THE POWER OF MONEY: COLLEGES AND UNIVERSITIES BANK ON THE BOUNDARY-SPANNING ROLES OF DEVELOPMENT OFFICERS

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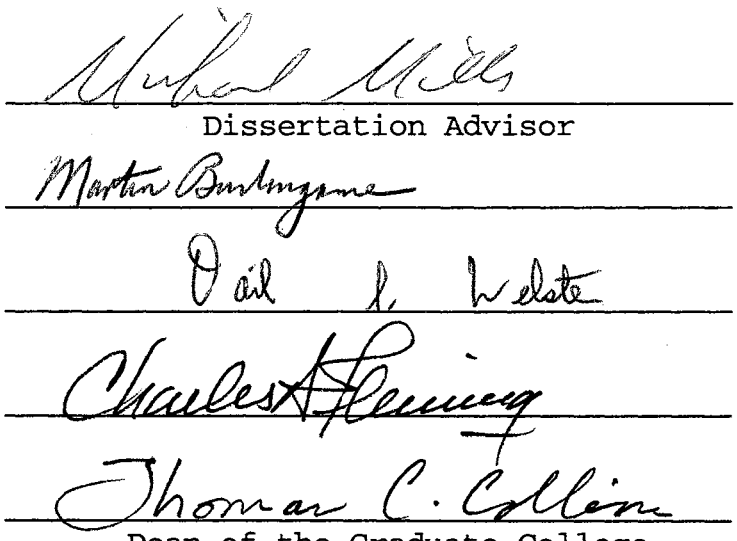

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TABLE OF CONTENTS

Chapter		Page
I.	THE RESEARCH PROBLEM	1
	Historical Background	4
	Problem Statement	15
	Significance of Study	17
	Definition of Terms	19
	Limitations	21
II.	REVIEW OF RELATED LITERATURE	22
	Development Officers	25
	The Organization and Boundary Spanners	34
	Role Conflict and Role Ambiguity	63
	Power and Resources	68
	Chapter Summary	77
III.	METHODOLOGY	79
	The Long Interview	86
	Sample	87
	Trustworthiness Criteria	95
	Chapter Summary	102
IV.	FINDINGS AND ANALYSIS OF DATA	103
	Roles of Development Officers	103
	The Gardener	105
	The Agent	109
	The Matchmaker	115
	Composite Roles	119
	Role Similarities	122
	Financial Aspects	122
	Social Aspects	125
	Personal Aspects	127
	Role Conflict	129
	External Role Conflict	130
	Internal Role Conflict	147
	Managing Relationships	178
	Mission-Oriented	180

Financially Oriented 188
Individually Oriented 204
Chapter Summary 211

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 213

Summary 213
Conclusions 215
Recommendations 222

REFERENCES 226

APPENDICES 242

APPENDIX A - LETTER TO POTENTIAL PARTICIPANTS 243

APPENDIX B - CONSENT FORM 245

APPENDIX C - PARTICIPANT INFORMATION FORM 248

APPENDIX D - INTERVIEW PROTOCOL 250

APPENDIX E - INSTITUTIONAL REVIEW BOARD FORM 253

LIST OF TABLES

Table Page

1. Summary of Development Officers' Roles, Conflicts, and Approaches to Conflict Resolution 179

CHAPTER ONE

THE RESEARCH PROBLEM

The financial crisis in higher education has been headline news in many states and at the national level during the last several years. As higher education costs increase, revenues from federal, state, and local sources have struggled to make slight gains or remain steady, and Congress periodically has moved to slash more funding. Education administrators, trying to defray the hardships created by unstable or decreased funding, are exploring alternative means of generating income for their institutions.

While private colleges and universities traditionally have solicited financial support from donors, public higher education institutions are now increasing their efforts to raise funds from individuals, foundations, and corporations to maintain and enhance the quality of their programs. As part of these efforts, some community colleges as well as flagship universities are undertaking their first major gifts campaigns. For example, Oklahoma State University launched its first major fund drive in the land grant institution's history on August 24, 1995. President James Halligan said the reason for initiating the $125 capital campaign was the need to broaden the university's base of financial support. "It's absolutely essential," he said (Krehbiel, August 25, 1995, p. 9).

State appropriations for higher education in 1996-97 reached a record high of $46.5 billion, nearly 5 percent more than the year before and nearly 9 percent more than two years earlier, according to the 38th annual study by the Center for Higher Education at Illinois State University (Schmidt, 1996). These figures represent the largest one-year and two-year gains in appropriations since 1990 and indicate a modest recovery from the decline experienced by higher education institutions in 1992-93 (Schmidt, 1996).

While these increases are impressive, the growth rate is still smaller than during the 1980s when two-year increases often exceeded 10 percent (Lively, 1993). In the Center for Higher Education's 1993-94 study, there was only a 2 percent increase in appropriations, and 11 state university systems received less state money than in the previous two years. Also, when the figures were adjusted for inflation, the states and their universities had less buying power than before (Lively, 1993).

To help overcome stagnant or modest increases in state appropriations, many institutions increased student tuition and fees to cover a greater share of the operating costs for these institutions ("Case of Shrinking," 1993; Keller, 1992). In addition, while state governments in the Southern Regional Education Board (SREB) district provided more than three-fourths of the unrestricted funds for public colleges and universities in 1982, 10 years later they provided about two-

thirds of the unrestricted funds ("Case of Shrinking," 1993). However, state funding in many states has been impeded by "state revenue shortfalls brought on by the recession, overly optimistic revenue estimates, and increased demands for other state priorities, such as Medicaid, elementary/secondary institutions, and prisons" ("Case of Shrinking," 1993, p. 1).

To supplement the availability of funding from state and federal sources, more public higher education institutions have entered the private fund-raising arena (Brittingham & Pezzullo, 1990; Hanson & Meyerson, 1990). As a result, the competition for private funds has dramatically escalated and public institutions have become "more strategic, aggressive and skillful in soliciting contributions to higher education" (Keller, 1992, p. vii).

> Presidents of independent colleges and universities have long understood the centrality of fund raising from private sources. In most public institutions, where past government support provided adequate funding, the president's energies were directed to the legislative process, often to the exclusion of private fund raising. Today, however, needs have outdistanced government appropriations at most public institutions. This means that every college and university - whether public or independent - must look to private giving as a principal source of funding. It also means that the college or university president must lead the entire fund-raising effort as the chief advancement officer for the institution. (Fisher & Quehl, 1989, p. ix)

Presidents of public universities and colleges often personally court big-league donors based on the urging of their chief development officers. These development officers

eagerly search for prospective donors with substantial giving potential. They entice benefactors with promises of fulfilling their philanthropic aspirations while securing urgently needed resources for their institutions. As a result, the demand for development officers who can produce results has achieved a new level of credibility in public colleges and universities (Hall & Murawski, 1995). Some higher education observers consider the development profession to be a "hot career." However, development officers report that the pressures of raising funds make their position more like a "hot seat" (Hall & Murawski, 1995).

Historical Background

Educational fund raising has been traced to before Biblical times through the philanthropic activities of mankind. Gurin and Van Til (1989) state that the beginnings of philanthropy can be documented to about 4000 B.C. when Egypt's Book of the Dead complimented those who gave food and water to the hungry. Payton (1989) stated:

> The Old Testament is a rich resource: Certain of the prophets remind us that philanthropy, religion, and social reform have enjoyed a tremendously long history of cooperation. Aristotle, Cicero, Seneca, and others bring the ethical reflection central to the values we still associate with benevolent action for public purposes. (p. 40)

The roots of educational fund raising are apparent in the fourth century B.C., more than 2,000 years ago. Brittingham and Pezzullo (1990, p. 5) reported that the

earliest record of a gift to education may have come from Plato. He directed that the income from his fields could be used to support the Academy following his death. This reference appears to the earliest example of a planned gift.

Education, an avenue for social reform, is one of the primary institutions in the United States that has been supported through private gifts. Andrew Carnegie in his 1889 essay, "The Gospel of Wealth," advocated the idea that philanthropy should be used to prevent social problems (Hall, 1987, p. 11). Based on this idea, Hall concluded that the non-profit sector is a product of democracy and capitalism (p. 3).

> The evolution of fund raising in the United States from the individual "begging missions" of the nation's early centuries to today's multi-billion dollar height is a typically American story. This evolution has had a profound effect on American philanthropy, on the institutions it supports, and on the increasingly broad segment of the public involved in the getting and giving of funds. (Cutlip, 1965, pp. vii-viii)

Raising funds for higher education in America is as old and as essential as the desire of the country's forefathers to teach young minds in the fledgling colonies. The American tradition of private fund raising made it possible to sustain budding colleges (Curti & Nash, 1965; Worth, 1993, p. 3). Fund-raising efforts began on this continent in approximately 1638 when John Harvard bequested his books and money to a young college north of Boston (Cutlip, 1965; Fisher, 1989).

Stated Fisher (1989, p. 213): "It was only then that an uncertain Harvard College gained sufficient momentum to send three clergymen - Thomas Weld, Hugh Peters, and William Hibbens - to England to raise support for 'a school of learning, acceptable to God and man.'" The mission of the clergymen's journey was to raise funds for Harvard to continue to "educate the heathen Indian" (Brittingham & Pezzullo, 1990; Cutlip, 1965; Worth, 1993). Fisher (1989, p. 213) reports, "Indeed, philanthropy, which in its most successful practice is uniquely American, began in America with the founding of Harvard."

> Clearly a major burden of launching higher education at Harvard fell on private philanthropy. That it was able to meet the challenge was a tribute to both colonist and resident of the mother country who appreciated the importance of higher learning in the New World. Although philanthropy to Harvard tended to be of the traditional rather than the innovating variety, it accomplished much in just establishing an institution in a wilderness and sustaining it through lean years. (Curti & Nash, 1965, p. 21)

During this time, the fund-raising activities of Harvard become a model for colonial colleges and its influence continues to the present.

> Although the College of William and Mary was founded in 1693, and the Collegiate School of Connecticut (later renamed for its first major benefactor, Elihu Yale) opened in 1701, the experience of Harvard set the pattern for philanthropic practices and problems that exist today. (Fisher, 1989B, p. 25)

Fund-raising efforts of the early colleges continued with England and France until the political friction halted charitable contributions. Nevertheless, benefactors remained concerned with providing the opportunity for higher learning in the New World. The colonists believed higher education was instrumental in bringing civilization and Christianity to the New World. They also believed higher education would assist in providing knowledgeable leaders for future generations and help build an exemplary society in the wilderness (Curti & Nash, 1965).

Even as close to the Revolution as 1754, Princeton was sending solicitors to England (Brittingham & Pezzullo, 1990, p. 7). The Revolutionary War significantly impacted all types of philanthropy in the new country.

> The effects of the Revolutionary War and the post-war years seemed to have erased organized fund-raising efforts. This first half of the nineteenth century was essentially devoid of formal philanthropy. In the main fund raising actions of this era were devoted to solicitation by individuals who often were paid solicitors, passing of the plate, writing of begging letters and holding church bazaars and supports. (Ishoy, 1972, p. 70)

Despite its growing influence, philanthropy in America occurred on a small scale until the early 20th century (Fisher, 1989A; Worth, 1993). A limited number of wealthy donors typically provided support in response to personal "begging" appeals. During this time, higher education institutions conducted their first major organized fund-

raising campaigns, hired their first fund-raising consultants, and appointed their first development officers. The new "expert fund raiser" (Ishoy, 1972) was a boon for American colleges in the 1920s.

In the mid-1940s, campuses experienced unprecedented growth following World War II. Many institutions hired fund raisers during this period (Cook & Lasher, 1996). Following a 1958 meeting of college and university administrators, business and industry representatives, and fund-raising professionals at the Greenbrier Hotel in White Sulphur Springs, West Virginia, the Greenbrier Report was released that changed the approach of higher education fund raising. This document recommended that the higher education "functions of public relations, fund raising, and alumni relations be integrated under the umbrella of institutional advancement, with a coordinating officer in charge..." (Cook & Lasher, 1996). This type of organization is used at many higher education institutions today.

Ishoy (1972) stated that private fund raising came into its own in 1960 when Harvard successfully completed an $82 million campaign. Following Harvard's success, other higher education institutions launched ambitious fund drives and, noting the exception of some imaginative forerunners, fund-raising programs began emerging in public colleges and universities in the mid-1970s (Cook & Lasher, 1996). During this time, diminishing state and federal support, coupled

with the reduced ability to generate revenue from tuition increases, influenced many public colleges and universities to pursue external fund raising comparable to the efforts of private colleges and universities (Hanson & Meyerson, 1990; Hedgepeth, 1993; Leslie, 1985).

> Financing of higher education through fund raising has long been a tradition in American colleges and universities. The importance of fund raising efforts has increased in higher education as the concurrent decline in enrollments, federal revenues, and state support has created actual or potential financial difficulties for many colleges and universities. President Reagan's admonition to the private sector to help replace revenue lost from decreased public support has given fund raisers an added impetus and confidence. (Loessin, Duronio & Borton, 1986, p. 55)

Fund raising has "come a long way since the days when a college had 'one good-old-Charlie fund raiser who knew all the alumni and kept all the information in his head,'" according to Eric Wentworth in McMillen (1990, p. A34). Today, colleges and universities usually have an institutional development office that is responsible for securing external funds (Bargerstock, 1984; Hedgepeth, 1993).

In addition, many public colleges and universities have established tax-exempt organizations, known as foundations, to enhance their private fund-raising programs. Foundations are non-profit organizations that provide an avenue to initiate endowments, receive deferred gifts, conduct major gift campaigns, and engage in comprehensive private fund-raising programs.

> Foundations play an increasingly important role in supporting higher education by providing the structure and efficiency needed to make the partnership between public universities and private constituencies work. (Ransdell, 1991, p. 30)

Through the years, the form of charitable foundations has changed significantly and has served many roles. The specific nature and function of foundations are set forth in their charters. They are separately incorporated from colleges and universities, which usually are the sole beneficiaries of the foundations' fund-raising and fund-management activities.

Foundations must receive IRS 501(c)(3) approval in order for contributions to qualify for federal and state income tax deductions. Hobbs (1993) stated that exempt status carries two major benefits. First, the exempt organizations do not pay taxes. Second, contributions received by the organizations are not taxed. Donors may deduct the contributions from their taxable income, thereby providing an additional incentive for people to make contributions.

Morrell (1991) found that through the years the relationship between educational institutions and donors has changed in three major respects:

> 1. Donors are less willing to make unrestricted gifts for general support.
> 2. Donors want to act more as partners, with legal agreements that say so, than as just providers of resources.

> 3. Donors are demanding more accountability from schools and colleges about the use of their gifts. (Morrell, 1991, p. 59)

Stated Hedgepeth (1993, p. 336): "No longer are foundations institutional cookie jars to be manipulated by their boards or their institution's leaders. Today they are important components in the process of private support for public universities."

Development officers drive the institution's private fund-raising process. Muller (1986) stated that the development officer's "task is to devise and achieve the means that will provide the academic enterprise with needed resources. Unless their efforts succeed, the entire campus enterprise will suffer." Indeed, the task of development officers has become part of a strategic process to convey the financial needs of their institutions to their external constituents. The function of development officers is sometimes described as "raising funds and raising friends" for the institution. The term "friend-raising" is derived from one of the tenets of successful fund raising: "People give money to people they know and they trust."

Despite the recent growth of the development field, the concepts of institutional advancement are relatively new in higher education. The term "development" was first used in fund raising by the University of Chicago's President Ernest DeWitt Button in 1924 (Cutlip, 1965). Worth (1993, p. 21) reported that a 1949 study by the American College Public

Relations Association identified only two members with the title of "director of development." Similarly, Ishoy (1972) found that a review of the leading writers in the 1950s had no mention of development as an accepted organizational unit in the financing of higher education (p. 55). Also, fewer than one-fourth of the colleges and universities in 1970 had a centralized development function with a director or vice president (Brittingham & Pezzullo, 1990; Ishoy, 1972).

The number of professionals employed in institutional advancement at colleges and universities has increased dramatically. Fisher and Quehl (1989, p. 4) report that higher education institutions in the United States and Canada employ nearly 9,000 full-time development officers. Many of these development officers are new to the field. Stated J.P. Smith (1984):

> Most people enter development by getting pushed off the end of the pier and being told to sink or swim. That sometimes works. But it is a lot less satisfactory than a systematic educational approach that offers exposure to examples and models and a body of knowledge that one can learn and master as a prelude to entering the profession. (p. 23)

Tractman (1987) stated that many faculty members have little understanding of the role of the development officer. He states:

> To most faculty members I know, the world of university advancement is terra incognita. They think of the advancement officer vaguely - if at all - as a salesperson and petitioner, who *haunts* corporate and foundation board rooms... (p. 11)

As part of the fund-raising process, development officers continually deal with constituents from both outside and inside the organization, and they must constantly balance the needs of the institution with the needs of the donor. Fund raising is not simply the seeking of financial support; it is the management of relationships between the institution and its donors.

> Ideally, the development officer can sensitively mesh the donor's most cherished philanthropic aspirations with the highest goals of the college or university. When this occurs, the gift becomes an enriching and rewarding experience for both parties... (Worth, 1993, pp. 6-7)

But, what happens when this situation does not occur? The delicate balance of fulfilling the donor's desires and meeting the institution's needs can create challenges and feelings of conflict for development officers (Smith, 1993). The development officer may be faced with a donor who wants to make a large gift to support a low priority program, to build a new building for which there would be no operating capital, or to create a prestigious scholarship fund that would exclude students with specific characteristics. The development officer may try to convince the donor to support the institution's most urgent needs. Yet, there is always the possibility of securing a gift that is unwanted or that has unwanted stipulations.

Nevertheless, development officers generally are pleased to receive any type of support for their institution as the

dollars raised often are used to determine their professional merit at the college or university. Two articles in the *Chronicle of Philanthropy* pointed out that some development officers put their personal goals of successfully raising money ahead of the institution's actual needs (Hall & Murawski, 1995; Nicklin, 1995). The ideal situation would be for development officers to raise a substantial amount of funds for the institution's top priorities or unrestricted funds that can be used at the institution's discretion. Campus officials say unrestricted gifts, those that are not specified, usually are used for operational costs (Mercer, 1995). However, unrestricted funds are not as marketable as specific high-profile projects and they are harder for development officers to raise. In addition, increasing numbers of donors have specific projects or programs within the organization that they wish to support. These are known as "restricted" gifts (Mercer, 1995).

These conflicting situations may lead development officers to contemplate their roles in the fund-raising process. Stelmach and Holman (1990) believe many of the problems confronting development officers stem from equating development with the task of raising money and meeting short-term goals.

> This is by no means to suggest that fund raising is indispensable. Raising funds is a central task of development. Yet, careful examination of the development process reveals that fund raising is far more than a short-term task; it is not a quick

> fix matter of going out and asking for money. Rather, it is a careful and often long-term process of "developing supporters" who provide the ongoing means for advancing the institution now and in the future. (p. 120)

Examination of the development officer's roles in these sensitive affairs has been largely ignored. This lack of research may be because their role seems obvious (Ryan, 1989) or because of the relative newness of the profession.

Limited research-oriented literature exists in the entire area of higher education development. The first detailed and scholarly investigation into the history of fund raising in the United States was written by Cutlip in 1965. During the 30 years since Cutlip's landmark work, there has been limited research conducted in the area of higher education fund raising. "It is surprising that so few comparative studies of fund raising have been carried out," stated Dunn, Terkla, and Adam (1986, p. 39).

Problem Statement

> In recent years, the challenge of raising private funds has become increasingly important for both public and private institutions of higher education. Yet the practice of fund raising is thinly informed by research that can lead to greater effectiveness, help institutions understand the role fund raising plays in higher education or illuminate the dilemmas it presents to practitioners and institutional leaders. (Brittingham & Pezzullo, 1990, p. 1)

Development officers may assume many roles in the fund-raising process. Frequently, the development officers' positive relationship with their internal and external

environment is reflected in the institution's success for raising private funds. Conflicts arise when the desires of the donor are incongruent with the needs of the institution. This project will focus on the following research questions as suggested from the review of the literature:

1. What do development officers perceive as their role in the fund-raising process?
2. Are role ambiguities or role conflicts created when the goals of the external constituents are incongruent with the goals of the internal constituents?
3. How does the development officer manage the relationship between the external constituents and the internal constituents to a) maximize financial support for the institution, b) help accomplish the institutional mission, and c) reach individual goals and objectives?
4. How does the availability of resources relative to the annual fund-raising goals impact the boundary-spanning role of the development officer?

The concept in organizational theory referred to as "boundary spanning" (Birnbaum, 1988; Lawrence & Lorsch, 1967; Thompson, 1967) was used to provide insight for exploring the role of development officers. According to this concept, boundaries separate the members within an organization from forces outside the organization. Those individuals who cross

the boundaries to deal with the external environment are called boundary spanners (Church & Spiceland, 1987; Fennell & Alexander, 1987). Boundary spanners operate at the periphery of an organization (e.g., salespeople, industrial buyers, customer service representatives, lobbyists, and public relations specialists) and experience diverse role expectations and demands from inside and outside the organization (Bellizzi & Hite, 1989; Friedman & Podolny, 1992; Singh & Rhoads, 1991).

The concept of boundary spanning was used as the framework for this study since development officers often knowingly or unknowingly assume the role of a boundary spanner. This theoretical concept provided an avenue for exploring the role development officers play when the desires of external constituents conflict with the needs of the internal constituents.

Significance of Study

This study was undertaken in an attempt to discover how some development officers successfully raise private funds for their college or university. Since development activities have become imperative for most higher education institutions, I believe that the information derived from this study will make a useful contribution toward the understanding of more effective fund-raising efforts. I also believe that the information obtained will assist *higher*

education development officers to deal with pressures at work.

The study expanded the concept of boundary spanning used by organizational theorists through its application to the field of higher education development. No known studies have applied this concept to development officers. The study also increased the literature in the field of organizational theory by examining how the concepts of boundary spanning and power affect higher education fund raising.

In addition, the study served as exploratory research into the area of higher education fund raising and the dilemmas faced by development officers. The results provide practical information to help guide higher education development officers as they interact with donors and institutional colleagues to raise external funds. I anticipate that this information ultimately will assist development officers to better understand their environment. Finally, the study demonstrated ways for development officers to function within their potentially ambiguous roles, which could help them manage job stress.

Further, the results of the study should be of interest to all educational leaders who are striving to improve their institution's fund-raising efforts. Colleges and universities may use the information to study their development programs to heighten their awareness of potential challenges within their organizations and to determine where conflicts may

exist between the expected and perceived roles of development officers.

Definition of Terms

For the purposes of this study, the following definitions were used.

Institutional advancement was defined as the over-arching classification for several areas in higher education that serve to advance the college or university. These areas often include resource development, alumni services, legislative relations, public/media relations, enrollment services, publications, long-range planning, and community relations. Rowland (1986, p. xiii) defines institutional advancement as "all activities and programs undertaken by an institution to develop understanding and support from all its constituencies in order to achieve its goals in securing such resources as students, faculty, and dollars."

Development was utilized as a more specific reference within institutional advancement that focuses on resource development and includes private fund raising as well as federal and state grants. These encompass efforts to build long-term support for the institution and proper stewardship for that support.

Worth (1993, p. 6) defined development as:

> ...a sophisticated process that includes several steps or stages. It begins with the institution's academic plan, from which specific financial *needs* and fund-raising goals are derived. It proceeds to the identification of likely prospects for gifts to

> support those needs. This step involves using sophisticated research methods and other means... first to identify those financially capable of making gifts and then to learn their particular interests and match them with the institution's needs.

Often used interchangeably with development is the term *fund raising*. For this study, fund raising was used as a more precise dimension of development. It referred to raising funds from private individuals, foundations, and corporations as well as federal and state sources. Worth (1993) offered the following clarification between the terms:

> Fund raising is episodic; development is continuous. Fund raising is focused on a particular objective or set of goals; development is a generic and long-term commitment to the financial and physical growth of the institution. Successful fund raising requires a specific set of interpersonal and communicative skills; development requests a broader understanding of the institution and its mission as well as patience, judgment, and sensitivity in building relationships over the long haul. (p. 7)

Stewardship was defined as the development officer's responsibility for fulfilling the terms of the gift or grant and communicating with the donor regarding the expenditures and impact of the funding.

> Stewardship is itself an element of cultivation for the next gift, making the development process truly a cycle, in which the donors involvement and relationship with the institution expands and deepens over time. (Worth, 1993, p. 7)

Limitations

This study was limited to a review of the literature which describes and discusses boundary spanning, organizational behavior, and higher education development. While it was my intent to determine the major roles facing higher education development officers in the development process, I would be naive to expect that I identified all of the actual roles.

Further, the study was limited by the scope of inquiry outlined in the statement of the problem, the review of the literature cited, and the opinions of the development officers participating in the project. This study was restricted by the assumption that the participants are typical of development officers in institutions of higher learning located across the United States.

There also were some inherent limitations with the design of this study using a qualitative research methodology. Primarily, I fully acknowledge the subjectivity of the researcher and the biases that were inherent in the study based on my professional experience and personal beliefs. As described by Merriam (1988, p. 35), this subjectivity can produce "brilliant insight" about a phenomenon or it can produce a "pedestrian, incorrect, or even fraudulent analysis." It is my most sincere intent that the first possibility was the result.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

The review of the literature consists of a summary of previous research and publications addressing development in higher education institutions, the role of boundary spanners in the organizational environment, role ambiguity and conflict experienced by boundary spanners, and the power associated with organizational resources.

Current studies regarding development in higher education institutions, particularly fund raising, are fragmented and many articles are anecdotal (for examples, see Hopkinson, 1991; Smith, 1984). Indeed, a majority of the research to date focuses on the areas of institutional effectiveness (Duronio & Loessin, 1991), donor motivation (Fisher, 1989; Worth, 1993), alumni donors (Webb, 1993), and the relative costs of raising funds (Loessin, Duronio & Borton, 1986).

As the need for private fund raising escalated at public higher education institutions, the lack of scholarly research in this area became clear. Brittingham and Pezzullo (1990) summarized their findings on previous research:

> Studies that attempt to explain institutional effectiveness by way of the institution's characteristics, including its students and alumni, seem to have dominated research in fund raising for the last 20 years. Close behind are studies that attempt to explain donors' behavior using their personal characteristics. While they represent a rather narrow focus for research, they also appear

> to be the most fundamental issues to professional fund raisers and to those who make institutional policies regarding fund raising and factors under administrative control that might affect the results of fund raising. (p. 79)

The roles of several key individuals in the development process have been explored. Authors have written about the role of the president (Cook & Lasher, 1996; Fisher & Quehl, 1989; Patton, 1993; Robinson, 1989; and Slinker, 1989), the board of trustees (Bell, 1986; Gale, 1989; Lord, 1984; Patton, 1993), public relations (Conklin, 1989; Williams, 1993), alumni relations (Forman, 1989; Webb, 1993), volunteers (Snelling, 1986), and fund-raising consultants (Brakeley, 1993; Snelling, 1989).

The role of the college or university president in the institutional development process has been a fundamental issue in higher education. As a result, the president's role in fund raising has been studied frequently. For example, Slinker (1989) conducted a study of 28 presidents that included interviews with nine presidents and the completion of a questionnaire by 27 chief executive officers. Judgment and stratified random samples were taken from a population of 46 presidents representing institutions from the Council for the Advancement and Support of Education (CASE). The study found that the president should establish robust and proactive leadership for advancement. The president's role includes formulating an advancement strategy to reflect where

the institution is now and where it needs to be in the future.

Cook and Lasher (1996) conducted a national study to enhance the understanding of the president's role in fund raising and related processes. They interviewed 50 academic leaders over a two-year period and found that fund raising is based on social-exchange processes. They identified key variables that can determine fund-raising outcomes at higher education institutions. These variables included strong leadership, financial capacity, personal relationships between the donor and the institution, prestige and image of the institution, and continued donor confidence in the institution. Cook and Lasher concluded that fund raising is a team process, is institution specific as well as situation specific, and that the president is instrumental in the process. They found that the president should focus on major gifts and that academic quality and institutional prestige are essential for raising funds.

Although there have been numerous studies regarding various players in the development process, the role of the development officer has not been fully explored. Research on the ethics of fund raising (Bok, 1982; Brittingham & Pezzullo, 1990; Hall, 1989) provides some assistance for examining the role of the development officer. However, most studies on fund-raising ethics or the conflict between internal and external constituents are personal narratives,

do not uniformly define ethics or those situations that are ethical in nature, and fail to explain why development officers experience such conflicts.

Despite these limitations, Brittingham and Pezzullo (1990) stated that they believe the amount of research in the area of higher education fund raising will increase.

> With the support of professional associations, foundations, and major university centers, fund raisers for higher education in the next decade are likely to see a marked increase in the store of scholarly knowledge available to help them plan, evaluate, and interpret their work. And as an increasing spectrum of institutions comes to depend on the "margin of excellence" or the "investment in the future" that private support can bring, fund raisers are also likely to experience a broader understanding and acceptance of their aims and techniques throughout the institution, among faculty as well as presidents, among young alumni as well as major donors. (p. 99)

Regardless of the potential difficulties in investigating the subject, some researchers and practitioners indicated that studies are needed to bolster the legitimate status of the institutional advancement profession. Payton (1989) concluded:

> The subject is important, it is interesting, and it defies being reduced to a neat and tidy package. Philanthropic values and issues are the sort that encourage exploratory discourse. They reveal and shape the institution's character and purpose. (p. 41)

Development Officers

"I see many similarities in the relationship between source and reporter and donor and fund raiser," said Ms. Deni

Elliott, director of Dartmouth College's Institute for the Study of Applied and Professional Ethics (McMillen, 1990, p. A34). "Although they are not adversarial relationships - they are more compatible relationships - the fund raiser is caught between the donor and the institution in the same way that a reporter is caught between a source and an editor."

This analogy to the feelings experienced by a reporter is an example of one of the challenges faced by development officers. Many other challenges and opportunities are explored by Duronio and Tempel (1997) in *Fund Raisers: Their Careers, Stories, Concerns, and Accomplishments*. Their book is a descriptive analysis intended to support the systematic development of a base of knowledge about fund raisers and to help fund raisers "examine their work environment and make smarter choices about their careers." The book is based on a three-year national study by the National Society of Fund Raising Executives and the Indiana University Center on Philanthropy. The study included a mail survey with responses from 1,700 professional fund raisers. As a follow up to the survey, 82 fund raisers were interviewed. The interviews covered four areas: family background, education and career history, present position, and issues in fund raising.

The authors present a detailed image of today's development officers, including their motivations, educational levels, and work experiences. They also examine many issues facing development officers including the rewards

and challenges of fund raising, career patterns, motivations, compensation levels, advancing in the field, turnover, perceptions about fund raisers, accountability, and the status of women and minorities in fund raising.

Duronio and Tempel stated that the pervasive question about fund raisers is whether they are highly skilled salespeople or highly impassioned missionaries. "Fund raisers create the bridge between the mission and the marketplace; to be successful, they must be credible in both worlds and be able to balance the conflicting values of both worlds," they wrote (p.9).

Research on development officers specializing in higher education is more limited. Miller (1991) studied the personal motivations of higher education chief development officers to determine if a significant difference existed between what motivated successful and unsuccessful fund raisers, and to see if significant differences in personal incentives existed between development officers and other professionals. Public and private college and university development officers were selected based on a report about endowment growth from the National Association of College and University Business Officers. The purposive sample consisted of 30 development officers. Twenty-three responded to the mailed questionnaire for a return rate of 76 percent.

There were significant differences between the value mean scores for accomplishment and each of the other measured

values (affiliation, recognition, and power) and between the value means for recognition and power. Miller concluded that these findings indicate that chief development officers were primarily task-oriented individuals whose primary motivation is the desire for accomplishment.

Success was divided into two categories: low success (endowment growth less than 1 percent during fiscal year 1988 and 1989) and high success (endowment growth greater than 27 percent during the same years). Miller found no significant difference in motivation between development officers with high levels of success and development officers with low levels of success. Further, he found no significant difference between the motivations of development officers and other professionals.

Flores (1993) analyzed academic leadership and management of higher education institutional advancement for dentistry schools. The study addressed the predominant organizational structure and management practices in fund raising, the perceptions of deans and senior development officers regarding the effectiveness of certain practices relating to fund-raising sources and constituencies, and effective methods and practices. Forty-five schools of dentistry took part in the study, with 35 deans and 35 development officers participating.

Flores found that the deans used strategic planning to guide their advancement efforts, selected alumni as the most

important constituency for giving, and identified personal visits as the most effective form of soliciting funds. On the other hand, the development officers emphasized the ideas and goals of their advancement program and were more aware of the specific mechanics needed for fund raising.

Another study on development officers examined the role status and qualifications of chief development officers, including information relating to personal factors, educational backgrounds, job reporting relationships, employment experiences, role activities, duties, and related attitudes. Dial (1993) mailed questionnaires to 76 chief advancement officers from Seventh Day Adventist (SDA), nonreligiously oriented and non-SDA religiously oriented colleges and universities. The usable return sample was 60 questionnaires or 76 percent. Dial analyzed the data using frequencies, means, chi-square, ANOVA, and the t-test. He found that fund raisers have a high status within their institution and play a vital role in managing the institution's advancement programs. Also, the development officers had similar views on the essentials of successful fund raising.

Although these studies are about development officers, little research was uncovered on the role of development officers. Miner (1980) identified five hats worn by development officers: visionary, interpreter, catalyst, negotiator, and devil's advocate. Visionaries look into the

future and identify possibilities for new programs. Interpreters provide advice on program regulations and lessons learned on past projects. Catalysts, as Miner described, can combine "abilities, personalities, information, and teamwork that result in a workable program." Development officers in the role of negotiator understand the inner workings of their organizations and can effectively mediate deals with funding sources. In addition, development officers play the role of devil's advocate by critiquing proposals from an objective point of view.

Brumbach (1994) conducted the first national job analysis of two-year college development officers through using a modified Developing A Curriculum (DACUM) approach. A panel of eight senior development officers from community colleges participated in the in-depth analysis of their professional roles and responsibilities. The deliberately selected participants represented urban, rural, and suburban institutions with both single and multiple campuses.

The most important tasks identified by the development officers were clustered into cultivating funding sources, establishing and maintaining credibility, developing proposals, organizing and maintaining their foundation, and motivating key institutional personnel. The analysis found development officers placed high values on gathering information through consultation and discussion with colleagues.

> In whatever duty area, the task of accurately forecasting outcomes and impacts as well as helping to shape vision and mission of the college are seen as critical functions.
>
> There is also a pronounced advocacy role within and without the institution, with the leadership and with colleagues, with donors, and with the business world. Information on strategies, innovations, tactics, new funding sources, new models, educational practices, etc., is a constant thread. This is a "learning position" at all times and in all arenas. (Brumbach, 1994, p. 13)

To understand fund raisers in higher education, Worth and Asp (1994, 1996) examined the various perspectives from which various authors write about development officers. They identified four schools of thought in the literature, which basically coincide with the history of higher education in America. The earliest fund raisers in the new country were paid agents, who retained a percentage of the funds they raised. In the early 1900s, fund raising became more systematic, and development officers played more of a role of facilitator or catalyst. In this role, development officers did not solicit gifts but rather directed the efforts of institutional leaders and volunteers. A third role was defined as the manager or administrator. This role evolved after World War II when colleges and universities began to hire their own development officers. As their credibility increased, development officers eventually gained the role responsibilities many hold today as institutional leaders.

From their literature review, Worth and Asp categorized the authors' various points of view into the four categories: the salesperson, the catalyst, the manager, and the leader. They found that most authors clearly emphasize one category over the others although the lines sometimes blur. Authors who write from the salesman point of view focus on solicitation as the development officer's primary role. The catalyst perspective used by other writers emphasizes that the development officer's primary role is to facilitate the fund-raising process with less direct involvement in actual solicitation. Authors writing from another perspective suggest the development officer's role is that of the manager who organizes and directs internal resources. The fourth perspective taken by authors focuses the role of development officers as leaders. Typically this viewpoint centers on development officers' leadership roles within the institution.

Next, Worth and Asp formulated these four roles into a "development officer paradigm" that illustrates the relationship between the roles. This model consists of two vectors, one describing development officers' internal job responsibilities and one describing external job responsibilities. Both vectors depict responsibilities with the most narrow scope, such as data input, at the bottom of the vector while the broadest responsibilities, decisions impacting the entire institution, are at the top. These

vectors overlap, depending on the size of the development program. The larger the development program, the less the two vectors intersect for individual development officers.

The authors found that these roles not only occurred in the evolution of the development profession at colleges but also occur in the formation of individual career paths. Worth and Asp contend that the current literature recognizes these roles but disagrees over which role is most appropriate. In addition, they found that most authors do not state their views on these roles. More often, their assumptions emerge in what they write or do not write.

> The absence of a common understanding of the development officer's role - or roles - remains a problem. The field continues to be plagued by instability, including rapid turnover, and draws disdain from some members of the academic community. Although many factors contribute to these difficulties, the general ambiguity about the development officer's role may well play a large part. (Worth & Asp, 1996, p. 25)

Worth and Asp conclude that these categories are not meant to describe four types of people but rather four facets of the development officer's role in higher education. "The role that any given officer plays will depend on the nature and needs of the development office, the institution, and the person involved" (1996, p. 28).

In summary, these studies revealed many of the intricacies of the development process and the key individuals involved in that process. More specifically, they

provided insight into the personal motivation, leadership skills, management techniques, position status, and qualifications of development officers. However, only limited material was found that addresses how development officers perceive their own role in the fund-raising process with the recent exceptions of Duronio and Tempel (1997) about fund raisers, in general, as well as Brumbach (1994) and Worth and Asp (1996) about fund raisers in higher education.

The Organization and Boundary Spanners

The role of development officers in higher education was also examined through reviewing selected research on the organizational environment and the actors within that environment. Lawrence and Lorsch (1967) authored one of the landmark studies in organizational theory. They focused on the characteristics that enable an organization to adapt to its environment and make it successful, particularly in regard to dealing effectively with different kinds of environmental changes such as technological and market modifications.

Lawrence and Lorsch examined 10 organizations in three different industrial environments. Organizations selected for the study were six firms in the business of developing, marketing and producing plastics materials, two firms in the container industry, and two firms in the consumer food industry. The central question of this study was "What kind

of organization does it take to deal with different environments?"

They interviewed and administered questionnaires to executives across all major departments and at all managerial levels in the targeted companies. Questionnaires and interviews were given to 30 to 50 upper-level and middle-level managers in each organization. They also gathered data on the three industrial environments in which the companies operated through interviews and questionnaires from each organization's top executives.

> Managers have long recognized that different industrial environments have particular economic and technical characteristics, each of which calls for a unique competitive strategy. A set of marketing, manufacturing, and research policies that works well for a firm in the chemical industry will not meet the needs of a corporation producing steel. As obvious as these statements appear, their implications for organization theory have for too long been ignored. In this book we will make a connection between the varying technical and economic conditions outside the organization and the patterns of organization and administration that lead to successful economic performance. (Lawrence & Lorsch, 1967, p. 1)

The researchers found that managers in stable industries must develop some capabilities within their organizations for identifying environmental changes and adapting to them (Lawrence & Lorsch, p. 156). They also found a significant relationship among external variables (certainty and diversity of the environment, and strategic environmental

issues), internal states of differentiation and integration, and the process of conflict resolution.

Further, Lawrence and Lorsch found that an effective organization's state of differentiation was consistent with the diversity of the environment, and the state of integration was consistent with the environmental demand for interdependence. Their findings also indicated that the states of differentiation and integration are inversely related. The more differentiated an organization, the more difficult it is to achieve integration. Effective organizations overcome this problem by developing integrating devices consistent with the environment's diversity. The more diverse the environment and the more differentiated the organization, the more elaborate the integrating devices. Therefore, certain actors within the organization, such as boundary spanners, play an important role in how the organization integrates with elements in a changing environment and can assist the organization in identifying and adapting to these changes.

An accepted concept in organization theory is that boundaries separate members inside an organization from forces outside the organization. Those individuals who cross the boundaries to deal with the external environment are called boundary spanners (Church & Spiceland, 1987; Fennell & Alexander, 1987). Boundary spanners operate at the periphery of an organization (e.g., salespeople, industrial buyers,

customer service representatives, lobbyists, and public relations specialists) and experience diverse role expectations and demands from inside and outside the organization (Bellizzi & Hite, 1989; Friedman & Podolny, 1992; Singh & Rhoads, 1991).

> To better cope with the complexities of the external environment, organizations often establish specific units to deal with these constituencies and their needs (Thompson, 1967). Boundary spanning is an element of organizational life that is pervasive. Different units both inside and outside of formally identifiable organizations interact to create a web of ties that are both administered and market-driven. (Friedman & Podolny, 1992, p. 28)

Boundary spanners convey influence between constituents both within and outside of the organization. They represent their constituents' perceptions, expectations, and ideas to the other side (Friedman & Podolny, 1992). "The BRP (boundary role person), as the dominant conduit of influence and representation, is caught between the two sides," stated Friedman and Podolny (1992, p. 29). Likewise, "ethical issues are known to be critical in boundary role positions and are likely to be problematic because no 'certain and sure' guidelines are available (in most companies) for such situations" (Bellizzi & Hite, 1989, p. 38).

Several studies, both quantitative and qualitative, have examined the role of boundary spanners in the organizational environment. These studies have explored industrial-related fields as well as service-oriented occupations, particularly

those with much customer contact. However, no studies were found that focused on boundary spanners in higher education organizations.

> Sales and marketing representatives are frequently cited as important boundary spanners within organizations. The sales representatives' simultaneous links to prospects, customers, and managers identify them as boundary spanners and, therefore, subject to pressures from individuals within and outside of the organization (Jolson, Dubinsky, Yammerion, & Comer, 1993).

The salesperson is a "person in the middle" who must negotiate between customer and company for prices, delivery dates, and other matters or between manager and family for tradeoffs between work schedules and leisure time. The intellectual, emotional, and interactional demands on a salesperson may be so incompatible that the salespeople, leaders, and spouses may all be dissatisfied.

> The boundary role of salespeople creates conflicts for everyone. Salespeople require enough discretion and autonomy to react to the varying needs and demands of customers and others. However, when the salesperson is granted too much freedom, the firm cannot standardize organizational procedures and instill needed controls over the scheduling, work flow, and procedures that salespeople use. (Jolson et al., 1993, p. 96)

Jolson et al. (1993) examined the type of leadership that is most appropriate for salespeople. "Traditionally, leadership has been described as the ability of a superior to influence the behavior of subordinates and persuade them to willingly follow a desired course of action," stated Jolson et al. (1993). While some contended that leaders are leaders,

others stated that those who manage and lead salespeople need a different type of leadership. Sales managers may be distinguished from other types of managers by the measurability of visibility of their performance results, their role as boundary spanners, their physical separation from supervisors, and the tension they experience.

The leadership process can be viewed as transactional or transformational. Sales organizations traditionally have used transactional leadership, relying on rewards to motivate their sales forces and becoming involved only if the subordinate strays from the agreed upon course of action. In contrast, transformational leaders work to identify and excite the salesperson's current and long-term needs. They are able to convert the salesperson's latent desires into current needs.

> The result is a transfer of energies and an attendant motivational climate that encourages sales personnel to surpass their own expectations and personal objectives for the good of the sales district and company. Transformational leadership is the process of shaping the salespeople or subordinate managers, molding them into what the leader wishes them to be. (Jolson et al., 1993, p. 99)

Transformational leaders exhibit three recognizable characteristics: charisma, intellectual stimulation, and individualized consideration. Through widespread but informational observations of salespersons' job satisfaction and bottom-line sales results, Jolson et al. (1993)

recommended adding transformational leadership to the transactional leadership that generally is already in use in the sales management setting. Although they did not have any studies or quantifiable data on the effects of transformational or transactional leadership, the authors cited several cases of individuals who have been extremely successful through sales management leadership.

Lysonski, Singer, and Wilemon (1989) examined the role of product managers, the individuals who oversee all aspects of the marketing of individual products in the consumer packaged goods industry, including such companies as Proctor and Gamble. More than 85 percent of companies in this industry employ product managers. Product managers must "harness and integrate" internal and external resources to support the product. This involves communicating and interacting with other departments of the organization outside the marketing department and interfacing with numerous external sources.

Product managers must cope with the diverse expectations and demands of a variety of internal and external constituencies, such as production departments and advertising agencies. Because these constituencies have a stake in the product, each group has vested interests in influencing or controlling the product manager's behavior. Stated one product manager: "I feel like a real politician at times -- I'm always lobbying for support from other

departments" (Lysonski et al., 1989, p. 34). Product managers also must continually adapt the product line's marketing mix to a changing environment. When these changes are dynamic, the product manager's boundary-spanning activities increase.

Boundary spanning, combined with environmental uncertainty, contributes to the pressures product managers experience, including role conflict and role ambiguities. These pressures generally are linked to negative or dysfunctional personal outcomes, such as stress, dissatisfaction, and poor performance. When role conflict is particularly great, product managers often experience "burnout." Stated one worker: "I feel like I'm in a pressure cooker at times, trying to juggle all the different departments' expectations" (Lysonski et al., 1989, p. 34).

This study examined several behavioral variables relating to the boundary-spanning role of product managers. All items in the questionnaires were validated by prior research. The researchers mailed questionnaires to 449 product managers from Fortune 500 companies. The industries in the sample included food, proprietary drugs and cosmetics, soaps, cleansers and allied products, soft drinks, tobacco, paper, and liquor. The usable sample was 170 questionnaires.

Analysis of the questionnaire data produced the following findings: 1) environmental uncertainty has only a slight effect on the amount of boundary-spanning activity by product managers; 2) the greater the perceived uncertainty in

the environment, the greater the role pressures experienced by product mangers; 3) boundary-spanning activity produced high levels of role conflict, but did not directly affect the role ambiguity experienced by product managers; and, 4) intense role pressures led to increased levels of job-related tension, reduced job satisfaction, and lower perceived performance.

Lysonski et al. (1989) found that the need for product managers to communicate across organizational and environmental boundaries under conditions of uncertainty can lead to role conflict and role ambiguity. They concluded that the actual extent of boundary-spanning activities seems to depend more on the individual product manager's approach to the job than on the degree of uncertainty in the market environment. Also, boundary-spanning activity and environmental uncertainty act together to intensify role pressures on product managers. These pressures may reach dysfunctional levels, resulting in tension, dissatisfaction, and low performance. Third, where role pressures are intense, greater job experience was strongly associated with increased levels of tension under conditions of intense conflict and high ambiguity. "Evidently, the product managers do not learn to cope with situations of intense role conflict; they simply 'burn out,'" the authors concluded (p. 39).

Shrum (1990) examined the exchange of resources and perceptions of conflict among professional planners as a

function of the relation between their structural positions. Professional planners are involved in four principal areas: transportation, environment, energy, and comprehensive development. Professional planning was selected for the study because it is performed by specialized personnel at all levels of government in a wide variety of agencies. Also, because planning is involved in the immediate and long-term development of most states, it is intertwined with the primary goals of many agencies. Shrum's analysis of dyadic relations at various levels of government indicated that the organization's structural features pair actors at lower organizational positions in higher levels of government with actors in higher organizational positions but at lower levels of government. As a result, those who are accustomed to giving orders within their organizations interact across organizational boundaries with those who are accustomed to taking orders. Shrum (1990) found:

> The differences in emotional energies and symbolic associations to which this gives rise, built up in the course of intraorganizational interactions, are reflected in a greater ability to dominate the interaction. The relational advantage of intraorganizational status carries over into boundary relations with actors over whom they have no formal authority. (p. 509)

Status incongruence can result from these dyads, which can lead to stress and conflict. Shrum argued that structural constraints increase the probability that inconsistent status incongruence will occur so that low-status participants in

higher-level agencies interact with higher-status participants in lower-level agencies. Shrum analyzed the exchange process within the intergovernmental planning network in a northeastern coastal state. Data on the relationships between individual actors within the planning system were gathered through personal interviews with 113 professionals. A modified snowball approach based on two core groups was used to identify respondents. The first core group was state and regional planners, while the second core group consisted of county planners. Also, the study tried to interview each state and regional planner who was mentioned at least four times. The total number of interviews was 13 regional, 36 state, 43 county, and 21 township-municipal. Respondents also completed a self-administered questionnaire describing their relationship with external contacts. Although a random sample was not used, the researcher expressed confidence that most of the important actors and relationships in the planning network had been identified.

Respondents indicated the level of conflict in professional relationships by rating the "smoothness" of the relationship. Asymmetry and direction of the exchange relationship were measured in three ways: initiation, information, and favor exchange. Shrum found that actors with higher organizational status were more likely to "receive" interaction than to "initiate" interaction and were more likely to receive information than to provide it

unilaterally, two conditions associated with low levels of conflict. Actors with higher organizational status were quite unlikely to provide favors, which is associated with a high level of conflict. Actors at higher levels of government with greater network centrality reported the opposite experience. Shrum's findings suggest a constraining role for structural configurations on the exchange process and its outcomes. The expectations of elementary exchange theory for unconstrained systems must be modified in the context of interaction networks that span organizational boundaries.

In summary, the professionals at higher levels of government were more likely than those at lower levels to do favors and provide information, particularly when they were more central in their professional network. However, these exchange patterns (favors and information) were associated with conflict in relationships. If the incongruence in the relationships can be resolved, Shrum suggested fewer conflicts will result and information processing among boundary spanners would increase.

Singh and Rhoads (1991) found that researchers often use role variables such as ambiguity, conflict, and inaccuracy for studying the many boundary-spanning roles of marketing personnel who operate at an organization's periphery, including salespeople, customer services representatives, and industrial buyers. Boundary spanners are likely to experience role ambiguity when they cross boundaries, produce innovative

solutions to non-routine problems, and experience diverse role expectations and demands from inside and outside the organization.

However, Singh and Rhoads believe that the measures used to monitor these constructs in most studies have shortcomings, as they do not represent the breadth of the underlying construct. One instrument used in about 85 percent of all research studies captures unidimensional ambiguity perceptions about the overall or global ambiguity associated with one's role.

To overcome this concern, Singh and Rhoads addressed some shortcomings of the existing measures of role ambiguity and developed a multidimensional, multifaceted construct to investigate role ambiguity referred to as the MultiRam. Singh and Rhoads (1991) defined MultiRam as:

> ... a multidimensional, multifaceted evaluation about the lack of salient information needed to perform a role effectively. Specifically, this evaluation may include ambiguity about role definition, expectations, responsibilities, tasks, and behaviors in one or more facets of the task environment. These facets, in turn, reflect one or more members of the boundary spanner's role set (e.g., customer, boss) and/or activities required to perform a role (e.g., ethical conduct). Finally, each facet may itself be viewed as a multidimensional evaluation of the ambiguity about that facet. (pp. 330-331)

Singh and Rhoads developed and tested their 45-item MultiRam by using data from multiple boundary spanners (e.g., customer service representatives and salespeople) in

different organizational contexts. For initial development and pretesting of the instrument, the researchers convened six focus groups consisting of six to eight persons each from an office equipment supplier. Some personal discussions also were conducted with salespeople and managerial personnel. Based on the analysis of the focus groups and individual discussions, additional facets of role ambiguity were added to the instrument. The final seven facets were company and top management, boss, customers, family, managers in other departments, coworkers, and ethics. The focus groups also revealed that some of these facets were likely to be complex in and of themselves.

The qualitative data from the focus groups were used to generate items for the MultiRam construct. Fifty-five items were developed and refined by administering them to two groups of personnel. Based on this testing, the redundant items were eliminated and other items were refined. They suggest their findings from using the MultiRam scale represent a more complete measurement of role ambiguities that will result in a better understanding of the ambiguities inherent in a boundary spanner's role.

During the second phase of analysis, 2,000 members of the Association of Sales and Marketing Executives from four states (Minnesota, North Carolina, Ohio, and Texas) were randomly selected. About 150 had moved or were no longer with the company. Of the 1,850 remaining, the researchers sent a

prenotification card, two questionnaire packets, and a reminder card. There were 472 usable responses obtained for a response rate of 25.5 percent. The facets were separately analyzed through factor analysis.

To confirm the findings in the previous analysis, a follow-up study was conducted with an industrial sample comprised of marketing personnel, sales personnel, and customer service staff from two divisions of a Fortune 500 industrial manufacturer based in the United States. From the two divisions, 520 people were selected for participation. Two hundred sixteen responses were obtained for a usable response rate of 41.5 percent. The hypothesized dimensions of the MultiRam instrument were validated.

Singh and Rhoads suggested the result of creating the MultiRam scale was a more complete measurement of role ambiguities and a better understanding of the ambiguities inherent in a boundary spanner's role. They identified seven facets of role ambiguity of boundary spanners (company and top management, boss, customers, family, managers in other departments, coworkers, and ethics), as well as 13 dimensions of role ambiguity. They concluded that role ambiguity decreases with increasing professional experience, female boundary spanners perceive higher role ambiguity than do male boundary spanners, and external boundary spanners experience greater role ambiguity than internal boundary spanners. Further, higher role ambiguity resulted in lower job

satisfaction, poorer job performance, increased job tension, and greater chances of turnover.

Long and Hazelton (1987) examined the public relations profession and its environmental influences in an open systems model. They developed a theoretical description and definition of public relations that can be used by scholars, students, and practitioners. They defined public relations as a "communications function of management through which organizations adapt to, alter or maintain their environment for the purpose of achieving organizational goals" (p. 6).

The authors conceptualized public relations as an open systems model made up of a multidimensional environment and three subsystems: an organizational subsystem; a communication subsystem; and, a target audience subsystem. Their model presented a comprehensive, holistic interdisciplinary description of public relations. Long and Hazelton's public relations process included simultaneous consideration of quantitative and qualitative aspects of public relations behavior and permitted analysis within and across the subsystems and the environment.

Using Long and Hazelton's model, the communication subsystem provided a boundary-spanning function among the environment, organization subsystem, and target audience subsystem. The boundary-spanning role included the production and delivery of messages. Inputs into the system included five interacting dimensions: legal/political, economic,

social, competitive, and technological. In the organizational subsystem, inputs from the environment interacted with the organization and influence the development of organizational goals, structure, resource acquisition, and management philosophy. The target audience subsystem received inputs from the environment and the communication subsystem. While most public relations models fail to integrate common approaches across all public relations endeavors, Long and Hazelton's model served as an integrating devise and as a starting point for further theoretic development for the public relations practice.

Ibarra (1993) studied an advertising/public relations agency to determine the relative impacts of personal attributes, formal position, and network centrality on the exercise of individual power, which was measured as involvement in technical and administrative innovations.

The top management team owned the agency used for the study. Located away from a major urban center, the agency had nearly doubled in size during the three previous years and, at the time of the study, had 94 full-time employees. The agency was organized like a typical advertising agency into various departments, including account services, creative services, operations (production and traffic), and support departments such as media and accounting. The researchers found that while account services employees are dedicated toward pleasing their clients, members of the creative staff

judged their performance against their professional peers. Friction between these two groups is common at most advertising agencies.

The sample consisted of 73 professional staff members and seven secretarial staff members who were nominated by more than two of the initial 73 respondents to participate in the study. There was a 97.5 percent response rate of the network population.

The research was conducted in two phases. To better understand the research context, phase one consisted of unstructured interviews with representatives of the various organizational groups. The data reported for the study were collected during phase two through structured interviews. The respondents were administered a questionnaire on their involvement in innovation, a sociometric questionnaire, and a background information sheet. The sociometric questionnaire provided raw data used to define communication, advice, support, influence, and friendship networks. The data were analyzed using logistic regression models.

Ibarra found that the account services personnel, who serve as boundary spanners between the agency and the clients, have the most power. Also, centrality was more important for "administrative innovation" roles, and rank and centrality had the same effects on "technical innovation" roles. The results suggest that an organization's informal

structure may be more critical than its formal structure when the exercise of power requires extensive boundary spanning.

The findings also suggest that sources of power have both general and innovation-specific effects. The friendship network was determined to be the most distinct as it is the only network that taps interaction of individuals outside of work. Personal sources of power appeared to have greater bearing on technical innovation roles than on administrative innovation roles. Also, formal authority was more highly associated with administrative innovation than was subunit membership.

Church and Spiceland (1987) examined the role of boundary spanners in organizational forecasting. Organizations often use forecasting as a tool to help reduce the number of uncertainties in the environment. While some studies have suggested that statistical models are superior to human judgment, Church and Spiceland advised that organizational boundary spanners provide invaluable input for forecasting by supplementing objective forecasts with subjective projections.

Boundary spanners enhance the forecasting process because they balance the demands of outside forces with the operations of the company. Their contact with external actors provides an opportunity to recognize trends in the external environment. Boundary spanners filter this information, providing a buffer against information overload in the

organization. Other advantages of boundary spanners include the individual data bank of information they build that is unique to their experiences and the tendency for them to internalize company plans and work to fulfill the forecasts when they are part of the planning process. While boundary spanners can efficiently gather information, errors in judgment can prevent important data from reaching the right decision makers on a timely basis. Organizations need to take steps to ensure efficiency and accuracy when using information from boundary spanners since discrepancies may exist between their personal needs and organizational goals.

Church and Spiceland suggested maximizing congruence of individual actions and company policies through carefully selecting personnel to fill these roles, finding individuals who have tolerance for pressure, providing on-going training programs for communicating policies to organizational members, strengthening ties between boundary spanners and influential members within the organization, and providing financial rewards to reinforce appropriate actions.

Nochur and Allen (1992) studied the effectiveness of technical professionals, such as scientists and engineers, who have been assigned by their organization to serve as technological gatekeepers. Gatekeepers, high technical performers who connect an organization with internal or external technology sources, traditionally have developed naturally within organizations. In recent years, however,

organizations have begun to formally assign professionals to fill the role of technological gatekeepers. Nochur and Allen examined whether people formally assigned the role of internal boundary spanners can effectively fill the organization's expectations.

The researchers studied a major company in the mineral exploration business that has seven operating regions and 405 geophysics professionals. Each division has a formally designated technology resource group. The study focused on the 39 technology resource group members scattered throughout the regions in their role of nominated boundary spanners. These boundary spanners are assigned to transfer technologies from the organization's corporate research center to its operating units. The technologies of interest were new methods for gathering, processing, displaying, and interpreting seismic and other geophysical data to identify potential sites for prospective prospecting. The researchers mailed questionnaires to all 405 professionals. There were 285 usable returns, yielding a response rate of 70 percent.

Nochur and Allen found that the technical research group members are partially successful as boundary spanners. They communicate effectively with the corporate research center and adopt new technologies. However, they fail to disseminate these technologies among their regional colleagues, an essential role of boundary spanners. The researchers concluded that it is the perception of competence or high

performance, not the formally appointed role, that attracts the contacts of the colleagues and heightens the effectiveness of boundary spanners. Therefore, Nochur and Allen concluded that effective gatekeepers are not created by assigning people to fill the role but are developed over time as formal and informal contacts are naturally formed and cultivated.

Some recent research has focused on communication processes across organizational boundaries and has suggested that an individual's preference for risk, change, and new experiences are important antecedents for boundary-spanning communication across organizations. Seror (1989) examined the patterns of individual boundary-spanning communication and perceived task uncertainty - defined through ambiguity, conflict, task predictability, and task variability - in the field setting of six research and development laboratories under contract to the U.S. Department of Energy and managed under the Electric and Hybrid Vehicle Development Program in 1980.

The sample was comprised of the 52 managers responsible for the tasks in progress within the six project areas. The research and development team goals were to develop an electric vehicle in order to reduce national oil consumption and to achieve environmental benefits. This limited task grew from basic research at the beginning of the project to the

comprehensive development of plans for commercialization and the development of new markets.

The methodology for the study consisted of individually administered "questionnaire interviews" conducted at the offices of each research and development laboratory. The interview format was developed through a series of discussions with Electric Hybrid Vehicle Program managers. Six preliminary interviews were conducted to inform program managers of the type of data to be collected and to provide an opportunity for them to make suggestions for format revisions. The interview format included measures of variables for task routinism, planning activity, sensation-seeking tendency, task interdependence, perceived task uncertainty, boundary-spanning activity, tenure, and hierarchy. In addition to the interviews, the researcher requested information from each project office describing the overall organization and tasks in progress.

Seror found that an individual's sensation-seeking tendencies were significantly associated with perceived task uncertainty, task routinism, and boundary-spanning activities. In other words, the greater the individual's sensation-seeking tendency, the greater the individual's perception of task uncertainty and the greater the level of boundary-spanning communication, especially with other research centers.

Seror also found that the greater the center-to-center task interdependence, the greater the individual perception of task uncertainty. An individual's tenure with the program was positively associated with overall and center-to-center boundary spanning. Also, an individual's level in the hierarchy is associated with perceived task uncertainty and overall boundary spanning. These results show that 1) the longer individuals are with Electric Hybrid Vehicle, the higher their level in the project organization hierarchy and, 2) controlling for tenure, the higher the hierarchy level, the greater the perceived task uncertainty and the greater the level of center-to-center boundary-spanning communication. As a result, Seror found the only significant antecedents of boundary-spanning communication are hierarchy in the project organization and individual sensation-seeking tendency.

DeMeyer (1991) examined the communication flow among and within research and development (R&D) laboratories in large multinational companies. Traditionally, one of the greatest problems in research and development has been stimulating communication among researchers. This difficulty often is increased when the laboratories are in distant locations. DeMeyer focused on the practices of 14 companies to gain some insight into how they manage these communication problems to improve the management of their international research and development operations. These companies did not form a

representative sample of a particular industry or geographical region, but were each considered to be successful based on financial performance over the previous five years and evaluations in the international business press.

Previous studies have shown that the productivity of R&D engineers depends to a large extent on their ability to be part of an appropriate information network. Data were gathered through interviewing the companies' employees. The number of interviews per company depended on the extent of its research and development network, and ranged from interviewing only the R&D manager to interviewing several laboratory managers and eventual users of the research or development results. The interviews at each company lasted from several hours to several days. The open questions and interview format were adapted to the specific technology and market presence of the company.

Three elements were examined for their influence on the companies' communications efforts: organizational structure, boundary-spanning individuals, and communications technology. Boundary spanners monitor what is going on in the outside environment and translate that external information into messages understandable to the groups. They improve the flow of information and are able to manage the flow of information between international laboratories.

The solutions to communications problems were divided into six broad categories: increase socialization to enhance information exchange; implement rules and regulations to increase formal communication; create boundary-spanning roles to facilitate communication flows; create a centralized office responsible for managing communication; develop a network organization; and, replace face-to-face communication with electronic systems.

DeMeyer found that each of the companies made efforts in most of the categories. Socialization was the most intensely exercised mechanism with nine companies using it. The least used mechanisms were rules and procedures and electronic communication with five companies each. Seven companies employed some type of boundary-spanning process. DeMeyer concluded that as the marketplace becomes more globally competitive, companies will need to pay considerable attention to the creation of and maintenance of an effective communication network.

Even though there has been a large amount of research into role stress and its effects on marketing organizations, Goolsby (1992) found that boundary spanners within these marketing organizations continue to be adversely affected by role stress. For example, he cited a recent study that identifies customer service representatives as one of the 10 most stressful job positions in America. Goolsby points out that while the literature links role stress and negative job

outcomes, few proactive suggestions from empirical research exists on controlling role stress.

Goolsby developed a theory that expands current theoretical frameworks in the marketing literature used to investigate the impacts of role stress. He presents empirical and logical evidence collected from the role stress literature in marketing and other academic disciplines to support his theory. Goolsby contends that, when a boundary spanner is confronted with "boundary role stimuli," the strain experienced is defined by two principal cognitive processes: recognition and reaction. If the boundary role stimuli are perceived as stress, a process is set into motion that yields a reaction - a strategy for coping with role stress. These reactions can be proactive or reactive. Goolsby theorizes that the outcomes experienced by the boundary spanner is determined by the amount of support and coping mechanisms possessed by the individual.

Coping mechanisms, as identified from earlier literature, include the extrinsic strategies of social support and proactive organizational strategies as well as the intrinsic strategies of coping abilities and individual resources (age, job experience, education, locus of control, and job attitude dispositions). Goolsby theorized that the boundary spanner's ultimate reaction to stimuli is a function of how the internal and external support resources are utilized and combined. He further suggested that marketing

research should no longer ignore how personal outcomes impact role stress in organizations. In addition, Goolsby proposed that the strains experienced by boundary spanners may be both positive and negative for the organization.

Building upon advances in job stress research across several academic disciplines, Goolsby developed a systematic framework to promote empirical research in the area. He offers 16 propositions suggested by the marketing literature that could be used as a guide for future empirical research which would be "a more accurate and managerially actionable portrayal of role stress..." (p. 162). Goolsby concluded that organizations can affect the impacts of role stress by encouraging social support from managers and co-workers, designing prevention and intervention programs, and helping workers to develop coping skills.

Weatherly and Tansik (1993) studied the boundary spanning nature of customer-contact service jobs. They found these workers often experience role conflict and use a variety of techniques to cope with the stress of role conflict, role ambiguity, and value conflict. These techniques include using more effort to satisfy demands of customers and management, negotiating to alter role demands, and using pre-emptive tactics to avoid prescribed roles. Weatherly and Tansik concluded that there is a link between job satisfaction and performance attributes based on

successfully using individual combinations of the coping techniques.

Igbaria and Siegel (1993) examined the career decisions of information systems employees because of the widening gap between supply and demand in the work place and their high turnover rates. The decisions of experienced workers to remain in the technical field or move into management often create difficult situations for the workers and their organizations. Igbaria and Siegel studied the relationships between career decisions and directions and a set of independent variables including job title, demographic variables, role stressors, boundary-spanning activities, perceived job characteristics, and career outcomes for 348 information systems employees. They also studied the relationship between career decisions and job title and the degree to which career decisions are initiated by information systems employees.

Igbaria and Siegel mailed their survey to 1,152 members of the Data Processing Management Association (DPMA). There were 348 usable surveys returned for the study. They found that the majority of employees had already defined specific jobs they would like to hold within the next one to three years. Further, they defined four directions for their future careers: 1) information system technical; 2) information system management; 3) business; and, 4) consultant. The results showed that career decisions and directions are

related to some of the independent variables, including role ambiguity, tangible and intangible rewards, boundary-spanning activities, and educational level. They recommended that management should frequently monitor the progress of information systems workers and provide the opportunity to advance within the organization. They also called for "proactive human resource intervention" for helping employees.

In summary, the literature on boundary spanning often depicts individuals who are "caught in the middle" between internal and external constituents. They often experience pressure by trying to satisfy the desires all constituents at once. These studies suggest people in these boundary-spanning roles try to balance the needs of external and internal audiences and they have the ability of creating change in the organizations to meet the needs of those constituencies (DeMeyer, 1991; Nochur & Allen, 1992). The pressures experienced by boundary spanners have been linked to negative or dysfunctional outcomes, such as stress, dissatisfaction, poor performance and, ultimately, "burnout" (Goolsby, 1992; Weatherly & Tansik, 1993). These pressures on boundary spanners also frequently lead to feelings of lack of empowerment and high turnover.

Role Conflict and Role Ambiguity

One of the problems most frequently associated with boundary spanning is role conflict (Friedman & Podolny,

1992). As boundary spanners interact with different groups, group members express the group's expectations of the boundary spanner.

> Given that each group's values and interests are different, the boundary spanner is likely to experience conflicting expectations of how to fulfill her role. Such role conflict has dysfunctional effects on both the individuals who do the boundary spanning and their relations with others. (Friedman & Podolny, 1992, p. 28)

Stress often results from this role conflict because of the difficulty of satisfying both parties, suspicion shown to them from both sides, and the inherent ambiguity of their roles. This can eventually hurt constituent relations and reduce organizational effectiveness (Friedman & Podolny, 1992). While others have studied the effects of role conflict, Friedman and Podolny stated researchers have not examined the structural conditions that are the basis of the conflict.

Friedman and Podolny tested the hypothesis that boundary spanning is a differentiated function that is not necessarily performed by one person; sometimes boundary spanning is performed as a team with members assuming various roles. The study uses longitudinal network data collected during a labor negotiation process. Labor negotiation is a boundary-spanning process with negotiators facing opposing needs from their constituents, who expect labor negotiators to be tough, to remain interpersonally distant, and to present to the other side exactly what they are told. However, opposing lead

bargainers view their opponent as someone they have to deal with again and they strive to build familiarity, trust, and comfort with each other.

For this case study, data were collected over a three-month period when "Midwestern University" negotiated with its faculty union, "American Faculty Union," for a three-year contract renewal. Although many members from the university and union were part of the process, the negotiation team was comprised of 16 individuals. As part of the study, members of the research team attended negotiation training sessions, observed negotiations, attended caucuses and meetings with constituents, and observed participants. Negotiators also were asked questions at four points during the negotiations. Their answers were rated on a numerical scale and descriptive statistics were used to analyze the data.

Friedman and Podolny found that some people on the bargaining teams "broker ties" toward their opponents, while others broker ties from their opponents. These ties were either task-oriented ties or socio-emotional ties. They concluded that there are two types of boundary spanners: "gatekeepers" who mediate flows into the group of which the boundary spanner is a member and "representatives" who broker flows out of their own group. As a result, they define a boundary spanner as "an individual who is either a gatekeeper or a representative along some flows" (p. 34). While these

definitions are independent, boundary spanners do not necessarily only occupy one role.

The study found the role differentiation between representatives and gatekeepers became more distinct as the contract deadline neared. The researchers concluded that this distinction suggests that role conflict must be examined differently, both conceptually and methodologically, and widens the options available for managing potential such conflicts. The broader implication of this study is that role conflict may be averted if several people are in a position to take on different aspects of the boundary-spanning function within an organization. Also, the dysfunctional effects of boundary spanning may be limited if some type of organizational, rather than just interpersonal, means of containing them are developed.

Smith (1993) examined the impact of perceived goal agreement upon the efficiency of fund raising at three church-related colleges. He studied whether goal congruency positively impacts the amount of funds raised through private giving. The population for the study was faculty, students, administrators, and external constituents associated with each college. Seven hundred eighty-seven individuals participated in the study.

Smith analyzed the responses from each participant using computer tapes from the Educational Testing Service. Data was used from the Small College Goals Inventory (SCGI), which

measurers perceived goal importance and perceived institution effectiveness on meeting goals. Each college also provided information on annual expenditures, funds raised, and the amounts of annual contributions from sponsoring denominations during the year prior, the year after, and the year during which the SCGI was taken.

The data were analyzed to compare fund-raising efficiency at each college to the levels of perceived goal ambiguity between each constituency and each institution. Smith found a positive association between goal congruence and fund-raising productivity. However, no correlation was found between goal congruency and the level of denominational support at these colleges. Further, the college with the smallest level of goal ambiguity was the most productive in fund raising.

In summary, the literature suggests that role conflict and role ambiguity occur among boundary spanners as part of the nature of the organizational environment. Boundary spanners, which can be individuals or teams, monitor the flow of information into and out of organizations. Congruency among environmental actors can positively impact the effectiveness of boundary spanners. However, boundary spanners may experience stress due to conflicting expectations of the involved groups.

Power and Resources

As part of the examination of boundary spanning, research into organizational power (Pfeffer, 1981; Pfeffer, 1991; and Pfeffer, 1992) and the interaction of power and the allocation of resources (Birnbaum, 1988; Dill, 1991; Piercy, 1989) were reviewed and generally supported the concept that development officers may experience conflicts in their boundary-spanning roles. Hoy and Miskel (1991) stated that the classical definition of power is the ability to get others to do what you want them to do. Birnbaum (1988) offered the following definition for power:

> Power is the ability to produce intended change in others, to influence them so that they will be more likely to act in accordance with one's own preferences. Power is essential to coordinate and control the activities of people and groups in universities, as it is in other organizations. (pp. 12-13)

Simply stated, "Power is the ability to make things happen" (Pfeffer 1993, p. 112). John R.P. French and Bertram H. Raven (1968) in their pioneering study identified five types of interpersonal power that also are applicable to organizations. These are coercive, reward, legitimate, referent, and expert power. Coercive power involves having the ability to influence others by punishing them for undesirable behavior. Reward power is the ability to influence others by rewarding desirable behavior. Legitimate power refers to the ability to influence others because of one's formal position. Referent power is based on the ability

to influence because one person likes or can identify with the other person. Expert power is the ability to influence someone's behavior because of a belief that the other person has some special knowledge or competence in a specific area.

Development officers in higher education institutions may use the influence of each of these forms of power. Coercive power can be interpreted as not seeking potential funding for uncooperative departments. Reward power could be interpreted as directing potential donors to consider departments that have worked positively with the development office in fund-raising efforts. Legitimate power could refer to the development officer's position within the hierarchical structure of the institution. Referent power could refer to faculty members agreeing to assist with writing a grant proposal because they like the development officer. Expert power could be the recognition by the administration that the development officer has some special skill or knowledge to secure external resources.

Pfeffer (1981) synthesized the existing literature on power in organizations and identified significant gaps in existing empirical research. Generally, studies of organizational power have focused on hierarchical power, such as the power of supervisors over subordinates. While this type of power is important in understanding organizations, it is not the only dimension of power. Organizational *politics* - the ability to get what, when and how - involves "...those

activities taken within organizations to acquire, develop, and use power and other resources to obtain one's preferred outcomes in a situation in which there is uncertainty of dissensus about choices" (Pfeffer, 1981, p. 7).

Pfeffer also demonstrated that power is ubiquitous and may be beneficial, not harmful, to organizations and to the people who work in them. Researchers generally agreed that power characterizes relationships among social actors and that power is context or relationship specific. A person is not powerful, in general, but becomes powerful in specific relationships (Pfeffer, 1981, p. 3).

Pfeffer identified three conditions for the use of power: interdependence, a situation in which what happens to one organizational actor affects what happens to the others; heterogeneous goals, where goals are inconsistent with each other; and, scarcity, the greater the scarcity as compared to demand, the greater the power and effort that will be used to resolve the scarcity issue. To the extent that there are not enough resources to meet the various demands of organizational participants, choices must be made for allocation of those resources. "The greater the scarcity as compared to the demand, the greater the power and the effort that will be expended in resolving the decision," found Pfeffer (1981, p. 69).

In a later work, Pfeffer (1991) examined how structural effects - the influence of an individual's position in social

space on that person - can impact the understanding of organizational phenomena, which is typically studied from the perspective of individual attributes and dispositions. Pfeffer's focus on structure diverts attention from individual characteristics and directs it toward organizational structure. He stated that focusing on structural effects can enrich the analysis of issues that traditionally have been treated as purely reflecting individual factors, such as job attitudes, turnover, performance on the job, and wages.

Pfeffer argued that organizational structure is more than just a hierarchical chart. He defined organizational structure as the patterning of relationships among task-relevant roles. Social structure referred not only to the patterning of social or task-related interactions, but also to the patterning of relations among any consequential social attributes such as income, tenure in the organization, gender, and communication. Pfeffer maintains that structural forces are not more important than individual differences. However, because organizations are social and relational entities, it is often useful to understand behavior in an organization from a structural perspective.

Birnbaum (1988) defined power as "the ability to produce intended change in others, to influence them so that they will be more likely to act in accordance with one's own preferences. Power is essential to coordinate and control the

activities of people and groups in universities, as it is in other organizations" (p. 12-13). Simply stated, "Power is the ability to make things happen" (Pfeffer 1993, p. 112).

Pfeffer (1992) also analyzed the use of power and politics in organizations. He contends that many organizations solve their personnel problems by getting rid of personnel instead of tackling the social processes of power and influence that may underlie the problems. Ignoring the existence of power and influence contributes to one of the major problems facing many organizations today - the incapacity of anyone except the highest level managers to take action and accomplish objectives. Pfeffer argues that innovation and change involve politics. He stresses that organizations will fall further behind their competitors until they are willing to come to terms with organizational power and influence, and realize that the skills of getting things done are as important as the skills of figuring out what to do.

Managing with power means understanding that the individual needs power to accomplish goals, according to Pfeffer. Therefore, he stated that it is necessary to understand the origin of power and how sources of power can be developed. Also, he said managing with power means understanding the strategies and tactics through which power is used in organizations, including the importance of time, the use of structure, the social psychology of commitment,

and other forms of interpersonal influence. While power often has a negative connotation, Pfeffer contends it is the key to success for individuals and their organizations. "Innovation and change in almost any arena requires the skill to develop power, and the willingness to employ it to get things accomplished," stated Pfeffer (1992, p. 49).

Waddell (1993) examined the nature and scope of fund-raising programs at historically black public colleges. He used the resource dependency model as the conceptual framework. According to the resource dependency model, organizations must competitively acquire and maintain resources from the environment to survive. Successful institutions are those with aggressive fund-raising programs well connected within the environment to ensure a steady flow of resources to the institution.

Waddell used a cross-sectional direct mail survey to all public colleges and universities that were members of the National Association For Equal Opportunity in Higher Education (NAFEO) in 1990-91. These institutions were categorized as 22 state colleges and universities, 20 land grant institutions, and 14 two-year institutions. Thirty-eight institutions responded to the survey.

The study examined institutional characteristics, organizational structure, fund-raising practices, and the unique needs of fund raising programs at public black institutions. Waddell stated that some of the institutions

had strong linkages to the environment but did not explain how or how that linkage impacts their fund-raising success. His findings do, however, provide an overview of fund-raising programs, processes, and personnel at these institutions.

In a situation that seems quite similar to the role of development officers, Ibarra (1993) found account representatives in advertising agencies command substantial power. "Account services tends to be the most powerful department in an advertising agency because its members control the agency's sole source of revenue - the clients," he wrote. "The many uncertainties that characterize the client relationship enhance the department's elite status and concomitant power..." (pp. 478-79).

Piercy (1989) found that while the boundary-spanning role of marketing departments has been recognized, there has been little research regarding the implications of the boundary-spanning role in the political structure of the organization and in the power of the marketing department. Piercy examines this boundary-spanning unit for the relationship between the control of information access and the department's power.

He sampled 140 medium and large United Kingdom companies, defined as having between 600 to 1,200 employees. His primary hypothesis was that information used by the marketing department is a political resource that is controlled by organizational actors. If supported, this

hypothesis could mean that information flows are discretionary, possibly discriminatory and, therefore, can undermine the common assumption that all legitimate organizational actors have full access to the information they need to make reasonable decisions. Piercy studied two dimensions of information control: 1) the access marketing departments have to corporate information; and, 2) the restriction of access for other departments to information held by the marketing department.

The study was conducted in two parts. The initial phase consisted of 10 personal interviews with senior marketing executives. These interviews confirmed some hypotheses about the influence of organizational structure, decision making, and the role of information control. The interviews also served to pilot and test the questionnaire used in the next phase.

For the study's second phase, Piercy randomly surveyed the chief marketing executives from 600 manufacturing firms. The overall response rate was 56 percent; however, only 28 percent responded to the marketing information segment of the questionnaire. The results indicted that information access is greater for marketing departments that are perceived to have greater power. Also, when decision making is perceived as politicized, there is greater restriction to information. Further, there was a negative correlation between information restriction and the positional power of the marketing

department. This suggests some support for the hypothesis that information restriction will be greater when the power of the marketing department is lower.

Piercy concluded that there is evidence that the marketing information function has a political dimension that operates in a complex way. He found that access gained by the marketing department to information sources controlled by others is positively related to the power of the marketing department. Also, information restrictions operate as a form of political behavior to gain influence in the organizational setting.

The interaction of power and allocation of resources influences the role of the development officer (Birnbaum, 1988; Dill, 1991; Piercy, 1989). Dill (1991) operationally defined power as "the ability to attract grants and contracts as well as student enrollments" and stated that power acts as a criterion for the allocation of resources. Power, Dill found, tends to gain in importance when resources are scarce. Therefore, in the organizational fund-raising process, the environmental actor with control over the resources has greater power. The actor with control, therefore, is most likely the donor. The development officer is the intermediary between the donor and the institution. Because the development officer is the link between the donor and the institution, some of the donor's power is essentially shared with the development officer.

> Some important intangible campus resources, such as institutional prestige or attractiveness to students or to potential donors, are tied into networks of external relationships that are virtually impossible to change in the short run and difficult to alter even over long periods of time. (Birnbaum, 1988, p. 17)

In summary, these studies examined organizational power and the impact of resources on power. Development officers may use power, the ability to get others to do what they want, because they have the most direct contact with the source of external resource, the donors. This relationship in the organizational structure can be beneficial and can help the organization gain needed resources.

Chapter Summary

This chapter provided an overview of items from the body of literature concerning development in higher education, boundary spanning, the role conflicts and ambiguities boundary spanners experience, and the influence of resource availability on the power of boundary spanners. The literature review suggests that the role of the development officer, arguably the boundary spanner in the higher education fund-raising process, can be trapped between the sometimes conflicting desires of the organization's internal and external constituencies. No study was found that examined the boundary-spanning role of development officers in higher education and how development officers balance the desires of

their multiple constituencies for the maximum benefit of their colleges or universities.

CHAPTER THREE

METHODOLOGY

The organization of this chapter reflects the research process undertaken for the study. It begins with a description of qualitative research and outlines the differences between qualitative and quantitative research. It then reviews how data were collected for the study through using the "long interview" methodology, the sample population studied, and the actual interview process. It will conclude with information on how the data were analyzed and how the concerns of reliability and validity were addressed.

This study utilized a form of qualitative research to explore the perceived roles of development officers in higher education. Qualitative studies are particularly suitable for dealing with practical problems in education and for expanding the knowledge base in various areas of education (Merriam, 1988). While quantitative research may be more plentiful, qualitative studies have long been important in many fields such as anthropology, sociology, psychology, sociology, and political science (Dobbert, 1982; Merriam, 1988). This usage may be due, in part, to the inherent differences between qualitative and quantitative research.

> Quantitative measures are succinct, parsimonious, and easily aggregated for analysis; quantitative data are systematic, standardized, and easily presented in a short space. By contrast, the qualitative findings are longer, more detailed, and variable in content; analysis is difficult because

> responses are neither systematic nor standardized. Yet, the open-ended responses permit one to understand the world as seen by the respondents. (Patton, 1990, p. 24)

Qualitative research enables "the researcher to discover, understand, and describe everyday, as well as unique, events, processes, activities, and behaviors, in depth, as they occur, and from the perspectives of the persons involved" (Whitt, 1991, p. 409).

Stated Miles and Huberman (1984):

> Qualitative data are attractive. They are a source of well-grounded, rich descriptions and explanations of processes occurring in local contexts. With qualitative data one can preserve chronological flow, assess local causality, and derive fruitful explanations. Then, too, qualitative data are more likely to lead to serendipitous findings and to new theoretical integrations; they help the researcher go beyond initial preconceptions and frameworks. (p. 15)

In the last several years, qualitative research methods have gained widespread attention and are being used in a greater variety of fields, including higher education.

> Interest in qualitative research is increasing as higher education practitioners and researchers seek to understand the complex qualities and processes of institutions of higher education (IHEs) and their participants, such as learning, growth, culture, and effectiveness, and find that conventional social science assumptions and quantitative methods are not sufficient (or, in some cases, appropriate) to the task. (Whitt, 1991, p. 406)

Forms of qualitative research used in the field of education increased during the late 1960s and early 1970s when the

federal government funded studies of school integration, science curriculum, and the New Math (Merriam, 1988).

Indeed, there are some classic qualitative studies in education, such as *Boys in White* (Becker, et al., 1961). Nonetheless, Crowson (1987) found that the tradition of qualitative research in higher education is not strong. Also, materials on qualitative research are difficult to locate because the information is scattered across many fields of study.

Although interest in qualitative research appears to be increasing, examples of qualitative research in higher education is not plentiful. Whitt (1991) found this is due to a lack of understanding about its usefulness and that educators typically are trained to use social science research methods, including the use of numerical data and quantitative analysis.

There are many definitions of qualitative research that stem from its roots in many disciplines. Whitt (1991) simply defined qualitative research as "conducting research by talking and watching and listening" (p. 406). Strauss and Corbin (1990) offered the following definition:

> By the term qualitative research we mean any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification. It can refer to research about persons' lives, stories, behavior, but also about organizational functioning, social movements, or interactional relationships. Some of the data *may*

> be quantified as with census data but the analysis itself is a qualitative one. (p. 17)

There are many differences between quantitative and qualitative research. Quantitative research is deductive by nature and is guarded by hypotheses about the extent, nature, frequency, and relationships among variables (Merriam, 1988). With quantitative approaches, it is possible to "measure the reaction of a great many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data. This gives a broad, generalizable set of findings presented succinctly and parsimoniously" (Patton, 1990, p. 14)

> By contrast, qualitative methods typically produce a wealth of detailed information about a much smaller number of people and cases. This increases understanding of the cases and situations studied but reduces generalizability. (Patton, 1990, p. 14)

While quantitative research is much more common, qualitative research recognizes that it is impossible to identify all important variables in the study before the research begins (Dobbert, 1982; Merriam, 1988). It is inductive. Qualitative research is appropriate for asking questions of "why?" or "how?" rather than questions of "how many?" (Whitt, 1991, p. 409).

Burlingame (1993) stated that qualitative research is messier than quantitative research. He cited three major differences between qualitative and quantitative research. First, the qualitative researcher rarely tests hypotheses.

The problem is sharpened and refined as the researcher comes to understand the problem. Second, data is analyzed and collected at the same time. In other words, the data from long interviews are analyzed after each interview before the researcher moves on to the next interview. Third, qualitative researchers usually do not manipulate the setting or treat the subject. Qualitative researchers "seek to understand how those they are studying see the world. They ask the participants to tell them in their own language what is going on" (p. 9).

Patton (1990, p. 165) summarized the differences between quantitative and qualitative research as the distinction between breadth and depth. Qualitative methods permit the researcher to study issues in depth and detail, and data collection is not constrained by predetermined categories of analysis. On the other hand, quantitative methods require the use of a standardized approach so that the experiences of people are limited to certain predetermined response categories.

> The advantage of the quantitative approach is that it is possible to measure the reactions of many subjects to a limited set of questions, thus facilitating comparison and statistical aggregation of the data. By contrast, qualitative methods typically produce a wealth of detailed data about a much smaller number of people and cases. (Patton, 1990, p. 165)

Strauss and Corbin (1990) write that there are various reasons to use qualitative research. First, the researcher

may be from a scientific discipline, such as anthropology, that advocates qualitative research. Second, the nature of the research problem itself may lend itself to qualitative measures. Some areas of study naturally lend themselves more to qualitative types of research, for instance, research that attempts to uncover the nature of persons' experiences with a phenomenon, like illness, religious conversion, or addiction. Qualitative methods can be used to uncover and understand what lies behind any phenomenon about which little is known. (Strauss & Corbin, 1990, p. 19)

Whitt (1991, p. 407) stated that the main objective of qualitative research is "understanding rather than the ability to generalize or the identification of causes and effects." Qualitative researchers try to determine how participants make meaning of their experiences and, therefore, better understand them. Qualitative research is inductive, focusing on process, understanding, and interpretation.

> ...qualitative research assumes that there are multiple realities - that the world is not an objective thing out there but a function of personal interaction and perception. It is a highly subjective phenomenon in need of interpreting rather than measuring. Beliefs rather than facts form the basis of perception. Research is exploratory, inductive, and emphasizes processes rather than ends. (Merriam, 1988, p. 17)

Miles and Huberman (1984) stated that good qualitative research is demanding. "Collecting data is a labor-intensive

operation, traditionally lasting for months if not years," they wrote (p. 15). "Field notes mount up astronomically, so that data overload is a given. It may take from many months to several years to complete a thoughtful analysis."

There are several ways to gather data for qualitative research. Perhaps the most commonly used forms are interviews and observation. Interviewing is necessary when the researcher cannot observe behavior or feelings about how people interpret the world around them. Strauss and Corbin (1990, p. 18) believe that qualitative methods extend beyond traditional means to a "nonmathematical analytic procedure that results in findings derived from data gathered by a variety of means," including observations, interviews, documents, books, videotapes, and data previously quantified for other purposes such as census data.

In qualitative research, the researcher collects and analyzes data and is the primary "instrument" for data collection and analysis (MacKay & Schuh, 1991; Merriam, 1988). As a result, there are many qualities a researcher needs to conduct qualitative research, including intelligence, empathy, strong interviewing and writing skills, creativity, ability to cope with stress, theoretical and social sensitivity, ability to maintain analytical distance, ability to draw upon past experiences, theoretical knowledge to interpret what is seen, and strong powers of observation (Merriam, 1988; Strauss & Corbin, 1990; Whitt,

1991). The researcher needs to be familiar with qualitative research methods and the phenomena under study. This familiarity helps to increase the researcher's credibility with the study participants.

The Long Interview

The "long interview" research methodology, as described by McCracken (1988), was used for this study. This qualitative methodology provided a look into the subculture of higher education development officers. The long interview is a distinct type of research methodology and is different from the unstructured ethnographic interview.

> It is sharply focused, rapid, highly intensive interview process that seeks to diminish the indeterminacy and redundancy that attends more unstructured research processes. The long interview calls for special kinds of preparation and structure, including the use of an open-ended questionnaire, so that the investigator can maximize the value of the time spent analyzing the data. In other words, the long interview is designed to give the investigator a highly efficient, productive, "stream-lined" instrument of inquiry. (McCracken, 1988, p. 7)

According to Miles and Huberman (1984, p. 15), "Words, especially when they are organized into incidents or stories, have a concrete, vivid, meaningful flavor that often proves far more convincing to the reader - another researcher, a policy-maker, a practitioner - than pages of numbers." The long interview, according to McCracken (1988), is "one of the most powerful methods in the qualitative armory" (p. 9). He continues:

> The method can take us into the mental world of the individual, to glimpse the categories and logic by which he or she sees the world. It can also take us into the lifeworld of the individual, to see the content and pattern of daily experience. The long interview gives us the opportunity to step into the mind of another person, to see and experience the world as they do themselves. (p. 9)

McCracken stated that without the understandings gained through long interviews social scientific data is monocular when it could be binocular. "Without a qualitative understanding of how culture mediates human action, we can know only what the numbers tell us," he wrote (p. 9). The long interview provides information and insight into a subculture that would not be available through statistical analysis alone.

Interviews allow the researcher to obtain participants' perspectives and perceptions. Merriam (1988) suggested that interviews allow the researcher to ask questions appropriate to the respondents' role and knowledge, to analyze and interpret what respondents say, and to ask for additional information as needed.

Sample

One of the questions regarding qualitative research is the number and kind of respondents that should participate in the study. Patton (1990, p. 169) stated that quantitative studies rely on selecting samples that are random and statistically representative so that they permit generalization from the sample to a larger population. In

quantitative research it is necessary to develop a sample of sufficient size and type to generalize to the larger population. This is known as probability sampling where one can specify for each element of the population the probability that it will be included in the sample (Merriam, 1988). This allows the findings of the sample to be generalized to the population as a whole.

Qualitative research has a different purpose than quantitative research and is governed by different sampling rules. Qualitative sampling focuses more in-depth on a relatively smaller number of samples. The logic and power of this sampling lies in selecting information-rich cases from which one can learn a great deal about issues of central importance to the research (Patton, 1990, p. 169).

> Sampling involves not only decisions about which people to observe or interview, but also about settings, events, and social processes. Multiple-site studies also demand clear choices about which sites to include. Qualitative studies call for continuous refocusing and redrawing of the parameters of the study during fieldwork, but some initial selection is still required. The conceptual framework and research questions determine the foci and boundaries within which samples are selected. (Miles & Huberman, 1984, p. 37)

Qualitative research uses non-probability sampling. Statistically, this type of sampling cannot be generalized to the population as a whole. Qualitative studies also may use purposive sampling. This type of sampling is based on the assumption that "one wants to discover, understand, gain

insight; therefore one needs to select a sample from which one can learn the most" (Merriam, 1988, p. 48).

> The purpose of the qualitative interview is not to discover how many, and what kinds of, people share a certain characteristic. It is to gain access to the cultural categories and assumptions according to which one culture construes the world. How many and what kinds of people hold these categories and assumptions is not, in fact, the compelling issue. It is the categories and assumptions, not those who hold them, that matter. In other words, qualitative research does not survey the terrain, it mines it. (McCracken, 1988, p. 17)

Due to the nature of the long interview, the recommendations for the size of the sample is different than that of a quantitative study. Miles and Huberman (1984, p. 36) said that qualitative researchers usually work with smaller samples of people in fewer global settings than do quantitative researchers. Gay (1987) also stated that the number of subjects for qualitative studies is considerably smaller than the number used for quantitative studies. "...(I)nterviewing 500 people would be a monumental task as compared to mailing 500 questionnaires" (p. 203).

McCracken (1988) concluded that "less is more" (p. 17). He further explained:

> It is more important to work longer, and with greater care, with a few people than more superficially with many of them. For many research projects, eight respondents with be perfectly sufficient. The quantitatively trained social scientist reels at the thought of so small a "sample," but is important to remember that this group is not chosen to represent some part of the larger world. It offers, instead, an opportunity to

> glimpse the complicated character, organization, and logic of culture. (McCracken, 1988, p. 17)

Miles and Huberman (1984) also advised about the possibility of sampling too narrowly and suggested that the researcher find the "meatiest, most study-relevant" sources. "It is also important to work a bit at the peripheries - to talk with people who are not central to the phenomenon but are neighbors to it, to people no longer actively involved, to dissidents and renegades and eccentrics" (p. 42).

Patton (1990) argued that the size of the sample to be studied depends on many factors, including resources and the amount of time for the study to be completed. "Sampling to the point of redundancy is an ideal, one that works best for basic research, unlimited time lines, and unconstrained resources" (p. 186). He further stated:

> There are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources... In-depth information from a small number of people can be very valuable, especially if the cases are information-rich. (Patton, 1990, p. 184)

Patton (1990) recommended that qualitative researchers specify minimum samples based on expected reasonable coverage of the phenomenon given the purpose of the study and stakeholders' interests. The researcher may always add to the sample as the fieldwork unfolds.

> In the end, sample size adequacy, like all aspects of research, is subject to peer review, consensual validation, and judgment. What is crucial is that the sampling procedures and decisions be fully described, explained, and justified so that information users and peer reviewers have the appropriate context for judging the sample. (Patton, 1990, p. 186)

Merriam (1988) recommended that decisions about interview participants should be based not on the purpose of the research as well as on the person's potential to help the researcher gain insight and understanding regarding the problem. McCracken (1988) offered the following advice for selecting participants.

> They should not have a special knowledge (or ignorance) of the topic under study. Most important, the selection of respondents is an opportunity to manufacture distance. This is done by deliberately creating a contrast in the respondent pool. These contrasts can be of age, gender, status, education, or occupation (p.37).

In keeping with the qualitative parameters advised in the literature, the sample for this study was considerably smaller than a similar quantitative study would have been. Thirteen development officers from public higher education institutions from District IV and District VI of the Council for the Advancement and Support of Education (CASE) were interviewed for the study. District IV includes Oklahoma, Texas, New Mexico, Arkansas, and Louisiana. Representatives from Kansas and Missouri, which is in District VI, also were included in the study because of their close proximity to Oklahoma. A mixture of development officers from two-year and

four-year colleges and universities participated. Further, these individuals had varying levels of experience in the development field.

Prior to the interview, I sent an introductory letter to the potential participants explaining the study, requesting their involvement, and asking them to complete a biographical questionnaire. This information provided data on the individuals and their college or university. Upon receiving the questionnaire, I telephoned the development officers to answer any questions they may have had and to set a date for the interview. Recognizing the sensitive content of the material to be discussed, all participants, their institutions, and donors were be granted anonymity (Dobbert, 1982). Anonymity also assisted with encouraging participant candidness.

All 13 interviews were conducted in person, generally at the development officer's college or university or at an alternative location of their choosing. The interviews typically lasted about 90 minutes to two hours each. Subsequent discussions for clarification were conducted over the telephone.

I opened the interviews with several non-threatening questions to help ease the participants into the interview. These introductory questions were followed by a series of questions designed to probe more in-depth into the world of development. The questions were nondirective, in other words,

not leading. The questions, sometimes referred to as "grand tour" questions, were sustained with the use of "floating" or "planned" prompts (McCracken, 1988; Patton, 1990). These are forms of providing feedback and encouraged the participant to further explain an answer in an unobtrusive and spontaneous way. As part of the interview process, I asked the participants to recall exceptional incidents involving their role as a development officer. This type of interview research is referred to as "critical" incident or "special" incident questions (McCracken, 1988).

A predetermined number and type of questions were used as a guide for the interviews. A sample list is included in the appendix. However, it was necessary to retain flexibility in the questions asked as information surfaced during the interviews and more questions were needed. The literature points out that these additional questions are a normal part of the long interview methodology. "Until the researcher has been 'in the field,' she or he can only speculate about what must be learned, from whom, and how, in order to attain understanding," stated Whitt (1991, p. 410). "A flexible research design also allows for the exercise of the researcher's creativity in taking side roads as they appear..."

> Although this approach to inquiry is responsive to the unfolding of information over time, it also demands tolerance for uncertainty and ambiguity on the part of the researcher (Patton, 1990), who must be willing to live with the tentativeness of

> emergent research design in order to pursue understanding wherever necessary. (Whitt, 1991, p. 410)

I recorded the interviews on audio cassette tapes (McCracken, 1988; Merriam, 1988). An independent transcriber created verbatim transcripts of the interviews. I then carefully verified each transcript. This time-consuming process was needed to ensure complete accuracy of the transcripts. Next, I analyzed the transcripts to determine the categories, relationships, and assumptions that related to the respondents' views of the world, in general, and the topic, in particular (McCracken, 1988, p. 42). I analyzed the transcripts for themes or categories then prepared a list of quotes for each theme from individual interviews. This was a fluid process as it developed and new category schemes were created and changed as needed.

The categories were determined through building on items of information already known and through making connections among different items (Merriam, 1988; Patton, 1990, p. 404). Devising categories was largely an intuitive process, but it also was systematic and determined by the purpose of the study. Next, a list of quotes from individual interviews was created for each theme. Through the interview process, these themes gradually transformed into analytic categories.

> The analyst brings closure to the process when sources of information have been exhausted, when sets of categories have been saturated so that new sources lead to redundancy, when clear regularities have emerged that feel integrated, and when the

> analysis begins to "overextend" beyond the boundaries of the issues and concerns guiding the analysis. (Patton, 1990, p. 404)

Stated Miles and Huberman (1984):

> Clustering is a tactic that can be applied at many levels to qualitative data: at the level of events of acts or individual actors, of processes, of settings/locales, of sites as wholes. In all instances, we are trying to understand a phenomenon better by grouping, then conceptualizing objects that have similar patterns or characteristics. (p. 219)

They further found that when a researcher is working with text one will often note recurring patterns, themes, or "Gestalts," which pull together a lot of separate pieces of data. "Something 'jumps out' at you, suddenly makes sense," stated Miles and Huberman (1984, p. 216). I simply refer to this experience as "the light bulb coming on."

Trustworthiness Criteria

Preserving the research validity and reliability of this study was a foremost concern. McCracken (1988, pp. 48-50) stated that ensuring the quality of qualitative studies is difficult. "Much of the difficulty surrounding this question stems from the tendency to judge qualitative research by quantitative standards" (McCracken, 1988, p. 49). Strauss and Corbin (1990, p. 249) found that the cannons adhered to for quantitative research are inappropriate for qualitative research and, at best, should be modified to fit qualitative research. Further, Lincoln and Guba (1985) said that the conventional "trustworthiness criteria" of validity,

reliability, and objectivity are "inconsistent with the axioms and procedures of naturalistic inquiry" (p. 42). Because of the inappropriateness of the traditional trustworthiness criteria, they propose that substitute criteria - credibility, transferability, dependability, and confirmability - be used for naturalistic inquiry.

Objectivity in quantitative studies depends on careful instrument construction to be sure that the instrument measures what it is supposed to measure in an unbiased manner. The instrument must then be administered in a standardized manner. In contrast, qualitative research recognizes the researcher's subjectivity is part of the inquiry. Lincoln and Guba (1985) suggest that the criterion of objectivity fails because naturalistic inquiry cannot be value-free. "If it is true (as we surely believe) that inquiry is inevitably value determined, then any given inquiry will necessarily serve some value agenda" (p. 9). They contend values play a role in the interaction between the researcher and the respondent during naturalistic inquiry.

For qualitative research, Lincoln and Guba (1985, p. 300) prefer to use the criterion of confirmability in place of objectivity. Confirmability removes the emphasis from the researcher and places it on the data since naturalists acknowledge that qualitative research is subjective. Activities that can increase confirmability are the

confirmability audit, triangulation (collecting data using different sources, methods, and/or investigators), and keeping a reflexive journal. When it was possible, I used triangulation to confirm data in this study. For example, data from participants regarding information on their institutions was supported through publications printed by colleges and universities. I had planned to asked participants from the same institution about incidents the other had mentioned. However, this did not prove to be effective because of the different responsibilities of each participant. I did follow up on any references regarding incidents or funding sources mentioned by the participants that the institutions had in common. Collecting data from these different sources enhanced the study's confirmability.

There are two types of validity: internal and external. Internal validity refers to the question of how one's findings match reality in terms of the researcher's experience. The traditional measure of internal validity is inappropriate for qualitative research because "it implies an isomorphism between research outcomes and a single, tangible reality onto which inquiry can converge" (Lincoln & Guba, 1985, p. 43). The researcher must honestly present how the participants actually view themselves and their experiences (Merriam, 1988). "Validity in qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person doing fieldwork," wrote Patton (1990, p. 14).

Lincoln and Guba (1985) suggest using credibility instead of the more conventional measure of internal validity. Activities that can increase credibility in the field are prolonged engagement (spending enough time to learn the culture and to build trust), persistent observation (identifying those characteristics in the situation that are most relevant to the issue being studied), triangulation, peer debriefing (having a peer review and analyze the study's processes), negative case analysis (revising the study's hypothesis until it accounts for all known cases without exception), referential adequacy (archiving some portion of the raw data for later recall and comparison), and member checks (formal and informal ways for members of the group being studied to review the data, analytic categories, interpretations, and/or conclusions). Lincoln and Guba consider member checks as the most crucial technique for establishing credibility. To assist in establishing the credibility of my study, I sent summaries of the interviews to the participants for their confirmation. Also, all interview transcripts have been maintained for later recall and comparison as needed to the study's findings. Further, I conducted informal member checks with development officers regarding their roles at their colleges and universities during the Council for the Advancement and Support of Education (CASE) Region IV meeting in April, 1996.

External validity is the extent to which the findings of the study can be applied to other situations (i.e., how generalizable are the results of the study?). Some contend that non-probability samples cannot be generalized and regard this as a limitation of qualitative research methodology. Other researchers attempt to improve the appropriateness of applying external validity to qualitative studies by using some quantitative sampling procedures such as randomly selecting participants from a pool of qualified candidates (Merriam, 1988, p. 174). Lincoln and Guba (1985, p. 43) found that the external validity criterion fails for qualitative research because "it is inconsistent with the basic axiom concerning generalizability." In other words, the working hypotheses may not hold true in other contexts or in the same context at another time. This issue depends on the similarity of the contexts.

Burlingame (1993, p. 25) suggested there are ways for ensuring that qualitative findings can be generalized for other studies. First, study participants should be informative sources for understanding the world being studied. Second, researchers need to examine the setting of the original study to determine if it is similar to the setting in which they are interested. Third, the researchers must consider how their presence influences the setting or the interview responses.

Strauss and Corbin (1990, p. 249) stated that qualitative studies can be evaluated accurately only if the standards that the researcher has assumed are appropriate to the study and if the procedures used are explicit enough so that readers of ensuing publications can assess their appropriateness. Similarly, Lincoln and Guba (1985) proposed using transferability instead of external validity. While quantitative researches can use statistical procedures to measure external validity, the naturalist can provide detailed information on the time and context in which the study occurred.

> Thus the naturalist cannot specify the external validity of an inquiry; he or she can provide only the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility. (Lincoln & Guba, 1985, p. 316)

The information needed to provide a "thick description" includes a wide range of data that enables future researchers to make their own judgments regarding transferability. I have provided a detailed description of the study's context so future researchers have an adequate base of information to determine whether they desire to conduct a similar study. Therefore, "thick description" was used to satisfy the trustworthiness criteria of transferability for this study.

Quantitative researchers use reliability to demonstrate that a study has stable, consistent, and predictable results. Reliability is the degree to which a test consistently

measures whatever it is designed to measure (Gay, 1987). Some researchers consider achieving reliability in the traditional sense to be impossible for qualitative studies. As a result, qualitative studies are concerned with whether the results are consistent and dependable. Lincoln and Guba (1985) found that the reliability criterion fails in naturalistic inquiry because it "requires absolute stability and replicability, neither of which is possible for a paradigm based on emergent design" (p. 43). They proposed using the trustworthiness criteria of dependability as a substitute for reliability. Dependability is concerned with the fairness of representation and with the process being professionally and ethically sound (p. 318). They recommended using a complicated and cumbersome inquiry audit for this purpose. I chose to preserve the dependability of the study through the more streamlined process of explaining the assumptions and theory behind the study and the basis for selecting participants. Also, I described how data were collected and how analytic categories were derived. These steps enhanced the study's dependability.

In a more conventional approach for establishing trustworthiness, generally the same questions were used with some natural variation in precise wording and placement within the interview. Therefore, I developed an interview protocol, which is included in the appendix. The questionnaire served as my guide during the interviews and

ensured that I covered all areas of concern for each participant, established direction and scope for the interviews, allowed for planned prompts, and permitted me to give full attention to the participants' responses.

Chapter Summary

In summary, the long interview research methodology was used for this study. The sample included 13 development officers from public higher education institutions in Districts IV and VI of the Council for the Advancement and Support of Education (CASE). The interviews took place in a naturalistic setting, generally at the participants' college or university. The interviews were recorded and transcribed for analysis. The data were then categorized and classified for analysis and interpretation.

CHAPTER FOUR

FINDINGS

Roles of Development Officers

The long interviews revealed numerous similarities among the roles of development officers at the 13 public colleges and universities. The development officers indicated throughout the interviews that their overall responsibility was to build strong relationships with external constituencies. Although this responsibility encompasses diverse duties, the development officers agreed their primary responsibility was to cultivate, solicit, and secure financial resources from various sources of support, including individuals, foundations, and corporations. As one development officer summarized, "Well, raising money is the major role. I mean, that's the reason this position is here, is to raise the money" (5-22).

The responsibilities of development officers were as diverse as the institutions themselves. Among their duties were private fund raising, forecasting and planning, research, writing grant proposals, planned giving, public relations, alumni relations, legislative advocacy, and enrollment management. Many of the development officers had joint responsibilities for overseeing their university's foundation.

> Another hat that I wear is Interim Executive Director of the foundation and the foundation is a 501(c)(3) that is established to hold and manage

> gifted assets which support the university. So the foundation then, of course, has all of the associated business activities, fiduciary responsibilities, investment decisions, board meetings, committee meetings, and all that stuff that go along with that responsibility. And, of course, there is a real dovetail between gifts that are coming in that are turned into assets to be managed by the foundation. So there's a lot of connections and overlap between those two responsibilities. (7-2)

In addition, many development officers held leadership positions within their institution and frequently took on "special projects" not directly related to fund raising. One development officer described those responsibilities as follows:

> Other duties as required. The big ones. We're all subject to being assigned special projects and being pulled away to do temporary assignments that are very time specific and short term. So that's kind of an oblique answer to "other duties as required." You know, anyone of us may get pulled into doing a special project. (3-2)

Regardless of the development officers' many responsibilities, raising external funds was their primary obligation. The key to successful fund raising, according to many of the development officers, was building a solid relationship with the donor. Forming a relationship helps the development officer to communicate the needs of the institution to the donor, understand what is of interest to the donor, and balance the needs of the institution and the donor to maximize financial support for the college or university.

In this relationship-building process, the role of the development officer is critically important. I identified three roles portrayed by development officers, which I classified as the "gardener," the "agent," and the "matchmaker." These categories were created based on my synthesis of the terms and metaphors used by the participants themselves during the interviews. Development officers may assume one, two, or all three of the identified roles in varying degrees and in different circumstances in their attempts to raise external funds. A description of each role follows.

The Gardener

The main focus of the development officer in the role of the gardener is to cultivate the donor's or the prospective donor's interest in the institution. Typically occurring early in the relationship with the donor, the development officer promotes the institution's merits and its worthiness for the donor's support. This role characterizes steps toward securing small first-time gifts or gifts that are relatively small, such as during annual fund appeals to new alumni. Development officers also play the gardener role with donors who require "low maintenance." For example, these donors often include private foundations that makes gifts only once a year. During that time frame, the development officer occasionally will update the donor on the use of any gifts

and positive events at the university to maintain a fertile ground for a future gift.

The gardener works to harvest financial and other needed resources from the external environment for the benefit of the organization.

> What our purpose is here is to...develop private funding, private sources of support. Might not necessarily always be cash but other types of financially valuable support to benefit the operation of the university. (10-2)

When development officers are in the role of gardener, they act as public relations professionals marketing their university to a potential client. They talk about the need to get to know major donors and foster the donor's appreciation of the university before they are approached for a gift.

> Development is a patience game. You have to plow a lot of fields and do a lot of cultivation with people before you can ask for any money, particularly on the major gifts. (7-6)

This process can be slow and deliberate. As a result, development officers often become well acquainted with their major donors and develop close relationships.

> Major gift people are just like family members. You just need to treat them well and love them and take care of them and be cognizant of their needs. That's sometimes hard for people to understand, but our objective is to secure private resources for the institution. But you can either feed and water and cultivate a tree or you leave it alone and just go up there and just shake it once a year. And if everything worked well, maybe something will fall off. But if you feed and water and cultivate it and make it feel good, it's going to produce fruit. And, that's hard for most people. (7-6)

Development officers in the gardener role contend that fund raising involves more than just raising funds. Cultivation is a large part of the development process and takes more time than the actual solicitation of the gift.

> Maybe I've made it sound like I'm out there asking a lot of people for a lot of money all the time. I need to be asking more people for money than I do. But part of my job also is, I mean, often what I do is cultivation-related in one way or the other. I've spent a lot of time with this couple that wants to give us a house...Back in their family background, one of our dormitories is named after a great grandmother and grandfather. Well, nobody here knows that. Now, I know it. They want more people to know it. So, I'm developing text for a plaque that they will have made and we will put up on that dormitory. That's not going to bring any money to us. But it's a relationship deal. (10-24)

A major role of the gardener is to create a positive image of the institution among donors and prospective donors. They believe positive image helps to encourage donors to contribute to the institution.

> My experience is people don't contribute money to a sinking ship. They don't contribute money to save it even if they have got enough to guarantee it. They are not interested in keeping you afloat. They're not interested in patching the holes in your hull. They are interested in finding a ship that is already decked and sailing off into the future and that needs a nice shining brass cannon on the deck. You know a show piece kind of thing. Something that's extra. Something that's excellent, not just patches. (1-11)

Raising awareness of the institution and the impact it has in its service area often are essential for building a "case for support" for the college or university. Donors typically need

to be aware of the institution and its worthiness before they will consider making a contribution to it. In the role of the gardener, the development officer strives to raise community awareness of the institution.

> What I have done more of is raising awareness. I represent the foundation at whatever event we have. ...The attitude toward the college is that sometimes we just sort of slipped out of peoples' minds because there is never any controversy about the college. We don't get a lot of press for any bad things. We get some press for good things but it's the negative things that really get peoples' attention. So we just are trying to raise awareness about the college and the support that the college provides to the community since we are a community college. So that's probably the main awareness campaign that I do as executive director of the foundation is just to let people know what the college does in the community. (5-5)

The gardener also tries to generate an interest in fund raising inside the university as well as among external constituents. Interesting internal constituents in raising external funding can elevate the entire university's development program. These constituents may be members of the faculty, staff, student body, or board of directors and their level of involvement often depends upon their need for external funding and their comfort level for soliciting gifts or writing proposals. The gardener increases their interest in the process and helps them as they try to raise funds. The development officer often provides professional guidance and encouragement.

> I just don't want that person feeling like they're left hanging out to dry out there and nobody is

> going to help them. Nobody really cares about this but them. Because when you're working on a grant, as you know, when you're working so intently on something it is extremely emotionally draining as well as mentally draining and you just need reinforcement. You need to know that the college cares and I'm part of that - the college cares. So I like that part of it. I like the part of being a part of the "college cares." (4-11)

As the gardener, the development officer also acts as the gatekeeper of information between the university and the donor. By controlling the information, the gardener can present the information in the most palatable manner for the donor. "We try to limit a donor's contact to one person, and I represent the university to that guy," said one development officer. "Nobody else calls him except me" (1-15).

> We have a restricted list which is absolutely under no circumstances does anybody contact these people. Then there is another level that says absolutely don't but if you do you don't get fired. If you do it from this list then you will lose your job, unless you had some good reason for it. You know you just don't because we've got older people, sensitive relationships we don't want to send a conflicting message. We don't want to be misunderstood and if I tell them one story, I don't want somebody else coming back and telling them another story because they are too old and the relationship is too far along for us to have to start over again from ground zero and explain that that person just made a mistake or whatever. Don't want to do that. (1-15/16)

The Agent

The second role of development officers in higher education fund raising is the agent. In this role, development officers are more oriented toward the needs and

wants of the donor, sometimes serving as their advocate. This role usually occurs later in a relationship when development officers are in the final stages of negotiating for a significant gift or after that gift is made. This role also becomes dominant when the donor has developed a substantial giving history to the institution, has achieved influence in some other manner, or is prepared to commit to a substantial gift in the near future. This role may occur at any time, but is typically triggered by the significance or size of a gift and the immediacy of a gift.

The agent becomes the donor's promoter in the university setting and, like a Hollywood agent, works to cast the donor in influential positions. For example, the development officer may nominate the donor for prestigious voluntary positions with the university, such as on the foundation board, board of regents, or presidential search committee. This showing of shared goodwill is designed to increase the donors' involvement with the institution and, consequently, their financial support.

> I'm a friend. I'm a facilitator. I'm a guy that makes things happen for them, or tries to. Certainly I work for them in essence. They get to feeling that I'm sort of their agent, and if they feel like that then they are much more likely to do something good for the university because they feel comfortable about our relationship, and the bigger the gift the more important that is. (1-15)

The development officer in the agent role is often the person donors turn to for assistance and answers on personal

and business matters, particularly on financial issues. Donors respect the agent's knowledge of money matters and expertise on making gifts that will be mutually beneficial for the university and the donor.

> I am not a lawyer or a CPA or a financial planner because those people are all engaged in commercial services or products... But I have what is really kind of a pragmatic working knowledge of all of those areas because our donors, major gift donors, are relating with all of those people all the time to figure out how to handle their own assets and their own estate planning and how they are going to run their lives and if they decide that they want to give part of those assets to the institution, I have to be able to work with and be conversant with all of the financial advisors so that the person's financial plan can be reconstructed a little bit to accommodate the things that the donor needs for their lifetime and the things that they want to do for the institution. (7-12)

Sometimes the role of agent is as complicated as helping a donor navigate through bureaucratic "red tape" or as simple as keeping them informed or recommending a good barbecue restaurant.

> ...You have to just be able to answer people's questions and help them get their children and their grandchildren in school and run interference with the bureaucracy for them and send them a newsletter quarterly and keep up with their address changes when they move. You have to do all those things for years before someone, one, has the resources to make a gift and, two, feels like giving you a dime. (7-7)

The agent seeks gifts for the institution, but often feels a greater need in this role to safeguard the interests of the donors. Agents "make sure that the donors are informed

about the decisions that they are making" (7-14). A development officer talking about planned giving responded to the following question about putting the donor's interests first:

> Q: So it sounds to me, like you kind of put the donor's interests first sometimes? Is that fair?
> A: Yes. You really have to, particularly with planned gifts like this because you are talking about usually substantial amounts of assets. And you're talking about lifetime gifts, giving away the farm, literally giving away the farm, giving away a home, giving away retirement funds and those are irrevocable decisions. They can't be changed. They affect everything. But that's part of the responsibility to the donor that we have. (7-13)

Often the agent role surfaces when development officers are dealing with unusually significant gifts or with donors who have a lot of influence.

> So we are at heavy cultivation. We are in the final stages of the negotiation and the concept here is that this guy has to know that he is our highest priority. He is my highest priority. So if he calls or if he needs anything I'm willing to drive there, or whatever it takes and make phone calls and faxes. That's all active. So, that's what I consider the most active stages of solicitation-cultivation and he is being cultivated right up to the hilt. We will see whether it pans out or not. You know it could still fall apart, but probably not. We are at the stage now where we agreed in principle to everything except the exact amount of the gift, and we are working the details out on that. Then we have to physically transact the exchange of funds and then we'll be ready. The deal will be done. (1-7/8)

Eventually, this can lead the development officer to adopt the donor's priorities for raising funds in *preference* to the institution's priorities.

> ...When we started our capital campaign, we had to identify some priorities for us. But we learned real quick that our priorities were always superseded by the donor's priorities. So, if I go to you and I'm asking you for money to build a building and I could tell pretty quick that you're hem-hawing around and you're not really sure. Then you indicate that "I'd sure like to do a scholarship. I think scholarships are what I want." My priorities change in a hiccup. I mean, on the spot my priorities can change. We don't care, or I don't care. The point is you've got to get the money in the bank... (2-16)

In effect, the agent may become entrusted personal friends of the donors. They may attend the same social events and develop mutual friendships.

> I take a great deal of pride at an event when donors will come seek me out and shake my hand or introduce me to their families or their friends and say, "Hey, come here. I want you to meet someone." Because it's an indication. They didn't have to do that. They could have ignored me or they could have kept the relationship more impersonal but they don't and if they don't then that's a sign that we have hit it off somehow. We've communicated and they trust me. (1-13)

According to the research literature, this may occur because boundary spanners sometimes assume characteristics of the external group to which they are linked. Development officers generally relate one-on-one with major donors and, at times, are painfully truthful.

> These are pretty independent individuals or they wouldn't be in the position that they are to make that kind of gift and they can see right through clutter pretty easily. All they want is somebody to tell them the truth. They want somebody that they are dealing with that's professional. They don't want somebody that's coming in there who won't take

> a risk, who won't say, "Okay, all right, Bob. I understand what you're saying. That's not the way we normally do it but okay I'll get it done." And then Bob doesn't want to know how I got it done, and Bob doesn't want to have to talk to two other people to get it done. Bob wants to be able to say, "Do that and when you have got it done then come back and I'll give you your check." So I have to make it happen, and if I can't then I have to go back to him and say, "Bob, I'm sorry. I tried but it isn't going to happen. Can't do it. There is nobody else on campus that you can talk to. It isn't going to happen. If you don't believe me then go, but I have done everything I can do. I've talked all the way up the line. Can't happen." Then Bob is satisfied. He may be angry but he knows that he's got somebody that he can talk to. (1-16)

Being able to speak openly to donors is particularly important for development officers in the agent role. As a result, development officers tend to act more independently in the agent role than in the other two roles. Their independence or separateness from the university helps them to convey that the donor's concerns are more important to the university than the gift.

> So without the ability to do that, to act as an individual, I won't be very effective in the role that I'm playing for the foundation, But that's not to say there are that many people like me. There are very few. (1-18)

This individuality enables the development officer to gain the donor's confidence without betraying the institution.

> You have to be careful about that. You can't be negative about your own organization because you work for the organization but you represent the donor. You're the interface between the organization and the donor. In my mind, if you can't cross that line, if you can't separate

> yourself from the organization as a person, then you'll never be very successful. (1-13/14)

The Matchmaker

A third role portrayed by development officers is the matchmaker. In this role, the development officer strives to balance the needs of the institution with the interests of the donor. This role usually occurs after an initial relationship with the donor has been established when the development officer is trying to carefully pair institutional priorities with projects that interest the donor. The matchmaker's role is to find the middle ground between the donor and the institution, which helps to maximize financial support and further the mission of the institution.

> I'm here, hired to do a job which is to assist in the advancement of the institution, to help identify current and emerging needs, and it's my job among others to seek out those donors whose interests match ours. (3-18)

Many development officers describe their matchmaking role as being the facilitator.

> I'm just here to facilitate. I'm just here to facilitate a process and I kind of like that part...I think that's probably a challenge for resource development officers because we are never the center of attention. It is the person who got the grant, the project manager, the PI...whatever it is. They're the center. And that's exciting. But you have to be willing to sit back and let that be, let it be. Sit back and glow at their accomplishment. And know that you helped them get there. Facilitating is, I think, a big part of a resource development officer's job. (4-9)

As the facilitator, development officers are responsible for "meshing the wishes of the donor with the wishes of the institution" (6-11).

> There is an ethical standard of practice that I subscribe to, through all the professional organizations of which I am a member of, that really says that we are an employee of the charitable organization. We have a commitment to raise funds for the institution. At the same time, we have to balance a concern for the donor's well being in so far as we are able. (7-12)

The matchmaker, similar to the gardener, needs a basic understanding of what is important to the university. Like the agent, the matchmaker also needs a basic understanding of what is important to the donor and how the donor would like to impact the college or university. The matchmaker also must weigh the possible consequences of the gift for the donor as well as for the institution.

> If you don't ever spend any time to find out what that's going to do to that person's livelihood or you don't make it clear to that person that those assets won't go to their children in an inheritance and have they talked to their children about that, you set yourself up for some real serious consequences. And no one wants to be the person or the charity that took grandma's money and made her go to the nursing home. You don't want that to happen on one hand and you don't want the heirs coming after you saying that in a court suit later. So we have a high degree of responsibility, both personally and ethically, to ensure that the donor's interest - all of the donor's interests - are protected. And that's a hard thing to do sometimes. It's a "We love you and we appreciate your gift and what you want to do for us, but we really advise you to wait and put that in your will rather than giving it to us now because you need it to live on." (7-12/13)

The matchmaker is constantly seeking a match between the institution and the donor. Said one university fund raiser, "As development officers we always keep our ear to the ground for funding possibilities that can make our institution grow and could be a good fit..." (3-1). On occasions, the institution has a priority for which the development officer is seeking financial support. On other occasions, a donor wants to make a gift but does not have any specific purpose in mind. The matchmaker can play a pivotal role in both of these situations to determine the best fit for both.

> Q: We were just talking about who determines the type of gifts you seek.
> A: Essentially me, my recommendation, their reaction. The president may come through and say, "I've got a donor who is interested." I've got one just like that. We don't know what she is interested in, but she's got a whale of a lot of money and we bet we can make a match somewhere. I have a pretty good sense of what our needs are and I'm always looking to see where the fit would be. (11-12)

The matchmaker, by helping to promote agreement between the donor and the institution, can ultimately expedite the gift itself.

> Well, I think it's an important role for most institutions because while every institution I can think of, even the most well endowed institutions, always are seeking more. Without someone like myself or people in the role that I fill not as many gifts would happen because of people living their every day lives...Some would go ahead and do what it would take to make a major gift to a charity, to an institution and the institution might put the right things in place to be able to accept the gifts, but very often what would happen

> is people would have good intentions but they would be busy with the other things in their life and just never get around to doing it...Even if someone makes the gift they may not make it using the method that's most beneficial to them and their family for tax purposes, so they need someone, a facilitator, who is going to recommend a method of making a gift that is in their best interest and the institution's best interest.(6-11/12)

As the matchmaker, the development officer works to identify alternatives, to recognize potential consequences, and to secure gifts that will satisfy internal and external constituents. This can be a difficult task. One development officer said, "The thing I think I do best for the college is to see the connections. "If not this, then what?" I also try to see unintended consequences whenever possible" (11-3). To see the "unintended consequences" the matchmaker must have extensive knowledge of the institution's opportunities and the donor's motivation for giving.

> Every donor has a different set of interests and personal motivations for giving. The psychology of giving is fascinating. And understanding that is an art not a science and everybody is different. You cannot apply assumptions because you are a black or a woman or 76 years old or Asian or first-born or first-college generation. I mean, you have to listen to what their motivations are... (8-9)

To meet the internal and external constituents' goals, the development officer must try to find a compromise that satisfies both groups.

> I don't know if you've ever had to read *The Seven Habits of Highly Effective People*, but one of their habits is think win-win. Thinking win-win you can't do that in, or you can't truly do that in,

> independent realities. It's in interdependent relationships that you can really effectively think win-win. So we're not competing, so I mean we are not competing. It's not the university against the donor. We're working together for a common good. So, usually everybody is sitting on the same side of the table. And it's not like, you know, point-counter point, move-counter move. So, there is a way to satisfy everybody. So far there has been. (10-23)

Balancing the needs of the institution with the interests of the donor can involve astute matchmaking. The development officer's goal is to satisfy both internal and external constituents for the ultimate benefit of the institution. As a result, the matchmaker must sometimes refuse to accept gifts that have strings attached.

> My loyalty is to the university...I want to satisfy our donors but I can't hand cuff or straight jacket the university. So, I'm pretty up front about that. It doesn't have to, you don't have to say that in a harsh way at all. But we have not had anything that, you know, the donor just stands there and says, "I will not do that. This is what I want to do." I think that we would be big enough to turn down something that is going to fundamentally affect the campus. "You're going to take this money but you've got to build this monument to the KKK right there." Thanks, but... (10-23)

Composite Roles

This study identified three roles portrayed by higher education development officers in the fund-raising process. These are the gardener, the agent, and the matchmaker. Development officers may assume one or all of the roles in their efforts to raise external resources. They may play one role with one donor and another role with a different donor.

Or, development officers may assume more than one role with the same donor. Their role could change as the relationship grows and changes. The role also can change depending on the immediacy of the gift and the potential size of the gift.

The interviews suggest that the gardener and the matchmaker are the two most common roles. Typically, the development officer starts in the role of the gardener, cultivating a donor for the university. Next, the development officer moves to the matchmaker role. This is when the development officer tries to find common ground between the interests of the donor and the needs of the university. Many times, the solicitation process ends with the development officer still in this role. The development officer successfully makes a match between the donor and the institution and the donor makes a contribution.

After the gift is made, the development officer returns to the role of the gardener by thanking the donor, overseeing proper handling of the funds, and cultivating them for another gift in the future.

> And, of course, after they make a gift it is very important to say "thank you" early and often, not only for the specific gift that they happen to make but by their lifetime giving. It is important to have annual events that recognize all donors and those people very often turn around and make additional gifts. They continue to be your best prospects for the future.(6-8)

This study found that development officers assume the role of the agent less frequently than the other two roles.

In the role of agent, the development officer often promotes donors and their interests in the institution. The role of the agent often evolves later in the relationship after the donor has a significant giving history. This role may occur at any time, however, if the donor is ready to make the gift and/or if the donor proposes to make a significant gift. As a result, immediacy of the gift and potential impact of the gift are two important factors for the agent role.

> This one donor and I have had a long-term history. We've known one another. Suddenly, he is selling his company and it's an impending thing and he knows what he wants to do, which is establish an endowed scholarship fund. He wants to transfer stock in his company to us before the sale, but just before the sale. So he needs everything to be ready because he doesn't know when the sale will actually take place so we have to knock all these details out. So, I delivered a packet of information to him today. He had to have it right away so that he can act on it and get some of the things done on his end. Then we will have to follow up immediately... So, all that will take place immediately. It goes to the top of the list when he calls for the next several weeks, certainly for the next several days. (1-7)

In those situations, the development officer may quickly assume the role of the agent, promoting the donor's ideas and strengthening the relationship with the donor. Some of the requests may be a bit unusual but are important to the donor.

> So, one of their interests is putting up a sound and sight barrier. Some sort of foliage that will provide a sound and sight barrier. I don't know a Bartlett pear from an apple tree. But, you know, I will listen to them and see what they want to do and then take their ideas to the plant director and

> see what can be done. Again, it's just really a relationship building thing. (10-24)

Role Similarities

Development officers in all three roles have responsibility to raise funds for their college or university. While they may have different approaches, building positive relationships with donors and prospective donors and securing the gift are important in all roles.

> There is one main agenda and that is to raise some money. And where it goes, like I said, is subject to change in a moment's notice...if you're not flexible, you're fighting a big uphill battle for sure. (2-17)

Development officers generally experience role harmony when the goals of external constituents are congruent with goals of internal constituents. In this study, I found development officers experience similarities in their roles in three aspects of the relationship-building process: financial, social, and personal.

Financial Aspects

Development officers in all three roles of gardener, agent, and matchmaker experience role similarities in the financial aspects of building relationships with donors. Understanding the potential financial gain of the relationship to the institution can affect the extent of interaction the development officer instigates. This aspect of the development officer's role focuses on how relationship building also is good business.

> Q: Well, why do you need to build a relationship with someone before you ask them for money?
> A: Well, you don't if you only ask them for a little bit. I mean, if you are sending an annual fund letter off to somebody or a student is calling them to ask them to make another $25 or $50 gift to the annual fund, I don't think it's necessary to spend that kind of time. I mean, a lot of extra time with somebody. But if your goal is to go out and talk to half a dozen individuals and ask them to make significant contributions to the university or campaign over a period of time, you just need to. You're not going to get those kinds of gifts unless you do spend time with some of those people. It is important so they know who I am and I know who they are and I know what their likes and dislikes are and what their interests are and can ask more comfortably and more appropriately for the right kind of gift. (10-12)

Keeping the ultimate goal of raising money in mind while getting acquainted can help the development officer assess the donor's potential for giving to the institution.

> When I first meet someone I try to just, in terms of drawing them out in conversation, try to find out what they are interested in, what they like to talk about, what things are important to them and then try to find out what the university means in their lives today. Very often I will ask the question, sometimes in the first meeting but usually later on, "If you could really do something for the university, what would it be?" because that forces them to give you an answer that's not just a "yes" or "no" and often times it reveals if they ever thought about it before. If they have never even considered it, then I know I've got a lot more work to do in showing them what the opportunities are, what methods are even available for making a gift. Other times I can tell by their answer that "yes," they have spent some time thinking about "If I'm ever in a position to do something for the university it will be this." Then I know that they are predisposed to make gifts because they have thought about it. Then the job becomes easier to help them achieve that goal. They may not be in a

> position to do it yet. Or they may be in a position to do it but they haven't thought of the right method to make a gift, so that's where our expertise as development officers comes in to help them figure out the best way to make the gift. (6-7/8)

Understanding the financial aspect of relationship building can help the development officer secure a gift to their institution. The development officer can identify goals that are congruent for internal and external constituents.

> We have some people who have made some real nice gifts in campaign, some of whom have given us gifts of $25,000 at a time with no restrictions on it. So we're able to put it into our general endowment or whatever we would like. We have other individuals who want to give that same amount of money to endow a named scholarship in honor of one of their deceased family members. And it's easier for me too. And then one individual made a similar gift and they're naming a room in our historic building after his grandmother who was a student and a teacher in that building. He wouldn't have made that gift to us if we didn't know, if we were not able to ascertain that that building was a real interest of his because his family history there. (10-12)

The size of the gift can impact relationship building. Typically, the larger gifts take longer to cultivate and secure than smaller gifts. Stated a development officer from a flagship institution:

> A: When you get above the $5,000 dollar mark, typically the gifts become unique, one-time gifts or not necessarily annually repeatable gifts but they need to be cultivated and brought in one at a time.
> Q: When they are above $5,000?
> A: Yes, when they are above $5,000. Certainly when they are above $50,000 they are all unique and it takes, generally, it takes longer to secure a gift

> that's in excess of $50,000 and during a campaign, which is where we are right now...the primary emphasis of our entire fund-raising operation is on major gifts of $50,000 and above and many of them considerably above that. A million dollars and more. So, the amount of cultivation, lead time for a million dollar gift or above far exceeds what it takes to get a hundred dollar annual contribution out of an individual. (1-4)

Development officers also mentioned that the relationship between the donor and the institution needs to be strong enough to survive when a donor declines to make a gift.

> A: This is one of the things that makes it fun. I mean, it's just a real touchy. I feel it's a real touchy-feely thing. Even though I like that, the campaign is very good to give us a structure and science to go by. To some degree, I think that fund raising is an art.
> Q: Why do you say that?
> A: There are some things that you can do to increase your odds and increase your opportunities. There are some things that you can do, I mean, steps to take to make sure you're going the right direction. But I think there's a real art to develop in a pretty short period of time a relationship with somebody that's strong enough that the relationship will survive after you've asked the question for them to make a gift to your institution. A lot of times, probably most of the time, the person will say, "No" but the goal is, "No, not right now." You don't want the relationship to be destroyed right then... (10-14)

Social Aspects

Development officers in all three roles of the gardener, agent, and matchmaker also strive for compatibility in the social aspects of their relationships with donors. This aspect of relationship building occurs less *frequently* than does the financial aspects of relationship building. When

internal and external constituents have congruent goals, development officers experience harmony in the social aspects of these relationships. For example, one way for a development officer to build relationships is to get donors involved with campus activities. These can range from alumni reunions to small dinner parties before a special event.

> All of our major gift officers try to go to most of the alumni association chapter meetings and all the activities we put on. Those are development activities and they are done specifically to get people back at the institution, back connected, to stay connected, to stay involved, to see what things are going on, to feel good about the institution and, yes, it's a matter of going to things, all kinds of things. (7-7)

It also is important for the development officers to be active in community and business affairs that are important to their donors.

> There are activities that the alumni get involved in that, as you develop relationships with them, the alumni want to have university people come to. And that's another entree into the community, which we try and do extensively. I was across the state day before yesterday at a grand opening of a business that one of our alumni is the chairman of the board of. He invited me out there and I knew it was important that I be there for him, just to show support, encouragement and connection. People were saying you know, "Why would you go out there?" Well, it was important to that one donor and that is a very, very significant donor and that's the kind of activity that you do. (7-7)

By developing social ties, donors feel like they are better connected to the college or university. This close association can facilitate congruent goals between internal

and external constituents. Community members who are involved with the university and who know the people who run it are often financial supporters.

> And, of course, taking it through the classic model, you try to involve donors in something at the university because the more involved they are the more likely they are going to want to make a gift to support the area of their interest. Like get them involved on a committee or advisory council or something of that nature. Get them on campus, get them with the dean, get them with the president. Make them feel like they are part of the inner circle because very often people want to be. All the studies show that the people who make the really big gifts are those who feel...like they are very close to the people running the place - the president, the board members. They have a great sense of trust and commitment to the leadership. (6-8)

Personal Aspects

Whether in the role of gardener, agent, or matchmaker, development officers also tend to experience similarities in the personal aspects of building relationships with donors and potential donors. However, this aspect of relationship building occurs less frequently than the financial and social aspects of relationship building. As part of the personal aspect of relationship building, development officers aspire to create long-lasting relationships with donors. The personal aspect of building relationships also can facilitate the fund-raising process.

> The old saw is people give to people. People don't give to campaigns or people don't give to causes. People give to people and so by me developing a relationship with somebody, they are more likely to

> feel more comfortable giving to me than giving to the foundation or giving to the university. But they see it as giving it to me because they know and trust and like me. (10-10)

In fact, sometimes donors will make a contribution to the university because of their personal relationship with the development officer.

> Sometimes it happens that people make gifts because they feel like they are making a gift to you, even though they're not. They feel like they are. They feel so close to you that they are somehow rewarding you for being a friend. But I really prefer to think of it as a relationship between the donor and the institution as a whole. (6-8)

Putting a personal touch on the relationship between the donor and the institution requires the development officer to invest time with the donor. Because of responsibilities to other donors, development officers typically find they can make this level of emotional commitment to only a relatively few donors at a time.

> I think in reality most people probably don't have more than a dozen that are their hottest prospects that they are really actively pushing because they get confused. I don't think there are very many people that can juggle too many interpersonal relationships. You start getting them confused and you start letting things drop. So you have a tendency to pursue one or two aggressively and another four or five slightly less aggressively and a few others that you're sort of hot after, but not real hot. Then everybody else is sort of on maintenance or on long-term relationship building. (1-7)

Having a close relationship with a donor enables the development officer to feel more comfortable calling the

donor when there is a problem or when there is a sensitive issue involved.

> ...We have many fund raisers that don't or wouldn't take that risk, who won't speak their mind and who don't develop close personal relationships as a result with the donors. So when push comes to shove, they're not comfortable about calling their best prospect at their vacation cabin or, you know, when they really need to. They can't take advances. They can't impose on them because they don't have a personal relationship. This person doesn't have much respect for them and so, as a result, they are not going to listen to them when they need to be strong. That's part of the relationship that comes in real handy with people sometimes. (1-19)

As a result of this aspect of relationship building, the development officer and the donor often develop personal ties. Development officers sometimes have contact as frequently, or even more frequently, than close friends and family members. This closeness can be difficult on the development officer when the donor dies.

> The death of a donor is hard to take sometimes. And particularly when people are ill and they linger because then we're frequently the ones that do a lot of hand holding and caring for folks because you have established a relationship with them over a period of time. I don't ever like that. I don't like going to hospitals at all...and in my situation and I think it's in the situation of any planned giving person who's probably under 50. Because so many of our donors are in their eighties and nineties that you just about become children. And you've got to watch out for that. (7-14)

Role Conflict

The roles of development officers in higher education fund raising can create conflict and ambiguity. This role

conflict and ambiguity occur when development officers try to accommodate the sometimes widely different expectations of internal and external constituents, pulling them from each side across the organizational boundary to the other side.

Based on the data analysis, I grouped the development officers' responses concerning these conflicts into two types: external and internal. Each type of conflict will be discussed as well as how conflict affects development officers.

External Role Conflict

External sources of conflict include people and circumstances outside of the university. External environmental actors include donors, alumni, funding agencies, and community members. It also includes factors from outside the organization that influence its operation such as federal cutbacks and public perception. One development officer stated that conflict can be caused by:

> External forces that are beyond our control. For example, the state making a decision to fund the university with less money and all the down-sizing we're seeing. And on the federal level, we have yet to deal with what's coming down the pike there. At the state level, we have seen an erosion. And really, it comes down to the commitment of America to education and to supporting that infrastructure. They want more accountability. They want education delivered more cheaply, more effectively. All right. And universities are kind of the last animal to go through modification, behavior modification in terms of down-sizing. But that's being driven by external factors. (8-7/8)

These external forces can create conflict because of the influence they have on the college or university and the resulting impact on the development officer. Stated one development officer, "Everybody has that same problem, especially in higher education. We're all being asked to do more with less. It's very frustrating" (5-14).

> A: So that makes your job more challenging because the expectation is that philanthropy is going to make up all the difference between reduced federal allocations and current university funding. And I don't think that's possible. Certainly, not overnight.
> Q: And why is that? Is that just too much of a gap?
> A: Because it takes a long time to cultivate major gifts to replace the big money we're talking about losing. You're not going to raise it in just any ratchety annual giving campaign to make up that infrastructure. (8-8)

While many federal and state agencies have decreased funding for colleges and universities, the number of higher education institutions involved in fund raising has continued to increase. At the same time, donors have become increasingly sophisticated about their options for making contributions.

> Of course, fund raising is changing... Donors are much more aware of where their money goes and they want to know specifically where their money is going and how much of it is going to go to the reason they are giving and how much of it is going to go to administrative expenses. (5-7)

These circumstances mean there is greater competition for external funds, which also can provoke conflict.

> What creates the biggest problem is tremendous competition for the donor dollars. It just gets harder and harder and harder to raise money because people are becoming so much more aware of other donor options and, if their discretionary income goes down at all, they become much more selective as to who to give their money to. And people can be pretty fickle. It doesn't take much to turn a donor off. So the increased competition for the donor dollars is probably the most difficult thing that I have found. ...Another university's foundation, which is right down the road, is quite active in their fund raising and they target, basically, the same people that I target and the same foundations that I target. And the "not for profits" are expanding. (5-11/12)

This increased competition from other non-profit organizations makes every donor dollar important. As a result, development officers said they work diligently to secure as many contributions as possible. Securing external funds is a process, however, that they have control over only up to a certain point. Ultimately, making the gift is controlled by the donor.

> So that's the bottom line. Until the check is actually written, the donor has the control and our job is not necessarily to tell the donor what is right or wrong, but just to give the donor a flavor for what the university's vision is and what the future holds. So you have to balance the two out. (1-20)

To meet the expectations of the donor or funding agency, university administrators may reconsider the university's plan for utilizing a gift. For example, one institution changed a proposal for a major grant after the funding agency

expressed specific interest in the university tailoring its project for a different goal.

> We submitted a proposal as a consortium, a rather large consortium, and the proposal was somewhat well received. Well, yes, it was well received in that it was going to get funding potentially. But what they did, and maybe they are doing that with each of the grants, is that they sent a team of people down - representatives - and met with us...and they discussed what they *really* wanted and they had an idea in their mind as to what they wanted this particular center to be. And what they wanted for this center was for it to be the distance learning lighthouse for the nation on advanced technology. Well, we had that in our grant but we didn't have it as really the focal point. It was a part of the process, so we restructured a bit and moved it a little higher in the scheme of things and reorganized a bit underneath it, and it worked out. (4-15)

The competitive nature of securing external funds can be frustrating for some development officers when they feel their university is not considered for a gift based on the worthiness of the institution or the merits of a proposal. Some major donors and foundations regularly contribute to a few selected colleges and other worthy causes without considering the needs of any others. One development officer discussed being turned down for a gift from a foundation located within the institution's state.

> They're still available to us, but we weren't on their list. It was an old foundation that had been there for a long time and the state's flagship institutions and several privates had been in there year after year after year. So, if we got in there, we were going to slice somebody else's pie and the chances of us getting in were going to be pretty slim unless we were able to cultivate that for

> several years and if somebody for some reason or other didn't write a grant or dropped out of that package because there were basically X amount of people that the foundation was going to take care of this year, and there were some fair-haired people involved that probably dealt with that to know that somebody is going to get it, whether they write one or not. So that was frustrating to me. (2-14)

The most recurring source of external conflict mentioned by the development officers in this study was donors. When asked if a donor ever asked them to do something that conflicted with what the university expected of them, the answer many times was a resounding "Yes!"

> Oh, disagreement between donors and the institution happens all the time. Fortunately, I work now for an organization that is donor driven and in that the highest priority goes to the donor's desire. But it's my job to communicate the institution's need to that donor and generally there is a middle ground where they will be satisfied. Because a donor is not going to give money to an institution that they don't believe in, that they don't want to see succeed. So, if I can make a strong case that even though they want to build a dormitory but the institution needs a laboratory, the donor will usually come down on the side of the laboratory because of the love for the institution. But if they're intractable then we don't have any choice but to except the gift for the dormitory or turn the gift away. (1-19/20)

There are several ways that donors can trigger conflict for development officers. These range from a donor dominating a development officer's time, to requesting special favors, or to asking the university to give a scholarship to a relative.

> People are always trying to bend the rules, you know, get credit for gifts they didn't give, enhance the value of a gift in kind, just all kinds

> of goofy things. We have to sometimes just tell them no. (1-17)

Donors sometimes ask development officers to do things that may conflict with institutional policies. Usually, however, these requests are "...not through malice luckily, but just through ignorance" (7-20).

> Sometimes donors want to make a gift of stock, for instance. But they want to give it with the caveat that you hold it. They think it's going to appreciate in value and they want you to hold it for some period of time. I know that some institutions do that, but we have made the policy that in general we don't do that. The IRS can frown upon that from a donor's point of view by potentially disallowing the deduction if there is evidence that they maintain some control over that gift, even after giving it. But also, while stock can appreciate in value, it can also go the other way too. So we feel like the risk outweighs the rewards. So, when someone mentions that as a general rule, we say, "No, if you give it, we are going to sell it on the market immediately and convert it to cash because we feel like that is our responsibility - to convert it into cash as quickly as possible." So, that doesn't always make donors happy to hear that. (6-9/10)

Sources of External Conflicts

External conflicts experienced by development officers involve a variety of situations and activities. Common conflicts involve restricting a gift for a specific use, being turned down for a gift, and having different values than a donor.

Gifts with strings. While securing external funds is extremely important, the development officers in the study indicated that receiving a contribution can create a major

source of conflict. The majority of these conflicts are triggered by restrictions placed on how the money can be used by the college or university. This is a growing challenge. In the past, donors frequently made more unrestricted gifts to all types of charities. However, numerous controversies and questions about how these funds were used gradually led more donors to specify how their gifts were to be used. Most comments made by development officers in this study relating to the misuse of unrestricted funds focused on incidents in the distant past, usually before the development officers were associated with their current university or college.

> Historically, there have been some problems with the use of unrestricted moneys, not while I was here, but that resulted in a real big dust up between the board of regents and the foundation and the alumni association and the athletic boosters. But that was back in the early 70s. (7-18)

While donors may question the institution's use of unrestricted gifts, development officers have another set of concerns with restricted gifts. Designating the use of a gift can make donors feel more comfortable. Donors then know exactly what their contribution will support within the institution. One development officer discussed an historical home that the owners wanted to donate to the university. The owners wanted to attach so many caveats that the development officer thought accepting the home would not be in the university's best interest.

> They want everything about the house to remain true to the time period. As a safeguard for that, they want to have an heir of theirs or another organization involved in the decision-making process for any renovations being done to the property. I don't want to say it's not acceptable to us, but that would make a very burdensome situation in trying to do something some day if and when the university received the property. So, we're trying to work through some of that. And it's one of those deals that's not going to affect me. ...We want to be true to the people who follow along behind us. (10-22)

While one may expect such conflicts to occur with large gifts, many of the headaches with restrictions described by the development officers involved small and moderate gifts.

> We have never had somebody come in and say, "I want to give you a million dollars to construct a new ping-pong auditorium." Or, "I will give you a million dollars to construct a five-story parking garage." We have never had that kind of a deal. What we have had have been, you know, "Here is some money. I want to establish a scholarship." (10-22)

Some of the most frequent dilemmas between the donor and the institution occur on a relatively small scale. As mentioned above, one of the commonly cited conflicts with donors centered around gifts for scholarships for specific students.

> One of the common things is for somebody to call and say, "I want to give X number of dollars to scholarships for this individual. And you're a non-profit corporation. You're a 501(c)(3). So, I can run it through you guys and I can get a tax deduction." Well, that's the assumption that people have and you know that that's not right. That the donor cannot determine who's going to get the money. It doesn't matter if they are a relative or not a relative. Some people think that's the test out there. "He's not a relative so..." And we don't want to be in the business of being a laundering

> operation. ...I think that's one case of saying, "Look, we don't want that kind of money with those restrictions." But, "I might give a whole lot more in the future." Well, I kind of doubt it. You know, you haven't given it up to this point. What would make you think, what would make us think that because we stretch the law for you, you would come back and give us more in the future? (10-26)

However, the potential for a donor to give another gift in the future can make it difficult for some development officers to reject the donor's offer. One development officer told about an incident where a group of donors wanted to make a large contribution which would result in external control of a university program.

> We can't allow a donor group, no matter how powerful or how well heeled to buy the program, buy the department and...First of all, it's illegal. You have got rules and regulations and, secondly over and above that, it's unethical and we would set a precedent for other donors because next thing you know the chemistry department or the library or the public radio station or all the others would want to do this same thing. (1-24)

Individual differences. A second type of external conflict discussed by the development officers involved frustrations with donors that occur on a individual level. These varied from working closely with a donor with different personal values to experiencing sexual and racial harassment.

> We're going to encounter individuals whose political and moral philosophies are not going to match yours. And you know, sometimes that can be a challenge, dealing with people who make unreasonable demands and talk about issues that I think are inappropriate. (8-4)

Part of building the relationship between the development officer and the donor involves having a clear understanding of what is important to the donor. Conflict can be created when the development officer does not share the same basic values as the donor. One development officer stated a strong dislike for:

> ...having to deal with individuals whose values you personally do not embrace. But that's true in life, anything you do. It's not just in the fund-raising business. We're going to encounter individuals whose political and moral philosophies are not going to match yours. And you know, sometimes that can be a challenge, dealing with people who make unreasonable demands and talk about issues that I think are inappropriate to the, and I usually, diplomatically, make it clear that I don't want to hear about their attitude about, their negative attitudes about people of different races and religion. And I believe in tolerance and, you know, sometimes you run across individuals who are not the most tolerant people in the world. And having to spend time with them for the purpose of the business of your mission can be a challenge. (8-4)

The development officer continued:

> I have had individuals make to me, and I have made it very clear I'm uncomfortable with them talking about those issues, derogatory remarks about blacks, Jews, women and it is not at all something that needs to be part of the discussion. And also, I think there have been times and I think women, it's not talked about a lot, women are subjected to sexual harassment and unwanted advances. And I don't mean...I mean just innuendo and comments that are inappropriate sometimes by our male donors. (8-5)

Another development officer said that experience can help development officers deal with these difficult situations.

> I can see, in particular, a young person who didn't have a lot of experience could get hurt. Could get the university, could get themselves, the president, the board, everybody in a bind. It's not always a nice world out there. There are some nasty people out there. (2-20)

In addition, the development officers' drive to secure a gift can lead to conflict. These conflicts may occur in a situation when development officers are overly eager to secure any type of gift or, simply, when they are trying to please a donor.

> I've seen people in this business who will tell a donor anything to get a gift or they just can't stand to make anyone unhappy so they are overly accommodating. But that only leads to trouble down the line if you are overly accommodating. I've known of a situation where the donor asks a development person to be executor of their estate and I can't imagine ever agreeing to that. This person did and I think, while the donor is still alive, I think there is big trouble down the line if this person doesn't resign as executor or get the donor to change his will to make someone else the executor or if he dies and this person's named executor. If he doesn't resign, I think there's some problems with that. (6-11)

Being overly accommodating may lead development officers to mislead the donor about the impact the donor's gift will have at the university or to go along with a donor's idea that is not in the college's best interest.

> To assume responsibility as a facilitator...you're going to do everything you can to make people believe that this is going to be a truly good thing once you've made the gift. And it usually is, but every once in a while it's not and that's not a happy thing. And you try to take whatever steps you can to make that not an issue. Maybe you go and talk to the department head or the dean about what

> they should be doing in stewarding this gift. Or, sometimes hard feelings occur and you can't repair it. That occasionally happens. (6-13)

Rejection. A third type of external role conflict for development officers involves being rejected when asking a donor for a gift. Learning how to ask someone for a gift and learning how to overcome rejection is part of being a successful development officer. Although some professionals are more comfortable than others with "making an ask," most acknowledge that soliciting is a skill that must be developed.

> ...Asking wasn't easy in the beginning. Today, it doesn't bother me a bit. I mean, after I got over that initial shock of going and asking somebody for $100,000 and realizing I wasn't asking for me, I was asking for a good cause, when I got that finally embedded in my mind I was okay. But there for awhile, my palms would sweat, you know, I'd get nervous and I wouldn't sleep, and today I don't feel that kind of stuff. That sort of thing doesn't bother me. (2-7)

Another development officer agreed about the difficulty of asking an individual for a gift. "It's easier for me to ask in a group than it is to go one on one and just ask for money," the development officer said (5-15). "I love all the other stuff, you know, taking them to lunch and kind of buttering them up."

Conflict can occur when a donor rejects the solicitation for a gift. While not every solicitation will result in a gift to the institution, development officers plan the cultivation and solicitation processes so that by the time

the ask is made it usually will result in a gift. When donors do decline to make a gift, development officers try not to take the rejection personally.

> It's one of those businesses where you have to hear "No" a lot of the time and not take it personally. And I think I handle that pretty well because if you have been at it as long as I have you sure have heard "No" a lot of the time. But it disappoints me still when you come across someone who has the ability to really make a difference but yet they just can't part with any of it. They can't make the decision to be a philanthropist. Even if you showed them all the classic reasons why they should think about it, you know, the sense of purpose, the sense of giving back, the sense of community. Even the more practical issues like...you really may be able to show a person how they can get more money to their heirs by making a charitable gift by the estate taxes they would save, for example. Or the capital gains they would bypass by putting appreciated assets into a trust, for example. Frequently, even if you show people all of the issues I've described and they still don't make a positive decision to make a gift, that's frustrating because you wonder to yourself, "Is there anything more I could have done to change their mind to persuade them?" But then you realize there are just some people that are never going to make more than token gifts even if they have the ability. (6-6)

Being rejected for a gift also causes some development officers to review their strategy for making the solicitation and the level of the request. Some development officers felt that being turned down by the donor means they were not fully prepared.

> It's the feeling of rejection and always that I haven't done a good enough job of selling whatever the need is. ...I always feel like if I had gone another route or asked a different way or maybe put

> together a little more information that maybe they would have said, "yes." Even though I know that the chance of that for some people are just, I mean, no matter what you did, they wouldn't have said, "yes." But still, there's always that feeling of "Well, if I had just done a little something different, they would have gone for it." (5-15)

Although it is a normal part of fund raising, rejection can impact development officers on a personal level. "I love it when people say 'Yes,'" said one development officer (5-13). "And I hate it when people say 'No.'" Another development officer said the greatest aversion of the job was the rejection.

> Putting people on the spot. I don't like to be told "No" or to be turned down. I don't like that any better than anybody else does, to be rejected, the fear of being rejected. I don't like that. That hurts. Every time I'm turned down, for a day or two, it bothers me and then I just move on. And I think that for that day or two, it's important for me to regret that, almost grieve in some cases. "Where'd I go wrong?" "What happened?" But then I move on. So I don't like being rejected. (9-11)

To avoid rejection, development officers must be fully prepared before they solicit a donor for a gift. Part of the preparation is determining when is the best time to ask the donor for a contribution. Good timing involves understanding the current circumstances in the donor's life as well as understanding the present situations at the university. Well publicized accomplishments at the college, such as sport championships, may trigger donor emotions and interest in a program. However, the development officers said the

translation into donor contributions from such achievements appear to be short term.

> People talk about athletic programs, you know. You rise and fall on the success of your football program or your basketball program. Those are so transitory that they are blips on the radar screen. They're spikes periodically of goodwill or donor anger, resentment maybe for something that happened, but they don't really mean much in the long term and you learn to avoid them. (1-12)

The development officer also said there are times that are unsuitable for approaching donors.

> It's inappropriate to actively solicit people during times of athletic turmoil or athletic fervor. I mean they're more interested in watching the game like at the height of the basketball season, when the team's out there on the floor and it's the Final Four and all that. That's not a time to ask them for a check... (1-12)

Being turned down for a gift also can mean lost opportunity with other donors. Several development officers said they try to determine a potential donor's likelihood for giving. If they think rejection is likely, they cut their loses and move on.

> I think the longer I have been in the business I think I can tell earlier on in the relationship whether somebody's really going to make a gift or not, and if I can sense that they are not, no matter how hard I work, then I try to move onto other issues because it's a time waster if you end up spending all your time with someone who's really not going to make a gift. You've got to move onto someone who does. (6-6)

Another development officer said:

> I don't just drop them. You know, I'm kind to them for awhile. But if I see there's absolutely nothing

> that the college can gain from them in the long run then I go ahead and move on, and will send them a birthday card or something like that once a year. But I move on to where, well I have to, because my time is so limited. I have to go where we think we can benefit the greatest. (9-5)

Ramifications of External Conflict

While conflicts with donors can appear to be minor, they can have serious results. For example, such conflicts may impair the development officer's effectiveness and damage the relationship between the donor and the university. Even a negative comment can catch the development officer's attention.

> I did receive one time in one of our return envelopes this little nasty gram that said that person used to get a personal handwritten letter, which we've never done. I did for awhile do handwritten thank you notes until it almost killed me and then I stopped. But this was before I was doing that. I don't know where they got that. And then it said they went to a form letter and then it said they went to a card, so they weren't going to give their money anymore... And they didn't even sign their name, so I didn't even know who it was. That bothers me because I can probably correct most things, if I know who the person is and I know what the problem is. (5-20)

Hard feelings created between the development officer and the donor can lead to upset donors pulling their support from the institution. One development officer, for example, described the relationship with a major donor.

> I have a donor, a very big donor and a personal friend. She was not a personal friend prior to my taking this position, but she has become a personal friend. She knows what she wants. She's very specific about what she wants. She originally

> started out giving to the adult students and women's program area. She is very tied to individuals. She hated my predecessor. Hated my predecessor and would not...it took me a year to even get her to return my calls because she was so disillusioned with my predecessor through no fault...it wasn't his fault. (5-18)

The development officer eventually gained the confidence of the donor, but still feels like the relationship is very fragile.

> She's one of those people that she wants a lot of strokes and if you take care of her, then she will be happy. And if you don't, she won't be happy. And that's one of the difficulties with this position, especially coming into it when there are as many donors as I have...if they decide that you're not treating them right, when I don't, you know, I don't even know their name then they, you know, they pull their support. To me that's real frustrating. (5-19)

Many of the grievances expressed by the development officers were taken in stride as part of the job. Occasionally, however, the donor's negative attitude seemed to affect the development officer more personally. When the development officer above was asked why the donor's reaction caused a feeling of uneasiness, the development officer responded:

> Because I never know how they will react to it. Especially with a donor like the one I was speaking of. Because it just takes one little thing to make her furious and sometimes you can fix those and sometimes you can't. She never could get over her anger at my predecessor. And she still talks about him to me. (5-19)

Being rejected by donors can lead development officers to second guess their relationship with donors, their own abilities, and their institution's priorities. However, keeping the ultimate goal of raising funds and friends for the benefit of the college or university can provide encouragement.

> When you feel like you're on the high road, it's a little bit easier to explain your position. And sometimes people are angry and don't make gifts because of it. Other times they say, "Okay, fine" and they go on and make the gift and not another word is ever said about it." (6-10)

Another ramification of external conflicts described by development officers is "having to spend time occasionally with people who really don't want to make gifts."(6-4)

> ...When I come up against a time management crunch, I try to break it down to its essentials and say, "Let's spend more time with people who truly want to make gifts" because that's where good things happen. Where we get side tracked is just, and it's hard to explain how this happens, it just does. Sometimes you end up having to spend time with people who really aren't going to do the program a lot of good. They require a lot of care and feeding but you're not going to get gifts from them. (6-4)

Internal Role Conflict

The environment within the university or college is critical for fund-raising efforts. Positive influences can range from having enough time to focus on fund-raising responsibilities to having appropriate backing from the administration. However, role conflict and ambiguity within the organization also can lead to conflict. Internal forces

can create conflict because of the influence they have within the college or university. These forces vary in their seriousness because of their potential impact on the development program.

> I like the university atmosphere. I like the youth and the energy and the intellectual stimulation. I mean, it's a good place to be. It's a cutting edge kind of place and, at the same time, it's full of tradition. And, if you like intrigue, there is no more bureaucratic Machiavellian mess than a university and there is always somebody scheming and maneuvering and that keeps you on your toes, too, because if you are not aware of that part of the game then you won't be successful in this business either. (1-25/26)

Similar to keen competition outside of the university for funds, competition exists for extra resources inside the organization. This competition may involve various departments contending for a limited amount of external funding.

> The competition within the college itself is overwhelming. There is just so much competition. And I would not change that for anything because all of these needs are compelling. It just makes it harder for everybody to raise money...because our donor base is not increasing dramatically. The economy here is quite good which is helpful but we don't have a tremendous influx of new people that are just dying to give their money away. (5-12)

Sources of Internal Conflict

Internal sources of conflict can include other individuals within the college or university such as the president, administrators, governing board members, faculty and staff, and other development team members. These internal

sources of conflict also include institutional concerns such as fund-raising priorities, time-management issues, and deadline pressures.

President. The president of the college or university can be the most effective tool in the development officer's arsenal. In fact, some of the development officers interviewed expressed that they considered their president to be their institution's chief development officer.

> Many times I'm doing the advance work and support work for the college president because that's the person that honestly needs to be out there. It's really his role and people want to talk CEO to CEO. My role is to set the situation up. Once in awhile, if it is a small gift or along those lines, I'll go ahead and make the ask. But frequently, because we're in a friend-raising stage still very much and the president is working off his business relationships, he's the one that makes the ask. (11-2)

Stated another development officer:

> For the most part, the president wants to make the contact with the donor himself. And we would do that any number of ways like breakfast, lunch, meetings, inviting them in for an event. You know, something that has a very personal touch to it. That's really our president's forte - the personal connection and the personal interaction with whomever. (3-6)

However, the development officers also discussed that the close involvement of presidents in fund raising can be a primary source of conflict within the organization.

> A: Well, I fully understand where I am in the order of things, if you will. So, I fully understand that there is one person in control and that's the president, and that I am his employee and that I

> work at his discretion. So, I do understand that. But then my frustration gets to be when I think I've got a set of talents and I'm not allowed to invest them. Does that make sense?
> Q: Oh sure. So what do you do in those cases?
> A: Well, I have two puppies and I don't kick my dogs. I wouldn't kick my dogs. You know, just know that this is the way it is today and that things are going to change. (3-19)

Although most of the development officers in the study indicated they had support of their president, they cautiously mentioned several concerns. For example, it is important for the president to provide respected leadership and a vision for the future of the institution.

> But if you don't have those things then a fund raiser spends more time doing political work, covering bases for people that should have been covered already. (1-10)

The development officer continued:

> The vision of the institution is important, but that usually is a reflection of the leader. It doesn't have to be though. Sometimes a program can go beyond one or two leaders. You know, leaders will come and go in the middle of a campaign or an effort, and it's the effort itself that people can keep their eyes on. But that's usually not the case. (1-12)

Similarly, conflict can be created among internal constituents when the president sets fund-raising goals that are inappropriate for the university's environment.

> A new president coming in, not understanding the culture of the institution he or she is just taking the reigns of, and feeling pressured that we have to announce a campaign or we have to do this, that or the other without understanding what the underpinnings would support, whether the university or the college is ready to, or have the right

> infrastructure in place to support these efforts. (8-6)

Development officers, particularly in the role of the agent, said it is important to support the president but that they need to be able to express their opinion to major donors about college affairs, including fund-raising priorities, even if they do not always agree with the president. One development officer told about a situation where the development officer confided to a donor, knowing it contradicted the institution's official stance.

> Obviously, my opinion was not the position of the university. The university's is that the president said it and we are going to abide by it and there isn't any argument, and there couldn't be. Publicly, I couldn't go out publicly. That would be wrong and very divisive. But one on one with the donors, especially one that knows what is going on, I have to have an opinion and if I don't have the strength in my conviction in this area, even if that donor disagrees with me. He might say, "Wait a minute. I think he's right." Well, he may be and we'll see how it goes down the road. I'm going to support him 100 percent and I want to help him, but I think he is getting us in trouble and I wish he was doing it a different way. Then they will respect that and then they'll have a little bit more knowledge about me and a little bit more understanding about me and trust me the next time I disagree since this time I disagreed with him. It works. It seems to work. At least it works for me. (1-18)

Administrators. In addition to the president, the institution's entire administrative leadership is critically important to the fund-raising process. The administration includes vice presidents, assistant vice presidents,

provosts, deans, directors, and others who are in the institution's key leadership roles. One development officer explained that it is essential to have positive support of the college administration.

> ...You have to feel you're valued by your leadership. I think that that is critical to staying in a position. I think along with being valued goes all the operating parts. You have to feel that the administration is supporting you and your staff and their efforts. And that means the deans, the vice presidents and that you're not expected to do things without the proper resources to do them. And that sometimes can be challenging. But I think to do your job well, you need to have that kind of support. Both moral and intellectual understanding of your mission and your role so that there aren't unrealistic expectations put on you to perform when, in fact, your institution is not ready and does not have the finances to do this. I really think budgetary support is critical. (8-6)

The development officers in the study also said administrators can be a significant source of internal role conflict. This conflict may stem from the administrators' direct involvement in daily fund-raising activities. One development officer alluded to how the approval processes involving administrators hinder the progress of development projects.

> I came here from industry so to me the university has a lot slower environment. Here there are a lot more hoops, more people to be involved. I was used to taking a project and going with it, doing it, and it was done. It is just a slower process... involving more people. (13-13)

Because of their wide range of responsibilities, development officers cited trying to prioritize their

responsibilities to satisfy their internal constituents as a common role conflict. Stated one development officer: "So, you know, I may be raising money for the nursing school today and tomorrow it may be for athletics. My agenda changes with the wind. It really does" (2-16/17). Priorities also have a way of changing quickly, making it difficult to determine which project or task is the most important.

> In resource development, though you can plan - and I know you probably discovered this along the way - though you can plan to some extent, there are always things that impinge upon your plan, that you didn't know about. (4-10/11)

Occasionally, the administration may decide to change a project to better meet the interests of the donors without asking for the development officer's input.

> It's difficult to go through the process of establishing the idea and establishing the funding source and then all of the sudden having the scene change, which it does frequently. ...I don't shift gears as quickly. So, a "for instance" for me would be the process that we went through recently with the (Name) Foundation, and knowing full well that we had a plan. We were moving ahead. We were on a time frame and we pretty much knew what we were asking for and we knew what all the components were to get it done. Part of the components is the research and part of the research is calling the foundation and asking for clarification. Then all of the sudden...your plan is derailed for a year. I am relieved because I don't think we would have had a strong application this year. But all of a sudden it's like, "Well, okay. Here we go again." (3-7/8)

These changes, especially when they are unexpected, can create disagreement and stress within the organization. For example:

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ALLNO: Thesis 1997D D795p ¶
UTHOR: Drummond, Mary Bea, 1960- ¶
ITLE: The power of money : colleges and universities bank on the boundary-
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MPRINT: 1997. ¶
ISSERTATION: Thesis (Ed. D.)--Oklahoma State University, 1997. ¶
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OPYRT COMPLIANCE: CCG ¶
AX: Ariel Address 128.118.152.2 (814) 865-0071 ¶
ORROWING NOTES: ¶
FFILIATION: CIC, RLG, PALCI ¶

> A: When you have identified a funding source, it seems like there is a positive match with the program, and for whatever reason that donor is being saved for something different.
> Q: Saved for something different?
> A: Another approach, possibly a bigger approach, something very, very different, etc. I don't know how you operate at your institution but the way we operate here is that letters don't go out, there are not funding contacts made that aren't cleared through the president first. I mean, I just learned over the years that it's a "Yes, you may go ahead and do this" or "No, you may not," and "No, you may not" I don't need any more information than that. I don't get it. I don't need it. You know, I don't actually want it but it then kind of puts a stop on the project. "Okay, let's back track and start all over again." (3-8)

Another frequently cited internal conflict centers around the hierarchy of the organization and the development officer's involvement, or lack of involvement, regarding alternative strategies for fund-raising projects. The development officer may experience conflict when there is a sudden shift in strategies

> A: What don't I like about it? I don't like being out of control.
> Q: What do you mean by that?
> A: Well, a couple of things. I don't like it when I thought that I was going to be in the driver's seat and then I get pulled off from being in the driver's seat and somebody else steps in. So, if I'm to be responsible for a project, I just want to be responsible for it. (3-10)

While making adjustments mid-stream may be difficult for the development officer, adjusting to a different approach or new timeline may ultimately pay off.

> In fact, we have a couple of situations that are in the hopper right now where we thought it was appropriate timing earlier. It wasn't. We are waiting and we're now making a different approach to it. So, and lots of times it is a stronger approach than it would have been first time out. So, it's just learning to know that "no" means "no." (3-19)

How did the development officer initially feel when this type of situation occurred?

> Totally bummed. Obviously you've invested some time into it. That's when I have to do a whole lot of work with myself internally, to not take it personally, to behave as a professional, to know that there is a bigger picture than I may be privy to or it may have nothing to do with... I may not need to know or whatever. But I get really frustrated because that's when I feel like the system doesn't allow me to do my job. The system doesn't allow me to do what they pay me to do. And I have to work on my head not to get martyred about it and wonder why in the world they are paying me if they won't cut me loose and let me go do it. (3-18)

Development officers also experienced conflict when "their" donors are approached by others in the institution without the development officers' knowledge.

> We did a feasibility study and one company had indicated they might make a gift to our capital campaign of $100,000 and, boy, this story sticks close to home. Time had elapsed between that time because of the campaign and it happened to be that our foundations and corporations division of the campaign was last... Well, the chairman of one of our departments goes to the company and asks them for $1,000. So, when I went there to talk about their gift, the manager said, "We've already given you guys $1,000." And I was dead in the water. I was dead in the water for $1,000. To say the least, I came home and had a little sit-to with the

> president and the president had a few sit-to's with some folks. (2-8/9)

Because of the conflicts that can occur when more than one person from an institution approaches a donor for a gift, many institutions have implemented internal processes to safeguard against multiples asks.

> All fund raising within our university has to be cleared through my office. If a department or a school decides to do something, it has to be cleared through us. The president sent out a directive a few years ago allowing everybody to be involved with raising funds, and we don't discourage those people. In fact, we support it and encourage those departments to do it, but we must avoid stepping on each other's toes (2-2)

Stated another development officer:

> I don't go to someone or to a corporation and ask for a thousand dollars if they could give ten times that. And all fund raising on campus really has to come through me or through our office for that reason. Even student clubs don't go out and knock on doors or go to the businesses...don't want to ask the banks for a $100 here and $100 there when the banks are the ones who can make very generous large gifts. (9-12)

One development officer described how the institution has a list of donors that can be declared off limits for others if the development officer is preparing to make an ask.

> We do have an arrangement that we have a special friends list that basically says "Mitts off for this period of time." And they do, which is appropriate... The trick of this game is two plus two equals five.(11-3)

Without internal arrangements for limiting funding requests to donors, development officers believe they risk the possibility of losing large gifts. Explained one development officer, "Because the last thing I want is part of our campus hitting a donor while I'm working on a large project" involving that donor (11-3). Therefore, working together internally can enhance the possibilities for fund-raising success.

> It's a very cooperative thing, you know. If we are not doing anything, do it. And if they're doing something bigger, I'll step back. If we are going to go to somebody and ask for $2,000 to fund whatever for minority teachers and the school of education, and they are making application to Southwestern Bell for $50,000 to help fund our interactive video, I'm going to back off, you bet. So, that really helps. (2-9)

Administrators also impact the amount of responsibilities development officers have in addition to raising money. One of the greatest frustrations for development officers deals with the large number of complex duties they are expected to accomplish with a limited amount of time. When asked what hindered their work, one development officer stated, "Time. There are only 24 hours in the day" (7-9). Stated another development officer, "The problem is the hours in a day" (2-3).

> Specifically, in resource development the things that hinder the work are everything else I have to do. The reason I mentioned two specific hats and planning institutional effectiveness is this hat has gotten bigger and bigger. Also, a third hat that I didn't mention is special projects. Like

> when we did the bond campaign. ...I guess the biggest hindrance is the time to devote specifically to resource development and the effort there. That's probably the very biggest hindrance. (4-9/10)

Many of the problems from multiple responsibilities mentioned by development officers resulted from not having enough time to effectively research and cultivate funding sources. These types of efforts require time to coordinate actions among internal constituents.

> ...Just lack of time to follow up on leads that I have generated because I've gotten more opportunities than I can take care of, you know. So, lack of time to even work with my own board as much as I would like to and get them to do some of this. The lack of my time, lack of the president's time. He has reminded me, "You are not the only part of this college I have to work with. Hands off for a while." So, that's made a difference at times. (9-9)

Having insufficient time to focus on fund-raising and related activities can create further complications within the organization. These difficulties can include not taking time to develop or update internal processes or systems, such as new software programs, to assist the overall development program. "The thing I don't like is the inability to get things in place so we've got a smoother running ship," said one development officer (7-16).

> The other things that bother me about this are really related to the time issue. There are many things that need to be done, administratively and educationally for our foundation that really desperately need to be done to maintain our fiduciary responsibilities and also to educate the

> university community about the role of the foundation and I'm just flat unable to do a lot of those things because of the time that is going to be required to think them through and develop a plan and put the plan into action. And I have other responsibilities for which I am being paid by the state to do that I've got to do first. (7-15)

For development officers with a broad base of institutional responsibilities, their primary focus on fund raising must be squeezed in among their other duties.

> ...There are unrealistic expectations put on development to perform without an understanding of all of the other underpinnings that are needed and people are going to move on if they don't feel they are supported.(8-6)

As a result of "unrealistic" expectations, multiple responsibilities can limit development officers' fund-raising efforts.

> ...If I look at my job as my primary purpose is to raise money for the school, then the time that I spend advising groups or the time that I spend facilitating sessions, I mean, frankly, those things don't help me raise money for the school. I think they provide me, personally, a great deal of private benefit. There are other outlets for me and other things I can do to add some value to the university here. But those things, frankly, don't help me raise dollars. (10-8)

Even responsibilities that are fund-raising related, such as overseeing the foundation's accounting functions, can consume a large portion of the development officer's time.

> So our staff would stop other things that weren't pressing and do an account analysis. So it created really choppy...that's exactly the kind of response that you want to have when a donor calls. So that's good. You don't want to discourage that, but you do

> want to discourage all those calls from coming in. "I'm off by four cents. Can you help me?" (10-27)

These duties also pull development officers away from their primary responsibilities of cultivating and soliciting gifts.

> We just had a lot of custodial accounts that were preventing us, I mean they were good things for us to do, but they were preventing us from doing the best things or the better things, which was out there trying to raise money. (10-27)

Closely related to development officers' multiple responsibilities and time limitations is the issue of deadlines. Development officers need to have the support of their administrators when dealing with deadlines and the pressures they cause. For some of the development officers, the urgency to meet deadlines and juggle other internal responsibilities can be overwhelming.

> I don't like the deadlines. I don't like the intensity. It's not really the deadlines I mind, it's the intensity at which you have to work at times. And I don't mind some of that but the intensity of the effort is very difficult on a small office, on the secretary, on everybody. It's hard. You plan toward it, or you try to plan toward it as best you can, but nevertheless that takes stamina to get it done. (4-10)

Impractical administrative deadlines and short preparation time can cause internal conflicts for development officers. The results often can mean mental and physical overload for the development officer who frequently must work long hours at night or on weekends to meet the administration's expectations.

> I don't like the crisis that goes with it because there is always a crisis. There's always a deadline. There's always pressure particularly this time of year. I don't like not knowing the daffodils bloomed because I had a grant deadline, you know, and that happens to me a lot. I don't like spending Easter Sunday, you know, at my computer while my family is out, you know, doing something because there's a deadline, and that happens. So, I don't like that at all. Most of the time if I plan ahead I can be in control of the deadline but the nature of this business is something's going to come out of left field and the best laid plans are going to get set aside and you're going to be under the deadline. (3-10)

The urgency of deadlines coupled with high expectations from administrators to juggle multiple responsibilities can cause frustration for development officers.

> I simply don't like the fact that, and this is taking me back to my "Recovering from Type A personality," there are lots of people out there I want to ask money from. But it's difficult to find the time to spend time with them and build the relationship to the point where I could ask them for that. So that's a frustrating, that's frustrating to me. I mean, I guess if there were several more of me that might not be as big of a problem. But there's not enough time to build the kind of relationship with some of the folks out there that I would really like to build relationships with. (10-11)

Faculty and staff. Development officers cited faculty and staff as another important factor for successful fund raising at colleges and universities.

> I don't think you can overemphasize that an absolute key to positive resource development for a college is an interested faculty, a progressive faculty, a thinking faculty. ...I think that that's really very important, that they be involved. (4-7)

Although they can be a valuable resource for fund-raising efforts, faculty and staff generate several concerns for development officers. These concerns may stem from a lack of understanding on campus about the function of development officers and the role faculty and staff can play in raising external resources.

> We have perceptions among university staff and faculty that are completely out of sync with reality and with what the development office does and stands for. That's a constant education process. You know, faculty at an educational institution, they want to teach their courses, interrelate with students, do some basic research, and get out. And they don't want to raise money, talk to anybody at all. They certainly don't want any bureaucrat telling them, "You need to come to an event and talk to Mrs. Smith about how great your research is." They just want Mrs. Smith to write them a check and go home. And it's a constant challenge to get these folks to realize that there's a good bit of stroking that needs to be done. (7-10)

The development officer continued, emphasizing the benefits of faculty being involved in private fund raising.

> And private gift fund raising is just all different. It's just much more personal. One on one. And it's much, it requires more work on the part of the individuals involved but the returns per capita are way, way, way greater than anything they'll get from the state. (7-10)

Whether development officers are responsible for raising funds for the entire institution or focus on one college or school, they said they try to interest faculty in the process and illustrate the positive impact it can have on their

programs. However, these efforts can be met with some resistance from the faculty.

> I think early on in this game you try so hard to get everybody on board and then you realize that some folks are just flat comfortable and until their students dry up, which is happening to some of them, they're not going to look at it. That's my frustration. (11-8)

While development officers work to bring external resources to benefit the campus, they tend to be more active in areas where the faculty members demonstrate an interest in fund raising.

> And you tend to work with your grant generators, without a doubt, or those that are willing to work with the donors. I think that's the only frustration I really have with it. (11-8)

To get faculty and staff members involved with fund raising, development officers said they often need to "cultivate" them.

> And it's not that everyone of them are going to be excited about that kind of thing, but if some or even one from most every area can be cultivated then it kind of spreads. It's sort of a nice benefit for them to get what they wanted and their interest usually continues or has, at our college thankfully, has spread. (4-7)

Another development officer also discussed ways to recruit faculty members.

> Q: Do you provide them any kind of incentive?
> A: Lots of recognition, stuff for their programs. Many times part of a grant is written so they get release time to work on it...I would never ever pay a faculty member to write a grant. Either the incentive is there for the good of the college, the

> good of the program in which they are involved or it's not. (11-8/9)

When cultivating faculty members, development officers said it is important to know the kind of academic activities in which they are involved. This awareness helps development officers to recruit faculty and to identify appropriate funding opportunities for their projects.

> I try to watch for newspaper articles that have been written and, as they come out, I cut it out...and put a note with it and send it out to them. I just indicate they are doing some interesting things and if they would like to ever sit down and talk about money in relation to it, funding possibilities, give me a call. Well, I've gotten a call or two from that. So, it's more personal relationship building just like any other fund-raising effort. (4-8)

Development officers discussed the need to be service oriented toward faculty and to be willing to put the needs of the university as a whole and the needs of other departments before their own needs. However, this can lead to conflict.

> I want us to be planned and effective, but I never want us to be non-responsive. I never want that faculty member to walk in here, try to call me on the phone and say, "I just got this..." whatever or "I just got this information and it has to be done by..." the next day, the next week, whatever. I never want them to feel that I'm going to say "I'm too busy," even though it might put me through an absolute ringer and they don't necessarily know that because I don't want them to be discouraged. I want them to feel they can always pursue, always pursue. And so, there have been instances where I'm working long, late and hard with somebody and on Saturdays or whatever it takes with somebody. (4-11)

In addition, development officers said they would not pursue external funding for a project without the support of the affected faculty members.

> They have to want to do it. I cannot think of an instance where we have pursued something they did not want. Because if they really don't want to do it, then even if we got the money to do it, there would be problems all the way around. (4-8)

One recurring source of conflict mentioned in the interviews involved the roles development officers represent when working with faculty. In some cases, development officers expressed an underlying tension between the development office and the faculty. This tension centered around the perception that faculty are reluctant to assist development officers with fund raising and to make changes within the organization.

> There's a real shift going on in community colleges. Part of the world is understanding that we are a market-driven institution, that we need to supply what the people need. We are a college of the community. That model is what is called a supplier model, that says, "We produce what people buy." On the other hand there's a university model which is based on an old industrial system that says, "We produce what we want to produce and if you want to buy it, fine and we will not offer it to you in any logical fashion." We have a schedule that looks like a smorgasbord. Most colleges right now are caught right between that schism. (11-7)

In these types of situations, the role of development officers involves much more than raising funds. Their purpose focuses on promoting institutional change. The development officer continued:

> Faculty thinking one way, some administrators thinking one way, some staff thinking one way and these other groups over here agitating to get on with the business of the college. Things can stall over personality conflicts, over territory conflicts, and over an unwillingness to face the future. And I think perhaps one of the most profound things that John Cleveland ever said is that, you know, if you don't change, you're likely to become irrelevant. That's happening to our faculty. (11-7/8)

As the bridge between internal and external constituents, development officers can forecast changes the organization needs to make. Development officers, because of their interaction with individual donors and foundations, understand that donors often give money to colleges and universities because they want to affect change at the institutions. In other words, these individual donors and foundations desire to make improvements in existing higher education practices, such as implementing new types of curricula. Some donors, including some with sizable resources, prefer to support institutions that are willing to experiment and pioneer new approaches and technologies. Faculty, however, are not always as eager to make changes.

> It's just...there's so much we could be doing. The college can only absorb so much change at any given time. And that's just the reality. And I look at this place and we're a leading institution as it is. I know where the problems are but I'd like to be doing twice as much. But the college can't handle it. (11-8)

Development officers are then in the position of convincing faculty to discard currently accepted practices

for unconventional approaches that could become mainstream in the future. In short, development officers often become instigators of institutional change.

> A: I do think the ability to see patterns and patterns developing is important so that I can stay just ahead of the roll of the dice... I can say to people, "Look, this and this come together and this is what it means for us." If all those changes are happening, how does it connect to the college? ...I had to come to the table with "This is what's happening in our area" and now we can work with it.
> Q: So you bring up the idea to your people?
> A: I seed them. I may bring them myself. I may plant them with a faculty member and they come back around and say, "What a terrific idea." It just varies. (11-4/5)

Part of the internal conflict with faculty members seems to stem from a misconception on campus about fund-raising activities. Some of the development officers talked about the overall lack of understanding about the functions of the foundation and the role of development officers.

> We're meeting all of our legal and audit and procedural requirements internally, but there are many people in the university community who don't have a good sense of what is going on, who don't know about the foundation's operations, who don't see the foundation as an ally. They see it as an impediment to get to their money. (7-15)

Development officers also discussed the difficulty in building relationships with faculty members who possess little or no knowledge about how financial matters work, in general, and how the foundation works, in particular. Part of the role of development officers becomes educating people

within the organization about raising and stewarding external funds.

> I have never dealt with a class of people, faculty, university faculty, who have such a high number of people who seem to have no understanding of personal finance. There are faculty members that call me up and ask questions that demonstrate that they don't know a mutual fund from a chicken. They have no idea of how the financial community works, the terminology or anything. It's just appalling to me. And it may be this institution or this community or what, but that really needs to be dealt with. (7-15)

As a result, development officers spend time informing faculty members on why external funds are needed, how foundation funds are invested, and how foundation accounts can be accessed by faculty members.

> And, of course, when the foundation invests all of its assets in stocks and bonds through mutual fund-like companies and arrangements...when people say, "How much do I get?" and you explain the process you use to determine a distribution amount, they don't know what you're talking about. They just have no idea. And that's something that really needs to have a lot of attention given to it. And that is very frustrating for me because I take the time on an individual basis to try and deal with the whole wagon load at one time. When a person asks for an apple on the bottom, you've got to go through all the apples on the top before you can get to that. (7-15/16)

Development staff. All members of the development office staff as well as the office itself are important to an institution's fund-raising efforts. The majority of the development officers stated how important it is to have good support staff. "Good support staff is the most critical, the

most critical support that I have," stated one development officer (5-11). "I have an excellent secretary and then I have additional support from another secretary in the office."

> It's nice to have a place to bring someone, where someone wants to come here and we can have a nice living room where they can sit down and we can talk privately. Where you have the ability to make someone feel comfortable and at home. Where staff people are courteous and look good and are articulate, and you've got student receptionists who welcome people appropriately and can answer questions and serve as guides. (7-6)

However, without the proper support within the office, the development officers said they experience conflict.

> That's one of the things our own organization is weak on. They have a tendency to overlook those things. They want to shortcut the receptionist area, not man the phone from noon to one because of lunch. Those are things that fund raisers agonize over because you wait for a week for someone to return your phone call, and it's a busy guy and busy people have a tendency to return phone calls during lunch hour. They get out of their budget meeting and grab a sandwich, eat at their desk because they have got another meeting. So they are flipping through answering some of what I call "second tier" phone messages and a phone message from the development officer at the college is a "second tier" urgency at best. Sure enough. You get the message that he called at 12:15 p.m. and it's on your voice mail. But there was nobody there. Or some student assistant took the phone call and didn't have a clue who this guy was. (1-10)

In addition, other members of the development team can cause internal conflict for the development officer by focusing only on the immediate gift without thinking about cultivating the donor for future giving.

> We have not developed in our office yet the mind set that every major gift is a planned gift. That any time anybody is thinking about doing something in the neighborhood of $10,000 or more that we need to be alert and attuned to the fact that anybody with those kinds of resources needs special handling. That that special handling needs to involve an element of counsel about what they are going to do, why they are going to do it and how they are going to do it. Because if the person comes to us and they are able to write a check or give stock or give cash of $10,000 at all, it generally means that they have much greater resources that, with the appropriate counsel, could generate a much larger than $10,000 gift. But we don't yet have that mentality here. (7-9)

Development officers need to be aware of how to maximize all gifts to the institution.

> Other development team members have this misconception that when you get a gift of $10,000 or more that the person giving the gift knows exactly what they are doing. Just, you know, size equals intelligence and information. And that's not the case. So they tend to say, "Oh, that's wonderful. I'll take that check." You know, rather than stepping back and saying, "That's fantastic and we're glad you are able to do that. We want to give special attention to you and help you in every way we can to make sure you are doing what you want in the best possible way, and we have someone on our staff who can help you think about this and make sure that you're doing the best thing, that you don't pay excess taxes, you're not going to pay some of it in taxes" and all the sales stuff that we go into. ...Just taking the check is a hindrance in lost opportunity. We are probably losing some major gifts because of some development officers' desire to close any gift. (7-9)

Governing boards. Development officers at public institutions often work under the direction of two governing boards. One board is responsible for the college or

university and is often called the Board of Regents. The other is responsible for the foundation. It often is called the foundation's Board of Directors. Both boards are essential for successful development programs; however, the foundation's board is more directly involved in fund raising and the operation of the foundation itself.

> At this point we have 25 members. It can be up to 26 and we typically do what everybody tries to do with their board. We recruit people that can be of assistance through what their expertise is. We have attorneys. We have accountants and we have bank trust officers. We have community leaders. We have three members who are also members of our board of regents and that's according to our bylaws. We have some that are quite good at assisting in raising funds and we have others that have absolutely no desire to do that and that's fine. We have always tried to find ways for everyone to participate at their comfort level. (5-6)

The development officers said role conflict can arise when foundation board members are too passive in their roles. One development officer described how the board had previously been inactive and how non-participating members were gradually replaced.

> Now they're there for a reason and they all know what that reason is. It's to raise money and give it. And that was a big hurdle to get over I thought because, you know, I think out of that original board only two had ever given a dime. (2-6)

The priorities of foundation board members and their directives on investments can greatly impact the operation of the foundation and the role of the development officer.

> Our board of directors, like I said, were so conservative. They were so proud of the fact that everything was in CDs and it's guaranteed, that it's good at 2.5 to 3 percent there for a while, but that way we would get killed. We didn't have money to pay scholarships. I mean that was doing down. So what got me off high center on that was I went to an area foundation and I made a proposal to them. There were two ladies running a little shop there, so everything was going fine. I feel like I'm hitting a home run. I mean, they like me. But I'm rocking along there and finally she says, "Well, what about your investment policy?" "Oh, well, we don't have a written policy but what our policy states and how it is that we keep everything in CDs and everything." This one stood up. I thought she was going to come out of her shoes. But she says, "If we give you this money, we expect you to give it the best rate of return that you can get," and that came home. So that helped me sell the idea because they didn't want, my board did not want an investment policy. They liked it in CDs in a hometown bank right there, and all of it was in the hometown bank. (2-12)

Campus scandals. Controversies within the university can contribute to internal role conflict for development officers. Scandals or infighting can serve as an alert to potential donors. When asked what hindered fund-raising efforts, one development officer replied, "Well, any kind of scandal certainly does, or a hint of scandal. Or, inappropriate behavior or ineptness, lack of solidarity among the leaders" (1-12).

> The controversy was bad enough that it was THE topic of conversation when you went to see somebody. "Well, when do you think this is all going to straighten out?" "How long do you think it will be before it's out of the front page with all this negative headline stuff?" That was what they wanted to know. You know? "When will they replace him?" "When's the next trustees' meeting?" "What

> were the terms of his settlement?" "I know he is gone, but when will he leave the house?" "Did he get a car?" "How much are they going to pay him?" You know, you had to deal with those questions over and over and over and over again. Then by the time you got to the end and you said, "Well, have you thought about the endowed scholarships?" "Well, I don't know. This is not a good time. Come back next year. We'll think about it." That was the answer you got. (1-11)

Campus controversies can signal to the donor that there may be larger problems at the college or university. Development officers believe that such controversies, particularly involving high profile personnel, can impact the amount of funds the institution raises.

> We lost a president that was extremely well liked. He basically had to resign. So, getting over that with a new president is a challenge and I think that affects development in some ways more than anything. So it may be a couple of years' process. You have to keep your chin up and know that most people, once you get them about an hour away from here, don't know what is going on and that they very much love the university and it does not matter who the president is. I mean, they probably couldn't tell you who the last one was. (13-24)

Stated another development officer:

> Apologizing for the football team's actions in the locker room last Saturday or explaining why the misappropriation of funds really wasn't embezzlement it was something else. You know, you can't raise money if those are the kinds of questions... Without an absolute rock solid future people are not going to endow an institution. They typically won't. (1-10)

Development officers agreed that bad publicity or scandal within the university can impact the support of donors, particularly those close to the institution.

> We probably would have to separate people in town and surrounding closer areas that get our newspaper from those who live out of town. The out-of-towners it doesn't phase, unless they are close enough to know and hear news and things like that. The local ones we have...I think anyone who is enrolled in our school and donors were concerned, and they ask questions and look for answers. But there still are extremely few that pull support because they do not agree with something. The others want to know what is going on and make more of an effort to talk with you and make sure that things are okay. But they are still every supportive. (13-25)

Stated another development officer:

> ...we were in the condition that we weren't raising much money because of the president we had. He had a terrible reputation... During that transition process there was just no, well there was like a 50 percent drop in fund-raising revenue. ...Big gifts from donors who knew what was going on virtually fell off the map. Annual gifts from people who weren't so politically tuned in, or who were out of state or whatever, they kept coming in. But big gifts did not. (1-10/11)

Ramifications of Internal Conflict

While conflicts within the organization may appear to be normal for any college or university, they can have monumental effects on the development officer. For example, the ramifications of a scandal in the president's office may not have a direct impact on the endowed scholarship program, but a donor may not distinguish between the two departments. In fact, a donor may perceive a scandal in one area as a harbinger for mismanagement throughout the institution.

> Let's say you've got a foundation president and a university president who are feuding. People have to take sides. An athletic director fighting with

> the president, a basketball coach and a football coach fighting, any sign that the organization itself is not together then it's a caution flag to most donors. They want to have that issue resolved before they get into the middle of it. Or, some of them just want to get in the middle of it for the fun of it. There's all kinds of personalities. But as a general rule, most of them aren't going to give a lot of money unless they are intimately involved in the fight and they feel like their money is going to support their particular point of view. (1-12)

Similarly, the support and understanding of the president and the administration is essential for a successful development operation. The ramifications of unrealistic expectations, therefore, can drain even the most committed development officers.

> I've done quite a bit of that over the years. I don't seem to have quite enough stamina as I used to have. It has become harder. And sometimes I've done that at the expense of my family and, I have mixed feelings about that... I don't relish the long, late hours or the Saturdays, but sometimes, and Sundays even, afternoons or whatever. But that sometimes happens, but it doesn't happen that often at this juncture. (4-11/12)

Development officers continually work to demonstrate to internal and external constituents that their institution is a "ship that is already decked and sailing off into the future and needs a shining brass cannon on the deck" (1-11). It is extremely important for external constituents to view the college or university as a winning team that they may want to join rather than a sinking ship that needs a large gift to stay afloat, according to development officers.

As noted by one development officer, perception of the institution in the eyes of the community is the most important factor in fund-raising success (9-6). Development officers discussed the importance of showing donors how units within the organization support each other. They do not want to send "a signal to the donors that the university is not on the same page..." (1-13).

Even in times of severe turbulence within the organization, development officers indicated how their job was to keep the fund-raising program moving forward and to assure donors and alumni that "things are okay" (13-25). As one development officer said when the president resigned amid controversy, "You have to keep your chin up..." (13-24).

Development officers in all three roles of gardener, agent, and matchmaker work diligently to project a united front to their external constituents. The gardener works as the public relations professional marketing the college to donors. A large part of cultivation involves showcasing the institution's strengths. The agent helps the donor avoid institutional red tape by running "interference with the bureaucracy" (7-7). Agents work to show the donor that the donor's priorities are the institution's priorities. While agents can be candid about the institution with donors, they still must demonstrate the worthiness of the institution. "You can't be negative about your own institution because you work for the organization but you represent the donor" (1-

13). Matchmakers try to carefully pair the priorities of the institution with the interests of the donor. While trying to find the common ground between the institution and the donor, matchmakers constantly work "in the advancement of the institution" (3-18) and must think in terms of "win-win" (10-23) for the donor as well as the university.

Development officers project a positive image to donors by showing that the administration, faculty, and staff are one cohesive unit dedicated to the singular goal of quality higher education. While presenting the university as a tightly coupled organization can increase donor confidence in the institution, it often causes conflict for development officers.

In each of the three roles, development officers experience similar types of conflict, both internally and externally. The literature suggests boundary spanners are likely to experience conflicting expectations regarding how to fulfill their roles within the organization because higher education institutions are loosely coupled organizations, and each group's values and interests may be different. As boundary spanners interact with different constituents, internal and external group members express their expectations of the boundary spanners. Inconsistent expectations of these groups can create conflict and ambiguity for development officers.

Managing Relationships

Development officers manage the relationships between their external and internal constituents to maximize financial support for the institution, to help accomplish their institution's mission, and to reach individual goals and objectives. To manage these relationships successfully, development officers must learn through personal experience how to balance the needs of constituents inside the organizational boundary with the needs of constituents outside of the boundary.

Development officers in each of the three roles of gardener, agent, and matchmaker take different approaches for managing the relationships with internal and external constituents. As shown in Table 1, these approaches are mission-oriented, financially oriented, and goal-oriented, and they help guide development officers in their resolution of conflict. When development officers are in a particular role, they often turn to a corresponding approach to help resolve conflicts. These approaches are determined, in part, by the stage of the relationship with the donor and by the magnitude or significance of the gift or potential gift.

Insert Table 1 about here

Table 1

Summary of Development Officers' Roles, Conflicts, and Approaches to Conflict Resolution

Roles	**Conflict:** • External • Internal	**Resolution Approaches**
Gardener		Mission-oriented
	External Sources (i.e., donors) Gifts with strings Individual differences	
Matchmaker	Rejection	Financially oriented
	Internal Sources President Administrators Faculty and staff Development staff	
Agent	Governing boards Campus scandals	Goal oriented

The dominant approach for resolving conflict for gardeners is mission-oriented. When gardeners experience conflict, they understand their primary role is to support the mission of the institution. The development officers then use this tenet as the guide for resolving conflict. Development officers in the role of agents are more concerned about the needs and values of the donor. Their guiding principle for resolving conflicts is oriented toward individual goals and objectives. Similarly, the dominant approach for matchmakers is financially oriented. When matchmakers experience conflict, they understand their primary role is to find the common ground with the donors in order to secure financial support for the institution. Like the corresponding approaches used by the agent and gardener, the matchmaker uses this belief as the guiding rule for resolving conflict.

Mission-Oriented

To help accomplish the mission of the organization, development officers work to build constituent relationships that will help further institutional goals and objectives. Promoting the merits of the college or university and the benefits it has for its community means mission-oriented development officers often assume the role of the gardener.

In the role of gardener, development officers approach fund raising as a fulfilling occupation that provides them a sense of purpose and has the potential to better mankind.

> I like it for a greater good and probably need to speak to that out of my background rather than out of my higher ed experience but I have a long history of fund development...and I always believed that the old adage of people give to people and they give because they're asked, and they give because you tell them a story, and they give because you tell them what is the greater good and that it's going to benefit mankind as a result, and that's why I'm in this business. So that's what motivates me. (3-18)

When trying to resolve conflicts in their relationships, gardeners need to remember that their role is to promote the college and its merits. Their primary purpose is to cultivate the donor's interest in the institution. This role usually occurs early in the relationship and involves small or first-time gifts, but it may occur during mature, low-key phases of the relationship with the donor and when significant gifts are not imminent. As a result, the gardener tries to resolve conflicts by focusing on the institution's mission. For example, some development officers in the study discussed the uneasiness of soliciting potential donors for a gift.

> I think there are three very difficult things for people to do. One is to speak publicly. A lot of people have a fear of speaking publicly. Second thing is people really are afraid of handling live snakes. And the third thing is people cannot imagine having to go and ask somebody else for money. I mean, it's a fear that a lot of people have. And it's not a fear of mine. In fact, I kind of find it fun, if you can develop a relationship

> to the point where you feel that this is the right time to ask somebody for money. (10-6)

Although asking for a gift may be difficult, when development officers reasoned that they were assisting a greater cause, their task was easier.

> So, I think that philanthropy or having a whole attitude about philanthropy is critical to being comfortable in this area and critical to being comfortable with asking an individual to consider, and I use that word, including the college in their plan.(9-10)

By examining fund raising from the "greater good" perspective, the gardener cultivates the donor's interest in the university as a way to leave a legacy that will benefit mankind.

> I think the part I like about all of this is philanthropy... when you work with major gifts, you work with philanthropy. And that's, to me, terribly important philosophically. Do you remember Maslow's hierarchy of needs? At the tip, just before his death was self-actualization and then in his research, though he was working for one more level even above that and it had something to do with transcending. I've forgotten what his word was. But, in effect, in laymen's terms as I see it, it was "leave a legacy." So the actualization is that you and I can be all that we were meant to be or can be. But that's okay, fine and good. But what's the legacy you are leaving to the world? And I'm not talking about dollar legacy necessarily. I'm talking about how have you left the world better than you found it. And there are many people who truly have been gifted with the ability to make money and their biggest legacy to the next generation can be moving some of those dollars into philanthropic causes that will benefit mankind on down the way. And that's particularly true with endowments...(9-10)

The gardener's job is often made a bit easier as development officers said many major donors financially support the college or university because they genuinely care about the institution and want to help it to excel.

> For the most part, donors are pretty open to the idea of they want to make a gift that will make a difference for a long time. And this is the best way to make sure it makes a difference for a long time. One of the things is by having a relationship with them. Even though I may not be around in 40 years, I am the face that they see and if they go away, they think it's going to be me that's going to be doing this. So, if they trust me, even if I am not here, I have kind of put the face on whoever is going to be the next person. And they will be a person of integrity or whatever. So that really hasn't been all that big a problem. (10-22)

Development officers in the role of the gardener counsel donors and prospective donors about how they can make a difference for future generations by financially supporting the college or university.

> We are primarily interested in those people who are childless, who are widows or have never married. If they are religious, chances are very great that they are more benevolent. If they have a concern for society in general, they often value education. For example, retired school teachers value education very highly. So, I'm looking for those kind of folks who seem to feel warm and good about our institution and our community, and then they may well have assets that you may talk with them when the time is right. (9-5)

The gardener may sell the donor on the value of education for the benefit of future generations and offer the university as a solution for how the donor can make a meaningful contribution.

> I see it pretty often with planned giving, particularly the childless people who decide to include the college in their plan significantly, which may be, in some cases, all of it. And I have had more than one to hug me and say, "Thank you. I had no idea of what I was doing to do with my assets. You have given us a way to touch the generations to come. You have given us the way to significantly help the future, a very worthy cause and, by the way, we'll get some nice tax help with all of this. We get invited to things that relate to the college." And I get a real warm fuzzy feeling in my heart from what I'm doing. And when I operate that way I don't have any problem. (9-10)

By taking the philanthropic approach for soliciting gifts, the gardener can continually promote the benefits of higher education. The results can be financially and philosophically rewarding for the institution and personally rewarding for the development officer. To some, the results may even seem a bit mystical.

> It's magic. Take three pieces of paper and they turn into $10,000 or in this case turned into $1 million. That's being a latter day alchemist - turn paper into gold instead of lead into gold. It's that sense of working with the future, that long after I have left here, the legacy that I am leaving in this building is so strong that I'll know I have, by the very things that were funded, we've changed the shape and focus of the college. And it has been a deliberate thing because it's within the guidelines of who we are and what we say we are. Nothing comes off of this desk to even be looked at for funding unless it matches our mission. I'm not going to do that. In effect, there's a kind of hunt mentality to it that... I have an idea, a need, and pull from dozens and dozens of resources. Okay, there's a match. It's helping people to be able to find a gap between what's needed and what should be. It helps people to see differently. In many ways, it's an expansion

> of the teaching role that I enjoyed so much. Somebody phrased it as being nearby when the light dawns. And it's also a quietly powerful sense that I have the capacity to make things happen and I do. ...There's a sense of influence. (11-6)

The gardener is an advocate of the university and its mission. "I love the college," said one development officer (5-24). "That's the main thing. I've been here for a long time and I just strongly believe in what the college does." In fact, some development officers mentioned that it would be difficult to be a fund raiser in another field.

> I like dealing with the donors and I love pairing the donor with the scholarship recipient... I love to see their faces when they can see that the money that they are giving is really helping somebody to a better quality of life. And think that that's what I love. I'm not sure I would love it about all fund raising but... I firmly believe in the service that the college provides in enhancing the quality of life, not only for our students but for the entire community. And that's what just fascinates me is knowing that raising the money helps to do that. That helps the college to do more for more people. I love that part of it. (5-13)

Stated another development officer:

> But it's not like selling a product that is sort of intangible and education is, although it's intangible, it has a life. It has an inherent value that you can provide and demonstrate and you can feel proud about saying I worked at a university. I helped a university. (1-26)

In the gardener role, development officers manage the relationship between external and internal constituents as a way to promote higher education. Helping others have access to an affordable higher education was important to these

development officers who work for public colleges and universities.

> I think because this was a dream of both my husband and mine to have an institution of higher learning in this area. He came from a very poor background, and it was his desire to see students who were in the same category be able to pursue a higher education, and had it not been for the G.I. bill, he would not have been able to go on to school. We were married very young and we both pursued our education. We would teach a year. He finished all, and I'd teach and help and so forth. We just had a dream that we wanted the younger people to be able to have that same opportunity and not have to be in little huts, living off down in the rocks and all that, you know. I think that it is a pleasure for me to see what has developed and what happened. (12-4)

Serving in development provides the fund raiser the opportunity to teach external constituents about how they can utilize their personal assets to benefit the college or university. Stated one development officer:

> I enjoy the educational opportunities, the ability to talk to staff and faculty and donors about what they can do, I mean, how these things work. It's an arcane, convoluted, twisted process of working with the federal tax codes that drives most people to boredom or insanity and just to be able to help someone, you know, wade through this morass of stuff and find an answer that helps them is really fun. I enjoy doing that. (7-11/12)

Development officers also work with internal constituents to help achieve goals that are important to the institution's mission. The foundation's board of directors is an example of such a key group that helps development

officers determine the needs and priorities for the institution's fund-raising program.

> We take a tremendous amount of information to the foundation board and make some recommendations. We don't want to, again, go in there and say, "These are the priorities that you need to establish." We take several options in there and let the development committee sort of hash it out and determine what they think are the best needs that the foundation can assist with. And that, the regents play a big part in priorities and allocations because they see the needs of the college and the mission statement of priorities and allocations is to match the support that can be provided by the foundation to what the needs of the college are. We give them some information. (5-9)

Another essential ingredient for the gardener when managing the relationship with external and internal audiences to support the institutional mission is to help foster a positive public image of institution.

> I think probably the number one thing is the perception in the eyes of the public of the college being a significant asset to this part of the state, and that being economically, politically and culturally. That would be the number one asset. Correlated or going right along with that is that we do have a college president who is truly a leader and his image within the institution, almost 100 percent, is most favorable. So that you can either put those together or you can separate them out. But I think those two factors have ...made a major difference in the quality of our private sector fund-raising program. (9-6)

Positive public perception can help development officers to successfully solicit additional major donors, which can further enhance the public image of the institution.

> I think it's helpful to have some successes. Have some victories. Not only does that encourage you and the office, but also it provides, if you can

> veil it properly, if it's confidential information, which it quite often is, it can provide some really good anecdotal evidence of support to share with other people that can do similar or greater things. So those things are helpful. (10-7)

Further, development officers said it is important to have an overall awareness and understanding of the major events and issues on the campus as a whole. Being informed about current college achievements and controversies can assist the development officer to stress the positive and to plan around other activities that may interest internal as well as external constituents.

> ...You don't want to over react to sports too much. But you do want to be aware of that and don't make a mistake of scheduling a major donor event on the afternoon when a televised football game is on. That's just stupid, you know, even if it's for the library. If a donor feels like the people in the library aren't even interested enough to have a TV turned on during the big homecoming football game that sends a signal to the donors that obviously this university is not on the same page, you know. They're not all together. They're not supporting one another. So those are little things you have to learn to watch out for. (1-13)

Financially Oriented

To maximize financial support for the institution, development officers work to build relationships inside and outside of the organization to help secure resources for the institution. Linking the needs of the institution with the interests of potential donors means financially oriented development officers often assume the role of the matchmaker.

> I really enjoy working with people. I enjoy working with people to develop the ideas and then develop

> the project. I love seeing a project coming together and know that it's good, really good. And then, of course, it's extremely exciting to win the money and see them implement it. That's exciting, that's *really* exciting. (4-10)

When trying to resolve conflicts in this role, matchmakers must remember their role is to find the common ground with donors that will result in a gift to the institution. This situation often occurs after an initial relationship has been established with the donor, frequently serving as the opening move with foundations. As a result, conflicts are managed to secure resources for the college through a mutually beneficial partnership between the donor and the institution. For example, development officers in the study discussed the importance of understanding the motivations of donors and the inner workings of the college to make the best fit between the donor and the institution. They facilitate their awareness of donor and institutional priorities through prospect research, institutional priority setting, and planning.

Development officers believe that two keys for maximizing financial support include having strong leadership and a solid vision for the institution. Constituents internally and externally can better endorse the institution when they understand the desired long-term objectives of the leadership.

> The thing that really helps your job is to have an institution that people care about with tradition and with good leadership, respected leadership and

> some kind of a visionary mission statement. If you have those things, then you can raise more money. (1-10)

The development officer continued the explanation, saying the most critical factor in any fund-raising program is:

> A solid organization, and that's generally a reflection of the leadership. If an institution was so traditional, like Harvard or Oxford or some place, it's possible that - and I'm sure a fund raiser could be successful in a place like that even in the face of an unpopular president - but even then it would have an impact I'm sure, and the less tradition you've got as an institution the more important your leader is and most of the state's institutions are not very traditional. The oldest we've got is a hundred years old. I mean we just haven't been around that long, and we change and we're public institutions and, depending on who is in the legislature, who's governor, we have different faiths and different personalities as institutions. So, the leader is important, very important. (1-11)

Another development officer agrees with the need to have a clear institutional vision to maximize financial support for the college.

> Well, first of all, having a clear vision of what the institution is presently and what the plan is for the future, having an understanding of what the funding sources are and what they desire. Being able to think logically and systematically to develop a plan of action. (3-5)

In the role of the matchmaker, development officers endeavor to create a linkage between the institution and the potential donor. A common way to achieve this is to show donors how their contributions were used. One development

officer discussed how donors have an opportunity to meet the students who received their scholarships.

> One thing I do repeatedly for our folks is say, "A million dollars looks like this" and I talk to them about the students that are impacted, and it feels good, too. (11-6)

Development officers, particularly in the role of matchmaker, expressed that external conflict often is easily resolved through educating the donor. For example, conflict regarding inappropriate requests for scholarships can be resolved by explaining to the donor the Internal Revenue Service regulations regarding such gifts. "Most people are good, decent, law-abiding folks and they know the parameters the organization operates under and it's usually out of ignorance of the services that we can offer or they just don't know," said one development officer (7-20). Once donors are aware of these regulations, their expectations usually change.

> The worse thing that could come out of giving a scholarship to a student specified by the donor is that we are going to risk losing our 501(c)(3) tax exempt status and you know if you lose that you're out of business. So, we're not going to do that. And that's not an uncommon thing but if you explain it to them...I've never had anybody and I've had that question come up a lot. (2-20)

Another development officer stated:

> Sometimes you hear of donors wanting to be involved somehow in the selection of a scholarship student or what happens a handful of times a year is someone will call up and say, "Can they establish a scholarship?" But they want their grandchild to get it. And again, you don't want to tick anybody off

> but then we have to tell them, "Well, we will accept the money but we won't issue a tax receipt for it. If you want your grandchild to feel like they are getting a scholarship from the university, that's fine, but know that we are not going to substantiate that for tax purposes because it's not a gift freely given." Or, even if it's not a relative, sometimes donors want to maintain some sort of role in the selection process of the students. We try to say, "No." That should be left to the university to establish protocols for the selection of scholarship students and donors are usually understanding about that. But, those are types of things where there's disagreement occasionally. It happens a handful of times per year maybe. (6-9)

As explained in the above situation, the temptation of questionable awarding of scholarship funds is not typically viewed as worth putting the institution at risk, damaging the development officer's credibility, and alienating the donor.

> If it were that big of an issue, they would take it somewhere else because I'm not going to jail. The biggest thing is, you know, I have two things to protect, my board of directors and my president. And as long as they're safe, I'm safe. Just stay away from those things. (2-20)

Stated another development officer:

> There was someone who wanted to try...he was obviously trying to find a way to create a scholarship fund where the only people to get the scholarship were his relatives and we just had to tell him that's not legal and you can't do it and we won't do it. I mean you can, but the IRS will let you do it one time and then you can write a book about it in jail. It's called the one time theory of gift giving. (7-19)

By keeping the ultimate goal in mind, matchmakers often find a way to resolve conflicts between the institution and the donor. For example, another representative from the

university may be able to provide the donor with a different viewpoint and, therefore, help to resolve the situation.

> I think if your donor is not satisfied, you're not doing anybody, your institution, the donor or yourself any good. It's a very unsatisfying thing. But I would say that's a rare case. People, if they self-identify, usually have something in mind. And you can work with them. I am working with a gift that was accepted by the university before I got there and the donor was not happy. And that was a good example of promises and miscommunications and how not to do a gift because they're not happy with how it's been handled because it wasn't a high academic priority and there were promises made that the dean could not fulfill and now you're talking a disgruntled donor and it's a private foundation and it's very unfortunate for the university that this has happened. I'm trying to salvage it by listening and by trying to facilitate a meeting for principals of the foundation with the provost of the institution so they feel that they have a hearing other than in the school and with the dean. (8-9/10)

Needs and Priorities

Providing proper stewardship of gifts is essential for development officers in all three roles. However, it is especially important for matchmakers who are trying to maximize external support by matching institutional needs with donor interests.

> We leave how the money is used entirely up to the donor, how they wish for it to be designated. If it is undesignated that's great. We like those... We have a foundation board of 20 members and they make the decision about these things after the money is in. (12-6)

Determining how gifts to the university will be used is an important part of providing proper stewardship of

contributions. Whether these gifts are restricted or unrestricted can influence which needs and priorities of the institution are fulfilled.

> Most of the unrestricted funds go into the foundation and the foundation board makes the determination of where they go and many times they come back into a small President's fund on campus. If we do get something in...for example, we did get a rather hefty check in just for one of our adjunct faculty members who had been killed in a car wreck. The family didn't know what to do, but they wanted to do something and we sat down and talked, talked with them and came up with an endowment that supports the staff development for our adjunct faculty, which was a fit. So, that's tough. But it's that kind of thing. It's always the donor's wishes. And we try, even if it's an unrestricted, if somebody just says, "Use this however you want to," we try to understand what that donor is looking for because the first gift is the one you really work because it's the beginning of a long-term relationship and like this endowment keeps getting added to. It's a place to start. (11-10)

Stated another development officer:

> The majority of contributions that are received do come in as designated to a specific purpose or to a specific account but we have...three accounts that are set up within the foundation. We have an annual campaign fund, an unrestricted account and a memorial account. And anything that is received in any of those three accounts at the end of the fiscal year, that money is divided among whatever the priorities are that have been set by the Priorities and Allocations Committee. ...We spend a lot of time researching what the needs are and then take those to the Priorities and Allocations Committee and they usually are aware that those needs are needs. (5-10)

Most of the development officers mentioned that, although there may be set priorities for fund raising on

their campuses, they try to share the support with as many programs as they can. "We have had varied gifts and they are all very, you know, it's well rounded," said one development officer (12-8). "We feel like our foundation has been able to support most all schools on campus." A development officer from another institution stated, "So what I try to do is look at what are all the priorities, the college's priorities. What are the needs in relation to those priorities that people have and the projects that they would like to implement? And then we begin to look for funding sources" (4-3).

If the gift is undesignated, development officers described different ways their institutions determine how the money will be used. "Any unrestricted money that comes into the foundation becomes the president's discretion to make the decision on how it will be used," said one development officer (3-14). Regardless of who makes the actual decision, donors expect the funds will be used in the institution's best interest. In certain cases, development officers try to apply the gift toward a project they think will interest the donor.

> Most of all when money comes in, if it's unrestricted, with input from the university and the foundation board, we try to designate or earmark most of that kind of money into general endowment. Some exceptions are...if somebody has a long history of giving to a particular fund and we get a gift from them again and it doesn't say what it goes to, it's more than likely going to go back

> into that fund that they have always supported. (10-18)

Many of the development officers discussed proactive strategies in such situations to avoid conflicts between the institution and donors. One of the more common strategies is to have policies and procedures on gift acceptance and endowment agreements.

> I try to draw up agreements to fit their desires but also to give us some flexibility. Case in point: we have some scholarships that talk about, that were set up 20 years ago, that talk about this scholarship will be for $50 a semester given to... You know, that doesn't even cover one hour's tuition. So you don't want those kinds of agreements. You want things that give the foundation and the university the freedom and flexibility to be able to adapt to the changing times. Or a scholarship that was set up to assist a student who is studying, you know, wagon making or something. Well, now that we're in the age of the automobile, we don't have a wagon making school anymore. (10-22)

Development officers expressed that generally there are several individuals involved with determining how gifts will be used at the institution.

> We maintain a dialogue with the president, with the provost and with all of the deans primarily through their college-based development officers. For the most part, we take our lead from the administration on what are the priorities for funding... (6-7)

Stated another development officer:

> The decision makers in all of this for the major gifts are the president, the vice president for business and development, that's the individual that I report to, and myself. Myself, not being the decision-maker as much as the person who brings the

> facts to the table and makes a recommendation and then the decision is made. (10-15/16)

A similar process is usually in place for determining which projects have priority for development officers as they are soliciting gifts for the institution.

> It's usually a collaborative decision. Usually the process here is that we pull together the key players... We pulled together the directors of the divisions that are going to be affected by it, talk about what the needs are, talk about the parameters of the funder and come up with a suggestion. Then the suggestion goes upstairs to the president's assistant to take it to the president, and we get a yes or no and move ahead with the plan. (3-12)

Another development officer described a similar procedure:

> A: I'd like to tell you it's a collaborative process. And it should be a collaborative process. I think your faculty and your deans, key alumni, your board members, your staff and your research operations. That sort of sums it up. You've got to have all of them working. It isn't a single source place.
> Q: You said it should be. Does that not happen sometimes?
> A: I think, depending upon the sophistication of an institution, its understanding of the mission and how it's cultivated its prospects, the answer can be different for different places, and is different. (8-7)

The development officers said colleges and universities are often approached from both internal and external constituents about projects that do not fit with the institution's priorities. Internally, for example, a well-meaning faculty can have a great project, but one that does not relate to the institution's overall priorities. Stated one development officer:

> Yes, we've had a few of those situations occur. If they get to the point of presenting a preliminary approval form, then it might well be denied. However, we have rarely gotten to that point because usually in working with them we have kind of indicated that it's not really fitting into one of our critical priorities at this time or it's not focused on the students enough to try to work with them. ...You would have to either explain it better to me or give me some new direction on it for it to be something that we could pursue because it is not a direct benefit to the students or the classroom for improvement. And then they'd have to, you know, kind of back off of it. (4-13)

Although development officers try to encourage internal constituents to be interested in fund-raising, many institutions have policies and procedures in place that allow fund-raising proposals to be reviewed before they are fully formulated.

> Well most of the time we ask them to write it up for us briefly and we'll do a funding search and you know get some sort of direction from the leadership team about how much time investment we should make in it. (3-17)

Some development officers, particularly in the role of matchmaker, mentioned ways to avoid conflicts with internal constituents. Perhaps the most commonly cited factor is to have direct access to the president or senior administrators. Direct and frequent contact with top administrators can help development officers understand institutional priorities and anticipate potential problems.

> I'd want to work where I have a direct line because raising funds, of course, if you don't have access to that president and that president is not

> available to you when you need them, you know, you are dead in the water. (2-15)

While determining an institution's fund-raising priorities is ideally a collaborative process, the development officers agree that there are some types of projects that donors are more likely to support.

> The organization has got to be a free-standing autonomous thing that has a mission and has a purpose and can justify that purpose philosophically and that makes my job easier and then there are parts of it that are easier. You have got ten projects, you got faculty development, and a new building, and you're going to pave the parking lot and you're going to give the football coach a good raise and you want to hire a... vice president for business and finance. Well, a private donor is not going to fund the vice president for business and finance's salary. You can forget that. It's highly unlikely. Private donors are not going to probably pay for light bulbs and toilet paper in the register's office. But a private donor might build a new building and might put you some scholarships up and possibly might think it is important enough to pave the parking lot but that's iffy. But that doesn't mean you don't have the parking lot because you have got to do that. It's just that I don't know if I could raise private for it, and then we have that conversation. I mean if there is no money I understand that, but don't run this whole organization based on what I can do as a fund raiser. (1-22)

So who makes the final decision? The development officer continued:

> Ultimately, the president of the university, but he consults with, in our case, with the president of our foundation and our job, the foundation's job is to advise the university on how marketable an idea will be, and we try to be as realistic as we can. You know, "That's a great idea but no I don't really think we can raise any money for that." "I

> don't think donors will find that palatable, but yeah that's a good idea from a marketing standpoint, from a fund-raising standpoint." But not to the extent that we try to define university policy because always, my advice is anyway, the university has to have, again has to have, some integrity. You have to have a vision. You do what you have got to do, but don't do just those things that you think you can raise money for because that might take you off in the wrong direction. So make this a good university and then we will try to work with you, or find a happy middle ground here. We'll help you pay for those parts of your dream that donors are interested in and you can find funding for the rest of it somewhere else maybe. (1-22)

Therefore, the perceived need for external funds is just one element considered by development officers, administrators, and foundation board members when determining fund-raising priorities. Another major determinant is the likelihood of donors supporting certain types of projects. As a result, some departments are more likely to benefit from development officers' efforts than others. This type of decision making can create internal conflict for departments and their projects that are not deemed "marketable" to donors.

> It is very, very real and the politics on campus, a university campus, are that way and then you have also got external politics to deal with, and you've got money, and personalities and conflicts and grievances and envies and all those. (1-25/26)

Research

Research is one of the fundamental methods development officers use in all three roles to develop their information base about potential donors. However, donor research is

particularly helpful as development officers try to maximize financial support for the institution.

> Our researcher's job is to uncover critical information about people. And, who's got what kind of wealth, basically, and what the connections between different people might be. A lot of time to uncover the people that have the ability to give but may not yet have a fully developed donative intent, a feeling of being ready to make a gift. We know they have the ability to make a gift and we know that they have some interest in something going on here. We have to find a way to involve that person with the institution and show them that there is merit and value here and their gift dollars would be well invested here with us. So invested in terms of things that they are interested in, improving health, education, welfare, the increase of knowledge, find a cure for cancer. Whatever it is. So we have to find a way to get those people on campus and involved with our faculty and the academic programs. (7-5)

As the matchmaker tries to find connections between the prospective donor and the college, links can be made through mutual friendships and through activities that interest the donor. One development officer suggested that you could "spend time in the library, coming across what information you can find on the individual, his or her company, his or her interests, tracking this with other people that know the individual" (3-6).

> The first part of the process is doing the research, finding out what they give, what kinds of things they give to and will that be a match with the institution's needs. The second part of that is who knows that person, what's a good approach to them, and the third is actually just doing it - doing the contact, doing the call or sometimes they don't want to see you, they just want to talk to you over the telephone. (3-11)

The matchmaker also has to be aware of signals that donors send to the institution. For example, one development officer said donors who make several small gifts may be indicating they have the ability and the inclination for making a major gift. However, it is up to development officers to discover these prospective major donors from their giving pattern among hundreds or thousands of contributors an institution may have each year.

> If someone dies and they send in $15 then, unless they specify that that is to go for a book in the library or whatever reason, we go ahead and put that in our quasi endowment fund. But when they have done that three or more times, what they are telling you there is, "Hey, I think I like your institution." And that's when, if I can, and it's been tough at times, that's when I make a personal call on that person to say, "Thank you," and to really what I call "qualify" them as a future prospect for possibly a major gift. It has been interesting. It has worked a number of times. ...Those little old ladies. They tend to have considerable assets. (9-4)

Researching the giving patterns of donors who make small gifts to uncover who may have the potential for larger gifts sometimes involves less than exact methods. Explained the development officer, "You asked how do we qualify people. I'm doing that all the time. I can drive down the street and do that. Always looking" (9-5).

Other resources are available for researching corporations and foundations. Sometimes, development officers can utilize the library to research the chief executive

officer and other top executives when they are trying to find connections to a specific foundation or corporation.

> *The Foundation Directory* is just dog-eared from us plowing through it. We subscribe to several federal monitoring services for federal grants. We subscribe to a national foundation monitoring service. We're on many mailing lists from state agencies when their request for proposals come out. The Internet is a wonderful new tool that we use extensively. Our library is always ready to help with the research for funding sources. So those are many, many things and then we're constantly talking to people, you know, who have funded thus and so. (3-12)

Planning

Development officers in all three roles also use planning as an essential tool for managing their relationships with donors. Planning enables development officers, particularly in the role of matchmaker, to make strategic decisions to maximize financial support for the institution. Planning may range from implementing a "moves management" system now used at some institutions to making preparations for a campaign.

> So probably better than anything else that we have done over the last two and a half years has been to prepare for this campaign and to work through it, to actually get out there and ask people to make gifts to the campaign. ...But having a plan that says these are some things that you step out and do to get this train out of the station was really helpful. (10-6)

Because many public higher education institutions are relatively new to fund raising, some development officers said they were unsure how to maximize financial support. "We

really didn't have a base for raising money because we are a state school," said one development officer (2-4). "We had never done it before. No one really knew anything about it, where to start, what or how to deal with it."

Development officers involved with newer or newly active fund-raising programs discussed how outside consultants assisted with creating the institution's plan to maximize financial support.

> ...I was rocking along there, feeling like I was just spinning my wheels and we weren't getting anywhere, and I was looking down the line you know a year or two years and not seeing that I was going to be much further than I am right now. So, I thought we've got to do something to shake this thing loose. I started doing more research and I came to the conclusion that we needed to do a major capital campaign. They had never heard of a major capital campaign. So, needing some training myself, we hired a company... The question to ask when hiring a consultant is "Would you spend a buck to make ten bucks?" Well you do that every day... So really, we spent a buck and made, you know, we did well. We really did. (2-4)

Individually Oriented

In addition to helping the institution to accomplish its mission and to maximize financial support, development officers also try to manage the relationship between external and internal constituents to reach individual goals and objectives. Successfully managing constituent relationships can help development officers to fulfill professional goals as well as personal ambitions.

> It's like a chess game. It's a fairly slow process. It's a heady process and there are many moves that

> you can make with it. Some will get you winning the game and others will, you know, check-mate. (3-9)

Of the three roles assumed by development officers, the agent is the role that most easily aids the development officer to achieve individual goals. The agent works for the donors, in essence, and looks out for their best interests. When trying to resolve conflicts, agents must remember their purpose is to safeguard donors' interests and concerns. Since the agent role usually occurs later in the relationship when donors have substantial giving histories, conflicts are managed to help donors reach their personal goals and to facilitate a positive experience for them. At this level, agents are dealing with donors who have, or can, make substantial or significant gifts to the university.

In this independent role, development officers have more flexibility than they do in the other two roles. "I don't know when I've ever enjoyed doing anything so much," said one development officer (2-14). "I enjoy the freedom. You know, I have a tremendous amount of freedom."

Development officers can use this freedom and their relationships with donors to boost their own careers. Development officers often have more leeway to focus on the portions of the job they most enjoy. For example, some development officers in the study expressed how they like writing proposals, negotiating deals, using their creativity, and spending time with people.

> I like the creativity of it. I like being able to almost draw what the final product is going to look like. There is a good mix for me of the intellectual with the creative. So there is a good mix between the right brain and the left brain with this. (3-9)

Development officers, particularly in the role of the agent, also utilize their independence to optimize their work situation. For example, time management issues can be eased by closely working with and openly communicating with the administration and other members of the development team.

> The few times I don't like being a development officer is when I need to be three places at once. And that can happen probably about once a month but there's just so many things going on. Fortunately, I have good people to call on in the college that I can say, "I've got to make this one. Can you make that one?" And we do a rapid exchange of information. (11-7)

Dealing with time management issues are important as development officers may experience conflict when they are unable to devote enough time to specific projects. Carving out quality time to work on a project helps to avoid conflict. When asked what hindered productivity, one development officer replied:

> Interruptions. When I'm in the producing mode I have to be left alone. I can't have the phone ringing. I can't stop at 11:00 to do a 45 minute meeting and then walk back in my office and get back in the creative mode again. I have to personally be pretty grounded and centered when I'm supposed to be producing. (3-7)

The development officers in this role also had similar goals of having a career where they can facilitate positive experiences for their donors.

> I like the idea of having a job that, and I really feel like my job is a valuable job, that if I do the work, I can make a difference. And the cumulative difference after a number of years, I think that I can make a major difference in this job and I mean, it's not just me, it's all the people that get involved that really make the difference. But I guess the person in this position is the catalyst for trying to get that to happen. But I think it's a job that can be very important. I think it's a job that can make a strong difference and I really like that. I also really like the idea that there's pretty much a blank slate out there. We can think about and develop plans on what would be good for the university. We don't necessarily have to be limited by very many things. A lot of projects universities and other institutions do not do is because they don't have the resources to do them. We're on the opposite side of that. We get to decide what to do because we raised the resources to do them. So I see it as a real, kind of liberating ability to dream about the future. (1-10)

Developing a relationship with donors and helping them reach their goals also can be personally rewarding for development officers.

> I think what I like most is matching a donor's passionate interest with helping to facilitate that process so that they can realize, while they are alive, that connection to make a difference with their gift and see it working. There is such pleasure out of making that connection for somebody who has a real strong interest, and sometimes you need to cultivate the interest... I have had a lot of experience working with women philanthropists and having them identify the passionate interest that they have and finding a place on campus for that philanthropy. (8-4)

Because of they know and understand their donors, some development officers mentioned they can usually avoid having any type of conflict with them.

> Part of it is because we never get to that point. Sometimes I think what we do best when we're working with our donors and potential donors is telling about who we are and what we need. So it becomes a co-venturing and a partnering rather than, "Here's my money." The last thing I want to do is to be talking to a donor just when I'm asking for money. So we do that. We do a lot of that. (11-13)

Having close relationships with donors means development officers are sometimes exposed to less than flattering sides of the donor's personality. However, this awareness can help development officers to anticipate potential problems. When asked about ever experiencing conflict with a donor, one development officer stated:

> No, because I make it very clear that it's not even a subject that we could bring up. Even if it's innuendo. But I think as we get into knowing our donors and knowing our prospects, we're going to find some things that I don't want to know. And we do. (8-5)

Building personal relationships with donors also can assist development officers to reach their individual goals for raising funds.

> I think I have been a factor in that I am a very hard worker. I can see the future a great deal out there and I operate quite strategically and systematically and consistently. And one of my strengths, which can become a weakness if overused, is persistence. But I do it only in a kind and, you know, hopefully nice way. I think I know that I

> have made a difference in a number of significant gifts either we've gotten or yet to get. (9-7)

While some other aspects of the job may create more personal satisfaction, reaching fund-raising goals is often how development officers are evaluated for job effectiveness.

> I like to talk to people one on one. I enjoy the fact that, say, you may spend hours getting ready in preparation for a 30 minute visit or you go to someone's home and they entertain you. They show you the pictures of their children. It's the personal communication that I like the best. It's getting to know someone as a person. The actual deal, the transfer of money is not the fun part. I mean, that's satisfying. That's the way you measure your success. You know how many dollars you bring in, but the friendships you make, the personal relationships that you make and develop are more rewarding to me. (1-13)

Although development officers can utilize their close relationships with internal and external constituents to help further their individual goals and objectives, several of the development officers expressed that maintaining their integrity to avoid abusing these relationships is paramount. "The most important thing I have is my personal integrity and the trust that people place in me," said one development officer (11-4). "Lots of things land in this office that don't go beyond this office." The development officer continued:

> ...The only thing I honestly own in my entire life is my own honor and it permits me to say unequivocally, "No, we don't need to be involved in that" or "That's not something I can condone for funding." There's never a question. And if I walk into an area and computers are supposed to be used

> for x, y, z population and they are not, I'm the one that cries, "Halt!" Can't live with it. I think it's all that fund raisers really have. We can have all the techniques and strategies in the world, but if the central core of the individual isn't based in honor, nothing happens. (11-5)

Development officers agreed that their integrity is a critical factor in managing their relationships with internal and external constituents to reach individual goals.

> The most important thing for us to maintain is our integrity, I think. And if there's ever a question, if we ever breach the trust that our donors or potential donors have in us, then I think we just lost the ball game because, whereas we might have just gotten their gift, we're not going to get another gift from them and that will affect a lot of other folks. (10-18)

While development officers may sometimes find themselves in potentially compromising situations, they said these predicaments become easier to handle as they gain experience in the development field and in managing relationships with their constituents.

> I'm not a kid, but I'm not old either, and my background has helped me develop a comfort zone that I feel confident, I guess, when I talk to somebody that I'm not going to embarrass myself and I'm not going to embarrass the school. I know when to pull it in and I know when to get after it, you know, and be aggressive. And I'm very sensitive to people's feelings and things, and I can read them like a book. I really can. Maybe that's a gift I've got, but I can tell pretty quick if I'm dead in the water or if I've got a good shot at it. (2-14)

The development officer succinctly summarized that "...if you live long enough, you've had your nose bloodied a few times and you know when to duck" (2-20). And, although some of the

development officers could imagine eventually leaving higher education fund raising, many of the job traits they enjoy they indicated they would try to find again in future positions.

> The contact with people, endless variety, you know, and the ability that nothing is ever the same. In this position...dealing with these kinds of donors and these kinds of assets, it is just endless variety. Most of the people that I talk with and interrelate with are happy donors. They are happy to give. They are pleased with their experience here and they are pleased with what's going on now and they want to ensure that it continues in the future. And that's a great thing to deal with. (7-11)

Another development officer stated:

> You know, maybe being a marketing professor is what I'll be ultimately when I get too old and I don't have enough energy to stay out on the road or you know fight the little battles that you have to fight to win the war, and that's not uncommon. But it's a good place to be because there are a lot of things going on at a college campus. (1-26)

Chapter Summary

The findings presented in this chapter included data collected using the long interview research methodology with 13 higher education development officers. The study suggests that there are three evolving roles of the development officer in the higher education fund-raising process. Those are the gardener, the matchmaker, and the agent. These roles change with the relationship between the institution and the donor. Each of the roles is important for development officers to be successful in raising funds. The development

officers in all three roles experience similar conflicts with their external and internal constituents.

Further, development officers manage the relationships with their constituents to maximize financial support to the institution, support the institution's mission, and reach individual goals and objectives. Development officers in each of the three roles of gardener, agent, and matchmaker take different approaches, however, for managing their relationships with internal and external constituents. These approaches are mission-oriented, financially oriented, and goal-oriented. Each approach helps guide development officers in their different roles toward resolving conflict with their constituents.

The next chapter will examine the conclusions I have drawn from the findings and offer my recommendations for future research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Over the past several years, growing numbers of public higher education institutions have increased their efforts to raise private funds and other external resources as a way to supplement their existing federal and state budget allocations. As the need for securing external resources has become more critical, there also has been greater emphasis placed on the role of development officers and their abilities to raise those needed funds. This study examined the role of development officers in higher education fund raising and the dilemmas they face in that environment.

I utilized the long interview research methodology for gathering data for this study. Thirteen development officers from public higher education institutions in Arkansas, Kansas, Oklahoma, Missouri, New Mexico, and Texas were interviewed at their institutions or another place of their choosing.

The theoretical framework used to examine the role of development officers was based on the concept in organizational theory referred to as "boundary spanning" (Birnbaum, 1988; Lawrence & Lorsch, 1967; Thompson, 1967). According to this concept, boundaries separate the members within an organization from forces outside the organization. Those individuals who cross the boundaries to deal with the

external environment are called boundary spanners (Church & Spiceland, 1987; Fennell & Alexander, 1987). Boundary spanners operate at the periphery of an organization (e.g., salespeople, industrial buyers, customer service representatives, lobbyists, and public relations specialists) and experience diverse role expectations and demands from inside and outside the organization (Bellizzi & Hite, 1989; Friedman & Podolny, 1992; Singh & Rhoads, 1991).

Examining the role of development officers by utilizing the concept of boundary spanning was appropriate as development officers frequently cross their organizations' boundaries in pursuit of external funds for their colleges and universities. This theoretical concept also provided an avenue to explore the role development officers play when the needs of external constituents are incongruent with the needs of internal constituents.

The study addressed four research questions specifically related to the role of the development officer. Each question was answered through data gathered during the long interviews and was supported through the reviewed literature. The research questions addressed: 1) what development officers perceive as their role in the fund-raising process; 2) possible role ambiguities or role conflicts created when the goals of the external constituents are incongruent with the goals of the internal constituents; 3) how development officers manage the relationship between the external

constituents and the internal constituents to maximize financial support for the institution, to help accomplish the institutional mission, and to reach individual goals and objectives; and, 4) how the availability of resources relative to the annual fund-raising goals impact the boundary-spanning role of the development officer.

Conclusions

Based on the findings presented in Chapter Four, I made several conclusions from the results of this study.

Although development officers have a wide range of responsibilities, their primary responsibility is to secure external resources for their college or university. Organizations must establish linkages with their environment, often against competing organizations, to acquire and maintain the resources they need. This competition has increased in recent years. As a result, it is important for development officers to develop strong external and internal relationships to ensure their fund-raising success. This relationship building includes learning to balance the needs of internal constituents with the needs of external constituents for the ultimate benefit of the institution.

The findings from this study illustrate that development officers often assume more than one role in the higher education fund-raising process. I identified three separate roles portrayed by development officers and classified them as the gardener, the agent, and the matchmaker. Each of these

roles is essential for the development officer to be a successful fund raiser and has implications for the sources of conflict they experience as well as how they resolve those conflicts.

The gardener cultivates the donor's or prospective donor's interest in the university. Typically occurring early in the relationship with the donor and during "low maintenance" periods, the development officer promotes the institution's merits and its worthiness for donor support. The gardener cultivates financial and other support from the environment for the benefit of the organization.

Another role portrayed by development officers in higher education fund raising is the agent. In this role, development officers are more oriented toward the needs and values of the donor, sometimes serving as their advocate. This role usually occurs later in the relationship when the donor has established a significant giving history at the institution. However, it may occur any time depending on the significance and the immediacy of the gift.

A third role played by development officers is the matchmaker. In this role, development officers strive to balance the needs of the institution with the interests of the donor. The matchmaker carefully pairs institutional priorities with donor interests. The matchmaker's role is to find the common ground between the donor and the institution,

which helps to maximize financial support for the institution and further its mission.

The findings from this study also support the conclusion that the three roles assumed by development officers are fluid depending on the stage of the relationship with the donor, the immediacy of the gift, and the potential impact of the gift. These fund-raising professionals may play one role with one donor and another role with a different donor. Or, development officers may play more than one role with the same donor. Their roles can switch as the relationship between the donor and the development officer grows and changes. As discussed in Lawrence and Lorsch (1967), boundary spanners often assume the characteristics of the external groups, which I believe leads development officers to portray different roles.

I found the gardener and the matchmaker are the most common roles played by development officers. Typically, the development officer starts in the role of the gardener, cultivating a donor for the university. Next, the development officer moves to the matchmaker role. Many times, the solicitation process ends with the development officer still in this role because the development officer has successfully made a match between the donor and the institution, and the donor makes a contribution.

This study also found that development officers assume the role of the agent less frequently than the other two

roles. The agent usually evolves later in the relationship after the donor has a significant giving history to the college. However, this role may occur at any time if the donor is ready to make the gift and/or if the donor wants to make a significant gift. Therefore, two other important factors influencing the role of development officers are the immediacy of the gift and the potential impact of the gift.

Development officers experience role similarities in three aspects of the relationship-building process: financial, social, and personal. The most common aspect of relationship building deals with financial matters. All development officers have the common responsibility of securing external resources. The social aspects of relationship building, which involve development officers creating links to the donor outside of college-related matters, are less common. For example, purposely joining the same social organizations and attending the same community events can help development officers create closer ties with donors. The least common aspect of relationship building occurs on a personal level. Development officers may try to create private relationships with donors and sometimes become close friends.

External sources of conflict for development officers include those people and circumstances that exist outside of the organization. In this study I found donors represent the most common source of external conflict for development

officers. Other sources of external conflict identified in the study involved restricting a gift for a specific use, being turned down for a gift, and having different values than a donor. These external forces create conflict because of the resulting influence they have on the college and the subsequent dilemmas they pose for development officers.

Likewise, internal factors can trigger conflict for development officers. Common sources of internal conflict include the president, administrators, governing board members, faculty and staff, and development team members. Internal conflict also can involve campus scandals, fund-raising priorities, time-management issues, and deadline pressures.

External and internal conflict generally surface in development officers as a sense of being overwhelmed. Internal and external role conflict can have dysfunctional effects on individual boundary spanners as well as on their relations with others. Stress often results from such role conflict because of the difficulty development officers have with continually satisfying both internal and external constituents and the inherent ambiguity of their roles. These pressures may reach dysfunctional levels, resulting in frustration, dissatisfaction, and "burnout" (Goolsby, 1992; Weatherly & Tansik, 1993). As supported in the literature, this conflict eventually can hurt constituent relations and

reduce the effectiveness of development officers (Friedman & Podolny, 1992).

As Weatherly and Tansik (1993) found with customer-contact service workers, development officers use a variety of techniques to cope with the stress of role conflict and role ambiguity. These techniques include working harder to satisfy the needs of internal and external constituents as well as taking proactive steps to understand constituent needs and priorities.

Also, the interviews and literature suggested it is possible to resolve these role conflicts. As Lysonski et al. (1989) found, boundary spanners must communicate across boundaries to reduce role conflict and role ambiguity. Open communication with internal and external constituents can help to maximize the effectiveness of development officers. In each of the three roles of gardener, agent, and matchmaker, development officers take different approaches for resolving the conflicts they experience with internal and external constituents. These approaches are mission-oriented, financially oriented, and goal-oriented. When development officers are in a particular role, they often turn to a corresponding approach to help resolve conflicts. These approaches are often dictated by the stage of the relationship with the donor as well as the immediacy and the significance of the gift.

The dominant approach for resolving conflicts for gardeners is mission-oriented. When gardeners experience conflict, they understand their primary role is to support the mission of the institution. The development officer then uses this tenet as the guiding principle for resolving conflict. Likewise, development officers in the role of agents are more concerned about the needs and values of the donor. Their guiding principle for resolving conflicts is oriented toward individual goals and objectives. Similarly, the dominant approach for matchmakers is financially oriented. When matchmakers experience conflict, they understand their primary role is to find the common ground with the donors in order to secure financial support for the institution. Like the approaches used by the agent and gardener, the matchmaker uses this belief as the guiding rule for resolving conflict.

In summary, I conclude from the results of this study with support from the literature that development officers often are "caught in the middle" between internal and external constituents. As boundary spanners they experience pressure when they try to satisfy the desires of all constituents at once. Development officers who successfully resolve their role conflicts understand their boundary-spanning positions and learn to balance the needs of their external and internal audiences (DeMeyer, 1991; Nochur & Allen, 1992). Development officers resolve conflicts through

the three approaches that are mission-oriented, financially oriented, and individually oriented depending on whether they are portraying the role of gardener, agent, or matchmaker.

Recommendations

This was a pioneering study on the role of development officers in public higher education fund raising based on the theoretical framework of boundary spanning. Because of the foundation created by this study, I propose several ideas for future studies.

1. I recommend that there is a need for additional qualitative and quantitative research on the role of the development officer in higher education fund raising. Drawing on this study, future research must find concrete ways for development officers to balance the needs of external constituents with the needs of internal constituents. As the rapid turnover rates and high stress levels of development officers continue to be a problem, managers must find ways to channel the responsibilities of development officers so that they are realistic and focused toward raising external funds for their institutions.

2. Although this study examined the role of the development officer, future studies should investigate how the role of the development officer interacts with the role of other key players in fund-raising efforts. For example, researchers could interview the entire fund-raising team at one institution to assess the role of other key personnel,

including development team members, the president, administrators, and donors. This type of interviewing would provide a more detailed picture of specific role conflicts and ambiguities and possibly how the needs of internal and external constituents can clash.

3. There is a need for additional research on how the age and experience level of development officers impact their ability to handle their role as boundary spanners. Although development officers of different ages and length of service were included in this study, the majority were mid-level and senior-level professionals. Future researchers may find it useful to stratify their samples. One idea would be to study groups of entry-level, mid-level, and senior-level development officers then compare and contrast the types of dilemmas they encounter.

4. Similarly, future studies could look into possible differences in the boundary-spanning roles of development officers at private institutions compared with those at public institutions. A study of development officers at private institutions may reveal similarities and/or differences with development officers from public higher education institutions because of private institutions' long-standing dependence on fund raising.

5. Next, I suggest that future studies expand the research into the concept of boundary spanning. Possibilities include exploring role conflict and ambiguity experienced by

other boundary spanners in higher education who deal with internal and external constituents, including those in public information, marketing, alumni relations, and admissions.

6. Additional research also is needed for executive-level positions in higher education, namely college and university presidents, who constantly straddle the organizational boundary. Although there have been numerous studies on presidents at higher education institutions, a study examining the role of the president utilizing the boundary-spanning concept would provide a new perspective on the challenges of that position. The need for this type of analysis is captured in the following quote from a published interview with a former university president.

> Q: What are some of the common frustrations of the presidency?
> A: For one thing, it's hard to deal with the conflicting expectations of different constituencies. For another, the president's role has its limitations, which business leaders don't understand. We may be chief executives, but not in the same sense they are. ("View from the president's office," p. 14)

7. I also suggest that graduate-level higher education degree programs include in their curricula more information on institutional advancement, particularly fund raising, public relations, and alumni relations. Institutional advancement is the responsibility of all faculty and staff members, not just one department. Higher education administrators need a basic understanding of the overall

responsibilities and concerns in this area to better serve their own colleges and universities.

8. I suggest that further research be conducted to determine what organizational structures within colleges and universities best facilitate the team concept of cultivating and soliciting external resources. Professional development programs should be implemented at colleges and universities to educate faculty and staff about the role of development officers, the operation of the institution's foundation, and the role of all employees in the processes of generating external support.

9. Finally, I highly recommend that national professional development organizations, such as the Council for the Advancement and Support of Education, continue sponsoring research in the field of fund raising and the professionals involved in it. Sponsoring grant opportunities and providing access to research materials provide invaluable assistance and encouragement to those pursuing a better understanding of higher education fund raising.

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APPENDICES

Appendix A

Letter to Potential Participants

AN EXTRAORDINARY INVESTMENT

CHANGING LIVES . . . BUILDING FUTURES

May 31, 1996

Name
Address

Dear (Name).

I am writing to request your participation in a study on higher education fundraising. Your insight will add a valued perspective to the development profession.

As part of my doctoral program in Higher Education Administration at Oklahoma State University, I am conducting research on the role of development officers in the fund-raising process. The specific purpose of the study is to identify how development officers manage the delicate relationships between their institutions and donors to maximize the institution's fund-raising efforts. Your involvement is vital to the success of this project.

As a participant, you will be asked to:

1) respond to the enclosed questionnaire.
2) discuss your experiences as a fund-raising professional with me during a one-to-one interview during the next few weeks. The interview may take place at your office or another location of your choosing. I anticipate the interviews will last about 90 minutes.

All information will be treated confidentially. Your name and your institution's name will not be used in any report regarding this study. Following our meeting, I will send you a summary of your comments for review. You also will receive a copy of the finished study.

Please complete the enclosed form and return it in the self-addressed, stamped envelope at your earliest convenience. Upon receipt, I will call you to arrange a time for our interview. If you have any questions about the project, please call me at 918-622-8254. Thank you very much for your cooperation.

Sincerely,

Mary Bea Drummond

Mary Bea Drummond
Director of Development
for Federal & Private Grants

Enclosures

Rogers College Foundation ■ Will Rogers & College Hill ■ Claremore, OK 74017-3252 ■ (918) 343-7773 ■ Fax: (918) 343-7892

Appendix B

Consent Form

Consent Form

General Information

Thank you for participating in this research study. As a graduate student at Oklahoma State University in the Educational Administration and Higher Education Department, I am conducting a study on the role of development officers in higher education fundraising.

I am interviewing several development officers from throughout the area as part of this study. The interviews, which I expect will last about two hours, will be recorded. I will ask all participants the same general questions.

The interviews will be transcribed for analysis. All tapes and transcripts will be confidential. I will assign all participants, their institutions and donors pseudonyms to be used in all discussions and in all written materials dealing with the interviews. No interview will be accepted unless the participant agrees to sign the consent form and the form is on file with my dissertation adviser, Dr. Michael Mills.

Your assistance with this project is greatly appreciated.

Sincerely,

Mary Bea Drummond

Understanding

I understand that participation in this interview is voluntary, and I am free to withdraw my consent and participation from this interview at any time.

I understand that the interview will be conducted according to commonly accepted research procedures and that information taken from the interview will be recorded in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

I understand the interview will not cover topics that could reasonably place the participant at risk of criminal or civil liability or be damaging to the participant's financial standing or employability or deal with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior or use of alcohol.

I may contact Ms. Drummond's adviser, Dr. Michael Mills, or study chairman, Dr. Martin Burlingame, at the Department of Educational Administration and Higher Education, College of Education, Oklahoma State University, Stillwater, OK, or by calling, 405/744-7244.

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy has been given to me.

Date:_____ Time:_____(a.m./p.m.)

Name:_____

Signed:_____
(Participant's signature)

I certify that I have personally explained all elements of this form to the participant before requesting the participant to sign it and provided the participant with a copy of this form.

Date:_____ Time:_____(a.m./p.m.)

Name:_____

Signed:_____
(Interviewer's signature)

FILED:
Initials of dissertation advisor: _____ Date: _____

Appendix C

Participant Information Form

Participant Information

Individual Information

Name:
Title:
Address:

Phone: Fax:

Type of institution:

Where did you attend college? Major: Year graduated:

Where did you attend graduate school? Major: Year graduated:

How many years have you worked for the institution?

How many years have you been in your current position?

Where did you work before accepting your current position?

What was your first job in development?

College/University Information

What is your institution's current enrollment?

What positions comprise the development team?

What is the hierarchy of the development team?

Does the college/university have a foundation?
What is the function of the foundation?

When was the foundation established?

What is the amount of the institution's endowment?

What is the amount of the institution's annual fund?

Appendix D

Interview Protocol

Interview Protocol

The following questions will constitute the "grand tour" questions for the long interviews:

1. What is your primary function at the institution?

2. What other responsibilities do you have?

3. How do you help the institution raise private funds?

4. What helps you to do your work?

5. What doesn't help you to do your work?

6. What do you like about soliciting gifts from donors?

7. What don't you like about soliciting gifts?

The questions listed below were suggested from the review of literature and will serve as follow-up questions and/or prompts as the interviews progress. These questions may change depending on the notions or concepts introduced during the interview by the participants.

8. Who decides what types of gifts (and amounts) you seek?

9. Who determines where the money goes?

10. Have you ever received a gift that the institution didn't want?

11. Can you recall a time when there was disagreement between the desires of a donor and the needs of the institution?

    Prompt: Like wanting to contribute to a program the college was phasing out? Or construct a building that isn't in the long-range plan?

    Follow up: How did you handle this disagreement?

12. Can you recall a time when a donor asked you to do something that conflicted with what the institution expected of you?

    Prompt: Like asking special favors of you? Perhaps hinting that a relative would like to go to the college if there were a scholarship available?

    Follow up: How did you feel about this situation?

13. What was most striking about these incidents?

Appendix E

Institutional Review Board Form

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 01-10-96 **IRB#:** ED-96-062

Proposal Title: THE POWER OF MONEY: COLLEGES AND UNIVERSITIES BANK ON THE BOUNDARY-SPANNING ROLES OF DEVELOPMENT OFFICERS

Principal Investigator(s): Michael Mills, Martin Burlingame, Mary Bea Drummond

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: _____ Date: January 11, 1996

Chair of Institutional Review Board

VITA

Mary Bea Drummond

Candidate for the Degree of

Doctor of Education

Dissertation: THE POWER OF MONEY: COLLEGES AND UNIVERSITIES BANK ON THE BOUNDARY-SPANNING ROLES OF DEVELOPMENT OFFICERS

Major Field: Higher Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, the daughter of Dr. Vernon O. and Mrs. Thelma B. Jackson.

Education: Graduated from Edison High School, Tulsa, Oklahoma in May 1978; received Bachelor of Science degree in Journalism/Public Relations from Oklahoma State University, Stillwater, Oklahoma in May 1982; received Master of Science degree in Mass Communications from Oklahoma State University, Stillwater, Oklahoma in July 1986. Completed the requirements for the Doctor of Education degree in Higher Education Administration at Oklahoma State University in May, 1997.

Experience: The Bixby Bulletin, 1982-1984; Oklahoma State University, Public Information & Publications, 1984-86; Midland (Texas) Reporter-Telegram, 1986; Oklahoma State University, Agricultural Information, 1986-88; WRS Group, 1988-1990; Rogers State College, Development, 1990-1996; Rogers University, Marketing, 1996-97; Rogers University, President's Office, 1997 to present.