

**KNOWLEDGE AND SKILLS REQUIRED FOR COLLEGE UNION
EXECUTIVE DIRECTORS AT RESEARCH AND DOCTORAL I
UNIVERSITIES IN THE NEXT DECADE**

by

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(ABSTRACT)

The purpose of this descriptive study was to develop and validate a list of the skills and knowledge that will be necessary for the career preparation of college union executive directors who will be hired in Research and Doctoral I universities in the next decade, (2000 to 2010). The research design recognizes job congruencies and shared competencies between hospitality general managers and college union directors.

In designing this study, three separate but interrelated research methods were employed. Those methods were: (a) A series of focused interviews with experts in the college union field; (b) A review of existing data, including job advertisements for union director positions; results from the Association of College Unions International data bank; literature from the college union field; and literature from the hospitality industry, related to general managers' competencies; and (c) An original questionnaire that was designed using the data gathered from the first two techniques. The questionnaire was administered by mail to the research population, college union directors at Research I, Research II, and Doctoral I universities.

Ratings on the 86 competencies from the survey were tabulated, measures of central tendency were computed and characteristics were ranked in order of importance to answer the research questions. Results indicated agreement among directors regarding the necessary knowledge and abilities for career preparation of union directors. No significant differences existed between responses from Student Affairs

and Business/Auxiliary Affairs, or between male and female respondents. Significant differences were found between responses from directors at commuter and residential universities.

Findings from this study will provide guidance for persons who are interested in preparing for a career as a college union director and for veteran professionals who serve as mentors to newcomers into the field.

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Finally, I dedicate this work to the memory of my deceased husband. I believe he is now smiling with me.

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"The ability of the college union to maintain its prominent role in higher education will depend on how well college union and student activities practitioners are personally and professionally prepared."
Preisinger & Wilson, 1992



Chapter 1

INTRODUCTION

In recent years, increased attention is being given to the changing requirements for the administration of higher education organizations. College union administration is affected by changing societal norms, shifting demographics, increasing sophistication of its publics and their expectations for service and quality, advancing technology that changes the ways and types of services delivered, public and legislative scrutiny and calls for accountability, and shrinking amounts of available funds to manage the institutions (Blackburn, 1989; Milani, Eakin, & Brattain, 1992; Moore & Twombly, 1990). The one thing that appears to be consistent is the expectation that change in union operations will continue into the next millennium.

These changes are having a direct affect on the requisite skills, knowledge and abilities for college union administrators who manage multidisciplinary functions with staffs who operate on different levels of professionalism. Union leadership copes with a diversity of problems ranging from contracting for food and beverage operations to renovation and construction projects, while assuring that the university community is aware of the union's role in creative and educational student programming (Blackburn, 1990; Preisinger, 1992; Shindell & Pirelli, 1995). In the face of these evolving demands on the institution, Marsha Herman-Bentzen, Executive Director of the Association of College Unions International (ACUI), questions whether we can assume that the methods of preparation that served the "union giants" who entered the field in the 1920's and 1930's are effective in preparing the directors of the next decade to meet the challenges of the new society (personal communication, July 22, 1997).

Although the equivalent of a director has been employed in college unions for more than 75 years, very little has been written concerning the constantly evolving role of the college union director. One of the earliest works regarding college union

preparation was *Standards of Professional Staff Preparation and Compensation for the Association of College Unions*. This publication by Porter Butts was begun in 1940 in response to the post World War II staffing needs. It was not until 1952 that the first research-based study regarding the union director's role was written by Kohler. In 1963 Lyons conducted a comprehensive study of union directors' duties and responsibilities. During the years between 1949-1962 the number of college unions increased from 150 to 476; at the 1962 Association of College Unions (ACU) Conference, the United States Office of Education reported plans for 409 union construction projects. Lyons' work originated in response to the growth in the field and a perceived need to prepare personnel to fill the unprecedented numbers of directors' positions (Lyons, 1963).

The 1950's and 1960's witnessed an explosion in growth of higher education. During that period college unions were built at a rate that was double in proportion to the growth in numbers of new institutions (Lyons, 1963; Martin, 1972). In response to the demand for staff to manage the new facilities, Master of Arts programs in college union administration were initiated at New York University (NYU), the University of Iowa, Oregon State, and the University of Minnesota by 1969. The first of these was developed at NYU in 1961, and in 1969 an extensive study was conducted at Michigan State University to determine what curriculum needed to be included in the NYU program (Martin, 1972; Spiegel, 1969). In the 1970's, practitioners joined with academicians to create programs at SUNY-Albany, University of South Carolina, and Western Illinois University. A competency-based Masters' program for Student Activities personnel was established at the University of South Carolina. That program failed because of the sheer diversity of subject matter and impracticality of learning so many skills in a two-year Masters' program, but the concept of skills and knowledge needed in the field received a firm foundation from that experience (Matthews, 1992).

The next research-based publication regarding director preparation was an exhaustive report of the actual tasks performed by directors at small colleges (Martin, 1972). In the same year the Association of College Unions (ACU) surveyed its membership to determine the responsibilities and professional interests of union

directors. The report of their findings was made available to ACU members (Phillips, Gaylord, & Richardson, 1972).

The Association has continually recognized the need of guidelines for staff preparation. ACUI Standards are prepared to assist individual entering the field as well as collegiate administrators who make staff selection decisions. Initially, information for preparing Standards was anecdotal, a combination of summaries of discussions and requirements form the Association's job service. In 1951 a systematic gathering of information, now known as the association's databank, became the major resource for the publication. Standards is revised and updated periodically by the association (ACUI, 1981; Plakidas, 1986). The most recent revision of the ACUI Standards, published in 1999, will not be available for inclusion in this work.

Because of its commitment to providing guidelines to new professionals, ACUI was a charter member of the Council for the Advancement of Standards in Student Services and Development in Higher Education (CAS). The usefulness of the CAS Standards has been limited in the union field because of the perception that the standards are not sufficiently comprehensive to be useful to union personnel (Directors' Focus Group Interview, 1997; Preisinger, 1992). The most recent CAS Standards, published in 1997, is strongly supported by ACUI. In conjunction with the renewed commitment of CAS, additional quality control initiatives are being adopted (Vest, 1997).

Shifting trends in higher education and projected shortages of qualified directors resulted in the commissioning of a task force to assess needs and make recommendations for the year 2000. Wilson and Preisinger conducted an unscientific survey for the Task Force 2000 report in which they randomly interviewed attendees at the ACUI International conference in 1989 (ACUI, 1990). They published several articles and a chapter in a monograph summarizing their findings and beliefs regarding professional staff preparation for the union field.

Task Force participants stressed the need for an interdisciplinary approach to academic preparation combined with a very strong practicum component (Brattain, 1992; Matthews 1992; Preisinger & Wilson 1992). They further suggested that the

individual practitioner must adopt a personal plan for life-long professional development because, in their judgment it is unlikely that identifying *one* model for career preparation of college union administrators will be practical. They suggested that career preparation could be more effective with established guidelines that help to develop that plan. Finally, they concluded that individuals and the Association must work together to provide this much needed information for new professionals. As a result of the Task Force recommendations, the Association plans to establish a credentialing program for union practitioners that will include standards for career preparation (Coleman-Boatwright, 1997; Herman-Bentzen, personal communication, July 22, 1997; Vest, 1997; Milani, Eakin, & Brattain, 1992; Preisinger & Wilson, 1992).

Most recently, Habrat (1991) conducted a review of data from the ACUI databank that allowed him to imply a profile for the profession based on then-current responsibilities of union directors. Although Habrat's study did not address career preparation, it provided a general synthesis of the duties and expectations of the union director in the early 1990's. He found that the duties of the union director in his study were recognizably different from duties and tasks of directors in the past two decades.

The differences reported by Habrat are expected to continue into the next decade. Blackburn, Task Force 2000, and others predict that attrition, larger staffing patterns, and the retirement of many professionals who entered the field in the 1960's and 1970's, will create new demands for career preparation for the field (Blackburn, 1990; Herman-Bentzen, personal communication; Milani, Eakin, & Brattain, 1992). Several societal issues will impact the role of the new directors hired to replace those who entered the field during the boom years of the 1970's. Included among those are impacts of a more diverse student population, and of a straitened economic situation for college union administrators.

Impacts of Diversity

Changing demographics and their impact on higher education have several implications for the directorate and for preparation requirements. Historically, unions

were located on residential campuses to serve a traditional-age undergraduate student population. Student populations are continually more diverse; college students are now older, more ethnically diverse, and more apt to attend part-time. A 1988 Department of Education report indicated that as many as 81% of the students enrolled in American colleges and universities live off campus. Non-traditional student populations will require non-traditional program and service delivery methods (Brady, 1992; Connelly & Rowles, 1997; Geib, 1992; Jacoby, 1989; Levitan & Osteen, 1992; Ratcliff, 1998).

While the ethnic diversity among union directors remains low, there are strong indications that increasing numbers of females are being hired as directors. In the 1971 survey of ACUI directors, only 17 out of 336 were female. Twenty years later Habrat found that 24% of the directors were women. A 1998 ACUI survey, in which 40% of the member institutions responded, reported 36.6% women in director positions. Clearly, the percentage of women directors is appreciably different than in the past and women represent a considerable percentage of the total population. The shift from a male-dominated field cannot be ignored (ACUI, 1990; Average salary, 1998; Phillips, et al.).

Impacts of Emphasis on Finances

Stringent economic conditions in higher education force union directors to daily balance the need for student service against the demand for generating revenue. Revenue generation in unions is constrained by nation-wide concerns regarding competition and unfair tax advantage with local, for-profit merchants. Institutional and legislative emphasis on fiscal accountability and revenue generation is expected to continue. The Task Force 2000 report suggests that unions may experience a shift in reporting lines away from Student Affairs as a result of those fiscal pressures on the institution. The shift may be effected because of the perception that Student Affairs officers do not possess the skills needed to oversee revenue-generating areas. The report suggested that institutional business officers often lack confidence in the Student Affairs director's entrepreneurial and fiscal management skills. Authors of the report warn that a transfer of the reporting relationship from student to business affairs may

have consequences relating to emphases, operating philosophies, staffing, and programs (ACUI, 1990).

These shifting trends in union directors' responsibilities occur at a time when a personnel shortage is predicted. If Blackburn's prediction of a massive retirement is realized, the new directors need preparation in order to meet the unique challenges of their era.

Statement of the Problem

Experts in the field indicate that the responsibilities, skills, and knowledge expected for directors in the next decade will be different from those needed in the past. There is very little documented guidance in helping professionals make informed choices when preparing for a career as director of a college student union.

Purpose of the Study

The purpose of this study is to develop and validate a list of the knowledge and abilities that will be necessary for the career preparation of college union directors who will be hired within the next decade from (2000-2010). This information will provide guidelines for career preparation of college union professionals.

Research Questions:

1. What are the knowledge and abilities that present-day directors perceive to be necessary to secure the position of executive union director in the next decade (2000-2010)?
2. Are there differences in the perceptions of directors of residential and commuter universities regarding which knowledge and abilities are needed to secure director positions in the next decade?
3. Are there differences in the perceptions of Student Affairs and Business/Auxiliary Affairs directors regarding which knowledge and abilities are needed to secure director positions in the next decade?

4. Are there differences in the perceptions of male and female directors regarding which knowledge and abilities are needed to secure director positions in the next decade?

Significance of the Study

- ◆ This study will provide guidelines for use by veteran professionals who serve as mentors to newcomers into the field, to young professionals who wish to direct their careers in an intentional manner, and to neophytes who entered the field from another, related profession and who seek to enhance their current knowledge base in order to improve job performance and growth.
- ◆ A recent inquiry has elicited little or no information regarding higher education preparation programs that have an area of concentration for union professionals. This study will offer guidelines for current and aspiring union professionals enrolled in master's and doctoral programs.
- ◆ This study will be useful for designing continuing education courses offered through the professional associations which serve these administrators, and for those in higher education member institutions.
- ◆ The Association of College Unions International (ACUI) is currently involved in the creation of a credentialing program for union professionals. This study will serve as a companion piece to establish standards for credentials of union professionals.
- ◆ This study will provide information to those who are hiring the directors, who are frequently unfamiliar with the exigencies of the positions. This documentation of expected competencies will inform hiring practices for directors, to help maintain the integrity of the profession.

Contextual Framework

The term *college union* actually refers to two separate but related concepts. Initially the term was adopted by students who organized the union as a means of uniting the efforts of various student groups. The student unions soon admitted concerned faculty, alumni, and administrators to join their efforts. The college union

became defined as a mixture of the “student clubhouse”, a community center for students, and the faculty and staff with whom they interacted, and the programs and governance activities of the student members.

In the first documented attempt by the profession to define itself, Butts and Humphreys (nee: Outzs) wrote:

The term *college union* implies an organization and a building. The organization, ordinarily composed of students, faculty and alumni, is an informal educational medium for individual and group self-discovery and expression through a broad program of social and cultural recreation adapted to the leisure-time interests and needs of the college community. The union building is the community center--the physical instrument for implementing the objectives of the organization and for facilitating a community life (Humphreys, 1946).

The primary role of the college union is education. Union services, facilities, and programs exist to enhance the intellectual, social, and personal development of students enrolled in colleges and universities (ACUI, 1975; Milani, Eakin, & Brattain, 1992; Role of the College Union). The college union director is an educator with a mission integral to that of the colleges and universities in which they work. The union is a hospitality facility (Osteen and Alperin, 1990) that serves as the primary educational tool for the union professional. Union administrators must be trained to be effective in their educational role, and also to be skillful in managing the hospitality facilities that serve as the vehicle for those educational experiences.

Because it is a common practice among practitioners, for purposes of this study, college union work will be referred to as a profession. It is relevant to note Stamatakos' (1986) reminder that one of the qualifications that must be met before achieving status as a profession is the establishment of standards for preparation. There are no specific preparation programs for those who are employed in college unions. The predominant degrees among directors are in College Student Affairs and Counseling but Brattain (1992), Preisinger (1992), and Matthews (1992) suggested that current programs are not designed to offer complete preparation for the work (Habrat,

1991; Preisinger & Wilson, 1992). They further suggested that it is unlikely that there will ever be one successful specialization for the work. Preisinger and Brattain argued for an interdisciplinary approach to academic preparation, for graduate degrees in varying disciplines with alliances with faculty from multiple, related disciplines. Based on findings from the Task Force 2000, Preisinger and Wilson recommended that ACUI delineate specific areas of concentration, proposing specific curricula for students interested in college union work. Furthermore, they argued strongly for intentional experiential preparation along with a life-long developmental program that keeps directors current with evolving demands. This study will provide data useful in forming the curricular guidelines.

Changing Needs In College Union Administration

The “complete union director” must be a generalist in order to cope with the breadth of challenges inherent in this complex organization. The director must possess flexibility and the ability to combine many specific skills to successfully handle diverse challenges (ACUI, 1975; Blackburn, 1989; Preisinger, 1992).

Those who managed the earliest unions had no formal training for the work. In fact, there has never been a clearly defined method of training union directors. As with the pioneers in the field, union directors continue to enter the field largely through exposure to the work as a student. While most of the current directors received their graduate degrees in college student personnel, union leaders question whether these programs adequately prepare directors for the challenges of facility renovation and construction, financial management and budgeting, contract negotiation, and food service management (Blackburn, 1989; Brattain, 1992; Preisinger, 1992).

With increasing demands for multiple skills, senior union professionals suggest that the traditional preparation methods be questioned and new models sought. Brattain, Preisinger, and Matthews (1992) urged practitioners and ACUI to encourage students to borrow from other related disciplines. They suggested that union professionals form partnerships with faculty from other disciplines to incorporate their expertise in the preparation of new professionals.

An obvious connection can be made between college union and hospitality management career preparation. With historic roots as social clubs, as well as the types of services currently demanded, unions clearly meet the definition and function of hospitality facilities. Many of the challenges and methodology required by the hospitality professional are very similar to those required of the union director. These facilities, service, and human resource management challenges are addressed in masters' programs for hospitality managers (Council of Hotel, Restaurant, and Institutional Educators, 1990).

Today's Hospitality and Union Administration

As external and internal pressures on the hospitality industry expand, survival of institutions rests increasingly on the abilities of the administrators who lead the organizations. Clearly, the management of service organizations requires a shift in paradigm from that which was successful in the industrial economy. Methodology that served manufacturing executives has proven counterproductive in the service environment. Management skills and strategies from manufacturing organizations are not equally effective in organizations that are dependent on the front-line personnel who provide a perishable product (Albrecht & Zemke, 1985; Bassett, 1992).

In the same manner, union directors find themselves responding to shifting demands for accountability in an increasingly customer-driven, constricted economic environment. The modern union exists for the same purpose as other hospitality institutions-***to provide shelter, food, entertainment for students [who are away from home]*** (Buergermeister, 1983; Powers, 1992). Osteen & Alperin (1990) firmly asserted the union's position as an integral part of the industry. Union professionals are not merely passive facility maintainers but are intentional and purposeful in providing formal and informal meeting, food, informational, programmatic, recreational, and retail services. Successful directors will be those who have a base of knowledge and have honed skills that permit them to adjust to the hospitality demands of the coming decade. While the union director has a direct, identifiable hospitality service mission, akin to that of the club general manager and the hotel general

manager, union directors must never attenuate the educational component of their position (Blackburn, 1990; Butts, 1971; Cunard, personal interview August 1997).

With the economic, demographic, and technological challenges of the 1980's, a new administrative paradigm has emerged for college union directors. This model demands proficiency in the service and hospitality management roles as well as the student development educational roles. Union directors are finding that failure to produce in either area jeopardizes not only one's personal career but also the future of the union as a higher education entity. Given the importance of the directors' performance, preparation for these roles must be deliberate, intentional, and proficient (Blackburn, 1990; Herman-Bentzen, personal communication, July 22, 1997).

Definition Of Terms

Throughout this study several terms will be used recurrently. Although the definitions of terms vary with the application, the definitions below apply:

Ability: inherent or acquired proficiency in effective performance or execution; including specialized skills and training.

Career preparation: the combined academic and work experiences which persons engage in to become competent to perform in a specific 'professional' capacity. The state of being qualified, in terms of aims, qualities, skills, methods, conduct, or knowledge necessary to progress in a chosen occupation (Martin, 1972; Nebel, Lee, & Vidakovic, 1995).

Competencies: the primary set of skills and knowledge that college union executive directors use in the performance of their professional roles. The concept encompasses types of behavior, traits, and qualities of personal effectiveness required to deal with colleagues and customers in the workplace (Jones, 1990; Welch, 1984).

In this study the term competencies will be used interchangeably with 'knowledge and abilities'.

College union: campus community centers and its programs that provide programs, purposeful activities, and the physical location to facilitate students' individual

and group self-discovery through a broad range of social and cultural co-curricular activities (Humphreys, 1946; McMillan & Davis, 1989; Miller, 1997). The terms ***college union, student union, student center, university center, campus center, and university commons*** are used interchangeably throughout the field to refer to the buildings that serve as headquarters for the student union and its activities.

Executive directors of college union: the term ***union director***, used interchangeably in this study with ***executive director***, will refer to the chief administrative officer of the college union at each university. Although there is often another person on the staff with the title *union director* or *director of unions*, the focus of this study is the person who has responsibility for oversight or complete administrative authority over all components of the union operation.

Hospitality industry: those sectors of the economic environment that operate to meet lodging, vacation, business and recreational needs of people away from home. In this study ***hospitality*** is defined more literally as *the provision of food, beverages, and shelter to persons who are away from home and the profession dedicated to providing those services* (Buergermeister, 1983; Dittmer, & Griffith, 1989; Powers, 1992).

Knowledge: conceptual mastery of a content domain gained through experience or association. In this context, all references to the term include understanding, the acquisition and intellectual retrieval of information, and the ability to apply that information in relevant situations.

Research University (I and II): designated by 1994 Carnegie Foundation for the Advancement of Teaching. Offers a full range of baccalaureate programs, is committed to graduate education through the doctorate (awarding 50 or more doctoral degrees each year) and gives high priority to research. Research I institutions receive \$40 million or more each year in federal support; Research II institutions receive between \$15.5 and \$40 million per year in Federal support.

Doctoral University I: designated by 1994 Carnegie Foundation for the Advancement of Teaching. Offers a full range of baccalaureate programs and has a commitment to graduate education through the doctorate (awarding at least 40 doctoral degrees annually in five or more disciplines).

Delimitations

The design of this study, of necessity, sets boundaries to the scope of this research. Some of the restrictions were:

1. The entire population of union directors was not sampled and directors from colleges not were included. This is particularly worth noting when considering that the majority of member schools in ACUI (and American higher education institutions) have a student population of 5000 or less.
2. The survey data was gathered only from incumbent executive directors. No information was sought from those who hire and supervise the directors. While a survey of the supervisors was beyond the scope of this study, the researcher recognizes the potential value of supervisors' opinions in helping to define the skills and knowledge of a competent union director.
3. Only directors of universities in the United States were included in this study. No attempt was made to survey directors of college unions in other nations.

Assumptions

Many assumptions of this study were axiomatic. The following assumptions provide the foundational ideology on which this study was built:

1. There is no common model for the organizational structure and requisite functions of college unions. For this reason no rigidly defined job description or set of expectations can be established for universal acceptance. Identifying the most important of a broad range of skills to serve as guidelines will be helpful in designing a career preparation program for each individual.
2. The college union meets the definition of a hospitality facility, of which the chief operating officer (COO) serves as the general manager. It is reasonable to assume

that as the COO, the director will need basic hospitality management competencies. Therefore, hospitality career preparation is germane and applicable to college union preparation.

3. The population selected for this study was sufficiently diverse, and the range of duties, functions, skills, acquired knowledge, and experiential expertise was broad enough to make this study relevant to the field.

Organization Of The Study

This report is organized into five chapters. The first, the introductory chapter, states the rationale and significance of the study, the problem, the research questions, the delimitations, and assumptions. In chapter one, the contextual framework is discussed. In Chapter Two, the literature review is summarized. The review includes a brief history of American higher education as it has affected the development of the college union profession. The hospitality industry and its relationship to college unions is discussed. Methodology of the study is discussed in Chapter Three including research methodology, choice of the population, the instrument, data collection and analysis procedures. In Chapter Four the results are discussed and analyzed. The study is summarized and conclusions and recommendations are discussed in Chapter Five.



"The vitality of the college union hinges today upon the quality of the men and women chosen to lead."
Blackburn, 1989

There are at least four complications we face in preparing ourselves to meet that challenge successfully. The first involves delineating what we are. *Preisinger; 1992*



Chapter 2

REVIEW OF THE LITERATURE

Introduction

Chapter Two is dedicated to a review of existing literature relative to the study of career preparation for college union directors. An overview of the history of college unions and the American higher education system in which it was nurtured aids comprehension of the college union's wide range of roles and functions. The hospitality management component of the director's position differs from the majority of the roles of higher education administrators. Therefore, literature of the hospitality field will be reviewed to identify methods of hospitality career preparation. A historical perspective provides understanding of external forces that influence hospitality administration. The section concludes with an encapsulation of the fundamental functions and competencies for hospitality managers. Finally, the congruity of roles between for-profit hospitality managers and college union directors and career preparation within that framework is examined. Chapter Two concludes with a summation of the knowledge and abilities necessary for union executive directors as found in literature.

A Historical Perspective of College Unions

College unions were first established in Great Britain, but expansion and institutionalization of the union field may be attributed to the United States' education system. From the beginning, societal influences were prominent in developing the unique characteristics of American higher education. In the same manner, events and norms in American society influenced the growth and direction of college unions over the years and continues to do so today.

The first union facilities were established two centuries after the first college was founded in America. However, a brief historic review of American higher education helps explain the factors that led to the development of American unions and the institution's role in higher education. Historic events explain why unions became such an integral component of American higher education and interpret the constantly evolving responsibilities of the chief operating officer (COO).

Student Life in American Higher Education

Students in Colonial Colleges

The student population in the colonial colleges was composed of young boys, age 12-16, who were primarily from wealthy families. Instruction in those schools focused on rote learning of the classics, religious indoctrination, and strict moral teachings. The medium of instruction was the textbook, the Bible, and the lecture. Instructor rigidly adhered to three academic exercises. First, an exhaustive *lecture* by the president/instructor served as an oral textbook. Next the *declamation* provided the students an opportunity to expound their knowledge on a subject. Finally, the *disputation* was a formalized method in which the students presented arguments for and against a subject ending with a moderator deciding in favor of one of the arguments. At best, this tedious, boring style of instruction encouraged verbal expression of thought, wit, ability to think, and ability to formulate and communicate one's viewpoints on the spot. However, spontaneity was not encouraged in the classrooms. Both the strengths and the limitations of the curriculum help explain the adoption and proliferation of debate clubs as the earliest formal social student organizations in colleges (Cremin, 1977; Domonkos, 1977; Horowitz, 1987). Even in its origin, union activities were a direct outgrowth of classroom instruction.

Early American colleges were poorly funded. All schools were residential, but living conditions were spartan and bleak; food quality and service was often poor. Sparsely furnished, tiny cubicle rooms with no heat and totally lacking in comforts, were reported as the norm. Students were left to find social interaction as they could (Brubacher & Rudy, 1968; Westmeyer, 1985).

Students' ages, along with respect for the institution's religious authority, contributed to the public's acceptance of colleges' assumed authority over students' life both on and off campus. Historical records indicate arbitrary policy dictates regarding morality and conduct. The same records indicate that strict corporal punishment was commonly accepted as a means of controlling the high-spirited youths. Thwing (1906) reports that in spite of the oppressive atmosphere, students in colonial colleges, especially in Virginia, engaged in various sporting and mischievous entertainment out of class.

Students in Ante-Bellum Colleges

Between the Revolutionary and Civil Wars a proliferation of small colleges was established throughout America. Popularity of these colleges signaled the American system's departure from the elitist model of Great Britain. These schools were established in aspiring "cities" in order to bring perceived social status to the localities (Church and Sedlak, 1976; Westmeyer, 1985). Students of small, rural ante-bellum colleges were the sons of the modest middle-class owners of small but stable farms or modest local shops. Parents sent their sons to college as a means of establishing social standing. The colleges served to separate the students from the average citizen, to create the leaders of society. They also served to create a stable middle and upper class. Acquisition of social skills and graces, the ability to speak to impress, and friendships and connections that were helpful in the marketplace, helped to compensate for the lack of genuine educational achievement. Students soon found that the extracurricular did more to prepare them for their society than did the classical curriculum of the classroom (Brubacher & Rudy, 1968; Church & Sedlak, 1976; Potts, 1977).

Growth of Organized Activities

During the Ante-bellum period students were older than the colonial scholars. They were primarily from large, locally respected families and had an expectation of more individual freedom and respect than did students from the previous era.

Historians such as Horowitz (1987) and Brubacher & Rudy (1968) report that Post-revolutionary students were less pious and, therefore, less inclined to meekly adhere to the restrictions of the faculty.

Although American colonial colleges exhibited distinctions from their British archetype, the distinguishing features emerged more clearly during the Ante-bellum period. These features included *response to the needs of and service to local communities, individual governance from state to state, and access for both sexes and all races* (Domonkos, 1977; Trow, 1989). Composition of the student bodies and characteristics of American student life were reflective of these attributes.

The faculty, largely the ministerial students from previous generations, responded to students' levity and quests for freedom with increased restrictions. This climate of antipathy between faculty and students produced strong student clubs and secret societies. Fraternities and the hedonistic activities associated with "college life" began to take the place of the non-exclusive, and non-exclusionary, literary societies and debate clubs that had defined students organized activities of the previous era (Brubacher & Rudy, 1968; Church & Sedlak, 1976; Potts, 1977).

Students in the University Era

The period between 1869-1902 has been called the University Era. As ties between higher education and religious denominations lessened, American faculty accepted less and less responsibility for students outside the classroom. With the United States' adoption of the German university model, the shift from total faculty authority and control of students' life, to no obligation or personal intervention, was complete (Brubacher & Rudy, 1968; Westmeyer, 1985).

Students in the University Era were almost exclusively responsible for their own social life. The student body was no longer defined by homogeneous groupings. On the one hand was the much-touted life of the fraternity man for whom college was a lark, a rite of passage into adulthood. Students whose life-style is categorized with that of the "fraternity man" include athletes, sorority women, and wealthy members of the class system, which the fraternities tended to replace (Horowitz, 1987).

Outside these exclusive circles, those who made up the majority of the student body created a counter-culture. Those were the students who retained literary societies in American higher education, created honor societies, worked for social reform, founded the student branch of civic and professional associations, and were active in the YM/YWCA and student government (Berry, 1964; Butts, 1971; Carlson, 1989; Horowitz, 1987). Those were the students who cemented the place of the student unions in American colleges. It was into this environment that the early union facilities were introduced.

Student Unions

The first student unions were established at Cambridge and Oxford in 1815. British unions were private men's clubs that provided a location for the societies' [student] members to debate the issues of the day and for debate members to relax, socialize and prepare for their competitions. The Harvard Club, founded in Boston in 1832, was the first American student union. As in England, facilities that housed the American unions were exclusive, private clubhouses located near the college campus. Many of the clubs included reading rooms; often they had more comfortable living areas, better-furnished libraries, and better food than the colleges. They greatly enhanced the benefit of the college experience (Brubacher & Rudy, 1968; Church & Sedlak, 1976; Potts, 1977).

Early unions were available only to members. They added "club" facilities such as lunch rooms, billiards, smoking rooms, meeting rooms, writing rooms, and debate halls, and soon outgrew their rented facilities (Berry, 1989; Butts, 1971). The first American facility to be built specifically as a college union opened in 1896 at the University of Pennsylvania. Houston Hall, which was administered by the university, contained a swimming pool, bowling lanes, gymnasium, dining rooms, billiards, chess tables, reading, writing, meeting rooms, and an auditorium (Berry, 1989; Butts, 1971). Although debate remained central to British unions, charters of early American unions clearly established these facilities as centers for social interaction.

College Union/Club Houses

Tensions between the students and faculty increased in the first half of the 19th century. The academically oriented debating societies united, forming private clubs for the purposes of social interaction, recreation, and entertainment at the colleges (Brubaker & Rudy, 1968). The term *union* referred to the uniting of efforts by those amalgamated student societies. The Harvard Union, founded in 1832, was the first organization of several debate societies. Harvard Union dissolved after seven years but was revived again in 1888 as a gentlemen's club. The revived union existed more for the perpetuation of social interaction, entertainment, nurturing of exclusive friendship, and camaraderie than as an extension of the curriculum (Berry, 1989; Butts, 1971).

The Harvard Union and Houston Hall specifically stated in their foundational documents that these facilities were "comprehensive clubs", "houses for meeting each other", "common meeting grounds". Harvard's constitution referred to it as "a suitable club house for social purposes". Houston Club stated that "the object of this club shall be to draw together...the University in a wholesome social life". Other unions were established as men's clubs at Brown, Michigan, Wisconsin, Minnesota, Ohio State, Illinois, Indiana, Case, and Toronto, in that order (Butts, 1971; Humphreys, 1946).

University Administration of College Unions

American unions began as grassroots student efforts. The culture of American institutions, as well as the many dynamics of change in higher education at the turn of the century, set the tone for administrative support for the establishment of unions.

As the faculty focused more on research and graduate instruction, administrators were appointed to manage the "business" of higher education. In the early 1900's presidents of renowned universities such as Wisconsin, Princeton, and Rice recognized the educational value to the out-of-class experience and the vacuum left by the faculty's abandonment of those interactions. These presidents called for an enriched social life for students. They specified unions, residence halls, and athletics as vehicles for organizing and institutionalizing student life. Concern for the diverse student

populations caused college presidents to identify respected faculty who could be relieved of their teaching assignments to devote full-time energies to accepting responsibility for certain types of student behavior (Brubacher & Rudy, 1968; Butts 1971; Horowitz, 1987).

Growth in the union movement was slow but steady. A chronology of union facilities reveals that from 1901 until the end of World War One, one or two buildings were opened each year (Humphreys, 1946). Debate activity waned and the American union took on the form of a students-only social center until the late 1920's. During the 1930's the mission expanded as the union became not only a social but also a cultural center for the entire university community (Berry, 1964; Butts, 1971; Humphreys, 1946).

The programming function of the union emerged in the mid-1920's to serve students outside the Greek system. Reading, art shows, recreation tournaments, and sponsored lectures joined the list of entertainment available to students through the union (Carlson, 1989). Porter Butts, "elder spokesman for the College Union Movement," was a student member of the Wisconsin Union before graduating and going to work full-time as manager of the Union in the 1920's. In an interview with McMillan (1984a), Butts recalled his involvement with the "Union Vodvil," the Dramatic Club, the student newspaper, and a musical show.

Each phase of the union's transition had implications for management of the establishment. Student clubhouses required only caretakers to maintain a clean, comfortable environment for the men. Evolution to a cultural and programming organization required increasingly diverse and sophisticated skills in the administrator.

Impact of World War I

Eating clubs, fraternities, college athletics, and social stratification characterized collegiate social life during World War I. A smattering of unions were established during this period but little is known about the membership and their activities. With very few exceptions these unions and their events were a male domain. Women were only permitted at some of the mixers and dances and were sometimes forced to enter a

side door (Berry, 1964). In the 1920's, the administrators who were hired for the flagship unions listed earlier provided leadership in the field for many decades (Butts, 1971; Lee, 1970; McMillan, 1984a, 1984b).

Conventional wisdom suggests that student unions were an extension of the fraternity system, an outgrowth of the literary societies of the early 1800's. However, a closer examination of the composition of the union, its mission, its open membership, and its breadth of scope, suggests the opposite. Wide acceptance of the union may be attributable to the fact that it developed counter to the fraternity systems. While it is true that at the elite schools the exclusive social clubs of the wealthy served as the first union facilities, once they became student unions, the nature of the organization changed. During the 1920's, union programming, which was largely social, began to serve the common, working-class student; those that had been ignored by fraternities and secret societies (Carlson, 1989; Horowitz, 1987).

Until the 1930's, early student unions operated in conjunction with YMCAs, alumni associations, and literary societies, where they still existed. At many land-grant colleges, the YMCA building and staff were the union facility and programming leaders for the campus. The union also provided a mechanism for voluntary integration of education and social life through exposure to cultural programs, through invited interactions with faculty and alumni, and through unstructured leisure activities. The union was the one institution dedicated to working with other established bodies (faculty, administrators, alumni) to encourage a sense of community, and "unity" (Butts, 1971; Carlson, 1989; Drake, 1931; Horowitz, 1987; Humphreys, 1946).

After World War I, student organizations associated with the union included student government, religious groups, drama and choral groups, forensics, departmental clubs, and intramurals. Activities in the union included dances, mixers, vaudeville shows, and smokers, all designed to bring students together for fun and social interaction.

Unions in the Post Depression Era

As with each societal event, the Great Depression and then the war years had a marked impression on the development of college unions. Dispensing free meals, exchanging meals for work, and offering war-relief entertainment were some of the changes introduced. With the shortage of labor created by the war, women were employed in unions for the first time. During the Depression and immediately after the war, American unions responded to the unique economic and emotional needs of a changing student population. (Butts, 1971; Rion, 1989).

In the 1930's the first of the building booms occurred. College union buildings were constructed at many major universities, often partially funded with government funds. New facilities were built during the 1930's as memorials to students who fought in the World War I (Drake, 1931). Many of these facilities received institutional funds, and frequently were charged with becoming the university's community center and meeting the social needs of the entire university community. These unions often served the university's formal social events with elaborate upscale catering and society functions. Others included sleeping rooms to house the university's guests for brief periods (Humphreys 1946; Rion, 1989). Once again union leaders concentrated on defining the profession in view of the demands from the student population of the 1930's.

War was instrumental in cataclysmic changes to the college union field during the 1940's and 1950's. After World War Two, the profile of the American student changed forever. The union adjusted its programs and services to meet the needs of that student population. Integration of women into the fabric of the union, services for older, married students, continuing education facilities, and sleeping rooms were introduced to meet student needs. The union transitioned from a social club of activities and services into a partner in educational responsibilities (Berry, 1964; Ketter, 1989; Lyons 1963).

With financial assistance being pumped into the universities to accommodate GIs, facilities were built in unprecedented numbers. College unions were funded through the Federal Housing Act and other federal facilities bond programs. This era,

the late 1950's through the 1960's, is without a doubt the period of largest growth in the field. Unions were built at a rate that outstripped the ability to staff them adequately. Lyons (1963) reported that in 1949 ACU reported 150 unions but by 1962, over 476 were listed as members of the association. In the 1950's, 300 new unions were built, compared to 159 new higher education institutions founded during the same period. Colleges and universities struggled to identify personnel to supervise the building of those unions and to manage them once they were completed (Berry, 1964; Lyons, 1963; Martin, 1972).

College Union Administrators: Emergence of A Professional

The men who guided early union organizations operated under various titles, such as *director*, *general manager*, *secretary*, *manager*, and in Canada *warden*. Ownership of the unions varied, and still does. In Canada, Great Britain, Australia, and some locations in the United States, the students incorporated, and retained ownership of the funds, facilities, and operation. The manager in those systems is employed by the associated students organization. In most United States colleges and universities, however, the director is employed by and reports to the university administration. In all cases, the college union has become an integral part of the higher education experience.

During the 1920's, the director's role evolved in response to the demands of the student constituency, the college or university, and social issues of the day. The great leaders who shaped the profession were those who entered the field at this time. Early union administrators entered their positions with very little knowledge of unions and their work. Those men learned from others in the field, from working as undergraduates, but mostly through trial and error. If leadership for the union movement served as a gauge for job proficiency, the most relevant preparation for the work was obtained by those who had been involved with the union as students, and by one who was a graduate of the new hotel school at Cornell (Berry, 1964; 1989; Butts, 1971; Humphreys, 1946; McMillan, 1984a, 1984b).

The second half of the 20th century was a time of renewed interest in preparing persons for union work. The growth of facility construction in the 1950's, 1960's and early 1970's highlighted the need for qualified personnel to manage them. Leaders in the Association of College Unions worked with educators in various higher education institutions to develop preparation programs for union personnel. These efforts met with minimal success, in part because of the wide range of skills and experience needed by personnel at extremely diverse types of union operations. Without a doubt, the demand for qualified administrators existed but the optimum process for preparing to fill that role continually eluded the experts. In common with professional schools, however, there was general consensus for a strong internship, a practical applications component in conjunction with academic coursework (Brattain, 1991; Lyons, 1963; Martin, 1972; Matthews, 1991; Speigel, 1969; Swanka, 1998).

In determining preparation requirements, leaders grappled with the seemingly disparate demands of the director's position. Responsibility for maximizing students' social and cultural out-of-class education was the purview of the college union administrator. An inviting, well-maintained facility was essential to the success of that out-of class experience. Efficient services and appealing, well-executed programs attracted students, faculty, and staff to the facility in order for valuable co-curricular interactions to occur. The effective director needed skills for managing the union facility, the community center of the university.

The Hospitality Industry

The college union with its lounges, food service, recreation areas, retail service outlets, and meeting spaces, meets the definition of a hospitality facility. This fact is affirmed both by the mission statement of the union and by the definition of hospitality industry. The word hospitality, and the industry bearing the name, shares the same root as the words *hospice*, *hostel*, *hospital*, and *host*. Each, in its broadest meaning, focuses on hosts who cater to the needs of a guest who is away from home--providing food, beverages, and shelter for that guest. Hospitality distinguishes itself from other service enterprises by stressing the provision of food, beverage, shelter (and

entertainment) to travelers. In the industry, the concept of *traveler* includes those away from home, whether they be transient, or on an extended stay (Buergermeister, 1983; Powers, 1992; Dittmer & Griffin, 1993). As a host meeting the needs of students away from home, the COO of the union needs competence in hospitality management skills in order to effectively lead the organization.

A brief historic review will serve to illustrate the connections between the evolution of career development of the hospitality management and that of the college union administration.

The Hospitality Industry in America

Although the industry can trace its roots to the Middle Ages, it was in America that the greatest growth and proliferation occurred. Early American laws commanded that each community establish taverns to provide for refreshments and entertainment for travelers. Unlike Europe and Asia, where taverns were associated with thieves and lawbreakers, American taverns soon became social centers for the community. The entertainment and recreation component of the hospitality industry can be traced to those historic expectations, established by those laws (Dittmer & Griffith, 1993).

The American system is widely recognized for encouraging propagation of varying types of hospitality facilities. Along with social centers in New England, inns in the American frontier were respected, trusted establishments. Innkeepers doubled as storekeepers for convenience items and purveyors of public information. The facilities truly served as a unifying force for the scattered populace (Dittmer & Griffith, 1993).

High social status and regard for hospitality managers was also a unique contribution of American society. Unlike their European predecessors, colonial innkeepers were respected members of society. American innkeepers and hoteliers very often had modest beginnings but success was attainable through hard work, perseverance, on-the-job training, and advancement through the ranks. It became an attractive career option for persons with limited means and education. The American hotel industry permitted persons to enter the field and work their way up to substantial

positions of wealth and authority in these establishments (Brieter, Eade, & Phillips, 1995; Dittmer & Griffith, 1997).

Hospitality & the Economy

From the beginning, societal forces had a direct, measurable impact on the hospitality industry. Public opinion, discretionary income of its publics, and demand created by technology has been a driving force in the evolution of services. Public expectation for leisure services is definitely economy-driven.

An industry that serves travelers, by definition, is inherently dependent on transportation systems. The earliest hostels, inns, and monasteries were built to accommodate travelers along the Roman roads. Later the building of taverns, posting houses, and inns along stagecoach routes to refresh and shelter travelers directly corresponded to increases in the amount of travel and types of travelers along the routes. Condition of the roadways dictated the travelers' requirements for service.

The advent of railroad systems in the early 1800's was the single most important factor in changing the hospitality industry to date. As railway travel declined, however, downtown hotels' occupancy rates declined and the grand old hotels gradually closed. Motor hotels and cabins, purely American phenomena, sprung up along roadways during the 1930's and 1940's in response to increased use of automobiles and highways by family travelers. The American interstate highway system was responsible for the development and subsequent success of the motel in the 1950's, as lodging accommodations shifted locations to correspond with highway construction.

In the 1960's, the proliferation of airline travel witnessed the advent of airport motels in every major city in America. By the next decade, the airport location had carved a unique niche in the lodging industry as business travelers shortened their length of stay and sought meeting, food and beverage, health and recreational facilities, and lodging for overnight trips to multiple U. S. cities (Brieter, et al., 1995; Dittmer & Griffith, 1993; Lane & Van Hartesvelt, 1983; Powers, 1992; Rutherford, 1995). All these facts demonstrate the industry's dependence on societal shifts, and the industry's ability to anticipate and respond to changes created by popular demand. With the

realization of a global shift to a service economy in the late 1960's, these popular and societal demands on the hospitality industry expanded.

Demands of A Service Economy

The primary economic dependence shifting from manufacturing to the service industries caused business analysts to begin studying the peculiar needs of the “new service industries.” Clearly, the management of service organizations required a shift in paradigm from that which had been successful in the more industrial economy. Strategies and skills that serve manufacturing executives are not equally effective in organizations that are dependent on front-line personnel to provide a perishable product (Bassett, 1992; Gershuny & Miles, 1983; Stanback, Bearse, Noyelle, & Karasek, 1981). For efficient production in consumer services, emphasis shifted to quality and management began directing attention toward improving individual performance. Task management alone was not sufficient for a successful service organization (Albrecht & Zemke, 1985; Bassett, 1992; Murdick, Render, & Russell, 1990).

The economic boon of the 1970's and 1980's created a demand for more managers in an industry that had historically taken years to train managers on the job. Hospitality administrators recognized that operations and management had changed in ways that would never be reversed. A response mode of operation would no longer suffice in this competitive market. Managers now needed to be knowledgeable in economics, property development, and legal issues that were driving policy decisions (Jones, 1993; Malley, 1997; NCVE, 1990; Rutherford, 1995).

All areas of hospitality management are effected by the marketplace. Club management, however, is somewhat of a variation of the ‘traditional’ hospitality management field. Club managers must possess the skills of hotel and restaurant managers. However, clubs serve a narrowly-defined mission with a specific customer base. Club managers prioritize a specific set of skills in addition to the general hospitality management training.

Private Clubs

The private club, while firmly established as a part of the hospitality industry, defies neat categorization into one of the established segments of the industry. It is neither a lodging nor a food and beverage establishment, but rather a hybrid that does both. Private clubs exist to meet the social and recreational demands of members, who share a common bond. Clubs provide a place where members may relax, interact with other members, entertain guests, and feel special. Some clubs, especially city clubs and marinas, provide lodging ranging from sleeping rooms to cabins. Almost all private clubs provide food and beverage services as part of the leisure, relaxation, and community-building features that are central to their existence (Club Managers Association of America, 1989; Perdue, 1997; Perdue & Kent, 1995). The mission, purpose, complexity of functions, and facility management issues associated with club management are very closely aligned to the functions of a union director.

Club Management

Along with all of the hospitality industry, throughout history the economy consistently influenced the growth, development, and the operational methods of private clubs. Club Managers Association of America (CMAA) reports that in early clubs, managers were little more than stewards carrying out the demands of the clientele. After the crash of 1930's, however, members were no longer able to compensate for the huge annual deficits, and began to require more professional management to assure that the large complex organizations became financially solvent (Perdue & Kent, 1995; CMAA, 1989).

Increasingly, club boards seek administrators with the expertise to manage personnel, facilities, and services with entrepreneurial and highly developed interpersonal skills to balance the requirements for strong management and members' expectations for exceptional service (CMAA, 1989; Lundberg & Armatas, 1980; Perdue & Kent, 1995). As external and internal pressures on the industry expand, survival of all hospitality institutions rests increasingly on the abilities of the administrators who lead the organizations.

The General Managers

In Kotter's (1985) landmark study, he defines a general manager (GM) as an executive with responsibility for multiple functional areas in a single business. This definition is consistent with the role of the college union executive director, especially the director of a complete union (Blackburn, 1991). Out of 15 GM's who were chosen for Kotter's study because of signal successes in their fields, 10 were in the service industry. According to Kotter (1985), demands on general managers' positions are similar to those of most management positions, but they differ in respect to diversity of responsibilities and demand for flexibility.

GMs deal daily with diverse groups of specialists for whom they have supervisory experience; respond appropriately to the differing categories of staff they supervise; maintain relationships with multiple audiences such as subordinates, peers, customers, and vendors; and meet complex demands created by attending to long-and short-range tasks simultaneously. Kotter found that successful service general managers are intuitive managers who have a cognitive orientation and are achievement oriented. Goodness of fit with the job tasks and organizational culture was a key to their success. These managers exhibit strong interpersonal skills, specializing in the ability to maintain cooperative relationships within their organization as well as throughout their industry. When Kotter reflected on the broad social changes in the past thirty years, and found he that successful GM's are those who anticipate and respond to changing conditions.

Nebel's (1991) comprehensive study of successful hotel GM's was modeled after Kotter's work, with similar findings. Nebel's GM's combined attention to detail with an "obsession for task completion" and "abundant people skills". These managers were action-oriented, visionary communicators who spent much of the workday interacting with various constituents and were perceived to be readily available to employees at multiple levels of the organization. These managers, too, exhibited flexibility in maintaining an awareness of tasks and productivity demands throughout the organization.

General Managers in Hospitality Organizations

In hospitality, as with other industries, the general manager has responsibility for multiple units. With the preponderance of unskilled labor positions, the hospitality GM is uniquely challenged to provide executive leadership for management personnel as well as appropriate supervision and oversight of line employees (Kotter, 1985; Nebel, 1991). Because hotels and private clubs are individual profit centers, the expertise of the general manager largely determines the superiority of service and subsequent success of the operations (Arnaldo, 1981; Cichy & Singerling, 1997; Jones, 1993; Malley, 1997; Nebel, et al. 1995; Perdue, 1997).

Until the 1960's, the most common means of attaining management positions in American hotels was to obtain an entry level job and learn the business by working upward through the ranks in various positions in the hotel (Dittmer & Griffith, 1993; Lane & Van Hartesvelt, 1983). Since that time, competition, technological advancements, consumer expectations for services, and demographic shifts in the labor market have created threats to industry survival. For that reason, hospitality managers seek to assure successful job performance through more formal career preparation. The prevalent route to the general manager's position now includes a combination of academic qualifications and work experience (Chesser & Ellis, 1995; Cichy & Singerling, 1997; Hayter, 1993; Hsu & Gregory, 1995; Jones, 1990; Nebel, et al.).

As performance expectations have changed, industry leaders have adopted a more active role in working with educators to create collegiate and continuing education programs that are congruent with the needs of the workplace (Cichy & Singerling, 1997; Hsu & Gregory, 1995; Jones, 1990; Nebel, et al. 1995). Studies of the roles, duties, and function of the general manager indicate that the leadership and entrepreneurial roles share priority in importance (Arnaldo, 1981; Nebel, 1991). Nebel and Ghei (1995) proposed a taxonomy that addresses the managers' shifting focuses between the demands for short-term response, long-term planning, and maintenance of operations in between. Hospitality managers' work is frequently seasonal and fluctuates according to the ebb and flow of the market that they serve. GM's are

constantly responding to demands on multiple levels. It is conceivable that the time and attention given to entrepreneurial functions during the peak occupancy season differs appreciably from the total time investment over the life of the job (Nebel, et. al., 1995; Nebel & Ghei, 1995). Marketing strategies are also dependent on economic conditions, which indicates a need for vigilance and flexibility in planning. In the changing market, skill in strategic planning has gained increasing attention (Olsen, Tse, & West, 1992; Rutherford, 1995).

Functions and Managerial Roles of the Hospitality GM

A profile of the general managers' functions and responsibilities can be drawn from studies of hospitality general managers. A review of organizational charts for large, full-service hotels and clubs reveals consistent occurrence of departments and functional areas in most operations. Table 1 lists functional areas that general managers in full-service medium to large facilities commonly supervise. This list was compiled by summarizing data from job descriptions listed in the literature (CMAA, 1997; Dittmer & Griffin, 1993; Lane & van Hartesvelt, 1983; Lundberg & Armatas, 1980; Nebel, 1991; Powers, 1992; Purdue, 1997; Rutherford, 1993).

Table 1**Departments Managed by Hotel and by Club General Managers**

FUNCTIONAL AREAS	HOTEL GM	CLUB GM
Accounting/Budget Management	✓	↔
Beverage Services	✓	✓
Food Service (Restaurant Dining)	✓	✓
Lodging/Sleeping Facilities	✓	↔
Catering & Special Events	✓	✓
Engineering	✓	✓
Personnel	✓	✓
Housekeeping	✓	✓
Sales/Marketing	✓	✓
Front Office/Reception/Telephone Reservations	✓	✓
RECREATION:		
Tennis Courts	↔	✓
Golf Course	↔	✓
Swimming Pool	✓	✓
Games, Indoor Recreation Area	✓	✓

↔-Indicates that this function is not always present but the service is often is available, sometimes on a small scale

Designing training programs

Although service providers have been employed for centuries, the science of managing service industries is still in its elementary stages (Albrecht & Zemke, 1985; Bassett, 1992; Stanback, 1981). Industry leaders and educators are now working together to develop programs to assure that graduates from executive-level programs possess basic competence for performance in the workplace. They are charting new ground as they seek to identify and fine-tune collegiate and experiential preparation models. Results of these collaborations indicate the necessity for the “new” general manager to combine finely tuned leadership skills with entrepreneurial expertise. The goal is to motivate front-line workers to provide quality service to customers. The

combination of these managerial proficiencies at the general manager level is the key to profitability in the industry.

Competency-Based Curriculum

Until recently there was a divergence between what educators think is essential in a training program and what practitioners say they need. In response to industry's demands, educators from both the United States and the United Kingdom now posit that management competencies should serve as the framework for both designing and judging the quality of hospitality programs (Hsu & Gregory, 1995; Jones, 1990; Olsen & Reid, 1983). Researchers agree that design of professional degree programs must begin with determining which skills are needed to competently fill positions (Buergermeister, 1983; Jones, 1990; Welch, 1984).

In 1990, the National Council on Vocational Education (NCVE) commissioned a working group of business and vocational educators to conduct a study of vocational-technical education needs for the hospitality industry. This group prepared a report of occupational competencies to serve as the basis for curricular design in vocational education programs (NCVE, 1990). Hayter (1992) reports that academic qualifications and experience are the favored combination for success in obtaining a management position. Success rates for managers with that combination is so high that supervisors' expectations for performance are higher than before quality preparation courses were available. In response to questions of quality and credibility of hospitality programs, self-studies leading to the establishment of standards for hospitality education were initiated in 1989 (Chesser & Ellis, 1995). Grants awarded jointly by the U. S. Departments of Labor and Education provided funds for the development of these standards that were published by Council on Hotel, Restaurant, and Institutional Educators (CHRIE) and adopted by more than 30 participating hospitality and tourism professional associations. This effort is one more indication that educators and practitioners are working together to determine optimum methods of career preparation (CHRIE, 1995).

Concerned about the dearth and quality of hospitality managers, educators surveyed hotel general managers to record their expectations for competencies of entry-level managers (Buergermeister, 1983; Hsu & Gregory, 1995; Tas, 1988). Luke and Ingold (1990) appraised British hospitality training programs to determine if they met the needs of industry. When Loews, a US industry leader, designed a program to train executives in their system to become general managers, they first identified “Loews-specific competencies” and then built a program to nurture and develop these competencies in their potential managers (Berger and Brownell, 1996). While it is clear that the scope of technical knowledge and administrative skills required to manage at the executive level is different from the expectations for entry level and mid-managers, studies done on those managers have utility in this discussion. Some of the methodology and findings are relevant to this study.

What are the Competencies?

A review of the literature concerning the expected competencies (those required by hiring agents for hospitality managers) revealed some common themes. This list was compiled using the results of nine different studies by hospitality researchers. Tas (1988) defined competencies as “those activities and skills judged essential to perform the duties of a specific position,” which includes those experiences that enable one to assume the role connected with the position. Competence encompasses qualities of personal effectiveness and behaviors that influence the level of performance.

Competencies here refers to skills, knowledge, judgment, or a specified experience that prepares one to assume a role (Jones, 1990; Tas, 1988; Welch, 1984).

Hospitality managers’ competencies were grouped to determine the frequency of response for specific items. Those appearing most frequently are listed in Table 2. Other skills and knowledge in the literature include *systems control, organizational management, teamwork, problem solving, critical thinking, work experience, and program evaluation* (Arnaldo, 1981; Berger & Brownell, 1996; Buergermeister, 1983; Chesser & Ellis, 1995; Hsu & Gregory, 1995; Jones, 1990; Mallory, 1997; NCVE,

1990; Tas, 1988). A complete listing of these competencies can be found in Appendix A.

Table 2

Summary of Desired Competencies for Hospitality Managers (n=9)

Competency	Frequency of response
Human resources management	8
Communications skills	7
Customer relations; guests problems	6
Leadership; motivation of employees	6
Financial management	5
Entrepreneurial skills	5
Professionalism and ethics	5
Industry-related skills (F&B; hskg; lodging mgt.)	5
Legal environment	4
Marketing and sales	3

Note. Complete lists referenced to the researcher are found in Appendix A.

Graduate Programs in Hospitality Management

According to CHRIE, graduate-level academic programs are designed to prepare educators and upper level administrators in hospitality. The Masters of Science is the most prevalent degree offered in hospitality management, but several programs award the Masters of Hotel Management, a professional degree designed for practitioners. For this study, 39 graduate programs were reviewed. Twenty-nine of the programs were members listed in the CHRIE (1991) program listing and ten were listed in Hayter's (1993) summary of programs in Great Britain. Information from both summaries was verified and supplemented by a review of course listings on the World Wide Web, where available. Courses that appeared most frequently are placed

in fifteen broad categories listed in Table 3. A complete list of the findings can be reviewed in Appendix B.

Table 3

Courses Listed Most Frequently In Hospitality Graduate Programs

Course category	Frequency	%
Food & beverage	28	72
Marketing	27	69
Finance	27	69
Hotel administration	24	62
Human resources	23	59
Tourism	22	56
Management	21	54
Organizational management	14	36
Strategic planning	14	36
Information systems	13	33
Facility design	13	33
Research & statistics	13	33
Hospitality practice	9	23
Economics	8	21
Hospitality law	7	18

Note. See Appendix B for complete listing.

These programs, which are designed to train upper-level administrators, indicate a substantial preference for technical (food and beverage, hospitality financial management and accounting) and entrepreneurial (marketing, management, hotel administration) skills. It is important to note, however, that Human Resource skills was in the top third in terms of frequency.

Club General Managers' Duties and Union Administration

Most private clubs have adopted the general manager form of operation which allows the flow of authority from the board of directors to the general manager to all other employees. Club Managers Association of America (CMAA) has prepared documents that clarify the role of the Chief Operating Officer of private clubs. This person usually operates under the title of General Manager, Director, or Managing Director. The board supervises and controls club administration through the general manager. Director's primary duty is to help set club policy, to be responsible for all phases of management and service, and to supervise the performance of the management team. The COO secures and protects all the club's assets (CMAA, 1997; Lundberg & Armatas, 1980; Perdue, 1997)

While there are essential differences between private club and college union administration, there are also fundamental similarities between the two. Aside from the union's historic roots as a club, both institutions share several functions that are commonly found in the majority of the operations. (Refer to Table 1).

In most cases, clubs are owned by the membership and must remain accountable to them. Members are represented in operational matters by a board of directors and by individual committees. Each committee is assigned a given area of responsibility such as, entertainment, membership, publicity, golf, and athletics to name a few. Committees are comprised of club members and are advisory in nature. As stated by CMAA (1997), in their handbook for club administrators:

In general, these committees are responsible for programs, rules, activities and maintenance in their respective areas. Such committees are charged with stimulating interest, informing members of the various activities under their jurisdiction, administering prizes and trophies, and, in some cases, establishing necessary rules of etiquette. They also are expected to keep well informed about club activities and work closely with the manager.

Perhaps the most striking congruency of the club manager with the union director is their responsibility to multiple authorities. Traditionally, union directors are responsible to student boards as well as college and university administration. In states such as California, Florida, Minnesota and Utah the student board is the governing body. Like the private club, the director and staff are hired and funded by the associated students, who are represented by the board. While most unions in the United States are administratively owned, formal mechanisms for accountability to student government, programming boards, and student advisory boards remains in most systems. Union boards, especially program boards, adopt a club-like committee format for reporting and interacting with the appropriate union administrator (Butts, 1971; Miller, 1997).

Preparing College Union Executive Directors

Consistent with the for-profit segment of the hospitality industry, administrative requirements of college unions are responsive to both internal and external influences. A rapidly changing environment requires constant attention in order for practitioners to remain competent in the workplace. In recent years, growth of academic programs in hospitality has increased the possibility for formalized preparation of hospitality professionals. Scholars from those programs, supported by the industry that is dependent on them, produce research projects to determine the competencies of hospitality professionals.

Few studies have been conducted regarding preparation needs for college union staff. Literature of the union field reflects the recognition of a need for deliberate, knowledge-based career preparation. Unlike the growth apparent in hospitality programs, current academic programs dedicated to college union administration are not easily found. Consequently, there is no cadre of faculty and students with vested interests in determining and articulating prevalent knowledge of practitioners' competencies. Furthermore, because of the diversity in types of college unions, the question of director preparation defies neat classification into a prescriptive solution that is universally applicable.

In 1984, Jan Carlson reviewed position announcements in the Chronicle of Higher Education to determine the requisite formal training for Student Personnel positions. Out of his list of 29, the top 10 skills areas for college union and student activities practitioners in order of frequency were *program development, advisement, supervision, management, administration, student organization management, budgeting, operations, leadership training, and recreation*. It should be noted that Carlson's survey included positions at all levels of administration, not only the directorate.

At the 75th Anniversary celebration of ACUI, Blackburn spoke of the changing state of the college union. As he reflected on the past to prepare for the future, Blackburn affirmed that the director should possess a broad range of general expertise in order to lead the "complete union." Blackburn stated that directors must be competent first in the areas of *financial and operations management, Entrepreneurial skills, budget management, contracting, renovation and construction, and Facility management* must be balanced with effectiveness in *student programming, flexibility, volunteerism, and personnel supervision*. Blackburn's list of competencies include management of auxiliary-type operations such as *food service, bookstores, and other cash operations* (Blackburn, 1989).

As a result of the survey for the Task Force 2000 project, Brattain and Preisinger each reported an impressive listing of skills essential to the performance of directors in the next decade. These lists included *budget analysis and planning, resource management, report writing, oral presentations, strategic planning, database management, arts management, multi-cultural programming, facilities and technology management, hospitality services, retail, personnel, and volunteer management, and recreation*. Preisinger expressed concern that the CAS standards ignored the areas of *communications, marketing, facilities management, leadership, community service, programming, and international culture*. He stated that all these are salient concerns for the future.

Habrat's (1993) study of the duties and responsibilities of a union director was the first published work of its type to be written in twenty years. Habrat designed and

administered a questionnaire to create a profile of the college union director in 1991. Through comparison with database summaries, Habrat discovered that the role of the director had evolved over the years. He reported shifting trends resulting in less responsibility for food service, bookstores, recreation programs, and campus physical plant operations for union leaders. Directors in 1991 reported increased responsibility for *fiscal/budget management, maintenance, smaller auxiliaries, student activities, programming, maintenance, conference programming, building and utilities matters, orientation, and leadership training* (Habras, 1991, 1993b).

Habras (1993a) found that union directors are entering the position with more formal education than previously indicated. Most (72.4%) held master's degree and 11.7% possessed a doctorate. His data also indicated an increase in on-the-job preparation through previously-held subordinate positions or directorates at smaller unions.

Shindell and Pirelli (1995) gathered information regarding the function, staffing and services in unions while they were surveying ACUI member unions to determine the union's role in community-building. Although their questionnaires were submitted to the entire membership, less than 29% of the responses were from two-year and international institutions. In fact, they reported that responses were more heavily weighted toward research and comprehensive universities and colleges.

Over fifty percent of the responding unions reported responsibility for *student programming, leadership training, registering student organizations, food service, advising student government, marketing and promotion of the union services, and conference support services. Bookstores, advising Greek affairs, recreational sports, and new student organizations* were managed by the union staff in more than 30% of this group. In 65.8% of these unions, more than half their workforce was students, which indicated that training and supervision of student employees is a major responsibility for the administration. Fifty-three percent of respondents reported that their unions were built before 1970, one-fifth before World War II. Basic knowledge of *renovation, construction, and general maintenance* were reported to be useful for managers of aging facilities.

The most recent publication of the CAS standards adopted a more general approach to listing standards for the profession. These standards asserted that union leaders must be selected on the basis of formal education and training, relevant work experience, and personal attributes. According to CAS, college union leaders should be ethical visionaries who clearly articulate their vision. They require skill in *communication, supervision and personnel management, budget planning and management, and responding to the changing needs* of students and the institution. Leaders must be able to obtain cooperation from colleagues, students, and non-university personnel (Miller, 1997).

While researchers agree that a master's degree is necessary academic preparation for the college union director, a wide range of academic disciplines are considered acceptable preparation paths for the director (Habrat, 1991; Miller, 1997; Task Force 2000). According to ACUI Standards, the four most desirable academic disciplines are *education, business management, behavioral sciences* and some of the *liberal arts*. Others considered relevant for the profession are *education administration, college student personnel, counseling and guidance, recreation administration, fine arts, and sociology* (ACUI, 1981; Plakidas, 1986). ACUI Standards as well as the Task Force 2000 Report both support an interdisciplinary approach to college union administration preparation. Disciplines recommended for collaboration in union preparation include *counseling, business management, recreation leadership, business administration, behavioral sciences, and student personnel* (Brattain, 1992; Habrat, 1991, Miller, 1997; Spencer & Carlson, 1986).

Work experience such as internships and graduate assistantships, should provide a practical component of the academic programs. In addition, directors need to acquire prior work experience as director of a smaller union, assistant director, program director, community center administrator, or other experience with business management (Carlson, 1984; Miller, 1997; Plakidas, 1986).

Unions at Commuter Institutions

Multiple challenges inhibit a clear classification of an institution as either commuter or residential. Complexities of definition are compounded by the impact of geographic location on the institution. In rural locations the 'commuter' population may share an apartment or house in close proximity to the campus. Location often permits the rural commuter student to enjoy an extended residential campus environment, thus avoiding some of the barriers to interaction that are experienced by urban commuter students. Urban locations tend to face the challenges associated with not having a residential population. On the other hand, using a literal definition of commuter students as those who do not live in institutional-owned housing, 87% of all college students may be classified as commuters (Jacoby, 1989; Miller, 1997; Stewart & Rue, 1983). While recognizing that each institution must be evaluated individually to determine its commuter/residential status, for the purpose of this discussion "commuter" will refer to the urban commuter experience.

Since the 1970's little has been written regarding the unique demands on college unions at urban commuter universities. It is well-documented that commuting students' needs for student services are different than those of traditional residential students. It follows, therefore, that college unions cannot assume the same practices for commuters as for residential students and hope to serve commuters effectively.

In 1975 Keener's research revealed that commuter students used the union as the only alternative to the library for a place to spend out of class time on campus. When asked what they desired most from the union, commuters expressed a desire for eating facilities to supplement lunches brought from home, lockers, showers, and places for occasional overnight stay, and programs during weekday afternoons. They stated a preference for more lounge and informal gathering spaces than residential students traditionally use. Commuters were not interested in joining structured organizations but expressed interest in space for informal interactions (Keener, 1975).

Ratcliff (1998) reported that commuter students expect convenience and good service, but do not want to pay for activities that they do not use. He found that older,

part-time, and working commuter students have little interest in student activities and do not want to participate in governance.

Hours of operation, day care facilities, mail and message services, showers, activities that involve family members, emergency overnight facilities, 'centers' in varying locations throughout campus, and differing use patterns are only a few of the ways that commuter unions differ (Ellis, 1995; Geib, 1992; Jacoby, 1989; Miller 1997). Having determined that commuter students require different services from college unions, it seems reasonable to assume that directors of those unions may require different skills from directors who serve residential populations.

Student Affairs/Business Affairs

Summaries from the ACUI database from 1962 to 1991 indicated that in 40-60% of the cases, reporting lines extended to an officer in student affairs (Habratt, 1991; Miller and Galey, 1988). Student Affairs unions are not universal, however, and many directors answer to the chief financial officer of their institution.

Cunard (personal interview, 1997) asserts that the job of a union director is the same no matter what how the administration is structured. He stated that there must be a strong commitment to the educational community, a solid partnership between the business and educational components for the union to be successful. While cautioning that unions should avoid positioning themselves as auxiliaries, which suggests only a service agency or business enterprise, Blackburn (1989) asserts that the work of a director remains unchanged by the administrative division of the university. With the ACUI Task Force 2000 report warning that there may be a shift in union reporting lines, it would be instructive to determine if the knowledge and skills of student affairs directors differs from those of directors in business or auxiliary affairs.

Women Directors

In spite of concerns about pay equity, continued lack of sensitivity to women within professional arenas, limitations due to family responsibilities, and differences in gender communications styles, the number of women in union leadership positions

continue to increase (Savage, 1991). In 1993, Habrat found that Caucasian males dominate the profession but that greater numbers of women and minorities hold the director positions than in past eras. Swanka (1998) corroborated these findings noting that women comprised 29.4% of all directors responding to the 1997-98 ACUI salary survey. This compared with 24% in Habrat's study and 7% in a 1973 report.

Regarding career preparation, Swanka (1998) indicated that women tend to gain more experience in student activities than do males, although at larger universities they focused more on operations-related skills. Women directors interviewed by Swanka specified that female directors need to know *union operations, supervisory skills, food service, and a network of others in the field*. They remarked that familiarity with *renovation and construction* is useful in the execution of the job. Those directors also stressed the importance of being a generalist, of *gaining a wide variety of skills, seeking breadth of experience in early stages of the career, and working as assistants or other progressive administrative positions*.

In a 1995 article, Stachowiak suggested that women's perceptions of management differ from those of their male counterparts. She asserts the importance of recognizing those attitudes and beliefs in order to be effective in our diverse society. While increasing numbers of women are being hired as union directors, little is written regarding women in union leadership positions. Stachowiak's suggestion that male and female management styles differ may have implications for preparing the women who will be hired as directors in the next decade.

Summary

The history of college unions and the hospitality industry indicate that the preparation needs for the chief administrator have changed. Both fields have a strong tradition of on-the-job training for managers. In the past this training has taken years to accomplish and has been somewhat coincidental. Rapidly changing conditions and an increasing number of positions to be filled makes happenstance training less acceptable in the union field.

The nature of these organizations require that the COO's position remain responsive to the fluctuating demands created by societal conditions. As an example of the shifting expectations, Habrat found that in the 1990's the duties of union directors, especially at larger institutions, evolved from an orientation toward front-line task to a focus on coordination and administrative oversight. The literature review points to the need for a more deliberate and intentional plan for directors' career preparation to meet challenges created by continuing evolution of the field.



Leaders of the next century will be those who discover innovative solutions to pressing problems, who think "out of the box" and who approach everyday challenges with entrepreneurial perspectives.

Berger & Brownell, 1996

Many researcher, however, are suggesting that research should be multimethod, such that data collection and analysis approaches are selected for their suitability for answering the immediate research question.

Multimethod research starts with goals and questions and identifies the design and methods best suited for achieving these. *Crabtree, Yanoshik, Miller, O'Connor, (1993).*



Chapter 3

METHODOLOGY

Introduction

Contained in Chapter Three is the methodology used to develop and validate a list of the skills and knowledge that will be necessary for the career preparation of college union executive directors who will be hired in Research and Doctoral I universities from 2000 to 2010.

In designing this study, three separate but interrelated research methods were employed. The methods were:

1. Focused interviews with experts in the college union field.
2. A review of currently existing data, including facts from the ACUI data bank; job advertisements for college union positions literature from the college union field; and literature from the hospitality industry related to club managers' competencies.
3. A questionnaire created for this study using the data gained from the first two techniques. The survey was mailed to all the directors in the research group to test the assumptions gleaned from methods one and two.

Rationale For Research Methodology

Triangulation is a research design that adopts two or more different research methods to obtain breadth and depth of information and to confirm findings on a particular subject. Triangulation frequently aims at providing a larger database and additional methodological rigor through the combination of qualitative and quantitative methodology. Triangulation is an ideal method for strengthening a study design

because it enhances the quality and credibility of findings as well as minimizing the influence of the evaluator effect. In fact, the root for the term itself is the world's strongest geometric shape (Frey & Fontana, 1991; Krueger, 1988; Morgan, 1993, 1997; Patton, 1990).

The design contributes to verification and validation depending on the type of triangulation. *Methodological triangulation* checks consistency of findings generated by the different methods adopted in the study. Triangulation of sources, or *data triangulation*, uses a variety of data sources to validate findings. In *theory triangulation* the researcher uses multiple perspectives, or theories, to interpret data. Finally, with *analyst*, or *investigator triangulation*, multiple researchers review data and results are then compared for congruency (Patton, 1990).

In this study, both methodological and data triangulation were employed. The use of interviews, a pre-existing data set, and an original survey instrument “triangulate” formal, traditional techniques with the human element. Cross-referencing multiple opinions sought to validate the findings.

The Delphi technique is a commonly-adopted methodology for studies in which the researcher seeks to determine consensus of opinion regarding competencies in a discipline (Avgoustis, 1996; Chandler, 1994; Deveau, 1994; Roberts & Shea, 1996; Villaquiran, 1997). Delphi is a form of group interview in which the interviewer coordinates and shares the participants' observations by mail. A primary strength of the method is the ability to gain feedback from multiple persons who have expertise in the subject. Delphi is especially useful when the participants are widely dispersed geographically (Frey & Fontana, 1991; Kreuger, 1988). The triangulation approach adopted in this survey sought to replicate some of the consensus-building benefits of the Delphi technique while avoiding some of the attrition problems associated with that method.

Credibility of the researcher is a source of concern. The presence of an evaluator can distort the findings through (a) changes and influences on the evaluator during the course of the evaluation, (b) predispositions or biases of the evaluator, (c) reactions of the participants to the evaluator's presence, either through halo effect

creating exemplary performance or anxiety causing sub-standard performance, or (d) evaluator incompetence (Patton, 1990).

Evaluator effect was a potential source of concern in this study because of the evaluator's relationship with informants in the focused interviews. Also, while not strongly positioned, the researcher had some preconceived opinions regarding what the skills and knowledge should be. Triangulation provides a strategy for reducing the effect of bias. Experienced researchers conclude that multiple methods and comparison analysis are worth the difficulty and expense because of the enhanced quality of findings (Frey & Fontana, 1991; Morgan, 1993; Patton, 1990).

The design of this study is supported by similar projects in the hospitality industry. Hospitality researchers study career preparation and design curriculum with data obtained through observation and survey of incumbent general managers (Arnoldo, 1981; Hsu & Gregory, 1995; Ley, 1980; Luke & Ingold, 1990; Nebel, et. al. 1995).

Focused Interviews

Focused interviews with groups and individuals was the first research method used in this study. The commonalities that define these as *focused interviews* are (a) they are composed of people who are carefully preselected for participation; (b) participants possess similar characteristics relative to the research subject; (c) interviews produce data of use to the researcher; (d) the qualitative data provides insight into participants' attitudes, perceptions, and opinions; and (e) topics of discussion are carefully predetermined and sequenced to fully explore a specific subject domain (Crabtree, Yanoshik, Miller, & O'Connor, 1993; Krueger, 1988).

The interviews were intended as an exploratory phase of the research project. They served to test the feasibility of a more complex study, to develop methodology for the study, and to identify nuances, language, and social context for the study. The combination of individual and group interviews provided a larger database than was possible with the focus group alone. Individual interviews had the advantage of providing greater amounts and depth of information from each respondent. On the other hand, unique advantages of the focus group included diffusion of the

interviewer's influence, and development of opinions, which occurred because of interaction with others (Crabtree, et. al. 1993; Frey & Fontana, 1991; Krueger, 1988; Morgan, 1997). Morgan (1997) suggested that if, in fact, people do act differently in groups than alone, combining the two methods may produce more comprehensive data than would be possible with a single method. Results of the interviews were also used to develop the content of the study and to generate questions for the survey instrument.

The Focus Group Interview

This researcher extended an invitation to college union directors in ACUI Region 5, to participate in a focus group interview during the regional conference in November 1996. The focused interviews were designed to discuss career preparation of union directors. Another purpose of the interviews was to determine if the directors perceived the proposed study to be of value to the field.

Only nine directors responded to the invitation, enough for only one group. The interview group was composed of representation from a variety of institutional types. Focus group participants included directors from one medical university, one private select university, two regional comprehensive universities, two self-described "public ivy" universities, one Doctoral, one historically black university, and one selective liberal arts college.

Interview protocol for the focused interviews included six general questions with several probing questions for use, if needed. The interview questions were:

1. What type of academic preparation is generally needed to obtain a position as a union director at a research university? Which academic discipline? Which courses? Level of degree?
2. What work experience is needed when preparing for a career as a college union director?
3. How do requirements differ when unions and activities are a separate administrative department?
4. What are the differences in competencies for directors at unions that are in Student Affairs as opposed to those that are in Auxiliary/Business Affairs?

5. What is the preferred title to indicate that that one is the director of unions *and* activities?
6. How would a study of this type of information be useful? Is knowledge of a “career path” important? How important is being in the right place at the right time? knowing the right people?

A modification of the traditional focus group interview protocol was adopted in this study to aid in recording and analyzing the results. Each participant was given a stack of index cards and asked to record their answers before sharing and discussing the responses in the group. In addition, a co-facilitator recorded responses on newsprint during the discussion. Before moving from one question to another, the facilitator reviewed with the group the responses listed on the newsprint. The group was invited to provide corrections, modifications, and clarifications to the researcher’s understanding of the recorded responses. Finally, the entire interview was tape recorded using two recorders simultaneously.

The tapes, the cards, and the newsprint were documents used by the researcher in writing the report. A de-briefing with the co-facilitator was scheduled within two days of the interview. The written report was carefully reviewed by the co-facilitator to verify accuracy of data as well as context (Kreuger, 1988; Morgan, 1997; Vierra & Pollock, 1988).

Individual Interviews

In addition to the focus group, individual interviews were conducted with three other directors, and with executive directors from two professional associations that serve college unions. These interviews were conducted individually because distance made it impossible to convene another group interview. One was a telephone interview; the others were face to face. Participants’ breadth and range of experience in the field qualified them to offer expert opinions regarding preparation for union directors. The individual interviews qualified as ‘focused’, meeting the same criterion as the group session.

The individual interviews were structured, and the same questions were asked of each informant. However, the varying settings of each interview and individual relationships with the interviewer created some differing dynamics with each (Crabtree, et. al. 1993). One interview occurred in a restaurant at the informant's request, another in the informant's office, another by telephone, and the fourth in a fairly relaxed setting at a conference. Reports of the interviews were written based on the notes taken during the interviews. Two interviews were tape recorded and transcripts were written from the tapes (Krueger, 1988; Vierra & Pollock, 1988). The researcher summarized the findings relative to academic discipline, level of degree, coursework, and work experience that is preferred in preparation for a career as a college union director. These summaries were prepared by reviewing transcripts, recording key words and using tally marks to indicate the number of times these choices were cited by various participants.

This series of interviews provided the foundation for design of the study, formulation of the research questions, and development of the list and subsequent questionnaire (Crabtree, et. al. 1993; Morgan, 1997).

Interview Findings

The interviewees agreed that an advanced degree is essential. All agreed that the master's degree is required and the doctorate is preferred, especially at universities. Interview results showed that Higher Education Administration is the preferred discipline for the degree with an emphasis in Business Administration and College Student Personnel were suggested. Other recommended disciplines were **Business Administration, College Student Personnel, Hospitality/Facilities Management, Recreation, and Liberal Arts**. Table 4 summarizes the responses regarding academic preparation. The responses are ranked in order of the frequency with which these were cited and the preferences of each group of interviewees are indicated.

The most frequent choices of subject for coursework in preparation for college union directorate were budgeting and finance, facilities management, law, and business management. When asked for preferred work experience, the interviewees' most

frequent responses were *staff supervision, facilities management, fiscal management, budget administration, programming, event coordination, marketing and promotions, law, personnel management, college union history and philosophy, progressive administrative experience, breadth and years of experience, renovation and construction, student development theory, higher education administration, revenue generation, and strategic planning*. A complete listing of the academic coursework and knowledge and skills gleaned from the focused interviews are displayed in Appendix C.

Table 4

Summary of Focused Interview Participants' Preferred Academic Preparation for College Union Directors

Level of Degree	Rank	Source of Response			
Masters preferred	3	F			
Masters required	1	F	D	A	N
Doctorate preferred	2	F	D	A	

Academic Discipline	Rank	Source of Response			
Higher Education administration	1	F	D	A	N
MBA/Business management	2	F	D	A	N
College Student Personnel	3	F		A	N
Hotel, restaurant/facilities mgt.	3	F		A	
Recreation	3	F	D		
Liberal arts	3	F	D		

Note. F= response from Focus Group; D= response from individual interviews with Directors; A= responses from Marsha Herman-Bentzen, ACUI; N= response from Manny Cunard, NACAS.

Ranked by frequency of response.

ACUI Data Bank

The second phase of the research design was to gather and summarize existing data relative to the duties and responsibilities of college union directors. A primary source of that information was the ACUI data bank. ACUI periodically gathers data from member institutions on a comprehensive range of subjects related to the individual institution. Although the number of members who respond to the queries is limited, information from those who respond is comprehensive. This researcher determined that the data bank would be a useful resource in determining the types of services and programs available at college unions in the research population. The list of services and programs in those unions will determine the range of responsibilities for the executive director who has administrative responsibility for those organizations.

The most recent questionnaire to member institutions was conducted in 1991, but data is updated annually as available. Data used in this study was most recently updated in 1997. This researcher queried 149 items from the bank. Ninety-seven member institutions from the research population had submitted data to the bank. This represents 55.1% of the total population. Responses from those 97 institutions were reviewed and data were tabulated.

Information was retrieved from a series of eighteen separate computerized reports that were formatted in paragraphs. Data were categorized, recorded on spread sheets, and tallied for reporting purposes. The categories were subjectively determined by the researcher in an effort to report data in manageable segments. The categories were labeled ***technology, revenue generation, facilities and equipment, staffing patterns, budget management, food service management, leisure-time facilities, and programs and projects.*** Results were reported enumerating the programs, activities, and services for which these directors have administrative responsibility.

As indicated in Table 5, information from the data bank indicated that most directors have budgetary responsibility for custodial and maintenance services, utilities for the unions, purchase and maintenance of equipment and furnishings for building and event services, union-sponsored programming, and both student and full-time staff

salaries. Less than half were responsible for food service and for operation of retail services in the union. Only 10.6% operate the bookstore.

Table 5
Expenses/Budget Management Responsibilities of Union Directors Listed In the ACUI Data Bank

Types of Expenses	#	%
Student Salaries	82	96.5
Staff Salaries	79	92.9
Equipment/ Furnishings	76	89.4
Custodial Expenses	73	85.9
Programming	72	84.7
Utilities	61	91.8
Food Service	36	42.4
Retail Shops	36	42.4
Bookstore	9	10.6

All of the unions in the population reported using personal computers rather than mainframes for their computerized functions. Unions are heavily dependent on computerized software for record keeping and communications. More than 88% of respondents used word processing, meeting room reservations, accounting, and desktop publishing software. Use of payroll and/or personnel tracking software were reported in more than 61% of the cases.

More than 50% of the unions reported owning 16mm projectors, video taping equipment, and 35mm projectors that are provided as a service for union guests. Results of the data related to computerized software and audio-visual equipment are summarized in Table 6.

Table 6**Computer and Audio-Visual Technology Responsibilities of Union Directors Listed
In the ACUI Data Bank**

Software/Equipment	#	%
PC/mainframe	All	
Word processing	82	96.5
Room reservations	76	89.4
Accounting/bookkeeping	75	88.2
Desktop publishing	75	88.2
Videotape equipment	71	83.5
16mm projectors	68	80.0
Payroll/personnel	52	61.2
35mm projectors	45	52.9

In Table 7, 90% of the respondents reported having billiards in the union, and most of them conducted related tournaments. More than half the unions have table tennis and amusement games in the facility. Bowling lanes, and tournaments, outing trips, rafting, backpacking, and camping, equipment rental, and clinics are among the other recreation services and programs reported by those unions.

Table 7**Recreation Program Responsibilities of Union Directors Listed In the ACUI Data Bank**

Type of Service/Program	#	%
Billiards	77	90.6
Billiard tournaments	69	81.2
Table tennis	50	58.8
Amusement games	47	55.3
Bowling tournaments	39	45.9
Bowling lanes	38	44.7
Outing trips	35	41.2
Rafting/back-packing/camping	23	27.1
Equipment rental	17	20
Clinics & seminars	15	17.7

Table 8 indicates that most of the responding unions had administrative responsibility for student productions, leadership training, art exhibits, multicultural awareness programs, and ethnic dance. Fewer than 50% of the unions were responsible for homecoming and special international programs. None reported having administrative responsibility for New Student Orientation. On the other hand, many respondents who were not responsible for Homecoming and Orientation reported that events related to those programs were held in the union facility.

Table 8**Program & Project Responsibilities of Union Directors Listed In the ACUI Data Bank**

Type of Program	#	%
Student Productions	60	70.6
Leadership Training	57	67.1
Art Exhibits	55	64.7
Multicultural Awareness	55	64.7
Concerts/ Comedy	54	63.5
Ethnic Dance	50	58.8
Homecoming	36	42.4
International-Special Programs	30	35.3
Orientation	0	0

Methods of generating revenue varied among college unions. More than 40% of the unions received revenue from ticket office and mandatory student fees. Meeting and conference services, copy centers and automatic teller machines provide sources of revenue in more than 15% of the unions. Others generated operating funds from guests sleeping rooms, bookstores, and banks or credit unions located in the facilities. The number of unions reporting each revenue source is listed in Table 9.

Table 9

Revenue-Generating/Auxiliary Responsibilities of Union Directors Listed In the ACUI Data Bank

Revenue Source	#	%
Ticket Office	38	44.7
Student Fees	35	41.2
Copy Center	21	24.7
Conferencing	20	23.5
ATMs	15	17.7
Guest Rooms	11	12.9
Bookstore	9	10.6
Banks/Cr.	3	3.5

As is true with most elements of the college union, there was no unanimous staffing pattern. Table 10 indicates that 65%-68% reported having positions that are the equivalent of Business Manager, Operations Manager, and Program Advisor. Approximately 47% reported having a Food Service Director and Program Director on staff. Recreation Manager positions were reported at 38% of the unions. Theatre and Art Gallery directors were least prevalent of the staff members reported here.

Table 10**Staffing Responsibilities of Union Directors Listed In the ACUI Data Bank**

Title of Position	#	%
Business Manager	58	68.2
Operations Manager	56	65.9
Program Advisor	56	65.9
Food Service Director	40	47.1
Program Director	40	47.1
Recreation Manager	32	37.7
Theatre Director	13	15.3
Art Gallery Director	10	11.8

Several facilities that support social and cultural interaction are standard in college unions. Meeting rooms and Information Centers were reported at more than 90% of the respondents' unions. Ballrooms were found in approximately 85%. More than 75 % had TV viewing rooms, and 55% had an auditorium. Art galleries were found in more than 44%. Dining rooms or cafeterias were not uncommon and union food services often include catering. See Table 11 for a breakdown of facilities in these unions.

Table 11**Social/Cultural Facility Responsibilities of Union Directors Listed In the ACUI Data Bank**

Facility Type	#	%
Information Center	78	91.8
Meeting Rooms	81	95.3
Ballroom	72	84.7
TV Viewing Room	64	75.3
Auditorium	47	55.3
Theatre	40	7.1
Art Gallery	38	44.7
Dining/Cafeteria	31	36.5
Catering	23	27.1
Fast Food	13	15.3
Chapel	10	11.8
Music Practice	9	10.6
Satellite Union	5	5.9

Job Advertisements

The next source of information for phase two of the research was advertisements for position announcements for college union directors. Job specifications, as listed in position announcements for college union directors, were analyzed. All advertisements for directors listed in the Chronicle of Higher Education from 1996-1997 and listed with ACUI from 1991-1997 were reviewed. Records were reviewed for required and desired qualifications specified in the ad, and to record the functions that the directors needed to be responsible for in these positions. These

advertisements provided information regarding the knowledge, skills, and abilities expected by those who hire the directors.

Data gathered from the advertisements indicated that those who are hiring directors in the mid-to-late 1990's indicate that a master's degree is required, with a preference for majoring in *College Student Affairs* or *Higher Education Administration*. The most frequently listed skills from these advertisements are *fiscal and budget management, programming, facilities management* and *personnel supervision*. The advertisement specified a desire for prior work experience in college unions. A summary of findings from the review of the position announcement is listed in Table 12.

Table 12**SUMMARY OF JOB SPECIFICATIONS FOR DIRECTORS AS INDICATED IN
POSITION ANNOUNCEMENTS (n=39)**

EDUCATION	Total
MASTER'S REQUIRED	25
College Student Personnel	17
Higher Education Administration	15
Business Administration	8
Hospitality Management	1
MASTERS' PREFERRED	5
DOCTORATE PREFERRED	4
BACHELOR'S REQUIRED	4
WORK EXPERIENCE	
In Higher Education	11
Asst. Dir. Or Progressive Admin. Exper.	11
In College Unions	20
SKILLS	
Fiscal & Budget Management	27
Programming or Program Development	25
Operations/Facilities Management	22
Supervision/Personnel Mgt.	22
Administration/Management	15
Scheduling /Conferencing	12
Working W/Diverse Populations	11
Written Communication	11
Oral Communication	11
Contract Negotiations & Management	10
Food Service (leased or self-op)	9
Marketing & Public Relations	8
Counseling/Advising Student Org.	8
Student Activities	7
Leadership Development Programs	7
Renovation & Construction	6
Organizational Skills	6
Recreation (games room)	6
Entrepreneurial & Fund-raising Skills	6
Leadership; Ability To Lead Effectively	6
Interpersonal Skills	5
Familiarity with Technology	5
Strategic Planning	5
Bookstore Management	4
Volunteerism/Community Service	3
Greek System	3

Other: Publications, Homecoming, Orientation, Vision, Conflict Mediation, Consensus Building,
Adult Education, Media Relations

The Survey

The third and final phase of this study was to create and administer a survey questionnaire. This questionnaire was mailed to directors at Research and Doctoral I universities.

Data gathered through the above methods were used to create a list of knowledge and abilities needed by college union directors who are preparing for professional practice in the next decade. This list was tested through the use of a survey questionnaire developed from the same data. The questionnaire was designed to accomplish two purposes. First, responses regarding knowledge and abilities would either substantiate or refute the validity of the characteristics gleaned from the literature. Second, demographic data is provided to validate this population as having the experiential expertise to test the list.

The Population Selection

The interviews with experts in the field revealed a consensual agreement that while the scope of the job remains the same, the job tasks, duties, and focus of a director differ appreciably as size and complexity of operation increases. For this reason, the researcher assumed that the entire range and scope of college union operations was represented in a population that includes the larger, more complex, most comprehensive universities. Research and Doctoral I Universities are judged to be most representative of those institutions. This assumption is tested by data from the ACUI Data Bank as well as from the demographic data in the survey.

Research I, Research II, and Doctoral I universities educate students at all academic levels and grant more than 40 doctoral degrees annually in a variety of academic emphases (Doctoral Institutions, 1997). These institutions attract student populations from various nations and cultures, creating some of the nation's most diverse communities. The wide range of needs and demands in these universities greatly influence the variety of programs and services required of the union staff.

This researcher believed that because of the complex nature of Research and Doctoral I universities, all the functions of a higher education institution can be

expected to exist in that population. Correspondingly, complex demands were assumed at the unions that served those institutions. This belief was substantiated by the findings from the ACUI data bank and from the position descriptions in the job advertisements. Although no unions are identical in terms of services, programs and organizational structure, the tables summarizing findings from the data bank and the position descriptions illustrate the range of functions for which those directors were responsible.

The researcher used the ACUI Data Bank to substantiate her rationale for selection of this population. Respondents from the data bank indicated having responsibilities including multiple buildings, multiple functions, and large budgets. Only the database information from the research population was tabulated for this study.

The rationale for comparison with competencies required of hospitality general managers was substantiated by comparing the job responsibilities of hotel and club general managers with those of college union directors. This comparison indicated that union directors were responsible for the same functions, with similar roles in their organizations as hotel and club general managers. (See Table 1, Chapter 2)

Instrument Development

Survey research is a widely used tool for soliciting information. Self-administration is the most commonly adopted survey method. When an interviewer wishes to ask a large number of questions, when time to reflect provides more thoughtful answers, and when probing questions are not necessary, the mailed questionnaire is a preferred method. It is also an advantage when respondents job demands may interfere with their ability to protect a scheduled time for telephone interviews. With mailed procedures, response rates increase with highly literate populations who are interested in the research problem. Adopting a personalized approach with strategies for follow up has proven effective in generating response to mail surveys (Fowler, 1993; Gregg, 1989; Hawley, 1993; Suskie, 1996; Weisberg &

Bowen, 1977). For these reasons, a mailed questionnaire was determined to be a good choice for this population.

Findings from the interviews, literature reviews, position announcements, and ACUI database were compiled to create a listing of skills and abilities required for college executive union directors. This listing of 86 items provided the basis for developing the questionnaire. To help focus the respondents' thoughts, the skills and knowledge were categorized into three classifications. These categorizations, identified by Katz (1974), are widely accepted by hospitality educators in discussions of management competencies (Dittmer and Griffith, 1993; Dotson, 1993; Hsu & Gregroy, 1995). Educators maintain that successful hospitality general managers must possess technical, human relations, and conceptual skills. **Technical skills** are those needed to do the specific work associated with individual jobs. **Human Relations skills** are the ability to work effectively with others, especially important for hospitality managers who are constantly interacting with customers and with their staffs. **Conceptual skills**, those associated with intelligence, permit managers to view the entire enterprise and make decisions for the overall welfare of the enterprise. In this instrument, 29 items were assigned to the Human Relations category, 40 were designated as technical, and 16 were specified as conceptual skills. Assignments to these categories were made at the discretion of the researcher.

In the next section of the instrument, questions sought the directors' opinions regarding academic requirements for the position, including level and discipline of degree. Following that section were open-ended questions regarding the type of work experience needed and any essential skills not included in the 86-item scale.

The last page of the questionnaire was dedicated to demographic data. Directors were asked to indicate programs and services for which they had responsibility. Demographic data were gathered to demonstrate that directors in this population supervise functions that span the scope of union operations. This was designed to test one of the assumptions on which the study was based. The total amount of operating budget, source of revenue, and facility size were included in this section that was designed to determine the scope of responsibility that was held by

directors in this population. The last questions gather information regarding gender, ethnicity, number of employees and length of service.

Respondents were asked to identify whether they were in a residential or commuter university; whether their administrative unit was in Student Affairs, Business/Auxiliary Affairs, or other; and whether they were male or female. The researcher did not establish guidelines for determining classification as a residential or commuter university. The decision to depend on self-reporting was made after consideration of the complex issues that confound the defining of residential status. Using a literal definition, all students who do not live in on-campus housing are commuters. However, in college towns where the college enrollment comprises 80-90% of the population, the institutions often define themselves as residential in nature. That definition is explained by the fact that the collegiate experience permeates the community and extends beyond the campus boundaries.

Designing the Instrument

In designing the instrument attention was given to readability, typestyle, a layout that implied ease of response, avoiding a busy, crowded look, professional appearance, paper size and color. Although there was a logical flow, a fairly random question order was adopted to avoid *response set*, caused by contiguous questioning. Terminology that was common to the field and clearly understood was adopted. Ease of use was the main goal of the layout but engaging the respondent was very important. The first set of skills and knowledge were more widely noted in the literature and presumed to be easier to answer. Questions requiring more thought were located midway through the instrument. Demographic data were located at the end (Fowler, 1993; Gregg, 1989; Suskie, 1996; Weisberg & Bowen, 1977).

The instrument was field tested on 27 union professionals who were not in the research group. The field testers included assistant and associate directors, and directors not in the research population who are active in the Association of College Unions. Member of the ACUI Region 5 Steering Committee and colleagues from the union at Virginia Tech tested the instrument and provided feedback. Finally, the

directors who participated in the original focus group interviews were invited to test the instrument. Using the feedback from the field testing, the instrument was refined.

Data Collection

A mailing list was created by gathering names and addresses of executive directors using the membership listing from ACUI and by searching the internet. The survey was mailed to incumbent union executive directors at universities designated Research I and II and Doctoral I by the Carnegie Foundation for the Advancement of Teaching.

After the focus groups were convened the research population was revised to include Doctoral I universities. Because of that, three directors, from The College of William and Mary, University of Memphis, and University of North Carolina at Greensboro, participated in the preliminary study but were eliminated from the survey. One director was exempted because he was a member of the doctoral review committee for the study. During the course of the mailing/response process, the researcher found that 10 have no union. Out of the total population of 177 institutions, a total of 14 were therefore eliminated. The remaining 163 institutions comprised the research population for this study.

Several documented strategies were employed in an effort to reduce the non-response rate. These strategies included a clearly organized instrument that was attractive, well-spaced, easy to read and uncluttered. The instrument was printed on colored paper. Virginia Tech's union letterhead was used for the cover letter. The letter referenced the professional association's support for the study. Real stamps were used instead of postage paid envelopes. Consideration was given to the timing of union directors' work demands on the mailing. Finally, the researcher made repeated contacts with the nonrespondents, including mail and personal contacts (Fowler, 1993; Gregg, 1989; Hawley, 1993; Suskie, 1996).

In response to the first mailing, 88 questionnaires were returned. October is traditionally the second busiest month for union staff, therefore, additional time was anticipated for the returns. Approximately one month after the first mailing, a

reminder letter, a second copy of the instrument and self-addressed envelope were mailed to the 75 who had not responded. One national conference that serves union directors and most ACUI regional conferences occurred during October and November. These, along with the Thanksgiving holiday break, accounted for absences and work interruptions during the time of data collection (Patton, 1990). Personal notes and messages to the directors were employed to encourage the response rates. The final mailing, a postcard, was sent to the 42 remaining non-respondents in December.

A total of 125 responses were received. This response is considered to be a very good rate of response for survey research (Fowler, 1993; Hawley, 1993; Suskie, 1996). Of these, 123 were usable, 75.5% of the population.

Analysis Of Data

Data in this study were collected to determine the opinions of directors in the research population regarding the necessary knowledge and skills needed for union directors' career preparation in the next decade. Respondents rated each of 86 knowledge and ability items on the questionnaire for importance in helping to secure a position of union executive director in the next decade. The researcher assigned a numeric value to each response; essential= 4, important= 3, desirable= 2, nice to have= 1. The purpose of the study was to determine important knowledge and skills, therefore a response of unimportant was assigned a value of 0.

Data collected in this survey were analyzed through the use of descriptive statistics. The ***Statistical Package for the Social Sciences*** (SPSS) and ***Microsoft Excel*** were used for computerized analysis and reporting. Chronbach's Alpha was employed to test reliability.

Measures of central tendencies were adopted to analyze this data. The researcher calculated the mean, mode, and standard deviation for each item. Items were tabulated and rank-ordered in descending order by mean. This rank ordering provided lists that indicated the highest rated knowledge and abilities. Those ranked highest were determined to be most important, having received the highest scores from the respondents. The mode was computed to test the validity of the mean as a measure

of the most important characteristic. In determining the most important knowledge and skills, a list of 86 items was unwieldy, therefore, the fifty percentile was reported in order by mean. In that table the mode was included for comparison, to determine the response most frequently selected by directors for each answer.

To determine if differences existed, data were sorted by the independent variables: **residential status**, **administrative division**, and **gender**. Importance of skills, as assigned by respondents from commuter and residential universities, were compared by determining the difference between their rankings on the lists. Similar comparisons were made for responses from Business/Auxiliary Services directors with those from Student Affairs directors, and from women directors with those from men. A t-test for equality of means was adopted to determine whether differences between the ratings were significant. Difference was tested at the .010 level of significance.

The assigning of knowledge and skills to each of three categories was not based on specific literature. After reviewing data, responses seemed to suggest some patterns of responses relative to the groupings. Before proceeding with the comparison by groupings, a factor analysis was run to determine if correlations existed between the variables.

Responses to the open-ended questions were listed for review. Demographic data were tabulated and reported to display the scope and breadth of job responsibilities in this population. Diversity of the population was also demonstrated by the demographic analysis.



...the actual research methods employed are not a driving force and become subservient to the research goals, the immediate research question, and the research context.

Crabtree, Yanoshik, Miller, O'Connor, 1993

Think about why some unions are moving forward and others are standing still, it is traced to the leadership at those unions. The great unions of yesterday, today, and tomorrow are those unions that have innovative, dynamic leadership. *Zarr, 1992*



Chapter 4

FINDINGS AND ANALYSIS

Introduction

Because of the progressive nature of the research design, findings in the early stages of the research were incorporated into Chapter Three. First, results from the focused interviews were summarized and discussed in that chapter. Next, findings from the review of existing data were exhibited. Results of the analysis of ACUI data bank information, as well as the summaries from announcements of available director positions, were tabulated and discussed. Tables summarizing those data are found in Chapter 3. Along with results from the literature review in Chapter 2, these findings were essential to the development of the third stage of the research, the survey.

In Chapter Four, findings from the survey will be reported and analyzed. The analysis will begin with a review of the methodology that was adopted for analyzing the survey data. The research population will then be described based on the findings from Section B of the questionnaire. The data analysis will follow. Results will be reported as they relate to each of the four research questions.

Methodology

The literature review of the hospitality industry, results of the focused interviews, findings from the job advertisements and findings from the ACUI data bank were compiled to create a listing of skills and abilities required for college executive union directors. Items on the list were categorized as either Human Relations, technical or conceptual skills. This list of 86 items formed the basis of a survey instrument, which was used to test the validity of those findings for the research population.

Respondents rated each of 86 knowledge and ability items on the questionnaire for importance in helping to secure a position of union executive director in the next decade. The researcher assigned each response a numeric value; essential= 4, important= 3, desirable= 2, nice to have= 1. The purpose of the study was to determine important knowledge and skills, therefore a response of unimportant was assigned a value of 0. The data were not analyzed according to scale. Measures of central tendency, the mean and the mode were computed for each of the 86 items. Responses were tabulated and ranked in order by mean from highest to lowest. The mean score indicated the relative importance of the item according to the numeric value assigned to the directors' responses.

The mode is used in social surveys to identify the measurement that appears most frequently in a set. The mode is useful because it is not effected by extreme scores in the batch. To indicate the validity of the mean score in determining important competencies, the mode was calculated and listed for comparison, reflecting the response that directors selected most frequently.

To determine the answers to the second, third, and fourth research questions, the responses were sorted by sub-populations. Separate lists were generated displaying the responses from directors at residential universities, at commuter universities, in divisions of Student Affairs, and in Business or Auxiliary Affairs. Separate lists for male and for female directors were also prepared. For these lists, also rank-ordered by mean, the first quartile was reported for comparison. Differences in rank order were reported on the list. T-tests for equality of means was computed to determine whether differences between the ratings were significant. Differences were tested at the .10 and .05 level of significance.

Chronbach's Alpha was run to test internal consistency between the items. The test was run three times, once on each category of items. Results of these tests, found in Table 13, indicate a high rate of internal consistency among items in the survey.

Table 13

Reliability Coefficients	
Skill category	α
Conceptual Skills	.86
Human Relations Skills	.86
Technical Skills	.91

In reviewing the data, however, it became apparent that the top of the list was heavily weighted with Human Relations skills. Of the three groups, very few technical skills were represented in the 50 percentile. Human skills seemed to dominate the top quartile, with conceptual skills a very distant second. Because assigning of items to categories was not based on research, the researcher determined that it would be helpful to verify the validity of that assignment. Construct validity is one of the highest forms of validity used for instrument validation. Factor analysis, one method of construct validity, was adopted for this study. The rule of thumb for factor analysis is 6-10 participants per item. Relative to the number of items on the instrument, the number of participants in this study was rather small for factor analysis (Balian 1982; Weisberg & Bowen, 1977). Because the uneven distribution among categories could have some importance in the findings, factor analysis was run to help verify the assignments of items to categories.

An exploratory factor analysis was computed to confirm the categorization of the list of 86 knowledge and abilities in the instrument. The correlation among the items were subjected to a principal components analysis. The program was set to extract 3 factors to be consistent with the categories selected in the design of the instrument. The three components explained 29.98% of the total variance and generally loaded on the factors theorized in the design: (a) Human Relations (b) Conceptual, and (c) Technical skills.

The Population

This summary of the general demographic information provides a profile of the respondents. This overview will be helpful in analyzing the findings and understanding the implications of those findings. Of the 163 questionnaires that were mailed to directors of college unions at Research and Doctoral I institutions, 123 (75.5%) usable ones were returned. Responding directors were primarily male (69.9%), Caucasian (92.6%), in Student Affairs (74%), at Residential universities (66%). Most directors (45%) reported having been in the field 16-25 years. The number of employees that each supervised ranged from one to more than fifty. The highest total response was 27, indicating 'over 50,' and the lowest total was 9, who indicated that they supervised 26-35 employees. Seventeen directors reported having only 1-5 employees.

Regarding ethnicity, this was a fairly homogeneous population. Among the respondents, 113 (92.6%) were Caucasian, while 7 (5.7%) were African-American. There was one each of Asian-American and Latino/Hispanic ethnicity. The Asian-American is female and the Latin director is male.

Job Responsibilities of Respondents

Most of these directors reported having responsibility for budget, facilities, and event management. It is unclear to this researcher why only 96.8% reported responsibility for facilities. Because the mailing list was designed to reach the executive director, an intermediary director may have direct responsibility for facilities in these organizations. Table 14 lists the programs and services for which these directors are responsible and indicates that they are indeed multi-unit general managers. Approximately 57% of reported that the union staff has responsibility for custodial and maintenance services. The remainder of the unions are served by the Physical Plant (23%) or a contracted service (14%). A few reported some combination of both, or all three.

Table 14

**Programs and Services Under the Responsibility of the College
Union Director**

Programs and Services	#	%
Facilities	119	96.8
Event Planning & Service	109	88.6
Greek Life	29	23.6
Recreation/Games Rooms	98	79.7
Leadership Training	69	56.1
Budget Management	120	97.6
Programming	95	77.2
Sleeping Rooms	17	13.8
Alumni Hall	4	3.3
Student Organizations	66	53.7
Outdoor Recreation	28	22.8
Cleaning/Maintenance	96	78.1

Note. N=123.

Table 15 reflects extreme disparities in the amount of budgets managed by the directors. While the category with the largest percentage of entries indicated that 23.7% of the directors managed budgets in excess of \$5,000,000, 22.8% of the responding directors' budgets were less than \$1,000,000. Although useful for some comparisons, the budget information must be reviewed with caution. Several respondents commented that they supervised personnel who were funded out of a separate budget. Others receive services from the university physical plant that is not reflected in the budget assigned to the department.

One question in Section B was designed to determine the number of facilities for which the executive union director had responsibilities. This question was written poorly, resulting in responses that were not usable.

Table 15**Annual Operating Budgets Including Payroll**

Budget Amount	#	%
less than \$1,000,000	27	22.8
\$1,000,001-1,500,000	15	12.7
\$1,500,001-2,000,000	11	9.3
\$2,000,001-2,500,000	6	5.1
\$2,500,001-3,000,000	11	9.3
\$3,000,001-4,000,000	14	11.9
\$4,000,001-5,000,000	6	5.1
greater than \$5,000,000	28	23.7

Note. N=118. These figures represent the total budget managed by the director, however, because of varying funding models some staff, cleaning, and maintenance for the facilities may be funded outside the department.

Sources of revenue for unions are also widely diverse. Table 16 indicates the number of unions receiving revenue for each source and the percentage of total operating revenue per source. Of the 118 respondents to this section, only 53 (44.9%) received more than half of their funding from mandatory activities fees or university funds. Most of the unions' operating budgets are heavily dependent on the union's auxiliaries, meetings and events, and other entrepreneurial efforts to fund the services and student programs.

Table 16**Revenue Sources For Operating Budget by Percentage of Total Income
Per Source**

Source of Revenue	0-15	16-25	26-35	36-50	51-70	71-85	86-90
Mandatory activity fees	28	9	10	14	18	12	
University (tuition) general funds	39	9	7	7	2	10	11
Meeting space rental	82	12	8	2			1
Recreation (indoor & outdoor)	74	13					2
Food service (self-op)	37	15	5	6	3		1
Leased/contracted businesses	55	22	10	2	2	1	1
Self-operated retail businesses	41	13	7	3	7	3	3
**Other	9	2	4				

Note. n=118.

**Sources of revenue specified in the 'other' category were: ticket sales, investment income, programming income, conferencing, bookstore 'gift', rental of space to university administration, hotel/sleeping rooms, parking garage, vending, and copy center.

Relationships of Sub-Population

Crosstabs were run to further analyze the relationships as well as the differences between the sub-populations who make up the independent variables. Results of those crosstabs are reported on Table 17. This table displays the number and percentages of male and female directors at commuter and residential universities. It also exhibits the breakdown of male and female directors in Business Affairs, Student Affairs, or both. A third breakdown exhibits the number of Student Affairs and Business Affairs directors found in commuter and in residential universities. This information will be useful in analyzing the data by sub-population.

Table 17**Crosstabulation of Numbers of Directors by Residential Status,
Administrative Division and Gender**

	<u>Gender</u>				<u>Residential Status</u>						
	Male		Female		NR	Total	Commuter	Residential	NR	Total	
Residential	56	65.9%	22	62.9%		78					
Commuter	29	34.1%	13	37.1%		42					
No Response	-		-		3	3					
Total	85		35		3	123					
Student Affairs	66	76.7%	25	67.6%		91	34	81.0%	56	71.8%	90
Business/Aux. Affairs	12	14.0%	9	24.3%		21	4	9.5%	16	20.5%	20
Both	5	5.8%	3	8.1%		8	4	9.5%	4	5.1%	8
Other	3	3.5%			3	3			2	2.6%	2
No Response							-			-3	3
Total	86		37		3	123	42		78		123

General Knowledge And Abilities

Research Question 1 asked, What are the knowledge and abilities that present-day directors perceive to be necessary to secure the position of executive union director in the next decade (2000-2010)?

In response to the survey questionnaire, directors assigned values to the knowledge and abilities depending on their perceived importance. When the rankings of the responses were completed, the list reflected a 2.64 point range between the means of the top-ranked and the bottom-ranked items. With a possible 4.0 differential, that point spread seemed to indicate that the directors did not believe that all 86

knowledge and abilities were **needed** to secure positions in the next decade. For this reason, the researcher chose to list the fifty percentile of the list as response to research question one.

Supervision of professional/managerial personnel was an overwhelming first choice of knowledge and skills needed by directors. *Multiple task management*, *Values and ethics*, and *Budget management* were next in order of importance. The mean differential between the first and second items was almost double the size of the differential between any other consecutive items in the list. Standard deviations from the mean were less than 1 for each item. The fifty percentile of the knowledge and skills listed in order of importance are exhibited in Table 18.

The top quartile listed by mean was also the top quartile by mode. All items in the fifty percentile listed in order by mean, had a mode of 4 or 3. Appendix D exhibits the complete list of the mean ranking of desired knowledge and skills.

The important skills list, rank-ordered by mean, is heavily weighted with Human Relations skills. The fifty percentile included all 29 of the Human Relations skills, 5 Technical skills, and 9 Conceptual skills. This proportion represented 67.4%, 11.6%, and 20.9%, respectively, of that list. The above numbers may be compared with the proportions of: Human Relations skills= 33.7%; Technical skills= 47.7%; Conceptual skills= 8.6% listed in the questionnaire. It is apparent that the Human Relations skills far outweigh the others in importance.

Table 18**Required Knowledge and Abilities for College Union Executive Directors
Sorted by Arithmetic Mean with Modes Displayed for Comparison**

Category	Knowledge and Abilities	M	SD	Mode
H 1	1. Supervising professional/managerial staff in multiple areas	3.89	.31	4
H 19	2. Managing multiple tasks and projects simultaneously	3.73	.46	4
H 29	3. Consistent values and ethics	3.72	.53	4
T 37	4. Budget management; fiscal management	3.72	.52	4
C 84	5. Strong organizational skills	3.68	.48	4
H 7	6. Positive customer relationships	3.63	.56	4
C 82	7. Relationship building with other administrators	3.63	.52	4
H 26	8. Leadership qualities	3.62	.58	4
H 28	9. Vision; futures thinking	3.59	.60	4
H 21	10. Excellent oral communications skills	3.58	.54	4
H 8	11. Responding to customer complaints	3.55	.64	4
T 36	12. Budget preparation and interpretation	3.55	.54	4
H 20	13. Inspiring followership and trust	3.54	.62	4
H 13	14. Working with diverse groups (various cultures)	3.51	.68	4
H 14	15. Delegating tasks	3.51	.63	4
H 16	16. Establishing team-work among employees & colleagues	3.51	.68	4
H 10	17. Formulating creative and original solutions and ideas	3.49	.66	4
H 22	18. Excellent written communications skills	3.46	.57	4
H 25	19. Tact	3.46	.63	4
H 15	20. Recognizing and maximizing use of employees' strengths	3.45	.64	4
H 9	21. Managing guests problems with efficiency and tact	3.42	.77	4
H 11	22. Thinking analytically	3.40	.67	4
C 83	23. Strategic planning	3.39	.65	4
C 75	24. Union philosophy and mission	3.39	.82	4

**Required Knowledge and Abilities for College Union Executive Directors
Sorted by Arithmetic Mean with Modes Displayed for Comparison**

H 24	25. Self-confidence	3.37	.62	3
C 85	26. Crisis management	3.36	.70	4
C 79	27. Understanding the specific institution's culture	3.35	.75	4
	28.			
H 2	29. Supervising non-professional/managerial staff in multiple areas	3.34	.77	4
C 86	30. Knowledge synthesis in decisionmaking	3.32	.76	3
T 32	31. Revenue generation	3.31	.77	4
T 30	32. Facilities management	3.30	.71	3
C 81	33. Policy development	3.28	.61	3
T 34	34. College union operations	3.26	.67	3
H 18	35. Mediating and resolving conflict	3.20	.76	3
H 6	36. Managing staff's professional development	3.18	.66	3
H 3	37. Mentoring employees	3.17	.78	3
H 27	38. Presentation skills; persuasion	3.15	.68	3
H 23	39. Professional appearance and poise	3.13	.80	3
C 80	40. Recognizing competitive advantages	3.13	.73	3
H 5	41. Managing own personal growth and development	3.12	.82	3
T 68	42. Professional work experience in higher education	3.11	.85	4
H 4	43. Mentoring students	3.04	.85	3
H 12	44. Coordinating personnel, tasks, and equipment	3.03	.77	3
T 50	45. Meeting and conferencing demands	3.02	.83	3

Academic Preparation Requirements

The question of requisite academic preparation is generally included in discussions regarding career preparation. Respondents to this survey were asked to indicate the level of degree needed for optimal effectiveness as a union director. Table 19 summarizes the directors' responses regarding minimum degree requirements for a union director.

Table 19

Minimum Degree Needed by Directors

Degree Level	#	%
Doctorate Required	5	4.4%
Doctorate Preferred	34	29.6
Masters Required	64	55.7
Masters Desired	12	10.4
Bachelors	0	
Total # Responses	115	

Note. 8 of the directors did not respond to this question.

Out of 115 responses, the master's degree was selected most frequently. Although one-third of the respondents believed that the doctorate was needed, only 10 (26%) of those were in Business Affairs. Concurrently, of those who indicated that the master's degree was 'desired' rather than 'required,' 25% were in Student Affairs.

The majority of responses (57.7%) indicated that Higher Education Administration was the preferred discipline of study. Student Personnel Administration was the second choice, indicated by 47.7%, and Business Management was third (31.5%). Table 20 displays a complete breakdown of those responses. Responses total more than 123 because several respondents selected more than one discipline, indicating that neither is a preference in achieving optimal effectiveness for a college union director.

Table 20**Preferred Discipline for Degree Needed by Directors**

Discipline	#	%	n
Higher Education Admin.	64	57.7	111
Student Personnel Admin.	52	47.7	109
Student Personnel/Counseling	14	12.8	109
Business Management	34	31.5	108
Hospitality Management	14	13.0	108
Liberal Arts	14	13.0	108
Other	7	6.5	108

Note. Although respondents were asked to specify 'Other', Recreation Management was the only discipline specified in this section. Responses total 199 because several respondents indicated more than one preferred discipline.

Work Experience

Respondents were asked what are the specific jobs that will be required in order to prepare for the directorate. Preferences of this population were for *facilities/building operations, Assistant and Associate Director, programming, student activities, and budget/fiscal management* positions. When asked about essential skills that were not listed on scaled questionnaire, the directors favored a *genuine regard for students, political acumen with university administration, and a sense of humor*. A summary of these comments also is included in Appendix R, listed in order of frequency of response.

Comparison by Residential Status of University

Research question 2 asked, Are there differences in the perceptions of directors of residential and commuter universities regarding which knowledge and abilities are needed to secure director positions in the next decade?

When contacted by telephone, two directors who failed to indicate residential or commuter status admitted that it was because making the designation was difficult for them. Both stated that more than one-third of the students lived off campus but they lived within a very close radius and that the town was so small as to be an extension of the campus. Both directors decided to designate theirs as a residential university.

Of the respondents, 42 (34%) designated theirs as primarily a commuter institution. The remaining 66%, including the two mentioned above, categorized their institutions as residential.

To analyze these data, each of the knowledge and skill items were sorted by residential and commuter directors' responses. Both lists were then ranked in order by the mean scores. Residential directors represented the largest of the two sub-groups, therefore that listing was chosen as the basis for comparison. The top quartile of the residential director's response was listed with mean, standard deviation, and rank order. The commuter directors' rankings were compared to that listing, with mean and standard deviations noted. The differences between those rankings were computed and listed on Table 21.

The highest ranked item for the residential directors was the same as the top ranked item for all directors, *Supervising professional/managerial staff in multiple areas*. By contrast, the highest ranked item on the commuter director's list, *Mediating and resolving conflict*, was found in the third quartile of the list for all directors. Out of a list of 22 most important knowledge and abilities, 9 items, or 40.9% on the residential directors' top quartile were not on the commuters' top rankings. Those items that were ranked high on the commuter directors' listing but were not found on the residential directors' listing were: *Mediating and resolving conflict; Managing staff's professional development; Presentation skills; Persuasion; Policy development; Facilities planning, construction, renovation; Managing guests problems with efficiency and tact; Higher education administration; Coordinating personnel, tasks, and equipment; and Recognizing competitive advantages*.

Table 21**Comparison of Top Quartile of Knowledge and Abilities As Rated by
Commuter and Residential Directors**

Category	Knowledge and Skills	Residential			Commuter			Dif.
		Rank	M	SD	Rank	M	SD	
H 1	Supervising professional/managerial staff in multiple areas	1	3.74	.73	27	3.33	.29	26
H 29	Consistent values and ethics	2	3.74	.68	16	3.54	.65	14
H 19	Managing multiple tasks and projects simultaneously	3	3.71	.50	10	3.67	.62	7
H 26	Leadership qualities	4	3.67	.62	42	3.05	.69	**38
T 37	Budget management; fiscal management	5	3.64	.58	54	2.64	.45	49
C 84	Strong organizational skills	6	3.62	.75	20	3.40	.44	14
C 82	Relationship building with other administrators	7	3.60	.54	26	3.34	.54	19
H 7	Positive customer relationships	8	3.57	.52	8	3.57	.52	0
H 21	Excellent oral communications skills	9	3.55	.66	25	3.36	.54	16
H 14	Delegating tasks	10	3.52	.44	23	3.38	.65	13
H 16	Establishing team-work among employees & colleagues	11	3.52	.86	62	2.38	.65	*51
H 13	Working with diverse groups (various cultures)	12	3.51	.70	22	3.38	.79	10
H 28	Vision; futures thinking	13	3.50	.62	5	3.64	.58	8
T 36	Budget preparation and interpretation	14	3.45	.61	3	3.71	.50	11
H 20	Inspiring followership and trust	15	3.45	.80	9	3.55	.66	6
H 8	Responding to customer complaints	16	3.43	.57	13	3.50	.62	3
H 22	Excellent written communications skills	17	3.40	.80	44	2.98	.61	27
H 10	Formulating creative and original solutions and ideas	18	3.40	.59	21	3.38	.67	3
H 15	Recognizing and maximizing employees' strengths	19	3.40	.68	24	3.38	.65	5
H 24	Self-confidence	20	3.40	.44	14	3.45	.61	**6
H 25	Tact	21	3.38	.67	18	3.40	.59	3
C 83	Strategic planning	22	3.38	.79	2	3.74	.68	20

Note. Residential, N=81; Commuter, N=42.

* $p \leq .10$; ** $p \leq .05$

Commuter Directors Responses that were not in the top quartile of Residential Directors' responses are exhibited in *italics*.

According to commuter union directors, the most important characteristic was *Mediating and resolving conflict*. *Strategic planning* was second, with *Budget preparation and interpretation* third on the list. Both the first and second most important competencies for commuter directors were listed in the second quartile of responses for all directors. Although both budget competencies were listed in the first quartile of all other lists, budget management was not included in the top quartile for commuter directors. Budget management, not preparation, was the most important on all other lists. However, in spite of commuter directors' emphasis on different aspects of the work, the Human Relations skills emerged as more important in proportion with the other categories.

Residential directors' listing by category is: Human Relations skills= 17; Conceptual skills= 3; Technical skills= 2. By comparison, the categorization of the top quartiles of commuter directors' responses is: Human Relations skills= 15; Conceptual skills= 5; Technical skills= 2.

When the t-test was computed to test equality of the means, difference was found at the .05 level of significance for two items, *Leadership Qualities* and *Self-confidence*. Significance at the .10 level was found for *Delegating tasks*.

Of the 42 directors who worked at commuter universities, 90% work for a Student Affairs chief (34) or a combination of both Student and Business Affairs. Appendix L and Appendix M offers the complete listings of preferred knowledge and abilities from residential and commuter university directors.

Comparison by Administrative Division of the Directors' Organization

Research question 3 asked, Are there differences in the perceptions of Student Affairs and Business/Auxiliary Affairs directors regarding which knowledge and abilities are needed to secure director positions in the next decade?

Of the respondents from this survey, 74 % (91) of the directors were in Student Affairs. Twenty-one of the remaining directors, or 17%, were in Business Affairs. Of the three who were in neither Student or Business Affairs, one worked directly for the Provost of the university and the other two were employed by the Associated Students Incorporated.

Table 22 provides a listing of the top quartile of responses from the Student Affairs directors including the mean, standard deviation, and the rank of each item. Corresponding answers from the Business Affairs directors' listing were inserted in the table, listing their mean, standard deviation, and ranking on the Business Affairs listing. The knowledge and abilities are ranked in order by mean of Student Affairs directors' responses because Student Affairs directors represent the larger of these sub-populations. Five answers on the Student Affairs listing were not found on the Business Affairs listing. Top quartile items on the Business Affairs knowledge and skills listing that are not on Table 22 are: *Recognizing and maximizing use of employees strengths, Managing guests problems with efficiency and tact, Revenue generation, Union philosophy and mission, and Supervising non-professional/managerial staff in multiple areas.*

The t-test for equality of the means indicated significant difference at the .10 level for *Budget/Fiscal Management*. There was no difference indicated at the .05 level of significance. Because the number of respondents from Business Affairs is so small, this researcher suggests caution in interpreting results.

Table 22**Comparison of Top Quartile of Knowledge and Abilities As Rated by Student Affairs and Business Affairs Directors**

Category	Knowledge and Skills	Student Affairs			Business Affairs & Others			Diff.
		Rank	M	SD	Rank	M	SD	
H 1	Supervising professional/managerial staff in multiple areas	1	3.89	.31	1	3.95	.21	0
H 29	Consistent values and ethics	2	3.76	.48	14	3.57	.73	12
H 19	Managing multiple tasks and projects simultaneously	3	3.71	.45	4	3.76	.53	1
C 84	Strong organizational skills	4	3.70	.46	10	3.67	.47	6
T 37	Budget management; fiscal management	5	3.69	.51	2	3.90	.29	*3
C 82	Relationship building with other administrators	6	3.67	.49	19	3.48	.50	13
H 28	Vision; futures thinking	7	3.62	.57	21	3.43	.66	14
H 26	Leadership qualities	8	3.60	.61	8	3.67	.47	0
H 7	Positive customer relationships	9	3.58	.58	3	3.76	.53	6
H 21	Excellent oral communications skills	10	3.56	.56	5	3.71	.45	5
H 8	Responding to customer complaints	11	3.54	.65	7	3.67	.56	4
T 36	Budget preparation and interpretation	12	3.54	.54	9	3.67	.47	3
H 14	Delegating tasks	13	3.53	.65	20	3.43	.58	7
H 25	Tact	14	3.53	.56	29	3.24	.81	15
H 13	Working with diverse groups (various cultures)	15	3.52	.70	17	3.48	.59	2
H 10	Formulating creative, original solutions and ideas	16	3.51	.65	23	3.38	.65	8
H 16	Establishing team-work among employees & colleagues	17	3.51	.64	15	3.52	.91	2
H 20	Inspiring followership and trust	18	3.51	.65	6	3.70	.46	12
H 22	Excellent written communications skills	19	3.44	.58	13	3.57	.58	6
C 79	Understanding the specific institution's culture	20	3.44	.71	31	3.24	.53	11
C 85	Crisis management	21	3.43	.61	41	3.10	.92	20
H 11	Thinking analytically	22	3.42	.65	28	3.24	.81	6

Note. Student Affairs: N=91 Business Affairs: N=21

* p≤ .10; ** p≤ .05

Business Affairs Directors' Responses that were not in the top quartile Student Affairs Directors' responses are exhibited in *italics*.

When reviewing the responses by skill categories, Student Affairs directors selected 16= Human Relations skills; 4= Conceptual skills; and 2= Technical skills. Selections by categories of Business Affairs directors were only slightly different; 16= Human Relations skills; 3= Conceptual skills; and 3= Technical skills. Complete listings of the skills and abilities preferred by those directors are found in Appendix N and Appendix O.

Comparison by Directors' Gender

Research question 4 asked, Are there differences in the perceptions of male and female directors regarding which knowledge and abilities are needed to secure director positions in the next decade?

In this survey, the proportion of responding directors by gender were 69.9% male to 30.1% female, consistent with the ratio reported in the most current union literature. The top quartile of responses by male directors was ranked in order by mean, and reported with the rankings and standard deviations. Responses from women directors were compared to this list. Corresponding rankings, means, and standard deviations from women directors are listed, and the differences in rank order are reflected in Table 23.

Comparisons of these top quartile rankings indicated that responses from male and female directors were very similar. Only two answers on the male directors' list were not found in the women's response. Striking similarities also exist in the order of their rankings. Of all the comparisons made in this study, these lists were closest to each other in the selection of important knowledge and abilities, and in the rank-order of importance.

The top response for both these groups was *Supervising professional and managerial staff in multiple areas*. *Budget and fiscal management*, *Consistent values and ethics*, and *Multi-tasking* rank next on both lists. The mean difference of this group was 3.14. The t-test for equality of the means indicated significant difference at the

.10 level for *Managing multiple tasks and projects* and *Vision; Futures thinking*. No difference was indicated at the .05 level of significance.

Table 23

Comparison of Top Quartile of Knowledge and Abilities As Rated by Male and Female Directors

Category	Knowledge and Skills	Males			Females			Diff.
		Rank	M	SD	Rank	M	SD	
H 1	Supervising professional/managerial staff in multiple areas	1.	3.90	.31	1	3.89	.31	0
T 37	Budget management; fiscal management	2.	3.71	.53	5	3.73	.50	3
H 29	Consistent values and ethics	3.	3.70	.57	3	3.76	.43	0
H 19	Managing multiple tasks and projects simultaneously	4.	3.69	.46	2	3.84	.44	*2
C 84	Strong organizational skills	5.	3.69	.46	8	3.68	.52	3
C 82	Relationship building with other administrators	6.	3.63	.51	13	3.62	.54	7
H 7	Positive customer relationships	7.	3.60	.56	6	3.68	.57	1
H 26	Leadership qualities	8.	3.59	.62	7	3.68	.47	1
H 20	Inspiring followership and trust	9.	3.55	.64	21	3.51	.55	12
H 21	Excellent oral communications skills	10.	3.55	.56	10	3.65	.48	0
T 36	Budget preparation and interpretation	11.	3.53	.52	15	3.59	.59	4
H 28	Vision; futures thinking	12.	3.52	.62	4	3.73	.50	*8
H 8	Responding to customer complaints	13.	3.51	.69	9	3.65	.48	4
H 16	Establishing team-work	14.	3.50	.62	17	3.54	.79	3
H 14	Delegating tasks	15.	3.48	.66	14	3.59	.54	1
H 13	Working with diverse groups (various cultures)	16.	3.47	.71	12	3.62	.59	4
H 10	Formulating creative, original solutions and ideas	17.	3.46	.64	16	3.59	.68	1
H 22	Excellent written communications skills	18.	3.44	.60	22	3.51	.50	4
H 9	Managing guests problems with efficiency and tact	19.	3.43	.74	24	3.41	.82	5
H 25	Tact	20.	3.42	.64	18	3.54	.60	2
H 15	Recognizing employees' strengths and maximizing their use	21.	3.42	.67	20	3.51	.55	1
H 11	Thinking analytically	22.	3.40	.65	25	3.41	.72	3

Note. Male, N=86; Female, N=37

* $p \leq .10$; ** $p \leq .05$

Women directors' responses that were not in the top quartile of Men Directors' responses are exhibited in *italics*.

The two items on the women's list that are not listed on Table 23 are *Supervising non-managerial staff* and *Strategic planning*. The complete listings of the top quartile of male and female directors' responses are available for comparison on Table 23.

In reviewing the top quartile by skill category, the male directors' list includes 18= Human Relations skills; 2= Technical skills; and 2= Conceptual skills. Female directors selected 17= Human Relations skills; 32= Technical skills, and 3= Conceptual skills. The entire lists of male and female directors' perceptions, ranked in order by mean, are exhibited in Appendix P and Appendix Q.

The data were further manipulated to determine whether women directors were more heavily represented in a given segment regarding number of people supervised and amount of budget for that they have responsibility. The computations revealed that the women directors in this study were represented across the range of both categories. It did reveal, however, that in proportion to the male counterparts, women tend to manage smaller budgets and to supervise fewer full-time employees.



...a fully integrated type of organizational structure...requires a director with a broad range of skills and knowledge to lead all of the union's diverse elements in a unified, cohesive manner.

Blackburn, 1991

The GMs apparently believed that their effectiveness and the success of their properties rested on their ability to motivate and direct the hotel staff members directly responsible for the execution of hotel operations.

The GM's training should reflect the fact that he achieves results through the activities of other people.

Arnaldo, 1981



Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter Five will include a summary of the study as discussed in previous chapters and a discussion of the conclusions from the findings. The chapter concludes with recommendations for further research.

Summary

The historical overview demonstrated that from the beginning, students have entered higher education systems to obtain social and societal benefits. Furthermore, a review of the beginnings as well as each stage of growth and development in college unions, reveals that the field evolved in direct response to changes in American society. In the same way, the role of the chief operating officer emerged and is continually shaped by shifting societal conditions.

Higher education and the society will continue to change in ways that will effect the nature of the college union executive director's work in the next century. In addition, experts anticipate a number of openings for the directors position because the directors that were hired during the growth era of the 1950's and 1960's are expected to retire in the next decade. This study seeks to determine what knowledge and abilities will be required of those who will be hired to fill these positions at U. S. Research and Doctoral 1 universities. Research questions sought to determine:

- What are the knowledge and abilities necessary to secure the position of executive union director in the next decade, 2000-2010, according to current union directors?
- Are there differences in those the knowledge and abilities as perceived by directors at commuter and residential universities?

- Are there differences in those the knowledge and abilities as perceived by in student affairs than those in business affairs?
- Are there differences in those the knowledge and abilities as perceived by male and female directors?

Very few college degree programs exist to prepare college union personnel. Perhaps for that reason, few studies have been conducted to determine the knowledge and skills for union administrators. Because the college union is a hospitality facility, current literature relating to the preparation of hospitality general managers is used in this study as a point of reference to determine skills for directors.

Using both qualitative and quantitative methodology, this study was designed to determine the prevailing knowledge and abilities that would be needed by persons who would be hired for the positions of executive union directors' in the decade from 2000-2010. Research design included a series of focused interviews, document reviews and analysis of existing data, and the administration of an original questionnaire survey. The study was descriptive in nature.

Conclusions and Discussion

This research resulted in a confirmed list of knowledge and skills that will be necessary for college union directors in the next decade. There was agreement among the directors regarding importance ratings assigned to the competencies. The relatively small standard deviations from the means, as well as the congruity of mean and modal rankings at the top of the list indicate that agreement.

Apparently, leading people is the primary role of the college union director. The overwhelming first choice of skills for directors in all categories was the *Ability to manage professional and managerial staff members in multiple functional areas*. *Managing multiple tasks simultaneously*, and *Demonstrating consistent values and ethics* were next in importance. *Budget management*, *Organizational skills*, and *Positive customer relations* rounded off the top of the list. These findings were consistent with studies in the hospitality industry in which similar rankings of Human

Relations skills were found to be most important in preparing hospitality general managers (Arnaldo, 1981; Dotson, 1993; Hsu & Gregory, 1995; Nebel, 1991; Tas, 1988).

The only technical skills in the top quartile were both related to budgeting and finance. It is also worth noting that none of the competencies in the top quartile were specifically related to college unions or higher education. While those were judged by the directors to be important, they were not ranked as highly as the leadership and general management skills.

No single degree program was judged best for preparing union directors for their career, however, a degree in Higher Education is the preferred choice. Directors believe that a master's degree is necessary for obtaining the position in the next decade, but over one-third of the directors believe that a doctorate will be the minimum degree preferred for the college union director.

Respondents believe that career preparation for a union director requires practical experiential training. In interviews, position announcements, and comments on the survey, a necessity for progressive administrative responsibility in college unions was expressed. A preponderance of the comments specified a desire for persons who had held assistant and/or associate directors positions in union, facility management. Professional experience in student activities and programming is another desired area of proficiency.

Comparison by Residential Status: Commuter and Residential Unions

Of the three dependent variables considered in the study, the largest differences in preferred skills existed between responses from directors at commuter and residential universities. When the differences between the rank order of these sub-populations were added, the mean of those differences was found to be 15.9 places. That compared to a difference mean of 7.10 places for Student Affairs and Business Affairs responses and a mean of 3.14 places for male compared to female director responses. The residential directors' responses were consistent with the list of total respondents.

It is worth noting that most of the universities that were eliminated from the study because they had no college union facility are in urban locations. Anecdotally, those institutions are believed to have a primarily commuter student population.

More than 90% of the directors at commuter universities are in Student Affairs. Approximately 30% of the commuter directors responding to this study were women. Given these facts, the differences in response cannot be explained by gender or a business administration orientation. This researcher can only conclude that the customers' demands, the culture, and the focus of union work at commuter universities is different than that of other types of universities.

Comparison by Administrative Division: Student and Business Affairs

This study revealed that significant difference exists at the .10 level in the responses of directors from Student Affairs and Business Affairs. Predictably, budget management and revenue generation were higher in importance for Business Affairs directors than for Student Affairs. While Student Affairs directors indicated a greater need for *Vision*, Business Affairs placed a higher priority on *Maximizing use of employees' strengths* and *Supervising non-professional staff*. This priority for business directors may be due to the management of several auxiliary/retail outlets in which a large number of unskilled workers are employed. Business Affairs directors also placed a higher priority on *Union philosophy and mission*. That could be explained by the need to be deliberate in reminding a business-oriented staff that their priority is education and community building, not profit-making.

The majority of directors in this study are in the Student Affairs division at their university. *Relationship building with other administrators* and *Understanding institutional culture* is more important for Student Affairs directors than for directors in Business Affairs. It could be that the administrative interaction in divisions of Student Affairs is more frequent and important than in the other administrative divisions. It is not clear why *Crisis management* was perceived to be more important to Student Affairs directors.

Survey results indicating significant difference was not consistent with the focused interview findings. Interview participants agreed that preparation for all directors should be the same. They believed that the differences between the two were a matter of focus, but that those differences would be minimal.

Comparison by Gender: Male and Female Directors

When comparing directors' responses by gender, little significant difference was found at the .10 level. Differences by gender was the smallest of all the groups. The mean of the differences in rankings between male and female directors was 3.14 places; less than fifty percent of the mean of the difference in the comparison by Administrative Division. In view of the union literature regarding differences in women's and men's leadership style, it was somewhat of a surprise to find the extreme consistencies of response from male and female directors. This could be an indication that job competencies remain the same even if styles of implementation differ. The fact that women directors tend to supervise fewer full-time employees and manage smaller budgets could account for their greater emphasis on supervision of non-managerial staff.

Concerns, Limitations, and Delimitations

Limitations of this study include those inherent in selecting a single population. The lack of a clear definition and guidelines for defining a commuter university is a possible source of concern.

In selecting this population to study, the researcher assumed complex institutional functions consistent with the multiple degree offerings that earned for them the Carnegie designations of Research I, II and Doctoral I universities. Student population, facility size, or level of activity was not considered in the design. Review of the demographic data indicated a considerable divergence in the levels of activity, staffing, and fiscal responsibility for directors in this population.

The difficulty in defining a commuter university presented challenges in determining whether the respondent group was proportionately representative of the

population. With the apparent difference in the responses of this group compared to the others, the question of representative population becomes more salient.

The researcher is aware that the results received from Business/Auxiliary affairs should be reported with caution. The n of 21 was too small to be accepted without questioning the need for more extensive study of Business affairs directors.

Recommendations

To quote one of the directors who responded to the survey, “a union is not a union, is not a union.” He used that phrase referring to the fact that there is no standard model of the college union. College unions are so diverse that they defy classification. Designations such as community centers, university centers, and student centers have little meaning in identifying the type of operation, organizational structure, and primary user one can expect. For this reason, it is not possible to identify one prescriptive method for training union directors.

As a result of this research, the following recommendations are suggested regarding preparation practices for college union directors:

1. The lists of knowledge and skills generated from findings in this study should be used by professionals who are mentoring aspiring directors, and by those who are advising students interested in a college union career.
2. When designing continuing education courses and seminars, ACUI and NACAS should use these lists to design courses that meet the needs of directors and mid-level union administrators.
3. As they prepare a program for credentialing union professionals, ACUI should incorporate the findings of this study. Attention should be given to the differing priorities of residential and commuter, as well as business and student affairs organizations.
4. ACUI should offer these findings as a resource for helping graduate students to structure academic programs of study and for guidance for hiring agents when conducting a search for new college union directors.

5. Considering the differences in reported competencies as commuter universities, that list should be widely disseminated for use in preparing directors to work at commuter institutions.
6. Review of the results reinforces the statements that practical experience is essential in preparing for the role of college union COO. Comments that union directors must “think outside the box” may be applicable for career preparation. During one interview, a director suggested a mid-career practicum in which mid-level professionals would take a year in which they would serve as special project assistant to three or four directors in various unions throughout the country to obtain a breadth of experience in the field.

It is recommended that ACUI institute a job exchange program for providing breadth of experience to mid-level union administrators who desire a career as a director.

7. One director commented that this survey was helpful to him in taking stock of his role and assessing his performance. He further suggested that a similar study regarding associate and assistant directors may be helpful in preparing personnel to assume those positions.

Implications for Further Study

In the diverse population of the 1990's, the lack of ethnic diversity among college union directors is interesting. This is certainly an area in which further study is needed. There may be value in studying whether mentoring, being in the “right” system, and making the “right” contacts has a significant impact on the selection of candidates for those positions.

Demographic experts predict an increase in non-traditional students at American colleges and universities. These students usually enroll as commuters. Findings in this study indicate that commuter institutions require a differing set of skills than do traditional, residential universities. If, in fact, the commuter institution is the college and university of the future, it is essential to gain an awareness of those differences in

order to provide that training for those executives. This may be the greatest implication

Finally, although the selected population is diverse, it still represents only a segment of higher education. It will be useful for this study to be replicated with other segments in higher education. It is possible that findings may differ in specific segments, such as small colleges, historically black colleges and universities, selective liberal arts colleges, or two-year colleges. Comparisons of the findings can only strengthen our knowledge of the skills and knowledge needed for career preparation of college union directors in the future.



It is difficult to label college union and student activities a profession without some expectation that members of the profession possess certain competencies and that their programs and facilities meet minimum standards. In the absence of graduate preparation programs instilling competencies in college union and student activities management, the the execution of hotel operations.

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APPENDIXES

Appendix A

COMPETENCIES MOST DESIRED IN HOTEL MANAGERS AS REPORTED BY PRACTITIONERS AND EDUCATORS

ARNALDO, 1981

Leadership
Monitoring
Disseminating information
Entrepreneurial activities
Guest relations
Employee relations
Marketing and sales
Property maintenance
Finance & accounting
Planning
Management
Food & beverage
Rooms and housekeeping

BUERGERMEISTER, 1983

Customer satisfaction
Communication with personnel
Realize profit
Personnel training
Motivation of personnel
Guest safety & security
Delegation of tasks
Legal knowledge

TAS, 1988

Essential

Managing guests' problems
Professional & ethical standards
Professional appearance & poise
Effective communication
Positive customer relations
Positive working relationships

Important

Planning
Organizing
Leading
Controlling
Financial management
Law
Food sanitation & safety
Room reservations
Maintenance of room standards

JONES, 1990

Personnel supervision
Human resources management
Financial management
Systems controls
Industry-related skills
Customer satisfaction
Legal considerations
Organizational management
Communication
Results orientation
People orientation
Personal development

NCVE, 1990

Human resources skills
Professionalism
Decision making
Creativity
Communications
Cooperative teamwork
Problem solving
Critical thinking
Evaluation
Analysis
Considering several things to reach conclusions

APPENDIX A Cont'd

CHESSE & ELLIS, 1995

Historic overview of hospitality
industry
Operations
Food service mgt.
Lodging management
Related services
Accounting procedures
Financial management
Economic environment
Legal environment
Ethical considerations
Quantitative methods
Mgt. information systems
Personnel management
Human behavior
Organization Theory
Administrative processes
Area of specialization

HSU & GREGORY; 1995

Marketing and sales
Food & Beverage
Housekeeping management
Human relations
Service
Work experience
Verbal communications
Personal appearance

BERGER & BROWNELL, 1996

Critical thinking ability
Management of stress
Time management
Written communication
Presentational speaking
Group process
Leadership
Creativity

MALLEY, 1997

Human resources mgt.
Financial management
Customer relations
Real estate
Entrepreneurial skills
Marketing
Leadership-motivate employees
Communication skills
Strategic planning

Appendix B
CHRIE* GRADUATE PROGRAMS IN HOSPITALITY

University	Courses/Areas Of Study
Cornell University	Financial Management; Food And Beverage; Human Resources; Mgt. Information Systems; Properties Mgt.; Marketing; Entrepreneurship; Hotel Administration; Accounting; Hospitality Mgt; Competitive Strategies; Quantitative Methods; Management Development; Service Excellence; Human Behavior
Ecole de Savignac	Human Resource Mgt; Quality; Personnel Development; Hotel & Catering Technologies; Hotel Administration; Marketing; Finance; Human Relations Mgt; Engineering; Food & Beverage Mgt; New Techniques Of Culinary Production.
Florida International University`	Hotel; Food & Beverage; Club Management; Feasibility Studies; Restaurant Development; Mgt. Training Systems; Organizational Behavior; Hospitality Mgt.; Hosp. Information Systems; Financial Management; Hospitality Law.
George Washington University	Tourism Administration; Policy Planning; Marketing; Service Delivery;
Iowa State University	(Specializes In Research & Continuing Ed. Programs For Industry Personnel) Financial Mgt.; Food Purchasing; Catering; Personnel; Marketing; Management Strategies; Mgt. Of Professionals; Layout & Equipment; Administrative Problems; Practicums In Univ. Dining Facilities, Memorial Union, Residence Hall Dining Ctrs
Johnson & Wales University	Hospitality Mgt; Business Admin; Hotel-Restaurant Mgt; Sales & Meeting Mgt; Marketing; Food Service Mgt; Travel-Tourism Mgt;
Kansas State University	Managerial, Research, & Conceptual Skills For All Areas Of Foodservice & Hotel Management
New York University	Food Service Management (With Hotel Emphasis); Labor Relations; Marketing/Sales' Managerial Accounting; Computer-Assisted Technology; Integrated Management Systems
Pennsylvania State University	Focus On Management: Specializations In Hospitality Marketing; Finance; Human Resources; Strategy; Economics; Food Service & Science; Organizational Behavior; Sociology; Psychology
Purdue University	Foodservice Facility Design; Marketing; Accounting; Information Systems; School Foodservice; Economic Impacts; Hotel Management; Research In Foodservice Mgt.; Systems Analysis; Adv. Personnel Systems; Strategic Marketing & Development; Institutional Problems; Organization.
Rochester Institute of Technology	Foodservice/Restaurant Management; Hotel/Resort Management; Property Mgt.; Travel/Tourism Mgt.; Meeting Planning/Conference Management; Health & Nutrition; Corporate Travel Planning; Risk & Yield Mgt

Appendix B (Cont'd)

University	Courses/Areas Of Study
Schiller International University	Hotel/Tourism/Restaurant; Business; Economics; Foreign Language; International Hotel & Tourism Mgt.
Texas Tech University	Human Resources; Problem Solving, Creativity & Critical Thinking Skills; Hospitality Marketing; Financial Analysis; Strategic Mgt.; Hospitality Administration; Operations Management; Travel & Tourism.
University of Calgary	Tourism Mgt.; Judgment Skills; Analytical Proficiency; Communications-Organizational Skills; Computer Skills
University of Guelph	Hotel And Food Administration: Marketing; Research; Human Resources; Communications Mgt; Organizational Theory; Managerial Skills; Hospitality Organizational Behavior; Financial Mgt.; Accounting; International Hospitality. Institutions; Policy And Strategy; Services Operations Mgt.; Facility Planning & Development; Information Systems; Tourism Planning; Quantitative Methods; Marketing Research; Qualitative Research For Consumer Studies.
University of Hawaii-Manoa	Hotel And Restaurant Mgt; Tourism; Strategic Planning; Investment And Development; Marketing And Management
University of Houston	Food & Beverage Mgt; Lodging Mgt; Accounting & Finance; Marketing; Facilities Mgt; Law; Management Information Systems; Food & Nutrition; Organizational Behavior; Club Management; Hotel Management
University of Illinois/Urbana-Champaign	Foods; Nutrition; Accountancy; Business Administration; Economics; Food Science; Statistics; Health & Safety In The Hospitality Environment
University of Maryland-College Park	Foodservice Administration; Food Science; Quantity Food Production; Nutrition; Chemistry; Organizational Mgt; Accounting; Human & Material Resources
University of Massachusetts-Amherst	Marketing; Human Resources Mgt; Computer Science; Financial Analysis; Economics; Food Service; Accounting; Management Information Systems; Feasibility Studies; Planning & Decision Models; Tourism; Research Methods
University of Nevada-Las Vegas	Accounting; Computers; Clubs; Food & Beverage; Foreign Language; Gaming; Conventions/Trade Shows; Travel & Tourism
University of New Haven	Hospitality Accounting; Finance; Marketing; Education; Operational Analysis; Human Resources; Hospitality Law; Hotel Management; Casino & Gaming Mgt.; Food Service; Research Methods; Travel Administration
University of North Texas	Functions & Techniques Of Hotel Mgt; Environmental & Economic Forces Impacting The Industry; Principles Of Hotel & Restaurant Mgt; Hospitality Education

Appendix B (Cont'd)

University	Courses/Areas Of Study
University of South Carolina	Lodging; Food Service; Tourism: Facilities Administration; Security Mgt.; Multi-Cultural Dimensions; Finance; Hospitality Systems & Policy; Service Management; Marketing; Properties Management; Foodservice Administration; Problems In Lodging Industry; Resort Management; Applied Research; Travel & Tourism.
University of Southern Mississippi	Food & Lodging Mgt; Tourism Mgt; Business; Marketing
University of Tenn.- Knoxville	Foodservice Administration; Lodging Systems; Quantity Food Service; Cost Control; Lodging Administration; Marketing; Personnel Mgt; Lodging Law; Management; Administration; Computation; Social Sciences; Nutrition
University of Waterloo	Resources; People; Management/Planning/Policy Analysis Of Leisure Services
University of Wisconsin-Stout	Business Administration; Property Management; Tourism; Foodservice Administration; Dietetics
Virginia Tech	Marketing; Finance; Management; Human Resources; Administration; International Service Mgt.; Chain Mgt.; Policy; Foods; Nutrition; Strategic Management; Marketing Research; Travel & Tourism; Research Methods

from CHRIE (1991), *A Guide to College Programs In Hospitality & Tourism* and from individual program listings on the Internet.

*CHRIE is an industry acronym for the Council on Hotel, Restaurant, and Institutional Education, a professional association of international hospitality educators

Appendix C

Summary of Focused Interview Participants' Preferred Academic Courses and Work Experience for Career Preparation of Union Directors

Coursework	Source of Response			
Advising clubs and organizations		D		N
Budgeting and finance	F	D	A	
College union administration				N
Ethics			A	
Facilities management	F	D	A	
Food service management				N
Group dynamics	F	D		
Higher education administration		D		N
Interpersonal communications		D	A	
Legal issues/ law	F	D	A	
Management	F	D		N
Marketing	F	D		
Models of teaching; basic instruction		D		
Personnel management			A	
Practicums & internships	F	D		
Public speaking	F	D		
Research		D	A	
Service management				N
Strategic planning	F	D		
Student personnel development			A	N

Prior Work Experience	Source of Response			
Accounting	F		A	
Administration experience	F	D	A	
Assessment			A	
Assistant/associate director's position	F	D		
Bookstore management				N
Breadth of experience	F		A	N
Budget administration	F	D	A	N
Conferencing	F	D		
Contract negotiation & management			A	N
Entrepreneurial experience	F			N
Event coordination	F			
Facility management	F	D	A	N
Financial management	F		A	N
Food service				N
Higher education philosophy				N
Higher education administration	F	D		N
Hospitality		D		
Internships & practicums	F	D		
Law	F	D		

**Summary of Focused Interview Participants' Preferred Academic Courses
and Work Experience for Career Preparation of Union Directors**

Leadership; leading people				N
Leadership development programming	F	D		
Managing multiple functions	F		A	N
Marketing & promotions	F			
Personnel management	F		A	N
Programming	F	D	A	N
Progressive administrative experience	F	D		N
Research		D	A	N
Revenue generation	F	D		N
Staff supervision	F	D	A	N
Strategic planning	F	D	A	
Student development theory	F	D		
Student organization advisement	F	D		
Union history & philosophy	F	D	A	
Union operations	F	D	A	N
Variety of institutional types	F	D	A	
Visionary leadership			A	
Writing for publication			A	
Years of Experience	F			

Note. F=response from the focus group interviews; D=response from the individual directors; A=reponse from Marsha Herman-Bentzen, ACUI; N=response from Manny Cunard, NACAS.

Appendix D

Research I, Research II, And Doctoral I Universities

1. Adelphi University
2. University of Akron
3. University of Alabama
4. University of Alabama-Birmingham
5. American University
6. Andrews University
7. University of Arizona
8. Arizona State University.
9. University of Arkansas
10. Auburn University
11. Ball State University
12. Boston College
13. Boston University
14. Bowling Green State University
15. Brandeis University
16. Brigham Young University
17. Brown University
18. University of California-Berkley
19. University of California-Davis
20. University of California-Irvine
21. University of California-Los Angeles
22. University of California-Riverside
23. University of California-Santa Cruz
24. University of California-San Diego
25. University of California-Santa Barbara
26. University of California-San Francisco
27. California Institute of Technology
28. Carnegie Mellon University.
29. Case Western Reserve University
30. Catholic University of America
31. University of Chicago
32. University of Cincinnati
- ~~33. City University of New York-Graduate School and University Center~~
34. Claremont Graduate School
35. Clark Atlanta University
36. Clemson University
- ~~37. College of William and Mary~~
38. University of Colorado-Boulder
39. Colorado State University
40. Columbia University
41. University of Connecticut
42. Cornell University
43. University of Delaware
44. University of Denver
45. Drexel University
46. Duke University
47. Emory University
48. University of Florida
49. Florida Institute of Technology
50. Florida State University
51. Fordham University
52. Georgetown University
53. George Washington University
54. University of Georgia
55. Georgia Institute of Technology
56. Georgia State University
- ~~57. Harvard University~~
58. University of Hawaii-Manoa
59. Hofstra University
60. University of Houston
61. Howard University
62. University of Idaho
63. University of Illinois-Chicago
64. University of Illinois-Urbana-Champaign
65. Illinois Institute of Technology
66. Illinois State University
67. Indiana University-Bloomington
68. Indiana University of Pennsylvania
69. University of Iowa
70. Iowa State University
71. Johns Hopkins University
72. University of Kansas
73. Kansas State University
74. Kent State University
75. University of Kentucky
76. Lehigh University
77. Louisiana State University And A&M College
78. University of Louisville
79. Loyola University of Chicago
80. Marquette University
81. University of Maryland-Baltimore
82. University of Maryland-College Park

Research I, Research II, And Doctoral I Universities (cont'd)

- | | |
|--|---|
| 83. University of Massachusetts-
Amherst | 123. Princeton University |
| 84. Massachusetts Institute of
Technology | 124. Purdue University |
| 85. University of Memphis | 125. Rensselaer Polytechnic Institute |
| 86. University of Miami | 126. University of Rhode Island |
| 87. Miami University | 127. Rice University |
| 88. University of Michigan-Ann Arbor | 128. University of Rochester |
| 89. Michigan State University | 129. Rockefeller University |
| 90. University of Minnesota-Twin
Cities | 130. Rutgers University-New
Brunswick |
| 91. University of Mississippi | 131. Saint John's University (NY) |
| 92. Mississippi State University | 132. Saint Louis University |
| 93. University of Missouri-Columbia | 133. University of South Carolina-
Columbia |
| 94. University of Missouri-Kansas City | 134. University of South Florida |
| 95. University of Missouri-Rolla | 135. University of Southern California |
| 96. University of Nebraska-Lincoln | 136. Southern Illinois University-
Carbondale |
| 97. University of New Mexico | 137. Southern Methodist University |
| 98. New Mexico State University | 138. University of Southern Mississippi |
| 99. New School for Social Research | 139. Stanford University |
| 100. New York University | 140. State University of New York-
Albany |
| 101. University of North Carolina-
Chapel Hill | 141. State University of New York-
Buffalo |
| 102. University of North Carolina-
Greensboro | 142. State University of New York-
Binghamton |
| 103. North Carolina State University | 143. State University of New York-
Stony Brook |
| 104. University of North Texas | 144. Syracuse University |
| 105. Northeastern University | 145. Teachers College of Columbia
University |
| 106. Northern Arizona University | 146. Temple University |
| 107. University of Northern Colorado | 147. University of Tennessee |
| 108. Northern Illinois University | 148. University of Texas-Arlington |
| 109. Northwestern University | 149. University of Texas-Austin |
| 110. University of Notre Dame | 150. University of Texas-Dallas |
| 111. Nova University | 151. Texas A&M University |
| 112. Ohio State University | 152. Texas A&M University-Commerce |
| 113. Ohio University | 153. Texas Tech University |
| 114. University of Oklahoma | 154. Texas Woman's University |
| 115. Oklahoma State University | 155. University of Toledo |
| 116. Old Dominion University | 156. Tufts University |
| 117. University of Oregon | |
| 118. Oregon State University | |
| 119. University of Pennsylvania | |
| 120. Pennsylvania State University | |
| 121. University of Pittsburgh-Pittsburgh | |
| 122. Polytechnic University | |

Research I, Research II, And Doctoral I Universities (cont'd)

- 157. Tulane University
- ~~158. Union Institute~~
- 159. United States International University
- 160. University of Utah
- 161. Utah State University
- 162. Vanderbilt University
- 163. University of Vermont
- 164. University of Virginia
- 165. Virginia Commonwealth University
- ~~166. *Virginia Polytechnic Institute and State University*~~
- 167. University of Washington
- 168. Washington State University
- 169. Washington University
- 170. Wayne State University
- 171. West Virginia University
- 172. Western Michigan University
- 173. University of Wisconsin-Madison
- 174. University of Wisconsin-Milwaukee
- 175. University of Wyoming
- ~~176. Yale University~~
- ~~177. Yeshiva University~~

-
1. A ~~strikethrough~~ indicates that the university was eliminated from the population because the university has no college union facility.
 2. Italics combined with the ~~strikethrough~~ indicates that the director was preliminarily involved with the study, therefore not eligible for participation in completing the mailed survey.

E-Essential	I-Important	D-Desirable; Often needed	N-Nice to have	U-Unimportant
-------------	-------------	---------------------------	----------------	---------------

TECHNICAL SKILLS: understanding and proficiency in a specific kind of activity; relating to technique; having special knowledge

Demonstrated ability with:

30.	Facilities management	E	I	D	N	U
31.	Fund raising	E	I	D	N	U
32.	Revenue generation	E	I	D	N	U
33.	Facilities maintenance	E	I	D	N	U
34.	College union operations	E	I	D	N	U
35.	Facilities planning, construction, renovation	E	I	D	N	U
36.	Budget preparation and interpretation	E	I	D	N	U
37.	Budget management; fiscal management	E	I	D	N	U
38.	Leadership training programs	E	I	D	N	U
39.	Food service management	E	I	D	N	U
40.	Lease development and administration	E	I	D	N	U
41.	Contract development and negotiation	E	I	D	N	U
42.	Entertainment contracting and programming	E	I	D	N	U
43.	Grant-writing; writing proposals for funding	E	I	D	N	U
44.	Report writing	E	I	D	N	U
45.	Assessment/evaluation of programs and activities	E	I	D	N	U
46.	Research and statistical reporting	E	I	D	N	U
47.	Writing for publication	E	I	D	N	U
48.	Advising student media	E	I	D	N	U
49.	New student orientation	E	I	D	N	U

Understanding of:

50.	Meeting and conferencing demands; both customers' and facilities'	E	I	D	N	U
51.	Marketing techniques and strategies	E	I	D	N	U
52.	Visual arts programming and management	E	I	D	N	U
53.	Accounting principles	E	I	D	N	U
54.	Capabilities and limitations of computers; hardware & software	E	I	D	N	U
55.	Capabilities and limitations of audio/visual equipment	E	I	D	N	U
56.	Indoor recreation center programming	E	I	D	N	U
57.	Impact and effect of aesthetics in decor	E	I	D	N	U
58.	Facilities mechanical and structural systems	E	I	D	N	U
59.	Outdoor recreation programming (trips)	E	I	D	N	U
60.	Event Coordination (scheduling facilities and services; liabilities)	E	I	D	N	U

Knowledge of:

61.	Liability regarding outdoor adventure trips	E	I	D	N	U
62.	Human resource management laws	E	I	D	N	U
63.	Cleaning methodology, equipment, & chemicals	E	I	D	N	U
64.	Risk management	E	I	D	N	U
65.	Experience advising student organizations	E	I	D	N	U
66.	Experience managing an Indoor recreation center (bowling, billiards, table tennis)	E	I	D	N	U
67.	Specialized education in a related discipline	E	I	D	N	U
68.	Multiple years of professional work experience in higher education	E	I	D	N	U
69.	Experience working in various types of institutions--public and private	E	I	D	N	U
70.	Experience working in various size institutions--large and small	E	I	D	N	U

E-Essential	I-Important	D-Desirable; Often needed	N-Nice to have	U-Unimportant
-------------	-------------	---------------------------	----------------	---------------

CONCEPTUAL SKILLS: views the enterprise as a whole and acts in a way that enhances the over-all welfare of the organization

Knowledge of:

71.	Higher education history and philosophy	E	I	D	N	U
72.	Greek student organizations and systems	E	I	D	N	U
73.	Student development theory and practice	E	I	D	N	U
74.	Higher education administration	E	I	D	N	U
75.	Union philosophy and mission	E	I	D	N	U
76.	Higher education law	E	I	D	N	U
77.	Local and regional politics	E	I	D	N	U
78.	Effect of design elements on human behavior	E	I	D	N	U
79.	Understanding the specific institution's culture	E	I	D	N	U
80.	Recognizing the department's competitive advantages	E	I	D	N	U

Demonstrated ability with:

81.	Policy development	E	I	D	N	U
82.	Relationship building with other administrators	E	I	D	N	U
83.	Strategic (Long-range) planning	E	I	D	N	U
84.	Strong organizational skills	E	I	D	N	U
85.	Crisis management	E	I	D	N	U
86.	Knowledge synthesis in decisionmaking	E	I	D	N	U

➤ If a need for specialized education was indicated in question #67, what should be the **educational preparation** for executive directors for optimal effectiveness in the university community?

89. Level of degree:

- | | |
|---|---|
| <input type="checkbox"/> Doctorate required
(i.e., Ph. D.; Ed. D.; JD) | <input type="checkbox"/> Masters required |
| <input type="checkbox"/> Doctorate preferred | <input type="checkbox"/> Masters desired |
| | <input type="checkbox"/> Bachelors |

90. Discipline of degree:

- | | |
|---|---|
| <input type="checkbox"/> Higher Education Administration | <input type="checkbox"/> Business Management |
| <input type="checkbox"/> Student Personnel Administration | <input type="checkbox"/> Hospitality Management |
| <input type="checkbox"/> Student Personnel/Counseling | <input type="checkbox"/> Liberal Arts |
| <input type="checkbox"/> Other _____ | |

➤ **Work experience?** If you believe that specific jobs will be required to qualify for the directorate, please indicate which they are.

_____	_____
_____	_____

➤ Please list other **essential** skills that are not included above:

_____	_____
_____	_____
_____	_____

SECTION B: *Demographic Data on survey respondents*

➤ Indicate the **programs and services** for which you are responsible? (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Facilities | <input type="checkbox"/> Programming |
| <input type="checkbox"/> Event Planning & Services | <input type="checkbox"/> Sleeping Rooms |
| <input type="checkbox"/> Greek Organizations | <input type="checkbox"/> Alumni Hall |
| <input type="checkbox"/> Recreation/Games Room | <input type="checkbox"/> Student Organizations |
| <input type="checkbox"/> Leadership Training | <input type="checkbox"/> Outdoor Recreation Program |
| <input type="checkbox"/> Budget Management | <input type="checkbox"/> Cleaning/Maintenance Service |

➤ What is the annual **operating budget** of your department? (including salaries)

- | | |
|--|---|
| <input type="checkbox"/> less than \$1,000,000 | <input type="checkbox"/> \$1,000,001-1,500,000 |
| <input type="checkbox"/> \$1,500,001-2,000,000 | <input type="checkbox"/> \$2,000,001-2,500,000 |
| <input type="checkbox"/> \$2,500,001-3,000,000 | <input type="checkbox"/> \$3,000,001-4,000,000 |
| <input type="checkbox"/> \$4,000,001-5,000,000 | <input type="checkbox"/> greater than \$5,000,000 |

➤ Indicate **Revenue sources** for operating budget. What percentage of your operating budget comes from:

	0-15%	16-25%	26-35%	36-50%	51-70%	71-85%	86-90%
Mandatory activity fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University (tuition) general funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The following sources of generated revenue:							
Meeting space rental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreation (indoor & outdoor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food service (self-op)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leased/contracted businesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-operated retail businesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ % Other (pls. specify) _____							

➤ **Facilities?**

(Check all that apply.)

- ❖ Facility cleaning is performed by: physical plant union staff contracted Facility
 maintenance is performed by: physical plant union staff other: _____

❖ Size of main union?

- | | |
|---|---|
| <input type="checkbox"/> less than 75,000 sq. ft. | <input type="checkbox"/> 76,000-100,000 sq. ft. |
| <input type="checkbox"/> 100,001-200,000 sq. ft. | <input type="checkbox"/> 200,001-250,000 sq. ft. |
| <input type="checkbox"/> 250,001-300,000 sq. ft. | <input type="checkbox"/> greater than 350,000 sq. ft. |

❖ Number of facilities, other than the main union? (Please indicate the number of each.)

- | | |
|------------------------------------|--|
| _____ Auxiliary Union(s) | _____ Chapel |
| _____ Theatre(s) Outside the Union | _____ Continuing Education/Conference Ctrs |
| _____ Recreational Centers | _____ Other: _____ |

Gender: Male Female

Ethnicity: Caucasian African-American Asian-American Native American Indian

Number of Full-time Employees: 1-5 6-10 11-15 16-25 26-35 36-50 > 50

Number of years in the field: 1-5 6-10 11-15 16-25 26-35 36-50 > 50

Appendix F IRB Exemption




Office of Sponsored Programs

301 Burruss Hall
Blacksburg, Virginia 24061-0249
(540) 231-5281 Fax: (540) 231-4384

MEMORANDUM

TO: Clarressa M. Morton
Educational Leadership & Policy Studies

FROM: H. T. Hurd 
Director

DATE: October 16, 1998

SUBJECT: IRB EXEMPTION APPROVAL- "Knowledge and Skills Required of
College Student Unions Director at Research and Doctoral I
Universities in the Next Decade" - IRB #98-263

I have reviewed your request to the IRB for exemption for the above referenced project. I concur that the research falls within the exempt status.

Best wishes.

HTH/baj

cc: M.D. Alexander



Appendix G
Introductory Letter

VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Division of Student Affairs
University Unions and Student Activities
225 Squires Student Center, Blacksburg, Virginia 24061
(540)231-5431 Fax: (540)231-5430

October 14, 1998

Dear (union executive director) ,

I am conducting a study to identify knowledge and abilities that will be needed by the executive union directors who will be hired at Research and Doctoral I University college unions in the next decade. To gather this information, I have designed the enclosed instrument to be completed by current directors at those universities.

Like all of higher education, union administration is changing to meet the needs of the millennium and beyond. Both Marsha Herman-Bentzen and Manny Cunard, leaders of the Association of College Unions International and of National Association of Collegiate Auxiliary Services, agree that expectations have evolved over the years and that persons hired in the future may need different skills than those required in our recent past.

This study will aid in the professional development for our field. Data gathered here will be valuable to persons interested in entering the field and to those who are preparing for a career in college unions. It will also be useful for union professionals who wish to hone skills, to maintain superior performance in the wake of change.

The questionnaire is very simple and will take 15-20 minutes to complete. I have coded the instruments to track the rate of return but the numbers will not be used to identify individual responses. If you have identified knowledge and abilities that are not noted in the questionnaire, please list those in the space provided. Your additional comments are greatly appreciated.

Please return the questionnaire **by October 30** using the self-addressed, stamped envelope. Your input is essential to the success of this study. If you have questions regarding this study, please feel free to contact me at 540-231-4046. Thank you.

Sincerely,

Clarresa M. Morton
Associate Director for University Unions

enclosure



Appendix H
Second Letter (Sent to non-respondents)

November 12, 1998

Dear (College Union Director),

Several weeks ago you received a letter from me requesting help with my research on career preparation for college union directors. I am conducting a study to identify the knowledge and abilities that will be needed by those executive union directors who will be hired at Research and Doctoral I University college unions in the next decade. I believe this research will be of practical use, as well as a positive contribution to the literature of our field.

To date, I have not received a response from you. The questionnaire is very simple and will take 15-20 minutes to complete. If you have additional comments regarding the information on the questionnaire, it will be greatly appreciated.

Your participation is essential to the success of this study. Please return the questionnaire **by November 20** using the self-addressed, stamped envelope. If you have questions regarding this study, please feel free to contact me at 540-231-4046. Thanks for your prompt response.

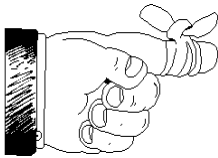
Sincerely,

Clarresa M. Morton
Associate Director for University Unions

enclosure

Appendix I

Postcard Which Served As The Third Mailing To Non-Respondents To The Mailed Questionnaire

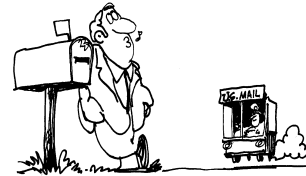


DID YOU FORGET?

Several weeks ago I sent to you a questionnaire regarding skills and knowledge needed by union directors in the next decade. To date, I have not received your reply.

Your participation is important to the success of this study. If you haven't already done so, please take a few minutes to complete the questionnaire and return it in the self-addressed envelope. If it has been misplaced, you can contact me at **mortoncm@vt.edu** and I will gladly forward another.

Thank you for your prompt response.



Appendix J

Required Knowledge and Abilities for College Union Executive Directors Ranked by Mean

Category	Knowledge and Abilities	M	SD
H 1	Supervising professional/managerial staff in multiple areas	3.89	0.31
H 19	Managing multiple tasks and projects simultaneously	3.73	0.46
H 29	Consistent values and ethics	3.72	0.53
T 37	Budget management; fiscal management	3.72	0.52
C 84	Strong organizational skills	3.68	0.48
H 7	Positive customer relationships	3.63	0.56
C 82	Relationship building with other administrators	3.63	0.52
H 26	Leadership qualities	3.62	0.58
H 28	Vision; futures thinking	3.59	0.60
H 21	Excellent oral communications skills	3.58	0.54
H 8	Responding to customer complaints	3.55	0.64
T 36	Budget preparation and interpretation	3.55	0.54
H 20	Inspiring followership and trust	3.54	0.62
H 13	Working with diverse groups (various cultures)	3.51	0.68
H 14	Delegating tasks	3.51	0.63
H 16	Establishing team-work among employees & colleagues	3.51	0.68
H 10	Formulating creative and original solutions and ideas	3.49	0.66
H 22	Excellent written communications skills	3.46	0.57
H 25	Tact	3.46	0.63
H 15	Recognizing and maximizing employees' strengths	3.45	0.64
H 9	Managing guests problems with efficiency and tact	3.42	0.77
H 11	Thinking analytically	3.40	0.67
C 83	Strategic planning	3.39	0.65
C 75	Union philosophy and mission	3.39	0.82
H 24	Self-confidence	3.37	0.62
C 85	Crisis management	3.36	0.70
C 79	Understanding the specific institution's culture	3.35	0.75
H 2	Supervising non-professional/managerial staff in multiple areas	3.34	0.77
C 86	Knowledge synthesis in decisionmaking	3.32	0.76
T 32	Revenue generation	3.31	0.77
T 30	Facilities management	3.30	0.71
C 81	Policy development	3.28	0.61
T 34	College union operations	3.26	0.67
H 18	Mediating and resolving conflict	3.20	0.76
H 6	Managing staff's professional development	3.18	0.66
H 3	Mentoring employees	3.17	0.78
H 27	Presentation skills; persuasion	3.15	0.68
H 23	Professional appearance and poise	3.13	0.80
C 80	Recognizing competitive advantages	3.13	0.73
H 5	Managing own personal growth and development	3.12	0.82
T 68	Professional work experience in higher ed	3.11	0.85

**Required Knowledge and Abilities for College Union Executive Directors
Ranked by Mean**

H 4	Mentoring students	3.04	0.85
H 12	Coordinating personnel, tasks, and equipment	3.03	0.77
T 50	Meeting and conferencing demands	3.02	0.83
T 64	Risk management	2.96	0.95
T 51	Marketing techniques and strategies	2.92	0.75
T 45	Assessment/evaluation of programs and activities	2.90	0.79
C 74	Higher education administration	2.90	0.87
T 35	Facilities planning, construction, renovation	2.89	0.81
T 44	Report writing	2.89	0.76
T 33	Facilities maintenance	2.82	0.87
T 60	Event Coordination	2.79	0.94
C 73	Student development theory and practice	2.77	0.94
T 62	Human resource management laws	2.74	0.94
T 65	Experience advising student organizations	2.71	0.89
T 38	Leadership training programs	2.67	0.76
T 41	Contract development and negotiation	2.65	0.98
T 54	Computers; hardware & software	2.61	0.82
T 53	Accounting principles	2.56	0.95
C 71	Higher education history and philosophy	2.49	0.95
H 17	Working with volunteers	2.43	0.91
C 76	Higher education law	2.39	0.89
T 57	Impact and effect of aesthetics in decor	2.37	0.92
T 40	Lease development and administration	2.28	0.97
T 42	Entertainment contracting and programming	2.24	1.00
T 31	Fund raising	2.22	0.92
T 39	Food service management	2.18	0.86
C 77	Local and regional politics	2.17	1.05
T 46	Research and statistical reporting	2.12	0.82
C 78	Effect of design elements on human behavior	2.12	0.95
T 43	Grant-writing; writing proposals for funding	2.02	0.92
T 55	Audio/visual equipment	2.02	0.97
T 58	Facilities mechanical and structural systems	2.02	0.91
T 67	Specialized education in a related discipline	2.00	0.91
T 52	Visual arts programming and management	1.90	0.89
T 69	Experience working in public and private institutions	1.90	1.05
C 72	Greek student organizations and systems	1.86	0.91
T 61	Liability regarding outdoor adventure trips	1.81	1.14
T 70	Experience working in both large and small institutions	1.81	1.06
T 47	Writing for publication	1.72	0.89
T 56	Indoor recreation center programming	1.69	0.98
T 63	Cleaning methodology, equipment, & chemicals	1.61	0.91
T 49	New student orientation	1.58	1.04
T 66	Experience managing an Indoor recreation center	1.56	0.92
T 48	Advising student media	1.44	0.91
T 59	Outdoor recreation programming (trips)	1.25	0.82

Appendix K

Knowledge and Abilities Needed for Director's Position, Ranked by Mode

Code #	Knowledge and Abilities	Mode
H 1	Supervising professional/managerial staff in multiple areas	4
H 2	Supervising non-professional/managerial staff in multiple areas	4
H 7	Positive customer relationships	4
H 8	Responding to customer complaints	4
H 9	Managing guests problems with efficiency and tact	4
H 10	Formulating creative and original solutions and ideas	4
H 11	Thinking analytically	4
H 13	Working with diverse groups (various cultures)	4
H 14	Delegating tasks	4
H 15	Recognizing employees' strengths and their maximizing	4
H 16	Establishing team-work among employees & colleagues	4
H 19	Managing multiple tasks and projects simultaneously	4
H 20	Inspiring followership and trust	4
H 21	Excellent oral communications skills	4
H 22	Excellent written communications skills	4
H 25	Tact	4
H 26	Leadership qualities	4
H 28	Vision; futures thinking	4
H 29	Consistent values and ethics	4
T 32	Revenue generation	4
T 36	Budget preparation and interpretation	4
T 37	Budget management; fiscal management	4
T 68	Professional work experience in higher ed	4
C 75	Union philosophy and mission	4
C 79	Understanding the specific institution's culture	4
C 82	Relationship building with other administrators	4
C 83	Strategic planning	4
C 84	Strong organizational skills	4
C 85	Crisis management	4
H 3	Mentoring employees	3
H 4	Mentoring students	3
H 5	Managing own personal growth and development	3
H 6	Managing staff's professional development	3
H 12	Coordinating personnel, tasks, and equipment	3
H 18	Mediating and resolving conflict	3
H 23	Professional appearance and poise	3
H 24	Self-confidence	3
H 27	Presentation skills; persuasion	3
T 30	Facilities management	3
T 33	Facilities maintenance	3
T 34	College union operations	3

Knowledge and Abilities Needed for Director's Position, Ranked by Mode

T 35	Facilities planning, construction, renovation	3
T 38	Leadership training programs	3
T 41	Contract development and negotiation	3
T 44	Report writing	3
T 45	Assessment/evaluation of programs and activities	3
T 50	Meeting and conferencing demands	3
T 51	Marketing techniques and strategies	3
T 53	Accounting principles	3
T 54	computers; hardware & software	3
T 60	Event Coordination	3
T 62	Human resource management laws	3
T 64	Risk management	3
T 65	Experience advising student organizations	3
C 71	Higher education history and philosophy	3
C 73	Student development theory and practice	3
C 74	Higher education administration	3
C 76	Higher education law	3
C 78	Effect of design elements on human behavior	3
C 80	Recognizing competitive advantages	3
C 81	Policy development	3
C 86	Knowledge synthesis in decisionmaking	3
H 17	Working with volunteers	2
T 31	Fund raising	2
T 39	Food service management	2
T 40	Lease development and administration	2
T 42	Entertainment contracting and programming	2
T 43	Grant-writing; writing proposals for funding	2
T 46	Research and statistical reporting	2
T 47	Writing for publication	2
T 52	Visual arts programming and management	2
T 55	audio/visual equipment	2
T 57	Impact and effect of aesthetics in decor	2
T 58	Facilities mechanical and structural systems	2
T 67	Specialized education in a related discipline	2
T 69	Experience working in public and private institutions	2
T 70	Experience working in both large and small institutions	2
C 72	Greek student organizations and systems	2
C 77	Local and regional politics	2
T 48	Advising student media	1
T 49	New student orientation	1
T 56	Indoor recreation center programming	1
T 59	Outdoor recreation programming (trips)	1
T 61	Liability regarding outdoor adventure trips	1
T 63	Cleaning methodology, equipment, & chemicals	1
T 66	Experience managing an Indoor recreation center	1

Appendix L

Required Knowledge and Abilities for College Union Executive Directors as Reported by Directors at Residential Universities (n=81)

Category	Knowledge and Abilities	M	SD
Hum1	Supervising professional/managerial staff in multiple areas	3.89	0.31
Hum29	Consistent values and ethics	3.75	0.51
Hum19	Managing multiple tasks and projects simultaneously	3.73	0.47
Hum26	Leadership qualities	3.73	0.47
Tech37	Budget management; fiscal management	3.72	0.55
Conc84	Strong organizational skills	3.65	0.50
Conc82	Relationship building with other administrators	3.64	0.50
Hum7	Positive customer relationships	3.60	0.58
Hum21	Excellent oral communications skills	3.59	0.54
Hum14	Delegating tasks	3.58	0.61
Hum16	Establishing team-work among employees & colleagues	3.58	0.68
Hum13	Working with diverse groups (various cultures)	3.57	0.61
Hum28	Vision; futures thinking	3.57	0.61
Tech36	Budget preparation and interpretation	3.57	0.57
Hum20	Inspiring followership and trust	3.55	0.59
Hum8	Responding to customer complaints	3.54	0.65
Hum22	Excellent written communications skills	3.52	0.55
Hum10	Formulating creative and original solutions and ideas	3.48	0.65
Hum15	Recognizing and maximizing use of employees' strengths	3.48	0.63
Hum24	Self-confidence	3.48	0.59
Hum25	Tact	3.47	0.65
Conc83	Strategic planning	3.42	0.63
Hum11	Thinking analytically	3.41	0.75
Conc79	Understanding the specific institution's culture	3.41	0.77
Hum9	Managing guests problems with efficiency and tact	3.38	0.79
Conc75	Union philosophy and mission	3.36	0.88
Hum2	Supervising non-professional/managerial staff in multiple areas	3.35	0.74
Conc85	Crisis management	3.33	0.68
Conc86	Knowledge synthesis in decisionmaking	3.32	0.77
Tech32	Revenue generation	3.31	0.81
Tech30	Facilities management	3.23	0.74
Tech34	College union operations	3.22	0.67
Conc81	Policy development	3.22	0.63
Hum18	Mediating and resolving conflict	3.21	0.77
Hum23	Professional appearance and poise	3.21	0.83
Hum27	Presentation skills; persuasion	3.20	0.64
Hum3	Mentoring employees	3.19	0.77
Hum5	Managing own personal growth and development	3.16	0.81
Hum6	Managing staff's professional development	3.14	0.68
Conc80	Recognizing competitive advantages	3.12	0.76
Tech68	Professional work experience in higher ed	3.09	0.89
Hum12	Coordinating personnel, tasks, and equipment	3.04	0.76

**Required Knowledge and Abilities for College Union Executive Directors as
Reported by Directors at Residential Universities (n=81)**

Hum4	Mentoring students	3.02	0.90
Tech50	Meeting and conferencing demands	3.00	0.84
Tech64	Risk management	2.96	0.92
Tech51	Marketing techniques and strategies	2.90	0.73
Tech44	Report writing	2.89	0.75
Tech45	Assessment/evaluation of programs and activities	2.89	0.77
Tech35	Facilities planning, construction, renovation	2.85	0.79
Conc74	Higher education administration	2.81	0.89
Tech60	Event Coordination	2.80	0.95
Tech33	Facilities maintenance	2.78	0.90
Tech65	Experience advising student organizations	2.75	0.91
Tech62	Human resource management laws	2.72	0.96
Conc73	Student development theory and practice	2.69	0.95
Tech38	Leadership training programs	2.68	0.78
Tech41	Contract development and negotiation	2.68	1.05
Tech54	computers; hardware & software	2.68	0.77
Tech53	Accounting principles	2.58	1.00
Hum17	Working with volunteers	2.45	0.89
Conc71	Higher education history and philosophy	2.41	1.00
Tech57	Impact and effect of aesthetics in decor	2.35	0.96
Conc76	Higher education law	2.31	0.94
Tech42	Entertainment contracting and programming	2.28	1.09
Tech40	Lease development and administration	2.27	1.04
Conc77	Local and regional politics	2.19	1.10
Tech31	Fund raising	2.17	0.91
Tech39	Food service management	2.16	0.88
Tech46	Research and statistical reporting	2.04	0.82
Tech55	audio/visual equipment	2.02	0.97
Conc78	Effect of design elements on human behavior	2.02	0.99
Tech43	Grant-writing; writing proposals for funding	1.99	0.93
Tech58	Facilities mechanical and structural systems	1.98	0.92
Tech67	Specialized education in a related discipline	1.91	0.93
Tech52	Visual arts programming and management	1.90	0.98
Tech61	Liability regarding outdoor adventure trips	1.85	1.17
Conc72	Greek student organizations and systems	1.85	0.97
Tech69	Experience working in public and private institutions	1.75	1.09
Tech47	Writing for publication	1.67	0.92
Tech56	Indoor recreation center programming	1.67	1.08
Tech70	Experience working in both large and small institutions	1.64	1.11
Tech49	New student orientation	1.59	1.11
Tech63	Cleaning methodology, equipment, & chemicals	1.56	0.90
Tech66	Experience managing an Indoor recreation center	1.54	0.98
Tech48	Advising student media	1.46	0.96
Tech59	Outdoor recreation programming (trips)	1.19	0.81

Appendix M

Required Knowledge and Abilities for College Union Executive Directors as Reported by Directors at Commuter Universities (n=42)

Category	Knowledge and Abilities	M	SD
Hum18	Mediating and resolving conflict	3.74	0.73
Conc83	Strategic planning	3.74	0.68
Tech36	Budget preparation and interpretation	3.71	0.50
Hum6	Managing staff's professional development	3.67	0.62
Hum28	Vision; futures thinking	3.64	0.58
Hum27	Presentation skills; persuasion	3.62	0.75
Conc81	Policy development	3.60	0.54
Hum7	Positive customer relationships	3.57	0.52
Hum20	Inspiring followership and trust	3.55	0.66
Hum19	Managing multiple tasks and projects simultaneously	3.52	0.44
Tech35	Facilities planning, construction, renovation	3.52	0.86
Hum9	Managing guests problems with efficiency and tact	3.51	0.70
Hum8	Responding to customer complaints	3.50	0.62
Hum24	Self-confidence	3.45	0.61
Conc74	Higher education administration	3.45	0.80
Hum29	Consistent values and ethics	3.43	0.57
Hum12	Coordinating personnel, tasks, and equipment	3.40	0.80
Hum25	Tact	3.40	0.59
Conc80	Recognizing competitive advantages	3.40	0.68
Conc84	Strong organizational skills	3.40	0.44
Hum10	Formulating creative and original solutions and ideas	3.38	0.67
Hum13	Working with diverse groups (various cultures)	3.38	0.79
Hum14	Delegating tasks	3.38	0.65
Hum15	Recognizing and maximizing use of employees' strengths	3.38	0.65
Hum21	Excellent oral communications skills	3.36	0.54
Conc82	Relationship building with other administrators	3.34	0.54
Hum1	Supervising professional/managerial staff in multiple areas	3.33	0.29
Tech33	Facilities maintenance	3.33	0.78
Tech31	Fund raising	3.32	0.91
Conc85	Crisis management	3.31	0.73
Hum5	Managing own personal growth and development	3.26	0.84
Conc78	Effect of design elements on human behavior	3.24	0.83
Hum17	Working with volunteers	3.19	0.95
Hum23	Professional appearance and poise	3.17	0.71
Tech67	Specialized education in a related discipline	3.17	0.82
Hum2	Supervising non-professional/managerial staff in multiple areas	3.14	0.84
Conc79	Understanding the specific institution's culture	3.14	0.72
Hum3	Mentoring employees	3.07	0.80
Tech49	New student orientation	3.07	0.88
Conc73	Student development theory and practice	3.07	0.88
Hum4	Mentoring students	3.05	0.74
Hum26	Leadership qualities	3.05	0.69

**Required Knowledge and Abilities for College Union Executive Directors as
Reported by Directors at Commuter Universities (n=42)**

Hum11	Thinking analytically	3.02	0.49
Hum22	Excellent written communications skills	2.98	0.61
Tech34	College union operations	2.98	0.68
Tech50	Meeting and conferencing demands	2.95	0.83
Tech63	Cleaning methodology, equipment, & chemicals	2.95	0.91
Tech44	Report writing	2.93	0.76
Conc72	Greek student organizations and systems	2.93	0.79
Tech32	Revenue generation	2.90	0.68
Tech43	Grant-writing; writing proposals for funding	2.88	0.89
Tech61	Liability regarding outdoor adventure trips	2.79	1.07
Tech59	Outdoor recreation programming (trips)	2.76	0.84
Tech37	Budget management; fiscal management	2.64	0.45
Tech70	Experience working in both large and small institutions	2.64	0.86
Tech64	Risk management	2.63	1.00
Tech40	Lease development and administration	2.60	0.80
Conc75	Union philosophy and mission	2.55	0.70
Tech52	Visual arts programming and management	2.52	0.68
Tech53	Accounting principles	2.48	0.82
Tech56	Indoor recreation center programming	2.40	0.76
Hum16	Establishing team-work among employees & colleagues	2.38	0.65
Tech30	Facilities management	2.31	0.62
Conc77	Local and regional politics	2.31	0.94
Tech39	Food service management	2.29	0.80
Tech45	Assessment/evaluation of programs and activities	2.29	0.83
Tech38	Leadership training programs	2.21	0.72
Tech68	Professional work experience in higher ed	2.19	0.75
Tech66	Experience managing an Indoor recreation center	2.17	0.79
Tech41	Contract development and negotiation	2.17	0.82
Tech69	Experience working in public and private institutions	2.14	0.88
Conc76	Higher education law	2.14	0.76
Tech57	Impact and effect of aesthetics in decor	2.12	0.85
Tech42	Entertainment contracting and programming	2.10	0.78
Tech54	Computers; hardware & software	2.02	0.91
Tech51	Marketing techniques and strategies	1.90	0.79
Conc71	Higher education history and philosophy	1.88	0.84
Tech46	Research and statistical reporting	1.83	0.80
Tech55	Audio/visual equipment	1.74	0.99
Tech60	Event Coordination	1.74	0.92
Tech62	Human resource management laws	1.71	0.91
Tech65	Experience advising student organizations	1.60	0.85
Tech48	Advising student media	1.56	0.82
Tech47	Writing for publication	1.40	0.81
Tech58	Facilities mechanical and structural systems	1.36	0.88
Conc86	Knowledge synthesis in decisionmaking	1.31	0.74

Appendix N

Required Knowledge and Abilities for College Union Executive Directors as Reported by Directors in Student Affairs (N=91)

Category	Knowledge and Abilities	M	SD.
Hum1	Supervising professional/managerial staff in multiple areas	3.89	0.31
Hum29	Consistent values and ethics	3.76	0.48
Hum19	Managing multiple tasks and projects simultaneously	3.71	0.45
Conc84	Strong organizational skills	3.70	0.46
Tech37	Budget management; fiscal management	3.69	0.51
Conc82	Relationship building with other administrators	3.67	0.49
Hum28	Vision; futures thinking	3.62	0.57
Hum26	Leadership qualities	3.60	0.61
Hum7	Positive customer relationships	3.58	0.58
Hum21	Excellent oral communications skills	3.56	0.56
Hum8	Responding to customer complaints	3.54	0.65
Tech36	Budget preparation and interpretation	3.54	0.54
Hum14	Delegating tasks	3.53	0.65
Hum25	Tact	3.53	0.56
Hum13	Working with diverse groups (various cultures)	3.52	0.70
Hum10	Formulating creative and original solutions and ideas	3.51	0.65
Hum16	Establishing team-work among employees & colleagues	3.51	0.64
Hum20	Inspiring followership and trust	3.51	0.65
Hum22	Excellent written communications skills	3.44	0.58
Conc79	Understanding the specific institution's culture	3.44	0.71
Conc85	Crisis management	3.43	0.61
Hum11	Thinking analytically	3.42	0.65
Hum15	Recognizing and maximizing use of employees' strengths	3.42	0.68
Conc83	Strategic planning	3.41	0.65
Hum24	Self-confidence	3.41	0.65
Hum9	Managing guests problems with efficiency and tact	3.40	0.80
Conc75	Union philosophy and mission	3.40	0.84
Hum2	Supervising non-professional/managerial staff in multiple areas	3.37	0.71
Conc86	Knowledge synthesis in decisionmaking	3.37	0.74
Tech30	Facilities management	3.31	0.71
Conc81	Policy development	3.31	0.61
Tech32	Revenue generation	3.27	0.79
Tech34	College union operations	3.26	0.71
Hum18	Mediating and resolving conflict	3.22	0.77
Hum3	Mentoring employees	3.21	0.78
Tech68	Professional work experience in higher ed	3.20	0.83
Conc80	Recognizing competitive advantages	3.20	0.68
Hum23	Professional appearance and poise	3.15	0.77
Hum6	Managing staff's professional development	3.14	0.67
Hum27	Presentation skills; persuasion	3.14	0.70
Hum4	Mentoring students	3.11	0.76
Hum5	Managing own personal growth and development	3.09	0.82

**Required Knowledge and Abilities for College Union Executive Directors as
Reported by Directors in Student Affairs (N=91)**

Tech50	Meeting and conferencing demands	3.09	0.82
Tech64	Risk management	3.04	0.94
Tech45	Assessment/evaluation of programs and activities	3.00	0.74
Hum12	Coordinating personnel, tasks, and equipment	2.99	0.78
Conc74	Higher education administration	2.99	0.85
Tech51	Marketing techniques and strategies	2.98	0.74
Tech44	Report writing	2.92	0.76
Tech60	Event Coordination	2.92	0.85
Tech65	Experience advising student organizations	2.90	0.78
Conc73	Student development theory and practice	2.88	0.92
Tech35	Facilities planning, construction, renovation	2.87	0.81
Tech33	Facilities maintenance	2.78	0.87
Tech62	Human resource management laws	2.76	0.94
Tech41	Contract development and negotiation	2.71	0.95
Tech38	Leadership training programs	2.69	0.78
Tech54	computers; hardware & software	2.66	0.83
Tech53	Accounting principles	2.59	0.93
Conc71	Higher education history and philosophy	2.58	0.97
Conc76	Higher education law	2.53	0.80
Hum17	Working with volunteers	2.45	0.88
Tech42	Entertainment contracting and programming	2.37	0.95
Tech57	Impact and effect of aesthetics in decor	2.36	0.90
Tech40	Lease development and administration	2.32	0.95
Conc77	Local and regional politics	2.25	1.01
Tech31	Fund raising	2.21	0.88
Tech39	Food service management	2.20	0.87
Conc78	Effect of design elements on human behavior	2.19	0.94
Tech46	Research and statistical reporting	2.14	0.81
Tech43	Grant-writing; writing proposals for funding	2.05	0.92
Tech67	Specialized education in a related discipline	2.05	0.86
Tech55	audio/visual equipment	2.04	0.98
Conc72	Greek student organizations and systems	1.98	0.91
Tech58	Facilities mechanical and structural systems	1.97	0.87
Tech69	Experience working in public and private institutions	1.97	1.08
Tech70	Experience working in both large and small institutions	1.93	1.07
Tech52	Visual arts programming and management	1.92	0.85
Tech61	Liability regarding outdoor adventure trips	1.87	1.15
Tech56	Indoor recreation center programming	1.75	0.92
Tech47	Writing for publication	1.70	0.90
Tech66	Experience managing an Indoor recreation center	1.67	0.85
Tech63	Cleaning methodology, equipment, & chemicals	1.66	0.90
Tech49	New student orientation	1.61	1.01
Tech48	Advising student media	1.48	0.92
Tech59	Outdoor recreation programming (trips)	1.26	0.80

Appendix O

Required Knowledge and Abilities for College Union Executive Directors as Reported by Directors in Business Affairs (N=21)

Category	Knowledge and Abilities	M	SD
Hum1	Supervising professional/managerial staff in multiple areas	3.95	0.21
Tech37	Budget management; fiscal management	3.90	0.29
Hum7	Positive customer relationships	3.76	0.53
Hum19	Managing multiple tasks and projects simultaneously	3.76	0.53
Hum21	Excellent oral communications skills	3.71	0.45
Hum20	Inspiring followership and trust	3.70	0.46
Hum8	Responding to customer complaints	3.67	0.56
Hum26	Leadership qualities	3.67	0.47
Tech36	Budget preparation and interpretation	3.67	0.47
Conc84	Strong organizational skills	3.67	0.47
Hum15	Recognizing and maximizing use of employees' strengths	3.62	0.49
Hum9	Managing guests problems with efficiency and tact	3.57	0.58
Hum22	Excellent written communications skills	3.57	0.58
Hum29	Consistent values and ethics	3.57	0.73
Hum16	Establishing team-work among employees & colleagues	3.52	0.91
Tech32	Revenue generation	3.50	0.59
Hum13	Working with diverse groups (various cultures)	3.48	0.59
Conc75	Union philosophy and mission	3.48	0.73
Conc82	Relationship building with other administrators	3.48	0.50
Hum14	Delegating tasks	3.43	0.58
Hum28	Vision; futures thinking	3.43	0.66
Hum2	Supervising non-professional/managerial staff in multiple areas	3.38	0.79
Hum10	Formulating creative and original solutions and ideas	3.38	0.65
Conc83	Strategic planning	3.38	0.58
Hum24	Self-confidence	3.33	0.56
Tech34	College union operations	3.29	0.63
Hum6	Managing staff's professional development	3.24	0.68
Hum11	Thinking analytically	3.24	0.81
Hum25	Tact	3.24	0.81
Tech30	Facilities management	3.24	0.81
Conc79	Understanding the specific institution's culture	3.24	0.68
Conc81	Policy development	3.24	0.53
Hum18	Mediating and resolving conflict	3.19	0.66
Conc86	Knowledge synthesis in decisionmaking	3.19	0.85
Hum12	Coordinating personnel, tasks, and equipment	3.14	0.77
Hum3	Mentoring employees	3.10	0.81
Hum5	Managing own personal growth and development	3.10	0.87
Hum23	Professional appearance and poise	3.10	1.02
Hum27	Presentation skills; persuasion	3.10	0.61
Tech35	Facilities planning, construction, renovation	3.10	0.81
Conc85	Crisis management	3.10	0.92
Tech62	Human resource management laws	2.95	0.79

**Required Knowledge and Abilities for College Union Executive Directors as
Reported by Directors in Business Affairs (N=21)**

Conc80	Recognizing competitive advantages	2.95	0.72
Tech50	Meeting and conferencing demands	2.95	0.86
Tech33	Facilities maintenance	2.90	0.87
Tech68	Professional work experience in higher ed	2.90	0.87
Tech64	Risk management	2.86	0.83
Tech44	Report writing	2.81	0.79
Hum4	Mentoring students	2.76	1.11
Tech45	Assessment/evaluation of programs and activities	2.71	0.76
Tech51	Marketing techniques and strategies	2.71	0.82
Tech53	Accounting principles	2.71	0.93
Conc74	Higher education administration	2.67	0.94
Tech54	Computers; hardware & software	2.57	0.79
Tech38	Leadership training programs	2.52	0.66
Tech41	Contract development and negotiation	2.52	1.01
Tech60	Event Coordination	2.43	1.09
Conc73	Student development theory and practice	2.43	0.95
Tech31	Fund raising	2.38	1.09
Tech57	Impact and effect of aesthetics in decor	2.38	1.09
Conc71	Higher education history and philosophy	2.30	0.90
Tech58	Facilities mechanical and structural systems	2.29	1.03
Hum17	Working with volunteers	2.25	0.94
Tech40	Lease development and administration	2.24	0.97
Tech46	Research and statistical reporting	2.14	0.77
Tech39	Food service management	2.10	0.75
Tech55	Audio/visual equipment	2.05	0.90
Conc76	Higher education law	2.05	0.95
Tech43	Grant-writing; writing proposals for funding	2.00	0.87
Tech65	Experience advising student organizations	1.95	1.00
Conc77	Local and regional politics	1.95	1.13
Tech52	Visual arts programming and management	1.90	0.97
Conc78	Effect of design elements on human behavior	1.90	1.02
Tech61	Liability regarding outdoor adventure trips	1.86	1.17
Tech42	Entertainment contracting and programming	1.81	1.10
Tech47	Writing for publication	1.76	0.87
Tech56	Indoor recreation center programming	1.76	1.15
Tech67	Specialized education in a related discipline	1.75	1.13
Tech69	Experience working in public and private institutions	1.71	0.98
Tech63	Cleaning methodology, equipment, & chemicals	1.62	0.84
Tech49	New student orientation	1.57	1.09
Conc72	Greek student organizations and systems	1.57	0.90
Tech66	Experience managing an Indoor recreation center	1.48	1.05
Tech48	Advising student media	1.43	0.85
Tech70	Experience working in both large and small institutions	1.33	1.04
Tech59	Outdoor recreation programming (trips)	1.29	0.93

Appendix P

Required Knowledge and Abilities for College Union Executive Directors as Reported by Directors Who Are Male (n=86)

Category	Knowledge and Abilities	M	SD
Hum1	Supervising professional/managerial staff in multiple areas	3.90	0.31
Tech37	Budget management; fiscal management	3.71	0.53
Hum29	Consistent values and ethics	3.70	0.57
Hum19	Managing multiple tasks and projects simultaneously	3.69	0.46
Conc84	Strong organizational skills	3.69	0.46
Conc82	Relationship building with other administrators	3.63	0.51
Hum7	Positive customer relationships	3.60	0.56
Hum26	Leadership qualities	3.59	0.62
Hum20	Inspiring followership and trust	3.55	0.64
Hum21	Excellent oral communications skills	3.55	0.56
Tech36	Budget preparation and interpretation	3.53	0.52
Hum28	Vision; futures thinking	3.52	0.62
Hum8	Responding to customer complaints	3.51	0.69
Hum16	Establishing team-work among employees & colleagues	3.50	0.62
Hum14	Delegating tasks	3.48	0.66
Hum13	Working with diverse groups (various cultures)	3.47	0.71
Hum10	Formulating creative and original solutions and ideas	3.46	0.64
Hum22	Excellent written communications skills	3.44	0.60
Hum9	Managing guests problems with efficiency and tact	3.43	0.74
Hum25	Tact	3.43	0.64
Hum15	Recognizing and maximizing use of employees' strengths	3.42	0.67
Hum11	Thinking analytically	3.40	0.65
Tech32	Revenue generation	3.40	0.74
Conc75	Union philosophy and mission	3.40	0.81
Conc85	Crisis management	3.37	0.65
Hum24	Self-confidence	3.36	0.61
Conc83	Strategic planning	3.34	0.64
Tech30	Facilities management	3.33	0.69
Conc86	Knowledge synthesis in decisionmaking	3.30	0.78
Tech34	College union operations	3.29	0.59
Conc79	Understanding the specific institution's culture	3.29	0.75
Conc81	Policy development	3.24	0.57
Hum18	Mediating and resolving conflict	3.23	0.76
Hum2	Supervising non-professional/managerial staff in multiple areas	3.22	0.81
Hum3	Mentoring employees	3.21	0.81
Hum6	Managing staff's professional development	3.16	0.66
Conc80	Recognizing competitive advantages	3.15	0.67
Hum27	Presentation skills; persuasion	3.12	0.71
Hum5	Managing own personal growth and development	3.09	0.84
Tech68	Professional work experience in higher ed	3.08	0.87
Hum23	Professional appearance and poise	3.06	0.74
Hum4	Mentoring students	3.05	0.86

**Required Knowledge and Abilities for College Union Executive Directors as
Reported by Directors Who Are Male (n=86)**

Tech50	Meeting and conferencing demands	3.01	0.81
Hum12	Coordinating personnel, tasks, and equipment	3.00	0.81
Tech64	Risk management	2.99	0.91
Tech51	Marketing techniques and strategies	2.95	0.76
Tech35	Facilities planning, construction, renovation	2.92	0.78
Conc74	Higher education administration	2.87	0.85
Tech44	Report writing	2.79	0.75
Tech45	Assessment/evaluation of programs and activities	2.79	0.76
Conc73	Student development theory and practice	2.78	0.87
Tech33	Facilities maintenance	2.77	0.84
Tech65	Experience advising student organizations	2.75	0.82
Tech60	Event Coordination	2.72	0.86
Tech62	Human resource management laws	2.71	0.95
Tech41	Contract development and negotiation	2.67	0.89
Tech53	Accounting principles	2.64	0.83
Tech38	Leadership training programs	2.59	0.75
Tech54	Computers; hardware & software	2.56	0.82
Hum17	Working with volunteers	2.43	0.87
Conc76	Higher education law	2.43	0.92
Conc71	Higher education history and philosophy	2.42	0.90
Tech40	Lease development and administration	2.35	0.90
Tech57	Impact and effect of aesthetics in decor	2.33	0.92
Tech39	Food service management	2.28	0.84
Tech31	Fund raising	2.24	0.95
Conc77	Local and regional politics	2.20	1.08
Tech42	Entertainment contracting and programming	2.16	0.91
Conc78	Effect of design elements on human behavior	2.07	0.94
Tech46	Research and statistical reporting	2.06	0.78
Tech58	Facilities mechanical and structural systems	2.06	0.91
Tech43	Grant-writing; writing proposals for funding	1.98	0.96
Tech67	Specialized education in a related discipline	1.94	0.84
Tech69	Experience working in public and private institutions	1.94	1.04
Tech55	Audio/visual equipment	1.92	0.93
Conc72	Greek student organizations and systems	1.88	0.80
Tech52	Visual arts programming and management	1.86	0.89
Tech70	Experience working in both large and small institutions	1.84	1.07
Tech61	Liability regarding outdoor adventure trips	1.72	1.11
Tech56	Indoor recreation center programming	1.65	0.94
Tech47	Writing for publication	1.62	0.86
Tech63	Cleaning methodology, equipment, & chemicals	1.62	0.90
Tech66	Experience managing an Indoor recreation center	1.55	0.91
Tech49	New student orientation	1.47	0.90
Tech48	Advising student media	1.40	0.91
Tech59	Outdoor recreation programming (trips)	1.22	0.82

Appendix Q

Required Knowledge and Abilities for College Union Executive Directors as Reported by Directors Who Are Female (n=37)

Category	Knowledge and Abilities	M	SD
Hum1	Supervising professional/managerial staff in multiple areas	3.89	0.31
Hum19	Managing multiple tasks and projects simultaneously	3.84	0.44
Hum29	Consistent values and ethics	3.76	0.43
Hum28	Vision; futures thinking	3.73	0.50
Tech37	Budget management; fiscal management	3.73	0.50
Hum7	Positive customer relationships	3.68	0.57
Hum26	Leadership qualities	3.68	0.47
Conc84	Strong organizational skills	3.68	0.52
Hum8	Responding to customer complaints	3.65	0.48
Hum21	Excellent oral communications skills	3.65	0.48
Hum2	Supervising non-professional/managerial staff in multiple areas	3.62	0.59
Hum13	Working with diverse groups (various cultures)	3.62	0.59
Conc82	Relationship building with other administrators	3.62	0.54
Hum14	Delegating tasks	3.59	0.54
Tech36	Budget preparation and interpretation	3.59	0.59
Hum10	Formulating creative and original solutions and ideas	3.57	0.68
Hum16	Establishing team-work among employees & colleagues	3.54	0.79
Hum25	Tact	3.54	0.60
Conc83	Strategic planning	3.53	0.64
Hum15	Recognizing and maximizing use of employees' strengths	3.51	0.55
Hum20	Inspiring followership and trust	3.51	0.55
Hum22	Excellent written communications skills	3.51	0.50
Conc79	Understanding the specific institution's culture	3.49	0.76
Hum9	Managing guests problems with efficiency and tact	3.41	0.82
Hum11	Thinking analytically	3.41	0.72
Hum24	Self-confidence	3.41	0.63
Conc75	Union philosophy and mission	3.38	0.85
Conc81	Policy development	3.38	0.67
Conc86	Knowledge synthesis in decisionmaking	3.35	0.71
Conc85	Crisis management	3.32	0.81
Hum23	Professional appearance and poise	3.30	0.90
Tech30	Facilities management	3.24	0.75
Hum6	Managing staff's professional development	3.22	0.66
Hum27	Presentation skills; persuasion	3.22	0.62
Hum5	Managing own personal growth and development	3.19	0.77
Tech34	College union operations	3.19	0.83
Tech68	Professional work experience in higher ed	3.19	0.80
Tech45	Assessment/evaluation of programs and activities	3.16	0.79
Hum18	Mediating and resolving conflict	3.14	0.75
Tech32	Revenue generation	3.11	0.81
Hum12	Coordinating personnel, tasks, and equipment	3.11	0.69
Tech44	Report writing	3.11	0.73

**Required Knowledge and Abilities for College Union Executive Directors as
Reported by Directors Who Are Female (n=37)**

Category	Knowledge and Abilities	M	SD
Hum3	Mentoring employees	3.08	0.71
Conc80	Recognizing competitive advantages	3.08	0.85
Tech50	Meeting and conferencing demands	3.06	0.88
Hum4	Mentoring students	3.03	0.82
Conc74	Higher education administration	2.97	0.91
Tech33	Facilities maintenance	2.95	0.90
Tech60	Event Coordination	2.95	1.09
Tech64	Risk management	2.89	1.03
Tech35	Facilities planning, construction, renovation	2.84	0.89
Tech38	Leadership training programs	2.84	0.75
Tech51	Marketing techniques and strategies	2.84	0.72
Tech62	Human resource management laws	2.81	0.93
Conc73	Student development theory and practice	2.76	1.08
Tech54	Computers; hardware & software	2.73	0.83
Conc71	Higher education history and philosophy	2.65	1.05
Tech65	Experience advising student organizations	2.62	1.02
Tech41	Contract development and negotiation	2.59	1.15
Tech57	Impact and effect of aesthetics in decor	2.46	0.92
Tech42	Entertainment contracting and programming	2.43	1.15
Hum17	Working with volunteers	2.42	1.01
Tech53	Accounting principles	2.38	1.15
Conc76	Higher education law	2.30	0.80
Tech46	Research and statistical reporting	2.27	0.89
Tech55	Audio/visual equipment	2.27	1.03
Conc78	Effect of design elements on human behavior	2.24	0.97
Tech31	Fund raising	2.16	0.82
Tech67	Specialized education in a related discipline	2.14	1.03
Tech43	Grant-writing; writing proposals for funding	2.14	0.81
Tech40	Lease development and administration	2.11	1.09
Conc77	Local and regional politics	2.11	0.98
Tech61	Liability regarding outdoor adventure trips	2.03	1.17
Tech52	Visual arts programming and management	2.00	0.87
Tech47	Writing for publication	1.97	0.88
Tech39	Food service management	1.95	0.84
Tech58	Facilities mechanical and structural systems	1.95	0.90
Tech49	New student orientation	1.84	1.26
Tech69	Experience working in public and private institutions	1.81	1.06
Conc72	Greek student organizations and systems	1.81	1.14
Tech56	Indoor recreation center programming	1.78	1.07
Tech70	Experience working in both large and small institutions	1.76	1.05
Tech63	Cleaning methodology, equipment, & chemicals	1.59	0.91
Tech66	Experience managing an Indoor recreation center	1.59	0.94
Tech48	Advising student media	1.54	0.92
Tech59	Outdoor recreation programming (trips)	1.30	0.83

Appendix R

Preferred Work Experience for Union Directors' Career Preparation

Type of Experience	# responses
Building operations position	20
Assistant Director/Operations	15
Business Management/Accounting	12
Student Programming	11
10 years exper. at asst/assoc level	1
Student Activities work	7
5 years experience	2
Director of Student Activities	6
Assoc Dir/Unions	6
Asst/Assoc Director for Programming	5
Food service management	4
Assistant Director	4
Resident Hall work	3
Management	3
Human resource training	3
Any job involving working with students	3
Technology	2
Teaching	2
Revenue generating activities	2
Recreation/Athletics/Sports mgt.	2
Private sector entrepreneurial experience	2
Student Affairs administrative position	1
Renovation and construction	1
Hotel Operations	1
Conference Center Coordinator	1

Essential Skills Not Included in the Questionnaire

Type of Experience	# responses
Genuine regard for students	3
Political acumen with the university administration	3
Sense of humor	3
Ability to deal with ambiguity	2
Thinking outside the box	2
Ability to sell yourself, your ideas, and the union	
Demonstrated ability with change management	
Doctorate needed, not so much to do the work as for acceptance in the academy	
Large unions director should be a generalist	
Renaissance man/woman	
Risk Management	
Versatility; wearing many hats	

Appendix S

Vitae

CLARRESA MOORE MORTON

Home Address

910 Harless Street
Christiansburg, Virginia 24073
703-382-1822

Business Address

225 Squires Student Center
Blacksburg, Virginia 24061
703-231-5005

EDUCATION:

- Ph. D., Higher Education Administration, in progress [projected completion May, 1999]
Virginia Polytechnic Institute and State University, Blacksburg, Virginia
- M.A. Ed., Higher Education Administration; December 1992
Virginia Polytechnic Institute and State University, Blacksburg, Virginia
- B.A. Sociology and English, double major; May 1973
Oral Roberts University, Tulsa, Oklahoma

WORK EXPERIENCE:

Associate Director for University Unions-Virginia Tech

7/96-present

University Unions and Student Activities, Squires Student Center, Blacksburg, Va. 24061

Assistant Director for Event Planning- Virginia Tech

01/89-6/96

University Unions and Student Activities, Squires Student Center, Blacksburg, Va. 24061

manages the Event Planning Office, which is responsible for advisement and scheduling sponsors of events in both student centers, a 3000-seat auditorium, the dining halls, and public spaces throughout campus

- ◆ works with campus administrators to determine event-related policies on Virginia Tech campus including security, facilities use, event approval, advertising, alcohol use, food service on campus, inter
- ◆ responsible for dissemination of information regarding scheduled events throughout the campus and to the town. Responsible for the production of calendar and electronic listings of events, and for publications informing the campus community of policies and procedures for events
- ◆ hires, trains, supervises professional Event Planning staff; institutes procedures and operating policies; manages the efforts of the audio-visual and setup crews for the student centers
- ◆ serves as chair of the department marketing committee; prepares and administers marketing budget for the department, implements the public information program for the entire department
- ◆ responsible for generation of revenue from room and equipment rentals and event services; for preparation and collection of bills; manages the operating and wage budget for the Event Planning office
- ◆ supervises the Memorial Chapel management; administers the budget for that operation, has oversight of the operation, programming, and personnel for that facility
- ◆ maintains awareness of the computer technology to maximize efficient use of office resources; provides oversight in purchase, maintenance, and use of two networked computer systems in the Event Planning office

Instructor/Externship Coordinator- Draughon's Jr. College 04/88-08/88

3200 Elvis Presley Blvd., Memphis, TN 38116 901-332-7800

- ◆ classroom instructor in Tourism/Hospitality Management Program
- ◆ as Externship Coordinator placed students at work sites; worked with property management to develop the work and project assignment at each site; supervised performance in this final phase of the course
- ◆ Conducted job skills seminars for graduating students. Seminars included resume preparation, mock interviews, professional dress and mannerisms, aids in identifying specialty areas for students
- ◆ a liaison between school and the hospitality community developing job placement opportunities as well as practicum opportunities for students.

Office Manager-Day's Construction Memphis, TN 38112 901-323-8433 05/87-08/88

- ◆ established office systems, forms and procedures for one-person construction office
- ◆ logged inquiries and coordinated responses to sales prospects; recorded job costs and prepared costs analyses
- ◆ purchased hardware and software to set up computerized bookkeeping system that integrated accounts payable, job costing and general ledger
- ◆ established comprehensive bookkeeping system for the company
- ◆ prepared weekly payroll
- ◆ billed accounts receivable
- ◆ maintained files; light typing

Trainer/Troubleshooter- M.H.M., Inc. 02/81-08/85

14651 Dallas Pky. Suite 400.Dallas, TX 75240.(214) 960-8990.

Employed by Vice-President of Operations for the Southeast Region of this motel management company and traveled to properties throughout the region and nation to work on projects as assigned

- ◆ trained front office employees and managers at new and existing hotels in technical, as well as interpersonal and guest-relations skills; instituted and reinforced MHM front office policies and procedures at these properties
- ◆ assisted in training Food and Beverage employees on point of sales terminals and reporting procedures.
- ◆ served as corporation trouble-shooter, as requested by various Vice Presidents
- ◆ served as Interim General Manager for two hotels, as requested by the V.P. of Operations. In this capacity prepared and administered annual budgets for full-service hotels, monitoring food production costs, beverage sales and costs, payroll for entire operation

Front Office Manager Rodeway Inn Memphis, Tn.38116 10/79-02/81

- ◆ interviewed, hired, trained and supervised all front office personnel
- ◆ monitored daily front desk operations to assure maximum performance and courteous service by desk clerks, night auditors and reservations personnel
- ◆ prepared weekly work schedules
- ◆ monitored reservations control log
- ◆ prepared occupancy forecasts, inventoried and requisitioned office supplies; investigated and handled guests complaints, accident reports, and theft reports
- ◆ served as Health and Safety Director for the property
- ◆ monitored front desk cash-handling and credit policies to minimize loss of revenue for the hotel

Rodeway Inn

Louisville, KY 40202

10/74-09/79

Property Accountant

(07/76-09/79)

- ◆ responsible for all cash funds on the property, including record-keeping and reporting cash flow of each department
- ◆ prepared bi-monthly food and beverage costs analysis reports
- ◆ prepared monthly profit and loss statements for the property
- ◆ prepared payroll worksheets for computer input
- ◆ maintained personnel records for the property's 100+ employees
- ◆ administered company benefits and OSHA for the property
- ◆ served as Health and Safety Director for the property

Assistant Accountant

(08/75-07/76)

- ◆ prepared Daily reports of motel revenue and expenses
- ◆ maintained accounts payable and receivable records
- ◆ billed all receivables and collected on past due accounts
- ◆ prepared daily cash deposits for the hotel
- ◆ inventoried food and beverage supplies bi-monthly; prepared inventory reports to the corporate office
- ◆ computed daily time cards and time sheets for approximately 100 employees

Sales Coordinator

(02/75-07/75)

- ◆ scheduled and coordinated all meeting and banquet functions for the hotel
- ◆ managed both group and individual room reservations, balancing the demands of the regular commercial traveler with commitments from the Convention & Visitors Bureau
- ◆ served as consultant to groups that were planning meetings or banquets, advising groups on menu choices, room setups, a/v equipment needs, details of planning to enhance meeting

Position: Desk Clerk

(10/74-02/75)

- ◆ registered guests into hotel and served as cashier to check them out
- ◆ served as front line customer service representative for hotel, referring guests to local services and attractions, arranging for special services when requested
- ◆ answered switchboard
- ◆ responded to and reported complaints

Program Director- North Tulsa YWCA, Tulsa, OK 74106

10/73-09/74

- ◆ devised new programs and supervised existing ones
- ◆ worked with volunteers in community interest affairs planned quarterly schedule of events, special interest and children's programs, and classes offered at branch
- ◆ served as instructor for some of the classes; hired and supervised instructors for other classes
- ◆ developed format and schedule for the summer Day School; a combination of daily activities structured for various age groups and weekly field trips to surrounding geographic areas
- ◆ scheduled staff and activities for that comprehensive summer program whose goal was exposing children to various cultural experiences

AFFILIATIONS [ASSOCIATIONS]:

Association of College Unions-International (ACU-I)
Steering Committee Member, ACU-I Region 5
Association of Conference and Events Directors-International (ACED)
Black Caucus of Virginia Tech

PROFESSIONAL ACTIVITIES:

Member, Virginia Tech Committee on Academic Support, 1996-
Member, Virginia Tech Core Curriculum Committee, 1998-
Chair, University Scheduling Committee, Virginia Tech, January 1989-June 1996
Member, College of Education Re-Structuring Committee; Organization & Governance Task Force 1994-
Member, Committee on University Security for Student Events, Virginia Tech, 1991-
Member, University Staff Diversity Planning Team, Virginia Tech, 1991-1995
Member, University Founders' Day Committee, Virginia Tech, 1989-1996
Member, Parents' Weekend Committee, Virginia Tech, 1990-1993
Member, Budget Board Review Task Force, Virginia Tech, 1993-94
Chair, Student Center Grand Re-Opening Committee, Virginia Tech, 1991, 1992
Secretary, Black Caucus of Virginia Tech, 1990-91
Treasurer, Black Caucus of Virginia Tech, 1991-92
Chair/Membership Committee, Black Caucus of Virginia Tech, 1992-93
Advisor, Black Student Alliance/Virginia Tech, 1992-93

Secretary, Board of Trustees, Abundant Grace Assembly, Roanoke, Va. 1993-present
Director of Education, Abundant Grace Assembly [church], Roanoke, Va. 1993-present

Co-Presenter, ACUI International Conference, New Orleans, La. "College Union Administration at HBCUs," March 1997.
Presenter, ACUI International Conference, Philadelphia, Pa. "Leadership Training and Union Operations", March 1996.
Presenter, Region 5 ACUI Conference, Greensboro, NC "Training Student Supervisors", November, 1995.
Presenter, ACUI Int'l Conference, San Antonio, Tx. Construction/Renovations Learning Network: "Design & Furnishings", March, 1995
Presenter, ACUI Int'l. Conference, San Antonio, Tx. "Event Planning: Integrating Scheduling with Operations" March, 1995
Co-Presenter, Region 5 ACUI Conference, Charleston, S.C. "Training Student Employees: Paths to Career Success", October, 1994.
Invited Presenter; Region 5 ACUI Conference, Charleston, S.C. "New Doors to Student Learning: Unlocking the Scheduler's Potential", October 1993
Co-Presenter; Region 5 ACUI Conference, Charleston, S.C. "What's In a Name? Clarifying Ambiguities In Our Mission", October 1993
Invited Presenter; ACUI National Conference, Chicago, Ill. "Student Development and the Scheduling Office", March 1993
Presenter; Program Board Workshop, Virginia Tech, "Elements of Scheduling and Event Planning" October 1991
Presenter; R.A. Training Seminar, Virginia Tech, "Scheduling Events on Campus", August 1991; August 1992
Presenter; Council of Int'l Students Workshop, "Scheduling and Planning Events," November 1992

