

A STUDY OF THE RELATIONSHIP BETWEEN  
CHIEF STUDENT AFFAIRS OFFICERS'  
MANAGEMENT STYLE EFFECTIVENESS  
AND SELECTED CHARACTERISTICS

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	4
Purpose of the Study . . . . .	5
Definition of Terms . . . . .	5
Research Questions . . . . .	8
Methodology . . . . .	9
Limitations . . . . .	9
II. REVIEW OF LITERATURE. . . . .	11
Background of Management Thought . . . . .	12
Management Styles . . . . .	14
Management Effectiveness . . . . .	18
Higher Education Management Styles . . . . .	20
Chief Student Affairs Officers' Management Effectiveness . . . . .	23
III. DESIGN OF THE STUDY . . . . .	27
Description of Population . . . . .	27
Instrumentation . . . . .	28
Validity and Reliability . . . . .	29
Procedures . . . . .	31
Hypotheses . . . . .	32
Hypothesis 1 . . . . .	33
Hypothesis 2 . . . . .	33
Hypothesis 3 . . . . .	33
Hypothesis 4 . . . . .	33
Hypothesis 5 . . . . .	33
Hypothesis 6 . . . . .	34
Hypothesis 7 . . . . .	34
Hypothesis 8 . . . . .	34
Hypothesis 9 . . . . .	34
Hypothesis 10 . . . . .	35
Analysis of Data . . . . .	35

Chapter	Page
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	37
Introduction . . . . .	37
Chief Student Affairs Officers'	
Characteristics . . . . .	37
Chief Student Affairs Officers' Profile.	47
Chief Student Affairs Officers'	
Management Styles . . . . .	49
CSAO Management Style Profiles . .	53
Analysis of the Hypotheses . . . . .	56
Hypothesis 1 . . . . .	56
Hypothesis 2 . . . . .	57
Hypothesis 3 . . . . .	59
Hypothesis 4 . . . . .	60
Hypothesis 5 . . . . .	61
Hypothesis 6 . . . . .	62
Hypothesis 7 . . . . .	64
Hypothesis 8 . . . . .	65
Hypothesis 9 . . . . .	66
Hypothesis 10 . . . . .	67
V. SUMMARY, FINDINGS, CONCLUSIONS AND	
RECOMMENDATIONS . . . . .	69
Summary . . . . .	69
Findings . . . . .	74
Conclusions . . . . .	79
Recommendations . . . . .	85
Chief Student Affairs Officers. . .	85
Research . . . . .	86
A REFERENCE BIBLIOGRAPHY . . . . .	87
APPENDIXES . . . . .	93
APPENDIX A - LIST OF INSTITUTIONS . . . . .	94
APPENDIX B - MANAGEMENT STYLE DIAGNOSIS	
TEST AND DEMOGRAPHIC DATA	
QUESTIONNAIRE . . . . .	102
APPENDIX C - SURVEY LETTERS . . . . .	108
APPENDIX D - FOLLOW-UP LETTER . . . . .	111

## LIST OF TABLES

Table	Page
I. Distribution of Chief Student Affairs Officers by Type of Institution . . . . .	39
II. Distribution of Chief Student Affairs Officers by Institution Location . . . . .	39
III. Distribution of Chief Student Affairs Officers by Institution Enrollment . . . . .	41
IV. Distribution of Chief Student Affairs Officers by Number of Persons Under Their Management . . . . .	42
V. Distribution of Chief Student Affairs Officers by Years of Experience in Position . . . . .	43
VI. Distribution of Chief Student Affairs Officers by Total Professional Experience . . . . .	44
VII. Distribution of Chief Student Affairs Officers by Gender . . . . .	45
VIII. Distribution of Chief Student Affairs Officers by Age . . . . .	46
IX. Distribution of Chief Student Affairs Officers by Highest Degree . . . . .	46
X. Distribution of Chief Student Affairs Officers by Field of Highest Degree . . . . .	48
XI. Distribution of Chief Student Affairs Officers by Management Style . . . . .	50
XII. Distribution of Chief Student Affairs Officers by Management Style Effectiveness . . . . .	51

Table	Page
XIII. Distribution of Chief Student Affairs Officers by Effective Dimension Scores . . .	52
XIV. Summary of ANOVA for Effect of Type of Institution Effectiveness Scores . . . . .	56
XV. Summary of ANOVA for Effect of Institutional Location on Effectiveness Scores . . . . .	58
XVI. Summary of ANOVA for Effect of Institutional Enrollment on Effectiveness Scores . . . . .	59
XVII. Summary of ANOVA for Effect of Number of Persons Under Management on Effectiveness Scale . . . . .	61
XVIII. Summary of ANOVA for Effect of Years of Experience in the Current Position on Effectiveness Scores . . . . .	62
XIX. Summary of ANOVA for Effect of Years of Total Professional Experience on Effectiveness Scores . . . . .	63
XX. Results of t-Test Concerning Difference in Effectiveness Scores with Respect to Gender . . . . .	65
XXI. Summary of ANOVA for Effect of Age on Effectiveness Scores . . . . .	66
XXII. Results of t-Test Concerning Difference in Effectiveness Scores with Respect to Level of Education . . . . .	67
XXIII. Summary of ANOVA for Effect of Field of Highest Degree on Effectiveness Scores . .	68



## CHAPTER I

### INTRODUCTION

It is the purpose of this study to investigate the relationship between the management style of chief student affairs officers (CSAO) and selected characteristics. Moreover the study is a continuation of a relatively new subject, management style effectiveness (Hersey & Blanchard, 1977).

Effectiveness as described by Reddin (1970) is the extent to which a manager achieves the output requirements for a position. Research in fact indicated that the growing interest in effectiveness had its beginning in the late 1950's with studies relating to management styles (Reddin, 1970). Prominent studies which influenced contemporary thought and established a basis for management styles and management effectiveness included the Ohio State: Leadership Factors, University of Michigan Style Continuum, and Harvard: Group Leader Types. While these studies may differ on some points they were similar in that each stressed management behavior as either task oriented or relationship oriented. Thus this particular

this particular study based its investigation on chief student affairs officers use of task and relationship dimensions in various situations while focusing its analysis on the effectiveness dimension that Reddin (1970) introduced in his 3-D Management Style Theory.

Hersey and Blanchard (1977) indicated that, by adding the effectiveness dimension to the task and relationships dimensions, Reddin integrated the concepts of management style with the situational demands of a specific environment. Therefore when the style of an executive was appropriate to a given situation, it was termed effective; or when a style was inappropriate to a given situation, it was termed ineffective.

Within the university organization, effectiveness is directly influenced by the intricate environment created by opposing administrative needs for management control to be accountable, versus the equally important need for an open system to teach and serve students (Ambler, 1980; Chandler, 1977; Hedlund, 1971; Miller & Prince, 1977; Strange, 1981). Ambler (1980) noted that a dichotomy existed in the student services professions: the administrator role versus the educator role. It is in this setting of complex situations that CSAO's were challenged to make the most appropriate decision or to use the more effective management style.

CSAO's encounter many different situations such as the 10 to 15 different functional services to students, in addition to the primary expectations of maintaining control and order (Chandler, 1977) which make up the total situation in student services. According to Reddin's 3-D Management Style Theory, managers were asked to look at the total situation they were in and to use the appropriate blend of task orientation and relationship orientation. Wolotkiewicz (1980) referred to the blending of task and relationship as management style.

Style must be developed that will lead to the most effective utilization of available resources....The exact pattern of the combination will be determined by the nature of the situation and the individuals involved (p.11).

Style and effectiveness were considered to be unique to the person and situation. Drucker (1966) stressed that effective executives differ as widely as physicians, high school teachers, or violinists. Generalizations were therefore not practical in describing the effectiveness dimension in managers. Reddin's application of the 3-D Theory was careful to emphasize that management style changes with the situation and job. He further emphasized the central issue in management is the concept of managerial effectiveness. (Reddin, 1970).

## Statement of the Problem

The review of literature revealed questions concerning managerial effectiveness. Proponents of management effectiveness agree regarding its importance and understand its basic elements and outcomes; however, there are no specifications for achieving it. As Reddin (1970) stated:

We can build bridges but we are not sure about building organizations. We can predict what will happen to a beam under stress but not what will happen to a manager under stress (p. viii).

Reddin (1970) believed the main limiting factor of effectiveness was a behavioral one. He stated, "managers need to learn how to manage social systems and how to manage themselves in them." This problem becomes more perplexing in the light of the unique atmosphere of higher education student services. Harpel's (1976) concern with effectiveness was briefly stated as:

Student affairs services have long been justified more on idealistic and humanitarian grounds than on tangible evidence of impact or outcomes. Such arguments, while necessary, are no longer sufficient to justify a large investment of institutional resources. The student affairs administrator must become a skilled manager in order to compete for these resources (p. 1).

The problem then manifested itself in a lack of fundamental research on effectiveness that can provide tangible evidence to establish a more scientific approach

for achieving effectiveness. Therefore the problem this study addressed was the lack of evidence indicating specific characteristics of managers and their relationship to management effectiveness.

#### Purpose of the Study

It was the purpose of this study to develop research about the relationship between management effectiveness and the various characteristics of the chief student affairs officers. In addition, descriptive information relating to their institution, supervision, experience, education, and other demographic data were presented.

The amount of research dealing with chief student affairs officers was somewhat limited. Lilley (1974) specifically identified ten doctoral dissertations and three national studies covering this subject.

#### Definition of Terms

The terms defined are associated with Reddin's 3-D Management Style Theory, Management Style Diagnosis Test, and this study of Management Effectiveness.

Autocrat is defined as a manager who uses a high task orientation and a low relationships orientation when this

behavior is inappropriate and who is, therefore, less effective (Reddin, 1972).

Benevolent Autocrat is defined as a manager who uses a high task orientation and a low relationships orientation when such behavior is appropriate and who is, therefore, more effective (Reddin, 1972).

Bureaucrat is defined as a manager who uses a low task orientation and a low relationships orientation when such behavior is appropriate and who is, therefore, more effective (Reddin, 1972).

Chief Student Affairs Officer is defined as the highest executive officer responsible for student life, which may include - but are not limited to - student government, student union, counseling services, orientation, student organizations, student hospital, residence halls, and Greek life.

Compromiser is defined as a manager who uses a high task Orientation and a high relationships orientation in inappropriate situations and is therefore, less effective (Reddin, 1972).

Deserter is defined as a manager who uses a low task orientation and a low relationships orientation behavior when this behavior is inappropriate and who is, therefore, less effective (Reddin, 1972).

Developer is defined as a manager who uses a high relationships orientation and a low task orientation when such behavior is appropriate and who is, therefore, more effective (Reddin, 1972).

Executive is defined as a manager who uses a high task orientation and a high relationships orientation in situations in which such behavior is appropriate and who is, therefore, more effective (Reddin, 1972).

Management Effectiveness is defined as the extent to which a manager achieves the output of the position as measured by Reddin's Management Style Diagnosis Test (1972).

Management Style is defined as the way in which a manager behaves as measured by the amount of task orientation and relationship orientation used in managerial situations (Reddin's Management Style Diagnosis Test, 1972).

Missionary is defined as a manager who uses a high relationships orientation and a low task orientation when this behavior is inappropriate and who is, therefore, less effective (Reddin, 1972).

National Association of Student Personnel Administrators (NASPA) Region IV-West is defined as the area encompassing the states of Arizona, Arkansas,

Colorado, Kansas, Missouri, North Dakota, Nebraska, New Mexico, Oklahoma, South Dakota, and Wyoming that are voting delegates in the NASPA membership.

Relationships Orientation is defined as the extent to which a manager has personal job relationships as measured by Reddin's Management Style Diagnosis Test.

Task Orientation is defined as the extent to which a manager directs his own and his subordinates' efforts as measured by Reddin's Management Style Diagnosis Test.

#### Research Questions

The following questions were formulated to investigate several hypotheses concerning the relationship of selected characteristics of the chief student affairs officers to their management effectiveness scores.

1. What kind of management styles are being used by chief student affairs officers?
2. Are the management styles being used by chief student affairs officers considered to be more effective or less effective?
3. Are selected characteristics of chief student affairs officers related to their management effectiveness?



## Methodology

The methodology of the study involved the collection of data to test ten hypotheses for a statistically significant relationship between selected characteristics of chief student affairs officers and their management effectiveness. The selected characteristics, or independent variables included: type of institution, location, enrollment, number of persons managed, years of experience in current position, total professional experience, gender, age, highest degree, and field of highest degree.

The study used Reddin's Management Style Diagnosis Test (1972), second edition, to collect the data. Additional items included with the instrument were demographic questions or those items grouped as independent variables.

The instrument was mailed to 129 institutions that were members of the National Association of Student Personnel Administrators and voting delegates in Region IV-West.

## Limitations

The limitations for this study included:

1. This study was limited only to the Chief Student Affairs Officers in institutions that were members

of NASPA Region IV-West. Generalizations beyond this point would not be supported by the study.

2. This study surveyed only those individuals who were considered to be the chief student affairs officers of their respective institutions.

## CHAPTER II

### REVIEW OF LITERATURE

In any complex organization, but especially in institutions of higher education where many diverse groups are performing unique but important tasks, there is a special need for common purpose and goals. It is through effective management that faculty, students, governing boards and staff share in the success or failure as goals are met or remain unachieved. Thus developing an effective management style that supports people as well as organizational purpose is essential to improving the probability of achieving overall goals.

Due to the uniqueness of higher education organizations, administrators are especially challenged to discover compatible and effective management styles. It has only been in the past 25 years that management styles and effectiveness have been studied. In fact, these studies have been almost exclusively associated with business. However, the changing conditions in colleges and universities have recently generated more research dealing with management issues.

It is the purpose of this chapter to review literature that will provide a background of management and an insight into the unique management concerns in higher education. The review also addresses the management effectiveness of CSAO's.

### Background of Management Thought

Numerous management practitioners have contributed to various schools of management thought. Historically, the development of management can be traced to changing organization needs. As managers recognized the need, their methods were modified and hence new management approaches were created. According to Hodgetts and Altman (1981) there were three major schools of management thought: (1) the quantitative approach, (2) the managerial process, and (3) the behaviorist approach. As stated previously these major schools of thought evolved over time as a result of changing organizational needs. Following are brief descriptions of each of the three schools of thought.

First, the quantitative school which tended to be heavily economic and efficiency oriented included such individuals as Ackoff (1969), Raiffa (1968), and Simon (1957). It was perceived that workers were motivated primarily by economic concessions, and

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First, the quantitative school which tended to be heavily economic and efficiency oriented included such individuals as Ackoff (1969), Raiffa (1968), and Simon (1957). It was perceived that workers were motivated primarily by economic concessions, and

management personnel employed time and motion studies in order to acquire maximum production from subordinates.

The most prominent and well-known person for his time and motion studies is Frederick Taylor (1911). Taylor is often referred to as the father of scientific management for applying scientific principles to management.

Second, the managerial process school was primarily developed around administrative functions and principles. The person making the greatest contribution here was Fayol who noted in his book, Industrial and General Administration (1949), that in order to manage well one had to know the management functions and understand the basic administrative principles. His more modern contemporaries included Chandler (1962), Dale (1965), Drucker (1966), and Koontz and O'Donnell (1968).

The third school of thought centered around the behaviorists approach to management. Typically their study and practice concentrated on human behavior at work. Muensterberg and Mayo were early originators of the behaviorists approach. While Muensterberg (1913) was interested in the psychological aspects of work behavior, Mayo (1945) conducted sociological research about work-related behaviors. Their modern counterparts included Argyris (1960), Likert (1961), Maslow (1970), and McGregor (1960). Emphasis in the study of human behavior in

organizations concentrated on the role of communication, participation, and leadership. It was in this particular era of management that leadership and management styles came into prominence.

### Management Styles

Much of the research addressing management styles is discussed in terms of task and relationship orientation. While not all models may call the two elements "task" and "relationship," terms such as "concern for people" and "concern for production" or "initiating structure" and "consideration" are basically synonymous. Differences in various models included the consideration of a third variable such as power, maturity, or situation.

The concept of management styles which evolved in the late 1950's was developed further by numerous theorists (Blake & Mouton, 1964; Fiedler, 1967; Hersey & Blanchard, 1977; Likert, 1976; Reddin, 1970). Such research stressed the need for managers to adapt their management strategy to the situation. Drucker (1954) addressed the specifics of management style:

a manager or administrator should be able to organize work so as to make it suitable for people and organize people so as to make them work most productively and effectively... consideration of the human being which unlike any other resource requires motivation, participation, satisfactions, incentives and rewards, leadership status and function (p. 14).



His description suggests there is not a single solution or style to address management situations, only numerous points to consider before acting. A modern manager should most likely attempt to do what works, drawing upon all three schools of management thought and using what is most appropriate. In doing so, managers begin developing their personal style.

Likert's (1961) studies of management styles are depicted on a continuum which begins with system one, (i.e., having a task oriented, highly structured authoritarian management style) through system four, (i.e., having a relationships oriented management style) established on confidence and mutual trust. Systems two and three are mid-stages between two extremes. Likert's intent was to study and examine the various kinds of styles and related variables used by the best organizations and to contrast with those with the poorest.

Blake and Mouton (1964) developed a managerial grid in which management styles are depicted in terms of concern for people (vertical axis) and concern for productivity (horizontal axis). A manager who has maximum concern for people received a rating of 9. Likewise, a manager who has maximum concern for production received a rating of 9. The ideal rating was then a 9,9 or described as a team management style. Other management styles

contained in the grid were impoverished (1,1), authority obedience (9,1), country club (1,9), and organizational management (5,5).

Fiedler (1967) who developed the Leadership Contingency Theory, concluded that leading was not a matter of best style, but of the most effective style for each different situation. An integral part of Fiedler's model included the favorableness of situation which was defined as the degree to which the situation permits the leader to influence the actions of the group. Three major situational variables are suggested to determine if a particular situation is favorable or unfavorable to a leader: (1) leader-member relations; (2) task structure; and (3) position power. Fiedler concluded that task oriented leaders are likely to manage better in very favorable or very unfavorable situations; and relationships oriented leaders achieve more in situations seen as being moderately favorable.

According to Hersey and Blanchard's (1977) tri-Dimensional Leader Effectiveness Model, the relationship between task behavior and relationship behavior are central to the concept of leader style. In addition, an effectiveness dimension is integrated into the model which allows for appropriate and inappropriate style in given situations. Hersey and Blanchard (1977) indicated:

A model such as the Tri-Dimensional Leader Effectiveness Model is distinctive because it does not depict a single ideal leader behavior style that is suggested as being appropriate in all situations. For example, the high task and high relationships style is appropriate only in certain situations. In basically crises-oriented organizations like the military or the police, there is considerable evidence that the most appropriate style would be high task and low relationships, since under combat, riot, or emergency conditions success often depends upon immediate response to orders. Time demands do not permit talking things over or explaining decisions. But once the crisis is over, other styles might become appropriate (p. 86).

It was proposed that leadership style could be adjusted through behavior modification.

Reddin (1970) developed the 3-D Management Style Theory in which he introduced the effectiveness dimension to the task and relationships behaviors used in earlier models. The 3-D Theory, which is closely related to Fiedler's Contingency Model, is based on situational theory. Reddin (1970) encouraged:

a manager to look outward at the situation not inward toward himself. To look outward he needs to know what to look at. In 3-D terminology he is asked to look at five situational elements: organization, technology, superior, coworkers, and subordinates. (It) measures a manager's perception of his management style in his present job....(it) does not tell a manager he is an autocrat or some other style--only that he, himself, describes his behavior that way (pp. 64, 65, 237).

Reddin stressed that managerial style with its added dimension of effectiveness was related to the demands of

the situation. In determining one's management style, both task orientation and relationship orientation must be considered. Should the manager's behavior fit the demands of the situation, then it is said to be one of the more effective styles. Conversely, should the manager's behavior not fit the demands of the situation, then it is said to be one of the less effective styles. The eight styles as described by Reddin (1970) are defined in Chapter I.

### Management Effectiveness

Reddin (1970) in his book Managerial Effectiveness defined effectiveness as "the extent to which a manager achieves the output requirements of his positions" (p. 3). In simpler terms Drucker (1966) defined effectiveness as "getting the right things done."

In a more complex fashion the literature tends to differ on the characteristics of an effective manager. Tolley (1981) identified effective managers as those who cope well with their external environment, who relate to and manage people well, and who manage technology appropriately. Hersey and Blanchard (1977) point out that different management skills are necessary at various levels in an organization. To perform the process of

effective management, at least three areas of skills are needed: technical, human, and conceptual. Specific examples of the use of the various skills are provided by Hersey and Blanchard (1977).

To be effective less technical skill tends to be needed as one advances from lower to higher levels in the organization, but more and more conceptual skill is necessary. Supervisors at lower levels need considerable technical skill because they are often required to train and develop technicians and other employees in their sections. At the other extreme, executives in a business organization do not need to know how to perform all the specific tasks at the operational level. However, they should be able to see how all these functions are interrelated in accomplishing the goals of the total organization.

While the amount of technical and conceptual skills needed at these different levels of management varies, the common denominator that appears to be crucial at all levels is human skill (p. 6).

An article in the Management Review, "The Priorities of Successful Managers," characterizes an effective manager as one who: (1) identifies the real problem, (2) listens actively, (3) gives clear concise instructions, and (4) accepts a share of responsibility for problems. In light of the numerous technical descriptions of management effectiveness, Drucker (1966) provided a more practical description:

The effective executives I have seen differ widely in their temperaments and their abilities, in what they do and how they do it, in their personalities, their knowledge, their

interests - in fact in almost everything that distinguishes human beings. All they have in common is the ability to get the right things done (p. 6).

In summary, the literature reflects a need for managers to adapt to changing conditions and be flexible, where appropriate, in order to be effective.

### Higher Education Management Styles

Developing a management style that is compatible with the higher education environment is a difficult challenge. The literature (Corson, 1960; Burns, 1962; Karol & Ginsberg, 1980) relating to higher education administration portrayed its organization as a large complex structure which was unique, unlike a business, government, social service agency, or a volunteer organization. Henderson (1972) stressed that:

Higher education is so different from business and government organizations that there cannot be a ready transference of knowledge about organizations and administrations. Organizational theory is basic to all, but, the objectives, processes, and behavior differ (p. 4).

Whetten (1984) suggested further that while there are many basic management skills essential for effective administration in any setting, many business practices, such as the emphasis on short-term, bottom line results in American business enterprise, would be counter productive

in the world of scholarship. Corson (1960) questions if universities can develop a systematic organization to coordinate all its members in achieving its purpose while, on the other hand, stimulate, and facilitate, the enterprise of each member. Many times administrators find themselves in a dilemma of attempting to bring order and control to an otherwise free academic environment. Karol and Ginsberg (1980) described the situation by saying, "Administrators who attempt to introduce a great degree of order and efficiency into the decision-making will be accused of treating the institution as a business rather than a college" (p. 94).

In American higher education, administrators face two primary responsibilities: to establish an environment in which innovative scholars influence the intellect of students and to contend appropriately with an institution which has essentially become a big business (Burns, 1962). Burns further described the administrator as one who directed the operation of an increasingly complex organization in a manner that should enhance rather than interfere with the intellectual creativeness of faculty and students. Student service administrators face an even more perplexing situation, as Wallenfeldt (1976) sees the chief student affairs officer:

A marginal man who serves as a transitional link between the official institution which is the faculty, administration, the staff and the remainder of the institution made up of the students. The CSAO is neither of the establishment nor really against it (p. 7).

Roethlisberger (1949) described a manager as one needing technical skills as well as human relation skills.

This sensitive and complicated setting reinforced the need for a unique style in managing student affairs in higher education. Consequently specific research on higher education management styles should become a prerequisite for increasing management effectiveness.

The current literature, even though somewhat limited, did reveal interesting insights into management styles in colleges and universities. Moy and Hales (1973) found in their study of management styles that the participatory style of management seemed to be the desired model for a residence hall organization. Likewise Drennan (1974) concluded that staff from selected community colleges perceived the participative management style as being most effective of the four types.

A dissertation by Lewan (1979) characterized liberal arts college administrators' management styles from consultative-democratic to participative-democratic. Similarly Grote (1980) concluded in his dissertation that the consultative management style was predominant at



institutions of higher education in a six-state region. He further suggested that these institutions of higher education apparently have achieved a mutually rewarding, person-to-person interaction, which is necessary for building a basis for group involvement.

In conclusion, current higher education research tends to reveal most management styles being used are either consultative or participative. Thus higher education management usually involved more personnel in their decisions.

#### Chief Student Affairs Officers' Management Effectiveness

In today's world, the CSAO is required to balance differences between student norms and practices and institutional rules to keep opposing demands at a functional level (Wallenfeldt, 1976). The literature reinforces the delicateness of the environment including student and organization needs as well as management and technical skills.

Lilley (1974) identified ten functions of most concern to the CSAO.

1. Chief Administrator
2. Policy Formation Affecting Students

3. Determining Objectives
4. Preparing the Budget
5. Recruiting Staff
6. Non-academic Discipline
7. Student Government
8. Student-faculty Liaison
9. Interpreting Policy to Students
10. Advising Faculty on Student's Needs

The first five listed were considered to be internal coordinating responsibilities while the remaining five were in the educative category. As noted by Ambler (1980), the CSAO can be considered to be both administrator and educator. Rhatigan and Crawford (1978) pointed out that the "student personnel administrator is under persistent pressure to make decisions and to find solutions to problems for which no standard answer exists" (p. 51).

That the subject of management effectiveness is both timely and open to change is reflected in a recent survey conducted by the National Association of Student Personnel Administrators (NASPA) "Forum" newsletter (November, 1984) staff. The study was aimed at determining the needs of professionals in student affairs. It found effective management to be among the top three areas of importance

in each of the seven NASPA regions. In six out of the seven regions this topic received the highest ranking of all possible items.

Foxley's (1980) article on management effectiveness in student services offers an overview and reiterates the importance of this issue:

The factors which contribute to managerial effectiveness can be grouped into four major categories: (1) personal characteristics of the individual manager, (2) managerial functions, or the managerial process, (3) the various components of the organizational environment, and (4) the outcomes or results of the managerial process. Each of these groups has been discussed, and related to the student services administrator. All of the factors are interactive as they help to determine either managerial effectiveness or ineffectiveness (p. 8).

Strange (1983) believes that a systematic application of management techniques can improve effectiveness in student affairs. In support of Strange, Dutton and Richard (1980) encourage student service administrators to review organizational assumptions, organizing principles, organizational models, the role of the students, management strategies, and the role of administrators in order to achieve individual effectiveness as well as organizational effectiveness.

It is these facts that encourage student personnel administrators to develop management skills as well as

educational skills. Meabon, Sims, Suddick, and Alley (1978) found in their national study that student personnel administrators appear to be using more and more management principles, possibly to achieve improved accountability, which is a frequently discussed topic in higher education. Moreover, a blending of skill to fit the situation is needed to help CSAO's fulfill their roles. Although management style is totally unique for each person and cannot be replicated, a study of the various CSAO styles and their use of task and relationship orientation will enhance future training efforts resulting in a better match of style to situation.

## CHAPTER III

### DESIGN OF THE STUDY

The purpose of this study was to determine the relationship between the management effectiveness of chief student affairs officers (CSAO) and selected characteristics. Management effectiveness was measured by Reddin's Management Style Diagnosis Test.

The study design called for collecting data which were used to test the various hypotheses. The data were collected through a mail survey which was sent to 126 CSAO's in institutions of higher education. All subjects were members of the National Association of Student Personnel Administrators (NASPA) Region IV-West.

#### Description of Population

This population consisted of 126 chief student affairs officers in institutions of higher education and who held membership in NASPA, Region IV-West. Each of the CSAO's was sent a survey packet and encouraged to participate in the study. Eighty-seven (67.44 percent) CSAO's responded to the survey. Subjects resided in the eleven states of: Arkansas, Arizona, Colorado,

score differently. Since the job demands have changed, so has the style to deal with them (p. 5).

Scores of two or above are considered more effective while scores below two are considered less effective. With this scoring system, the management styles labeled: Bureaucrat, Developer, Benevolent Autocrat, and Executive are considered more effective. The less effective styles are Deserter, Missionary, Autocrat, and Compromiser.

### Validity and Reliability

In 1970 Reddin conducted a series of studies using the MSDT. Results indicated that the instrument was a valid predictor of management style. One study in Reddin's series (1970) was conducted with 236 mid-managers enrolled in a university seminar. The findings (as Reddin (1970) expected) revealed 25 percent were Executive type managers while a minute percentage were either Bureaucrat or Deserter. Results upheld the instrument's validity. One study Reddin (1970) cited surveyed heads of voluntary agencies who unlike most managers do most of their work with people who have equal if not more power than they. This situation supports the conclusion that leaders of such a group would be highly concerned with relationships. The research revealed that most of the subjects used a developer style (as anticipated) which is characterized by high relationships orientation, high

Kansas, Missouri, North Dakota, Nebraska, New Mexico, Oklahoma, South Dakota, and Wyoming. Chapter IV provides a description of CSAO characteristics.

### Instrumentation

All participants responded to the Management Style Diagnosis Test (MSDT) (Reddin 1972). This test is composed of 64 pairs of forced choice statements designed to provide a style profile or a description of how clearly respondents conform to a particular management style. Three diagnostic measures based on task orientation, relationship orientation, and effectiveness level comprise the criteria for differentiation among management styles.

The respondents are required to consider the 64 pairs of style statements and to select the choice they believe best applies to each statement.

The MSDT manual described the central part of the 3-D Theory of Management as an eight style model of management behavior; each style is based on scores for task orientation, relationship orientation, and effectiveness. Reddin (1970) explained the instrument this way:

the test measures a manager's perception of his management style in his present job. The test does not tell a manager he is an 'autocrat' or some other style-only that he himself, describes his behavior that way. Managers who change jobs and take the test again usually

effectiveness, and low task orientation. In another study, Reddin (1970) reported that 49 percent of respondents who were presidents or vice-presidents of an international conglomerate operated with an Executive style (N=33). As expected for persons in this type of position, the findings revealed that the executives exhibited high orientation for task and relationships.

Further studies indicating additional validity of the MSDT included 22 teachers and 18 trainers whose scores effected a Developer style. Thus results suggest that management style is a function of one's job rather than one's personality.

The Reddin instrument is also a reliable instrument. This is illustrated by a survey of two groups of managers (N=78, N=76), both of which attended a seminar in two different years (Reddin, 1970). The results revealed similar Executive management styles for both groups at both reporting times.

Another study (Reddin, 1970) surveyed 104 subjects from three separate countries. Results substantiated the test-retest reliability with reliability coefficients ranging from 0.66 to 0.70. A similar study of 57 respondents holding the same position yielded lower coefficients ranging from 0.45 to 0.59. The time between testing sessions was two years. Likewise Todd (1977) by



applying the Kuder-Richardson Internal-Consistency Method to the MSDT estimated a reliability coefficient of 0.69 for the test scores of 67 chairpersons.

Furthermore, Davies (1972) conducted a survey of policemen in which he administered the Blake-Mouton Grid and MSDT to each respondent. The results revealed the Blake Grid did not differentiate among the respondents management style as well as the MSDT. The MSDT was able to distinguish among the respondents' management styles that were best suited for promotion and accelerated training. Extended interviews supported the results of the MSDT. This may mean that the MSDT can serve as a reliable guide to current management styles. The findings thus indicate that the MSDT produced a finer and perhaps more credible analysis than the Blake-Mouton Grid.

#### Procedures

The names and addresses of the CSAO's were obtained from a NASPA-Region IV-West membership list (see appendix A). During the week of July 8-12, 1985, a survey packet was sent to 129 CSAO's with a letter of introduction from the Vice President of NASPA-Region IV-West and included a cover letter which requested subjects to complete and return the questionnaire in the enclosed stamped envelope.

When the questionnaires were returned, they were logged in on the master list of CSAO's and filed according to state.

By the week of July 29-August 2, 43 percent of those who were mailed questionnaires had responded. For various reasons, eight CSAO's were not in their identified employment positions during the survey, which reduced the total number of respondents from 129 to 121. The reasons reported for the eight CSAO's absences included: six resigned, one retired, and one was out of the country. By August 2, 1985, a second letter had been mailed to those 69 CSAO's who had not responded to the survey. A copy of the follow-up letter is included in Appendix D. One month later (September 4, 1985) a total of 82 (63.5 percent) questionnaires had been returned.

During the week of September 9-13 each non-responding CSAO was telephoned and encouraged to submit the questionnaire. By September 23, 1985, 85 (67.44 percent) CSAO's had responded to the survey.

### Hypotheses

The following research hypotheses were developed and tested.

Hypothesis 1

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by type of institution.

Hypothesis 2

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by state.

Hypothesis 3

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by institution enrollment.

Hypothesis 4

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by the number of persons supervised.

Hypothesis 5

There is no significant difference in the chief student affairs officers' management style effectiveness

scores when categorized by the years of experience in their current position.

#### Hypothesis 6

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by their years of total professional experience.

#### Hypothesis 7

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by gender.

#### Hypothesis 8

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by age.

#### Hypothesis 9

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by highest graduate degree earned.

### Hypothesis 10

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by the field of study of the highest degree.

### Analysis of Data

The Management Style Diagnosis Test (MSDT) was used to obtain the data from the chief student affairs officers. The responses to the MSDT were scored according to the procedures developed by Reddin (1972). The response chosen by the CSAO's from each of the 64 paired statements were tallied and added to produce adjusted raw scores which yielded the necessary information to determine the CSAO's management style and effectiveness scores.

The data for the study were coded, entered, verified and processed by the Oklahoma State University Computer Center. The computer system used for analyzing the data was the Statistical Analysis System (SAS).

The first part of the analysis of data consisted of descriptions of the characteristics of the chief student affairs officers who participated in the study and their management style according to effectiveness levels. The descriptions were provided according to frequencies and

percentages with mean scores and ranges provided when appropriate.

The second part of the analysis of data consisted of statistical tests for each hypothesis. In consideration of the survey instrument used, the data obtained, and the hypotheses tested, the statistical test believed to be most appropriate were analysis of variance and t-test. The t-test was used to determine if the difference between two mean effectiveness scores of two sub-groups was statistically significant. The analysis of variance was used to determine if the difference between three or more mean effectiveness scores of three or more sub-groups was statistically significant (Jaccard, 1983). A one-way analyses of variance was performed for hypothesis 1 thru 6, 8, and 10. The t-test was applied for hypothesis 7 and 9. A significant difference was said to exist if the test reached the 0.05 level of confidence.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The intent of this study was to collect data and to determine through the use of statistical tests whether significant relationships existed between chief student affairs officers' (CSAO) management style effectiveness scores and selected characteristics. Accordingly, the purpose of this chapter is to present the data collected and analyze them in relation to the stated hypotheses. The collected data were obtained from the Management Style Diagnosis Test (MSDT) and the demographic data questionnaire which were completed by 87 CSAO's in member institutions of the National Association of Student Personnel Administrators (NASPA), Region IV West. Respondents were requested to complete both the MSDT score sheet and the demographic data questionnaire. Their responses were grouped into various categories and ranges for analysis.

#### Chief Student Affairs Officers'

#### Characteristics

The demographic information provided by the CSAO's were grouped according to ten characteristics: (1) type of

institution, (2) location of institution, (3) enrollment, (4) number of persons under their management (5) experience in current position, (6) total professional experience, (7) gender, (8) age, (9) highest degree, and (10) field of highest degree. As a result of their responses, the CSAO's were shown to exhibit the following characteristics.

The responses relating to the type of institution where the CSAO's were employed are presented in Table I. The types of institutions included community colleges, colleges, and universities. The data revealed that thirty-eight (43.63 percent) of the CSAO's were employed in universities. Thirty-two (36.78 percent) of the respondents were employed in colleges with seventeen (19.54 percent) employed in community colleges.

Table II indicates the institution location by state from which the sample was taken. The respondents came from 11 different states, all in NASPA Region IV West.

The CSAO's from Kansas, Missouri, and Colorado represented one-half of the total respondents with 19 (21.84 percent), 16 (18.39 percent), and nine (10.34 percent), respectively. Nebraska and South Dakota had eight (9.19 percent) persons participating in the study. New Mexico had six (6.90 percent), and Arkansas, Arizona, and Oklahoma provided five (5.75 percent) who responded to



the survey. The remaining two states, North Dakota and Wyoming each had three (3.45 percent) CSAO's responding.

TABLE I  
DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
OFFICERS BY TYPE OF INSTITUTION

Type of Institution	Number	Percent
Community College	17	19.54
College	32	36.78
University	<u>38</u>	<u>43.68</u>
	87	100.00

TABLE II  
DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
OFFICERS BY INSTITUTION LOCATION

Location	Number	Percent
Arizona	5	5.75
Arkansas	5	5.75
Colorado	9	10.34

TABLE II (Continued)

Location	Number	Percent
Kansas	19	21.84
Missouri	16	18.39
North Dakota	3	3.45
Nebraska	8	9.19
New Mexico	6	6.90
Oklahoma	5	5.75
South Dakota	8	9.19
Wyoming	<u>3</u>	<u>3.45</u>
	87	100.00

Table III is used to show the distribution of chief student affairs officers institutional enrollment. The institutions with 2,000 students or fewer were represented by 34 (39.08 percent) CSAO's. Twenty-two (25.29 percent) of the CSAO's were administrators in institutions with an enrollment range of 5,001-10,000. The two enrollment ranges of 2,001-5,000 and 10,001 or more were almost equally represented with 16 (18.39 percent) and 15 (17.24 percent) in each respectively.

TABLE III  
 DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
 OFFICERS BY INSTITUTION ENROLLMENT

Enrollment	Number	Percent
1-2000	34	39.08
2001-5000	16	18.39
5001-10000	22	25.29
10001 or more	<u>15</u>	<u>17.24</u>
	87	100.00
x=5500.77 Range=420-23400 enrollment		

In Table IV the distribution of CSAO's is presented by the number of persons under their management. For clarification, "persons under their management" means those individuals who work in student affairs who may or may not report directly to the CSAO but are under their responsibility. The range of 1-10 persons under their management had a frequency of 34 (39.08 percent) individuals responding. Twenty (22.99 percent) CSAO's were in the 11-30 range with 15 (17.24 percent) and 14 (16.09 percent) in the 31-70 range and 71 or more range respectively. Four (4.60 percent) persons failed to respond to this particular question.

TABLE IV  
 DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
 OFFICERS BY NUMBER OF PERSONS UNDER  
 THEIR MANAGEMENT

Number of Persons Under Direction	Number	Percent
1-10	34	39.08
11-30	20	22.99
31-70	15	17.24
71 or more	14	16.09
Did not respond	<u>4</u>	<u>4.60</u>
	87	100.00
x=52.66    Range=2-600 persons		

Table V presents the CSAO's years of experience in their current position. More than one-half of the respondents were in two ranges with 6-10 years of experience receiving 25 (28.73 percent) responses and the 11 or more range receiving 22 (25.29 percent). Ranges 3-5 and 1-2 received 20 (22.99 percent) and 19 (21.84 percent) respondents respectively. One (1.15 percent) respondent did not indicate years of experience in the current position.

TABLE V  
 DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
 OFFICERS BY YEARS OF EXPERIENCE  
 IN CURRENT POSITION

Years of Experience	Number	Percent
1-2	19	21.84
3-5	20	22.99
6-10	25	28.73
11 or more	22	25.29
Did not respond	<u>1</u>	<u>1.15</u>
	87	100.00
x=7.34 years    Range=1-20 years		

The responses given by the chief student affairs officers related to their total years of professional experience are displayed in Table VI. Twenty-five (28.74 percent) of the respondents indicated they had from 21-25 years of professional experience. Eighteen (20.69 percent) persons were in the 16-20 year range with the 26 or more range and 11-15 range containing 16 (18.29 percent) and 15 (17.24 percent) persons respectively. The range of 1-10 years of professional experience received 12 (13.79 percent) of the responses. One (1.15 percent) person did not respond.

TABLE VI  
 DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
 OFFICERS BY TOTAL PROFESSIONAL  
 EXPERIENCE

Total Professional Experience	Number	Percent
1-10	12	13.79
11-15	15	17.24
16-20	18	20.69
21-25	25	28.74
26 or more	16	18.39
Did not respond	<u>1</u>	<u>1.15</u>
	87	100.00
x=19.88 years    Range=4-37 years		

The responses provided by the chief student affairs officers relating to gender are presented in Table VII. According to their responses, almost three-fourths (73.56 percent) or sixty-four were male. Twenty-three (26.44 percent) CSAO's indicated that they were female.

TABLE VII  
DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
OFFICERS BY GENDER

Gender	Number	Percent
Male	64	73.56
Female	<u>23</u>	<u>26.44</u>
	87	100.00

Table VIII provides the distribution of chief student affairs officers by age range. According to their responses, 25 (28.74 percent) respondents indicated they were in the age range of 25-40. The remaining three ranges received nearly the same number of responses with the 51 or more category receiving 21 responses (24.14 percent) and the ranges 41-45 and 46-50 receiving 20 (22.99 percent) and 18 (20.69 percent) responses respectively. Three (3.44 percent) did not respond to the question.

The responses given by the chief student affairs officers relating to highest degree achieved are presented in Table IX. Chief student affairs officers indicating a doctorate as their highest degree represented 54 (62.07 percent) of the total. Twenty-eight (32.18 percent) individuals indicated they attained a masters degree with

three (3.45 percent) indicating a specialist degree and one (1.15 percent) indicating a bachelors. One (1.15 percent) person did not indicate his/her highest degree.

TABLE VIII  
DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
OFFICERS BY AGE

Age	Number	Percent
25-40	25	28.74
41-45	20	22.99
46-50	18	20.69
51 or more	21	24.14
Did not respond	<u>3</u>	<u>3.44</u>
	87	100.00
x=45.37 years    Range=27-60 years		

TABLE IX  
DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
OFFICERS BY HIGHEST DEGREE

Highest Degree	Number	Percent
Bachelors	1	1.15
Masters	28	32.18
Specialist	3	3.45



TABLE IX (Continued)

Highest Degree	Number	Percent
Doctorate	54	62.07
Did not respond	<u>1</u>	<u>1.15</u>
	87	100.00

The responses provided by the chief student affairs officers relating to field of highest degree are presented in Table X. Nearly one-half (45.98 percent) of the respondents or 40 CSAO's indicated they obtained their degree in Education Administration/Higher Education. The remaining three categories received almost equal response with Guidance and Counseling and Other categories both receiving 16 (18.39 percent) responses and Student Personnel receiving 14 (16.09 percent) responses. One (1.15 percent) person failed to indicate the field of highest degree.

#### Chief Student Affairs Officers' Profile

A review of the preceding tables revealed a CSAO profile of their most common characteristics. Institutionally, the data revealed CSAO's were most likely to be employed in universities, and approximately one-half of

those surveyed came from the midwestern states of Kansas, Missouri, and Colorado. CSAO's served in institutions with an average enrollment of 5,500.

TABLE X  
DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
OFFICERS BY FIELD OF HIGHEST DEGREE

Field of Highest Degree	Number	Percent
Ed. Admin./Higher Ed.	40	45.98
Guidance and Counseling	16	18.39
Student Personnel	14	16.09
Other	16	18.39
Did not respond	<u>1</u>	<u>1.15</u>
	87	100.00

Other common characteristics found in the data describe a person who was most likely to be male and forty-five years of age. In regard to experience, the typical CSAO would have a total of twenty years of professional experience of which seven years would be in their current position. The CSAO's would most likely be responsible for, on the average, staffs of fifty-three.

Educationally, the CSAO most commonly possessed a doctorate and studied in the field of Education Administration and/or Higher Education.

#### Chief Student Affairs Officers' Management Styles

In addition to the information extracted from the demographic data questionnaire, the Management Style Diagnosis Test data indicated the various management styles that were prevalent among chief student affairs officers. This part of Chapter IV presents the data related to the management styles of the CSAO's.

The responses given by the chief student affairs officers relating to their management style are presented in Table XI. According to the scoring procedures for the MSDT, 40 CSAO's or 45.98 percent of the total were determined to have Developer management styles. The Missionary and Executive management styles were exhibited by 16 (18.39 percent) and 15 (17.24 percent) CSAO's respectively. Nine (10.34 percent) of the CSAO's exhibited a Compromiser style. Four CSAO's (4.60 percent) were found to have a Benevolet Autocrat management style with two or 2.30 percent of the respondents having a Deserter style.

One person (1.15 percent) exhibited an Autocrat management style. The Bureaucrat style of management was not evident among the CSAO's.

The responses given by the chief student affairs officers relating to their management style effectiveness are presented in Table XII. As stated, Reddin (1972) defined effectiveness as the extent to which a manager achieves the output requirements in a position. According to grouping procedures for both, more effective management styles and less effective management styles, 59 (67.82 percent) of the CSAO's demonstrated more effective management styles (Bureaucrat, Developer, Benevolent Autocrat, and Executive). The less effective styles (Deserter, Missionary, Autocrat, and Compromiser) were exhibited by 28 (32.18 percent) CSAO's.

TABLE XI

DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
OFFICERS BY MANAGEMENT STYLE

Management Style	Number	Percent
More Effective:		
+Developer	40	45.98
+Executive	15	17.24

TABLE XI (Continued)

Management Style	Number	Percent
+Benevolent Autocrat	4	4.60
+Bureaucrat	<u>-0-</u>	<u>-0-</u>
	59	67.82
Less Effective:		
-Missionary	16	18.39
-Compromiser	9	10.34
-Deserter	2	10.34
-Autocrat	<u>1</u>	<u>1.15</u>
	<u>28</u>	<u>32.18</u>
	87	100.00

TABLE XII

DISTRIBUTION OF CHIEF STUDENT AFFAIRS  
OFFICERS BY MANAGEMENT STYLE  
EFFECTIVENESS

Management Style	Number	Percent
More Effective: (Bureaucrat, Developer, Benevolent Autocrat, Executive)	59	67.82
Less Effective: (Deserter, Missionary, Autocrat, Compromiser)	28	32.18
	<u>87</u>	<u>100.00</u>

The responses given by the chief student affairs officers relating to their management style effectiveness dimension scores is presented in Table XIII. Effective dimension scores are based on Reddin's (1977) instructions that scores of two or above are considered more effective and less than two are considered less effective.

Fifty-nine (67.82 percent) of the CSAO's had more effective dimension scores while the remainder, twenty-eight (32.18 percent) had less effective dimension scores.

TABLE XIII  
DISTRIBUTION OF CHIEF STUDENT AFFAIRS OFFICERS BY EFFECTIVE DIMENSION SCORES

Effective Dimension Score	Number	Percent
More effective:		
4.0	11	12.64
3.6	21	24.14
3.0	15	17.24
2.4	12	13.80
Less effective:		
1.8	11	12.64
1.2	9	10.34
.6	7	8.05
0	<u>1</u>	<u>1.15</u>
	87	100.00

### CSAO Management Style Profiles

More effective styles. The CSAO's having a Developer management style were characterized as serving in the small institutions (4,714 students) with fewer staff under their management (43 persons) as opposed to the total group. On the average the group was very near the mean average for experience in their current position (7 years) and total professional experience (19 years). Individuals in this group were most likely to hold doctorates. In relation to age this group was older (48 years of age) than the group as a whole.

The CSAO's having an Executive management style were seen as being employed in universities with the highest enrollment (7,600 students +) of those institutions represented. CSAO's from this management style were responsible for more employees (78) than the other CSAO's. In regard to experience they had the fewest years of experience in their current position (6 years) with fewer years of professional experience (19 years) than the survey group. More than three-fourths of this group - whose average age was one of the youngest by group students - hold doctorates.

The CSAO's having a Benevolent Autocratic management style were seen as serving in smaller institutions (4,500 enrollees) and having fewer persons (47) under their

management. In regard to experience these CSAO's had both a higher number of years of experience (10 years) in their current position and a higher number of total years professional experience (26 years) than their counterparts. This group had an average age of 50, somewhat older than the others participating in the survey. Educationally, they were more likely to have a doctorate and to have studied in the field of Education Administration and/or Higher Education.

Less effective styles. The CSAO's having a Missionary management style were serving in schools with higher enrollments (6,475) than most other schools in the survey. Interestingly, these CSAO's were very near the mean average in four areas: number of persons managed (52); years of experience in their current position (8); years of professional experience (20); and age (44). This management style included a higher percentage of females than for other styles.

The CSAO's having the Compromiser management style were characterized as being employed in institutions with fewer enrolled students (4,227). These individuals tended to be responsible for larger numbers of staff (66) and had as a group lesser years experience in their current position (8 years) but were among those with more years of professional experience (25 years). This person tended to



be older (51 years of age) than the rest of the survey group. Educationally individuals from this group most likely held masters degrees.

The CSAO's having a Deserter management style served in institutions of average size (5,650 students) when compared to the rest of the management styles. These individuals were responsible for fewer persons (45). Experience in their current position was twice the number of years for this group (14 years) while on the other hand they had less professional experience (18 years) than the others. These individuals were more likely to be male; to be younger (age 44); and to hold doctorates.

The CSAO having the Autocratic management style served in the smallest institution (4,200 students) and had the fewest persons (15) under management. In relation to experience this CSAO had the highest years of experience (15 years) in the current position and held higher years of experience (25 years) but not the highest. This individual was in the older age range. Due to this management style having only one person it was difficult to generalize the characteristics to the group.

## Analysis of the Hypotheses

Hypothesis 1

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by type of institution.

Using the type of institution groups presented in Table I, as the independent variable, a one-way analysis of variance was performed comparing the effectiveness mean scores of the three groups. The type of institution groups were community colleges, colleges, and universities.

The results of the analysis of variance in Table XIV were tested at the 0.05 level of significance, and the F was not statistically significant ( $F=.71$ ,  $df=2,83$ ). The null hypothesis that there is no significant difference in the CSAO's management style effectiveness scores when categorized by type of institution was therefore not rejected.

TABLE XIV  
SUMMARY OF ANOVA FOR EFFECT OF  
TYPE OF INSTITUTION ON  
EFFECTIVENESS SCORES

Source	df	SS	MS	F
Type of Institution	2	1.748	.874	.71

TABLE XIV (Continued)

Source	df	SS	MS	F
Within-groups	83	102.400	1.233	
Total	85	104.148		

### Hypothesis 2

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by institutional location.

Location of institution, the independent variable was divided into four subcategories: I, Kansas and Oklahoma; II, Arkansas and Missouri; III, Arizona and New Mexico; IV, North Dakota, Nebraska, South Dakota, and Wyoming. The rationale for selecting the states was based on whether they were contiguous and arranged to as near equal numbers of CSAO's per subcategory.

The mean effectiveness scores of the four groups were compared by performing a one-way analysis of variance with the computed F values tested at the 0.05 level of significance. According to the data in Table XV the F was statistically significant ( $F=2.92$ ,  $df=3, 83$ ,  $p<.05$ ). Therefore the null hypothesis that there is no significant difference in the CSAO's management style effectiveness

scores when categorized by institutional location was rejected.

TABLE XV  
SUMMARY OF ANOVA FOR EFFECT OF  
INSTITUTIONAL LOCATION ON  
EFFECTIVENESS SCORES

Source	df	SS	MS	F
Institutional Location	3	10.008	3.336	2.92*
Within-groups	83	94.825	1.142	
Total	86	104.834		

\* < .05

As a follow-up analysis to the significant F ratio, a post hoc comparison of Scheffe's test was developed to determine exactly where the significant differences lie. The Scheffe's test indicated that the mean score (3.05) for subcategory IV, North Dakota, Nebraska, South Dakota, and Wyoming was statistically significantly different from the mean score (2.10) for subcategory II, Arkansas and Missouri. It should be noted that both subcategory scores are considered to be more effective since they are above 2.

Hypothesis 3

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by institutional enrollment.

Institutional enrollment, the independent variable, was divided into four subcategories as shown in Table III. The four subcategories of institution enrollment were: 1-2,000 students, 2,001-5,000 students, 5,001-10,000 students, and 10,001 students and above. A one-way analysis of variance was performed comparing the mean effectiveness scores of the four groups (See Table XVI).

TABLE XVI  
SUMMARY OF ANOVA FOR EFFECT OF  
INSTITUTIONAL ENROLLMENT  
ON EFFECTIVENESS SCORES

Source	df	SS	MS	F
Institutional Enrollment	3	3.383	1.127	.92
Within-groups	81	99.496	1.228	
Total	84	102.879		

The results of the analysis of variance were tested at the 0.05 level of significance, and the F was found not to be statistically significant ( $F=.92$ ,  $df=3,81$ ). The null hypothesis could not be rejected since the differences found among effectiveness scores stratified by institution enrollment was not significant.

#### Hypothesis 4

There will be no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by the number of persons under management.

The independent variable, which was the number of persons under management, was divided into four groups that would be more equal in number: 1-10 persons, 11-30 persons, 31-70 persons, and 71 and above. A one way analysis of variance was performed comparing the mean effectiveness scores of the four groups.

The results of the analysis of variance shown in Table XVII were tested at the 0.05 level of significance and the F was not statistically significant ( $F=.43$ ,  $df=3,79$ ). The null hypothesis that there is no significant difference in the CSAO's management style effectiveness scores when categorized by the number of persons managed was therefore not rejected.

TABLE XVII  
 SUMMARY OF ANOVA FOR EFFECT OF NUMBER  
 OF PERSONS UNDER MANAGEMENT ON  
 EFFECTIVENESS SCALE

Source	df	SS	MS	F
Number of Persons Under Management	3	1.652	.550	.43
Within-groups	79	101.026	1.278	
Total	82	102.678		

#### Hypothesis 5

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by the years of experience in their current position.

The years of experience in their current position were divided into four groups: 1-2 years, 3-5 years, 6-10 years, and 11 years and more. Using the years of experience in their current position as the independent variable, a one way analysis of variance was performed comparing the effectiveness mean scores of the four groups.

At the 0.05 level of significance ( $F=.66$ ,  $df=3,82$ ) it was found that the difference between the four groups was not significant (see Table XVIII). As a result the null hypothesis that there is no significant difference in the CSAO's management style effectiveness scores when categorized by the years of experience in their current position was not rejected.

TABLE XVIII  
SUMMARY OF ANOVA FOR EFFECT OF YEARS OF  
EXPERIENCE IN THE CURRENT POSITION  
ON EFFECTIVENESS SCORES

Source	df	SS	MS	F
Years of Experience in the Current Position	3	2.982	.994	.81
Within-groups	82	100.886	1.230	
Total	85	103.868		

#### Hypothesis 6

There is no significant difference in the chief student affairs officers' management style effectiveness



scores when categorized by their years of total professional experience.

To test this hypothesis, the CSAO's years of total professional experience was used as the independent variable and divided into five groups. The groups consisted of: 1-10 years, 11-15 years, 16-20 years, 21-25 years, and 26 years or more. A one-way analysis of variance was performed to compare the mean effectiveness scores of the four groups (see Table XIX).

The results of the analysis of variance were tested at the 0.05 level of significance and were found not to be statistically significant ( $F=2.21$ ,  $df=4,81$ ).

Therefore the null hypothesis that there is no significant difference in the CSAO's management style effectiveness scores when categorized by years of professional experience was not rejected.

TABLE XIX  
SUMMARY OF ANOVA FOR EFFECT OF YEARS OF  
TOTAL PROFESSIONAL EXPERIENCE ON  
EFFECTIVENESS SCORES

Source	df	SS	MS	F
Years of Total Professional Experience	4	10.208	2.552	2.21

TABLE XIX (Continued)

Source	df	SS	MS	F
Within-groups	81	93.660	1.563	
Total	85	103.868		

### Hypothesis 7

There is no significant difference in the CSAO's management style effectiveness scores when categorized by gender.

To test this hypothesis the CSAO's gender, male and female was identified as the independent variable. A t-test was performed comparing the management style effectiveness mean scores of the two groups (see Table XX). The t was not statistically significant ( $t=.468$ ,  $df=84$ ) between the mean scores of males (2.704) and the mean scores of females (2.577).

The hypothesis that there is no significant difference in the CSAO's management style effectiveness scores when categorized by gender was therefore not rejected.

TABLE XX  
RESULTS OF t-TEST CONCERNING DIFFERENCE  
IN EFFECTIVENESS SCORES WITH  
RESPECT TO GENDER

Gender	M	SD	t
Male	2.704	1.155	.468
Female	2.577	1.094	

#### Hypothesis 8

There is no significant difference in chief student affairs officers' management style effectiveness scores when categorized by age.

To test this hypothesis the CSAO's ages were identified as the independent variable and were divided into four groups. The groups were composed of: 25-40 years, 41-45 years, 46-50 years, and 51 years or more. A one-way analysis of variance was performed to compare the mean effectiveness scores of the four groups with the computed F values tested at the 0.05 level of significance. The results of the analysis of variance shown in Table XXI indicated that the difference among the four age groups was not significant ( $F=2.66$ ,  $df=3,80$ ).

The hypothesis that there is no significant difference in the CSAO management style effectiveness scores when categorized by age was therefore not rejected.

TABLE XXI  
SUMMARY OF ANOVA FOR EFFECT OF AGE  
ON EFFECTIVENESS SCORES

Source	df	SS	MS	F
Age	3	9.354	3.118	2.66
Within-groups	80	93.701	1.171	
Total	83	103.055		

#### Hypothesis 9

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by highest degree.

Using the level of education groups which include doctorate and masters as the independent variables, the t-test was performed to compare the management style effectiveness mean scores of both groups (see Table XXII). The t was not statistically significant

( $t=1.50$ ,  $df=80$ ) indicating the mean score for masters (2.364) CSAO's were not significantly different than the CSAO's with doctorates (2.748). It should be noted that due to the smallness of groups for other degrees they were not included.

The null hypothesis that there is no significant difference in the CSAO's management style effectiveness scores when categorized by highest degree was therefore not rejected.

TABLE XXII  
RESULTS OF t-TEST CONCERNING DIFFERENCE  
IN EFFECTIVENESS SCORES WITH RESPECT  
TO LEVEL OF EDUCATION

Level of Education	M	SD	t
Masters	2.364	1.065	.80
Doctorate	2.748	1.120	

#### Hypothesis 10

There is no significant difference in the chief student affairs officers' management style effectiveness scores when categorized by field of highest degree earned.

The field of study of the highest degree, which was the independent variable, was divided into four groups: I, Education Administration/Higher Education; II, Guidance and Counseling; III, Student Personnel; and IV, Other. A one-way analysis of variance was performed comparing the means of the four groups at the 0.05 level of significance (see Table XXIII). The results of the test yielded an F that was not statistically significant ( $F=.65$ ,  $df=3,82$ ). The null hypothesis could not be rejected since the differences found among effectiveness scores stratified by highest degree field of study were not significant.

TABLE XXIII

SUMMARY OF ANOVA FOR EFFECT OF FIELD  
OF HIGHEST DEGREE ON EFFECTIVENESS  
SCORES

Source	df	SS	MS	F
Field of Highest Degree	3	2.427	.809	.65
Within-groups	82	101.440	1.237	
Total	85	103.867		

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

It was the purpose of this study to investigate the relationship between the management style effectiveness of chief student affairs officers (CSAO) and selected characteristics. The study used the Management Style Diagnosis Test (MSDT), which was based on Reddin's 3-D Theory of Management Effectiveness, to obtain management effectiveness scores (Reddin, 1972). It was intended that the study would provide basic information regarding the various characteristics of CSAO's that were related to different levels of management effectiveness.

#### Summary

The 129 institutions of higher education from which the sample were taken were all members of the National Association of Student Personnel Administrators, Region IV West. Each institution was requested to participate in the survey through the use of a mailed survey packet. Data were collected from 87 of the 129 CSAO's. The tests were scored according to the MSDT manual procedures and

automatically tabulated by the University Computer Center, Statistical Analysis System (SAS).

The presentation and analysis of data consisted of the description of CSAO characteristics and the statistical analysis of hypotheses relating to management style effectiveness. Various methods were used to analyze the data.

The descriptive data revealed that more than eighty percent of the CSAO's were from colleges and universities, with at least fifty percent coming from Colorado, Kansas, and Missouri. The CSAO's on the average served in institutions with an enrollment of 5,500 students (Range=420 - 23,400) and managed staffs of fifty-two persons (Range=2 - 600).

The CSAO's had more than 7 years experience in the current position and more than 19 years total professional experience. Seventy-three percent were male. The average age for all CSAO's surveyed was forty-five with nearly one-half (45.98 percent) holding degrees in Education Administration/Higher Education. Sixty-five percent had doctorates, and thirty-four percent had masters degrees.

Overall, seven management styles were demonstrated by CSAO's. Fifty-nine (68 percent) exhibited more effective styles (Developer, Executive, and Benevolent Autocrat) and



twenty-eight (32 percent) exhibited less effective styles (Missionary, Compromiser, Deserter, and Autocrat).

A review of the more effective management styles revealed the following profiles: the CSAO's having a Developer management style served in smaller institutions with fewer persons to manage. The group was very near the mean average in experience while they were shown to be younger than other CSAO's. The CSAO's having an Executive management style indicated this group served in the largest institutions, managed more employees, had fewer years experience, were younger, and more likely to hold doctorates. CSAO's having Benevolent Autocrat management style were most likely to serve in smaller institutions, manage fewer persons, have more experience, and were somewhat older than the others.

A review of the less effective styles of management revealed the following profiles: the CSAO's having a Missionary management style served in larger institutions. Interestingly, for the categories of "persons managed," "experience," and "age" this group was at the mean average. This group also had a higher percentage of the females. The CSAO's who exhibited a Compromiser management style were more likely to serve in small institutions, manage larger staffs, have fewer years experience in their current position, have more years of

total professional experience, were older, and held a masters degree. The CSAO's exhibiting a Deserter management style served in institutions nearly the size of the mean enrollment for all institutions and they managed fewer persons. An item of note showed the CSAO's to have twice the amount of experience in their current position while on the other hand they had less professional experience than the others. These persons were younger and more likely to hold doctorates.

The CSAO exhibiting the characteristics of an Autocratic manager came from a small institution, managed fewer persons, had higher years of experience, and was older than the majority of the group.

The statistical part of the study consisted of ten hypotheses which were analyzed to determine if a significant difference existed among CSAO's management style, effectiveness, and selected characteristics. A significant difference was said to exist if the test reached the 0.05 level of confidence.

No significant difference for Hypotheses 1 and 3 thru 10 were found between any of the mean effectiveness scores and the independent variables: type of institution, institutional location, institutional enrollment, number of persons managed, years of experience in their current

position, years of total professional experience, gender, age, highest degree, and field of highest degree.

However, it should be noted that there were significant differences at the 0.10 level of significance between the effectiveness mean scores and years of total professional experience ( $F=2.21$ ,  $df=4,81$ ,  $p < 0.075$ ) and between the effectiveness mean scores and age ( $F=2.66$ ,  $df=3,83$ ,  $p < 0.053$ ).

A significant difference for Hypothesis 2 was found among CSAO's management style effectiveness scores when categorized by institutional location. A one way analysis of variance with the computed F values at the 0.05 level of significance was used to compare mean scores among the four groups which were found to be significant ( $F=.98$ ,  $df=2,83$ ,  $p < .05$ ). A follow-up analysis to the significant F ratio employed a post hoc comparison of Scheffe's test to determine exactly where the significant difference existed. It was found that the mean effectiveness scores (3.05) for category IV, North Dakota, Nebraska, South Dakota, and Wyoming was statistically significantly different from the mean effectiveness scores (2.10) for category II, Arkansas and Missouri.

## Findings

Initially, it was anticipated that this study would develop base-line data demonstrating that chief student affairs officers who obtained high effectiveness scores exhibit certain characteristics. Furthermore, it was assumed that if the anticipated findings materialized, they could be used in understanding the management style effectiveness of CSAO's. Staff development and training activities could be tailored to address areas of management effectiveness that were considered to be significantly different. As it turned out, the findings of this study did present some interesting relationships and significant differences among the variables studied. The following findings were made from the study:

1. The frequency data indicated that the 80 percent of the CSAO's surveyed were from four year colleges and universities.
2. The frequency data indicated that 50 percent of the CSAO's surveyed came from the states of Colorado, Kansas, and Missouri.
3. The frequency data indicated that CSAO's served in institutions with average enrollments of 5,500.
4. The frequency data indicated that CSAO's managed staffs the average size of fifty-two.

5. The frequency data indicated that CSAO's had on the average seven years of experience in their current position.

6. The frequency data indicated that CSAO's had on the average nineteen years of total professional experience.

7. The frequency data indicated that seventy-three percent of the CSAO's were male.

8. The frequency data indicated that CSAO's average age was 45 years.

9. The frequency data indicated that forty-five percent of the CSAO's held degrees in Education Administration/Higher Education.

10. The frequency data indicated that sixty-five percent of the CSAO's held doctors degrees.

11. The frequency data indicated that the CSAO's predominate more effective management style was the Developer style, which means the CSAO was using a high relationships orientation and a low task orientation in a situation where such behavior was appropriate. This style implies trust in people and being primarily concerned with developing them as individuals.

12. The frequency data indicated that the CSAO's predominate less effective management style was the Missionary style which means the CSAO was using a high

relationships orientation and a low task orientation in a situation where such behavior was inappropriate. This style is perceived as one used by a person who is primarily interested in harmony.

13. The Management Style Effectiveness mean scores for CSAO's from institutions grouped in category IV, North Dakota, Nebraska, South Dakota, and Wyoming, were significantly different than CSAO's from institutions grouped in category II, Arkansas and Missouri.

14. The Management Style Effectiveness mean scores for CSAO's, when grouped by years of total professional experience, were not significantly different at the 0.05 level but did yield statistical significance at the 0.10 level.

15. The Management Style Effectiveness mean scores for CSAO's, when grouped by age, were not significantly different at the 0.05 level but did yield statistical significance at the 0.10 level.

16. The CSAO's exhibiting the Developer management style were serving in smaller institutions and managing fewer persons. This person was older than the average for the survey group. Individuals from this group used high relationships orientation and low task orientation where such behavior was appropriate and were therefore more effective.

These CSAO's were seen as having implicit trust in people and as being primarily concerned with developing them as individuals (Reddin, 1972).

17. The CSAO's exhibiting the Executive management style were serving in the largest institutions and managing the most persons. However, they had less experience in their current position as well as less total professional experience. They were younger than the survey group as a whole. Individuals from this management style used high task orientation and high relationships orientation in a situation where such behavior was appropriate and was therefore more effective. These CSAO's were seen as being good motivators who set high standards, treated everyone somewhat differently and preferred team management (Reddin, 1972).

18. The CSAO's exhibiting the Benevolent Autocrat management style had a higher number in both years of experience in their current position and total years of professional experience. This group tended to be older. Individuals from this group used high task orientation and low relationships orientation in a situation where such behavior was appropriate and were therefore more effective. These CSAO's were seen as knowing what they wanted and how to get it without resentment (Reddin, 1972).

19. The CSAO's exhibiting the Missionary management style were serving in larger institutions. A larger percentage of the females tended to exhibit this style of management. Individuals in this group used high relationships orientation and low task orientation in a situation where such behavior was inappropriate and were therefore less effective. These CSAO's were seen as being primarily interested in harmony (Reddin, 1972).

20. The CSAO's exhibiting the Compromiser management style were serving in smaller institutions with larger staffs. In comparison with all CSAO's, they have been in their current position a shorter period of time but have more total years of professional experience. They tend to be older and are more likely to have a masters degree. Individuals in this group used high task orientation and high relationships orientation in a situation that required a high orientation to only one or neither and were therefore less effective. These CSAO's were seen as minimizing immediate pressure and problems rather than maximizing long term production (Reddin, 1972).

21. The CSAO's exhibiting the Deserter management style when compared to other CSAO's had a higher number of years of experience in their current position but fewer years of total professional experience. These CSAO's managed fewer persons. Individuals in this group used a



low task orientation and a low relationships orientation where such behavior was inappropriate and were therefore less effective. This management style was seen as uninvolved and passive (Reddin, 1972).

22. The CSAO exhibiting the Autocratic management style served in a smaller institution and managed fewer people. However, this individual had more years experience in the current position as well as more total years professional experience. This individual was in the older age range. This CSAO used high task orientation and low relationships orientation in a situation where such behavior was inappropriate and was therefore less effective. This CSAO was seen as having no confidence in others and being interested only in the immediate job (Reddin, 1972).

### Conclusions

Following are the conclusions drawn from the findings in this study:

CSAO's who served in smaller institutions and managed fewer people generally used more effective management styles. Since these CSAO's were seen as having implicit trust in people and as being primarily concerned with developing them as individuals, it appeared that the close personal atmosphere of the smaller institutions enabled

these managers to establish a closer working relationship with the staff as a whole. In addition, the ratio of CSAO time per individual staff supported the development of strong staff relationships. The emphasis these managers placed on the human element in the organization contributed considerably to management effectiveness in the smaller institutions.

CSAO's who served in the largest institutions and managed more employees generally used more effective management styles. Since these CSAO's appeared to be good motivators who set high standards, treated individuals differently, and preferred team management; it was evident that peak work performance, delegation of authority and communication were definite priorities. These managers, despite less experience and a younger mean age, were the ones who were most likely to be creative and innovative in their management styles. One possible explanation could be that younger persons are more likely to have participated in more recent education and/or training. Such individuals would more likely be on the way up the career ladder, usually in larger institutions. Speculatively one might consider that larger institutions successfully recruit more talented and capable individuals.

The CSAO's in this management style (Executive) were extremely successful in adapting business management techniques to higher education. The ability of these CSAO's to equally emphasize employee relations and task achievement at appropriate times distinguished these managers as effective.

CSAO's in smaller institutions with more years experience both in the current position and in their professional career used more effective management styles. The primary characteristic of this style--knowing what was wanted and how to get it without creating resentment--pointed out the fact these managers focused on maintaining the status quo but continued to manage effectively. It seemed as though this group possessed strong organizational skills due to their experience and familiarity with the current position and developed that skill to their benefit. Rather than letting staff be self directed these CSAO's exercised their manipulative skills to pursue their priorities and needs. Managers in this group had to be very careful in their strategies otherwise their borderline more effective management style would likely become less effective.

CSAO's with more years of experience in their current position but fewer years of total professional experience generally used less effective management styles. Since

these CSAO's were seen as uninvolved and passive, it is likely these individuals were attempting to avoid confrontation and maintain a tranquil environment. One aspect of this concept could be that a higher ratio of years in one's current position versus less total professional experience, may have meant CSAO's were interested first in maintaining their position possibly until retirement, with the task at hand as a secondary concern. In fact, CSAO's limited experience with only one position may have created a narrow management view in their current positions. Perhaps additional experience in other positions may have broadened their experience and knowledge.

CSAO's in the smallest institutions who held their current positions longer and held more overall professional experience had a tendency to have little confidence in others and to be interested only in the immediate tasks. In essence, these CSAO's were using less-effective management styles. These managers were likely to feel more knowledgeable and skillful than their subordinates which contributed to their autocratic mind set.

Possibly these CSAO's believed they knew their organizations much better than anyone within its operation, these managers tended to discount staff

input. These managers were likely to be insensitive to the needs of others with a strong sense of selfishness prevailing in this group.

CSAO's who were female had a higher tendency to promote harmony in their organizations and used less effective management styles. One tentative explanation for this finding could be that females are often socialized to nurture others and support harmony rather than developing technical skill. Another possibility is that since there are few role models of women in CSAO positions staff members may react differently to such officers out of personal uncertainty or agendas. CSAO's in this special group were breaking new ground and will continue to face difficulties in the future.

Statistically a significant difference was found in the management effectiveness of two groups when categorized by location (state) of institution.

The difference may be attributed to the dissimilar institutional conditions and individual CSAO characteristics. One group (IV) of CSAO's were serving in either small institutions and managing fewer persons or in larger institutions and managing more personnel. In contrast the other group (II) of CSAO's were serving in smaller institutions with larger staffs. These differences may have possibly influenced the manager's

effectiveness level. In addition these CSAO's (II) were in their current position for a shorter period of time, even though they had more total years of professional experience. The CSAO's in category II may have felt a need to overuse participation because there were more staff to manage and to compensate for lack of time in the current position.

Professional experience may have an important relationship to Management Style Effectiveness even though it did not reach the level of significance. As a person gains more professional experience their management should become more effective.

The CSAO's as a whole were relationships oriented. Most of the management styles they used were high-relationships oriented thus indicating that CSAO's had personal job relationships characterized by listening, trusting, and encouraging. Since student affairs is a "people oriented" service, the findings of this study pointed to a congruence between CSAO management style and the focus of their professional responsibilities.

It should be noted that the characteristics Reddin predicted respondents would exhibit were clearly similar to the findings in this study. For example, in smaller institutions one would assume CSAO's would need to be more reliant on subordinates to be more effective as was the

case in this study or in larger institutions more delegation of authority and motivation of employees would be necessary to be more effective as the findings indicated. Reddin's MSDT appeared to be accurate in its distinction of management style.

### Recommendations

Since the primary purpose of this study was to generate research about the relationship between management effectiveness and the various characteristics of the chief student affairs officers, the following recommendations are presented with that fact in mind:

#### Chief Student Affairs Officers

1. To improve staff relationships and to increase effectiveness CSAO's should spend time acquainting themselves and/or working with staff throughout student affairs.
2. Because management techniques are continually changing and developing, CSAO's should seek out training opportunities to augment their current management experience and knowledge.
3. Because of a tendency to take one's job duties for granted after being on the job for a period of time, steps should be taken to stimulate one's desire to improve

and develop. An in-service program on timely subjects or a series of related subjects (i.e. subjects related to communication such as talking, listening, planning, etc.) should be recommended by the CSAO's.

4. Since discussion groups that share common concerns and provide support to persons involved, it is suggested that a group of CSAO's organized for a specific purpose would be useful. Perhaps a group of CSAO's who have, for example, twenty or more years professional experience would help one another in discussing current issues. Groups such as these would organize only for short periods of time.

#### Research

1. With the advent of women in higher education administration a special effort should be made to study the conditions, status, and concerns of CSAO's that are female.

2. The need to maintain current research is important to any higher education profession but more especially in student affairs. Further study should focus on the effects of institutional size, age, gender, and professional experience on management effectiveness.



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APPENDIXES

APPENDIX A  
LIST OF INSTITUTIONS



## List of Institutions

<u>State</u>	<u>Institutions</u>
Arizona	Arizona State University Central Arizona College Cochise College Maricopa Technical College Mesa Community College Northern Arizona University Scottsdale Community College University of Arizona
Arkansas	Arkansas Technical University Garland City Community College Hendrix College John Brown University University of Arkansas-Fayetteville University of Arkansas-Little Rock University of Arkansas-Pine Bluff
Colorado	Adams State College

Colorado (Cont.)      Arapahoe Community College  
Colorado College  
Colorado Mountain College  
Colorado School of Mines  
Colorado State University  
Denver Community College  
System  
Fort Lewis College  
Loretto Heights College  
Mesa College  
Pikes Peak Community College  
Regis College  
Trinidad State Jr. College  
University of Colorado  
University of Denver  
University of Northern  
Colorado  
Western State College of  
Colorado

Kansas                      Baker University  
Barton City Community  
College  
Benedictine College  
Bethany College  
Bethel College  
Coffeyville Community Jr.

Kansas (Cont.)      College  
Dodge City Community College  
Donnelly College  
Emporia State University  
Fort Hays State University  
Friends University  
Ft. Scott Community College  
Haskell Indian Jr. College  
Hutchinson Community College  
Johnson City Community  
College  
Kansas City, Community  
College  
Kansas Newman College  
Kansas State University  
Neosho City Community  
College  
Pittsburg State University  
Pratt Community College  
Southwestern College  
St. Mary of Plains College  
Tabor College  
University of Kansas  
Washburn University of  
Topeka  
Wichita State University

Missouri

Central Methodist University

Central Missouri State  
University

Devry Institute of  
Technology

Kirksville College of  
Osteopathic Medicine

Maryville College-St. Louis

Mineral Area College

Missouri Southern State  
College

Missouri Western State  
College

Northeastern Missouri State  
University

School of Ozarks

Southeast Missouri State  
University

Southwest Missouri College

St. Louis University

St. Mary's College O'Fallon

University of Missouri-  
Columbia

University of Missouri-  
Kansas City

University of Missouri-  
St. Louis

Webster University

Missouri (Cont.)	Westminster College
	William Woods College
Nebraska	Chadron State College
	College of St. Mary
	Concordia College
	Creighton University
	Doane College
	Kearney State College
	Nebraska Wesleyan University
	Nebraska Western College
	University of Nebraska- Lincoln
	University of Nebraska- Medical
	University of Nebraska- Omaha
	Wayne State College
New Mexico	College of Santa Fe
	Eastern New Mexico University-Portales
	Eastern New Mexico University-Roswell
	New Mexico State University
	Northern New Mexico College
	University of New Mexico
	Western New Mexico University

## North Dakota

Mary College

North Dakota State  
UniversityUniversity of Northern  
Dakota

Valley City State College

## Oklahoma

Cameron University

Central State University

Langston University

Murray St. College

Northeastern Oklahoma State

Oklahoma College Osteopathic  
Medicine

Oklahoma State University

Oscar Rose Jr. College

Tulsa Jr. College

University of Science and  
Arts

University of Tulsa

## South Dakota

Augustana College

Black Hills State College

Dakota State College

Dakota Wesleyan University

Mount Marty College

South Dakota (Cont.)    Northern State College  
                              Sioux Falls College  
                              South Dakota School of Mines  
                              South Dakota State  
                              University  
                              University South Dakota-  
                              Vermillion  
                              Yankton College

Wyoming                    Central Wyoming College  
                              Laramie City Community  
                              College  
                              Northwest Community College  
                              Sheridan College  
                              University of Wyoming

APPENDIX B

MANAGEMENT STYLE DIAGNOSIS TEST

AND

DEMOGRAPHIC DATA QUESTIONNAIRE



**INSTRUCTIONS****START  
HERE**

The "Individual Score Sheet" to the right has sixty-four boxes numbered from one to sixty-four. These boxes are used to record your choice of each pair of questions also numbered from one to sixty-four in the Questionnaire.

Look at the sixty-four pairs of statements in the Questionnaire. If you think the first statement of a pair is the one that best applies to you, put an "A" in the appropriate box. If you think the second statement is the one that best applies to you, put a "B" in the appropriate box. When you have finished all the boxes will have either an "A" or a "B" in them. Notice that the boxes are numbered in sequence across the page, therefore you should fill in the top line first, the second line next and so on.

**EXAMPLE**

The first pair of statements is

- A He overlooks violations of rules if he is sure that no one else knows of the violations
- B When he announces an unpopular decision he may explain to his subordinates that his own boss has made the decision

If you think that statement "A" is a better description of your behavior than "B," write an "A" in the first box. If you think that statement "B" applies, put a "B" in the first box. To decide which statement best applies, ask yourself "OF THE TWO STATEMENTS GIVEN, WHICH BEST DESCRIBES WHAT I ACTUALLY DO ON THE JOB I NOW HAVE?" It may be helpful in difficult cases to answer as someone would who really knew and understood your present approach to your job. Some statements you may find a little ambiguous; sometimes both will apply, often neither will seem to apply. However, in every case pick the one statement that best describes you at present if you were faced with the circumstances described.

**QUESTIONNAIRE**

- 1 A He overlooks violations of rules if he is sure that no one else knows of the violations  
B When he announces an unpopular decision, he may explain to his subordinates that his own boss has made the decision
- 2 A If an employee's work is continually unsatisfactory, he would wait for an opportunity to have him transferred rather than dismiss him  
B If one of his subordinates is not a part of the group, he will go out of his way to have the others befriend him
- 3 A When the boss gives an unpopular order, he thinks it is fair that it should carry the boss's name, and not his own  
B He usually reaches his decisions independently, and then informs his subordinates of them
- 4 A If he is reprimanded by his superiors, he calls his subordinates together and passes it on to them  
B He always gives the most difficult jobs to his most experienced workers
- 5 A He allows discussions to get off the point quite frequently  
B He encourages subordinates to make suggestions, but does not often initiate action from them
- 6 A He sometimes thinks that his own feelings and attitudes are as important as the job  
B He allows his subordinates to participate in decision making, and always abides by the decision of the majority
- 7 A When the quality or quantity of departmental work is not satisfactory, he explains to his subordinates that his own boss is not satisfied, and that they must improve their work  
B He reaches his decisions independently, and then tries to "sell" them to his subordinates
- 8 A When he announces an unpopular decision, he may explain to his subordinates that his own boss has made the decision  
B He may allow his subordinates to participate in decision making, but he reserves the right to make the final decision
- 9 A He may give difficult jobs to inexperienced subordinates, but if they get into trouble he will relieve them of the responsibility  
B When the quality or quantity of departmental work is not satisfactory, he explains to his subordinates that his own boss is not satisfied, and that they must improve their work

- 10 A He feels it is as important for his subordinates to like him as it is for them to work hard  
B He lets other people handle jobs by themselves, even though they may make many mistakes
- 11 A He shows an interest in his subordinates' personal lives because he feels they expect it of him  
B He feels it is not always necessary for subordinates to understand why they do something, as long as they do it
- 12 A He believes that disciplining subordinates will not improve the quality or quantity of their work in the long run  
B When confronted with a difficult problem, he attempts to reach a solution which will be at least partly acceptable to all concerned
- 13 A He thinks that some of his subordinates are unhappy, and tries to do something about it  
B He looks after his own work, and feels it is up to higher management to develop new ideas
- 14 A He is in favour of increased fringe benefits for management and labor  
B He shows concern for increasing his subordinates' knowledge of the job and the company, even though it is not necessary in their present position
- 15 A He lets other people handle jobs by themselves, even though they make many mistakes  
B He makes decisions independently, but may consider reasonable suggestions from his subordinates to improve them if he asks for them
- 16 A If one of his subordinates is not a part of the group, he will go out of his way to have the others befriend him  
B When an employee is unable to complete a task, he helps him to arrive at a solution
- 17 A He believes that one of the uses of discipline is to set an example for other workers  
B He sometimes thinks that his own feelings and attitudes are as important as the job
- 18 A He disapproves of unnecessary talking among his subordinates while they are working  
B He is in favour of increased fringe benefits for management and labor
- 19 A He is always aware of lateness and absenteeism  
B He believes that unions may try to undermine the authority of management
- 20 A He sometimes opposes union grievances as a matter of principle  
B He feels that grievances are inevitable and tries to smooth them over as best he can
- 21 A It is important to him to get credit for his own good ideas  
B He voices his own opinions in public only if he feels that others will agree with him
- 22 A He believes that unions may try to undermine the authority of management  
B He believes that frequent conferences with individuals are helpful in their development
- 23 A He feels it is not always necessary for subordinates to understand why they do something, as long as they do it  
B He feels that time-clocks reduce tardiness
- 24 A He usually reaches his decision independently, and then informs his subordinates of them  
B He feels that unions and management are working towards similar goals
- 25 A He favors the use of individual incentive payment schemes  
B He allows discussions to get off the point quite frequently
- 26 A He takes pride in the fact that he would not usually ask someone to do a job he would not do himself  
B He thinks that some of his subordinates are unhappy, and tries to do something about it
- 27 A If a job is urgent, he might go ahead and tell someone to do it, even though additional safety equipment is needed  
B It is important to him to get credit for his own good ideas
- 28 A His goal is to get the work done without antagonizing anyone more than he has to  
B He may assign jobs without much regard for experience or ability but insists on getting results
- 29 A He may assign jobs without much regard for experience or ability but insists on getting results  
B He listens patiently to complaints and grievances, but often does little to rectify them
- 30 A He feels that grievances are inevitable and tries to smooth them over as best he can  
B He is confident that his subordinates will do satisfactory work without any pressure from him

- 31 A When confronted with a difficult problem, he attempts to reach a solution which will be at least partly acceptable to all concerned  
B He believes that training through on the job experience is more useful than theoretical education
- 32 A He always gives the most difficult jobs to his most experienced workers  
B He believes in promotion only in accordance with ability
- 33 A He feels that problems among his workers will usually solve themselves without interference from him  
B If he is reprimanded by his superiors, he calls his subordinates together and passes it on to them
- 34 A He is not concerned with what his employees do outside of working hours  
B He believes that disciplining subordinates will not improve the quality or quantity of their work in the long run
- 35 A He passes no more information to higher management than they ask for  
B He sometimes opposes union grievances as a matter of principle
- 36 A He sometimes hesitates to make a decision which will be unpopular with his subordinates  
B His goal is to get the work done without antagonizing anyone more than he has to
- 37 A He listens patiently to complaints and grievances, but often does little to rectify them  
B He sometimes hesitates to make a decision which he feels will be unpopular with his subordinates
- 38 A He voices his own opinions in public only if he feels that others will agree with him  
B Most of his subordinates could carry on their jobs without him if necessary
- 39 A He looks after his own work, and feels it is up to higher management to develop new ideas  
B When he gives orders, he sets a time limit for them to be carried out
- 40 A He encourages subordinates to make suggestions but does not often initiate action from them  
B He tries to put his workers at ease when talking to them
- 41 A In discussion he presents the facts as he sees them, and leaves others to draw their own conclusions  
B When the boss gives an unpopular order he thinks it is fair that it should carry the boss's name, and not his own
- 42 A When unwanted work has to be done, he asks for volunteers before assigning it  
B He shows an interest in his subordinates' personal lives because he feels they expect it of him
- 43 A He is as much interested in keeping his employees happy as in getting them to do their work  
B He is always aware of lateness and absenteeism
- 44 A Most of his subordinates could carry on their jobs without him if necessary  
B If a job is urgent, he might go ahead and tell someone to do it, even though additional safety equipment is needed
- 45 A He is confident that his subordinates will do satisfactory work without any pressure from him  
B He passes no more information to higher management than they ask for
- 46 A He believes that frequent conferences with individuals are helpful in their development  
B He is as much interested in keeping his employees happy as in getting them to do their work
- 47 A He shows concern for increasing his subordinates' knowledge of the job and the company, even though it is not necessary in their present position  
B He keeps a very close watch on workers who get behind or do unsatisfactory work
- 48 A He allows his subordinates to participate in decision making, and always abides by the decision of the majority  
B He makes his subordinates work hard, but tries to make sure that they usually get a fair deal from higher management
- 49 A He feels that all workers on the same job should receive the same pay  
B If any employee's work is continually unsatisfactory, he would wait for an opportunity to have him transferred rather than dismiss him
- 50 A He feels that the goals of union and management are in opposition but tries not to make his view obvious  
B He feels it is as important for his subordinates to like him as it is for them to work hard
- 51 A He keeps a very close watch on workers who get behind or do unsatisfactory work  
B He disapproves of unnecessary talking among his subordinates while they are working
- 52 A When he gives orders, he sets a time limit for them to be carried out  
B He takes pride in the fact that he would not usually ask someone to do a job he would not do himself

- 53 A He believes that training through on the job experience is more useful than theoretical education  
B He is not concerned with what his employees do outside of working hours.
- 54 A He feels that time-clocks reduce tardiness  
B He allows his subordinates to participate in decision making, and always abides by the decision of the majority
- 55 A He makes decisions independently, but may consider reasonable suggestions from his subordinates to improve them if he asks for them  
B He feels that the goals of union and management are in opposition but tries not to make his view obvious
- 56 A He reaches his decisions independently, and then tries to "sell" them to his subordinates  
B When possible he forms work teams out of people who are already good friends
- 57 A He would not hesitate to hire a handicapped worker if he felt he could learn the job  
B He overlooks violations of rules if he is sure that no one else knows of the violations.
- 58 A When possible he forms work teams out of people who are already good friends  
B He may give difficult jobs to inexperienced subordinates, but if they get in trouble he will relieve them of the responsibility
- 59 A He makes his subordinates work hard, but tries to make sure that they usually get a fair deal from higher management.  
B He believes that one of the uses of discipline is to set an example for other workers
- 60 A He tries to put his workers at ease when talking to them  
B He favors the use of individual incentive payment schemes
- 61 A He believes in promotion only in accordance with ability  
B He feels that problems among his workers will usually solve themselves without interference from him
- 62 A He feels that unions and management are working towards similar goals  
B In discussion he presents the facts as he sees them and leaves others to draw their own conclusions
- 63 A When an employee is unable to complete a task, he helps him to arrive at a solution  
B He feels that all workers on the same job should receive the same pay
- 64 A He may allow his subordinates to participate in decision making, but he reserves the right to make the final decision  
B He would not hesitate to hire a handicapped worker if he felt he could learn the job

CHARACTERISTICS OF CHIEF STUDENT AFFAIRS OFFICER  
AND MANAGEMENT STYLES

DEMOGRAPHIC DATA

Directions: Please complete the eleven (11) questions below and the attached Management Style Diagnosis Test score sheet and return to me in the self-addressed envelope. Thank you for your cooperation.

1. Current Job Title: \_\_\_\_\_
2. Name of Institution: \_\_\_\_\_
3. Location of Institution: \_\_\_\_\_
4. Size of Enrollment: \_\_\_\_\_
5. Number of persons under Supervision (full-time) \_\_\_\_\_
6. Experience in Current Position: \_\_\_\_\_ Years
7. Total Professional Experience: \_\_\_\_\_ Years
8. Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female
9. Age: \_\_\_\_\_
10. Highest Degree: \_\_\_\_\_
11. Field of Highest Degree: \_\_\_\_\_

If you would like a summary of this study please complete the following:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX C

SURVEY LETTERS

# NASPA

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS INC  
- Central Office ■ Room 160 ■ Nightingale Hall ■ 1060 Carmack Road ■ Columbus Ohio 43210  
614 422 4115

David L. Meabon, Vice President, NASPA IV-West  
Assistant Vice President for Student Affairs  
Wichita State University, Wichita, KS 67208  
316/689-3032

May 22, 1985

Dear Chief Student Affairs Officer:

With this letter, I would like to introduce Mr. James King, who is conducting his doctoral study on management styles of Chief Student Affairs Officers in NASPA Region IV-West. Mr. King has indicated that the study results will have implications for training needs of administrators. I encourage you to participate.

Mr. King has provided instructions for completing the instrument, and urges you to contact him if you have any questions (405/624-6508).

Thank you for your cooperation and assistance.

Sincerely,



David L. Meabon

DLM:sk



*Oklahoma State University*

DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND HIGHER EDUCATION

STILLWATER OKLAHOMA 74078  
309 GUNDERSEN HALL  
(405) 624 7244

July 10, 1985

Dear

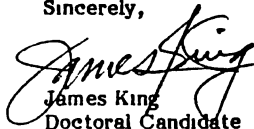
I am conducting my doctoral study which is to investigate the management styles of Chief Student Affairs Officers in institutions that are members of the National Association of Student Personnel Administrators (NASPA) - Region Four West. It is anticipated the study will classify management styles based on task and relationship orientation in various organization situations. The grouped data will be useful in establishing a framework for analyzing situational management styles and adapting appropriate training for administrators.

I would greatly appreciate it if you would complete the enclosed instrument and return it to me by July 26th. Please know that the first few items might seem to be unrelated, but the form was professionally developed and has a very rational organization. Don't give up, for you will find the exercise both interesting and challenging.

Your participation in this study is crucial since only a few institutions were selected. Rest assured responses will not be reported individually, only in grouped data. If you would like to receive a summary of the results please complete the form at the bottom of the demographic data page and return to me.

Thank you for assisting me with this study.

Sincerely,

  
James King  
Doctoral Candidate



Thomas Karman  
Professor, Head, and Committee Chair

JK/ml

Attachments



APPENDIX D

FOLLOW-UP LETTER



*Oklahoma State University*

DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND HIGHER EDUCATION

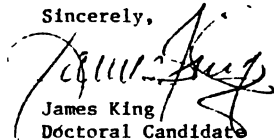
STILLWATER, OKLAHOMA 74078  
309 GUNDERSEN HALL  
(405) 624-7244

August 1, 1985

A few weeks ago, I sent you a survey instrument designed to assess your management style according to various situations. I am especially interested in your response and hope that you will complete it and send to our office at your earliest convenience. Although forty-three percent of the Chief Student Affairs Officers have responded to the survey, your participation is important.

Again rest assured your responses will be held in strictest confidence and will be reported only in grouped data. Thank you for your assistance in completing this study.

Sincerely,



James King  
Doctoral Candidate

VITA

James Barry King

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE RELATIONSHIP BETWEEN CHIEF STUDENT  
AFFAIRS OFFICERS' MANAGEMENT STYLE EFFECTIVENESS  
AND SELECTED CHARACTERISTICS

Major Field: Higher Education

Biographical:

Personal Data: Born in Tahlequah, Oklahoma, July 22,  
1946, the son of Mr. and Mrs. David King.  
Children: Kim Lambeth and Kristi King.

Education: Graduated from Okemah High School, Okemah,  
Oklahoma, in May 1964; received Bachelor of  
Science degree in Education from East Central  
State University in 1968; received Master of Arts  
degree in Education Administration from the  
University of Minnesota in 1973; completed  
requirements for Doctor of Education at Oklahoma  
State University in July, 1986.

Professional Experience: Education Coordinator,  
Oklahoma State Department of Education, 1968-73;  
Member of Management Staff, Creek Nation, 1974-77;  
Vice-President and General Manager, Andrew Skeeter  
Incorporated, 1977-80; Consultant to non-profit  
organizations, private businesses and government,  
1980-83; Project and Research Assistant, Oklahoma  
State University, 1983-86.