Profile of the Female President in Higher Education

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PROFILE OF THE FEMALE PRESIDENT IN HIGHER EDUCATION

by

Patricia A. Phagan

A Dissertation Submitted to the Faculty of the Graduate School of Education of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Doctorate Degree of Education

May 1981
At the time of this study, there were one hundred twenty-six female presidents of four year colleges and universities. Of that number eighty-two are members of religious orders. Of the forty-four remaining female presidents, twenty percent had acquired that position in situations which had traditionally had male administrators. The remainder were presidents of institutions which had traditionally had female chief executives.

This dissertation compared and contrasted the two groups of female presidents relative to their background, educational preparation, career ladder, leadership traits and administrative approaches. The methodology employed to complete this task was the case study approach, involving a personal interview and administration of a psychological leadership test to the small sample and by the survey mechanism to the larger sample.

The results were as follows:

- The case study sample administers much larger schools.
- The two samples are not different related to marital status or age upon acquiring the presidency, but female presidents are slightly younger than their male counterparts.
- All members of the case study sample hold doctorates; only seventy-five percent of the survey sample hold the doctorate.
- None of the presidents in the case study sample hold an advanced degree in education; thirty-five percent of the presidents in the survey sample hold an advanced degree in education.
The majority of both have received their educational career preparation in private institutions.

A high percentage (82%) of the survey sample had fewer than twenty-five publications. The case study sample presidents had high numbers of publications and presentations.

Most females have not held lesser administrative posts in the institutions where they were named the presidents.

The case study sample had a high degree of mobility in their ascent to the presidencies. In the United States, only fourteen percent of the female presidents have succeeded to the presidency through the ranks of an institution.

The case study sample sought out more experience in finance than the survey sample. They sometimes accepted a lesser position to acquire that experience.

The case study sample employs a management by objectives approach and uses a directive administrative approach. The survey sample employs a human relations approach to management and a social systems administrative approach.

The case study sample employs a task-oriented approach to leadership, employing dominance as a major characteristic. They are result oriented administrators. The survey sample employs a people-oriented approach employing popularity and inspiration of others as the major personality characteristic employed in leadership.
ACKNOWLEDGEMENTS

The author wishes to express her appreciation to Dr. Melvin P. Heller and Dr. Philip Carlin for their advice as members of the dissertation committee.

The author wishes to express special gratitude for the guidance and assistance provided by Dr. Jasper J. Valenti, dissertation director, faculty advisor and teacher. He is most appreciated.

The author wishes to express a personal note of appreciation to her husband and son for their continuous support and understanding during this educational endeavor.

The author wishes to thank Mrs. Deborah Garnigan for typing this dissertation.

It is with deepest appreciation and love, this dissertation is dedicated to Mrs. Veronica R. Manietta, the author's mother. Although her untimely death in December of 1980, has prevented her from attending the author's graduation ceremony, it was through the educational attainments of her children that she knew her greatest joy. For this I am eternally grateful.
VITA

The author, Patricia Phagan began her professional life as a dental hygienist. She graduated from William Rainey Harper College with a certificate in dental hygiene and an Associate of Science degree in 1970.

In 1974, she completed the requirements for the Bachelor’s of Science degree with a major in Dental Hygiene Education from Loyola University of Chicago. She acquired her Master of Education degree from Loyola University in 1976.

She began her teaching career in 1973 at William Rainey Harper College. She became an instructor at Northwestern University Dental School in September of 1974. She attained the rank of Assistant Professor and was named Director of the Dental Hygiene Program in 1975. She was promoted to the rank of Associate Professor and became department chairperson in 1977. In 1980 she achieved the rank of tenured professor and became chairperson of her division within the dental school. The author currently serves in that capacity.
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CHAPTER 1
INTRODUCTION

Of the presidents in higher education in the United States, currently seven and a half percent are female. There are one hundred twenty-six female presidents of four-year colleges and universities. Of that number, eighty-two are members of religious orders serving as presidents of religiously affiliated schools. Of the forty-four remaining female presidents, twenty percent have acquired the position of chief executive officer in situations which have traditionally had male administrators. The rest of the universal sample have assumed the role of president in situations which have traditionally had female administrators.

The names of the female presidents were obtained through the use of the Educational Directory, Colleges and Universities 1979-80.1 The most current update regarding new presidential appointments to female administrators was provided by the American Council on Education, the Office of Women in Higher Education.2

Cohen and March in their comprehensive text on the American college president provide the following profile:

American college presidents today and in the recent past are most commonly middle-age, married, male, white, Protestant academics from a relatively well educated, middle


class, professional managerial, native born, small town family background.

Most presidencies in American colleges are occupied by individuals who entered an academic career as a college teacher, were asked at some point to assume administrative duties as a department chairman, institute director, dean or similar position, were subsequently promoted to a higher administrative position and then to the presidency.

The traditional pattern for the rise to the presidency has been established as the scholarly leader who rises to the chief executive position up the career ladder within the same institution. This pattern and most of the available profile information about American college presidents is related to those presidents who are male. Males occupy the overwhelming majority of the presidencies except for the seven and one-half percent who are female. The characteristics of those who are female are not reflected in the available literature.

The history of female administrators at the presidential level began in 1882 with Elizabeth Cabot Cary Agassiz. Elizabeth Agassiz became the first president of a corporation called "The Society for the College Instruction of Women," better known as Radcliffe College. President Agassiz's duties included fund raising and establishing relations with Harvard, then the most feasible step toward giving women access to university resources. Alice Freeman Palmer (1855-1902) was the first female president of Wellesley in 1880. Martha Carey Thomas (1857-1935) was named the first woman president of Bryn Mawr in 1894. Dr. Mary L. Gambrell (1898-1974) became

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4 Ibid., p. 19.
the first female president of a major coeducational college when she was appointed to administer Hunter College of the City University of New York. Dr. Gambrell unlike many of her more recent contemporaries succeeded to the presidency through the academic channels of Hunter College. She served as professor, chairperson of the history department, dean of faculties and president of that institution.

The 1970's brought several females named to the presidency of women's colleges which had previously had male presidents. Alice Frey Emerson became the president of Wheaton College and Jill Ker Conway became the president of Smith College.

In 1977, the first presidency of a major, coeducational, Ivy League institution was offered to a female. That administrator declined that presidency and subsequently accepted the presidency at another institution. In that same year Adele Simmons was named the first female president of Hampshire College, a coeducational institution. Hanna Holburn Gray was named the eighteenth president at Yale and was named to what the media described as the most prestigious academic post ever held by a woman, the presidency of the University of Chicago.

Great strides have been made by female administrators in higher education. However, female presidents of major coeducational institutions which have had a history of male presidents, are still small in number.
PURPOSE

The question guiding this study is what kinds of administrators are the female presidents of American colleges and universities.

To answer this question, this dissertation develops a profile of the background, educational preparation, career ladder, leadership traits and administrative approaches of six presidents from the small sample of female presidents who have assumed that role in situations which traditionally had male administrators. This will be accomplished primarily through the case study approach. These data will be compared and contrasted with data obtained by surveying another group of females from the population of female presidents who are not members of religious orders. This sample is the thirty six remaining female presidents. These presidents have assumed the presidency in situations which have traditionally had female administrators. Those females who are members of religious orders serving as presidents in religiously affiliated institutions were not included in either sample.

The comparison of the data from the two groups is designed to provide data concerning the following research hypotheses:

1. It is hypothesized that the female presidents who have traditionally had male administrators will have a distinctly different profile than the rest of the population of female presidents.
   a. They will have experience in financial management.
   b. They will have experience in fund raising.
   c. They will have sought training in finance.
d. They will have changed institutional settings in their educational careers in order to attain higher administrative positions.

e. They will come from a private institutional background rather than a public institutional background.

f. They will have advanced training in administration.

g. They will apply a more systematized management approach to administration in higher education.

h. They will subscribe to a theoretical framework of administration which can be categorized as Griffith's approach.

i. They will less often be alumna of the institutions of which they are presidents.

j. They will be older at the time of attainment of the presidency.

This study will try to answer the above hypotheses.

2. It is hypothesized that the personal characteristics manifested in the leadership approach will be different for those female presidents who have attained the presidency in situations which traditionally have had male administrators than the rest of the population of female presidents.

a. They will show more personal leadership traits which indicate dominance as a characteristic.

b. They will show more personal leadership traits which indicate result-orientation as a pattern of behavior.

c. They will show more personal leadership traits which indicate the ability to inspire others, innate leadership ability as a characteristic.

Beyond this aspect of the study, the information provided by the members of the small sample will be reported in depth. A comprehensive picture of the preparation, career choices, administrative styles and activities of the small sample will be documented. This material will be important for female administrators in higher education. There is an abundance of material available in the literature regarding the office of the president in institutions of higher education. That material is almost exclusively related to the population of male administrators who serve as presidents. This dissertation provides a necessary addition to the available literature relative to the female administrators who currently hold the presidential posts.
PROCEDURE

The first step in the procedure of this study was to identify the members of the sample of female presidents who acquired the position of president in a coeducational environment, traditionally administered by male presidents. The female presidents who were interviewed from this environment with one exception were all serving in those presidencies when interviewed. The exception was the first female offered the presidency in a major, coeducational Ivy League university which had all male presidents in the United States. She was at the time of this study however, serving as president of an institution for women's education.

A letter explaining the study and requesting personal interviews was sent to this small population of eight presidents. (a copy appears in Appendix A) Six presidents from this sample were chosen to participate. A standardized, structured interview mechanism was employed. The standardized approach to the interview provides that the questions, their sequence and wording were fixed. The interview schedule (a copy appears in Appendix A) had been prepared to obtain information pertinent to the research questions. In order not to limit the responses of the participants and develop a closed situation due to the structure of the interview, open-end items were included. These questions are those which

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supply a frame of reference for the respondent's answers, but put a minimum of restraint on the answers and their expression. The open-end questions increase the depth of the interview. The funnel, a special type of open-end questioning described by Cannel and Kahn, was employed.

This is a set of questions directed toward getting information on a single important topic or single set of related topics. The funnel starts with open general questions, as provided in the structured interview schedule and then uses specific closed, follow-up questions.

Employing the approach described, the interview was administered to each of the six presidents chosen from the small sample. The interviews were taped with the approval of the participants. The discussion included in-depth coverage of their background, educational career planning and leadership and administrative style. The funnel approach to questioning provided information about mobility patterns, employment strategies and approaches to the job of the presidency.

The Personal Profile System, a forced-choice, structured interview tool (a copy appears in the Appendix C), was used to ascertain approaches to leadership and characteristics employed dominantly in the individual's approach to the presidency. The Personal Profile System is an instrument based on self description. It predicts behavior as a function of the environment as described along a continuum of antagonistic to favorable.

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7 Ibid., p. 483.


9 Kerlinger, Foundations of Behavioral Research, p. 484.
It also predicts the individual's reaction as described along a con-
tinuum of active to passive. Those characteristics employed in one's ap-
proach to dealing with people and administrative style are isolated.
(A detailed description of the instrument appears in Chapter III, metho-
dology section.) Certain patterns of leadership approach are developed
from the scoring mechanism of the test. Data were then compared by the
use of this tool within the small sample and compared and contrasted
with the larger sample of female presidents.

As additional information in the field of administration, the case
study sample was asked to complete administrative daily logs and provide
organizational charts for the institutions of which they are the presi-
dents. The daily logs provide information regarding administrative as-
psects of their positions. The institutional charts provide a basis for
their methods of operation in the overall administrative schema of the
institutions.

The basic format for the daily log was patterned after the Time Al-
location Study done by Cohen and March.\(^1\) This form is divided into
half-hour periods. For each period on each of the two assigned days,
each president's time was accounted for in terms of where he was, in what
size group and with whom. The presidents were asked to provide general
information relative to the topics of the meetings. This study was done
with a sample of forty-two male presidents.

Since more emphasis in this study is placed on the characteristics
of administrators, a system of administrative functions was added to the
daily log. Each president was asked to categorize the administrative

\(^{10}\) Cohen and March, *Leadership and Ambiguity: The American College*
*President*, pp. 125-151.
function being performed during each of the two randomly selected days.
Luther Gulick's terms to describe the functions of the administrator
were employed for this purpose. The functions he identified were plan­
ing, organizing, staffing, directing, coordinating, reporting and budget­ing.

Contemporary definitions of Gulick's administrative functions were
provided by Knezevich:  

Planning involves a definition of goals or objectives. The admin­
istrator engages in planning to give direction to the activities of the
institution.

Organizing involves the procedure of subdividing tasks of the
institution and then relating and arranging them to create an operating
entity. A form is created to be used as a basis for grouping and executing
institutional functions.

Directing is the process of starting action and keeping the system
moving toward its goals. This process is concerned with authority, is­
suing directives, consulting, and decision-making that are necessary to
keep the institution going.

Staffing involves identifying, employing, evaluating and assigning
human resources.

Coordinating involves the unifying of the activities of various com­
ponents and focusing the functions of discrete units onto objectives.

11 Luther Gulick, L. Urwick. Papers on the Science of Administration,

12 Stephen J. Knezevich, Administration of Public Education, (New York:
Reporting is a controlling process. It involves keeping the organization locked onto targets. Functions within this process are concerned with prevention of disabling, substandard performance. The output of the organization is measured. The administrator compares end products with previously determined standards and initiates corrective action when necessary.

Budgeting involves financial planning, equipment and material allocation and fund raising.

A category labeled "other" was provided to compensate functions which may not be covered by the Gulick processes list. An example of an administrative function that might be placed in this category could be public relations.

The presidents were provided the definitions of the various administrative processes. A daily log which was divided into half-hour intervals was provided for each of the randomly selected days. (A copy appears in the Appendix) The presidents were asked to provide information regarding the person with whom they were dealing, the activity or general topic of the meeting and to categorize the function as per the definitions provided. The presidents all provided the information and stated they found the exercise to be a learning experience for them. The results of the exercise appear in Chapter III.

The second phase of this investigation was done with the remaining number of female university presidents. The investigatory mechanism employed was the survey. A mail questionnaire (a copy appears in the Appendix A) was sent to the remainder of the universal sample of female presidents. These thirty-six chief administrators were identified through the same mechanisms aforementioned.
A flow plan was developed to outline the design and subsequent implementation of the survey in order to coordinate the results with the case study results. The objectives of the survey were listed, each step to be taken was identified and general and specific problems of the study coordinated with the survey questions. The research questions were translated into questions and the instrument for the survey was constructed. The survey was then field tested with the small group of female presidents who had been part of the case study section of the investigation. Their suggestions and recommendations were incorporated into the final document, (a copy appears in the Appendix A).

Instead of employing open-end questions in the survey, more structure was provided. In order to obtain responses to all sections of the survey, descriptive phrases which explained the answer selections were used. This allowed the respondents to merely check the description which best applied to their leadership style as an example, rather than listing theoretical frameworks of administration by titles with which the presidents might not be familiar.

Series of related questions were employed to ascertain comparative information to that elicited by the funnel approach with the case study sample. Basic background information relative to age, marital status, size of school, educational background and career mobility was provided through checklist questions. Providing an instrument that the presidents could complete in a reasonable amount of time was a major criterion in employing the survey mechanism which allowed for simplicity in answering the questions.
The questionnaire does not have the advantage of the case study interview. Personal contact provides the opportunity for the interviewer to follow-up clues with more in-depth questioning. The primary objective was to attain a high percentage of participation in the questionnaire aspect of the study. In order to assure this, considerable time and effort was spent on making the questions understandable and succinct.

The analytical approach to the data focused on the importance of similarities and differences between the two groups of female presidents. A checklist of descriptive words at the end of the survey corresponds to the self-descriptive, forced choice list in the Personal Profile System. The leadership styles and dominant behavioral characteristics of the larger sample were compared to the smaller sample. This was done by plotting the results of question twenty-five from each of the thirty-eight surveys on a Personal Profile System form. This was the most time consuming part of the data collection.

Tabulation of the rest of the data involved recording the number of types of responses in the appropriate categories. Coding was employed as an additional analytical approach to certain groups of questions. For example, questions related to former administrative posts and posts held within the institution of which she is now president, relate to information relative to mobility patterns in the female administrator's career.
LIMITATIONS

This study has inherent in it certain limitations. The sample for both the case study sample and the survey questionnaire sample is small. Although small, the fact that the sample is in reality the universal population is important. The study can claim applicability with regard to patterns and characteristics to the population of female presidents. The question must be that with so small a population, can any information of value be reported. The importance of this study rests in its benefit to the upcoming female administrators who aspire to hold the presidential positions of the future.

The Cohen and March text, Leadership and Ambiguity: The American College President, is the most comprehensive text on the office of the president in higher education. The sample for most of the extrapolations in that work were no larger than the sample for this study. The Cohen and March project was sponsored by the Carnegie Commission on Higher Education. One limitation that was not experienced with that study was financial resources.

Limitation of financial resources was a restraint in this study. The personal interview is a far superior tool to the mail questionnaire tool. Rapport is developed between the researcher and the respondents, greater depth of information can be attained and checking of more effective communication is possible. This mechanism could not be employed however with both sample populations.

The mail questionnaire has serious drawbacks in its use in educational research. Two of these defects are possible lack of response and the inability to check the answers given. For this reason much time was spent on the development of the best questions possible relative to the research
Response to mail questionnaires are often poor. Returns of less than forty to fifty percent are common. High percentages are very rare. The researcher usually must content himself with returns as low as fifty to sixty percent. Identification of the president of each institution rather than addressing the material to "The President" was an important factor in the attainment of the 78 percent response achieved with this survey. Follow-up letters were sent to the presidents who did not respond initially. Members of the small case study sample who are prestigious women in the educational community also assisted in the endeavor by communicating with some of the presidents who were slow in responding.

The only difficulty involved in the questionnaire which could not be overcome was the reluctance of some of the sample to fill out the Personal Profile System checklist of descriptive words. Because of this, the results of that aspect of the study reported in Chapter III are based on 64 percent rather than the 78 percent of the remainder of material.

The advantage of the mail questionnaire mechanism was the wide scope that it provided. An entire universal sample was studied. This provides extensive research at the expense of intensive research however. Deep exploration of issues was not allowed with the larger sample.

Another weakness of the survey is that it can potentially lift the respondent out of his/her own social context. People may respond as they would like to see their administrative approaches rather than as

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14 Ibid., p. 423.
they really are. In the personal interview, the relationship that develops between the interviewer and the respondent allows for more accurate, open communication so this is less likely to occur.

There was a distinct advantage being able to personally administer the Personal Profile System. All the presidents were advised to spend only six minutes on the forced-choice section of descriptive words. The larger population of course, could not be controlled in this aspect of the form.

Using a measurement tool such as the Personal Profile System has some inherent limitations relative to extrapolations made because of this kind of device. This particular psychological measurement mechanism has been reported to satisfactorily deal with the questions of reliability and validity:

**Reliability.** Geier's reported split-half product moment reliability coefficients, corrected by the Spearman-Brown formula, indicate the Personal Profile has satisfactory internal consistency (reliability).\(^{15}\) (See Table 1, Appendix C)

**Validity.** The Personal Profile System is not listed in Buros's Seventh Mental Measurements Yearbook. However, a research report by Behavioral Research Consultants of St. Paul, Minnesota, compared the Personal Profile System (DISC) to the Personal Orientation Inventory (POI) and the Tennessee Self-Concept Scale (TSCS). One hundred subjects had responded to all three instruments. An item correlation analysis,

\(^{15}\) John G. Geier, "Self Description - Personal Profile, Research and Purpose", (Minneapolis: John G. Geier and Associates, 1974).
a regression analysis and an item discrimination analysis were used to identify items within the (POI) and (TSCS), related to each of the D, I, S, and C, dimensions.

In reviewing the (POI), Buros's Seventh Mental Measurements Yearbook states:

"Since there have been relatively few attempts to measure components of self-actualization, the POI may be welcomed as an effort to fill a large and regrettable void".

In reviewing the (TSCS), Buros's Seventh Mental Measurements Yearbook states:

"In summary, the TSCS ranks among the better measures combining group discrimination with self-concept information".

Behavioral Research Consultants stated that there is sufficient overlap of the underlying attributes as measured by the individual items to conclude that one may choose from among (DISC), (POI), and (TSC) based on economic and utilitarian considerations.

John G. Geier has used the Personal Profile (DISC) when conducting training programs for business, industry and service institutions. Participants have included General Motors, IBM, AT&T, Sears Roebuck and many other business and professional organizations. The instrument approach (i.e., the Personal Profile System) has been used to isolate people's approach to leadership, to positively change people's ways of working together and in developing team concepts.


17 Ibid.
CHAPTER II

REVIEW OF THE PERTINENT LITERATURE

The purpose of this study is to develop a profile of the female president in higher education. There is a scarcity of material specifically dealing with female administrators in higher education. The review of the literature was therefore expanded to include the material written about male presidents, female administrators in general, minority presidents and leadership characteristics of those in high ranking administrative posts. The review includes complete ERIC searches and searches of Psychological Abstracts and Dissertation Abstracts.

The literature that deals with the background of administrators in higher education suggests that most presidents come from the ranks of scholars. They tend to be leaders rather than administrators. In fact Moore suggests that formal training for administration limits the career goals of the would-be president. Some material written specifically about female administrators states that marital status does not appear to be a factor, the probability of women reaching the presidency prior to age 40 is limited and most high ranking female administrators are scholars with many publications to their credit.


2Ibid., p. 292.

In a study which had as its stated purpose the presentation of profiles of women college presidents, Tessler presented biographical data of the sample.\(^4\) The (socio-economic status) of the family from which they came, is middle class. The president is the oldest or youngest child in a family. She received her education at a private women's college in the East, attaining a Ph.D. An equal number of women presidents are married and single. Her appointment as president will come between the ages of forty and forty-nine. This represents some of the areas of interest in the background section of this study but does not deal with the leadership styles, educational career planning, administrative background or the institutional role of the female presidents.

A study directed at black presidents supports the age and educational degree attainment of the Tessler study for the group of minority presidents studied.\(^5\) Literature which has been geared toward the community college president specifically, provides similar data. Gardner states that the average president in that sector is forty-six to fifty years old, has had four to six years as a community college president and possess the doctorate degree.\(^6\)

There is supportive literature regarding the educational career of the college or university president. The Gardner study poses some inter-


testing findings related to the presidents' self-analysis of those characteristics that were most important in the attainment of their positions. No data could be provided differentiating the responses by sex since of the ninety-two presidents involved in the study, only three were female. That in itself is significant to the area of interest of this study. The presidents ranked as qualities most important to their careers: integrity, honesty, the ability to work with people, objectivity, fairness and leadership, with the board. Those qualities ranked as least important were: charisma, humility, a sense of humor and professional training. The value that the respondents placed on professional training was interesting considering 77.2% of the respondents held the doctorate degree.

The literature suggests that the typical career ladder in academic management in a college or university is department chairman, college dean, university vice-president for academic affairs (or provost), and the president. There seems to be no educational preparation for the executive positions in higher education. It is usually because of scholarship that an individual becomes a department chairman, thereby beginning the ascent up the ladder. The dean's role must promote harmony of action in program planning and in program management. The department chairman who then becomes a dean is likely to learn his/her role on the job.

At the national level, the average university president retains the office for six years and a college president for four years. The typical

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7 Ibid., pp. 36-37.

8 Ibid., p. 27.


10 Ibid., p. 55.
pattern is a move after three years to another college or university until the myriad of increasingly difficult problems takes its toll. This pattern is completed when the president, no longer able to cope with simultaneously incompatible problems, opts for a "distinguished chair in his or her particular academic discipline. Abrell's article discusses the current shifting of presidents. Lateral career moves on the part of presidents are occurring a lot recently even though the shift is rarely made without some difficulty. Abrell suggests that one reason that today's presidents are less than altogether successful is that the true situation is not defined for them at the time they apply for the position of the presidency. Position profiles tend to be incomprehensibly general, vapidly vague and call for the "superhuman scholar-saint" who seems to have disappeared since the likes of Albert Schweitzer. Abrell suggests, as do others that it is not the past performance of the president that is most important but the matching of the applicant for the presidency with the particular institution. The main function of the president is to preside over the institution and to lead it toward the fulfillment of its objectives. Abrell offers a compatibility audit instrument for matching the candidate with the institutional situation in an interest to give longer life to the presidential appointment.


12 Ibid., p. 199.


Because of the tumultuous times some institutions of higher education are actively seeking lawyers as the college president. Attorneys as the administrative decision makers in universities or colleges may be better able to cope with the current tendency of the population to try to resolve all conflicts by taking them to court.

There is broad coverage in the literature of the various roles, management approaches and leadership styles of university or college administrators. The institutional structure, of course affects the president's management approach, eg. if there is the position of provost or a senior administrative officer which serves as a partner to the president. These positions provide a leader-management team. Moore suggests this arrangement allows the president to serve as more of a leader. Much of the literature presents the idea that the president is expected to be an academic leader rather than an administrator. Moore treats this issue eloquently:

Leaders are social poets. And administrators are their critics. Matthew Arnold said that the poet is the highest form of creative man but that the critic is also a creative poet. The dialogue between poet and critic, leader and administrator, may make the university presidency more attractive as a career for the leader. Leaders will find their way to the mainstream of the time. The tragedy lies with their having to leave the university presidency to find it.

In some institutions, a shared authority model is the approach. Different groups and individuals, students, faculty, etc. collaborate on


17 Ibid., p. 296.
Cleary stresses that proper consultation leads to proper delegation. In this type of institution, the president must have political skill and the ability to delegate responsibly. 19

The structure of institutions varies greatly. The role of the president in these institutions is reported in the literature to go from a high level staff position of implementing authority only to that of central decision making power, to the creative management type, who is involved in "administration by perspective." 20 This president has the ability to reconcile inherent conflicts between central and shared authority areas.

Byrd reports that the effective educational leader is not dependent on a specific dominant leadership style. He subscribes to the situational theory of leadership. He suggests that effective educational leadership occurs when there is an appropriate match between the leader's style and the situation demanding that particular style. 21 Byrd's report utilized Reddin's 3-D Theory 22 to describe his thesis. The theory is based on the amount of Task Orientation or Relationships Orientation that characterize the educational leader. Determination of the extent of these

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19 Ibid., p. 95.


characteristics results in being categorized in a style:

Integrated - A basic style with more than average Task Orientation and more than average Relationship Orientation.

Dedicated - A basic style with more than average Task Orientation and less than average Relationship Orientation.

Related - A basic style with less than average Task Orientation and more than average Relationship Orientation.

Separated - A basic style with less than average Task Orientation and less than average Relationship Orientation.

Byrd administered two instruments designed to identify the characteristics of interest to fifty-three deans. The data collected revealed the following concerning the dean's basic leadership style. From a total sample of fifty-three deans, forty-nine percent \((n=20)\) exhibited a separated style; twenty-eight percent \((n=15)\) a related style; seventeen percent \((n=9)\) an integrated style and six percent \((n=3)\) an dedicated leadership style.

Other literature charges that the administrator should not be managing at all. Robinson feels that because of "managing crises, managing resources, managing personnel" and when not managing, designing management systems, administrators can't be educational leaders.\(^{24}\) Cohen and

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\(^{23}\) Ibid., pp. 4-5.

March provide a unique attitude:

The world may collapse tomorrow; it may not. The university may survive another ten years; it may not. The differences are important, and the problems are serious. But the outcomes do not much depend on the college president. 23

William Bruening proposes three administrative task areas for the president: management, administration per se and leadership. He discusses management as concerned primarily with the economic affairs of the campus. Administration is execution of already existing policies and procedures. 26 He argues that much of the conflict on campuses occurs because the president must focus on management and administration and not on leadership. Bruening used a Leadership Behavior Description Questionnaire to categorize leader behavior into; (1) Initiating Structure in Interaction, and (2) Consideration. This approach is determining the leadership style through analysis of the relationship with the members of the leader's staff. 27

Bruening also discusses the application of McGregor's Theory X and Y to higher education administrators. Type Y administration is more desirable. The notion of freedom provided the staff allows the administrator to be a leader. 28 Bruening's major thesis is that leadership is the only ultimately important task of the administrator and that leadership cannot and should not rest with one individual but with the group as a whole. He states that in light of the group leadership structure in in-


27 Ibid., p. 4.

28 Ibid., p. 5.
Institutions of higher education, university administrators are paid salaries which are too high.  

The Lippitt approach stresses that the study of leadership styles must be approached from a "Functional Leadership Approach". He charges that the trait approach to studying leadership is invalid. Leaders have autocratic, laissez faire and democratic styles. The approach taken is naturally the one that works. The functioning leadership cannot be separated from the functioning group and the problem the group has at that time.

Francis C. Pray categorizes the leadership styles of presidents by their approach to decision making. There is the "do it yourself and it will get done right," who is unable to accept anything less than his kind of perfection. He seldom delegates and when he does looks over the person's shoulder until the job is done.

There is the "fastest gun on the campus," who prides himself on prompt management decisions and the antithesis, the "philosopher king." His guns are rusted. He sees so many sides to every question that he gets little decided on any issue.

There is the style that has "everything in its place." This style approaches each problem as though it should occupy the same time on the agenda as every other problem.

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29 Ibid., p. 6.


31 Francis C. Pray, "The President as Reasonable Adventurer", AG3 Reports, Vol 21, June 1979, p. 45.

32 Ibid., p. 46.

33 Ibid., p. 46.
There is the "let's take a vote" style. This president seeks group
decision making to protect himself.\textsuperscript{34}

There is the "timid soul," who rarely makes a hard decision. When
he does, it has many qualifications to spare feelings, so colleagues are
never sure what he wants. The opposite of this style is the "bull in
the China Shop." He intimidates his colleagues. They in turn avoid him
thus depriving him of insights and information they could contribute.\textsuperscript{35}

Pray's thesis is that the president should be a reasonable adventur­
er. The qualities he attributes to that style are listening attentively,
using staff to present points of view and to prepare data on issues
but in the end, he makes the decision alone. Since there has been open
participation in the process, even those who don't agree feel bound
by the decision. He expects as much of himself as those who work with
him. He has open thought processes. The reasonable adventurer presi­
dent is time-conscious, priority conscious and goal oriented.\textsuperscript{36}

Cohen and March take the position that it is the organized system
of the university which is most important in the leadership style of
the administrator. They have designed a system of eight distinct ways
that a university is governed. Each of these has a set of implicit as­
sumptions about the circumstances under which the institution and there­
fore the president operates. Each system has a procedure for allocating
formal power within the system. Therefore, each functions in a different
way and so demands a different style and approach from its leader.

(a) The competitive market approach metaphor. This university

\textsuperscript{34} Ibid., p. 47.

\textsuperscript{35} Ibid., p. 47.

\textsuperscript{36} Ibid., p. 48.
provides simply a bundle of goods in a free market. Students, faculty and donors select from a list of universities (willing to accept them) the one that satisfies their needs. (Effective governance in this atmosphere takes place through the operation of markets e.g., labor market, student market, employer market, legislative market). 37

(b) The administrative metaphor. In this model—we assume that the university has a well defined objective specified by a formal group. The objectives of the university can be defined precisely and operationally. The leader uses analysis and persuasion as contrasted with bargaining and politics. Access to the control group, the board of trustees is a key power question. 38

(c) The collective bargaining metaphor. It is assumed there are fundamental conflicting interests. Faculty wish to be supported in their research, donors wish to enhance the prestige of the institution from which they graduated, legislators wish to satisfy constituents. These interests can be in direct conflict with some key activities of the university. The leader is a bargainer, working among representatives of the major interests and then enforcing formal contracts and social pressure. The various systems are managed. 39

(d) The democratic metaphor. The university is an "electorate" consisting of students, faculty, alumni, citizens and parents.

38 Ibid., p. 32.
39 Ibid., p. 32.
Members of the electorate choose the president after which he/she seeks to manage the institution in the name of the electorate. Although the presidents are not usually really elected, they think of themselves that way. The style of leadership that results is one of continuous negotiations to form coalitions and trades. It assumes the performance of a brokerage function. 40

(e) The consensus metaphor. This university has procedures for securing apparent unanimity. There may be weekly meetings open to anyone who wishes to participate. Opinions are expressed, alternatives are considered and an effort to achieve consensus is made. 41

(f) The anarchy metaphor. In this university, individuals are seen as making autonomous decisions. Neither coordination or control is practiced. The leader in this environment exhibits modest status demands. 42

(g) The independent judiciary metaphor. This model assumes there are substantial conflicts between the immediate self-interests of current constituencies and the long run interests of the institution. The administrator in this environment is a trained judge capable of perceiving the intrinsic purposes and needs of the institution. He/she must have the ability

40 Ibid., p. 32.
41 Ibid., p. 33.
42 Ibid., p. 34.
to induce the members of the university to accept actions in the name of the institution that they would not necessarily have taken in their own behalf. 43

(h) The plebiscitary autocracy metaphor. The environment in this institution assumes that the decisions to be made are technically complicated relative to the amount of time and knowledge available to the members of the constituency. The leader makes the choices. It is assumed that the making of a choice is more important than the making of any particular choice. 44

In digesting the material provided in the Cohen and March book, the theme of identification of the governance procedures of the specific institutions becomes important. It is through this mechanism that implications for presidential leadership styles can be isolated.

This idea in varying forms permeates much of the literature. Abrell states that management is so highly situational that search committees should know their institutions well before seeking a certain type of president. 45 The president needs to know the institution so that he/she may manipulate the situation toward educationally worthwhile results. 46

A small segment of the literature is written specifically regarding female administrators. Some of this literature takes a slant dealing with discrimination against and unrealistic expectations toward female

43Ibid., p. 34.
44Ibid., p. 35.
46Ibid., p. 199.
administrators. Coverage of this material is provided in order to present a complete review.

Opportunities for females to attain high ranking administrative posts is a problem. Adickes identifies that large groups of women not yet having the credentials of their male counterparts and the "old boys' networks" as the major issues in this regard. This argument is supported in other areas of the literature. Kaufman says that the choice of the president is often made by boards of trustees. He states that only fifteen percent of all college and university trustees are female and that is at the root of the problem. The Adickes article goes on to state that when women do acquire an administrative post they have different work assignments, rewards and have to perform one hundred to two hundred percent better than their male counterparts.

In criticism of the female administrators studied, females are characterized as less flexible than male administrators. The reason Adickes cites for this lack of flexibility among female administrators is that women are motivated by desires to act on the humanistic values they uphold as educators. Becoming an educational administrator can require that one act in ways inimical to these values.

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47 Sandra Adickes, "Leadership Styles: Do Women have to act like men?" Community College Frontiers, Spring, 1977, p. 13.


49 Adickes, "Leadership Styles: Do women have to act like men?", p. 13.

50 Ibid., p. 12.
Women administrators have a tendency to "go it alone." This, while sometimes attributed to fear in a successful situation, is explained by Adickes as a fear of isolation and impotence. The female administrator fears she will not be able to continue to hold the high values which brought her into teaching. 51

It would seem from the literature that those goals should enhance the role of the president nicely. The "Guidelines for Conditions of Employment for College and University Presidents" states that as a primary goal, the president should be a leader. He/she should lead toward appropriate and superior quality educational programs and an intellectually stimulating campus environment based upon accepted tenets of academic freedom. 52

Interestingly, this document goes on to say that the president is obliged to carry out to the best of his or her ability the supervisory and administrative mandates of the leadership position. 53 These guidelines stress that the president is a scholar/leader rather than an administrator/manager. The document recommends, however, that the president should assume responsibility for acquiring, understanding, practicing and extending the body of knowledge of higher education administration. 54


53 Ibid.

54 Ibid.
A study by Ann M. Picker collected data from one hundred female and one hundred male administrators in public school districts. This study is cited because its results provide insight into the female administrator in general. Picker found that female administrators were found to be older than male administrators at the time of their first administrative appointment if they were above forty-five years of age. For the groups of administrators under forty-five years of age, the age for male and female administrators attaining their first administrative positions were not different.\(^5\) This study indicates that younger women are not spending excessive number of years teaching before entering administration.

Sponsorship is an important factor in climbing the career ladder. The sponsor or mentor is an older individual in the administrative field who assists the younger administrator in his or her career. Picker's study showed that young women are receiving more sponsorship than older female administrators did. The results also suggested that young female administrators are receiving more sponsorship than their male counterparts.\(^6\)

Career aspirations and career planning are important factors to success. Picker found that "female administrators frequently have not planned their careers but simply allow them to happen".\(^7\)

A lack of job opportunities for female administrators is addressed in the literature. A significant number of the female administrators in


\(^{6}\) Ibid., p. 146.

\(^{7}\) Ibid., p. 147.
the Picker study had experienced some form of discriminatory practices in school systems. That certain administrative jobs are identified as female and others as male is one form of discrimination most commonly cited. Picker states that "the day they put a woman in the position of business superintendent you will know we have arrived".\(^\text{58}\)

Another subject which permeates much of the literature is the need for and question of evaluation of the president. The American Association of University Administrators suggests that the evaluation of administrators be based on expectations and priorities jointly determined by the board and the administrator at the time of appointment.\(^\text{59}\) Evaluation of the goals formed by the president, whether they deal with the most pressing needs and whether appropriate authority patterns were used to attain the goals is suggested as a valid evaluation mechanism.\(^\text{60}\) The president in most cases is evaluated on administrative skills and "people" skills. In order to arrive at evaluation of both, faculty involvement in evaluation of the administrators is growing in acceptance but the ultimate responsibility is with the board.\(^\text{61}\)

Williams disagrees with that approach. She suggests that evaluation by the governing board has as its final question that of retention or dismissal. In the interest of development for the institution, she recommends an internal evaluative feedback system. This system would have the top administrative staff assessing the president's performance and

\(^{58}\)Ibid., p. 148.


\(^{60}\)Ibid.

\(^{61}\)Ibid.
the success of his/her stewardship. This approach would be growth oriented and directed toward enhancing competencies.

In some areas of the literature related to evaluation, the theme mentioned many times before, the type of institution or climate of institution was stressed. The university president and the community college president should be evaluated on different things.

Considering the institution switching problem, some of the literature stressed cautiousness in approaching the evaluation issue. Cohen and March feel the president should not be evaluated on concrete criteria specified in advance but rather what is believed to be important at the moment. The essential operations of the president are concerned with people functions, which are difficult to evaluate. The danger at the moment seems to be that some potentially fine administrators are driven away by crude assessment devices. The challenge is to strengthen the person and the office.

"If the major issue confronting higher education today is recruitment and support of good people - those very individuals who are education's scarcest resource, then executive assessment that focuses on in-service improvement and administrative development is vital to every constituency concerned about the future quality and strength of our country's colleges and universities."


63 Cohen and March, Leadership and Ambiguity: The American College President, p. 228.


What does the job of the president entail? How can it be evaluated if they are performing their jobs effectively? These are areas of great interest to the discipline of educational administration. The activities that are involved in being the president were dealt with in the Cohen and March text. Chapter 7 of the text, twenty-seven pages was devoted to this subject. The report states that the job of the presidency is an exhausting one. There isn't enough time to see everyone nor enough time to accomplish what must be accomplished. The report would suggest that presidents are overworked and misworked. Cohen and March raise an interesting question;

Colleges and universities vary substantially in sizes, wealth, characteristics of their clientele, and heterogeneity, and in size, organization and efficiency of their staffs. Across all this variation, their presidents work approximately the same busy, subjectively impossible schedule. It seems remarkable that every president is working about the same amount of time, and it seems remarkable that every president experiences about the same sense of frustration in the misallocation of his effort. Yet from the available reports, that appears to be the case.

The time allocation study which provided the data for the chapter was conducted with a sample of forty-two male presidents. Two days were selected and logs provided for the presidents' secretaries. The logs requested information relative to where the president was at each half-hour during the day, with whom and the general topic of the meeting. The results of the study were as follows:

The amount of presidential time devoted to academics (i.e., academic administration, faculty and students) relative to the amount of contact with others increases with size. Presidents of small schools have relatively less contact with the academic part of the organization than do presidents of larger schools. Presidents of small schools are more likely than presidents of larger schools

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to talk directly with faculty rather than communicate through academic administrators. Presidents of larger schools are less likely to deal with people one at a time than are presidents of small or medium-sized schools. 67

There was nothing in the Cohen and March work that dealt with the administrative categories of activities of the president's workload. In the Handbook for College Administration it is suggested that the college president's role is changing, becoming more complex. The president is now primarily involved in administration of external matters of policy implementation and public relations as well as internal financial and physical operations. 68

The presidential role is truly a complex one. The job and the people who hold it have been the subject of much investigation. With the exception of the Cohen and March text, most of that investigation has been of a superficial nature, thus inviting further educational research.

67 Ibid., pp. 143-144.

CHAPTER III
PRESENTATION OF DATA

This study is concerned with female presidents of four-year institutions of higher education in the United States. At the time of the proposal of this dissertation, there were one-hundred thirty female presidents listed by the American Council on Education. Of that number eighty-two are members of religious orders serving as presidents of religiously affiliated schools. These eighty-two are not part of this study; factors in their selection and administration are different. The remaining forty-eight female presidents comprised the population that was of interest to this study. Since that time (1) Immaculate Heart College, Los Angeles, California, (president Dr. Mary Jean Pew), officially closed on August 31, 1980; (2) Mills College, Oakland, California, (president Barbara M. White), has a male as acting president following the resignation of Ms. White, June 30, 1980; (3) Mercer University, Atlanta, Georgia, (president Dr. Jean Hendricks), inappropriately lists as president of that institution Dr. Hendricks, whose title is dean of the college; and (4) The Curtis Institute of Music, Philadelphia, Pennsylvania, (president Dr. A. Margaret Bok), also lists Dr. Bok as president of that institution in the Educational Directory, Colleges and Universities 1979-80. While Dr. Bok is President of the Board of Directors of the institution, a male serves as the chief executive officer. Thus the population is reduced to forty-four.

The universal population of female presidents who are not members of religious orders was divided into two categories for the purpose of
this study: those presidents who are presidents of coeducational institutions which had previously had male presidents and female presidents who are serving as the chief executive officer in academic institutions which have traditionally had female administrators. In the first category there are eight presidents; in the second, thirty-six.

Chapter III contains a complete description of the methodology employed in this study. The survey responses provided by twenty-eight of the thirty-six female presidents who comprise the second category are reported. The results of the personal interviews conducted with six of the eight female presidents who comprise the first category, the case-study sample, are contained in the remainder of the chapter. The case-study sample also provided data related to their time allocation and the operational schema of the institutions of which they are the presidents. The time allocation data were obtained from the daily logs kept by the presidents in the case study sample. The daily log data are contained in Appendix B, pages 192-227. The summary of the data and the analysis appear in Chapter IV, pages 135-136. The operational schema of the six institutions of the case study sample are in Appendix B, pages 182-187. Both samples participated in a personality profile study which identified dominant personality characteristics and leadership styles.

METHODOLOGY

The first step involved in the formulation of the survey instrument, was identification of the objectives. The research questions were translated into survey items that could be answered with a minimal of difficulty. Items that dealt specifically with educational administration theory or terminology were defined to facilitate the survey being completed. Series of related questions were employed to acquire information which could be compared with the data acquired by the personal interview
mechanism with the case study sample.

The survey was then field tested with the small sample of female presidents. Each of these women contributed comments which led to revision of the survey instrument. Their suggestions and recommendations are incorporated into the finalized version of the survey.

The survey sample was identified through the use of the *Educational Directory, Colleges and Universities 1979-80*. The American Council on Education, the Office of Women in Higher Education provided updated material on the most recent presidential appointments to females.

The smaller case-study sample was identified through the same mechanisms as the survey population. This population of eight females were more readily identified due to publicity surrounding them. Of the population of eight presidents, six agreed to be interviewed. One president was going to be out of the country on an extended basis. The other president felt a prior obligation to investigations of graduate students within her own institution.

The interviews were conducted in the offices or the homes of the six presidents who participated. The Cannel and Kahn, funnel type of structured interview was employed. This mechanism starts with open, general questions which were provided in the structured interview schedule, followed by specific, closed questions. The interviews were taped with the permission of the participants.

The Personal Profile System, a forced-choice, structured interview tool was administered to each of the members of the case-study sample. The Personal Profile System is an instrument based on self-description. It predicts behavior through isolation of dominant personality characteristics and approaches to dealing with others. The individual's behavior pattern of interaction is described along four dimensions:
(1) Dominance (D) - active, positive behavior in an antagonistic environment

(2) Influencing of others (Inducement I) - active, positive behavior in a favorable or friendly environment

(3) Steadiness (Submission S) - passive agreeableness in a favorable environment

(4) Competence (Conformity or Compliance C) - passive behavior in an antagonistic environment

The (DISC) Profile contains twenty-four blocks of four descriptive words each. The respondents select from each block of words, the one word which is most self-descriptive and the one word which is least self-descriptive. From these selections, the individual's behavior patterns are graphed. (examples are provided in Appendix C, Table 2, pages 230-238)

A dimensional interpretation is made from the peak of the four plotting points in Graph III - Behavior: Self Perception. The Personal Profile (DISC) Manual gave the following descriptions of the four dimensions:

Dominance (D) - Drive to accomplishment in the face of opposition or antagonism. It characterizes one who is a self-starter, loves a challenge and performs best when he has authority and responsibility. Although he can do detailed work necessary to obtain a goal, he tends to be dissatisfied and impatient.

"In dealing with people he is usually direct, positive, and straightforward. He says what he thinks, is blunt and even sarcastic although he is not a grudgeholder. Can explode and take issue with any of his associates. Takes for granted that others think highly of him. Likes to be out in front and have the spotlight. If he isn't in the center of the stage, he will sulk. May hurt the feelings of others without realizing it. Tends to be responsive to flattery since he is basically egotistical. Usually a rugged individualist and self-sufficient."
Can be a bully and over-ride others in order to attain his goals. Oversteps authority. Can be excessively critical and fault finding when things or people do not meet his standards. After he has said what he has to say, he forgets it. He will usually join organizations for the furtherance of some goal rather than social activity”.

**Influencing (I)** - of others to react positively or favorably. It is a disposition characterized as being outgoing, persuasive and gregarious.

"Usually optimistic and can generally see some good in any situation. Principally interested in people, their problems and their activity. Willing to help others promote their projects as well as his own.

May lose sight of business goals in this respect. People tend to respond to him naturally. Joins organizations for social activity.

Tends to be superficial and shallow. Can switch sides of an argument without any outward sign that he is aware of any inconsistency.

He tends to jump to conclusions and may act on an emotional impulse. May make decisions based on a surface analysis of the facts. Because of his trust and willing acceptance of people, he may misjudge the abilities of others. Feels he can persuade and motivate people to the kind of behavior he desires in them.

He usually performs well where poise and smoothness are essential factors. Public relations and promotion are natural areas of endeavor for him”.

**Steadiness (S) (Submission)** - is characterized as stability in performing a routine and repetitive situation and striving to maintain the "status quo". He does not want change, particularly when it is unexpected or sudden, and he can follow an established work pattern with a seeming unending patience.

"Usually amiable, easy going and relaxed. He is undemonstrative and controlled. Since he is not explosive and easily triggered, he may conceal grievances and be a grudge-holder. He likes to build a close relationship with a relatively small group of intimate associates. Appears contented and relaxed. Patience and deliberateness characterize his usual behavior. He is a good neighbor and is always willing to help those he considers to be his friends."
He is usually very possessive and develops strong attachments for his work group, his club, particularly his family. He has deep family ties and will be uncomfortable when separated from his family for any extended periods of time.

He operates well as a member of a team and can coordinate his efforts with others with rhythm and ease”.

**Competence (C) (Conformity and Compliance).** Compliance with high work standards—to avoid trouble or error.

"He is usually peaceful, adapting himself to a situation so as to avoid antagonism. Since he is sensitive and seeks appreciation, he is easily hurt by others. He is basically humble, loyal and unaggressive. Doing to the best of his ability whatever is expected of him.

Since he is basically cautious and conservative, he is slow to make decisions until he has checked all available information. This may frustrate his associates who may be more quick acting.

Because of a basic reluctance to make decisions, he may wait to see which way the wind is blowing before acting. He many times displays a good sense of timing and shrewdness in selecting the right decision at the right time.

He strives for a stable, orderly life and tends to follow procedure in his personal as well as business life. He is a systematic thinker and worker. Proceeding in an orderly, pre-determined manner, he is precise and attentive to detail. He, at times, may be dependent on procedure and become overly involved in detail. He usually sticks to methods that have brought him success in the past”.

The case study sample was then asked to provide information relative to time allocations. This section required the presidents to keep a daily log of activities for two randomly selected days. This aspect of the study was based on the Cohen and March time allocation study. Since emphasis in this study is on the characteristics of female administrators, a system of administrative functions was added to the daily log. Each president was asked to classify her administrative functions as planning, organizing, staffing, directing, coordinating, reporting and budgeting. A classification labeled "other" was provided to compensate for functions which were not included in the definitions of
each of Gulick's categories. Each of these presidents also provided an organizational chart of their institutions.

The presentation of the data is divided into two sections. The first section includes the results of the survey sent to the larger population of female presidents, those who are operating in situations which traditionally have had female administrators. The section includes a tally of the responses to each question, including comments or clarifications that were provided. Of the thirty-six surveys mailed, twenty-eight were returned completed. This represents a seventy-eight percent response. Three of those participants who filled out the surveys refused to participate in the Personal Profile System section of the data collection. Two participants that filled out the instrument did so in such a way as to make them unusable. The extrapolations made regarding that section are therefore based on sixty-four percent participation. Of those who did not return completed surveys, two sent letters of refusal stating that they do not participate in dissertations because of time constraints. One president returned a completed survey which was lost in the mail and refused to fill out another survey because of time constraints. Of the thirty-six presidents approached, only five refused to participate in the study or even communicate after two letters and follow-up phone calls to their secretaries or assistants.

The relatively high percentage of response can be attributed to (1) identification of the name of the president at each institution, rather than direction of the request to "the president"; (2) follow-up letters and phone calls to the presidents who did not respond initially; (3) the willingness of members of the case-study sample who are prestigious women in the educational community to stimulate some of their acquaintances who were slow in responding; and (4) a concern on the part...
of female administrators to assist other females in the educational administrative field.

This section also includes the results of the Personal Profile System instrument. The behavior pattern utilized in the individual's approach to administration and dominant personality traits determined by the self-description, forced-choice word selection is reported.

The second section includes (1) the organizational chart for each of the institutions in the case study sample; (2) the responses to the questions in the personal interview, including additional information related to the individual's background, educational career development and leadership style that were provided during the interview; and (3) the results of the Personal Profile System instrument. The results of the time allocation exercise are reported in Chapter IV, pages 135-136. The completed daily logs are found in the Appendix B, pages 192-227.

PRESENTATION

The survey instrument contains twenty-five questions. The questions which can be answered by a checkmark were designed to relate to the commentary provided to similar questions in the case study sample. Opportunities for comments were provided in the survey instrument as well. The survey is divided into sections covering personal background, educational preparation, educational administration career planning and development, leadership and management approaches and the Personal Profile System. The tally of responses to the questions as well as the comments and clarifications provided by the participants is reported. Each participant was guaranteed personal and institutional anonymity.

Following is a detailed breakdown of the responses of the twenty-eight presidents to the twenty-five item survey.
PERSONAL BACKGROUND

1. What is the enrollment of the institution of which you are the chief executive administrator?

<table>
<thead>
<tr>
<th>Enrollment Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 500 students</td>
<td>5</td>
</tr>
<tr>
<td>500 - 1000</td>
<td>11</td>
</tr>
<tr>
<td>1001 - 1500</td>
<td>2</td>
</tr>
<tr>
<td>1501 - 3000</td>
<td>7</td>
</tr>
<tr>
<td>3001 - 10,000</td>
<td>2</td>
</tr>
<tr>
<td>over 10,000</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Are both sexes represented equally in the student body?

<table>
<thead>
<tr>
<th>Sex Representation</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
</tr>
</tbody>
</table>

Comments:

a. 18 of the institutions that answered no, had an all female enrollment

1 is 75% female

1 is 75% male

b. of the institutions that answered yes:

<table>
<thead>
<tr>
<th>Enrollment Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment of less than 500 students</td>
<td>3</td>
</tr>
<tr>
<td>Enrollment of 500 - 1000</td>
<td>1</td>
</tr>
<tr>
<td>Enrollment of 1501 - 3000</td>
<td>2</td>
</tr>
<tr>
<td>Enrollment of 10,000</td>
<td>2</td>
</tr>
</tbody>
</table>

3. What is the number of full-time faculty of the institution?

<table>
<thead>
<tr>
<th>Faculty Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 15</td>
<td>2</td>
</tr>
<tr>
<td>20 - 25</td>
<td>4</td>
</tr>
<tr>
<td>30 - 40</td>
<td>3</td>
</tr>
<tr>
<td>50 - 65</td>
<td>6</td>
</tr>
<tr>
<td>80 - 100</td>
<td>3</td>
</tr>
<tr>
<td>101 - 150</td>
<td>4</td>
</tr>
<tr>
<td>171</td>
<td>1</td>
</tr>
<tr>
<td>270</td>
<td>1</td>
</tr>
<tr>
<td>400</td>
<td>1</td>
</tr>
<tr>
<td>550</td>
<td>1</td>
</tr>
<tr>
<td>700</td>
<td>1</td>
</tr>
<tr>
<td>793</td>
<td>1</td>
</tr>
</tbody>
</table>

4. Is there a provost position in the administrative structure of the institution?

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
</tr>
</tbody>
</table>
Comments:

a. the one school with over 10,000 students has a provost
b. one all female enrollment school of 1700 students has a female provost
c. yes, but it is called Dean of Academic Affairs
d. yes, but it is called Chief Academic Officer
e. no, but Academic Deputy to President carries out provost functions

5. What is your marital status?

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>10</td>
</tr>
<tr>
<td>Married</td>
<td>13</td>
</tr>
<tr>
<td>Divorced</td>
<td>4</td>
</tr>
<tr>
<td>Widowed</td>
<td>1</td>
</tr>
</tbody>
</table>

6. What was your age upon attaining the position of president?

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 35</td>
<td>2</td>
</tr>
<tr>
<td>36 - 40</td>
<td>3</td>
</tr>
<tr>
<td>41 - 45</td>
<td>7</td>
</tr>
<tr>
<td>46 - 50</td>
<td>7</td>
</tr>
<tr>
<td>Over 50</td>
<td>4</td>
</tr>
</tbody>
</table>

EDUCATIONAL PREPARATION

7. What is the highest degree you hold?

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>18</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>3</td>
</tr>
<tr>
<td>M.S.</td>
<td>1</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>0</td>
</tr>
<tr>
<td>M.A.</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>

a. B.A.
b. M.M.
c. J.D.

In what discipline is your highest degree?

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Administration</td>
<td>1</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Science Education</td>
<td>1</td>
</tr>
<tr>
<td>Degree</td>
<td>Field</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Higher Education Administration</td>
</tr>
<tr>
<td></td>
<td>Educational Administration</td>
</tr>
<tr>
<td></td>
<td>Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
</tr>
<tr>
<td></td>
<td>Music Education</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
</tr>
<tr>
<td></td>
<td>Soviet Affairs</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>Art History</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td>M.S.</td>
<td>Educational Administration</td>
</tr>
<tr>
<td>M.A.</td>
<td>English and Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td>Other</td>
<td>Political Science</td>
</tr>
<tr>
<td>B.A.</td>
<td>Psychology</td>
</tr>
<tr>
<td>J.D:</td>
<td>Law</td>
</tr>
</tbody>
</table>

8. Do you hold an advanced degree in administration?

- Yes 9
- No 19

Comments:

- a. M.B.A. 1
- b. M.Ed. Educational Administration 3
- c. Ph.D. or Ed.D. Educational Administration 5
- d. no, but have had the Harvard summer institute on educational management 3

CAREER PLANNING

9. How many scholarly publications do you have to your credit?

- less than 25 23
- 26 - 50 3
- 51 - 100 1
- over 100 0
Comments:

a. none, 1
b. less than 25, but have two books

10. How many scholarly presentations have you made?

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 25</td>
<td>16</td>
</tr>
<tr>
<td>26 - 50</td>
<td>8</td>
</tr>
<tr>
<td>51 - 100</td>
<td>2</td>
</tr>
<tr>
<td>over 100</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:

a.

11. Have you held the administrative position of

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>department chair</td>
<td>10</td>
</tr>
<tr>
<td>dean</td>
<td>15</td>
</tr>
<tr>
<td>Vice-president</td>
<td>5</td>
</tr>
<tr>
<td>provost</td>
<td>4</td>
</tr>
<tr>
<td>assistant to the president</td>
<td>3</td>
</tr>
<tr>
<td>other</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

a. assistant to dean
b. academic deputy
c. associate dean
d. program director
e. acting president
f. director of accrediting commission
g. no other academic administrative position, 4

12. Have you held lesser administrative positions in the institution where you now serve as president?

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>total</td>
<td>8</td>
</tr>
<tr>
<td>Department chair</td>
<td>3</td>
</tr>
<tr>
<td>Dean</td>
<td>3</td>
</tr>
<tr>
<td>Vice-President</td>
<td>3</td>
</tr>
<tr>
<td>Provost</td>
<td>1</td>
</tr>
<tr>
<td>Assistant to the President</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
</tbody>
</table>
Comments:

a. academic deputy
b. chair, dean, vice-president and acting president
c. none

3. Is your administrative experience from private

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>private institutions</td>
<td>17</td>
</tr>
<tr>
<td>public institutions</td>
<td>2</td>
</tr>
<tr>
<td>both</td>
<td>2</td>
</tr>
<tr>
<td>other</td>
<td>5</td>
</tr>
<tr>
<td>none</td>
<td>2</td>
</tr>
</tbody>
</table>

a. private business
b. federal agencies
c. central office experience
d. political
e. C H E/M S A

4. Were the institutions at which you received your degrees

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>private institutions</td>
<td>11</td>
</tr>
<tr>
<td>public institutions</td>
<td>1</td>
</tr>
<tr>
<td>both</td>
<td>14</td>
</tr>
<tr>
<td>no responses</td>
<td>2</td>
</tr>
</tbody>
</table>

a. private for education, public for law
b. undergraduate degrees from public institutions but advanced degrees from private schools

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. M.S. private, Ph.D., public</td>
<td>8</td>
</tr>
<tr>
<td>d. B.A. private, M.A. and Ph.D., public</td>
<td>10</td>
</tr>
<tr>
<td>e. started in public university but graduated from private university</td>
<td>12</td>
</tr>
</tbody>
</table>
15. Are you an alumna of the institution at which you now hold the position of president?

Yes 3

No 25

16. Have you held the position of president in another institution of higher education?

Yes 1

No 27

a. yes, one other

17. Have you had experience in fund raising?

Yes 23

No 5

Comments:

a. yes, thats why I took the job as Associate dean, it was finance related

b. only as president (mentioned four times)

c. yes, but feel very weak in this area

d. sought it out at Harvard Institute just before becoming president

18. Does your background include financial expertise?

Yes 16

No 12

a. Economics undergraduate; worked in accrediting commission

b. Economics major; was corporate director

c. no, but have been thrown into experience as a result of inefficient personnel

d. Dean, $1,000,000. instructional budget plus $21,000,000. as provost

e. federally funded vocational budgetary training program

f. Dean, handled budget; Board member in business

g. chaired finance committee
h. family business, Board of Directors for business; finance and management workshops
i. course in accounting and marketing
j. assistant to president; Harvard course
k. associate dean of finance; M.B.A. Columbia
l. training in educational administration; experience in State department before presidency
m. no, my background is political and legal

LEADERSHIP AND ADMINISTRATIVE APPROACHES

19. Do you subscribe to one of the following frameworks of administration?

McGregors' Theory Y
Social Systems Approach
Administration as Directing and Controlling
Life in the Organization (Griffiths)

a. I don't know enough about frameworks to comment
b. not relevant
c. none employed
d. all of the above, only students and professors talk about theory
e. some of each
f. some of each, but closest to Theory Z
g. aspects of the above combined with delegation, trust and considerable information sharing, consensus building. This is jargon to me and the reason I discarded the first questionnaire.

h. No
i. other

20. Do you employ one of the following approaches to management?

motivational approach (Herzberg, Maslow)
management by objectives
clinical supervision
human relations management
other
Comments:

a. situational authority concept (other)
b. all of the above (other)
c. A and B but try to maximize control over the environment through goals, etc. set by me. (other)
d. none that I know of
e. no single approach
f. a combination
g. I'm not familiar with the language
h. again this is text book stuff. The scene of action and the times set the parameter of what is possible and reasonable

21. Does your institution have a formal assessment or evaluation process for the top executive?  

Yes  16
No  12

Does that procedure include assessment by the

Board of Trustees  14
self-assessment  6
assessment by stipulated performance standards  4

Comments:

a. yes, presidents serve at the pleasure of the board
b. no, informal with the chancellor
c. yes, by executive committee
d. yes, self-assessment is included based on goals I set annually within the framework of the college's mission and its three year plan
22. Are you able to blend your personal goals with those of

the university 21
the faculty 12
the students 11
no 1
no comment 1

Comments:

a. no, there are only 48 hours in a day
b. my only personal goal is to leave every situation better than when I came into it
c. I don't know yet
d. yes, all and the community too
e. students mainly, because I am interested in development of full participation of women in society
f. yes, all of the above, because I am interested in the advancement of women and that is the mission of the college as well
g. faculty and students, but not the university
h. all three to some degree, this job is a way of life
i. all three, because my goal is to change service delivery in this country, redesign professional education, improve the life of the citizens served by our student/professionals, disseminate the alternative model of higher education that we have created
j. I'm not clear on the question

23. Has the office of the presidency provided you the vehicle to attain your educational career and professional goals?

Yes 20
No 2
no answer 6

Comments:

a. no, not really, I just wanted to be a good teacher
b. I don't particularly care for the office of the presidency, but I want to have an active role in alternative educational ventures, the presidency allows me to do this
c. perhaps....I intend it shall

d. yes, sometimes

e. yes, institutions have more clout to change society than individuals

f. no, the presidency came long after I had formulated my goals and educational philosophy

24. Have you found a lack of job opportunities for females in administration in higher education?

Yes 8
No 17
no answer 3

Comments:

a. I have observed that
b. yes, but no longer
c. not personally, all my experience is at one school
d. there doesn't appear to be lack of opportunities but there are sure a lack of actual women in the jobs
e. no, but this is my only administrative job so far
f. it is hard outside of womens' colleges
g. yes, in coed colleges, not womens' colleges
h. no, not in womens' colleges
i. yes, its limited
j. no, but that's in womens' colleges
k. no, not for me personally, but for women in general it's a problem
l. yes, I have many female administrators under me; I feel women should hold responsible positions in higher education

PERSONAL PROFILE SYSTEM

25 Personal Profile System (See tables 3 and 4)

Returned, completed 23
returned, unusable 2
refused to participate in this aspect of the study 3
Table 3 contains a summary of the results of the Personal Profile system administered to the case study sample. Table 4 provides the results of the survey question 25 administered to the survey sample. The researcher has transposed the results to fit the scheme of the Personal profile System.

<table>
<thead>
<tr>
<th>Leadership Behavioral Pattern</th>
<th>Frequency</th>
<th>Major Characteristic</th>
<th>Minor Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever</td>
<td>3</td>
<td>Dominance</td>
<td>Compliance</td>
</tr>
<tr>
<td>Creative</td>
<td>2</td>
<td>Dominance</td>
<td>Stendiness or Submissive</td>
</tr>
<tr>
<td>Developer</td>
<td>5</td>
<td>Dominance</td>
<td>Compliance</td>
</tr>
<tr>
<td>Inspirational</td>
<td>1</td>
<td>Dominance</td>
<td>Compliance</td>
</tr>
<tr>
<td>Result Oriented</td>
<td>5</td>
<td>Dominance</td>
<td>Compliance</td>
</tr>
</tbody>
</table>

* Each participant has three behavioral graphs.
Each participant has three behavioral graphs.

The analysis of the data in the Personal Profile System for both the case study sample and the survey sample is contained in Chapter IV, Pages 129-133.

The following pages contain brief descriptions of the six case study presidents and their structured interviews with verbatim reports of the presidents' comments.
PRESIDENT A
President A

President A is a forty-seven year old chief administrator of a major, public, land grant, Eastern coeducational institution. The university has over 14,000 students and 700 faculty positions. The administrative structure includes a Vice-President for Student Affairs, Vice-President of Financial Affairs and Administration, Assistant Vice-President for Administration, Vice-President for Academic Affairs and a Vice-President for University Relations who all answer directly to the President. (a complete institutional organizational chart appears in the Appendix) President A is the first female president in this institution.

The Personal Profile System of President A appears in the Appendix. See Table 3, Chapter III, for presentation of the data. A complete explanation and analysis of the data is found in Chapter IV.
INTERVIEW RESPONSES

1. What is the enrollment profile of your institution?
   a. 13,000 - 14,000 full-time equivalents
   1500 graduate students
   b. both sexes equally represented

2. What is the number of faculty of the institution?
   700

3. What is the governance structure of the institution?
   (organizational chart in the Appendix)

4. What is the day to day administrative structure of the institution?
   Is there a provost position?
   (organizational chart in the Appendix)

5. What is your marital status?
   a. married, two children; second marriage
   b. "divorced when began moving up educational career ladder"

6. What was your age upon acquiring the position of president?
   a. 47 years
   b. this is first presidency held

7. What is the highest degree that you hold?
   a. Ph.D. in Biology
   b. Masters in Biology
   c. B.S. in Physiology and Chemistry
   d. B.S. from public institutions
   e. M.S. and Ph.D. from private university

8. How many scholarly publications do you have to your credit?
   34 presentations?
   over 50
9. How long have you held the position of president in this institution?
   newly appointed

10. Have you been president in another institution of higher education?
    no

11. Have you held lesser administrative positions in academic institutions?
    a. never was department chair; "thought of myself as an academician, didn't want to be administrator"
    b. first administrative position was dean, under a female president
    c. applied for office of president in that institution

12. Have you held a lesser administrative position in the institution of which you are now president?
    no

13. Have you served on major committees in academic institutions?
    a. University Faculty Senate (Treasurer, Executive Committee and Chair)
    b. Search Committee for Chancellor of University
    c. Academic Freedom Committee
    d. special Subcommittees at College and University level
    e. Phi Beta Kappa (Executive Committee and Vice-President)
    f. Committees for State Academy of Science and National Institutes of Health

14. Have you had experience in fund raising?
    "Yes, that was the greatest experience as dean. I was involved with both federal and private fund raising. It was my goal to increase the financial support in my division. That's what the search committee wants for this institution; grants, support. I am a fund raiser, I'm not talking $30,000, I'm talking $500,000 at a crack."
15. Does your background include financial expertise, e.g., accounting?

"No, but as a working scientist, you have to apply for grants to do research and do it well."

16. Do you subscribe to a theoretical framework of administration? Describe the way you approach administration.

"I approach administration as a scientist. When I have a decision to make I want research done on the background; I look at what works; after it has proven itself, I believe in it. I use that approach to my next decision and evaluate the outcome. I can't do everything, I delegate. But you must check up on what happens when you delegate so you know in the future who to delegate what to. I'm very high-powered, high energy levels, put in a lot of hours. I enjoy it. I want others to do that as well."

17. Are you committed to a specific approach to leadership?

"Yes, you can't really change your style. You can try to mold it to fit the institution, but basically our personalities are a deciding factor. I have developed a style of leadership which includes bringing in money and appointments for my division. I have encouraged and aided minorities to advancement. My approach to leadership was the same way I built my name. Before me there was sloppy administration, when I was dean and now here as president. When I was dean I increased the division budget from $700,000 to $1,800,000. That's the kind of thing I plan to do here. That is what constitutes good leadership, makes you and your institution famous."

18. Has your leadership style changed from one institution to another?

"Not markedly, but this is a big place. I like a lot of input. I want my administrative staff to feel free to express their opinions, participate in the management decisions of the institu-
tion. I don't want to be "yesed"...that doesn't mean I want to be told no... but I don't want to hear yes when they mean no. In closed circles everything can be discussed. My cardinal rule though is once we have decided on a course of action and someone said they agreed, they better not say something else outside. He can hand in his resignation. I didn't mean just he...he or she, but you see I am the only woman in the administrative structure of this institution."

19. How do you routinely spend your time in the Office of the President?

"Your log isn't long enough, it should run from 5:30 a.m. to 11:00 p.m. The one thing I need for this job is a "wife", because of the amount of entertaining that is required."

(the completed daily log appears in the Appendix)

20. Describe your management style.

"I provide very clear directives. I go over job descriptions, indicate what I expect...what my objectives are. They respond how they expect to achieve that. I formulate the directives and evaluate on those."

21. Do you encourage a participatory form of management?

See response to question 18.

22. Does your institution have a formal assessment or evaluation process for the top executive?

"Yes"

22. Does that program include assessment from the Board of Trustees?

"Yes"

24. Does that program include self-assessment?

"It will, by goals I set for myself yearly."
25. Were you provided stipulated presidential performance standards upon acceptance of this position?

"No, I don't have a job description. I'm supposed to do everything. Even running the state television network is a responsibility of the president of this State University. What a challenge."

26. Do you have your own standards of performance and goals related to the presidency?

27. Are you able to blend your personal goals with those of the university, students and faculty?

28. Has the office of the presidency provided you the vehicle to attain your educational career and professional goals?

"That question is premature for me at this point. I haven't defined my new personal and long range goals. Two years ago if you asked if I wanted to a university president, I would have said no. Then I learned I could do this, administration; then I learned I wanted to do this and then I moved toward it. I looked for an institution that I was interested in. I would never have entertained going to an institution without graduate work. No small, private school for me. I am motivated by strong feelings toward higher education and I want to be in public education."

29. Do you operate under a formal contractual agreement?

"No"

Please comment from your experience relative to some of the literature which stresses that:
30. Female administrators are less flexible than males.

"absolutely not"

31. Females leave administration because they feel unable to accomplish the goals for education that brought them into teaching.

"No, to the contrary. Everything I do in an institution reflects my personal goals. While I improve the quality of the institution I help faculty and students and possibly do something for science in addition. I can do whatever I want to do now."

32. Females are more principled than male administrators, less likely to "carry out a bluff."

"No way...of course the smart thing is not to get into situations where you have to bluff."

33. Females administrators tend to "go it alone" more than male administrators in their leadership style, have more difficulty in delegation.

"Yes, I think they feel more vulnerable. It may be fallacious but they feel it."

34. There is a lack of job opportunities for females in administration in higher education.

"Yes, but changes are occurring. But there is obviously a problem or why aren't they 50/50. When do you think Harvard or Yale or Ohio State will have a female president? Why didn't Hanna (Gray) get the job at Yale...although I think it is hard to make it out of the provost position?"

35. There is an "old girls" network developing in response to the lack of female administrative positions.

"Yes, the Office of Women of A.C.E. is very active with meetings
and seminars. I went to a major meeting of all female presidents this summer. I didn't feel I had much in common with them except my sex. Most of them seem to have different personalities than I do. But I will help women whenever I can.

36. Female administrators are expected to perform better than male administrators to achieve the same recognition.

"Sometimes I think so, sometimes I don't know. Once you are really there, they forget you're a woman."

"I loved being a scientist, hated giving up the work at the bench. I felt the need to do something different...reaching out for the unknown. I loved contact with good students. There aren't as many good students as there used to be. The trade-off is that science is different than history. I paid a big price. You can't step out of science for a few years and then go back. It would take me years to catch up. I would have liked to have spent one or two more years where I was, but you don't go when you're ready. You have to take the opportunity when it presents itself or you do yourself a disservice. When I was considered for the presidency at my former school and not chosen, that was good for me. I could break clean and accept this tremendous challenge. They want strong administrative leadership and a tight money manager. They didn't have that before. They want a president who can get out and talk to alumni and do things."
And they didn't buy a "pig in a poke." I'm not known in administrative circles now, it is a new path for me to travel... but I will be."
President B

President B is a forty-nine year old chief administrator of a state college in New England. The college has 4,100 full time equivalent students. The administrative structure includes a Dean of the Faculty (provost position), Director of Business Affairs and Dean of Student Affairs. (a complete institutional organizational chart appears in the Appendix) President B is the first female to ever hold the office of the presidency in this institution.

The Personal Profile System of President B appears in the Appendix. See Table 3, Chapter III, for presentation of the data. A complete explanation and analysis of the data is found in Chapter IV.
1. What is the enrollment profile of your institution?
   a. 4100 full time equivalent students
   b. both sexes equally represented
2. What is the number of faculty of the institution?
   140 full time
3. What is the governance structure of the institution?
   (organizational chart in the Appendix)
4. What is the day to day administrative structure of the institution?
   Is there a provost position?
   "It's a small college. The structure is the same as a university
   but with different titles."
   (organizational chart in the Appendix)
5. What is your marital status?
   "I have always been single...by choice. But I have family
   responsibility, my mother."
6. What was your age upon acquiring the position of president?
   a. 49 years old
   b. this is the first presidency held
7. What is the highest degree that you hold?
   a. Ph.D. in Speech Communications/Group Dynamics (Private school)
   b. B.S. in English (Private school)
   Do you have an advanced degree in educational administration?
   "No"
8. How many scholarly publications do you have to your credit?
   "Six and I don't think they are very scholarly.
   presentations?
a. 275 scholarly papers
b. "There are writers and there are talkers. Talkers are more visible."

9. How long have you held the position of president in this institution?
   newly appointed

10. Have you been president in another institution of higher education?
    "No"

11. Have you held lesser administrative positions in academic institutions?
    a. chairman in one institution; first woman chair at that school; a private school
    b. dean in another institution; first woman academic dean in that university; kept that position for six years; a public institution

12. Have you held a lesser administrative position in the institution of which you are now president?
    "No. I have spent time in private and public schools. I think private schools promote more from within. They want people who know the politics and philosophy of the school. I received my education and began my career in private schools. State school people can't cross over to the private sector very well, but private can go to state now because of necessary austerity programs. Private education people understand that, they know how to survive.

13. Have you served on major committees in institutions of higher education?
    a. served on every committee at one time or another
    b. chair, University Council; first woman chair
14. Have you had experience in fund raising?

"Yes. I was a department chair in a private school and before that ran the area that became the department. I was an A.C.E. administrative fellow. I took a position as Assistant to the President for Community Relations to develop skills in finance and fund raising. I was involved in urban development, fund raising, alumni relations and industrial relations in that position."

15. Does your background include financial expertise e.g., accounting?

"No, but in academe you have to raise money to support your area. I come from a business family background. Public relations and "selling" education is just an extension of that."

16. Do you subscribe to a theoretical framework of administration? Describe the way you approach administration.

"For administrative decision making, I used theories having to do with interpersonal and intrapersonal communications. I gather data until it becomes repetitious. Then with all the facts at hand, I add some gut feelings and make a decision. The track record is important. I know what has worked in this situation before.

I employ a rather clinical decision making process. I interpret what's happening and I want to know why people are doing things. Data is no good unless you know, why. Administratively, I learned from the Jesuits to be Aristotelian about money, but I am non-Aristotelian about people. You have to employ some theories of gamesmanship too. In administration, there are a lot of people around you who are playing games and you don't want to get caught in those games."
For dealing with departments or faculty or student committees, I use group dynamics skills.

For dealing with people "one to one", I employ some of my "Rogerian" background. It helps you get information out of people and it helps you help them through tough times. But administrators don't have the time to follow those types of techniques routinely, the world will pass you by. You must modify them. I took a cut in salary and a step down to work as a team member in a psychiatric institute. I have 575 clinically supervised hours in that area. I observe people and recurring situations and things just click in.

Integrity of the individuals that you're dealing with is a key issue. Of course when you're dealing with people, you always incorporate risk. I believe people until they lie to me once, then I will be standing in a rainstorm and not believe them when they tell me it is raining."

17. Are you committed to a specific approach to leadership?

"Time is the biggest problem in the presidency. You can not go from a budget meeting without time to shift gears to a faculty meeting where people are looking to you for leadership. So the key is to give other people the opportunity to lead. Delegate authority to develop ideas. The directions we are to go are generated from students, faculty and staff. The president's job is to pick out what will and will not work and mold it. A good leader is a good sculptor."

18. Has your leadership style changed from one institution to another?

"Not my basic style, but how I exhibit it or how much I use, changed. But that has to do with changing schools with each change in position. At one school you are trusted, etc."
because of your track record but you don't have a track record at a new school. You have to prove yourself again. You go from being a senior chairman to a freshman dean and so on. These things affect how you exhibit your style."

19. How do you routinely spend your time in the office of the president?
   (the completed daily log appears in the Appendix)

20. Describe your management style.
   "Flexible, I don't treat any two people the same. I don't even treat someone the same two days in a row, you can't ever assume someone is what they were yesterday. The situation, the person, the desired outcomes dictate my management style."

21. Do you encourage a participatory form of management?
   "Yes, I invite participation. I do it formally with student groups, student government. You have to keep in mind that reflects only about 10-12% of the student body. I encourage students to write to me. I eat in the Student Union and talk with them. I tell them I don't want to eat alone can I eat with them and we talk. I have open houses for students. I meet with faculty. I want them to feel they have a willing ear. That can be misinterpreted, so there are rules. If they want to gripe about their chairman or a colleague, then either they have gone to that person first or I will call and have the department chair in on the meeting. If they have research ideas or ideas for the growth of the college, then I always listen. Sometimes they just bounce things off of me and then they go back through the proper channels. I like to operate that way, that's why I wanted a small school. President of a large university is like being mayor of a town, I'd rather be president of a
small school. I like to know faculty and even students by name. I hope to teach a course occasionally so I don't lose track of students.

22. Does your institution have a formal assessment or evaluation process for the top executive?
   "It is not necessarily formal."

23. Does the program include assessment from the Board of Trustees?
   "The Board has a staff and executive director that has that as one of their duties."

24. Does that program include self-assessment?
   "It is my understanding that it does. I don't find it very helpful. My business is to know how others perceive me not how I perceive myself. My business is to make the institution successful."

25. Were you provided stipulated presidential performance standards upon acceptance of this position?
   "No, no job description. I know that want they want me to run the place."

26. Do you have your own standards of performance and goals related to the presidency?

27. Are you able to blend your personal goals with those of the university, students and faculty?

28. Has the office of the presidency provided you the vehicle to attain your educational career and professional goals?
   "Everyday I ask myself questions. How many people have I helped and missed today? How much did I accomplish for education today? Otherwise there is no reason for me to be here, I can find an easier job at more money. I do compromise for the good of the whole sometimes. But if the university and I compromise, we come out with a good decision
we can both live with. If it is something that compromises my integrity, basic values or ethics, then I vote no. My professional goals for administration are the same as they were for teaching. What is expected of a teacher? That they be an expert in their field, like their job and do a good job. When I do anything I try to be the best and try to make it a better world. It becomes more difficult as you go up the ladder. Not more difficult to make the decisions but more difficult to disagree in a way that is constructive and not embarrass other people or make them lose face. When you work with fewer people, there are fewer votes, you can't get lost in the crowd.

I view the presidency as an opportunity to encourage the best in our educational system."

29. Do you operate under a formal contractual agreement?

"Not right now, year by year letter. I have rank but not tenure. Most schools don't even have rank."

Please comment from experience relative to some of the literature which stresses that:

30. Female administrators are less flexible than males.

"I've known so few, it's hard to say. The female administrators I've worked with, I've hired. They have been flexible. The few others I knew were more structured."

31. Females leave administration because they feel unable to accomplish the goals for education that brought them into teaching.
"There is a sense of isolation. Who are they going to talk to. If you go to the ladies room before a vote, who are you going to talk to. All the rest of them are down in the mens' room. It's lonely. You lose some of the humaness that you enjoyed as a teacher because you are engulfed by screaming chairmen, fifty-page reports, alumni that want no liquor on campus, kids that won't have that and everything in quadruplicate. This is something you have to put up with to pursue your mission. Every so often something happens, you really help a faculty person in developing or get close to a student who needs help and that brings you back if you've slipped away from humaness."

32. Female administrators are more principled than male administrators, less likely to "carry out a bluff."

"It's a small "n" , but I feel the percentage of game players to be about the same."

33. Female administrators tend to "go it alone" more than male administrators in their leadership style, have more difficulty in delegation.

"Yes, they arrive most of the time without having completely decided if they want administration. Because of their previous experience, they spend too much time on small details, better delegated. Male administrators tend to give detail work to subordinates. This pattern leads to problem of assessing what should be delegated."

34. There is a lack of job opportunities for females in administration.

"Oh yes, out and out discrimination. I and my colleagues have experienced it. We have even "set up" situations offered in the "Chronicle of Higher Education", to see if all female applications would be "swept under the rug."
35. There is an "old girls" network developing in response to the lack of female administrative positions.

"Yes, career mobility networks. These have to be based on qualifications though and we don't have a back-log of people yet. The American Council of Education is helping in this endeavor."

36. Female administrators are expected to perform better than male administrators to achieve the same recognition.

"Being the only woman in the room can be tough. Be the best that's all you have to do. It has been my experience that a lot of women administrators at the university level have problems with the provosts. They seem to expect more of women."
President C

President C is a fifty-one year old administrator. She was president of a major college on the East coast for ten years. The college, founded in 1870, has 15,000 students. The enrollment profile is usually slightly skewed toward females, at this point approximately 60-65 percent of the students are female. The college has a complete program, professional schools, full masters programs and major participation in the doctoral consortium of the city university. The administrative structure includes a Vice President for Administration, Vice President and Provost (Deputy to the President), Dean of Students and seven major dean positions and several academic and administrative program directors. (a complete institutional organizational chart appears in the Appendix)

The college has a long history of male administration. President C came to the presidency of this institution after being president of a smaller coeducational institution. At the writing of this document, President C has resigned her presidency to enter the private business sector.

The Personal Profile System of President C appears in the Appendix. See Table 3, Chapter III, for presentation of the data. A complete explanation and analysis of the data is found in Chapter IV.
INTERVIEW RESPONSES

1. What is the enrollment profile of your institution?
   a. 15,000 full time equivalent
   b. currently, the profile of the student body is 60 to 65 percent female students.

2. What is the number of faculty of the institution?
   a. 650 full-time
   b. 650 part-time

3. What is the governance structure of the institution?
   (organizational chart in the Appendix)

4. What is the day to day administrative structure of this institution?
   "The Provost is the chief academic officer and my deputy but not the chief operating officer. He is the "leader of peers." The Vice-President of Administration, Dean of Students and the Director of Development and Public Information were my network of administration. I have regular meetings with the academic deans as well."

5. What is your marital status?
   a. single upon attainment of first presidency
   b. married upon attainment of second

6. What was your age upon acquiring the position of president?
   38 years old

7. What is the highest degree that you hold?
   a. M.A. in English (Private school)
   b. B.A. in Mathematics (Private school)
   c. thirteen honorary degrees; Ph.D. degrees
   Do you have an advanced degree in educational administration?
   "I did all the course work for one at a private university. I
did not take the exam because I was caught up at that time in being an administrator and moving ahead. So I had much academic training in administration but that isn't where I learned the most. I had mentors. I was on national committees where Ralphy Tyler, Jerry Brunner and Zacharias were also members. I just sat and soaked it up over the period of three years that I worked with them."

8. How many scholarly publications do you have to your credit?
   over 20 publications
   "I never had a summer off in my adult life, so I've never done a textbook."

   presentations?
   over 100
   "In order for females to surface in our time, that (presentations) was a better showpiece."

9. How long have you held the position of president in this institution?
   10 years

10. Have you been president in another institution of higher education?
    "Yes, one other coeducational institution."

11. Have you held lesser administrative positions in academic institutions?
    a. Assistant to President
    b. Vice-President for Development
    c. Executive Vice-President
    d. "never was a department chair or a dean"
    e. brought into administration because of my background that was developing with the science foundation, the Office of Education, and the Ford and Carnegie Foundations
    f. "Being president in a small, growing institution is great training because you learn everything. Because it is growing,
you learn to delegate. You can't run it like a country store. When I came to run a big institution, I had already learned those things I needed. I think that was better than having been in a big institution and following the traditional department chair, dean, provost, president type of career. I think you won't see that so much in the future. Presidents won't have time to have done all that, because they will be young. I chose the national committees. That was the divining rod that spread my name and people recommend you for everything from those committees."

12. Have you held a lesser administrative position in the institution of which you are now president?
No

13. Have you served on major committees in academic institutions?
   a. every kind of committee, being in a small institution first saw to that
   b. national committees on education

14. Have you had experience in fund raising?
   "Yes, my first administrative position was Assistant to the President. I then became Vice-President for Development and then Executive Vice President. I made my public reputation in that area as a program innovator who was able to get a lot of foundation and philanthropic support for my endeavors."

15. Does your background include financial expertise, eg., accounting?
   "I have never had a course in business or public speaking and I have been told those are my greatest strengths. I have a degree in Mathematics so my mind is interested in those dimensions. What I did was hire a newly retired major corporation president to be my business manager when I took my
first presidency. He taught me finance and now it is my strongest suit."

16. Do you subscribe to a theoretical framework of administration? Describe the way you approach administration.

"I use delegation. I look for patterns. It is those patterns of the data that make sense out of nonsense. I believe of team approach in the sense of give and take. I believe in delegation but the president cannot delegate her long range planning role. The president is the authoritative voice, she nurtures people and evaluates them, but she makes the decisions based on the patterns she sees. Leadership is a key issue, good leadership and good administration are the same in one aspect. Your charge is to raise the level of intellectuality of the institution, you do that by giving support to the best people and programs when you identify them. As an administrator you must gear the institution to the best use of her resources. That provides the parameters for your decision making. Understanding of finance is imperative there. Beyond that an administrator needs two things most; honesty or forthrightness and a sense of humor. You can't be forthright and acrimonious at the same time, because no one can swallow that. You need a kind of wry sense of humor."

17. Are you committed to a specific approach to leadership?

"My leadership style is organic, not synthetic, a living thing. But I do believe in channels, clearly developed lines of authority and responsibility."

18. Has your leadership style changed from one institution to another?

"No it didn't change, it grew. During the years I became much more patient and aware that one had to settle for small
gains at one time. That was a gradual process not a sharp di­


tinction from one place to another. My approach to handling

people mellowed. I know a lot more, am a lot more sophisticat­
ed about what people can and cannot do than I would have been

in the days of wide-eyed wonder."

19. How do you routinely spend your time in the office of the president?

(the completed daily log appears in the Appendix)

20. Describe your management style.

"That is what I mean by pattern making techniques. I believe

you look at a series of things, you look at the patterns and

lack of patterns. You draw on those other little pieces that

are out there and say maybe if I throw this in, I can change

the kaleidoscope."

21. Do you encourage a participatory form of management?

"Yes, but I don't want a town meeting. That approach is

basically dishonest, because it is not really one person, one

vote. People have different responsibilities, different areas

of expertise. I believe there are people on my faculty and in

the student body who are as bright as me and some brighter. But I

say to people, I am rooted and rutted in my experience. I

need you to be sure I don't stay in the ruts, but you better

respect my roots. I know a lot more than they do and spend the

entire focus of my energies on a thing like the budget. If they

spend as much time on that type of thing as I do, they might

make as good a decision as I do, but not as an interloper.

I try not to make arrogant statements out of superficial in­
sights and I expect others to operate that way. I structure

how people participate. My forthrightness comes in here. I

am terribly put off by people who "stroke kids," throw incense
at them, saying, "what have you got to say to me?"

22. Does your institution have a formal assessment or evaluation process for the top executive?
   "Yes"

23. Does that program include assessment from the Board of Trustees?
   "Not formally, not written. It included all outside people on the evaluation team. They interviewed students, faculty, and the community."

24. Does that program include self-assessment?
   "I wrote a self statement and it was circulated it to the faculty. Circulation of that report hadn't been done before."

25. Were you provided stipulated presidential performance standards upon acceptance of this position?
   "No, I believe in them, but I certainly was not."

26. Do you have your own standards of performance and goals related to the presidency?
   "Somewhat, that's what I based my self statement on."

27. Are you able to blend your personal goals with those of the university, students and faculty?

28. Has the office of the presidency provided you the vehicle to attain your educational career and professional goals?
   "It was grueling hard, but I did it. It was the worst possible decade with student riots, etc. Open admissions became the new mode. It was a decade of body blows to the university system. I had to regroup time after time after each new crisis. I was a good president though, probably better than if it had been a peaceful decade. I didn't come up through the academic marine camp and the faculty was suspicious. Because of the way I handled crises, they accepted me more readily. They
needed my toughness, so it was easier to prove myself. My goals were met as president. Good administration is like good teaching. It is the nature of the jobs that you correct mistakes but what is most important is what you write in the margins. Being growers of people satisfies your humanistic values and goals.

I was satisfied and enjoyed the presidency but I don't want it anymore. I have turned down many presidencies at elite schools. I have an interest in politics and have been offered posts in Washington. I have decided that only a Cabinet position would get me to make that kind of move though. Women have an advantage over men, they can more easily change what they are doing and say I can be good at many things."

29. Do you operate under a formal contractual agreement?

"No, I have tenure as a professor even as president though, which is unusual."

Please comment from experience relative to some of the literature which stresses that:

30. Female administrators are less flexible than males.

"Not at all. Females administrators that I've known are more flexible. Really flexible, not just verbally."

31. Females leave administration because they feel unable to accomplish the goals for education that brought them into teaching.

"I can see how it can happen. As a good administrator, you can't say why is all this wrong. Intellectually you say this is what I've got to work with. The chief executive can't pass the buck, can't wish for a better world, she must get the most out of people individually and more important, collectively."
Females are more principled than male administrators, less likely to "carry out a bluff."

"I'm a great bluffer. One of my mentors was the only consistently "honest fraud" I've ever known."

Female administrators tend to "go it alone" more than male administrators in their leadership style, have more difficulty in delegation.

"Absolutely not."

There is a lack of job opportunities for females in administration in higher education.

"I think there are some limiting factors. I believe you have to invest your share of person hours, person days and person years. In the past, not as many women have invested as sustained number of person years at their career as their opposite numbers who are men. One for one, some women did. But overall women have to figure out how to end run all the difficulties with other aspects of her life with her career. I don't think that is going to go away very fast. If you're a married woman, these jobs would be very difficult, if you did not have an ego strong, supportive spouse. We have learned about the trade-offs one makes and individually which ones we are willing to make and not make. We are learning how to put things together if we want more out of life and now society has to learn we can do it.

In my own experience, I have felt salary discrimination. That I won't stand for. I may give the money away, but I am going to be paid the same as a man in that job."
35. There is an "old girls" network developing in response to the lack of female administrative positions.

"A new girls' network. That's the most exciting thing about women is that we are beginning to mature in our relationships with other women."

36. Female administrators are expected to perform better than male administrators to achieve the same recognition.

"Yes, absolutely. And that's going to be around a long time. We can't afford to fail, because we are so few. That's the worst. Men can absorb their failures. That's why the new girls' network supports qualified people, not just an acquaintance because she is female."
PRESIDENT D
President D

President D is a fifty-year old president of a private women's college in the East. She was the first female provost in a major Ivy League School. At forty-six, she was the first female administrator offered the position of president at a major coeducational Ivy League institution.

The administrative structure of the institution of which she is currently president, includes a Vice President for Finance and Administration, a Vice President for Student Affairs and Dean of Studies, a Vice President for Academic Affairs and Dean of Faculty and a Vice President for Public Affairs which respond directly to her. (a complete institutional organizational chart appears in the Appendix)

The Personal Profile System of President D appears in the Appendix. See Table 3, Chapter III, for presentation of the data. A complete explanation and analysis of the data is found in Chapter IV.
1. What is the enrollment profile of your institution?
   a. 2500 full-time equivalents
   b. The college is all women, but there is a cross registration of males to our school and our females to the other school.

2. What is the number of faculty of the institution?
   a. 155 full-time
   b. 50 part-time

3. What is the governance structure of the institution?
   (organizational chart in the Appendix)

4. What is the day to day administrative structure of this institution? Is there a provost position?
   
   "I operate with a structure of four vice-presidents, but no provost."

5. What is your marital status?
   a. divorced
   b. has children

6. What was your age upon acquiring the position of president?
   a. 50 years old at this institution
   b. 46 years old when first offered a presidency

7. What is the highest degree that you hold?
   a. Ph.D. Music History (Private school)
   b. M.S. Art History (Private school)
   c. B.S. Biology (Private school)

   Do you have an advanced degree in educational administration?
   
   "No, I have no course work in schools of education. I have some management course work in business schools."
8. How many scholarly publications do you have to your credit? 
   30 presentations?  
   "many more, 100 at least"
9. How long have you held the position of president in this institution? 
   4 years
10. Have you been president in another institution of higher education? 
   "No, offered but never assumed."
11. Have you held lesser administrative positions in academic institutions? 
   a. Dean of the Faculty and Academic Affairs (two institutions) 
   b. Provost (two institutions) 
   c. Associate Provost 
   d. Dean of the College 
   e. Associate Dean of Student Affairs 
   f. Director of Theses 
   g. Associate Dean of Instruction 
   h. Director of Financial Aid 
   i. All experience at private institutions, some female, some coed-ucational
12. Have you held a lesser administrative position in the institution of which you are now president? 
   "Came as president. The only way women can move up is by being mobile."
13. Have you served on major committees in academic institutions? 
   a. chaired every committee imaginable 
   b. many advisory board and boards of trustees in the business sector 
   c. regional accreditation committees
14. Have you had experience in fund raising?

"Yes, that's what separates the women from the girls. I have been provosts. I was in some institutions which believed young people were just thrust into jobs and I learned a lot that way. Proposal writing for grants, I have been doing since the beginning. I have been a proposal reader on the National Endowment for Humanities as well. I had never done repeated and widespread solicitation for funds to the degree that I have done it as president. Nor had I dealt with investment policies of institutions like I do now."

15. Does your background include financial expertise, e.g., accounting?

a. general courses in economics
b. have taken many American Management Association courses
c. family background is business ownership

16. Do you subscribe to a theoretical framework of administration?

Describe the way you approach administration.

"It is an advantage of being trained as a historian, you have tremendous respect for what has gone on before you. I look at what people have done before. My first step is to plunge into the archives in order to determine what got the institution into this situation. I don't believe in reinventing the wheel. You use what worked before or components of the past decision making and build from that. Some administrators feel the only good decisions come from seeing the problem as no one has ever seen it before. I don't subscribe to that approach. I find it interesting that we in higher education administration are so very critical of each other. We have no concrete standards on which to base that criticism."
17. Are you committed to a specific approach to leadership?

"The president's role is to enable people to carry out ideas and to articulate the goals, objectives and philosophy of the institution to the community. You teach, enable and encourage others (deans, faculty) to do components of the institution's work. You can't be it all. Not unless you run a one room shop in Bombay. Good management is a craft that allows you to lead. It becomes the vehicle for effective leadership."

18. Has your leadership style changed from one institution to another?

"I have grown, not changed. I have learned something significant from each institution and carry that component to the next institution. My priorities are well defined, I want to make the best environment for students. If I use that as the criteria for judging myself and evaluating other's performance, it makes what I do easier."

19. How do you routinely spend your time in the office of the president?

(the completed daily log appears in the Appendix)

20. Describe your management style?

"No, I don't use a kind of approach. I have a way of approaching a particular task like firing someone, or speaking to a committee, but I always try to take each person into consideration."

21. Do you encourage a participatory form of management?

"I use a participatory style of management. But I do not feel a decision on every item needs a whole discussion and a vote with majority rule. It means consulting all it is reasonable to consult, listening to them, taking what they say into account and then taking a stand. Because that is what you are
paid to do. The president goes to the board. The president is accountable. You can't delegate judgement things. Exercising judgement and making decisions is what you are paid for."

22. Does your institution have a formal assessment or evaluation process for the top executive?
   "This institution does not. I support that concept though."

23. Does that program include assessment from the Board of Trustees?
   "The chairman of the Board of Trustees just talked to me."

24. Does that program include self-assessment?
   No

25. Were you provided stipulated presidential performance standards upon acceptance of this position?
   "No job description, no specific performance standards. They gave me some general mandates but those were not reviewed yearly."

26. Do you have your own standards of performance and goals related to the presidency?
   "I have general objectives for the presidency and specifically for this institution."

27. Are you able to blend your personal goals with those of the university, students and faculty?

28. Has the office of the presidency provided you the vehicle to attain your educational career and professional goals?
   "Yes, with some exceptions. Nobody can have everything all at once. Some personal goals will be realized and some set aside. There are only twenty-four hours in a day. I want to help people, work hard and never be bored. So the presidency has allowed me somewhat to fulfill the goals I have for
people and am able to work for an institution. Some of the most painful problems have had to do with raising children while being a high ranking administrator. You have to adjust to that. I learned into it, that working mothers are in the end, more available to their children for the important things. But I had to make a trade off to do that. I haven't read half of the books I wanted to read in my life.

I think male presidents have some different problems, but there are still only twenty-four hours. Avocational interests have to be put on the back burner when you are a president. On a small scale, one problem we all seem to have the same is weight control. It is hard to eat at this luncheon, that dinner all the time and maintain your ideal weight. There is even a current study going on on that tendency."

29. Do you operate under a formal contractual agreement?

"I have an "evergreen" contract," it says I serve indefinitely at the pleasure of board of trustees, there is also a stipulation of a years notice of severance and a years salary."

Please comment from experience relative to some of the literature which stresses that:

30. Female administrators are less flexible than males.

"No, emphatically no!"

31. Females leave administration because they feel unable to accomplish the goals for education that brought them into teaching.

"Yes, it is probably true. Probably by virtue of the communal ethos of men in academic institutions."
32. Females are more principled than male administrators, less likely to "carry out a bluff."

"Women are probably less duplicitous. I have hired equal amounts of men and women. The worst appointments I have made are male appointments. I think women read women better than men and vice versa."

33. Female administrators tend to "go it alone" more than male administrators in their leadership style, have more difficulty in delegation. "They are more concerned about producing end results. That cannot be criticized because they are more vulnerable to criticism. Rather than risk that sometimes, they do it themselves."

34. There is a lack of job opportunities for females in administration in higher education.

"The higher you get, the less opportunity. This is especially true in the Ivy League institutions, where most presidents are alumni of that institution. And there is salary discrimination everywhere. Having been in financial positions I have been privy to see the salary information. There are tremendous salary discrepancies all over and I "cleaned them up" wherever I went."

35. There is an "old girls'" network developing in response to the lack of female administrative positions.

"Yes, it is interestingly parallel to "the old boys' network. So we have to watch it."

36. Female administrators are expected to perform better than male administrators to achieve the same recognition.

"Yes, yes, yes."
PRESIDENT E
President E

President E is a forty-five year old creative artist who is the only female president of a major private college devoted to the arts in the United States. The previous presidents of this institution were all male.

The administrative structure includes three Assistants to the President, a Vice President for Academic Affairs, a Vice President for Student Affairs, a Vice President for Financial Affairs and Treasurer, a Vice President for Public Affairs and a Vice President for Budget and Control. In her position as chief executive officer of the corporation which includes the college and a museum, she is in an unique administrative position. The college is a rather complicated institution for one its size. It has undergraduate and Masters Degree Programs in twenty fields of study. The museum houses over 30,000 works of art and supplies programs and exhibits to many universities and other population group in New England.

The Personal Profile System of President E appears in the Appendix. See Table 3, Chapter III, for presentation of the data. A complete explanation and analysis of the data is found in Chapter IV.
1. What is the enrollment profile of your institution?
   a. 1600 full time
   b. both sexes are equally represented
2. What is the number of faculty of the institution?
   110
3. What is the governance structure of the institution?
   (organizational chart in the Appendix)
4. What is the day to day administrative structure of this institution?
   Is there a provost position?
   "This is a double institution, a college and a museum. Vice
   President of Academic Affairs serves like a Provost. And there
   is a Vice President which serves as the director of the museum."
5. What is your marital status?
   Single
6. What was your age upon acquiring the position of president?
   40 years old
7. What is the highest degree that you hold?
   a. Ph.D. History of Art (Private school)
   b. M.A. Art (Private school)
   c. B.A. Art (Public school)
   Do you have an advanced degree in educational administration?
   No
8. How many scholarly publications do you have to your credit?
   20 publications, many paintings
   presentations?
   20 presentations, many exhibits
9. How long have you held the position of president in this institution?
   5 years

10. Have you been president in another institution of higher education?
    No

11. Have you held lesser administrative positions in academic institutions?
    a. Department Chairman (at one private institution)
    b. Division Chairman (at same institution)
    c. Dean (at another institution; public)

12. Have you held a lesser administrative position in the institution
    of which you are now president?
    "Came as president"

13. Have you served on major committees in academic institutions?
    "Chaired every committee in academe"

14. Have you had experience in fund raising?
    "My dean position was at a state university so fund raising was
    not something I developed. Proximity to a state legislature
    is interesting. Private institutions with all their difficulties
    don't have nearly the corrupting factors stitched into its
    fabric. After a while you start thinking like the legislators.
    My fund raising experience in that environment brought me only
    obliquely in contact with them. When I came here however, the
    twenty fields of study are highly technical so grants manage-
    ment is a major focus."

15. Does your background include financial expertise, e.g., accounting?
    a. "Family has a business background. It was daily bread, business
       savy."
    b. Served on board of directors of banks and businesses.

16. Do you subscribe to a theoretical framework of administration?
Describe the way you approach administration.

"I don't believe in doctrine but I look for patterns of consistency appropriate to the institution that take into consideration the variance in individual situations. Even though we are a creative institution, we are no more chaotic than any other institution which was mismanaged for years, which means most of higher education. You begin what has to be done first. Objectives are useful, they start the conversation with your staff. I use conversation a lot. I have three rules, lots of conversation before we make a decision and once a decision is made, there is no disagreement outside this room. And three, if someone goes to the board behind my back, he better have me successfully unseated or be prepared to bleed. I am the boss, but I'm very nice. I learn from what works and use it."

17. Are you committed to a specific approach to leadership?

"An administrator who isn't a leader is a bureaucrat and belongs in Washington. An academician who is a manager is an administrator. Administration involves understanding the rules but having the wisdom to know when to bend them, when to reshape them, how to let individual circumstances play upon a given problem. A bureaucrat operates by the book, its a mental tatoo. That's what I view as the difference between private and public education. I want to be an administrator. That means leading. You can't ask people to go places you either haven't been or aren't willing to go."
18. Has your leadership style changed from one institution to another?

"When I came here, I wanted the school to change. I think the faculty here thought I wouldn't be tough. But that was why I was brought in, to turn things around, and I did. So if the Board of Trustees advises you and you see that in fact a particular kind of tack must be taken to straighten out the situation, I suppose you change in that way."

19. How do you routinely spend your time in the office of the president?

(the completed daily log appears in the Appendix)

20. Describe your management style.

"I stay central to all the complicated factors involved in the institution. Delegation is a very significant thing for me. I give the objectives, check the people on the way to attainment of the objectives and evaluate them on the end product. My role is then to tinker with the wires from one Vice President to another and make sure they fit for the objectives of the institution.

21. Do you encourage a participatory form of management?

"I brought unionization to this institution. Negotiation is a useful management tool and I use it."

22. Does your institution have a formal assessment or evaluation process for the top executive?

Yes

23. Does that program include assessment from the Board of Trustees?

"The Board conducts it when I drop them a note suggesting its time."
24. Does that program include self-assessment?

   "I write a letter that says these are the things I was planning to do this year. These are the ones I did, these are the ones I haven't finished. Next year, I'd like to do this."

25. Were you provided stipulated presidential performance standards upon acceptance of this position?

   "Not in exact ways. They said fix it, we need financial plan, a faculty handbook, clean us up."

26. Do you have your own standards of performance and goals related to the presidency?

   "Yes, I set yearly goals for myself and the position."

27. Are you able to blend your personal goals with those of the university, students and faculty?

28. Has the office of the presidency provided you the vehicle to attain your educational career and professional goals?

   "It isn't a personally satisfying sort of job. If you look for that, it's a sure way to hives. You have to keep more detachment. Being a university president was not a career goal of mine. I like parts of it but don't like the public nature of it at all."

29. Do you operate under a formal contractual agreement?

   "I serve at the pleasure of the board and we have a memorandum of understanding, but not a great formal document."

Please comment from your experience relative to some of the literature which stresses that:
30. Female administrators are less flexible than males.

"No"

31. Females leave administration because they feel unable to accomplish the goals for education that brought them into teaching.

"I think people who function on a fast track and a high level enjoy it or they get out. I don't miss teaching. I'll never teach again. People change. If we are the same at forty as we were at twenty-five I'd worry. Administrators who feel they compromise so much, that they've sold out, should leave. They should do something else."

32. Females are more principled than male administrators, less likely to "carry out a bluff."

"It evens out. Men bluff in one way, women do it in flirtation. They deserve each other when they do that. I can bluff most readily, most administrators can."

33. Female administrators tend to "go it alone" more than male administrators in their leadership style, have more difficulty in delegation.

"No"

34. There is a lack of job opportunities for females in administration in higher education.

"At entry level no, at the top, yes. It is still a handicap to be female."

35. There is an "old girls" network developing in response to the lack of female administrative positions.

"I hear a lot of talk about that. The A.C.E. is doing some work in that area."
Female administrators are expected to perform better than male administrators to achieve the same recognition.

"Sure"
President F

President F is one of the youngest women named to the presidency in the United States. At thirty-six years old, she became the president of a coeducational liberal arts college in New England which had previously had all male presidents.

The administrative structure includes a Dean of Faculty, a Dean of Students, a Vice-President for Development and Planning and a Treasurer and Business Officer which report directly to the president. (a complete institutional organizational chart appears in the Appendix)

The Personal Profile System of President F appears in the Appendix. See Table 3, Chapter III, for presentation of the data. A complete explanation and analysis of the data is found in Chapter IV.
INTERVIEW RESPONSES

1. What is the enrollment profile of your institution?
   a. 1250
   b. both sexes are equally represented

2. What is the number of faculty of the institution?
   105

3. What is the governance structure of the institution?
   (Organizational chart in the Appendix)

4. What is the day to day administrative structure of this institution? Is there a provost position?
   "We operate with everyone having a lot of responsibilities over their areas. I have a Vice President for Development and Planning but not a Provost position per se."

5. What is your marital status?
   a. married
   b. has children

6. What was your age upon acquiring the position of president?
   36 years old

7. What is the highest degree that you hold?
   a. Ph.D. African History (Private school)
   b. B.A. (Private school)
   Do you have an advanced degree in educational administration?
   No

8. How many scholarly publications do you have to your credit?
   15 publications; special correspondent for two publications presentations?
   "as many"

9. How long have you held the position of president in this institution?
10. Have you been president in another institution of higher education?
   No

11. Have you held lesser administrative positions in academic institutions?
    a. Dean of Student Affairs
    b. Dean of College
    c. Assistant Dean

12. Have you held a lesser administrative position in the institution
    of which you are now president?
    "Came as president"

13. Have you served on major committees in academic institutions?
    "I have been in three institutions. At the last two, I was a
    senior officer and in that capacity, served on all major commit­
    tees."

14. Have you had experience in fund raising?
    "Yes, my first job in administration was director of alumni
    giving. At the dean level, I was heavily involved in the
    operating budget. I wasn't involved in investments until I
    became president. I sought out financial experience in every
    other realm though and was heavily involved."

15. Does your background include financial expertise, eg., accounting?
    "No, no formal courses."

16. Do you subscribe to a theoretical framework of administration?
    Describe the way you approach administration.
    "I tend to be very practical. I consult a lot. I try to dele­
    gate as much as I can and let people take responsibility for the
    good and the bad that come. That means giving a lot of support
    to them of course. I give that but I watch and see what works
    in what situation and then use it the next time. The same
kinds of situations and therefore solutions tend to repeat themselves."

17. Are you committed to a specific approach to leadership?
"I encourage people excelling. I try to make them feel I have confidence in them. I don't provide hands on supervision. I try, unless I'm shown its inappropriate to let them succeed or fail in their own endeavor."

18. Has your leadership style changed from one institution to another?
"The same style worked in all three institutions for me. But I chose schools where my style would work. I don't think it would work in a terribly large, bureaucratic place."

19. How do you routinely spend your time in the office of the president?
(the completed daily log appears in the Appendix)

20. Describe your management style.
"I use a more eclectic approach. I use the same kind of approach to most things, but then, I have been in the same kind of institutions."

21. Do you encourage a participatory form of management?
"Yes, we participate in each person's and the overall goals and objectives. They are evaluated on that. It is sort of M.B.O."

22. Does your institution have a formal assessment or evaluation process for the top executive?
"It has, but it is being redesigned."

23. Does that program include assessment from the Board of Trustees?
"The Board of Trustees has the crux of the responsibility."

24. Does that program include self-assessment?
"I think it has to include self-assessment."
25. Were you provided stipulated presidential performance standards upon acceptance of this position?
   "No, because you know what the job is. All the senior officers have job descriptions so they know what their responsibilities are but I'm responsible for the whole "shebang."

26. Do you have your own standards of performance and goals related to the presidency?
   "Each year I write an annual report and each year all the officers get together and talk about what we've done this year and what we want to do next year. Thereby, we set institutional goals and figure out how we are going to work together to accomplish those goals."

27. Are you able to blend your personal goals with those of the university, students and faculty?

28. Has the office of the presidency provided you the vehicle to attain your educational career and professional goals?
   "I am able to feel that here because the educational philosophy of this institution fits so much with my own sense of what I think is exciting and interesting and valuable. The office of the presidency in this setting allows me to realize personal and professional goals in that light."

29. Do you operate under a formal contractual agreement?
   No
   Please comment from your experience relative to some
Please comment from your experience relative to some of the literature which stresses that:

30. Female administrators are less flexible than males.
   "No, not at all."

31. Females leave administration because they feel unable to accomplish the goals for education that brought them into teaching.
   "To get a Ph.D. if you were a woman, you had to be aggressive, self-reliant, you had to have a whole set of characteristics that are indeed quite antithetical to the scholar-researcher. The reason a lot of women chose administration, is that the kind of personality you needed to get admitted and through your doctoral, because you were a woman, was such that a lot of them didn't want to become long-term scholars. They feel somewhat isolated when they get there, there aren't too many of us."

32. Females are more principled than male administrators, less likely to "carry out a bluff."
   "It is equally distributed among the sexes, unprincipledness that is. The idea is avoid situations where you have to bluff or lie. Occasionally you have to, if you have to, you do."

33. Female administrators tend to "go it alone" more than male administrators in their leadership style, have more difficulty in delegation.
   "I think so, but I think some men have problems with delegation too."

34. There is a lack of job opportunities for females in administration in higher education.
   "It is a terrible time for educational administrators overall. But I have done well and have been able to place the female administrators who have worked with me in qualified jobs."
35. There is an "old girls'" network developing in response to the lack of female administrative positions.

    "Yes and that's good."

36. Female administrators are expected to perform better than male administrators to achieve the same recognition.

    "It comes at you a different way. If you don't succeed, people say it is because you appointed a woman. If a man fails it is because he is inept. There may be higher performance standards but also there is a class failure that reflects on everyone as a class. That doesn't happen for men."
Chapter III has presented a detailed description of the population, a supplementary explanation of the methodology, survey data for the larger sample of twenty-eight presidents and the structured interview data for the case study sample of six presidents. Chapter IV will contain an analysis of the data.
CHAPTER IV
ANALYSIS OF DATA

The purpose of this study is to develop a profile of the female president in higher education. For the purposes of this task, the population of female presidents was divided into two smaller samples. The first sample included female presidents who have achieved that status in major coeducational institutions which had previously had male administrators. The second sample included female presidents who have achieved that status in institutions which have traditionally had female administrators.

The study has been guided by the following research questions:

1. The female presidents who have succeeded to the presidency in environments which have traditionally had male administrators will have a distinctly different profile than the rest of the population of female presidents, a profile related to background, educational training, career preparation, job related mobility and frameworks of administration and management.

2. The female presidents who have succeeded to the presidency in environments which have traditionally had male administrators, will employ different characteristics in their leadership approach and administrative style than the rest of the population of female presidents.
Chapter I presented an historical overview of female presidents in the United States. Chapter II presented the material retrieved from experts and researchers that is available in the literature related to female presidents. In Chapter III, data were presented concerning the case study sample, with the female presidents who have achieved that position in situations which have previously had male administrators, and the results of the surveys completed by presidents who are serving as presidents in institutions which traditionally have had female administrators.

Chapter IV provides a comparison between the two samples. An analysis of the data is provided comparing and contrasting the results of the survey of the larger sample with the structured personal interviews conducted with the case study sample. This analysis is provided relative to the categories of background, education, educational career development and administrative style and behavioral approaches to leadership.

A time allocation study was performed only with the case study sample. Therefore comparisons cannot be made with the survey sample. An attempt has been made, however, to compare the time allocation data with the male presidents studied by Cohen and March. The time allocation data has been reported to provide additional insight into the minute components of the female presidents' working days. Since so little has been reported in the literature and research on female college presidents, the data and comments of the six presidents are especially valuable.
ANALYSIS

TYPES OF INSTITUTIONS IN THE TWO SAMPLES

The first section of the data to be compared deals with a profile of the institutions of which the participants are the presidents. The case study sample presidents administer larger schools: half of these institutions have over three thousand students with 30% having over ten thousand students; another 30% have over fifteen hundred students; and one school, has twelve hundred fifty students. In the survey sample 90% of the institutions have fewer than three thousand students, with 57% of the sample institutions having less than one thousand students. Only 29% of the survey institutions are coeducational, with the enrollment of 50% of that group under one thousand students. The survey sample not only administers smaller schools, but those few coeducational institutions which are administrated by them are indeed very small.

PERSONAL BACKGROUND DATA

The second category of data relates to the personal background of the female presidents. Data on marital status does not appear to yield any discrimination between the two samples of presidents. In the case study group 50% of the female presidents are married and 50% are single or divorced. In the survey sample, 50% of the female presidents are married, one is a widow, and 50% are single or divorced. There are some age differences among the married presidents. In the age group under forty, a higher percentage 70% of the female pres-
idents are married rather than single. In the age group over forty years old 61% of the female presidents are single rather than married. Of those females who became presidents in the past, fewer were married than of those younger females who have become presidents more recently.

The literature presented in Chapter II suggests that the average age of a person acquiring his first presidential appointment is forty-six years. In the case study sample 50% of the female presidents were under forty years at the time of their first presidential appointment, and 50% were in the forty-six to fifty age bracket. In the survey sample 7% were under thirty-five years, the highest percentage were between the ages of thirty-six and forty, 25% were between the ages of forty-one and forty-five, 25% were between the ages of forty-six and fifty and 14% were over fifty years old. The average age for the case study president was 42.6 years. The average age for the survey president could not be computed, but 61% were under forty-five years of age indicating their average age would also be below forty-six. The female presidents are slightly younger than their male counterparts.

EDUCATIONAL PREPARATION

The third section of questions are related to educational preparation. In the case study sample, all the female presidents have the doctorate. Five of them hold earned degrees and one president holds thirteen honorary doctorates. In the survey sample 75% of the presidents hold doctorate degrees, 11% hold Masters degrees and 14% hold other types of degrees; three presidents have bachelors degrees and one president holds a law degree.

In the case study sample, none of the female presidents had advanced degrees in educational administration or in a specialization of professional education. One president had taken the course work for an advanced
degree in educational administration but had not completed the program.

In the survey sample, 35% of the female presidents have an advanced degree in education, with 22% specifically in educational administration or higher education. Further scrutiny of this data showed that all of those advanced degrees in education were acquired by the 36% of the female presidents from the survey sample who are below forty years of age. The younger presidents of the survey sample who decide to become administrators earlier in their careers acquired degrees in their specialization of educational administration. A total of 43% of the survey sample had obtained some training in educational administration, most through the Harvard Summer Institute for Educational Management. Only two presidents from the case study sample had obtained some training in educational administration, the one previously mentioned who had formal courses and one, who took courses from the American Management Association which she said were related.

The remainder who had no education degrees at all had degrees in many different areas. The major most frequently pursued was History by 18%. Forty percent obtained degrees from private institutions, 4% in public institutions and 50% in both. Of those who received their education in both public and private institutions, 60% received their undergraduate degree in a public institution but all advanced degrees were from private institutions. In the case study sample 85% received all education from private institutions where the remainder received undergraduate degrees at public institutions but all advanced degrees were from private schools.

Education in private institutions seems to be the choice of those women seeking positions of administrators in higher education. Choosing to seek education specifically related to educational administration does not appear to be relevant in attaining the position of president.
CAREER DEVELOPMENT

The next section of information concerns the career development of the presidents. The first inquiry concerns the publications and scholarly activities of the presidents. The literature indicates that male presidents are typically scholars with many publications. In the case study sample 30% have more than twenty-five publications, 15% have between fifty-one and one hundred academic presentations and addresses and 55% have over one-hundred presentations.

In the survey sample a high percentage (82%) have fewer than twenty-five publications and 86% have fewer than fifty presentations. The case study sample has acquired more visibility through publications and presentations.

The case study sample of presidents are a more vocal group. They place more importance on scholarly activity. They view publications and presentations as a vehicle for presenting their ideas but also have used this vehicle in their strategy to become more visible in the world of academe. The more people who have read their articles, attended the presentation of their papers, have heard their name in administrative circles, the more positive the influence for their career development.

Further elaboration on the career development of the presidents provided data relative to previous administrative posts held within the institution of which they are now the presidents and other institutions. The amount of mobility that was required of these administrators was also studied in this section.

Of the survey sample 35% had held the position of chairperson but only 11% had served as chairperson in the institution of which they are now president. Many (55%) had served as deans but only 18% had held
that position in their current institutions. One of those had been a
dean at the current institution, had left to accept a dean's position at
another institution and returned as president to the current institution.
Another, after having been dean, became president in another institution
and returned to become president at the current institution.

A small percentage (18%) became president in an institution where
they ascended the academic ranks. Thirty-five percent had been depart­
ment chairpersons, 55% had been deans, 18% had been vice presidents, 15%
had been provosts, 11% had been assistant to presidents and 18% had held
other administrative posts in educational institutions.

There are only three female presidents in the United States who
have served as presidents of more than one institution. One is in the
survey sample of this study. The career development of this president
included department chairperson, dean, vice president and acting presi­
dent at the same institution. While this is very rare for this sample,
it is stressed in the literature as the typical ascent for the male ad­
ministrator.

There are also female presidents 14% in this survey sample who ac­
qured the presidency as their first administrative position in education.
Of these presidents 30% are under thirty-five years of age, 40% are bet­
ween the ages of forty-six and fifty and 30% are over fifty years of age.
Some of the literature suggests that more young female administrators are
acquiring higher administrative positions without holding lesser positions
than did their predecessors. In this study 100% of the female presidents
under the age of thirty-five held the presidency as their first administra­
tive position and 50% of the older presidents held the presidency as their
first position. Although the number of female presidents is small, the
results support the previous contention.
In the case study sample 100% of the participants held the presidency as the first administrative position within this current institution. President A had been Division Chairman at one institution prior to accepting the presidency at the current institution. President B had been Department chairman at one institution, Dean at another before becoming President at a third institution. President C was Assistant to the President, Vice President for Development, Executive Vice President and President at one institution before coming to this institution as President. President D had been Associate Dean for Student Affairs at one institution, Dean of Faculty, Dean of Academic Affairs and Provost at a third institution before becoming President at a fourth institution. President E had been Department Chairman and Division Chairman at one institution, Dean at another institution and came to the current institution as President. President F served as Assistant Dean and Dean of the College at one institution, Dean of Student Affairs at a second institution and came to the current institution as President.

A high degree of mobility is evident in the educational administration career development of both the case study sample and the survey sample. In the United States only 14% of all the female presidents, who are not members of religious orders, have succeeded to the presidency through the ranks of academe within an institution. In the literature, this progression up the academic ladder is suggested as the typical career development for the male president. It appears that female administrators are required to be more mobile in order to attain higher administrative positions in academe.

Of the female presidents who have had some administrative experience, 61% have such experience in private institutions, 7% have such experience from positions in public institutions and 7% have held administrative
positions in both private and public institutions of higher education. The remaining number (26%) either had no administrative experience or acquired the experience outside of an educational institution.

While the literature stresses many male presidents are alumni of the institutions they lead, only 11% of all female presidents are alumnae of their institutions. This does not appear to be a variable of importance.

EXPERIENCE IN FINANCE

Data dealing with the strategy employed in the move toward the presidency included information relative to financial experience. Experience in fund raising was listed by an overwhelming percentage 82%. Upon studying the comments however, it appears that the question was probably not worded properly. Many (15%) clarified that they had experience in fund raising as president only. While only a small percentage 18% said they had no experience, several who answered in the affirmative said it was their weakest area. Only 7% stated that they had sought to obtain such experience prior to becoming president. Of the 57% who said they had a background in finance, 14% stated that they acquired that experience through academic training. The larger percentage acquired financial experience through positions in higher education which demanded it, or through experience in the private business sector.

In the case study sample 100% of the presidents sought out experience in financial management on their way to the presidency. President A is a scientist and took many courses in grant writing. As Division Chairperson in the sciences, writing grants and increasing capital are of paramount importance. President B took a job as Assistant to the President in order to acquire expertise in finance and fund raising. President B has also had financial experience in her family's business.
President C took positions as Assistant to the President, Vice-President for Development and Executive Vice President in order to obtain experience. She also took courses in educational finance. When she became president, she hired a newly retired corporate president as the institution's business manager and learned finance from him. President D who comes from a family business background, had courses in economics and took courses through the American Management Association. She served as provost in two institutions and has a grant writing background. President E had grant writing experience. She took the position of dean in order to develop skill in fund raising. President E has also had family business experience. President F took a position as director of alumni fund raising in order to acquire financial experience. She acquired experience dealing with budgets through the position of dean. Only investments were new to her as president. Each of the presidents in the case study sample took a "step down" at some point in her career development in order to accept a position which would give her experience in fund raising and develop financial prowess. This is compared to the 7% of the survey sample who said they sought such experience and the 43% who said they received such experience upon accepting certain positions. The value placed on financial experience was not shared by both samples. The case study sample identified financial expertise as a major component in their attainment of higher administrative positions and their success in those positions. The survey sample did not seek out such experience in preparation for attainment of the position of president.
MANAGEMENT STYLE

Frameworks of administration, management style and approaches to leadership comprise the material in the next section. Even though definitions and explanatory comments were provided in the survey question related to administrative frameworks, only 71% answered the question. Of the 71% who identified a framework of administration which they use, 57% identified they use a Social Systems Approach, 7% said they use McGregor's Theory Y Approach and 7% said they use Griffiths approach to Administration, to managing the educational enterprise. Of the 29% that did not select a framework, some said they use none and some refused to comment.

In the case study sample five of the six presidents described their frameworks in terms of the components of the Griffiths approach to directing and controlling life in the organization. The sixth president used a combination of McGregor's Theory Y and Griffiths. None of the six used a social systems approach as described in the survey instrument.

President A described her administrative approach as scientific. She does research to see what works. She uses the things she has seen proven right in past situations and applies them to her next decision.

President B gathers data until it becomes repetitious. She places great importance on the track record, applying what she has seen work in a given situation before.

President C makes the administrative decisions based on patterns. She believes in consulting with people and using people, but feels the administrator must make the decisions. She does not approach decision making as a team activity.

President D describes her administrative approach as the historian's approach. She finds out what has happened in the past, analyzes how it
worked. If it achieved the desired results, she adds all or whatever part of it was successful to her repertoire. She does not, as she describes "reinvent the wheel," with every decision.

President E says the most important approach she has to administration is identifying patterns of consistency. She looks for what has worked in past decisions and employs it in the current situation.

President F uses a combination of McGregor's Theory Y and Griffith's approach. She delegates much and allows people to take responsibility for good and bad decisions. She employs minimal supervision in order to encourage people to follow through with their own ideas. She watches to see what tends to work in what situation and uses that approach the next time. The same kinds of situations and therefore the same appropriate solutions tend to repeat themselves and that is how her base of operation is developed.

The specific approaches utilized by the case study sample in controlling and directing behavior within the organization are discussed in the section related to leadership behavioral patterns.

Eighty-six percent (86%) of the survey sample identified a particular management style that they employed. The most common style of management employed 42%, was human relations management. Of that group, 12% commented that they used human relations in a combination with motivational approach.

A majority (42%) of the survey sample employs the human relations management approach. Previously (page 51), fifty seven percent of the survey sample had selected the social systems approach as their frameworks of administration. The two preferences correlate. This majority of the survey sample described their administrative framework as one of combining needs, roles and expectations of the institutions and the
needs disposition and personality of the individuals with which they deal in their administrative decision making process. They feel that administration functions in an interpersonal way as part of our larger social system.

In the case study sample, 70% use a managerial system which they describe as management by objectives. One president says that she uses a participatory form of management but with absolute rules provided relative to participation. She says the person, the desired outcomes and the situation dictates the management style. This approach is one of human relations management and therefore corresponds to the 42% of the survey sample's description of their management style. One president who also describes her management style as human relations, says she has a certain way of approaching certain management issues such as hiring or firing someone, but beyond that, she tries to use participatory management. She goes on to state that this does not mean rule by majority vote but rather consulting who it is reasonable to consult on a particular issue before she makes the decisions. When asked how she evaluates those whom she administers however, she replied "on clear job descriptions and goals she sets with them for their performance." Her management style therefore seems to be a combination of a management by objectives approach and human relations management.

The case study sample approaches their role with a business emphasis. Concrete managerial techniques such as "management by objectives" is valued and utilized more than the survey sample. The survey sample places more emphasis on people orientation and human relations management.

Isolation of the leadership characteristics of the presidents was achieved by two mechanisms. Questions were included in the structured interview with the case study sample, and the Personal Profile System
was administered. The survey sample was provided the same list of de­scriptive words and asked to participate by choosing the one word in each section which least described them and the one word in each section which most described them. In this way, they also completed the Personal Profile System. The only variable that could not be controlled in the survey sample was the amount of time and thought given to the list of words prior to the making of choices.

PERSONAL PROFILE SYSTEM

The Personal Profile System identifies behavioral styles and characteristics employed most and least in leadership. The data for the Personal Profile System appear in Chapter III, page 54. They show that the survey sample and the case study sample are very different.

Table 3 and 4 in Chapter III present the frequency of the leadership behavioral pattern and major and minor characteristics of leadership for both the case study sample and the survey sample. The analysis below transposes these frequencies into percentages for easier comparison.

In 100% of the behavioral styles toward leadership identified in the case study sample, dominance was the major characteristic employed and for 89% compliance was the characteristic least employed. In the survey sample, 20% of the participants had dominance identified as a major characteristic.

In the survey sample 12%, identified compliance or conscientiousness as the major characteristic employed in dealing with others. That characteristic was not identified as a major characteristic for any of the case study sample participants. Influence on others was identified as the major characteristic of 48% of the survey sample. That characteristic was not identified as the major characteristic of any of the
case study sample. Steadiness or Submissiveness was identified as the major characteristic of 18% of the survey sample. Again, that was not a major characteristic of any of the case study sample.

As reported earlier 89% of the case study sample have compliance or conscientiousness as the characteristic least employed in their approach to leadership. In the survey sample 22% have this as a minor characteristic. Steadiness or submissiveness is the minor characteristic of 11% of the case study sample. This is not a minor characteristic for any of the survey sample.

In the survey sample 68% of the administrators identified dominance as the characteristic employed least in leadership. In the case study sample it was not the minor characteristic for any of the sample. As stated previously, dominance is the major characteristic employed by 100% of the case study sample.

Influence over others was the minor characteristic identified for 10% of the survey sample. Influence over others was not a minor characteristic for any of the case study sample. (Refer to Chapter IV, pages 55 and 56, Tables 3 and 4 for profile charts).

The general profile developed from these data about the major leadership characteristics for the case study sample is of an administrator who is demanding, egocentric, decisive, result oriented, inquisitive, forceful, self assured, aggressive, and domineering. Her approach is direct, competitive and original. She is motivated by needs for power and authority, prestige and challenge. She likes immediate accomplishments, results, direct answers, an opportunity to advance, varied and new experiences, freedom from controls and a wide scope of operation. This description is identified by the results of the Personal Profile System for 100% of the case study sample.
The general profile developed from these data about the major leadership characteristics for the survey sample is of an administrator who is socially poised, gregarious, influential, sympathetic, emotional, trusting, persuasive, self-promoting. She tends to be impulsive, talkative, radiates optimism and is people-oriented rather than result-oriented. She is motivated to satisfy needs for popularity, social recognition and public recognition of ability. She needs activities which involve contact with people, democratic relationships and favorable working conditions.

The characteristics which were identified as the minor leadership characteristics for the case study sample describe an administrator who is an independent, stubborn, opinionated, sarcastic, rebellious, persistent, firm, arbitrary, obstinate and self-righteous person. Such an administrator has a different profile than the one in the survey sample, who is conservative, calculating, mild, unassuming, careful, deliberate, cautious, predictable, and analytical. This administrator tends to be more detail oriented and slow to make decisions or become involved in new areas.

The former, the case study sample were administrators who used management by objectives and Griffith’s approach to administration. (Refer to pages 126-128). The latter, the majority of the survey sample, employed a social systems approach to administration and a human relations management approach. (Refer to pages 126 and 127).

Of the specific behavioral patterns identified for the majority (56%) of the case study sample 28% were Developers and 28% were Result Oriented. In the Personal Profile System (Appendix C) the Developer is described as an individual who tends to be strong individualist who continually seeks new horizons. Extremely self-reliant, she prefers
to find her own solutions. Relatively free of the constraining influence of the group, Developers are able to bypass convention and come up with imaginative and innovative solutions. While they tend toward direct and forceful behavior, they are capable of shrewdly manipulating people and situations. However, when forced to participate with others in situations which limit their individualism, Developers are apt to become beligerent. They tend to be self centered and opportunities for advancement and challenge are important to them. In addition, they have expectations of others and can be critical when their standards are not met. Lacking empathy, Developers often seen uncaring.

The Result Oriented profile is described in the Personal Profile System (Appendix C), as persons who display self confidence that some may interpret as arrogance. They actively seek opportunities which test and develop their abilities to accomplish results. Result Oriented persons like difficult tasks, competitive situations, unique assignments and important positions. They tend to avoid constraining factors such as direct controls, time-consuming details and routine work. Forceful and direct, they may have difficulties with others. Result Oriented people are quick in thought and action and they are impatient and find fault with others who are not. Their egotism can be overbearing to some. They may lack empathy, appearing to others as cold and blunt.

The behavioral pattern identified by the majority (38%) of the survey sample was "Counselor." This pattern appeared twenty-six times, four times more than any other pattern in this sample. In the Personal Profile System (Appendix C) the Counselor is described as a person particularly effective in solving people problems. She impresses others with her warmth, empathy and understanding. Counselors prefer to deal with people on the intimate basis of a long-standing relationship. This
approach is most effective in low-keyed situations. They are good listeners with a willing ear for problems. They offer unobtrusive suggestions and refrain from imposing their ideas on others. Counselors tend to be overly tolerant and patient with non-productive people. Under pressure, they may have difficulty. Counselors are too indirect when issuing orders, making demands or disciplining others. Counselors feel that people are most important and place less emphasis on task accomplishment. They sometimes require assistance in setting and meeting realistic goals and deadlines. Counselors often take criticism as a personal affront, but respond well to attention and compliments for assignments well done.

The discrimination between the two samples is apparent. While 56% of the case study sample were characterized as Developers or Result Oriented, only 6% of the survey sample falls into each of these two categories. While 38% of the survey sample are classified as Counselors, zero percent of the case study sample are so classified.

SYSTEM OF ASSESSMENT

The next section of the study dealt with the system of assessment or evaluation used for the presidents. In the survey sample 57% have some form of formal assessment. Of that fifty-seven percent, 89% are evaluated by the board of trustees of the institution and 38% have self-assessment as part of the evaluation procedure. Only 25% of those who have formal assessment have stipulated performance standards upon which the process is based. In the survey sample, 43% have no formal assessment process.

In the case study sample, one president has no formal assessment process. One president had formal assessment by the board only. The
remaining four presidents (60%) had formal assessment which included evaluation by the board and self-assessment. One of those presidents was also assessed by a committee of people from outside the institution. None of the case study sample had stipulated performance standards or a job description provided by the institution.

In the survey sample 7% of the respondents said that the presidency had provided them with the vehicle to attain their personal and career goals. Two presidents in the case study sample were in the office less than one year and therefore could not comment on this area. One president said the presidency had served the purpose of personal and professional goal attainment but she wanted to now go on to other things. Two presidents answered "yes", because of the types of institutions that they had chosen to administer. One president said the presidency was not a personally satisfying job; it is career goal rewarding but she does not like the public nature of the office of the presidency.

JOB OPPORTUNITIES

The final area for comparison is related to a lack of job opportunities in higher educational administration for females. In the survey sample 61% said they had not found a lack of job opportunities for females. In the case study sample, 85% answered they had experienced discrimination in regard to job opportunities in educational administration. Of those who answered in the affirmative, 60% have also experienced salary discrimination in higher educational administration because of their sex. One female president in the case study sample had not experienced discrimination. She is the youngest member of the sample. Her situation and comments from the remainder of the sample, suggest that changes are occurring in the area of the discrimination more recently.
TIME ALLOCATION STUDY

The case study sample was asked to keep an administrative daily log for two randomly selected days. The presidents were asked to identify by title the person with whom they were dealing and the general topic of the meeting. They were then asked to categorize their activities into administrative function categories as described by Luther Gulick. Definitions were provided for the categories. (A copy of the daily log and the administrative functions definitions appears in Appendix B, pages 188-191.

Of the 171 half-hour periods accounted for by the presidents, time was spent in the following administrative activities:

- Planning: 18%
- Organizing: 8%
- Directing: 15%
- Staffing: 6%
- Coordinating: 17%
- Reporting: 13%
- Budget: 10%
- Other: 13%

Within the category of other, public relations was mentioned 9%, attending student functions 2%, advisory functions 1%, teaching a course 1%, handling a student problem 1% and providing moral support for a colleague 2%.

In the Cohen and March study on presidential time allocation, the results showed that the presidents' time was divided equally among administration (dealing with hierarchial subordinates), political activities (dealing with constituents), and entrepreneur (dealing with
That study found only 5% of the presidents' time was spent with students and 10%-15% of the time was spent with faculty. In this study 12% of the president's time was spent with students, 20% was spent with faculty, 41% was spent with administrative staff and officers of the institution, 10% with the board of trustees, 2% with alumni groups and 16% in other activities. The Cohen and March study was done with forty-two male college presidents. The Cohen and March study did not deal with administrative functions, therefore comparison in other areas is not possible.

Apparently the presidents in this study are allocating their time fairly equally among the eight Gulick categories. The female presidents in this study spend a greater percentage of their time with faculty and students than the male presidents in the Cohen and March study.

SUMMARY OF RESULTS AND ANALYSES

In Chapter IV, the data of the two samples were compared with respect to background, educational preparation, career development and administrative and leadership style. The analysis of the data revealed many discriminations between the two groups of female presidents.

The case study sample administers larger academic institutions and more coeducational institutions than the larger survey sample of female presidents. The marital status of the presidents does not seem to be a variable of importance although most of the younger presidents are married. Female presidents seem to attain the presidency at a slightly younger age than the male presidents referred to in the available literature.

Choice of educational major or type of institutions attended does not seem to be a variable which discriminates between the two groups.
Age is a component of interest in this regard as well. The younger female president of both samples have acquired degrees specific to educational administration more often than their older peers.

There are discriminations in the career development areas. The case study presidents seem to have been more strategic in their career escalation. They have acquired more visibility through presentations and publications. They have been more mobile in order to attain higher administrative positions and have actively sought out experience in finance prior to seeking the position of the presidency.

The administrative theory and management style subscribed to by the case study sample is very different from that of the larger survey sample. The case study sample presidents are more task-oriented, employ more formal decision making approaches and manage by objectives. The survey sample presidents are people-oriented. They emphasis a social systems approach to administration and a human relations approach to management.

There seems to be no discrimination between the two samples on the job descriptions they are provided or the method by which their performance is assessed. There is a difference related to job discrimination experienced by the two groups. The case study sample presidents have experienced a lack of job opportunities and salary discrimination more than the larger survey sample.

A time allocation analysis was made for the case study sample and some comparisons were made between the female groups and the male presidents in the Cohen and March study.
Based on the results of this study the following findings present themselves. Each is accompanied with the relevant data in the survey and case study samples section of the study.

Female administrators aspiring to these presidencies should choose positions in larger institutions of higher education. (Summary of the findings, p. 118, paragraph 1; survey data, p. 45, responses to questions 1, 2, 3; case study data, pp. 59, 69, 80, 91, 100 and 109 for Presidents A, B, C, D, E and F respectively.) The administrators should move from one institution to another acquiring higher administrative positions with each move. There seems to be little value in attempting to ascend the academic ladder in a single institution. (Summary of the findings, pp. 121-123; survey data, pp. 48-49, responses to questions 11, 12, 13; case study data, pp. 60, 70, 81-82, 92 101 and 109-110 for Presidents A, B, C, D, E and F respectively.)

Female administrators who wish the aforementioned presidential posts should obtain a doctorate degree from a private institution. Inspite of the need for educational administrative skills, a doctorate in education is not a prevalent degree. (Summary of the findings, pp.119-120; survey data, pp. 46-47, responses to questions 7, 8; case study data, pp. 59, 69, 80-81, 91, 100 and 109 for Presidents A, B, C, D, E and F respectively.) Acquiring education in financial management is an important commodity. Administrators should learn about budget preparation and investments. Jobs which allow experience in these areas are most important to the development of the would-be president. In a decision regarding accepting an administrative position, an opportunity to be involved in fund raising is another critical area. These are important, saleable skills for a president. (Summary of the findings, pp. 124-125; survey data, pp. 50-51, responses to question 17, 18; case study data, pp. 60-61, 71, 82-83, 93, 101 and 109
Visibility is necessary in order to obtain the presidential positions in larger coeducational institutions. When accepting administrative positions, administrators should choose those which allow the opportunity to be involved in publications and especially presentations. Positions which require that all the administrators' time be spent at the desk or in the classroom would not be in the best interest of the aspiring presidents' development. (Summary of the findings, p. 121, paragraphs 1, 2, 3; survey data, pp. 47-48, responses to questions 9, 10; case study data, pp. 59, 69-70, 81, 92, 100 and 109, for Presidents A, B, C, D, E and F respectively.)

Female presidents use an administrative style which employs a logical approach to decision making. These administrators develop a repertoire of approaches that work to achieve the desired results. (Summary of the findings, pp. 126-127; survey data, p. 51, response to question 19; case study data, pp. 61, 71, 83, 93, 101-102 and 110-111 for Presidents A, B, C, D, E and F respectively.) The presidents of major, coeducational institutions employ a scientific theory to the practical aspects of administration to arrive at an appropriate decision making process. Female administrators should focus on a model such as the process of decision making proposed by Daniel Griffiths:

1. Recognize, define and limit the problem
2. Analyze and evaluate the problem
3. Establish criteria by which solutions will be evaluated as acceptable to the need
4. Collect data
5. Formulate and select the preferred solution or solutions

Text them in advance
6. Put into effect the preferred solution
   a. program the solution
   b. control the activities in the program
   c. evaluate the results and the process

From this approach, the administrators develop a theory of what will happen in a certain situation if a certain approach is taken. If this is done... then this will happen.

These presidents view administration as the process of directing and controlling life within the organization. They utilize their authority and power to accomplish the goals of the institution. (Summary of findings, pp. 126-127; survey data, p. 51, response to question 19; case study data, pp. 59, 69-70, 81, 92, 100 and 109 for Presidents A, B, C, D, E and F respectively.)

The female administrator who wishes to be president in a major institution should take management courses or work under administrators who employ management by objectives. In order that the female president be viewed as organized, fair and effective, this technique should be mastered. Management by objectives is an appropriate approach to dealing with subordinates in major institutions. It is seen as an approach which allows incorporation of others' ideas and as one in which the subordinates play an active role in the administration. (Summary of findings, pp. 127-28; survey data, pp. 51-52, response to question 20; case study data, pp. 62, 73-74, 84-85, 94-95, 103 and 111 for Presidents A, B, C, D, E and F respectively.)

In developing a leadership style, aspiring presidents should attempt to be viewed as more task oriented than people oriented. Administrators who project decisive, result oriented, forceful, self-assured and aggressive leadership behavior are more successful in attaining presidential positions in the major academic institutions. Presidents of these institutions display acceptance of their authority role and challenges. These presidents
expect results and direct answers. Administratively, they provide structure and expectations but do not directly supervise all activities as long as the goal is attained. Presidents in these institutions tend not to be "hung up" on details, are not slow to make decision or to get involved in new areas. (Summary of findings, pp. 128-133; survey and case study data, pp. 54-56, response to question 25, Tables 3 and 4.)

Female administrators whose career aims include a major academic institution presidency, must be aware of potential job and salary discrimination in the educational sector. (Summary of findings, p. 134, paragraph 2; survey data, p. 54, response to question 24; case study data, pp. 64, 76-77, 87-88, 97, 105 and 113-114 for Presidents A, B, C, D, E and F respectively.) As more females attain higher ranking administrative posts, these discriminatory practices can be eliminated.

Certain implications can be made for institutions which conduct programs for preparing female educational administrators from the results of this study. Institutions should provide a particular foundation for female administrators in budgeting, investmentsments, fund raising and other aspects of financial management. These educational programs should stress administrative theories of decision making in the academic environment. They should prepare female administrators to expect to encounter a need for geographic mobility in pursuit of higher academic administrative positions.

Although both of the following orientations are important, the institutions should place greater emphasis on assisting the female administrator in development of a task-oriented approach to leadership rather than a people oriented approach.

The institutions should assist the female administrator to develop the skills for establishing job descriptions and evaluation mechanisms for administrators in higher education.
CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

SUMMARY

The purpose of this study is to develop a profile of the female president in higher education. The areas of interest are background, educational training, career preparation, job related mobility, frameworks of administration and management and approaches to leadership.

In order to provide coverage of the material related to female presidents in the United States in depth, the universal population of female presidents was included in this study. For purposes of the analysis aspect of the study, this population of female presidents was divided into two smaller samples. The small sample is comprised of female presidents who have acquired that position in major coeducational institutions which had previously had male presidents. The larger sample is comprised of female presidents who have acquired that position in institutions which have traditionally had female presidents.

The study was guided by the following research hypotheses:

1. Do those females who have achieved the presidency in major coeducational institutions that have all male predecessors have a different profile related to background, training and career development than the female presidents who have achieved the presidency in institutions which have traditionally had female administrators?
2. Do those females who have achieved the presidency in major
coeducational institutions that have all male predecessors
have different administrative and managerial approaches and
different leadership styles than those females who have ac­
hieved the presidency in institutions which have traditionally
had female administrators?

Beyond comparing and contrasting the two samples, an attempt to dis­
cuss the data extracted from this study with the available literature was
made when applicable.

The smaller sample was investigated through the case study approach. Personal structured interviews were conducted with these presidents. There are eight female presidents in the United States who fit into this cate­
gory. Six of them participated in this study.

The larger sample consists of thirty-six female presidents. The data
was extracted from this sample by the use of a survey instrument. The
survey provided comparative data to the structured interview of the small­
er sample. Twenty-eight of the female presidents of this population par­
ticipated in this study.

CONCLUSIONS

This study led to conclusions about the similarities and differences
between the two samples and between the universal population and the lit­
erature. The conclusions are categorized into those which address three
areas (1) background and career preparation; (2) educational and adminis­
trative careers; and (3) approaches to administration and leadership.
Background and Career Preparation

1. The presidents in this study give evidence that the marital status of the presidents does not seem to be a variable of importance in attainment of the office of president in larger, coeducational institutions or smaller institutions for female education.

2. The presidents in this study give evidence that the major area chosen for their educational degrees does not seem to be a variable of importance in the attainment of presidential positions.

3. The presidents in this study give evidence that the type of institution chosen for their educational preparation should be private schools.

4. The presidents in this study give evidence that being an alumna of an institution is not a variable of importance in attaining the presidency of that institution.

5. The presidents in this study give evidence that seeking financial experience is important in attainment of presidencies of larger, coeducational institutions.

6. The presidents in this study give evidence that publications and scholarly presentations are important in attainment of presidencies of larger, coeducational institutions.

7. The presidents in this study give evidence that female presidents attain that office at a younger age than the literature suggests for male presidents.
Educational and Administrative Careers

1. The presidents in this study give evidence that mobility is required of female presidents for attainment of higher administrative positions in larger, coeducational institutions.

2. The presidents in this study give evidence that accepting administrative positions which involve financial and fund raising responsibilities is important to the attainment of the presidencies in larger, coeducational institutions.

3. The presidents in this study give evidence that it is important that training in finance be sought after educational preparation in order to attain presidencies in larger, coeducational institutions.

Administrative and Leadership Approach

1. The presidents in this study give evidence that an administrative approach employing Griffith's theory of controlling and directing life in an organization is preferred in administering larger, coeducational institutions.

2. The presidents in this study give evidence that management by objectives is the management style preferred in larger, coeducational institutions.

3. The presidents in this study give evidence that dominance is a characteristic which is employed in leadership of larger coeducational institutions.

4. The presidents in this study give evidence that compliance and conscientiousness are characteristics which are not employed in leadership of larger coeducational institutions.

5. The presidents in this study give evidence that a task orientation approach toward administration is employed rather than a people
orientation approach in larger, coeducational institutions.

6. The presidents in this study give evidence that influence of others and inspirational leadership are characteristics employed in leadership of smaller institutions for female education.

7. The presidents in this study give evidence that compliance and conscientiousness are characteristics employed in leadership of smaller institutions for female education.

Beyond providing comparative data related to the three areas in question, data dealing with the types of institutions involved, the allocation of time of the presidents and the responses of the presidents to some of the material from the literature were included. These areas were discussed in order to provide information for the developing female administrators in higher education.

Recommendations For Educational Administration

1. Female administrators aspiring to attain the position of the presidency in major coeducational institutions should seek experience and training in finance.

2. Female administrators aspiring to attain the position of the presidency in major coeducational institutions should seek educational programs which provide a foundation in business skills such as management by objectives.

3. Female administrators aspiring to attain the position of the presidency in major coeducational institutions should seek programs in educational administration which provide a foundation in administrative theories of decision making in the academic environment.
4. Female administrators aspiring to attain the position of the presidency in major coeducational institutions should expect that mobility will be required of them as they seek higher administrative positions in academic institutions.

5. Female administrators aspiring to attain the position of the presidency in major coeducational institutions should develop a task orientation approach to leadership in their administrative styles.

6. Institutions of higher education should develop formal job descriptions and methods of assessing the performance of their chief executive officers.

7. Institutions of higher education should evaluate the trend which causes female administrators to change employment settings in order to ascend the educational administration ladder.

Recommendations For Further Study

There is a sparsity of information in the literature related to female university presidents and female administrators in general. There is the opportunity for much further study which was beyond the scope of this paper. The following areas are worthy of additional investigation.

1. Further study should be done to determine the best educational preparation for attainment of the office of the university presidency.

2. Further study should be done to determine valid evaluation mechanisms to identify successful university presidents.
3. Further study should be done to determine what kind of educational programs are available, or need to be developed to provide the best financial experience for the university presidency.

4. Further study should be done to analyze the different requirements of the presidencies in institutions for coeducational education and female education.

5. Further study should be done to analyze the job market for female administrators in higher education. The experience required, trends in training and required mobility should be areas investigated.

6. Further study should be done to identify the existence of sex discrimination in the attainment of positions in administration in higher education and salary discrimination for females holding such positions.
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Dear President,

I am a Professor and department chairman at Northwestern University. I am also a doctoral candidate at Loyola University of Chicago in Educational Administration and Supervision.

The task that I have undertaken in my dissertation is to establish a profile of the successful high-ranking female educational administrator, specifically the president in higher education. I have embarked upon this endeavor because of the sparsity of information regarding female presidents. A sparsity which is more notable because of the many females who have chosen careers in higher education and who look to you as an inspiration.

The research methodology that I am employing involves the administration of a Q sort mechanism to females in lesser administrative positions in institutions of higher education regarding their perception of the presidency. From the items in the Q sort, I have developed a structured interview to be administered to presidents. I would like the privilege of interviewing you. I will be asking you questions related to your background, educational career, institutional service and past administrative roles, as well as the current administrative structure in which you operate. I will also be using a focused interview schedule that is designed to reflect those characteristics which are dominantly employed in your approach to administration.

As a administrator, I can appreciate the never-ending demands upon your time. Therefore, I am writing now to request the two hours that are necessary for this interview. I will be in your area on [insert date]. Please advise me if your calendar permits you to meet with me on one of these days. If this time is not acceptable, please advise me of your availability.

I thank you in advance for your consideration of this request. Due to the fact that there are not yet large numbers of female presidents, your participation is most important. With your help, a needed contribution to the educational literature regarding women in higher educational administration can be made. In establishing the overall administrative profile of the female president, your anonymity will be ensured. I will be happy to send you a copy of the completed dissertation if you so desire. I will be anxiously awaiting word from you.

Sincerely,

Patricia Phagan
Professor
Chairman/Dental Hygiene and Auxiliary Programs
Northwestern University Dental School

PP/dg
1. What is the enrollment profile of your institution?
   a. number of students
   b. are both sexes represented equally in the student body?

   Comments:

2. What is the number of faculty of the institution?

3. What is the governance structure of the institution?
   (Line and Staff Chart, if available)

   Comments:
4. What is the day to day administrative structure of the institution?

Is there a provost position?

Comments:

5. What is your marital status?

6. What was your age upon acquiring the position of president?

7. What is the highest degree that you hold?

a. In what area of study is the degree?

b. Do you have an advanced degree in administration?
8. Approximately how many scholarly publications do you have to your credit?

9. How long have you held the position of president in this institution?

10. Have you been president in another institution of higher education?

Comments:

11. Have you held the position of department chairman or dean?

Comments:
12. Have you held a lesser administrative position in the institution in which you are now the president?

Comments:

13. Have you served on major committees in institution of higher education?

Comments:

14. Have you had experience in fund raising?

Comments:

15. Does your background include financial expertise, e.g., accounting?
15. con't

Comments:

16. Do you subscribe to a theoretical framework of administration? e.g., Griffiths, Getzels and Cuba.

Discussion/Comments:
17. Are you committed to a specific leadership style?

Discussion/Comments:

18. Has your leadership style changed from one institution to another?

Discussion/Comments:
19. How do you routinely spend your time in the office of president?

Discussion/Comments:

20. Have you developed a situational management style?
21. Do you subscribe to a participatory form of management? If so, do you include administrators, faculty, students?

Discussion/Comments:

22. Does your institution have a formal assessment or evaluation process for the top executives?

Comments:
23. Does that program include assessment from the Board of Trustees?

Comments:

24. Does that program include self-assessment?

Comments:
25. Were you provided stipulated presidential performance standards upon acceptance of this position?

Comments:

26. Do you have your own standards of performance and goals regarding the presidency?

Discussion/Comments:
27. Are you able to blend your personal goals with those of the university, students and faculty?

Discussion/Comments:

28. Has the office of the presidency provided you the vehicle to attain your educational career and professional goals?
29. Do you operate under a formal contractual agreement?

COMMENTS:

30. Some of the literature relating to female administrators stress the following situations. In your experience have you found:

Female administrators are less flexible than male administrators?

Discussion/Comments:
31. Females who leave teaching for administration feel isolated and less able to accomplish goals for education?

Discussion/Comments:

32. Females administrators are more principled than male administrators, less likely to "carry out a bluff?"

Discussion/Comments:
33. Female administrators tend to "go it alone" more than male administrators in their leadership style, have more difficulty with delegation?

Discussion/Comments:

34. There is a lack of job opportunities for females in administration in higher education?

Discussion/Comments:
35. An "old girl's network" is developing in response to a lack of female administrative positions.

Discussion/Comments:

36. Female administrators are expected to perform better than male administrators to achieve the same recognition?

Discussion/Comments:
Dear President:

I am a professor and department chair at Northwestern University. I am also a doctoral candidate in Educational Administration at Loyola University. In that regard, I am studying the female chief executive in institutions of higher education.

For this study, I have personally interviewed many of your peers about their background, educational career and leadership and administrative approach to the presidency. Spending several hours with these women has been an extremely insightful and rewarding experience for me. I am now requesting the basic information in the enclosed survey from the remaining number of female presidents to provide an overall profile.

I know the demands upon your time and the requests you receive continually for your participation. There is a void in the literature dealing with administrators in higher education related to the female president. You are one of fifty-two presidents (this number does not include those females who are members of religious orders.) This is a small number, but one that is continually growing. Please assist me in providing a necessary addition to the literature. An important addition for those female administrators who look to you as an inspiration.

I thank you in advance for your participation. Your anonymity will of course, be guaranteed.

Sincerely,

Patricia Phagan
Professor
Chairman/Auxiliary Programs
Northwestern University Dental School
1. What is the enrollment of the institution of which you are the chief executive administrator?

- Fewer than 500 students
- 500 - 1000
- 1001 - 1500
- 1501 - 3000
- 3001 - 10,000

2. Are both sexes represented equally in the student body?

- YES
- NO

3. What is the number of full-time faculty of the institution?

4. Is there a provost position in the administrative structure of the institution?

- YES
- NO

5. What is your marital status?

- single
- married
- divorced
- widowed

6. What was your age upon attaining the position of president?

- below 35
- 36 - 40
- 41 - 45
- 46 - 50
- over 50
7. What is the highest degree you hold?
   Ph.D. ______
   Ed.D. ______
   M.S. ______
   M.Ed. ______
   M.A. ______
   other ______

   In what discipline is your highest degree?
   COMMENTS:

8. Do you hold an advanced degree in administration?
   YES ______
   NO ______
   COMMENTS:

9. How many scholarly publications do you have to your credit?
   less than 25 ______
   26 - 50 ______
   51 - 100 ______
   over 100 ______
   COMMENTS:
10. How many scholarly presentations have you made?

- less than 25
- 26 - 50
- 51 - 100
- over 100

COMMENTS:

11. Have you held the administrative position of

- department chair
- dean
- vice-president
- provost
- assistant to the president
- other

COMMENTS:

12. Have you held lesser administrative positions in the institutions where you now serve as president?

- department chair
- dean
- vice-president
- provost
- assistant to the president
- other

COMMENTS: continued on next page
13. Is your administrative experience from
   private institutions __________
   public institutions __________
   both __________
   COMMENTS:

14. Were the institutions where you received your degrees
   private institutions __________
   public institutions __________
   both __________
   COMMENTS:

15. Are you an alumna of the institution at which you now hold the position of president?
   YES __________
   NO __________
   COMMENTS:
16. Have you held the position of president in another institution of higher education?
   YES  
   NO   
   IF YES, how many  

17. Have you had experience in fund raising?
   YES  
   NO   
   COMMENTS:  

18. Does your background include financial expertise?
   YES  
   NO   
   By training  
   or experience  
   Please list training and experience:
19. Do you subscribe to one of the following frameworks of administration?

A. McGregor's Theory Y
   1. coercion and threats do nothing
   2. people are self directed when committed to goals
   3. people seek responsibility
   4. less external supervision is employed
   5. establish reward systems

B. Social Systems Approach
   1. combine needs, roles and expectations of the institution and needs disposition and personality of the individual in your administrative approach
   2. administration functions in an interpersonal way as part of a larger social system

C. Administration as Directing and Controlling Life in the Organization
   1. don't make all decisions yourself, but see that they are made
   2. develop a repertoire of what decisions work in what situations, for future use

D. other approach

Comments:

20. Do you employ one of the following approaches to management?

a. motivational approach (e.g. Herzberg, Maslow)

b. management by objectives

c. clinical supervision

d. human relations management

e. other

Comments:
21. Does your institution have a formal assessment or evaluation process for the top executive?

YES  

NO  

IF YES, does that process include assessment by the

Board of Trustees

self-assessment

assessment by stipulated performance standards

COMMENTS:

22. Are you able to blend your personal goals with those of

the university

faculty

students

please COMMENT:
23. Has the office of the presidency provided you the vehicle to attain your educational career and professional goals?

YES

NO

please COMMENT:

24. Have you found a lack of job opportunities for females in administration in higher education?

YES

NO

COMMENTS:
25. In the following twenty-four groups of four descriptive words each, please check one word which most describes you as an administrator and one word which least describes you as an administrator. Please fill in two choices for each box.*

<table>
<thead>
<tr>
<th>MOST</th>
<th>LEAST</th>
<th>MOST</th>
<th>LEAST</th>
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<tbody>
<tr>
<td>1. gentle persuasive humble original</td>
<td>8. brave inspiring submissive timid</td>
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<tr>
<td>2. attractive god-fearing stubborn sweet</td>
<td>9. sociable patient self-reliant soft-spoken</td>
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<td>3. easily led bold loyal charming</td>
<td>10. adventurous receptive cordial moderate</td>
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<tr>
<td>4. open-minded obliging will-power cheerful</td>
<td>11. talkative controlled conventional decisive</td>
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<tr>
<td>5. jovial precise ner vy even tempered</td>
<td>12. polished daring diplomatic satisfied</td>
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<td></td>
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<tr>
<td>6. competitive considerate joyful harmonious</td>
<td>13. aggressive life-of-the-party easy mark fearful</td>
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<td>7. fussy obedient unconquerable playful</td>
<td>14. cautious determined convincing good-natured</td>
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<td>MOST</td>
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<td>15. willing</td>
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<td>20. argumentative</td>
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<td>eager</td>
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<td>adaptable</td>
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<td>agreeable</td>
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<td>nonchalant</td>
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<td>high-spirited</td>
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<td>light-hearted</td>
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<td>16. confident</td>
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<td>21. trusting</td>
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<td>sympathetic</td>
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<td>contented</td>
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<td>assertive</td>
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<td>peaceful</td>
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<td>17. well-disciplined</td>
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<td>22. good mixer</td>
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<td>generous</td>
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<td>cultured</td>
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<td>animated</td>
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<td>vigorous</td>
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<td>persistent</td>
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<td>18. admirable</td>
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<td>23. companionable</td>
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<td>kind</td>
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<td>accurate</td>
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<td>resigned</td>
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<td>outspoken</td>
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<td>force of character</td>
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<td>restrained</td>
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<td>19. respectful</td>
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<td>24. restless</td>
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<tr>
<td>pioneering</td>
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<td>neighborly</td>
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<td>optimistic</td>
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<td>popular</td>
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<tr>
<td>accommodating</td>
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<td>devout</td>
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</table>

* Descriptive words adapted from "Emotions of Normal People" by William Moulton Marsten.
APPENDIX B
ORGANIZATION CHART

President,

(Special Assistant, Executive Assistant, Assistant)

Vice President for Academic Affairs, Ford

Vice President for Financial Affairs & Treasurer,

Vice President for Public Affairs, Vice President Budget & Control,
ADMINISTRATIVE CATEGORY KEY

Please choose a category of administrative process as defined by Luther Gulick. List the corresponding initial in the box designated on the daily log.

PLANNING (P) - A definition of goals or objectives. The administrator engages in planning to give direction to the activities of the institution.

ORGANIZING (O) - The tasks of an institution are subdivided and then related and arranged to create an operating entity. To create a form to be used as a basis for grouping and executing institutional functions.

DIRECTING (D) - Start action and keep the system moving toward its goals. This process is concerned with authority; issuing directives, consulting, decision-making that are necessary to keep the institution going.

STAFFING (S) - Identifying, employing, evaluating and assigning human resources.

COORDINATING (CO) - Unifying the activities of various components and focusing the functions of discrete units onto objectives.

REPORTING (R) - Controlling process. Keeping the organization locked onto targets. Concerned with prevention of disabling, substandard performance. Measuring the output of the organization. The administrator compares end products with previously determined standards. Corrective action is initiated when necessary.

BUDGET (B) - Financial planning. Equipment and materiel allocation. Fund raising.

OTHER - Specify particular process which is not included in the above categories, eg., public relations.
President's daily schedule: randomly selected days, logged activities:

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY</th>
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<tbody>
<tr>
<td>7:00 a.m.</td>
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<td>11:30 a.m.</td>
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</tbody>
</table>

PERSON DEALING WITH:
Identify by title: e.g.,
student, department chair,
V.P. of Student Affairs

(see attached key)
President’s daily schedule: 2 randomly selected days, logged activities:

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY</th>
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</thead>
<tbody>
<tr>
<td>12:00 p.m.</td>
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</table>

PERSON DEALING WITH:
Identify by title, eg., student, department chair, V.P. of Student Affairs

(see attached key)
President's daily schedule: 2 randomly selected days, logged activities:

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY</th>
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<tr>
<td>5:00 p.m.</td>
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<td>8:00 a.m.</td>
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<td>8:30 a.m.</td>
<td>Vice President for Financial Affairs and Administration</td>
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<td>9:00 a.m.</td>
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<td>10:00 a.m.</td>
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<td>10:30 a.m.</td>
<td>Chairman, University Master Plan Commission</td>
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<tr>
<td>11:00 a.m.</td>
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<tr>
<td>11:30 a.m.</td>
<td>Acting Vice President for Student Affairs and Director of Health Services</td>
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<tr>
<td>TIME</td>
<td>PERSON DEALING WITH:</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
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<tr>
<td>12:00 p.m.</td>
<td>Academic Deans</td>
<td>Weekly discussion meeting</td>
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<tr>
<td>12:30 p.m.</td>
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<td>1:00 p.m.</td>
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<td>1:30 p.m.</td>
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<tr>
<td>2:00 p.m.</td>
<td>Property Committee of the Board of Trustees</td>
<td>Discussion of items before Committee</td>
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<td>2:30 p.m.</td>
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<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
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<td>5:00 p.m.</td>
<td>V.P. of Student Affairs</td>
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<td>5:30 p.m.</td>
<td>V.P. of Student Affairs</td>
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<tr>
<td>6:00 p.m.</td>
<td>University Master Plan Commission</td>
<td>Kickoff and charge to the Commission</td>
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<td>6:30 p.m.</td>
<td>University Master Plan Commission</td>
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<td>7:00 p.m.</td>
<td>University Master Plan Commission</td>
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<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
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<tr>
<td>7:00 a.m.</td>
<td>Director of Publications</td>
<td>Department function</td>
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<td>9:00 a.m.</td>
<td>Vice President for University Relations</td>
<td>University Relations matters</td>
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<td>10:00 a.m.</td>
<td>Interior Designer</td>
<td>Renovations</td>
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<td>11:00 a.m.</td>
<td>Energy Consultants</td>
<td>Energy conservation</td>
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<td>11:30 a.m.</td>
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</tbody>
</table>
### President's Daily Schedule

**2 randomly selected days, logged activities:**

<table>
<thead>
<tr>
<th>PERSON DEALING WITH: Identify by title, eg., student, department chair, V.P. of Student Affairs</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY</th>
<th>(see attachment key)</th>
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<tbody>
<tr>
<td><strong>TIME</strong></td>
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<td><strong>12:30 p.m.</strong></td>
<td>Women's Studies Commission</td>
<td>Women's Commission and Women's Studies</td>
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<td>TIME</td>
<td>PERSON DEALING WITH:</td>
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<td>ADMINISTRATIVE CATEGORY key</td>
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<td>5:00 p.m.</td>
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<td>5:30 p.m.</td>
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<tr>
<td>6:00 p.m.</td>
<td>Alumni group</td>
<td>Speak</td>
<td>PR</td>
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<td>6:30 p.m.</td>
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<tr>
<td>7:00 p.m.</td>
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<tr>
<td>TIME</td>
<td>PERSON DEALING WITH</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
<td>ADMINISTRATIVE CATEGORY</td>
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<tr>
<td>7:00 a.m.</td>
<td>SELF</td>
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<tr>
<td>7:30 a.m.</td>
<td>BREAKFAST MEETING WITH STUDENT GOVERNMENT LEADERS</td>
<td>PLANNING FORTHCOMING STUDENT ACTIVITIES AND DISCUSSING STUDENT CONCERNS</td>
<td></td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>SECRETARY</td>
<td>MEMOS &amp; LETTERS</td>
<td>CO</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>SECRETARY</td>
<td>MEMOS &amp; LETTERS</td>
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<td>9:00 a.m.</td>
<td>SECRETARY</td>
<td>MEMOS &amp; LETTERS</td>
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<td>9:30 a.m.</td>
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<tr>
<td>10:00 a.m.</td>
<td>BRITISH EXCHANGE STUDENTS</td>
<td>GREETING &amp; HAVING COFFEE WITH EXCHANGE STUDENTS</td>
<td>OTHER - PUBLIC RELATIONS</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>SECRETARY</td>
<td>MEMOS &amp; LETTERS</td>
<td>CO</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>LIAISON REPRESENTATIVE</td>
<td>MEETING W/FACULTY PERSON DOING ECOLOGICAL WORK ON PRESERVE DONATED TO COLLEGE - EXPLANATION TO NEW PRES.</td>
<td>OTHER - ADVISORY</td>
</tr>
<tr>
<td>TIME</td>
<td>PERSON DEALING WITH: Identify by title, eg., student, department chair, V.P. of Student Affairs</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
<td>ADMINISTRATIVE CATEGORY</td>
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</tr>
<tr>
<td>12:00 p.m.</td>
<td>LUNCH w/ NEW AFFIRMATIVE ACTION OFFICER</td>
<td>DELINEATING RESPONSIBILITIES OF POSITION</td>
<td>P</td>
</tr>
<tr>
<td>12:30 p.m.</td>
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<td>1:00 p.m.</td>
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<tr>
<td>1:30 p.m.</td>
<td>PRINCIPAL ADMINISTRATORS' MTG.</td>
<td>ITEMS BROUGHT UP BY PA'S FOR DISCUSSION &amp; RESOLUTION</td>
<td>D</td>
</tr>
<tr>
<td>2:00 p.m.</td>
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<td>2:30 p.m.</td>
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<td>3:00 p.m.</td>
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<tr>
<td>3:30 p.m.</td>
<td>45 COLLEGE NEWSPAPER REPORTER</td>
<td>INTERVIEW BY COLLEGE NEWSPAPER RE PRESIDENT'S PLANS</td>
<td>OTHER - DISSEMINATION OF INFORMATION</td>
</tr>
<tr>
<td>4:00 p.m.</td>
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<tr>
<td>4:30 p.m.</td>
<td>SELF</td>
<td>PERUSE NOTES FROM PA MEETING</td>
<td>O</td>
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</tbody>
</table>

(see attached administrative category key)
<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY</th>
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</thead>
<tbody>
<tr>
<td>5:00 p.m.</td>
<td>HOME</td>
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<td>6:00 p.m.</td>
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<td>6:30 p.m.</td>
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<tr>
<td>7:00 p.m.</td>
<td>DORMITORY STUDENTS AND RESIDENT DIRECTOR</td>
<td>EXCHANGE OF IDEAS SESSION</td>
</tr>
<tr>
<td>TIME</td>
<td>PERSON DEALING WITH: Identify by title: ex., student, department chair, V.P. of Student Affairs</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
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<tr>
<td>7:00 a.m.</td>
<td>SELF</td>
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<tr>
<td>7:30 a.m.</td>
<td>ADMINISTRATIVE AIDE</td>
<td>OUTLINE OF DAY’S SCHEDULE</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>SELF</td>
<td>PUBLIC RELATIONS PLANNING</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>SELF</td>
<td>BUDGET PLANNING &amp; FUND DRIVE</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>SECRETARY</td>
<td>MEMOS &amp; LETTERS</td>
</tr>
<tr>
<td>9:30 a.m.</td>
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<tr>
<td>10:00 a.m.</td>
<td>ACADEMIC DEAN (A.V.P.)</td>
<td>PROBLEMS &amp; PLANNING</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td></td>
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<tr>
<td>11:00 a.m.</td>
<td>ENDOWMENT ASSN. INVESTMENT COMMITTEE</td>
<td>MEETING W/TRUST OFFICER TO DISCUSS ENDOWMENT ASSN. INVESTMENTS</td>
</tr>
<tr>
<td>11:30 a.m.</td>
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<tr>
<td>TIME</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
<td>ADMINISTRATIVE CATEGORY</td>
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<tr>
<td>12:00 p.m.</td>
<td>LUNCH W/MAYOR OF CITY AND CITY MANAGER</td>
<td>CITY/COLLEGE PUBLIC RELATIONS</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td></td>
<td>OTHER (PUBLIC RELATIONS)</td>
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<tr>
<td>1:00 p.m.</td>
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<tr>
<td>1:30 p.m.</td>
<td>CHRM. OF STUDENT BOARD OF SELECT-MEN &amp; DIR. OF STUDENT ACTIVITIES &amp; ACT.DIR. OF ATHLETICS</td>
<td>STUDENT ACTIVITIES BUDGET FOR ATHLETICS</td>
</tr>
<tr>
<td>2:00 p.m.</td>
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</tr>
<tr>
<td>2:30 p.m.</td>
<td>CONFERENCE CALL W/CHANCELLOR &amp; 3 PRESIDENTS OF NII SYSTEM</td>
<td>DISCUSSION OF MUTUAL CONCERNS AND DECISION-MAKING FOR TRUSTEE APPROVAL</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>15 SELF</td>
<td>PERUSAL OF MATERIALS FOR SENATE MEETING</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>COLLEGE SENATE SECRETARY</td>
<td>BRIEFING ON MATERIALS TO BE CONSIDERED AT SENATE MEETING</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>COLLEGE SENATE MEETING</td>
<td>REPORTS FOR 4 STANDING COMMITTEES AND ACTION TAKEN</td>
</tr>
<tr>
<td>4:30 p.m.</td>
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<td></td>
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<tr>
<td>TIME</td>
<td>PERSON DEALING WITH:</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
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<td>5:00 p.m.</td>
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<td>5:30 p.m.</td>
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<tr>
<td>6:00 p.m.</td>
<td>RETURN HOME</td>
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<tr>
<td>6:30 p.m.</td>
<td>DINNER</td>
<td></td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td></td>
<td></td>
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<tr>
<td>8 p.m.</td>
<td>STUDENT RECITAL</td>
<td>PIANO RECITAL AS PART OF DEGREE REQUIREMENTS</td>
</tr>
</tbody>
</table>

(see attached key)
**Presdent's daily schedule: 2 randomly selected days, logged activities:**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY</th>
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<tbody>
<tr>
<td>7:00 a.m.</td>
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<td>7:30 a.m.</td>
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<tr>
<td>8:00 a.m.</td>
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<tr>
<td>8:30 a.m.</td>
<td>Review Mail - Memos</td>
<td></td>
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<tr>
<td>9:00 a.m.</td>
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<tr>
<td>9:30 a.m.</td>
<td>Faculty Member Personel Problem</td>
<td></td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Student - Director of NYPIRG</td>
<td></td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>V.P. Health Affairs</td>
<td></td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Legal Counsel, Dean &amp; Chairman</td>
<td></td>
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<tr>
<td>11:30 a.m.</td>
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</tbody>
</table>

**PERSON DEALING WITH:**

Identify by title: en., student, department chair, V.P. of Student Affairs.
## President's Daily Schedule: 2 Randomly Selected Days, Logged Activities

<table>
<thead>
<tr>
<th>TIME</th>
<th>PERSON DEALING WITH:</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 p.m.</td>
<td>Board Members and President of</td>
<td>Common Problems</td>
<td>F</td>
</tr>
<tr>
<td>12:30 p.m.</td>
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<tr>
<td>1:00 p.m.</td>
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<tr>
<td>1:30 p.m.</td>
<td>Faculty of Health Sciences</td>
<td>Organization</td>
<td>O - D</td>
</tr>
<tr>
<td>2:00 p.m.</td>
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<tr>
<td>2:30 p.m.</td>
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</tr>
<tr>
<td>3:00 p.m.</td>
<td>SEEK mtg. at Board of Higher Ed Presidets</td>
<td>Setting Policy Guidelines</td>
<td>O - C - R</td>
</tr>
<tr>
<td>3:30 p.m.</td>
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<tr>
<td>4:00 p.m.</td>
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<tr>
<td>4:30 p.m.</td>
<td>Chancellor Presidents</td>
<td>Budget Mtg.</td>
<td>G</td>
</tr>
</tbody>
</table>
President's daily schedule: 2 randomly selected days, logged activities:

<table>
<thead>
<tr>
<th>TIME</th>
<th>PERSON DEALING WITH: Identify by title, eg., student, department chair, V.P. of Student Affairs</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY (see attached Key)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 p.m.</td>
<td>Sec 4:30</td>
<td></td>
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</tr>
<tr>
<td>5:30 p.m.</td>
<td>Faculty</td>
<td>Reception for distinguished retiree</td>
<td>D - PR</td>
</tr>
<tr>
<td>6:00 p.m.</td>
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<tr>
<td>6:30 p.m.</td>
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<tr>
<td>7:00 p.m.</td>
<td>Faculty - Student family conv.</td>
<td>Conversation for School of Soc. Work</td>
<td>P - PR</td>
</tr>
</tbody>
</table>
President's daily schedule: 2 randomly selected days, logged activities:

<table>
<thead>
<tr>
<th>TIME</th>
<th>PERSON DEALING WITH:</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY</th>
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</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td>Self</td>
<td>Cycling</td>
<td>Good health</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Self</td>
<td>Reviewing promotional materials</td>
<td>S</td>
</tr>
<tr>
<td>8:00 a.m.</td>
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<td>8:30 a.m.</td>
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<tr>
<td>9:00 a.m.</td>
<td>Provost</td>
<td>Promotions</td>
<td>S</td>
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<tr>
<td>9:30 a.m.</td>
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<tr>
<td>10:00 a.m.</td>
<td>Dean for Ed. Programs</td>
<td>Admissions Action</td>
<td>P</td>
</tr>
<tr>
<td>10:30 a.m.</td>
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</tr>
<tr>
<td>11:00 a.m.</td>
<td>Chair &amp; V Chair of Faculty</td>
<td>Evaluation of Search Process</td>
<td>O - P</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Student Senator</td>
<td>Search Process</td>
<td>O - P</td>
</tr>
</tbody>
</table>
President’s daily schedule: 2 randomly selected days, logged activities:

<table>
<thead>
<tr>
<th>TIME</th>
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<th>ADMINISTRATIVE CATEGORY</th>
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<tbody>
<tr>
<td>5:00 p.m.</td>
<td>V.P. of Student Affairs</td>
<td>(see attached key)</td>
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<tr>
<td>5:30 p.m.</td>
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<td>(see attached key)</td>
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<tr>
<td>6:00 p.m.</td>
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<td>(see attached key)</td>
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<td>6:30 p.m.</td>
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<tr>
<td>7:00 p.m.</td>
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Identify by title, eg., student, department chair, V.P. of Student Affairs.
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<th>ADMINISTRATIVE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 a.m.</td>
<td>Self</td>
<td>Worked on President's End-of-Year Report to the Board.</td>
<td>CO and R</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Executive Aide to the President</td>
<td>Checked President's Calendars for congruency; assigned various assignments to staff; reviewed in-coming mail of day before/routed some; dictated responses, or action to be taken.</td>
<td>O and D</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Director of Admissions</td>
<td>WEEKLY STANDING APPOINTMENT - to discuss yield figures, composition of class, and available housing for next freshman class in preparation for Board meeting.</td>
<td>R and P</td>
</tr>
<tr>
<td>8:30 a.m.</td>
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</tr>
<tr>
<td>9:00 a.m.</td>
<td>Associate Dean of the Faculty</td>
<td>To review her draft of a presentation at the Board meeting on new academic programs and to discuss President's recommendation of her for higher position she applied for elsewhere.</td>
<td>R and P</td>
</tr>
<tr>
<td>9:15 a.m.</td>
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<tr>
<td>9:30 a.m.</td>
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<tr>
<td>10:00 a.m.</td>
<td>Secretary to the Board of Trustees</td>
<td>To discuss secretary's preparations for the Board meeting, and her responsibilities for it.</td>
<td>D</td>
</tr>
<tr>
<td>10:30 a.m.</td>
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<tr>
<td>10:45 a.m.</td>
<td>Vice President for Finance and Administration</td>
<td>WEEKLY STANDING APPOINTMENT - to discuss form of Budget, and Resolutions on it, to be presented for approval at the Board of Trustees meeting.</td>
<td>R and P and B</td>
</tr>
<tr>
<td>11:00 a.m.</td>
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<td>11:30 a.m.</td>
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<td>11:45 a.m.</td>
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<td>TIME</td>
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<tr>
<td>12:00 p.m.</td>
<td>Vice President for Academic Affairs and Dean of the Faculty</td>
<td>WEEKLY STANDING APPOINTMENT - to discuss Dean's role in Middlestates self-study and faculty's 3/5-year curricular and staffing plans; to agree on what the Dean would report on both to the Board.</td>
<td>P and R</td>
</tr>
<tr>
<td>12:30 p.m.</td>
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<tr>
<td>12:45 p.m.</td>
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</tr>
<tr>
<td>1:00 p.m.</td>
<td>Faculty Member</td>
<td>To discuss her grievance with dean and a department chairperson.</td>
<td>S and Other (TLC and Feeding of Colleagues as below)</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td></td>
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<td></td>
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<tr>
<td>2:00 p.m.</td>
<td>Faculty Member</td>
<td>Phone Call - to discuss a national Conference for which the president was recommending her as a speaker.</td>
<td>Other - building supportive network for members of the college community (TLC and Feeding of Colleagues)</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td></td>
<td>Taxi to downtown hotel.</td>
<td></td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Provost, University of Pennsylvania</td>
<td>Meeting - to seek advice and intervention of the other officer in achieving acceptance of teams in the Ivy League Intercollegiate Sports Competitions.</td>
<td>Other - improvement of inter-institutional arrangements.</td>
</tr>
<tr>
<td>3:30 p.m.</td>
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<td>4:00 p.m.</td>
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<td>4:30 p.m.</td>
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<tr>
<td>5:00 p.m.</td>
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<tr>
<td>5:00 p.m.</td>
<td></td>
<td>Taxi to President's Apartment</td>
<td></td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>Two Trustee Members</td>
<td>Conference Call re content and wording of Faculty Salary Resolutions for presentation to the Board.</td>
<td>CO, R and B</td>
</tr>
<tr>
<td>6:00 p.m.</td>
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<td>6:15 p.m.</td>
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<td>6:30 p.m.</td>
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<tr>
<td>6:45 p.m.</td>
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<tr>
<td>7:00 p.m.</td>
<td>Director of Financial Aid</td>
<td>Working Dinner - to discuss her presentation of student need, available financial aid for Board Meeting.</td>
<td>CO and R</td>
</tr>
<tr>
<td>8:00 p.m.</td>
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<tr>
<td>8:15 p.m.</td>
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<tr>
<td>8:30 p.m.</td>
<td>Real Estate Consultant and College Lawyer; Director of Residential Life</td>
<td>Meeting to discuss (over dessert and coffee) presentation of student housing needs, and available alternate housing and costs, and what arrangements to suggest to Board for adoption.</td>
<td>CO</td>
</tr>
<tr>
<td>10:00 p.m.</td>
<td></td>
<td>Taxi to President's Apartment</td>
<td></td>
</tr>
<tr>
<td>10:30 p.m.</td>
<td>Dean for the Disabled</td>
<td>Telephone Call - to discuss her presentation about the program, grants, etc., at the Board Meeting.</td>
<td>CO, R and Other (TLC, etc.)</td>
</tr>
<tr>
<td>11:15 p.m.</td>
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<tr>
<td>TIME</td>
<td>PERSON DEALING WITH:</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
<td>ADMINISTRATIVE CATEGORY</td>
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</tr>
<tr>
<td>7:00 a.m.</td>
<td>Trustee</td>
<td>Phone call - to discuss agenda for next meeting of Trustee Committee and presentation to Full Board.</td>
<td>P and CO</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Director of Public Relations</td>
<td>WEEKLY STANDING APPOINTMENT - to discuss problems, strategy, up-coming events, trips, etc.</td>
<td>R and D</td>
</tr>
<tr>
<td>8:00 a.m.</td>
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<tr>
<td>8:30 a.m.</td>
<td>Undergraduate Officers with Vice President for Student Affairs and Dean of Studies/Students</td>
<td>WEEKLY STANDING APPOINTMENT - to share concerns and information.</td>
<td>C</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td></td>
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<tr>
<td>9:30 a.m.</td>
<td>Trustees (2); Director of Development; Outside Consultant (Steering Committee)</td>
<td>Meeting to discuss Capital Campaign.</td>
<td>D</td>
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<tr>
<td>10:00 a.m.</td>
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<td>10:30 a.m.</td>
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<tr>
<td>1:00 a.m.</td>
<td>Trustee; Director of Development</td>
<td>Meeting to discuss strategy in receiving major alumna gift.</td>
<td>R</td>
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<tr>
<td>1:30 a.m.</td>
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<td>TIME</td>
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<tr>
<td>12:00 p.m.</td>
<td>Faculty Committee (Elected Faculty with the Dean of the Faculty)</td>
<td>WEEKLY MEETING - to discuss appointments, tenure and promotion of individual faculty members.</td>
<td>S</td>
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<tr>
<td>12:30 p.m.</td>
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<td>1:00 p.m.</td>
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<td>1:30 p.m.</td>
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<tr>
<td>2:00 p.m.</td>
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<tr>
<td>2:30 p.m.</td>
<td>Elected representatives of the Non-tenured Faculty, with the Dean of the Faculty</td>
<td>Meeting to discuss promotion to tenure, appointment and reappointment policies and procedures of the Administration, Chairmen and Board of and at</td>
<td>R and S</td>
</tr>
<tr>
<td>3:00 p.m.</td>
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<td>3:30 p.m.</td>
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<td>4:00 p.m.</td>
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<tr>
<td>4:30 p.m.</td>
<td>Outside Candidate for an open Administrative Position</td>
<td>Interview - Administrative Assistant, to be Office Manager in the Office of the President.</td>
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<tr>
<td>TIME</td>
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<td>Outside Candidate for an open Administrative Position</td>
<td>Interview - Administrative Assistant, to be Office Manager in the Office of the President.</td>
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<td>6:00 p.m.</td>
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<td>6:30 p.m.</td>
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<tr>
<td>7:00 p.m.</td>
<td>Director of Residential Life; Research and Planning Assistant; Director of Financial Aid</td>
<td>Working Dinner - to discuss college requirements for more housing, and policy and procedures to be followed in assigning student rooms in view of the shortage.</td>
<td>P and CO</td>
</tr>
<tr>
<td>7:30 p.m.</td>
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<td>9:00 p.m.</td>
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<td>10:00 p.m.</td>
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<tr>
<td>10:30 p.m.</td>
<td>Dean for the Disabled</td>
<td>Phone Call - to discuss development of a proposal for funding, personnel relations with her superior, advisory committee for her program, etc.</td>
<td>P, D, and CO</td>
</tr>
<tr>
<td>11:00 p.m.</td>
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</tbody>
</table>
President's daily schedule: 2 randomly selected days, logged activities:

<table>
<thead>
<tr>
<th>TIME</th>
<th>PERSON DEALING WITH:</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 p.m.</td>
<td>Telephone</td>
<td>4) discussed neighbor</td>
<td>Organizing</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Museum Director &amp; VP</td>
<td>Discussion of exhibitions, funding</td>
<td>Organizing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>purposes, extension of audience</td>
<td>Budget</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td></td>
<td>review of hiring procedures</td>
<td>Staffing</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Director of Personnel</td>
<td>review of plans for commencement</td>
<td>Public Relations</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>Mail &amp; Telephone</td>
<td></td>
<td>Public Relations</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>V.P. for Student Affairs &amp; Assistant</td>
<td>review of plans for commencement</td>
<td>Public Relations</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Mail &amp; Telephone</td>
<td></td>
<td>Public Relations</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Trustee's</td>
<td>Committee of Budget &amp; Planning</td>
<td>Budget Planning</td>
</tr>
<tr>
<td>4:30 p.m.</td>
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<tr>
<td>TIME</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
<td>ADMINISTRATIVE CATEGORY</td>
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<tr>
<td>7:00 a.m.</td>
<td>Breakfast with students</td>
<td>student concerns -</td>
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<tr>
<td></td>
<td></td>
<td>courses, campus life,</td>
<td></td>
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<td></td>
<td></td>
<td>security;</td>
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<tr>
<td>7:30 a.m.</td>
<td></td>
<td>informal chat about</td>
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<td></td>
<td></td>
<td>books, exhibitions,</td>
<td></td>
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<td></td>
<td></td>
<td>purposes</td>
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<tr>
<td>8:00 a.m.</td>
<td></td>
<td>installation of</td>
<td></td>
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<td></td>
<td></td>
<td>computer</td>
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<tr>
<td>8:30 a.m.</td>
<td></td>
<td>planning, budget,</td>
<td></td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Executive Assistant</td>
<td>planning, budget,</td>
<td></td>
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<tr>
<td>9:30 a.m.</td>
<td></td>
<td>planning, budget,</td>
<td></td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>V.P. for Budget &amp; Control</td>
<td>new accounts system</td>
<td></td>
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<tr>
<td>10:30 a.m.</td>
<td>VP for Public Affairs</td>
<td>discussion of publications</td>
<td></td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td></td>
<td>fund-raising</td>
<td></td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>answer telephone calls</td>
<td>complaints parent</td>
<td></td>
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<td></td>
<td></td>
<td>meeting trustee</td>
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<td></td>
<td></td>
<td>angry student</td>
<td></td>
</tr>
</tbody>
</table>
President's daily schedule: 2 randomly selected days, logged activities:

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>PERSON DEALING WITH:</th>
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</thead>
<tbody>
<tr>
<td>5:00 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>MAIL &amp; TELEPHONE <em>(AT HOME)</em></td>
<td>Identify by title, eg., student, department chair, V.P. of Student Affairs</td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Supervision of dinner preparation</td>
<td></td>
</tr>
<tr>
<td>6:30 p.m.</td>
<td>GUESTS Distinguished Friends</td>
<td>Trustees</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>DINNER</td>
<td></td>
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<tr>
<td>11 p.m.</td>
<td>FINISH MAIL READ</td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>PERSON DEALING WITH:</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
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<tr>
<td>7:00 a.m.</td>
<td>TRUSTEES</td>
<td>AUDIT COMMITTEE</td>
</tr>
<tr>
<td>7:30 a.m.</td>
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<tr>
<td>8:00 a.m.</td>
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<tr>
<td>8:30 a.m.</td>
<td>EXECUTIVE</td>
<td>INSTALLATION OF COMPUTER, PLANNING</td>
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<td></td>
<td>ASSISTANT</td>
<td></td>
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<tr>
<td>9:00 a.m.</td>
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<td>9:30 a.m.</td>
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<tr>
<td>10:00 a.m.</td>
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<tr>
<td></td>
<td>VP for Academic</td>
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<tr>
<td></td>
<td>Affairs</td>
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<td>10:30 a.m.</td>
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<td>11:00 a.m.</td>
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<tr>
<td>11:30 a.m.</td>
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<tr>
<td>12:00 a.m.</td>
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</tbody>
</table>
President's daily schedule: 2 randomly selected days, logged activities:

<table>
<thead>
<tr>
<th>TIME</th>
<th>PERSON DEALING WITH:</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY</th>
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</thead>
<tbody>
<tr>
<td>12:00 p.m.</td>
<td>V.P. of Student Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>EXECUTIVE COMMITTEE OF BOARD</td>
<td>Regular meeting</td>
<td>REPORTING, COORDINATING, BUDGET, PLANNING, STAFFING, ORGANIZING</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>V.P. of Student Affairs</td>
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<tr>
<td>1:30 p.m.</td>
<td>V.P. of Student Affairs</td>
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<tr>
<td>2:00 p.m.</td>
<td>V.P. of Student Affairs</td>
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<tr>
<td>2:30 p.m.</td>
<td>MAIL &amp; TELEPHONE</td>
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<tr>
<td>3:00 p.m.</td>
<td>CABINET - i.e.</td>
<td>regular meeting</td>
<td>REPORTING, COORDINATING, BUDGET, PLANNING, STAFFING, ORGANIZING</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>all V.P.'s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>TRAVEL TO NYC</td>
<td>dictaphone at hand</td>
<td>DRAFTING, COMPOSING, SENDING, CORRESPONDENCE</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>V.P. of Student Affairs</td>
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</tr>
<tr>
<td>TIME</td>
<td>PERSON DEALING WITH:</td>
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<td>5:00 p.m.</td>
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<td>5:30 p.m.</td>
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<td>6:00 p.m.</td>
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<tr>
<td>6:30 p.m.</td>
<td></td>
<td><strong>Cocktail Party</strong></td>
<td><strong>Public Relations</strong></td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td></td>
<td><strong>Dinner with NY Trustees &amp; Friends of RISD</strong></td>
<td><strong>Budget</strong></td>
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<tr>
<td>TIME</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
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<td>7:00 a.m.</td>
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<td>8:00 a.m.</td>
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<tr>
<td>8:30 a.m.</td>
<td>VP Planning</td>
<td>P + B</td>
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<tr>
<td>9:00 a.m.</td>
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<tr>
<td>9:30 a.m.</td>
<td>Student</td>
<td>other / P2</td>
<td></td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Journalist齐全的文献</td>
<td>other</td>
<td></td>
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<tr>
<td>10:30 a.m.</td>
<td>Teaching Course on world hunger</td>
<td>other</td>
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<tr>
<td>11:00 a.m.</td>
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<tr>
<td>11:30 a.m.</td>
<td>5 college presidents</td>
<td>0 + 0</td>
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</table>
President's daily schedule: 2 randomly selected days, logged activities:

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<td>12:30 p.m.</td>
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<td>1:00 p.m.</td>
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<td>1:30 p.m.</td>
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<td>2:00 p.m.</td>
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<td>2:30 p.m.</td>
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<tr>
<td>3:00 p.m.</td>
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<tr>
<td>3:30 p.m.</td>
<td>Faculty meeting/Revision of appointment process</td>
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<tr>
<td>4:00 p.m.</td>
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<td>4:30 p.m.</td>
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</table>

PERSON DEALING WITH:
Identify by title, eg.,
student, department chair,
V.P. of Student Affairs

(see att. key)
President's daily schedule: 2 randomly selected days, logged activities:

<table>
<thead>
<tr>
<th>TIME</th>
<th>PERSON DEALING WITH: Identify by title, eg., student, department chair, V.P. of Student Affairs</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY key</th>
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<tbody>
<tr>
<td>5:00 p.m.</td>
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<td>5:30 p.m.</td>
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<td>6:00 p.m.</td>
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<td>6:30 p.m.</td>
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<tr>
<td>7:00 p.m.</td>
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<tr>
<td>11:30 - 11:30</td>
<td>paperwork at home</td>
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</tr>
<tr>
<td>TIME</td>
<td>PERSON DEALING WITH:</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
<td>ADMINISTRATIVE CATEGORY</td>
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</tr>
<tr>
<td>7:00 a.m.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7:30 a.m.</td>
<td></td>
<td></td>
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<tr>
<td>8:00 a.m.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8:30 a.m.</td>
<td>Staff Mgr</td>
<td>Yearly review</td>
<td>D</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td></td>
<td></td>
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<tr>
<td>9:30 a.m.</td>
<td>ACE Intern</td>
<td>AA program for new year</td>
<td>D</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Ass't Dean - Student</td>
<td>Student problem</td>
<td></td>
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<td></td>
<td>Student Affairs</td>
<td></td>
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<tr>
<td>10:30 a.m.</td>
<td>Investment Committee</td>
<td>Investment policy</td>
<td>P</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Planning Staff</td>
<td>Financial aid</td>
<td>P</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
President's daily schedule: 2 randomly selected days, logged activities:

<table>
<thead>
<tr>
<th>TIME</th>
<th>PERSON DEALING WITH:</th>
<th>ACTIVITY OR GENERAL TOPIC OF MEETING</th>
<th>ADMINISTRATIVE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 p.m.</td>
<td>lunch w/ professor</td>
<td>academic program</td>
<td>B - CO</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1:30 p.m.</td>
<td>phone calls</td>
<td></td>
<td>D, B, O</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>faculty</td>
<td>planning a program</td>
<td>P</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>phone calls</td>
<td></td>
<td>DBO</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>faculty art opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>ACTIVITY OR GENERAL TOPIC OF MEETING</td>
<td>ADMINISTRATIVE CATEGORY</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------</td>
<td>-------------------------</td>
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<tr>
<td>5:00 p.m.</td>
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<tr>
<td>5:30 p.m.</td>
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</tr>
<tr>
<td>6:00 p.m.</td>
<td>Faculty Business</td>
<td>PF</td>
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<tr>
<td>6:30 p.m.</td>
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<td></td>
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</tr>
<tr>
<td>7:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-11</td>
<td>Paperwork/ Answering mail</td>
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<td></td>
</tr>
</tbody>
</table>
TABLE 1

Reliability Coefficients of the Personal Profile System (DISC)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>P</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominance</td>
<td>.93</td>
<td>.01</td>
</tr>
<tr>
<td>Influencing of Others</td>
<td>.78</td>
<td>.01</td>
</tr>
<tr>
<td>Steadiness</td>
<td>.84</td>
<td>.02</td>
</tr>
<tr>
<td>Competence</td>
<td>.72</td>
<td>.05</td>
</tr>
</tbody>
</table>

Geier reported the following inter-correlations for the four dimensions which indicates the four dimensions are relatively independent.

Inter-Correlation of Dimensions of the Personal Profile System

<table>
<thead>
<tr>
<th></th>
<th>D</th>
<th>I</th>
<th>S</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominance</td>
<td>--</td>
<td>.23</td>
<td>-.35</td>
<td>-.18</td>
</tr>
<tr>
<td>Influencing</td>
<td>.23</td>
<td>--</td>
<td>.33</td>
<td>-.04</td>
</tr>
<tr>
<td>Steadiness</td>
<td>-.35</td>
<td>.32</td>
<td>--</td>
<td>.23</td>
</tr>
<tr>
<td>Competence</td>
<td>-.18</td>
<td>-.04</td>
<td>.23</td>
<td>--</td>
</tr>
</tbody>
</table>
II LIMITATIONS

YOUR BEHAVIOR UNDER PRESSURE OR NATURAL STYLE (GUT REACTION)

HOW YOU SEE YOURSELF (SELF CONCEPT)

D = DOMINANCE
I = INFLUENCING OTHERS
S = STEADINESS
C = CONSCIENTIOUSNESS OR COMPLIANCE

"Work Behavioral Characteristics" (Tendencies to act)
A. Person with a High "D" Characteristic.

TRENDS TO BE:
- Decisive - Results Oriented -
- Forceful - Self-Assured - Aggressive -
- Direct - Quick to React - Competitive -
- A problem solver

IS MOTIVATED TO SATISFY THE FOLLOWING NEEDS:
- Power & Authority - Prestige & Challenge - Immediate Accomplishments & Results - Direct Answers - An Opportunity to Advance - Varied & New Experiences - Freedom from Controls - Wide Scope of Operation

TO BE EFFECTIVE NEEDS:
- Challenging Assignments - to learn to pace & to relax - Awareness
- That sanctions exist - A logical approach -
- Techniques based on practical experience - Deadlines & Clarification of Authority
A PERSON WITH A LOV-"D" CHARACTERISTIC TENDS TO BE:
CONSERVATIVE - CALCULATING - HIND - UNASSUMING - CAREFUL -
A SPECIALIST - DELIBERATE - CAUTIOUS - PREDICTABLE - MORE
DETAILED ORIENTED - ANALYTICAL - SLOW TO MAKE DECISIONS OR
BECOME INVOLVED IN NEW AREAS
IS MOTIVATED TO SATISFY THE FOLLOWING NEEDS:
THE OPPORTUNITY TO WEIGHT PROS & CONS BEFORE MAKING DECISIONS -
A PREDICTABLE ENVIRONMENT - FACTS & EXAMPLES - STANDARDIZED
CONTROLS, POLICIES & PROCEDURES - IDENTIFICATION WITH A GROUP -
QUALITY ACCOMPLISHMENTS & RESULTS - SPECIALIZED ASSIGNMENTS &
ACTIVITIES
TO BE EFFECTIVE HELPS:
TO TAKE MORE AUTHORITY - TO MAKE DECISIONS FASTER - TO ACCEPT
CHANGE MORE READILY - TO BECOME INVOLVED IN A WIDER VARIETY OF
ACTIVITIES & ASSIGNMENTS - TO BECOME MORE OF A RISK TAKER.
A PERSON WITH A LOW "I" CHARACTERISTIC TENDS TO BE:
- Conscientious - Factual - Logical - Reserved Cautious in Meeting
- and Dealing with New People - Reflective - Self-Conscious -
- In Control of his Emotions - Objective - One who judges others
- by their sincerity - Good at working alone & Seeking Facts

IS MOTIVATED TO SATISFY THE FOLLOWING NEEDS:
- Sincerity - To be in Control of Himself - Relationships to
- Form at a Natural Pace - Facts & Examples - Time to React -
- Time to Work Alone & To Think - Scheduled Activities

TO BE EFFECTIVE, NEEDS:
- More Involvement with Different People - Time to Warm Up -
- To Personally Sell Himself and His Ideas More - Time to
- Reflect on New Ideas - To Loosen up a Bit - Not to Take Himself so Seriously -
A PERSON WITH A HIGH "S" CHARACTERISTIC

TENDS TO BE:
Self-Controlled - Steady - Patient - Deliberate - A Good Listener
Loyal - One Who Develops Specialized Skills
Non-Demonstrative - Possessive - Stable - Good at Concentrating
& Finishing Assignments - Sincere - Systematic - One Who Keeps Things Inside

IS MOTIVATED TO SATISFY THE FOLLOWING NEEDS:
Security of Situation - "Status Quo"
Established Procedures - Sincerity - Conflict Free Environment
Clarified Responsibility & Authority - Time to Adjust
Identification with Organization

TO BE EFFECTIVE NEEDS:
Conditioning prior to change - Short cut methods - Reassurance
Feeling of worthwhile accomplishment - Able Associates
Predictable Environment - To Be More Opportunistic
A PERSON WITH A LOW "S" CHARACTERISTIC
TENDS TO BE:
- Ambitious - Restless - Impatient - Fault-Finding - Eager
- Alert - Nimble - Impetuous - Inconsistent - Discontented with "Status Quo"
- Searching for New Ways of Doing Things
- Self-Critical - Quick to Act - Opportunistic - Very Open to Change
- Excitable - One with Many Irons in the Fire

IS MOTIVATED TO SATISFY THE FOLLOWING NEEDS:
- Short-cut Methods - Freedom to Act - New & Different Activities
- Freedom from Control & Detail - Involvement - A Flexible Environment - Ability - Opportunity to be heard

TO BE EFFECTIVE NEEDS:
- More Patience & Stability - Deadlines - More Consistency
- More concentration - Priority Setting - Scheduling of Activities - Better Listening Skills
A PERSON WITH A HIGH "C" CHARACTERISTIC TENDS TO BE:

Conscientious - Precise - Systematic - Accurate - Critical - Sensitive
Exact - Logical - Diplomatic - Conventional - Analytical - Well Prepared - Controlled

IS MOTIVATED TO SATISFY THE FOLLOWING NEEDS:

Security - Standard Operating Procedures - Time to Think - Detailed
Information and Examples - Freedom from Pressure - Quality Standards
Full Explanations - Things Done "Right" - Personal Attention - Specialized Endeavors

TO BE EFFECTIVE NEEDS:

Planning - Less Time on Details - Team Participation - To Learn to Delegate to Others -
To Make Decisions Faster - Act More Independently - A Wider Perspective
A PERSON WITH A LOW "C" CHARACTERISTIC

TENDS TO BE:
Independent - Stubborn - Optimistic - Sarcastic - Rebellious -
Persistent - Firm - Arbitrary - Obstinate - Self-Righteous

IS MOTIVATED TO SATISFY THE FOLLOWING NEEDS:
Independence from Direct Control - Challenges - Freedom from Detail and Standard Operating Procedures -
Opportunity to Try New Ideas - Wide Scope of Operation - Many New and Varied Activities -
Accomplishments and Results

TO BE EFFECTIVE NEEDS:
Techniques Based on Practical Experience - A More Logical Approach - To PACE Himself -
To Give More Information to Others - More Identification with a Group - To SHARE His Ideas -
To be more Analytical.
The Personal Profile System presents a plan to help you understand self and others in the work environment. You are the central focus as you heighten understanding of your style and identify the environment most conducive to your success. At the same time, you learn about the differences of others and the environment they require for maximum productivity and harmony in the work organization.

The Personal Profile System is not a test. You cannot pass or fail. There isn’t a best pattern. Research evidence supports the conclusion that the most effective people are those who know themselves, know the demands of the situation, and adapt strategies to meet those needs. In summary, the Personal Profile System enables you to:

- Identify your work behavioral style
- Create the motivational environment most conducive to success
- Increase your appreciation of different work styles
- Identify and minimize potential conflicts with others
Choose one MOST and one LEAST in each of the 24 groups of words.

<table>
<thead>
<tr>
<th>MOST</th>
<th>LEAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>gentle</td>
<td>persuasive</td>
</tr>
<tr>
<td>humble</td>
<td>original</td>
</tr>
<tr>
<td>attractive</td>
<td>god-fearing</td>
</tr>
<tr>
<td>stubborn</td>
<td>sweet</td>
</tr>
<tr>
<td>easily led</td>
<td>bold</td>
</tr>
<tr>
<td>loyal</td>
<td>charming</td>
</tr>
<tr>
<td>open-minded</td>
<td>obliging</td>
</tr>
<tr>
<td>will power</td>
<td>cheerful</td>
</tr>
<tr>
<td>jovial</td>
<td>precise</td>
</tr>
<tr>
<td>nervous</td>
<td>even-tempered</td>
</tr>
<tr>
<td>competitive</td>
<td>considerate</td>
</tr>
<tr>
<td>joyful</td>
<td>harmonious</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>MOST</th>
<th>LEAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>fussy</td>
<td>obedient</td>
</tr>
<tr>
<td>unconquerable</td>
<td>playful</td>
</tr>
<tr>
<td>brave</td>
<td>inspiring</td>
</tr>
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<td>submissive</td>
<td>timid</td>
</tr>
<tr>
<td>sociable</td>
<td>patient</td>
</tr>
<tr>
<td>self-reliant</td>
<td>soft-spoken</td>
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<tr>
<td>adventurous</td>
<td>receptive</td>
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<td>cordial</td>
<td>moderate</td>
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<td>talkative</td>
<td>controlled</td>
</tr>
<tr>
<td>conventional</td>
<td>decisive</td>
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<tr>
<td>polished</td>
<td>daring</td>
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<tr>
<td>diplomatic</td>
<td>satisfied</td>
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</table>

<table>
<thead>
<tr>
<th>MOST</th>
<th>LEAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>aggressive</td>
<td>life-of-the-party</td>
</tr>
<tr>
<td>easy mark</td>
<td>fearful</td>
</tr>
<tr>
<td>cautious</td>
<td>determined</td>
</tr>
<tr>
<td>convincing</td>
<td>nonchalant</td>
</tr>
<tr>
<td>willing</td>
<td>eager</td>
</tr>
<tr>
<td>agreeable</td>
<td>high-spirited</td>
</tr>
<tr>
<td>confident</td>
<td>sympathetic</td>
</tr>
<tr>
<td>tolerant</td>
<td>assertive</td>
</tr>
<tr>
<td>well-disciplined</td>
<td>generous</td>
</tr>
<tr>
<td>persistent</td>
<td>contented</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOST</th>
<th>LEAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>respectful</td>
<td>pioneering</td>
</tr>
<tr>
<td>optimistic</td>
<td>accommodating</td>
</tr>
<tr>
<td>argumentative</td>
<td>adaptable</td>
</tr>
<tr>
<td>light-hearted</td>
<td>trustful</td>
</tr>
<tr>
<td>trusting</td>
<td>contented</td>
</tr>
<tr>
<td>positive</td>
<td>peaceful</td>
</tr>
<tr>
<td>good mixer</td>
<td>cultured</td>
</tr>
<tr>
<td>vigorous</td>
<td>tenient</td>
</tr>
<tr>
<td>companionable</td>
<td>accurate</td>
</tr>
<tr>
<td>outspoken</td>
<td>restrained</td>
</tr>
<tr>
<td>restless</td>
<td>neighborly</td>
</tr>
<tr>
<td>popular</td>
<td>devout</td>
</tr>
</tbody>
</table>
instructions

1. responding

1. Study the four descriptive words in the first group of words on page 2 while thinking about the work behavioral tendencies you show in the work setting.

2. Select only one word that **MOST** describes you. Use the special marker to color the oval after that word in the **MOST** column. A symbol will appear. See **EXAMPLE 1**.

3. Select only one word that **LEAST** describes you. Use the special marker to color the oval after that word in the **LEAST** column. A symbol will appear.

4. Use the same procedure to respond to the remaining groups of descriptive words.

   Remember: **Only one MOST** and one **LEAST** choice for each group.

**EXAMPLE 1**

The individual in **Example 1** tends to be most original and least gentle.

<table>
<thead>
<tr>
<th>MOST</th>
<th>LEAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>gentle</td>
<td>O</td>
</tr>
<tr>
<td>persuasive</td>
<td>O</td>
</tr>
<tr>
<td>humble</td>
<td>O</td>
</tr>
<tr>
<td>original</td>
<td>N</td>
</tr>
</tbody>
</table>

2. counting and recording

1. Tear out the perforated area in the lower right of this page to reveal the tally box.

2. **Most Choices**: Total the number of Z's in the four **MOST** columns on page 2. Write this total over the Z symbol in the **MOST** column of the tally box.

   Use the same procedure to count and record the other symbols ▲ □ ♠ N in the **MOST** columns.

3. **Least Choices**: Total the number of Z's in the four **LEAST** columns on page 2. Write this total over the Z symbol in the **LEAST** column of the tally box.

   Use the same procedure to count and record the other symbols ▲ □ ♠ N in the **LEAST** columns.

4. Check the accuracy by adding the **MOST** and **LEAST** columns of the tally box. Each column should total 24.

3. determining the difference

1. Determine the difference between the **MOST** and **LEAST** columns for each row of the tally box. Enter these numbers in the **DIFFERENCE** column. See **EXAMPLE 2**.

2. Use a plus (+) sign if the number in the **MOST** column is greater than the number in the **LEAST** column. See example.

   Use a minus (−) sign if the number in the **MOST** column is less than the number in the **LEAST** column.

**EXAMPLE 2**

<table>
<thead>
<tr>
<th>TALLY BOX</th>
<th>MOST</th>
<th>LEAST</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Z</td>
<td>D</td>
<td>−7</td>
</tr>
<tr>
<td>i</td>
<td>0</td>
<td>i</td>
<td>−8</td>
</tr>
<tr>
<td>S</td>
<td>6</td>
<td>8</td>
<td>+3</td>
</tr>
<tr>
<td>C</td>
<td>♠</td>
<td>C</td>
<td>+10</td>
</tr>
</tbody>
</table>

SHOULD TOTAL 24

LIFT AND TEAR
PERFORATION "A"
TO REVEAL

TALLY BOX
4. Use the numbers from the **MOST** column of the tally box to plot Graph I. See example 3.
- Plot the **Z** number on the **D** line.
- Plot the ■ number on the i line.
- Plot the ▲ number on the **S** line.
- Plot the ★ number on the **C** line.

Estimate the plotting point if a specific number is not shown on the graph. The “N” number was used to ensure accurate results and is not plotted.

2. Use the numbers from the **LEAST** column of the tally box to plot Graph II.

3. Use the numbers from the **DIFFERENCE** column of the tally box to plot Graph III. Note the + and — signs on Graph III.
GRAPH I behavior: expected by others

MOST

LEAST

DIFFERENCE

Circle the peak of the four plotting points in Graph III. See Example 4. Use Graph II if you have two equal high points in Graph III. Identify the scale for that plotting point. The example shows a high point on the S scale.

Turn to page 6.
The purpose of the Personal Profile System is to help you understand self and others. Responding to the system enables you to master a framework for looking at human behavior while increasing your knowledge of your unique behavioral pattern. The goal of this practical approach is to help you create the environment which will ensure greater success for yourself. At the same time, you gain an appreciation for the different motivational environments required by those with different work behavioral styles. The interpretation, progressing from general to specific, facilitates the mastery of this individualized approach to self and others. The following summary identifies the basis for the interpretation, the interpretive content, and suggestions for use in each of the three interpretation stages.

**INTERPRETATION STAGE I: GENERAL HIGHLIGHTS** (page 7)

<table>
<thead>
<tr>
<th>BASIS OF INTERPRETATION</th>
<th>INTERPRETIVE CONTENT</th>
<th>SUGGESTIONS FOR USE</th>
</tr>
</thead>
</table>
| Highest plotting point on Graph III | The content provides an understanding of the D, i, S, and C dimensions of behavior. The interpretation contains general highlights and includes the following. **Description:**
1. This person's tendencies include:
2. This person desires an environment which includes: **Action Plan**
1. This person needs others who:
2. To be more effective, this person needs: | Read the section indicated by your highest plotting point. Personalize the general interpretation by:
• Underlining the phrases that describe you accurately
• Deleting the phrases which do not apply
• Substituting appropriate phrases from the other descriptions |

**INTERPRETATION STAGE II: DIMENSIONAL INTENSITY INDEX** (page 8)

<table>
<thead>
<tr>
<th>BASIS OF INTERPRETATION</th>
<th>INTERPRETIVE CONTENT</th>
<th>SUGGESTIONS FOR USE</th>
</tr>
</thead>
</table>
| The exact placement of your plotting points on the D, i, S, and C scales. | The index considers each dimension separately. The words which are revealed reflect the intensity of your tendencies on each dimension. The result is an emerging pattern of your work behavioral style. | Continue the personalization of this more specific interpretation. For each of the words appearing in the four columns:
• Use an x to indicate agreement
• Use an O to indicate disagreement
• Use a ? to indicate doubt |

**INTERPRETATION STAGE III: CLASSICAL PROFILE PATTERNS** (pages 13 through 19)

<table>
<thead>
<tr>
<th>BASIS OF INTERPRETATION</th>
<th>INTERPRETIVE CONTENT</th>
<th>SUGGESTIONS FOR USE</th>
</tr>
</thead>
</table>
| The interaction among the four plotting points on the D, i, S, and C scales is considered. Patterns, identified by the degree of difference in the positional relationship among the plotting points, are listed in the graph reference tables. | Consideration of the plotting point relationships for your profile graphs results in an interpretation(s) under the following headings:
- **emotions:** your usual "feeling" state
- **goal:** where you feel "right" with the world
- **judges others by:** the basis of your associations and hiring practices
- **influences others by:** your impact on others
- **value to the organization:** your unique contribution
- **overuses:** how your strengths can become weaknesses
- **under pressure:** often in your "blind" area
- **would increase effectiveness with more:** for maximum success | Continue the personalization of your interpretation. Discuss the interpretation with someone who knows you well for additional insights. Read the other interpretations to increase appreciation of those with different work behavioral styles |

the library of classical profile patterns

If you wish to continue the process of understanding self and others, an in-depth analysis is available. Each volume of the Library of Classical Profile Patterns focuses on one of the profile patterns. The succinct summaries contained in the Personal Profile System are expanded. Excerpts from interviews are included to illustrate how various people demonstrate these tendencies in their work settings. Comparisons between the patterns are drawn and strategies are included for working with those who are different from self. Use the pattern in Graph II if all the graphs are different.
### D dominance

**Emphasis is on shaping the environment by overcoming opposition to accomplish results**

#### DESCRIPTION

This person's tendencies include:
- getting immediate results
- causing action
- accepting challenges
- making quick decisions
- questioning the status quo
- taking authority
- causing trouble
- solving problems

This person desires an environment which includes:
- power and authority
- prestige and challenge
- opportunity for individual accomplishments
- wide scope of operations
- direct answers
- opportunity for advancement
- freedom from controls and supervision
- many new and varied activities

#### ACTION PLAN

This person needs others who:
- weigh pros and cons
- calculate risks
- use caution
- structure a more predictable environment
- research facts
- deliberate before deciding
- recognize the needs of others

To be more effective, this person needs:
- difficult assignments
- understanding that they need people
- techniques based on practical experience
- an occasional shock
- identification with a group
- to verbalize the reasons for conclusions
- an awareness of existing sanctions
- to pace self and to relax more

---

### i influencing of others

**Emphasis is on shaping the environment by bringing others into alliance to accomplish results**

#### DESCRIPTION

This person's tendencies include:
- contacting people
- making a favorable impression
- verbalizing with artfulness
- creating a motivational environment
- generating enthusiasm
- entertaining people
- desiring to help others
- participating in a group

This person desires an environment which includes:
- popularity, social recognition
- public recognition of ability
- freedom of expression
- group activities outside of the job
- democratic relationships
- freedom from control and detail
- opportunity to verbalize proposals
- coaching and counseling skills
- favorable working conditions

#### ACTION PLAN

This person needs others who:
- concentrate on the task
- seek facts
- speak directly
- respect sincerity
- develop systematic approaches
- prefer dealing with things to dealing with people
- take a logical approach
- demonstrate individual follow-through

To be more successful, this person needs:
- control of time, if D or S is below the midline
- objectivity in decision making
- participatory management
- more realistic appraisals of others
- priorities and deadlines
- to be more firm with others if D is below the midline

---

### S steadiness

**Emphasis is on cooperating with others to carry out the task**

#### DESCRIPTION

This person's tendencies include:
- performing an accepted work pattern
- sitting or staying in one place
- demonstrating patience
- developing specialized skills
- concentrating on the task
- showing loyalty
- being a good listener
- calming excited people

This person desires an environment which includes:
- security of the situation
- status quo unless given reasons for change
- minimal work infringement on home life
- credit for work accomplished
- limited territory
- sincere appreciation
- identification with a group
- traditional procedures

#### ACTION PLAN

This person needs others who:
- react quickly to unexpected change
- stretch toward the challenges of an accepted task
- become involved in more than one thing
- are self-promoting
- apply pressure on others
- work in an unpredictable environment
- delegate to others
- are flexible in work procedures
- can contribute to the work

To be more effective, this person needs:
- conditioning prior to change
- validation of self-worth
- information on how one's efforts contribute to the total effort
- work associates of equal competence
- guidelines for accomplishing the task
- encouragement of creativity
- confidence in the ability of others

---

### C compliance

**Emphasis is on working with existing circumstances to promote quality in products or service**

#### DESCRIPTION

This person's tendencies include:
- following directives and standards
- concentrating on detail
- working under controlled circumstances
- being diplomatic with people
- checking for accuracy
- criticize performance
- critical thinking
- complying with authority

This person desires an environment which includes:
- security assurances
- standard operating procedures
- sheltered environment
- reassurance
- no sudden or abrupt changes
- being part of a group
- personal attention
- status quo unless assured of quality control
- door openers who call attention to accomplishments

#### ACTION PLAN

This person needs others who:
- desire to expand authority
- delegate important tasks
- make quick decisions
- use policies only as guidelines
- compromise with the opposition
- state unpopular positions

To be more effective, this person needs:
- precision work
- opportunity for careful planning
- exact job and objective descriptions
- scheduled performance appraisals
- as much respect for people's personal worth as for what they accomplish
- to develop tolerance for conflict

---

[Stage I: General Highlights]

1. Read the section on D, i, S or C which corresponds to the scale of your highest plotting point on Graph III (or II).

2. Personalize this general interpretation by:
   - Underlining the phrases which describe you accurately
   - Deleting the phrases which do not apply to you
   - Substituting appropriate phrases from the other descriptions

3. Read the other sections to appreciate the general differences in D, i, S, and C behavioral tendencies.
**Stage II: Dimensional Intensity Index**

The second stage of interpretation considers each dimension separately. The index reflects the intensity of your tendencies on the D, I, S, and C scales. To reveal your emerging behavioral pattern, use the following procedure:

1. Draw a horizontal line from the D plotting point to a number in the shaded bar at the left of Graph III on page 5. See Example 5.
2. Use the identified number from the shaded bar to locate the corresponding number in the shaded bar of the D column on this page.
3. Use the special marker to color in the space following the number. (A word will appear.)
4. Color in the three spaces below and the three spaces above this reference point. For example, if the number in the shaded bar is 5, color in 2, 3, 4, 5, 6, 7, and 8 for a total of seven spaces.
5. Follow the above procedure for the I, S, and C plotting points.
6. Develop Graph I and II in the same way, if the configurations are different from Graph III, to reveal changes in your pattern under those conditions.
7. Personalize your interpretation:
   - Use an x to indicate agreement
   - Use a 0 to indicate disagreement
   - Use a ? to indicate doubt

<table>
<thead>
<tr>
<th>D</th>
<th>i</th>
<th>S</th>
<th>C</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
selecting the appropriate interpretation

Procedure:

1. The Personal Profile Graphs are divided into six segments. See arrows in Example A.

2. The D plotting point is in segment 3.
   The I plotting point is in segment 2.
   The S plotting point is in segment 5.
   The C plotting point is in segment 6.

3. The number is placed below the graph.

4. Segment number 3256 is listed in the graph reference tables (pgs. 9 thru 12) as the Perfectionist. The title is placed below the graph.

5. Turn to page 5 and follow the above procedure for each of the three graphs.

6. Turn to page 13 for an explanation of the graphs before reading the interpretation for each graph.
2366-Objective thinker
2365-Specialist
2364-Specialist
2363-Specialist
2362-Specialist
2361-Specialist
2360-Objective thinker
2355-Specialist
2354-Specialist
2353-Specialist
2352-Specialist
2351-Specialist
2346-Objective thinker
2345-Objective thinker
2344-Objective thinker
2343-Specialist
2342-Specialist
2341-Specialist
2336-Objective thinker
2335-Objective thinker
2334-Objective thinker
2333-Specialist
2332-Specialist
2331-Undershift
2326-Objective thinker
2325-Objective thinker
2324-Objective thinker
2323-Undershift
2322-Undershift
2321-Undershift
2316-Objective thinker
2315-Objective thinker
2314-Objective thinker
2313-Undershift
2312-Undershift
2311-Undershift

2256-Objective thinker
2255-Objective thinker
2254-Specialist
2253-Specialist
2252-Specialist
2251-Specialist
2246-Objective thinker
2245-Objective thinker
2244-Objective thinker
2243-Specialist
2242-Specialist
2241-Specialist
2236-Objective thinker
2235-Objective thinker
2234-Objective thinker
2233-Undershift
2232-Undershift
2231-Undershift
2226-Objective thinker
2225-Objective thinker
2224-Objective thinker
2223-Undershift
2222-Undershift
2221-Undershift
2216-Perfectionist
2215-Perfectionist
2214-Perfectionist
2213-Undershift
2212-Undershift
2211-Undershift

1666-Practitioner
1665-Counselor
1664-Counselor
1663-Counselor
1662-Counselor
1661-Counselor
1660-Appraiser
1659-Counselor
1658-Counselor
1657-Counselor
1656-Counselor
1655-Counselor
1654-Counselor
1653-Counselor
1652-Counselor
1651-Counselor

1466-Appraiser
1465-Appraiser
1464-Appraiser
1463-Appraiser
1462-Appraiser
1461-Appraiser
1456-Practitioner
1455-Practitioner
1454-Practitioner
1453-Practitioner
1452-Practitioner
1451-Practitioner
1446-Practitioner
1445-Practitioner
1444-Practitioner
1443-Practitioner
1442-Counselor
1441-Counselor
1436-Appraiser
1435-Appraiser
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1433-Counselor
1432-Counselor
1431-Counselor
1426-Appraiser
1425-Appraiser
1424-Appraiser
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1422-Counselor
1421-Counselor
1416-Appraiser
1415-Appraiser
1414-Appraiser
1413-Practitioner
1412-Practitioner
1411-Counselor
1410-Counselor
1406-Appraiser
1405-Appraiser
1404-Appraiser
1403-Counselor
1402-Counselor
1401-Counselor
1400-Counselor
1366-Objective thinker
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1121-Undershift
1116-Objective thinker
1115-Objective thinker
1114-Objective thinker
1113-Undershift
1112-Undershift
1111-Undershift
interpretation
stage III:
classical profile pattern interpretations

The interpretations for the Classical Profile Patterns are based upon the behavioral tendencies demonstrated by people with specific configurations of plotting points. The positional relationships among the four plotting points could result in hundreds of potential configurations and would require several book length volumes for the interpretations. The Personal Profile System represents a more practical approach. The Classical Profile Patterns are those configurations which occur most frequently in a variety of work situations. They represent the significant difference in work behavioral styles. Depending upon the degree of difference in the configurations of plotting points, you may have one interpretation for all three graphs or as many as three. The interpretation for each graph should be read from the meaning context of that specific graph. The following explanation facilitates this process.

GRAPH I: Behavior, Expected by Others
The interpretation for Graph I describes those behavioral tendencies that are most visible to people in your work situation. Based upon the “most” choices, Graph I acknowledges the influence others have on your behavior. This graph reflects the current information you are collecting from managers, colleagues, and subordinates about what they expect of you. Graph I is the most dynamic of the three graphs in that it is the most subject to change. Such change is not surprising because the work situation represents our daily “bread and butter.”

GRAPH II: Behavior, Instinctive Response to Pressure
The interpretation for Graph II describes those behavioral tendencies that tend to be apparent to others particularly under stress. Graph II reflects the information you have collected from significant persons in the past. It contains your history; this is information you have collected, stored, and accepted about yourself. Based upon the “least” choices, this “old” behavior is drawn upon without conscious thought in pressure situations. Graph II tends to be the most static of the graphs. It may change gradually in response to traumatic events that force you to reexamine this information.

GRAPH III: Behavior, Self-Perception
The interpretation for Graph III provides a description of your self-identity. It is a summary graph in that it combines the stored and accepted information (Graph II) with the current demands of the present environment (Graph I).

This relationship between the three graphs is depicted in the following figure. It illustrates that, while behavior change can and does occur, the change usually is gradual and in response to the perceived demands of the situation.

Dissimilar graphs are indicators of change
When Graph I is different from Graph II, you perceive the work environment as demanding work behavioral tendencies that are different from your basic style (Graph II). The difference in the configuration of plotting points may indicate an attempt to develop a new work style in adjusting to the expectations of others. Or the difference between the graphs may indicate specific environmental demands which are causing you stress.

When Graph I is different from Graph II, but similar to Graph III, you have been successful in combining the present demands (Graph I) without altering your history (Graph II) so that you are fairly comfortable with your self-identify (Graph III).

When Graph I is different from Graph III, you may be experiencing a period of growth and some discomfort as you attempt to incorporate new demands (Graph I) with stored information (Graph II). Your behavior may fluctuate during this period of assimilating new behavior.

Similar graphs indicate fewer demands for change
Similarity in the configurations of plotting points on the three graphs indicates that you perceive the work behavioral tendencies demanded by the current work situation (Graph I) as similar to those of past situations (Graph II). Consequently, there is little need to change your self-identity (Group III). This may be due to one or more of the following factors:
1. The work behavioral tendencies demanded by the present work environment are similar to those in the past.
2. You control what others can demand of you.
3. The work behavioral tendencies demanded of you are different from those demanded of you in the past, but in lieu of altering your style, you have chosen to augment. That is, you have surrounded yourself with people whose work behavioral tendencies complement your style and combine to meet the demands of the situation.

Remove Perforation B to reveal the Classical Profile Pattern interpretations.
achiever pattern

- Emotions: Industrious, diligent; displays frustration
- Goal: Commitment to personal goal, sometimes at the expense of the group goal
- Judges others by: Concrete results
- Influences others by: Accountability for own work
- Value to the organization: Concrete results
- Overuses: Reliance on self; absorption in task
- Under pressure: Becomes frustrated and impatient with others; may fail to communicate; becomes the "doer" rather than the delegator
- Fears: That others may have inferior work standards
- Would increase effectiveness with more: Reduction of "either-or" thinking; moderation in approach to task; ability to compromise

Achievers are good critical thinkers and can be patient when their standards are not maintained and can have a high opinion of their work and often do it themselves so that it is done right. They become the "doer" rather than the "delegator." Even when they delegate there is a tendency to take back the task if it is not going according to their satisfaction. Their guiding premise: "If I succeed, I want the credit and if I fail, I'll take the blame!" An increase in communication would avoid an either-or thinking of "I have to do it myself," or "I want all the credit." Achievers know they function at peak efficiency and they expect recognition equal to their contributions. In profit organizations—high wages. In other groups—leadership positions.

agent pattern

- Emotions: Accepts affection; rejects aggression
- Goal: Acceptance
- Judges others by: Loyalty
- Influences others by: Offering understanding; friendship
- Value to the organization: Supports, harmonizes; empathizes; service oriented
- Overuses: Kindness
- Under pressure: Becomes persuasive with factual material when necessary
- Fears: Dissension; conflict
- Would increase effectiveness with more: Strength in the realization of who they are and what they can do; firmness and self-assertion; needs to learn to say "no" occasionally

Agents are attentive to both the human relations and the task aspects of the work situation. Empathetic and supportive, they are good listeners and are known for their willing ear. Agents also make people feel wanted and needed because of their responsiveness to affectionate overtures. Others have little fear of being rejected by Agents. Moreover, Agents offer friendship and are willing to perform services. In relation to the task aspect of the job, they have excellent potential in organizing the work and carrying it out in an accepted pattern. Agents are especially good in doing for others what they find difficult to do for themselves. However, Agents do fear conflict and dissension. Their supportive approach may help others to tolerate a situation rather than engage in active problem solving. In addition, Agents tend to adapt a "low" profile in preference to open confrontations with aggressive individuals. Still, Agents have a fair degree of independence even though they are concerned with how they fit into the group.

appraiser pattern

- Emotions: High drive factor to win
- Goal: Ability to initiate activities
- Judges others by: Accomplishes goals through people
- Influences others by: Authority and position
- Value to the organization: Accomplishes goals
- Overuses: Authority and position
- Under pressure: Becomes restless, aggressive, impatient
- Fears: Losing
- Would increase effectiveness with more: Individual follow-through; sensitivity when showing disapproval; relaxation

Appraisers take creative ideas and make them serve practical purposes. They are competitive, and use direct methods to accomplish results. However, other people tend to view Appraisers as assertive rather than aggressive because of their demonstrations of consideration. Instead of giving orders or commands, Appraisers involve people in the task by using persuasive methods. They elicit the cooperation of those around them by explaining the rationale for the proposed activities. Appraisers tend to be skilled in helping others to visualize the steps which are necessary to accomplish the results. They are usually speaking from a detailed plan of action which they have developed to ensure an orderly progress. However, in their eagerness to win, Appraisers may become impatient when their standards are not maintained or when extensive follow-through is required. Appraisers are good critical thinkers and can be quite verbal in expressing their criticisms. The words can have a caustic sting. Appraisers have better control of the situation if they relax and pace themselves. A helpful axiom to achieve this: "Some you win and some you lose."
**counselor pattern**

<table>
<thead>
<tr>
<th>Segment No. 2443</th>
<th>Pattern: Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotions</td>
<td>approachable; affectionate and understanding</td>
</tr>
<tr>
<td>goal</td>
<td>maintain friendships; keep people happy and satisfied</td>
</tr>
<tr>
<td>judges others by</td>
<td>positive acceptance; generally looking for the good in people</td>
</tr>
<tr>
<td>influences others by</td>
<td>personal relationships; practicing an “open door” policy</td>
</tr>
<tr>
<td>value to the organization</td>
<td>stable, dependable; wide range of friendships; good listener</td>
</tr>
<tr>
<td>overuses</td>
<td>indirect approach; tolerant of those with fewer scruples</td>
</tr>
<tr>
<td>under pressure</td>
<td>becomes intimate; too trusting of others</td>
</tr>
<tr>
<td>fears</td>
<td>closing deals with a hard sell; taking advantage of people</td>
</tr>
<tr>
<td>would increase effectiveness with more</td>
<td>attention to realistic deadlines; initiative in getting the task done</td>
</tr>
</tbody>
</table>

Counselors are particularly effective in solving people problems. They impress others with their warmth, empathy, and understanding. Counselors prefer to deal with people on the intimate basis of a long-standing relationship. This approach is most effective in a low-keyed situation. Good listeners, with a willing ear for problems, offer unobtrusive suggestions and refrain from imposing their ideas on others. Counselors tend to be overly tolerant and patient with nonproducers. Under pressure they may have difficulties. Counselors are too indirect when issuing orders, making demands, or disciplining others. With an attitude of “people are important,” Counselors also place less emphasis on task accomplishment. They sometimes require assistance in setting and meeting realistic deadlines. Counselors often take criticism as a personal affront, but respond to attention and compliments for assignments well done.

**creative pattern**

<table>
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<tr>
<th>Segment No. 5334</th>
<th>Pattern: Creative</th>
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</thead>
<tbody>
<tr>
<td>emotions</td>
<td>accepts aggression; may be restrained in expression</td>
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<tr>
<td>goal</td>
<td>dominance; the unusual</td>
</tr>
<tr>
<td>judges others by</td>
<td>personal standards; progressive ideas in getting the “thing” done</td>
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<tr>
<td>influences others by</td>
<td>setting a pace in developing systems; competition</td>
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<tr>
<td>value to the organization</td>
<td>initiator in bringing about changes</td>
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<tr>
<td>overuses</td>
<td>bluntness; critical attitude</td>
</tr>
<tr>
<td>under pressure</td>
<td>easily bored with routine work; sulky when not in the limelight; assertive and pioneering</td>
</tr>
<tr>
<td>fears</td>
<td>not being influential</td>
</tr>
<tr>
<td>would increase effectiveness with more</td>
<td>warmth; tactful cooperation; team recognition that sanctions exist</td>
</tr>
</tbody>
</table>

Persons with the Creative Pattern display two antithetical forces in their behavior. Desire for tangible accomplishments is counterbalanced by an equal striving for perfection. Aggressiveness is tempered by sensitivity. Quickness of thought and reaction time are restrained by the wish to explore all possible solutions before deciding. Creative Persons exhibit a lot of foresightedness in focusing on projects, and they do bring about change. They can make daily decisions quickly but may be extremely cautious in making the bigger decisions: “Should I take that promotion?” “Should I move to another location?” Creative Persons want freedom to explore and authority to reexamine and retest findings. Sometimes they need assistance to bring projects to completion, but may resent restrictions. Creative Persons may not be concerned about social poise. They may project cool aloofness and bluntness.

**developer pattern**

<table>
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<tr>
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<th>Pattern: Developer</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotions</td>
<td>individualistic in the meeting of personal needs</td>
</tr>
<tr>
<td>goal</td>
<td>a new challenge</td>
</tr>
<tr>
<td>judges others by</td>
<td>ability to meet the Developer’s standards</td>
</tr>
<tr>
<td>influences others by</td>
<td>finding answers for self</td>
</tr>
<tr>
<td>value to the organization</td>
<td>avoids “passing the buck”; new and innovative problem solving</td>
</tr>
<tr>
<td>overuses</td>
<td>manipulation of people and situations to promote self</td>
</tr>
<tr>
<td>under pressure</td>
<td>becomes a loner when things need to be done; belligerent if individualism is threatened or doors to challenges are closed</td>
</tr>
<tr>
<td>fears</td>
<td>boredom</td>
</tr>
<tr>
<td>would increase effectiveness with more</td>
<td>patience, empathy; participation with others; unique assignments</td>
</tr>
</tbody>
</table>

Developers tend to be strong individualists who continually seek new horizons. Extremely self-reliant, they prefer to find their own solutions. Relatively free of the constraining influence of the group, Developers are able to bypass convention and often come up with imaginative and innovative solutions. While they tend toward direct and forceful behavior, they are capable of shrewdly manipulating people and situations. However, when forced to participate with others in situations which limit their individualism, Developers are apt to become belligerent. They are self-centered; opportunities for advancement and challenge are important to them. In addition, they have high expectations of others and can be critical when their standards are not met. Lacking empathy, Developers often seem uncaring. They may express it as: “Take an aspirin. I had the same thing myself! Don’t be a baby. You’ll be all right!”
Persons with the Inspirational Pattern consciously attempt to modify the thoughts and actions of others. They are astute in identifying and manipulating a person's existing motives and directing the resulting behavior toward a predetermined end. Inspirational Persons are firm about the results they want, but do not always verbalize them immediately. They introduce the results they want only when they have created an environment of readiness in the other person. For example, Inspirational Persons offer friendship to those desiring acceptance, more authority to those who seek power, and security to those who need a predictable environment. Inspirational Persons can be charming in their contacts with others. They are persuasive in obtaining assistance for the repetitive and time-consuming details. However, people often experience a conflicting sensation of being drawn to them and yet a doubtfully determined. Others may have a feeling of being "used." Inspirational Persons can inspire fear in others and they often override the decisions of others.

Objective and analytical, Investigators are dispassionate "anchors of reality." Generally undemonstrative, they calmly and steadily pursue an independent path toward a fixed goal. Investigators are successful at many things, not because of versatility, but due to a dogged determination for follow-through. Once embarked on a project, Investigators fight tenaciously to achieve their objectives. Force is sometimes necessary to change their direction and they may be viewed as stubborn and opinionated. Investigators do well with challenging assignments of a technical nature and respond to logic rather than to emotion. In selling or marketing an idea, they can be especially successful if they have a concrete product. Investigators can utilize factual data, interpreting this information and drawing conclusions. Preference to work alone, Investigators are not especially interested in pleasing people; they may be viewed as coldly blunt and tactless. Investigators need to develop more understanding of people through a systematic approach.

Objective Thinkers tend to have highly developed critical abilities. They emphasize the importance of drawing conclusions and basing actions on factual data. However, Objective Thinkers often combine intuitive information with the facts they have gathered to manage in a most effective way. When they are in doubt about a course of action, they avoid making a "fool" of themselves by meticulous preparation. First, they develop a skill on their own. Only then will they enter into the activity with a group. Objective Thinkers tend to select people like themselves who are more effective in a peaceful environment. Considered shy by some, they may be reticent about expressing their feelings. In particular, they are uncomfortable with aggressive people. Objective Thinkers are concerned with the "right" answer and may have trouble making decisions. Too often, when they do make a mistake, they hesitate to acknowledge it. Instead, Objective Thinkers immerse themselves in researching for materials which may still support their position.
**Practitioner Pattern**

- Emotions: Feels able to match or surpass others in effort and technical performance; high personal ambitions.
- Goal: Self-discipline.
- Judges others by: Confidence in ability to enlarge skills; developing procedures and verbalizing correctness.
- Influences others by: Skilled in technical and people problem solving; proficient in specialty.
- Value to the organization: Superior attitude about "their" way; expectation of expertise in others.
- Overuses: ""Their"" way; expectation of expertise in others.
- Under pressure: Becomes restrained; sensitive to criticism.
- Fears: Being too predictable, conventional, and unexciting.
- Would increase effectiveness with more: Appreciation of others; delegation of important tasks.

Practitioners value proficiency in specialized areas. Spurred by the desire to be "good at something," they carefully monitor and critique their own work performance. Although their aim is to become "the" expert in an area, Practitioners frequently give the impression of knowing something about many things. This image is especially strong when they verbalize the knowledge they possess on a variety of subjects. As Practitioners interact with others, they often project an amiable and easy-going style. This attitude, however, may change quickly in their own work area. Here, Practitioners become intent on doing things in a way which will meet a high standard of operating procedure. They are quality control people. They have high expectations of themselves and others, and they verbalize their dissatisfaction. While they tend to concentrate on developing procedures and increasing their own skills, Practitioners do need to help others build skills. In addition, they need to increase their appreciation of those who contribute even though they may not use what the Practitioner considers the "right way."

**Promoter Pattern**

- Emotions: Willing to accept others approval, popularity.
- Goal: Verbalization skills.
- Judges others by: Praise and favors.
- Influences others by: Relieves tension; promotes people and projects.
- Value to the organization: Praise.
- Overuses: Becomes careless and sentimental; disorganized in getting "things" done.
- Fears: Loss of social recognition.
- Would increase effectiveness with more: Control of time, objectivity, sense of urgency, emotional control.

Promoters have an extensive network of contacts which provides an active basis for doing business. Gregarious and socially adept, they develop friendships easily. They rarely antagonize others intentionally. Promoters seek favorable social environments where they can continue to develop and maintain such contacts. Verbally articulate, they are good at promoting their own ideas and creating enthusiasm for the projects of others. With their wide range of contacts, Promoters have access to appropriate persons who have the capacity to help. Usually optimistic, they tend to misjudge the abilities of others. Promoters often leap to favorable conclusions without considering all the facts. To others they appear inconsistent in their conclusions. Closer democratic supervision helps Promoters to develop a profit emphasis and objectivity. Controlling and planning time expenditures may present difficulties. By setting a time limit on talking, Promoters can remind themselves of the urgency of "closing" and accomplishing the task.

**Result Oriented Pattern**

- Emotions: High ego strength; displays irritation and independence.
- Goal: Dominance and independence.
- Judges others by: Ability to accomplish the task quickly.
- Influences others by: Force of character; persistence.
- Value to the organization: Impatience.
- Overuses: Becomes critical and faultfinding; resists participating in a team; may overstep prerogatives.
- Fears: Others will take advantage of them; slowness; being too jovial.
- Would increase effectiveness with more: Verbalization of reasons for conclusions; people concerns, patience, humility.

Result Oriented Persons display a self-confidence some may interpret as arrogance. They actively seek opportunities which test and develop their abilities to accomplish results. Result Oriented Persons like difficult tasks, competitive situations, unique assignments and "important" positions. They undertake responsibilities with an air of "I'll do it!" and, when they have finished, "I told you I could do it!" Result Oriented Persons tend to avoid constraining factors such as direct controls, time-consuming details, and routine work. Forceful and direct, they may have difficulties with others. Result Oriented Persons are quick in thought and action. They are impatient and faultfinding with those who are not. Their egotism can be overbearing to some. They may lack empathy, appearing to others as cold and blunt.
Specialists "wear well" with others. With their moderate, controlled stance and modest demeanor, they are able to work well with a number of behavioral styles. Specialists are considerate, patient, and always willing to help those they consider friends. Indeed, they tend to build a close relationship with a relatively small group of associates in the work environment. Their efforts are directed toward retaining familiar and predictable patterns. Most effective in specialized areas of endeavor, Specialists plan their work along directed channels and achieve remarkable consistency of performance. Constant appreciation from others helps to maintain that level. Specialists are slow to adapt to change. Prior conditioning gives them time to change their procedure and still maintain a consistent level of performance. Specialists may also require help in starting new projects and in developing short-cut methods to meet deadlines. Finished projects are often put aside for later finalization. One piece of advice: Throw away some of those old folders in the file cabinet!

A tight configuration occurs when all four plotting points are clustered in the same segment of the graph. The clustering indicates that the person may be trying to be all things to all people. For example, the desire to make quick decisions may be counterbalanced by an equal attempt to work with and through people. In addition, the person may be attempting to accomplish all of the work while also trying to ensure the quality. Behavior may alternate between periods of furious activity and periods of overwhelmed frustration.

A tight configuration in Graph I, BEHAVIOR, EXPECTED BY OTHERS, may indicate that the person is receiving insufficient reinforcement for productive behavior or inadequate direction concerning priorities in the work environment. Clarifying what others expect in the work situation may help to resolve the attempt to be all things to all people.

A tight configuration in Graph II, BEHAVIOR, INSTINCTIVE RESPONSE TO PRESSURE, may indicate that the person, early in life, learned to respond to an ambiguous situation by trying to please everyone. The results were cycles of frustration alternating with great effort. Later learning may have lessened this behavioral response, but pressure situations tend to unearth this "old" behavior. Eliminating the pressure is a straightforward solution. If this is not possible, awareness of the tendency toward the response can spur a reexamination of whether this behavior is appropriate to the current work situation. Another answer is to emulate the behavior of someone who responds well to pressure.

A tight configuration in Graph III, BEHAVIOR, SELF-PERCEPTION, may indicate that the person is experiencing some ambiguity about self, flowing either from the present environment or from past experiences. Reinforcement of productive behavior and clarification of expectations tend to resolve a tight configuration.

Note: To determine if the tight configuration is due to temporary conditions, respond to another Personal Profile System in a few days. You may also want to request someone who knows you well to take a Personal Profile System on you. This provides information as to how you are perceived by another person.

An undershift occurs when all four plotting points are positioned below the midline (horizontal line 14) on the graph. The person may be experiencing a period of discouragement and a lack of self-acceptance. Feelings of underachieving or an actual drop in work performance may be additional factors. If there is a drop in performance, the person may be subject to some criticism. Even if performance is maintained, the individual may have self-doubts. Comments from others in the work environment may range from "He's just never satisfied with what he does," to "She's really not doing very well."

An undershift in Graph I, BEHAVIOR, EXPECTED BY OTHERS, may indicate that the person perceives the work environment as ambiguous. This ambiguity may be due to insufficient reinforcement for productive behavior or inadequate directions as to what is expected. Clarifying the expectations of others may help to resolve the undershift.

An undershift in Graph II, BEHAVIOR, INSTINCTIVE RESPONSE TO PRESSURE, may indicate that, early in life, the person learned to respond to ambiguous situations with feelings of discouragement. Further learning may have weakened this behavior response, but pressure situations tend to unearth this "old" behavior. Eliminating the pressure is a straightforward solution. If this is not possible, awareness of the tendency to this type of response can spur an analysis of whether this behavior is appropriate to the situation.

An undershift in Graph III, BEHAVIOR, SELF-PERCEPTION, may indicate that the person is experiencing some uncertainty of self-identity, flowing either from a reaction to the current environment or from learned responses in the past. An environment that reinforces productive behavior and clarifies expectations helps to resolve the ambiguous situation.

Note: To determine if the undershift is due to temporary conditions, respond to another Personal Profile System after a few days. You may also want to request someone who knows you well to take a Personal Profile System on you. This provides information as to how you are perceived by another person.
the personal profile system

... is a self-administered, self-developed instrument. Conceived out of the needs expressed by individuals and work organizations, it collects and disseminates information in a rapid, economical way. The Personal Profile System is a communication tool which opens the door to greater understanding of self and others in order to build and maintain a sense of personal worth and self-esteem in the work organization. The use of the Personal Profile System in developing the organization's most precious resource—people—has significantly improved the upward success spiral of individuals and organizations. It has been tested and proven effective in the following areas:

- Training and development of personnel
- Coaching and counseling
- Hiring and placement
- Performance appraisals
- Career path planning
- Team building
- Conflict resolution

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

October 12, 1981

Date  

Director's Signature