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PERCEPTIONS OF SKILLS AND COMPETENCIES NECESSARY TO BECOME AN EFFECTIVE CHIEF STUDENT AFFAIRS OFFICER

The University of Oklahoma PH.D. 1985

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

PERCEPTIONS OF SKILLS AND COMPETENCIES NECESSARY TO BECOME AN EFFECTIVE CHIEF STUDENT AFFAIRS OFFICER

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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By

DORSCINE SPIGNER-LITTLES

Norman, Oklahoma

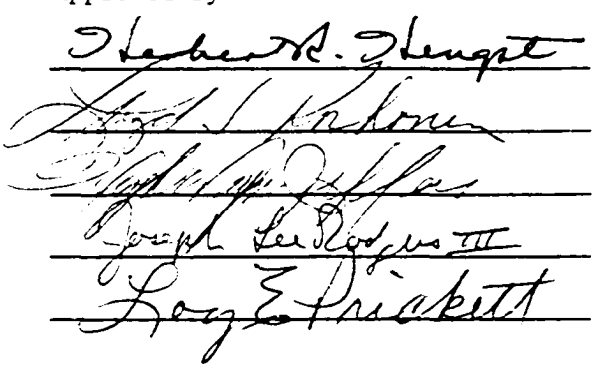
1985

PERCEPTIONS OF SKILLS AND COMPETENCIES

NECESSARY TO BECOME AN EFFECTIVE

CHIEF STUDENT AFFAIRS OFFICER

Approved By



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The writer wishes to dedicate this dissertation to the memory of my parents, Kathryn Spigner and Theoplis Spigner, and my grandparents, Rena Stevenson and E.R. and Willie Spigner and to those friends and loved ones who have gone through the tunnel of light to another dimension. I know that we shall meet, that we shall see each other once again, but until then, from this side it is a dark and distant shore.

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ABSTRACT

PERCEPTIONS OF SKILLS AND COMPETENCIES

NECESSARY TO BECOME AN EFFECTIVE

CHIEF STUDENT AFFAIRS OFFICER

By

Dorscine Spigner-Littles

The purpose of this study was to determine from practitioners, perceptions of the skills most important to Chief Student Affairs Officers (CSAOs), to determine if there were differences in perceptions based upon differences in gender (male vs. female) and educational background (field related vs. non-field related), and to determine if there were skills or competencies perceived as being unique to the field.

From a review of pertinent research and literature, a questionnaire was developed and sent to 197 CSAOs at state universities with student populations of 9000 or more. Responses were received from 153 which generated 139 usable questionnaires or 71% of the targeted population.

Ranking the skills by mean values revealed that the sample group fundamentally agreed that CSAOs needed human relation skills, basic administrative skills, decision making ability and an organizational sense of the function of student affairs in relation

to the whole institution. Seven of the ten competencies that the CSAOs reported as not necessary were skills that could be delegated to subordinates.

Factor analysis of the skills identified from the literature resulted in two principal factors being identified and retained. Factor I termed "Conceptual Skills" emerged as a broadened view of the scope of student services and each of the skills considered of most importance was contained in Factor I. Factor II was termed "Technical Skill" and included those items which required an understanding of and proficiency in a specific kind of activity, procedure, or technique, such as counseling, career advisement, conducting and interpreting research, and designing student personnel programs. Factor II contained most of the skills that were ranked of least importance by the CSAOs.

Tests of significance revealed that gender, educational background (field related vs. non-field related) and the interaction of the two variables had differential effects on Factor I, while the tests on Factor II revealed no significant differences among the four subgroups. The results indicated that the female CSAO whose training was non-field related had higher means in overall ratings of skills, meaning that they rated each of the skills as being of less importance than the other three groups. Their subsequent ranking of the skills also differed as they placed a high focus upon the accomplishment of specific tasks that were direct components of the student services functions.

Unique skills reported in response to open-ended items

reflected the core values and philosophy of the student personnel and student development movement. These skills indicated that practicing CSAOs report a desire to serve the operational needs of students. In contrast, the respondents' identification of the ten highest ranked items and ten lowest ranked items failed to suggest a student orientation.

PERCEPTIONS OF SKILLS AND COMPETENCIES NECESSARY TO BECOME AN EFFECTIVE CHIEF STUDENT AFFAIRS OFFICER

CHAPTER I

INTRODUCTION

Despite the demand placed on all administrators at the university and college level for greater job effectiveness, it is believed that the chief student personnel officer will have the greatest challenge in demonstrating effective performance. The extent to which members of the president's staff and management team are able to promote institutional welfare and achieve institutional goals is a demonstration of their competence. With the student personnel point of view as their basic tenet, chief student personnel officers have often faced problems related to the effective organization and administration of the programs and services that come under their auspices. Staff persons who are student oriented have found management efficiency, organization and a managerial perspective that does not always coincide with student goals antithetic to their viewpoint.

Mueller (1966, p. 81) has particularized the situational dilemma of student personnel work in the following statement:

> On whatever campus he may find himself any student personnel worker will face three dilemmas which other workers, faculty, and administration are able to escape. The first dilemma grows out of the contrast between the goals which his profession embraces and the function which higher education assigns to him. The second is the inadequacy of his methods for achieving either his own objectives or those which the faculty and administrative offices expect of him. The third is the paradox of developing student individuality in the increasingly bureaucratic structure of the campus.

The problems of the individual are obviously reflections of the occupation. The first dilemma arises as a result of the field being created and shaped by outside forces which perceive the function differently than the actual practitioners and educators of the field. The second reflects the failure of the field to integrate the necessary theory and knowledge into a unique, articulate and generally acceptable foundation for student personnel work, and the third is that professional preparation programs are not giving graduates the skills to lead and change programs and activities to cope with the changing face of higher education.

To understand the first dilemma posed by Mueller, it is necessary to take a brief look at the historical development of student personnel services. Penny (1969) and Prior (1973) among others indicate that the problems associated with the profession developed because student personnel work developed out of expediency and lacks a philosophical base which would serve as a point of focus.

Historically, the purpose of college student personnel work has been to enhance and support the goals of higher education while emphasizing the need for implementing the process of human development.

According to Williamson (1961, p. 5), student personnel work was designed to be the "administrative control agent of the president." However, when the student personnel philosophy was articulated, the Student Personnel Point of View, 1937, the basic orientation was toward a service or counseling approach.

From the beginning, student personnel workers were most often seen as a part of administration. However, the relationship and responsibilities of student personnel administrators were changed shortly after 1920 when many colleges and universities began to add personnel who were experts in testing, mental hygience, vocational guidance, and job placement. These varied and often conflicting functions were centrally organized within the personnel division of the college or university. Tollefson and Bristow (1964, p. 18) have hypothesized that the willingeness to accept conflicting assignments led student personnel work to emerge as "a complex of necessary, but delegated and often unwarranted activities that related more to the maintenance than the educational functions of the college or university."

The various activities that formed this group were derived from the proliferation of new ideas and were based on student and institutional needs rather than any theoretical or philosophical basis. Penny (1969, p. 11) states that while the student personnel worker would prefer to conceptualize their work as helpful and student centered, they nonetheless engage in activities (selecting, assigning, regulating, enforcing, controlling, allocating) which from a student point of view are seen as encroaching upon freedom and individualism.

The counseling orientation articulared by the Student Personnel Point of View (1937) and (1949) joined with an increasing administrative work load caused philosophy and practice to come into direct confrontation and has created an identity crisis that has existed within the field since its inception.

This conflict of interest caused student personnel workers during past decades to neglect to fulfill major responsibilities. The inability and unwillingness of institutional machinery and personnel to respond swiftly and effectively enough to prevent the escalation of the student issues during the sixties and early seventies has frequently been cited as a failure on the part of the student personnel field (Tollefson, 1975, p. 102).

Shaffer (1972, p. 386) states that after hearing students' complaints and charges, administrators, faculty and unfortunately student officers saw student personnel services as essentially irrelevant, if not actually incapable of effective response. The collective aspect of the field has created problems and raised doubts of whether it actually qualifies to be a profession.

The authors from the profession devoted the literature of the early seventies to defining how the profession evolved to its present status and the need to develop new models that would make student personnel work central rather than peripheral to the actual curricular thrust of the institutions. According to most organization charts, the student personnel administrator is organizationally equal to the vice president of academic affairs and the chief financial officer. However, student

personnel workers have often been relegated to subordinate and peripheral positions and are seen by academicians and students as essentially uninvolved in the real issues of the campuses.

In summary, the less than full partnership standing of student personnel administrators has multiple causes: historical identification of the position as the administrative control agent of the president while the hallmark of student personnel work has been a benevolent concern for the development of the whole student; separation of student services from academic affairs; conflicting role expectations; disagreement among students, faculty and administration on the responsibilities of student personnel work and lack of an identifiable professional status (Rickard, 1972, p. 219).

Perhaps one of the most significant obstacles to student personnel workers becoming full partners in the educational system is, in the words of Stamatakos (1980, p. 288), "that the profession's perceptions, attitudes and behaviors do not appear to have been shaped and given direction by formal study, cognitively derived principles, philosophical considerations and commitment." Stamatakos went on to make the observation that "in general, professional preparation programs are not preparing graduates to lead and change professional programs."

Matson (1977, p. 103), in defining professional preparation programs, states that "professional preparation programs ideally are a reflection--albeit often dim--of the knowledge and skills required to perform adequately the tasks of a position identified as a part of the profession." Miller and Carpenter (1980, p. 198) state that formally determined preparation and accreditation standards, professional

certification and licensure criteria, and other evidence of quality education are largely lacking at present. Their contention is that professional credibility is a direct result of professional preparation. The implication from the literature illustrates Mueller's second dilemma that before student personnel can make its needed contribution to higher education, it must develop sound philosophical approaches which will be reflected in the professional training program of the student personnel practitioners.

Currently professional preparation of student personnel administrators is not reviewed as critical preparation for high level student personnel positions. Penny (1972, p. 8-9) pointed out "there has been no evidence produced to show that...non-professional trained workers have performed less effectively than have workers with full professional background." In an earlier book (1969, p. 27) he suggested that "the capacity to perform effectively in student personnel positions is not a quality that is consistently or uniquely the product of formal training...That the field as a whole has failed to demonstrate to employing administrators that its members are generally effective in dealing with those issues of significance to institutional leadership."

Preparation programs for student personnel workers have traditionally been oriented toward the development of the whole student with a demonstrated lack of regard for the goals of the institution. Borland and Thomas (1976, p. 145) contend that the major problem inhibiting the field from contributing to institutional professional effectiveness is that student personnel programs have

primarily emphasized personal awareness and professional skills in working with students individually or in groups. They feel the needed organizational skills have not been identified nor considered as legitimate functions for those who are student oriented.

On one hand, the student personnel administrator's orientation has been toward institutional stability, preservation of order, establishing procedures and insuring compliance with rules. The other aspect of their training is the orientation toward counseling individual behavior and the resolution by individuals of their problems. Shaffer stated that both operate in many cases without perceiving themselves as being responsible for input into the organization pattern for meeting stress, predicting tensions, and facilitating resolutions of differing perceptions of the operational environment characterizing the campus (1973, p. 367). McDaniel (1972), Shaffer (1972), Penn (1974), Hill (1974) and Borland (1977) have predicted that remaining a viable part of higher education or indeed surviving as an entity will be dependent upon the ability of student services to contribute to the total organizational development of colleges and universities, and not just the development of the individual student.

McDaniel, in particular, stated that trainers of student personnel workers have generally ignored basic principles of organizational behavior which should serve to guide the development of graduate programs. He follows up his comments in the following manner:

> An examination of the Guidelines for Graduate Programs in the Preparation of Student Personnel Workers in Higher Education does not concern itself specifically with the relevant organization theory nor does it call for any particular emphasis on those general and leadership skills required for increasing organizational effectiveness. They seem to have ignored the fact that a student personnel worker is part of an administrative structure and that the future success or failure of the trainee will largely be a function of his ability to contribute to the effectiveness of the organization (McDaniel, 1972, p. 101).

To add substance to this statement, Shaffer (1980), writing on student services as a subsystem of higher education, states that the student personnel division is typically in a weak bargaining position within the established system and has difficulty in using leverage to gain the resources or even influence the implementation of student personnel programs and activities which, to be effective, must permeate and influence other activities, policies and programs on the total campus. Student affairs generally have low priority in competing for resources and are extremely vulnerable in times of difficulty or retrenchment. Shaffer (1980, p. 304) suggests that student personnel can make a visible contribution to organizational effectiveness by perceiving the entire organization as a client and by vigorously reallocating expenditures of energy to contribute to institutional goal achievement.

The results of a study done by Perry (1966) indicated that student personnel administrators were important to the management team of an institution only as they possessed and demonstrated effective administrative performance. Furthermore, Perry (1966), Harway (1977), McConnel (1970), Frantz (1969) and Bloland (1979) report that student personnel administrators are on the periphery of central decision making and they are evaluated more on their ability to

supervise effectively than on meeting student needs and assisting with their problems. They were found to be significantly different from the other academic administrators in their orientation and are called upon in policy-making decisions only when directly affected.

Review of the field of student personnel work has shown that many of its writers (Mueller, 1964; Penny, 1966; Penny, 1969; McConnel, 1970; Patzer, 1972; Bloland, 1974, 1979; and Stamatakos, 1977, 1980) have recognized the need for professional development of administrators and have been calling for studies on the expertise needed in order that CSPA's could perform their jobs satisfactorily. But, there has been a noticeable void in empirical research in this area. Furthermore, it still remains evident from the literature that a formal and effective program which has helped individuals to assimilate and integrate appropriate knowledge, skills, attitudes and patterns of behavior necessary for them to successfully manage student personnel programs is still not seen as consistently or uniquely the product of student personnel professional preparation programs.

Members within the higher education administration hierarchy have responded to the challenge of institutional leadership by selecting administrators with specific characteristics and competencies that will benefit the institution. For example, the chief fiscal officers have experience in money management and the academic dean comes from the disciplinary ranks of the faculty. The person who is selected as president of an institution is expected in the words of Rausch (1980, p. 164) "to have credentials, characteristics and competencies that are as broad as the responsibilities assigned."

Of remaining concern is the student personnel administrator. Knock (1977, p. 7) points out that "what constitutes quality preparation for the field is still a matter where questions can and should be raised." The identity crises mentioned earlier have come about as student personnel administrators realized that some of their past methods of operation were not acceptable for present and future effective student personnel administration. Some institutions have chosen to ignore professional preparation in favor of selecting student personnel administrators from widely divergent backgrounds in other professions and occupations. It has been realized that more than general insight, good intentions and sympathy are necessary for effectively administering the varied and complex programs of student services.

Bloland (1979, p. 58) raised the question of why pertinent training and experience isn't seen as prerequisite to appointment as a chief student personnel officer. He answered his question with the contention that a student personnel background provides no particular advantage because it is not congruent with the role expectation actually held for the position. In fact, a number of authors (Williamson, 1958; Barry and Wolf, 1963; Fitzgerald, Johnson and Norris, 1970; Rhatigan and Hoyt, 1970; Dewey, 1972; Harvey, 1979; Bloland, 1979; Knock, ed., 1977; Creamer, ed., 1980) have been concerned with the third dilemma mentioned by Mueller. They have all written about the issues of what should constitute adequate preparation for the profession and what skills student personnel administrators should possess to be effective administrators. The persistence of these interrogative exercises on the

training programs for professional personnel workers has plagued the field and raised doubts about its continuance.

Crookston (1972b, p. 3) noted that student personnel administrators, who were trained in the nuances and skills of applying in loco parentis, found that the early seventies brought a new concept, more avuncular in nature, which required a search for new ways and means to function effectively. To this point, there appears to be growing conviction from various writers of the field that more effective programs of preparation in student personnel work could be established if the skills best suited for the job functioning of the worker were known and used as teaching objectives by the instructors teaching in such programs. Therefore, those trained within the field have responded with a consensus of opinions that professional growth for a CSAO involves a clear understanding of the skills that contribute to organizational effectiveness.

Although there seems to be a consensus of opinion that professional growth for an administrator involves a clear understanding of the skills that contribute to organizational effectiveness, there has been little research which identifies the skills needed by student personnel administrators. Training of student personnel workers is still a hodgepodge of various orientations and have yet to examine the competencies required by the various openings in the field. Since the training for student personnel workers is not directly related to practice and reflects the lack of synthesis within the field, the administrator, as a graduate of this program, has potentially the most vulnerable role in higher education. As a result, student personnel workers have

increased their demand for more relevant training programs. These professionals have called attention to the fact that the future direction of the field and whether it will survive will depend upon the professional preparation, or lack of it, obtained by those who serve the field. Furthermore, they feel that successful administration will require its administrators to acquire and constantly utilize certain skills in order to function effectively.

Articles and presentations have focused on identifying basic skills and abilities which various authorities feel administrators must possess if they are to be successful in performing their duties. Additionally, Valerio (1980, p. 7) has stated that the "relationship with the college president is one of the single most important determinants of effectiveness of the chief student affairs officer and therefore his/her student affairs division." Rickard (1972, p. 223) has pointed out that "there is often incongruence with how the president sees the role for the chief personnel officer and how he/she sees himself." Therefore, one of the issues the CSAO must face is to clarify what role student affairs officers have within the management hierarchy and consequently the skills needed to serve the perceived needs.

The attention of the eighties then is on designing educational programs which will result in students possessing requisite skills and knowledge which are necessary for effective student affairs professionals. There is evidence that the desire to realize their philosophical goal has been replaced with a realization that a rational explication of a body of knowledge and skills must come first. A

commitment to human development is respected, but demonstrated competence in accomplishing that commitment is seen as a requirement. And that there is need to reexamine the realities of the world of higher education as the training programs for student personnel workers are designed.

Since the selection of administrators and others to occupy positions of authority is a critical task to the effective functioning of an organization, social scientists have addressed many leadership issues during the past century. Relatively little is known, however, about the effects of variables associated with management selection. Therefore, it is imperative to begin identifying those variables that either increase or negate efficiency and that will establish or enhance their role within the administrative hierarchy.

The present study is concerned with identifying appropriate skills that will enable student personnel administrators to hold successfully positions of major responsibility and authority. This information would be of great value to educators who have the responsibility of preparing students to work in student personnel administration. It would also provide information which could be useful to chief student personnel administrators as they assess their personal strengths and weaknesses.

The study's intent is not to imply that chief student affairs administrators should solely determine what the skills taught in professional preparation programs should be. However, it should be recognized that the group could be instrumental in improving the program for the benefit of graduate students, for their own hiring

needs and for the profession as a whole. The present study was designed to contribute to this needed information.

Statement of the Problem

The purpose of this study was to identify the skills deemed most important for effective performance by Chief Student Affairs Officers (CSAOs). More specifically the following research questions were pursued:

1. What are the most important skills necessary to an effective chief student affairs officer as seen by the practitioners themselves?

2. What differences (if any) exist in the perceptions of respondents as functions of their gender and educational background? In order to answer this question it is restated in research null hypothesis form.

   a) There are no significant differences in the perceptions of male and female CSAOs on the skills necessary to an effective CSAO.

   b) There are no significant differences in the perceptions of CSAOs with field related educational backgrounds and CSAOs with non-field related educational backgrounds on the skills necessary to an effective CSAO.

   c) There is no significant interaction of gender and educational background based upon the perceptions of skills necessary for an effective CSAO.

   These hypotheses were tested at the .01 level of significance.

3. What skills (if any) are unique to the role of chief student affairs officer?

Significance of the Study

In reviewing the literature, no research was found that sought to establish training recommendations based on the skills utilized by the Student Personnel Administrator. Furthermore, the search of the literature in Student Personnel Work revealed authoritative opinions

regarding the skills necessary to be an effective administrator, but little empirical research on the subject. The authors writing usually were practitioners who felt their training programs were ill-preparing students to enter a position in student personnel administration.

The findings of this study may provide a basis by which student personnel educators could move toward more appropriate training programs and, in the wake of accountability, do so with the assurance that their programs will be founded on competencies and skills as defined by professionals in the field. In addition, it would benefit student personnel administration education and preparation courses in self-evaluative activities by providing focus. On becoming aware of the specific skills that are needed, educators can determine how certain courses or methodologies can best develop these skills. Additionally, selecting meaningful courses and clarifying choice of practicum experiences or internships based on skills that need to be developed would provide synthesis in relating the courses of study with future roles and functions.

This research will also provide information which would benefit students by enabling them to compare their areas of strength and competencies with those of practicing administrators. Finally, and of paramount importance, it will provide a source of information on the subject, which is discernibly absent from the professional literature.

Definition of Terms

The terms and concepts used in this study are defined as follows:

Chief Student Personnel Administrator. This term refers to the person who is responsible for developing and administering the entire program of student services on a given campus and reports directly to the president or executive officer of the institution. This administrator usually has the title of vice president of student affairs, student services, student life, student personnel services, student development, and so forth.

Effectiveness. Effectiveness is viewed in terms of a general level of organizational goal attainment, hence the following definition: the degree to which the organization/institution is accomplishing all its major tasks or achieving all its objectives; a general evaluation that takes in as many single criteria as possible and results in a general judgment about the effectiveness of the organization.

Skills. A learned power of doing something competently, a developed aptitude or ability; the ability to use one's knowledge effectively and readily in execution or performance.

Student Personnel Point of View. Encompasses the student as a whole. The concept of education is broadened to include attention to the student's well-rounded development—physically, socially, emotionally and spiritually, as well as intellectually. The student is thought of as a responsible participant in his own development and not as a passive recipient of an imprinted economic, political, or religious doctrine, or vocational skill. As a responsible participant in the societal processes of American democracy, his full and balanced maturity is viewed as a major end-goal of education and, as

well, a necessary means to the fullest development of his fellow citizens.

Student Personnel Services. The college or university program which assists students, individually and in groups, to take full advantage of the opportunities offered in the academic community. Emphasis is placed upon the student—his needs and aspirations, his intellectual, personal, psychological, social, and physical growth—so that he may achieve his own goals and the goals of society as reflected by the particular institution he/she attends.

The term "student personnel" is used to describe an administrative group and is often used interchangeably with other terms such as "student affairs," "student services," "student personnel division," and "student development programs."

All skills identified in the literature will be identified and defined within the context of each author's meaning.

Organization of the Study

The intent of Chapter I has been to present an overview through introductory remarks that present a rationale for the study, statement of the problem, definition of terms and an organization of the dissertation. Chapter II contains a review of the literature on several areas that are relevant to student personnel administration. Brief literature reviews call for research concerned with the skills needed by student personnel administrators, research in other fields on skills recommended for professional development and authoritative recommendations of the skills needed to become an effective Student Personnel Administrator, criticisms and past recommendations of

preparation programs for student personnel administration, and a review of literature concerning skills and roles of male and female CSAOs.

A summary of the literature review is given to gain perspective on the problem of the study. Finally, within Chapter II a summary list of skills and definitions often listed as critical to an effective student personnel administrator is presented. This list was the core of the survey instrument that was mailed to Chief Student Affairs Officers. The Instrument and Methodology used are outlined in Chapter III. Chapter IV consists of the analysis of the results of the survey that will be sent to the Chief Student Affairs Officers. A discussion of the results is presented in Chapter V.

The review included the works of noted authorities in higher education and professional organizations, doctoral dissertations, and periodical articles pertaining to the subject. Although the review of literature revealed numerous training recommendations for preparing student personnel administrators, little empirical research directly related to the problem was found. Concomitantly, no research was found that sought to establish training recommendations based on the skills utilized by the student personnel administration in his job performance.

CHAPTER II

REVIEW OF RELATED LITERATURE

The issue of what skills or competencies are necessary for administrators to assume leadership positions within higher education, to become effective members of administration organizations and to successfully execute the routines and responsibilities of the specialized functional areas within the student personnel profession is subject to widely varying opinions. Despite a lack of definitive research on the matter, there has been wide recognition of the need for studies concerned with the skills used by the student personnel administrator and characteristics necessary to a successful administrator.

Practitioners and authors of the field have professed the belief that certain core values or beliefs reinforce the separation of CSAO's from the other administrators. This is especially critical because the value system of top management influences a subdivisions direction. In addition to various attempts being made to identify the necessary skills for CSAO's, some other questions often asked are: How does educational training translate to knowledge, skills, and abilities for successful CSAO's? And, can the necessary skills and knowledge be acquired on their job with a specific educational

background? Out of the literature has come the recognition that demonstrated competence and not just academic credentials may be the requisite condition of employment.

Calls from the Field for Identification of Skills and Competencies

In discussing the training of all college and university administrators, Bolman (1964, p. 273) voiced the opinion that research concerned with the skills used by the student personnel administrator is desperately needed. He stated:

> The critical question is: what skills are needed, and can these skills be acquired more effectively than by doing--or trying to do--the job in question. Some of the relevant skills are specific and technical and training already exists. Prospective collegiate librarians attend a general school of library science. Business managers, accountants, book store managers, and the like, have access to undergraduate and graduate disciplines. Certain occupations, such as public relations, housing, purchasing, placement, and fund raising will at least overlap in character of performance similar activities beyond collegiate walls, and training facilities are available in these areas...
>
> But many administrative activities in the academic community have no parallel to other forms of work in our society. Where alas does one find the equivalent of our registrars, deans of students, admissions officers, directors of off-campus centers, academic deans, the various vice presidents, provosts, and presidents and chancellors?

He went on to say "the difficult question is, Do we know enough about the skills required of each of the peculiar academic administrators to be able to say what preparation would be advantageous (p. 273)?" The need for research concerned with the skills utilized by the student personnel administrator was also recognized by Upcraft. In a study concerned with the effect of past training on the student personnel administrator's present perception of his role in student personnel work, Upcraft (1971, p. 137) concluded:

> ...It is urgently important that assumptions concerning the other effects of training in addition to role perception be critically examined. Is there a relationship between training and specific job skills? Between training and personality? We have failed to produce much research in the past, we have assumed too much and studied too little.

McDaniel (1972, p. 105) also felt that little consideration had been given to training student personnel administrators in skills based on the differing roles they will play. He stated:

> Research in student personnel administration should become more concerned with identifying and operationalizing the cognitive and affective behaviors required for job success. There exists innumerable lists of functions, services, and definitions but few indicators of skills required in organizationally relevant roles (such as student personnel administration).

In 1974, Penn concluded "it must be demonstrated that professional competence in the field of student personnel work is related to knowledge and specific skills learned in preparation programs as well as through successful work experience" (p. 259). Before the statement by Penn and since 1974, many writers of the field (Mueller, 1964; Penny, 1969, 1972; McConnel, 1970; Bloland, 1974, 1979; Miller, 1980; and Stomatakos, 1977, 1980) have been calling for identification of the kinds of competencies, skill and expertise that are necessary for adequate performance of the tasks and roles performed by student service administrators.

Delworth and Hanson (1981, p. 38-39), in observing the tasks of the vast array of professional responsibilities of the student personnel administrators, made the following statement:

> Student services are asked to work at increasingly complex jobs that require very sophisticated knowledge and skills. We are asked to design programs, administer services, supervise staff, analyze budgets, evaluate programs, assess students and consult with faculty. It is nearly impossible to teach all that is needed

> to perform these many tasks in any given graduate training program.
>
> ...What is needed, we believe, is a systematic identification and classification of competencies essential for effective delivery of services.

In Miller's (1980) viewpoint, the body of knowledge which underlies the field of student affairs and the skills and competencies required to apply that knowledge in practice is the keystone to professional development. Based on this contention, he reiterated contentions made by Bolman (1964, p. 202) more than fifteen years earlier by stating the following tentative hypothesis on the training of student personnel professionals:

> 1. There is an identifiable body of knowledge essential to the growth of student affairs professionals, the learning of which can be systematically facilitated through programs of professional preparation.
>
> 2. There are identifiable skills and competencies essential to the growth of student affairs professionals, the learning of which can be systematically facilitated through programs of professional preparation.

Skills and Competencies Identified as Necessary for Chief Student Personnel Administrators

Although the search of the literature revealed few empirical studies concerned with the skills utilized by student personnel administrators, there have been numerous statements on the relative importance of various skills used in student personnel administration and the consequent need for the development of these skills in professional training programs. The literature clearly indicates that for the past fifty or more years student personnel work has been raising questions about the growth of the profession and the problem of analyzing the functions and building a professional course of

preparation on the basis of skills required for particular functions.

As early as 1928, Sturtevant discussed the role of skills and functions of the dean of women by stating:

> A consideration of the functions of dean of women as a basis for a professional course suggests the second question, "What particular skills does one need to perform these functions?" A satisfactory answer entails further analysis. Discipline, for instance, involves skill in case study and in the art of bringing about recovery from wrongdoing...Successful administration demands skill in the planning of work and in the use of devices for accomplishing work. (p. 260)

Then, as now, Sturtevant believed that the survival of the profession rested upon the development of professional subject matter comprised of specific information and skills. Sturtevant believed that improved skills in the following areas might be learned: (1) work with individuals on personal problems; (2) the organization and management of social activities; (3) the supervision of housing; (4) the organization and direction of part time employment of students; and (5) research. She concluded her article by saying:

> In my opinion, the continuance of the professional status of the dean depends upon the rapid development of the specific information and skills and techniques which comprise professional subject matter. There is more and more demand for those who have learned to use expertly the tools of service in the fields of personnel. (p. 261)

Williamson (1958, p. 3-5) stressed a number of special competencies a student personnel worker should possess: (1) technical competence in a specialty such as counseling, student activities or supervision of dormitories; (2) an articulate understanding of the various philosophies of education; (3) a liberal education; (4) an understanding and competence for the various roles to be played in the working team relationship with teachers as well as others within the personnel program; (5) a formalized orientation in administrative

processes, especially in interpersonal relations; (6) public relations; (7) knowledge of means of financing services; (8) understanding of the institutional context in which student personnel services are performed; (9) understanding of contemporary issues. Williamson believed these competencies could be acquired through general experience or through formal training.

In discussing the training of all college and university administrators, Bolman (1964, p. 277-280) noted that there appeared to be three competencies required for administrators. These are (1) professional skills; instances of this would be the activities of accounting, finance, library work, and that portion of student personnel work having to do with psychological counseling; (2) comprehensive understanding; understanding of the whole community is necessary for effective work by administration. Such understanding involves at least three fundamental insights for those preparing to be administrators. First, there is understanding of the administration of a particular type of institution, for example, a junior college. Next, there is the understanding of varying administrative patterns currently used in different institutions. And finally, there is the understanding of the administrative processes themselves; and (3) political insight in the ways and purposes related to achieving insight into the political, economic, social, ethical, aesthetic and spiritual forces in society and knowledge how education may benefit that society.

Kauffman (1964, p. 292) also identified some key skills which he felt were necessary for a chief student personnel administrator to possess in order to be effective in the role:

> He must be sophisticated enough to coordinate testing, health, and counseling services. He must be able to administer substantial budgets and operations, yet be research-oriented and intellectually on a par with senior faculty members. Above all, perhaps, he must be able to represent the office of the president on many delicate and difficult matters.

Trueblood (1966, p. 83) felt that at the doctoral level should be devoted to developing greater skill in the areas of counseling psychology or institutional studies (research on higher education including the college student). He specifically felt that a doctoral program should emphasize "deepening the understanding of the behavioral sciences, the context of higher education, and on the philosophy and skill of counseling, research skills and philosophy of inquiry" (p. 83).

Historically, counseling skills have been an influential basis for the training of student personnel workers. Parker (1966, p. 259-260) proposed that the education appropriate for counselors includes five critical skill areas that are basic to virtually all student personnel functions. They are as follows:

1. The counselor's sensitivity to others that enables him to develop effective working relationships.

2. The counselor's skill in objectively analyzing the strengths and weaknesses of individuals.

3. The counselor's skill at interviewing.

4. The counselor's awareness of the nature and extent of individual differences in those with whom he works.

5. The counselor's ability to identify learning difficulties and his expertise in how learning takes place.

In addition to this common core of studies relating to

counseling skills, Parker did recommend other skills including administrative decision making, consensus taking, record keeping, budget making and specialty skills.

Prior to Parker expressing his viewpoint, other authorities on student personnel work (Anderson, 1948; Dressel, 1957; Berdie, 1966) had emphasized counseling skills as the basis for student personnel functioning and training. In 1967, Shoben said "that the relevance of psychology to the attainment of personnel goals lies in the general light it throws on human development and the human condition, not in its professional character" (p. 243). Shoben felt that student personnel work lends itself to having psychology or counseling skills as the basic discipline based on the student personnel view which emphasized the uniqueness as well as individual differences among students to higher education.

During the period of campus unrest there were writers who were critical of training primarily in counseling skills. Cosby (1965, p. 14) found such training to be an inadequate base for a student personnel administrator to perform effectively. She stated:

> Faced with the responsibility of working creatively with what appears to be a new social system, student personnel professionals come ill-prepared for their work. Understanding of the dynamic relationships within an emerging system is hardly to be found in the study of individual psychology or in a counseling practicum.

Greenleaf (1968, p. 29-32) recognized that the student personnel administrator during this era needed to be a generalist in order to have the sophistication necessary to carry out all of the various role expectations that came with the job. Greenleaf stated that the student personnel administrator needed skills in the following areas:

1. Management;
2. Communication;
3. Intellectually;
4. Administration;
5. Coordination of specialist groups;
6. Leadership of divergent groups;
7. Catalyst in the university community;
8. Counseling and interviewing skills;
9. Knowledge of the characteristics of the young adult;
10. Legal knowledge and a broad knowledge of world affairs;
11. Skills to provide in-service training for staff responsible for operations and management.

Clearly, Greenleaf and Cosby were suggesting that the role of student personnel workers called for additional skills other than counseling. Penny (1969, p. 42) was especially critical of the student personnel's emphasis on counseling and maintained that if, within the administrative power structure, the student personnel worker is going to achieve recognition within the administrative power structure, it will recognize counseling as an insufficient base for those who engage in administrative functioning. In discussing the work of the chief student personnel administrator, Penny delineated the following skills that were needed:

> As agents delegated to perform institutional functions, student personnel workers must supervise as well as provide direct services. Control may be elaborate and ingenious, understated and casual, or kindly but firm, supervision may be comprehensive or superficial, welcome or resented. Nevertheless, positions bearing such titles as dean, director, vice president, and coordinator, imply that administration, coordinating, planning, budgeting, and supervising are the major tasks of student personnel administrators.

The conflict of opinion regarding counseling versus administrative skill as the basis of student personnel work resulted in a dissertation by Gerber (1974, p. 88) which appraised the role of counseling skills verses that of administrative skills in the job performances of the chief student personnel administrator. The findings

of the study indicated that both sets of skills are considered important. The conclusion of the author was that a combination of counseling and administrative studies and experience is the most appropriate training for the chief student personnel administrator.

Hedlund (1971, p. 325) proposed a humanistic education for the student personnel worker. The objective of this course of study would be designed to prepare the personnel worker for intervention in the campus community and would require a combination of the following capabilities: human relation skills and consultation skills, understanding of the institution of higher education, and a sound knowledge of the process of healthy personality development. Hedlund recommended that all functions must be based on research.

In a 1972 dissertation, Gierhan studied the administrative role of selected chief student personnel administrators during the sixties decade. The information acquired by Gierhan indicated that chief student personnel administrators had to possess a higher level of management skill in areas of communication, planning, organizing, coordinating, and budgeting in 1970 as compared with 1960 and that head student personnel administrators, during the sixties, had to add crises intervention skills, research and evaluation skills, and behavior modification skills to the basic management skills which were required to perform the head student personnel administrator's duties in 1960.

Other skills mentioned were ability to work effectively with a wide range of students, knowledge of legal questions particularly in dealing with students' rights, public relations and knowledge of human behavior and its application to management techniques.

In a study to identify the gaps in the educational preparation of chief student personnel administrators, McDaniel (1972) began with the assumption that master's programs have basically ignored the principles of organizational behavior. McDaniel emphasizes that skills overlooked as a result of ignoring organizational behavior theory is necessary if chief student personnel administrators are to find a way to contribute to the effectiveness of the organization and preserve the potency of the profession and the position. McDaniel (1972, p. 101-105) offered the following observations on the skills which would better serve student personnel administrators:

> Emphasis (in current student personnel training programs) on philosophical and descriptive content needs to be reduced. Increased attention should be given to the development of analytical and conceptual tools (skills) which will be valuable in a wide variety of problem identification and problem solving activities. Without such skills the graduate can only serve a prophetic role in the system and cannot serve an administrative leadership role.

The curriculum recommendations of McDaniel includes a course in business management, cognitive skills for policy formation, human relations and middle and lower management skills. McDaniel thinks these courses would provide more expertise in relating to the organization as a whole. McDaniel does not identify course titles as much as he identifies guidelines for programs to increase the organizational competencies of future student personnel administrators.

McIntrye (1974, p. 487-491) recommended basic management skills such as goal setting, evaluation and personnel management as important tools for the successful and efficient management of the student personnel program. Elaborating on those basic skills, McIntyre stated that student personnel professionals must develop the following

management skills:

1. Development of a viable philosophy of student affairs;
2. Assessment and inventory of resources including personnel, budget and space;
3. Establishment of adequate control systems;
4. Evaluation;
5. Inter-institutional cooperation.

The Council of Student Personnel Associations (COSPA, 1975, p. 527-528) suggested behavioral outcomes which are necessary professional competencies, skills and techniques needed by the student personnel professional. The three skills and competencies needed for effective performance are goal setting, assessment and the process of change by use of organizational development, systems theory, intervention theory and future intervention to facilitate behavioral development within the individual, the group theory and the institution. The criteria for selection of these skills and competencies are derived from the concept that the student development specialist performing in one of three roles--administrative, instructional or consultative--will enable the clientele to (a) achieve goals, (b) manage conflict, and (c) become more self-directed and self-fulfilled.

Although Ostroth (1975) focused his research on masters programs and training for entry level jobs, the recommendation for competencies and skills show similarity to studies involving doctoral programs. Ostroth focused his research around the question of what importance did practicing chief student personnel administrators place on the main areas of study and which courses in particular were of value in obtaining appropriate skills and competencies for the entry level worker. The responses showed that the areas of competence clustered around five primary categories: counseling competence, competencies in administration

and management, understanding of the field of higher education, and competency in research and evaluation. The specific courses which contributed to these competencies were administrations and management. The specific courses were supervised practice, counseling, administration in higher education, the college student, and the law as it applies to higher education.

One of the significant findings of the study was the high rating received by a course in human relations in higher education administration which covered the professional relationships with faculty, staff and students. This course developed communications and leadership skills according to the respondents. A related area that received support was that of politics in higher education, the ability to maintain good relationships both inside and outside the institution. The respondents rated research skills lowest in value, contrary to other studies, but the authors advise that this will become an increasingly important skill as accountability is emphasized more (Ostroth, 1975, p. 321-322).

McIntosh and Maier (1976, p. 87-91) studied what kinds of skills are essential for success in a changing academic environment. They identified certain skills that are necessary for effective behavior in any top administrative position. Their list includes:

1. Ability to empathize;
2. Planning skills;
3. Ability to organize;
4. Decision making;
5. Administrative skills;
6. Interpersonal skills;
7. Ability to function independently of others;
8. Long range planning;
9. Vision--being able to see matters in broad perspective and to integrate the various facets into a cohesive and responsible plan;
10. Evaluation;

11. Ability to delegate duties;
12. Financial talent--skill in dealing with financial restraints; the ability to cut and trim budgets with a minimum effect on programs;
13. Resourcefulness;
14. Communication skills;
15. Leadership.

For all professional accepting student personnel work, especially administrative, Hunt (1976, p. 6-16) recommended the following topical areas of knowledge and skills as a part of their professional development:

- Knowledge of objectives of institutions, i.e. junior-community colleges, liberal arts colleges, multi-purpose universities, church-related institutions, etc.
- Skill in helping student personnel functions to meet institutional objectives.
- An understanding of characteristics and needs of students, including various specialty groups, i.e., minorities, older students, married students, etc.
- An understanding of institutional governance, policy formulation and decision making which affect student personnel.
- An understanding of environmental factors which influence change.
- Experiences and knowledge to develop skills in human relationships necessary to relate to diverse types of people.
- Experience in, and ability in, working with staff to set goals and to evaluate work; leadership skills.
- Knowledge of the decision making process.
- Counseling skills to be used with students and staff.
- Assessment techniques to assist in determining needs of students and staff.
- Research skills for evaluation of programs.
- Special skills for functional area(s) for which the generalist may have major responsibilities.

- Administrative skills:

  ** Goal setting

  ** Evaluation

  ** Allocating of resources

  ** Budget development and control

  ** Office management

  ** Information systems and data processing

- Understanding trends, issues and context of post-secondary education.

- Techniques for leadership development.

- Means of effecting environmental changes.

- Development of interpersonal relationships to the end that student personnel staff, student leaders and faculty can effectively work together.

- Supervised work experience.

Knock (1977) served as editor of a monograph which presented position papers and statements of reactions to the position papers regarding what constitutes quality education for the student affairs professional. In discussing appropriate programs of preparation, some of the authors identified the skills and competence necessary to perform tasks related to specific functions.

For the entry level worker on the junior college level, Matson (1977, p. 116-119) recommended the following area of competency:

1. Appraisal of student needs;
2. Diagnosis of learning problems and disabilities;
3. Counseling skills;
4. Design and development of student personnel programs;
5. Learning theory and curriculum development;
6. Use of technical media;
7. Knowledge of vocational choice and development theory and practice;
8. Knowledge of student characteristics;

9. Supervision;
10. Assessment of collegiate environment;
11. Consultation;
12. Knowledge of community organization and skill in outreach;
13. Evaluation and accountability;
14. Research capability.

Matson (1977, p. 126), in listing desired competencies of a well-qualified student personnel generalist said one new "competency," albeit, a complicated one, should be "a new attitude, a broadened view of the scope of student services, and an operative philosophy which will equip each new professional in the field with a practical, but greatly expanded, vision of how student services can serve to integrate all educational programs of a college.

Matson further believed that training programs should be different for junior college and senior college student personnel workers. However, Hoyt and Rhatigan (1968, p. 263) found that only small differences occurred in the functions in the two settings. Therefore, they concluded that their study found little reason for supporting the position that separate programs should be instituted for preparing junior college and senior college student personnel administrators.

Rodgers (1977, p. 27) recommended revitalizing student personnel preparation programs through training the workers as social interventionists who work with students and their environments to increase the probabilities of positive developmental change. The skills he recommended for social intervention professionals are the following:

1. Counseling;
2. Group facilitation and methods;
3. Laboratory education design;
4. Conflict management and negotiation skills;
5. Data collection/action research;
6. Teaching;
7. Designing learning experiences;

8. Paraprofessional training (counseling and group methods);
9. Consulting.

Rodgers pulled together several distinct skills areas, the need for expertise in organizational development and small group skills and the theory to practice transition.

Greenleaf (1977, p. 156) suggested the following professional practice objectives for student personnel practitioners:

1. To describe accurately the characteristics of a student body to the end that their needs may be met most effectively by both the faculty and the student personnel staff.

2. To assist students in meeting their needs to the end that each student will accomplish a degree of academic success and a measure of personal development.

3. To serve as catalysts to the end that students will genuinely benefit from peer learning and interpersonal relationships with faculty.

4. To perform necessary student services: admissions, records, financial aid, recreation, governance, counseling, placement, developmental education, special services for minority-group students, housing, student conduct management, health services, and alumni relations.

5. To assist each student regardless of age, sex, race or academic potential to develop as fully as possible during the time he or she is a member of the institutional community.

Greenleaf (1977, p. 159-160) felt that regardless of the academic emphasis, it is important that certain basic elements exist in the curriculum to prepare student personnel staff:

1. Sufficient flexibility to meet varying backgrounds of students admitted to the program and to prepare persons to work in a variety of positions in a variety of settings of higher education.

2. Provisions for basic core courses as well as an opportunity to develop skills in special functional areas. Core courses should provide knowledge and competencies necessary to

a. understand varying objectives of different types of institutions--junior-community colleges, urban universities, liberal arts colleges, multipurpose universities, open universities, etc. (higher education, philosophy, history).

b. understand policy formulation and governance of institutions (higher education, administration in education, public administration, business organizations and business management).

c. assess environmental factors and means of influencing changes (psychology, statistics, research design, sociology, behavioral sciences).

d. identify characteristics and needs of the young adult as well as various sub-groups in institutions of higher education (psychology, research, student personnel courses, Afro-American studies, women's studies, anthropology).

e. carry out management responsibilities such as budgeting, managerial control, and information systems (accounting, business management, business organization, data processing).

f. develop individual and group counseling skills (counseling and clinical psychology).

g. practice skills--an opportunity to carry out student personnel responsibilities based on theory and philosophy (practicum, field experience, internship).

3. Extended core courses give identity to various preparation programs. With the help of an advisor, the student should identify basic interests and skills and plan courses accordingly. Thus, if a person is interested in student activities, courses in group work from sociology or psychology should be coupled with practicum or internship in the student union, the activities office and/or programming in the residence halls. If a person prefers a counseling emphasis extended courses in counseling and counseling practicum should be coupled with courses in psychology.

Additionally, it is Greenleaf's personal conviction that possession of the following six characteristics and skills are essential to carrying out the functions expected of student affairs staff:

1. Intellectual sharpness;
2. Curiousity and knowledge about concerns of students;
3. Skill in human relationships;
4. Skill in leadership techniques;
5. Commitment to student personal work;
6. An interest in the curriculum offered by the program in which the student enrolls (p. 157-158).

Blaesser (1977, p. 169-170) reacted to Greenleaf's curricular guidelines by stating "she has set forth an excellent, comprehensive group of competencies which one may expect to see in varying degrees in the graduates of professional preparation programs now and in the future." He adds, "management competencies are rightfully included in this era of accountability. A recurring complaint of many presidents and academic and financial affairs vice presidents is that student affairs programs are not administered effectively."

Blaesser (1977, p. 170) furthermore offered the viewpoint that student affairs professionals must gain the competencies to provide leadership within the college and university setting. He believes the field of organization theory and change, requiring competencies in assessing, consulting and educating others in the dynamics of planned change, is a basic component of preparation programs for student affairs administrators and staff at both the master's degree and doctoral levels. He made the following observation:

> Organizational development, with its focus on the stimulation of human potential and flexing the constraints of institutional organization, has earned its spurs in business, industry, government, and community work. Only a few OD applications have been attempted in postsecondary education. Cognitive background in organizational development and organization change internships with depth experiences are crucial to effective leadership.

Therefore, Blaesser (1977, p. 170) recommends adding a sixth professional practice objective to Greenleaf's list. He added, "the

student affairs professional should be able to diagnose and interpret organizational processes, and to help collaboratively to bring about appropriate structural and functional changes which will continuously improve services to students and to institutions."

Riker (1977, p. 136) examined the proper balance between content courses and experiential learning and provided the following list of skills:

1. Group leadership;
2. Facilitation;
3. Counseling;
4. Problem solving;
5. Career planning and development;
6. Value clarification;
7. Decision making;
8. Psychological measurement;
9. Assessment;
10. Consultation.

In the last section of her position paper, Dewey (1977, p. 84-85) discussed the selection of candidates for student personnel work. She notes that self-selection has been the primary operational factor in admission to student personnel graduate programs, even though professional educators have identified preferred abilities and skills. Those skills are: helping skills, research, assessment and evaluation, leadership, skills for change agents, and the ability to become proactive. Dewey states that the self-selection process and the philosophy of the field has created an influx of field-dependent professionals to the field. She says, "what would at first glance appear to be a positive match between professional competencies and personal skills offered rests on the unverified assumption that the competencies sought are adequate to meet the performance requirements of the professional field."

At the same time, student personnel workers have been urged to do research, to assess and evaluate their programs, to become aggressively proactive to assert leadership, to be change agents, in short, to do things for which they were never professionally prepared and for which they have neither the personal inclination or style to perform. Dewey (1977, p. 85-86) attributes the lack of success in the administrative role and paucity of research to the recruitment/selection circularity, based on the predominant cognitive style. In addition to retaining the human relations skills of the field dependent, Dewey (1977, p. 87) urges the inclusion of field independence in programs for their proclivity for theoretical analytic skills.

The eight dimensions of leadership that have been most often identified in the research literature from 1945 to 1974 have been summarized by Stogdill as: administrative skills, social and interpersonal skills, technical skills, intellectual skills, leadership effectiveness and achievement, social nearness and friendliness, group task supportiveness and task motivation and application (Skipper, 1976, p. 138). In a study of one of the identified skills, Skipper (1976, p. 139-141) defined administrative skills and "rated and compared their magnitude between an effective and an ineffective group of university leaders." Items identified as administrative skills are as follows:

1. Planning ability;
2. Knowledge about position;
3. Organization and management;
4. Leadership;
5. Judgment;

6. Human relations;
7. Quality of performance.

Administrative colleagues of the study group defined effective administrators as persons who developed well-defined patterns of organization, who opened channels of communication, who articulated goals, kept morale high, and whose relationships with others were characterized by mutual respect and warmth. They would be high in Initiation Structure and Consideration. "Least Effective" administrators were defined as those persons who were the poorest in defining patterns of organization, who did not open channels of communication, who negatively influenced morale, and who were not trusted by their colleagues or subordinates. They would be low in Initiating Structure and Consideration.

Most Effective administrators, as judged by their colleagues, tend to have a better understanding of the facts required of their position, are capable of anticipating problems by planning, are better organizers, and carefully weigh costs against expected results compared to Least Effective Administrators. Further, they are judged to be more inspirational, make more correct decisions, are more effective in dealing with others, and perform their duties at a superior level compared to the Least Effective administrators. By contrast, the Least Effective Leaders, as judged by their colleagues, often fail to see ahead, lack knowledge about their job, and are poor organizers. Further, they were described as weak leaders, who make unsound decisions, who are poor in getting along with others, and who produce poorer quality work compared to the Most Effective Administrators (Skipper, 1977, p. 369).

Recurring criticisms of the field of student personnel work would indicate that many of its administrative leaders are not being equipped to fit the description of Fisher's effective leader. The question raised by Abel (1978, p. 238), and others inside and outside of the field, is "How can you be considered a professional if you are not aware of the skills necessary to be effective in your chosen field?" Abel's viewpoint is that student personnel philosophies and theories are not enough for entering a position in student personnel administration, that it is necessary to acquire practical skills in order to gain power and influence in the university (Abel, 1978, p. 238). She offers the following skills as necessary to day-to-day organizational life:

1. Time management skills--selection of targets that yield the greatest outcomes, terminate unneeded functions, delegate and redesign jobs for others.

2. Political skills--the ability to influence colleagues, mobilize support and remove barriers.

3. Building power networks--stable links with individuals or groups who have potential for affecting significant change.

4. Human relation skills--building a collaborative climate for negotiation and bargaining. (Abel, 1978, p. 238-241)

After elaborating on the listed skills, Abel cautioned that student personnel administrators as a part of an unplanned profession must approach the evaluation of training, education, duties, and characteristics from the viewpoint they must prove to be serving a significant purpose (Abel, 1978, p. 241).

In a series of structural interviews entitled Pieces of Eight, Appleton, Briggs & Rhatigan (1978, p. 149-150) collaborated with five

other past presidents of the National Association of Student Personnel Administrators to describe the underlying values and competencies of the administrative style of the successful student personnel administrator. The authors highlighted these desirable skills: analytic skills, verbal and written communication skills, ability to merge talents with other staff and assess the needs and interests of others, evidence of initiative and a high energy level, indication of support for the goals and objectives of the institution, willingness to act in problem-solving, and a disposition suited to bringing students, faculty, and staff together for common purposes. It is emphasized here that technical skills, while necessary, are likely developed on the job.

The deans place special emphasis on planning and view it as an active, ongoing, often cyclical, and specific way through which institutions and their parts seek to (1) clarify goals, purposes, roles and priorities in relation to changing conditions and commitments, and (2) to establish, maintain, and modify the means for implementing goals and evaluating results. Effective planning requires that an attempt be made to anticipate the possible outcomes of a proposed course of action.

Also, importance is placed on having the ability to live with ambiguity. They gave a cursory description of this competence by stating:

> Issues are never clear-cut, predictable, and simplified. The complexity of the challenge attracts our best administrators. Their ability to cope with ambiguity reveals a vital and rare talent.
>
> Events that command our attention are typically beyond our ability to control. The present demands our time, but the future

> occupies our thoughts and hopes.
>
> All of the deans acknowledge the anxieties born of uncertainty. They have learned to accept uncertainty, have adapted to it, have attempted to use it to good ends.

The acknowledgement of this trait as being necessary to chief student personnel administrators brings up another competence that has not been found in student personnel literature. In a short article in Intellect, Buchen (1974, p. 500) asserts that the future academic dean should have as his academic background the discipline of futurism. In this way, both academic and administrative dimensions would reinforce one another. "For example, the emphasis on acquiring basic managerial skills such as accounting, statistics, computer scheduling, and systems theory would be related to the academic emphasis on the futuristic techniques of short and long-range planning of how to get from here to there." Buchen (1974, p. 500) feels that a dean's "administrative training should consist of designing interdependent structures and relationships that facilitate and manage change and innovation." Perhaps this competence should also be juxtapositioned to chief student personnel administrators.

The onset of student development theory created in the mid and late seventies gave a feeling that a new philosophy called for new competencies. A report prepared for the ACPA Executive Committee (Hanson, 1977, p. 37-38) identified staff competence needed to implement the T.H.E. model:

1. Goal setting
    - Assess student needs
    - Teach students to take responsibility

- Help students formulate realistic and attainable personal goals and objectives

2. Consultation

   - Use effective communication skills
   - Facilitate staff development through in-service training
   - Recognize and use others' expertise

3. Milieu management

   - Collaborate with other faculty and staff
   - Be able to bridge the gap between theory and practice in managing programs

4. Instruction

   - Make effective decisions
   - Teach interpersonal communication skills
   - Teach group leadership skills
   - Teach decision-making skills

5. Evaluation

   - Revise programs on the basis of evaluation data
   - Write clear, concise memos
   - Make realistic conclusions and recommendations

6. Assessment

   - Maintain student confidentiality
   - Communicate effectively on a one-to-one basis
   - Listen to students' perceptions of feelings.

Delworth and Hanson (1980, p. 481-483) also proposed that a holistic perspective of student services staff makes the useful contribution for research in retaining students.

Other studies and recommendations were also devoted to

identifying competencies for the emerging theory. Borland and Thomas (1976, p. 146-149) proposed that student personnel has provided insufficient knowledge and skills to its professionals for accomplishing the goals of the institution. The student development professional, on the other hand, with its new roles, implicitly offers the profession new and additional skills which will facilitate not only the coping behavior of students but potentially the coping behavior of the institution. The authors propose the following organizationally relevant skills and tactics in order to implement the student development concept:

1. Assessment and evaluation of one's role as related to others in the organization; role expectation and evaluation by those who control or affect one's behavior; degree of involvement in decision making and social relationship with power sources;
2. Political skills;
3. Human relations skills;
4. Construction of operational goals in behavioral objective terms;
5. Systematic analysis of the institutional goals and objectives and identification of relevant power sources;
6. Planning and implementation of strategies and tactics that will overcome institutional barriers and will link resources and power together supported by a reward system;
7. Interpersonal effectiveness;
8. Utilization of counseling skills in consulting with institutional colleagues.

In Student Development in Higher Education, Theories, Practices and Future Directors, Greenwood (1980, p. 101) suggests that the concept requires knowledge of theories about how people grow and develop along with the following organizational changes to enhance implementation:

> Development of professional strategies intended to facilitate growth in students requires planning, skillful use of professional competencies, goal setting, assessment, evaluation, and the application of proved management practices. A primarily active rather than reactive approach is required; therefore, it is necessary to analyze systems.

Additionally, Greenwood (1980, p. 110-111) believes that system theory is the conceptual tool that will most benefit student development. She identifies four skills necessary for the application of systems theory to the student development theory:

> Implementation of systems theory as it applies to student development involves four dynamics: mutuality, collaboration, negotiation, and communication. Evidence of mutuality is seen in the development of a commonality of purpose. Collaboration is the process of students, staff, and faculty working together to facilitate growth. Negotiation is the process used to arrive at a settlement of any differences, and communication is the basic vehicle through which shared student developmental goals are reached.

Anderson (1984, p. 21) believes that all Ph.D. students preparing for faculty positions should be required to study behavioral science theory and applications in order to increase their understanding of people and work. With the growth of collective bargaining, responsibility and authority have shifted toward the line organization of administrators. Thus chairpersons, deans, and vice-presidents must have knowledge of effective leadership and administration. Most academic administrators started as college professors and hence had no preparation for their complex job.

One research study rather than an opinion was again conducted by Ostroth (1981, p. 319-322) and focused on competencies for entry-level professionals. Ostroth asked administrators who hired entry-level students affairs professionals to rate the importance of various competencies in evaluating candidates for particular positions. The

competencies these employers wanted most in candidates include ability to work with others, interpersonal relations and communication skills and ability to work effectively with a wide range of individuals and leadership skills. Cox and Ivy (1984, p. 26-32) mailed Hanson's (1977) Tentative Taxonomy of Student Development Staff Skills and Competencies rating list to eight public universities in one state to assess the perceived staff development needs. The five highest-ranked items were (a) communicate program goals to the larger academic community; (b) be able to gain commitment from top decision makes; (c) engage in collaborative efforts with other faculty and staff; (d) revise programs on the basis of evaluative data, and (e) obtain the respect of academicians as a legitimate educator. The interpretation that Cox and Ivy made of their study was that those items related to building positive personal and working relationships with faculty are a primary concern for student affairs professionals. Four of the five highest ranked staff development needs reflect a group of professionals that feels misunderstood and left out of the educational mainstream.

The five lowest-ranked items from the instrument were (a) maintain student confidentiality; (b) demonstrate a sense of empathy for students' needs; (c) communicate and establish rapport with students; (d) communicate effectively on a one-to-one basis; and (e) listen to students' perceptions of feelings. The five lowest ranked staff development needs were all related to competencies in working with students. While staff development needs at the low end of the ranked continuum may very well involve areas that are important to the overall functioning of student affairs professionals, the lowest ranked items

may be those competencies the CSAO's feel should be delegated and handled by staff members--thus their low ranking. The CSAO's in this study can be best characterized as perceiving themselves to have little need for traditional or counseling-related skill areas. The ranked data produced by this study suggest little self-perceived need on the part of student affairs professionals for improving traditional skills in working with students.

Bloland (1979, p. 58-59) believes that the relationship between CSAO's and their presidents is more important than their professional expertise in student personnel work. He believes the CSAO should be aware of and skilled in initiating input into all governance, because the staff usually has information, perceptions and skills needed by the institution for most effective behavior. Therefore, Bloland believes the CSAO's expertise in student personnel work becomes secondary to their ability to respond to the needs of the president as a member of the management group.

To this point, a study conducted by Kinnick and Bolheim (1984, p. 7) focused on the concerns that college presidents have with the role function and contributions student affairs make toward the institution. The chief executive selected four issues related directly to the area: retention of students, future enrollments, recruitment/ admissions standards and increasing the number of non-traditional aged students.

The presidents were very concerned with the CSAO's ability to integrate their philosophy into a working model on campus. The presidents did, however, identify the following as areas where the

CSAO truly have the necessary skill to address the issues: "Articulation/representation of student affairs within their institution; Relationship with faculty; Human relation skills" and finally "Implementation of student development concepts and practices." Finally, the presidents see exchanges of information and time spent with other professionals as a primary source to gain additional expertise.

The review of the literature has so far revealed that the field has demonstrated interest in improving professional preparation programs and have identified the knowledge and skills they believe must be possessed by the professional practitioner. However, the field of skill development for student personnel administrators is in its infancy. The next section of the literature review will look at the knowledge and application skills amassed by business and industry.

Skills and Competencies Identified By Business and Industry

Student personnel work is an accurate reflection of the larger educational system in not having training programs based on the actual skills needed to effectively run institutions. Educational administration, in general, have lagged behind those in business and industry in developing administrative skills. Since the 1920s, management textbooks and theorists have been attempting to help industry recognize and develop skills that their administrators could utilize to run their organizations more efficiently. Concomitantly, they have amassed a body of knowledge and application skills that have contributed to their growth and professionalism.

Professional development programs for administrators have, as a result of the knowledge gained from business and industry, evolved noticeably during the past decades. Katz (1955, 1974) and Mintzberg (1973) are two of the authors who have identified skills needed by managers and administrators.

Katz (1955, 1974, p. 91) suggested that the performance of an individual manager depends upon fundamental skills rather than on personality traits, and further emphasized that good administrators are not necessarily born; they may be developed. His approach was to determine what executives do (the kinds of skills which they exhibit in carrying out their jobs effectively) rather than on what good executives are (their innate traits and characteristics). The author thus defined skill as "an ability which can be developed, not necessarily inborn, and which is manifested in performance, not merely in potential." So the principal criterion of skillfulness must be effective action under varying conditions.

According to Katz, effective administration depends on three basic personal skills which are technical, human and conceptual skills. Technical skills are those which imply "an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques" (Katz, 1955, 1974, p. 91). Human skills are defined as "the executive's ability to work effectively as a group member and to build cooperative effort within the team he leads" (Katz, 1955, 1974, p. 172). Finally, Katz (1955, 1974, p. 93) stated that conceptual skills involve the ability to see the organization as a whole and to recognize the inter-relationships of the various factors

involved in this situation (the competitive, political, social and economic environments) which will lead the administrator to take that action which advances the over-all welfare of the total organization.

Katz believes that the relative importance of these three skills seems to vary with the level of administrative responsibility. He states that technical skill has greatest importance at the lower level of administration. Further, as the administrator moves to higher levels, the need for technical competency becomes less important. In fact, at the top of the organizational structure the technical skills needed may be virtually non-existent.

Conversely, Katz (1955, 1974, p. 95) believes that human skills are essential to effective administration at every level. He cites studies by Saleznik, Ronken and Lawrence, Learned, and Ullrich and Booz to substantiate this statement. But he says:

> As we go higher and higher in the administrative echelons, the number and frequency of these personal contacts decrease, and the need for human skill becomes proportionately, although probably not absolutely, less. At the same time, conceptual skill becomes increasingly more important with the need for policy decisions and broadscale action.

At the top of the organization conceptual skills become increasingly critical. "In fact, recent research findings lead to the conclusion that at the top level of administration this conceptual skill becomes the most important ability of all" (Katz, 1955, 1974, p. 96).

Katz (1955, 1974, p. 99) advocated using the three skill areas as a basis for management development. He further suggested ways that the training could be conducted. Katz states that in order to develop technical skills:

> ...sound grounding in the principles, structures, and processes of the individual specialty, coupled with actual practice and experience during which the individual is watched and helped by a supervisor, appear to be most effective.

According to Katz's theory, human skills can be developed on a formal or informal basis. "An important part of the procedure is the self-examination of the trainee's own concepts and values, which may enable him to develop more useful attitudes about himself and about others" (Katz, 1955, 1974, p. 99).

The coaching of subordinates by supervisors has been suggested as a method of teaching conceptual skills. Another method employed is to move the individual from job to job at the same level, which gives the executive a broader view of the entire business. In addition, special assignments are often used to develop conceptual skills. In the formal context, the case study method has been widely accepted as a productive means of developing conceptual skills (Katz, 1955, 1974). In order for a manager to move effectively from one level of management fo another in a large corporation, he must be able to adapt to the changing environment skill requirements of each level of management in order to be successful.

Mintzberg (1973, p. 189-193) believes that the next revolution in management education will be in the area of skill training. He bases his assumption on a statement by Livingston (1971) that "men who get to the top in management have developed skills that are not taught in formal management education programs and may be difficult for many highly-educated men to learn on-the-job." He calls for the teaching of skills, for replacing "second-handedness" in education with teaching that helps students to learn from their own firsthand experiences.

Based on the ten roles that managers perform, Mintzberg (1973, p. 189-193) suggests eight basic sets of managerial skills that might be taught. They are:

1. Peer skills--How to deal with peer relationships (e.g., negotiation, consulting skills).

2. Leadership skills--How to deal with subordinates (e.g., training, motivation skills).

3. Conflict-resolution skills--How to mediate between conflicting parties.

4. Information-processing skills--How to build informal information networks, find sources of information, validate information, disseminate information, and speak formally.

5. Decision-making skills under ambiguity--How to make decisions under ambiguous conditions (e.g., learn how to identify opportunities, diagnose unstructure problems, and search for solutions).

6. Resource-allocation skills--How to allocate time, work, and other resources.

7. Entrepreneurial skills--How to search for problems and opportunities and how to control change.

8. Introspection skills--How to analyze oneself, one's job, and one's educational needs.

Dill (1984, p. 69-99) linked the general skill framework of Katz with the empirically derived categories of Mintzberg as a means of providing greater insight into the understanding of managerial behavior. To reiterate, Katz has argued that successful managers exhibit three categories of skills: human relations skills, conceptual skills, and technical skills.

By human relations skills, Katz means those interpersonal skills that are applied when a manager relates to superiors, peers, and subordinates. They are thereby relevant to every managerial level. In terms of Mintzberg's research, human relation skills include: (1) peer

related behavior such as developing contacts in the organization, maintaining information networks, and negotiating and communicating with peers; (2) leadership behavior that relates to dealing effectively with subordinates; (3) leadership behavior that relates to dealing effectively with subordinates; and (4) conflict resolution.

Conceptual skills relate to the manager's ability to think through the coordination and integration of the organization's diverse activities, which in contemporary terms is thought of as "strategic thinking." Mintzberg discovered five types of behavior that may be categorized as conceptual skills: (1) information processing behavior or the monitoring of one's networks for obtaining information, extracting and assimilating information, and communicating the "pictures" the manager develops; (2) decision making in unstructured and ambiguous situations; (3) resource allocation behavior or the allocation of the organization's critical assets (i.e., time, money, and skill) among competing demands; (4) entreprenurial behavior that relates to discovering problems and opportunities for which "improvement projects" will be initiated; and (5) introspective behavior that relates to the manager's understanding of the job, sensitivity to his or her personal impact, and learning from these insights.

By technical skill Katz means two things: first, the technique or expertise of "management" (e.g., knowledge of budgeting and accounting), and second, the professional expertise or skill that the individual practiced prior to becoming a manager. In the case of the academic manager, professional expertise is equivalent to academic

expertise, that is, knowledge of a disciplinary field as well as acknowledged capabilities in teaching and research. Both Katz and Mintzberg argue that professional expertise becomes less relevant as one moves up the managerial hierarchy and assumes responsibility for a broader range of activities. However, a distinctive aspect of academic management is the attempts of faculty members to sustain their professional expertise by teaching and conducting research while occupying administrative positions. Thus, the relationship of technical academic skills to managerial behavior is of special interest in higher education.

Since Katz and Mintzberg suggested skill training as necessary to effectively train manager, there have been hundreds of competencies identified and published in business and industry literature. Hunsicker (1978, p. 619-621), in an open-ended questionnaire, asked successful administrators and managers to identify and briefly describe three major skills which they felt contributed to the success of a manager. The skill categories idnetified by the various levels of managers are described as follows:

> Communications--The technical ability to read, write, speak, and listen. Behavioral aspects of communication are grouped in the human relations category.
>
> Human Relations--The ability to "empathize," "understand people," or "consider subordinates." It reflects a concern for understanding and getting along with people in subordinate, lateral or superior positions.
>
> Management--The ability to analyze problems, make decisions, and apply the principles and functions of management to organization and problems. (Diagnosis, specific organizational. Analyze information. Synthesize, put it back together. Make a decision.)
>
> Competence--There were listed two kinds of competence: skill in specific technical fields, such as logistics, operations or

maintenance, and knowledge of the administrative, technical and professional requirements of their specific organization.

Leadership--Knowing how to motivate or direct people.

Internal--The intangible traits of intuition, judgment and personality. Such skills are internalized to such a degree that they are difficult to identify.

Deegan (1982, p. 42-43) offers the following principles of leadership for consideration:

1. Seek to develop personal and staff skills in performing each of the basic functions of management.

2. Develop a sensitivity and understanding of human relations and of the importance of maintaining a harmonious and creative organizational environment.

3. Develop a statesman-like approach to problem solving; open, democratic, consultative, and humanistic.

4. Emphasize institution-wide and division-wide interests and objectives, and work to ensure that vested interest empires do not dominate.

5. Encourage and search for new ideas and help innovators find allies and support.

Although higher education has not totally ignored management techniques or the development of its managers, many of the authors have stated that a wide gap exists between available professional management knowledge and its application in the collegiate setting. Bloland (1980, p. 206) points out that the study and improvement of institutions is having difficulty in being taken seriously in higher education. He makes the following observation:

> It has been traditional to deny that colleges and universities have any significant characteristics in common with business, industrial, military or penal organizations. Even with an increasing number of studies being conducted into the organizational nature of higher education, such as Baldridge (1971), Borland (1974), Darkenwald (1970), Gross (1968), Gross and Grambsch (1968), Ikenberry (1972), Moran (1968), Parsons and Platt (1973), and Richman and Farmer (1974), traditional resistance continues.

> Despite the fact that Weber's (Henderson and Parsons, 1947) classical analysis of bureaucratic characteristics is a description increasingly accurate of a growing number of colleges and universities, denials of any relationship persist.

The view that business organization management and its consequent skill and training programs are not fully transferrable to college and universities has Millet (1975) as its chief spokesman. From 1971 to 1973 the Academy for Educational Development, with Millet as its chairperson, wanted to determine whether part or all of managerial techniques might be effectively used to improve managerial performance within higher education institutions. Millet (1975, p. 221) reports that almost unanimously the Academy concluded that the two fields are so different as to preclude any of higher education's useful exchanges of management skills.

As early as 1960, Carson contended that the use of management tools for college and university organizations was inappropriate. Saurman and Nash (1975) specifically questioned the use of management techniques in the area of student personnel administration. Berman (1978) called for further research before the student personnel profession accepted the applicability of MBO programs into the administration of their services.

As a result of these viewpoints and others, the inclination has been to maintain a laissez-faire posture with regard to training administrators (Olsway, 1979, p. 1). Studies of the patterns of ascension to administrative positions disclose that only a very small number of practicing administrators have had any previous training in administrative job requirements (Cohen and March, 1974; Ferrari, 1970; Socalow, 1978).

Lahti (1973, p. 35) makes the following assessment of the situation:

> There is at present a critical shortage of competent managers in the field of education, and the need for well trained managers is going to increase drastically.
>
> Measures are needed to shuck the old methods in which selection is made from people who were never equipped to be managers, and in those cases where there is dormant and undeveloped potential, some tool must be designed to develop the talent.

The Institute of Higher Education Management (1978, p. 35) states that, to the extent management is a generic function of human organization, lessons learned from research in other areas can benefit colleges and universities. Concomitantly, the principles supporting effective administrative behavior are not fundamentally different in institutions; consequently, there seem to be common traits of successful administrators regardless of their work setting. Penny (1969, p. 69) has identified those characteristics as sensitivity to the needs of those around them and to the purposes of the institution; a sound conceptual base from which to work in planning, making day-to-day decisions, and handling crises, and a recognition or awareness of the personal and institutional values that guide behavior. Borelli (1984, p. 14-16) sought to apply the managerial skills as defined by Katz to defining the type of skills utilized by chief student affairs officers. He defined technical skills in this sense: technical skills involve a specialized knowledge of one or more functions within student affairs (e.g., admissions, counseling, student activities) and a working knowledge of all the others. The working knowledge must be broad enough to know the right questions to ask and sufficient to evaluate the answers prior to giving advice on making a decision. Borelli felt that with the

increasing complexity of issues within each student affairs unit, either increased technical skills across several units and/or outside resources will be required to maintain effectiveness in this area of administration.

He defined the Human Relation skill as involving the ability to work effectively with the directors of individual units, within student affairs (intragroup skills), and the ability to represent student affairs effectively when working with other constituencies (intergroup skills). He further defined human relation skills as a perceptiveness and understanding of what staff members and others really mean by their words and actions, communicating successfully ideas and attitudes, and providing leadership through clearly defined values and goals.

Conceptual skills Borelli interprets as involving the ability to see the inter-relatedness of individual units within student affairs such as the services provided by admissions and records; financial aide; the developmental programs provided by counseling, career planning and placement; student activities and residential life; and the developmental programs into a functional whole. It also involves the ability to see the relationship of student affairs to academic and administrative units and to integrate its philosophy and objectives with those of the institution. He stated that these are not innate skills but acquired through relating learning to one's personal experience and understanding of others.

Many authors have agreed as to the need for development of individual skills, styles and operating strategies relating to

organizational behavior, interpersonal relationships, communications, leadership methods, decision making, effecting change, time management and delegation. And some have proposed programs of training in the form of seminars, conferences and workshops (Fisher, 1977 and Henderson, 1970). However, there has been little direct research to isolate the areas of administrative inabilities and thus the areas in which such training should be focused.

Presidents, in a study by Kinnick and Bolheim (1984, p. 7), stressed that student affairs must address the important issues of the appropriate role and function of such educational programs before being able to establish meaningful standards and competences. The presidents felt that two topics deserve high priority on the student personnel agenda: (a) the need for serious deliberation by professional association and faculty responsibility for the direction and content of graduate programs and specific courses for them, and (b) careful identification by scholars of the knowledge, skill and characteristics needed for successful practitioners in the field. Certain topics like the skills issues and characteristics have been examined to a large extent but still not enough is known about how these variables affect managers or administrators in their roles and functions.

Preparation Programs

In reviewing the literature on the necessary skills for effective student personnel administrators, it becomes obvious that the key issues of the day are a direct consequence of either the quality of the preparation programs or lack of training by student personnel administrators. Therefore, a study identifying the skills and

competencies necessary for effective administrative performance entails looking at the nature, quality, appropriateness and emphasis of the academic programs or on-the-job experience that shape the practitioners of the field.

Academicians in charge of graduate programs and administrators in the field have constantly urged the shaping of more effective programs of preparation for student personnel workers. Armstrong, Campbell and Ostroth (1978, p. 51) indicate that professional preparation programs affect approximately one thousand new practitioners entering the field each year. Despite the personal concern in the literature on relevant education and experience for student personnel workers, a review of the literature reveals that little research is being conducted about college student personnel preparation programs. Newton and Richardson (1976, p. 426) were the first to point out that the hundreds of graduates in counseling and student personnel programs who are assimilated into student affairs work each year underlines the importance of looking at the efficacy of professional training programs.

Miller (1980) and Newton and Richardson (1976) contend that professional competence begins with an effective training program for professionals. The question of what constitutes optimum programs for the professional have again plagued numerous individuals (Cosby, 1965; Trueblood, 1966; Miller, 1968, 1980; Brown, 1972; and Knock and others, 1977) and various committees and commissions (ACPA, 1965; APGA, 1966; COSPA, 1964 and 1974). All reviews agree that the research in this field has been rather meager. There, too, appears to be relative

agreement among academicians and professionals of the field as to the primary purpose and objectives of the field (Miller and Richardson, 1978). There is, moreover, less agreement as to the form that professional preparation should take (Miller, 1980, p. 196).

Rhatigan (1968, p. 17) may have given the reason for this unresolved issue when he said:

> One needs only to consider the areas of specialization available to personnel administrators, the levels of training offered, and the different types and sizes of institutions to be served, to conclude that the question of professional preparation is extremely complex. Further, the problem does not lend itself to straightforward empirical study of alternative training proposals, since no unambiguous criterion of "effectiveness" has been devised.

In concluding his research on the professional preparation of student personnel administrators, Rhatigan (1968, p. 17) recommended that research in student personnel work be concerned with the characteristics of effective administrators--including those skills that are necessary for effective job functioning.

Knock (1977, p. 6) acknowledged in the ACPA monograph on professional preparation, "we have much work to do in creating and evaluating truly viable programs of preparation and establishing standards to guide them." Miller (1980, p. 198) agreed by saying "formally determined preparation...and other evidence of quality education are largely lacking at present." He goes on to say:

> For too long, perhaps, we have relied upon the few professors who are responsible for academic programs of preparation to decide what should and what should not be offered. This responsibility is too great a burden for the few involved and the time is at hand to seek to bring more energy to bear upon systematic program evaluation and outcome research. It appears paramount that the profession as a whole, especially the professional educators, seek to test out new methods of preparation and components in the curricula.

Parker (1977, p. 35) had also stated that student personnel preparation programs are badly in need of revitalization. Finally, Canon (1982, p. 468-472) had this suggestion to make:

> Development of a core curriculum in student affairs would permit recruitment and training for student affairs work of persons from specialty areas other than student affairs administration. The core curriculum would cover the environment of institutions of higher education, student characteristics and their behavioral correlates, and the developmental literature. This program offers student affairs an opportunity to obtain professionals highly skilled in the methodologies of traditional academic disciplines.

Since many institutions require advanced graduate education as a qualification for leadership positions, the graduate study certainly should be more closely scrutinized.

Criticisms of Preparation Programs

Criticisms of the preparation programs have been varied and have come from both academicians and practitioners. In 1963 Barry and Wolf criticized the personnel course work and asserted that the courses were felt to be useful, but probably not meaningful to students if they could not synthesize and apply the materials in practice. Barry and Wolf, in fact, thought the trainers were unable to do so because the whole field suffered from a lack of synthesis. The authors stated that the personnel course work consisted of a mixture of courses from various disciplines and labeled personnel training as a "hodgepodge" of various orientations. They pointed out that the field had not examined the competencies required in various student personnel positions or determined whether or not a common core of training was needed by all student personnel workers (Barry and Wolf, 1963, p. 234-237).

Several writers have argued that student personnel training

programs do not adequately shape professional competence. Upcraft (1971) reports that though the most recent graduates seem to be more student-oriented than earlier graduates, formal training has contributed little to the way a student personnel worker views his or her role. Maw (1974) pointed out that student personnel educators must review student personnel curricula to insure consistency between curricula and probable functional change in the practice of the profession.

Dewey (1972, p. 62-63) also criticized professional preparation programs by saying "that professional preparation programs must bear much of the onus for the harvest we are reaping and that effective practitioners of artistry and skill may be successful in spite of and not because of their professional preparation." Dewey described preparation programs as having a similarity of approach and focusing too much on the specificity of student services. In addition the professional preparation programs have been limited in design, repetitive, unimaginative and reluctant to question themselves.

Dewey recommended that professional preparation programs be reconstructed to offer preparation previously lacking in substantive areas. It was urged that preparation programs become more flexible and that they create new degree structures and new approaches to the study of College Student Personnel (Dewey, 1972, p. 64).

Penny (1969, p. 27) particularly gave a critical evaluation of the professional training programs when he said, "the capacity to perform effectively in student personnel positions is not a quality that is consistently or uniquely the product of formal training...that

the field as a whole has failed to demonstrate to employing administrators that its members are generally effective in dealing with those issues of significance to institutional leadership."

Rodgers (1977, p. 16) states that one of the shortcomings of much of the current professional practice is that the field has ignored theoretical foundation for its work. Instead, programming has grown out of political expediency, the change in interests and competencies of staff, and responsiveness to pressure groups.

Peterson (1977, p. 41) stated that a number of criticisms could still be directed at student personnel education. He felt the following to be especially pertinent:

1. Student personnel education has been insufficiently grounded in theory and research.
2. Graduate programs have been eclectic.
3. The quality of programs is inconsistent.
4. Few student personnel educators have been trained for their roles.
5. Student personnel educators fail to "practice what they preach."
6. Graduate students have been used as cheap labor.
7. The ratio of students to faculty is often inexcusable.
8. The quality of theses and dissertations is below minimum standards.

Rockey (1972) studied twenty doctoral preparation programs and made some major findings. She corroborated Barry and Wolf's (1963) assertion that college student personnel preparation programs were a mixture (hodge-podge) of various disciplines. Rockey found the program objectives to be vague and obscure, preparing college student personnel

workers without definitive purposes. In addition, little or no agreement existed among faculty members as to the focus of their program. Also practical work experiences were inclined to be poorly defined, loosely organized and haphazardly supervised. Finally, Rockey (1972, p. 183-188) noticed a shift in program emphasis was developing from a counseling emphasis to an administrative emphasis.

Recommendations on Emphasis of Preparation Programs

Due to the criticisms of the academic training of student personnel workers, numerous opinions have been issued and some research work has been done regarding the training and experience needed in the preparation programs. Among the research work and opinions are varying recommendations about appropriate preparation emphasis. Differences of opinions exist on theoretical grounds, as well as philosophical bases. Some college student personnel preparation programs emphasize counseling while others stress administration, student development, educational philosophy, research or behavioral science.

Several studies (Hoyt and Rhatigan, 1970; O'Banion, 1969; Rhatigan, 1968) surveyed opinions of student personnel workers regarding what should be emphasized in doctoral programs for student personnel. Hoyt and Rhatigan (1970, p. 36-38) conducted a research project to determine whether experienced administrators in large junior colleges as a group, assumed different duties and made different recommendations regarding professional preparation than their counterparts in large four-year institutions. The authors reported that the majority of the respondents in their study:

> ...believed academic training was essential for performing three functions--individual counseling, teaching, and research. Half or more regarded academic preparation as "of little assistance" in preparing administrators for the functions of administrative detail, interpreting policies, and committee work.
>
> One-the-job experience was seen by the majority as "essential" for the successful performance of seven functions--supervision, program development, budget preparation, administrative detail, interpreting policies, discipline, and individual counseling. For the remaining functions, on-the-job training was perceived as "helpful" if not "essential."

In the book Pieces of Eight, Rhatigan (1970, p. 125) interviewed deans regarding what is needed in a graduate program. One interviewee suggested the following elements of a good professional training program and alternate disciplinary approaches:

> I would like the SPW to understand concepts of learning, human development, organizational and administrative behavior, the nature of higher education, and methods of evaluation and analysis. To facilitate this understanding, it would be desirable to find persons with extensive work in the behavioral sciences. I would like to see students take appropriate courses in such departments as anthropology, economics, sociology, business administration, and management. In addition, they should have courses on curriculum, organization and administration, or higher education, educational philosophy, the student in higher education, and research and evaluation. Finally, I would arrange for students to have excellent practical experience, i.e., opportunities to apply what they have learned in the classroom to real-life work experiences in student affairs and/or general campus administration. If you will note what I have suggested is not a program in student personnel administration but rather the administration of higher education. This approach would give students wider perspective and increase their ability to compete for entry-level jobs and higher level positions as well. It is critical that students not be narrowly prepared in student personnel administration.

COSPA (1975, p. 524) suggested preparation models for the substantive knowledge needed to support a new concern with student development:

> The goal of a professional program should be the preparation of persons who, in addition to having a high level of self-development, have skills to collaborate with others in their self-development. They must be able to use their competencies in assessment,

goal-setting, and change processes as appropriate in implementing the roles of consultant, administrator, and instructor in relationships with individuals, groups, and organizations.

General goals should be translated into the specific competencies needed for functioning in the professional role of the student development specialist in the processes involved in education. These objectives should be stated in measurable terms in order that performance criteria can be developed for evaluation. The following is an example of a listing of program objectives.

Objectives are categorized according to three competencies: (1) helping students move toward goals; (2) assessing status, abilities and progress; (3) using strategies of change to facilitate human development. Within each category of competency, objectives are listed that illustrate the three possible functions of the student development specialist: administering, instructing and consulting.

The essential features of these functions are as follows: (1) Administrative--organize, coordinate, communicate, support, write and enforce rules and regulations, be accountable, assume and protect rights and responsibilities, and emphasize staff relationships in departments. (2) Instructional--know individuals, groups and organizations through investigational research in order to each. (3) Consultative--be available for student and faculty member collaboration for policy determination and problem-solving that relates to improvement of student learning and environment modification.

Matson (1977, p. 114) had, in 1965, recommended the following proposals as necessary training for student personnel workers:

1. Programs of preparation should provide for extensive knowledge and skills in many student personnel areas. The junior college student personnel workers (including counselors) must have knowledge which leads to understanding a wide variety of functions...The nature of junior college student populations, with a wide range of dimensions such as age, socio-economic background, abilities and interests, requires a broad base of understanding on the part of all student personnel workers.

2. Preparatory programs should be diverse and flexible enough to enable persons with varying backgrouns of undergraduate education to meet their specific needs in student personnel training. Programs should be designed with a broad base in the behavioral science and higher education more broadly conceived than in many presently existing programs.

3. Broad areas of specialization within the student personnel field should be reflected in programs of preparation, but the need for professional workers with general preparation should not be overlooked. Counselor preparation, because

it is more firmly based in an identifiable discipline, may be more specialized in content but there is a continuing need for student personnel specialists with a diversity of backgrounds and more generalized preparation.

4. Because responsibility for institutional research is largely carried by members of the student personnel staff, all programs of professional preparation should include some attention to research methodology...

5. Persons who have prime responsibility for the development and administration of student personnel services should have preparation equivalent to the doctoral level in a program specifically directed toward student personnel services.

6. Since it is unlikely that the practice of appointing persons without adequate professional preparation to student personnel positions can be eliminated, it is essential that some provision be made for ongoing programs of in-service training for student personnel staffs. The impact of the rapidly changing world on the junior college, and on its students and staff demands continual alertness and sensitivity to keeping up to date on developments.

Twelve years after writing the original recommendation, Matson (1977, p. 115) decided that only the following modifications needed to be added:

1. The preparation of the chief student personnel administrator might very well be appropriate in the field of general administration rather than in student personnel administration;

2. The field of institutional research has emerged into greater importance in many colleges and the responsibility no longer lies primarily with student personnel workers;

3. Rather than describe a pre-service preparation program in terms of a series of specific courses to be completed, it seems preferable to consider the competencies which student personnel professionals preparing to work in a community college should be able to demonstrate.

Miller (1980, p. 201-202) offered the following five propositions for professional preparation:

1. Professional development is continuous and cumulative in nature, moves from simpler to more complex behavior, and can be described via levels or stages held in common.

2. Optimal professional development is a direct result of the interaction between the total person striving for positive professional growth and the environment.

3. Optimal professional preparation combines mastery of a body of knowledge and a cluster of skills and competencies within the context of personal development.

4. Professional credibility and excellence of practice are directly dependent upon the quality of professional preparation.

5. Professional preparation is a life-long learning process.

Miller views preparation as the keystone to professional development. He stresses the need for quality programs of preparation:

> If professional credibility is indeed a direct result of professional preparation, as is contended here, then the more that can be done to strengthen the professional developmental task achievement of those who participate in those programs the better. More emphasis upon competency based approaches seems essential, as does increased attention to skills and strategies needed to impact the total institutional environment. Preparation of mission-oriented practitioners who have clear professional identites and mature approaches to impacting students' development is the goal. Self-directed professional learners who understand the importance of life-long learning for themselves and for others are needed. The seeds for this professional development are initially planted during formal preparation. The fruit they bear reflects directly upon the quality of the student affairs profession and thereby, upon the quality of professional preparation.
>
> As a profession it is essential that we work to clarify our body of knowledge and practice and set up compatible training programs to better guarantee opportunity for those in the earlier stages to master the learnings and achieve the tasks required for successful practice in the future. Without quality programs or preparation the field will flounder or, at best, barely maintain the status quo.

Newton and Richardson (1976, p. 429) conducted a survey of student personnel practitioners to identify issues, needs and concerns that should be considered in any training program. The findings are as follows:

1. Emphasis in training should be oriented toward the practical acquisition of skills. Skill development should include development in interpersonal relationships,

administration, group leadership, responding to problems, and assisting students in the processes of their own development.

2. Competencies in human relations should be among the abilities of the student personnel professional. Human relations ability should include the demonstration of both self-awareness and awareness of others. A spirit of toleration, acceptance, and understanding, coupled with cooperative behavior toward students and colleagues, is important.

3. Stimulation of interest and proficiency in administrative tasks should be a part of the acquired skills of the entry-level worker. To gain respect as leaders, managers, or administrators within the higher education structure, student affairs workers must show creativity and imagination in developing new ideas and programs and accountability and efficiency in realizing the educational goals we claim to promote.

4. Student affairs workers should strive to promote evidence of their professional knowledge and expertise by continually enhancing their understanding of theory and research, knowledge of the current thinking in the field, and scholarly training with a status equivalent to other teaching disciplines. The current trend is to establish a theoretical basis for student personnel work in human development principles and to continually develop expertise in the application of such principles to the higher education setting.

5. The role of a change agent, while assigned a lower priority by the sampled group, is seen as a viable function in which to train the student personnel worker. A change agent is defined as a person who is able to change individuals and organizations constructively. Important change-agent roles seen in this survey included their impact upon the administration of the institution, the continuing problems of discrimination and dehumanization, and students' development through individual and group contact.

6. In addition to training content, there is a need for improving the process of training. It is evident that a training program that prepares professionals skilled in the theory and application of human development must reflect these same principles in its own approach. Practitioners indicated a desire for such a program in the survey by showing concern for the screening and selection of applicants, for more flexible individualized training based on student needs, and for the development of such personal qualities as self-awareness, acceptance,

tolerance, and cooperation.

Newton and Richardson conclude that one necessary step to achieving effective training is to maintain responsive communication between the needs of practicing professionals and the training program, as was done in their study.

Owens, Meaborn, Suddick and Klein (1981, p. 14-21) published a report that compared the implementation of nine management techniques by the chief administrative officers in student affairs, academic affairs, and business affairs of 320 two-year and four-year public and private institutions to determine the application of management concepts to post secondary education. The elements that were identified in the literature to represent conscientious efforts in providing a management system in the improvement of educational administration were: (a) purpose, (b) goals, (c) objectives, (d) job description, (e) evaluation, and (f) reward. The median rate of implementation of the nine management techniques was 52% for the chief student affairs officers, 41% for the chief academic officers, and 33% for the chief business affairs officers. Over 50% of all administrators had written job descriptions that included a listing of required skills and competencies for employment in their position. Since student affairs officers were found to be at a higher level of implementation it affirms the need for closing the gap between theory and practice in preparation courses.

Types of Programs Deemed as Most Effective For Training Chief Student Personnel Administrators

In a survey of 55 professional preparation programs in student

personnel work, Rodgers (1977, p. 12) analyzed the core courses required of students in each program in order to determine the nature and character of the preparation being emphasized and to define and describe the different types of programs. There were four "types" of programs identified, all using elements of the words "student personnel work" in their names.

The traditional models of preparation programs were classified by Rodgers as counseling and administration. In his research he found the most common type of student personnel work program is currently a counseling program. There were 30 programs or 55% of the sample whose core courses emphasized counseling preparation. Typically, counseling oriented programs offered M.A. and Ph.D. degrees. All of the programs required students to complete a counseling sequence including theory, appraisal, and practicum courses. The sequences ranged from 3 to 8 courses. Usually the core also included a single course entitled "Student Personnel Work in Higher Education." Other student personnel courses were offered but not required. Research and statistics completed the required courses (Rodgers, 1977, p. 13).

Rodgers found the second most common "type" of program to be basically administrative in character. There were 15 programs in this category, representing 27% of the sample. He found these programs had more diversity in their core courses than counseling oriented programs. The courses included in this program usually included Administration of Student Services I, II, Principles of Student Personnel Work, Research on American College Student, Higher Education in America, Field Work Practicum in Student Services, and Research and

Statistics. Some of the programs offered both M.A. and Ph.D. degrees; some offered only the M.A. They all emphasized administrative rather than counseling practice.

The next most common training program formed by Rodgers was the practical programs which tended to be shorter versions of administrative programs with a heavy emphasis on field work. These programs offered the M.A. but not the Ph.D. degree. Given an M.A. program of approximately 50 quarter-hour credits, they offered 20 to 30 hours of credit for field work in various kinds of student personnel offices. Core courses were minimal and tended to be administrative in nature. The following courses were those most often offered: Introduction to Student Personnel Work, Administration of Student Personnel Services, American College Student and Practice.

These programs characterized as social intervention were all Ph.D. programs (also offered the M.A.) and emphasized several sets of competencies, each defined by a sequence of courses which were typically: Counseling Sequence (Theory, Appraisal, Practicum), Developmental Theory and Practice Sequence, Organizational Behavior and Intervention Sequence, Group Processes Sequence, and Research and Evaluation Sequence.

Rodgers found this program to offer the most promise for the future of student personnel work and stated that it may be more descriptive to characterize these programs under the title of educational development or human development.

The traditional programs (counseling and administration) reflect the split in opinions on the basic skills used in student

personnel administration. Counseling skills have been traditionally considered the basis of student personnel functioning and training (Parker, 1966; Berdie, 1966). In total disagreement was Penny (1969) who called for a predominant core of administrative studies and experiences as appropriate preparation for student personnel workers. He felt that if the field is going to achieve relevant responses to student needs, "it will recognize that counseling is an insufficient base for those who engage in administrative functioning."

Hoyt and Trip (1967, p. 267) reported that their sample of personnel officers spent more time on administrative functions than on any other function. They concluded that more attention should be given to teaching administrative skills in graduate programs.

Rhatigan (1968, p. 17) pointed out that those who "emphasize alternative modes of preparation may be necessary and desirable in view of the differences among institutions and among individuals. They frequently point to the diverse backgrounds of prominent student personnel administrators to support this position, and argue that specifications of a formal training program may result in an undesirable degree of rigidity."

Most of the authors in Pieces of Eight (1978, p. 125) confirmed that the specific graduate training program in student personnel work serves as only one source when condensing new staff. They add the following statement about their hiring practices:

> For others, the professional training option in SPA is preferred, essentially for entry level staff. Certainly the young professional ought to have some understanding of the practices in higher education, but the depth gained through disciplinary study seems on a level with a range of life experiences in any ranking of criteria for selection. It is useful to learn about organizational

> behavior, budgeting, and other specific techniques. The need to increase collegial relations with faculty has quickened interest in faculty themselves who also possess a sound understanding of the educational process. But a broadly educated, conceptually sound person—one who feels at ease within the academic community—is prized by our authors.

A dissertation by Anderson (1969, p. 58) interpreted information from a questionnaire about community junior college student personnel administrators. More than half of the respondents had a master's degree in education with an emphasis in counseling and guidance. But professionals seeking degrees while working in the field consistently chose educational administration as their major.

A 1980 study by Paul and Hoover (p. 34-37) studied the evolution of administrative versus non-administrative types of preparation over the previous ten years and looked at other research efforts that dealt with this trend. They defined administrative training as areas of graduate academic concentration in Business Administration, Public Administration, Educational Administration, Student Personnel Administration and Higher Education Administration. They defined non-administrative training as Guidance and Counseling, Student Personnel Work, general and other areas of Education, Social Sciences, Physical Sciences, and the Humanities. Using these definitions, Paul and Hoover reported the following changes:

> ...The title of Dean of Students had been replaced by Vice President for Student Affairs in 76% of the institutions surveyed. Crookston (1974) examined the nomenclature of chief student affairs officers in various studies from 1950 through 1972, and found that approximately 50% of the time the most frequent used title was "Dean of Students." In another nationwide survey Brooks and Avila (1974) found that 49% of the chief personnel officers used the title "Dean of Students."
>
> The doctor's degree replaced the master's degree as the most common advanced graduate degree. The findings were that 82% of the respondents held doctor's degrees, while Brooks and Avila (1974)

found 47% held doctorates, and Grant and Foy (1972) found 38% held doctorates.

In looking at graduate school discipline, the categories were administrative and non-administrative type of preparation. The respondents were found to be administrative in 42% of the cases and non-administratively trained in 58% of the remaining cases. Haraway (1977) found that 28% of the chief student affairs officers under her study were administratively trained as compared to no formal administrative training for the other chief administrators who were examined. Hoyt and Tripp (1967), Wrenn (1967), Zook (1968), and Heller (1967) arrived at comparable conclusions, they also indicated that chief student personnel administrators spent more time on administrative functions than on any others, yet are not usually professionally trained as administrators. In spite of the urgings of several writers and researchers in the student personnel field (Hoyt and Tripp, Wrenn, Penny and Heller), the trend toward professional administrative preparation for the chief student personnel administrator appears to be moving along rather slowly.

Paul and Hoover concluded from their research that the change in title may indicate that preparation should include administrative training for what appears to be a predominantly administrative position. They also advised aspiring chief student personnel administrators not to expect to find much personal contact with students once they are in the top student personnel position. In spite of the urgings of several writers and researchers in the student personnel field (Hoyt and Tripp, Wrenn, Penny and Haller, et al.), the trend toward professional administrative preparation for the CSPA position appears to be moving along rather slowly (Paul and Hoover, 1980, p. 36).

In a 1979 examination of the field, Bloland asked questions similar to those raised by Penny (1969, 1972), McConnell (1970), Patzer (1972), and Bloland (1974) when he asked, "Why isn't seemingly pertinent training and experiences seen as prerequisite to appointment as a chief student affairs officer?" Bloland answers his own question

by putting forth four propositions that contend that a student affairs background provides no particular advantage because it is not congruent with the role expectations actually held for the positions. His propositions are:

1. The personal qualities of the student personnel worker are inversely related to the requirements for success as a chief student affairs officer.

2. The administration of a complex student affairs program may require administrative skills for which trained student personnel professionals are ill-prepared.

3. The relationship between CSAO and their presidents is more important than their professional expertise in student personnel work.

4. The expertise of the student personnel/student development specialist is irrelevant to the academic programs of most colleges and universities.

Bloland (1979) proposed that the requirement of top level student affairs administration are such that prior training in student personnel/student development may be undesirable and unnecessary and that the administration of higher education is a field separate and distinct from a student personnel/student development preparation program. He advocates that the aim at the doctoral level should be to prepare student personnel/student development workers to enter administration, if that is their goal, as academic leaders, not as general all-purpose administrators.

The four propositions, while challenged by Briggs (1980, p. 57) for their polarized views of effective administration versus counselor-type student personnel workers, do offer insight into the problems facing preparation programs. Although student development/personnel programs produce workers or administrators who possess special knowledge,

skills and abilities that contribute to the success of institutional programs, their role and effectiveness in higher education has often been questioned (Penn, 1974, p. 257).

Summary of Preparation Programs

An analysis of the professional preparation programs as they appear today and recommendations for proposed programs indicate that there is no clear orthodoxy evident in either current or proposed programs. There exist differences of opinions upon the extent or amount of emphasis to be placed upon any one area in relation to the others. The majority of programs appear to offer a course in counseling theory and techniques, a course in students affairs administration, and a course focusing upon college students and their sub-cultures. These are followed closely by courses concerned with individual, group, and environmental appraisal techniques and surveys of higher education in America. Most programs also include courses which introduce the principles of student personnel to the graduate student as well as introductions to research and statistics. Practical application courses including counseling practica, students affairs practica, group procedures, communication and consultation skills, budgetary management skills, and legal considerations are also common to many programs of study. Less evident, but apparently on the rise, are courses concerned with human development principles and practices as well as courses which focus attention upon organization behavior and intervention. Likewise, courses concerned with learning theory, disabilities, and curriculum are noted but not heavily emphasized. It appears that counseling and guidance is the primary emphasis in over half the

programs while higher education administration is emphasized in approximately one-fourth of them. The remainder look to human development processes, social intervention strategies, student services practice, and various combinations as their foci.

Extreme variance and lack of agreement will be found on the topic of what should constitute appropriate and adequate professional preparation among almost any sampling of preparation faculty. And such diversity and disagreement is clearly manifested by inconsistency and discontinuity in preparation programs of today. The disagreement and wide variance in direction, emphasis, content, and skill development appears to be a reflection of the practitioner's programmatic and operational imperatives discussed earlier and indicative of preparation program faculty attempting to prepare graduates for a job market "as it is" and to perform so as to survive. The individual recommendations as well as the work of commissions have presented a number of proposals that have relevance for and will likely have an influence upon both the academic and subject matter content of preparation and the organizational and administrative aspects of these same programs (Miller, 1967, p. 175). The research of the literature in this area illustrates that in the case of professional preparation programs which will result in requisite knowledge and skills for student personnel administrators is still a matter where questions have been and should continue to be raised.

In evaluation of preparation programs for student personnel, students have consistently ranked practical experiences as the most valuable and most needed part of their preparation. The relating of

practical skills and functions to theory is basic to any profession, and only as a student can test the knowledge learned by participating can philosophy and theory be merged in a meaningful way.

Patterson, in his 1974 dissertation, made the recommendations that chief student personnel administrators will have to insure that their divisions do more than provide service. To be organizationally effective, student personnel will have to assist the institutions in preparing students to work and live in a world of change. The administrators will have to develop and use approaches and philosophies that will facilitate student personnel in continuing to be a signficant force in higher education (Patterson, 1974, p. 90).

Patterson continues by saying, "The educators who will be preparing student personnel workers of the future will have to develop a closer relationship with the administrators who are running the programs. The administrators should be able to rely on the educators for competently trained professionals who can make significant contributions to the profession." (Patterson, 1974, p. 90-91)

Literature on Male and Female Administrators

The selection of managers and others to occupy positions of authority is a critical task in virtually all organizations. Social scientists have addressed many leadership issues during the past century. Relatively little is known about the effects of variables associated with management selection. Two variables that have been reported often as demographic data are male/female ratios of CSAOs and the educational training of CSAOs.

Various surveys since the mid-1960s have chronicled the male/female ratio of CSAOs. Women are a minority at the top of the profession--Dean of Students and Vice Presidents for student affairs positions and at the top policy levels of most institutions. Rickard (1985) has provided some of the more recent data on the differences between the male and female CSAOs.

In a national survey of large and small, public and private higher education institutions, Rickard (1985, p. 58) found that female CSAOs differed significantly from male CSAOs on seven variables. Females (a) are appointed at a younger age; (b) have attained less education; (c) move to the top from different titled previous positions; (d) have different CSAO titles; (e) have less full-time experience in student affairs; (f) have less experience in previous positions; and (g) are more likely to be in schools with under 1000 students. Kuh, Evans and Duke (1985, p. 39-47) had similar results in a study of the career paths of successful chief student affairs officers.

After attaining equal positions there were still differences between the two sexes in their anticipated career moves. Ostroth, Efird and Lerman (1984, p. 447) found that although 18% of the male respondents expected to move to presidencies, only 7% of the females had this expectation. Men also expected to move to teaching in greater proportions (15% versus 5%). Proportionally more women (14%) than men (6%) expected to move to vice presidencies in other areas than student affairs.

Despite attempts to refute stereotypes of males and females

there seem to remain persistent differences between the sexes. One study suggests that it may not be personality or characteristic differences but the way the two sexes are perceived by the organization. Lafontaine and McKenzie (1985, p. 21) report that the fundamental basis for authority in formal organizations and "frequently the most important determinant of governance," is formal authority (Pfeffer, 1981, cited in Lafontaine and McKenzie, 1985). Individuals have formal authority because they hold within organizational hierarchies positions other members acknowledge as legitimate sources of specific communications. Communications are accepted as legitimate then, because the individuals initiating them are seen as "duly constituted" sources of influence (Haas and Drabeck, 1973, cited in Lafontaine and McKenzie, 1985).

Consequently, women must continuously define, emphasize, exert, and defend their formal authority in interactions and situations, where for men it would be accepted (Kanter, 1980, cited in Lafontaine and McKenzie, 1985). Lafontaine and McKenzie go on to theorize that because governance in formal organizations is by definition a social or reciprocating process, women's actions in administrative positions constitute, either by default or design, a response to their lack of formal authority.

In looking at the type of skills utilized by male and female administrators, one study shows that the skills are very similar. A study by Barrax (1985, p. 29-30) focuses on the factors that influenced the career histories of males and females who achieved similar administrative positions in university settings. The factor

mentioned most often by men and women administrators fell into six broad categories: a history of taking risks; achieving change successfully; being progressive; possession of the right credentials (a terminal degree and publication); a regional or national reputation from involvement in organizations; and communication skills.

Barrax stated that the skills most of the women and men stress (women, 89%; men, 89%) are interpersonal and communication skills. Other characteristics emphasized were efficiency--they paid attention to detail, are good at paper work, and are well organized (females, 33%; males, 44%), and one other important trait was assertiveness (women, 11%; men, 11%).

Both males and females in the study feel that their efficiency and competence in carrying out responsibilities helped their administrative careers, but more women as well as men consider their interpersonal and communications skills as crucial to the paths that led to selection for their positions. Two other characteristics often discussed in the literature as important for managers or administrators are the ability to take risks and assertiveness.

Generally, the findings of the study show that women--as well as men--who are already working at a university and who wish to move into administrative positions can attract attention to their abilities by volunteering for and accepting assignments at all university levels that can give them an opportunity to demonstrate interpersonal and communication skills in particular, as well as other skills perceived by the participants in this study to be important for administration. Women in this study perceived of themselves as persons who were risk

takers, who get things done, who have been successful in achieving change smoothly, and can consciously set out to demonstrate such a record.

It was Andruski and Howes' (1980, p. 495) contention that in order to gain equal access, higher education institutions need to provide women with the opportunity to become educated in the principles and theories of administration, decision making, communication, conflict resolution, problem solving, leadership, budget, legislation, politics, and educational planning. Greater numbers of women need to be encouraged to prepare themselves for administration so that there will be a larger pool from which to draw for top-level positions.

A study by Brenner does refute the stereotypes of male and female differences in management characteristics. Brenner (1982, p. 380) analyzed sex differences when males and females were matched in terms of their job rank and educational background by using the Personality Research Form to measure certain personality traits. Results indicate that sex differences for the traits practically disappeared when more educated males and females were compared; the more educated members of both sexes approximated the managerial stereotype.

More research of this order is needed because research shows that, despite more favorable numbers at entry into the profession, the rate of upward mobility for women lags behing that of entering men. Career studies carried out over several years are needed in order to understand what is happening to women in the profession.

Successfully implemented the research would add a great deal to the general organizational literature with particular reference to patterns of women's careers in a profession that is drawing more women to it.

Overview and Summary of Skills

The results of a study by Dill (1984, p. 92) provide some indication that academic management is still highly intuitive, tends to avoid the use of quantitative data or available management technology, and is subject to the political influence of various powerful groups and interests. The traditions, beliefs, and values of individuals, disciplines, and institutions appear to play a more substantial role than is generally acknowledged in the extant prescriptive literature on management. Dill suggests future research on administrative behavior in higher education needs to give significantly greater attention to the implication measuring and controlling for variables between types of institutions.

On a reflective note, Paul and Hoover (1980) cite the rapid changes taking place in higher education as the reason they conducted their research in order to determine its effect on student personnel work. In 1973, Fincher had already chronicled that the role and function of the college and university administrator has shifted from that of ideational and collegial leadership to rapidly expanding concerns with resource management, and from concern about curricula and faculty relations to ends-orientations and assessment of results. He observes a shift in administrative style from that which relied on experience to that which relies on technique.

> The dominance of technique over experience has been accelerated by the development of accounting systems that permit a more meaningful fiscal control of resources and expenditures; the ascent of behavioristic concepts and methods in dealing with the human aspects of organizational life; the popularity of schema-graphic methods that permit better visualization of decision processes; and the expansiveness of mathematical-computer methods that facilitate ready access to quantified information about operations and procedures (Fincher, 1973, p. 500).

Student personnel programs are beset with problems on how to keep abreast of the theoretical, operational and technological changes. Shotogren (1978, p. 2) in his study of the administrative development in higher education found not infrequently, that the administrators come to their posts with limited training and/or administrative experience, often realizing a need, sometimes acute, to know more about the administrative process and its relationship to organization behavior and development, current issues, educational missions, institutional goals, role expectations and realizations, and his/her opportunities for individual performance improvement.

Paul and Hoover note that training programs, job credential requirements and the positions themselves, quite frequently change as student personnel professionals try to keep pace (Paul and Hoover, 1980, p. 33). It is this shift in academic administration and skill requirements that is the motivating force behind this research.

The first section of the literature review focused on identifying certain basic management skills and abilities which various authorities feel administrators of all types must possess if they are to be successful in performing their duties. Among the most important of those skills are: the ability to plan, the ability to organize, the ability to direct, the ability to staff or recruit, the ability to

coordinate, the ability to review or evaluate, the ability to budget time and resources, the ability to interpret data, the ability to conceptualize about problems, and the ability to communicate effectively with a variety of people. A broader category of skills were identified as technical, human relations and conceptual. The numerous skills listed provide a matrix of the management skills necessary for effective functioning. Since the design of this study included a survey of the chief student personnel officer, it is necessary to develop an instrument that accurately defines each management skill. This remaining section of the review of literature identifies the management skills most often listed as necessary for effective job performance, and the literature is used as the basis for developing definitions of these management skills.

Definition of Identified Skills

Administrative Competency - The operational things done in order to accomplish a pre-determined goal.

Appraisal - process used to provide assistance to aid individuals in the modification of behavior in order to maintain satisfactory performance which should assist in making decisions leading to promotion, salary increase, transfer or suggested release.

Appraisal of Student Needs and Characteristics Competency - The ability to collect and analyze information regarding cognitive and affective characteristics of students in the learning process and utilize the information in assisting in the design of curricula and educative experiences.

Budgeting - Constantly evaluating the alternative uses of

available resources in a systematic manner, and course of action must continue to promote the overall goals of the institution at minimum cost.

Change - Any significant alteration in the status quo through a deliberate process which is intended to benefit the people involved.

Coaching and Development/Motivation - Defining the job, determining accountability standards of performance, and then securing mutual agreement on results desired; help the subordinate do his job better and encourages him to excel; gives the subordinate a clear picture of how well he is doing and expresses appreciation for work well done; builds strong supervision-subordinate rapport by open communication, feedback, listening to problems, and alleviating anxieties; and initiates the development of plans jointly with the subordinate to improve his total abilities.

Collective Bargaining - Elements of the bargaining process are recognition process, setting up a negotiating committee, preparing for the sessions, techniques of negotiating, conduct at the bargin table, content and scope of the agreement impasse procedures, preserving managements' rights, and implementing and living with the agreement.

Community Outreach - The ability to design and carry out to mission the evaluation of the student personnel functions as they relate to the college. This competency involves not only evaluation and accountability of programs but also of individual performance.

Communication System Competency - The ability to evaluate the sources and the kinds of information available for the decision making, problem solving process of the institution and utilize the communication network to convey vital information to the various groups and individuals throughout the institution.

Conflict Resolution Skill - The interpersonal skill of mediating between conflicting individuals and the decisional skill of handling disturbances.

Consulting Skill - The ability to manage an expert-client relationship. Political skills associated with the conflict and infighting in large bureaucracies. The role of consultant requires special skills in the area of problem solving, identification, synthesis of perceptions, and conflict resolution accompanied with a keen sensitivity to different points of view.

Coordinating - Exchanging information with other people in the organization in order to expedite, relate and adjust programs.

Counseling - The ability to utilize knowledge of personality theory and the appropriate use of a broad variety of counseling techniques, including group work, crisis intervention models and referral procedures.

Decision Making (Under Ambiguity) - Ability to decide when a decision is to be made in an institutional situation, categorizing needs and objectives relating to the situation with the absolutes and the desirable being listed.

Delegation Process - The ability to distinguish between authority, responsibility and accountability and to verify that tasks have been done at the appropriate personnel level and at a given quality level without the personal involvement of the administrator.

Educational Leadership Competency - The ability to set goals and to define missions in accordance with the educational community's sense of their own needs, values and purposes.

Entrepreneurial Skills - The search for problems and opportunities and the controlled implementation of change in organization.

Evaluation - The function of management which measures the real outputs or benefits produced by the approved and implemented programs and compares them with the planned outputs or benefits.

Execution - The function of middle management which ensures that what has been chosen to be done is done well and efficiently. It takes the resources allocated and implements the planned programs with the intention of producing the outputs as planned.

Goal Setting - Refers to that activity in which top level management determine the broad value oriented purposes of higher education. Goal setting determines "what to do" and "why" in the broad sense.

Information Processing Skills - Ability to build informal information networks, find resources of information, extract which they need, validate information, assimilate it and build effective mental modes.

Investigating - Collecting and preparing information usually in the form of records, reports, and accounts.

Interpersonal/Human Relation/Counseling Competency - The ability to exchange information and communication and to structure interactions so that the immediate and successive interactions with a party(ies) will further mutual interpersonal satisfaction.

Leadership - The ability to deal with subordinates, to motivate them, to train them, provide help, deal with problems of authority and dependence and to influence people so that they will strive willingly toward the achievement of group goals.

Management - The art of allocating resources within the

organization in a manner designed to reach the goals of the organization. Management techniques concentrate on developing the most effective and efficient usage of resources within the organization, including human resources.

Negotiation - The ability to trade resources.

Operations Research - Experimental design, method of research and objectives evaluation produce data that is valuable in decision making.

Organization Development Competency - The ability to use behavior science concepts and techniques in a planning and collaborative effort to increase human and organizational effectiveness through a systems influenced approach to problem solving and decision making.

Organizing - The grouping of activities necessary to attain objectives, the assignment of each grouping to a manager with authority necessary to supervise it, and the provision for coordination horizontally and vertically in the enterprise structure.

Peer Skills - The ability to enter into and effectively maintain peer relationships. A number of skills included with peer skills are knowledge of how to develop implicit contacts with other parties to serve mutual needs, knowledge to build up and maintain an extensive network of contacts to bring him favors and information, communicate on a formal and informal basis.

Personal and Professional Introspection Competency - The ability to analyze student personnel work, one's self and one's educational needs and values and the impetus to learn in a self-directed way.

Planning - The continuous process of making (risk-taking) decisions, systematically and with the best possible knowledge of their

futurity, organizing systematically the efforts needed to carry out these decisions against the expectations through organized systematic feedback.

Policy Development - Courses of action, adopted and followed, which specify the objectives, the responsibility for implementation, the delegated authority for coordination and control, and the methods and procedures appropriate to achieve the objectives.

Political Skills - The process involving representing the organizational unit's interest in contests over resources, goals and policies, and carving out spheres of influence with other subunits within the same organization.

Presidential Cabinet Competency - The ability to recognize, utilize and develop the several special administrative competencies necessary to fulfill a leadership function at this decision making level, with other members of cabinet in order to assure the welfare and quality development of the total institution.

Program Development - Planned, structural learning experiences designed to be either remedial, developmental or preventive interventions aimed at meeting the needs of individual or environment.

Representing - Advancing the interest of the organization through consultation, speeches and contacts with individuals or groups outside of the organization.

Research, Testing and Measurement and Modern Technology Competency - The ability to identify areas of information needed and to utilize research techniques to assist in carrying out effectively the planning, management and evaluation function.

Resource Allocation - Time management, work allocation for subordinates and in what formal structure they must work in, pass judgments on projects that require organizational resources.

Staffing - Selection of personnel based on a patterned interview involving assessment of work record, military service record, schooling, early home environment, in order to maintain the appropriate personnel. The major tasks to be undertaken in the staffing function include recruitment, selection, orientation, staff development and staff evaluation.

Staff Development - Planned structured learning experiences aimed at (1) the remediation and rehabilitation of marginally trained or skilled professionals; (2) the enhancement of accountability to our institutions for what we do as professionals; and (3) the exercise of professional responsibility in the form of ensuring our own continuing professional growth.

Supervising - Directing, leading, motivating subordinates.

Time Management - The use of time is significantly related to setting objectives and designing the means to reach them. Systemizing work, organizing working materials and striving for orderliness set the stage for efficiency.

Wage and Salary Administration - Reward for service whether by direct or indirect means.

CHAPTER III

RESEARCH METHODOLOGY AND THE DESIGN OF THE STUDY

This chapter presents the statement of the problem, describes the population to be sampled, the instruments that were utilized, the administration of the instrument, and the statistical methods used to describe the findings.

Statement of the Problem

The Statement of the Problem was presented in Chapter I. They are restated in this chapter for the convenience of the reader:

1. What are the most important skills necessary to an effective chief student affairs officer as seen by the practitioners themselves?

2. What differences (if any) exist in the perceptions of respondents as functions of their gender and educational background? In order to answer this question it is restated in research null hypothesis form.

   a) There are no significant differences in the perceptions of male and female CSAOs on the skills necessary to an effective CSAO.

   b) There are no significant differences in the perceptions of CSAOs with field related educational backgrounds and CSAOs with non-field related educational backgrounds on the skills necessary to an effective CSAO.

   c) There is no significant interaction of gender and educational background based upon the perceptions of

skills necessary for an effective CSAO.

These hypotheses were tested at the .01 level of significance.

3. What skills (if any) are unique to the role of chief student affairs officer?

The Sample

Based on evidence found by Crookston and Atkyns (1974), large institutions were often the trendsetts in programs and organizational patterns among student personnel workers in higher education (Paul and Hoover, 1980, p. 33-44). Large universities are defined (Crookston & Atkyns, 1974) as those having 9,000 or more students. According to the 1980-81 Education Directory, there are 197 state controlled universities with a student enrollment of this size. Since this population is relatively small, the study used the entire population rather than a randomly selected sample. The population, therefore, is the 197 chief student affairs officers of these institutions. Since the entire population has been used and the population has been cited as trendsetters, the external validity should be high.

Description of the Instrument

The research of the literature revealed forty-two (42) authors who described or listed various competencies and skills needed by chief student affairs administrators. As a result of this review, a selected list of seventy (70) skills and competencies were developed and designed into an instrument by the investigator. The inclusion of the selected skills and competencies into the survey was based on two criteria. First, a frequency count was used, and those most often

cited were included. Second, skills listed in the more recent publication, regardless of frequency, were included based on the assumption that they may reflect a new trend in thinking. Appendix G contains the index of skills by author and page number that the skill is listed on within the reference.

The questionnaire formate includes a cover letter explaining the basic purpose of the research and soliciting the respondents' cooperation. The first part of the survey was devoted to demographic information. Background information sought was: sex of the respondents, age, educational background, official title, length of time in the current position and institutional information. The background information used short answer and simple selection type questions.

The individual items relating to skills employed the Likert procedure in order to facilitate the statistical analysis of the results. A five point scale was used to judge whether skills were rated of high importance or of no value. The responses were coded as 5, 4, 3, 2 or 1 respectively, with 1 being the most important and 5 being of no importance.

Although the literature reflected a certain division of opinion on types of skills needed, administrative versus counseling, professional competence related to the field versus a generalist training; the 42 skills were organized randomly to prevent respondents from developing a mind set on skills related to a particular category.

The final item on the questionnaire asked the respondents to list any skills (if any) that are unique to the chief student affairs

officer position. This is an open ended question to elicit skills that are thought necessary and unique but were not covered in the questionnaire.

A three step process was used to develop the skills questionnaire. The first step was to review the student personnel literature to identify skills that were stated as necessary to the field. A list of 70 skills was edited and 55 were included in an inventory of skills. Second a panel of five University of Oklahoma student personnel experts judged 50 of the 70 skills as minimally essential for a student personnel administrator. Third a list of the 50 skills were taken to a NASPA Convention and judged by participants who volunteered to critique the survey. The judges declared the instrument was clear in its objective and the skills were necessary and suggested 4 more skills be included that had not been previously found.

Finally, a pilot test of the instrument was conducted with students to determine the clarity of the 54 items. The group determined that 46 of the items were essential skills and were clearly stated. Based on the results of this pilot test, these 46 items judged clear were retained.

As with any instrument the question of validity must be addressed. No instrument existed in the literature which permitted the present investigator to borrow or use; therefore, face validity and construct validity will be claimed for the instrument. Sellitz, Wrightsman and Cook (1976, p. 178) offer the following definition for face validity: "such measures that focus directly on behavior

in which the tester is interested are often said to have face validity; that is, the relevance of the measuring instrument to what one is trying to measure is apparent on the face of it." The issues raised are at a level that it is reasonable to use face validity as a criterion. For example, the first question asks, "What are the most important skills necessary to an effective CSAO as seen by the practitioners themselves?" On the face of it, respondents will be able to respond to the question without looking for covert meanings or interpretations.

One of the statistical techniques used to analyze the data, factor analysis, is also a construct validity tool. Construct validity seeks the meaning of a construct through the relation between the construct and other constructs. The main preoccupation of factor analysis is common-factor variance, which is defining constructs with other constructs. Therefore, construct validity for the instrument should be obtained after the data has been factor analyzed.

The face validity and construct validity of the items included in the questionnaire were evaluated by the participants in the pilot study. Recommended changes were incorporated in the final instrument. The instrument was designed by the researcher to be easy to complete and easy to tabulate. It provided respondents with an opportunity to express their opinions concerning skills needed by chief student affairs officers.

Collecting the Data

The Chief Student Affairs Officer at each of the 197 institutions were identified through the 1980-81 Education Directory and sent a

packet of materials. Each of the packets mailed to the CSAOs included a cover letter jointly written by the researcher and Dr. Herbert Hengst, Professor and Director of the Center for Studies in Higher Education. Other materials included were a self-addressed return envelope and the questionnaire. Four weeks after the first mailing a follow-up letter, an additional copy of the questionnaire and a self-addressed stamped return envelope were sent to those individuals who had not responded. Appendices A-C contain all the materials sent to the group.

Data Analysis Procedure

The Statistical Analysis System (SAS) was used to analyze all of the data that were pertinent to the study. The demographic characteristics of the CSAOs were described through simple descriptive statistics of frequency distribution and percentages. PROC FREQ and PROC MEAN were used on the CSAOs ratings of their perceptions of the skills most necessary to an effective administrator. The mean values obtained through PROC MEAN were used to rank the scores in ascending order with a low mean score corresponding to high importance and a high mean value indicating the skills was of low importance.

Further analysis of the 46 skills was performed via the SAS factor analysis routine (PROC FACTOR). Each of the sample groups' responses (N = 139) to the 46 skill items were intercorrelated by use of Pearson's product moment correlation and the resultant 46×46 matrix subjected to factor analysis. A principal factor solution determined the number of original factors and estimated the initial communalities of the skills. All factors were extracted from the correlation matrix. The percentage of variance accounted for by each

factor was computed from the eigenvalues. Catell's Scree test and alpha coefficients determined that a two-factor solution was appropriate for these data.

The initial factors were then rotated to orthogonal factors using SAS's principal components varimax rotation routine. The principal components varimax solution identified groups of variables which were substantially measuring the same thing and emphasized those measures that are most similar and dissimilar to each factor or component. Factor loadings or correlations between the observed variables and the latent factor variable or component were used to determine what variables would be retained on each of the factors. Only those variables with loadings of .40 or greater on a factor were retained. Those variables that did not have a correlation of more than .40 were expected to be essentially unreliable in contributing to the interpretation of the factors; consequently, they were discarded. Appendix E contains the entire list of variables in numerical order. In identifying the unities or fundamental properties underlying the measurements, names were assigned to the factors that described or summarized the data.

Factor scores for the CSAOs were obtained from the results of the factor analysis. Using SAS's PROC FACTOR and PROC SCORES routines, factor scores were obtained through a multiple regression solution. The varimax solution was premultiplied by its transpose and then the product had its inverse taken, which was then post multiplied by the varimax solution to result in a matrix of factor coefficients. The factor scoring coefficients were multiplied by an individual's

response to each item and then summed across the variables which were included in the factors, resulting in that respondent's factor score on each factor. In sum, the factor score was a single score which estimated an individual's response on a latent variable that reflected all the variables included in a factor or component. The factor scores obtained were used to answer the third statement of the study: to ascertain what differences if any exist in the perceptions of respondents as functions of gender and educational background.

There were corresponding hypotheses with this question. Two demographic variables containing two groups each, gender (male vs. female) and educational background (field related vs. non-field related), were selected as units of analysis to determine if there were effects on responses on the obtained factors based upon differences in these characteristics. The factor scores obtained represented the individual CSAOs as they were categorized into one of the four aforementioned groups based upon their demographic characteristics. Mean factor scores were then computed on the two factors.

To test each of the specific hypotheses, a 2×2 unequal N analysis of variance (ANOVA) of factor scores obtained for the four groups was performed through SAS's PROC GLM package. The t-test served as a further test of significance.

The research question concerning skills unique to the CSAOs role was an open-ended question. The responses of the CSAOs on the open-ended question were categorized through content analysis. In

describing how content analysis is done, Kerlinger (1973, p. 548) has written: "The first step, as usual, is to define U , the universe of content that is to be analyzed."

For the identification of skills unique to the profession of CSAOs, the universe of content (U) consisted of all verbal responses given by the CSAOs. The goal was to collect judgments and establish consensus about the reduction of U . The raters were graduate students familiar with terminology associated with higher education administration and student personnel administration. Each rater went through the list of skills elicited and the content of the replies to the questions were analyzed by raters grouping similar suggestions together. The groups derived by the raters were then discussed by the researcher with the raters. After consensus was reached the major categories were defined by the skills which formed a representative summary statement of the major group. The individual raters then assigned each of the skills to one of the defined major categories. Each skill was permanently assigned to a category when group consensus was reached by the raters that the skill belonged in that particular category.

Sub-categories were based upon the number of times a particular skill was listed under a major category or the uniqueness or timeliness of the skill. Similar skills that were listed in differing terminology were collapsed together to form a representative skill. The open-ended question was used only for heuristic and suggestive purposes and no further analysis of the data was considered.

Limitations of the Study

The survey of skills needed was directed only to the population of chief student personnel administrators at public four-year universities and colleges with a population of 9,000 or more. The sample did not include educators or other professionals within student personnel work; therefore, the results are based on a limited population. In addition, a self selection process may exist in the responses returned. These responses may not accurately reflect the perception of the total population. Finally, a non-response of 28% is a source of potential bias in the results.

Aside from limitations imposed by time constraints and budgets, other restrictions included the design of the instrument, form, sequence of questions and detail of procedure were developed by the researcher. To this point, the skills defined and articulated are limited by the researcher to those listed from authors in the field; it may or may not be later determined that the listed skills are those most needed to be effective. Thus, findings must be interpreted with these limitations in mind.

CHAPTER IV

ANALYSIS OF DATA

The findings represented by the study have been organized in the order in which they were elicited by the questionnaire. First, an analysis of the demographic data gathered from the respondents was presented. The next section included a presentation of the findings to be most important to Chief Student Affairs Officers based upon the mean value for each of the skills by composite group and subgroups. The skills were then subjected to Factor Analysis to determine underlying factors. Factor scores were obtained from the resultant matrix of skills and the mean factor scores were analyzed by a 2×2 ANOVA and t-test. Finally, those skills perceived by the respondents as being unique to Chief Student Affairs Officers were listed. For brevity, the title Chief Student Affairs Officer will herein be referred to as CSAO.

From a review of pertinent research and literature, a questionnaire was developed and sent to the research population of 197 CSAOs at state universities with populations of 9,000 or more. Responses were received from 153 of the CSAOs, which generated 141 usable questionnaires. Thus, the 141 CSAOs with usable returns represented 72% of the targeted population. The 12 returns that were incomplete were due to

reasons such as resignations, temporary assignment to the position, demographic data or survey not completed properly or disagreement with the study. A listing of the schools whose CSAOs responded to the survey are shown in Appendix D.

Demographic Characteristics

Examination of the demographic data revealed that 123 or 87% of the respondents were male with 58% of that group in the age category 41-50. Twenty-eight percent were in the 51-60 age bracket with 10% under 40 and 4% over 61. Seventy-two percent of the female CSAOs were in the 41-50 age bracket with 11% under 40 and 16% over fifty. There were no female CSAOs over 61 years of age. The sparse number of female respondents (N = 18) along with their relatively young age (83% were under 50) indicate that within the last 5 years or more the university level institutions (9,000 or more students) either has not retained or has not promoted from within many of its female CSAOs and the field remains a male dominated occupation.

The length of employment category revealed that 31% of the total sample had held that position from 5-10 years. Nineteen percent had been in that position less than 2 years, 20% had worked between 2-4 years and 28% had been in the position for more than 11 years. Thus, 70% had held their positions for 10 years or less. However, women have spent less time in their present positions than males. Nearly twice as many men as women had held their current position for 5 years or longer (62% to 38%).

Overall, 73% of the CSAOs held doctorate degrees and were about equally divided between Ed.D.'s and Ph.D.'s. The results are more

comparable between male and female on this particular category, with over 77% of the males having doctorates and 72% of the females. Twenty-seven percent of the females were master degree recipients as compared to 19% of the males.

Over 78% or 111 of the degrees were related to the present occupation of the CSAOs. This type of educational background was termed field related and included professional training in counseling or student personnel, higher education, or some of the social sciences. Over 21% or 30 of the CSAOs had degrees that were non-field related. Non-field related degrees included law, the sciences, business, religion, public health and humanities. Although the majority of each of the male and female CSAOs held field related degrees, the female CSAO more often came from educational backgrounds outside the field; thus, 100 male CSAOs or 81% were from field related areas as compared to 11 female CSAOs or 61%.

Similar to other recent studies involving demographic information on CSAOs (Paul and Hoover, 1980; Rickard, 1985; Harder, 1983; Brooks and Avila, 1973) the doctorate degree seems to be increasing as the modal degree for attaining the position of Chief Student Affairs Officer with the majority of the degree recipients in fields of study related to higher education or student personnel administration. Table 1 represents the tabulation of the demographic characteristics of the CSAOs.

Sample Data

The CSAOs were asked to rate each of 46 skill items on the survey.

TABLE 1

DEMOGRAPHIC CHARACTERISTICS OF
CHIEF STUDENT AFFAIRS OFFICERS

Characteristics	Categories	FREQUENCY Groups	Male	Female	PERCENT Groups	Male	Female
SEX			123	18		87%	13%
AGE	25-30	0	0	0	0	0	0
	31-40	14	12	2	10%	11%	10%
	41-50	86	71	13	58%	72%	58%
	51-60	36	35	3	28%	16%	28%
	61+	5	5	0	4%	0	4%
LENGTH OF EMPLOYMENT	1-2 YRS	27	20	7	19%	16%	39%
	2-4 YRS	29	25	4	20%	20%	22%
	5-10 YRS	45	39	6	32%	32%	33%
	11+ YRS	40	39	1	29%	32%	6%
DEGREE HELD	BS	3	3	0	2%	0	0
	DPA		1	1	0	0	5%
	EDD	52	50	5	41%	40%	28%
	JD	2	2		1%	2%	
	MDV	1	1		.05%	.05%	
	MED	7	7	2	5%	6%	11%
	MPH	1			.05%		
	MS	3	15	3	12%	12%	17%
	MSW	1	1			.05%	
	PHD	53	43	7	38%	35%	39%
TYPE OF EDUCATIONAL BACKGROUND	FIELD RELATED	111	100	11	79%	81%	61%
	NON-FIELD RELATED	30	23	7	21%	19%	39%

Responses were coded from 1 - 5 on a Likert Scale where 1 = extremely important and 5 = should not be a skill necessary to a CSAO. The 10 skills that were rated as most important to the sample group are listed in order of importance:

- Understand the institution as a whole system;
- Organize and administer student personnel services;
- Lead and motivate others;
- Work effectively with and relate to diverse types of people;
- Understand student personnel function in fulfilling institutional objectives;
- Have a visible ethical and personal philosophy;
- Allocate resources (time, personnel, budget, etc.)
- Make decisions under uncertain conditions;
- Display oral and written communication skills;
- Manifest well developed interpersonal and human relation skills.

The 10 skills considered of lesser importance to the sample groups are listed in order of least importance:

- Utilize resources of professional organization;
- Have knowledge of community organizations and skills in outreach;
- Act as consultant;
- Design co-curricular activities, and remedial programs to facilitate student development;
- Conduct institutional research;
- Understand principles of statistical analysis;
- Conduct group and individual counseling with students and staff;
- Instruct classes with academic credit;

Counsel and advise students involved in career choices and career development;

Administer and interpret personality tests and measures.

A bipolar look at the ten most important skills and the ten least important reveal that the respondents fundamentally agreed that leaders, managers or administrators within student affairs needed human relation skills, basic administrative skills, decision making ability and an organizational sense of the function of student affairs in relation to the whole institution. Seven out of the ten items that the CSAOs felt were generally not critical could be assigned to staff members or were the responsibilities of staff members. Skills that were traditionally used in interacting with students were eschewed. Furthermore, they saw no need for skill development in community organizations or involvement with professional organizations.

One of the basic premises of the study was that gender and educational background would yield significantly different responses from the sample. Table 2 represents the sample sizes for the two variables, gender and educational background.

TABLE 2

SAMPLE SIZE MATRIX FOR GENDER AND EDUCATIONAL BACKGROUND (PERCENTAGES IN PARENTHESES, ROW PERCENT/COLUMN PERCENT)

	MALES	FEMALES	TOTAL
FIELD RELATED	97 (89%/80%)	12 (11%/67%)	109 (78%)
NON-FIELD RELATED	24 (80%/20%)	6 (20%/33%)	30 (22%)
	121 (87%)	18 (13%)	139

Table 3 provides the survey skill list with composite and sub-group mean values for each item. The items appear in the table in ascending order based upon the mean values of the total sample group. Hence, a low ranking indicates high importance is attached to that skill and a high mean value indicates the skill is perceived as being of low importance to the CSAOs.

Comparisons of the mean values of the sub-groups revealed little meaningful differences among sub-groups except that the female non-field related CSAOs consistently had higher mean values than did the other groups of CSAOs. The results of the difference in female non-field related rankings are discussed in a later section (see page 127).

It should be noted that there were 2 missing values which were treated as 0. All variables were consistent in respect to the presence or absence of missing values. There were 139 observations used in the data set.

Factor Analysis Procedure

The sample group's responses (N = 139) to the skill questionnaire were intercorrelated by the use of the Pearson product moment correlation coefficient. The resultant 46×46 matrix was subjected to SAS's PROC FACTOR analysis routine. The initial extraction resulted in 28 principal components or factors being identified. The size of the eigenvalues of each of the factors in relation to the sum of all of the eigenvalues corresponded to the percentage of total variance for which each of the factor accounted.

Several measures were used for judging the relative importance of the factors. Using Kaiser's (1961) greater than unity rule, six

TABLE 3

RANK ORDER OF SKILLS BY MEAN VALUE OF
TOTAL SAMPLE AND MEAN VALUES OF SUB-GROUPS

ITEM	MEAN VALUES				
SKILL DESCRIPTION	TOTAL	F-NFR	F-FR	M-NFR	M-FR
1. Understand the institution as a whole system	1.23	2.77	1.17	1.19	1.13
2. Organize and administer student personnel division	1.27	1.83	1.17	1.25	1.25
3. Lead and motivate others	1.33	2.33	1.17	1.26	1.42
4. Work effectively with and relate to diverse types of people	1.45	2.33	1.42	1.43	1.29
5. Understand student personnel functions in fulfilling institutional objectives	1.46	2.33	1.50	1.31	1.83
6. Have a visible ethical and personal philosophy	1.50	2.67	1.42	1.41	1.58
7. Allocate resources (time, personnel, budget, etc.)	1.52	2.00	1.42	1.47	1.71
8. Make decisions under uncertain conditions	1.55	2.67	1.42	1.49	1.58
9. Display oral and written communication skills	1.56	2.50	1.42	1.52	1.58
10. Manifest well-developed interpersonal and human relation skills	1.57	2.17	1.33	1.54	1.67
11. Assist staff to develop goals and objectives	1.58	1.83	1.50	2.54	2.36
12. Evaluate programs and personnel	1.62	2.33	1.50	1.63	1.60

TABLE 3 - Continued

ITEM		MEAN VALUES				
	SKILL DESCRIPTION	TOTAL	F-NFR	F-FR	M-NFR	M-FR
13.	Engage in systematic planning	1.65	2.33	1.58	1.63	1.62
14.	Interact and communicate with peers	1.65	2.33	1.33	1.54	1.63
15.	Understand and formulate goals and objectives of the institution	1.66	2.00	1.42	1.96	1.60
16.	Represent students to faculty and administration	1.66	2.17	1.58	1.67	1.64
17.	Manage stressful and anxiety producing situations	1.69	2.33	1.92	1.54	1.66
18.	Understand the financing of higher education	1.69	2.17	1.42	1.79	1.67
19.	Manage personnel (staffing, training, evaluation, and wage and salary management)	1.72	2.17	1.50	1.88	1.69
20.	Establish, maintain and modify means for implementing goals and evaluating results	1.75	2.50	1.67	2.00	1.65
21.	Interpret institutional governance and policy making to students	1.80	2.33	1.83	1.88	1.76
22.	Understand trends and issues of post secondary education	1.89	2.50	1.75	1.88	1.87
23.	Mediate conflicts between individuals and groups	1.91	2.50	2.00	1.96	1.85
24.	Build and utilize information networds	1.94	2.50	1.83	1.96	1.92
25.	Understand relationship environmental factors and dynamics of change	2.06	3.33	2.08	2.38	1.91

TABLE 3 - Continued

ITEM		MEAN VALUES				
	SKILL DESCRIPTION	TOTAL	F-NFR	F-FR	M-NFR	M-FR
26.	Utilize information systems and data processing	2.07	2.17	2.00	2.25	2.03
27.	Demonstrate fair and effective discipline of student misconduct	2.22	2.33	2.33	2.14	2.13
28.	Display familiarity with the professional literature	2.30	2.50	1.92	2.63	2.25
29.	Articulate and identify the characteristics and developmental stages of the American college student	2.31	3.00	2.25	2.33	2.27
30.	Utilize political skills as a power base	2.32	2.83	2.17	2.58	2.24
31.	Utilize time management techniques	2.32	2.83	1.92	2.54	2.29
32.	Understand theories of personality development	2.36	2.83	2.17	2.67	2.28
33.	Utilize assessment techniques in determining needs of students	2.36	3.00	2.50	2.46	2.28
34.	Control change	2.36	2.17	2.17	2.54	2.36
35.	Interpret research as reported in professional literature	2.38	2.83	2.33	2.54	2.32
36.	Utilize resources of professional organizations	2.40	2.50	2.08	2.42	2.43
37.	Have knowledge of community organizations and agencies	2.48	3.00	2.50	2.54	2.42
38.	Act as consultant	2.59	3.00	2.08	3.08	2.50

TABLE 3 - Continued

ITEM		MEAN VALUES				
	SKILL DESCRIPTION	TOTAL	F-NFR	F-FR	M-NFR	M-FR
39.	Design co-curricular programs, activities, and remedial programs	2.61	2.83	2.75	2.67	2.57
40.	Have knowledge of diverse types of institutions (junior colleges, public, liberal arts)	2.83	2.83	2.58	2.79	2.86
41.	Conduct institutional research	2.94	3.00	2.92	2.88	2.96
42.	Understand principles of statistical analysis	2.94	3.00	2.92	2.96	2.94
43.	Conduct group and individual counseling with students and staff	2.99	3.17	2.75	2.83	3.04
44.	Instruct classes with academic credit	3.06	3.50	3.08	2.83	3.09
45.	Counsel and advise students involved in career choices and career development	3.50	3.17	3.50	3.33	3.37
46.	Administer and interpret personality tests and measures	3.99	3.67	3.75	3.70	4.09

1. EXTREMELY HIGH IMPORTANCE 2. HIGH IMPORTANCE 3. MEDIUM IMPORTANCE 4. LOW IMPORTANCE 5. SHOULD NOT BE A SKILL NECESSARY TO A CHIEF STUDENT AFFAIRS OFFICER

factors exceeding an eigenvalue of 1.0 were identified as factors that were to be retained. The first unrotated factor had an eigenvalue of 12.39 and the second factor eigenvalue had a value of 4.95 which accounted for 37% of the common variance. Four weaker factors had eigenvalues of 2.15, 1.78, 1.59 and 1.52, respectively. Together with the first two factors, the six factors accounted for 52% of the common variance.

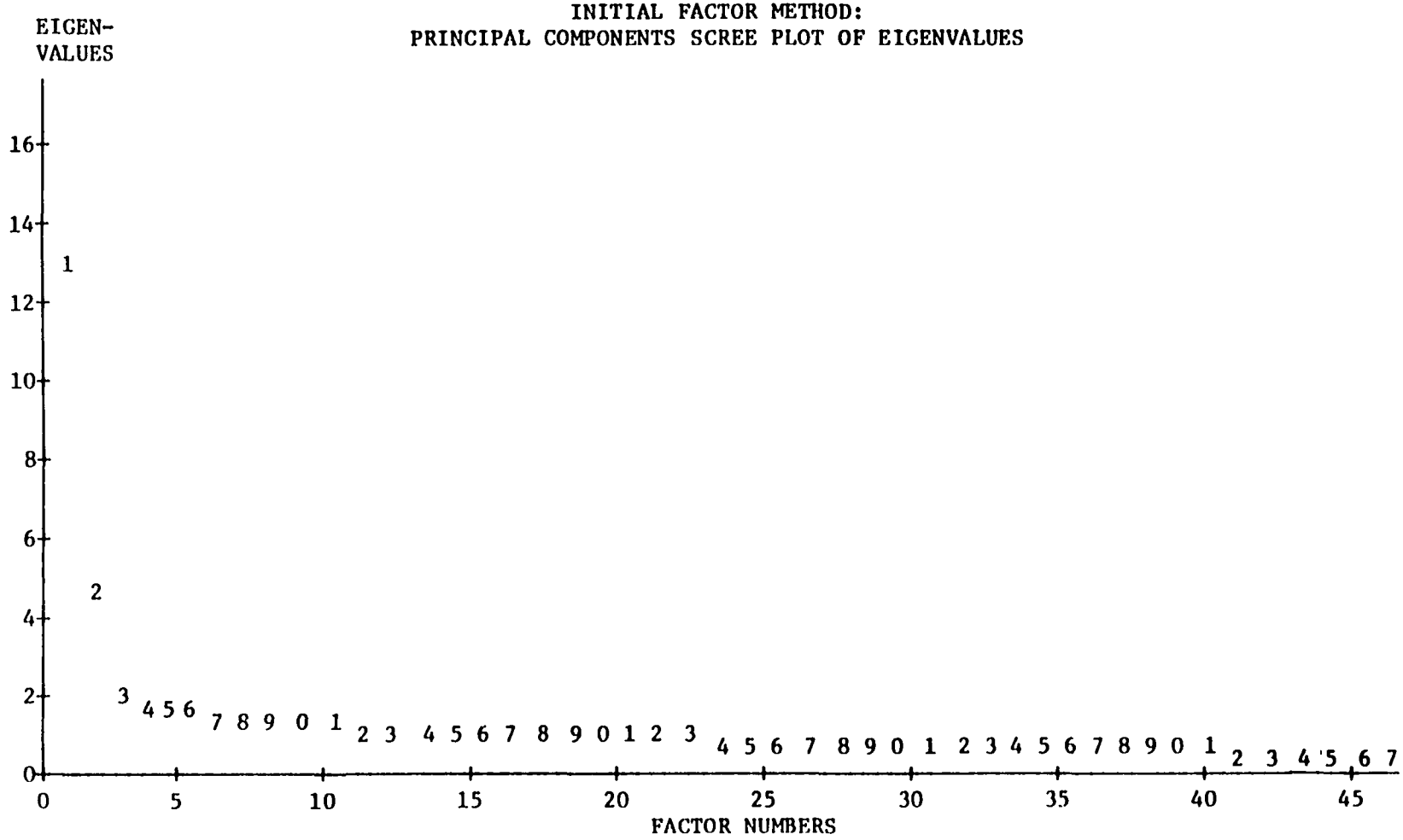
Applying Cattel's (1966) Scree test to the eigenvalues indicated that only two factors should be retained. The Scree plot as illustrated in Figure 1 shows a sharp bend at the third eigenvalue, which Cattel theorized indicates that the last salient factor should be directly above the break or scree.

Additionally, internal consistency (alpha) coefficients were calculated on the factors. The coefficient alpha for Factor I was .94 and for Factor II was .82. The alpha value dropped below .55 for Factors III-VI. These values suggest a high reliability for the first two components and support the decision based upon the Scree test not to retain the third common factor and others.

In order to improve the interpretability of the factors by separating the two factors as much as possible, the two factors were submitted to SAS's principal components analysis followed by varimax rotation. The criterion for inclusion of items was a minimum loading of .40. The decision to use .40 as the minimum loading is based on the suggestion of Lindemen, Merenda and Gold (1980, p. 273) who view a coefficient of .40 as the minimum level for a variable to contribute meaningfully to a factor. Using the .40 criterion value there were no

FIGURE 1

INITIAL FACTOR METHOD:
PRINCIPAL COMPONENTS SCREE PLOT OF EIGENVALUES



loadings that were complex, that is, loaded .40 on more than one component. Forty-one of the 46 items loaded on at least one of the factors.

The first component is a large general factor with 23 items loading on it. Although there are some negative loadings, they are not strong enough to represent a bipolar dimension. Therefore, Factor I is a unipolar factor whose major salients are subscales that relate to issues of institutional governance and leadership. The skills that loaded on Factor I coincide with the Conceptual Skills described by Katz (1955, 1974, p. 90-102) and Mintzberg (1973). In general this skill offers a broadened view of the scope of student services and an understanding of the relationship between the CSAOs division and other parts of the institution, an understanding of the management responsibilities and basic administrative skills along with human relation skills.

The groupings of the variables on Factor I appear to represent the global skills necessary for addressing policy making issues, decision making, communicating effectively and interaction with different types of people. Consequently, Factor I was named "Conceptual Skills". Factor I represented 26% of the common variance. Although relatively small, this factor accounted for almost three times the variance that the next largest factor accounted for. This component includes all 10 of the skills that were considered of most importance, i.e., the 10 having the highest mean value.

The 20 skills that load on Factor II are all skills which require an understanding of and proficiency in a specific kind of

activity, particularly one involving method, processes, procedures or techniques. The name for Factor II "Technical Skill," also, comes from one of the key skills identified by Katz (1955, 1974). In addition to the above definition of technical skill, Katz stated that technical skills are also professional skills or knowledge of a disciplinary field as well as capabilities in teaching and research.

Counseling, data processing, career advisement, understanding statistical techniques, conducting and interpreting research, and designing programs are some of the loadings on Factor II and included all of the skills that were considered of least importance to the CSAOs. Factor II is clearly of less importance for two reasons: first because those types of activities might be delegated or are the responsibility of a staff member. The second is because those activities listed in Factor II accounted for 11%, much less than the variance accounted for in Factor I.

Table 4 contains the retained variables of the varimax rotated principal components solution, their loadings and their names. The method of rotation used in the study (Varimax) corresponded with those measures that are most similar and most dissimilar to each factor. The two distinct dimensions produced by factor analysis (Factor I and Factor II) correlate with the ten most important skills and the ten least important skills, respectively by ranking of means. The alpha values indicated that the items were highly correlated on these dimensions, which indicates that the instrument has isolated some skills that CSAOs think are essential and some skills that CSAOs do not think are essential. However, the two factors accounted for

TABLE 4

ROTATED FACTOR PATTERN
(VARIMAX SOLUTION)

FACTOR NAME	SKILL DESCRIPTOR	F1 LOADING	F2 LOADING
CONCEPTUAL SKILLS	Lead and motivate others #30	.74033	.00682
	Display oral and written communication skills #34	.69618	.14344
	Understand student personnel functions in fulfilling institutional objectives #50	.67838	.12105
	Engage in systematic planning #36	.67299	.21521
	Understand the institution as a whole system #29	.65947	-.03707
	Work effectively with and relate to diverse types of people #33	.64193	.14344
	Manifest well-developed interpersonal and human relation skills #43	.63315	.18072
	Establish, maintain, modify means for implementing goals and evaluate results #67	.63181	.19189
	Interact and communicate with peers #47	.62044	.22401
	Understand and formulate goals and objectives #49	.62220	.10464

TABLE 4 - Continued

FACTOR NAME	SKILL DESCRIPTOR	F1 LOADING	F2 LOADING
CONCEPTUAL SKILLS	Organize and administer student personnel division #63	.61132	-.09604
	Manage stressful and anxiety-producing situation #62	.59671	.28612
	Have visible ethical and personal philosophy #72	.59192	.05615
	Make decisions under uncertain conditions #31	.58267	-.05911
	Allocate resources (time, personnel, budget, etc.) #37	.57299	.15584
	Interpret institutional governance policy-making to students #48	.56942	.30574
	Understand financing of higher education #59	.56478	.23843
	Manage personnel (staffing, training, evaluation and wage and salary management) #39	.55530	.22283
	Evaluate programs and personnel #40	.52305	.18291
	Understand trends and issues os post-secondary education #58	.51451	.26003
	Assist staff to develop goals and objectives #28	.49147	.18924

TABLE 4 - Continued

FACTOR NAME	SKILL DESCRIPTOR	F1 LOADING	F2 LOADING
CONCEPTUAL SKILLS	Represent students to faculty and administration #32	.48055	.20902
	Understand relationship between environmental factors and dynamics of changes #66	.45637	.31854
TECHNICAL SKILLS	Conduct institutional research #70	-.13275	.68120
	Counsel and advise students involved in career choice and career development #46	-.11022	.65800
	Articulate and identify characteristics and developmental stages of American college students #64	.12384	.65377
	Design co-curricular programs and remedial programs to facilitate student development #65	.11065	.63371
	Understand principles of statistical analysis #54	.02574	.62733
	Instruct classes with academic credit #71	.07884	.59838
	Display familiarity with professional literature #60	.29414	.59462

TABLE 4 - Continued

FACTOR NAME	SKILL DESCRIPTOR	F1 LOADING	F2 LOADING
TECHNICAL SKILLS	Administer and interpret personality tests and measures #56	-.33913	.58126
	Utilize resources of professional organizations #61	.21083	.58111
	Act as consultant #68	.11492	.57997
	Have knowledge of community organizations and agencies and skill in outreach #51	.25538	.57469
	Conduct group and individual counseling with students and staff #45	-.07208	.57695
	Utilize assessment techniques in determining needs of students #53	.26232	.57387
	Interpret research as reported in professional literature #55	.31156	.56282
	Understand theories of personality development #42	.31662	.55086
	Utilize time management techniques #69	.20678	.54164
	Utilize information systems and data processing #38	.36340	.51349

TABLE 4 - Continued

FACTOR NAME	SKILL DESCRIPTOR	F1 LOADING	F2 LOADING
TECHNICAL SKILLS	Demonstrate fair and effective discipline of student misconduct #41	.24943	.43140

only 37% of the total variance indicating that a more comprehensive or a different item list of skills is desirable to improve the structural adequacy of the instrument and its ability to explain the variance.

Analysis of Variance Based Upon Gender and Education

Further analysis of the data included the development of factor scores for the items that make up Factor I and Factor II and an analysis of variance to determine whether or not there were significant differences between CSAOs on the basis of gender and educational background. Using SAS's PROC FACTOR and PROC SCORES a weighting matrix for factor scores was calculated from the results of the principal components analysis. The regression method for estimating weights was used. The factor scores contain the linear combination of the coefficients and the original data values of the variables. The factor scores were then computed to obtain the mean factor scores for each of the four groups based upon gender (male vs. female) and educational background (field related vs. non-field related).

Using PROC GLM, factorial analysis of variance was performed separately on each of the principal dependent variables; Factor I and Factor II, with gender and educational background as the independent variables. The first hypothesis predicted there would be no significant differences in responses among males and females on Factor I. The second hypothesis predicted that there would be no significant differences between the means of CSAOs with field related educational backgrounds and CSAOs with non-field related educational backgrounds. The third hypothesis predicted that the interaction of gender and educational background

would produce no significant differences in the means of Factor I.

A two-way analysis of variance revealed significant differences (alpha = .01) for the effects of gender (F = 9.73), educational background (F = 18.88) and the interaction of gender and educational background (F = 9.45). The F-ratios of the main effects and the interaction effect were greater than the F-Critical (1,135) = 6.84. Each of the three null hypotheses was rejected. A summary of the ANOVA for main effects and interaction is presented in Table 5.

TABLE 5

SUMMARY OF ANOVA OF FACTOR I

SOURCE	D F	SUM OF SQUARES	MEAN SQUARE	F. RATIO	F. PROB.	F. CRIT
Gender	1	8.39	8.39	9.73	.0022	6.84
Educational Background	1	16.35	16.35	18.98	.0001	
Gender X Education	1	8.14	8.14	9.45	.0026	
Error	135	116.33	.86			
TOTAL	138	138.00				

The size of the subgroups (Table 2, p. 110) indicate a skewed population; however, the interpretation was based on an assumption of normality. The results indicate that gender had differential effects on Factor I, that educational background had differential effects on Factor I and that there was a significant interaction between gender and educational background. The factorial analysis of variance indicated that overall differences among the means are statistically significant; however, the source of significance can not be precisely

told from the F-ratios.

To further understand the findings of the interaction effect, t-tests were performed on the means of the two independent variables. The t-test performed on the female respondents revealed that at the .01 level of significance, the t of 9.13 was greater than the t-critical of 2.33 (D.F. = 135) and confirmed the large difference in female respondents based upon educational background. A similar t-test was performed on the males based upon educational background. At the .01 level of significance, the t of 1.59 was less than the t-critical of 2.33 (D.F. = 135) and showed no significant difference in male responses based upon differences in educational background.

A graph of the means of the four groups is profiled in Figures 2, 3 and 4 and illustrate the main effects of gender and educational background and the interaction between the two main effects. The source of interaction is evident in Figure 4, where it is seen that the mean of the female non-field related CSAOs is significantly greater than the other three means and that none of the other differences is significant. Also, as shown in Figure 4, male non-field related CSAOs demonstrated a tendency to run in the same direction as the female non-field related CSAOs. However, their ratings were not pronounced enough to indicate a significant difference. Concommitantly, the male and the female field-related CSAOs were most similar in their ratings of the skills loading on Factor I and in their means.

Figures 2 and 3 illustrate the differences in the means of the subgroups. To better understand the difference between the groups,

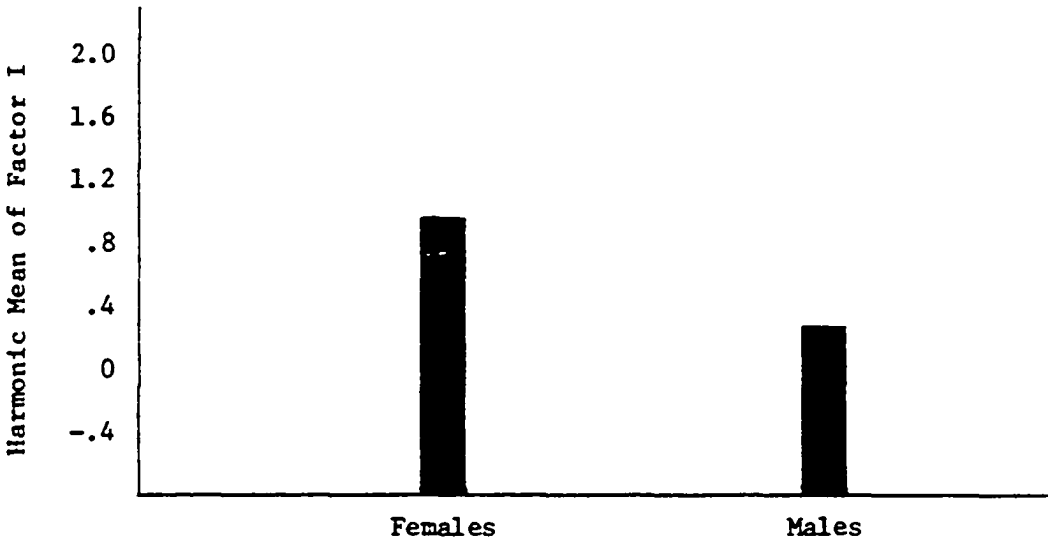


FIGURE 2. MAIN EFFECTS OF GENDER

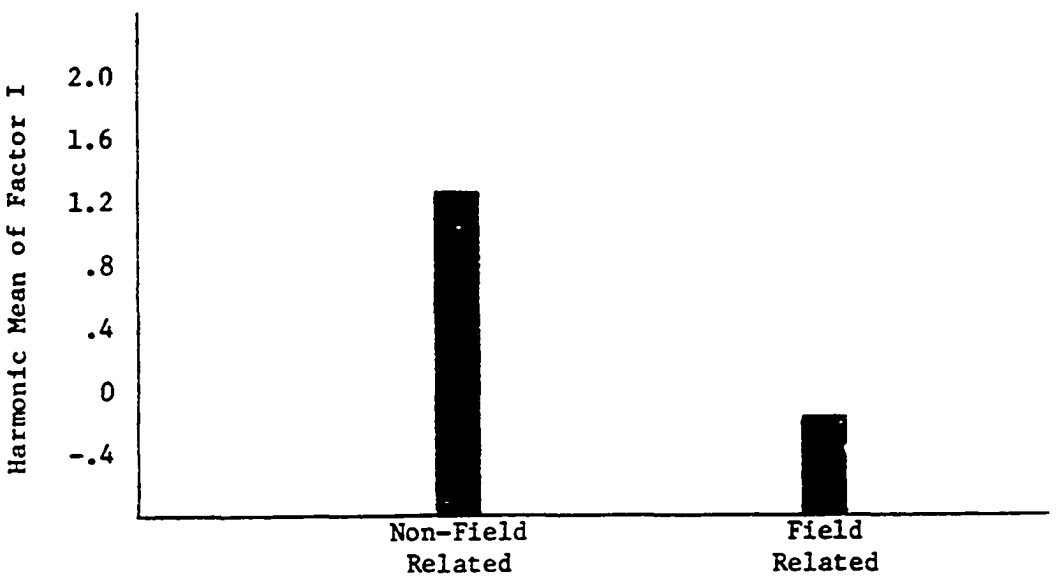


FIGURE 3. MAIN EFFECTS OF EDUCATIONAL BACKGROUND

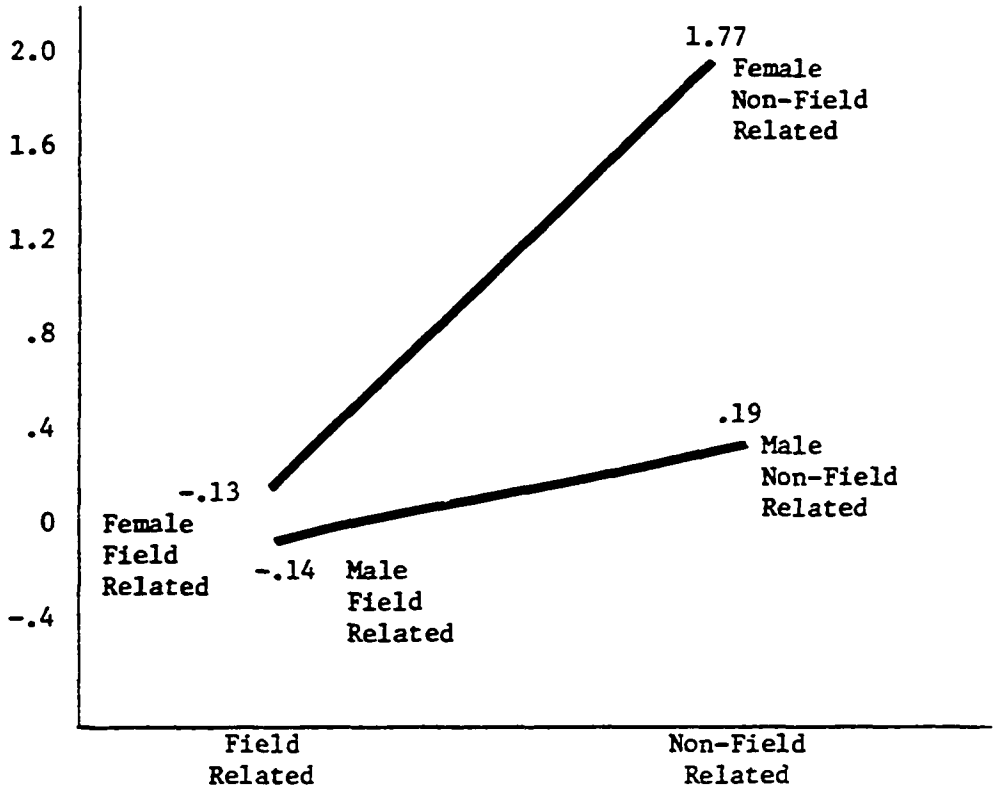


FIGURE 4

INTERACTION EFFECTS OF
GENDER × EDUCATIONAL BACKGROUND

Table 3, as shown earlier (p. 112-115), show the mean values of the ratings of the skills by the total group and the subgroups. The female non-field related CSAOs consistently had higher means in their rating of the skills and rated the skills differently than the other three groups of CSAOs. The following ten skills were rated as most important by the female non-field related CSAOs:

- Assist staff to develop goals/objectives;
- Organize and administer student personnel division;
- Allocate resources (time, budget, personnel, etc.);
- Understand and formulate goals and objectives of the institution;
- Control change;
- Represent students to faculty and administration;
- Utilize information systems and data processing;
- Manage personnel (staffing, training, evaluation, and wage management);
- Manifest well-developed interpersonal and human relation skills;
- Understand the financing of higher education.

The skills ranked highest by the female CSAOs were related to interaction and involvement with the staff members under supervision and managing the goals of her division. The skills that were concerned with peer relations outside the student personnel subdivisions and organizational awareness were ranked by this group at a lower level on the continuum. Thus, the interaction of gender and education had a significant effect on the perceptions of female non-field related CSAOs and that subgroups had a different hierarchy of skills; therefore, this group was the main source of the significant differences in the

F-ratios and the t-test on Factor I.

Factor II was submitted to the same analysis of variance as Factor I using similar hypotheses. The analysis of the scores from Factor II produced results substantially different from Factor I. The first hypothesis was that there would be no difference between the mean factor scores of males and females on Factor II. At the .05 level of significance, the F ratio of .26 clearly lies below the critical value of 6.84 and the hypothesis was not rejected. The second hypothesis was that there would be no significant difference between the means of CSAOs with field related educational background and CSAOs with non-field related educational backgrounds on Factor II. The F value of .25 was below the critical value of 6.84 and the null hypothesis was not rejected. The third hypothesis was that the interaction of gender and educational background would produce no significant differences in the means of Factor II. At the .01 level of significance, the obtained value of .15 was less than the critical value of 6.84; therefore, the null hypotheses could not be rejected. Very low F values such as the ones obtained on Factor II and as shown in Table 6 indicate that the group means of male field-related, male non-field related, female field-related and female non-field related are closer together than might be expected from groups with different characteristics. Since neither the main effects or interaction of the main effects approached significance, the t-test was not applied to test the means.

Unique Skills

The question concerning what skills are considered unique to

TABLE 6

SUMMARY OF ANOVA OF FACTOR II

SOURCE	D F	SUM OF SQUARES	MEAN SQUARE	F. RATIO	F. PROB.	F. CRIT.
Gender	1	.27	.27	.26	.6076	6.84
Educational Background	1	.26	.26	.26	.6142	
Gender X Education	1	.15	.15	.15	.6984	
Error	135	137.26				
TOTAL	138	138				

the CSAO was open-ended and produced responses from 72 members of the population. The responses were categorized through content analysis. The reduction of the universe of content, U, or all responses given by the CSAOs was accomplished through agreement among five raters. The U was partitioned into five major categories and a number of subcategories. The major categories were defined by the similar skills grouped to form a representative summary statement which defined the category. The reduction of the skills into subcategories was quantified based upon the number of times a particular skill was listed under a major category or the uniqueness or timeliness of the skill.

The areas the CSAOs considered as unique skills to the field were in human relation/communication skills; administrative/educative process; counseling; knowledge of student characteristics; student personnel work and personal characteristics. The salient points of the category human relation skills were: working harmoniously with others, particularly relating to diverse groups and being a professional

team member. The administrative/educative process stressed: understanding trends of higher education; interpreting educational goals to students; consultation, goal setting, management of fiscal resources, crisis management and knowledge of legal rights of students. The counseling function focused upon: listening skills, knowledge of human behavior and improving the human condition. The subcategory of the major category entitled student personnel work reflects the traditional and contemporary role of CSAOs in higher education. Those skills emphasized as unique include: understanding theory of student personnel, second curriculum management, and serving as student advocate. The personal characteristics considered essential or unique to the field were: good judgment, loyalty to students, being caring yet firm, having moral and ethical behavior, a tolerance for ambiguity and a sense of humor.

Most of the skills cited reflect core values and philosophy of the student personnel and student development movement. Conversely, a number of the unique skills listed were also closely related to the type of skills that were included in the ten least necessary skills. Table 7 shows the five major categories with the subcategories. All of the skills as originally written by the respondents are listed in Appendix F.

Summary

The purpose of this portion of the study was to answer the three research questions. In order to determine what the practitioners' opinions were in regard to the first questions, it was necessary to assess the rank importance of each of the skills. Although the mean

TABLE 7

MAJOR AND SUBCATEGORIES FOR UNIQUE SKILLS

MAJOR CATEGORY	SUBCATEGORY
HUMAN RELATION SKILLS	Working harmoniously with others;
	Professional team member;
	Ability to relate to diverse groups;
	Group dynamics;
STUDENT PERSONNEL SKILLS	Understand theory of student personnel work;
	Second curriculum management;
	Student's advocate;
	Communications link between students and administration;
	Know priorities of division;
	Understanding college student (Characteristics, personality development, and developmental stages);
ADMINISTRATIVE/ EDUCATIVE SKILLS	Understand educational trends;
	Interpret educational process to students;
	Goal setting;
	Management of fiscal resources;
	Leadership;
	Knowledge of legal rights of students;
	Negotiation of students' role in governance and policy making;

TABLE 7 - Continued

MAJOR CATEGORY	SUBCATEGORY
COUNSELING	Listening skills;
	Knowledge of human behavior;
	Improve human condition;
PERSONAL CHARACTERISTICS	Good judgment;
	Loyalty to students;
	Caring and firmness;
	Moral and ethical standards;
	Patience and understanding;
	Tolerance of ambiguity;
	Sense of humor.

values were not appropriate for indicating consensus, it was used to rank the functions according to their degrees of importance.

A bipolar look at the ten most important skills and the ten least important skills reveal that the respondents fundamentally agreed that leaders, managers or administrators with student affairs needed human relation skills, basic administrative skills, decision making ability and an organizational sense of the function of student affairs in relation to the whole institution. Seven out of the ten items that the CSAOs felt were generally not critical could be delegated to staff members or were the responsibility of a staff member. Those types of skills that had traditionally been used in interacting with students were not deemed as important. Two other skills that were not considered of great importance were skill in community outreach or organizations and an affiliation with a professional organization.

Differences in respondents' perceptions of the survey skills based upon gender and educational background were tested through factor analysis and analysis of variance. There were two components identified. Factor I was termed "Conceptual Skills" and in general, emerged as a broadened view of the scope of student services and an understanding of the relationship between the CSAO's division and other parts of the institution. It entailed an understanding of the management responsibilities and basic administrative skills along with human relation skills. All of the skills considered of most importance were contained in Factor I.

Factor II was termed "Technical Skill" and included those

variables which require an understanding of and proficiency in a specific kind of activity, particularly one involving method, processes, procedures or techniques. Counseling, career advisement, conducting and interpreting research and designing student personnel programs were some of the loadings on Factor II. Factor II contained most of the skills that were considered of least importance and were the type of activities that could be delegated or were already the responsibility of a staff member.

The ANOVA of Factor I revealed that the gender had differential effects on Factor I, that educational background had differential effects on Factor I and that there was a significant interaction between gender and educational background. The results of the ANOVA and a t-test indicated that female non-field related CSAOs had higher means in their ratings of the skills and ranked the skills differently than the other three subgroups of CSAOs. An ANOVA of Factor II revealed no significant differences between groups.

The results of the open-ended question indicated six areas that the respondents felt they had unique skills. The major areas the CSAOs considered as unique to the field were in human relation/ communication skills; administrative/educative process; counseling; knowledge of student characteristics; and student personnel work and personal characteristics. The unique skills listed reflected traditional and contemporary roles of CSAOs in higher education.

CHAPTER V

DISCUSSION

The literature of the field has had an underlying theme that there are special skills and capabilities essential for the survival of chief student affairs officers. The primary objective of this investigation was to determine if the skills consistently cited in the literature were important to the practitioners and if the job of chief student affairs officer requires a set of skills that are unique to the area and make their perspective within the organization different from the other members of the administrative team.

Implications of the Demographic Data

The results the study generated were organized and analyzed on the basis of the objectives. The following summaries were based on the demographic data reported by the CSAOs:

1. In this sample group, the CSAOs were predominantly male.
2. The length of experience showed males had nearly twice as much experience as females.
3. Taking the group as a whole all but 21% of the CSAOs held doctoral degrees with similar findings between the males and the females.

4. The areas of study most often reported were in higher education, student personnel, counseling psychology and the social sciences. These areas were termed field related.

When compared with studies by Paul and Hoover (1980), Rickard (1985), Harder (1983), and Brooks and Avila (1973), there were some similarities and some differences found. Similarly, the findings indicate a greater emphasis on the doctoral degree for upward mobility and most often the area of critical preparation is in higher education administration or student personnel administration. The study of administration has taken precedence over counseling which was the past modus operandi.

The findings of Rickard in particular show some similarities to this study and shed some light on certain findings. In a national survey of large and small, public and private institutions, Rickard found that female CSAOs differed significantly from male CSAOs on seven variables. Females: (a) are appointed at a younger age; (b) have attained less education; (c) move to the top position from different titled previous positions; (d) have different CSAO titles; (e) have less full-time experience in previous positions; (f) have less full-time experience in student affairs and (g) are more likely to be in schools with populations under 1000 students (Rickard, 1985, p. 58). The implications of his findings to this study were that there was a very low proportion of female respondents because the size institution selected (more than 9000 students) was large.

Moreover, this study bore out the findings of Rickard that the

female respondents more often had different educational backgrounds and experience than the male respondents. Thirty-nine percent of the females had non-field related training as compared to 19% of the males.

At least in larger institutions such as studied here, the findings seem to indicate that the position is principally administrative, as reported by the top ten skills. In general, one of the findings of this study correlate with the findings of other previously cited studies that the office remains predominantly populated by males; however, it no longer consists of individuals from a hodgepodge of educational backgrounds, but is increasingly being filled by individuals with administrative credentials from the field of higher education with the doctorate being the principal degree.

Skills Perceived as Most Important to CSAOs

The conclusions drawn from the rankings of the skills are that the high priority items selected and the low ranked items underline that the practitioners are administrators with an interest in influencing and improving their own programs, but also in entering the educational mainstream by cutting across division lines and having an influence on the faculty and college as a whole. The areas of influence sought are within the organization; the practitioners do not seek interaction and influence outside the institution. With the exception of the skills relating to understanding the student affairs function within the organization, the skills emphasized could be acquired and utilized from any number of disciplines. And, the CSAOs no longer seem to practice the "technical skills" and expertise that have characterized the student personnel field.

The most important skills stressed by the practitioners were interpersonal and communication skills, decision making, ability to conceptualize and coordinate a heterogeneous set of functions that would fulfill the institutional objectives; policy-making, leadership behavior, resource allocation and management skills, an understanding of oneself with emphasis on ethical standards, and an understanding of the interdependence of various components of the institution. The focus on these skills reveal that the chief student affairs officers are professional and management oriented and reflect a set of skills that are necessary to an effective administrator regardless of the particular environment. The skills that were deemed as most important and were identified as one component through factor analysis are "Conceptual Skills" which involve the ability to see the relationship of student affairs to academic and administrative units and to integrate its philosophy and objectives with those of the institution.

Some of the skills previously emphasized in the literature were considered if not irrelevant, then of relatively low importance by the respondents; e.g., political skills, counseling skills, research skills, knowledge of the professional literature, controlling change, consulting and others. CSAOs did not place great emphasis on professional affiliation nor did they regard community outreach as particularly essential. The lowest ranked skills were identified through factor analysis as the second component and was termed "Technical Skills." These skills were relegated to or functions of specific staff members. The CSAOs showed a strong tendency to disassociate themselves from all task oriented skills.

Differences in Perceptions due to Gender and Education

Tests of significance showed that female non-field related CSAOs and the other subgroups held different perceptions of skills that were categorized as "Conceptual Skills." (The reader should be reminded that the size of subgroups indicated a skewed distribution (see Table 2, Page 110).) Overall, non-field related female CSAOs did not rank "Conceptual Skills" as high as the other subgroups. The mix of skills rated most highly by female non-field related CSAOs were those skills that related to operating the components of the student affairs divisions. Consequently, they did not rate those skills that emphasized institutional governance and interdependence of divisions as being as of high importance as the other subgroups. In contrast, the other subgroups (female field-related, male non-field related, and male field-related) stressed skills concerned with being a member of the administrative team (understanding institution as a whole system, understanding student personnel function in fulfilling institutional objectives) rather than with specific task accomplishments.

Female non-field related CSAOs were seemingly uninterested in building links with individuals or groups who have potential for effecting change. Unlike the other three groups the female non-field related CSAOs ranked skills dealing with organizational behavior (interact and communicate with peers, understand the institution as a whole system) on a much lower scale than the other subgroups. The skills that the female non-field related administrator rated high focused primarily on the goals of their division (assisting staff..., allocating resources, controlling change, utilizing information systems, understanding financing of higher education, etc.).

Consequently, it appears that the skills they valued contributed to an efficient operation that was detail oriented, and organized.

The four subgroups realized the value of communication and human relation skills. The difference in their perception was that the non-field related female CSAOs considered good communication with staff members more essential than with peers while the other three subgroups were more externally oriented. The female non-field related CSAO consistently ranked all the skills of lower importance than the other subgroups. All subgroups were closer together in ranking skills that were not considered essential. Therefore, the principal component termed "Technical Skills" was ranked similarly by all subgroups, perhaps because those are the skills that can be more easily delegated or are the responsibility of a staff member.

The mean values and subsequent rankings of the skills were very similar when members of both sex were from similar educational backgrounds. The obvious implication is that CSAOs, who are graduates of programs in student personnel services in higher education approach their jobs from different perspectives than do their counterparts who have earned their graduate degrees in an unrelated field. A further interpretation of this finding could be that the non-field related trained female CSAO is clarifying the body of knowledge and practices required by directing her attention to the functional operations she supervises rather than to a broader sphere.

A study by Brenner (1982, p. 380-383) analyzed sex differences when males and females were matched in terms of their job rank and educational background. His results indicated that education

significantly interacted with sex and personality traits. Sex differences for the personality traits practically disappeared when more educated males and females were compared; the more educated members of both sexes approximated the managerial stereotypes (p. 380), a finding that the present study seems to confirm. Therefore, one of the conclusions of this is that when the educational backgrounds are similar, the effects of gender are virtually non-existent. However, gender was impacted by educational background. The differences were in terms of operating the student personnel division from an internal versus external viewpoint.

These observations suggest the propriety of further analysis, for example, the finding that regardless of gender, all CSAOs trained in the field demonstrate a desire to have influence across institutional lines, suggests that this desire stems from the orientation of the preparation program. Perry (1966), Harway (1977), McConnel (1970), Frantz (1969) and Bloland (1979) found that CSAOs were evaluated more on their ability to supervise effectively and are called upon in policy making decisions only when directly affected. However, those respondents in the present study who were trained within the field of student personnel work have indicated a consensus of opinions that professional growth for a CSAO involves a clear understanding of the skills that contribute to organizational effectiveness.

However, Kinnick and Bollheimer (1984) asked presidents of public and private institutions to rank order from a field of skills presented, those needed by CSAOs to function effectively. The

presidents picked those skills that were direct components of student personnel programs and whose functions focused on helping students not staff or other members of the management team. Their study showed that presidents defined CSAOs effective when they met the needs of students. They seemed to imply that those needs would be met within the needs of the institution. The presidents saw the function of CSAOs as primarily operational and internal, hence, their chosen skills for effective CSAOs were closely aligned with those identified by the female non-field related respondents in the present study. Strangely enough and despite their findings, Kinnick and Bollheimer (1984, p. 56) reached the conclusion that presidents would value those CSAOs who are able to step back from operational issues (which may be the prime concern of his or her staff) and analyze how he or she can help the president handle some of the external, future oriented issues with which the chief executive must deal. Other practitioners and writers of the field share that belief.

Additional information of interest is provided by Valerio (1980). He stated that the relationship with the college president is one of the determinants of effectiveness of the Chief Student Affairs Officer and therefore his/her student affairs division. Nonetheless, "there is often incongruence with how the president sees the role for the chief personnel officer and how he/her sees himself" (Rickard, 1972, p. 223). Therefore, one of the issues the CSAO must fact is to clarify what role student affairs officers have within the management hierarchy and consequently the skills needed to serve the perceived needs. According to the literature of the field and the perceptions of the CSAOs

responding to this study, in order to become more effective, the female non-field related CSAOs, as well as other CSAOs, need skills and strategies that will allow them to interact with the inter-dependent institutional environment.

The emerging trends have important implications for student personnel work both from an educational training perspective and from a practical point of view. The mix of skills emphasized indicate that a generalist background with emphasis on organizational process could be as effective training as a particular emphasis in higher education administration or student personnel administration. In the past, ascension to administrative positions indicated that only a small number of practicing administrators have had previous training in administrative skills. That no longer seems to be the trend, however. The implication is that the profession is producing student personnel administrators that have definitive ideas of the skills necessary to perform the functions of the role and are being promoted or hired as a result of this training.

Skills Perceived as Unique to the Profession

The results of the open-ended question indicate six major areas CSAOs perceive as unique to the profession. The major areas the CSAOs so considered were in human relation/communication skills; administrative/educative process; counseling; knowledge of student characteristics; student personnel work and personal characteristics. These categories include the following list: loyalty to students; understanding the college student (personality development, characteristics and developmental stages); providing feedback to

students and administrators; management of a second curriculum; negotiating student roles in governance and policy making; ability to relate to diverse groups of people; communication link between students and administration; availability to students; knowing the functions of a multitude of student affairs programs; sense of humor, a tolerance for ambiguity, consultation, goal setting, management of fiscal resources, crisis management and knowledge of legal rights of students, listening, improving the human condition as well as several others.

It is interesting to note that most of the reported skills unique to student services were ranked of low importance by the respondents to the present study. There appears to be an inconsistent viewpoint in this position. The respondents evidently desired an overall knowledge of the technical skills but did not value performing related task as CSAOs. The identified unique skills also indicated that CSAOs desired to maintain contact with the students, but the ten highest valued skills suggest an institutional rather than a student orientation.

The desire to be organizationally significant and yet serve the operational needs of the students emphasize the dichotomous attitude of the CSAO. The gap between the perceived unique skills of the profession and the perceived skills necessary to an effective CSAO reflects the need for a reconciliation of the training programs philosophy with the perceptions of the practitioners. The unique skills listed indicate that the CSAOs would like to spend more time facilitating student development. Perhaps not coincidentally, some of

the major category of skills considered unique to the field were the areas presidents in the Kinnick and Bollheimer study (1984) felt that their CSAO truly had skills: articulation/representation of student affairs; human relation skills; and implementation of student development concepts and practices. Therefore, the implication is that the presidents too, would like to see CSAOs spend more time on student development needs.

In examining the unique skills listed by the CSAOs it was noted that this list encompasses the "personnel point of view" and the philosophy of the student developmeng movement as well as certain administrative skills aimed at organizing and running an efficient student affairs division. The high importance placed upon the administrative skills as indicated by the mean value rating and the low ratings of the skills related to the skills considered to be unique to the profession can be interpreted as the desire of the participants to blend the philosophy and traditional role of the field with the more pronounced role and responsibilities of administration. The finding of this portion of the study is that the open-ended question seems to emphasize that the overall group of CSAOs similar to the female non-field related CSAOs see their uniqueness in those areas internal to student development with emphasis on humanistic management of operational areas.

Conclusions and Implications

The shaping of more effective programs of preparation for student personnel administrators can be achieved through information regarding identification of the knowledge, skills and characteristics

needed for practitioners in the field. This was an exploratory study focused on identifying appropriate skills that enable student personnel administrators to hold successful positions of major responsibility and authority, with an examination of differences due to characteristics. It must be recognized that the skill survey was an initial step in assessing the skills necessary for an effective chief student affairs officer.

The present analysis was based upon a self-report inventory and further refinement of the instrument is warranted. The factor analysis revealed that only two factors should be retained as they accounted for only 37% of the common variance. This was an indication that the variables of study were not highly correlated with the underlying dimensions of the questionnaire. Neither was the study definitive, because there are still many areas that have not been studied. In spite of these limitations, there are some significant findings.

The study revealed that in assessing the skills that are necessary, all skills that are technical in nature or skills that are delegated to others should not be included on an inventory for this level of administrators. However, a variation of this study, looking at the relationship between technical skills or background and administrative behavior could bring forth some significant information.

The findings of the study also reveal the category of skills that are considered important. The major finding of the study is that the skills CSAOs value are those that give them an understanding of management responsibilities, a systems view of the organization and

leadership capability. There is a high level of agreement that human relation skills or interpersonal skills are critical to the effective CSAO. The skills emphasized are almost generic in nature and are common competencies for a variety of work settings. Yet, the CSAOs also viewed their unique skills centered around representing the student's viewpoint. However, the administrative workload indicates that the practice has been away from direct student contact and that the CSAOs have little perceived need for improving traditional skills in working with students. The survey of skills for CSAOs provide a practitioners view of skills that should be emphasized in a training program. The potential of this type of research is that it is a step toward clarifying the practices and knowledge that will assist in identifying the necessary learnings and tasks for future success in the field.

The study raises questions for further research.

- What type of educational training would translate into the skills valued by the CSAOs?
- Is there a particular technical skill or educational background experience that would facilitate learning the essential skills?
- Does a specific characteristic or educational background inhibit the acquisition of the skills that are essential?
- Is selection of particular management candidates essential for training and development of successful CSAOs?

Further study would reveal if on-the-job training is viable as educational training and if it changes the perception of the non-field related CSAOs.

Professional competence in the field is related to knowledge and specific skills learned through study and work experience.

Further research of the subject is needed utilizing a more refined instrument and using a method other than self report. Skill assessment studies are also needed. More in-depth research would add knowledge to the field in regard to the importance and feasibility of utilizing organizational skills in this position. Also additional studies should be conducted to gain information on the impact of particular skill mix on women's careers in a profession that has numerous women in lower echelon positions. In the meantime, this study has focused attention on the perceived need of CSAOs for skills and strategies that would impact the total institutional environment and particularly their own program

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A P P E N D I C E S

APENDIX A:

LETTER OF REQUEST

The University of Oklahoma

CENTER FOR STUDIES
IN HIGHER EDUCATION
COLLEGE OF EDUCATION
630 Parrington Oval, Room 558
Norman, Oklahoma 73019
(405) 325-2633

April 6, 1984

Dr. James H. Tucker
Chief Student Affairs Officer
East Carolina University
Greenville, NC 27834

Dear Dr. Tucker:

This letter and the enclosed questionnaire are being addressed to you as a Chief Student Affairs Administrator to request your cooperation in a study entitled "Perceptions of Skills and Competencies Necessary to become an Effective Chief Student Affairs Officer." After extensive review of the literature, a number of important skills and competencies were identified. We now feel a need to complete some reality testing in the field. Consequently, we are requesting your participation in this survey to determine the most important skills deemed necessary by practitioners.

We are aware, of course, of your busy schedule and therefore have attempted to keep the form relatively short and simple. Except for the general information part of the survey and the open-ended question, the items require only a check mark response making it possible to complete the entire questionnaire in fifteen minutes or less. We sincerely hope that you will find time to complete the questionnaire. Without your contribution, the study will be seriously lacking.

Your cooperation is greatly appreciated and valuable to the study. Please return the questionnaire at your earliest convenience. An addressed stamped envelope is enclosed for that purpose. Thank you for your assistance.

Sincerely,

Dorscine Spigner-Littles
Doctoral Candidate

Herbert Hengst, Professor and Director

APPENDIX B:

FOLLOW-UP LETTER

The University of Oklahoma

CENTER FOR STUDIES
IN HIGHER EDUCATION
COLLEGE OF EDUCATION
630 Parrington Oval, Room 558
Norman, Oklahoma 73019
(405) 325-2633

Dear Colleague,

Several weeks ago I sent you a questionnaire requesting that you complete it and return it to me at your earliest convenience. The questionnaire was part of an effort to study the perceptions of skills and competencies necessary to become an effective chief student affairs officer.

If you have already returned the questionnaire, I appreciate it. If not, I would like to take this opportunity to ask you to please do so.

Enclosed is another questionnaire and self addressed envelope. Your cooperation is urgently requested, therefore please return the questionnaire as soon as possible. Thank you for your assistance.

Sincerely,

Dorscine Spigner-Littles
Doctoral Candidate

APPENDIX C:

DATA COLLECTION INSTRUMENT

CENTER FOR STUDIES IN HIGHER EDUCATION
UNIVERSITY OF OKLAHOMA

A Study of the Perceptions and Skills Necessary to Become an Effective Chief Student Affairs Officer

PART I - DEMOGRAPHIC INFORMATION

Please supply the following demographic information:

1. Official title of your position: _____

Length of time in present position:
(1 - 2 Years) 2. _____
(2 - 4 Years) 3. _____
(5 - 10 Years) 4. _____
(11 or More) 5. _____

Sex of respondent:
6. Female _____ 7. Male _____

Age Level:
(25 - 30) 8. _____ (31 - 40) 9. _____
(41 - 50) 10. _____ (51 - 60) 11. _____
(61 - 69) 12. _____

EDUCATIONAL INFORMATION:

13. Degree presently held: _____
14. Major academic area for degree: _____
15. Minor academic area for degree: _____
16. Degree being worked toward: _____
17. Major academic area for degree: _____
18. Minor academic area for degree: _____

INSTITUTIONAL INFORMATION:

Name of School **19.** _____

THE INSTITUTION ACCREDITED BY:

State only 20. _____
Northwest Association of Secondary and Higher Schools 21. _____
Western Association of Schools and Colleges 22. _____
North Central Association of Colleges and Secondary Schools 23. _____
Middle States Association of Colleges and Secondary Schools 24. _____
Southern Asociation of Colleges and Secondary Schools 25. _____
New England Association of Colleges and Secondary Schools 26. _____

PART II - SKILLS AND COMPETENCIES

DIRECTIONS: Using the number codes given below, rate the statement of each skill as to its importance to effective job performance by Chief Student Affairs Officers. Mark or circle the answer of your choice in the right hand column.

Number codes:
1. OF EXTREMELY HIGH IMPORTANCE
2. OF HIGH IMPORTANCE
3. OF MEDIUM IMPORTANCE
4. OF LOW IMPORTANCE
5. SHOULD NOT BE A SKILL NECESSARY TO A CHIEF STUDENT AFFAIRS OFFICER

The Chief Student Personnel Administrator should have the ability to:

27. Control Change	1 2 3 4 5
28. Assist Staff to Develop Goals/Objectives	1 2 3 4 5
29. Understand the Institution as a Whole System	1 2 3 4 5
30. Lead and Motivate Others	1 2 3 4 5
31. Makes Decisions under Uncertain Conditions	1 2 3 4 5
32. Represent Students to Faculty and Administration	1 2 3 4 5
33. Work Effectively with and Relate to Diverse Types of People	1 2 3 4 5
34. Display Oral and Written Communication Skills	1 2 3 4 5
35. Build and Utilize Information Network	1 2 3 4 5
36. Engage in Systematic Planning	1 2 3 4 5
37. Allocate Resources (Time, Personnel, Budget, etc.)	1 2 3 4 5
38. Utilize Information Systems and Data Processing	1 2 3 4 5
39. Manage Personnel (Staffing, Training, Evaluation and Wage & Salary Management	1 2 3 4 5
40. Evaluate Programs and Personnel	1 2 3 4 5
41. Demonstrate Fair and Effective Discipline of Student Misconduct	1 2 3 4 5
42. Understand Theories of Personality Development	1 2 3 4 5
43. Manifest Well-Developed Interpersonal and Human Relation Skills	1 2 3 4 5
44. Mediate Conflicts between Individuals and Groups	1 2 3 4 5
45. Conduct Group and Individual Counseling with Students and Staff	1 2 3 4 5
46. Counsel and Advise Students Involved in Career Choice and Career Development	1 2 3 4 5
47. Interact and Communicate with Peers	1 2 3 4 5
48. Interpret Institutional Governance and Policy-Making to Students	1 2 3 4 5
49. Understand and Formulate Goals and Objectives of the Institution	1 2 3 4 5
50. Understand Student Personnel Functions in Fulfilling Institutional Objectives	1 2 3 4 5
51. Have Knowledge of Community Organizations and Agencies and Have Skill in Outreach	1 2 3 4 5
52. Utilize Political SKills as a Powerbase	1 2 3 4 5
53. Utilize Assessment Techniques in Determining Needs of Students	1 2 3 4 5
54. Understand Principles of Statistical Analysis	1 2 3 4 5

Number codes:
1. OF EXTREMELY HIGH IMPORTANCE
2. OF HIGH IMPORTANCE
3. OF MEDIUM IMPORTANCE
4. OF LOW IMPORTANCE
5. SHOULD NOT BE A SKILL NECESSARY TO A CHIEF STUDENT AFFAIRS OFFICER

The Chief Student Personnel Administrator should have the ability to:

55. Interpret Research as Reported in Professional Literature	1	2	3	4	5
56. Administer and Interpret Personality Tests and Measures	1	2	3	4	5
57. Have Knowledge of Diverse Types of Institutions (Junior College, Public, Liberal Arts, etc.)	1	2	3	4	5
58. Understand Trends and Issues of Post-Secondary Education	1	2	3	4	5
59. Understand the Financing of Higher Education	1	2	3	4	5
60. Display Familiarity with the Professional Literature	1	2	3	4	5
61. Utilize Resources of Professional Organizations	1	2	3	4	5
62. Manage Stressful and Anxiety-Producing Situations	1	2	3	4	5
63. Organize and Administer Student Personnel Division	1	2	3	4	5
64. Articulate and Identify the Characteristics and Development Stages of the American College Student	1	2	3	4	5
65. Design Co-Curricula Programs, Activites and Remedial Programs to Facilitate Student Development	1	2	3	4	5
66. Understand Relationship between Environmental Factors and Dynamics of Change	1	2	3	4	5
67. Establish, Maintain & Modify Means for Implementing Goals and Evaluating Results	1	2	3	4	5
68. Act as Consultant	1	2	3	4	5
69. Utilize Time Management Technique	1	2	3	4	5
70. Conduct Institutional Research	1	2	3	4	5
71. Instruct Classes with Academic Credit	1	2	3	4	5
72. Have a Visible Ethical and Personal Philosophy	1	2	3	4	5

73. Some professionals in the field think that there are skills unique to the student personnel administrator position. Others feel that regardless of the administrative position, the skills should be the same. Please answer the following question:

What skill(s) (if any) are unique to your role?

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX D:

LIST OF RESPONDING INSTITUTIONS

LIST OF RESPONDING INSTITUTIONS

Dean of Students
Auburn University
Auburn, Alabama 36830

Vice President Student Affairs
University of Alabama
University, AL 35486

Vice President Student Affairs
Northern Arizona University
Flagstaff, AZ 86011

Vice President Student Affairs
University of Alabama
Birmingham, AL 35294

Vice Chancellor Student Affairs
University of Arkansas
33rd and University
Little Rock, AK 72204

Assistant Dean of Student Affairs
California Polytechnic State University
San Luis Obisop, CA 93407

Dean of Students
California State Polytechnic University
3801 W. Temple Ave.
Pomona, CA 91768

Dean of Students
California State University
Fresno, CA 93740

Vice President Student Affairs
6000 J. St.
Sacramento, CA 95819

Vice President Student Affairs
San Diego State University
San Diego, CA 92182

Assistant Vice Chancellor
University of California
Berkeley, CA 94720

Vice Chancellor Student Affairs
University of California-Los Angeles
405 Hilgard Ave.
Los Angeles, CA 90024

Vice Chancellor Student Affairs
University of California-Davis
Davis, CA 95616

Vice Chancellor Student Affairs
Campus Drive
Irvine, CA 92717

Vice Chancellor Student Affairs
University of California
Santa Barbara, CA 93106

Vice President Student Affairs
Metropolitan State College
1006 11th St.
Denver, CO 80204

Dean of Students
California State University
5151 State University Drive
Los Angeles, CA 90032

Dean of Students
California State University
18111 Nordhoff St.
Northridge, CA 91330

Vice Chancellor Student Affairs
University of Colorado-Boulder
Boulder, CO 80309

Dean of Student Services
University of Colorado-Denver
1100 14th Street
Denver, CO 80202

Vice President Student Affairs
University of Northern Colorado
Greeley, CO 80639

Dean of Students
Southern Connecticut State College
501 Crescent St.
New Haven, CT 06515

Vice President Student Affairs
University of Delaware
Newark, Del. 19711

Vice President Student Affairs
University of the District of Columbia
Washington, D.C. 20008

Vice President Student Affairs
Florida International University
Tamiami Trail
Miami, FL 33199

Vice President Student Affairs
Florida State University
Tallahassee, FL 32306

Vice President Student Affairs
University of Central Florida
P.O. Box 25000
Orlando, FL 32816

Vice President Student Affairs
University of Florida
238 Tigert Hall
Gainesville, FL 32611

Vice President Student Affairs
University of South Florida
4202 Fowler Ave.
Tampa, FL 33620

Associate Dean Student Affairs
Georgia State University
University Plaza
Atlanta, GA 30303

Vice President Student Affairs
University of Georgia
Athens, GA 30602

Vice President Student Affairs
Boise State University
1910 University Drive
Boise, ID 83725

Director of Student Affairs
University of Hawaii-Manoa
2500 Campus Road
Honolulu, HA 96822

Vice President Student Affairs
Eastern Illinois University
Charleston, IL 61920

Dean of Students
University of Idaho
Moscow, ID 83843

Vice President Student Affairs
Northeastern Illinois University
5500 N. Saint Louis Ave.
Chicago, IL 60625

Vice President Student Affairs
Northern Illinois University
DeKalb, IL 60115

Vice President Student
Affairs
Southern Illinois
University
Carbondale, IL 62901

Dean of Students
Southern Illinois
University
Edwardsville, IL 62026

Vice Chancellor Student
Affairs
University of Illinois-
Chicago Circle Campus
P.O. Box 4348
Chicago, IL 60680

Vice Chancellor Student
Affairs
University of Illinois
Urbana, IL 61801

Vice President Student
Affairs
Western Illinois
University
Adams Street
Macomb, IL 61455

Vice President Student
Affairs
Indiana State University
217 North 6th Street
Terre Haute, Ind. 47809

Dean of Students
Indiana University
Bryan Hall
Bloomington, Ind. 47405

Dean of Students
Indiana University-Purdue
University at Indianapolis
355 N. Lansing
Indianapolis, Ind. 46202

Dean of Students
Indiana University-Purdue
University at Fort Wayne
2101 Coliseum Blvd. East
Fort Wayne, Ind. 46800

Vice President Student
Affairs
Iowa State University
of Science of Technology
Ames, IA 50011

Vice President Student
Affairs
University of Iowa
Iowa City, IA 52242

Vice President Student
Affairs
University of Northern
Iowa
1222 West 27th St.
Cedar Falls, IA 50613

Vice President Student
Affairs
Kansas State University
of Agriculture and
Applied Science
Manhattan, KS 66506

Vice Chancellor Student
Affairs
University of Kansas
Lawrence, KS 66045

Vice President Student
Affairs
Wichita State University
Wichita, KS 67208

Vice President Student
Affairs
Eastern Kentucky University
Richmond, Ken. 40475

Vice Chancellor Student
Affairs
University of Kentucky
Lexington, Ken. 40506

Vice President Student
Affairs
University of Louisville
South Third Street
Louisville, Ken. 40292

Vice President Student
Affairs
Western Kentucky
University
Bowling Green, Ken. 42101

Dean of Student Affairs
Northeast Louisiana
University
700 University Avenue
Monroe, LA 71209

Vice Chancellor Student
Affairs
University of Maryland
College Park, MD 20742

Vice President Student
Affairs
Central Michigan
University
Mount Pleasant, MI 48859

Vice President Student
Services
Northern Michigan
University
Marquette, MI 49855

Vice President Student
Affairs
University of Michigan
Ann Arbor, MI 48109

Vice President Student
Affairs
Wayne State University
Detroit, MI 48202

Vice President Student
Affairs
Western Michigan
University
Kalamazoo, MI 49008

Vice President Student
Affairs
Mankato State University
South Road and Ellis Avenue
Mankato, Min. 56001

Vice President Life and
Development
Saint Cloud State
University
Saint Cloud, Min. 56301

Vice President Student
Affairs
Mississippi State
University
Mississippi 39762

Vice Chancellor Student
Affairs
University of Mississippi
University, MS 38677

Vice President Student
Affairs
Central Missouri State
University
Warrensburg, MO 64093

Dean of Students
Southwest Missouri State
University
901 South National
Springfield, MO 65802

Vice Chancellor Student
Affairs
University of Missouri
Columbia, MO 65211

Vice Chancellor Student
Affairs
University of Missouri
5100 Rockhill Rd.
Kansas City, MO 64110

Dean of Students
University of Missouri
8001 Natural Bridge Rd.
Saint Louis, MO 63121

Dean of Students
Montana State University
Bozeman, Mon. 59717

Vice President Student
Affairs
University of Montana
Missoula, Mon. 59812

Vice Chancellor Student
Affairs
University of Nebraska
14th and K. Street
Lincoln, Neb. 68588

Dean of Student Affairs
University of New Hampshire
Durham, N.H. 03824

Vice President Student
Services
Jersey City State College
2039 Kennedy Boulevard
Jersey City, N.J. 07305

Vice President Student
Affairs
Kean College of New Jersey
Morris Avenue
Union, N.J. 07083

Assistant Provost Student
Affairs
Rutgers State University
New Brunswick, N.J. 08903

Assistant Provost Student
Affairs
Rutgers State University
Newark, N.J. 07102

Dean of Students
William Patterson College
300 Pompton Road
Wayne, N.J. 07470

Vice President Student
Affairs
New Mexico State
University
Box 32
Las Cruces, N.M. 88003

Vice President Student
Service
University of New Mexico
Albuquerque, N.M. 87131

Vice President Student
Services
State University of
New York-Albany
1400 Washington Avenue
Albany, N.Y. 12222

Vice President Student
Affairs
State University of
New York Stoney Brook
Stoney Brook, N.Y. 11794

Vice President Student
Services
State University of New York
College
1300 Elmwood Avenue
Buffalo, N.Y. 14222

Coordinator of Student
Services
University of the State of
New York Regent
External Degree Program
Albany, N.Y. 12230

Vice Chancellor Student
Affairs
Appalacian State College
Boone, N.C. 28608

Vice Chancellor Student
Services
East Carolina University
Greenville, N.C. 27834

Vice Chancellor Student
Affairs
University of North
Carolina
Chapel Hill, N.C. 27514

Vice Chancellor Student Affairs
University of North Carolina
1000 Spring Garden Street
Greensboro, N.C. 27412

Vice President Student Affairs
University of North Dakota
Grand Forks, N.D. 58201

Vice President Student Affairs
Bowling Green State University
Bowling Green, KY 43403

Vice President Student Services
Cleveland State University
East 24th and Euclid Ave.
Cleveland, OH 44115

Dean of Student Services
Kent State University
Kent, OH 44242

Vice President Student Services
Miami University-Oxford Campus
Oxford, OH 45056

Vice Provost Student Services
Ohio State University
Columbus, OH 43210

Dean of Student Services
Ohio University
Athens, OH 45701

Vice President Student Services
University of Akron
302 East Buchtel Ave.
Akron, OH 44325

Vice Provost Student Services
University of Cincinnati
Cincinnati, OH 45221

Vice President Student Services
University of Toledo
2801 W. Bancroft
Toledo, OH 43606

Vice Chancellor Student Affairs
Wright State University
Colonel Glenn Highway
Dayton, OH 45435

Assistant Vice President Student Affairs
Youngstown State University
410 Wick Avenue
Youngstown, OH 44555

Vice President Student Services
Central State University
100 N. University Dr.
Edmond, OK 73034

Vice President Student Services
University of Oklahoma
660 Parrington Oval
Norman, OK 73019

Vice President Student Services
Oregon State University
Corvallis, OR 97331

Vice President Student Services
Portland State University
P.O. Box 751
Portland, OR 97207

Vice President Student and University Affairs
Indiana University-Pennsylvania
Indiana, Penn. 15705

Vice President Student Services
Pennsylvania State University
201 Old Main
University Park, PA 16802

Vice Provost Student Life
University of Pennsylvania
34th and Spruce
Philadelphia, PA 19104

Vice President Student
Services
University of Rhode Island
Kingston, R.I. 02881

Vice President Student
Services
Clemson University
201 Sikes Hall
Clemson, S.C. 29631

Vice President Student
Services
University of South
Carolina
Columbia, S.C. 29208

Vice President Student
Services
East Tennessee State
University
Johnson City, TN 37614

Vice Chancellor Student
Services
University of Tennessee
Knoxville, TN 37916

Vice President Student
Services
Lamar University
Beaumont, TX 77710

Director for Student
Development
Southwest Texas State
University
San Marcos, TX 78666

Vice President Student
Services
Texas A & M
College Station, TX 77843

Vice President Student Services
University of Texas
Arlington, TX 76109

Vice President Student
Affairs
University of Texas
El Paso, TX 79968

Vice President Student
Services
Utah State University
Logan, Utah 84322

Dean of Students
Weber State College
3750 Harrison Blvd.
Ogden, Utah 84408

Vice President Student
Services
George Mason University
4400 University Drive
Fairfax, VA 22030

Vice President Student
Services
James Madison University
Harrisburg, VA 22807

Dean of Students
Old Dominion University
5215 Hampton Blvd.
Norfolk, VA 23508

Vice President Student
Affairs
University of Virginia
Charlottesville, VA 22903

Vice President Student
Services
Virginia Commonwealth
910 West Franklin St.
Richmond, VA 23284

Vice President Student
Services
Virginia Polytechnic and
State University
Blackburg, VA 24061

Vice President Student
Services
University of Washington
Seattle, WA 98195

Vice President and Dean
of Student Services
Western Washington
University
516 High Street
Bellingham, WA 98225

Vice President Student
Affairs
West Virginia University
Morgantown, VA 26506

Assistant Chancellor
Student Services
University of Wisconsin
Eau Claire, Wis. 54701

Dean of Students
University of Wisconsin
1725 State Street
La Crosse, Wis. 54601

Dean of Student Affairs
University of Wisconsin
500 Lincoln Dr.
Madison, Wis. 53706

Assistant Chancellor
Student Services
University of Wisconsin
P.O. Box 413
Milwaukee, Wis. 53201

Assistant Chancellor
Student Services
University of Wisconsin
800 Algoma Blvd.
Oshkosh, Wis. 54901

Assistant Chancellor
Student Services
University of Wisconsin
Stevens Point, Wis. 54481

Assistant Chancellor
Student Services
University of Wisconsin
800 West Main
White Water, Wis. 53190

APPENDIX E:

ROTATED SKILLS IN NUMERICAL ORDER

ROTATED FACTOR PATTERN

SKILLS	FACTOR 1	FACTOR 2
Control change #27	.20254	.02144
Assist staff to develop goals/ objectives #28	.49641	.10882
Understand the institution as a whole system #29	.65445	-.04345
Lead and motivate others #30	.73954	-.00384
Make decisions under uncertain conditions #31	.57975	-.06669
Represent students to faculty and administration #32	.46451	.20080
Work effectively with and relate to diverse types of people #33	.64198	.13550
Display oral and written communication skills #34	.69770	.13253
Build and utilize information network #35	.48128	.14570
Engage in systematic planning #36	.67551	.20463
Allocate resources (time, personnel, budget, etc.) #37	.58188	.14570
Utilize information systems and data processing #38	.37256	.50684
Manage personnel (staffing, training, evaluation, and wage and salary management) #39	.56135	.21217
Evaluate programs and personnel #40	.52572	.17501
Demonstrate fair and effective discipline of student misconduct	.25459	.42860
Understand theories of personality development #42	.32603	.54496

SKILLS	FACTOR 1	FACTOR 2
Manifest well-developed interpersonal and human relation skills #43	.63769	.16972
Mediate conflicts between individuals and groups #44	.40060	.38225
Conduct group and individual counseling with students and staff #45	-.06359	.57831
Counsel and advise students involved in career choice and career deve-opment #46	-.10032	.65971
Interact and communicate with peers #47	.62664	.21222
Interpret institutional governance and policy-making to students #48	.57377	.29730
Understand and formulate goals and objectives of the institution #49	.62654	.09174
Understand student personnel functions in fulfilling institutional objectives #50	.67907	.11144
Have knowledge of community organizations and agencies and have skill in outreach #51	.26173	.57266
Utilize political skill as a powerbase #52	.30067	-.02575
Utilize assessment techniques in determining needs of students #53	.26714	.57306
Understand principles of statistical analysis #54	.03454	.62750
Interpret research as reported in professional literature #55	-.31956	.55834
Administer and interpret personality tests and measures #56	-.32969	.58586

SKILLS	FACTOR 1	FACTOR 2
Have knowledge of diverse types of institutions (junior colleges, public, liberal arts, etc.) #57	.09937	.57282
Understand trends and issues of post-secondary education #58	.51938	.25129
Understand the financing of higher education #59	.57057	.11549
Display familiarity with the professional literature #60	.30784	.58504
Utilize resources of professional organizations #61	.22362	.57435
Manage stressful and anxiety-producing situations #62	.59789	.11549
Organize and administer student personnel division #63	.61121	-.10645
Articulate and identify the characteristics and developmental stages of the American College Student #64	.13113	.65393
Design co-curricula programs, activities and remedial programs to facilitate student development #65	.11805	.63376
Understand relationship between environmental factors and dynamics of change #66	.45659	.31547
Establish, maintain, and modify means for implementing goals and evaluating results #67	.63465	.18235
Act as consultant #68	.12858	.57640
Utilize time management techniques #69	.21720	.53654
Conduct institutional research #70	-.12454	.68499
Instruct classes with academic credit #71	.08549	.59921
Have a visible ethical and personal philosophy #72	.59089	.04865

APPENDIX F:

UNIQUE SKILLS

UNIQUE SKILLS

Collective bargaining;
Understanding trends in education;
Working harmoniously with others;
Demonstrates interest;
Listening;
Ability to work with others;
Understand characteristics of students;
Work with diverse groups;
Understand the theory and practice of student personnel work;
Have marketing and retail skills;
Second curriculum management;
Manage living learning environment;
Know all functions of student personnel;
Good judgment;
Sensitivity;
Goal setting;
Evaluate performances;
Provide feedback;
Openness;
Availability;
Fairness;
Loyalty to students;
Professional team member;
Adaptability;
Anticipates change;
Diplomacy and tact;
Caring and firm;
Adaptability and flexibility;
Sense of justice;
Relate to diverse groups;
Good judgment;
Interpersonal relationship with students;
Understand college student;
Advocacy of student concerns;
Management of fiscal resources;
Know priorities of division;
Keep on target of goals;
Moral and ethical standards;
Listening skills;
Interpret policy to students;
Know characteristics of students;
Conciliation;
Group dynamics;
Knowledge of human behavior;
Ability to relate;
Moral and ethical standards;
Represent institution to public;
Perspective;
Understand college student;

Representing college student concerns;
Human behavior skills;
Political skills;
Student advocate;
Caring attitude;
Development of college student;
Ability to relate to people;
Ability to handle crisis;
Skill to integrate education;
Leadership and management skills;
Know characteristics of college students;
Understand personality development;
Conflict resolution;
Ability to work with outside groups;
Improve human condition;
Change management;
Understand developmental stages of college students;
Patience and understanding;
Represent students involved in government;
Handling student leaders;
Reducing anxiety;
Knowledge of student personnel;
Creativity in human and fiscal resources management;
Prospective of student personnel in institution;
Managing change;
Developmental stages of college students;
Understand students;
Effective problem solver;
Effective public speaker;
Understand complex human needs;
Remove barriers for human development;
Maintain relationships between divergent groups;
Legal rights of students;
Change agent;
Legal knowledge;
Knowledge of student culture;
Involvement with government and other extended political agencies;
Administrative repertoire;
Listening skills;
Represent students to other administrators;
Focus on needs of students;
Serves as communication link between student and university administrators;
Work with culturally diverse students;
Knowledge of student rights;
Knowledge of various cultures on campus;
Human relation skills;
Ability to work with diverse ethnic, age and population groups;
Interpersonal skills with diverse groups;
Recognize and identify student needs to respond to effective ways to bring about necessary changes in the institution as a whole;

Sense of role the student serves in his higher education community;
Builder of bridges between diverse groups;
Ability to work with all types of people;
Ability to relate to diverse students population;
Budget development and management;
Represent student to administrators;
Work with diverse student population;
Understand student rights;
Understand value of extracurricular;
Tolerance for ambiguity;
Sense of humor;
Patience;
Arbitration skills;
Need to balance differing interest, needs, goals, and priorities of different individuals in changing university;
Sense of humor;
Ability to accept diversity;
Emphasis on mental health;
Communication skills;
Knowledge of urban environment;
Human relation skills;
Counseling, evaluation, assessment technique;
Interpersonal relation skills;
Ability to work towards compromise;
Ability to work well with others;
Understanding and motivating changes in higher education institution;
Advocacy role for students;
Maintain perspective on place in institution;
Negotiate student problems;
Crisis intervention;
Creative problem-solving.

APPENDIX G:

INDEX OF SKILLS

(A listing of each skill identified in the literature and comprising the items on the survey instrument by source.)

INDEX OF SKILLS

Instrument Item Number	Skill	Source/Reference
27	Control Change	Dewey, 1977, p. 84-85; Hunt, 1976, p. 6-16; Hanson, 1977.
28	Assist staff to develop goals/ objectives	Hunt, 1976, p. 6-16; Matson, 1977, p. 116-119; McDaniel, 1972, p. 101-105; McIntrye, 1974; COSPA, 1975.
29	Understand the institution as a whole system	Matson, 1977, p. 6-16; Blaesser, 1977, p. 169; Borland and Thomas, 1976, p. 146-149.
30	Lead and motivate others	Greenleaf, 1968, p. 29-32; Hunt, 1976, p. 6-16; Greenleaf, 1977, p. 157; Ostroth, 1975, p. 321.
31	Make Decisions under uncertain conditions	Hunt, 1976, p. 6-16; McIntosh and Maier, 1976, p. 89; Appleton, Briggs and Rhatigan, 1978, p. 149; Mintzberg, 1973, p. 189-193.
32	Represent students to faculty and administration	O'Banion, 1968, p. 239-253; Miller, 1980, p. 429; Matson, 1977, p. 116-119.
33	Work effectively with and relate to diverse types of people	Williamson, 1958, p. 3-5; Greenleaf, 1968, p. 420; Borland and Thomas, 1976, p. 146-149; Hedlund, 1978, p. 325.
34	Display oral and written communication skills	Appleton, Briggs and Rhatigan, 1978, p. 149-150; Gierhan, 1972, p. 28; Ostroth, 1975, p. 321-322.
35	Build and utilize information network	Abel, 1978, p. 238; Greenwood, 1980, p. 110-111; Mintzberg, 1973, p. 189-193.
36	Engage in systematic planning	Bolman, 1964, p. 279-280; Gierhan, 1972, p. 146-149; Miller, 1980, p. 429; Borland and Thomas, 1976, p. 277-280.

37	Allocate resources (time, personnel, budget, etc.)	Bolman, 1964, p. 277-280; Gierhan, 1972; McDaniel, 1972, p. 101-105; McIntyre, 1974, p. 487-491.
38	Utilize information systems and data processing	Rodgers, 1977, p. 27; Miller, 1980, p. 429; Minnetti, 1977, p. 165.
39	Manage personnel (staffing, training, evaluation and wage and salary management)	Hunt, 1976, p. 6-16; Greenleaf, 1977, p. 157.
40	Evaluate programs and personnel	Matson, 1977, p. 116-119; Dewey, 1977, p. 84-85.
41	Demonstrate fair and effective discipline of student misconduct	Minnetti, 1977, p. 165.
42	Understand theories of personality development	Trueblood, 1966, p. 83; Hedlund, 1971, p. 325.
43	Manifest well-developed interpersonal and human relation skills	Williamson, 1958, p. 3-5; Abel, 1978, p. 238; Hedlund, 197-, p. 325; McDaniel, 1972, p. 101-105; Borland and Thomas, 1976, p. 149.
44	Mediate conflict between individuals and groups	Hunt, 1977, p. 6-16; COSPA, 1975, p. 527-528; Mintzberg, 1973, p. 189-193.
45	Conduct group and individual counseling with students and staff	Williamson, 1958, p. 3-5; Parker, 1966, p. 259-260; Shoben, 1967, p. 243; Hunt, 1976, p. 6-16; Rodgers, 1977, p. 27; Greenleaf, 1977, p. 157-158; Riker, 1977, p. 136; Ostroth, 1975, p. 301-302.
46	Counsel and advise students involved in career choice and career development	Riker, 1977, p. 136; Minetti, 1977, p. 165.

47	Interact and communicate with peers	McIntyre, 1974, p. 116-119; Appleton, Briggs and Rhatigan, 1978, p. 149; Bloland, 1979, p. 62.
48	Interpret institutional governance and policy-making to students	Hunt, 1976, p. 6-16; Gierhan, 1971; O'Banion, 1968, p. 239.
49	Understand and formulate goals and objectives of the institution	Greenleaf, 1977, p. 151-165; McDaniel, 1972, p. 101-105; McIntyre, 1974, p. 487-491; COSPA, 1975, p. 524-528; Borland and Thomas, 1976, p. 145-149.
50	Understand student personnel functions in fulfilling institutional objectives	Bolman, 1964, p. 272; McIntyre, 1974, p. 487-491; Bloland, 1979, p. 62.
51	Have knowledge of community organizations and agencies and have skill in outreach	Matson, 1977, p. 116-119; Gierhan, 1971; Ostroth, 1975, p. 321-322.
52	Utilize political skills as a power-base	Bolman, 1964, p. 272; Abel, 1978, p. 238; Borland and Thomas, 1976, p. 145-149.
53	Utilize assessment techniques in determining needs of students	Williamson, 1958, p. 3-5; Bolman, 1964, p. 272; Greenleaf, 1968, p. 30.
54	Understand principles of statistical analysis	Rodgers, 1977, p. 34; Greenleaf, 1977, p. 156; Buchen, 1974, p. 43.
55	Interpret research as reported in professional literature	Ostroth, 1975, p. 30; Buchen, 1974, p. 500; Minetti, 1977, p. 165.
56	Administer and interpret personality tests and measures	Greenleaf, 1977, p. 156; Hunt, 1976, p. 6-16.

57	Have knowledge of diverse types of institutions (Junior College, Public, liberal arts, etc.)	Hunt, 1976, p. 6-16; Greenleaf, 1977, p. 156; Hedlund, 1971, p. 325; Ostroth, 1975, p. 321-322.
58	Understand trends and issues of post-secondary education	Williamson, 1958, p. 3-5; Hunt, 1976, p. 6-14.
59	Understand the financing of higher education	Hunt, 1976, p. 6-16; McIntosh and Maier, 1976, p. 89.
60	Display familiarity with the professional literature	Greenleaf, 1968, p. 30; Newton and Richardson, 1976, p. 429.
61	Utilize resources of professional organizations	Miller, 1980, p. 201-202; Newton and Richardson, 1976, p. 420; Matson, 1977, p. 116-119; O'Banion, 1969, p. 239-253.
62	Manage stressful and anxiety-producing situations	Rodgers, 1977, p. 27; Appleton, Briggs and Rhatigan, 1978, p. 149-150.
63	Organize and administer student personnel division	Skipper, 1976, p. 139-141; Greenleaf, 1977, p. 156; Borland and Thomas, 1976, p. 145-149.
64	Articulate and identify the characteristics and development stages of the American college student	Greenleaf, 1968, p. 30; Hunt, 1976, p. 6-10; Matson, 1977, p. 116-119; Greenleaf, 1977, p. 156; Ostroth, 1975, p. 31.
65	Design co-curricula programs, activities and remedial programs to facilitate student development	Rodgers, 1977, p. 29; Greenleaf, 1977, p. 156.
66	Understand relationship between environmental factors and dynamics of change	Hunt, 1976, p. 6-16; Greenleaf, 1977, p. 156; Hanson, 1977, p. 37-38; Greenwood, 1980, p. 110-111.

67	Establish, maintain and modify means for implementing goals and evaluating results	Appleton, Briggs and Rhatigan, 1978, p. 149; Buchen, 1974, p. 500; McIntyre, 1974, p. 487-493; Greenwood, 1980, p. 110-111.
68	Act as consultant	Matson, 1977, p. 116-119; Hanson, 1977, p. 37-38; Hedlund, 1971, p. 325; COSPA, 1975, p. 524-528; Riker, 1977, p. 136.
69	Utilize time management technique	Abel, 1978, p. 238; Hanson, 1977, p. 37-38.
70	Conduct institutional research	Kauffman, 1964, p. 292; Hunt, 1976, p. 6-14; Matson, 1977, p. 116-119; Ostroth, 1975, p. 321-322.
71	Instruct classes with academic credit	Hanson, 1977, p. 37-38; Rodgers, 1977, p. 27; Matson, 1977, p. 6-16.
72	Have a visible ethical and personal philosophy	NASPA Convention, 1983; Appleton, Briggs and Rhatigan, 1978, p. 149; Hunsicker, 1978, p. 619-621; Mintzberg, 1973, p. 189-193.