

ASSESSMENT OF THE MEMORIAL STUDENT CENTER STAFF ON
HIGH PERFORMANCE LEADERSHIP CHARACTERISTICS

Evaluation of Twelve Leadership Characteristics and The Creation of a
Leadership Performance Characteristic Instrument

by

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ABSTRACT

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The purpose of the present investigation is to assess the importance of twelve leadership characteristics (Harris, 1995) according to 15 University of Wisconsin-Stout Memorial Student Center (MSC) Organizational staff. Through an interview process the 15 staff members discussed how important the characteristics are to their job and how the characteristics are defined according to the staff members' job responsibilities. The researcher analyzed the feedback in the interviews and created definitions that are tailored to the job responsibilities of the MSC Organization. Statements that were made during the interview process that had 27% agreement (4 out of 15 people saying similar statements) were used in the development of a "Leadership Performance Characteristics" instrument. The instrument was piloted on MSC staff members that were not involved

with the interview process. Staff involved with the pilot process perceived the instrument positively. It is the intention of the researcher that the “Leadership Performance Characteristics” instrument be used in the future with all staff members in the MSC Organization to assess personal strengths and weaknesses as a leader within the MSC Organization and then develop action plans to improve the staff members weaknesses and maintain personal strengths.

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Chapter 1

Assessment of the Memorial Student Center Staff On

High Performance Leadership Characteristics

The purpose of this study was to assess the 12 areas of leadership activities and responsibilities as determined by Dr. Philip R. Harris in his book Twenty Reproducible Assessment Instruments for the New Work Culture (1995). The original instrument was designed for a federal government client (Harris, personal communication, September 16, 2000) and the content of the original instrument was based on face validity (Harris, 1995). The purpose of the present investigation was to create new definitions of those 12 areas and an instrument that is specifically tailored to the University of Wisconsin-Stout Memorial Student Center (MSC) Organization. Through an interview process some of the staff of the MSC Organization helped create the definitions of the 12 leadership characteristics. The assessment may be used to assess the strengths and weaknesses of the staff of the MSC Organization. The 12 leadership characteristics are coordination, planning, implementation, public relations, internal communication, cultural awareness, financial management, supervision, human resource management, performance evaluation, unit monitoring, and materials resource management.

Chapter 2

Literature Review

Research on defining a leader has been on going for over fifty years, and no one has determined a standard definition of a leader (Harris, 1994; and Yukl, 1998). Most research shows that leadership has been defined in terms of traits (Harris, 1994; and Yukl, 1998), behavior and interaction patterns (Bass, 1985; Harris, 1994; Yukl, 1998; and Terrill & Middlebrooks, 2000), influence (Bass, 1985; Yukl, 1998; and Terrill & Middlebrooks, 2000), role relationships (Bass, 1985 and Yukl, 1998), and occupation of an administrative position (Harris, 1994 and Yukl, 1998).

Leaders at all levels of an organization, according to the definition in the previous paragraph, regularly spend time with customers and frontline employees, they treat employees or co-workers in a friendly, informal, and equal way, and a leader is accessible to his or her followers (Bass, 1985 and Terrill & Middlebrooks, 2000). Leaders also influence their employees or co-workers by using formal and informal mentoring and training to improve their employee or co-worker's self-development (Bass, 1985 and Terrill & Middlebrooks, 2000). A leader is able to "guide, structure, and facilitate activities and relationships in a group or organization" (Yukl, 1998, p. 3). According to Bass (1985) a leader is a model of integrity, fairness, and high standards. "A high performance leader encourages subordinates with advice, help, support, recognition, and openness, while sharing knowledge and expertise" (Harris, 1994, p. 9).

There has been research investigating if a manager can have the same definition as a leader and vice versa. Some researchers feel that there are two distinct definitions, while others feel that there is some degree of overlap (Yukl, 1998). "It is obvious that a

person can be a leader without being a manager and a person can be a manager without leading” (Yukl, 1998, p. 4). There are some positions in organizations where the job title may be manager but this person does not actually have any subordinates to manage. There are also positions in which people who have the title of manager actually have people to manage. Can a manager be a leader and can a non-manager be a leader? One definition states that “Managers get people to do things more efficiently, whereas leaders get people to agree about what things should be done,” shows the two terms as distinct processes (Yukl, 1998, p. 4). However, some still believe it is possible for one person to integrate both processes (Yukl, 1998).

For investigations of defining leadership, the definition of leadership will depend to a great extent on the purpose of the researcher and his or her individual perspectives (Campbell, 1977; Yukl, 1998). For the purposes of the present research investigation of leadership activities and responsibilities, the researcher believes that it is possible for a MSC manager to possess both managerial and leadership attributes and it is possible for a non-manager in the MSC organization to possess the attributes of being a leader. The 12 areas of leadership under investigation are based on traits, role relationships, influences, behavior, and interaction patterns (Bass, 1985; Harris, 1994; Yukl, 1998; and Terrill & Middlebrooks, 2000).

Coordination

Part of being a leader in an organization is being able to coordinate programs, events, or projects across various departments or staff members within an organization. It is a behavior that requires interaction among various people within a department and

often times outside of a department and it requires a person to develop a working relationship with those that are involved with the program, event, or project.

“To accomplish effective coordination, a manager needs to understand how the various parts of the organization relate to each other and how changes in one part of the system affect the other parts” (Yukl, 1998, p. 254). It involves being able to see the whole picture of a process, not only the component parts that relate to a person’s specific department. Coordination is dependent on team effort and contributions made by one person or department are contingent on a correct and timely contribution of another person or department (Moran & Harris, 1982; Guastello & Guastello, 1998).

To coordinate a program, event, or project a person needs to be able to share information through verbal communication or other forms of communication (Guastello & Guastello, 1998; Yukl, 1998), maintain a smooth, cohesive, and cooperative working relationship with those in close relationship to the program, event, or project (Guastello & Guastello, 1998; Yukl, 1998), maintain task structure to solve problems and achieve objectives (Guastello, 1998; Yukl, 1998), and share equipment and other resources to help the organization achieve its program, event, or project goals (Yukl, 1998).

To be an affective member in an organization, whether being a manager or non-manager, requires being able to work cooperatively with those involved with the program, event, or project because coordination is very much based on team effort. Even if the organization is not team-based, coordination still is a necessary component if the organization is going to achieve its mission and strategic goals.

Planning

The aspects involved with coordination are not the only components that achieve the mission and strategic goals of the organization. The behaviors involved with planning also play a critical role in the organization's success.

“Few initiatives will be effective without proper planning. Planning is synonymous with success” (Phillips, 1997, p. 360). In most instances, planning is described as a formal process involving written objectives, strategies, policies, and budgets (Yukl, 1998). In many cases, managers have to be reactive and work outside of a formal planning process. Strategies instead have to be formulated in an incremental, flexible, and intuitive manner (Quinn, 1980).

Most often researchers agree that planning involves meeting with others to formulate objectives and strategies, having to establish timetables (long and short-term schedules), determining how to use personnel (assigning responsibilities), and appropriate use of resources to accomplish a task efficiently (Phillips, 1997; Yukl, 1998). Very often, planning occurs naturally and many people are consciously unaware of all the processes gone through on a regular bases to plan a program, event, or project. These behaviors occur automatically because the behaviors have become routine planning processes.

Other behaviors that are involved with planning include processing of information, analyzing the information, and then making decisions based on that information (Yukl, 1998). Planning processes are also established to determine how to improve coordination efforts, productivity, and the overall effectiveness of the organization (Yukl, 1998). This is not a comprehensive list of all the behaviors that one goes through during a planning process. Many people use different techniques to

establish a planning process, but overall most people go through the basic processes of planning a program, event, or project. One thing that is important to establish is a method for monitoring or evaluating the planning process (Yukl, 1998). It is important to know what techniques or behaviors are being effective or are the most efficient when planning a program, event, or project.

Both managers and non-managers have activities in their daily work routine that require the skills and abilities of planning. Members of an organization need to be flexible and intuitive in the planning process. They also need to be able to process and analyze information, which then leads to formulating objectives and strategies. Most if not all professional staff members of an organization set up timelines to work off of when planning. However, not all members of an organization evaluate their planning process checking its effectiveness and to see if other processes could be incorporated into their daily planning routines.

Implementation

A successful implementation of a program, event, or project is dependant on the appropriate use of planning techniques. The successful implementation of an activity that a member of an organization has been working on requires influence techniques, a strong relationship between themselves and other staff members, and appropriate use of interaction within and outside the organization. Those members in charge of implementing a program, event, or project have to have a positive attitude toward the activity and understand how it benefits the organizational strategic goals. Successful implementation of any program, event, or project does have to start at the top of the

organization and work its way down, but in the end it takes all members believing in its purpose and working towards the objectives of the organization.

“Management’s actions and attitudes have a significant effect on the impact and success of an organization’s training and development programs” (Phillips, 1997). In fact, it is not just the management’s actions and attitudes towards training and development programs but toward all programs, events, or projects. Management’s actions and attitudes towards organizational programs will be passed on to other co-workers and employees. To have a successful implementation of a program, event, or project, there must be commitment from all levels of the organization. Programs or projects will not be implemented effectively unless there is the commitment of executives in the top management team and all team members (Schweiger & Sandberg, 1991; Yukl, 1998).

Because managers or people in high profile positions have the opportunity to encounter staff at all levels of the organization, the possibility exists to use influence techniques during their daily interactions that will help organize support for the implementation process (Yukl, 1998). “Planning is most observable when a manager takes action to implement plans” (Yukl, 1998, p. 70). Managers can influence staff by clarifying, motivating, and informing (Yukl, 1998).

To implement a program, event, or project there will be cost involved. It is important to understand the organization’s budget for the project and realize all hidden and direct costs. “Typical cost items include travel and lodging for participants to attend meetings, salaries and expenses of participants and others involved directly in the

program, materials and supplies for the program introduction, and other direct expenses associated with the program's initial implementation" (Phillips, 1996, p. 260).

Once implementation is in process it is good to have a method for evaluating the effectiveness of the implementation process (Wilson & Pearson, 1995). "All activities need to be planned, carried out, continuously assessed, and corrected as necessary to ensure continuous improvement" (Wilson & Pearson, 1995, p. 63). It is not only important to implement a program, event, or project that will result in organizational change, but it is also important to monitor its effectiveness towards the organization's mission and strategic goals.

Coordination, planning, and implementation are dependant on all staff members of an organization. All three require the collaboration of efforts across departments and the sharing of resources for each performance characteristic to be successful. Often times it is not only necessary to work internally with the three behaviors, but also externally with customers and other organizations.

Public Relations (External Communication)

Not all members of an organization have the opportunity to work with the public or entities that exist outside of the organization. However, every member of the organization has a responsibility to positively represent the organization. The use of public relations is essential for a company to succeed at its initiatives and achieve the organization's mission. Staying in touch with the public and catering to their needs builds a strong and competitive organization.

"Technological advances, such as the advent of worldwide networks, instantly access corporate audiences on a global scale. This is supplemented by a growing demand

that companies not only operate responsibly but are seen to be doing so” (Crainer, 1995, p. 785). Public relations involve communicating with people outside of the organizational structure. A person’s actions and communication style reflect back onto the organization. Because of the various technological advances that people have to communicate with today, it is important for organizations to decide how public relations should be used in working toward the organization’s mission and goals (Crainer, 1995).

Most forms of external communication or public relations involve doing press releases, advertising, marketing, participating in community organizations, letters, email, telephone (teleconferencing), and traditional conferences (Moran & Harris, 1982; Harris, 1994). Any time a member steps outside of the organization and communicates with the public or a specific person, that member is exercising external communication skills and is either representing the organization positively or negatively depending on how well the external communication skills are put into practice.

It is important for the organization to communicate with the public or competitors to “Understand who the customers are and determine which ones to target; To uncover what customers need and deliver on those needs; To understand why customers buy and what motivates their loyalty; and To understand competitors and determine where to be different” (Terrill & Middlebrooks, 2000, p. 196). It is also important to keep the public and benchmark organizations informed of changes that may be happening within the organization or special events or services that the organization is providing to the public. Networking with other similar organizations or members of the community will help develop a more cooperative relationship and will strengthen the organization’s external coordination efforts (Yukl, 1998).

In service organizations, to serve the customers well the members of the organization at all levels need to take on the role of being active listeners. By listening to the public or the organization's customers, the members of that organization will learn how to better serve them. "In active listening, the listener strives for complete and accurate understanding, for empathy, and to actively assist in working out problems" (Harris & Moran, 1990, p. 38). If the members of the organization take the time to "actively listen" to their public, they will become more aware of their needs and become more involved with the public (Harris & Moran, 1990). "Listening demonstrates the respect and concern that words alone cannot fully express" (Harris & Moran, 1990, p.38).

Communicating with the public and delivering to the public's needs and expectations demonstrates that the organization wants to become involved with the public and respects the external community that surrounds the organization. External communication is especially important in service organizations where mission statements are generally focused on the customer or the public. However, to have the ability to serve the customers in an effective and efficient manner, members of the organization need to be able to communicate with each other internally.

Internal Communication

"Studies of what managers do each day indicate that 75% of their time is spent communicating. This includes writing, talking, and listening" (Harris & Moran, 1990, p. 28). Internal communication shares many of the same traits as external communication except now the communication is occurring only between members of the organization and can sometimes take on a more informal role because people develop relationships

with each other from working closely on projects or within close proximity of one another (Moran & Harris, 1982; Harris, 1994).

There are certain forms of communication that only occur internally within an organization. Some examples of those forms of communication would be organizational handbooks, closed-circuit TV, staff meetings, the use of email, memorandums, and managers leaving their offices to spend time in the front-of-the-house operations (Harris, 1994).

Having effective communication in the workplace is necessary to accomplish tasks and just to get things done. For effective internal communication it is necessary to have understanding, cooperation, the ability to motivate others, and to have the capability to comprehend the feelings and attitudes of others (Harris & Moran, 1990; Yukl, 1998).

When communicating information about program, events, or projects it is best if the information starts at the top and works its way down but the internal communication network of an organization must allow lower level employees to be able to communicate their suggestions or opinions back up through the organizational structure. “Effective employee communications must be led from the top” (Crainer, 1995, p. 752). The key to good internal communication is consistency and the best way to communicate with the employees of an organization is through the line managers (Crainer, 1995).

Successful organizations facilitate coaching or mentoring between managers and employees to improve interpersonal communication (Harris, 1985). Some other characteristics of successful organizations include “Concern to keep group communication on target and on schedule, while permitting disagreement and valuing effective listening; Encouraging members to express feelings and to be concerned about

group morale/maintenance; and Successful organizations are good at clarifying roles, relationships, assignments and responsibilities” (Moran & Harris, 1982, p. 128).

Communicating information that is highly technical or requires feedback can be more effectively expressed in staff meetings instead of distributing memos or transmitting information through email (Newman & Hodgetts, 1998). It is important for a person to use the best mode of communication when communicating with others. Some things are just better expressed and understood in person versus using another method. “Communication is the process of transmitting meanings from sender to receiver” (Newman & Hodgetts, 1998, p. 64).

Although internal communication can share some of the same traits as external communication or public relations, it can also take on an informal nature. To be able to communicate internally at all levels is vital for the organization to achieve its strategic goals. It is dependant on the relationship roles of the staff members and the effectiveness of the interpersonal skills of the organization’s members.

Cultural Awareness

Whether you are communicating internally or externally it is important to understand the individual or group you are communicating with. Successful leaders in the work place today are able to communicate effectively with all individuals and groups by respecting differences in skills, abilities, organizational status, and an individual or groups’ culture.

Culture is made up of ideas, habits, attitudes, customs, values, practices, and traditions that are accepted for a particular group (Moran & Harris, 1982; Harris, 1985). Culture of a group is also defined as shared assumptions and beliefs about human nature,

relationships with others, and the world and their place in it, (Schein, 1992). Although there are many definitions or terms to describe culture, it is becoming more and more apparent that to “avoid or minimize conflict, it is important to foster appreciation and tolerance of diversity” (Yukl, 1998, p. 374).

“Diversity of attitudes, beliefs, and priorities is increasing as a result of the changing composition of the workforce in the United States and most European nations” (Yukl, 1998, p. 373). There has been a rapid increase of women, minorities, and people over the age of 50 in the workforce, which has had a major impact on how people are relating to one another (Newman & Hodgetts, 1998). It is important for people to realize and overcome their own biases so they are able to work successfully with other members of the organization. Providing that members of an organization are able to overcome their stereotypes or biases and work collaboratively with one another, research has stated that having a diverse organization improves the quality of the strategic decisions and overall organizational performance (Bantel & Jackson, 1989; Murray, 1989).

To have successful work groups or organizations as a whole, there has to be considerable empathy, respect for diversity, and an understanding of values, beliefs, and attitudes of the people within and outside of the organization (Harris, 1994; Newman & Hodgetts, 1998; Yukl, 1998). There are many ways to increase tolerance or appreciation of the various cultures within an organization but a couple of ways would be to discourage the use of stereotypes to describe people and to challenge people who make prejudicial comments (Yukl, 1998).

Another way to promote cultural awareness or to promote an appreciation of the differences within an organization would be through training. “Training can help

managers learn to better understand their work groups” (Newman & Hodgetts, 1998, p. 404). It is important to not only have the managers go through diversity training but to also provide diversity training for the employees. Diversity training will help develop a more cohesive organization. Once the management of an organization has received training, the manager should “translate such cultural awareness into effective relationships with those who are culturally different” (Harris & Moran, 1990). Many organizations promote mentor programs along with their regular training programs. “The purpose of the mentor program is to help support members of a diverse group in their jobs, socialize them in the cultural values of the organization, and improve their chances for development and advancement” (Newman & Hodgetts, 1998, p. 407). Being a mentor or role model for diversity in the organization is a very beneficial way of promoting and passing on positive values and attitudes that encourage cultural awareness.

Whether you are coordinating, planning, implementing, communicating externally or internally, if there are members of the organization who have strong cultural biases and/or stereotypes and members that act on those biases and/or stereotypes all efforts to achieve organizational goals may fail because of a lack of cooperation and cohesiveness across departments or even within the departments. It is critical that members at all levels of the organization understand the importance of accepting individual and group differences.

Financial Management

Financial management is an activity that members of organizations try to avoid unless it is a major requirement of their job responsibilities. However, once an organization has satisfied the internal needs of its members by communicating effectively

and working collaboratively on projects, and the organization has been able to delight the customer by serving and listening to the public, it is time for the organization to focus on the bottom line. It is becoming important in today's work culture for all members to have an understanding of the financial responsibilities of the organization.

In the past when many companies or organizations were hierarchical, it was accepted that employees, supervisors, and even some managers had limited knowledge of finance. With today's flatter structured organizations, it is becoming apparent that members at all levels of the organization need to have some financial knowledge in order to perform their job effectively. Many companies are calling this "open-book" policy. "Very few managers can afford to claim a knowledge of finance is unnecessary. The breaking down of functional barriers in many companies has led to a demand for a broader range of expertise and awareness among managers" (Crainer, 1995, p. 520).

Financial management is critical in strategic planning or helping to define the best business opportunities for the organization (Crainer, 1995; Terrill & Middlebrooks, 2000). It not only helps with setting organizational goals but it helps support those goals or plans. Because many of the organizational goals are based on profit or loss, it requires that members of the organization, especially managers, be trained and motivated towards achieving the organizational goals (Crainer, 1995).

Even non-profit organizations require financial management. There has to be up to date, reliable, and meaningful financial data to be able to undertake and complete a project and evaluate that project's effectiveness and financial status (Harris, 1985; Shim & Siegel, 1997). Managers need to be able to see their spending limits when developing

programs, projects, or events so they can control for excessive expenditures (Harris, 1985).

The success of financial expenditures can be assessed in more ways than just looking at the profit/loss ratio. Especially in non-profit organizations where there is a cost in providing a service but the organization isn't making a profit by providing that service. "Success is measured in terms of the quality of services and activities provided, and whether the objectives are being accomplished" (Shim & Siegel, 1997, p. 21). The organization could look at the cost and time of performing a service (cost of human resources) and how many people return for that same service, the quality and quantity of the service, and the number of compliments or complaints the organization receives (Phillips, 1996; Shim & Siegel, 1997). There are many ways to financially examine if the services that are being provided are meeting the organizations objectives and if they are worth the financial cost of providing those services. It is also important for members of the organization at all levels to be aware of the services in their department and how those services impact the overall financial goals of the organization.

Financial management is an important function of any organization, even service organizations. It is especially important for managers to have some knowledge in forming budgets, profit/loss ratios, and monitoring expenditures but it may even be useful for other members of the organization to be aware of the cost factors in providing services or products. By having "open-book" policies, employees will have a better understanding of how the product they are producing or the service they are providing impacts the overall financial stability of the organization.

Supervision

Supervision is an area that is not part of every organizational member's job responsibilities. However, there may be times when a manager or supervisor may ask for an employee to oversee a project or help train a new employee. In those instances, supervisory skills become an important trait to have.

Management, supervision, and leadership by some researchers are defined similarly. A person in this role is generally given the responsibility of operating various portions of the organization and usually oversees the employee's daily work routine (Deep, 1978; Yoon & Thye, 2000). A person who has a leadership role of being a manager or supervisor of other members in the organization or overseeing a project must utilize the skills of organizing, planning, controlling, decision making, staffing, communicating, motivate and direct the efforts of others, and receive requests for information and assistance from various people above and below them in the organization (Deep, 1978; Satava & Weber, 1998; Yukl, 1998).

To have a leadership position in an organization requires a person to be a role model within the organization. For example, successful supervisors or managers are able to set a good example of demonstrating organizational expectations by actually having the employee's or subordinates see them working (Satava & Weber, 1998). It is important, especially in service organizations, for the leaders of the organization to come out of their office and spend time with the employees and help serve the customers.

“Leaders relate to their subordinates by personally guiding their performance toward the achievement of organizational goals” (Deep, 1978, p. 65). Supervision requires spending time with the subordinates working on improving their strengths and weaknesses through training, mentoring, developing skills, setting performance goals,

informing the staff about their performance and rewarding positive performance results (Satava & Weber, 1998; Yukl, 1998). “Knowledge is power only as long as it is shared” (Satava & Weber, 1998, p. 74). High performance leaders create high performance organizations when managers or supervisors work with the staff to teach, guide, and pass on knowledge gained to the subordinates.

It is also important for a supervisor to have good interpersonal skills with their employees and co-workers. “A lack of interpersonal skills may be a major reason why many qualified professionals are not promoted to partner” (Satava & Weber, 1998, p. 72). To obtain organizational support, a leader must show concern for the staff’s well being (Yoon & Thye, 2000). Many successful supervisors will go out of their way to introduce new staff to their peers, will keep an open-door policy or be available to their staff, and they model professionalism by honoring and treating everyone with respect (Satava & Weber, 1998). Overall, employees and co-workers have respect for their leader if that person in that leadership role personally shows respect and cares about them.

Although there may be times when individuals will take on short term roles of supervising a project or a small group of people, having sound supervision skills is vital for those who have that leadership role everyday. It is important for all members of the organization to develop themselves to take on short or long-term leadership positions, but for those that are currently in a supervisory position, they need to be able to “model the way” and have excellent working relationships with other staff members.

Human Resource Management

Like supervision, Human Resource Management is a behavior that is generally performed by upper level members of the organization. However, some aspects of

human resource management can be performed or supported by all members of the organization. Some of those aspects include formal and informal recognition programs, staff development programs, and working on receiving guest feedback to improve the overall services of a particular department or the entire organization.

“Human Resource Management (HRM) encompasses those activities designed to provide for and coordinate the human resources of an organization” (Byars & Rue, Page 6, 1994). HRM is the management of people in order to achieve organizational and individual goals, it deals with a flexible organization of workers, it requires teamwork and the coordination of various departments, and HRM requires decentralized decision making (Crainer, 1995; Kalleberg et. al, 1996; Newman, 1998). Service organizations focus their attention on three HRM areas.

“(1) Effective recruiting, screening, hiring, selecting, training, and development of associates; (2) Genuine concern for the well-being of the associates as reflected through well-developed reward and recognition programs, challenging work, and the opportunity to use their potential to the fullest; and (3) Careful consideration of the needs and expectations of the organization’s customers, as seen through the creation of total quality service programs and the continual evaluation of guest feedback for the purpose of maintaining these service levels” (Newman, Page 4, 1998).

It is agreed upon by most researchers that HRM is made up of recruitment, selection, training, compensating, and performing performance evaluations on staff members of the organization (Harris, 1985; Harris & Moran, 1990; Byars & Rue, 1994; Crainer, 1995; Kalleberg et. al, 1996; Newman & Hodgetts, 1998; Terrill & Middlebrooks, 2000). HRM can also include personnel activities such as health and safety factors, employee and labor relations, and human resource research (Harris, 1985; Byars & Rue, 1994). Most leaders of an organization have processes in place to perform each of these behaviors. However, it is crucial to evaluate the current processes to make

sure that they are meeting the organizational objectives. If the mission or vision of an organization changes, it could impact the decision making processes of hiring new members, training new and current members, and adjustments may need to be made in compensating and evaluating the members of the organization. One of the challenges of HRM is to provide adequate education or training to the members of the organization to improve the quality and productivity of the human resource performance, which in turn will create a high performance organization (Harris & Moran, 1990; Newman & Hodgetts, 1998).

It is also important for persons in leadership positions to create or participate in organizational formal reward and recognition programs. It is even important to give informal rewards and recognition to staff members that work in the leaders own department. Developing programs that benefit staff members or rewarding them is an excellent way to improve retention of employees and co-workers because such programs create an increase in worker satisfaction and result in a stable workforce (Crainer, 1995; Newman & Hodgetts, 1998).

A person whose position requires them to perform HRM behaviors is required to manage and work with cultural differences (Harris, 1985; Newman & Hodgetts, 1998). Having an understanding and appreciation of these differences between individuals and groups creates a more cooperative and cohesive work environment.

Overall, it is important to maintain a stable and comfortable work environment for the staff members of the organization. A leader in an organization, whether they are a lower level employee or an upper level employee, will show a genuine concern for the well-being of the members of the organization and will try to improve themselves and

those employees in which they work in close proximity to enhance the organization's services.

Performance Evaluation

Performance evaluation relates to HRM because once you have established the workforce of an organization through recruitment, selection, and training, a leader in the organization must evaluate co-workers, supervisors, and subordinates based on the expectations the organization has for its staff members. Most if not all organizations have a system or process in place to evaluate its organizational members. In private organizations, the performance evaluations can be created and catered to the specific organization as long as it is in compliance with labor relation and employment laws. For state organizations, they are usually mandated to distribute a specific evaluation form and a process for that evaluation is also established. However, whether the evaluation is being conducted at a private or state funded organization, most evaluation forms include questions that relate to the "Quality of work; Quantity of work; Dependability at work; Initiative at work; Cooperativeness; and Getting a long with co-workers" (Byars & Rue, 1994, p. 312). The general purpose of conducting performance evaluations is to identify and prevent problems (Wilson & Pearson, 1995).

Many organizations are moving toward using 360-degree or multi-rater feedback systems. "The use of behavioral feedback from multiple sources has become a popular method for management development in the last few years" (Yukl, 1998). Those included in multiple feedback assessments are subordinates, peers or team members, superiors, members of the HR staff, and sometimes outside clients (Phillips, 1996; Yukl, 1998). It is important to have accurate responses to an assessment and the best way to

maintain a level of accuracy or to have a reliable and valid assessment it to keep the instrument simple and the behaviors illustrated in the assessment understandable. “Feedback is likely to be more accurate when the rating questionnaire has behaviors that are meaningful and easy to observe” (Yukl, 1998, p. 481). The members of the organization that are participating in the multi-rater assessment need to understand its purpose, how the results will be used, and how confidentiality will be maintained with this assessment process. This is particularly important for the employees to understand because they will be rating their manager or supervisor. It is very critical for the whole organization to understand that this kind of assessment will not hinder or adversely affect the participant’s job or work environment. The best use of multi-rater performance assessment is to be used for developmental purposes and is not part of the formal performance appraisal process (Yukl, 1998).

The purpose of conducting performance evaluations is to learn about the members of the organization and the members’ strengths and weaknesses. Many organizations reward improved performance with formal or informal recognition. “The formal reward system in an organization has a strong influence on organizational learning. It affects individual learning, team learning, learning from mistakes, and the diffusion of knowledge in an organization” (Yukl, 1998, p. 459). By conducting performance evaluations and having some process of rewarding employees for improved performance, encourages employees to take advantage of opportunities to improve their skills and to improve themselves professionally and personally.

Department Monitoring

Although it is important to assess the staff members of an organization and to improve the members' weaknesses and reward the members' strengths, it is just as important to assess the organization's services and improve the areas that are unsatisfactory with the internal or external customers. Using formal or informal methods for measuring the individual departments within an organization aid to the success of the organization in achieving the mission and strategic goals of the organization.

Part of department monitoring is assessing the needs and wants of the customers and determining the customers' satisfaction of the products and services the organization is currently offering (Yukl, 1998). "It is useful to discover what they like, what they dislike, and how the products or services could be improved" (Yukl, 1998, p. 427). It is also useful to look at the products and services offered by the competitors (Yukl, 1998). This is essential for making strategic decisions. Knowledge that could be gained by consulting with competitors and/or customers would be finding faster, easier ways to perform a service, improving productivity or efficiency, reducing the potential for problems or errors, and consulting with others promotes a standard of excellence (Wilson & Pearson, 1995).

"Studying the products and activities of competitors is a good way to assess what they are doing; it provides a basis for evaluating your own products and processes; and it provides a source of good ideas on how to improve your own products and processes" (Yukl, 1998, p. 427). The most common ways of assessing organizations or departments is using performance-based assessments or benchmarking (Wilson & Pearson, 1995; Newman & Hodgetts, 1998). Benchmarking is generally used to look at products or service features, examine a particular service process, to look at human resource

functions, and to compare organizational goals with other organizations (Phillips, 1996). Either performance-based assessments or benchmarking allow an organization or department to assess where they are at and where they need to improve. However, once an organization or department has determined their strengths and weaknesses, action plans must be determined to improve the weaknesses and then those action plans must be implemented. “Effectiveness of performance-based assessments must have some minimal purpose. Otherwise, the effort is reduced to one of stumbling around, offering to help, but mostly getting in the way” (Wilson & Pearson, 1995, p. 105).

An action plan to improve a service or process is a plan that requires detailed steps that need to be determined by the organization and a plan that requires to be completed within a certain time period (Phillips, 1996). “As with any planned change, it is important that all the parties involved understand the process, take steps to overcome the resistance to change, gain acceptance with all those involved, and implement the change” (Phillips, 1996, p. 245). Department monitoring requires that those members of the department are aware of what others are doing and are willing to make changes to stay competitive or to offer the services and/or products that the customer desires.

Although departments or organizations monitor themselves by benchmarking or using performance-based assessments, the department or organization has to realize that there may be obstacles or barriers that may prevent them from providing the service or product that their customers’ desire. Often there may be inadequate work facilities or equipment, restrictive policies (especially in state funded organizations), not enough staff or conflicts with scheduling personnel, and a lack of cooperation from other departments or individuals (Byars & Rue, 1994). Overall, it is important to determine what other

organizations are doing and determine the needs and desires of the customers. However, it is critical to understand the department or organization well enough to know what services or processes can be implemented to stay competitive or meet the customers needs, and what services or processes can not be implemented due to barriers or obstacles within the workplace.

Materials Resource Management

Once the departments of the organization have determined the satisfaction level of the customers and what the needs and desires of the customers are from the organization, the organization needs to examine if it has the material resources to meet the needs of the customers. Materials resource management is the management or monitoring of non-human resources needed to perform a job or implement a program, event, or project. Members of the organization need to be aware of the resources provided by the organization and what resources are needed to perform a program, event, or project. It is important to have enough resources on hand to complete initiatives in a timely manner and cost-effective way (Terrill & Middlebrooks, 2000). Many times, the company's resources are "stretched too thinly across too many projects and no project receives the attention it needs" (Terrill & Middlebrooks, 2000). One major resource in many organizations is funding and when there are too many projects occurring at one time, funding needs to be spread across all projects. "Successful innovators focus on a limited number of high priority projects" (Terrill & Middlebrooks, 2000, p. 109). Yukl (1998) believes that an organization should not waste resources on unnecessary frills.

Managers and supervisors have a responsibility to allocate the appropriate resources to perform a program, event, or project and those resources could include

equipment, materials, facilities, or money (Yukl, 1998). “By retaining the power to allocate resources, the manager maintains control over strategy formation and acts to coordinate and integrate subordinate actions in support of strategic objectives” (Yukl, 1998, p. 25). When managers are required to set up budgets for the resources needed to perform the services that the department provides, managers have the ability to decide how excess funds can be spent or utilized. “A high priority in the allocation of surplus financial resources should be to invest in activities that prepare the organization and its members to face the future, including research and development of new products, and the development of human resources” (Yukl, 1998, p. 62).

For an organization to deliver a service, program, event, or complete a project the members of the organization need to be aware of the material resources needed to complete the course of action. It is also important for some time to be allocated in investigating new material resources to improve a process or time should be spent on training or developing staff members on the use of new material resources.

Purpose of Present Investigation

By using qualitative methods this study attempted to see how the professional staff of a student union defined and applied the 12 leadership characteristics in their daily work routine. Based on the literature review, it is believed that all 12 characteristics are important in organizational settings, particularly service organizations. By conducting one-on-one interviews with some of the professional staff of the Memorial Student Center at the University of Wisconsin-Stout, the informants helped define the 12 characteristics in terms that relate specifically to jobs within the organization. The

interview process also determined which characteristics are more important to the members of the organization.

The end result of this investigative process was the creation of an assessment instrument based on feedback from the informant interviews and the literature review. The assessment instrument will be used in staff development. In order to affirm that the 12 characteristics of High Performance Leadership are valued within the organization it was necessary to assess the professional staff of the organization regarding these responsibilities and activities.

Chapter 3

Methodology

Procedure

Personal interviews with each staff member of the Memorial Student Center (MSC) organization were conducted to validate definitions that the Interim Director created (see Appendix A) and to enhance the quality of the definitions. Using qualitative research instead of handing out a questionnaire (quantitative) allowed the researcher to gain a full understanding of each staff member's opinion of their job responsibilities, which might not have been achieved by completing a questionnaire.

The researcher first had to develop questions for use during the interview process that would provide for feedback necessary to create definitions specifically tailored to the MSC organization and to determine what terms or factors were most relevant to this organization. The researcher developed two general questions to gain insight into what was important to them and their jobs. The first question asked "Looking at your position, do you have any role models within this organization and if so, who?" The second question asked, "Out of the 12 characteristics, what characteristics do you feel should be valued the most in the position that you hold?"

For each term or characteristic, staff were asked three questions that would provide the researcher information regarding the importance of the characteristic including how it is defined, how it was incorporated into their job responsibilities, and if anything should be added to the definition to make it more accurate in terms of their job responsibilities. The three questions were, "Based on the definition, what aspects of '(the characteristic)' should be important to a person in your position? How do you in your

position incorporate '(the characteristic)'? and Should anything be added to the definition that would apply to your job within this organization?"

The researcher distributed a memorandum to the 18 staff members briefly describing the project. The researcher then proceeded to call each of them to determine if they were willing to meet and discuss the characteristics. Those who were willing to participate scheduled a date and time between November 20th, 2000 to December 22nd, 2000. The interviews were conducted in the researcher's office and lasted between 40 to 90 minutes depending on the length of the responses.

When the participants first arrived to be interviewed they were instructed to read an audiotape consent form (see Appendix B). If they agreed to have the interview audiotaped, then the participants signed and dated the form. To ensure the accuracy of the interviews, if they did not agree to have the interview audio-taped they were not allowed to participate in the interview process. All participants agreed to have the interview audio-taped. They were then instructed to read the consent to participate form (see Appendix C). If they fully understood the purpose of the research and their confidentiality rights they signed and dated that form. The participants then were verbally told the purpose of the interview was to get feedback on the meaning and application of the 12 characteristics as they apply to participant's jobs. They were also instructed to expand as much as they wanted with examples that would clarify their responsibilities. Lastly, the researcher asked participants questions that related to the 12 characteristics. There were a total of 38 questions.

Once the interview was completed, the researcher debriefed each participant. They were told the researcher would pull out all statements that identified a participant

and keep only objective statements. The researcher also explained that the objective statements would be compiled to reveal repetition among participants. The researcher determined a percent of agreement for each repeated statement, and those statements that met a standard percentage of agreement, 27%, were used in designing an assessment instrument to determine the strengths and weaknesses of the professional staff members in the organization.

The researcher transcribed each interview separately, then removed all identifying information and retained objective statements that described job responsibilities. The researcher then compiled answers to each question noting the number of times similar statements were made. Once that process was completed, the researcher had a listing of bulleted statements under each of the 38 questions.

Materials

Materials required to conduct the research was a quiet room with two chairs facing each other and a tape recorder with a high quality microphone. Dr. Philip R. Harris devised the terms that were discussed in the interview from his book Twenty Reproducible Assessment Instruments for the New Work Culture (1995). The terms are what Dr. Harris has determined to be 12 areas of leadership activities and responsibilities (Harris, 1995). These terms were validated based on face validity of his “extensive research in management practices and behaviors” (Harris, 1995, p. 87). Because the definitions for the 12 terms and the inventory created by those 12 terms were “developed on a federal government client for a specific agency” (Harris, personal communication, September 16, 2000) the researcher asked the Interim Director of the MSC organization to define each term based on expectations and evaluation of staff for this specific

organization. Each of the participants needed to have a copy of the 12 terms and the new definitions as a reference for answering the questions (see Appendix D). The researcher had a copy of the same terms and definitions and the questions for the participants (see Appendix E).

Participants

This study consisted of 15 classified and unclassified staff of the MSC organization. A memorandum was distributed to 18 staff members of the MSC organization briefly describing the study and purpose. The Interim Director of the MSC organization determined who received the memorandum. The participants then volunteered to participate in the study. Three chose not to participate because of time constraints.

Six of the participants were classified staff and nine were unclassified staff.

Classified staff is defined as:

“Any employee in the classified services engage in work: a. Predominately intellectual and varied in character as opposed to routine mental, manual, mechanical or physical work; b. Involving the consistent exercise of discretion and judgment in performance; c of such a character that the output produced or the result accomplished cannot be standardized in relation to a given period of time; d. requiring knowledge of an advanced type in the field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study in an institution of higher learning or a hospital as distinguished from a general academic education or from an apprenticeship or from training in the performance of routine mental, manual or physical process; or an employee who has completed the courses of specialized intellectual instruction and study described in paragraph d.; and Is performing related work under supervision of a professional person to qualify the employee to become a professional employee as defined in paragraph a, b, c, & d” (www.uwstout.edu/hr/classmisc/classhandout3.htm, April 18, 2001).

Unclassified Staff are considered to be either Faculty or Academic Staff. They are defined as:

“Faculty means persons who hold the rank of professor, associate professor, assistant professor, or instructor in an academic department or its functional equivalent in an institution. The appointment of a member of the academic staff may be converted to a faculty appointment in accordance with UW3.01 (1) (c). Academic Staff means professional and administrative personnel, other than faculty and classified staff, with duties and types of appointments that are primarily associated with higher education institutions or their administration” (www.uwstout.edu/hr/unclasshandbook/ch1pg6.htm, April 18th, 2001).

Thirteen participants were female and two participants were male. The participants either worked in the Memorial Student Center building or in the Johnson Fieldhouse, however all participants work under the Memorial Student Center Organization.

Data Analysis

The data was accumulated by pulling out objective statements from the 15 informants’ responses to the 38 interview questions and organizing the statements into meaningful patterns or categories. Each category contained the statements or the “data” related to a particular topic. The categories that had at least 4 statements of agreement out of 15 or 27% agreement were considered to be statements of importance to the staff members of the Memorial Student Center (MSC). Descriptions were generated to illustrate the statements of importance. The descriptions that illustrated the 4 or more statements of importance were used to develop the staff assessment.

Chapter 4

Results

Fifteen professional staff members of the Memorial Student Center (MSC) at the University of Wisconsin-Stout were interviewed in a private context answering 38 questions that relate to the 12 leadership responsibilities and activities that Dr. Phillip Harris (1995) created for a government agency (Harris, personal communication, September 16, 2000). Prior to the interviews, the researcher had the Interim Director of the MSC organization define each characteristic according to his own management principles and the researcher worked off of those definitions during the interview process.

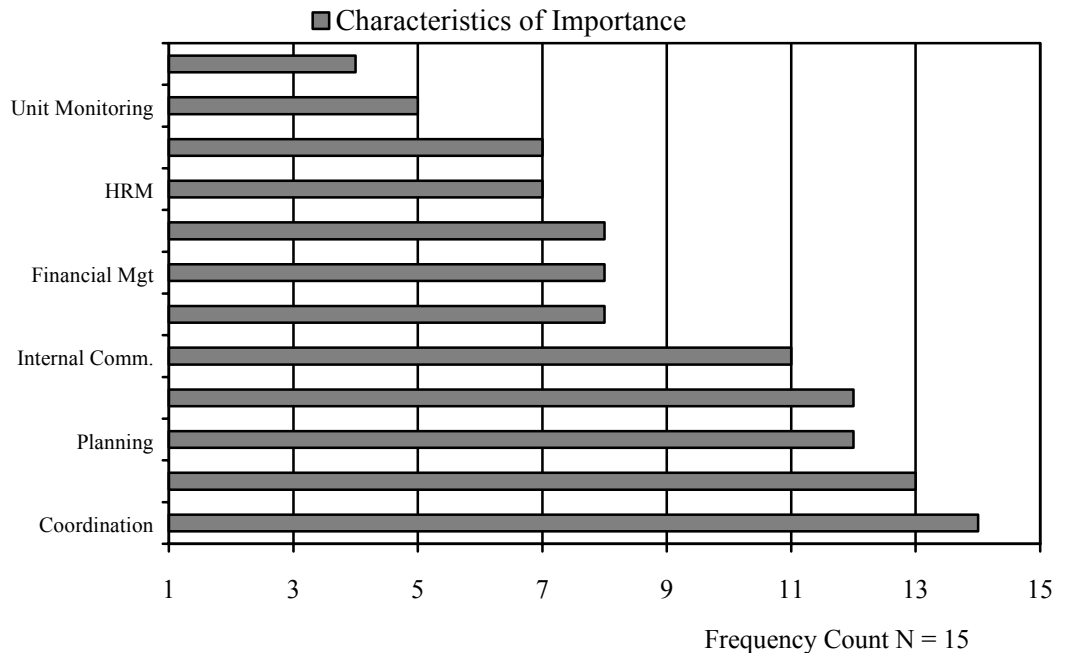
At the completion of the interview process the researcher pulled out objective statements made during the interviews and categorized the objective statements into themes. The themes were then given a percentage of agreement based on how many times that theme was repeated by the different informants. Results indicated that there was some similarity between informants despite their different job classifications.

The opening question reinforced the staff members to look at their roles within the MSC organization and after whom they model themselves. The question asked, "Looking at the position you hold here, do you have any role models within this organization? If you do, who is your role model and why?" Two MSC members had more than 27% agreement according to the feedback received from the informants. The Interim Director had 73% of the informants (11 out of 15 people) state that he is someone that was considered a role model within the organization. "...always open with ideas and suggestions and is willing to work with that." The Interim Director was viewed very

positively, professionally and personally. "... an excellent supervisor. He took not only a professional interest in what I was doing but also a personal interest in what I was doing."

The other staff member that had more than 27% agreement in being a role model for the MSC Organization was the Associate Director of the Memorial Student Center. This person had 46% of the informants (7 out of 15 people) say that she was a role model in the organization. "... is very competent." Other informants agreed to this statement and one informant even said, "...a role model because of her values and her love for her job and she is always enthusiastic and positive." Other members of the organization and the University of Wisconsin-Stout campus were mentioned but no other names mentioned had 27% agreement or more. Those names will not be revealed because the names may identify the informant who stated the name which will then breach the confidentiality right of the informant.

Figure One



The second question requested for the staff member to look at the 12 characteristics and identify which characteristic(s) should be valued as part of the member's job responsibilities. The question stated, "Out of the 12 characteristics, what characteristics do you feel should be valued the most in the position that you hold?" The informants stated as many characteristics that they felt were the most valuable to the position the staff members occupied within the organization. A frequency count was taken to determine the number of times a characteristic was mentioned. The characteristics were listed from most valuable to least valuable: Coordination (14 out of 15 people or 93%); Public Relations (13 out of 15 people or 87%); Planning (12 out of 15 people or 80%); Implementation (12 out of 15 people or 80%); Internal Communication (11 out of 15 people or 73%); Cultural Awareness (8 out of 15 people or 53%); Financial Management (8 out of 15 people or 53%); Supervision (8 out of 15 people or 53%); Human Resource Management (7 out of 15 people or 47%); Performance Evaluation (7 out of 15 people or 47%); Unit Monitoring (5 out of 15 people or 33%); and Materials Resource Management (4 out of 15 people or 27%). All 12 leadership characteristics had at least 27% agreement in terms of being valued in the staff members' position in the organization.

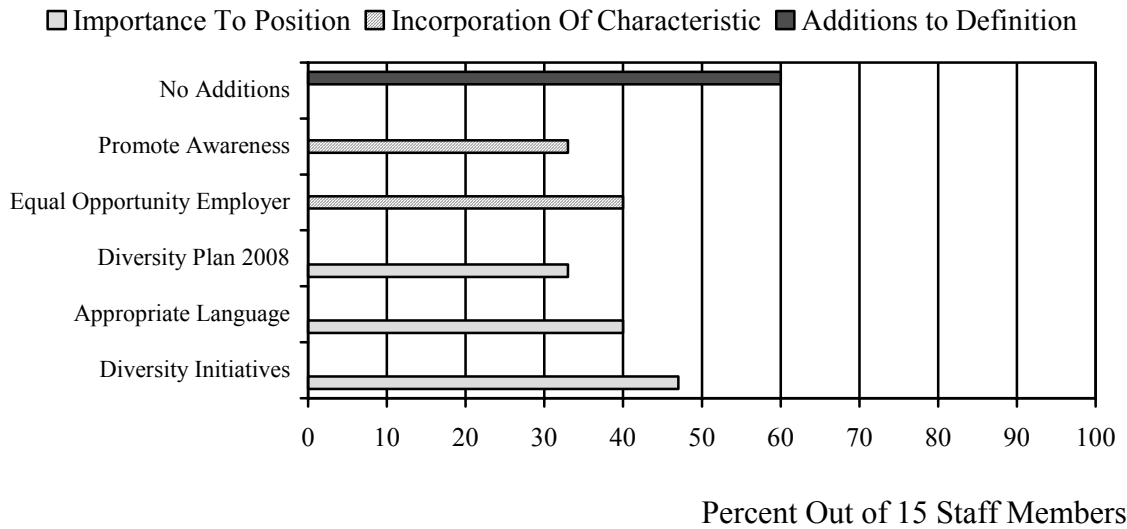
Coordination and public relations were valued the most by the informants. One informant said that they valued "Coordination, implementation, and a lot of public relations. By coordination I mean coordination of different people, processes, and things." Some of the informants felt that coordination, planning, and implementation went hand in hand. "When I look at planning I also look at coordinating and implementing." One person felt that public relations had become extremely important

aspect of their job. The informant stated that the position requires the need to “work on developing a strong relationship with the community, and the High School and outside corporations and agencies as well as internal agencies on campus, and customers and student organizations.” Both internal and external communications were also mentioned several times by the informants. It was mentioned that good communication skills are necessary for all components of the organization to work effectively. “Communication is number one. If you’re not communicating your vision, mission, goals and giving clear directions and listening to your staff, probably the rest is minor or they don’t come into play.” Overall, it was agreed by the staff members of the MSC Organization that all 12 leadership characteristics were important in their job. However, some characteristics were valued more than others because of the different job responsibilities of the informants.

For the remainder of the interview process, every staff member was asked three questions regarding each of the 12 leadership characteristics. The questions referred to the definitions that the Interim Director of the MSC Organization created for each characteristic. The three questions were, “Based on the definition, what aspects of ‘(the characteristic)’ should be important to a person in your position? How do you in your position incorporate ‘(the characteristic)’? and Should anything be added to the definition that would apply to your job within this organization?” See Table 1 for a more concise illustration of the findings from the interviews with the professional staff members of the MSC Organization.

Cultural Awareness

Figure Two



The definition used to describe cultural awareness was “Aware of and understands campus Affirmative Action principles and Stout’s Diversity Plan 2008. Provides leadership in developing and implementing diversity initiatives for department within such areas as employee recruitment and training, customer service, programming or environmental enhancements. Sensitive to such issues as use of culturally appropriate language and elimination of stereotyping.” The findings from the first question, “Based on the definition, what aspect of cultural awareness should be important to a person in your position?” showed that 47% (7 out of 15 people) agreed with aspects regarding developing and implementing diversity initiatives for customer service, programming or environmental enhancements. One informant said, “Treat everyone as equals and treat others as you would like to be treated.” Another staff member stated, “Diversity is not just about the color of your skin but it is also about our backgrounds. We should respect each other’s backgrounds or differences.” Another important aspect of cultural

awareness that the informants had a 40% (6 out of 15 people) agreement about was using culturally appropriate language and elimination of stereotyping. As one staff member put it, "...watch what I do and listen to what I say..." The findings from the interviews also found that 33% (5 out of 15 people) felt that it was important to understand University of Wisconsin-Stout's Diversity Plan 2008. Other themes that came up in the interviews but did not have 27% agreement or higher were: Understanding of Campus Affirmative Action principles; Developing and implementing diversity initiatives for employee recruitment and training, and 13% (2 out of 15 people) agreed that all aspects of the definition was important.

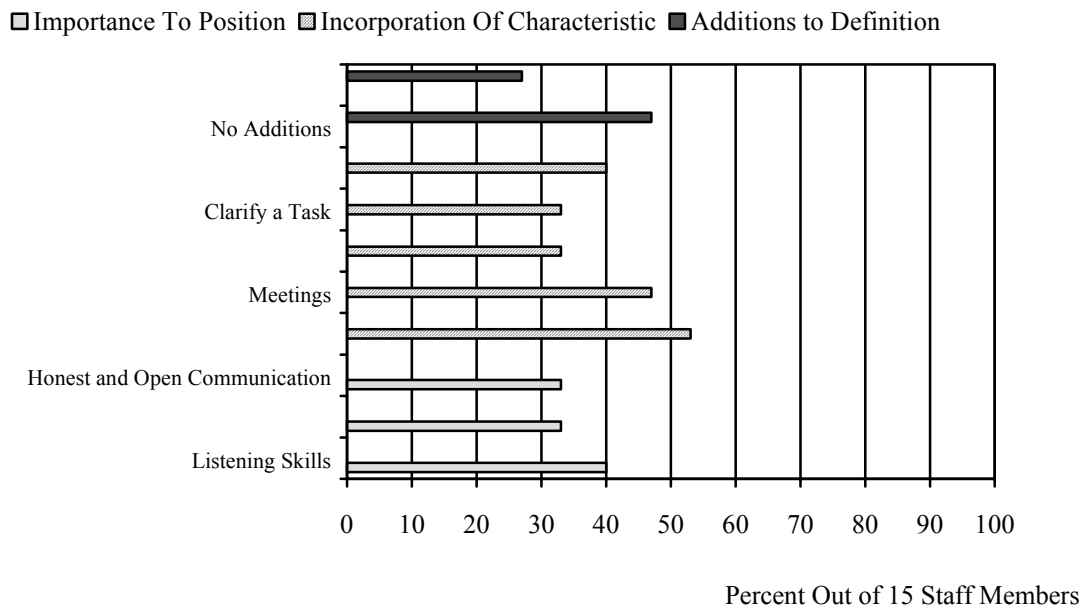
The responses given for the second question, "How do you in your position incorporate cultural awareness?" indicated that 40% (6 out of 15 people) agreed it was important to be an equal opportunity employer. An informant said, "Try to have a diverse team and try to hire students who have a diverse background." The information gained from the interviews also showed that 33% (5 out of 15 people) reported that it was important for them to bring awareness to the student staff or promote cultural awareness among their employees. One informant stated, "...appreciate that sense of belonging and appreciate other's cultural awareness." Another informant stated that cultural awareness should be "incorporated in teachable moments when working with students." Other themes that were derived from this question but did not have at least 27% agreement were: Serving on committees; Attending or providing workshops; Being current on what is appropriate and what is not appropriate; Working collaboratively with other departments and sharing and pooling funds; Marketing; Being a role model; Creating a

comfortable atmosphere in an office or workstation; Teach courses or lead workshops; and Attend diversity events.

The final question out of the three for cultural awareness, “Should anything be added to the definition that would apply to your job within this organization?” found that 60% (9 out of 15 people) did not have anything more to add to the definition. Although some of the informants did have additions to the definition, none of the themes had 27% agreement or higher. The additions to the definition that were mentioned included: Marketing techniques; Stress training in the Affirmative Action Principles and the Diversity Plan 2008, Accepting the differences of the different cultures; More training and educating of staff; Look at women’s issues; Look at issues of physical and mental ability and capacity; Look at homophobia; Address the basic idea of privilege; and Address environmental enhancements.

Internal Communication

Figure Three



The definition used to define internal communication was “Practices clear, concise and timely communication of information throughout the department. Listens for understanding and responds in a non-judgmental manner. Promotes a standard of honest and open communication within the department.” The responses to the question, “Based on the definition, what aspects of internal communication should be important to a person in your position?” found that 40% (6 out of 15 people) agreed that effective listening skills and responds in a non-judgmental manner were important to their position. “Letting people know what we need and letting them tell us what they need.” It was also found that 33% (5 out of 15 people) agreed that clear, concise and timely communication of information throughout the department and promoting a standard of honest and open communication were important to the informants’ position within the MSC organization. One staff member said, “Treat everyone fairly and give everyone the same kind of information.” Other responses to this question that did not have at least 27% agreement were: Making sure staff members are getting the information; Communicating information in meetings; Knowing what’s going on in other areas of the organization; Asking questions; Utilizing email; and 20% (3 out of 15 people) stated that all aspects of the definition were important.

When the professional staff members were asked, “How do you in your position use internal communication?” 53% (8 out of 15 people) responded that they utilize email. Another form of internal communication was through meetings. Out of the professional staff members involved in the interview process, 47% (7 out of 15 people) stated that they take advantage of staff meetings to communicate with others internally. “Have weekly meetings with staff and discuss information that’s going to happen within our

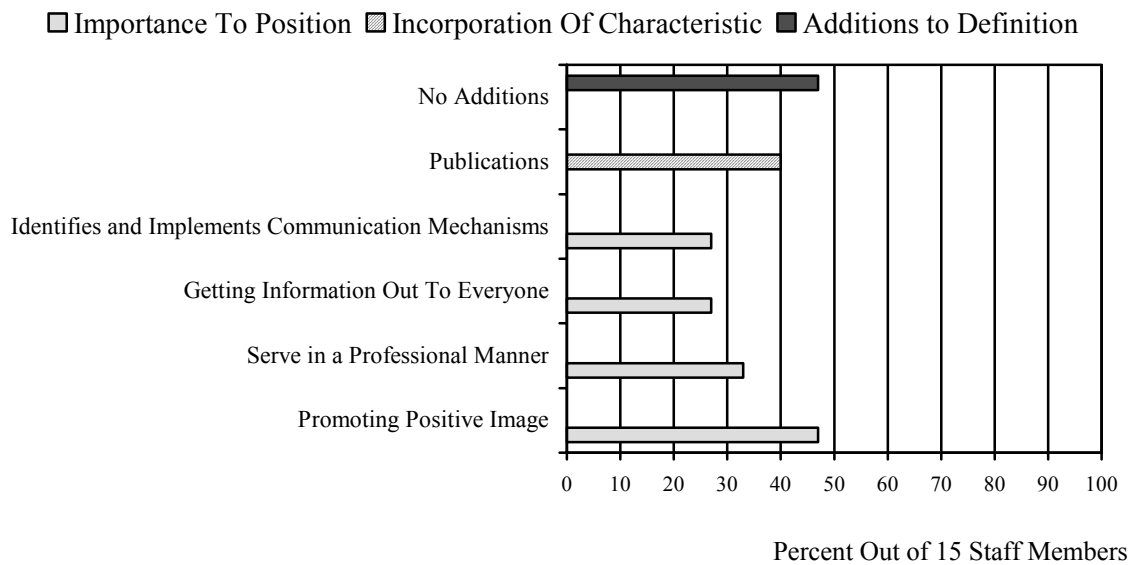
department.” One staff member said, “...communicate what I know to them so that we are all on the same page and we can get out things done in a timely manner.” Another popular method of communicating with others was utilizing voicemail. Utilizing the telephone was reported by 33% (5 out of 15 people). Thirty-three percent also said that they use the methods of communicating internally to clarify a task and 40% (6 out of 15 people) type or write notes (memorandums) with information that is important to the staff. One staff member believed, “...it is a very important part of my job to keep my employees as informed as I am.” “I type emails everyday and let them know that we have written documentation of things or verbal communication.” Other themes generated from this question that did not reach 27% agreement were: Talking in person, one-on-one; Having a good working relationship; Reciprocating my expectations to my staff with communication; Listening; Student development; and Through publications (newsletters or postcards).

The final question that related to internal communication asked, “Should anything be added to the definition that would apply to your job within this organization?” 47% (7 out of 15 people) of the informants agreed that they did not have anything more to add to the definition. However, 27% (4 out of 15 people) agreed that giving honest and immediate feedback was important for the definition of internal communication. During the interview process it was stated, “...immediate feedback on whatever the question at hand is important.” Other responses to the question that did not meet the standard 27% agreement rating were: Having an open door policy and being approachable; Effective listening skills; Being non-judgmental; Being able to keep certain information confidential; Offer suggestions or express opinions; Meeting structure and agenda topics

to monitor appropriate use of staff time; Use email and voicemail; Effective management of information; Supervision and communication go hand in hand; Having meetings once a week; and Working more with the customers.

Public Relations (External Communication)

Figure Four



The definition used to define Public Relations was, “Promotes an informative and positive image of the department. Identifies and promotes appropriate public communication practices with the various audiences served by the department. Identifies and implements creative communication mechanisms when reaching audiences served by the department.” The findings from the question, “Based on the definition, what aspects of external communication should be important to a person in your position?” the informants responded by having a 47% (7 out of 15 people) agreement in promoting an informative and positive image of the department. “External communication is important for promoting our services and things that we do for our customers and potential customers.” There was a 33% (5 out of 15 people) agreement rating for serving them and

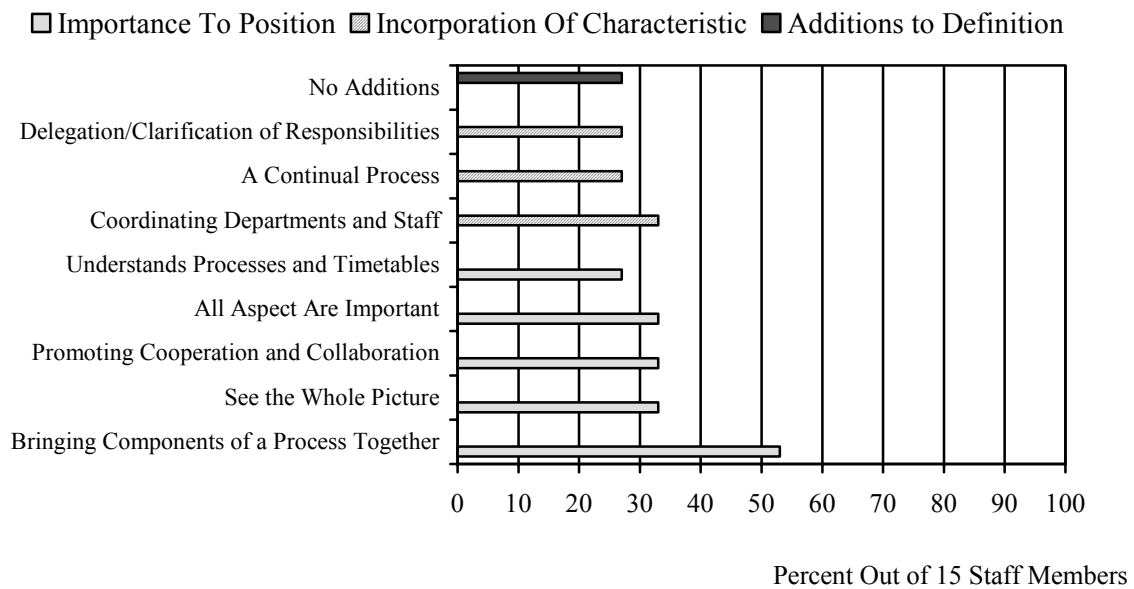
meeting their needs in a professional manner. “We need to show that we are focused on their concerns and providing for their needs.” Another finding showed that there was a 27% (4 out of 15 people) agreement for focusing on getting information in the MSC organization out to everyone, and identifying and implementing creative communication mechanisms when reaching audiences served by the department. Other themes that came up in response to this question that did not have at least 27% agreement were: Uses appropriate public communication practices with the various audiences served by the department; Emailing, memorandums, and telephone calls; Websites; Developing telephone or other relationships with people; Maintaining a positive focus; and External communication is used for recruiting. “Public Relations is having good working or solid relationships with different organizations on campus also the program just being recognized.”

When the professional staff members of the MSC Organization were asked, “How is external communication (public relations) related to the position that you hold?” 40% (6 out of 15 people) of the informants responded that they create publications (e.g. posters, brochures, calendars, campus channel, newspaper ads/marketing, etc.). “We need to promote what we are doing now and marketing what’s available to students.” It was also found that external communication related to the positions of the professional staff in the following ways: Email; Making sure things are clear and concise; Getting a positive image on campus; Targeting specific audiences; Being available at public events; and Communicating one-on-one. “You want people to feel as though they are being taken care of.” However the preceding six themes had less than 27% agreement rating.

The informants were asked, “Should anything be added to the definition that would apply to your job within this organization?” and 47% (7 out of 15 people) of the informants agreed that they did not have anything to add to the definition. Some of the staff members did have a few suggestions, however the standard 27% agreement rating was not met to support the importance of the theme. The additional suggestions were: Determining the needs of the public; Utilizing focus groups; Greeting people when they come into the building or you pass them in the hall; Communicating with other campuses; Keeping technologically current; Utilizing appropriate forms of signage; Keeping an honest image and not promising things that can not be fulfilled; Having meetings over lunch; and Evaluation of public relations efforts. One staff member said that it is important to “...find out how effective our efforts have been for them.”

Coordination

Figure Five



For the purposes of this investigation, coordination was defined as, “Able to see both component parts and the larger picture of a process or operation. Promotes cooperation and collaboration among the various staff involved. Understands processes and timetables and can bring all appropriate components together into a successful whole.” When responding to the question, “Based on the definition, what aspects of coordination should be important to a person in your position?” informants responded by having a 53% (8 out of 15 people) agreement rating for being able to bring appropriate components of a process together into a successful whole. There was a 33% (5 out of 15 people) agreement rating for being able to see the whole picture of a process or operation and promoting cooperation and collaboration among various staff members. Another finding showed that 27% (4 out of 15 people) of the informants agreed that understanding processes and timetables was important. Overall, 33% (5 out of 15 people) of the professional staff members involved with the interview process agreed that all aspects of the definition were important. Other responses that were given that did not reach the 27% agreement rating were: Utilizing communication mechanisms, “...talking to those because you can’t make assumptions.”; Organizational skills; and Timeliness.

When the respondents were asked, “Looking at the position that you currently hold how do you apply coordination?” the informants had a 33% (5 out of 15 people) agreement rating for coordinating different departments and staff. A staff member mentioned that coordination is “Putting together details to make a process or program happen. Coordinating the different departments or events to happen and making sure they understand what their role is in the event.” The findings also showed that there was a 27% (4 out of 15 people) agreement rating for coordination involved the delegation and

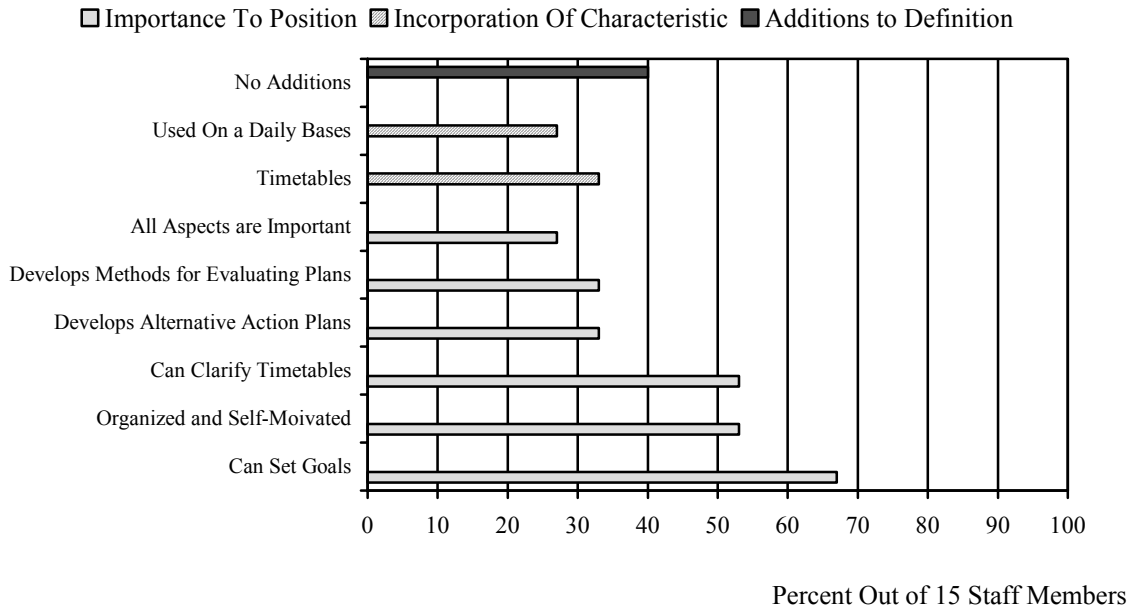
clarification of responsibilities and that it was a continuous process of their daily work routines. One staff member said, “It is looking several months ahead at what’s in the horizon and push paper through and trying to keep up with what’s already on your plate.” Other themes that came up in the conversations with the professional staff members that did not reach the 27% agreement rating were: Advanced planning and being timely; Coordinating activities; Having faith in people; Putting together details to make a process or program happen; Using flyers; Communicating to understand the process; Flexibility of what we can or can not do; and The collaboration or shared goals among staff or departments. A staff member mentioned that coordination involves “Making sure all the parts can work together to achieve the process, and can you do it in the time frame allotted for the project to be complete.”

Findings from the question, “Should anything be added to the definition above that would apply to your job within this organization?” showed that 27% (4 out of 15 people) agreed that nothing more should be added. Other themes that were generated from this question that did not reach the 27% standard were: Collaboration among departments, “...coordinating this building and all of the other operations together gives them all the information and what’s going on in all of the different areas.”; Coordination and communication between professional staff and student staff; Coordinating with another person; Looking at the whole picture; Understanding and practicing timetables; Being aware of what everyone else is doing, “...promotes cooperation and collaboration among various staff.”; Carry out the missions and the goals that you are working for; Using your staff appropriately based on strengths and weaknesses; and Knowing your responsibilities, “It is difficult to coordinate a project if you don’t know what your

authority is and you don't know what portion of the process is suppose to be yours and what portion is being handled by someone else.”

Planning

Figure Six



The definition used to define planning was, “Organized and self-motivated to develop a process for approaching a problem or task. Defines problem, sets goals, identifies options for action, clarifies time table, develops alternative actions, establishes timetable for implementation and methods of evaluating plans.” One staff member believes that “Planning is a subset of coordination.” Nevertheless, the information gained from the question, “Based on the definition, what aspects of planning should be important to a person in your position?” showed 67% (10 out of 15 people) agreed that can set goals is an important aspect of being a planner. Another finding showed that 53% (8 out of 15 people) were in agreement that planning required being organized and being self-motivated to develop a process. It was also reported that fifty-three percent were in

agreement that planning requires clarifying timetables. The informants were also in 33% (5 out of 15 people) agreement that an important part of planning requires developing alternative action plans and developing a method for evaluating the plans. A staff member mentioned that planning involves "...looking at how this may affect other things and do we have a plan for that." Twenty-seven percent (4 out of 15 people) of the informants stated that all of the aspects in the definition for planning were important. Other aspects that were mentioned in the conversations with the professional staff that did not reach 27% agreement were: Defining a problem; Communication; A delegation process; Being flexible; and Training staff.

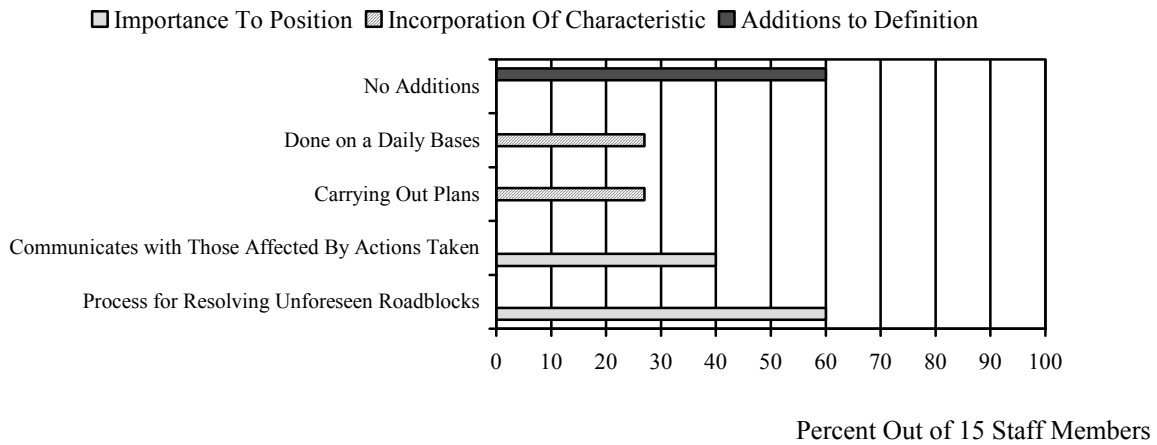
When the staff members were asked, "How do you in your position use planning?" the informants responded with a 33% (5 out of 15 people) agreement with using timetables or calendars and task project maps. The informants were also in a 27% (4 out of 15 people) agreement that planning was a continuous process in their daily routines. "With planning, you spend time thinking about what the steps that are involved in the project and which ones can I delegate." An informant also stated that you have to be able to "Communicate with all of the different supervisors and follow up on everything." Other themes that were generated from the question that did not reach the 25% agreement rating of importance were: Evaluating plans; Delegation process; Communicate effectively with staff that are involved; Set goals; See the whole picture; Being organized; Staff scheduling; Looking at how it will affect other aspects; Developing alternative action plans; and Making recommendations.

When asked, "Should anything be added to the definition above that would apply to your job within this organization?" the informants responded with a 40% (6 out of 15

people) agreement rating that they didn't have anything more to add to the definition. Additions that were generated from the question that did not have 27% agreement were: Evaluation process; Set goals; Communication with everyone; Having deadlines; Offering resources to other members of the organization; Benchmarking with other programs; Have a vision of the big picture; Being flexible; Know how the planning process will affect other aspects; Marketing; and Being able to define the situation.

Implementation

Figure Seven



Implementation was defined as, “Establishes a process for carrying out action plans including a process for resolving unforeseen roadblocks and an appropriate implementation timetable. Communicates with all effected by actions taken and establishes a process for evaluating the implementation.” The staff members responded to the first question, “Based on the definition, what aspects of implementation should be important to a person in your position?” with a 60% (9 out of 15 people) agreement rating for establishing a process for resolving unforeseen roadblocks and a 40% (6 out of 15 people) agreement rating for communicating with those affected by the actions taken. A staff member stated, “Talk to the employees and let them know what’s going on and

when it's implemented to follow through with training.” The other themes that were generated from the question did not reach 27% agreement, however those themes were: Use an appropriate implementation for a timetable; Evaluate the implementation process; Follow through with training, “I delegate a lot of those things so long as they understand and they are properly trained, and communicate to everyone what's going to be happening.”; Being realistic about action plans; Delegate steps; Setting goals; Carrying out the action plans; and 20% (3 out of 15 people) agreed that all aspects of the definition were important. One of the informants said, “You have to be realistic about what you can actually implement. You can't get impatient with things.”

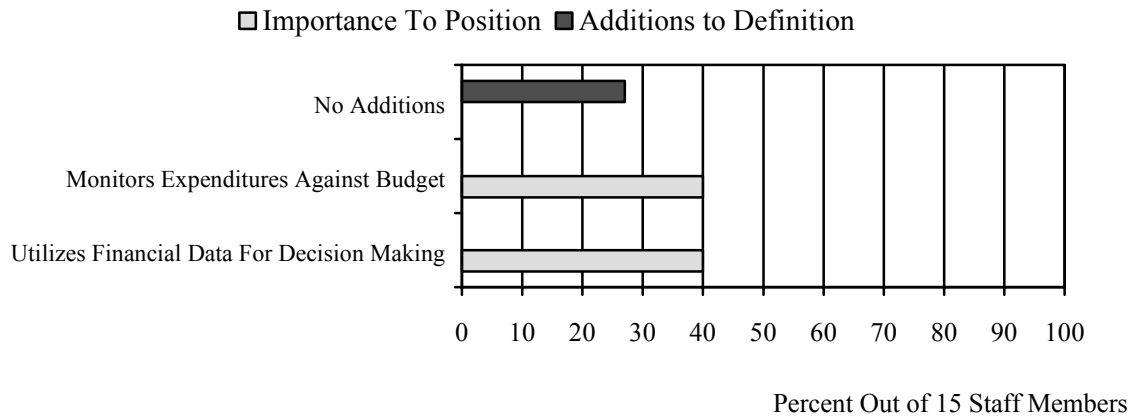
The question, “For a person in your position, how is implementation incorporated with your job responsibilities?” the findings showed that 27% (4 out of 15 people) agreed that carrying out plans and making the implementation work was how it was incorporated into the job responsibilities. One staff member said, “Make sure that it gets carried out and follow the time tables that we have set and if there's problems we take care of it and talk with those that are involved.” Also, 27% agreed that implementation was a part of their daily process at work. Other themes that come up in the conversations with the staff members that did not reach 27% agreement were: Communication with staff members and employees; Deadlines and Timelines; Supervision; Delegating tasks; Being realistic; Receive feedback from evaluations; and Prepare for unforeseen roadblocks.

The third question for implementation, “Should anything be added to the definition that would apply to your job within this organization?” the staff members responded with a 60% (9 out of 15 people) agreement that nothing more should be added. The other suggested additions that did not reach 27% agreement were: Communication;

Evaluating the implementation process; Having deadlines; Offering resources for other departments to use; Delegation; Being realistic; Looking at how everyone is affected; and Having a Constant review of the action plans.

Financial Management

Figure Eight



Financial management was defined as, “Understands basic budgeting principles, processes and reports. Capable of generating accurate financial data and utilizing the data for decision-making. Explores profit/loss and return on investment principles and applies that knowledge to budget development. Monitors expenditures against budget to maintain fiscal solvency.” When the informants responded to the question, “Based on the definition, what aspects of financial management should be important to a person in your position?” the staff members responded with a 40% (6 out of 15 people) agreement that utilizes financial data for decision making was important to a person in their position. An informant said, “...looking at past expenditures last year and years past and using that financial data about what we are going to do.” Also, 40% agreed that monitors expenditures against budget to maintain fiscal solvency related to their position. The other aspects that were generated from the questions that did not reach the 27%

agreement rating for importance were: Understands basic budgeting principles, processes, and reports; Can generate accurate financial data; Can explore profit/loss and return on investment; Applies profit/loss to budget development; Making sure employees are handling the money in an accurate fashion; Assesses how it affects others; Evaluation; and 13% (2 out of 15 people) stated that all aspects of the definition were important. One staff member of the MSC Organization stated that an important aspect of financial management is, “Balancing that financial data with the emotional or positive kinds of things.”

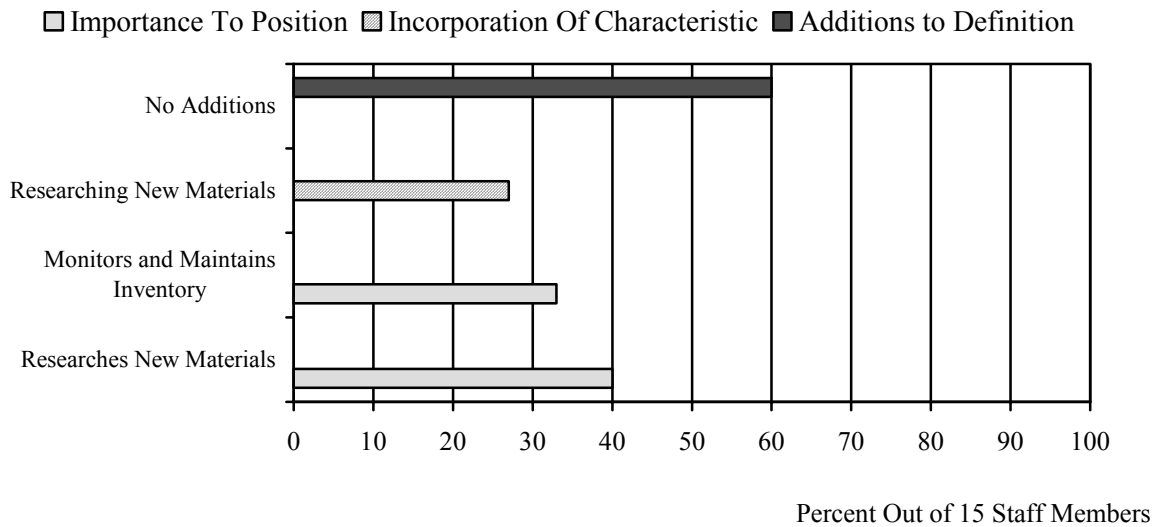
The professional staff members responded to the question, “How is financial management related to the position that you hold?” with no statements or themes reaching at least 27% agreement. The comments that were generated from the question were: Generating information; Being held accountable; It is very important; Monthly updates of the budget; and Financial data for decision making. One staff member commented by saying, “Looking at where our projected budget is, how much time and how many materials do we need, how much money we’ve spent already, and are we going to accomplish that goal in the budget we’ve set forth or are we needing to change that budget figure and where can we get that added revenue and is there something we don’t need.”

The final question that the professional staff members responded to asked, “Should anything be added to the definition that would apply to your job within this organization?” The informants responded with 27% (4 out of 15 people) agreement that nothing more needed to be added to the definition. Other aspects that were generated from the question that did not reach at least 27% agreement were: Educational

component for students and staff training; Look at return on investment; Empower people with new responsibilities; Understanding basic budgeting principles; Knowing how to generate ideas to meet financial goals; Evaluating what you are doing; Exploring money generators; Benchmarking; Understanding the Datatel system; Purchasing and purchasing techniques; and Communication with others.

Materials Resource Management

Figure Nine



The definition used for materials resource management was, “Monitors and maintains appropriate inventory of necessary resources. Researches new materials and applies research to department. Effectively utilizes resources in reaching departmental goals and provides evaluative data indicating resource effectiveness.” When asked the question, “Based on the definition above, what aspects of materials resource management should be important to a person in your position?” the informants responded with 40% (6 out of 15 people) agreement to researching new materials. There was also 33% (5 out of 15 people) agreement for monitors and maintains inventory of necessary resources. One

staff member commented by saying, “For budget reasons, we can look at materials resources and lifetime use, I need to be monitoring their use all the time.” Other themes or aspects were also mentioned in the interviews but they did not receive at least 27% agreement. Those aspects were: Applies research of the new materials to the department; Effectively utilizes resources in reaching departmental goals; Find ways to save time and labor; Look at lifetime use; Monitor costs; Look at the overall picture; Utilize all the resources on campus; Be fiscally responsible; Communicate with other departments; and used in training. One staff member thought that materials resource management is “...utilizing resources in reaching departmental goals, researching new materials and maintaining inventory.” Thirteen percent (2 out of 15 people) stated that materials resource management did not relate to their position.

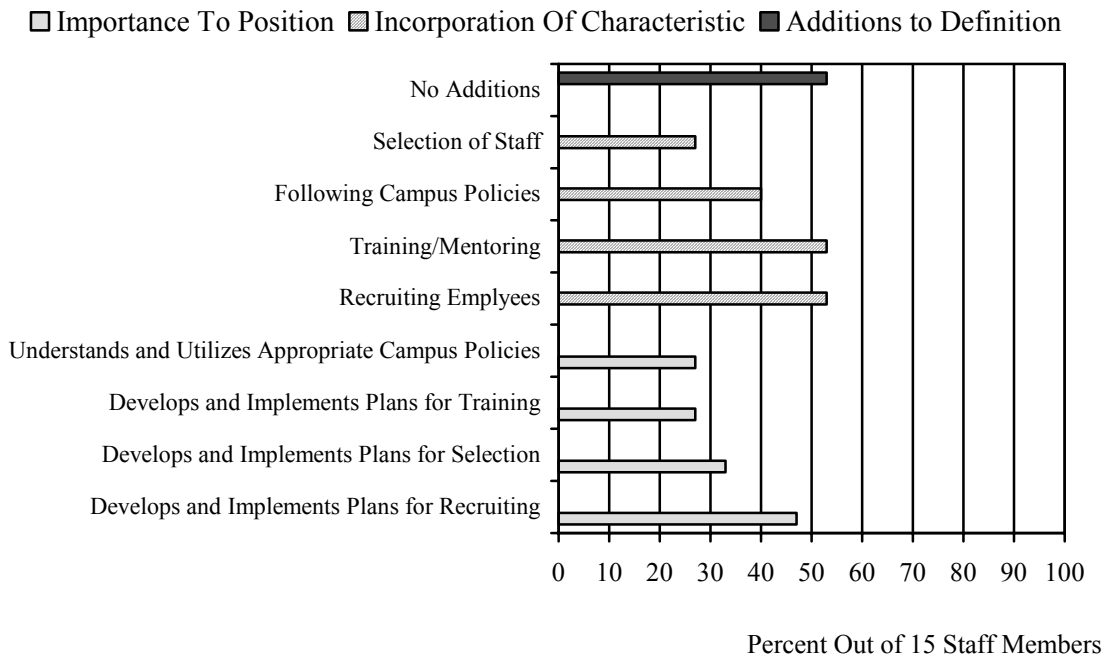
The findings from the question, “How does materials resource management relate to your job?” showed that 27% (4 out of 15 people) agreed that materials resource management related to their position through researching new materials. The other responses to the question did not reach the 27% agreement rating for importance. Those responses to how materials resource management relates to their job were: Training; Communication with customer needs and sales people; Maintaining inventory; Evaluation; Return on investment; Maintenance issues; Understand and utilizes appropriate policies and procedures; and Through benchmarking. A staff member commented by saying, “Managing inventory is a big thing for controlling costs.”

When responding to the question, “Should anything be added to the definition that would apply to your job within this organization?” the findings showed that 60% (9 out of 15) agreed that they had nothing to add to the definition. There were some suggestions

made for improving or adding to the definition but they did not reach the 27% agreement rating. Those suggestions were: Inventory processes or managing inventory; Time for researching new materials; Communication; and Having fiscal responsibility.

Human Resource Management

Figure Ten



For the characteristic of Human Resource Management, the definition that was used during the interview process was, “Develops and implements appropriate plans for recruiting, selecting, training, and evaluating the human resources of the department. Understands and utilizes appropriate campus policies and procedures effecting recruitment, selection, training and evaluation of staff.” The findings from the question, “Based on the definition above, what aspects of human resource management should be important to a person in your position?” showed 47% (7 out of 15 people) agreement for developing and implementing appropriate plans for recruiting. The staff members also

had 33% (5 out of 15 people) in agreement for developing and implementing appropriate plans for the selection of employees. There was 27% (4 out of 15 people) agreement for developing and implementing appropriate plans for training, and understanding and utilizing appropriate campus policies and procedures effecting recruitment, selection, training, and evaluation of staff. Other themes that were generated from the interviews that did not have at least 27% agreement were: Development or one-on-one time with each employee; Communicate with employees expectations; Be accountable for their actions; Discipline system; Understanding and practicing open mindedness; and One informant out of fifteen said that all aspects of the definition were important.

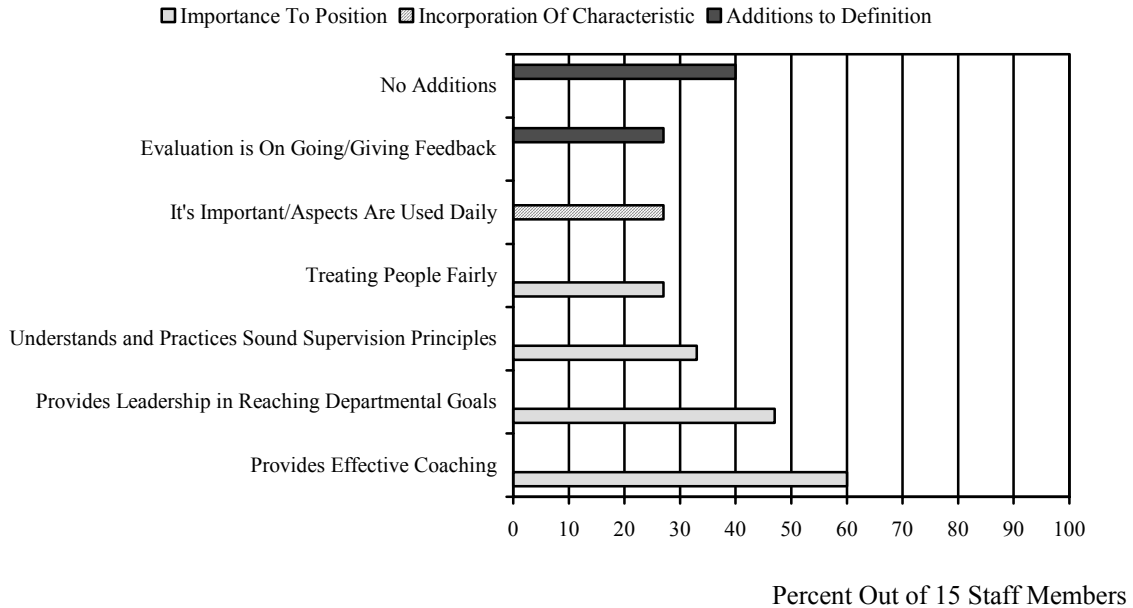
When asked, “How do you in your position use human resource management?” the staff members of the MSC Organization responded with 53% (8 out of 15 people) agreement for recruiting employees (e.g. flyers, job fairs, etc) and human resource management is incorporated through training (e.g. shadowing, OTJ, mentoring, coaching, etc.). One staff member said, “I don’t think it stops with training, it goes beyond and includes development and that means periodic one-on-one time with each employee.” Another staff member also felt the necessity for “...training, orientation, follow-up, making sure people are being held accountable for following the expectations that we’ve set, and make the expectations clear to them right up front.” The responses from that question also indicated that 40% (6 out of 15 people) incorporate human resource management by following campus policies and 27% (4 out of 15 people) were in agreement that selection of employees was also used in their position. The other themes that came up from the conversations with the staff members that did not reach at least the 27% agreement rating for importance were: Evaluation; Making people feel as

comfortable as possible; Daily paper work; Meetings; Through the Financial Aid Office; Looking at the big picture; Retention of employees; Being a role model; Communicating with the Affirmative Action Office; Diversity issues; Orientations and motivating staff; and Human resource management is incorporated in the informants jobs by utilizing position descriptions. One staff member said, “I feel an operation is only as good as its employees, the employees are only as good as their supervisors, and that’s all in the recruiting and training process.”

The final question for human resource management was, “Should anything be added to the definition that would apply to your job within this organization?” The responses to this question showed that 53% (8 out of 15 people) of the informants agreed that they did not have anything to add to the definition. The other responses that were generated from the interviews but did not elicit at least 27% agreement were: Have ongoing training (e.g. mentoring or coaching); Evaluations of staff to bring forth honest, positive, and constructive feedback, “...giving people honest feedback and taking them under your wings.”; Communicate standards and expectations; Give recognition; Follow the guidelines for everyone; Allow the employees to become marketers; Staff development (i.e. seeking or providing professional development); and Having the ability to get along well with others. A staff member said, “You have to be a person who gets a long with others and be a person who can communicate effectively without scaring them away or jumping down their throat.”

Supervision

Figure Eleven



The definition used to describe supervision during the interview process was, “Understands and practices sound supervision principles. Understands appropriate personnel policies, provides effective coaching, provides leadership to staff in reaching departmental goals and conducts effective performance evaluations.” The first question that looked at supervision asked, “Based on the definition, what aspects of supervision should be important to a person in your position?” The findings from that question showed a 60% (9 out of 15 people) agreement for providing effective coaching and 47% (7 out of 15 people) agreement for providing leadership to staff in reaching departmental goals. The findings also showed that 33% (5 out of 15 people) believe that understanding and practicing sound supervision principles is important to their position within the MSC Organization. The informants also reported a 27% (4 out of 15 people) agreed that treating people fairly was an important aspect of the definition of supervision. Other

themes that came up during the interview process that did not reach the 27% agreement rating were: Understands appropriate personnel policies; Communication with staff about expectations in group or individual meetings; Conducts effective performance evaluations; Being consistent; Giving recognition or words of encouragement; Being a good listener; Providing Hands on Training; Being available to staff; Having patience; promoting teamwork; Being effective in conflict resolution; and 13% (2 out of 15 people) said that all aspects of the definition for supervision were important. One staff member believes that supervision is "...trying to get people to work together and understand the common goal and how if they don't work as a team member, how that affect the job that everyone else does and how that affects the over all moral of the staff and the actual goal for the staff that we would like to accomplish."

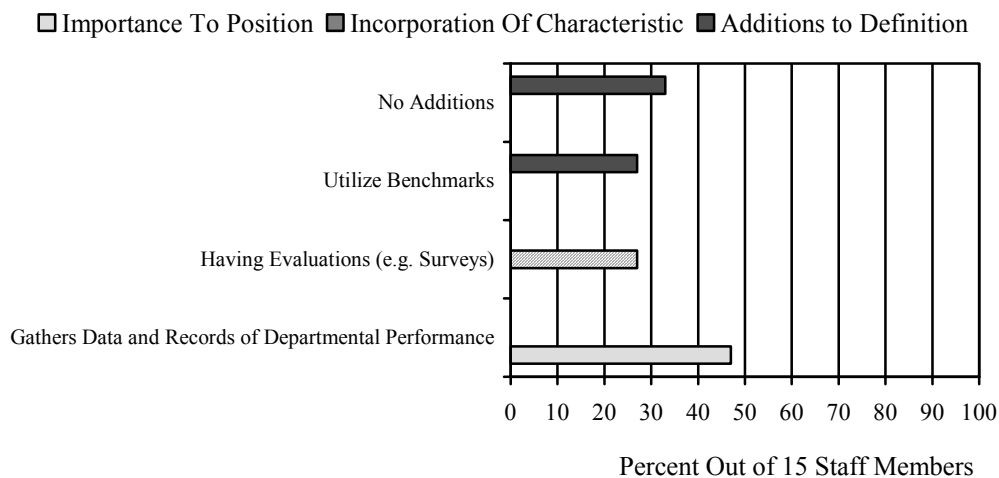
When the staff members were asked, "Describe how supervision relates to the position that you hold?" the findings showed that 27% (4 out of 15 people) agreed that supervision was important to their job because they use it on a daily basis. Other statements or themes were generated from the interview but they all had a low percentage of agreement. Those statements that had less than 27% agreement were: Keeping staff informed; Providing leadership or coaching opportunities; Understanding personnel policies; Having concrete training times and processes; Providing supervision in an effective manner; Making decisions and policies; Passing on the staff member's supervisor's policies and philosophies; Inspiring everyone to work towards the same goal; Solving problems by providing the necessary resources; Making people feel comfortable; and Keeping aware of what is going on. One staff member believes that

supervision requires “...providing a stable base and having someone for them to go to incase there’s questions or concerns in case there are problems.”

The final question that related to supervision asked, “Should anything be added to the definition above that would apply to your job within this organization?” The findings from the third question showed that 40% (6 out of 15 people) agreed that they did not have anything to the definition. The findings also showed that 27% (4 out of 15 people) wanted to add to the definition that evaluation is on going and staff members are regularly receiving feedback. Other comments that were made during the interviewing process that did not reach the 27% agreement rating for importance were: Listening to what other members of the organization have to say, “Whether it be in a formal way or passing in the hallway.”; Setting standards, policies, and procedures; Establishing a training period for students and professional staff members; Being consistent and being fair; Providing resources for employees to perform their job; Giving good leadership; and Being available to all staff members of the MSC Organization.

Unit Monitoring

Figure Twelve



The definition used to define unit monitoring during the interview process was, “Uses departmental goals as benchmarks for departmental performance. Gathers data, communicates expectations and implements evaluation processes.” When the professional staff members of the MSC Organization were asked, “Based on the definition above, what aspects of unit monitoring should be important to a person in your position?” the findings showed 47% (7 out of 15 people) agreed that gathers data and records of the departmental performance was an important aspect of unit monitoring. The other feedback received from that question that did not reach at least 27% agreement were: Uses departmental goals as benchmarks for departmental performance, “Look at what other people are doing and then consider doing something similar.”; Communicates expectations and implements evaluation processes; Provide a comfortable atmosphere to provide feedback; Communicate expectations; Have a departmental goal; Providing information on whether to change policies or procedures; Take ownership for the department; Provide the best customer service as possible; and 13% (2 out of 15 people) said that all aspects of the definition for unit monitoring was important.

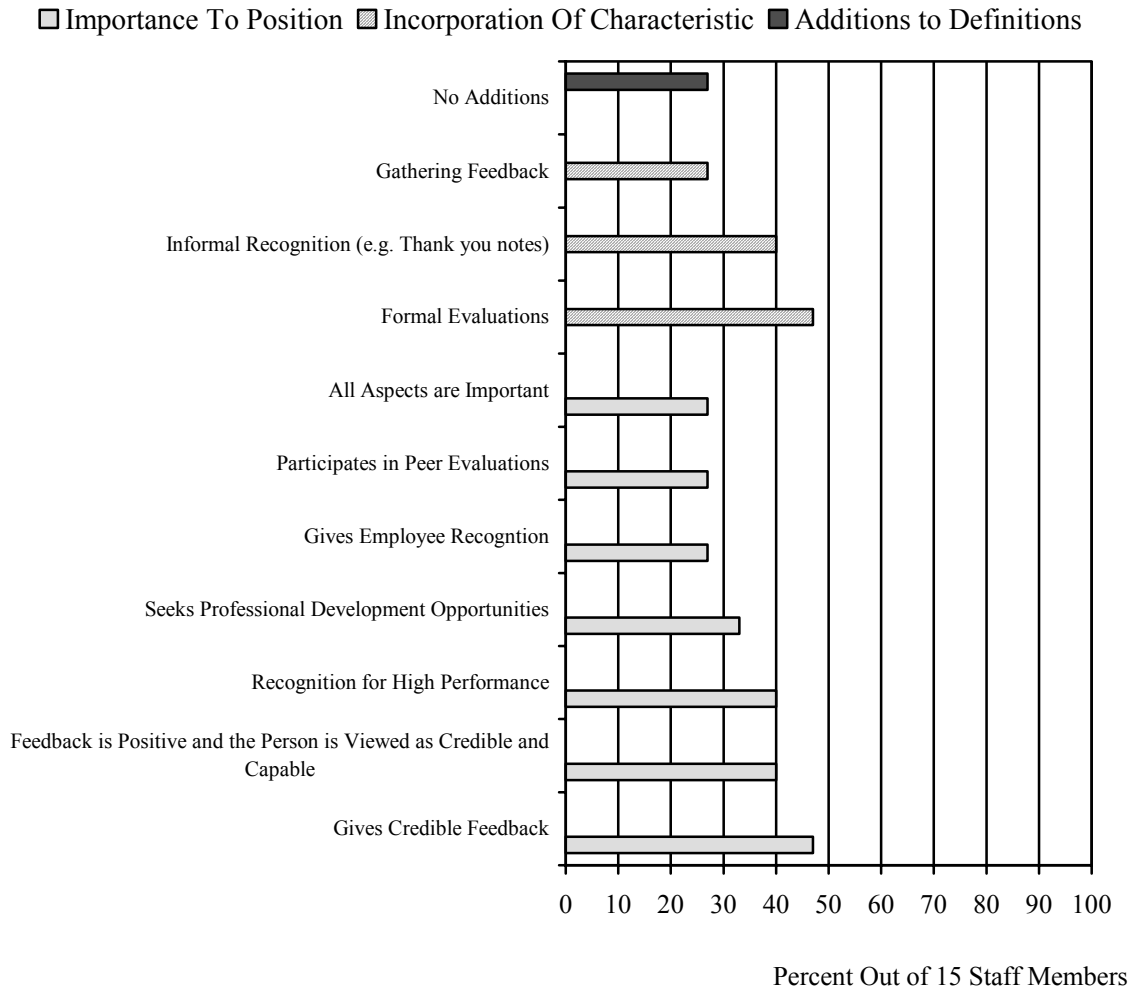
When the staff members of the MSC Organization were asked, “In what way is unit monitoring related to your position?” the findings showed that 27% (4 out of 15 people) agreed that unit monitoring was incorporated by having evaluations or getting feedback from surveys or focus groups. One staff member said that it is important to “use evaluations and data from all program areas.” Other ways that unit monitoring related to the job responsibilities of the staff members of the MSC Organization that did not reach a level of 27% agreement or higher were: Benchmarking; Setting goals for the department; Keeping data and records (inventory); Using clear and concise communication; Setting

standards for procedures; Having effective use of resources; and Using unit monitoring as a support function. One staff member mentioned for unit monitoring is “To be able to bring back verbal feedback that you hear from students taking about your services.”

The final question that related to unit monitoring asked, “Should anything be added to the definition that would apply to your job within this organization?” The findings from the interviews showed that 33% (5 out of 15 people) of the informants did not have anything to add to the definition. However, 27% (4 out of 15 people) agreed that benchmarking should be emphasized more for unit monitoring. Other information gathered during the conversations with the staff members of the MSC Organization that did not reach a level of 27% agreement or higher were: Setting expectations; Having financial knowledge; Looking at the MSC goals; and Giving feedback or receiving feedback. One informant during the interview process said unit monitoring is “...about using cast standards or looking at nation wide or state wide programming boards or things like that.” Another informant stated that an addition to the definition could be “A willingness to give input to the unit head about performance or input for ways it would be better.”

General Performance Evaluation

Figure Thirteen



For the purposes of the interview process, general performance evaluation was defined as, “Performance feedback is positive and the individual is viewed as a credible and capable staff member. Has received recognition (formal and informal) for high performance. Seeks professional development opportunities and takes advantage of opportunities that arise.” The first question the staff members had to answer was, “Based on the definition, what aspects of general performance evaluation should be important to a person in your position?” The information received from the question showed that 47%

(7 out of 15 people) agreed that giving credible feedback was important. One staff member said, "Evaluations go hand and hand with how I communicate with the employees." The findings also showed that 40% (6 out of 15 people) believed that recognition should be received for high performance and that the performance feedback is positive and the individual is viewed as a credible and capable staff member. Another finding showed that 33% (5 out of 15 people) agreed that seeking professional development opportunities was an important aspect of general performance evaluation. The information from the interviews also showed that 27% (4 out of 15 people) agreed that giving recognition (formal or informal) to employees and doing peer evaluations (360-degree feedback) were important to general performance evaluation. It was mentioned during the interview process "The feedback is necessary just to let you know how you are doing and where you can improve." Twenty-seven percent of the staff members also agreed that all aspects of the general performance evaluation definition were important. One staff member believes "As a supervisor you have to evaluate who is ready for challenges and who isn't." Another staff member said that it is also important to provide a "supportive environment to take advantage of those opportunities." Other themes that were generated during the interview process that did not reach 27% agreement or higher were: Takes advantage of professional development opportunities; Continuous and consistent evaluations; Performing self evaluations; Being realistic and open minded; Having formal and informal evaluations; Realization that not everyone wants to be recognized the same way; Having a supportive environment for professional development; Use performance evaluations as a tool to perform better in the future; and Providing guidance and redirection.

When the staff members were asked, “How do you in your position incorporate general performance evaluation?” the findings showed that 47% (7 out of 15 people) incorporate general performance evaluation through a formal evaluation process. The information gathered from the interviews also showed that 40% (6 out of 15 people) provide continuous praising and giving thank you notes to other co-workers or employees (informal). The findings also showed 27% (4 out of 15 people) incorporate general performance evaluation by having an informal process of gathering feedback. One staff member stated that currently with the performance evaluations, “there is an evaluation portion and the other part is a goals portion so you have something to work towards.” “Use it as a tool for me to perform better in the future and where my short comings are.” The other themes that were generated during the interview process that did not reach the 27% agreement level or higher were: Formal employee recognition; Goal setting; Looking for ways to improve themselves; 360-degree feedback system; Weekly meetings with staff; Evaluate on a semester basis; Allow employees to evaluate their job (e.g. How can the job be better?); Have honest, constructive, and nonjudgmental criticism; and Writing letters of recommendations for co-workers or employees.

The final question for general performance evaluation asked, “Should anything be added to the definition that would apply to your job within this organization?” The information received from the interviews revealed that 27% (4 out of 15 people) agreed that they did not have anything to add to the definition. Other information received from the conversations with the professional staff members of the MSC Organization that did not reach 27% agreement or higher were: Honest, positive, and constructive feedback; Offer opportunities for professional development; Recognition for going above and

beyond a person's job responsibilities, also "...recognition for any performance, not just high performance."; Keeping an open door policy; Meeting with employees or manager regularly; Offer support within the organization (e.g. training or job change); 360-degree evaluations; Do position audits; Follow up with performance evaluation feedback; Take on new things; Give regular and consistent feedback to staff members; and Making sure staff know how and when they will be evaluated.

Summary of Findings

The information obtained from the literature review and the 15 interviews with the professional staff of the Memorial Student Center (MSC) support the importance of all 12 leadership characteristics created by Dr. Phillip Harris (1995). However, because the original instrument that Harris (1995) created was for a federal government client (Harris, personal communication, September 16, 2000) the researcher created another instrument tailored to the MSC organization that addressed the 12 leadership characteristics and was based on statements made during the interviews that had 27% agreement or higher and information obtained from the literature review. The instrument was piloted by assessing those members who were not part of the interview process. The instrument was designed to be a 360-degree feedback assessment. A 360-degree assessment requires the participating staff member to rate him or herself along with having co-workers rate the staff member on the same characteristics. The five staff members involved with the pilot were given a memorandum describing the pilot instrument and were asked to give the researcher the names of three people that they work with closely. The assessment instrument and a consent to participate form were

distributed to all those involved with piloting the new assessment (see Appendix F and Appendix G).

Determining an average response for each of the 12 leadership characteristics addresses in the instrument was considered analysis of the new assessment. The responses to the instrument for each member being assessed were correlated to determine a significant association between the participant's responses and the participant's co-workers' responses to the assessment. All mean scores and correlations were calculated by using the Statistical Package for the Social Sciences (SPSS).

The feedback received from the short evaluation form at the end of the assessment was very positive. All those participating in the pilot understood the Likert-type scale, the terminology used in the assessment, and the directions or process for completing the assessment. It was reported by the participants that it took them a relatively short time to complete the assessment, 15 to 25 minutes. Finally, no additions or deletions to the assessment were suggested.

Chapter 5

Discussion

The results indicated that the staff of the Memorial Student Center (MSC) Organization believed that all 12 leadership characteristics were important to the MSC Organization, however some characteristics were valued more importantly than others. The order of importance, as indicated by the staff, for the 12 characteristics were: Coordination, public relations, planning, implementation, internal communication, cultural awareness, financial management, supervision, human resource management, performance evaluation, unit monitoring, and materials resource management.

Approximately two years ago the Interim Director distributed an instrument called “High Performance Management Inventory” to the staff of the MSC Organization from Dr. Philip R. Harris’s book Twenty Reproducible Assessment Instruments for the New Work Culture (1995). The Interim Director determined through discussion with the staff that they were confused by the verbiage in the instrument and the instrument’s scale. The idea for conducting this assessment of the importance of the 12 leadership characteristics (Harris, 1995) and then creating a new instrument (i.e. new scale and new statements) to measure the staff of the MSC Organization was developed by the Interim Director of the MSC Organization and the researcher. After receiving information from Dr. Philip R. Harris that the original instrument was designed for a federal government client (Harris, personal communication, September 16, 2000) it was deemed necessary to have the staff of the MSC Organization evaluate the importance of the 12 characteristics through an interview process and during the interview receive feedback from the staff to develop new definitions of the 12 characteristics.

The interviews were helpful in defining the characteristics and obtaining an in depth look at the staff members' job responsibilities. The participants were willing to share examples or stories, which further defined how they valued the 12 characteristics and the characteristic's definitions. It was the researcher's first experience with using an interview process for obtaining feedback, so a weakness to this process would be a lack of experience.

In obtaining the qualitative data from the feedback gained in the interviews the researcher tried to avoid leaping to conclusions or overlaying personal meaning when pulling out the objective statements. During this process it became very apparent that many of the participants were making similar comments about the different characteristics. The similar comments or statements were given a percentage of agreement and all statements that met the researchers standard of 27% or higher in agreement were used to make up the new instrument. A weakness to this process was that it was at the researcher's discretion as to whether or not the participants' words or statements carried the same meaning. Doing qualitative analysis is a very subjective process, however because the purpose of the research was to understand what criteria best captured the work responsibilities of the organization for purposes of employee evaluation the researcher felt confident in the interpretation of the meaning of the participants words or phrases.

Because the researcher is experienced in creating quantitative instruments, she felt very confident in creating the new instrument that would be used to assess staff members on the 12 leadership characteristics. Information from the literature review and statements that met the standard percentage of agreement from the interviews were used

to create the new instrument. A 360-degree assessment process was used to see how the staff member would rate himself or herself and to see how supervisors/peers/subordinates would rate the staff member. The new instrument was piloted with staff that was not involved with the earlier interview process. Those involved with piloting the instrument gave positive feedback regarding understanding the statements, the scale, and the process required for completing the instrument. Participants also made no suggestions for improving the instrument. The researcher feels it would be valuable to add a subjective feedback section to the instrument thus allowing participants to explain ratings or to provide feedback for the person they are assessing. Another change would be to have the person being assessed identify five people to assess them instead of three to insure enough feedback.

It was the intent of the researcher that this new instrument would be used in the future to assess the strengths and weaknesses of the staff of the MSC Organization. Once the staff has a better understanding of personal strengths and weaknesses, they can develop action plans to maintain or improve to maintain the effectiveness of the organization and achievement of organizational goals. This instrument may need to be modified in the future when goals of the organization change or because of the advancement of new technological services that may eliminate or add to job responsibilities. The researcher would recommend that every three to four years the Director of the MSC Organization and an assistant evaluate the assessment for its effectiveness and relevance to the mission and goals of the organization.

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Table 1
Categories and Themes From Interview Responses

Category	Themes With 27% or More Agreement
Cultural Awareness	<ul style="list-style-type: none"> * Developing and implementing diversity initiatives * Eliminate stereotyping and use culturally appropriate language * Understanding of Stout's Diversity Plan 2008 * Being an equal opportunity employer * Promote awareness with staff members
Internal Communication	<ul style="list-style-type: none"> * Uses effective listening skills * Responds in a nonjudgmental manner * Clear, concise and timely communication of information throughout the department * Promotes honest and open communication * Gives immediate feedback * Communicates through email, staff meetings, voicemail, and memorandums * Uses communication to clarify a task
Public Relations	<ul style="list-style-type: none"> * Promote an informative and positive image of the department or organization * Serve and meet the customers' needs in a professional manner * Get information in this organization out to the public * Identifies and implements creative communication mechanisms when reaching audiences served by the department * Creates Publications; posters, brochures, calendars, campus channel, newspaper ads/marketing
Coordination	<ul style="list-style-type: none"> * Bringing appropriate components of a process together into a successful whole * Able to see the whole picture of a process or operation * Understands processes and timetables * Coordinating different departments and staff * Delegation and clarifying responsibilities * It is a continual process
Planning	<ul style="list-style-type: none"> * Can set goals * Organized and self-motivated to develop a process * Clarifies timetables * Can develop alternative action plans * Develops methods for evaluating plans * It is a daily process
Implementation	<ul style="list-style-type: none"> * Establishing a process for resolving unforeseen roadblocks * Communicates with those affected by actions taken * Carry out plans and make the plans work * It is a daily process

Financial Management	<ul style="list-style-type: none"> * Utilizes financial data for decision making * Monitors expenditures against budget to maintain fiscal solvency
Materials Resource Management	<ul style="list-style-type: none"> * Researches new materials * Monitors and maintains inventory of necessary resources
Human Resource Management	<ul style="list-style-type: none"> * Develops and implements techniques for recruiting employees * Develops and implements practices for selecting employees * Following campus policies with recruitment/selection/training * Training aspects
Supervision	<ul style="list-style-type: none"> * Provides effective coaching * Provides leadership to staff in reaching departmental goals * Understands and practices sound supervision principles * Treating people fairly * Evaluation is on going/providing feedback to staff * Performed on a daily basis
Unit Monitoring	<ul style="list-style-type: none"> * Gathers data and records of the departmental performance * Using evaluations to get feedback (surveys) * Benchmarking
General Performance Evaluation	<ul style="list-style-type: none"> * Provide credible feedback * Provides positive performance feedback and makes sure the individual is viewed as a credible and capable staff member * Give recognition for high performance * Seeks professional development opportunities * Gives employee informal recognition (thanking them) * Gives employees formal recognition (rewarding them) * Gives and participates in evaluations (360-degree feedback) * Requests and gathers informal performance feedback

Note: Looking at the definitions used in the interviews, 27% or more of the respondents agreed that all aspects of the definition for coordination, planning, and general performance evaluation were important.

Appendix A

Leadership behaviors defined by the Director of the Memorial Student Center at the University of Wisconsin-Stout (October, 2000).

Cultural Awareness:

Aware of and understands campus Affirmative action principles and Stout's Diversity Plan 2008. Provides leadership in developing and implementing diversity initiatives for department within such areas as employee recruitment and training, customer service, programming or environmental enhancements. Sensitive to such issues as use of culturally appropriate language and elimination of stereotyping.

Internal Communication:

Practices clear, concise and timely communication of information throughout the department. Listens for understanding and responds in a non-judgmental manner. Promotes a standard of honest and open communication within the department.

Public Relations (External Communications):

Promotes an informative and positive image of the department. Identifies and promotes appropriate public communication practices with the various audiences served by the department. Identifies and implements creative communication mechanisms when reaching audiences served by the department.

Coordination:

Able to see both component parts and the larger picture of a process or operation. Promotes cooperation and collaboration among the various staff involved. Understands processes and timetables and can bring all appropriate components together into a successful whole.

Planning:

Organized and self-motivated to develop a process for approaching a problem or task. Defines problems, sets goals, identifies options for action, clarifies timetable, develops alternative actions, establishes timetable for implementation and methods of evaluating plans.

Implementation:

Establishes process for carrying out action plan including process for resolving unforeseen roadblocks and appropriate implementation timetable. Communicates with all effected by actions taken. Establishes a process for evaluating the implementation.

Financial Management:

Understands basic budgeting principles, processes and reports. Capable of generating accurate financial data and utilizing the data for decision-making. Explores profit/loss and return on investment principles and applies that knowledge to budget development. Monitors expenditures against budget to maintain fiscal solvency.

Materials Resource Management:

Monitors and maintains appropriate inventory of necessary resources. Researches new materials and applies research to department. Effectively utilizes resources in reaching departmental goals and provides evaluative data indicating resource effectiveness.

Human Resource Management:

Develops and implements appropriate plans for recruiting, selecting, training, and evaluating the human resources of the department. Understands and utilizes appropriate

campus policies and procedures effecting recruitment, selection, training and evaluation of staff.

Supervision:

Understands and practices sound supervision principles. Understands appropriate personnel policies, provides effective coaching, provides leadership to staff in reaching departmental goals, and conducts effective performance evaluation.

Unit Monitoring:

Uses departmental goals as benchmarks for departmental performance. Gathers data, communicates expectations and implements evaluation processes.

General Performance Evaluation:

Performance feedback is positive and the individual is viewed as credible and capable staff member. Has received recognition (formal and informal) for high performance. Seeks professional development opportunities and takes advantage of opportunities that arise.

Appendix B

Audio Tape Consent Form

The purpose of audio taping the interviews is to ensure the accuracy of the statements being made by the interviewer and the interviewee. The primary researcher (Sara Rasque, Graduate Student) will be the one transcribing the tapes and will take the verbal comments and compile them into categories. The categories will be based on the responses given by the participants. The researcher (Sara Rasque) and the research advisor (Dr. Mary Flynn) will be the only ones who will have access to the names and their association with the answers given in the interviews. Confidentiality will be upheld by only reporting the content of the interviews and not reporting the names of the individuals who participated.

After the audiotapes have been transcribed, the tapes will be destroyed so there won't be a risk of others accessing the information and using it for other purposes.

It is on a voluntary basis that the interview be audio taped. By signing below you are saying that you agree to have the interview be audio taped and that you understand that the purpose to audio taping the interview is to ensure the accuracy of the verbal content. To maintain the reliability and validity of the research, if you chose to not have your interview be audio taped the researcher will decline your participation in this study.

By signing below I give my consent to have this interview be audio taped.

Name: _____ Date: _____

Appendix C

High Performance Management Inventory:

Sara Rasque (graduate student), Training and Development Assistant for the Memorial Student Center and Dr. Mary Flynn (Research Advisor) from the Psychology Department at the University of Wisconsin-Stout are conducting a research project titled, An Assessment of the Memorial Student Center Managers. This research examines 12 areas of leadership activities and responsibilities that relate to the personnel in management. Participation in this study would be appreciated.

Your participation in this project is completely voluntary. The information gathered will be kept strictly confidential. It is not anticipated that this study will present any medical risk or social risk to you. It is also important to note that this research will not have a negative impact towards you or your job in the Memorial Student Center or any other position at the University of Wisconsin-Stout. If at any time you wish to stop participating in this research, you may do so, without coercion or prejudice.

Once the study is completed, the analyzed findings would be available for your information. In the meantime if you have any questions, please contact: Sara Rasque, Training and Development Assistant for the Memorial Student Center at the University of Wisconsin-Stout, MSC 146, 232-5622.

Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher or research advisor and second to Dr. Ted Knous, Chair of UW-Stout Institutional Review Board for Protection of Human Subjects in Research, HH 11, University of Wisconsin-Stout, Menomonie, WI, 54751, phone (715) 232-1126.

Consent Form

I understand that the purpose of this study is to investigate the 12 characteristics that relate to positions in management. I understand that my participation is voluntary and I may discontinue my participation at any time without prejudice.

I further understand that any information about me that is collected during this study will be held in the strictest of confidence and will not be part of my permanent record. I understand that in order for this research to be effective and valuable certain personal identifiers need to be collected. I also understand that the strictest of confidentiality will be maintained throughout this study and that only Sara Rasque and Dr. Mary Flynn will have access to the confidential information. I am aware that I have not and am not waiving any legal or human rights by agreeing to this participation.

By signing below, I verify that I am in good mental and physical condition and that I agree to and understand the conditions listed above.

Signature _____ Date _____

Appendix D

Terms and Definitions

- Cultural Awareness
 - Understanding of Campus Affirmative Action Principles
 - Understands Stout's Diversity Plan 2008
 - Developing and implementing diversity initiatives employee recruitment and training
 - Developing and implementing diversity initiatives for customer service, programming or environmental enhancements
 - Uses culturally appropriate language and elimination of stereotyping
- Internal Communication
 - Clear, concise and timely communication of information throughout the department
 - Effective listening skills and responds in a nonjudgmental manner
 - Promotes a standard of honest and open communication
- Public Relations (External Communication)
 - Promotes an informative and positive image of the department
 - Uses appropriate public communication practices with the various audiences served by the department
 - Identifies and implements creative communication mechanisms when reaching audiences served by the department
- Coordination
 - Able to see the component parts of a process or operation
 - Able to see the whole picture of a process or operation
 - Promotes cooperation and collaboration among the various staff
 - Understands processes and timetables
 - Can bring appropriate components of a process together into a successful whole
- Planning
 - Organized and self-motivated to develop a process
 - Defines problems
 - Can set goals
 - Identifies options for action
 - Clarifies a time table
 - Develops alternative actions
 - Establishes a timetable for implementation
 - Develops a method for evaluating plans
- Implementation
 - Carries out action plans
 - Establishes a process for resolving unforeseen roadblocks

- Use an appropriate implementation for a timetable
- Communicates with those affected by actions taken
- Can evaluate the implementation process
- Financial Management
 - Understands basic budgeting principles, processes, and reports
 - Can generate accurate financial data
 - Utilizes financial data for decision making
 - Explores profit/loss and return on investment
 - Applies profit/loss to budget development
 - Monitors expenditures against budget to maintain fiscal solvency
- Materials Resource Management
 - Monitors and maintains inventory of necessary resources
 - Researches new materials
 - Applies the research of the new materials to the department
 - Effectively utilizes resources in reaching departmental goals
 - Provides evaluative data indicating resource effectiveness
- Human Resource Management
 - Develops and implements appropriate plans for recruiting
 - Develops and implements appropriate plans for selection of employees
 - Develops and implements appropriate plans for training
 - Understands and utilizes appropriate campus policies and procedures effecting recruitment, selection, training and evaluation of staff
- Supervision
 - Understands and practices sound supervision principles
 - Understands appropriate personnel policies
 - Provides effective coaching
 - Provides leadership to staff in reaching departmental goals
 - Conducts effective performance evaluations
- Unit Monitoring
 - Uses departmental goals as benchmarks for departmental performance
 - Communicates expectations and implements evaluation processes
 - Gathers data and records of the departmental performance
- General Performance Evaluation
 - Performance feedback is positive and the individual is viewed as a credible and capable staff member
 - Received recognition for high performance
 - Seeks professional development opportunities
 - Takes advantage of professional development opportunities

Appendix E

Terms and Definitions

1. Looking at the position you hold here, do you have any role models within this organization? If you do, who is your role model and why?
2. Out of the 12 characteristics, what characteristics do you feel should be valued the most in the position that you hold?
 - Cultural Awareness
 - Understanding of Campus Affirmative Action Principles
 - Understands Stout's Diversity Plan 2008
 - Developing and implementing diversity initiatives employee recruitment and training
 - Developing and implementing diversity initiatives for customer service, programming or environmental enhancements
 - Uses culturally appropriate language and elimination of stereotyping
 3. Based on the definition above, what aspects of cultural awareness should be important to a person in your position?
 4. Should anything be added to the definition that would apply to your job within this organization?
 5. How do you in your position incorporate cultural awareness?
 - Internal Communication
 - Clear, concise and timely communication of information throughout the department
 - Effective listening skills and responds in a nonjudgmental manner
 - Promotes a standard of honest and open communication
 6. Should anything be added to the definition that would apply to your job within this organization?
 7. Based on the definition above, what aspects of internal communication should be important to a person in your position?
 8. How do you in your position use internal communication?
 - Public Relations (External Communication)
 - Promotes an informative and positive image of the department
 - Uses appropriate public communication practices with the various audiences served by the department
 - Identifies and implements creative communication mechanisms when reaching audiences served by the department

9. Based on the definition above, what aspects of external communication should be important to a person in your position?
10. Should anything be added to the definition that would apply to your job within this organization?
11. How is external communication related to the position that you hold?

- Coordination

- Able to see the component parts of a process or operation
- Able to see the whole picture of a process or operation
- Promotes cooperation and collaboration among the various staff
- Understands processes and timetables
- Can bring appropriate components of a process together into a successful whole

12. Should anything be added to the definition above that would apply to your job within this organization?
13. Based on the definition above, what aspects of coordination should be important to a person in your position?
14. Looking at the position that you currently hold how do you apply coordination?

- Planning

- Organized and self-motivated to develop a process
- Defines problems
- Can set goals
- Identifies options for action
- Clarifies a time table
- Develops alternative actions
- Establishes a timetable for implementation
- Develops a method for evaluating plans

15. Based on the definition above, what aspects of planning should be important to a person in your position?
16. How do you in your position use planning?
17. Should anything be added to the definition above that would apply to your job within this organization?

- Implementation

- Carries out action plans
- Establishes a process for resolving unforeseen roadblocks
- Use an appropriate implementation for a timetable
- Communicates with those affected by actions taken
- Can evaluate the implementation process

18. Based on the definition above, what aspects of implementation should be important to a person in your position?

19. Should anything be added to the definition that would apply to your job within this organization?
20. For a person in your position, how is implementation incorporated with your job responsibilities?

- Financial Management

- Understands basic budgeting principles, processes, and reports
- Can generate accurate financial data
- Utilizes financial data for decision making
- Explores profit/loss and return on investment
- Applies profit/loss to budget development
- Monitors expenditures against budget to maintain fiscal solvency

21. Based on the definition above, what aspects of financial management *should* be important to a person in your position?
22. How is financial management related to the position that you hold?
23. Should anything be added to the definition above that would apply to your job within this organization?

- Materials Resource Management

- Monitors and maintains inventory of necessary resources
- Researches new materials
- Applies the research of the new materials to the department
- Effectively utilizes resources in reaching departmental goals
- Provides evaluative data indicating resource effectiveness

24. Based on the definition above, what aspects of materials resource management should be important a person in your position?
25. Should anything be added to the definition that would apply to your job within this organization?
26. How does materials resource management relate to your job?

- Human Resource Management

- Develops and implements appropriate plans for recruiting
- Develops and implements appropriate plans for selection of employees
- Develops and implements appropriate plans for training
- Understands and utilizes appropriate campus policies and procedures effecting recruitment, selection, training and evaluation of staff

27. How do you in your position use human resource management?
28. Based on the definition above, what aspects of human resource management should be important to a person in your position?
29. Should anything be added to the definition that would apply to your job within this organization?

- Supervision
 - Understands and practices sound supervision principles
 - Understands appropriate personnel policies
 - Provides effective coaching
 - Provides leadership to staff in reaching departmental goals
 - Conducts effective performance evaluations

30. Based on the definition above, what aspects of supervision should be important to a person in your position?

31. Describe how supervision relates to the position that you hold?

32. Should anything be added to the definition above that would apply to your job within this organization?

- Unit Monitoring
 - Uses departmental goals as benchmarks for departmental performance
 - Communicates expectations and implements evaluation processes
 - Gathers data and records of the departmental performance

33. Based on the definition above, what aspects of unit monitoring should be important to a person in your position?

34. In what way is unit monitoring related to your position?

35. Should anything be added to the definition that would apply to your job within this organization?

- General Performance Evaluation
 - Performance feedback is positive and the individual is viewed as a credible and capable staff member
 - Received recognition for high performance
 - Seeks professional development opportunities
 - Takes advantage of professional development opportunities

36. Based on the definition above, what aspects of general performance evaluation should be important to a person in your position?

37. Should anything be added to the definition that would apply to your job within this organization?

38. How do you in your position incorporate general performance evaluation?

Appendix F

Self-Assessment Instrument Consent Form

Sara Rasque, a graduate student in Applied Psychology, at the University of Wisconsin-Stout is conducting a research project titled, Performance Characteristics. Your participation in this project would be appreciated.

Questions or concerns can first be directed to Sara Rasque, Training and Development Assistant, for the Memorial Student Center at 232-5622 and then to Dr. Mary Flynn, Psychology Department, at 232-1621. Further questions and concerns can then be directed to Dr. Ted Knous, Chair of the UW-Stout Institutional Review Board of the Protection of Human Subjects in Research, 11 Harvey Hall, UW-Stout, Menomonie, WI 54751, at 232-1126.

I understand that my participation in this study is strictly voluntary and I may discontinue my participation at any time without prejudice.

The purpose of this project is to determine my strengths and weaknesses as a professional staff member in the Memorial Student Center organization. Further more, I will learn more about myself by taking this assessment. By knowing my strengths and weaknesses I will be able to work with the Director of the Memorial Student Center in setting up an action plan for improving my weaknesses or maintaining my strengths. The primary purpose of this instrument is for staff development purposes and will not have an adverse impact toward my job.

Because this is an assessment of my strengths and weaknesses, personal identifiers will need to be collected. Results of this assessment will be kept confidential between the primary researcher, Sara Rasque, the Director, Bill Siedlecki, the research advisor, Dr. Mary Flynn, and myself. It is not necessary for anyone else in the organization to know the results of this assessment. Results of this assessment will need to be kept on file for up to two years for comparison purposes only.

In conclusion, I understand that any information about me that is collected during this study will be held in the strictest confidence and will not be part of my permanent record. I understand that in order for this research to be effective and valuable certain personal identifiers need to be collected. I also understand that the strictest confidentiality will be maintained throughout this study and that only the researcher, research advisor, the director of the Memorial Student Center and myself will have access to the confidential information. I am aware that I have not and am not waiving any legal or human rights by agreeing to this participation.

By signing below I verify that I am 18 years of age or older, in good mental and physical condition, and I agree to and understand the conditions listed above.

Signature _____ Date _____

Name: _____

Position: _____	<u>Performance Characteristics</u>								
	<i>Not</i>	<i>No</i>	<i>Strongly</i>				<i>Strongly</i>		
	<u>Applicable</u>	<u>Opinion</u>	<u>Disagree</u>				<u>Agree</u>		
	NA	NO	1	2	3	4	5	6	7

Coordination

- ___ 1. I am able to see the whole picture of a process or operation.
- ___ 2. I am able to see the component parts of a process or operation.
- ___ 3. I promote cooperation and collaboration among my coworkers and/or employees.
- ___ 4. I promote cooperation and collaboration between departments.
- ___ 5. I share information, equipment, and other resources to help other work units or departments reach organizational goals.
- ___ 6. I understand how the various parts of the organization relate to each other.
- ___ 7. I understand and utilize timetables.
- ___ 8. I am able to delegate and clarify responsibilities through appropriate forms of internal and external communication.

Planning

- ___ 1. I can define and assess a problem.
- ___ 2. I am organized and self-motivated to develop new processes.
- ___ 3. I can identify options for action.
- ___ 4. I am capable of developing alternative actions plans.
- ___ 5. I have the ability to communicate long-range plans into short-term operational goals.
- ___ 6. I utilize written schedules or a timetable for each action step within the planning process.
- ___ 7. I can determine how to use personnel and material resources to accomplish a task efficiently.
- ___ 8. I am comfortable with delegating or assigning responsibilities to my co-workers and/or employees.
- ___ 9. I have a procedure for monitoring or evaluating the planning process.

Implementation

- ___ 1. When implementing programs/events/projects I am prepared for unforeseen roadblocks.
- ___ 2. I am capable of carrying out plans in a timely fashion.
- ___ 3. When implementing agenda items for programs/events/projects I make every effort to clarify and inform those involved with the implementation process.
- ___ 4. I always communicate with those affected by actions taken by my department or myself.
- ___ 5. I motivate others to mobilize support and help shape events for the program/event/project in which I am involved.

<i>Not</i>	<i>No</i>						<i>Strongly</i>	
<u><i>Applicable</i></u>	<u><i>Opinion</i></u>						<u><i>Agree</i></u>	
NA	NO	1	2	3	4	5	6	7

- ___6. I feel that it is very important to have consensus across departments and at all management levels before beginning the implementation process of a program/event/project.
- ___7. I utilize a process for evaluating the implementation of a program/event/project.

Public Relations (External Communication)

- ___1. I promote an informative and positive image of the department.
- ___2. I strive to serve UW-Stout and surrounding communities in a professional manner.
- ___3. I network with peers and outsiders to develop more cooperative relationships.
- ___4. I am able to determine what the customers need, and deliver on those needs.
- ___5. I utilize my listening skills by providing feedback to the speaker by letting him or her know that their message was clearly understood.
- ___6. I keep the public informed about program/event/project changes that affect them.
- ___7. I use marketing techniques (i.e. posters, publications, brochures, newspaper ads, web pages, etc) to inform the public (UW-Stout and surrounding communities) about my department or the Memorial Student Center organization.
- ___8. I use my external communication skills in defining and implementing the organizational mission.

Internal Communication

- ___1. I am clear, concise and timely when communicating information throughout the department.
- ___2. I have effective listening skills because I strive to have an accurate understanding of the speaker.
- ___3. I respond to others in a nonjudgmental manner.
- ___4. I promote a standard of honest and open communication.
- ___5. I utilize meetings to communicate with co-workers internally.
- ___6. I utilize email to communicate with co-workers internally.
- ___7. I utilize voicemail or the telephone to communicate with co-workers internally.
- ___8. I leave notes or memos with important information in various workstations or break rooms.
- ___9. I use internal communication as a basis for understanding, cooperation, and action across departments within the organization.
- ___10. I consistently communicate with my employees via email, meetings, or one-on-one.

Cultural Awareness

- ___1. I use culturally appropriate language.
- ___2. I develop diversity initiatives for customer service.

<i>Not</i> <u>Applicable</u> NA	<i>No</i> <u>Opinion</u> NO	<i>Strongly</i> <u>Disagree</u> 1	2	3	4	5	6	<i>Strongly</i> <u>Agree</u> 7
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- ___ 3. I implement diversity initiatives for customer service.
- ___ 4. I develop diversity initiatives for different programs/events/projects.
- ___ 5. I implement diversity initiatives for different programs/events/projects.
- ___ 6. I develop diversity initiatives for organizational environment enhancements.
- ___ 7. I implement diversity initiatives for organizational environment enhancements.
- ___ 8. I promote appreciation and tolerance of diversity among my co-workers and/or employees.
- ___ 9. I provide training and mentoring to help translate cultural awareness into effective relationships with those who are culturally different.

Financial Management

- ___ 1. Looking at financial data, I can help define and then determine the best business opportunities for my job responsibilities.
- ___ 2. I can monitor expenditures for programming or services against the budget to maintain fiscal solvency.
- ___ 3. I have the ability to examine the value of the services and/or programs offered by my department in ways other than in dollars (e.g. cost and time of performing a service, number of complaints/compliments, etc.).
- ___ 4. I have the ability to provide the organization with up-to-date, reliable, and meaningful financial data that reflects my department.
- ___ 5. Financial management is important in my position.
- ___ 6. I believe I have strong financial management skills.

Supervision

- ___ 1. I provide effective coaching or other training aspects to develop my employees' skills and knowledge to perform their job.
- ___ 2. I am actively involved with and oversee my employees' daily work routine.
- ___ 3. I direct the efforts of my staff by communicating, organizing, and motivating them.
- ___ 4. My employees are kept informed by myself about any new organizational policies or changes that may affect their job.
- ___ 5. I am non-partial with my employees when scheduling or making myself available to them.
- ___ 6. I clearly state my expectations to my employees and co-workers.
- ___ 7. I let my employees and co-workers know when my expectations are not being met.
- ___ 8. I show concern for my employees' and co-workers' well being.
- ___ 9. I give my employees informal feedback on their job performance more than once a semester.

<i>Not</i> <u><i>Applicable</i></u> NA	<i>No</i> <u><i>Opinion</i></u> NO	<i>Strongly</i> <u><i>Disagree</i></u> 1	2	3	4	5	<i>Strongly</i> <u><i>Agree</i></u> 6	7
--	--	--	---	---	---	---	---	---

Human Resource Management

- 1. I can develop appropriate plans for recruiting staff.
- 2. I can implement appropriate plans for recruiting staff.
- 3. I can develop appropriate plans for the selection of staff.
- 4. I can implement appropriate plans for the selection of staff.
- 5. I can develop appropriate plans for training staff.
- 6. I can implement appropriate plans for training staff.
- 7. I am capable of managing diverse groups of people (staff of the organization) in order to achieve organizational goals.
- 8. I participate in the process of the formal reward and recognition program for the organization.

Performance Evaluation

- 1. I give formal recognition for job performances that go above and beyond an employee's job duty.
- 2. On a regular basis I give informal recognition (verbal praise, notes of thanks, etc.) to co-workers and/or employees for their dependability and cooperativeness at work.
- 3. I share feedback that I receive from other departments with my own department.
- 4. At least on a semester basis, I request feedback from my employees about their job or operational improvements.
- 5. I am involved with a formal performance evaluation at least once a year with the members of this organization.
- 6. When evaluating co-workers and/or employees, my feedback is positive and constructive so the individual feels credible and capable of performing his/her job duties.
- 7. I inform co-workers and/or employees of professional development opportunities.
- 8. I personally seek and take advantage of professional development opportunities.
- 9. At least once a year I request informal feedback from co-workers and/or employees about my own job performance.

Department Monitoring

- 1. I collect data and records (sales, services used, etc.) to determine the departmental performance level.
- 2. I help conduct performance-based assessments (e.g. surveys/interviews/focus groups) for my department to measure departmental performance.

- | | <i>Not
<u>Applicable</u></i> | <i>No
<u>Opinion</u></i> | <i>Strongly
<u>Disagree</u></i> | | | | | <i>Strongly
<u>Agree</u></i> | |
|-------|--|------------------------------|-------------------------------------|----------|----------|----------|----------|----------------------------------|----------|
| | NA | NO | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| ___3. | I compare my department to other similar departments (on-campus, off-campus, other campuses, etc.) to see where improvements can be made. | | | | | | | | |
| ___4. | I can develop action plans to overcome performance gaps. | | | | | | | | |
| ___5. | I can implement action plans to overcome the performance gaps. | | | | | | | | |
| ___6. | I maintain an open mind when discussing solutions for departmental performance problems. | | | | | | | | |
| ___7. | I am aware of and monitor common potential performance obstacles within the department (e.g. work facilities, equipment, noise level, etc.). | | | | | | | | |

Materials Resource Management

- ___1. I monitor and maintain inventory of necessary resources for my employees to perform their job efficiently and successfully.
- ___2. I monitor and maintain inventory of necessary resources so I can perform my job efficiently and successfully.
- ___3. I provide enough resources for each project for which my department or myself is involved so each project can be completed in a timely, cost-effective manner.
- ___4. I am able to prioritize the allocation of resources.
- ___5. I utilize surplus funds for material resources on research and development of new products.
- ___6. I utilize surplus funds for material resources on the development of personnel in using new equipment or products.
- ___7. I monitor the allocation of material resources in my department for purposes of coordinating and integration of my department and other departments' organizational goals.

Evaluation of Assessment

1. How long did it take you to fill out this assessment? (e.g. five minutes, ten minutes, twenty minutes, etc) _____

2. Did you understand the scale for the assessment? (NA, NO, 1[Strongly Disagree] to 7 [Strongly Agree])

Yes ___ No ___ No Opinion ___

If no, please explain why the scale was confusing to you?

3. Was the terminology used in the assessment understandable to you?

Yes ___ No ___ No Opinion ___

If no, what sections or statements didn't you understand? _____

4. Were the directions and the process of conducting this assessment understandable to you?

Yes ___ No ___ No Opinion ___

If no, please explain what part of the directions or process you didn't understand.

5. Should anything be added to the assessment to improve its effectiveness or make it a more valuable instrument?

Appendix G

Peer-Assessment Instrument Consent Form

Sara Rasque, a graduate student in Applied Psychology, at the University of Wisconsin-Stout is conducting a research project titled, Performance Characteristics. Your participation in this project would be appreciated.

Questions or concerns can first be directed to Sara Rasque, Training and Development Assistant, for the Memorial Student Center at 232-5622 and then to Dr. Mary Flynn, Psychology Department, at 232-1621. Further questions and concerns can then be directed to Dr. Ted Knous, Chair of the UW-Stout Institutional Review Board of the Protection of Human Subjects in Research, 11 Harvey Hall, UW-Stout, Menomonie, WI 54751, at 232-1126.

I understand that my participation in this study is strictly voluntary and I may discontinue my participation at any time without prejudice. The purpose of this project is to determine my co-worker's/supervisor's/subordinate's strengths and weaknesses as a professional staff member in the Memorial Student Center organization. Assessing this person will allow for them to know their strengths and weaknesses so they can work with the Director of the Memorial Student Center in setting up an action plan for improving their weaknesses or maintaining their strengths. The primary purpose of this instrument is for staff development purposes and will not have an adverse impact toward my job or the person I am assessing.

Because this is an assessment of this person's strengths and weaknesses, personal identifiers will need to be collected about the person I am assessing and myself. Results of this assessment will be kept confidential between the primary researcher, Sara Rasque, the Director, Bill Siedlecki, the research advisor, Dr. Mary Flynn, and the person I am assessing. If I would prefer to keep my name anonymous, I can do so by not putting my name on the evaluation form. It is not necessary for myself or anyone else in the organization to know the results of this assessment on my co-worker/supervisor/subordinate. Results of this assessment will need to be kept on file for up to two years for comparison purposes only.

In conclusion, I understand that any information about me that is collected during this study will be held in the strictest confidence and will not be part of my permanent record. I understand that in order for this research to be effective and valuable certain personal identifiers need to be collected. I understand that I have the option to not put my name on the evaluation form itself, so the person I am assessing will not be able to identify my responses. I also understand that the strictest confidentiality will be maintained throughout this study and that only the researcher, research advisor, the director of the Memorial Student Center and the person I am assessing will have access to the confidential information. I am aware that I have not and am not waiving any legal or human rights by agreeing to this participation.

By signing below I verify that I am 18 years of age or older, in good mental and physical condition, and I agree to and understand the conditions listed above.

Signature _____

Date _____

Name of the person you are evaluating:

Your Name: _____

Your Position: _____

Performance Characteristics

<i>Not</i>	<i>No</i>						<i>Strongly</i>		
<u><i>Applicable</i></u>	<u><i>Opinion</i></u>						<u><i>Disagree</i></u>	<u><i>Agree</i></u>	
NA	NO	1	2	3	4	5	6	7	

Coordination

- ___ 1. He/She is able to see the whole picture of a process or operation.
- ___ 2. He/She is able to see the component parts of a process or operation.
- ___ 3. He/She promotes cooperation and collaboration among his/her coworkers and/or employees.
- ___ 4. He/She promotes cooperation and collaboration between departments.
- ___ 5. He/She shares information, equipment, and other resources to help other work units or departments reach organizational goals.
- ___ 6. He/She understands how the various parts of the organization relate to each other.
- ___ 7. He/She understands and utilizes timetables.
- ___ 8. He/She is able to delegate and clarify responsibilities through appropriate forms of internal and external communication.

Planning

- ___ 1. He/She can define and assess a problem.
- ___ 2. He/She is organized and self-motivated to develop new processes.
- ___ 3. He/She can identify options for action.
- ___ 4. He/She is capable of developing alternative action plans.
- ___ 5. He/She has the ability to communicate long-range plans into short-term operational goals.
- ___ 6. He/She utilizes written schedules or timetables for each action step within the planning process.
- ___ 7. He/She can determine how to use personnel and material resources to accomplish a task efficiently.
- ___ 8. He/She is comfortable with delegating or assigning responsibilities to his/her co-workers and/or employees.
- ___ 9. He/She has a procedure for monitoring or evaluating the planning process.

<i>Not</i>	<i>No</i>	<i>Strongly</i>					<i>Strongly</i>
<u><i>Applicable</i></u>	<u><i>Opinion</i></u>	<u><i>Disagree</i></u>					<u><i>Agree</i></u>
NA	NO	1	2	3	4	5	6
							7

Implementation

- ___ 1. When implementing programs/events/projects he/she is prepared for unforeseen roadblocks.
- ___ 2. He/She is capable of carrying out plans in a timely fashion.
- ___ 3. When implementing agenda items for programs/events/projects he/she makes every effort to clarify and inform those involved with the implementation process.
- ___ 4. He/She is always communicating with those affected by actions taken by his/her department or himself/herself.
- ___ 5. He/She motivates others to mobilize support and help shape events for the program/event/project in which he/she is involved.
- ___ 6. He/She feels that it is very important to have consensus across departments and at all management levels before beginning the implementation process of a program/event/project.
- ___ 7. He/She utilizes a process for evaluating the implementation of a program/event/project.

Public Relations (External Communication)

- ___ 1. He/She promotes an informative and positive image of the department.
- ___ 2. He/She strives to serve UW-Stout and surrounding communities in a professional manner.
- ___ 3. He/She networks with peers and outsiders to develop more cooperative relationships.
- ___ 4. He/She is able to determine what the customers need, and deliver on those needs.
- ___ 5. He/She utilizes his/her listening skills by providing feedback to the speaker by letting him or her know that their message was clearly understood.
- ___ 6. He/She keeps the public informed about program/event/project changes that affect them.
- ___ 7. He/She uses marketing techniques (i.e. posters, publications, brochures, newspaper ads, web pages, etc) to inform the public (UW-Stout and surrounding communities) about his/her department or the Memorial Student Center organization.
- ___ 8. He/She uses his/her external communication skills in defining and implementing the organizational mission.

Internal Communication

- ___ 1. He/She is clear, concise and timely when communicating information throughout the department.
- ___ 2. He/She has effective listening skills because he/she strives to have an accurate understanding of the speaker.
- ___ 3. He/She responds to others in a nonjudgmental manner.
- ___ 4. He/She promotes a standard of honest and open communication.

<i>Not</i>	<i>No</i>						<i>Strongly</i>	
<u><i>Applicable</i></u>	<u><i>Opinion</i></u>						<u><i>Agree</i></u>	
NA	NO	1	2	3	4	5	6	7

- 5. He/She utilizes meetings to communicate with co-workers internally.
- 6. He/She utilizes email to communicate with co-workers internally.
- 7. He/She utilizes voicemail or the telephone to communicate with co-workers internally.
- 8. He/She leaves notes or memos with important information in various workstations or break rooms.
- 9. He/She uses internal communication as a basis for understanding, cooperation, and action across departments within the organization.
- 10. He/She consistently communicates with his/her employees via email, meetings, or one-on-one.

Cultural Awareness

- 1. He/She uses culturally appropriate language.
- 2. He/She develops diversity initiatives for customer service.
- 3. He/She implements diversity initiatives for customer service.
- 4. He/She develops diversity initiatives for different programs/events/projects.
- 5. He/She implements diversity initiatives for different programs/events/projects.
- 6. He/She develops diversity initiatives for organizational environment enhancements.
- 7. He/She implements diversity initiatives for organizational environment enhancements.
- 8. He/She promotes appreciation and tolerance of diversity among his/her co-workers and/or employees.
- 9. He/She provides training and mentoring to help translate cultural awareness into effective relationships with those who are culturally different.

Financial Management

- 1. Looking at financial data, he/she can help define and then determine the best business opportunities for his/her job responsibilities.
- 2. He/She can monitor expenditures for programming or services against the budget to maintain fiscal solvency.
- 3. He/She has the ability to examine the value of the services and/or programs offered by his/her department in ways other than in dollars (e.g. cost and time of performing a service, number of complaints/compliments, etc.).
- 4. He/She has the ability to provide the organization with up-to-date, reliable, and meaningful financial data that reflects his/her department.
- 5. Financial management is important in his/her position.
- 6. I think he/she has strong financial management skills.

<i>Not</i> <u>Applicable</u> NA	<i>No</i> <u>Opinion</u> NO	<i>Strongly</i> <u>Disagree</u> 1	2	3	4	5	<i>Strongly</i> <u>Agree</u> 6	7
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Supervision

- ___ 1. He/she provides effective coaching or other training aspects to develop his/her employees' skills and knowledge to perform their job.
- ___ 2. He/She is actively involved with and oversees his/her employees' daily work routine.
- ___ 3. He/She directs the efforts of his/her staff by communicating, organizing, and motivating them.
- ___ 4. His/Her employees are kept informed by himself/herself about any new organizational policies or changes that may affect their job.
- ___ 5. He/She is non-partial with his/her employees when scheduling or making himself/herself available to them.
- ___ 6. He/She clearly states his/her expectations to his/her employees and co-workers.
- ___ 7. He/She lets his/her employees and co-workers know when his/her expectations are not being met.
- ___ 8. He/She shows concern for his/her employees' and co-workers' well being.
- ___ 9. He/She gives his/her employees informal feedback on their job performance more than once a semester.

Human Resource Management

- ___ 1. He/She can develop appropriate plans for recruiting staff.
- ___ 2. He/She can implement appropriate plans for recruiting staff.
- ___ 3. He/She can develop appropriate plans for the selection of staff.
- ___ 4. He/She can implement appropriate plans for the selection of staff.
- ___ 5. He/She can develop appropriate plans for training staff.
- ___ 6. He/She can implement appropriate plans for training staff.
- ___ 7. He/She is capable of managing diverse groups of people (staff of the organization) in order to achieve organizational goals.
- ___ 8. He/She participates in the process of the formal reward and recognition program for the organization.

Performance Evaluation

- ___ 1. He/She gives formal recognition for job performances that go above and beyond an employee's job duty.
- ___ 2. On a regular basis he/she gives informal recognition (verbal praise, notes of thanks, etc.) to co-workers and/or employees for their dependability and cooperativeness at work.
- ___ 3. He/She shares feedback that he/she receives from other departments with his/her own department.
- ___ 4. At least on a semester basis, he/she requests feedback from his/her employees about their job or operational improvements.

- | | <i>Not
<u>Applicable</u></i> | <i>No
<u>Opinion</u></i> | <i>Strongly
<u>Disagree</u></i> | | | | | <i>Strongly
<u>Agree</u></i> | |
|-------|---|------------------------------|-------------------------------------|----------|----------|----------|----------|----------------------------------|----------|
| | NA | NO | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| ___5. | He/She is involved with a formal performance evaluation at least once a year with the members of the organization. | | | | | | | | |
| ___6. | When evaluating co-workers and/or employees, his/her feedback is positive and constructive so the individual feels credible and capable of performing their job duties. | | | | | | | | |
| ___7. | He/She informs co-workers and/or employees of professional development opportunities. | | | | | | | | |
| ___8. | He/She personally seeks and takes advantage of professional development opportunities. | | | | | | | | |
| ___9. | At least once a year he/she requests informal feedback from co-workers and/or employees about his/her own job performance. | | | | | | | | |

Department Monitoring

- ___1. He/She collects data and records (sales, services used, etc.) to determine the departmental performance level.
- ___2. He/She helps conduct performance-based assessments (e.g. surveys/interviews/focus groups) for his/her department to measure departmental performance.
- ___3. He/She compares his/her department to other similar departments (on-campus, off-campus, other campuses, etc.) to see where improvements can be made.
- ___4. He/She utilizes knowledge gained about the products and services of competitors for making strategic decisions for his/her department.
- ___5. He/She can develop action plans to overcome performance gaps.
- ___6. He/She can implement action plans to overcome the performance gaps.
- ___7. He/She maintains an open mind when discussing solutions for departmental performance problems.
- ___8. He/She is aware of and monitor common potential performance obstacles within the department (e.g. work facilities, equipment, noise level, etc.).

Materials Resource Management

- ___1. He/She monitors and maintains inventory of necessary resources for his/her employees to perform their job efficiently and successfully.
- ___2. He/She monitors and maintains inventory of necessary resources so he/she can perform his/her job efficiently and successfully.
- ___3. He/She provides enough resources for each project for which his/her department or himself/herself is involved so each project can be completed in a timely, cost-effective manner.
- ___4. He/She is able to prioritize the allocation of resources.
- ___5. He/She utilizes surplus funds for material resources on research and development of new products.

<i>Not</i>	<i>No</i>	<i>Strongly</i>					<i>Strongly</i>
<u><i>Applicable</i></u>	<u><i>Opinion</i></u>	<u><i>Disagree</i></u>					<u><i>Agree</i></u>
NA	NO	1	2	3	4	5	6 7

- ___6. He/She utilizes surplus funds for material resources on the development of personnel in using new equipment or products.

- ___7. He/She monitors the allocation of material resources in his/her department for purposes of coordinating and integration of his/her department and other departments' organizational goals.

Evaluation of Assessment

1. How long did it take you to fill out this assessment? (e.g. five minutes, ten minutes, twenty minutes, etc) _____

2. Did you understand the scale for the assessment? (NA, NO, 1[Strongly Disagree] to 7 [Strongly Agree])

Yes ___ No ___ No Opinion ___

If no, please explain why the scale was confusing to you?

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