

THE PROFILE, FUNCTIONS, BEHAVIORS AND
EFFECTIVENESS OF CHIEF BUSINESS OFFICERS
IN AMERICAN PUBLIC COMMUNITY COLLEGES

by

Richard A. Calver

Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements
for the degree of
DOCTOR OF EDUCATION
in
Community College Education

APPROVED:

Dr. Daniel E. Vogler, Chairman

Dr. W. Robert Sullins

Dr. M. G. Cline

Dr. Charles A. Atwell

Dr. H. Randall Edwards

May 11, 1984

Blacksburg, Virginia

THE PROFILE, FUNCTIONS, BEHAVIORS, AND EFFECTIVENESS OF
CHIEF BUSINESS OFFICERS IN AMERICAN PUBLIC COMMUNITY COLLEGES

by

Richard Allen Calver

(ABSTRACT)

This national descriptive study describes the profile characteristics, role functions, leader behaviors, and leadership effectiveness of Chief Business Officers (CBOs) in American public community colleges. The study focuses on the following problematic issues of contemporary CBOs: (a) Who are they? (b) What role functions do they consider most important and what are their responsibilities regarding these role functions? (c) How do they perform their leadership roles? and (d) How well do they perform their leadership roles? Also, these dimensions were related to governance, locus of financial support, and institutional size.

The study was implemented through a mail questionnaire based on a modification of Dillman's TDM methodology, including standardized instrument sections, and was administered nationally through a stratified random sample. Questionnaires were mailed to CBOs and their immediate supervisors.

Major findings of this study include:

1. The overwhelming majority of CBOs are middle-aged, white males. The majority of the CBOs entered their first CBO position

with an earned graduate degree.

2. The CBOs average 16 years prior experience, primarily in education, followed by business and the military. Also, the CBOs average over 8 years experience in their current CBO role, and most entered this role from employment outside their present institutions.

3. Most CBOs work directly under college presidents and are assigned substantial supervisory responsibilities, and in general, the larger the institution, the more subordinates.

4. Fiscal and financial duties were judged the more important functions and were most often personally performed or delegated, not shared.

5. CBOs reported high scores on both task-oriented and person-oriented leader behaviors, and these behaviors did not significantly differ from those behaviors reported by their immediate supervisors.

6. Almost all of the CBOs were described by their immediate supervisors as performing at a composite leadership effectiveness categorical level of at least above average effectiveness. They were evaluated most effective in technical ability, and least effective in professionally developing their subordinate staffs.

7. Although most CBOs reported that local fund appropriations were required for their college's operations, the majority of CBOs reported the State as their institution's primary and legally constituted governance authority.

ACKNOWLEDGEMENTS

I wish to acknowledge my sincere gratitude to those faculty members of Virginia Tech who recognized my thirst for knowledge and academic pursuit and who never failed to lend their support and guidance to a middle-aged scholar progressing through the scholastic labyrinth. My deepest respect and admiration is expressed to my committee chairman, Dr. Daniel Vogler, for his enthusiastic support and advice; his effervescent personality; his indomitable spirit; his heuristic but pragmatic approach to research; and above all else, his inimitable sense of humor.

I also wish to recognize the special efforts and support of my research committee members who contributed immensely through their sage counsel and understanding of the research problem which had lain dormant for so very long and of my deep desire to contribute research findings to an academic leadership role which had been overlooked by academic scholars and neglected by CBO practitioners. This recognition is extended to: Dr. W. Robert Sullins for his provocative challenges and advocacy for my return to and pursuit of my educational destiny; Dr. Charles A. Atwell for his continued support, guidance and encouragement at each

milestone encountered during my pursuit; Dr. M. G. Cline for his empathetic understanding and research flexibility which allowed me to convert my qualitative inquisition into a descriptive survey; and Dr. H. Randall Edwards for his willingness to return to the research community and to share his experiential wisdom.

I wish to extend special recognition to my President and friend, Dr. _____, who supported my return to the classroom and who recognized the special problems which I confronted in my dual role as administrator and student. Dr. _____ patience and understanding were immeasurably valuable during my doctoral program.

Recognition is also given to Dr. _____ who willingly shared his research knowledge, to

_____ who eagerly applied his computer skills in providing computerized data assistance, and to Dr.

_____ for her editorial review.

Words are inadequate to express my gratitude for the extraordinary effort expended and the thoughtful suggestions of my confidant and secretary, Loretta Wyatt Keene. The many hours spent on the typing cannot be measured, only recognized as loyalty and commitment. The innumerable evenings and weekends of dedicated

effort to the success of this research will always be remembered.

Tribute is extended to my parents,
and , and to my in-laws,
and , for their
understanding, encouragement, and support during my
many absences while completing my research study.

A final tribute recognizes the willing sacrifice
of time and presence on the part of my wife,
, who encouraged my doctoral pursuit
without question and who willingly supported my
academic progress with emphathetic understanding and
affection. Her devotion and consolation during this
important life event were necessary sustenance.

TABLE OF CONTENTS

	<u>Page</u>
ABSTRACT	ii
ACKNOWLEDGEMENTS	iv
THE PROBLEM	1
Introduction	2
Recognition of the CBO's Academic Leadership Role	3
Import of the CBO's Organizational Niche	4
Background	5
Growth of Community Colleges	5
Evolution of the Chief Business Officer's Role	7
Increased Need for Research Data on CBOs in Community Colleges	8
Research Problem Statement	9
Purpose of Study	9
Research Questions	10
Significance of Study	11
Descriptive Data Base	11
Relationship of CBO Descriptive Data to Institutional Size, Governance, and Financial Base	12

	<u>Page</u>
Definition of Terms	12
Limitations of the Study	14
Assumptions of the Study	14
Organization of the Study	15
REVIEW OF RELATED LITERATURE	17
Leadership Defined	17
Review of Leadership Theory	18
Academic Leadership	20
Profile Characteristics	22
Definition of "Profile Characteristics"	
as a Construct	23
Scarcity of Descriptive Profile Research	
Data	24
Profile Literature Contributions to	
Leadership Knowledge	25
Role Functions	26
Professional Recognition of CBOs	29
Organization of Collegiate Business	
Affairs	30
Delineation of CBO Managerial	
Functions	31
Leader Behavior	38
Early Leadership Research	38

	<u>Page</u>
Ohio State University Leadership	
Research	40
Similar Leadership Research Studies	43
Theoretical Leadership Synthesis	44
Evolution of the LBDQ	49
LBDQ Criticism.	50
Leadership Effectiveness	55
Increased Emphasis on Administrative	
Accountability	56
Interrelationships of Effectiveness to	
Organizational Environment	56
Identification of Effective Academic	
Leaders	57
Assessment Center Approach to	
Evaluation of Effectiveness.	60
Governance	62
Governance Defined.	63
Historical Basis for Local Governance	64
Rationale for Local Governance.	64
Erosion of Local Institutional	
Governance	65
Governance Shift from Local to State	
Levels	67
Summary	70

	<u>Page</u>
Locus of Financial Support	71
Contemporary Funding Plight	71
Sources of Funding.	73
Funding Shift from Local to State Level	74
Perspective on the CBO's Fiscal Role. .	76
Summary	77
Institutional Size	78
Leveling of Enrollment Growth	79
The Relationship of the CBO to	
Enrollment	79
Summary.	81
RESEARCH METHODOLOGY.	83
Research Questions	85
Research Design.	87
Population	90
Questionnaire Development and Design	91
Role Functions.	91
Leader Behavior	96
Profile Characteristics	96
Leadership Effectiveness.	96
Adaptation of Standardized Instruments.	98
Pilot Study	98
Questionnaire Implementation	99
Data Collection.	102

	<u>Page</u>
Data Analysis	105
Role Functions	105
Leader Behaviors	105
Profile Characteristics	106
Leadership Effectiveness	106
RESEARCH FINDINGS	108
Respondents Identified by Strata	109
Variables of Governance, Funding Source, and Institutional Size	113
Profile Characteristics	113
Sex, Age, and Race	114
Educational Levels and Backgrounds	114
Experience	119
CBO Experience and Entry to Current CBO Position	120
Supervision of Subordinates	120
Title of CBO's Immediate Supervisor	124
Correlations of Profile Characteristics to Governance, Source of Funding, and Institutional Size	125
Role Functions	130
Administrative Management	132
Business Management	135

	<u>Page</u>
Fiscal Management	137
Financial Accounting and Reporting . .	140
Relative Importance of Role Cluster Functions	142
Correlations of Role Function Clusters to Governance, Source of Funding, and Institutional Size	142
Leader Behaviors	144
Self-Perceived Leader Behaviors of CBOs	146
Correlations of Leader Behaviors to Governance, Source of Funding, and Institutional Size	150
Leadership Effectiveness	152
Correlations of CBO Composite Leadership Effectiveness Level to to Governance, Funding Source and Institutional Size	155
Governance and Funding Source	157
Institutional Size	157
Respondents' Comments.	159
Summary of Findings.	160
Profile Characteristics	160
Role Functions.	162
Leader Behaviors.	162

	<u>Page</u>
Leadership Effectiveness	163
Governance, Funding Source, and Institutional Size	164
SUMMARY AND DISCUSSION	165
Profile Characteristics	166
Sex, Age, and Race	167
Educational Levels	168
Experience and Job Entry	170
Supervisory Responsibilities	172
Role Functions	173
Leader Behaviors	176
Leadership Effectiveness	178
Future Research	179
REFERENCES	182
APPENDICES	202
A. Chief Business Officers' Questionnaire and Correspondence	203
B. Chief Business Officers' Immediate Supervisors' Questionnaire and Correspondence	213
C. Questionnaire First Follow-up Postcard	219
D. Questionnaire Second Follow-up Letter	220
E. Sample Pilot Study Letter to CBOs' Immediate Supervisors	221

	<u>Page</u>
F. Sample Pilot Study Letter to CBO.	222
G. Respondent Comments on Questionnaires	223
VITA	229

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Summary of Instrument Properties	51
2. Specifications for Questionnaire	92
3. Importance Scales for Role Functions	94
4. Responsibility Scale for Role Functions	95
5. 1982 Headcount Enrollment Distribution of Population and Sample Number Stratified by State and Headcount	103
6. Statistical Treatment of Profile Characteristics	107
7. Schedule of Responses	110
8. Stratified Responses Based on Institutional Size	111
9. Stratified Responses by HEGIS National Geographical Region	112
10. Sex, Age, and Race Characteristics	115
11. Number of Degrees by Subject Areas	116
12. Degree Entry into CBO Position	118
13. Experience Prior to CBO Role	121
14. Chief Business Officer Role Experience	122

	<u>PAGE</u>
15. Distribution of Types of Subordinates	
Supervised by CBOs	123
16. Titles of CBO's Immediate Supervisor . . .	126
17. Correlations of Profile Characteristics to	
Governance, Source of Funding, and	
Institutional Size	127
18. Administrative Management Role Functions	
Identified by Importance and	
Responsibility	133
19. Business Management Role Functions Identified	
by Importance and Responsibility . . .	136
20. Fiscal Management Role Functions Identified	
by Importance and Responsibility . . .	138
21. Financial Accounting and Reporting Role	
Functions Identified by Importance and	
Responsibility	141
22. Mean Ranking of Role Function Cluster by	
Importance	143
23. Correlations of Role Function Clusters to	
Governance, Source of Funding, and	
Institutional Size	145
24. Leader Behaviors of CBOs	147
25. Comparative Leader Behaviors	149

	<u>Page</u>
26. Correlations of Leader Behaviors to Governance, Funding Source, and Institutional Size	151
27. CBO Leadership Effectiveness	154
28. Correlations of CBO Composite Leadership Effectiveness Level to Governance, Funding Source, and Institutional Size	156
29. Primary and Legally Constituted Governance Authority and Funding Source	158

LIST OF FIGURES

	<u>Page</u>
<u>Figure</u>	
1. Leadership Styles Resulting from the Merging of the Ohio State and the Managerial Grid Theories of Leadership . . .	45
2. Academic Leadership Styles Resulting from the Merging of the Ohio State and the Managerial Grid Theories of Leadership . . .	48
3. Hersey and Blanchard's Tri-Dimensional Leader Effectiveness Model	58

Chapter 1

THE PROBLEM

This research study describes the profile characteristics, role functions, leader behaviors, and leadership effectiveness of Chief Business Officers in American public community colleges. This research study also relates these descriptive dimensions to institutional governance, funding source, and size. Moreover, the study provides descriptive data on the following problematic issues of contemporary Chief Business Officers:

1. Who are they?
2. What role functions do they consider most important and what are their responsibilities regarding these role functions?
3. How do they perform their leadership roles?
4. How well do they perform their leadership roles?

This research study provides descriptive data on each of the above four dimensions; however, the study does not consider any one of the four dimensions as a more important one for the purposes of this descriptive

study, that is, this study is not to be considered as a leadership or effectiveness study.

This study is a prototype research study initiated on American public community college leaders and focuses on the descriptive research issues of the Who, What, How and How Well dimensions. Future research is anticipated on other public community college leaders using similar research methodologies.

This chapter is designed to (a) introduce the problem, (b) provide background for the problem, (c) identify the research problem, (d) state the purpose of the study, (e) identify the research questions, (f) recognize the significance of the study, (g) define the appropriate terminology, (h) recognize the limitations of the study, (i) state the assumptions of the study, and (j) provide an overview of the organization of the study.

Introduction

The business function of a community college requires professional competence and leadership in contemporary academe. As Millett (1980) stated, "The business management of a college or university can never be taken for granted" (p. 111). However, academe is different from other forms of organizations and their images as "organized anarchies" require

understanding and flexibility from those who manage the institution's business affairs. It is in this microcosm that "expertise becomes more important than ever, and leadership increasingly amounts to the ability to assemble, persuade, and facilitate the activities of knowledgeable experts" (Baldrige et al., 1978, p. 46).

Recognition of the CBO's Academic Leadership Role

In times of financial exigency, fiscal accountability concentrates attention on the allocation of funds for expenditure throughout community colleges. Since the Chief Business Officer (CBO) of a community college plays a prominent role in the allocation of institutional funds, the position's role and influence have a substantial impact on how the funds are to be allocated. Bowen (1980) reflected that "the budget and expenditures of a college or university reveal a great deal about its activities, achievements and vicissitudes" (p. 1).

It is in this context that the role of the Chief Business Officer of contemporary American community colleges is enhanced. The CBO's educational and experiential background provides a basis for applying sound business practices and exemplifying leader behaviors which can substantially promote organizational health and effectiveness. Leadership in

the quest for both effectiveness and efficiency is a prime consideration for contemporary CBOs, and Bowen summarized the function of management in higher education in a most terse but to the point way: "I define administration as the use of judgment and leadership in the quest for efficiency" (1981, p. 98). No better statement could serve as a guiding light for the contemporary Chief Business Officer in all of contemporary academe, including the modern public community college.

Import of the CBO's Organizational Niche

Chief Business Officers should understand the general concepts of educational philosophy and the functions which their offices must perform. They must administer the physical and financial programs in such a way as to assist in achieving the educational aims and objectives of their institutions while at the same time maintaining fiscal integrity and economy (College and University Business Administration, 1968). Karol and Ginsburg (1980) concluded that the CBO's goal is to integrate the skills, outlook and knowledge of the finance/business side of the educational enterprise with the academic side so that revenues are allocated and services are offered, in the most effective and efficient manner.

Background

In many early community college organizations, the role of an institution's Chief Business Officer (CBO) was usually an "accountant-type" position hired to "keep the books" and to provide a limited scope of administrative services. The position was not recognized as a top campus administrator, and its leadership role in campus policy decisions had not yet evolved. In fact, the establishment of the position in other institutions of higher education did not come into "prominence (until) around the beginning of the twentieth century" (Knauth, 1955, p. 4). McGrath (1936) gave the year 1906 as the median date for the establishment of the position of Chief Business Officer and mentions that in certain western colleges the post did not come into existence until 1920. The advent of American public community colleges and the recognition of the role of CBOs in post-secondary educational institutions closely coincided.

Growth of Community Colleges

The American community college has experienced sustained growth, broad-based support and an expanding role in American higher education since the turn of the twentieth century. Cohen and Brawer (1982) cited

several forces in American society contributing to its rise:

the need for workers trained to operate the nation's expanding industries; the lengthened period of adolescence, which mandated custodial care of the young for a longer time; and the drive for social equality, which was enhanced by opening more schools and encouraging everyone to attend. Community colleges seemed also to reflect the growing power of external authority over everyone's life, the peculiarly American belief that people cannot be legitimately educated, employed, religiously observant, ill or healthy unless some institution sanctions that aspect of their being (p. 1).

They further acknowledged that "probably the simplest overarching reason for the growth of community colleges is that this century has such a plethora of demands placed on the schools at every level. Whatever the social or personal problem, schools were supposed to solve it" (p. 2).

Evolution of the Chief Business Officer's Role

During this early period business leaders became socially prominent and were included as members of college governing boards; it was their expressed desire to account for improved efficiency and sound business practices in their respective institutions. They turned to their CBOs to provide accountability for these mandates through the college's President, and their reliance on the CBO's business acumen enhanced the CBO's role and influence.

During the ensuing years the position continued to evolve and through this period of rapid growth for higher education, especially public community colleges, only scant attention was focused on the role's evolution or its scope of responsibility and influence, except when unacceptable financial audits or other major operational deficiencies were cited. However, the current financial exigency and strong mandates of fiscal and managerial accountability necessitate enhanced efficiency and effectiveness in business management in public comprehensive community colleges. These mandates have caused the role of an institution's CBO to become increasingly important in successfully meeting leadership challenges.

The position of the CBO has evolved in noticeably disparate ways at different public community colleges. Moreover, ambiguity and consternation have surfaced over the position's role function. On some campuses, it was minimally viewed as the college's "accountant"; on other college campuses, the role prominence of this position gave rise to the fear that many public community college policies would be more administrative, rather than academic or student, based.

Increased Need for Research Data of CBOs in Community Colleges

Community colleges are generally thought to be in a good position to weather the next decade, for they have successfully broadened their "open-door" philosophy to include the entire community (Mingle et al., 1981). However, the challenges of the Chief Business Officer of a community college will be great during this period of predicted retrenchment.

Chief Business Officers must be ever mindful that their role in a public community college is designated to assist and support the institution in achieving its objectives and to serve the purposes for which it exists. The success of incumbents in this role can be measured by how well they perform these responsibilities and the success of the institution

depends in part on their success. They must administer the institution's business and financial operations so that these operations contribute to the effectiveness of academic and academic support programs.

Research Problem Statement

There is a paucity of descriptive profile data of those institutional leaders who serve as Chief Business Officers (CBOs) in American public community colleges. Also, confusion, ambiguity and uncertainty abound regarding the contemporary role functions of these incumbents; clarification and comparative analysis on the relative importance and frequency of these identified role functions is necessary to portray their organizational niche. Moreover, there exist insufficient data to describe the dynamics of leader behaviors exemplified by CBOs in performing their identified role functions, and the relative effectiveness levels of their performance. In other words, what are the profile characteristics, role functions, leader behaviors and leadership effectiveness rating of a Chief Business Officer in American community colleges?

Purpose of Study

The problem will be addressed through five specific purposes. These include: (a) describing CBO

profile characteristic data relating to selected demographics, education, experiential background and present organizational environment; (b) identifying the levels of importance and responsibility of job functions of CBOs based on NACUBO (National Association of College and University Business Officers)-identified management responsibilities; (c) assessing the CBOs' leader behaviors using a standardized instrument; that is, the revised Leadership Behavior Descriptive Questionnaire (LBDQ); (d) determining the CBOs' effectiveness levels by asking the CBO's immediate supervisor to respond to nine dimensions used by managerial assessment centers; and (e) testing the relationships between the previously identified purposes and institutional governance, funding source, and size.

Research Questions

If the overall research problem stated above is to be addressed in this research study, the following general questions will need to be evaluated and descriptive data provided. These data will be gathered through a national survey.

1. What are the profile characteristics of CBOs?
2. What are the role functions performed by CBOs?
3. What are the leader behaviors of CBOs?

4. What is the overall effectiveness rating of CBOs?

Significance of Study

This study will serve to provide useful information not currently available.

Descriptive Data Base

The study will provide data to clarify the confusion, ambiguity or uncertainty regarding selected profile characteristics, job functions, leader behaviors, and leadership effectiveness of CBOs in American public community colleges. This study will contribute descriptive data, provide a literature base and enhance knowledge of the CBOs' profile characteristics, role functions, leader behaviors, and leadership effectiveness. The research previously completed on public community college CBOs has been reported through doctoral dissertations more than ten years ago (Cullen, 1973) and generally reflect localized or regional studies (Bowers, 1972,; Moore, 1974; Jackson, 1974; Faulkner, 1981; Mansker, 1975; Whims, 1974); specific aspects relating to the role and responsibilities (Kinney, 1980; Evans, 1973; Zimmerman, 1981); or in institutions only indirectly related to this research study (Pettys, 1980; Strickland, 1973; James, 1975). Moreover, there are a number of studies

completed relating to business managers in secondary school systems.

Relationship of CBO Descriptive Data to Institutional Size, Governance, and Financial Base

The study will produce descriptive information which will relate the dimensions of profile characteristics, role functions, leader behaviors, and leadership effectiveness to institutional size, governance, and funding source. Only scant descriptive research data exists on CBOs in American public community colleges and the data which do exist focus either on a regional or limited scope data base. Two previous research studies (Bowers, 1973 and Cullen, 1973) are not being replicated in this research study for the following reasons: the research data was designed to answer different research questions than those posed in this research study; also, the research data reported was on a regional, not national, basis.

Definition of Terms

In order to more clearly define the research problem, implement research design methodology, and report the conclusions of this research study, a definitive terminology is needed to provide clarity in the use of major terms used throughout the study.

American two-year public community college. This term includes all public two-year post-secondary community, technical and junior colleges offering the Associate Degree as the highest degree awarded and located within the fifty American states.

Chief Business Officer (CBO). The Chief Business Officer (CBO) is the principal administrative officer responsible for a college's business and financial operations.

Consideration. Consideration is the extent to which an individual is likely to have job relationships characterized by mutual trust, respect for subordinates' ideas, and consideration of their feelings (Fleishman and Peters, 1962).

Initiating Structure. Initiating Structure is the extent to which an individual is likely to define and structure his role and those of his subordinates toward goal attainment (Fleishman and Peters, 1962).

Leadership Effectiveness. Leadership effectiveness is the extent to which the leader's group or organization performs its task successfully and attains its' goals (Yukl, 1981).

Leadership. Leadership is considered an individual's behavior in influencing a group or other individuals in efforts toward a goal attainment.

Role Function. A role function reflects an organizational behavior pattern or specific function usually expected or exhibited by an incumbent in an identifiable organizational position.

Limitations of the Study

This is a descriptive research study and the information is subject to the integrity of the self-reported data from the respondents. The study describes the current incumbent CBOs' profiles, functions, behaviors and effectiveness levels and does not present historical, descriptive data or attempt to project future descriptive trends.

Assumptions of the Study

It is important to note that this research study focuses on a selected sample of Chief Business Officers to represent the designated population and in no way projects inferences to individual CBOs. In this respect the following assumptions are relevant.

1. The study addresses characteristics, job functions, leader behaviors, and leadership effectiveness levels of CBOs as a group and does not infer that the research data relate to any individual CBO.

2. The study describes the dimensions of CBOs as a group and is not used to identify causal relationships.

3. The study is not judgmental insofar as it does not attempt to conclude whether the dimensions are desirable or undesirable.

Organization of the Study

This research study is organized into five chapters. Chapter 1 describes the background, the problem, purpose, research questions, and significance of the study; definition of terms; and limitations, assumptions, and organization of the study. Chapter 2 focuses on the literature relating to the research dimensions of profile characteristics, role functions, leader behaviors, and leadership effectiveness. Chapter 3 explains the research questions and design methodology; the selected population and random sample determination; the instrument design, development, and administration, and data collection and analysis techniques. Chapter 4 provides descriptive and comparative response data from the data instrument and summarizes the findings of the research study in terms of the problem statement, purpose of the study, the research questions. Chapter 5 reviews the summary and

provides discussion based on the response data analyzed in the study.

Chapter 2

REVIEW OF RELATED LITERATURE

The review of literature addresses each of the four leader dimensions being studied in this research project, i.e. profile characteristics, role functions, leader behaviors, and leadership effectiveness, as well as the three variables of governance, funding source and institutional size. The literature review focuses on prior research studies and prior literature reviews which provide a literature foundation for supporting this study.

Historians and philosophers remind us that leadership transcends the ages from our distant past. However, the continuing search for the basis of leadership is an elusive one. Rustow (1970) wrote that "many of the recent authors on the subject of leadership have had the sensation, now elating and now disheartening, of breaking new ground at the outer frontiers of scholarship" (pp.6-7).

Leadership Defined

The various definitions of leadership at first appear confounding, but as the following two writers stated there are commonalities in the definitions.

"Definitions of leadership usually have as a common denominator the assumption that it is a group phenomenon involving the interaction between two or more persons" (Janda, 1960, pp. 345-363). Yukl (1981) also stated: "most definitions of leadership reflect the assumption that it involves an influence process whereby intentional influence is exerted by the leader over followers. The numerous definitions of leadership that have been proposed appear to have little else in common" (p. 3).

Review of Leadership Theory

Cribbins' (1981) review of leadership theory identified certain theoretical knowledge bases for leadership; he stated: "In leadership, as in all skills, experience without a conceptual foundation is as useless as theory without practical application" (p. 15). In his overview of leadership research studies he classified four basic research categories:

1. Two dimensional behavioral approaches based on the studies from Ohio State University and the University of Michigan, i.e. task-oriented (IS) managers and employee-oriented (CS) managers.

2. Zelenzik's (1977) three dimensional personality approach which emphasized the personality of the leader, i.e. task-oriented managers,

person-oriented managers, and fusion-oriented managers.

3. Fielder's (1967) four dimensional contingency approach based on the favorableness of the situation resulting from leader-member relations, task structure, position power, and homogeneity of the work group.

4. Evans' (1968) and House's (1971) five dimensional path-goal approach hinging on reward valence, expectancy, instrumentality of rewards, managerial role, and subordinates and situations.

Cribbin also noted that some researchers have attempted to assimilate these categorical theories into theoretical syntheses. Hersey and Blanchard's (1977) work is one such attempted synthesis. Hersey and Blanchard remarked:

Man's greatest failure has been his inability to secure cooperation and understanding with others. Shortly after the Second World War, Elton Mayo recognized the problem when he reflected that "the consequences for society of the unbalance between the development of technical and of social skill have been disastrous" (p. 1).

The interrelationship between individual leaders and their organizations which define organizational roles and organizational relationships and expectations

are important. Reciprocal relationships and expectations are important in these situations where the attainment of the organization's objectives depends upon its members measuring up to their responsibilities as defined by themselves and by their associates (Stodgill, Scott and Jaynes, 1956).

Academic Leadership

Leadership in academe has the added dimensions of leading constituencies in organizations characterized by Cohen and March (1974) as organized anarchies--a system described by them as one with little central coordination or control. Riley and Baldrige (1977) further summarized the unique organizational characteristics of colleges and universities as organized anarchies: (1) unclear goals, (2) client services, (3) unclear technology, (4) professionalism, and (5) environmental vulnerability.

Dressel (1981) reflected on the importance of the role of college leaders: "Fragmented by specialization, egotism, and idiosyncrasies, a college or university faculty is unable to agree on purposes, goals, and policies and to demonstrate accountability in the use of resources unless some form of central administration succeeds in bringing harmony and unity out of the prevailing discord and fragmentation" (pp. 2-3). An

academic leader is usually faced with two paradoxes in providing effective leadership. Eble (1978) clarified one paradox which academic leaders face: "To both serve and lead: that seems to be the paradox many college administrators face . . . the paradoxical nature of serving and leading may explain the faculty's acceptance of administrative authority as long as it clearly appears to be serving prime faculty interests" (p. 113). Levinson (1968) clarified the other paradox: "he who would lead must follow. That is, he must understand the values and expectations of his followers. Unless he does, he will be unable to win their consent. Without consent, he cannot lead" (p. 58).

Leadership in academe is facing a period in which the leadership styles of past and present will be challenged; leadership styles are expected to change. McCorkle and Archibald (1982) posited that the charismatic academic leadership style of the forties and fifties changed to that of a hardened negotiator in the sixties and a compromiser in the seventies. They felt that leaders in the eighties must be statesmen promoting the public good and will be required to take more risks than their predecessors. However, these

risks must include a cognizance of mandated accountability for which the CBO plays a major role.

It is in this framework that the public community college CBO's leadership profile, role functions, leader behavior and level of effectiveness will be under close scrutiny not only by Presidents and Boards of Trustees, but by faculty, staff and lay persons who are demanding the highest levels of integrity, efficiency, effectiveness, and accountability. As Cosand (1979) emphasized, "the upcoming challenges are too serious to condone weakness at any level of administration" (p. 23).

Profile Characteristics

Not only are American community colleges diverse in their structure and their practices, but they are as diverse in their administrative leadership. With the turnover of community college administrators, at least until the recent economic recession, the best profile a researcher could construct during the past days of dynamic growth was only a limited time "snapshot" at best. However, since financial exigency has prevailed as a byword in managing these institutions with a bare-bones budget and staff, and in consideration of the high costs of relocation, administrators are less prone to change positions. The contemporary period

presents an excellent time to construct a more stable profile on selected community college administrators, to decide their role functions and leader behaviors and to evaluate the effectiveness of their leadership styles. Succintly, profile characteristics identifies the first of the four dimensions, that is the Who profile.

Definition of "Profile Characteristics" as a Construct

The profile of this study can be described as an aggregated description of selected personal, educational, experiential, institutional, and position characteristics of those who occupy Chief Business Officer positions in American public community colleges. The aggregated description is constructed from the data returned by selected respondents who were randomly selected.

The profile serves to discover the selected characteristics of selected community college administrative leaders and to describe these individuals, their educational and experiential backgrounds, and institutional characteristics based on selected questions supporting this research study. This descriptive study of community college CBOs produces useful information about the CBOs. Perceptions and beliefs regarding these leaders, their roles, their

leader behaviors and their leader effectiveness were either confirmed, modified or rejected based on the data gleaned from the questionnaires used in the survey.

Scarcity of Descriptive Profile Research Data

Only meager descriptive data exist on CBOs in American public community colleges. Most existing data are regional or limited in scope. Bowers' descriptive study (1972) in nine southeastern states found that community college CBOs who were forty years of age or older reported higher levels of authority, held a master's degree or higher, served colleges with enrollments from 1250 to 4999, and had been incumbents for three to five years. He also reported the following salient conclusions:

1. The business officers had sufficient authority to perform the duties for which they were responsible.
2. The community college business officer is an executive who makes a direct contribution to the successful operation of his institution through the management of its business and supportive services.
3. A trend is evident that the community college business officer has earned a degree beyond the bachelor's level.

4. Many chief college administrators and trustees have criteria other than a business related education which they utilize in CBO selection.

5. The type of control pattern exercised over the community college has a considerable influence on the attitude of the CBO toward the work environment.

Cullen's study (1973) reported that little descriptive information on community college business managers existed regarding their personal characteristics, office organization and attendant duties and responsibilities, and he felt this type of descriptive data would be found especially useful to administrators of new and developing community colleges.

Profile Literature Contributions to Leadership Knowledge

Profile characteristics materially add to leadership knowledge. To illustrate, Hemphill and Coons' research (1957) reported that age and type of organization related to their other research dimensions. For example, ". . . 'occupation' group and 'military' group leaders were described as engaging more frequently in Domination behavior than were 'social' or 'educational' group leaders" (p. 34). "In 'educational' groups, there is reported less

Domination, less Representation, less Organization, and less Communication Down than in other groups. In 'military' groups, there is found Domination, more Organization and less Recognition" (p. 34). Also, "Older leaders are seen to display more Domination behavior. Older members tend to report leaders showing less Membership behavior and members tend to describe older leaders with low Membership scores. These tendencies raise questions as to the function of age in the problems of leadership" (p. 28). Further, Sarbin and Allen (1968) reported that role skills, i.e. performance of some task to a given level of competence, result from aptitude, experience and specific training. They further stated that role skills can be enhanced, within limits, through appropriate training in later life.

Role Functions

The position of Chief Business Officer in academe is not a product of the twentieth century. Its origin began in the eleventh and twelfth centuries when the medieval European universities had advanced sufficiently in organizational structure to recognize the really important officials known as the chancellor, the rector and the priors or deans (Knauth, 1955). Other officers were identified as the "treasurer,

receptor, or steward" who kept "fiscal accounts and attended to other fiscal matters of a clerical nature" (Lindsay and Holland, 1930, pp. 4-6). The organization of these earliest universities was far from rigid, and their business affairs were conducted with corresponding simplicity (Knauth, 1955). Under the direction of the institution's administrative head (rector), the fiscal officers were responsible to account for the university's monetary affairs; however, the rector was the responsible person who was answerable on these affairs at the end of his term (Rait, 1918).

Rait further stated that although much of the money handled by the university was derived from fines, fees were levied. Tuition costs, however, were generally paid directly to a master (instructor) which sometimes had to be negotiated "in a highly sophist-like manner" (Rashdall, 1936, p. 208). Although these monies were not usually handled by the treasurer, he did collect fees and fines. A list of fines issued in 1432 to be collected by a treasurer prescribed penalties for brawling, dueling and other forms of misbehavior (Rait, 1918).

As the colleges and universities grew during the next five centuries in educational and financial

importance, scholarships granted to needy or preferred students multiplied, requiring more supervisory attention from the authorities; and the institution in its corporate aspect became increasingly concerned with those matters of money and business that had formerly been of interest chiefly to the individual students and masters (Knauth, 1955). It could be supposed that it was the influence of these institutions upon the early American colonists that caused many of these ideas to be migrated with the early educated settlers to the American colonies (Knauth, 1955).

The founders of the American schools were aware that some kind of financial watchfulness was needed, but this is not to say that the keeper of the purse was always given official status, or that when such an official existed he was given proper latitude (Morison, 1935). However, the early college president was a "jack of all trades" attending to "odds and ends of business that no one else attended to" (Schmit, 1930, p. 58). Of course, the institution's business affairs were included in the broad range of the presidential role. However, the business functions eventually and gradually gravitated from the president's office. In many instances, fiscal duties devolved upon a clerk who was, or who became the subordinate of a member of the

governing board, usually the member most highly regarded for his financial sagacity. In some cases, a local bank attended to the details of the business of the college, often assigning a special clerk to handle college matters (Knauth, 1955). As the colleges established administrative positions other than the President, the evolution of the recognized position of the Chief Business Officer appeared later than many other positions since these other positions came usually to those who were employed as faculty.

Professional Recognition of CBOs

McGrath (1936) gave 1906 as the median date for the establishment of the position of Chief Business Officer and mentioned that in certain western colleges the post did not come into existence until 1920. This statement should be recognized for its emphasis on a "median" time and does not connote the absence of this position before this period only that it came "into prominence around the beginning of the twentieth century" (Knauth, 1955, p. 4). In fact, great progress in recognition of this position took place in the following few years. The first college business officer association, the Central Association of College and University Business Officers, began in 1912; and, by

1936, every section of the country had a regional association (Knauth, 1955).

In September, 1950, the National Federation of College and University Business Officers Association was founded and, by 1960, had become the National Association of College and University Business Officers (College and University Business Administration, 1968), or NACUBO, as it is currently referred to by its constituency. Millett (1980) stated that "professional competence in the management of these Chief Business Officers services has increased substantially over the years thanks in large part to the National Association of College and University Business Officers" (p. 111).

Also, during this period of the rise of prominence of the role of the Chief Business Officer, Knauth (1955) recounted that business leaders became socially prominent and were included as members of college governing boards. It was their expressed desire to account for improved efficiency and sound business practices in their respective institutions, and they turned to their Chief Business Officers to provide accountability for these through the President.

Organization of Collegiate Business Affairs

Knowles (1970) stated that there is no best way to organize and staff an office or offices to perform the

functions of the business and financial administration. Rather, it will depend upon the institution's size, the capabilities of its senior officers, the strengths of the Chief Business Officer and those of his subordinates, and an indeterminable number of other considerations.

In community college organizations, the position of the Chief Business Officer customarily reports directly to the President. A feeling still persists among many college administrators that the man who controls the purse strings should not be in a position to dictate instructional expenses. The trend, however, seems to be toward cabinet authority for the business manager (Knowles, 1970). In a two-year college, most of the responsibility will be placed at the central level and assigned to a controller, dean for administrative services, vice president for financial affairs, or some variation of these (Woltokiewiez, 1980).

Delineation of CBO Managerial Functions

Cullen's study (1973) reported that "in broad terms, the responsibilities of the community college business managers were: accounting, budgeting, inventory control, operation and maintenance of physical plant, personnel and purchasing."

NACUBO also reviewed the CBO's management function:

The management function is a "business" function in the sense that it is concerned with management of and accounting for financial and physical resources--with the handling of funds, of endowments and investments, and of expenditures for salaries and wages; for operation of the physical plant; for supplies and equipment; for housing and food services; and for other areas. These business elements are essential to the institution's existence, and thus the overriding responsibilities of the division of business affairs are (1) to keep the accounts and make reports through which the total activity becomes intelligible and (2) to bring to the administration of the college or university an intelligent and sympathetic awareness of how or whether resources are being used to advance educational goals.

No organization chart of the division will, in itself, set out clearly the measures of responsibility essential to

successful and effective management. The lines of responsibility and authority will show primary relationships, but the effectiveness of the whole will depend, as in other fields, on the leadership and on the degree to which professional skills are brought together in the service of the institution. There may be one business officer, a vice president for business and finance, for example, or two, a vice president for business and a vice president for finance. But there must be an essential unity in the way affairs are conducted and there must be participation by the officer or officers in planning and policy determinations. The business organization must be so constructed that it links the various management sectors of the institution with trained staff and with proper accounting and financial data-gathering systems, prepares itself to give to the administration both information and informed counsel" (Welzenbach, 1982, p. 9).

McGuffey (1980) stated that "a review of the available literature revealed that there was no set of competencies that school business administrators could accept as being either desirable or necessary to the performance of their duties and responsibilities . . ." (p. 1). McGuffey noted that the Southern States Cooperative Program in Educational Administration (SSCPEA) defined competency in Educational Administration results when an individual exhibits behavior that enables him to perform a particular administrative task in the most desirable manner. In many cases, the designation of the task and the selection of a strategy of performing it depends upon the value base possessed by the individual. The value base which guides an individual's behavior is a "theory of educational administration," and the task performed is the job of educational administration. The various skills, abilities and knowledge that an administrator draws upon to perform the task represents his personal equipment. The relationship of the three elements -- theory, job and "know how" -- has been called the "competency concept" (SSCPEA, 1955).

McGuffey (1980) noted:

A person involved in the performance
of a task in school business administration

draws upon a lot of personal qualities that causes (sic) him to behave as he does. His philosophy, values, talents, skills, knowledge, experience, intelligence, and leadership style are all involved. These personal qualities are applied in the variety of environmental settings in which one operates. The result is a set of behaviors that reflect the competence to perform an assigned task (p. 5).

A primary reference for CBOs is the National Association of College and University Business Officers' (NACUBO) College and University Business Administration (1982) which addressed the CBO's management functions and provides the basis for identification of the CBO role functions used for the purposes of this research study:

Administrative management:

Institutional planning, space management management information systems, records management, risk management and insurance, fiscal administration of sponsored programs, legal services, management of student financial aid funds, personnel

administration (including faculty and staff benefits), and labor relations.

Business management: Purchasing goods and services, auxiliary enterprises and other services, physical plant (planning, design, construction, operation, and maintenance), environmental health and safety, security and law enforcement, and transportation.

Fiscal management: Administration of endowment and similar funds, investment management, cash management, budgeting, auditing, costing, and calculation of indirect cost rates.

Financial accounting and reporting: Development and maintenance of the basic financial accounting and records systems and preparation of financial reports and analyses that inform the institutional community, particularly the chief executive officer and governing board, of the financial health of the institution (Welzenbach, 1982, pp. 9-10).

It is also important to understand that the Chief Business Officer cannot be a specialist in all the

operations for which he is responsible. He must be aided by staff members with professional training and experience in the various divisions into which the business and financial operations of the institution are organized (College and University Business Administration, 1968). It would not be unreasonable at a large community college to have managers or directors identified in each of the above responsibility areas and sub-areas. In large state systems, one could discern similar state-level positions which would coordinate the local college functions.

It is necessary to emphasize an important consideration relating to the operation of administrative services, i.e. the difference between "program management" and "operational management." This distinction has especially been a relevant one between student services and administrative services. Student financial aid is one example where the programs are administered by student services, e.g. required determination and award of financial aid, and the operational management of the program by administrative services, e.g. accounting, reporting and, in cases of loans, collections. Millett (1980) emphasized the need for understanding and cooperation between other

organizational areas and the administrative services staff.

Leader Behavior

"The successful organization has one major attribute that sets it apart from unsuccessful organizations: dynamic and effective leadership" (Hersey and Blanchard, 1969, p. 59). Myrdal (1944) argued that the concept of leadership is more prevalent in American society than in European societies (Seeman, 1957). Bowers and Seashore (1966) noted:

Traditional leadership research has focused upon the behavior of formally designated or recognized leaders. This is probably due, at least in part, to the historical influence of the hierarchical models of the church and the army. As a result, it has until recently been customary to study, leadership either as an attribute of the person or someone who is authority-vested, or as an attribute of his behavior (p. 247).

Early Leadership Research

For many years, early leadership research focused on the leader himself, and as Tannenbaum, Weschler and Massarik (1961) emphasized, "It was assumed that

leadership effectiveness could be explained by isolating psychological and physical characteristics or traits, which were presumed to differentiate the leader from other members of his group. Studies guided by this assumption generally proved none too fruitful. Almost without exception universal traits proved elusive, and there was little agreement as to the most useful traits" (pp. 22-23). A review of research literature focusing on trait approach to leadership revealed few significant or consistent findings (Gibb, 1954; Stogdill, 1948; Goulder, 1950; Jennings, 1961).

Hersey and Blanchard (1972, pp. 79-80) noted that empirical research revealed no normative style of leadership; and hypothesized that the successful leaders adapt their behavior to the needs of their group and particular situation. They continue to reinforce this idea by reporting that research indicated that leadership was a dynamic process, changing with different situations, leaders, and followers. Tannenbaum, et al. (1961) reinforced the research findings that leaders do not function in isolation since they must interact with their followers within a cultural, social and physical context.

Ohio State University Leadership Research

In the late 1940s, Ohio State University's Bureau of Business Research team used an interdisciplinary team approach to study leader behaviors. Their deliberations resulted in hypothesizing nine a priori dimensions of leader behavior on which 1790 descriptive items of behavior were written. From these reservoirs of items, 150 were condensed and selected for use in a questionnaire. The team approached leadership on the basis of examining and measuring performance or behavior rather than traits (Shartle, 1957). Shartle further stated that when these studies "were initiated in 1945, no satisfactory theory or definition of leadership was available."

Beginning with Hemphill's (1949) research, a theoretical foundation was established to support the situational or leader behavior approach to the study of leadership. "The focus in the situational approach to leadership is on observed behavior, not on any hypothetical, inborn, or acquired ability or potential for leadership" (Hersey and Blanchard, 1969, p. 61). Ohio State's Bureau of Business Research team contributed significantly to leadership knowledge through research studies initiated in 1945 (Hersey and Blanchard, 1969, Yukl, 1981; Evans, 1970; House, 1971;

and Fielder, 1967). The Ohio State team found in their empirical research that a large number of hypothesized dimensions of leader behavior could be reduced to two separate and distinct factors: Consideration and Initiation of Structure. In fact, their most important contribution was the isolation of Consideration and Initiation of Structure as basic dimensions of leadership behavior in the formal organization. Halpin and Winer (1957) reported "Consideration and Initiating Structure accounted for 83.2 percent of the common factor variance" (p. 41).

The Leader Behavior Description Questionnaire (LBDQ) resulted from Hemphill's (1949) original work and later refined by Hemphill and Coons (1957). It was subsequently found that the "hypothesized dimensions of leader behavior could be reduced to two strongly defined factors. These were identified by Halpin and Winer (1957) and Fleishman (1957) as Consideration and Initiation of Structure" (Stogdill, 1963a, p. 1). Fleishman and Peters (1962) defined these two factors: Consideration (CS) is the extent to which an individual is likely to have job relationships characterized by mutual trust, respect for subordinates; ideas, and consideration of their feelings; Initiation of Structure (IS) is the extent to which an individual is

likely to define and structure his role and those of his subordinates toward goal attainment. Stogdill (1963a) further stated that these "two factorially defined subscales, Consideration and Initiation of Structure, have been widely used in empirical research, particularly in military organizations, industry and education" (p. 1). Dipboye (1978) stated that "the meticulous fashion in which the LBDQ was developed in the late 1940s and early 1950s provides a stellar example of how a leadership scale or any psychological instrument should be developed" (p. 1174). He also felt that the LBDQ measures "a stable, recurring tract of leadership by averaging across subordinates and time, and ignoring individual subordinates or tasks" (Dipboye, 1978, p. 175).

Consideration and Initiating Structure were identified as a result of factor analyses used to determine "the smallest number of dimensions which would adequately describe leader behavior, as perceived by the leader's subordinates and as the leader himself perceived his own attitudes toward his role" (Korman, 1966, p. 349). "Halpin (1955, pp. 18-32) reported split-half reliabilities of .83 and .92 for Initiating Structure and Consideration, respectively" (Seeman, 1957, p. 91). Dipboye (1978) also stated that "both the

IS and CS factors have been found to have high coefficients of internal consistency" (p. 1746).

Similar Leadership Research Studies

Similar studies were also being conducted at the University of Michigan's Survey Research Center which identified the concepts of "employee orientation" and "production orientation" which were similar to the Ohio State leadership dimensions of initiating structure and consideration. Dorwin Cartwright and Alvin Zander of the Research Center for Group Dynamics also identified similar categories into which all group objectives fall: (a) achievement of a specific group goal, and (b) the maintenance or strengthening of the group itself (Cartwright and Zander, 1960). Subsequently, Floyd Mann of the Survey Research Center developed and operationalized the concept of leadership in terms of a trilogy of skills required of supervisors and managers, that is, human relations, technical and administrative (Bowers and Seashore, 1966). Hersey and Blanchard (1969) reflected on the similarity of these separate findings: "Goal achievement seems to coincide with the task concepts discussed earlier (initiating structure and production orientation), which group maintenance parallels the relationship concepts (consideration and employee orientation)" (p. 66).

Theoretical Leadership Synthesis

These concepts have been popularized in Blake and Mouton's The Managerial Grid (1964) which identified five different types of leadership on a quadrant basis along two axes, i.e. concern for production and concern for people. Hersey and Blanchard (1968) merged the Ohio State quadrant with Blake and Mouton's Managerial Grid (see Figure 1). Hersey and Blanchard (1969, p. 69) also emphasized that "the Ohio State leadership studies seem to conclude that the high consideration and initiating structure style is theoretically the ideal or best leader behavior, while the style low on both dimensions is theoretically the 'worst'."

Moreover, Hersey and Blanchard (1969) reflected on a leader's personality, or style, which others learn to recognize and from which they can expect and even predict certain kinds of behavior. They described the four basic leader behavioral styles:

1. High Task: The leader is perceived by others as high on task but low on relationships and as more concerned about the task at hand than he is about the personal well-being of his subordinates. The task aspects of productivity appear to be most important and his subordinates are viewed as tools to accomplish the leader's own personal or organizational goals.

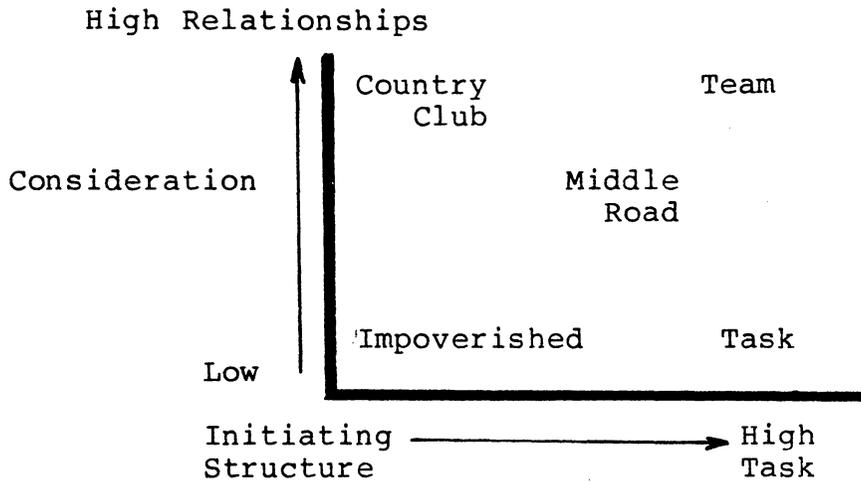


Figure 1. Leadership Styles Resulting from the Merging of the Ohio State and the Managerial Grid Theories of Leadership

Note. Adapted from Paul Hersey and Kenneth H. Blanchard's (1969) Management of Organizational Behavior. Englewood Cliffs, N.J.: Prentice Hall, Inc., p. 68.

2. High Task and Relationships: The leader is perceived by others as high on both task and relationships. Task accomplishment appears to be important and high standards are set but interest in subordinates' individuality, personal needs, and ideas are considered.

3. High Relationships: A leader is perceived by others as high on relationships but low on task. There is more concern for the needs of the individuals in the group than the task to be accomplished. Individuals and their potential are important and are emphasized over the maximizing of productivity.

4. Low task and Relationships: A leader is perceived by others as low on both task and relationships and one who allows subordinates to determine and direct their own activities; little time and effort are spent in developing personal relationships with them.

This managerial grid has been developed even further in its application to managerial styles in an academic environment. Specifically, Blake, Mouton and Williams (1981) modified, adapted and enhanced their prior approach with specific applications by academic leaders. Figure 1 can be altered to reflect their

modifications and adaptations for educational administrators; this change is shown in Figure 2.

Blake, Mouton and Williams (1981) explained their five major grid styles in Figure 2:

1. Caretaker Administration. This style represents effort expended to exercise academic power and authority and reflects little concern for institutional performance to sustain institutional membership.

2. Authority-Obedience Administration. This style represents a high concern for institutional performance and inhibits a concern for human elements that might interfere in accomplishing a high level of performance.

3. Comfortable and Pleasant Administration. This style represents a high level concern for the people of the institution and stresses satisfying personal interrelationships with a de-emphasis on institutional performance.

4. Constituency-Centered Administration. This style represents a moderate approach to institutional performance and concern for people and attempts to balance both approaches.

5. Team Administration. This style represents an integration of concern both for institutional

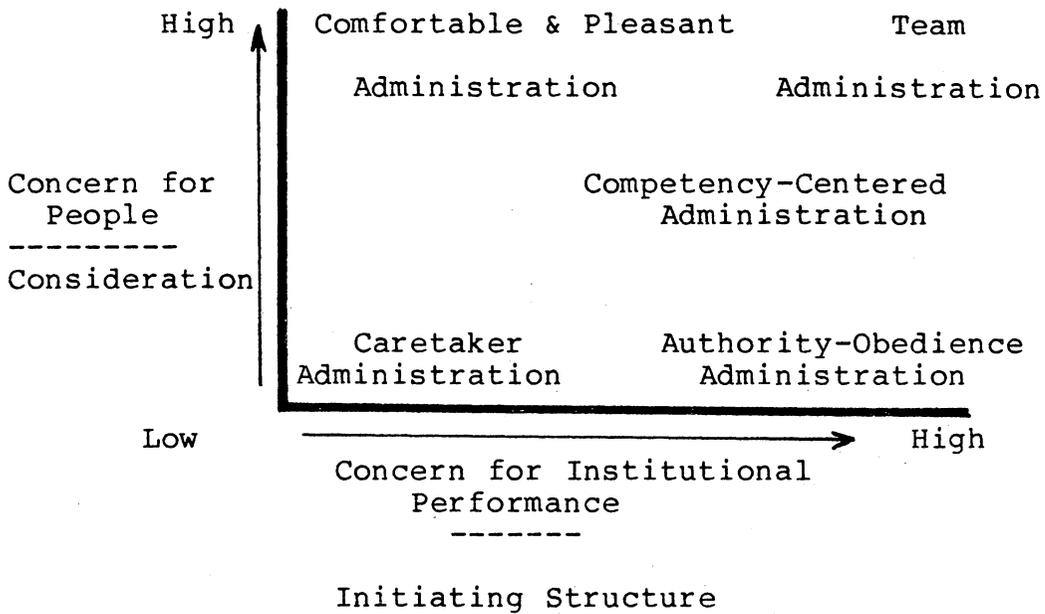


Figure 2. Academic Leadership Styles Resulting from the Merging of the Ohio State and the Managerial Grid Theories of Leadership

Note. Adapted from Robert R. Blake, Jane Srygley Mouton, and Martha Ship Williams' (1981) The Academic Administrator Grid. San Francisco: Jossey-Bass Publishers, p. 12.

performance and people to seek quality achievement of institutional mission and goals through a mutual trust and respect.

Blake, Mouton and Williams (1981) emphasized that these administrative styles are resultant from the personal values and interpersonal skills acquired through a lifetime. The differences in these administrative styles can be best discerned by examining the following elements of behavior in an administrator's daily interactions that they highlight: (1) making decisions, (2) holding convictions, (3) managing conflict, (4) controlling temper, (5) expressing humor, and (6) exerting effort.

Evolution of the LBDQ

Dipboye (1978) summarized the LBDQ:

In summary, the LBDQ seems to possess internally consistent scales; raters appear to agree to a sufficient degree when using the scale to describe a leader's behavior; and the IS and CS scales appear to be related to such important criteria as satisfaction, performance, and grievances. However, a lack of data prevents any conclusion with regard to the test-retest reliability of the LBDQ (real or ideal),

its ability to predict satisfaction or performance over time, or its convergence with similar measures of leadership. Serious defects of the scales include a confounding of authoritarian and punitive leadership with the initiating structure scale and the limitation of the instrument to only two dimensions of leader style. For most purposes, the LBDQ-12 would seem to be preferred to the original LBDQ (p. 1747).

The LBDQ-12 represents the fourth revision over the past twenty-six years. Table 1 reflects LBDQ properties on the early LBDQ tests and those on the revised LBDQ.

LBDQ Criticism

Korman's (1966) review of the Ohio State leadership studies resulted in the following critique: (1) "most of the correlations are insignificant for both variables" (consideration and initiating structure) (p. 351); however, the LBDQ did produce "slightly more consistent patterns (than the (LOQ) but Korman still found "a great deal of inconsistency" (p. 354); (2) "predictor and criterion ratings were made by the same people who might be seeking some kind of 'balanced' situation (p. 351); (3) inability "to locate any studies in the literature where

Table 1

Summary of Instrument Properties

Property	Early LBDQ	Revised LBDQ
Internal consistency		
reliability	Acceptable	Acceptable
Test-retest reliability	Unknown	Marginally acceptable
Content validity	Unacceptable	Marginally acceptable
Construct validity	Unknown	Unknown
Convergent and discriminant validity	Unknown	Unknown
Experimental validity	Unknown	Marginally acceptable
Concurrent validity	Acceptable	Acceptable
Predictive validity	Unknown	Unknown
Absence of response skewedness	Unacceptable	Unacceptable
Absence of social desirability and leniency	Unknown	Unknown
Scale independence and lack of halo	Unacceptable	Unacceptable
Reflected items (partial control of agreement response tendency)	Unacceptable	Unacceptable
Equal response intervals	Unknown	Unknown
Distinction between frequency and magnitude	Acceptable	Acceptable

Note: Adapted from "Psychometric Properties of
the Ohio State Leadership Scales: by C. A.
Schriesheim and S. Kerr, 1974, Psychological
Bulletin, 81, pp. 763. Copyright 1974.

'consideration' and 'initiating structure' were experimentally varied in order to determine criterion outcomes" (p. 354) which would determine that these variables were the result of, rather than the cause of, performance; (4) "in most cases the researchers have made little attempt to either conceptualize situational variables which might be relevant and/or measure them" (p. 355) and Korman felt that a "systematic conceptualization of situational variance as it might relate to leadership behavior and a research program designed to test derivations from such a conceptualization so that direction might be given to the field" (p. 355); and (5) the problematic relationship of leadership scores to criterion variance "to determine those scores which 'make a difference' and those which do not" (p. 360).

However, later in 1974, Kerr and Schriesheim responded that Korman's critical review of the research points elaborated above had become partially invalid. In regard to points 1 and 4 above, these were regarded as no longer valid. On critical point 2 above, they acknowledged that this criticism remained true but had become "less acute" (p. 560). Korman's third criticism "relating to the impossibility of resolving the question of causality, is very nearly as valid today as

it was in 1966" (p. 564). Last, they commented on Korman's last criticism and stated "which leader behavior scores are related to criterion variance and which are not has still not been directly confronted" (p. 564). Kerr and Schriesheim did note, however, that "the Korman (1966) review did not concern itself with the psychometric shortcomings of the Ohio State scales, restricting itself to limitations of the research of those who used the scales" (1974, p. 565). They further stated that "the scales inadequately control for agreement response tendencies, typically generate responses which may be contaminated by what seems to be social desirability or leniency, included behavior dimensions other than those of Consideration and Structure, and provided response choices of unequal intervals (p. 565). They concluded that "it is obvious that a great deal of additional research needs to be done before definitive statements about the effects of these two behavior dimensions will be possible" (p. 565).

Schriesheim and Kerr (1974) also reported that "although the internal consistency reliabilities of the scales seem acceptable, test-retest reliability data are sparse" and the "scales which suffer from response skewedness and high correlations with liking ratings,

possibly indicating . . . leniency" (p. 764) for the LBDQ. They also reported that the sales "may suffer from halo effects" and "scaling problems" producing "ordinal data only, rather than interval data as is often assumed" (p. 764). They concluded optimistically that the LBDQ Form XII does not apparently "suffer from some of the more serious shortcomings which plague the other versions. Its contents appear reasonably valid, it has been subjected to experimental validation with successful results, and it does not confound frequency of behavior with magnitude" (p. 764). Schriesheim, House and Kerr (1976) related:

It is also a widespread practice for leadership studies to utilize incomplete scales, or to modify items, instructions, and response categories; this is usually accompanied by almost no information concerning the nature of the modifications. In addition to ruining comparability with other studies, such practice may result in radical change in the behavior content being measured, since it is impossible, for example, to drop items and still maintain the balance among communication,

organization, domination items, etc., discussed earlier (p. 315).

They further stated that their "review of the literature reveals that fully 31 percent of recent leadership studies have used a modified version of the Ohio State scales." Stogdill (1963a) also noted that "with proper changes in instructions the questionnaire can also be used by a leader to describe his own behavior" (p. 12).

Leader Effectiveness

Leadership effectiveness addresses the issue of how well a leader is performing and can be defined as "the extent to which the leader's group or organization performs its tasks successfully and attains its goals" (Yukl, 1981, p. 5). Leader behaviors and leader effectiveness are inextricably linked, and as Bowers and Seashore (1966) stated, "leadership in a work situation has been judged to be important because of its connection, to some extent assumed and to some extent demonstrated, to organizational effectiveness" (p. 249). Leadership effectiveness is also related to an incumbent's role function. As Sarbin and Allen (1968) noted: "It seems, then, that lack of clarity in role expectations does lead to decreased effectiveness and productivity, and that these task effects are

mediated through psychological effects on the individual which are discernible in such reactions as personal frustration and strain" (p. 504).

Increased Emphasis on Administrative Accountability

There is an increased emphasis on administrative effectiveness of college administrators in these days of increased financial exigency and accountability. This increased emphasis has manifested itself in greater awareness of the need for improved evaluation programs. Cosand (1979) projected that the regular evaluations will increase the focus on administrative accountability which can no longer allow administrators to pass the buck.

Interrelationships of Effectiveness to Organizational Environment

Dressel (1981), Walker (1979) and Katz and Kahn (1966) admonished leaders to adapt their leadership styles to their organizations and their associates to enhance both their leadership style and organizational effectiveness. Hersey and Blanchard (1972) recognized that since "the effectiveness of a leader depends on how his personality interrelates with the situation in which he operates, an effectiveness dimension should be added" (p. 76) to the dimensions of Consideration and Initiation of Structure. In their terms, "when the

style of a leader is appropriate to a given situation, it is termed 'effective'; when his style is inappropriate to a given situation, it is termed 'ineffective.'" (p. 76). This added dimension of effectiveness can be illustrated in Hersey and Blanchard's (1972) Tri-Dimensional Leader Effectiveness Model shown in Figure 3.

Hersey and Blanchard's Tri-Dimensional Leader Effectiveness Model interrelates leadership effectiveness to an employee's leader behaviors, that is, task-oriented or people oriented. The IS and CS leader behaviors can be considered appropriate or inappropriate in a given organizational environment. Consequently, these behaviors should be evaluated in a relative, not an absolute, sense. Therefore, Hersey and Blanchard concluded that "the four effective and the four ineffective styles are, in essence, how appropriate a leader's basic style is to a given situation as seen by his followers, superiors, or his associates . . . effectiveness, therefore, is a matter of degree" (p. 77).

Identification of Effective Academic Leaders

An effective leader balances Consideration and Initiation of Structure. As Halpin (1957) found those

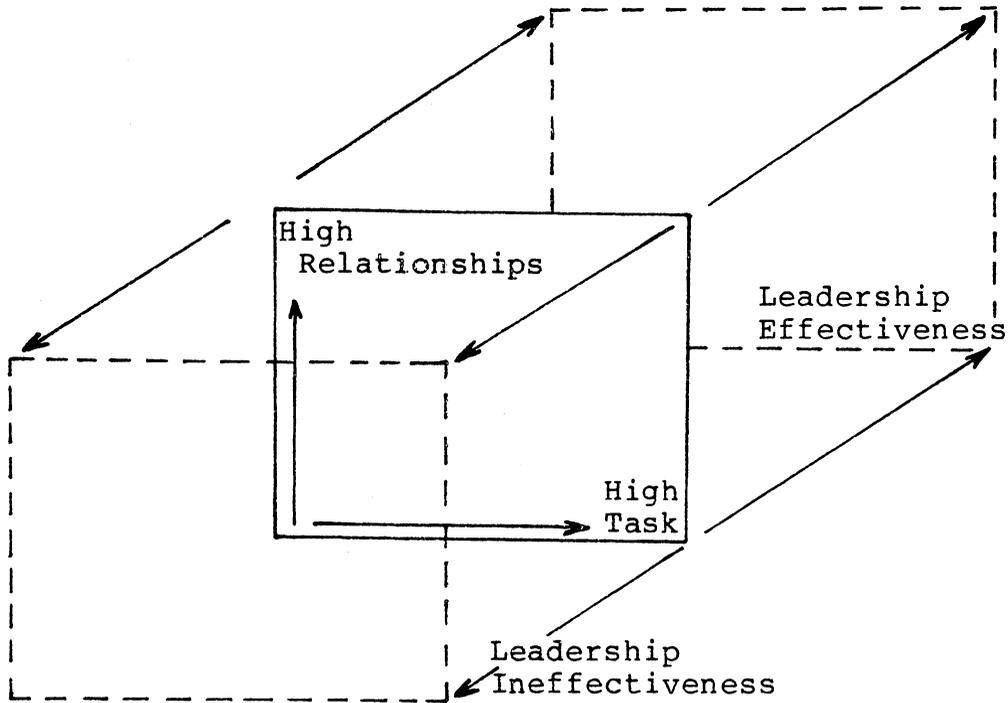


Figure 3. Hersey and Blanchard's Tri-Dimensional Leader Effectiveness Model

Note. Adapted from Paul Hersey and Kenneth H. Blanchard's (1969) Management of Organizational Behavior. Englewood Cliffs, N.J.: Prentice Hall, Inc., p. 77.

leaders who were likely to satisfy both subordinates and superiors were those who were above average on both leader behavior dimensions. This finding was supported by Halpin and Winer (1957) who stated that "Consideration tends to be correlated negatively with leadership effectiveness ratings by superiors, while Initiating Structure is positively related to effectiveness ratings. Consideration is more highly related than Initiating Structure to an index of crew satisfaction" (p. 51).

Walker (1979) observed that the least effective administrators (1) "tend to be much taken with the status of their position and preoccupied with its authority and privileges," (2) "believe that the heart of their responsibilities is to make hard, unpopular decisions and then to see that the derivative 'orders' are obeyed and the rules enforced," and (3) have "identifiable attitudes toward the university as well as toward their role and status." On the other hand, he viewed the more effective administrators as those who (1) "accept the privilege and status of their office but wear them lightly," (2) view "the academic community as a group of legitimate constituencies with differing interests," (3) "regard themselves as serving an enterprise larger than they," (4) maintain

an administrative style that is basically pragmatic, and (5) "consider administration a process" (pp. 2-5).

Assessment Center Approach to Evaluation of Effectiveness

The assessment center approach to managerial evaluation is one that has been successfully used. "The term 'assessment center' refers to a standardized set of procedures used to identify managerial potential" (Yukl, 1981, p. 71). Huck (1973) cited research evidence suggesting that assessment centers can effectively predict managerial success, and Yukl, (1981) cited the two commonly used assessment center situational tests, that is, the In-Basket and Leadership Group Discussion.

Brass and Oldham (1976) related that a similar exercise called the "in-basket" is a frequently used method of evaluating an individual's potential to perform effectively in a managerial job. In this simulation exercise a subject is required to handle the situations described in the materials which has presumably accumulated in the in-basket of a manager. This in-basket test is also one of several testing techniques used by management trainees (Dunette, 1971). Although the validity of an in-basket test as a measure

of actual managerial performance can be questioned, Brass and Oldham (1976) felt that "one of the possible reasons for the disappointing results obtained in efforts to validate in-basket tests concerns the scoring categories used to measure an examinee's in-basket performance. It may be that scoring categories used by researchers do not accurately reflect the managerial activities that promote work effectiveness" (p. 652). The eight dimensions cited below are reflected by Brass and Oldham (1976) and have been slightly modified for use in an academic organization; a ninth composite dimension has been added.

1. Program Quality: the extent to which the CBO ensures that the programs for which he or she is responsible are high quality ones.

2. Training: the extent to which the CBO assures that the staff for which they are responsible are involved in professional development to update the staff's technical knowledge and working skills.

3. Employee Welfare: the extent to which the CBO establishes acceptable employee-management relationships.

4. Corrective Action: the extent to which the CBO identifies and corrects problems.

5. Technical Ability: the extent to which the CBO possesses the technical knowledge and ability required to do the job.

6. User Job Requirements: the extent to which the CBO satisfies the various user demands for services through the college programs and service areas for which the CBO is responsible.

7. Manpower Utilization: the extent to which the CBO coordinates the use of staff, facilities and equipment to maximize productivity.

8. Administrative Functions: the extent to which the CBO completes assigned administrative duties.

9. Composite Effectiveness Measure: a summation of the scores on the other eight dimensions.

Governance

The importance of governance of American public two-year colleges has been noted by Gleazer (1980) who stated that "no issue generates more heat in discussion at this time than that of the control of community colleges and questions of who makes decisions" (p. 138) It is increasingly obvious that many of the most critical decisions for colleges and universities around the nation are being made outside the institutions themselves (Baldrige, 1978).

A primary basis for this debate over the control and direction of the colleges is their historical and "continuing identity as the local 'peoples' colleges." However, as the colleges grew larger, became more complex, and required additional funding, state involvement ensued, not always to the liking of the college's local constituents. The erosion of local governance autonomy and the shift of power and control to the state level has been an evolving one but is clearly evident. Its impact upon the college's leadership and its mission are evidential.

Governance Defined

Governance is both a diffuse and complex concept involving the control and direction of a college by those responsible for its mission, those affected by its policies, and those who are external to its practices. Governance entails all the governmental, legislative, administrative, political, trustee, faculty, student, and citizen policy-making groups which seek to influence and/or execute policies, standards, practices and/or rules by which the college will be governed.

Historical Basis for Local Governance

The American public community college's historical base is rooted in its local community support. This concept was noted by Cohen and Brawer (1982) who stated that "the principle that free, public secondary education should extend to grades 13 and 14 dominated the rationale for organizing and extending the community colleges" (p. 4). Bender (1975) also noted that most all public junior colleges prior to World War II evolved from a public school district base. Furthermore, after World War II, the 1947 Truman Commission advocated local community control of its public community colleges.

Rationale for Local Governance

A public community college should be inextricably linked in its governance structure to its local community. Konrad (1975) stressed that community colleges that have an avowed interest in identifying with their communities, in particular, stand to benefit from a governance structure which includes representatives drawn from both external and internal constituencies. Richardson et al. (1972) emphasized

that "a distinguishing characteristic of the community college is its intimate relationship with the community it serves" (p. 36).

Although the strength and level of an individual public community college's local autonomy will vary by institution and by locality, its roots are vested in its local community and the local community remains a powerful force in its governance.

Erosion of Local Institutional Governance

Institutional autonomy has been substantially eroded and the decisions to determine a college's mission or its operating policies appear to be no longer unilaterally vested with the college's local board, its administrators, or its other local vested constituencies. There can be little question that this governance shift has substantially affected the role of the CBO in American public community colleges. As noted earlier in Bower's (1973) study, the type of control pattern exercised over the community college had a considerable influence on the attitude of the CBO toward his work environment. Since the CBO maintains extensive interaction with external constituencies, the CBO's role, leader behavior and leadership effectiveness are affected by the type and focus of governance under which CBOs perform their duties and

responsibilities. Moreover, since the CBO's role responsibilities include the control of costs, this function has further subjected the CBO to a closer scrutiny.

Gleazer (1980) noted that presidents and local trustees perceive that power is flowing from the local jurisdictions to the state level, and they reveal frustration at carrying the burdens of accountability even as more decisions affecting local operations appear to be made in the state capitols. Corson (1975) observed the same situation by stating that public "institutions, their governing officers and their facilities have lost autonomy in the sense that they are being held accountable by external agencies, most often agencies of the state and federal governments" (p. 51).

As the institution's trustees ponder their dilemma on accountability pressures, many have attempted to return authority to the local level, that is, local autonomy, in order to make the decisions for which they would be legally held accountable. However, regardless of the wording of the constitution, the institution's actual autonomy extends only to the extent that the legislature is willing to respect it or the courts are willing to protect it when it is threatened; the most

obvious measure of autonomy is to examine the legislation, and appraise the areas in which the lawmakers have deferred and those in which they have regulated (O'Neil, 1977).

Governance Shift from Local to State Levels

The relationship between state and local institutions is generally the result of unique situations and conditions and reflects the traditions, values, and practices of not only the educational community but also the political process and the people of the state (Moody, 1978). The inability of the public community colleges to articulate clearly their mission statements to their constituent supporters has been a factor in the shift of governance control. Cosand (1979) noted that this is the most essential element to which community colleges must address during the 1980s.

This shift from local autonomy to state centralized control is viewed by many as an intrusion of bureaucrats, legislators and coordinating and regulatory board members into academe; nevertheless, the shift of power is real. A major problem inherent with this shift occurs when these state-level bodies effectuate decisions which are impractical with mission goals, inconsistent with the identified community

needs, and in many cases, resolved with little or no local-level input.

There existed many harbingers of the governance shift from local to state levels. Bender (1975) noted the many precursors of the shift to state control: federal government, the courts, the state governor, the state legislature, professionalization, egalitarian educational benefits, and state coordinating boards and agencies.

In 1967, Minar detected a trend at the state level toward a more complete control and coordination of all higher education, including, of course, community colleges. However, it was The Higher Education Amendments of 1972 that accelerated the trend toward state control since they created state-level commissions to coordinate higher education in each state (Cohen and Brawer, 1982). By 1975, Corson noted that during the early 1970s the public colleges and universities had abandoned their free-standing, independent status and had become part of statewide systems of higher education. Mortimer (1979) confirmed Minar's and Corson's findings by stating that by 1976 all but two states had established statewide consolidated governing boards or other coordinating

bodies to rationalize the development and financing of higher education.

A distinction should be noted between state-level governing and coordinating. The governing functions alludes to control, authority and power and although it can prescribe policies and procedures, it erodes self-determined leadership and autonomy on the local campuses. State-level coordinating, on the other hand, indicates less authority and responsibility and more persuasion and influence to implement policies and procedures.

State officials say that new relationships need to be negotiated and declare that it is not their intention to tell local colleges specifically what to do (Gleazer, 1980). However, Gleazer further noted that unfortunately, the state's protestation is considered to be an act of artful subterfuge while centralized control is being strengthened and that local boards are being rendered impotent in their trustee roles even though the local trustees feel "fully capable of governing their institutions and that state personnel give no evidence of having a corner on wisdom" (p. 146).

Summary

The issue of governance in public two-year colleges focuses on the separation, combination, or exclusion of state and local responsibilities for the direction and control of the colleges. The resolution of the governance issues are very important to both the CBO and president since they can either impair or enhance their leadership effectiveness and influence their role functions.

The community college president and the CBO are the two principal college administrators most affected by external governance pressures since they generally experience more external interaction with those who are responsible for institutional governance. In fact, these leadership pressures emanate from the mandate that the local college officials must, in many cases, be responsible for the explanation of why they are required to administer certain state policies that are not looked upon with favor by local constituents or to refrain from implementing certain locally-desired procedures that are not permitted under state policy. In these instances, the art of leadership in placating the local constituents, while promulgating state-level policy, presents a formidable challenge in which the

college's president and CBO, along with the local college board, are cast at the forefront.

Locus of Financial Support

Until recently, providing adequate funding for American public education was the right thing to do. In fact, Lombardi (1973) observed that "until a decade ago financing the public education system seemed to be one of the most secure political activities of American life" (p. 109). Times have changed.

Contemporary Funding Plight

As the public community colleges grew and as they competed for sizeable local funds with other local public service agencies, they became prominent in the public eye. Public resistance resulted from the increased costs of funding the comprehensive mission of community colleges. This resistance created external, political pressures for local community college leaders. Also, Harclerod (1979) noted that taxpayer resistance will seriously affect public institutions use of public funds. Cohen and Brawer (1982) observed:

When most of the public felt that the colleges were contributing to the welfare of the community and its individuals, the colleges were handsomely supported. But when the public became disaffected, and

inflation and rapidly increasing enrollments drove costs upward at a phenomenal rate, the college's support was shaken (p. 128).

It appears that the American public community college has been caught up in the same situation that other public service agencies have experienced, i.e. the expansion of services to meet the public's demand and then the public resistance to the costs of providing these services. Weathersby (1972) stated, "higher education must present its case to its constituencies in an atmosphere of skepticism and mistrust; administrators must respond to the ever-increasing demands for accountability in the conduct of their academic programs" (p. 80).

American public community colleges also experience a cultural lag between public funding methods and their purpose. Gleazer (1980) explains this condition:

Community college education suffers from "cultural lag" in methods of financial support. Money is distributed to institutions largely in terms suitable to another era when education was to prepare for life and to equip the young to "move out into the world" (p. 116).

In the previous section on governance, it was stated that the most contemporary issue in community colleges is the locus of decision-making and control. There can be little question that financial resources are used as a potent factor in gaining access to operating authority and control. In fact, Mortimer (1979) observed that financial austerity has had significant effects on higher education; one of those was the movement of decision making up the hierarchy, both within institutions and in systemwide or statewide organizations.

Financial resources of colleges and universities are intended to provide services to society in accordance with the institution's mission under the trust of the governing board. However, this is a difficult responsibility because there is no set of generally accepted guidelines for allocating these financial resources (AGB & NACUBO, 1979).

Sources of Funding

State subsidies, tuition and fees and property taxes are the three major sources of income which, in turn, are classified either as operating or capital outlay funds (Lombardi, 1973). Although state funding has increased, Leslie (1979) stated that higher education is experiencing difficult financial times

insofar as its share of state resources are declining in both real and absolute terms.

Student tuition and fees have steadily risen from 6 percent in 1918 to 15 percent in 1980 (Cohen and Brawer, 1982). This rise reflects the ever-growing pressures of funding needs. Tuition and fees generally constitute the balance needed for college operations resulting from inadequate state and local revenues (Lombardi, 1973).

Lombardi (1973) noted an observable trend in funding sources for community colleges and that was the pronounced shift away from the property tax toward a greater reliance on state funds and tuition. Their predictions and observations became a reality.

Funding Shift from Local to State Level

In the early formative years, when the American public community colleges were small in size and few in number, their modest funding was principally local in nature. These local tax funds emanated primarily from local property taxes in a similar manner as the local public secondary school systems.

The emergence of the community colleges exerted additional financial stress on local governmental budgets which were already stretched precariously thin. In fact, Glenny (1979) observed that the local

governments were the most financially distressed governmental level since they were responsible for providing the first-line of critical resources for their citizenry.

During the 1960's a shift from the local to the state became evident. The growth and expansion of these public community colleges required substantial funds, and during the late 1960's the states became the principal source of these funds (Cohen and Brawer, 1982). In 1965, the state and local funding for public two-year colleges was about even, but in the next fifteen-year period, the states were funding 60 percent and the localities only 11 percent (Cohen and Brawer, 1982).

"State government is now the chief source of funding for higher education, and there is nothing new on the horizon to change this observation" (Glenny, 1977, p. 183). Gleazer (1980) further stated that during the past few years a sharp increase in the proportion of financial support received from state levels has been accompanied by state-level monitoring, auditing, and decisions that affect the programs and operations of the colleges.

Gleazer (1980) also stated that "it is highly desirable for community colleges to have local funds

available as well as financial support from the state. Flexibility and quick responsiveness are facilitated by local determination" (p. 122). It would appear that an optimal condition would be adequate financial support coupled with a local governance--within over all state guidelines, of course--to insure that the local community college is attuned to and is meeting the needs of its local community. State level funding was also an answer to funding disparities. Cohen and Brawer (1982) noted that state funding has "done more than merely minimize the differences in wealth among community college districts; they have reflected the growing importance of the community college as a resource for all the people" (p. 128).

Perspective on the CBO's Fiscal Role

The source of funding for public community colleges bears directly on the role of a CBO, and in many instances, the CBO's title will reflect the term "finance" or "financial services." The CBO is considered to be the principal custodian responsible for managing revenues and allocating resources. This role function is one which creates tension for CBOs in contemporary academe. The CBOs are viewed by external groups as too far removed from the real authority of the institution to insure the necessary accountability

while, at the same time, viewed by the internal administrators as overly absorbed in form without a full appreciation of the institution's mission. (Karol and Ginsburg, 1980). Gleazer (1980) also recognizes that "fiscal officers acknowledge a tension between student objectives and their areas of financial responsibility" (p. 130).

A caricature of the "Golden Rule" can be stated as "he who has the gold rules." This parody can be applied to public community colleges since with each source of funding, certain specific policies, controls and caveats come with conditions for which the CBO is fully accountable.

As expected, the funding sources of American public community colleges are extricably linked to their governance authority noted in the prior section. Cohen and Brawer (1982) also observe that "trends in financing community colleges have followed shifts of institutional purpose and mode of organization" (p. 127).

Summary

The locus of financial support for American two-year public colleges has changed from one of a local funding base to one principally funded by state revenues. However, growing public resistance,

skepticism, and even mistrust have compounded the college's difficulty in securing additional funding at both the state and local levels. The future of these colleges in securing an adequate future funding level from their state and local governments will depend on their resolution of the uncertainty that prevails regarding their mission and a demonstration of accountability. Cosand (1979) has stated that "the bottom line in any discussion of the future of community colleges is finance" (p. 46).

The CBO's role in this milieu is a predominant one in securing and managing revenues, allocating resources, and demonstrating accountability to those who fund the college's mission. However, this mandate for accountability presents a substantial dilemma for the public chief business officer insofar as his fiscal conservatism and concerted effort to maintain fiscal accountability though efficiency could result in a punitive effect for the college.

Institution Size

The American public two-year college ranges from the very small to the very large institutions in terms of student enrollment. Although enrollment ranges from a few hundred to tens of thousands, these colleges can be sufficiently categorized into three groups: (a)

small (less than 1500 headcount); (b) medium (1500 - 4000 headcount); and (c) large (over 4000 headcount). The categorical groupings represent 30, 35, and 35 percent respectively in the 1983 edition of the AACJC Community, Technical and Junior College Directory.

Leveling of Enrollment Growth

The rate of enrollment growth has diminished resulting in a more stabilized enrollment level. The Carnegie Foundation observed that higher education in the United States is undergoing the greatest overall and long-run rate of decline in growth patterns in all of its history and that enrollment growth can actually be expected to reach zero (Carnegie Foundation, 1975).

The Relationship of the CBO to Enrollment

The very thought of an enrollment decline causes concern for CBOs, and it can easily be discerned why. Almost all financial bases for higher educational support are primarily enrollment-driven which presents a serious peril to institutions of higher education when enrollments are subject to decrease (Bowen, 1979). Those who say that enrollment concerns lie outside the CBO's purview are failing to understand the size/funding linkage.

There are three major dimensions of institutional size that materially affect the role a CBO in American

public two-year colleges: (a) the organization providing support services to the institution's staff and students, (b) the securing of and effective management of funds to optimize the financial health of an institution, and (c) the strategies that can be implemented to nurture continuing enrollment growth.

The CBO's approach to organization is an important one and the growth of the institution has import in the CBO's authority and responsibility. As Smelser (1974) pointed out: as an educational system grows in resources, organization, and enrollment, its need for coordination increases and, at the same time, ultimate authority must become more centralized if the system is to remain an integral unit.

Size also appears to be one of the first considerations mentioned by CBOs in their discussion of comparable duties from one institution to another. This contentious discussion more often than not ensues between the CBOs of smaller institutions and the CBOs of larger institutions. The scenario includes argument by the smaller colleges that their CBOs must personally perform more tasks and have less available staff to perform the specialized tasks needed. Furthermore, the smaller institution's staff is less able to absorb additional duties and responsibilities than those

absorbed by a larger institution. Also, if the small institutional CBO had a larger staff, the CBO's job would be more productive, more rewarding and considerably easier. On the other hand, the CBOs of the larger institutions respond that their size alone creates more managerial responsibilities and through delegation creates more opportunities for challenge to managerial effectiveness. Further they contend that if they were smaller in size and had no more staff, students, buildings and functional responsibilities than those at the smaller colleges, their job role would be far easier.

Nevertheless, it is clear that a CBO's role can be inextricably related to institutional size in many ways: available funds, organizational structure, size of staff, types of required functions, and even the CBO's salary.

Summary

This chapter contains a review of related literature on theory, especially focusing on academic leadership; the related literature supporting the descriptive study of profile characteristics, role functions, leader behaviors, and leadership effectiveness; and the related literature on the

independent variables of governance, locus of financial support, and institutional size.

Essential information gleaned from this literature review reflected (a) the paucity of descriptive data on CBOs in American public community colleges, (b) the need for and contribution to an expanded knowledge of leadership profiles, role functions, leader behaviors and leadership effectiveness levels, (c) the evolution of the organizational role of the CBO in higher education, (d) the experiential and theoretical bases to support this descriptive research study, and (e) the relevance of relating the CBO's profile characteristics, role functions, leader behaviors, and leadership effectiveness to the variables of governance, locus of financial support, and institutional size.

Chapter 3

RESEARCH METHODOLOGY

This chapter explains the research questions and design methodology; the selected population and random sample determination; the instrument's design, development, and administration; and data collection and analysis techniques.

This research study provides a descriptive data base for each of the four questionnaire dimensions, i.e. role functions, leader behaviors, selected profile characteristics, and leadership effectiveness, as well as the three variables of governance, funding source, and institutional size. Institutional size, although not gathered through the questionnaire, was gathered from the AACJC's 1983 Directory and was descriptively used as indicated in the research questions.

This research study describes profile characteristics, role functions, leader behaviors, and leadership effectiveness of Chief Business Officers in American public community colleges. The study will provide descriptive data on the following problematic issues of contemporary Chief Business Officers:

1. Who are they?

2. What role functions do they consider most important and what are their responsibilities regarding these role functions?

3. How do they perform their leadership roles?

4. How well do they perform their leadership roles?

This study is a prototype research study initiated on American public community college leaders and focuses on the descriptive research issues of the Who, What, How and How well dimensions. Future research is anticipated on other public community college leaders using similar research methodologies.

There is a paucity of descriptive profile data on those institutional leaders who serve as Chief Business Officers (CBOs) in American public community colleges. Also, confusion, ambiguity and uncertainty abound regarding the contemporary role functions of these incumbents; clarification and comparative analysis on the relative importance and frequency of these identified role functions is necessary to portray their organizational niche. Moreover, there exist insufficient data to describe the dynamics of leader behaviors exemplified by CBOs in performing their identified role functions, and the relative effectiveness levels of their performance. In other

words, what are the profile characteristics, role functions, leader behaviors and leadership effectiveness rating of a Chief Business Officer in American community colleges?

Research Questions

If the research problem previously stated is to be addressed in this research study, the following general questions will need to be evaluated and descriptive data provided. These data will be gathered through a national survey.

1. What are the profile characteristics of CBOs?
2. What are the role functions performed by CBOs?
3. What are the leader behaviors of CBOs?
4. What is the overall effectiveness rating of CBOs?

Attendant to the general research questions identified above, the following specific, ancillary questions will be asked on the research questionnaire:

1. What are the age, sex, and racial characteristics of CBOs?
2. What are the educational levels and backgrounds of CBOs?
3. What are the experiential backgrounds of CBOs?

4. Are incumbent CBOs hired into their current positions from within or from outside their present institution?

5. What are the supervisory responsibilities of CBOs?

6. What functions are viewed as the most important ones by CBOs?

7. What responsibilities do CBOs have relating to their identified role functions?

8. What leader behaviors do CBOs exhibit?

9. How effective are CBOs in demonstrating leadership?

10. How do the following factors relate to the CBO's governance, funding source, and institutional size?

a. Importance of role functions by clusters

(1) Administrative Management

(2) Business Management

(3) Fiscal Management

(4) Financial Accounting and Reporting

b. Initiation of Structure

c. Consideration

d. Sex

e. Age

f. Education

- g. Experience
- h. Tenure
- i. Supervision
- j. Leadership Effectiveness

Research Design

A descriptive survey design was selected for this research study. Best (1977) explained the purpose of descriptive research: "Descriptive research describes what is. It involves the description, recording, analysis, and interpretation of conditions that now exist" (p. 15). Best also related that descriptive research seeks to develop generalizations, principles, or theories that contain universal validity and is a most appropriate research method in the behavioral sciences. Good and Scates (1954) further supported descriptive research by stating that "for constructive thinking about practical affairs, knowledge of the existing situation is essential" (p. 255).

The survey method was chosen to gather the research data for this study. Survey research is an important research method and as Babbie (1983) observed "survey research is perhaps the most frequently used mode of observation in the social sciences" and "survey research is probably the best method available to the social scientist interested in collecting original data

for describing a population too large to observe directly" (p. 209). Dillman's (1978) "Total Design Method" (TDM) for surveys was a foundation in the preparation of the research design. Underlying the theoretical basis for the TDM is the principle of social exchange which Dillman (1978) posits as "whether a given behavior occurs is a function of the ratio between the perceived costs of doing that activity and the rewards one expects the other party to provide at a later time" (p. 12). Dillman (1978) further noted that the theory of social exchange, which has been most notably developed by Homans, Blau, and Thibaut and Kelley, asserts that individuals can be motivated by an expectation that their actions will derive a benefit.

To conduct the survey research required for this study, a mail questionnaire was selected as the research instrument. This process of mailing questionnaires to selected sample respondents and asking them to respond in an honest manner and return them is considered as social exchange which was noted above. In terms of honesty, Hochstim (1967) concluded that mail survey respondents were more honest than face-to-face or telephone interviews. Dillman (1978) noted that there are three things that must be done to maximize survey response: minimize the costs for

responding, maximize the rewards for doing so, and establish trust that those rewards will be delivered. Dillman (p. 18) also suggested three ways to encourage questionnaire response: (a) reward the respondent; (b) reduce respondent's costs; and (c) establish respondents' trust.

Kerlinger (1973) stated that the two major drawbacks to using mail questionnaires are the possible lack of response and the inability to check the responses unless the survey is used in conjunction with other research techniques. However, with appropriately applied techniques of design and implementation, response rate and integrity can be substantially improved. An example of this improvement is Dillman's TDM. Adams and Gale's (1982) study indicated that the correlation between return rates and questionnaire length is a nonlinear one. Adams and Gale also suggested that "methodological techniques such as questionnaire follow-up, incentives, type of mailing procedures, and topic-audience relationship may influence the rate of returns" (p. 238).

However, Dillman (1978) strongly felt that the day of mail survey has arrived. Using Dillman's TDM method in 48 individual mail surveys the average response was 74 percent (p. 21). Dillman emphasized that "equally

significant is the fact that no survey obtained less than a 50 percent response rate, a level once considered quite acceptable for mail surveys" (p. 21). Later in his writing, he reflected that "to date we can only say that the response rates are much higher than those which gave the mail survey the reputation of being one of the step children of survey research, a view we now believe to be safely behind us" (p. 198).

Population

The population for this research study consisted of all Chief Business Officers employed at two-year public community, technical and junior colleges in the United States. The 1983 edition of the American Association of Community and Junior College's Community, Technical and Junior College Directory was used to define the population. Only individual two-year public community, technical and junior colleges located in the fifty American states were included. Branch campuses and state system CBOs were to be excluded. However, public branch or other community colleges designated as part of a city or state college or university system or those included in multi-college districts were included. Where multi-campus community colleges are reflected, the main campus or largest designated Fall 1982 headcount enrollment campus was

used. A questionnaire was mailed to those selected in a random stratified sample and to the immediate superiors of those in the sample. Copies of these questionnaires are included in the Appendices.

Questionnaire Development and Design

Dillman (1978) stated that "the mail questionnaire, more than any other type of questionnaire, requires careful construction, for it alone comes under the respondent's complete control" (p. 119).

The questionnaire used in this study consisted of two separate questionnaires, the first of which contained three sections. One questionnaire was mailed to all CBOs identified in the sample (see Appendix A). Another questionnaire was mailed to the CBOs' immediate superiors (see Appendix B).

Dillman's TDM method was used in part to prepare the questionnaire design and construction specifications. These specifications are reflected in Table 2.

Role Functions

In this research study, the identification of the twenty-five CBO management responsibilities listed in NACUBO's College and University Business Administration

Table 2

Specifications for Questionnaire, Cover Letter and Return Envelope

Specifications for Questionnaire

PRINTING FORMAT: Booklet style with 8 1/2" x 11" sheets folded and stapled in the middle

PAGE PRINTING: Reduced to 75% of original size resulting in a photographically reduced page size of 5 1/2" x 8 1/2"

TYPE STYLE: 12-point elite

COVER PAGES: No questions printed on either the front or back cover pages

PAPER COLOR AND WEIGHT: White, 16-pound paper

ENVELOPES: No. 10 (9 1/2" x 4 1/8")

FIRST QUESTION CONSIDERATIONS: Quick response; neutrality; universally applicable to all respondents; and universally interesting

PAGE FORMAT: Answer categories on left with numbers; vertical flow; response directions; and preference given to circling responses when possible

FRONT COVER PAGE: Study title; graphic illustration; directions for proper responses; name and address of sponsor; and no questions

BACK COVER PAGE: Appreciation comments; ample white space; no questions; solicitation of respondent comments; and promise of summary results

Specifications for Cover Letter

SIZE: 8 1/2" x 11"

TYPING: Each letter consisted of high-quality offset print; the addresses were printed by TRS80 print; letters were also dated

LETTERHEAD: Official Virginia Tech Letterhead

PAPER WEIGHT AND TYPE: 16-pound paper

COLOR: White

Specifications for Return Envelope

SIZE: No. 9 (3 7/8" x 8 7/8")

POSTAGE: Individual First-class stamp

COLOR: White

RETURN ADDRESS: Printed Virginia Tech address on outside of envelope

(Welzenbach, 1982) were listed as the role functions on the questionnaire (see Appendix A). The behavior modifier used to describe each function was carefully deliberated. Consideration was given compromising among the classical management functions, and the term "administers" was chosen to represent the collective use of the classical functions.

The role function section of the questionnaire encompasses an importance scale and a responsibility scale on both sides of each identified role function. The respondent was asked to circle a number on each of the two scales adjacent to the role function.

The importance scale contains four major response categories and indicates the respondent's opinion regarding the level of the item's importance in the CBO's job duties and responsibilities (See Table 3). The responsibility scale also comprises four response categories and indicates the respondent's current responsibility relative to the indicated role function (See Table 4).

The noted twenty-five functions included on the questionnaire were grouped into four major functional clusters which are also reflected in NACUBO's College and University Business Administration (Welzenbach,

Table 3.

Importance Scale for Role Functions

No Importance	Role function is not important to the CBO's role accomplishments.
Low Importance	Role function is useful, but not vital to the CBO's role accomplishments.
Average Importance	Role function is important to the CBO's role accomplishments.
High Importance	Role function is essential to CBO's role accomplishments.

Table 4.

Responsibility Scale for Role Functions

No Responsibility	The CBO is not responsible for this role function.
Shares (Responsibility)	The CBO shares this role function with another administrative area <u>not</u> under the CBO's jurisdiction.
Delegates (Responsibility)	The CBO delegates this role function to a lower level subordinate under the CBO's supervision.
Performs (Responsibility)	The CBO directly performs this role function.

1982). Space for respondent comments was made available at the end of each functional cluster section.

Leader Behavior

The items selected to describe the respondent's leader behaviors are those Initiation of Structure (IS) and Consideration (CS) items extracted from the LBDQ-Form XII (See Appendix A). The scale consists of the following five response categories: Never, Seldom, Occasionally, Often and Always. The respondent was asked to circle one of the categories based on the frequency of his behavior in each item shown.

Profile Characteristics

Each of the selected profile characteristics emanated from a review of the literature and focused on four areas (see Appendix A):

1. Demographics: sex, age, and race
2. Education: level and major subject
3. Experiential Background: type and years of
experience
4. Present Environment: term, entry, subordinates,
and immediate superior

Leadership Effectiveness

The second questionnaire (see Appendix B) requested responses by the CBOs' immediate superiors relating to their CBO's leader behaviors and

effectiveness levels. Leaders who are responsible for the administration and/or governance of the institution and who establish the expectations and define the CBO's job scope of duties and responsibilities can best evaluate the CBO's effectiveness level. The CBO's immediate superior, usually the President, maintains an excellent vantage point for evaluating the CBO's effectiveness based on the intra-institutional and external feedback. Triangulation of these effectiveness responses would have been helpful, and the local community college board chairperson was considered the prime candidate for triangulating these responses; but it was found that many states do not have such governing bodies and in numerous other community colleges, the CBO does not interface sufficiently with the governing board. Since this is a descriptive study, the CBO's immediate superior is judged to command a sufficient data base upon which to effectively provide an adequate effectiveness rating for the purpose of this research study. However, it is important to recognize that many of the effectiveness ratings may also reflect the rater's "satisfaction" with the CBO's performance.

Adaptation of Standardized Instruments

The LBDQ was used to depict CBO leader behaviors. To ascertain the CBO's effectiveness level, nine effectiveness dimensions were selected from Brass and Oldham's (1976) in-basket test; they are Program Quality, Training, Employee Welfare, Corrective Action, Technical Ability, User Job Requirements, Manpower Utilization, Administrative Functions, and a Composite Effectiveness Measure. The respondent was asked to select one answer on each dimension from the indicated scale reflecting Ineffective, Below Average Effectiveness, Above Average Effectiveness, and Very Effective.

Pilot Study

In order to test the proposed research questionnaire design, a pilot study on five representative institutions was completed. The data instrument was tested for appropriateness, clarity in design and adequacy. This pilot study was used to resolve problems prior to the instrument's actual research implementation. The CBOs included in the pilot study were excluded from the sample due to the possibility of data bias resulting from their prior review of and input on the data instrument.

The five public two-year community colleges were chosen for use in the pilot study on the basis of size and included one large, three medium and one small college. All pilot study questionnaires to the incumbent CBOs and their immediate supervisors were completed and returned.

The pilot study responses were received on the questionnaire, the cover letter, and the planned research methodologies and were carefully evaluated. Some suggestions for alteration were received, and they were implemented where considered necessary after deliberation over their possible inclusion within the research design.

The pilot data from the five colleges, along with five ersatz data sets, were used to model the data analysis.

Questionnaire Implementation

The appeal of Dillman's TDM (1978) is "based on convincing people first that a problem exists that is of importance to a group with which they identify, and second, that their help is needed to find a solution" (p. 162). To implement the TDM, a cover letter accompanied the questionnaire. Copies of all correspondence are shown in the Appendices. The cover letter emphasized certain salient points: professional

usefulness of the study; the importance of the response; promise of confidentiality; and "token" reward for respondent's participation. Furthermore, all letters were typed on official Virginia Tech letterhead stationery, dated and individually signed with a blue ball point. The cover letter, questionnaire and a first-class pre-posted business reply envelope were carefully folded and enclosed in a regular business stationery envelope on which the respondent's name and address were individually typed. The mail-out was accomplished on a Tuesday in conformance with Dillman's suggestion.

Exactly one week later a follow-up preprinted, signed postcard with individually typed respondent names and addresses was forwarded to all recipients of the mailed questionnaires. The postcard was used to thank those who had responded or to remind those who had not.

If no response had been received within three weeks, a follow-up cover letter, a replacement questionnaire, and another return envelope was sent to the non-respondents. In those institutions where only one response had been received, a personal handwritten note on the bottom of the cover letter was written to personalize the message. The note stated: "I have

received your (CBO's or Supervisor's) response. I need yours to complete the data. Can I count on you? Thanks. Dick Calver."

Although Dillman's TDM included a third and final follow-up to be posted by certified mail seven weeks after the original mailing, the responses were found sufficient to preclude this step. Examples of each of the correspondence mailings are included in the Appendices.

Although it would appear that excessive emphasis was placed on personalizing the social exchange with the respondents, Dillman (1978) emphasized that "the TDM for mail surveys relies heavily on personalization throughout the implementation process" (p. 163). In regard to the personalization with non-respondents, Dillman emphasized that "one of the strongest elements of personalization available to the researcher is to explicitly inform the respondent in follow-ups that 'as of today we have not yet received your questionnaire'" (p. 164).

In order to identify the questionnaire, Dillman's TDM method was employed. An identification number was stamped on the front of the questionnaire; an identical number was also shown next to the recipient's name on the mailing control list. The

number was placed on the questionnaire cover page's upper right hand corner (Dillman, 1978). This identification number was used for control purposes throughout the survey process.

A high response rate was sought. Hesseldenz (1976) found that survey non-responses contribute to biased research results and Adams and Gale (1982) relate that most research relating to questionnaire technique focuses on improving survey response rates.

Data Collection

In order to derive a representative sample of the defined population, a random stratified sample was selected from the AACJC's 1983 Community, Technical and Junior College Directory. The following strata was used in designing the sample: the number of eligible institutions in the state in which the institution was located and the size of the institution based on 1982 Fall headcount enrollment relating to those institutions included in the defined research population. The selected sample based on these strata is shown in Table 5.

Since the defined population reflected 980 institutions, the total sample size resulted in 177 institutions representing an 18 percent sample. Ary (1979) supported a large sample size for descriptive

research by stating that "descriptive research typically uses larger samples; it is sometimes suggested that one select 10 to 20 percent of the accessible population for the sample" (p. 135). Thus, it is evident that this study conforms to Ary's recommendation.

The number appearing on the questionnaire corresponded to the population's master-listing and was considered the control number. A master control book was used to reflect both personal and institutional data gleaned from the responses and from the AACJC Directory as well as reflecting the response dates. The AACJC Directory made available the location, the Chief Executive Officer's name, and enrollment. Furthermore, in no case did the questionnaire ask the respondent to repeat these source data.

The collection of the LBDQ data from the CBO's immediate supervisor was accomplished for the purpose of verifying the CBO's LBDQ response data, and the results were to be analyzed for differences. If no significant differences had resulted, the data from the CBOs' self-responses were to have been used for all comparisons. However, if significant differences had resulted, an explanation was to have been written to explain the differences.

Data Analysis

The data collection was compiled from the responses and was entered on a computer data file for statistical analysis by SAS. The statistical applications are summarized in the following listings:

Role Functions

1. The Importance Scale reflects means and standard deviations for each role function and each functional cluster. Clusters were also ranked according to mean importance scores.

2. The Responsibility Scale reflects response frequency for each role function.

3. Correlation coefficients were computed to ascertain role function importance at the cluster level with governance, funding source, and institutional size.

Leader Behaviors

1. The leader behavior scale was computed on the basis of the means, standard deviations, and ranges of each of the two inherent dimensions, i.e. Initiating Structure (IS) and Consideration (CS). The leader behavior scores were compared to other leader scores.

2. Through the use of correlation coefficients, the IS and CS dimensions were correlated with governance, funding source and institutional size.

Profile Characteristics

The selected profile characteristics were statistically treated as noted in Table 6.

Leader Effectiveness

1. The leader effectiveness scale was computed on the basis of means and standard deviations of each effectiveness dimension.

2. Correlation coefficients were also computed to ascertain the Composite Effectiveness Measure of leader effectiveness with the governance, funding source, and institutional size.

Although institutional size was not included on the questionnaire, it was obtained from the AACJC's 1983 Directory. Institution size is reflected by population, sample and response frequencies. Governance and funding source data obtained from the respondents are shown by frequency and were used as independent variables in the correlational analysis.

Table 6

Statistical Treatment of Profile Characteristics

	Statistical Treatment						Correlational Analysis *	Explanatory Notes
	Mean	Mode	Range	Frequency	Standard Deviation			
1. Sex				X			X	
2. Age	X	X	X	X	X		X	
3. Race				X				
4. Educational Background							X	
Degree Level				X				
Major Subject Area				X				
Entry to CBO Position				X				
5. Experience	X	X		X			X	1
6. CBO Yrs-Prior Experience	X	X			X		X	2
7. CBO Yrs-Current Position	X	X			X		X	2
8. CBO Position Entry				X				
9. Subordinates Supervised	X	X		X	X		X	3
10. Title of CBO Supervisor				X				

* NOTE: Correlational coefficients were obtained through use of the variables of governance, funding source, and institutional size.

Explanatory Notes:

1. Area and average years by area
2. Correlational analysis based on total CBO experience
3. Categorical types and total

Chapter 4

RESEARCH FINDINGS

This chapter provides descriptive and comparative response data collected from the research questionnaires and presents the methodologies used to analyze and describe the response data. This research study focused on describing the personal profile characteristics, role functions, leader behaviors, and leadership effectiveness of Chief Business Officers in American public community colleges. The study also related these descriptive dimensions to institutional governance, funding source, and size. The questionnaire seeking these descriptive data was mailed to a random stratified national sample of 177 institutions. The study required a supervisor-CBO relationship of at least one year. Consequently, twelve institutions which did not meet this criterion were deleted from the sample and replaced with other randomly selected institutions from the same strata. Also, one institution was deleted due to its January 1984 closing.

The first mailing of the research instrument was in January, 1984, and two follow-up mailings were

completed. The process produced 108 responses from CBOs, 129 from CBOs' immediate supervisors, and 89 responses which were paired responses (CBOs and their supervisors) from the same institutions. Thus, the percentage response was 61% for CBOs, 72.9% for CBOs' immediate supervisors, and 50.3% for matched response sets from a CBO and the CBO's immediate supervisor at the same reporting institution.

The responses were received according to the schedule shown in Table 7.

Respondents Identified By Strata

The sample selection was based on the two stratifications including institutional size and the number of eligible institutions in a given state. The responses received are reflected first by the institutional size in Table 8.

For reporting purposes, the responses from institutions by individual states are reported on the same regional basis as Federal HEGIS (Higher Education General Information Survey) data are reported. The analysis of responses represented in this stratification are shown in Table 9.

An analysis of these responses in the two requisite strata reflects that the responses represented the strata in the same proportion to the

Table 7

Schedule of Responses

Date Response Received	<u>Responses by Category</u>							
	Response		CBO		Supervisors		Match	
	#	%	#	%	#	%	#	%
Before 1st Followup	53	30	20	18.5	22	17.0	7	7.9
Before 2nd Followup	62	35	46	42.6	66	51.2	35	39.3
After 2nd Followup	177	100	108	100.0	129	100.0	89	100.0

Note. The category "Match" shown represents that an institution's CBO and the immediate supervisor responded to the study.

Table 8

Stratified Responses Based on Institutional Size

Responses by Category

Fall October

1982 Headcount	Sample Size	CBO		Supervisors		Match		
	#	%	#	%	#	%	#	%
Under 1500	53	30	36	33	36	28	25	28
1500-4000	62	35	35	32	43	33	32	36
Over 4000	62	35	37	35	50	39	32	36
Totals	177	100	108	100	129	100	89	100

Note. The category "Match" shown represents that an institution's CBO and the immediate supervisor responded to the study.

Table 9

Stratified Responses by HEGIS National Geographical Regions

HEGIS Region		Responses by Category							
		Sample Size		CBO		Supervisors		Match	
		#	%	#	%	#	%	#	%
New England		9	5	6	6	7	6	5	6
Mid East		17	10	9	8	13	10	7	8
Great Lakes		33	19	18	17	24	19	14	16
Plains		18	10	12	11	9	7	6	7
Southeast		44	25	30	28	31	24	26	29
Southwest		20	11	10	9	16	12	10	11
Rocky Mountains		5	3	3	3	4	3	3	3
Far West		31	17	20	18	25	19	18	20
Totals		177	100	108	100	129	100	89	100

sample as the sample had to the research population. There existed no more than 4% response differentiation in the strata analyzed and no systematic bias was evidenced in terms of the strata.

Variables of Governance, Funding Source, and Institutional Size

This study used the variables of governance, funding source, and institutional size for relationship analysis. The governance was reported either as a state or local governance authority as the primary and legally constituted authority for the reporting institution. In those cases where local appropriations were legally required to be allocated for the reporting college's operations, not capital, funding, the study noted the funding source as a required local (non-state) source. Institutional size was reported on the basis of the AACJC's 1983 directory. These variables were used for relationship analysis to ascertain data elements within the four dimensions of selected characteristics, role functions, leader behaviors, and leadership effectiveness.

Profile Characteristics

Profile characteristics were used in the research study to describe the "Who" dimension of CBOs and included the variables of (a) sex, (b) age, (c) race,

(d) educational levels and backgrounds, (e) experiential backgrounds, (f) internal and external entry into their current positions, and (g) supervisory responsibilities.

Sex, Age, and Race

Table 10 presents the CBO's sex, age, and race. An overwhelming majority (92.3%) of all CBOs were Caucasian. There were a few Asians (3.8%) and Blacks (2.9%). The Asian CBOs were all located in the western states. Males accounted for 86.7% of all CBOs and females accounted for 13.3%.

The CBOs' average age was 46.0 years with a standard deviation of 9.09 years. The modal age was 42 years and the range spanned from 28 to 66 years or a spread of 38 years. The standard deviation of 9.09 corresponds to the fairly equal frequency distribution in ten-year intervals on each side of the mean and modal age category. All minority males and all but one female were in the 31-40 age category; one minority female was in the 51-60 age group.

Educational Levels and Backgrounds

Table 11 indicates that 92.6% of the CBOs reported that they held at least a baccalaureate degree; 8 CBOs (7.4%), therefore, had not earned a baccalaureate degree. Of those CBOs with baccalaureate degrees, 68%

Table 10

Sex, Age, and Race Characteristics

Age	MALE					FEMALE						
	Cauca sian	Asian	Hisp anic	Black	Total	Cauca sian	Asian	Hisp anic	Black	Total	Total	%
30 & under	1				1	1				1	2	1.9
31-40	25	2	1	2	30	2	1		1	4	34	32.4
41-50	29				29	3				3	32	30.5
51-60	26				26	5	1			6	32	30.5
Over 60	5				5	0				0	5	4.7
Total	86	2	1	2	91	11	2	0	1	14	105	100.0
%	81.9	1.9	1.0	1.9	86.7	10.4	1.9	0	1.0	13.3		100.0

Age:

Mean 46.0 years

Standard Deviation 9.09 years

Mode 42 years

Range 28-66 years

Table 11

Number of Degrees By Subject Areas

Degree Subject Area	Bachelors	Masters	Spec/Eq	Doctorate	Total *	Percent
Business	63	35	1	1	100	51.8
Public Service	0	4	0	1	5	2.6
Education	10	22	5	14	51	26.4
Arts & Science	17	4	0	1	22	11.4
Applied Tech/Engineering	5	0	0	0	5	2.6
Unspecified	5	3	2	0	10	5.2
Totals	100	68	8	17	193	100.0

* NOTE: Total equals more than number of total respondents because several individuals reported more than one degree.

had earned master's degrees; 8% had earned specialist degrees, and 17% had an earned doctorate as their terminal degree.

Over three-fourths (78%) of all degrees earned at the baccalaureate level or above were in business-related fields (51.8%) or educational-related fields (26.4%); see Table 11. All CBO degrees in public service were earned at the graduate level; however, all degrees earned in the applied technical or engineering fields were at the baccalaureate level. The majority (52%) of all bachelor degrees were earned in General Business, Business Management or Accounting with one-third of all bachelor degrees earned in the accounting field. 51.4% of all earned graduate degrees were received in business-related fields. However, 82.4% of all doctorates were earned in educational fields.

Table 12 shows that 80.4% of all CBOs acquired their first CBO position with a bachelor's or master's degree. 51.5% entered their first CBO position with at least an earned graduate degree.

Although it might be a priori assumed that those CBOs with less than a bachelor's degree might substantially exceed the respondents' mean age and

Table 12

Degree Entry Into CBO Position

Degree Level	Responses	Percent
Less than Bachelors	8	7.4
Bachelors	44	41.1
Masters	42	39.3
Spec/Equivalent	7	6.6
Doctorate	6	5.6
Totals	107	100.0

represent those who grew up with their institutions, an analysis of those with less than bachelor's degrees represent exactly the same mean age of 46 years as the respondent mean age.

Experience

The CBO respondents indicated that they had gained work experience averaging 14.36 years prior to assuming the role of a chief business officer. Only two CBOs reported no prior work experience. 61% of the CBOs had 16 or less years of prior experience, and only 20% had 21 years or more of prior experience. The range of the prior experience was from 2 to 37 years with the bimodal years reflecting 5 and 10 years.

The majority of the respondents had prior experience in either education (64.8%) and/or business (50.9%). A considerable number also had military (39.8%) or governmental (21.3%) experience. However, the greatest number of mean years by category reflects that education and industry are highest previous experiences with means of 10.23 and 8.57 respectively. The responses also indicated numerous prior experiential combinations. 66.6% of the CBOs had two or more prior experience fields and 29.6% had three or more prior experience fields. Education, business and the military were the three most prominent prior

experiential fields, and were predominate in the reported combinations of prior experience. Table 13 reflects prior, non-CBO experience by experiential category.

CBO Experience and Entry to Current CBO Position

Twenty CBOs (18.5%) responded that they had CBO experience prior to their current CBO role; however, their tenure in these prior CBO roles was short and represented a mean of 1.3 years. However, the CBOs responded that they had been incumbents in their current CBO roles for a mean of 8.01 years. The CBO's current CBO position experience ranged from one to twenty-three years. The total respondent mean years for all CBO experience represented 9.28 years. Table 14 indicates the CBO role experience in both prior CBO positions as well as their current ones.

Also, 62% of the respondent CBOs indicated that they had entered their current positions from outside their present institutions.

Supervision of Subordinates

Table 15 presents an important component of the CBO's role within an institution, that is, the supervision of subordinate employees. Virtually all CBOs had supervisory authority over subordinate staff; only one CBO did not report any supervisory

Table 13

Experience Prior to CBO Role

Experience Field	Number of Responses	% to n	Mean Number of Years	Standard Deviation	Modal Years
Education	70	64.8	10.23	6.39	10
Military	43	39.8	4.47	5.21	2 & 3
Government	23	21.3	4.17	3.39	2 & 3
Business	55	50.9	5.85	4.36	2 & 4
Industry	14	13.9	8.57	8.06	1 & 4
Self-Employment	10	9.3	5.60	5.64	3
Other	2	1.9	3.00	2.83	1 & 5
Prior Experience	105	97.2	14.36	8.44	2 & 3
n = 108					

Table 14

Chief Business Officer Role Experience

CBO Experience	Mean Years	Modal Years	Standard Dev Years
Prior CBO Years Experience	1.30	5	3.34
Current Position Experience	8.01	3	5.92
Total CBO Years Experience	9.28	3	6.67

Note. Sample includes only those CBOs in their current positions who have worked under their supervisors for a minimum of one year.

Table 15

Distribution of Types of Subordinates Supervised by CBOs

Type of Subordinate	Supervising Subordinates	
	#	%
Administrators	68	62.9
Faculty	4	3.7
Staff	105	97.2
No Subordinates	1	.9

Note. The number of CBOs supervising subordinates exceeds the total number of CBO responses since CBOs supervise multiple types of subordinates.

responsibilities. Two CBOs did report that they supervised administrators only. Over three-fourths (85%) of all respondents reported that they supervised forty or less subordinate employees; the mean number of all subordinate employees was 30.21. Eight CBOs reported that they supervised over 100 subordinate employees and one CBO indicated a subordinate staff of 329 of which 310 were support staff. Of course, this large subordinate staff was located in a very large community college with an enrollment of almost 20,000.

Almost all (97.2%) of the CBOs reported that they supervised support staff; however, only 3.7% reported that they supervised faculty, but those who did supervised a mean of 10.75 faculty. Table 15 summarizes the supervision data.

Title of CBO's Immediate Supervisor

The college's President was indicated by title as the person who generally was responsible for the immediate supervision of the incumbent CBOs. Although it is important to note that the title is no indicator of organizational prominence since in some states, a director is in the same organizational position as the president in leading an institution. Less than 10% of the CBOs reported being supervised by a person other than a president, director, or dean. Immediate

supervisors designated as other than a president, director, or a dean were reported in the western states. This is further corroborated in the AACJC's Community, Technical and Junior College Directory. Table 16 reports the distribution of titles for the CBOs' immediate supervisors.

Correlations of Profile Characteristics to Governance, Source of Funding, and Institutional Size

In order to ascertain if any of the selected profile characteristics reported in this research study were related to governance authority, funding source, and institutional size, correlational analysis was implemented. Governance authority was measured on the following nominal values: state (1) and local (2). Funding source was also nominally measured on the basis of legally requiring local (non-state) appropriations for college operations: No (1) and Yes (2).

Correlation coefficients can range from -1.0 to +1.0 inclusive; the sign of the coefficient signifies the direction of the relationship, and in Table 17, some relationships resulted in negative coefficients. Also, the coefficient's absolute value designates the strength of the relationship. Although the size of the group does not generally affect the size of the

Table 16

Titles of CBO's Immediate Supervisor

CBO Supervisor Titles	Frequency	Percent
President	76	71.7
Director	10	9.5
Dean	10	9.5
Exec. Vice-President		
Vice-Chancellor	3	2.8
Chancellor	1	.9
Superintendent/President-		
Superintendent	4	3.8
Assistant Superintendent	1	.9
Special Assistant to President	1	.9
	106	100.0

Table 17
Correlations of Profile Characteristics to Governance,
Source of Funding, and Institutional Size

Profile Characteristics	Governance	Funding Source	Size
Sex	-.09	.08	.01
Age	-.04	.03	.15
Educational Level:			
Bachelors	-.06	-.06	.13
Masters	-.11	-.20	.10
Specialist	-.57	-.60	-.25
Doctorate	.32	-.35	-.10
Total Non-CBO			
Experience	-.25*	-.03	.04
Total CBO			
Experience	.17	.06	.02
Total Number of			
Subordinates			
Supervised	.12	.07	.48*

*p.<.05

Note. Nominal values assigned to the above variables of governance were state (1) and local (2); nominal values assigned to funding source was on the basis of legally requiring local (non-state) appropriations for college operations: No (1) and Yes (2).

correlation coefficient, the number of cases does affect the strength and reliability of the relationship. In the following Table 17, for example, the designated correlation coefficients for the specialists and doctoral educational levels which were correlated to the variables of governance, funding source and institutional size appear to be low to moderately significant, but due to the few cases involved, the probability of significance substantially exceeds the .05 level.

The relationships between the selected profile characteristics of sex, age, educational level, and CBO experience and the variables of governance, funding source, and institutional size were found not to be significant ones at the .05 level. The reader should be cautioned that the significant deviation in the nominal distribution of sex, that is, males (86.7%) and females (13.3%), causes the correlation computation to be capped. Therefore, this significant deviation in the distribution does not permit a correlation high enough to derive a significant relationship.

In the analysis of the relationship between total years of non-CBO experience and governance, a low, negative relationship resulted. This indicated that those CBOs with the greatest amount of non-CBO

experience were most likely to be found in institutions operating with a primary and legally constituted governance authority at the state level. The correlation coefficient of $-.25$ accounts for only about 6% of the variance and cannot be considered a strong correlation or very useful for predictive pursuit.

In the analysis of the relationship between the total number of subordinates supervised by a CBO and the variables of governance and funding source, the relationships were not significant; however, a significant relationship resulted between the total number of a CBO's subordinates and institutional size. Although this would be an a priori assumed relationship, this research study supports the relationship. Therefore, in the larger reporting institutions, the CBOs supervised larger numbers of subordinates. The correlation coefficient of $.48$ only accounts for 23% of the variance.

In addition to evaluating the correlation coefficients for each of the variables, bivariate distributions were run plotting bivariate values on scattergrams to ascertain linear relationships. Visual inspection on all bivariate distributions, with one exception, showed no identifiable cluster patterns, and

randomness prevailed. On the one exception which was the most significant correlation coefficient, that is, institutional size and the number of CBO subordinates, visual inspection revealed three clusters within the scattergram that might merit additional analysis. These three clusters separated at the 4000 size level. In an effort to explain these three clusters within the one scattergram, the variables of the number of CBO subordinates was measured with other variables and only the CBOs' years of experience was related with a low, positive correlation coefficient (.20) and only accounted for 4% of the variance. The data and visual inspection provided no further clues to explain the clusters, and additional relationships may lie outside the data scope of this research study. Nothing further was discovered to warrant additional investigation.

Correlations of profile characteristics to governance, source of funding, and institutional size are shown in Table 17.

Role Functions

The organizational behavior pattern or specific functions usually expected or exhibited by a CBO constitute important variables in understanding the CBO's contemporary role functions. This study focused on determining the role functions which the CBOs

considered most important and their responsibilities regarding these role functions. The National Association of College and University Business Officers' (NACUBO) 25 CBO management responsibilities were listed as job functions on the questionnaire. See Appendix A. This listing constituted the basis for the importance and responsibility responses to determine the "What" dimension of the contemporary CBO.

Tables 18-21 present the responses of the CBOs in terms of their perceived importance and their responsibility relative to the specified role function. Each table will reflect a separate functional role cluster. The importance of the role functions was judged on a scale of no importance (1), low importance, (2), average importance, (3), and high importance (4).

Responsibility was rated on a scale of no responsibility, shared responsibility, delegated responsibility, and individual CBO performance responsibility.

Some CBOs' responses about their responsibility for a given function indicated a multiple response and in those few cases where this occurred, the multiple response indicated at the lowest level was used. The rationale for this practice is that sharing a function

is more important since the CBO isn't fully responsible or accountable for the specific function. Likewise, the delegation of a specific function was given precedence insofar as the CBO usually performs some parts of the function sometimes or all parts periodically.

Administrative Management

Table 18 relates to administrative management role functions. Fiscal administration of sponsored programs had the highest mean of importance (3.67) to the CBO's role accomplishments. This role function also reflected the lowest standard deviation (.58) indicating only slight deviation from the mean and that there was a general homogeneity in agreement regarding that function. All administrative management functions fell fairly close to the functional cluster importance mean 3.12 and ranged from a low of 2.69 to a high of 3.67. Only three functions fell below average importance, and in those three cases, a high percentage of CBOs noted that they had no responsibility for the specific function. A high percentage of CBOs noted in those three functional areas that they had no responsibility for the specific function.

The CBOs identified the administration of legal services as the role function for which they had no

Table 18

Administrative Management Role Functions Identified by Importance and Responsibility

IMPORTANCE		RESPONSIBILITY							
Mean	Standard Deviation	Cluster A Administrative Management				None	Shares	Delegates	Performs
3.33	0.80	1.	Administers institutional planning	#	13	78	4	11	
				%	12.3	73.5	3.8	10.4	
2.77	0.81	2.	Administers space management	#	25	55	16	10	
				%	23.6	51.9	15.1	9.4	
3.31	0.83	3.	Administers management information systems	#	15	46	33	12	
				%	14.4	43.4	31.1	11.3	
3.19	0.79	4.	Administers records management	#	9	34	48	13	
				%	8.6	32.7	46.2	12.5	
3.23	0.95	5.	Administers risk management & insurance	#	17	9	29	51	
				%	16.0	8.5	27.4	48.1	
3.67	0.58	6.	Administers fiscal administration of sponsored programs	#	1	19	45	39	
				%	.9	18.3	43.3	37.5	
2.69	1.05	7.	Administers Legal Services	#	38	35	11	23	
				%	35.5	32.7	10.3	21.5	
3.10	0.92	8.	Administers student financial aid funds	#	21	43	39	4	
				%	19.7	40.2	36.4	3.7	
3.06	0.95	9.	Administers personnel Administration	#	25	35	29	16	
				%	23.8	33.3	27.6	15.3	
2.81	1.03	10.	Administers labor relations	#	37	43	11	15	
				%	34.9	40.6	10.4	14.1	

Note: N = 108. In those cases where the subtotals equal less than 108, there were missing response data.

responsibility (35.5%) with the administration of labor relations a close second (34.9%). No responsibility categorical responses on each function ranged from a low of .9%, which incidentally was the function rated highest by the CBOs in importance, to a high of 35.5%, the function which was judged lowest in importance by the CBOs. Shared responsibility of institutional planning was indicated as the role function which most CBOs shared responsibility with another administrative area not under the CBO's jurisdiction (73.5%). Shared responsibility ranged from a low of 8.5% (risk management and insurance) to the high of 73.5% (institutional planning). The administration of records management was indicated as the function most often delegated (46.2%), and the direct performance of risk management and insurance by the respondent CBO was most often indicated in the responses (48.1%). Delegated responsibility ranged from a low of 3.8% (institutional planning) to a high of 46.2% (records management), and CBO individual performance responsibility ranged from a low of 3.7% (student financial aid funds) to a high of 48.1% (risk management and insurance).

Cluster A (Administrative Management) was ranked only third of the four clusters (See Table 22) in

regards to its importance. Table 18 reports these administrative management role functions.

Business Management

Table 19 reports the responses for the importance and responsibility of business management functions. Purchasing goods and services for their colleges was indicated as the function with the highest importance mean (3.62). This specific function also reflected the lowest standard deviation (.58) in the functional cluster, indicating a tight central tendency on the CBOs' rating of the function. Half of the specific functions in this functional cluster were rated at a mean lower than average importance, which also accounted for this functional cluster being rated as the lowest in overall importance. See Table 22.

The CBOs indicated that administration of transportation was the function in which the highest percentage of CBOs had no responsibility (30.8%). The CBOs noted that functions in which they incurred no responsibility ranged from a low of 1.9% (purchasing of goods and services) to a high of 30.8% (transportation). The low percentage in the function of purchasing of goods and services is also the function rated highest in importance within the business management functional cluster. The CBOs indicated that the highest

Table 19

Business Management Role Functions Identified by Importance and Responsibility

IMPORTANCE		RESPONSIBILITY						
Mean	Standard Deviation	Cluster B Business Management		None	Shares	Delegates	Performs	
3.62	0.58	11.	Administers purchasing of goods and services	# 2 % 1.9	6 5.6	73 68.2	28 24.3	
3.34	0.76	12.	Administers auxiliary enterprises	# 4 % 3.7	19 17.8	61 57.0	23 21.5	
3.38	0.86	13.	Administers physical plant	# 12 % 11.2	17 15.9	62 57.9	16 15.0	
2.82	0.93	14.	Administers environmental health & safety	# 17 % 16.5	23 22.3	52 50.5	11 10.7	
2.85	0.97	15.	Administers security and law enforcement	# 25 % 23.4	15 14.0	59 55.1	8 7.5	
2.43	1.03	16.	Administers transportation	# 32 % 30.8	10 9.6	52 50.0	10 9.6	

Note: N = 108. In those cases where the subtotals equal less than 108, there were missing response data.

percentage of shared responsibility occurred in the administration of environmental health and safety (22.3%). The purchasing function rated lowest (5.6%) in shared responsibility as it did in no responsibility. The highest percentage of delegated responsibility was indicated in the functional area of purchasing goods and services for their colleges (68.2%). In this cluster, all role functions were delegated by at least half of the CBO respondents. In no other functional cluster or level of role responsibility was this found. The high rate of delegation within this cluster reflected only an 18% variation from a low of 50.0% (transportation) to a high of 68.2% (purchasing of goods and services) which was also the high percentage (24.3%) in individual CBO performance; a low of 7.5% in security and law enforcement was also noted.

Fiscal Management

Table 20 presents the CBO responses on the functions classified under the fiscal management cluster. The budgeting function was close to being unanimously categorized as a very important function and therefore represented the highest mean (3.93). This mean was the highest importance mean registered for all role functions in any functional cluster and the standard deviation of .30 was the lowest cited in any

Table 20

Fiscal Management Role Functions Identified by Importance and Responsibility

IMPORTANCE		RESPONSIBILITY						
Mean	Standard Deviation	Cluster C Fiscal Management			None	Shares	Delegates	Performs
2.52	1.13	17.	Administers endowments	# 41 % 41.8	13 13.3	18 18.4	26 26.5	
3.40	.98	18.	Administers investments	# 17 % 16.4	10 9.6	31 29.8	46 44.2	
3.79	.47	19.	Administers cash management	# 5 % 4.7	3 2.8	50 47.2	48 45.3	
3.93	.30	20.	Administers budgeting	# 0 % 0	12 11.2	19 17.8	76 71.0	
3.42	.83	21.	Administers auditing	# 16 % 15.1	15 14.2	49 46.2	26 24.5	
3.25	.83	22.	Administers costing	# 9 % 8.4	21 19.6	46 43.0	31 29.0	
2.76	1.02	23.	Administers calculation of indirect cost rates	# 23 % 21.9	18 17.1	45 42.9	19 18.1	

Note: N = 108. In those cases where the subtotals equal less than 108, there were missing response data.

of the functions in all of the functional clusters. A consensus was apparent in the evaluations of the importance of this function. All but two functions, calculation of indirect cost rates and endowments, were rated at least of average importance and in each of these two cases, CBOs reported high levels of no responsibility. Standard deviations were also large.

The CBOs reported that endowment administration was the function in which the highest percentage of CBOs had no responsibility (41.8%). No CBOs indicated that they were without responsibility in the budgeting function. Although shared delegation did not represent a very high percentage in any of the specific role functions in this functional role cluster, costing represented the highest percentage of shared responsibility with other college departments. Shared responsibility ranged from a low of 2.8% (cash management) to a high of 19.6% (costing) and was easily discerned as not being prominent in this functional cluster. In delegated responsibility, cash management represented the highest response percentage (47.2%) with auditing following a close second (46.2%). Delegated responsibility ranged from a low of 17.8% (budgeting) to an aforementioned high of 47.2% (cash management). In reporting personal CBO responsibility,

budgeting was clearly indicted as the highest percentage (71.0%) in which the function was personally performed by the CBO. The CBOs noted that they performed least the function of calculating indirect cost rates (18.1%).

This functional cluster indicated that CBOs generally maintain close responsibility, either through delegation or individual performance, on all of the functions within the fiscal management functional cluster. This cluster was ranked as the second most important cluster by the CBOs. See Table 22.

Financial Accounting and Reporting

Table 21 presents the CBO responses on the functional category of financial accounting and reporting. The NACUBO category only included two functions in this cluster, both of which were reported as highly important ones. The preparation of financial reports and analysis was ranked as the most important function (3.77); however, the development and maintenance of accounting systems was very close (3.69). The high importance level of these two functions resulted in this cluster (Financial Accounting and Reporting) being ranked the most important functional cluster of the four. The standard deviations on both functions are very low and reflect

Table 21

Financial Accounting and Reporting Management Role Functions
Identified by Importance and Responsibility

IMPORTANCE		RESPONSIBILITY				
Mean	Standard Deviation	Cluster D Financial Accounting & Reporting	None	Shares	Delegates	Performs
3.69	.56	24. Administers development and maintenance of accounting systems	# 2 % 1.9	21 20.0	47 44.8	35 33.3
3.77	.49	25. Administers preparation of financial reports and analysis	# 1 % .9	11 10.4	57 53.8	37 34.9

Note: N = 108. In those cases where the subtotals equal less than 108, there were missing response data

general agreement by the CBOs over their relative importance.

Also, only three CBOs reported that they had no functional responsibility and very little shared responsibility was reported. In fact, the development and maintenance of accounting systems ranked only slightly lower than the preparation of financial reports and analysis. Table 21 reports that this functional cluster was more closely maintained within the CBOs' delegated authority area or in many cases by the CBO personally.

Relative Importance of Role Cluster Functions

In order to determine the importance of each role cluster, a mean ranking of each of the four clusters is shown in Table 22. The financial and fiscal functions of the CBOs' roles were judged to be the most important.

Correlation of Role Function Clusters to Governance, Source of Funding, and Institutional Size

The relationship between the four NACUBO role function clusters of administrative management, business management, fiscal management, and financial accounting and reporting and the variables of governance, funding source, and institutional size were not found to be significant ones at the .05 level of

Table 22

Mean Ranking of Role Function ClusterBy Importance

	<u>Cluster Mean</u>
Cluster D. Financial Accounting and Reporting	3.72
Cluster C. Fiscal Management	3.31
Cluster A. Administrative Management	3.12
Cluster B. Business Management	3.08

significance. Governance authority was measured on the following nominal values: state (1) and local (2). Funding source was nominally measured on the basis of requiring local (non-state) appropriations for college operation: No (1) and Yes (2).

In addition to evaluating the correlation coefficient for each of the variables, bivariate distributions were run plotting bivariate values on scattergrams to ascertain linear relationships. Visual inspection on these bivariate distributions showed randomness, and no further investigation appeared warranted. These correlations are shown in Table 23.

Leader Behaviors

Leader behaviors were reported through the use of questions extracted from the Leader Behavior Descriptive Questionnaire (LBDQ)-Form XII (See Appendix A). These questions were used to describe the two respondent CBO leader behaviors of Initiation of Structure (IS) and Consideration (CS). The scale consisted of a total of twenty items, ten items in each scale, measuring the following five response categories: Never, Seldom, Occasionally, Often, and Always and were valued from one to five points respectively. Therefore, a CBO's summated score on each

Table 23

Correlations of Role Function Clusters to Governance,
Source of Funding, and Institutional Size

Functional Cluster	Governance	Funding Source	Size
Cluster A			
Administrative Management	.15	.06	.05
Cluster B			
Business Management	-.06	.04	-.06
Cluster C			
Fiscal Management	.05	.11	.04
Cluster D			
Financial Accounting and Reporting	-.01	-.06	-.11

IS and CS scale would range from a low of 10 to a high of 50.

Self-Perceived Leader Behaviors of CBOs

Table 24 reports the Initiation of Structure and Consideration self-perceived dimensions of CBOs. Although Consideration scored slightly higher than Initiation of Structure, the two reported dimensions are about equal in both mean and standard deviation. The range of self-reported scores was from a low of 29 to 49 on IS and from 30 to 49 on CS.

Table 24 reflects the CBOs' immediate supervisors evaluations of CBO leader behaviors on the same two LBDQ dimensions of Initiation of Structure (IS) and Consideration (CS). The immediate supervisors scored their CBOs slightly higher on Initiation of Structure than Consideration which was an inversion of the CBOs' self-perceptions. However, the reported means and standard deviations were about equal. The IS range was slightly broader (16-49) than the CS range (22-50).

In order to determine if a significant difference existed between those evaluations made by the CBOs' immediate supervisors and the self-perceived scores of the CBOs, a correlated t-Test was computed to test the differences between the paired variables, that is, the two independently different scores by CBOs and their

Table 24

Leader Behaviors of CBOs

	Initiation of Structure (IS)		Consideration (CS)	
	CBO	Supv	CBO	Supv
Mean	39.84	40.40	40.00	38.68
S. D.	3.85	5.21	3.75	5.70
Range	29-49	16-49	30-49	22-50

supervisors, and to ascertain if there was a significant difference between the two different sets of scores. This test was computed on the 89 institutions from where both CBO and their supervisors' evaluations were received. The t-Test related a paired comparison on each leadership dimension of Initiating Structure (IS) and Consideration (CS) to determine if the mean difference was significantly different from zero. The t-Test scores were reported as -1.71 for IS and 1.67 for CS, both of which are not significant at the .05 level of significance. Therefore, since the difference in reported CBO leader behaviors from CBOs and their immediate supervisors was not significantly different, only the CBO reported scores were used for all relationship analyses.

Stogdill (1963) noted: "There are no norms for the LBDQ. The questionnaire was designed as a research device" (p. 8). However, the reported leader behaviors by the CBOs and their immediate supervisors are compared with Stogdill's research findings and are noted in Table 25.

Table 25 indicates that the CBOs' self-reported Initiation of Structure score compares favorably with other leader types and suggests that the CBO is very much a task-oriented leader. The CBOs' score in

Table 25

Comparative Leader Behaviors

Leader Types	IS		CS	
	Mean	S. D.	Mean	S. D.
Army Officers NCOs	38.6	5.7	37.1	5.6
Community Leaders	37.2	5.7	41.1	4.7
Corp. Presidents	38.5	5.0	41.5	4.0
College Presidents	37.7	4.2	41.3	4.1
CBOs	39.8	3.9	40.0	3.8

Note. Adapted from Ralph M. Stogdill's (1963) Manual for the Leader Behavior Description Questionnaire--Form XII. Bureau of Business Research. Columbus: The Ohio State University.

Consideration is also high. The CBOs' standard deviation scores are lower than the other leaders' and reflects homogeneity in CBO self-reporting scores.

Hersey and Blanchard (1969) concluded that both high IS and CS behaviors were theoretically the ideal leader behavior model for all occupational groups in organizations. They noted that a high IS behavior pleases superiors and a high CS behavior pleases subordinates.

Correlations of Leader Behaviors to Governance, Source of Funding, and Institutional Size

Governance authority was measured on the following nominal values; state (1) and local (2). Funding source was nominally measured on the basis of legally requiring local (non-state) appropriations for college operations: No (1) and Yes (2).

Table 26 reflects that a low negative, but significant, relationship exists between the CBOs' Initiation of Structure (IS) leader behavior and the primary and legally constituted governance authority at the .05 level of significance. In other words, high scores on the IS leader behavior dimension are found among CBOs where there is a State level primary and legally constituted governance authority. Other IS and CS dimensions have no significant correlations with

Table 26

Correlations of Leader Behaviors to Governance, Funding Source, and Institutional Size

Leader Behaviors	Governance	Funding Source	Size
Initiation of Structure (IS)	-.30*	-.15	.00
Consideration (CS)	-.05	.04	.03

*p.<.05

variations in governance, funding source, and institutional size. While it is a low negative correlation, the coefficient of determination, that is, the correlation coefficient squared, indicates that the correlation only accounts for 9% of the variance. It is not a strong correlation and is not a very useful one for predictive pursuit.

In addition to evaluating the correlation coefficient for each of the variables, bivariate distributions were run plotting bivariate values on scattergrams to ascertain linear relationships. Visual inspection on these bivariate distributions showed randomness, and no further investigation appeared warranted.

Leadership Effectiveness

In order to determine how well contemporary CBOs are performing in their roles, the CBOs' immediate supervisors were requested to evaluate their CBOs on a nine-dimensional evaluation modified from a managerial assessment form. Respondents selected one answer on each dimension from a four-point scale indicating their subordinate CBOs' demonstrated level of effectiveness: (a) ineffective, (b) below average effectiveness, (c) above average effectiveness, or (d) very effective.

Table 27 reflects the CBOs' leadership effectiveness levels as evaluated by their immediate supervisors. CBO mean effectiveness levels were indicated highest on the dimension of technical ability (3.62) and lowest on training (2.99), which was the only mean falling below an above average effectiveness rating. The CBOs' composite mean effectiveness level was judged to exceed the category of above average effectiveness (3.36) and 94.5% of the CBOs were described by their immediate supervisors as performing at the categorical level of above average effectiveness or higher.

The CBOs were rated most ineffective (3.1) on user job requirements, that is, the extent to which the CBO satisfies the various user demands for services through the college programs and service areas for which the CBO is responsible. Only two leadership effectiveness dimensions ranked substantially below an above average effectiveness level: employee welfare (14.8%) and training (14.7%). Only three dimensions ranked above 90% in the categories of above average effectiveness and very effective: program quality (96.9%), administrative functions (94.5%), and user job requirements (93.8%). Although the standard deviations were very close, range of .59 to .69, rater agreement

Table 27

CBO Leadership Effectiveness

		Ineffective	Below Average Effectiveness	Above Average Effectiveness	Very Effective	Scale Mean	Standard Deviation
1. PROGRAM QUALITY: the extent to which the CBO ensures that the programs for which he is responsible are high quality ones	# 1 % .8	3 2.3	59 45.8	66 51.1	3.47	.59	
2. TRAINING: the extent to which the CBO ensures that the staff for which he is responsible is involved in faculty development to update their technical knowledge and working skills	# 3 % 2.3	16 12.4	89 69.0	21 16.3	2.99	.62	
3. EMPLOYEE WELFARE: the extent to which the CBO establishes acceptable employee-management relationships with subordinates	# 1 % .8	18 14.0	71 55.0	39 30.2	3.15	.67	
4. CORRECTIVE ACTION: the extent to which the CBO identifies and corrects problems	# 1 % .8	16 12.4	65 50.4	47 36.4	3.22	.69	
5. TECHNICAL ABILITY: the extent to which the CBO possesses the technical knowledge and ability to do his job	# 1 % .8	7 5.4	32 24.8	89 69.0	3.62	.63	
6. USER JOB REQUIREMENTS: the extent to which the CBO satisfies the various user demands for services through the college programs and service areas for which the CBO is responsible	# 4 % 3.1	10 7.8	76 58.9	39 30.2	3.16	.69	
7. MANPOWER UTILIZATION: the extent to which the CBO coordinates the use of staff, facilities and equipment to maximize productivity	# 2 % 1.6	11 8.6	67 52.3	71 37.5	3.49	.63	
8. ADMINISTRATIVE FUNCTIONS: the extent to which the CBO completes his administrative duties	# 1 % .8	6 4.7	50 39.1	71 55.4	3.49	.63	
9. COMPOSITE EFFECTIVENESS MEASURE: a summation of the scores on the other eight dimensions listed above	# 1 % .8	6 4.7	66 52.0	54 42.5	3.36	.61	

tended to be more uniform in program quality (S. D. .59). However, in the highest effectiveness category, that is, very effective, technical ability (69.0%) rated highest and training was rated lowest (16.3%).

Correlations of CBO Composite Leadership Effectiveness Level to Governance, Funding Source, and Institutional Size

Governance authority was measured on the following nominal values: state (1) and local (2). Funding source was nominally measured on the basis of legally requiring local (non-state) appropriations for college operations: No (1) and Yes (2).

The relationship between the CBOs' Composite Leadership Effectiveness levels and the variables of governance and funding source were not found to be significant at the .05 level. However, when the composite leadership level was compared to institutional size at the .05 level of significance, a low positive, but significant relationship was evidenced. In other words, immediate superiors at larger institutions tended to rate their CBOs at higher effectiveness levels than those at smaller institutions. See Table 28.

In addition to evaluating the correlation coefficients for each of the variables, bivariate

Table 28

Correlations of CBO Composite Leadership and Effectiveness Level to Governance, Funding Source, and Institutional Size

	Governance	Funding	Size
CBO Composite Leadership Effectiveness Level	.05	-.14	.20*

* $p < .05$.

distributions were run plotting bivariate values on scattergrams to ascertain linear relationships. Visual inspection on these bivariate distributions showed randomness, and no further investigation appeared warranted.

Governance and Funding Source

The state or local level of the primary and legally constituted governance authority for the CBO's colleges revealed that it was almost equal with the state having a slightly larger percentage (51.9%).

The questionnaire asked the CBOs to respond as to whether local (non-state) appropriations were legally required to be allocated for the CBOs' college operations. Two-thirds of all respondent CBOs stated that local appropriations were required. These responses are reported in Table 29.

Institutional Size

Institutional size was a stratifying factor in the design of this research study's sample. Table 7 reported that the responses in relation to institutional size represented the institutional size stratification in the same proportion to the sample as the sample had to the research population. There existed no more than 4% response differentiation in the

Table 29

Primary and Legally Constituted Governance Authority
and Funding Source

Governance		Response	
Level	Code	Frequency	Percent
State	(1)	56	51.9
Local	(2)	<u>52</u>	<u>46.1</u>
Totals		108	100.0

Funding Source

Local Appropriations

Not Required (1) 40 37.7

Local Appropriations

Required (2) 66 62.3

Totals 106 100.0

institutional size stratification and no systematic bias was evidenced.

The CBOs' respondent institutions ranged in size based on the AACJC Directory of Fall 1982 headcount from 170 students to a high headcount of 27,050 students. The mean enrollment level was reported to be 4698.

Respondents' Comments

Although the survey instrument encouraged written comments from the respondents in addition to the structural questions, few comments were received. Comments germane to this study are reported; however, no specific references to CBOs are noted. The comments received from CBOs and their immediate supervisors are listed in Appendix G.

These comments, However, can be summarized into major categories. The CBOs' immediate supervisors' responses follow: (a) the importance of the CBO's role in supporting the mission of an institution and recognizing that administrative services are adjunct to the instructional needs of students and faculty; (b) the acknowledgement that a CBO provides a meaningful leadership role in community colleges and that this leadership role transcends the technical skills required to perform CBO duties and responsibilities;

and (c) the recognition of the difficult role that a CBO performs in an academic environment.

The CBOs' responses focused on two major themes:

(a) the changed and increased importance of the CBO role in American community colleges, and (b) the difference in role responsibilities in institutions of different sizes.

Summary of Findings

The research findings emanating from this study can be summarized into the following statements.

Profile Characteristics

1. The overwhelming majority of CBOs are middle-aged, white males. The proportion is higher than would normally be found in society at large.

2. The majority (68%) of CBOs hold earned graduate degrees, and 83.9% of the earned graduate degrees are in the academic disciplines of business and education.

3. The majority (51.5%) of CBOs entered their first CBO position with an earned graduate degree.

4. The CBOs were experienced applicants for their first CBO role averaging almost 15 years prior experience, primarily in education, followed by business, and the military.

5. Two-thirds of all CBOs had prior non-CBO experience in two or more career fields.

6. Over four-fifths (81.5%) of the CBOs are in their first CBO role and are an occupationally stable group averaging over eight years in their current CBO role.

7. Two-thirds of incumbent CBOs entered their current positions from outside their present institutions.

8. All but one CBO reported supervisory responsibilities with both administrative and support staff, but very few faculty.

9. Three-quarters of all CBOs work directly under immediate supervisors who are designated with the title of President.

10. The greatest amount of non-CBO prior experience is significantly (.05 level) related to the state level of governance. However, since the correlation accounts for only 6% of the variance, it is a very weak correlation.

11. The CBOs' number of subordinate employees is significantly (.05 level) related to institutional size. However, the correlation accounts for only 23% of the variance, and it would appear that other institutional factors outside the scope of this study

such as organizational reporting differences account for the lower than expected coefficient.

Role Functions

1. CBOs viewed their fiscal and financial duties as more important functions than their administrative or business functions.

2. The CBOs most often personally perform or delegate the functions they rank as most important ones; the least important are usually shared or the CBOs are not responsible for them.

3. Endowments (41.8%) is the role function most often not found as a responsibility assigned to CBOs.

4. Institutional planning (73.5%) is the role function most often shared with another administrative area not under the CBO's jurisdiction.

5. Purchasing goods and services (68.2%) is the role function CBOs most often delegate.

6. Budgeting (71.0%) is the role function CBOs personally perform most often.

Leader Behaviors

1. The CBOs reported relatively high scores in both Initiation of Structure (IS) and Consideration (CS) leader behaviors which the research literature supports as the most desirable type of leader behavior.

2. The CBOs self-reported leader behaviors did not significantly (.05 level) differ from the leader behaviors reported by their immediate supervisors.

3. The CBOs' IS score is significantly (.05 level) related to the state level of governance being the institutions' primary and legally constituted governance authority. However, since the correlation accounts for only 9% of the variance, it is clear that many other factors of greater importance than the type of governance are the sources of the IS scores.

Leadership Effectiveness

1. Almost 95% of all CBOs were described by their immediate supervisors as performing at a composite leadership effectiveness category level of at least above average effectiveness; 42.5% perform at the very effective category level.

2. The CBOs' performance was evaluated as a most effective one in the leadership dimension of technical ability and a least effective one in the dimension of training.

3. The CBOs' leadership effectiveness was categorically evaluated as less than above average effectiveness in only one leadership effectiveness dimension, that is, training.

4. A low, positive (.20 correlation coefficient), but significant relationship was found between the CBOs' Composite Effectiveness Level and the size of an institution, that is, the larger the institution, the higher the CBO'S effectiveness level. However, since the correlation accounts for only 4% of the variance, it is a very weak correlation.

Governance, Funding Source, and Institutional Size

1. The majority (51.9%) of CBOs reported the State as primary and legally constituted governance authority.

2. The majority (62.3%) of CBOs reported that local funds appropriations were required for college operations.

3. Although the mean Fall 1982 headcount enrollment was reported to be a relatively high one (4698), the preponderate number of colleges (65%) had less than 4000 headcount enrollment.

Chapter 5

SUMMARY AND DISCUSSION

This chapter reports the summary and discussion of research data emanating from this study. The purpose of this study was to: (a) describe CBO profile characteristics relating to selected demographics, education, experiential background, and organizational environment; (b) identify the levels of importance and responsibility of job functions of CBOs based on NACUBO-identified management responsibilities; (c) assess the CBOs' leader behaviors using a standardized instrument, that is, the revised Leadership Behavior Descriptive Questionnaire (LBDQ); (d) determine the CBOs' effectiveness levels by asking the CBOs' immediate supervisors to respond to nine dimensions used by managerial assessment centers; and (e) test the relationship between the previously identified purposes with the variables of institutional governance, funding source, and institutional size.

The paucity of CBO descriptive data; the confusion, ambiguity, and uncertainty over the CBO role functions; and the insufficient knowledge of CBO leader behaviors and their relative effectiveness levels

indicated the need for this study. This study was expected to contribute descriptive data, provide a literature base, and enhance knowledge about the CBO in American public community colleges. The collection and analysis of the research data was summarized as research findings in Chapter 4 and provided the data support for the summary and discussion included in this chapter.

The structure of this chapter conforms to the research dimensions. The reader is cautioned, in the same manner as the researcher, that this was a descriptive research study; therefore, no causal conclusions or recommendations could be drawn. Nevertheless, the format of this chapter will provide a summary analysis and discussion of the four CBO dimensions of profile characteristics, role functions, leader behaviors and leadership effectiveness. The discussion in each dimension will include interpretations and research implications. Practitioner recommendations for further research will be indicated in the last section.

Profile Characteristics

Profile characteristics were used in the research study to describe the "Who" dimension of the CBOs and included the variables of (a) sex, age, and race; (b)

educational levels; (c) experience and job entry; and (d) supervisory responsibilities.

Sex, Age, and Race

Typically, the professional CBO in American public community colleges is a middle-aged, white male, and minorities and females are disproportionately underrepresented in this sample compared to their distribution in the general population. This may indicate that there are barriers which constrain the entry of minorities and women into the CBO profession. American public community colleges must strive to mirror contemporary political and social policy in promoting equity and equal employment opportunity; they are considered the "peoples' colleges," and they have developed mission statements providing minorities accessibility to post-secondary education at minimal cost.

Yet, if the sex and race of community leaders in these institutions do not represent the characteristics of those whom they serve, then this underrepresentation of minorities and females could detract from their effectiveness. In many cases, this could result in disparate value systems creating further barriers. This is an important issue and the problem should become a crucial area of investigative research to

determine the underlying causes of this finding and to determine which affirmative action programs would not only encourage, but result in more hires for minorities and females as CBOs. For example, all Asian CBOs were employed in the western states; this indicates that there is greater employment accessibility for this minority group in this geographical region. This greater employment accessibility for Asian CBOs can possibly be explained by the greater proportion of Asians in the general population of western states.

However, the implementation of affirmative action programs for CBOs will be difficult at best given the occupational stability of CBOs and the possible zero enrollment growth predicted for community colleges which is discussed in a later section.

Educational Levels

Although CBOs are well-educated relative to their counterparts in other business and public enterprises, the CBOs have not attained doctoral degrees in the same proportion as other top community college administrators with whom they share leadership. While consistent with Bower's (1972) study which noted a trend toward the community college CBO having earned a degree beyond the bachelors level, only 17% of the CBOs had doctoral degrees. The academic community

recognizes and values educational achievement, as well as position, for status purposes. Diminished leadership in the development of local policies might result, especially those policies relating to academic concerns.

Although CBOs can use their personality strengths or technical skills to compensate for their lesser academic credentials, they still are handicapped in acquiring status parity with other senior, administrative officials who serve as their peers. Although not openly discussed or readily admitted, this educational disparity creates an impairment that may be difficult to overcome when they seek to participate in many policy decisions.

At the same time, not all CBOs agree that fiscal/financial managers need doctoral degrees. It is this writer's informed impression that CBOs who earn doctorates may even experience subtle reproof from the CBO professional community for doing so. There is clearly a strain in the sense of identity within the profession that needs to be examined in greater depth in future research. It is this writer's judgment that institutional policies should encourage and support educational advancement of CBOs to a doctoral level consistent with other top academic leaders. It is also

judged important by this writer that CBO professional associations recognize the merits of a doctoral level education and promote formal educational advancement in order to reduce ambiguity of self perception which probably plague many CBOs.

Experience and Job Entry

This study confirms that CBOs are very experienced incumbents, both in prior non-CBO and current CBO experience, with an average of 24 years of professional experience. However, it is also clear that most (62%) CBOs come to their present positions from outside the employing institution. Most (64.8%) come with experience from other educational institutions although a meaningful proportion also come from business or the military. The striking implication of these findings is that there is little upward job mobility within institutions for CBOs. The present study cannot identify the reasons for this although the rate of hiring outsiders for the position of CBO may be no higher than the rate of hiring Presidents or Deans from the outside. In the case of the CBOs, this phenomenon may be a cause for concern for the sense of stability or hope for advancement with which these professionals must look if (this phenomenon) bears watching and is worthy of more detailed examination in the future.

Since these data indicated that the incumbent CBOs have been in their current roles for over 8 years and have not been occupationally mobile in CBO roles at other public community colleges, CBOs can be considered, at best, an occupationally stable professional group, or at the worst, a moribund group. Furthermore, since the literature reported in Chapter 2 predicted that the rate of enrollment expansion can be expected to reach zero (Carnegie Foundation, 1975) and that there will be no new community colleges appearing on the educational horizon, there will be few openings for CBOs. These findings point to a potentially bleak picture of the CBO future: little internal mobility and fewer opportunities at other institutions. Certainly this suggests some serious onslaughts on the morale of CBOs in the near future.

One final point about CBO experiences: most of the older and broadly experienced managers who seek CBO positions appear to settle into these slots at state governed, rather than private, institutions. It is not clear whether these professionals prefer to work in the state system, or whether the state system prefers more experienced professionals to hire as CBOs. In either case, it is clear that the major employer of CBOs in an increasingly tight market focuses on experienced

professionals from other institutions. Mobility will be all the more constrained under these conditions.

Supervisory Responsibilities

CBOs are assigned substantial supervisory responsibilities and, in general, the larger the institution, the larger the staff supervised. However, the size of the CBO's subordinate staff is ultimately determined by the organization of the institution, the organizational philosophy and attitudes of the CBO's president, the CBO's experiential background, and the technical skills and supervisory strength of the incumbent CBO. Despite these factors, it is clear that most CBOs have significant supervisory responsibilities. These responsibilities are large enough and involve enough people to warrant a requirement that CBOs be trained and skilled in staff management and organizational development. Technical skills are necessary, but not sufficient to the most effective accomplishment of the goals of these professionals and their training should reflect the full range of required skills.

On the basis of these findings, the writer concludes that CBO hiring evaluations should include a thorough evaluation of proven experiential records in supervision and adequate graduate work in management

theory and practice. Moreover, the inclusion of required management theory and practice courses in graduate administration programs to prepare potential CBOs for supervisory responsibilities would materially assist CBO candidates.

A final point about CBO supervisory responsibilities: the researcher noted that the size of the CBOs' subordinate staffs clustered in groups which became distinctly separated at the level of 4000 student enrollment. It is not clear why these clusters appeared and although they were descriptive, they did not provide any explanation; rather, they suggested a fascinating organizational dynamic, that is, the possibility that college presidents may make decisions to either organize a large staff directly under the CBO's administrative support area or to appoint another top cabinet officer to assume responsibility for some of the functions normally found under the CBO's jurisdiction.

Role Functions

The specific organizational job functions exhibited by a CBO constituted important variables in understanding the CBO's role functions. This study focused on those functions which the CBOs considered most important and their responsibilities regarding

these role functions. The 25 NACUBO management responsibilities of CBOs were listed as job functions on the questionnaire. See Appendix A. This listing constituted the basis for the importance and responsibility responses to determine the "What" dimension of the contemporary CBO.

Fiscal and financial accounting functions constituted the most important CBO role functional clusters and represented the activities most often personally performed or delegated by a CBO. The finding also showed that budgeting (fiscal cluster) was the single most important job function. These fiscal and accounting job functions provide financial and audit records upon which both the CBO and the institution can be held accountable, and if these functions are not effectively and accurately performed, both the institution and the CBO will suffer. It is surmised that CBOs recognize this fact of life since they rated these functional clusters the highest.

Currently, there are debates over the needed level of experiential and educational backgrounds of CBOs, that is, the depth and breadth of fiscal and accounting training and work experience. CBOs need not be highly specialized accountants or financiers, but should be educated and experienced in the basic accounting and

financial management. It is important to note that the CBO's role goes beyond fiscal and financial accounting functions and must include other technical areas, such as purchasing, personnel, data processing, physical plant, and security. It is also important for CBOs to broaden their managerial perspectives to include an awareness of their role in educational administration. It is the judgment of the present writer that if CBOs overly concentrate their abilities on the technical aspects of business-related functions, this focus might detract from their educational acumen.

Although the researcher found no relationship between functions judged to be most important and the size of the institution which the CBOs served, the researcher would expect that in larger institutions where the CBO is likely to delegate more responsibilities to expert subordinates, the CBOs should be well-skilled in a broad range of functions. In smaller colleges, the incumbent CBOs would be well-advised to be highly competent in fiscal and accounting skills since they will be personally performing many of these activities on a recurring basis. Hence, the level of technical competence in fiscal and financial accounting functions should be greater in smaller institutions.

Leader Behaviors

Leader behaviors were reported through the use of questions extracted from the Leader Behavior Descriptive Questionnaire (LBDQ)-Form XII. See Appendix A. These questions were used to describe the CBOs' leadership style on two major dimensions: Initiation of Structure (IS), an index of task-oriented behaviors, and Consideration (CS), an index of people-oriented behaviors.

The CBO's raw scores, when compared to LBDQ scores shown for comparative purposes by Stogdill (1963), were similar to the description of the styles of other groups, including community leaders, corporation presidents, and college presidents on both dimensions. Hersey and Blanchard (1969) concluded that both high IS and CS behaviors were the ideal leader styles for managers in almost all organizational structures. These writers noted that a high IS behavior pleases superiors and a high CS behavior pleases subordinates. The present writer expected a large difference between the CBOs' IS and CS scores, that is, CBOs were expected to be considerably more task-oriented than people-oriented in their leader behaviors. The writer concludes that college presidents have a quite high regard for the leadership skills of their CBOs given the ratings of

the LBDQ they provided which did not significantly differ from the CBO self-reported scores. If other members of the college community rate the CBOs equally similar, we would have evidence of high effective leadership skills. If other members, including subordinates, are not so favorable in their ratings, we would be faced with an important research issue in explaining this discrepancy.

CBOs in state governed institutions reported higher task-oriented (IS) leader behaviors than CS behaviors. Therefore, the type of governance control exercised over a community college affects the CBOs' leader behaviors as perceived by the Presidents and the CBOs. This is consistent with Bowers' (1972) descriptive study of nine southeastern states in which he reported that the type of control pattern exercised over the community colleges had a considerable influence on the attitude of CBOs toward their work environment. It would appear reasonable for task-oriented leader behaviors to be more compatible with the demands of external, state-level bureaucratic agencies. However, this relationship between the nature of the college and the leadership style of the CBO is a very complicated one which needs to be examined in detail in order to fully appreciate the

tasks and the styles of the CBOs.

Leadership Effectiveness

In order to determine how well contemporary CBOs are performing in their roles, the CBOs' immediate supervisors were requested to evaluate their CBOs on a nine-dimensional evaluation modified from a managerial assessment form.

It is apparent that the Presidents of community colleges feel that their CBOs perform their duties and responsibilities effectively in all leadership dimensions except one, that is, professional staff development to update the technical knowledge and working skills of their subordinate staffs. It is the judgment of the present writer that those who are responsible for the administration and/or governance of the institutions and who establish the expectations and define the CBO's job scope of duties and responsibilities can best evaluate their CBO's effectiveness level. The CBO's immediate supervisor, usually the President, maintains an excellent vantage point for evaluating the CBO's effectiveness based on intra-institutional and external feedback. It would, of course, have been helpful to have other judgments of the effectiveness of the CBOs along with the Presidents. For example, the local community college

board chairman was considered the prime candidate for triangulating these responses, but it was found that many states do not have such governing bodies and in numerous other community colleges, the CBO does not interface sufficiently with the governing board. These same restrictions also applied to other constituencies so as to restrict this triangulation in a national descriptive survey.

Future Research

Since this research study was intended as a general descriptive study of the research dimensions of CBO selected profile characteristics, role functions, leader behaviors, and leadership effectiveness, there remains a plethora of research data and questions relating to CBOs that were not addressed in this study. Much additional research remains to be accomplished on the CBO and the CBO role, and for this reason, the thrust of the general recommendations in this study is to recommend designated research CBO subject areas for further study.

1. Additional research study needs to be conducted to more completely address the relationships between and within the research dimensions included in this study and to determine what, if any, relationships exist. Specific suggestions for additional research

should include:

a. Analysis of role function importance and the cluster level with leader behaviors, educational and experiential backgrounds, CBO tenure, and the composite of leader effectiveness levels.

b. Analysis of leader behaviors with age, educational and experiential backgrounds, CBO tenure, number of employees supervised and leadership effectiveness levels.

c. Analysis of each leadership effectiveness dimension with role functions, role functional clusters, age, educational and experiential backgrounds, CBO tenure and the number of subordinates supervised.

2. Additional research study should be implemented to compare the CBO dimensions of selected profile characteristics, leader behaviors, and leadership effectiveness to other academic leadership roles.

3. Further research study should be undertaken to address the changing role of the CBO and to determine what significant difference exists in the perceptions of the role as it currently exists and the role as it should exist.

4. Due to the changing role of the CBO, another

national research study to collect similar data should be initiated within 5 years to ascertain if the CBO's role, as well as other dimensions, is changing.

5. Since institutional locations included in this study can be identified, an analysis of data should be undertaken to ascertain if any descriptive differences exist on a geographical basis.

6. Further research should be undertaken to determine the nature and type of prior experience roles which are not conducive to CBO preparation and effectiveness.

7. Organizational research would be helpful to identify community college organizational typologies and the factors which determine and support these typologies. This would provide findings helpful not only to the CBO role in community colleges, but also would be helpful to other academic leaders.

8. Additional research study is also needed to determine the basis for the assignment of specific CBO job functions in an institution.

9. Future research should also be considered to assess the effect of external evaluations on the CBO's role performance and job functions.

References

- Adams, L. L. and Gale, D. (1982). Solving the quandry between questionnaire length and response rate in education research. Research in Higher Education, 17 (3), 231-240.
- Ary, D.; Jacobs, L. C.; and Razavieh, A. (1979). Introduction to research in education. New York: Holt, Rinehart and Winston.
- Association of Governing Boards of Universities and Colleges and National Association of College and University Business Officers. (1979). Financial responsibilities of governing boards. Washington, DC: AGB & NACUBO.
- Babbie, Earl. (1983). The practice of social research. Belmont, CA: Wadsworth Publishing Company.
- Baldrige, J. V.; Curtis, D. V.; Ecker, G. and Riley, G. L. (1978). Policy making and effective leadership: A national study of academic management. San Francisco: Jossey-Bass Publishers.
- Bender, L. W. (1975). The states, communities, and control of the community college. Washington, DC: American Association of Community and Junior Colleges.

- Best, J. W. (1977). Research in education. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Blake, Robert R. and Mouton, Jane S. (1964). The managerial grid. Houston, TX: Gulf Publishing.
- Blake, R. R.; Mouton, J. S.; and Williams, M. S. (1981). The academic administrator grid. San Francisco: Jossey-Bass Publishers.
- Bowen, H. R. (1979). Unused capacity: Opportunity or disaster? In F. F. Harclerod's (Ed.) Financing Postsecondary Education in the 1980s (pp. 23-33). Tucson, AZ: Center for the Study of Higher Education, University of Arizona.
- Bowen, H. R. (1981). "Management" of higher education--A skeptical comment. In T. M. Stauffer's (Ed.) Beyond the Falling Sky: Surmounting Pressures on Higher Education. Washington, DC: American Council on Education.
- Bowen, H. R. (1980). The costs of higher education. San Francisco: Jossey-Bass Publishers.
- Bowers, D. G. and Seashore, S. E. (1966). Predicting organizational effectiveness with a four-factor theory of leadership. (Research Paper). Administrative Science Quarterly. 21 (2), 238-263.

- Bowers, R. L. (1973). The community college chief business officer (Doctoral Dissertation, University of Kentucky, 1972). Dissertation Abstracts International, 34, 1094A.
- Brass, D. J. and Oldham, G. R. (1976). Validating an in-basket test using an alternative set of leadership scoring dimensions. Journal of Applied Psychology. 61, 652-657.
- Carnegie Foundation for the Advancement of Teaching. (1975). More than survival: Prospects for higher education in a period of uncertainty. San Francisco: Jossey-Bass Publishers.
- Cartwright, D. and Zander, A. (1960). Group dynamics: Research and theory. Evanston, IL: Row Peterson and Company.
- Cohen, A. M. and Brawer, F. B. (1982). The American community college. San Francisco: Jossey-Bass Publishers.
- Cohen, M. D. and March, J. G. (1974). Leadership and ambiguity: The American college president. New York: McGraw-Hill.
- College and university business administration. (1968). Washington, DC: American Council on Education.

Community, technical and junior college directory.

(1983). Washington, DC: American Association of Community and Junior Colleges.

Corson, J. J. (1975). The governance of colleges and universities. New York: McGraw-Hill Book Company.

Cosand, J. P. (1979). Perspective: Community colleges of the 1980s. Washington, DC: AACJC.

Cribbin, J. J. (1981). Leadership: Strategies for organizational effectiveness. New York: AMACOM.

Cullen, J. C. (1973). The community college business manager: The man and the office. (Doctoral Dissertation, Arizona State University, 1973). Dissertation Abstracts International, 34, 2325A.

Dillman, D. A. (1978). Mail and telephone surveys. New York: John Wiley and Sons.

Dipboye, R. L. (1978). A review of the LBDQ. In O. K. Buros' The Eighth Mental Measurements Yearbook. Vol. II. Highland Park, NJ: The Gryphon Press.

Dressel, P. L. (1981). Administrative leadership. San Francisco: Jossey-Bass Publishers.

- Dunnette, M. D. (1971). Assessment of managerial talent. In P. McReynolds' (Ed.) Advances in Psychological Assessment. Palo Alto, CA: Science and Behavior Books.
- Eble, K. E. (1978). The art of administration. San Francisco: Jossey-Bass Publishers.
- Evans, D. J. (1974). Perceptions of analytical innovation by Maryland community college business officers and members of the national center for higher education management systems at the Western Interstate Commission for Higher Education. (Doctoral Dissertation. The George Washington University, 1973). Dissertation Abstracts International, 35, 837A.
- Evans, M. G. (1969). The effects of supervisory behavior upon worker perception of their path-goal relationships. (Dissertation, Yale University, 1968). Dissertation Abstracts International, 29, 4419B.
- Evans, M. G. (1970). The effects of supervisory behavior on the path-goal relationships. Organizational Behavior and Human Performance, 5, 277-298.

- Faulkner, E. (1981). A study of the critical requirements of community college business officers in the southeastern United States. (Doctoral Dissertation, University of Southern Mississippi, 1980). Dissertation Abstracts International, 41, 4556A.
- Fiedler, F. E. (1967). A theory on leadership effectiveness. New York: McGraw-Hill.
- Fleishman, E. A. (1957). A leader behavior description for industry. In R. M. Stogdill and A. E. Coons' (Eds.) Leader Behavior: Its Description and Measurement. Columbus, OH: Ohio State University.
- Fleishman, E. A. and Peters, D. A. (1962). Interpersonal values, leadership attitudes and managerial success. Personnel Psychology. XV.
- Gibb, C. A. (1954). Leadership. In Gardner Lindzey's (Ed.) Handbook of Social Psychology. Cambridge, Mass.: Addison-Wesley Publishing Co. Inc. Cited in P. H. and K. Blanchard's Management of Organizational Behavior. Englewood Cliffs, NJ: Prentice-Hall, 1969.
- Gleazer, E. J. Jr.(1980). The community college: Values visions and vitality. Washington, DC: American Association of Community and Junior Colleges.

- Glenny, L. A. (1977). Coordination and planning despite competition and confusion. In G. L. Riley and J. V. Baldrige's (Eds.) Governing Academic Organizations. Berkley: McCutchan Publishing Corporation.
- Glenny, L. A. (1979). The state budget process: Roles and responsibilities. In F. F. Harcleroad's (Ed.) Financing Postsecondary Education in the 1980s (pp. 35-45). Tucson, AZ: Center for the Study of Higher Education, University of Arizona.
- Good, C. V. and Scates, D. E. (1954). Methods of research. New York: Appleton-Century-Crofts, Inc.
- Goulder A. W. (Ed.). (1950). Studies in leadership. New York: Harper and Brothers.
- Halpin, A. W. (1955). The Leader behavior and leadership ideology of educational administrators and aircraft commanders. Harvard Educational Review, 25.
- Halpin, A. W. (1957). The leader behavior and effectiveness of aircraft commanders. In R. M. Stogdill and A. E. Coons' Leader Behavior: Its Description and Measurement. Columbus, OH: Ohio State University.

- Halpin, A. W. and Winer, B. J. (1957). A factorial study of leader behavior descriptions. In R. M. Stogdill and A. E. Coons' Leader Behavior: Its Description and Measurement. Columbus, OH: Ohio State University Bureau of Business Research.
- Harcleroad, F. F. (1979). Financing in the '80s: An introduction. In his (Ed.) Financing Postsecondary Education in the 1980s (pp. 1-3). Tucson, AZ: Center for the Study of Higher Education, University of Arizona.
- Hemphill, J. K. (1949). Situational factors in leadership. Monograph No. 32. Columbus, OH: Bureau of Educational Research, The Ohio State University.
- Hemphill, J. K. and Coons, A. E. (1957). Development of the leader behavior description questionnaire. In R. M. Stogdill and A. E. Coon's Leader Behavior: Its Description and Measurement. Columbus, OH: Ohio State University.
- Hersey, P., Blanchard, K. H. (1972). Management of organizational behavior, 2nd. Ed., Englewood Cliffs, NJ: Prentice Hall, Inc.

- Hesseldenz, J. S. (1976). Determining validity and identifying nonresponse in a survey requesting income data. Research in Higher Education, 5, 85-94.
- Hochstim, J. R. (1967). A critical comparison of three strategies of collecting data from households. Journal of the American Statistical Associations, 62, 976-989. In D. A. Dillman's Mail and Telephone Surveys. New York: John Wiley and Sons, 1978.
- House, R. J. (1971). A path-goal theory of leader effectiveness. Administrative Science Quarterly. 16, 321-338.
- Huck, J. R. (1973). Assessman centers: A review of external and internal validities. Personnel Psychology, 26. In G. Yukl's Leadership in Organizations. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981.
- Jackson, R. A. (1974). A study of the public junior college business officer in the states of Florida. Georgia and Mississippi. (Doctoral Dissertation, University of Southern Mississippi, 1973). Dissertation Abstracts International, 34, 3762A.

- James, T. O. (1976). The role of the small college chief business officer. (Doctoral Dissertation, University of Pittsburg, 1975). Dissertation Abstracts International, 36, 7780A.
- Janda, K. F. (1960). Towards the explication of the concept of leadership in terms of power. Human Relations, 13 345-363.
- Jennings, E. E. (1961). The anatomy of leadership. Management of Personnel Quarterly, 1 No. 1, Autumn. Cited in P. H. and K. Blanchard's Management of Organizational Behavior. Englewood Cliffs, NJ: Prentice-Hall, 1969.
- Karol, N. H. and Ginsburg, S. G. (1980). Managing the higher education enterprise. New York: Ronald Press.
- Katz, D. and Kahn, R. L. (1966). The social psychology of organizations. New York: John Wiley and Sons, Inc.
- Kerlinger, F. N. (1973). Foundations of behavioral research. New York: Holt, Rinehart and Winston, Inc.
- Kerr, S. and Schriesheim, C. (1974). Consideration, initiating structure and organizational criteria - An update of Korman's 1966 review. Personnel Psychology, 27, 555-568.

- Kinney, D. D. (1981). A role analysis study of the business manager in the operation of technical community colleges in Nebraska. (Doctoral Dissertation, University of Nebraska, 1980). Dissertation Abstracts International, 41, 4946A.
- Knauth, E. F. (1955). The college business manager. New York: New York University Press.
- Knowles, A. S. (Ed.) (1970). Handbook of college and university administration. New York: McGraw-Hill Book Company.
- Konrad, A. G. (1975). Community college boards: A Canadian perspective. In R. C. Richardson, Jr.'s (Ed.) Reforming College Governance. (p. 9). San Francisco: Jossey-Bass Publishers, III, 2.
- Korman, A. K. (1966). "Consideration," "initiating structure" and organizational criteria - A review. Personnel Psychology, 19, 349-361.
- Krejcie, R. V. and Morgan, D. W. (1970). Determining sample size for research activities. Educational and Psychological Measurement. 30, 607-610.
- Leslie, L. L. (1979). The financial prospects for higher education in the '80s. In Fred F. Harclerod's (Ed.) Financing Postsecondary Education in the 1980s. (pp. 5-21). Tucson,

AZ: Center for the Study of Higher Education,
University of Arizona.

- Levinson, H. (1968). The exceptional executive: A psychological conception. Cambridge: Harvard University Press. In K. E. Eble's The Art of Administration. San Francisco: Jossey-Bass Publishers, 1978.
- Lindsey, E. E. and Holland, E. O. (1980). College and university administration. New York: The Macmillan Company. In E. F. Knauth's The College Business Manager. New York: New York University Press, 1955.
- Lombardi, J. (1973). Managing finances in community colleges. San Francisco: Jossey-Bass Publishers.
- Lynn, A. D. Jr. (1978). Taxes, the price of civilization. Arizona Daily Star. (September 10, 1978). In L. L. Leslie's Financial Prospects for Higher Education in the 80s. In Fred F. Harcleroad's (Ed.) Financing Postsecondary Education in the 1980s (pp. 5-21). Tucson, AZ: Center for the Study of Higher Education, University of Arizona.
- Mansker, R. T. (1976). The role of the community college business manager as perceived by business managers and faculty members of selected community colleges in Texas (Doctoral Dissertation, East

- Texas State University, 1975). Dissertation Abstracts International, 36, 6194A.
- McCorkle, C. O. Jr. and Archibald, S. O. (1982). Management and leadership in higher education. San Francisco: Jossey-Bass Publishers.
- McGrath, Earl J. (1936). The evolution of administrative offices in institutions of higher education in the United States from 1860 to 1933. Chicago: University of Chicago. In E. F. Knauth's The College Business Manager. New York: New York University Press, 1955.
- McGuffey, C. W. (1980). Competencies needed by chief school business administrators. Park Ridge, IL: Research Corporation of the Association of School Business Officials (RC-ASBO).
- Millett, J. D. (1978). New structures of campus power: Success and failures of emerging forms of institutional governance. San Francisco: Jossey-Bass Publishers.
- Millett, J. D. (1980). Management, governance and leadership. New York: AMACOM. 1980.

- Minar, D. W. (1967). Community politics and school boards. American School Board Journal (March, 1967). In M. L. Zoglin's Power and Politics in the Community College. (p. 31). Palm Springs, CA: ETC Publications, 1976.
- Mingle, J. R. and Associates. (1981). Challenges of retrenchment. San Francisco: Jossey-Bass Publishers.
- Moody, G. W. (1978). State-local partnership in junior college governance. In S. F. Charles' (Ed.) Balancing state and local control. (pp. 69-74). San Francisco: Jossey-Bass, Inc., 23.
- Moore, R. R. (1974). Perception of the role of the public community college chief business official in California (Doctoral Dissertation, United States International University, 1974). Dissertation Abstracts International, 35, 1393A.
- Morison, S. E. (1935). The founding of Harvard College. Cambridge: Harvard University Press. In E. F. Knauth's The College Business Manager. New York: New York University Press, 1955.
- Mortimer, K. P. and McConnell, T. R. (1979). Sharing authority effectively. San Francisco: Jossey-Bass Publishers.

- Mydral, G. (1944). An American dilemma. New York: Harper and Brothers. In R. M. Stogdill and A. E. Coons' Leader Behavior: Its Description and Measurement. Columbus, OH: Ohio State University. 1957.
- Oldham, G. R. (1976). The motivational strategies used by supervisors: Relationships to effectiveness indicators. Organizational Behavior and Human Performance. 15 66-86.
- O'Neil, R. M. (1977). Law and higher education in California. In G. L. Riley and J. V. Baldrige's (Eds.) Governing Academic Organizations. Berkley: McCutchan Publishing Corporation.
- Pettys, R. V. (1980). The present and recommended academic preparation of chief business officers in private liberal arts colleges (Doctoral Dissertation, Indiana University, 1979). Dissertation Abstracts International, 40, 3819A.
- Rait, R. S. (1918). Student life in the medieval university. Cambridge: Cambridge University Press. In E. F. Knauth's The College Business Manager. New York: New York University Press. 1955.

- Rashdall, H. (1936). The universities of Europe in the middle ages. Oxford: The Clarendon Press. In E. F. Knauth's The College Business Manager. New York: New York University Press. 1955.
- Richardson, R. C., Blocker, C. E., and Bender, L. W. (1972). Governance for the two-year college. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Riley, G. and Baldrige, J. V. (1977). Governing academic organizations. Berkley: McCutchan Publishing Corp.
- Rustow, D. A. (Ed.). (1970). Philosophers and kings: Studies in leadership. New York: George Braziller, Inc.
- Sarbin, T. R. and Allen, V. L. (1968). Role theory. In Gardner Lindzey and Elliot Aronson's (Eds.) The Handbook of Social Psychology. Reading, MA: Addison-Wesley Publishing Company, 1968.
- SAS user's guide. (1979). Cary, NC: SAS Institute Inc.
- Schmidt, G. P. (1930). The old time college president. New York: Columbus University Press. In E. Frederick Knauth's The College Business Manager. New York: New York University Press, 1955.

- Schriesheim, C. A., House, R. J., and Kerr, S. (1976).
Leader initiating structure: A reconciliation of
discrepant research results and some empirical
tests. Organizational Behavior and Human
Performance. 15, 297-321.
- Schriesheim, C. A. and Kerr, S. (1974). Psychometric
properties of the Ohio State leadership scales.
Psychological Bulletin. 81, 756-765.
- Seeman, M. (1957). A comparison of general and
specific leader behavior descriptions. In R. M.
Stogdill and A. E. Coons' Leader Behavior:
Its Description and Measurement. Columbus, OH:
Ohio State University.
- Shartle, C. L. (1957). Introduction. In R. M.
Stogdill and A. E. Coons' (Ed.) Leader Behavior:
Its Description and Measurement. Columbus: The
Ohio State University, Bureau of Business
Research, Monograph No. 88.
- Smelser, N. J. (1974). Growth, structural change, and
conflict in California public higher education,
1950-1970. In N. J. Smelser and G. Almond's (Eds.)
Public Higher Education in California. (p. 112).
Berkeley: University of California Press.

- Southern States Cooperative Program in Educational Administration. (1955). Better teaching in school administration. Nashville: McQuiddy Printing Co.
- In C. W. McGuffey's Competencies Needed by Chief School Business Administrators. Park Ridge, IL: Research Corporation of the Association of School Business Officials (RC-ASBO), 1980.
- Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. Journal of Psychology, 25, January.
- Stogdill, R. M. (1963). Manual for the leader behavior description questionnaire-form XII. Bureau of Business Research Columbus: The Ohio State University.
- Stogdill, R. M. and Coons, A. E. (Eds.) (1957). Leader behavior: Its description and measurement. Research Monograph No. 88. Columbus, OH: Bureau of Business Research, The Ohio State University.
- Stogdill, R. M., Scott, E. L. and Jaynes, W. E. (1956). Leadership and role theory. In their Leadership and Role Expectations. Monograph 86. Columbus, OH: Bureau of Business Research, The Ohio State University.

- Strickland, D. E. (1973). A study of job satisfaction of chief business officers in selected institutions of higher education. (Doctoral Dissertation, The Florida State University, 1973). Dissertation Abstracts International. 34, 3098A.
- Tannenbaum, R., Weschler, I. R., and Massarik, F. (1961). Leadership and organization: A behavioral science approach. New York: McGraw-Hill Book Company, Inc.
- Walker, D. E. (1979). The effective administrator: A practical approach to problem solving, decision making, and campus leadership. San Francisco: Jossey-Bass Publishers.
- Weathersby, G. B. (1972). Tools and techniques for planning and resource allocation. In R. Millard, K. Sweeney and N. Ekland's (Eds.) Planning and Management Practices in Higher Education: Promise or Dilemma. Denver: Educational Commission of the States.
- Welzenbach, L. F. (Ed.) (1982). College and university business administration. Washington, DC: NACUBO.

- Whims, F. R. (1974). A descriptive study to establish and clarify the functions, skills and organizational relationships of chief business officers in selected Michigan comprehensive community colleges (Doctoral Dissertation, Michigan State University, 1974). Dissertation Abstracts International, 35, 1410A.
- Wolotkiewicz, R. J. (1980). College administrator's handbook. Boston: Allyn and Bacon, Inc.
- Yukl, G. A. (1981). Leadership in organizations. Englewood Cliffs, NJ: Prentice Hall.
- Zaleznik, A. (1977). Human dilemmas of leadership. New York: Harper and Row, 1966, and Managers and Leaders: Are They Different? Harvard Business Review, May-June. In J. J. Cribbin's Leadership: Strategies for Organizational Effectiveness. New York: AMACOM, 1981.
- Zimmerman, E. H. (1981). The role of the business manager in the community college: An analysis of organizational behavior (Doctoral Dissertation, University of California, Riverside, 1981). Dissertation Abstracts International, 42, 1898A.

APPENDICES

- A. Chief Business Officers' Questionnaire and
Correspondence
- B. Chief Business Officers' Immediate Supervisors'
Questionnaire and Correspondence
- C. Questionnaire First Follow-up Postcard
- D. Questionnaire Second Follow-up Letter
- E. Sample Pilot Study Letter to CBOs' Immediate
Supervisors
- F. Sample Pilot Study Letter to CBO
- G. Respondent Comments on Questionnaires

Appendix A

Chief Business Officers' Questionnaire

and Correspondence

Cover Letter

Questionnaire

COLLEGE OF EDUCATION



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

Dear Chief Business Officer:

As Chief Business Officer of your college, your leadership role and influence are more important in contemporary academe than ever before. For the past 14 years, I have served as the Chief Business Officer of Southwest Virginia Community College in Richlands, Virginia, and it appears to me that there is little knowledge about the role functions, leader behaviors, leader effectiveness, or even selected profile characteristics of our peers who occupy this important leadership role in American public community colleges.

You have been randomly selected to participate in this national study of Chief Business Officers. In order for the results to fairly represent the thinking of our peers, it is important that the enclosed questionnaire be completed and returned in the enclosed self-addressed envelope. Your participation is necessary to successfully report the research findings.

No individual responses will be reported since the research data will be aggregated, and you may be fully assured of complete confidentiality. The identification number on the questionnaire is used for the purpose of checking your name off our mailing list when your questionnaire is returned and the comparison of the effectiveness dimension which will be completed by your immediate supervisor in a separate mailing. Your name will never be shown on the questionnaire.

The results of this research study will seek to clarify the confusion, ambiguity or uncertainty regarding the selected profile characteristics, job functions, leader behaviors, and leader effectiveness of Chief Business Officers. The results will also contribute significant descriptive and comparative data on the relationship of these dimensions to institutional governance, funding source, and size, as well as enhancing the knowledge of incumbent CBO leaders. If you desire, you may receive a summary of the results by checking the box on the envelope labeled "Results."

Your participation in this study is vital to its success. If you incur any questions, please write to me at the above address or call at (703) 964-2555. I am indebted to you for your support.

Sincerely,

Richard A. Calver

attachment



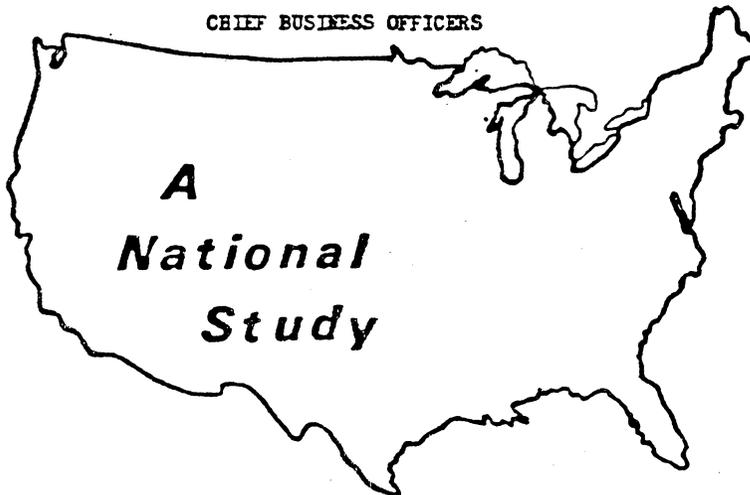
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

COLLEGE OF EDUCATION

Blacksburg, Virginia 24061

Division of Administrative and Educational Services

ROLE FUNCTIONS, LEADER BEHAVIORS AND
CHARACTERISTICS OF
CHIEF BUSINESS OFFICERS



On the following pages you will find a list of questions to gather information on the role functions, leader behaviors and characteristics of public community college Chief Business Officers. The items request information concerning role functions, leader behaviors, or characteristics, but do not ask you to judge whether the role function, leader behavior, or characteristic is desirable or undesirable. Although some of the items may seem similar, they express differences that are important in the description of the role of the Chief Business Officer. Their only purpose is to make it possible for you to describe as accurately as you can, your role functions, leader behaviors, and characteristics. This information will help to provide some insight into the role of the Chief Business Officer.

DIRECTIONS:

1. Record your answers to each item on the attached sheets; it is not necessary to sign your name since all data will be aggregated and individual data will not be shown.
2. This questionnaire will be divided into three parts: ROLE FUNCTIONS, LEADER BEHAVIORS, AND PROFILE CHARACTERISTICS.
3. Return this questionnaire in the enclosed stamped, self-addressed envelope and return to:

Richard A. Calver

Lebanon, VA

HOLE FUNCTIONS

We would like to ask you about your role functions you perform in your work.

(Please read each function carefully. On the left side of the function CIRCLE the level of importance of this function to your work. On the right side of the function CIRCLE the role responsibility you perform in this function). If there are additional functions you feel should be included please add and rate them in the space provided.

How important is this function to your work as Chief Business Officer (CBO)?

1. NO IMPORTANCE (Function is not important to CBO's role accomplishments)
2. LOW IMPORTANCE (Function is useful, but not vital to CBO's role accomplishments)
3. AVERAGE IMPORTANCE (Function is important to CBO's role accomplishments)
4. HIGH IMPORTANCE (Function is essential to CBO's role accomplishments)

When this function is performed, what is your current responsibility?

1. NO RESPONSIBILITY (CBO not responsible for this function)
2. SHARES RESPONSIBILITY (CBO shares this function with another administrative area not under the CBO's jurisdiction)
3. DELEGATES RESPONSIBILITY (CBO delegates this job function to lower level subordinate under CBO's supervision)
4. PERFORMS RESPONSIBILITY (CBO directly performs this function)

IMPORTANCE?			
NO IMPORTANCE	LOW IMPORTANCE	AVERAGE IMPORTANCE	HIGH IMPORTANCE
1	2	3	4
1	2	3	4
1	2	3	4

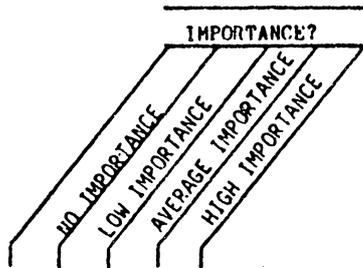
Functions

This is a list of role functions of Chief Business Officers

Cluster A. Administrative Management

1. Administers institutional planning
2. Administers space management
3. Administers management information system

RESPONSIBILITY?			
NO RESPONSIBILITY	SHARES	DELEGATES	PERFORMS
1	2	3	4
1	2	3	4
1	2	3	4



1 2 3 4
 1 2 3 4
 1 2 3 4

 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4

- 4. Administers records management
- 5. Administers risk management and insurance
- 6. Administers fiscal administration of sponsored programs

- 7. Administers legal services
- 8. Administers student financial aid funds
- 9. Administers personnel administration
- 10. Administers labor relations

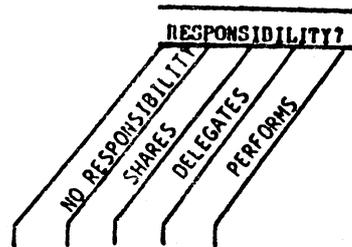
Comments: _____

Cluster B. Business Management

1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4

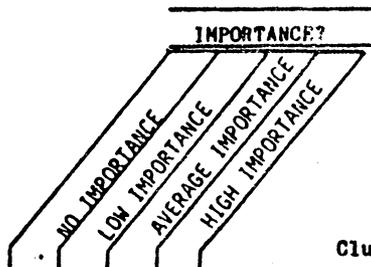
- 11. Administers purchasing of goods & services
- 12. Administers auxiliary enterprises
- 13. Administers physical plant
- 14. Administers environmental health & safety
- 15. Administers security & law enforcement
- 16. Administers transportation

Comments: _____



1 2 3 4
 1 2 3 4
 1 2 3 4

 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4



1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4

Cluster C. Fiscal Management

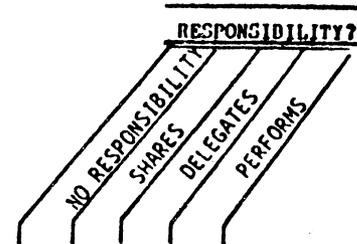
- 17. Administers endowments
- 18. Administers investments
- 19. Administers cash management
- 20. Administers budgeting
- 21. Administers auditing
- 22. Administers costing
- 23. Administers calculation of indirect cost rates

Comments: _____

Cluster D. Financial Accounting and Reporting

1 2 3 4
 1 2 3 4

- 24. Administers development and maintenance of accounting systems
- 25. Administers preparation of financial reports and analyses



1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4

LEADER BEHAVIORS *

(Please read each item carefully and think about how often you engage in the behavior described by the item. CIRCLE the number of the response that best describes the frequency of your CEO's behavior on that item. NOTE: The term "group" refers to the leader's subordinates.)

	1	2	3	4	5
	NEVER	SELDOM	OCCASIONALLY	OFTEN	ALWAYS
1. NEVER (You <u>do not</u> do it)					
2. SELDOM (You do it sometimes)					
3. OCCASIONALLY (You do it about half of the time)					
4. OFTEN (You do it most of the time)					
5. ALWAYS (You do it all the time)					
26. Lets group members know what is expected of them	1	2	3	4	5
27. Is friendly and approachable	1	2	3	4	5
28. Encourages the use of uniform procedures	1	2	3	4	5
29. Does little things to make it pleasant to be a member of the group	1	2	3	4	5
30. Tries out his/her ideas in the group	1	2	3	4	5
31. Puts suggestions made by the group into operation	1	2	3	4	5
32. Makes his/her attitudes clear to the group	1	2	3	4	5
33. Treats all group members as his/her equals	1	2	3	4	5
34. Decides what shall be done and how it shall be done	1	2	3	4	5
35. Gives advance notice of changes	1	2	3	4	5
36. Assigns group members to particular tasks	1	2	3	4	5
37. Keeps to himself/herself	1	2	3	4	5
38. Makes sure that his/her part in the group is understood by the group members	1	2	3	4	5
39. Looks out for the personal welfare of group members	1	2	3	4	5
40. Schedules the work to be done	1	2	3	4	5
41. Is willing to make changes	1	2	3	4	5
42. Maintains definite standards of performance	1	2	3	4	5
43. Refuses to explain his/her actions	1	2	3	4	5
44. Asks that group members follow standard rules and regulations	1	2	3	4	5
45. Acts without consulting the group	1	2	3	4	5

*These items are taken from the list of behaviors developed by Stogdill, 1963

Finally, we would like to ask some information about yourself to help interpret the results:

(Please complete each question as indicated)

46. Your sex (Circle number of your answer) 1. Male 2. Female
47. Your present age: _____ YEARS
48. Your race (Circle number of your answer)
- 1 AMERICAN INDIAN
 - 2 ASIAN
 - 3 BLACK, NON-HISPANIC
 - 4 HISPANIC
 - 5 WHITE, NON-HISPANIC
 - 6 OTHER _____
49. What are the major areas of study for the degrees that you have obtained? (Indicate the major subject for each degree you have earned in the space provided).
- Bachelor's Degree _____
- Master's Degree _____
- Ed. Specialist or Equivalent _____
- Doctorate _____
- Other (degree name) _____
50. What was the highest degree you had earned when you first became a Chief Business Officer? (Circle the number of your answer)
- 1 Bachelor's Degree
 - 2 Master's Degree
 - 3 Ed. Specialist or Equivalent
 - 4 Doctorate
 - 5 Other (degree name) _____
51. If you have worked in jobs other than your current position, how many years of full-time work experience do you have in the areas listed below. (Enter the number of years of full-time work experience in each area listed).
- | | (Number of Years) |
|-------------------|-------------------|
| Education | _____ |
| Military | _____ |
| Government | _____ |
| Business | _____ |
| Industry | _____ |
| Self-Employment | _____ |
| Other (type work) | _____ |
52. If you have served as a Chief Business Officer prior to obtaining your current position, how many years did you serve (if none, write "0") _____ YEARS

53. How many years have you served in your current position. . ____YEARS

54. Was the job you held immediately prior to your current position:
(Circle number)

- 1 WITHIN YOUR PRESENT INSTITUTION ?
2 OUTSIDE YOUR PRESENT INSTITUTION ?

55. How many and what level of employees do you supervise? (Number of employees)

_____ ADMINISTRATORS

_____ FACULTY

_____ STAFF

56. At what level is the primary and legally constituted governance authority for your institution located? (Circle number)

- 1 STATE
2 LOCAL

57. Are local (non-state) appropriations legally required to be allocated for your college's operations? (Circle number)

- 1 NO
2 YES

58. Who is your immediate supervisor?

*Name _____ Title _____ Phone() _____

* This person will be contacted for further information relative to this study.

59. Has your immediate supervisor identified above supervised you as an incumbent CBO in your present position for at least one year? (Circle number)

- 1 NO
2 YES

Is there anything also you would like to tell us about your role functions, leader behaviors, and self, please use this space for that purpose.

Also, any comments you wish you wish to make that you think may be helpful to us in future efforts to understand the role of the Chief Business Officer will be appreciated, either here or in a separate letter.

Your contribution to this effort is very much appreciated. If you would like a summary of results, please mark the box labelled "RESULTS" on the outside of the envelope (not on this questionnaire). We will see that you get them.

Appendix B

Chief Business Officers Immediate

Supervisors' Questionnaire and

Correspondence

Cover Letter

Questionnaire



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

As the immediate supervisor of your college's Chief Business Officer, I am sure that you recognize the leadership role and influence which a Chief Business Officer (CBO) contributes to contemporary academe. However, it appears to me that there is little knowledge about the role functions, leader behaviors, leader effectiveness, or even selected profile characteristics of the CBO's role in American public community colleges.

Your institution has been randomly selected to participate in this national study of Chief Business Officers, and your CBO has been sent a different questionnaire for the purposes of this study. In order for the results to fairly represent current thinking, it is important that the enclosed questionnaire be completed and returned in the enclosed self-addressed envelope. Your participation is necessary to successfully report the research findings.

No individual responses will be reported since the research data will be aggregated, and you may be fully assured of complete confidentiality. The identification number on the questionnaire is used for the purpose of checking your name off our mailing list, and your name will never be shown on the questionnaire.

The results of this research study will seek to clarify the confusion, ambiguity or uncertainty regarding the selected profile characteristics, job functions, leader behaviors, and leader effectiveness of Chief Business Officers. The results will also contribute significant descriptive and comparative data on the relationship of these dimensions to institutional governance, funding source, and size, as well as enhancing the knowledge of incumbent CBO leaders. If you desire, you may receive a summary of the results by checking the box on the envelope labeled "Results."

Your participation in this study is vital to its success. If you incur any questions, please write to me at the above address or call at (703) 964-2555. I am indebted to you for your support.

Sincerely,

Richard A. Calver

attachment



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

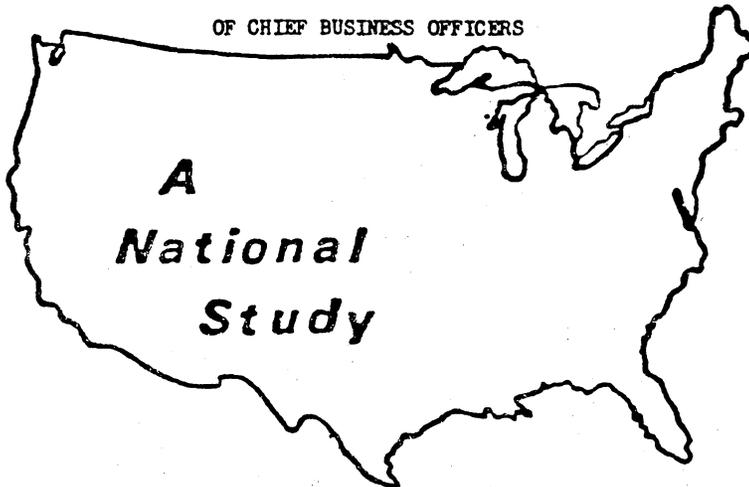
COLLEGE OF EDUCATION

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

LEADER BEHAVIORS AND LEADERSHIP EFFECTIVENESS

OF CHIEF BUSINESS OFFICERS



You will find a list of twenty-nine questions relating to the leader behaviors and leadership effectiveness of public community college Chief Business Officers. The items request information on the leader behaviors and leadership effectiveness, but do not ask you to judge whether the leader behaviors are desirable or undesirable. Although some of the items may seem similar, they express differences that are important in the description of the role of the Chief Business Officer. Their only purpose is to make it possible for you to describe as accurately as you can, your CBO's leader behaviors and leadership effectiveness. This information coupled with the information received from the CBOs will help to provide some insight into the role of the Chief Business Officer.

DIRECTIONS:

1. Record your answers to each item on the reverse side of this sheet; it is not necessary to sign your name since all data will be aggregated and individual data will not be shown.
2. The questions are divided into two parts: LEADER BEHAVIORS and LEADERSHIP EFFECTIVENESS.
3. Return this questionnaire in the enclosed stamped, self-addressed envelope and return to:

Richard A. Calver

Lebanon, VA

LEADER BEHAVIORS *

(Please read each item carefully and think about how often your CBO engages in the behavior described by the item. CIRCLE the number of the response that best describes the frequency of your CBO's behavior on that item. NOTE: The term "group" refers to the leader's subordinates.)

		NEVER	SELDOM	OCCASIONALLY	OFTEN	ALWAYS
1.	Lets group members know what is expected of them	1	2	3	4	5
2.	Is friendly and approachable	1	2	3	4	5
3.	Encourages the use of uniform procedures	1	2	3	4	5
4.	Does little things to make it pleasant to be a member of the group	1	2	3	4	5
5.	Tries out his/her ideas in the group	1	2	3	4	5
6.	Puts suggestions made by the group into operation	1	2	3	4	5
7.	Makes his/her attitudes clear to the group	1	2	3	4	5
8.	Treats all group members as his/her equals	1	2	3	4	5
9.	Decides what shall be done and how it shall be done	1	2	3	4	5
10.	Gives advance notice of changes	1	2	3	4	5
11.	Assigns group members to particular tasks	1	2	3	4	5
12.	Keeps to himself/herself	1	2	3	4	5
13.	Makes sure that his/her part in the group is understood by the group members	1	2	3	4	5
14.	Looks out for the personal welfare of group members	1	2	3	4	5
15.	Schedules the work to be done	1	2	3	4	5
16.	Is willing to make changes	1	2	3	4	5
17.	Maintains definite standards of performance	1	2	3	4	5
18.	Refuses to explain his/her actions	1	2	3	4	5
19.	Asks that group members follow standard rules and regulations	1	2	3	4	5
20.	Acts without consulting the group	1	2	3	4	5

*These items are taken from the list of behaviors developed by Stogdill, 1963

DIRECTIONS FOR PART III (LEADER EFFECTIVENESS): READ each effectiveness item carefully and CONSIDER the level of effectiveness demonstrated by the CBO in each dimension. DECIDE and RATE the CBO as (1) INEFFECTIVE, (2) BELOW AVERAGE EFFECTIVENESS, (3) ABOVE AVERAGE EFFECTIVENESS, or (4) VERY EFFECTIVE. DRAW A CIRCLE around only ONE of the four numbers following each item to show the answer you have selected.

	<u>Ineffective</u>	<u>Below Average Effectiveness</u>	<u>Above Average Effectiveness</u>	<u>Very Effective</u>
1. PROGRAM QUALITY: the extent to which the CBO ensures that the programs for which he is responsible are high quality ones	1	2	3	4
2. TRAINING: the extent to which the CBO ensures that the staff for which he is responsible is involved in faculty development to update their technical knowledge and working skills	1	2	3	4
3. EMPLOYEE WELFARE: the extent to which the CBO establishes acceptable employee-management relationships with subordinates	1	2	3	4
4. CORRECTIVE ACTION: the extent to which the CBO identifies and corrects problems	1	2	3	4
5. TECHNICAL ABILITY: the extent to which the CBO possesses the technical knowledge and ability to do his job	1	2	3	4
6. USER JOB REQUIREMENTS: the extent to which the CBO satisfies the various user demands for services through the college programs and service areas for which the CBO is responsible	1	2	3	4
7. MANPOWER UTILIZATION: the extent to which the CBO coordinates the use of staff, facilities and equipment to maximize productivity	1	2	3	4
8. ADMINISTRATIVE FUNCTIONS: the extent to which the CBO completes his administrative duties	1	2	3	4
9. COMPOSITE EFFECTIVENESS MEASURE: a summation of the scores on the other eight dimensions listed above	1	2	3	4

If, after responding to the questions on the reverse side of this sheet, there is anything else you would like to tell us about your Chief Business Officer's leader behaviors and/or leadership effectiveness, please use this space for that purpose.

Also, any comments you wish to make that you think may be helpful to us in future efforts to understand the leader behaviors and/or leadership effectiveness of the Chief Business Officer will be appreciated, either here or in a separate letter.

Your contribution to this effort is very much appreciated. If you would like a summary of results, please mark the box labelled "RESULTS" on the outside of the envelope (not on this questionnaire). We will see that you get them.

Appendix C

Postcard Follow-up to Questionnaire

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

COLLEGE OF EDUCATION

Blacksburg Virginia 24061

January 31, 1984

Last week a questionnaire seeking information on Chief Business Officers in public community colleges (including junior and technical colleges) was mailed to you. Your name was selected in a national random sample.

If you have already completed and returned it to us, please accept our sincere thanks. If not, please do so today. Because the questionnaire has been sent to only a small, but representative, sample of American public two-year colleges, it is extremely important that yours be included in the study if the results are to accurately represent the data on all CBOs in public two-year colleges.

If by some chance you did not receive the questionnaire, or it has been misplaced, please write to me immediately at the above address; and I will reimburse your postage or call me at 703-964-2555, and I will get another questionnaire in the mail to you right away.

Sincerely,

Richard A. Calver

Appendix D

Letter Follow-up to Questionnaire

COLLEGE OF EDUCATION
 VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

About three weeks ago I wrote to you seeking information on Chief Business Officers in public two-year colleges. As of today, I have not received your completed questionnaire.

I have undertaken this study because of my belief that there is a lack of information about Chief Business Officers' role functions, leader behaviors, profile characteristics, and leadership effectiveness, and that the position the CBOs occupy is one that is little understood by many academic leaders and laypersons. Your participation is important!

I am writing to you again because of the significance of each questionnaire to the usefulness of this study. Your name was drawn through a scientific sampling process in which every American two-year public college had an equal chance of being selected. This means that only less than 200 Chief Business Officers in the fifty American states are being asked to complete this questionnaire. In order for the results of this study to be truly representative of all American public two-year colleges, it is essential that each person in the sample return their questionnaire.

In the event that your questionnaire has been misplaced, a replacement is enclosed with a stamped, self-addressed envelope.

Your cooperation is greatly appreciated.

Cordially,

Richard A. Calver

P.S. A number of people are asking for the results when they become available. I hope to have them out sometime early this spring.

S
 attachment

Appendix E

Sample Pilot Study letter to CBOs'Immediate Supervisors

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

January 5, 1984

Dr. _____, President
Piedmont Virginia Community College

Charlottesville, VA

Dear Dr. _____ :

Your Chief Business Officer, Joe Jenkins, has agreed to participate as a respondent in the pilot study for my proposed research project.

Your assistance is needed as a part of this small pilot group to determine the appropriateness, design clarity, and adequacy of the attached questionnaire. It is to be used in sampling a national research population of Chief Business Officers in American public community colleges. Approximately 18% of all CBOs in American public community colleges will be selected in a random stratified sampling procedure. You will note the purpose of this study in the attached cover letter to the questionnaire.

Your role as one of the pilot study group will be to review the questionnaire for its appropriateness, design clarity, and adequacy. You are also to respond as if you were selected as a sample respondent. Although you may recognize that selected parts of this questionnaire have been incorporated from nationally standard instruments, your reaction to this questionnaire is important to me in this research proposal. It is also important to note that the attached questionnaire is in "rough draft" form only since the form is still subject to revision prior to printing.

I am requesting that you, as President, identify your CBO's leader behaviors and evaluate his effectiveness since this same procedure will also be used in the national research study. All responses are confidential and will be aggregated for evaluation purposes.

Since the questionnaire can be completed in only a few minutes, it is important to me that you complete your response at the earliest possible time and return it to me in the enclosed self-addressed envelope. In turn, I will share the results of this study with you this spring when they are available.

I sincerely appreciate your willingness to help me in this research project.

Very truly yours,

Richard A. Calver

attachments

Appendix F

Sample Pilot Study Letter to CBOs

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

January 5, 1984

Dean of Financial and Administrative Services
Piedmont Virginia Community College

Charlottesville, Virginia

Dear Joe:

Thank you for agreeing to participate as a respondent in the pilot study for my proposed research project.

Your assistance is needed as a part of this small pilot group to determine the appropriateness, design clarity, and adequacy of the attached questionnaire. It is to be used in sampling a national research population of Chief Business Officers in American public community colleges. Approximately 18% of all CBOs in American public community colleges will be selected in a random stratified sampling procedure. You will note the purpose of this study in the attached cover letter to the questionnaire.

Your role as one of the pilot study group will be to review the questionnaire for its appropriateness, design clarity, and adequacy. You are also to respond as if you were selected as a sample respondent. Although you may recognize that selected parts of this questionnaire have been incorporated from nationally standard instruments, your reaction to this questionnaire is important to me in this research proposal. It is also important to note that the attached questionnaire is in "rough draft" form only since the form is still subject to revision prior to printing.

As I mentioned to you on the telephone, I also appreciate your willingness to agree for your President to identify your leader behaviors and to evaluate your effectiveness as an incumbent CBO since this same procedure will be used in the national research study. All responses are confidential and will be aggregated for evaluation purposes.

Since the questionnaire can be completed in only a few minutes, it is important to me that you complete your response at the earliest possible time and return it to me in the enclosed self-addressed envelope. In turn, I will share the results of this study with you this spring when they are available.

I sincerely appreciate your willingness to help me in this research project.

Very truly yours,

Richard A. Calver

attachments

Appendix G

Respondent Comments on Questionnaires

Respondent comments, noted on the questionnaires, can be summarized into major categories. The CBOs' immediate supervisors' responses can be categorized as follows: (a) the importance of the CBO's role in supporting the mission of an institution and recognizing that administrative services are adjunct to the instructional needs of students and faculty; (b) the acknowledgement that a CBO provides a meaningful leadership role in community colleges and that this leadership role transcends the technical skills required to perform CBO duties and responsibilities; and (c) the recognition of the difficult role that a CBO performs in an academic environment.

CBOs' Supervisors Comments

The respondent comments of the CBOs' supervisors are noted:

1. Our CBO "fully appreciates and supports the teaching mission of the college"

2. "My CBO understands and fully supports the mission of the institution. He finds legal ways to be supportive of the other functions of the institution. (He) goes out of his way to be supportive, but also

advises against improper activities and directions. He has superior human relations skills."

3. "Our CBO is good at delegation; is sensitive to human needs of his staff; keeps mission of college in mind, in making decisions and in providing direction and leadership to his staff; and is protective of those faculty and employees of the college who 'deliver the goods' to students and the public."

4. "Perhaps the most outstanding attribute of the CBO at this institution is the continuing confirmation that the role of the CBO is to support the instructional effort!"

5. "CBO is an excellent member of the administrative team. He is concerned about all phases of the institution, not just his assigned responsibilities."

6. Our CBO "has unique ability to coordinate educational needs and pragmatic considerations and always places academic concerns first!"

7. "The administrative, communicative, and financial skills of the Chief Business Officer (CBO) are critical to the efficacy of the maintenance and operation of any organization. Where the quality of these skills are wanting in the chemistry of the CBO, there is usually a concomitant correlation of weakness

in the organization's capacity to effectively deliver services and respond to its constituency."

The CBO's leadership role in public community colleges was also noted by the supervisors' comments.

1. The CBO is "highly respected as Business Officer, spokesman for higher education, and leader in legislative and financial matters."

2. "The chief business officer must be a leader who assumes control of business functions, assumes the delegated authority and responsibility for day-to-day management decisions. As CBO, I expect him to function without daily consultation."

3. An important factor in the CBO's effectiveness is "political savvy which often surpasses technical skill in importance."

4. "The CBO at this institution is a man of complete honesty, integrity, and sterling character. These are essentials for a highly effective CBO."

5. Consideration of a CBO's professional activities are as important as other principal academic leaders, and professional activities are "just as important to CBOs--different perhaps, but important!"

6. The CBO's "coordination and cooperation between major units of the college at all levels, but especially at the executive level, is vital!"

7. "Our CBO is service minded--'We'll try to find a way to make it work within our parameters.'"

The CBOs' supervisors also commented on the difficulty in performing as a community college chief business officer.

1. "The business officer is probably the most misunderstood person on campus due to the fact that other personnel always blame him personally for policy concerning business affairs, regardless of source."

2. "All of us know the very difficult job a CBO has in pleasing everybody."

There were also some general comments from the supervisors relating to the CBO role functions. One observation related to the CBOs' focus on task orientation: "I have found that most CBOs are very task oriented and that is not all bad for that position."

Another observation on role functions was consistent with the CBOs' high evaluation of budgeting as a role function: "Much of the responsibility of the CBO had to do with keeping the institution operating within its budget."

CBO Comments

The CBOs' responses focused on two major themes: (a) the changed and increased importance of the CBO

role in American community colleges, and (b) the difference in role responsibilities in institutions of different sizes.

1. "I see the role of the Business officer becoming much more varied and diverse. It has taken on more of an operational dean function--with responsibilities expanded to include the day-to-day management of the institution."

2. "The role of the CBO is changing a great deal. A CBO can no longer be a glorified accountant, but must be a qualified administrator. I believe the role to the President's position will be through the CBO position in the next decade."

3. "The CBO's role in expanding to include RIF (Reduction-In-Force) policy revision, as well as cost impact on courses and program offerings, budget cuts, class sizes and in general, all aspects of expenditure. Years ago, decisions of instructional nature were made void of CBO's input--now (the CBO's) input is a must."

4. "(My) most important duty is as a counselor and confidant of the President."

One CBO noted the difference which institutional size makes in role responsibilities and noted that institutional size is very important since "CBOs at a small college are more involved in details than their

counterparts at larger schools."

**The two page vita has been
removed from the scanned
document. Page 1 of 2**

**The two page vita has been
removed from the scanned
document. Page 2 of 2**