accounting, and other fiscal matters.

3. Collecting data and information. The CSPOs specified that CSPOs need to identify issues in their institutions and keep in touch with other institutions in order to identify trends and changes. The fact that CSPOs need to develop facts and figures through research and to keep the chief executive officer fully informed were frequently stressed as needed behaviors. Once the behavioral elements had been categorized under the appropriate area, the percentages of technical and interpersonal elements specified were analyzed in relation to selected institutional variables and CSPO characteristics. (See Tables 4.21 and 4.22.)

It was found when the number of technical and interpersonal elements specified by the CSPOs was analyzed in relation to selected institutional variables that the interpersonal elements constituted a consistently higher percentage of the elements across the variables. The smallest difference in the percentage of technical and interpersonal elements was found for CSPOs who served in two-year institutions (52 percent interpersonal versus 48 percent technical) and the largest difference in the percentage of technical and interpersonal elements was found for

CSP0S in four-year institutions (59 percent interpersonal versus 41 percent technical).

Table 4.21.--Percentages of specified technical and interpersonal elements by selected institutional variables.

Variable ^a	Technical ^b					Interpersonal ^c				
	A	B	C	Total	%	A	B	C	Total	%
2 Yr	5	12	8	25	48	5	9	13	27	52
4 Yr	5	4	4	13	41	8	3	8	19	59
PU	8	13	11	32	46	10	8	20	38	54
PR	2	3	1	6	43	3	4	1	8	57
I	4	7	3	14	45	4	7	6	17	55
II	3	4	6	13	46	6	2	7	15	54
III	3	5	3	11	44	3	3	8	14	56

^aPU = public; PR = private; I = 1-2,000 students; II = 2,001-5,000 students; III = 5,001 or more students.

^bTechnical: A = Studying the organization; B = Developing technical skills; C = Collecting data and information.

^cInterpersonal: A = Studying the chief executive officer; B = Developing interpersonal skills; C = Establishing relationships.

When selected personal characteristics of the CSP0s were used in the analysis of the number of technical and interpersonal elements specified by the CSP0s, it was found that the CSP0s who obtained their highest degrees in student personnel and guidance specified a higher percentage of interpersonal elements than did CSP0s whose highest degrees were in other areas (62 percent versus 51 percent). The nature of the CSP0s' previous positions was found to be clearly related to the number of interpersonal and

Table 4.22.--Percentages of specified technical and interpersonal elements by selected chief student personnel officer characteristics.

Character- istic ^a	Technical ^b					Interpersonal ^c				
	A	B	C	Total	%	A	B	C	Total	%
SP	3	4	4	11	38	4	6	8	18	62
Other	7	12	8	27	49	9	6	13	28	51
SS	7	9	5	21	38	11	10	14	35	62
Other	3	7	7	17	61	2	2	7	11	39
New	7	10	6	23	47	7	6	13	26	53
Exp	3	6	6	15	43	6	6	8	20	57

^aSP = guidance and student personnel concentrations for highest earned degree; SS = previous position in student services; New = served between one and five years as CSPO; Exp = over five years as CSPO.

^bTechnical: A = Studying the organization; B = Developing technical skills; C = Collecting data and information.

^cInterpersonal: A = Studying the chief executive officer; B = Developing interpersonal skills; C = Establishing relationships.

technical elements specified. It was found that CSPOs whose previous positions were in student services specified 62 percent of their elements as interpersonal and the CSPOs who served in positions in other areas specified 61 percent of their elements as technical. Overall it was found that Establishing relationships, in the interpersonal area, was the category of behavior comprised of the most elements (21), while Studying the organization was the category of behavior comprised of the fewest elements (10), in the technical area.

Methods and Procedures

As part of each interview the CSPO was requested to provide comments on the study and its methods. In addition, during the interview and analysis stages of the study the researcher made observations on CSPOs' reactions to the study and its methods and studied possible differences in information gained through face-to-face and telephone interviews.

One CSPO described the study as "awesome" and another stated that the study "scared" him. One CSPO questioned whether or not the researcher had difficulty getting CSPOs to participate in the study, and when informed that it had not been a problem expressed surprise that CSPOs were willing to discuss their interactions with chief executive officers.

At the beginning of each interview, after the CSPOs had been instructed in the incident format and given the task definitions, the researcher observed that some CSPOs were troubled by the specificity of the study. Subsequently, when informed that the researcher would assist them by asking appropriate questions, and after having reported one incident, the CSPOs "relaxed" and in the majority of cases experienced no difficulty in reporting incidents. Several CSPOs did suggest that it may have been better if they had been sent the instructions in advance of the interview so they could have prepared. One CSPO who pondered this question on his own concluded that he believed the "cold approach" was the best. It was noted, by the researcher, that the structured interview format was a definite assistance in obtaining the

desired information. In some cases the CSPOs would provide very cursory descriptions of incidents while others would provide elaborate detail with limited substance. In most cases the use of probing questions clarified the incidents and almost inevitably resulted in new information being developed. It was observed that after the reporting of three to four incidents, in many cases, the CSPOs seemed to "run dry" and often commented that was about all they could "come up with."

At the conclusion of their interviews the majority of CSPOs expressed the opinion that it was either a good or interesting study. Some particular comments received were that the study was novel and that such a study was needed. One CSPO commented that it was the first time he had been involved in such an "in-depth" study. Several CSPOs commented on the method of collecting recalled data. One CSPO observed that some consciousness raising occurred as a result and another called it a learning process. In one instance a CSPO commented that although a believer in behavioral objectives, he got "hung-up" in attempting to describe his own behaviors. Another CSPO commented on the difficulty of attempting to pinpoint specific behaviors used, and another indicated difficulty in distinguishing between clear-cut effective and ineffective incidents. It was observed, also, that task classification was troublesome. In several instances CSPOs suggested that it might be better for the researcher to classify the incidents.

On the method of data collection, several CSPOs commented that they would not have participated in the study if a questionnaire had been used, and one went so far as to say that it would have been impossible to conduct the study with a questionnaire. Several CSPOs commented that the researcher's willingness to personally interview them conveyed commitment to the study and resulted in their participation. One CSPO commented that he found the use of the telephone interview interesting.

The analysis of the face-to-face and telephone interview methods and the information obtained by them led to several interesting findings. It was found that the average telephone interview lasted 60.25 minutes and produced on the average 4.0 incidents, while the average personal interview lasted 65.50 minutes and produced on the average 3.85 incidents. In addition, the time involvement of the researcher was much greater in the face-to-face interview. Besides travel time, the researcher also spent additional time with the CSPO before and after the interview. On the other hand, the face-to-face interview was not as "sterile" as the telephone interview. In the face-to-face interview the researcher could observe the institution and the specific settings in which a CSPO worked and materials which the CSPO felt germane to reported incidents. Other disadvantages found with the telephone procedure were the ease with which a CSPO could break off an interview and ask to be recontacted, or request to have the interview rescheduled, both of which happened on several occasions. After completing their telephone interview two CSPOs said they

would have preferred the face-to-face interview and one of them stated he felt a telephone interview was more difficult than a face-to-face interview.

A comparison of the information obtained by the two methods resulted in the finding that CSPOs who were interviewed over the telephone reported a higher percentage of ineffective incidents than did the CSPOs interviewed face-to-face. Of the 64 incidents obtained over the telephone, 36 percent were ineffective compared to 32 percent of the 77 incidents obtained face-to-face. No other differences in the information obtained were identified.

Summary

In this chapter the findings of the study were presented and analyzed. The first section of the chapter was used to report and analyze the characteristics of the 36 chief student personnel officers (CSPO) who were interviewed and the significant incidents they provided. It was found that 97 percent of the CSPOs selected for the study were male, with a mean age of 41.6 years, and the 1 female was 43 years of age. A clear majority of all the CSPOs held titles of dean (72 percent), but it was noted that of the CSPOs in four-year public institutions 62 percent held titles of vice-president.

An analysis of the CSPOs' educational backgrounds revealed that for 58 percent of the CSPOs the master's degree was the highest degree earned; however, of the CSPOs in four-year public

institutions 62 percent held a doctorate. The analysis of the CSPOs' areas of academic concentration for their highest degrees resulted in the findings that 69 percent had earned their highest degree in the field of education, and 33 percent had concentrated on student personnel and guidance while studying for their highest degree. By level and control of institutions in which the CSPOs served, it was determined that two-year public institutions, as a group, had the highest percentage of CSPOs who indicated student personnel and guidance concentrations for their highest degree (48 percent).

Using the titles of their previous positions as an indication of the CSPOs' experience in student services, it was found that 64 percent of the CSPOs were identified as having held a position in student services immediately prior to becoming a CSPO. Of the CSPOs in four-year private institutions, 80 percent had a position in student services immediately prior to becoming CSPOs, while this was true for only 38 percent of the CSPOs in four-year public institutions. The analysis of the locations of the CSPOs' positions immediately prior to becoming a CSPO resulted in the finding that 56 percent held their previous positions at the institutions where they served as the CSPO, with 87 percent of the CSPOs in four-year public institutions reporting this circumstance.

It was determined that the largest percentages of the CSPOs interacted, on the average, with their chief executive officers on student services matters in formal settings between

one and five times per month (55 percent) and in informal settings six or more times per month (66 percent). The highest reported average number of interactions in informal settings was 60 times per month. Based on past task interactions with chief executive officers, the CSPOs reported 141 significant incidents of which 55 were on advising/reporting, 47 were on planning/organizing, and 39 were on staffing tasks. Sixty-seven percent of all the incidents reported were effective and 33 percent were ineffective in nature.

Thirty-nine percent was the highest percentage of ineffective incidents identified on the basis of selected institutional variables, with CSPOs in both four-year and private institutions reporting this percentage. On the basis of selected CSPO characteristics it was found that CSPOs whose areas of academic concentration for their highest degree were other than student personnel and guidance reported the highest percentage of ineffective incidents (40 percent). It was noted that a 1 percent difference existed between the percentages of ineffective incidents reported by new (one to five years as CSPO) and experienced (over five years as CSPO) CSPOs. The new and experienced CSPOs reported 34 and 33 percent ineffective incidents, respectively. By tasks, the highest percentage of effective incidents was found to be reported on planning/organizing (79 percent) and the lowest percentage of effective incidents on staffing (56 percent). Sixty-four percent of the advising/reporting incidents reported were effective.

In the second, third, and fourth sections of the chapter the significant behavioral areas that were inductively developed for advising/reporting, planning/organizing, and staffing tasks, respectively, were presented along with incident abstracts that highlighted the behaviors CSPOs perceived to be significant within the context of the incident. Also presented in each of these sections were the differences identified in the percentages of ineffective task incidents on the basis of selected CSPO characteristics and institutional variables and the number of ineffective incidents per behavioral area by the same variables.

It was found that 6 areas of effective behavior and 8 areas of ineffective behavior resulted from the groupings of similar behaviors perceived significant by the CSPOs in the 35 effective and 20 ineffective advising/reporting incidents they reported. These areas were:

I. Effective

- A. Substantiated recommendations with data and information**
- B. Corroborated recommendations by indicating and obtaining support from others**
- C. Provided timely information**
- D. Expressed positions frankly**
- E. Obtained input and feedback**
- F. Persisted with recommendations**

II. Ineffective

- A. Made recommendations based on opinion and without adequate information**
- B. Made recommendations that lacked support of others**

- C. Failed to provide information
- D. Disregarded situational factors
- E. Established a negative position
- F. Failed to obtain feedback
- G. Provided information in the wrong setting
- H. Failed to persist with a recommendation

On the basis of compared institutional variables, the greatest difference found in the percentages of ineffective advising/reporting incidents was between levels of institutions. CSPOs in four-year institutions reported 46 percent ineffective incidents, 17 percent more than CSPOs in two-year institutions. The highest percentage of the incidents provided by the CSPOs in four-year institutions was in the behavioral area Established a negative position. By compared CSCO characteristics, the greatest difference in the percentages of ineffective advising/reporting incidents was between new and experienced CSPOs. Those CSPOs who held their positions between one and five years (new) reported 42 percent ineffective incidents compared to 27 percent by CSPOs who had held their positions over five years (experienced). The two areas of Made recommendations that lacked support of others and Established a negative position each contained equally the highest percentage of ineffective incidents provided by new CSPOs.

For planning/organizing tasks, 6 areas of effective and 7 areas of ineffective behavior were established based on the significant behaviors reported in 37 effective and 10 ineffective incidents. These areas were:

I. Effective

- A. Substantiated proposals with data and information
- B. Corroborated proposals and actions by indicating and obtaining support of others
- C. Provided timely information
- D. Expressed positions frankly
- E. Obtained input and feedback
- F. Presented solutions to problems

II. Ineffective

- A. Made a proposal without adequate information
- B. Made proposals that lacked support of others
- C. Failed to provide information
- D. Disregarded situational factors
- E. Established a negative position
- F. Failed to persist with a proposal
- G. Failed to follow through on an action

Comparing the number of ineffective incidents by institutional variables, it was found that 11 percent differences existed between the ineffective incidents reported by CSPOs in two- and four-year institutions and by CSPOs in institutions that had 2,000 students or fewer (classification I) and those in institutions with over 5,000 students (classification III). The largest percentage of ineffective incidents reported, though, was by the CSPOs in four-year institutions (28 percent). The highest percentage of the ineffective planning/organizing incidents provided by CSPOs in four-year institutions was in the area Failed to provide information.

On the basis of compared CSPO characteristics, the greatest difference in the percentages of ineffective planning/organizing incidents was by experience. CSPOs with one to five years in their positions (new) reported 14 percent ineffective incidents and CSPOs with over five years in their positions (experienced) reported 33 percent ineffective incidents. The highest percentage of the ineffective planning/organizing incidents reported by experienced CSPOs was in the area of Made proposals that lacked support of others.

It was found that 5 areas of effective behavior and 7 areas of ineffective behavior resulted from the grouping of similar behaviors perceived significant by the CSPOs in the 22 effective and 17 ineffective staffing incidents they provided. These areas were:

I. Effective

- A. Substantiated requests with data and information
- B. Corroborated requests by indicating and obtaining support of others
- C. Sought autonomy
- D. Presented solutions to problems
- E. Took risks

II. Ineffective

- A. Made requests based on opinion and without adequate information
- B. Made a request that lacked support of others
- C. Failed to make decisions
- D. Disregarded situational factors

- E. Failed to obtain input
- F. Did not state position frankly
- G. Failed to follow through on an action

On the basis of compared institutional variables, the greatest difference in the percentages of ineffective staffing incidents provided was between CSPOs in institutions with 2,001 to 5,000 students (classification II) and by CSPOs in institutions with over 5,000 students (classification III), who reported 58 and 40 percent ineffective incidents, respectively. The highest percentages of the ineffective staffing incidents provided by CSPOs in institutions in the second size classification were equally placed in the three areas of Made requests based on opinion and without adequate information, Disregarded situational factors, and Failed to obtain input. By compared CSPO characteristics, the greatest difference found in the percentage of ineffective staffing incidents was between CSPOs whose positions immediately prior to becoming a CSPO were in student services and those CSPOs whose positions were in other areas, who reported 32 and 73 percent ineffective incidents, respectively. The highest percentage of the ineffective staffing incidents provided by CSPOs whose previous positions were not in student services was in the area of Disregarded situational factors.

The fifth section of the chapter was used to amplify the significant areas of CSPO task behavior. Information on their behavioral components along with comments made by the CSPOs during the reporting of incidents was presented. It was noted that

comments made by the CSPOs during the reporting of incidents reflected their perceptions of both their roles and their chief executive officers' expectations.

Presented in the sixth section of the chapter was the analysis of behaviors that the CSPOs felt CSPOs needed to develop in order to work effectively with chief executive officers. It was found that the CSPOs specified both technical and interpersonal behaviors. These behaviors (elements) were categorized into three behavioral statements under technical and interpersonal areas. In the interpersonal area the three behavioral statements established were: Studying the chief executive officer, Developing interpersonal skills, and Establishing relationships. In the technical area the three behavioral statements established were: Studying the organization, Developing technical skills, and Collecting data and information. When the number of technical and interpersonal elements was analyzed in relation to selected institutional variables and selected CSPO characteristics, the greatest percentage difference in the interpersonal behaviors provided was between CSPOs whose previous positions immediately prior to becoming a CSPO were in student services (62 percent) and CSPOs whose previous positions were in other areas (39 percent).

The seventh and final section of the chapter was devoted to presenting findings on the research method and procedures of the study. It was determined that CSPOs in general reacted favorably to the study and several expressed the opinion that a study of CSPO-chief executive officer interaction was needed.

Some of the CSPOs had difficulty categorizing incidents by tasks, identifying their behaviors in incidents, and determining clear-cut effective and ineffective incidents. In addition, several CSPOs described the recalling of significant incidents and the associated behaviors as a learning experience. The CSPOs were favorably disposed to the use of interviews to collect information and several commented that a questionnaire would not have been appropriate for the study. It was determined by the researcher that the telephone and face-to-face interview procedures used in the study both had advantages and disadvantages. The telephone interviews were more convenient for the researcher, but it was easier for the CSPOs to terminate or reschedule them. The face-to-face interviews were more personal, but more time consuming for the researcher. The telephone interviews were found to have lasted an average of 60.25 minutes and resulted in the collection of 4.0 usable incidents per interview on the average, while the face-to-face interviews lasted an average of 65.50 minutes and resulted in the collection of 3.85 usable incidents per interview on the average. In addition, it was found that of the incidents provided by CSPOs interviewed by telephone, 36 percent were ineffective in nature, and of those interviewed face-to-face, 32 percent were ineffective in nature.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Problem

While the importance of the chief student personnel officer (CSP0)-chief executive officer relationship had been explicitly stated by others concerned with the CSP0's position and the administration of student services, a review of the literature on the CSP0 failed to reveal a study that had systematically investigated behaviors utilized by CSP0s as they interact with chief executive officers in the performance of tasks for which they are responsible.

The need to identify behaviors CSP0s manifest to achieve task objectives as they interact with chief executive officers was based on the premise that the process of administration is based on social interaction. Persons concerned with the CSP0's position, such as trainers of student personnel workers and position aspirants, must have behavioral descriptions of the ways persons in CSP0 positions succeed or fail as they interact with other key positions in their role set if they are to teach or develop appropriate administrative skills. The inferred need to identify significant behaviors led directly to the central question of the study, which was:

What behaviors do CSPOs perceive to be significant (either effective or ineffective) as they interact with chief executive officers on selected important tasks and what are the significant areas of task behavior?

Design of the Study

To answer the central question of the study, a modification of the Critical Incident Technique (CIT) was used to collect and analyze information on the behaviors that CSPOs perceived to be significant as they interacted with chief executive officers on three important tasks they personally performed.

In order to identify behaviors common to CSPO positions in different institutional settings, and yet to be able to collect information from CSPOs by the personal interview method, the study was limited to selected CSPOs in a variety of Michigan colleges and universities. The first step taken in the collection of information was to send a questionnaire to 76 CSPOs who served in Michigan colleges and universities, or their branch campuses, which offered general academic programs and which were accredited, or were candidates for accreditation, by the North Central Association of Colleges and Secondary Schools. The information obtained from the returned questionnaires was used to identify CSPOs who served in their position for at least one year and who reported directly to the chief executive officer; CSPOs willing to participate in the study; and three task statements, ranked by the CSPOs according to their order of importance, which the CSPOs personally performed that required interaction

with the chief executive officer. Each of the 114 task statements received from 39 CSPOs meeting tenure and reporting criteria, who responded to either one of the two mailings of the questionnaire, were sorted into seven task categories developed from Gulick's seven functions of chief executive officers.¹ The researcher's placement of task statements into the task categories was verified by having two persons experienced in administration each sort a random sample of respondents' task statements. Ninety percent agreement on the placement of the task statements was found in each instance. Based on their mean ranked order it was determined that in descending order of importance planning/organizing, advising/reporting, and staffing tasks were the three most important tasks. On the basis of the value obtained for the Kendall Coefficient of Concordance, it was determined that the CSPOs had essentially used the same standard of importance as they assigned rankings to the tasks.

A telephone follow-up procedure was used to contact CSPOs who had not responded to either of the two questionnaire mailings. With the responses gained from the follow-up procedure, a total response rate of 94 percent was obtained. As a result, 42 CSPOs were identified who met the established criteria for inclusion in the study and were willing to participate in it. Subsequently, 4 of the 42 CSPOs were used to conduct a pilot study of the interview procedure and 2 became unavailable for interview.

¹Gulick, "Notes on the Theory of Organization," p. 13.

The remaining 36 CSPOs who were interviewed constituted a 73 percent sample of the CSPOs who had responded and met the criteria for participation in the study. These CSPOs were interviewed either face-to-face or by telephone to obtain self-reports of significant incidents that had occurred as they interacted with the chief executive officer of their institutions or campus on the three selected tasks within the past two academic years, 1973-74 and 1974-75. During the reporting of an incident the CSPOs identified the behavior they perceived to have been either effective or ineffective in accomplishing their task objective. In keeping with the secondary purpose of the study, at the end of each interview the CSPO was asked to identify the behaviors he felt CSPOs needed to develop in order to work effectively with chief executive officers.

The CSPOs provided 141 usable significant incidents that were analyzed by first grouping the incidents by tasks, and second by their outcome--effective or ineffective. Similar significant behaviors on each task were then grouped together, and this process was repeated until the researcher was satisfied the categories were logical, consistent, and formed discrete behavioral areas. An inductively developed statement of the behavioral area was then established. The patterns of significant incidents and areas of ineffective behavior were then compared by selected institutional variables and CSPO characteristics. The institutional variables utilized were: level (two or four year), control (public or private), and size (1-2,000, 2,001-5,000, or

over 5,000 students). The selected CSP0 characteristics utilized were: areas of academic concentration for highest degree (student personnel and guidance or other), area of position immediately prior to becoming a CSP0 (student services or other), and experience (new--one to five years, or experienced--more than five years). Differences in the significant incidents reported on these variables were stated in terms of percentages and real numbers.

In addition, the interviewed CSP0s identified 84 behaviors (elements) that they believed CSP0s needed to develop in order to work effectively with chief executive officers. These elements were also grouped on the basis of similar behaviors and analyzed in relation to the selected CSP0 characteristics and institutional variables.

Findings

The principal findings of the study were based on the analyses of significant incidents of CSP0-chief executive officer interaction on advising/reporting, planning/organizing, and staffing tasks and of behaviors that CSP0s specified that CSP0s needed to develop in order to work effectively with chief executive officers. The findings presented below are amplified with anecdotal and other information in Chapter IV of the study and are discussed in relation to previous research findings in the conclusion section of this chapter.

It was found that:

CSPOs reported more effective than ineffective incidents involving their interaction with chief executive officers on advising/reporting, planning/organizing, and staffing tasks.

CSPOs reported the highest percentage of ineffective incidents on staffing tasks and the lowest percentage on planning/organizing tasks.

On the basis of selected institutional and personal variables, CSPOs who served in private institutions and CSPOs whose academic concentrations for their highest degrees were in areas other than student personnel and guidance reported the highest percentages of ineffective incidents.

The largest numbers of significant incidents the CSPOs reported were classified as being either weeks or months in duration.

On advising reporting tasks the six areas of effective and the eight areas of ineffective CSPO behavior identified were:

I. Effective

- A. Substantiated recommendations with data and information
- B. Corroborated recommendations by indicating and obtaining support from others
- C. Provided timely information
- D. Expressed positions frankly
- E. Obtained input and feedback
- F. Persisted with recommendations

II. Ineffective

- A. Made recommendations based on opinion and without adequate information**
- B. Made recommendations that lacked support of others**
- C. Failed to provide information**
- D. Disregarded situational factors**
- E. Established a negative position**
- F. Failed to obtain feedback**
- G. Provided information in the wrong setting**
- H. Failed to persist with a recommendation**

By institutional settings, the greatest difference in the percentages of ineffective advising/reporting incidents provided was by level of institutions, with CSPOs in four-year institutions reporting the highest percentage.

By CSPO characteristics, the greatest difference in the percentages of ineffective advising/reporting incidents provided was by CSPO experience, with new CSPOs reporting the highest percentage.

On planning/organizing tasks the six areas of effective and the seven areas of ineffective CSPO behavior identified were:

I. Effective

- A. Substantiated proposals with data and information**
- B. Corroborated proposals and actions by indicating and obtaining support of others**
- C. Provided timely information**
- D. Expressed positions frankly**

- E. Obtained input and feedback
- F. Presented solutions to problems

II. Ineffective

- A. Made a proposal without adequate information
- B. Made proposals that lacked support of others
- C. Failed to provide information
- D. Disregarded situational factors
- E. Established a negative position
- F. Failed to persist with a proposal
- G. Failed to follow through on an action

By institutional settings, the differences were equally great between the percentages of ineffective planning/organizing incidents reported by level and size of institution, with CSPOs in four-year and in institutions that had 5,000 students or more reporting the highest percentages.

By CSPO characteristics the greatest difference in the percentages of ineffective planning/organizing incidents reported was by CSPO experience, with experienced CSPOs reporting the highest percentage.

On staffing tasks the five areas of effective and the seven areas of ineffective CSPO behavior identified were:

I. Effective

- A. Substantiated requests with data and information
- B. Corroborated requests by indicating and obtaining support of others
- C. Sought autonomy

- D. Presented solutions to problems
- E. Took risks

II. Ineffective

- A. Made requests based on opinion and without adequate information
- B. Made a request that lacked support of others
- C. Failed to make decisions
- D. Disregarded situational factors
- E. Failed to obtain input
- F. Did not state position frankly
- G. Failed to follow through on an action

By institutional settings, the greatest difference in the percentages of ineffective staffing incidents reported was by size of institutions, with CSPOs in institutions that had between 2,001 and 5,000 students reporting the highest percentage.

By CSPO characteristics, the greatest difference in the percentages of ineffective staffing incidents reported was by area of the CSPOs' previous positions, with CSPOs whose previous positions were not in student services reporting the highest percentage.

CSPOs specified a higher percentage of interpersonal than technical behaviors that CSPOs needed to develop in order to work effectively with chief executive officers. Needed CSPO behaviors as specified by the CSPOs in the study could be consolidated into three interpersonal and three technical behavioral statements, which were:

- I. Interpersonal
 - A. Studying the chief executive officer
 - B. Developing interpersonal skills
 - C. Establishing relationships
- II. Technical
 - A. Studying the organization
 - B. Developing technical skills
 - C. Collecting data and information

CSPOs whose previous positions were in student services specified more interpersonal than technical behaviors that CSPOs needed to develop, while the converse was true for CSPOs whose previous positions were in other areas.

Conclusions

The principal findings of the study supported several conclusions about CSPOs' interactions with chief executive officers on the selected tasks and about behaviors needed by CSPOs to work effectively with chief executive officers. These conclusions were considered tentative because they were based on reasoned judgments made by the researcher and because they need to be verified through further research. This section of the chapter is used to present the conclusions of the study along with a statement of the findings on which they were based, and, when possible, to relate the findings of this study to previous research on the CSPO's role. It was concluded that:

CSP0-chief executive officer interactions on advising/ reporting, planning/organizing, and staffing tasks were generally complex processes in which CSP0s were able to perceive that specific behaviors were related to their effectiveness.

When the incidents were classified by their duration, it was determined that 67 percent of the incidents reported were either weeks or months in length, and an additional 16 percent were classified as lasting a year or longer. It was observed that most incidents involved more than one instance of CSP0-chief executive officer interaction and that CSP0s reported numerous pre- and post-interactive behaviors related to the task objective. Within these task processes the CSP0s often identified similar specific behaviors that they associated with their effectiveness as they interacted with chief executive officers in order to accomplish a task objective. The significant behavioral areas developed for CSP0-chief executive interaction in part supported Rodgers' identification of communications as a critical area of the student personnel deans' functioning.¹ To be effective it was found that the CSP0s had to get something into the minds and actions of the chief executive officers.²

Significant CSP0 behaviors varied from time to time on the same task and from task to task.

This conclusion was based on the findings that the CSP0s perceived various behaviors to have been related to their

¹Rodgers, "Function of the Student Personnel Dean," p. 65.

²Herbert A. Simon, Administrative Behavior, 2nd ed. (New York: Macmillan Company, 1957), p. 164, described the function of communication to be as stated in the text above.

effectiveness or ineffectiveness in different incidents on the same task and on the finding that some behaviors were identified as significant on more than one of the tasks while others were identified as significant on a particular task only. This conclusion was similar to the one made by Rodgers in his study. He concluded that the student personnel dean's appropriate behavior varies from problem to problem and from time to time with the same types of problem.¹

CSPOs reported themselves generally to be more effective than ineffective in accomplishing their objectives as they interacted with chief executive officers on advising/reporting, planning/organizing, and staffing tasks.

It was found that CSPOs had more difficulty recalling ineffective incidents as they interacted with chief executive officers on each of the three tasks. Of the incidents reported, 67 percent were effective in nature and it was found that higher percentages of effective than ineffective incidents were provided on each of the three tasks. It was noted that Rodgers² and Smith³ both reported obtaining more effective than ineffective incidents in their studies.

Of the three tasks, CSPOs reported the greatest ineffectiveness with chief executive officers on staffing matters.

This conclusion was supported by two principal findings: First, 44 percent of the staffing incidents reported were

¹Rodgers, "Function of the Student Personnel Dean," p. 101.

²Ibid., p. 34.

³Smith, "The 'Critical Incident' Technique," pp. 114 ff.

ineffective in nature, the highest percentage for the three tasks; and, second, it was found to be the only task on which certain classes of CSPOs reported higher percentages of ineffective than effective incidents. It was found that CSPOs most frequently reported ineffective incidents in the areas of Made requests based on opinion and without adequate information and Disregarded situational factors. In their general comments CSPOs expressed the difficulty of convincing chief executive officers of the importance of people in student services, documenting what student services staff members were doing, and of justifying the need for more personnel.

Institutional settings and CSPO characteristics were differentially related to reported incidents of CSPO ineffectiveness according to task.

It was found that when differences in the percentages of ineffective incidents on each of the tasks were compared, no set of compared variables was consistently related to the largest differences in the percentages of ineffective incidents reported. This was particularly evident in the differences in ineffective incidents related to CSPO experience and the size of the institutions in which they served. Experience was related to the largest differences in effective incidents reported on both advising/reporting and planning/organizing. But in comparison on advising/reporting, new CSPOs reported the highest percentage of ineffective incidents, while on planning/organizing, experienced CSPOs reported the highest percentage of ineffective incidents. On the

same two tasks it was found that as the size of the institution in which the CSPOs served increased, the percentage of ineffective advising/reporting incidents decreased, while on planning/organizing tasks the opposite relationship was found. When the ineffective incidents the CSPOs reported were arrayed under the ineffective behavioral areas, identified for each of the tasks on the basis of the selected variables, it was noted that the incidents had a tendency to cluster in somewhat different patterns--although it was decided that an insufficient number of ineffective incidents was obtained to conclusively identify specific trends. This finding appears to support a conclusion made by Rodgers. He noted that the importance attached to certain kinds of behavior varied with the size of the institution in which the student personnel dean functioned.¹ Furthermore, this finding is in keeping with Getzels and Guba's position that the factors determining behavior vary with the specific act, role, and personality.² In this perspective Hoyt and Rhatigan's conclusion that junior and senior college student personnel deans do not need separate training programs because they performed essentially the same job may be misleading.³ This finding suggests that even though the tasks performed were common to institutions, the significant CSPO behaviors varied by institutional setting, and

¹Rodgers, "Function of the Student Personnel Dean," p. 101.

²Getzels and Guba, "Administrative Process," p. 426.

³Hoyt and Rhatigan, "College Student Personnel Administrators," p. 268.

consideration of this factor is warranted in student personnel training programs.

CSPOs emphasized the interpersonal more so than the technical behaviors of administration when specifying behaviors CSPOs need to develop in order to work effectively with chief executive officers.

Overall, 55 percent of the behaviors that CSPOs specified that CSPOs needed to develop in order to work effectively with chief executive officers were classified as interpersonal behaviors. In the interpersonal area Establishing relationships received the most frequent mention by the CSPOs in the specification of needed behaviors. In addition, it was found academic preparation in student personnel and guidance, having held a previous position in student services, and having served over five years as a CSPO were related to the emphasis that CSPOs placed on the development of interpersonal behaviors. This finding gives general support to Dutton et al.'s finding that relations with members of the academic community and administrative competence were, in order of importance, two of the criteria most often specified by presidents and two of the significant criteria listed by chief student personnel officers that presidents used to evaluate chief student personnel officer effectiveness.¹

¹Dutton et al., Assumptions and Beliefs, p. 9.

Recommendations

The findings of the study were found to have implications in three principal areas: research, academic preparation, and professional practice.

Research

It is recommended that a study be made on the behaviors that chief executive officers perceive to be significant as CSPOs interact with them on advising/reporting, planning/organizing, and staffing tasks. Such a study should identify the importance the chief executive officers place on each of the three tasks, and should also obtain chief executive officer recommendations on behaviors that CSPOs need to develop in order to increase their effectiveness. Such a study could verify or contradict and expand upon the findings of this study.

The institutional setting in which the CSPOs served and their personal characteristics were both found to be differentially related to the percentages and types of ineffective incidents the CSPOs reported in this study. A study is needed that specifically investigates the relationship of various institutional settings to the CSPO's role and the interaction effect that institutional setting and CSPO characteristics have on effective CSPO behaviors.

Academic Preparation

A clear implication of this study is that CSPOs need to be able to develop appropriate information and data, be able to

communicate effectively, and be able to obtain support from other persons in the academic community if they are to be effective as they interact with chief executive officers. It is recommended that student personnel training programs, particularly at the master's level,¹ emphasize skill development in the collection and analysis of information from both managerial and educational research perspectives, and in the interpersonal aspect of administration from the dyad to the team level. While it is believed that outside actual on-the-job training this skill development can be best effected in the practical and internship experiences that most student personnel training programs provide their students, the role of professional organizations concerned with student personnel services in the development of these skills for practitioners needs to be examined. Practice and feedback on such skills as report writing, proposal development, interpersonal communications, and developing peer relationships² should be seen as appropriate topics in seminars and conferences concerned with professional development.

Professional Practice

It is recommended that CSPOs who are desirous of improving their administrative effectiveness keep significant incident

¹The master's level is stressed based on the finding that it is typically the CSPO's highest earned degree.

²Henry Mintzberg, "The Manager's Job: Folklore and Fact," Harvard Business Review 53 (July-August 1975): 61, emphasized the need to develop managerial skills through practice and feedback.

diaries, as a basis for identifying their personal practices that are effective or ineffective as they perform their role functions, in order to develop personal theories of administration.¹ The CSPOs' analyses of such collected incidents could serve as a basis for developing personal checklists similar to the one developed from the significant incidents obtained in this study. (See Appendix K.)

Finally, a clear implication of this study is that CSPOs need to devote more attention to staffing. It was evident from some comments made by the CSPOs that their chief executive officers were concerned with the cost-benefit of student services and in some instances felt that student services were overstaffed. It is recommended that CSPOs individually and collectively, through their professional organizations, develop better measures for documenting the importance of student service functions. In part, as the CSPOs themselves recommended, it is important that student services personnel seek active involvement with other members of the academic community and that chief executive officers be provided increased exposure to the CSPO's subordinates.

¹Coladarci and Getzels, Educational Administration, p. 4, noted "theory" and "actual practice" constitute an integrity. As a basis for analyzing practice Smith, "The 'Critical Incident' Technique," p. 175, concluded that the Critical Incident Technique provides a single individual with a systematic method for studying critical personal experiences.

Speculation

During the course of the study various observations and incidental findings resulted in the researcher speculating about the CSPO's role and about CSPOs' relationships with chief executive officers. It was deemed appropriate by the researcher to report this conjectural material to others interested in the administration of student services for their consideration and possible investigation in future research studies.

Based on the comments made by the CSPOs about their chief executive officers and their relationships with them, it was inferred that CSPOs generally had good relationships with their chief executive officers, viewed themselves as part of the administrative team, and acknowledged the importance of their personal administrative competence to effective role functioning.¹ It was noted, particularly among the CSPOs in two-year public institutions, that they described their relationship with the chief executive officer as being unique in that it was more in the order of a close personal friendship.

The person-role conflict as identified in the literature reviewed for this study was not evident as the CSPOs discussed their positions, and it appears that the conflict discussed may be more a manifestation of professional concerns along the lines discussed by Penny.² It did appear that CSPO-chief executive

¹One CSPO related a highly personal experience in which his chief executive officer had reviewed his poor administrative performance and emphasized his need to improve it.

²Penny, "Student Personnel Work," p. 42.

officer task interactions were on the nomothetic dimension described by Getzels and Guba.¹ CSPOs emphasized the authority and expectations of the chief executive officers as well as the needs of the institution as primary considerations for effectiveness. In this sense, the CSPOs frequently described their chief executive officers as rational and pragmatic persons who responded to data and well-developed plans. In general, support was found for Dutton et al.'s finding that presidents felt that deans of students' convictions should be in keeping with their own convictions,² although this is not to be construed to mean that chief executive officers want "yes-men." Rather, it appears that they want loyal, competent subordinates who view their roles in the proper institutional perspective.

Based on incidental findings of the study, it appears that the leadership role in student services is still provided by persons with diverse philosophies and educational commitments, but to a lesser degree than reported by Ayers et al.³ It was found that a higher percentage of the CSPOs in this study had academic concentration in student personnel and guidance and had held positions in student services immediately prior to becoming a CSPO than was reported by Ayers et al. It is possible to speculate that the increased number of training programs for student personnel workers during the past two decades and efforts toward

¹Getzels and Guba, "Administrative Process," pp. 436-37.

²Dutton et al., Assumptions and Beliefs, p. 7.

³Ayers et al., Student Services Administration, p. 19.

professionalization of the roles have resulted in persons with experience and training in this area of administration being given greater consideration in the CSP0 selection process.

Another finding of this study was that institutional size was not a factor in the CSP0's possession of a doctorate, as Ayers et al. concluded.¹ It was determined that a higher percentage of the CSP0s in this study who served in the middle size range of institutions possessed some form of doctorate than did those who served in the largest size range of institutions. It was also noted that in their study Ayers et al. found that 7 percent of the CSP0s held just a bachelor's degree,² whereas no CSP0 in this study had earned less than a master's degree. It may be that the greater emphasis on graduate training today and a tighter labor market have resulted in the master's degree not only being the most typical degree for CSP0s but the minimal degree, and that persons with some form of doctorate are seeking and are more frequently being employed in all sizes of institutions.

In relation to CSP0 task performance, it was found that as the ranked importance of the tasks the CSP0s personally performed decreased, the percentage of ineffective incidents reported on them increased. It is possible that the importance CSP0s personally place on given tasks may be related to their effectiveness in obtaining objectives on the tasks.

Finally, it was found that CSP0s interviewed over the telephone provided a higher percentage of ineffective incidents

¹Ibid., p. 12.

²Ibid., Table 4, p. 90.

than did CSPOs interviewed face to face. In keeping with Colombatos' finding, as reported by Sudman,¹ it is possible that CSPOs perceive the reporting of effective incidents as more socially acceptable and that telephone interviews may be the preferable interview method when collecting significant incidents concerned with interpersonal activities.

¹Sudman, Reducing the Cost of Surveys, pp. 65-66.

APPENDICES

APPENDIX A

MICHIGAN COLLEGES AND UNIVERSITIES MEETING

SELECTION CRITERIA

APPENDIX A

MICHIGAN COLLEGES AND UNIVERSITIES MEETING SELECTION CRITERIA

Four-Year Colleges and Universities

Public (n = 15)

Central Michigan University	Oakland University
Eastern Michigan University	Saginaw Valley State College
Ferris State College	University of Michigan--Ann Arbor
Grand Valley State Colleges	University of Michigan--Dearborn
Lake Superior State College	University of Michigan--Flint
Michigan State University	Wayne State University
Michigan Technological University	Western Michigan University
Northern Michigan University	

Private (n = 25)

Adrian College	Kalamazoo College
Albion College	Lawrence Institute of Technology
Alma College	Madonna College
Andrews University	Marygrove College
Aquinas College	Mercy College of Detroit
Calvin College	Nazareth College
Detroit Institute of Technology	Northwood Institute
Duns Scotus College	Olivet College
General Motors Institute	Shaw College at Detroit
Grand Rapids Baptist College and Seminary	Siena Heights College
Hillsdale College	Spring Arbor College
Hope College	University of Detroit
John Wesley College	

Two-Year CollegesPublic (n = 33)

Alpena CC	Macomb County CC--South Campus
Bay De Noc CC	Mid-Michigan CC
Charles S. Mott CC	Monroe County CC
Delta College	Montcalm CC
Glen Oaks CC	Muskegon CC
Gogebic CC	North Central Michigan College
Grand Rapids CC	Northwestern Michigan College
Henry Ford CC	Oakland CC--Auburn Hills
Highland Park CC	Oakland CC--Highland Lakes
Jackson CC	Oakland CC--Orchard Ridge
Kalamazoo Valley CC	Oakland CC--Southeast
Kellogg CC	Saint Clair County CC
Kirtland	Schoolcraft College
Lake Michigan College	Southwestern Michigan College
Lansing CC	Washtenaw CC
Macomb County CC--Center Campus	Wayne County CC
	West Shore CC

Private (n = 3)

Concordia Lutheran Jr. College
 Michigan Christian Jr. College
 Suomi College

APPENDIX B

**LETTER TO CHIEF STUDENT PERSONNEL OFFICERS AT
SELECTED INSTITUTIONS**

APPENDIX B

LETTER TO CHIEF STUDENT PERSONNEL OFFICERS AT
SELECTED INSTITUTIONS

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

Dear

The Department of Administration and Higher Education in conjunction with the graduate preparation of future leaders in higher education emphasizes research in the various areas of higher education.

Mr. Donald Svoren, a doctoral candidate in our department and a member of the MSU Dean of Students staff, is undertaking a study which we feel is of great interest to professionals working in the area of student services.

The role of the chief student personnel officer (CSPO) in colleges and universities and his interaction with other officers has received increasing attention over the years. In particular special interest has been expressed about the role relationship that the CSPO has with the chief executive officer.

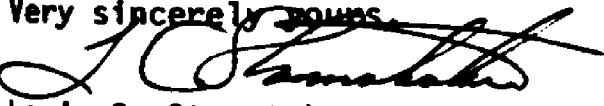
It is in this context that you are being asked to participate in a study which utilizes a modification of the Critical Incident Technique to identify behaviors that CSPOs perceive to be significant as they interact with chief executive officers in the performance of their role tasks.

I would be pleased and most appreciative if you would complete the enclosed form and return it to Mr. Svoren as soon as possible. Mr. Svoren plans on conducting his data collection during the months of August and September 1975, and he will contact you personally to arrange a convenient time for an interview.

Please be assured that your personal effectiveness is not being measured, that your name and institution will in no way be identified with the incidents solicited, and that all information will be held in confidence.

Thank you for your assistance in this research endeavor.

Very sincerely yours,



Louis C. Stamatakos
Professor, Administration
and Higher Education

APPENDIX C

CHIEF STUDENT PERSONNEL OFFICER'S REPLY FORM

APPENDIX C

CHIEF STUDENT PERSONNEL OFFICER'S REPLY FORM

Dear

You have been selected for inclusion in this study based on information derived from the 1974-75 Directory of Michigan Institutions of Higher Education. If perchance your position has changed or there is another office which is responsible for the overall direction and coordination of student personnel services at your institution or campus, would you please give this questionnaire to the person occupying that office.

As indicated in the cover letter, I am studying the role of the chief student personnel officer in relation to one other position, that of the chief executive officer. I believe you are especially well qualified to tell me about the tasks that a chief student personnel officer personally performs that necessitate interaction with the chief executive officer and the type of behaviors you perceive as effective or ineffective in these situations. As a first step in this study I need your responses to this short questionnaire.

What are the three most important tasks that you personally perform that involve interaction on your part with the chief executive officer of your institution or campus?

Please list the three most important tasks, in the order of their importance, using a one-word descriptor followed by a short explanation. The explanation of the task should indicate its nature, general purposes, and the reason(s) for interaction with the chief executive officer. These tasks may include other persons as well as yourself and the chief executive officer. Two examples of such a task statement might be:

Staffing--must gain presidential approval on the selection, reclassification, or dismissal of managerial-level subordinates.

Programming--must achieve commitment of the chief executive officer before developing a student service outside existing operational areas.

Most Important Task: _____

2nd Most Important Task: _____

3rd Most Important Task: _____

Please provide me with the following information on:

1. Your current position

a. Title _____

b. How long have you held this position? _____
(months)

c. To whom do you report?

Chief Executive Officer _____
(specify title)

Other _____
(specify title)

d. How many times a month, on the average, do you interact
with the chief executive officer in formal settings _____
in informal settings _____ on student service matters?

2. Your previous position

a. Title _____

b. How long did you hold this position? _____
(months)

c. Was this position at your current institution? yes no

3. Yourself

a. Age _____
(years)

b. Sex Male Female

c. Highest degree earned

☐ Bachelors ☐ Masters ☐ Education Specialist
☐ Ed.D. ☐ Ph.D. ☐ Professional _____
(specify degree)

d. Specify the area of concentration (major) for the highest degree earned _____

Please check the following appropriate choices:

☐ I will be glad to participate in your study on chief student personnel officers. I look forward to being contacted by you to arrange an interview.

I would prefer:

☐ a telephone interview ☐ a personal interview
☐ an August interview ☐ a September interview

☐ I cannot participate in your study for the following reason(s):

Name _____

Institution _____

Telephone _____

Thank you! Please return this form in the self-addressed envelope to:

Donald S. Svoren
 162A Student Services
 Michigan State University
 East Lansing, MI 48824

APPENDIX D

FOLLOW-UP LETTER FOR NONRESPONDENTS

APPENDIX D

FOLLOW-UP LETTER FOR NONRESPONDENTS

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48

Dear

Recently Dr. Louis Stamatakos sent you a letter, accompanied by a questionnaire, requesting your participation in a study I am undertaking on chief student personnel officers in selected Michigan colleges and universities.

As I have not received your response yet, I wish to insure that you have these materials. I have enclosed another copy of Dr. Stamatakos' letter and the questionnaire for your completion.

Thank you very much for your assistance and early response to this inquiry.

Sincerely,



Donald S. Svoren

enc.

APPENDIX E

FOLLOW-UP LETTER FOR INCOMPLETE RESPONSES

APPENDIX E

FOLLOW-UP LETTER FOR INCOMPLETE RESPONSES

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

Dear

Thank you for promptly returning the questionnaire sent you as part of my study on chief student personnel officers in Michigan colleges and universities. I appreciate your cooperation.

You noted on the returned questionnaire "personal circumstances" which you felt negated the value of your completing it. As the first step in my study is to collect as complete data as possible on the chief student personnel officers in selected Michigan colleges and universities, I assure you that your responses are of value to the study and will be appropriately handled for purposes of analysis. I have enclosed another copy of the questionnaire and I would be grateful if you would complete and return it to me.

Thank you for your assistance and early response to this inquiry.

Sincerely,



Donald S. Svoren

enc.

APPENDIX F

TASK CATEGORIES AND THEIR DEFINITIONS

APPENDIX F

TASK CATEGORIES AND THEIR DEFINITIONS

- ADVISING/REPORTING** --providing counsel on student affairs in particular, to the chief executive and other officers of the institution and keeping them informed on operational matters through data collection, evaluation, and research.
- BUDGETING** --fiscal planning, accounting, and control of the student services budget.
- COORDINATING** --articulating the work of student services with other operational areas of the institution.
- DIRECTING** --the continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader and administrator of the student services area.
- PLANNING/ORGANIZING**--working out in broad outline the things that need to be done and the method for doing them and the establishment of the formal policy and structure by which student service programs and services are established, arranged, and operated for defined objectives.
- STAFFING** --the whole personnel function of bringing in and training the student services staff and maintaining favorable conditions of work.
- MISCELLANEOUS** --those task statements that do not clearly fit into one of the other six categories.

APPENDIX G

INSTRUCTIONS TO SORTERS

APPENDIX G

INSTRUCTIONS TO SORTERS

You have been given verbatim task statements provided by a random sample of the Chief Student Personnel Officers (CSPOs), from selected Michigan colleges and universities, who responded to the question: WHAT ARE THE THREE MOST IMPORTANT TASKS THAT YOU PERSONALLY PERFORM THAT INVOLVE INTERACTION ON YOUR PART WITH THE CHIEF EXECUTIVE OFFICER OF YOUR INSTITUTION OR CAMPUS? They were asked to provide a one-word descriptor and explanation of each task and the reason(s) that they interacted with the chief executive officer on each task.

I would like you to sort these statements into task categories. Please follow the procedure described.

1. You have been given six cards which contain defined administrative tasks and one card marked miscellaneous. Each of these will serve as a task category into which are placed task statements provided by CSPOs. Please read the definitions on these cards carefully and refer to them during the sorting process.

2. Lay the cards out before you. Now take the task statements provided by the CSPOs and place each one into the category that you think best matches the theme of the task statement. If a task statement cannot be placed in one of the task categories place it in the miscellaneous category. Do not rely solely on the descriptor provided with the task statement but analyze the theme of the statement as to the task, not the reason for the CSPO's interaction with the chief executive officer.

3. After all the task statements have been sorted, check the sort in each category to insure that there is only one task statement from each respondent in that category. This can be done by first arranging the statements in a category in numerical order. Looking at the upper right hand corner of the task statements, you will see a code consisting of three to five Arabic-Roman numbers. For example: 09/I and 09/III. These codes identify the most important and third most important task provided by the ninth respondent. There should be only one statement from 09 in a given category. If there is more than one task statement from the same respondent in a category, reanalyze the task statements' themes and reclassify them as appropriate. Please assure that reclassification does not result in the placement of a respondent's statement in a category where one statement has already been placed.

4. Please check your work, then stop.

Thank you for your assistance in this research study.

APPENDIX H

INTERVIEW FORMAT

APPENDIX H
INTERVIEW FORMAT

Introduction

(Opening--Personal Interview): Before we begin the interview, I would like to thank you for participating in this study.

(Opening--Telephone Interview): Good (morning/afternoon) _____
(name). My name is Don Svoren. I am calling you from Michigan State University. I would like to thank you for participating in this study.

The purpose of this study, as you know, is to identify behaviors that chief student personnel officers perceive to be significant as they interact with chief executive officers on selected tasks. To accomplish the purpose of this study I am collecting and analyzing incidents of chief student personnel officer-chief executive officer interaction. To insure accurate information for the analysis phase of the study, I would like to tape record this interview. Please let me assure you that the information you provide me is considered confidential. Do you object to my tape recording this interview?

You will recall that my initial questionnaire asked you to identify and describe the three most important tasks that you personally perform that require interaction on your part with the chief executive officer of your (institution/campus). Based on the mean ranked order of responses received from the chief student personnel officers who responded, the tasks of planning/organizing,

advising/reporting, and staffing are the three tasks for which significant areas of behavior will be identified. I will define these tasks later.

Instructions

I would like you to relate significant incidents in which your behavior was effective and significant incidents in which your behavior was ineffective in accomplishing the objective(s) of your interaction with the chief executive officer for each of these tasks, if possible.

To help you in framing your responses, let me point out that each incident you report:

1. Must involve your interaction with the chief executive officer on one of the specified tasks and may or may not involve other persons.
2. May have been of either a short (a few minutes) or a long (several months) duration.
3. Must be distinguishable by you as an incident in which your behavior was either clearly effective or ineffective in obtaining your task objective with the chief executive officer.
4. Must have occurred within the past two academic years (1973-74; 1974-75).

For each incident you describe I would like you to state:

1. Briefly the general circumstances that led up to the incident.

2. Your objective(s) as you interacted with the chief executive officer on the task.
3. The behavior(s) you utilized that were either effective or ineffective in obtaining your objective(s).
4. Other persons, if any, who were involved in the incident.
5. The approximate date when the incident occurred and its duration.

Do you have any questions?

I will now define the tasks on which I would like you to report significant incidents:

By an advising/reporting task is meant: providing counsel on student affairs, in particular, to the chief executive and other officers of the institution and keeping them informed on operational matters through data collection, evaluation, and research.

A planning-organizing task is working out the broad outline of things that need to be done and the method for doing them and the establishment of the formal policy and structure by which student service programs and services are established, arranged, and operated for defined objectives.

By a staffing task is meant: the whole personnel function of bringing in and training the student services staff and maintaining favorable conditions of work.

At this point I would like you to reflect on your experiences and call to mind significant incidents that have occurred within the past two academic years as you interacted with the

chief executive officer on these tasks. Please describe the incidents that come to mind.

Thank you for relating these incidents to me. Now I wish to ask you a general question: What behaviors do you feel that chief student personnel officers need to develop in order to work effectively with chief executive officers?

This concludes the interview. I would like to thank you again for your participation in this study and the time you have given me. Please be assured that your responses will be held in confidence and that you and your institution will not be identified with specific responses.

May I send you an abstract of this study?

Good-bye.

APPENDIX I

INCIDENT ABSTRACT

APPENDIX I

INCIDENT ABSTRACT

CSP0 code: _____ EFF _____ INEF TASK: _____ A/R _____ P/O _____ S

GENERAL CIRCUMSTANCES: _____

CSP0 OBJECTIVE(S): _____

BEHAVIOR(S) USED: _____

OUTCOME: _____

OTHERS INVOLVED: _____

DATE OF INCIDENT: _____ DURATION OF INCIDENT: _____

INTERVIEWER COMMENTS: _____

APPENDIX J

CHIEF STUDENT PERSONNEL OFFICER INTERVIEW RECORD

APPENDIX J

CHIEF STUDENT PERSONNEL OFFICER INTERVIEW RECORD

CSP0 CODE _____

INTERVIEW LENGTH:

INTERVIEW DATE _____

STOPPED _____

INTERVIEW METHOD _____ PERS _____ TEL _____

STARTED _____

TOTAL _____

INTERVIEW TIME _____

ABSTRACT REQUESTED: ____YES____NO

Name _____
Last First Middle

Tel. _____
A/C Number Ext.

Title _____

Address _____

Incidents Reported:

A/R ____eff ____inef

Total eff _____

Grand total _____

P/O ____eff ____inef

Total inef _____

S ____eff ____inef

Questions/comments by CSP0: _____

Interviewer comments: _____

APPENDIX K

CHIEF STUDENT PERSONNEL OFFICER BEHAVIORAL CHECKLIST

APPENDIX K

CHIEF STUDENT PERSONNEL OFFICER BEHAVIORAL CHECKLIST

Based on the significant incidents collected in this study, a series of questions was developed that CSPOs could use as a checklist to evaluate their behavior as they interact with chief executive officers on advising/reporting (A/R), planning/organizing (P/O), and staffing (S) tasks. The questions are organized by behavioral areas with the appropriate tasks identified in parentheses.

Substantiating Positions (A/R, P/O, S)

1. Do I anticipate the chief executive officer's questions?
2. Do I obtain "complete" facts and/or figures to demonstrate that (a) a problem exists, its nature, and its long-range impact; (b) the proposed solution to a problem will improve the situation; and (c) the evaluation of information has been objective?
3. Do I "educate" the chief executive officer through the use of materials such as articles, documents, or knowledgeable people when appropriate?

Corroborating Positions (A/R, P/O, S)

1. Do I identify persons who will support and who will oppose my recommendations, proposals, or requests?
2. Do I establish appropriate support for an objective before I interact with the chief executive officer?
3. Do I anticipate when it will be the chief executive officer's cabinet that decides the issue?
4. Do I work through other persons rather than taking issues directly to the chief executive officer in appropriate situations?

Expressing Positions (A/R, P/O, S)

1. Do I know how to approach the chief executive officer directly with a concern?
2. Do I express exactly what I think in appropriate situations?

3. Do I express my feelings as well as thoughts when it is appropriate?

Obtaining Input and Feedback (A/R, P/O, S)

1. Do I ascertain the chief executive officer's views on important matters?
2. Am I receptive to the chief executive officer's suggestions?
3. Do I seek the chief executive officer's personal advice in appropriate situations?
4. Do I follow up important communications to ascertain if the chief executive officer understood them?

Regarding Situational Factors (A/R, P/O, S)

1. Do I know how to handle situations if the chief executive officer has personal involvements in them?
2. Do I understand the limits of my role?
3. Do I make requests in keeping with established policy?
4. Do I make realistic requests given the institutional budget?

Providing Information (A/R, P/O)

1. Do I know what sort of information the chief executive officer is interested in?
2. Have I established the necessary information "systems" for keeping myself current on events in my area of responsibility?
3. Do I know the best methods for communicating various types of information to the chief executive officer?
4. Do I consider the appropriate time to provide certain types of information?
5. Do I inform other persons with "a need to know" about matters I bring to the chief executive officer's attention?
6. Do I know when the chief executive officer does not want others involved in a situation?

Persisting (A/R, P/O)

1. Do I give up on an issue when the chief executive officer reacts negatively and/or takes no action?
2. Do I use various opportunities to reinforce a recommendation, proposal, or request?
3. Do I explore alternative methods for achieving an objective?

Maintaining Positive Positions (A/R, P/O)

1. Do I react negatively to assignments given me by the chief executive officer instead of accepting them without comment and then developing a strategy for dealing with them?
2. Do I submit reports or take positions that give the appearance of protecting vested interests?
3. Do I take positions which are perceived as a challenge to the chief executive officer's authority?

Solving Problems (P/O, S)

1. Am I alert to problems as they develop?
2. Do I present tentative solutions along with problems when reporting them to the chief executive officer?
3. Do I resolve problems in my area of responsibility?
4. Do I retain flexibility and adjust to changing situations?

Following Through (P/O, S)

1. Do I assure that assigned responsibilities that I delegate are carried out?
2. Am I consistent in what I propose to do and what I do?

Developing Autonomy (S)

1. Do I seek authority for choosing my own staff?
2. Do I exhibit leadership in situations where I believe staff recommendations are inappropriate?

Making Decisions and Taking Risks (S)

1. Do I decide on a course of action before interacting with the chief executive officer on an issue?
2. Am I willing to recommend "unpleasant" courses of action if necessary?
3. Am I willing to take calculated chances in order to resolve a problem or obtain an objective?

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