

PARTICIPATION IN DECISION MAKING BY  
ADMINISTRATORS IN KANSAS  
COMMUNITY COLLEGES

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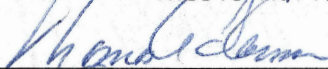
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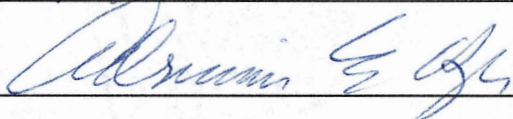
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## CHAPTER I

### THE RESEARCH PROBLEM

#### Introduction

Participation in decision making has been suggested by Powers and Powers (1983) as a process by which commitment to the implementation of decisions can be enhanced. Research findings indicate that when subordinates participate in significant decisions, better understanding and acceptance of decisions is achieved (Coch and French, 1948; Maier, 1963; Strauss, 1963) and greater commitment to implementation is obtained (Anthony, 1978; Coch and French, 1948; Strauss, 1963).

Through later research, however, it has been determined that not every employee wants to participate in all decisions (Schneider, 1984; Ivancevich, 1979; Duke, Showers, and Imber, 1980; Abdel-Halim, 1983). Therefore, the thrust of more recent research has been to identify the circumstances under which participation is effective and circumstances in which it is not effective. Variables that have been studied which have an impact upon the effectiveness of participation are as follows: type of decision (Vroom and Yetton, 1973; Vroom and Jago, 1978; Schneider, 1984; Duke, Showers, and Imber, 1980; Imber and Duke, 1984); characteristics or nature of the employee (Ivancevich, 1979; Duke, Showers, and Imber, 1980; Abdel-Halim, 1983); leadership characteristics (Harrison, 1985; Manz and Sims, 1987); and characteristics of the organization (Mills, 1983).

Whether or not subordinates are participating in decision making to the desired degree has been studied using a discrepancy approach between the desired and actual level of participation (Mohrman, Cooke, and Mohrman, 1978; Alutto and Belasco, 1972; Ivancevich, 1979). Three states of participation are identified as follows:

Decisional State of Deprivation: The subordinate is involved in fewer than the desired number of decisions.

Decisional State of Equilibrium: The subordinate is involved in the desired number of decisions.

Decisional State of Saturation: The subordinate is involved in more than the desired number of decisions.

In their 1978 study, Mohrman, Cooke, and Mohrman reviewed participative decision making in regard to domains of decision making. They categorized the domains as follows:

Institutional: Decisions concerning the organization's larger social system.

Managerial: Procurement and disposal of resources.

Technical: Decisions related directly to the operation of the organization.

In applying these concepts to a group of project engineers, Ivancevich (1979) discovered that subordinates who were not in the equilibrium condition had lower attitudes regarding work, more stress, and poorer performance than did those in the equilibrium condition. Over participation created as many problems as did under participation.

The appropriate role for the leader to play in creating the equilibrium state has not received a great deal of attention in the literature. Although not based upon empirical research, Peters (1986) suggested that in dealing with work teams, the leader becomes more of a

coach and facilitator rather than a rule enforcer. Manz and Sims (1987) discovered that in self-managed teams there was a strong connection between the employees' positive evaluations of the group coordinator and the encouraging of self-reinforcement and self-observation.

Several factors are currently present within Kansas that are placing an increased demand upon community college administrators to experience the highest level of commitment to and understanding of the community college role and mission. These factors also point to a need for understanding the dynamics of participation in decision making. They relate to several unique characteristics that differentiate community colleges from other institutions of higher education in the state of Kansas. Some of these unique characteristics are as follows (Parker, 1987):

1. Democratic: Community colleges are characterized by an open door policy; nonselective; lower tuition; and financially, geographically, and socially accessible.

2. Comprehensive: The community colleges provide a curriculum for a wide range of students. The college programs include college transfer, general education, vocational, technical or occupational programs; continuing education; and developmental education. Developmental education includes providing educational opportunities for those who lack adequate preparation at the elementary and secondary level as well as those with learning disabilities.

3. Community Centered: The community colleges are located close to the population they serve and provide support services to the community. These services include educational workshops, seminars and lectures, community research and development, cultural exhibits and performances, widespread use of college facilities by community groups, community

guidance and job counseling, public information and cooperation with employers and placement agencies.

4. Dedicated to Lifelong Education: Community colleges provide not only transfer curriculum but classes for personal growth, professional development, job-related training, and recreational opportunities for all citizens in the community. These programs should include both credit and noncredit courses held during the day and evening and courses developed for specific clientele.

5. Adaptable: Community colleges have unique characteristics of being able to adapt to serve their local community.

The research indicated that one method of achieving the understanding and commitment dictated by these conditions is through participation in decision making.

#### Purpose of the Study

The purpose of this study was to determine whether or not there are work-related factors which characterize administrators of Kansas community colleges with a higher degree of general, technical, and managerial decisional participation.

#### Significance of the Study

The study attempted to add to previous research which indicates that teachers are decisionally deprived by determining the decisional state of administrators. It identifies what types of administrators are in decisional equilibrium and in what areas of decision making. Through this process, supervisors of administrators should be able to determine what kinds of administrators are experiencing the greatest out-of-balance conditions and adjust the degree of participation accordingly.

## Statement of the Problem

Specifically, the study attempted to answer 15 research questions, with the dependent variables defined as the general, technical, and managerial decisional participation level of administrators in Kansas community colleges. The independent variables were the number of hours per week worked, the gender of the administrator, the rank of the administrator, the number of years in the current position, and the size of the school. This combination of dependent and independent variables generated the following specific research questions designed to determine what kind of administrators are experiencing decisional disequilibrium and in what types of decisions they are involved:

Question 1. Do administrators in Kansas community colleges whose workload is low differ significantly in general decisional participation than those whose workload is high?

Question 2. Do administrators in Kansas community colleges whose workload is low differ significantly in managerial decisional participation than those whose workload is high?

Question 3. Do administrators in Kansas community colleges whose workload is low differ significantly in technical decisional participation than those whose workload is high?

Question 4. Do female administrators in Kansas community colleges differ significantly in general participation from male administrators?

Question 5. Do female administrators in Kansas community colleges differ significantly in technical decisional participation from male administrators?

Question 6. Do female administrators in Kansas community colleges differ significantly in managerial decisional participation from male administrators?

Question 7. Do administrators of different rank differ significantly in general decisional participation?

Question 8. Do administrators of different rank differ significantly in technical decisional participation?

Question 9. Do administrators of different rank differ significantly in managerial decisional participation?

Question 10. Do administrators with a high number of years in their current position differ significantly from those with a low number of years in current position in general decisional participation?

Question 11. Do administrators with a high number of years in their current position differ significantly from those with a low number of years in their current position in technical decisional participation?

Question 12. Do administrators with a high number of years in their current position differ significantly from those with a low number of years in their current position in managerial decisional participation?

Question 13. Do administrators at large community colleges differ significantly in general decisional participation from those at small community colleges?

Question 14. Do administrators at large community colleges differ significantly in technical decisional participation from those at small community colleges?

Question 15. Do administrators at large community colleges differ significantly in managerial decisional participation from those at small community colleges?

#### Definition of Terms

The following list of terms was used in this study:

Kansas Community College: Any of the 19 public community colleges in the state of Kansas governed by the Kansas State Department of Education.

Administrator: Any employee of one of the Kansas community colleges with a title of "coordinator," "director," or higher, excluding the position of president.

Decisional State: The current condition of an administrator as it relates to his being in decisional saturation, decisional equilibrium, or decisional deprivation.

Decisional Deprivation: The condition of being involved in fewer decisions than desired as measured by a negative score on the Decisional Condition Questionnaire.

Decisional Equilibrium: The condition of being involved in as many decisions as desired as measured by approaching a zero score on the Decisional Condition Questionnaire.

Decisional Saturation: The condition of being involved in more decisions than desired as measured by a positive score on the Decisional Condition Questionnaire.

Immediate Supervisor: The administrator who exercises direct control over the activities of another administrator.

Decisional Condition Questionnaire: An instrument developed by Alutto and Belasco (1972) and modified by Reinhard (1983), used to measure the decisional state of administrators.

Technical Decisional Participation: Participation in decisions that are related directly to the operation of the institution as measured by questions 3, 4, 6, and 10 of the Decisional Condition Questionnaire.

Managerial Decisional Participation: Participation in decisions related to the administrative support function as measured by questions 1, 2, 5, 7, 8, and 9 of the Decisional Condition Questionnaire.

General Decisional Participation: Participation in general decision making as measured by a global score on the Decisional Condition Questionnaire.

Workload: The workload is defined as the average number of hours per week worked by the administrator.

Rank: Rank refers to the title of the administrator as a dean, associate dean, director, or coordinator.

#### Assumptions and Limitations

It was assumed that accurate information was obtained from respondents and that questionnaires were answered with candor. It was also assumed that questionnaires were answered from the perspective of the behavior perceived and desired in relation to roles within the work setting.

The study had the following limitations:

1. The study was limited to administrators at public community colleges located within the state of Kansas.
2. Data was not generalizable outside the state of Kansas or to educational levels other than public community colleges.
3. The study did not attempt to determine the cause or effect of any relationships.
4. The study measured perceived conditions and no attempt was made to measure actual conditions.

The researcher believes that there is a need for a better understanding of the participative processes at community colleges in Kansas



and that their understanding is essential to their future. The study answered questions regarding the perceptions of this process by administrators in Kansas community colleges, and the findings can be used to create a more harmonious relationship between their administrators.

## CHAPTER II

### REVIEW OF THE LITERATURE

The following review of the literature presents specific areas which are integral to the conceptualization and understanding of the study. It begins with a section that deals with concepts and processes of participation and team leadership, followed by a discussion of the current application of these processes in the United States. The factors which influence the effectiveness of participation are then reviewed with emphasis on the type of decision, nature of the employee, leader characteristics, and characteristics of the organization. The review concludes with a discussion of the instruments to be used in the study and a summary.

#### Introduction

One of the key problems of management in higher education, as presented by Powers and Powers (1983), is how to build a feeling of ownership and commitment on the part of large numbers of employees in an organization and still be action-oriented. The committee approach to problem solving allows for participation but is weak in the implementation of ideas generated while the participative or consultative style is designed to accomplish this (Powers and Powers, 1983).

The participative process, as defined by Powers and Powers (1983), is designed to establish a means of consultation and for administration to be responsive to ideas and input from employees. When a problem

develops, the question of who is responsible becomes less important and what to do about the problem becomes more important.

### Participation and Team Leadership

As Powers and Powers (1983) presented the consultative process, more than one person is involved in defining problems, weighing alternatives, and developing implementation plans. The decision maker retains final authority but exercises that authority only after a consultive process has been used.

The process, as presented by Powers and Powers (1983), can be described with the following elements: identification of the problem, problem definition, analysis of alternatives, drafting a position paper, circulating the position paper, referral to governance body, deliberation of governance body, final approval, and evaluation.

The actual steps involved in the model do not differ substantially from the more traditional or authoritarian models. The difference is in how each step is carried out. Under the authoritarian approach, the administrator would perform most of these steps without seeking the opinion of others.

Consultative networks are established along vertical, horizontal, and diagonal lines. Vertical consultation is the most common and is depicted by traditional organizational charts, as in situations in which the dean consults with the department chair. Horizontal consultation occurs when an individual has responsibility for a function that cuts across several departments, such as a campus-wide facility planner. Diagonal consultation occurs when experts are asked for input of their special knowledge. An example of diagonal consultation would occur when a vice-president for academic affairs wishes to establish a campus-wide

system for the evaluation of programs. He or she might select a panel of experts who understand the impact of such an approach upon faculty departments and the college as a whole. Participants from budget, planning, registrar, and academic areas would be selected on the basis of their special knowledge rather than their rank within the institution.

The goals of consultation, whether vertical, horizontal, or diagonal, are to define issues and needs, to solicit opinions, to draw on expertise and to establish legitimacy through cooperative analysis of problems by all who are concerned with their solutions (Powers and Powers, 1983, p. 19).

In contrast to the participative management model, in the self-managed model the source of control shifts from the leader to the follower (Manz and Sims, 1987). Under this model, a group or team is formed consisting of members who have a variety of skills relevant to a particular task or function. Work roles are defined in terms of the overall group objective rather than in terms of individual job performance. A high degree of decision-making autonomy remains with the group. Work teams may perform a wide variety of tasks normally performed by first-level management such as budget preparation, work assignments, quality control, assessment of job performance, equipment purchasing, etc.

One key difference between the self-managing work team and participative management is that participative management, as it is known in the United States, normally takes place without a change in the formal organizational structure. The individual participant is given the opportunity to influence decisions that remain the responsibility of another person. As Peters (1986) pointed out, however, the self-managing team becomes the basic building block of a new organizational structure.

A concern relating to application of work teams deals with control of team effort and the role of the leader. In dealing with the self-managing teams, the primary source of control over performance has

shifted away from the formal leader, as the role of leader has become supportive in nature. This does not mean, however, that self-managed teams are not subject to control. Mills (1983) suggested that, although the source of control has shifted, self-managed teams are very much controlled. The function of controlling performance has been shifted to the work team. The group itself will establish norms that will control behavior through colleague pressure. Key to this process is shared values and professional orientation. Mills pointed out that these values emerge from an individual's specialized training and commitment to a profession or discipline. Another example of control exercised by professions is the editorial boards of relevant journals that a professor may use for publication.

Feldman (1984) defined group norms as the informal rules that regulate group members' behavior. Feldman's article focused on why group norms are enforced and how they develop, and identified four conditions under which group norms are likely to be enforced. Norms are likely to be enforced if they:

1. Facilitate group survival. Norms in this category would be not discussing internal problems with outsiders and those establishing boundaries of behavior.

2. Simplify or make behavior of members predictable. In order to be effective, the group must be able to predict members' behavior. Specified roles will also be assigned to individual members.

3. Help the group avoid embarrassing interpersonal problems. As an example, a professor and students will establish an acceptable level of preparedness for each group.

4. Express central values of the group. Norms convey what is distinctive about the group. One must be careful to distinguish between

what a group says its values are and what its action show its values to be.

Feldman (1984) further delineated four methods by which group norms are established:

1. Explicit statements by co-workers or supervisor. Roles will be established by the supervisor or may be established by the group to cater to the supervisors' preferences. These norms frequently express the central values of the group.

2. Central events in the group's history. These events establish precedent and may be set by the group after a particularly good or bad experience. For example, if discussion of salaries results in the group receiving lower pay increases, they will be reluctant to discuss salaries in the future.

3. Primacy. The first behavior pattern experienced by the group will continue to be followed. As an example, students tend to sit in the same seat each week, even when seats are not assigned.

4. Carryover behavior from past situations. A person brings to a new group certain norms from past experience.

Manz (1986) suggested that individuals possess their own set of internal control systems which can be much more powerful than any external system. These internal systems are based upon each individual's set of values, beliefs, and visions. These systems represent the ultimate control and point once again to the necessity of shared value and vision between the organization and individual. The involvement of clientele in the decision process is an additional source of control. Mills (1983) maintained that although control is not being exercised by the formal leader it is being realized by other procedures, some of which are external to the organization.

## Current Application in the United States

According to Harrison (1985), participative decision making can be implemented either in the form of decentralizing the decision-making process through changes in the formal organization chart or informally through the management policies of individual supervisors without making changes to the formal organization chart. In the latter form, the individual participant is given the opportunity to influence decisions that remain the responsibility of another person.

This opportunity requires a shift in the goal orientation of the subordinate from individual performance to organizational performance. Lawler (1985) pointed out that in order for this to be effective the individual must see a connection between the organizational performance and his reward system and he/she must see a value tied to the organizational performance. This approach further requires a system of providing information to employees about organizational performance and requires that participants have the knowledge base to interpret and understand the shared information.

Gardiner (1988) further pointed to the availability of information as a major factor leading to the need for a management team approach to problem solving. He stated: "Most significantly, information as resource requires a sharing environment for optimal utilization" (p. 138).

Lawler (1985) stated that the educational level of the work force in the United States is rising, with 40% of the current work force having completed some college in contrast to 23% in 1970. He reported that the research on the effects of the amount of formal education does not show a clear relationship between job satisfaction and educational level (Wright and Hermitten, cited in Lawler, 1985). As the educational level

increases, the type of management style that is effective will change, and if the educational level increases, the maintaining of the traditional management style may be counter productive (Lawler, 1985).

As educational level increases the desire for control, influence and skill utilization also increase. If people are not allowed to use their acquired skills on the job, they become dissatisfied. Lawler (1985) concluded by suggesting that education, management style, type of work, and organizational effectiveness are interdependent at the societal level. The relationship is a complex one of mutual influences which are moving society toward adoption of participative management.

#### Advantages and Disadvantages of Participative Decision Making

Prior research findings regarding the advantages and disadvantages of participative decision making can be summarized by Powers and Powers (1983), in which they quote Yukl's (1981) list of advantages of participative management as follows:

1. Better understanding and acceptance of decisions (Coch and French, 1948; Maier, 1963; Strauss, 1963).
2. Greater commitment to implementation of decisions (Anthony, 1978; Coch and French, 1948; Strauss, 1963).
3. Increased understanding of objectives and plans (Bass, 1970).
4. Increase in task motivation (Mitchell, 1973).
5. Meeting the needs of subordinates for autonomy, achievement, self-identity, and psychological growth (Argyris, 1964; McGregor, 1960).
6. The group allies social pressure to dissenters to accept, or at least comply with, the decisions (Likert, 1961).
7. Mutual understanding, team identity, and coordination are strengthened (Anthony, 1978).



8. Resolving conflicts between subordinates and managers (Anthony, 1978; Strauss, 1978).
9. Better decisions through the utilization of expertise and analytical skills of subordinates (Anthony, 1978; Mair, 1963; Vroom and Yetton, 1973) (p. 205).

Disadvantages noted by Yukl (1981, cited in Powers and Powers, 1983)

are as follows:

1. Since participatory procedures take more time, they may not be useful in emergencies.
2. Subordinates' expectancies may be raised to the point that they desire to participate in a wider range of decision than desired by the leader.
3. Leaders may be viewed as weak and lacking self confidence.
4. Groups may choose riskier alternatives which may have unforeseen consequences (Clark, 1971; Vinokur, 1971; Buzerman, Guiliano, and Appelman, 1984).
5. If led by leaders who lack required skills, the process may result in a worse decision (p. 205).

#### Factors Influencing Decision Making

Research in this area can be categorized into studies dealing with the types of decisions to be made, the nature of the employee, the characteristics of the leader, and the characteristics of the organization.

#### Type of Decision

Several of the authors made the point that not all faculty members want to be included in all decisions (Vroom and Yetton, 1973; Vroom and Jago, 1978; Schneider, 1984; Duke, Showers, and Imber, 1980; Imber and Duke, 1984). These studies were conducted for the purpose of reviewing the variables that determine the types of decisions that faculty wish to participate in and thereby assist administration in determining which faculty should be asked to participate.

The Vroom-Yetton model, introduced in 1973, is a contingency model of leader behavior which specifies the nature of the decision process to be used by the leader, based upon an analysis of the situational demands. The process deals with five possible decision styles, as follows:

AI - The leader makes the decision himself based upon his own knowledge and information.

AII- Information is obtained from subordinates but with no knowledge on the subordinate's part concerning the nature of the problem or decision. The decision is made by the leader.

CI - The problem is shared with subordinates individually with ideas and suggestions solicited. The leader makes a decision without bringing subordinates together as a group.

CII - The problem is shared in a group meeting with ideas and suggestions being solicited. The leader makes the decision.

GII - The problem is discussed in a group with the leader willing to implement a group solution whether or not it agrees with his own.

The "feasible set" or options, of the above five processes are determined as specific ones are eliminated based upon the application of seven rules related to the attributes of the decision to be made. Rules 1 through 3 protect the quality of the decision; rules 4 through 7 protect the acceptance of the decision. The seven rules of the model are as follows:

1. Leader Information Rule. If the quality of the decision is important and the leader does not possess the information to solve the problem, AI is eliminated.

2. Goal Consequence Rule. If the quality of the decision is important and subordinates are not likely to pursue organizational goals, GII is eliminated.

3. Unstructured Problem Rule. If the quality of decision is important and the problem is unstructured, the method should provide for interaction among subordinates. Accordingly, AI, AII, and CI are eliminated.

4. Acceptance Rule. If the acceptance by subordinates is critical for implementation, AI and AII are eliminated.

5. Conflict Rule. If acceptance by subordinates is critical to implementation and disagreements concerning methods of obtaining organizational goals are likely, the methods used should allow those in disagreement to resolve their differences with full knowledge of the problem. Therefore, AI, AII, and CI are eliminated.

6. Fairness Rule. If the quality of the decision is unimportant but acceptance of the decision is critical, the process should allow subordinates to negotiate a fair method. Accordingly, AI, AII, CI, and CII are eliminated.

7. Acceptance Priority Rule. If acceptance is critical and if subordinates are motivated to pursue organizational goals, then methods that provide equal partnership in the process can provide greater acceptance. Accordingly, AI, AII, CI, and CII are eliminated.

Vroom and Yetton (1973) attempted to collect evidence that decisions made in accordance with the model are more effective than decisions that are not in accordance with the model. They asked managers to describe problems they encountered, specify the attributes of the problem, the methods used to solve the problem, and to rate the quality of the decision and the subordinates' acceptance. Vroom and Yetton found that for 97 of the 136 problems studied, the managers were, in fact, operating within the feasible sets. However, 132 of 136 were rated as having high

quality and high acceptance levels. It appeared that managers tended to select problems that were success experiences.

In a later study, Vroom and Jago (1978) had 96 managers report one successful and one unsuccessful experience and 181 cases were collected. In the 117 cases in which the managers' behavior fell within the feasible sets, 68% were rated as unsuccessful, while only 22% were rated successful when the managers' behavior fell outside the feasible sets.

The model appears also to be predictive of situations in which autocratic processes will be successful and in which participative processes will fail. Both sets of rules operated in the manner intended. However, in terms of strength of effect, the model was more valid in accounting for acceptance rather than decision quality.

The research conducted by Vinokur (1971) and Cartright (1973) measured the risk level of group decisions compared to individual decisions. These studies indicated that groups tend to make riskier decisions than do individuals. Therefore, extra caution should be used if the decision involves one in which assessment of risk is a significant factor.

In her study in 1984, Schneider dealt with the concept of "zone of indifference." The zone of indifference is defined as an area in which administrative decisions will be accepted without question. The problem of the administrator is to determine which decisions fall within the teacher's zone of indifference. Schneider quoted Hoy and Miskel (1982) as indicating that decisions in which teachers have a high personal stake and in which they believe they have competence to make a contribution are not within the zone of indifference.

Schneider (1984) further presented the concept of the extent of involvement. This is viewed as a measure of the relationship between the amount of involvement on the teacher's part and the desired amount of

involvement. If a teacher is involved in fewer decisions than desired, a state of decision deprivation exists. If the teacher is involved in as many decisions as desired, decision equilibrium exists; if the teacher is involved in more decisions than desired, a state of decision saturation exists.

Schneider's (1984) survey was administered to 266 teachers in a school district in which the following questions were asked regarding 20 decision issues:

1. What is your ACTUAL EXTENT of involvement in making this decision?

2. What is your DESIRED EXTENT of involvement in making this decision?

3. To what degree are you INTERESTED in this decision?

4. To what degree do you possess EXPERTISE regarding this decision?

Results supported the hypothesis that teachers desire to be involved in decisions in areas in which they have a high degree of interest and a high competence level. Particular interest was expressed in the following issues:

#### Technical

1. Specifying learning objectives for each unit of instruction.
2. Developing procedures for reporting student progress to parents.
3. Selecting textbooks and other instructional materials.
4. Determining grading procedures for evaluating the progress of students.

#### Managerial

1. Setting and revising school goals.
2. Determining the procedures to be used for the evaluation of teachers.

3. Evaluating how well subject departments or teams (units) are operating.

4. Hiring new faculty members to teach in their subject departments or teams (units).

5. Establishing disciplinary policies in the school.

6. Preparing the budget for their subject department or instructional team (unit).

The Schneider (1984) study further supported the hypothesis that the level of job satisfaction increases as the level of involvement increases. The study indicated that teachers feel a higher level of decision deprivation in managerial issues than in technical issues. In their 1978 study, Mohrman, Cooke, and Mohrman viewed participative decision making in regard to domains of decision making. They categorized the domains as follows:

**Institutional:** Decision concerning the organization's larger social system.

**Managerial:** Procurement and disposal of resources.

**Technical:** Decisions related directly to the operation of the organization.

A questionnaire was administered to 797 regular classroom teachers in all 22 schools of an urban school district in the Midwest. Respondents were asked how frequently they participated and how frequently they believed they should participate in 12 areas of decisions which fall within the three domains discussed above. The results of this study were consistent with the Schneider (1984) study. It supported the hypothesis that satisfaction is related not only to the degree of participation, but also to the type of decision. Teachers reported more satisfaction from

participation in the technical domain, but they reported more deprivation in the managerial domain.

### Nature of the Employee

The second major category of research deals with the effect of personality characteristics of the employee upon their response to participative decision making (Ivancevich, 1979; Duke, Showers, and Imber, 1980; Abdel-Halim, 1983). These studies were geared toward determining if the personality characteristics of the decisionally deprived and decisionally saturated group differ from that of the group in decisional equilibrium.

In discussing Vroom's (1964) expectancy theory, Silver (1983) pointed out that motivation to engage in an activity has something to do with the effects or outcomes people expect as a result of having performed the act. The expectancy theory takes the position that motivation is related to the expectancy or perceived relationship between the act and the direct outcome of the act and the value of the act to the individual. From a participation perspective, this theory would suggest that the participant must see a relationship between participation and the achieving of outcomes that are of value to the participant, and the outcomes will have different values to different participants.

Ivancevich (1979) conducted a study of 154 highly skilled project engineers in order to determine the relationship between personality characteristics, job performance, and decisionally deprived or saturated employees. In order to determine the decision to be reviewed, a sample of 20 project engineers was selected and interviewed to determine the most important decisions that project engineers make. This resulted in nine decision situations which were included in the questionnaire for 154 participants in order to classify each as either decisionally deprived,

saturated, or in equilibrium. Additionally, data were collected for other characteristics such as personality, feelings about the company, stress, and performance.

Regarding decisional equilibrium, 47% reported being decisionally deprived, 30% decisionally saturated, and 35% in equilibrium. The Ivancevich (1979) study confirmed that the two groups which are not in equilibrium have lower attitudes, more stress, and poorer performance than those in equilibrium. Additionally, overparticipation created as many problems as did underparticipation for the group.

The perception of teachers regarding the cost and benefit of teacher participation in decision making and the perceived impact of teacher involvement was studied by Duke, Showers, and Imber (1980). In reviewing the zone of acceptance concept discussed above, they were seeking an answer to the question of why teachers refrain from active involvement in decision areas that are clearly outside the zone of acceptance, even though they had been given opportunities to participate. One possible explanation is that teachers perceive the cost of participation to exceed the benefits.

The following costs of participation were identified for study: (1) increased time demand, (2) loss of autonomy, (3) risk of collegial disfavor, and (4) subversion of collective bargaining. The benefits of involvement were identified as follows: (1) feelings of self efficacy, (2) ownership, and (3) workplace democracy. Subjects were selected from five secondary schools in the San Francisco Bay area and interview forms were used to collect ratings for each of the cost and benefit areas. Each teacher was asked to respond to open-ended questions concerning the cost and benefit of participation and then to rate each of the above costs and benefits on a scale of 1-7.



Even though teachers generally gave high ratings to the benefits of participation and low ratings to costs, they were still reluctant to participate. The interview process revealed that the teacher's perception of the impact of participation was low and that the chance of actually realizing the benefit was low.

Abdel-Halim (1983) studied the performance of workers and their responses to participative decision making as it related to the need for independence displayed by the worker. Data were collected from 229 workers at a retail drug company in the Midwest and data were collected on the following variables: (1) degree of participation, (2) need for independence, (3) task repetitiveness, (4) job satisfaction, and (5) job performance. The results of the study revealed that if an employee has a high need for independence, he or she will respond better if asked to participate in decisions related to nonrepetitive tasks but does not want participation in decisions related to highly repetitive tasks.

### Leader Characteristics

The manner in which participation is affected by communication was studied by Harrison (1985). The lack of any change in the formal organizational structure for participation has a significant impact upon the implementation of a participative process. The role of both the superior and the subordinate must be considered in establishing the understanding that facilitates the process through informal channels. Since the real benefits of the process is based upon behavior changes on the part of the subordinate, these understandings must be shared in order for the behavior changes to occur.

Harrison studied 234 subordinates and 30 immediate superiors in a large metropolitan service agency. The instrument used required the

superiors to report the percentage of time that they used one of the various states of decision making. Communication was measured as to the extent to which subordinates: (1) interacted with superiors, (2) received information from superiors, (3) sent large amounts of information to superiors, and (4) desired interaction with superiors. Quality of communication was measured by the extent to which they: (1) believed that the information they received from superiors was accurate, (2) believed information was being withheld, and (3) believed that they changed information before passing it along. Other qualities measured were as follows: (1) trusted by their superiors, (2) felt superiors provided interpersonal support, and (3) felt that superiors encouraged opinion exchanges.

Harrison (1985) found that the level of participation reported by subordinates coordinated positively with the amount of communication. Strong relationships were found between participation and trust in the superior and interpersonal support and team building by the superior. The conclusion was that from the subordinate's point of view, effective participation and effective communication are highly related.

As reported by Jago (1982), leadership style has been studied through the factors of consideration and initiating structure behavior exhibited by the leaders (Fleisman, Harris, and Burtt, 1955; Halpin, 1957). Consideration deals with the degree of two-way communication and consultation, mutual respect, and warmth a leader exhibits toward followers, and initiating structure involves the degree to which the leader defines and organizes relationships among group members. Research was conducted to try to determine the optimum leadership style or the most effective combination of consideration and initiating structures. Although some studies (Fleisman, Harris, and Burtt, 1955) suggested that

the most effective leaders were those that exhibited both high consideration and initiating structures, other studies indicated that the right combination is dependent upon such factors as (1) follower needs and dependencies, (2) follower abilities, and (3) degree of task structure.

In their discussion of leading workers to lead themselves, Manz and Sims (1987) studied the leadership characteristics of the leader of self-managing teams. Although the structure of the self-managed teams results in actual decision-making authority being transferred to the team, Manz and Sims suggested that many of the elements involved in self-managing teams also apply to participative decision making. In both situations, direct leadership of the subordinates becomes less important and the ability of subordinates to work together becomes more important.

The purpose of this study was to identify leadership behaviors that facilitate effective self-management. The first phase was designed to determine what leaders of self-managed teams actually do. Interviews were conducted to determine relevant leader behaviors and a questionnaire was developed to relate the identified behaviors to leader effectiveness. The questionnaire was administered to 300 hourly employees and respondents answered questions with the leader's behavior in mind. The results indicated that a strong correlation between an employee's evaluation of coordinator performance and the variable encourages self-reinforcement and self-observation.

The contrasting role of first-line supervision under a work team approach versus a more traditional role was depicted by Peters (1986). Table I displays the contrasting roles of first-line supervision (old: traditional role; new: work team approach).

TABLE I  
 CONTRASTING ROLES OF FIRST-LINE SUPERVISION

Old Traditional Role	New Work Team Approach
10 people reporting to him/her scheduler of work	50 - 75 "direct reports" coach and sounding board for self-managing team leaders/ coordinators, working on training to emphasize skill development
rule enforcer ("manager") of the union contract on manage- ment's behalf, if applicable)	facilitator, getting experts to help the teams as needed
focused "down" (or "up") the structure	focused "horizontally," work- ing with other functions to speed action taking
transmitting middle/top manage- ment's needs "down"	selling teams' ideas/needs "up"
providing new ideas for workers	helping workers/teams develop their own ideas; providing ideas for cross-functional system improvement

Source: T. Peters, Thriving on Chaos (1986).

## Characteristics of the Organization

If one is to study the decision-making processes and the resulting impact upon structures and the operation of organizations, one must consider the characteristics of the organization. Baldrige (1983) suggested the differentiating characteristics of educational organizations as follows:

Goal Ambiguity: The university means different things to different people. Each group tends to have a clear idea of what the university means to them, yet it is different for other groups. Hence, a great deal of conflict occurs in policy making.

Problematic Technology: The technology of dealing with the individual student is one in which successes with one student will generate failure with another.

High Professionalism of Staff: Instructional staff tend to demand work autonomy and have divided loyalty between their discipline, the university, and their department. They have strong ties to professional values.

Fragmented Professional Staffs: No one discipline on a campus is likely to dominate the other. Therefore, there is no one set of professional standards that will become the standard of the university.

Environmentally Vulnerable: More and more external forces are being applied to universities as they become more dependent upon grants and other public funding.

Mills (1983) suggested that institutions in which there is continual redefinition of tasks through interaction with others can rely less on vertical communication and tend to rely more on expertise for role definition. Further, in such organizations emphasis must be placed upon

measurement of output rather than control over the means of obtaining the output. These comments relate very closely to the characteristics of educational organizations of goal ambiguity, high professionalism of staff, and vulnerability to the environment discussed earlier.

Mills (1983) further indicated that self management is most appropriate in situations in which the organization cannot adequately measure the behavioral performance or cannot standardize the procedure necessary to complete the transformation process. From the point of view of educational organizations, this relates to the problematic technology characteristic of educational institutions. It would seem that the unique characteristics of educational institutions particularly lends itself to the use of participative management or self-managing work teams. Venable and Gardiner (1988) discussed several environmental conditions that must be present within an organization for work teams to operate effectively, as follows: (1) a climate of trust, (2) full disclosure of information, (3) protection of divergent viewpoints, (4) meaningful participation in planning, and (5) collegial decision making.

#### Summary

Forces which are moving society toward an increase in participative decision making are increased technology, resulting in an increasingly educated work force which raises the employee's expectations. These forces are causing employees to respond to management in new ways. Research seems to indicate that the benefits of participative decision making in terms of increased understanding, commitment, and better decisions are real and represent a major benefit of increasing education if they can be appropriately channeled.

In order to accomplish this, the individual needs of each subordinate must be met. The research that established that decisional saturation is as detrimental to job satisfaction as is decisional deprivation, suggests that each individual's need must be assessed to determine the level of desired participation and in what types of decisions.

If the desired behavioral changes are to occur, the subordinate must see the value of participation. This requires the participation to result in real influence over decisions. This presents an interesting situation in the United States since we have implemented participation as a part of the informal structure. Within the informal structure, the people who have the most influence over decisions may not be easily identified. Thus, it may be very difficult to establish the link between influence and involvement.

Appropriate leader behavior also needs to be researched. Dachler and Wilbert (1978) presented a system concept of participation. Participation is viewed as a multi-dimensional phenomenon that needs to be studied in terms of the interrelationships of each dimension. The four dimensions are as follows:

Values and Assumptions of Goal Implementor: Included in this dimension are the values of the institution as they relate to democracy, social theory, human growth and development, and production and efficiency.

Properties of Participation: This dimension deals with the structures and processes by which participation takes place. Such things as formal versus informal implementation, access to information, and types of decisions to be included would be considered.

Contextual Boundaries: This dimension deals with the boundaries that either enhance or limit the potential for participation:

characteristics of society, other relevant organizations, groups within the organization, and individuals would be considered.

Outcomes: The desired outcomes of the individual group, organization, and society would be considered.

Dachler and Wilbert (1978) suggested that the thrust of further research should be to recognize participation as a dynamic system with complex interdependence of the parts and the identification of the different kinds of relationships involved.



## CHAPTER III

### METHODOLOGY

#### Introduction

This chapter describes the research procedures used in the study. The design of the study, data collection, and explanation of proposed statistical analysis is presented.

#### Design of the Study

The following procedures were employed: (1) review of the literature relating to participative decision making and team leadership, (2) selection of instruments to be used to identify the decisional state of administrators in Kansas community colleges, (3) collection and analyses of data from administrators in Kansas community colleges, and (4) discussion of findings of the data analysis.

#### Sample

The population for this study was 394 administrators in the 19 public community colleges in the state of Kansas with a title of coordinator, director, or above. Letters were sent to each of the presidents of the Kansas community colleges requesting their permission to contact administrators of their colleges (Appendix D).

#### Research Instrument

Data were collected for this study using the Decisional Condition

Questionnaire (Appendix A) developed by Alutto and Belasco (1972) and modified by Reinhard (1983) to measure decisional states of administrators. The general background information questionnaire was completed by each respondent.

The Decisional Condition Questionnaire presents 10 decisional situations and asks the respondent to indicate whether they are involved in each and whether they desire to be involved in each. The decisional state of the administrator is then determined by comparing the aggregate responses for current involvement with the aggregate responses for desired involvement. If the current involvement is greater than desired as is indicated by a positive score, decisional saturation exists. If the current involvement is less than desired as indicated by a negative score, decisional deprivation exists. If the current and preferred involvement approach equality, decisional equilibrium exists.

The questions are categorized into the domains of decision making of managerial and technical, as indicated by the following: Managerial Domain (questions 1, 2, 5, 7, 8, 9); Technical Domain (questions 3, 4, 6, 10).

Alutto and Belasco (1972) reported that a test-retest reliability of the above instrument ranged from .85 to .91 when used with teachers. They further reported a test-retest reliability of from .80 to .91 when used with populations as varied as production line personnel, managers, nurses, and physicians.

#### Scoring Responses

The Decisional Condition Questionnaire was scored by aggregating the number of responses in which the respondent indicated actual involvement and the number of responses in which the same respondent indicated a

desire for involvement for the managerial, technical, and general domains. The score for desired involvement was subtracted from the actual involvement.

### Statistical Analyses

In order to statistically analyze each of the 15 research questions, a null hypothesis was used for each. If the null hypothesis was substantiated, then no statistical significance has been established. The null hypotheses tested were as follows, using the SPSS/PC statistical program:

Null Hypothesis 1: Administrators in Kansas community colleges whose workload is below the median do not differ significantly in general decisional participation from those whose workload is above the median.

Null Hypothesis 2: Administrators in Kansas community colleges whose workload is below the median do not differ significantly in managerial decisional participation from those whose workload is above the median.

Null Hypothesis 3: Administrators in Kansas community colleges whose workload is below the median do not differ significantly in technical decisional participation from those whose workload is above the median.

Null Hypothesis 4: Female administrators in Kansas community colleges do not differ significantly in general participation from male administrators.

Null Hypothesis 5: Female administrators in Kansas community colleges do not differ significantly in technical decisional participation from male administrators.

Null Hypothesis 6: Female administrators in Kansas community colleges do not differ significantly in managerial decision participation from male administrators.

Null Hypothesis 7: Administrators of different rank do not differ significantly in general decisional participation.

Null Hypothesis 8: Administrators of different rank do not differ significantly in technical decisional participation.

Null Hypothesis 9: Administrators of different rank do not differ significantly in managerial decisional participation.

Null Hypothesis 10: Administrators with a high number of years in their current position do not differ significantly from those with a low number of years in current position in general decisional participation.

Null Hypothesis 11: Administrators with a high number of years in their current position do not differ significantly from those with a low number of years in their current position in technical decisional participation.

Null Hypothesis 12: Administrators with a high number of years in their current position do not differ significantly from those with a low number of years in their current position in managerial decisional participation.

Null Hypothesis 13: Administrators at large community colleges do not differ significantly in general decisional participation from those at small community colleges.

Null Hypothesis 14: Administrators at large community colleges do not differ significantly in technical decisional participation from those at small community colleges.

Null Hypothesis 15: Administrators at large community colleges do not differ significantly in managerial decisional participation from those at small community colleges.

In order to assess whether or not there is a statistically significant difference between the three decisional states of the administrator

and each of the independent variables, one-way Analysis of Variance (ANOVA) tests were performed for each null hypothesis at the 5% significance level. If the test statistic fell within the rejection area, the null hypothesis was rejected and a statistical difference existed among the independent variables.

## CHAPTER IV

### PRESENTATION AND ANALYSES OF DATA

#### Introduction

This chapter analyzes the responses of subject participants and presents statistical analyses of each of the 15 research questions.

#### Subject Participation

Letters were mailed to the presidents of the 19 public community colleges in the state of Kansas advising them of the nature of the study and the plan to contact administrators for their participation (Appendix D). Using a first mailing (Appendix E) and a second mailing (Appendix F), 394 questionnaires were mailed to community college administrators. Of these, 309 usable responses were received, representing a response rate of 78%. A distribution of the participants by school is presented in Table II.

The average age of the respondents was 44.04 years; the average number of years of administrative experience was 10.8 years. The respondents reported working a median of 48.97 hours per week. There were 117 responses from females and 190 responses from males. The rank of respondents is presented in Table III. The educational background of the respondents is presented in Table IV.

TABLE II  
PARTICIPANTS BY COLLEGE

School	No. of Administrators	Responses
A	18	12
B	18	17
C	36	29
D	29	21
E	19	16
F	5	5
G	7	6
H	4	4
I	22	13
J	8	8
K	14	8
L	21	14
M	7	6
N	67	49
O	50	35
P	26	25
Q	7	7
R	9	9
S	<u>27</u>	<u>25</u>
Total	394	309

TABLE III  
PARTICIPANTS BY RANK

Rank	Responses
Dean	56
Associate Dean	14
Director	153
Coordinator	36
Other	48
Not Indicated	<u>2</u>
Total	309

TABLE IV  
PARTICIPANTS BY EDUCATIONAL LEVEL

Educational Level	Responses
Doctorate	44
Specialist	16
Master's	162
Bachelor's	62
Other	22
Not Indicated	<u>3</u>
Total	309

#### Analysis of Hypothesis

Each of the 15 null hypotheses was tested using a One-Way Analysis of Variance (ANOVA) for each dependent variable by each independent variable. The dependent variables were: general, technical, and managerial decisional participation. The independent variables were: workload, gender, rank, number of years in current position, and size of community college.

Null Hypothesis 1: Administrators in Kansas community colleges whose workload is below the median do not differ significantly in general decisional participation from those whose workload is above the median.

The median number of hours worked by respondents was 50. The median number of hours worked was used to establish groups because it is a measure of central tendency which indicates the 50th percentile, and in conjunction with the first and third quartile, give a better indication of the distribution of data than the arithmetic mean, which is a measure of



central tendency only. As presented in Table V, the means for both groups indicate a general decisional state of deprivation. The ANOVA revealed that the higher degree of general decisional deprivation of the group working less than 50 hours per week in comparison to the group working more than 50 hours per week was significant ( $P < 0.001$ ). The null hypothesis was therefore rejected.

TABLE V  
GROUP MEANS AND ANALYSIS OF VARIANCE: GENERAL  
DECISIONAL PARTICIPATION BY WORKLOAD

	Working Less Than 50 Hours/Week (n=144) ( $\bar{X}=-1.26$ )	Working 50 Hours Per Week or More (n=160) ( $\bar{X}=0.6$ )
Computed t Statistic		-3.30
p-Value		0.001
Alpha Level		0.05

Null Hypothesis 2: Administrators in Kansas community colleges whose workload is below the median do not differ significantly in managerial decisional participation from those whose workload is above the median.

The means for both groups presented in Table VI also indicated a state of managerial decisional participation deprivation for both groups. The ANOVA indicated that the higher degree of managerial decisional participation deprivation for the group working less than 50 hours per

week was significant ( $P < 0.004$ ). The null hypothesis was therefore rejected.

TABLE VI  
GROUP MEANS AND ANALYSIS OF VARIANCE:  
MANAGERIAL DECISIONAL PARTICIPATION  
BY WORKLOAD

	Working Less Than 50 Hours/Week (n=144) ( $\bar{X}=-0.74$ )	Working 50 Hours Per Week or More (n=160) ( $\bar{X}=-0.36$ )
Computed t Statistic		-2.89
p-Value		0.004
Alpha Level		0.05

Null Hypothesis 3: Administrators in Kansas community colleges whose workload is below the median do not differ significantly in technical decisional participation from those whose workload is above the median.

The means for both groups presented in Table VII indicate a state of technical decisional participation deprivation. The ANOVA revealed that the higher level of technical decisional participation deprivation of the group working less than 50 years per week in comparison to the group working 50 hours per week or more was significant. The null hypothesis was therefore rejected.

TABLE VII  
 GROUP MEANS AND ANALYSIS OF VARIANCE: TECHNICAL  
 DECISIONAL PARTICIPATION BY WORKLOAD

	Working Less Than 50 Hours/Week (n=144) ( $\bar{X}$ =-0.74)	Working 50 Hours Per Week or More (n=160) ( $\bar{X}$ =-0.36)
Computed t Statistic		-2.89
p-Value		0.004
Alpha Level		0.05

Null Hypothesis 4: Female administrators in Kansas community colleges do not differ significantly in general participation from male administrators.

The results reported in Table VIII indicated a state of general decisional participative deprivation for both female and male administrators. The ANOVA revealed, however, that there was no significant difference between the state of general decisional participation for female versus male administrators and that gender was not related to the degree of deprivation in general decisional participation.

Null Hypothesis 5: Female administrators in Kansas community colleges do not differ significantly in technical decisional participation from male administrators.

The results reported in Table IX indicated a state of technical decisional participation deprivation for both female and male administrators. The ANOVA revealed, however, that there was no significant difference between the states of technical decisional participation for female

versus male administrators and that gender was not related to the degree of deprivation in technical decisional participation.

TABLE VIII

GROUP MEANS AND ANALYSIS OF VARIANCE: GENERAL  
DECISIONAL PARTICIPATION BY WORKLOAD

	Female (n=117) ( $\bar{X}$ =-1.12)	Male (n=190) ( $\bar{X}$ =-0.8)
Computed t Statistic		-1.52
p-Value		0.12
Alpha Level		0.05

TABLE IX

GROUP MEANS AND ANALYSIS OF VARIANCE: TECHNICAL  
DECISIONAL PARTICIPATION BY GENDER

	Female (n=117) ( $\bar{X}$ =-0.44)	Male (n=140) ( $\bar{X}$ =-0.34)
Computed t Statistic		-1.08
p-Value		0.28
Alpha Level		0.05

Null Hypothesis 6: Female administrators in Kansas community colleges do not differ significantly in managerial decisional participation from male administrators.

The results reported in Table X indicated a state of managerial decisional participative deprivation for both female and male administrators. The ANOVA revealed, however, that there was no significant difference between the states of managerial participation for female versus male administrators and that gender was not related to the degree of managerial decisional participation.

TABLE X  
GROUP MEANS AND ANALYSIS OF VARIANCE:  
MANAGERIAL DECISIONAL PARTICIPATION  
BY GENDER

	Female (n=117) ( $\bar{X}$ =-0.68)	Male (n=190) ( $\bar{X}$ =-0.46)
Computed t Statistic		-1.62
p-Value		0.11
Alpha Level		0.05

Null Hypothesis 7: Administrators of different rank do not differ significantly in general decisional participation.

The results reported in Table XI indicated a state of general decisional participative deprivation for respondents with the rank of director, coordinator, and other. A state of general decisional

participative saturation was indicated for respondents with the rank of dean and associate dean. The ANOVA revealed these differences to be statistically significant ( $P < 0.0001$ ); therefore, rank is related to the state of general decisional participation of administrators.

TABLE XI  
GROUP MEANS AND ANALYSIS OF VARIANCE: GENERAL  
DECISIONAL PARTICIPATION BY RANK

Rank	n	X
Dean	56	0.14
Associate Dean	14	0.14
Director	153	-1.05
Coordinator	36	-2.25
Other	48	-1.06

Source of Variation	D.F.	S.S.	F-Ratio	P
Between Groups	4	146.41	13.26	.0000
Within Groups	302	833.72		
Total	306	980.13		

In order to determine between which ranks the significant differences occur, a post hoc comparison test using the Scheffe method, which is one of the most conservative multiple comparison procedures, was used. This test revealed the significant differences to be between the

coordinators as related to both deans and associate deans and between directors as related to associate deans.

Null Hypothesis 8: Administrators of different rank do not differ significantly in technical decisional participation.

The results reported in Table XII indicated a state of technical decisional participative deprivation for respondents with the rank of director, coordinator, and other. A state of technical decisional participative saturation is indicated for respondents with the rank of dean and associate dean.

TABLE XII  
GROUP MEANS AND ANALYSIS OF VARIANCE: TECHNICAL  
DECISIONAL PARTICIPATION BY RANK

Rank	n	X
Dean	56	0.05
Associate Dean	14	0.07
Director	153	-0.46
Coordinator	36	-0.97
Other	48	-0.27

Source of Variation	D.F.	S.S.	F-Ratio	P
Between Groups	4	27.65	13.19	.0000
Within Groups	302	158.27		
Total	306	185.92		

The ANOVA revealed these differences to be statistically significant ( $P < 0.0001$ ); therefore, rank is related to the state of technical decisional participation of administrators.

In order to determine between which ranks the significant differences occur, a post hoc comparison test using the Scheffe method, which is one of the most conservative multiple comparison procedures was used. This test revealed the significant differences to be between the coordinator group as related to both the dean and associate dean groups.

Null Hypothesis 9: Administrators of different rank do not differ significantly in managerial decisional participation.

The results reported in Table XIII indicated a state of general managerial participative deprivation for respondents with the rank of director, coordinator, and other. A state of managerial decisional participative saturation was indicated for respondents with the rank of dean and associate dean.

The ANOVA revealed these differences to be statistically significant ( $P < 0.0001$ ); therefore, rank is related to the state of managerial decisional participation of administrators.

In order to determine between which ranks the significant differences occur, a post hoc comparison test using the Scheffe method, which is one of the most conservative multiple comparison procedures, was used. This test revealed a significant difference between both the coordinator and other category, as related to both the dean and associate dean ranks. No significant difference was found for the director group in relation to the other.



TABLE XIII  
 GROUP MEANS AND ANALYSIS OF VARIANCE:  
 MANAGERIAL DECISIONAL PARTICIPATION  
 BY RANK

Rank	n	X
Dean	56	0.09
Associate Dean	14	0.07
Director	153	-0.59
Coordinator	36	-1.28
Other	48	-0.79

Source of Variation	D.F.	S.S.	F-Ratio	P
Between Groups	4	50.39	10.46	.0000
Within Groups	302	363.68		
Total	306	414.07		

Null Hypothesis 10: Administrators with a high number of years in their current position do not differ significantly from those with a low number of years in current position in general decisional participation.

The median number of years in the current position as reported by respondents was four years. The median number of years in the current position was used to establish groups because it is a measure of control tendency, which indicates the 50th percentile and in conjunction with the first and third quartile, gave a better indication of the distribution of data than did the arithmetic mean, which is a measure of control tendency only. For the purposes of analyzing null hypotheses numbers 10, 11, and 12, an administrator was considered to have been in the current position a low number of years if he/she reported four years or less in the

current position and was considered to have been in the current position a high number of years if he/she reported more than four years in their current position.

As reported in Table XIV, the means for both groups indicated a state of general decisional participative deprivation. The ANOVA revealed that the higher degree of general decisional participative deprivation of those with a low number of years in their current position in comparison to those with a high number of years in the current position was statistically significant ( $P < 0.05$ ), and the null hypothesis was rejected. The degree of general decisional participative deprivation is related to the length of time in the current position.

TABLE XIV  
GROUP MEANS AND ANALYSIS OF VARIANCE: GENERAL  
DECISIONAL PARTICIPATION BY TENURE IN  
CURRENT POSITION

	Low Tenure (n=164) ( $\bar{X}=-1.11$ )	High Tenure (n=144) ( $\bar{X}=-0.71$ )
Computed t Statistics		-1.97
p-Value		0.049
Alpha Level		0.05

Null Hypothesis 11: Administrators with a high number of years in their current position do not differ significantly from those with a low number of years in their current position in technical decisional participation.

As reported in Table XV, both groups indicated a state of technical decisional participation deprivation. The ANOVA, however, revealed that there was no significant difference in the degree of technical decisional participation deprivation for administrators with low terms in current positions and those with high terms. Therefore, time in current position is not related to the degree of technical decisional participation deprivation.

TABLE XV  
GROUP MEANS AND ANALYSIS OF VARIANCE: TECHNICAL  
DECISIONAL PARTICIPATION BY TENURE IN  
CURRENT POSITION

	Low Tenure (n=162) ( $\bar{X}$ =-0.44)	High Tenure (n=144) ( $\bar{X}$ =-0.30)
Computed t Statistics		-1.64
p-Value		0.10
Alpha Level		0.05

Null Hypothesis 12: Administrators with a high number of years in their current position do not differ significantly from those with a low number of years in their current position in managerial decisional participation.

As reported in Table XVI, both groups indicated a state of managerial decisional participation deprivation. The ANOVA, however, revealed that there was no significant difference in the degree of managerial decisional participation deprivation for administrators with low tenure in current position and those with high tenure. Therefore, time in current position is not related to the degree of managerial decisional participation deprivation.

TABLE XVI  
GROUP MEANS AND ANALYSIS OF VARIANCE:  
MANAGERIAL DECISIONAL PARTICIPATION  
BY TENURE IN CURRENT POSITION

	Low Tenure (n=162) ( $\bar{X}$ =-0.67)	High Tenure (n=144) ( $\bar{X}$ =-0.41)
Computed t Statistics		-1.93
p-Value		0.053
Alpha Level		0.05

Null Hypothesis 13: Administrators at large community colleges do not differ significantly in general decisional participation from those at small or medium-sized community colleges.

The enrollment at Kansas community colleges is reported annually by the Kansas Statistical Abstract (1988). Utilizing this data for 1988-89, the 19 community colleges were arranged into three groups for the purpose of analyzing null hypotheses 13, 14, and 15. Colleges with full-time equivalent enrollments in excess of 2,000 students were considered large, from 1,000 to 2,000 students were considered medium-sized, and below 1,000 students were considered small.

As reported in Table XVII, administrators from all sizes of community colleges reported a state of general decisional participation deprivation. The ANOVA revealed that there was no significant difference in the degree of general decisional participation deprivation for administrators at large community colleges when compared to those at medium-sized and small community colleges. Therefore, the size of community college is not related to the degree of general decisional participation deprivation.

TABLE XVII  
GROUP MEANS AND ANALYSIS OF VARIANCE: GENERAL  
DECISIONAL PARTICIPATION BY SIZE OF COLLEGE

	Small College (n=90) ( $\bar{X}$ =-0.87)	Medium-Sized College (n=107) ( $\bar{X}$ =-1.06)	Large College (n=112) ( $\bar{X}$ =-0.86)	
Source of Variation	D.F.	S.S.	F-Ratio	P
Between Groups	2	2.66	.411	.6631
Within Groups	306	987.78		
Total	308	990.44		

Null Hypothesis 14: Administrators at large community colleges do not differ significantly in technical decisional participation from those at small community colleges.

As reported in Table XVIII, administrators from all sizes of community colleges reported a state of technical decisional participation deprivation. The ANOVA revealed that there was no significant difference in the degree of technical decisional participation deprivation for administrators at large community colleges when compared to those at medium-sized and small community colleges. Therefore, the size of community college is not related to the degree of technical decisional participation deprivation.

TABLE XVIII  
GROUP MEANS AND ANALYSIS OF VARIANCE: TECHNICAL  
DECISIONAL PARTICIPATION BY SIZE OF COLLEGE

	Small College (n=90) ( $\bar{X}$ =-0.34)	Medium-Sized College (n=107) ( $\bar{X}$ =-0.43)	Large College (n=112) ( $\bar{X}$ =-0.36)	
Source of Variation	D.F.	S.S.	F-Ratio	P
Between Groups	2	.44	.356	.7007
Within Groups	306	188.26		
Total	308	188.70		

Null Hypothesis 15: Administrators at large community colleges do not differ significantly in managerial decisional participation from those at small community colleges.

As reported in Table XIX, administrators from all sizes of community colleges reported a state of managerial decisional participation deprivation. The ANOVA revealed that there was no significant difference in the degree of managerial decisional participation deprivation for administrators at large community colleges when compared to those at medium-sized and small community colleges. Therefore, the size of community college is not related to the degree of managerial decisional participation deprivation.

TABLE XIX  
GROUP MEANS AND ANALYSIS OF VARIANCE:  
MANAGERIAL DECISIONAL PARTICIPATION  
BY SIZE OF COLLEGE

	Small College (n=90) ( $\bar{X}$ =-0.52)	Medium-Sized College (n=107) ( $\bar{X}$ =-0.63)	Large College (n=112) ( $\bar{X}$ =-0.50)	
Source of Variation	D.F.	S.S.	F-Ratio	P
Between Groups	2	.97	.357	.6999
Within Groups	306	415.50		
Total	308	416.47		

### Further Analysis

An additional ANOVA test was completed for data by college. The mean scores presented in Table XX indicated that administrators at all schools except one reported a state of general decisional participation deprivation. The ANOVA indicated the differences in degree of general decisional participation deprivation to be significant between colleges. Therefore, the particular college within which an administrator works is related to the degree of general decisional participation deprivation.

The mean scores presented in Table XXI indicated that administrators at all schools except one reported a state of technical decisional participation deprivation. The ANOVA indicated the differences in degree of technical decisional participation deprivation to be significant between colleges. Therefore, the particular college within which an administrator works is related to the degree of technical decisional participation deprivation.

The mean scores presented in Table XXII indicated that administrators at all schools except one reported a state of managerial decisional participation deprivation. The ANOVA indicated the differences in degree of managerial decisional participation deprivation to be significant between colleges. Therefore, the particular college within which an administrator works is related to the degree of managerial decisional participation deprivation.

### Summary

A review of the results of the statistical findings revealed that the number of hours worked by the administrators and the rank of the deprivation in all three domains of managerial, technical, and general.



TABLE XX  
 GROUP MEANS AND ANALYSIS OF VARIANCE: GENERAL  
 DECISIONAL PARTICIPATION BY COLLEGE

College	n	Means
A	12	-.83
B	17	-.53
C	29	-.62
D	21	-1.33
E	16	-1.25
F	5	-1.40
G	6	-1.17
H	4	.50
I	13	-1.69
J	8	.12
K	8	-.37
L	14	-.71
M	6	-.33
N	49	-.22
O	35	-1.94
P	25	-1.56
Q	7	-.57
R	9	-.33
S	25	-1.16
Total	309	-.93

Source of Variance	D.F.	S.S.	F-Ratio	P
Between Groups	18	117.64	2.172	.0043
Within Groups	290	872.79		
Total	308	990.43		

TABLE XXI  
 GROUP MEANS AND ANALYSIS OF VARIANCE: TECHNICAL  
 DECISIONAL PARTICIPATION BY COLLEGE

College	n	Means
A	12	-.17
B	17	-.17
C	29	-.24
D	21	-.38
E	16	-.50
F	5	-.40
G	6	-.50
H	4	.00
I	13	-.85
J	8	-.12
K	8	-.12
L	14	-.36
M	6	.00
N	49	-.08
O	35	-.83
P	25	-.60
Q	7	-.29
R	9	-.22
S	25	-.56
Total	309	-.38

Source of Variance	D.F.	S.S.	F-Ratio	P
Between Groups	18	21.15	2.03	.0084
Within Groups	290	167.55		
Total	308	188.70		

TABLE XXII  
 GROUP MEANS AND ANALYSIS OF VARIANCE:  
 MANAGERIAL DECISIONAL PARTICIPATION  
 BY COLLEGE

College	n	Means
A	12	-.67
B	17	-.35
C	29	-.38
D	21	-.95
E	16	-.75
F	5	-1.00
G	6	-.67
H	4	.50
I	13	-.85
J	8	.25
K	8	-.25
L	14	-.36
M	6	.33
N	49	-.14
O	35	-1.11
P	25	-.96
Q	7	-.29
R	9	-.11
S	25	-.60
Total	309	-.55

Source of Variance	D.F.	S.S.	F-Ratio	P
Between Groups	18	44.75	1.94	.0131
Within Groups	290	371.72		
Total	308	416.47		

The length of time the administrator has been in his/her current position is related to the degree of general participation decisional deprivation but not to the degree of technical or managerial decisional participation deprivation. The gender of the administrator and the size of college are not related to the degree of decisional participation deprivation in any of the three domains. Further analysis revealed that the college itself is related to the degree of decisional participation deprivation in all three domains.

## CHAPTER V

### FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

This chapter contains a summary of procedures used in the study, a summary and discussion of the findings, and recommendations for further study. The purpose of the study was to determine whether or not there are work-related factors which characterize administrators of Kansas community colleges with a higher degree of general, technical, and managerial decisional participation. In order to accomplish this purpose, 15 research questions were established. Data were collected using the Decisional Condition Questionnaire developed by Alutto and Belasco (1972) (Appendix A) and the General Background Information Questionnaire (Appendix B).

Surveys were mailed to 394 administrators in the 19 Kansas community colleges and 309 were returned, representing a response rate of 78%. The analysis of data was conducted using the computerized SSPS/PC statistical program. Means, variances, and One-Way Analysis of Variance (ANOVA) were the statistical methods used, and significant findings were reported at the .05 level.

#### Findings

As a result of analyzing the 15 research questions, the following findings were noted:

1. The global score of all respondents indicated that Kansas community college administrators are in a state of decisional participation deprivation in all three domains of general, technical, and managerial decisions.

2. The workload of Kansas community college administrators is related to the degree of decisional participation deprivation in all three area domains of general, technical, and managerial. Administrators who work fewer than the median number of hours per week experience a higher level of decisional participation deprivation than do those who work more hours.

3. The rank of Kansas community college administrators is related to the decisional state of administrators. Deans and associate deans reported a state of decisional participation saturation, while all other ranks reported a state of decisional participation deprivation in all three domains of general, managerial, and technical decisions.

4. The length of time that Kansas community college administrators have been in their current position is related to the degree of decisional participation deprivation for the general domain but not for the managerial and technical domains.

5. Although the size of college is not related to the degree of decisional participation deprivation, the particular college employing the administrator is significantly related to the level in all three domains.

6. The gender of the administrator is not related to the degree of decisional participation deprivation.

### Conclusions

The findings of this study were consistent with prior research in an

educational environment that indicates teachers to be in a decisional state of deprivation (Schneider, 1984; Morhman, Cooke, and Mohrman, 1978; Reinhard, 1983). The state of decisional participation deprivation experienced by teachers is also prevalent among Kansas community college administrators.

Although Powers and Powers (1983) suggested that participation in decision making is a process by which commitment to the implementation of decisions can be enhanced and there are conditions currently present in Kansas that place an increased demand upon administrators to experience the highest level of commitment and understanding possible, the results of this study indicated that these processes have not been effectively utilized at Kansas community colleges.

There are some distinct differences, however, between the findings of this study as they relate to administrators and Reinhard's (1983) study of teachers. Reinhard found that the workload was not related to the degree of decisional deprivation for teachers, whereas this study found workload to be a related factor, with administrators who work more hours reporting significantly less deprivation.

### Recommendations

As a result of this study, recommendations are made in both the policy area and for further research.

#### Policy Recommendations

Kansas community college presidents who believe in the participative process as a means of achieving greater commitment to the goals and values of institutions could look to several areas indicated by this study

to improve the degree of participation within their own institutions. These areas are the following:

1. The state of decisional participation saturation for deans and associate deans in contrast to a state of decisional participation deprivation at lower levels indicates a need to review decision-making processes being employed between presidents and deans in contrast to those employed between the dean and other levels. Research conducted by Ivancevich (1979) indicated that the condition of decisional participation saturation is even more detrimental to work attitudes, stress, and performance than decisional participation deprivation. This finding is significant in that different processes to bring the organizational condition into equilibrium will need to be applied at the dean and associate dean level, in contrast to other levels within the institution.

2. The finding that years in current position is related to the degree of decisional deprivation for the general domain but not the managerial and technical domain may indicate a need to review the procedures by which administrators are assimilated into new positions. This finding would suggest that when administrators assume new positions, they are asked to participate rather immediately in decisions related to the managerial and technical aspects of their positions. It is taking significantly longer, however, for this input to be sought in matters of general concern.

3. Administrators who are working less hours than the norm for the institution may need to be sought out for additional opportunities for participation in decision making, through increased activity of committees or through vertical, horizontal, or diagonal consultation.



### Further Research

As a result of this study, the following recommendations are offered for further research:

1. It is suggested that a study be conducted which would measure the perceived leadership behavior in relation to the degree of decisional participation saturation or deprivation.

2. It is suggested that a study of the structure and decision-making process of the colleges in which there is a low degree or decisional participation deprivation be conducted.

3. It is suggested that a study be conducted that would examine the role expectations that the administrator has for the leader of the college in relation to the decisional participation state.

### Concluding Thoughts

The results of this study have implications relating to the role of the leader and the basic organizational structure within which institutions operate. In the participative model, in which the decision-making authority remains with the leader but is exercised only after a participative process has been applied, the decisional participative state of equilibrium is a very delicate balance that may never be achievable. The process is a multi-dimensional phenomenon and the interrelationship of the dimension has yet to be studied in a way that recognizes the complex interdependence of the parts.

One might suggest that it is the striving for the state of decisional participative equilibrium rather than the achieving of it that results in the advantage of the process. The role of the leader as decision maker and the resultant relationship created may be a significant

barrier to the achievement of the state of decisional participation equilibrium.

If this is true, the team leadership models discussed by Manz and Sims (1986), Peters (1986), and Gardiner (1988), wherein the self-managed team becomes the basic building block of the organizational structure, may represent a more effective leadership model. Since this model moves the decision-making authority to the group itself and the leader role becomes one of coach and facilitator, many of the barriers to participative decision making are removed.

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APPENDIX A

DECISIONAL CONDITION QUESTIONNAIRE

## DECISIONAL CONDITION QUESTIONNAIRE\*

1. When a new employee is hired in your school or department, would you be involved in making such a decision? (Check one) Yes \_\_\_ No \_\_\_
- Do you want to be involved in making such decisions? (Check one) Yes \_\_\_ No \_\_\_
2. When school or department budgets are planned, would you be involved in their preparation? (Check one) Yes \_\_\_ No \_\_\_
- Do you want to be involved in making such decisions? (Check one) Yes \_\_\_ No \_\_\_
3. When new procedures are developed for your department or school, would you be involved in making a decision? (Check one) Yes \_\_\_ No \_\_\_
- Do you want to be involved in making such decisions? (Check one) Yes \_\_\_ No \_\_\_
4. When one of your employees becomes involved in academic or personal problems, would you be involved in deciding how to resolve the difficulties? (Check one) Yes \_\_\_ No \_\_\_
- Do you want to be involved in making such decisions? (Check one) Yes \_\_\_ No \_\_\_
5. When individual employee assignments are considered, would you be involved in making such decisions? (Check one) Yes \_\_\_ No \_\_\_
- Do you want to be involved in making such decisions? (Check one) Yes \_\_\_ No \_\_\_
6. When new work methods (e.g., team teaching) are suggested, would you be involved in making the decision whether to adopt them or not? (Check one) Yes \_\_\_ No \_\_\_
- Do you want to be involved in making such decisions? (Check one) Yes \_\_\_ No \_\_\_
7. If new building facilities are needed, would you become involved in making such a decision? (Check one) Yes \_\_\_ No \_\_\_
- Do you want to be involved in making such decisions? (Check one) Yes \_\_\_ No \_\_\_



8. When there are problems involving community groups (e.g., P.T.A., civil rights groups), would you become involved in eliminating the difficulties? (Check one) Yes \_\_\_ No \_\_\_
- Do you want to be involved in making such decisions? (Check one) Yes \_\_\_ No \_\_\_
9. When there are problems with administrative services (clerks, typists, etc.), would you become involved in resolving such difficulties? (Check one) Yes \_\_\_ No \_\_\_
- Do you want to be involved in making such decisions? (Check one) Yes \_\_\_ No \_\_\_
10. Would you be involved in decisions concerning general college policy? (Check one) Yes \_\_\_ No \_\_\_
- Do you want to be involved in making such decisions? (Check one) Yes \_\_\_ No \_\_\_

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APPENDIX B

GENERAL BACKGROUND INFORMATION QUESTIONNAIRE

## General Background Information

1.) Your Rank:

 Dean Associate Dean Director Coordinator Other

2.) Your Gender:

 Male Female

3.) Your Age:

\_\_\_\_\_

4.) Your Highest Level of Education:

 Baccalaureate Masters Specialist Doctorate Other5.) Your Total Number of Years  
Administrative Experience:

\_\_\_\_\_

6.) Your Total Number of Years Working  
for Your Present Supervisor:

\_\_\_\_\_

7.) Your Total Number of Years in  
Your Current Position:

\_\_\_\_\_

8.) Average Number of Hours  
Per Week You Work:

\_\_\_\_\_

APPENDIX C

LETTER FROM DR. JOSEPH A. ALUTTO



UNIVERSITY AT BUFFALO  
STATE UNIVERSITY OF NEW YORK

School of Management  
Office of the Dean  
160 Jacobs Management Center  
Buffalo, New York 14260  
(716) 636-3222  
Telex: 323183 SOM  
ELN: 62852596  
FAX: (716) 688-6603

August 13, 1990

Mr. Charles R. Settle, Jr.  
Labette Community College  
200 South Fourteenth St.  
Parsons, Kansas 67357

Dear Mr. Settle:

You certainly have my permission to use the Decisional Condition Questionnaire in your dissertation research. Test-retest data for non-teacher populations are not necessarily appropriate as the specific decisions included for consideration tend to vary. Nevertheless in populations as varied as production line personnel, managers, nurses and physicians stability over time (up to three months) has ranged from .80 - .91.

Best of luck with your research. If you have the opportunity I would like to see a summary of your findings.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joseph A. Alutto".

Joseph A. Alutto  
Dean

JAA/ja

APPENDIX D

LETTER TO PRESIDENTS OF KANSAS  
COMMUNITY COLLEGES

November 7, 1990

Name and Address

Name:

I am a doctoral candidate in higher education at Oklahoma State University and an administrator at Labette Community College. Through my dissertation research, I plan to examine the perceived level of participation in decision making on the part of Kansas community college administrators and its relationship to various work related factors.

In order to complete the project I will be contacting administrators with the title of Director or Coordinator and above and asking them to take about 20 minutes to complete a Decisional Condition Questionnaire and a General Background Information Questionnaire to be used in the study. Individual survey information will remain confidential; however, overall results of the research will be shared with interested participants and institutions.

It is my plan to mail the survey instruments within thirty days and I would appreciate your support for participation of your administrators.

Please let me know if you wish to discuss the project or have any concerns about your administrators participation.

Sincerely,

Charles R. Settle, Jr.

APPENDIX E

FIRST COVER LETTER TO PARTICIPANTS



November 7, 1990

Name and Address

Name:

As a doctoral candidate in higher education at Oklahoma State University I am conducting a research project concerning the perceived participation in decision making of administrators in Kansas community colleges.

As Kansas community colleges move into the complex environment of the 1990s I believe that it is critical to identify those situations in which the highest level of understanding of organizational goals can be achieved. Participation in decision making has been suggested as one important means of accomplishing this. Through my survey I hope to identify the level of participation among Kansas community college administrators and its relationship to work related factors.

The individual survey information will remain confidential but overall results will be shared with interested participants.

I would appreciate it if you would take about twenty minutes to complete the enclosed forms and return them to me in the self-addressed, stamped envelope.

Thank you in advance for your help.

Sincerely,

Charles R. Settle, Jr.

APPENDIX F

SECOND LETTER TO PARTICIPANTS

November 7, 1990

Name and Address

Name:

I know how busy you must be with the start-up of a new fall semester, and perhaps you did not receive my first mailing, but would you take a few minutes to complete the enclosed survey forms? They will be used for my doctoral research project on "Perceived Decisional Participation of Administrators at Kansas Community Colleges."

The time you invest in the completing of these surveys will be appreciated and will help to identify perceptions of decision making in Kansas community colleges. The information you provide will be analyzed and conclusions/recommendations will be reached.

Thank you for your help and best wishes for a great fall semester.

Sincerely,

Charles R. Settle, Jr.

2

VITA

Charles Roger Settle, Jr.

Candidate for the Degree of

Doctor of Education

Thesis: PARTICIPATION IN DECISION MAKING BY ADMINISTRATORS IN KANSAS  
COMMUNITY COLLEGES

Major Field: Higher Education

Biographical:

Personal Data: Born in Parsons, Kansas, on May 17, 1943, the son of  
Mr. and Mrs. Charles R. Settle.

Education: Graduated from Shawnee-Mission North High School, Mer-  
riam, Kansas, in June, 1961; received Bachelor of Science deg-  
ree in Business Administration from the University of Kansas,  
June, 1965; received Master of Science degree in Business from  
the University of Kansas in June, 1966; completed requirements  
for the Doctor of Education degree at Oklahoma State University  
in May, 1991.

Professional Experience: Practicing Certified Public Accountant,  
Arthur Young and Company, 1966-70; Manager, Internal Audit,  
TransWorld Airlines, 1970-73; Controller, Vice-President, and  
Treasurer, Standard Milling Company, 1973-80; Chief Financial  
Officer, C. J. Patterson Company, 1980-83; Vice-President of  
Finance, Power Flame, Inc., 1983-84; Adjunct Faculty Member,  
Grants Coordinator, and Dean of Administrative Services, La-  
bette Community College, 1984 to present.

Professional Organizations: Kansas Association of Community Col-  
leges, Kansas Association of Community College Business Offi-  
cers, National Association of College and University Business  
Officers, Kansas Society of Certified Public Accountants, Amer-  
ican Association of Community and Junior Colleges, American  
Management Association.