

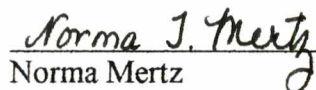
To the Graduate Council:

I am submitting herewith a thesis written by Kimberly B. Hall entitled "Chief Student Affairs Professionals and the Predictive Index: A Study of Variances in Personality Profiles." I have examined the final copy of this thesis for form and content and recommended that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Administration and Supervision.



E. Grady Bogue, Major Professor

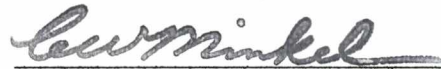
We have read this thesis
And recommend its acceptance:



Norma Mertz

Jerry Askew

Accepted for the Council:



Associate Vice Chancellor and
Dean of The Graduate School

***CHIEF STUDENT AFFAIRS PROFESSIONALS AND THE
PREDICTIVE INDEX:
A Study of Variances in Personality Profiles***

A Thesis
Presented for the
Master of Science Degree
The University of Tennessee, Knoxville

Kimberely B. Hall
December 1998

DEDICATION

This thesis is dedicated to my husband, Ronnie, and my two daughters, Taylr and Raygn. Their love, patience, and understanding have made it possible for this project to be completed.

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ABSTRACT

In this study, the Predictive Index is used to determine the personality profiles of 154 chief student affairs officers (CSAO's) at Research I and II and Doctoral I and II universities. The Predictive Index is a psychological test developed by Arnold S. Daniels during the 1950s that identifies personality traits that are dominant and weak in individuals for the purpose of determining work situations where individuals may be more suited and have the greatest opportunity for success. CSAO's at 233 universities categorized by the Carnegie Classification of Institutions of Higher Education in the categories indicated, were asked to participate in the study by completing a demographic questionnaire and the Predictive Index instrument. Demographic information and personality profiles of the 154 respondents were then analyzed by age, gender, ethnic background, years of experience in the field, and academic degree held. This information revealed that a wide variety of personality profiles were represented. Particular similarities in profiles noted were that 79% of the respondents indicated a low patience level and 64% indicated a high need for formality. Through chi-square analysis, a significant relationship was found between extroversion characteristics and age, as well as a need for formality and age.

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CHAPTER I

INTRODUCTION

Overview

Human Resources and the Hiring Process

Making the most of existing resources – financial, technical, and human – is no small challenge facing organizations today. Maximizing financial and technical resources requires much time, energy, and research. Many times the success of the organization is felt to rest on the success of endeavors relating to these resources. Loosing a strong capital base or risking loss of a database necessary for daily operations is considered disastrous.

However, the greatest uncertainty for organizations lies in the ability to capitalize on their greatest and most profitable resource - people (PI Resources, 1998, paragraph 3). The management of financial and technical resources rests in the hands of human resources, as do the success or failure of the organizations. Yet, many organizations leave the hiring of these critical resources to chance.

Many administrators, managers, or supervisors involved in the process of hiring, including making those educated guesses regarding an applicant's compatibility with available positions, would most likely be interested in

increasing their odds of hiring applicants who can perform the required duties. Also desired is hiring those who can make appropriate decisions and be content in the position, thereby increasing productivity and decreasing turnover.

The hiring challenge is not new to organizations. In the 1940s and 1950s, new developments in hiring practices emerged. Organizations began to use personality and interest inventories as tools for selecting potential personnel. Employers hoped that the selection of personnel in this manner would create a work environment of efficiency, satisfaction, and loyalty (Hale, 1984). Since this time, the growing trend in the hiring practices of organizations seems to be toward enhancing the ability to predict the performance of individuals in specific settings. In the following statement, Baehr (1992) notes this trend:

It has long been acknowledged that a critical input in most any personnel decision, over and above more easily obtainable information about the candidate such as age, qualifications, and past performance, is an estimate of the potential for successful performance in the position(s) under consideration (p.6).

Although the employer's insight and experience-based knowledge is an important aspect of personnel selection, some employers tend to make such estimations based solely upon their own perception of the applicant's ability

to successfully fulfill the position. According to a recent poll by Louis Harris & Associates, a respected polling firm for universities, government agencies, and foundations, fifty-three percent of U.S. workers expect to leave their jobs voluntarily within the next five years. Many industries experience 20-30% turnover annually (Hofman, 1998, p. 71). With these types of rates facing employers, the attractiveness of implementing more comprehensive assessment techniques is evident.

Today, many companies have realized that an effective hiring process is one of the most essential functions in reaching their company's goals. In many cases, this process involves the use of an employment test (personality and/or aptitude). Identifying fundamental characteristics associated with success in positions and matching individuals who possess those characteristics to these positions, in the long run, saves the company valuable time and money. Critics point out that employment tests are many times unable to predict job performance. Proponents believe that since interviewers have biases, a test combined with an interview, review of past experiences, and academic achievement gives a fuller assessment.

In October 1997, *Fortune Magazine*, partnered with worldwide consulting firm, the Hay Group, in conducting the survey, published the first list of the

world's most admired companies, top companies in various industries ranked by their peers. The survey found that the single, most reliable predictor of overall excellence is the ability to attract and hold on to talented employees. The Hay Group then set out to determine what hiring and career development practices the top companies have in common. They found that seven basic themes emerged. One of these themes involved the companies' ability to know precisely what they were looking for regarding personnel. The most admired companies go beyond the resume and put candidates through intense psychological testing. Examples of companies using such tests are Federal Express, Disney, and Proctor and Gamble (Fisher, 1997).

Many examples of pre-employment testing associated with career placement can be found in government and military organizations. For example, over 365,000 new enlisted and officer personnel are hired each year by the military (Introduction to the U.S. Armed Forces, 1998, paragraph 2). "A potential enlistee is classified as a result of an Armed Services Vocational Aptitude Battery (ASVAB)..." (Reimer, 1996, p. 12). Recently, a "pilot program for psychological screening of Army drill sergeant candidates was begun at the U.S. Infantry Center's drill sergeant school at Fort Benning, Georgia" (ARNEWS, 1997, paragraph 1).

A great deal of time and energy is also spent on college campuses in the activities involved with their hiring processes. Numerous and expensive search committees are formed and employment ads are placed for extended periods of time, all in the hopes that qualified candidates will be attracted. Administrators in these institutions of higher learning are many times not experienced in identifying personality attributes related to success in these positions and then locating individuals who possess these same attributes. Their experience lies in examination of curriculum vita, numbers of publications, and previous positions held. However, will those candidates who are qualified on paper fit the personality characteristics needed to be successful in the position? Have administrators ever considered what personality characteristics are desirable for positions on their campuses?

The Chief Student Affairs Professional

Educational professionals who have become an increasingly integral component of the leadership team in our institutions of higher education are those in the student affairs area. "Postsecondary institutions have repeatedly affirmed the need for traditional student affairs functions, and they have continually added new challenges to the student affairs portfolio in response

to societal shifts as well as institutional and student needs” (Komives & Woodard, 1996, p. xvii). The efforts of student affairs individuals,

aimed at improving quality of life, integrating new student groups, and attracting and retaining students are becoming critical to institutions attempting to maintain enrollment of qualified students, assure placement of graduates, develop supportive alumni, and enhance academic involvement (Garland, 1986, p. 1).

Although some variations do exist, the student affairs professional in today’s colleges and universities is many times expected to coordinate activities relating many activities on college campuses. These include, but are not limited to, admissions and recruitment, orientation programs, registration processes, financial aid, advising and support services, student government associations, career development, residence life, services for students with disabilities, intercollegiate athletics, student health services, food services, student religious programs, community service and leadership programs, and special student populations (Komives & Woodard, 1996). Very few would argue the importance of these functions to colleges and universities – especially for students who could not attend college without, for instance, financial aid programs to finance their education or who require special services due to a disability.

Ensuring the competence of these educational professionals to deal with constant changes in the higher education environment and empowering them to do so, are challenges facing institutions across the country. The key to a successful student services program is hiring the right individuals to fill positions within the profession.

It is proposed that in order for organizations to maximize their probability of choosing the best possible candidates for available positions, the use of a testing instrument in the hiring process could increase this likelihood. This instrument, designed for the purpose of assisting in the determination of work situations for which individuals may be more suited and have the greatest opportunity for success, could greatly enhance the current hiring process of these organizations, including those of higher education. This match of employee to position better ensures that the needs of the organization, as well as the employee, are met.

Due to the importance of the student affairs profession to institutions of higher education, as well as educators providing academic programs of training for the profession, the study of the basic personality characteristics possessed by currently practicing members of the field is the chosen focus of this study. Even though the success of these professionals is subjective,

examination of characteristics of current practitioners cannot be overlooked. Current demographic data gathered, especially years of service, and associated personality characteristics, could prove to be a valuable foundation of information on this topic. Many times we do not know what we desire until we determine what we have. Do these professionals have a high level of desire to deal with social situations? Is patience a common characteristic? Is a persuasive or an authoritative personality style more prevalent?

In order to establish a foundation of knowledge, to begin to determine if personality characteristics are common, and to evaluate if testing of this type would prove beneficial to the hiring practices in higher education, this study will explore the personality profiles of individuals holding prominent positions as chief student affairs officers in Doctoral and Research Universities I and II as classified by the Carnegie Foundation for the Advancement of Teaching's Classification of Institutions of Higher Education (1994).

Statement of the Problem

The problem addressed by this study relates to the possible need for educational institutions to examine their hiring practices for effectiveness and possible modification. Little formal information is provided for higher

education administrators regarding the categorical personality profiles of employees within colleges and universities. Many have possibly even failed to identify characteristics they find desirable for certain positions, other than those related to academic or professional backgrounds. This study will establish a foundation of information that centers on the identification of personality profiles of chief student affairs officers in doctoral and research universities. At a minimum, this information could provide an impetus for educational administrators to examine the personality characteristics they ideally associate with this position and relate these to those of current practitioners, thus leading to considerations toward modification of current hiring practices.

The Purpose

The purpose of this study is to document, through the use of the Predictive Index, the personality profiles of practicing chief student affairs officers in Research and Doctoral Universities I and II as classified by the Carnegie Classification of Institutions of Higher Education. An analysis of the variances in these profiles will provide data as to whether patterns occur in the profiles for the purpose of establishing a foundation of information regarding personality characteristics of these professionals.

While the gathering of this data is for informational purposes and is not meant to serve as a success predictor, knowledge of certain demographic information in relation to personality characteristic patterns in currently practicing professionals could prove useful to these institutions when determining their hiring strategies. Since the study centers only on doctoral and research universities, the information gained through this study will be minimally useful in the admissions processes for college student personnel programs, but future studies could provide information for other types of institutions as well.

Research Questions

- 1) What are the personality profiles of chief student affairs officers in Doctoral and Research Universities I and II, as indicated by the Predictive Index, when examined by:
 - A. Gender,
 - B. Age,
 - C. Ethnic Background,
 - D. Years of Service,
 - E. Academic Background?
- 2) What are the differences/similarities in these profiles?

Definitions

The Predictive Index (PI) – A personality measure developed and administered by Arnold S. Daniels in July 1955. One of a class of objective assessment techniques based on certain fundamental assumptions of behavioral psychology - the first being that work/social behavior is based on a variety of responses to environmental stimuli, recognizable as consistently expressed personality traits. (PI Management resources, 1996, p. 1)

Chief Student Affairs Officers - Professionals employed by Doctoral and Research Universities I and II as classified by the Carnegie Classification of Higher Education who hold the highest-level student affairs position within the institution. These professionals many times hold the title Vice Chancellor of Student Services, Vice President of Student Affairs, Dean of Student Affairs, or some variation.

Carnegie Classification of Institutions of Higher Education - Groups American colleges and universities according to their stated missions. This classification system was developed in 1970 by Clark Kerr, primarily to improve the precision of the Carnegie Commission's research. Over the years, the system has gained credibility and served as a guide for scholars and

researchers (The Carnegie Foundation for the Advancement of Teaching, 1994, Foreword).

Research Universities I - As classified by the Carnegie Classification of Institutions of Higher Education, these institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive \$40 million or more annually in federal support (The Carnegie Foundation for the Advancement of Teaching, 1994, Definition of Categories).

Research Universities II – As classified by the Carnegie Classification of Institutions of Higher Education, these institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive between \$15.5 million and \$40 million annually in federal support (The Carnegie Foundation for the Advancement of Teaching, 1994, Definition of Categories).

Doctoral University I - As classified by the Carnegie Classification of Institutions of Higher Education, universities offering a full range of baccalaureate programs and annually award at least 40 doctoral degrees in

five or more disciplines (The Carnegie Foundation for the Advancement of Teaching, 1994, Definitions of Categories).

Doctoral University II - As classified by the Carnegie Classification of Institutions of Higher Education, universities offering a full range of baccalaureate programs and annually award at least 10 doctoral degrees in three or more disciplines or 20 or more doctoral degrees in one or more disciplines (The Carnegie Foundation for the Advancement of Teaching, 1994, Definitions of Categories).

Limitations

The data gathered from this study is for informational purposes only. In the absence of additional studies, this data cannot be used as a predictor of success in the position of Chief Student Affairs Officer at Doctoral and Research Universities I and II.

CHAPTER II

REVIEW OF LITERATURE

Overview

The review of literature serves to provide background information in areas relevant to the focus of this study. As suggested in the introduction, the hiring of appropriate personnel is, if not the key, then certainly an important component in the success of any organization. To support this suggestion, pre-employment testing is explored in this review in order to reveal motivations behind its use, as well as what types of companies are using these tests. Following this overview, the history of psychological testing and personnel selection is examined, to include specific discussion of hiring processes used in institutions of higher education. Finally, a description of the instrument being used for this study, the Predictive Index, concludes the review.

Pre-Employment Testing

In an attempt to deter hiring mistakes, many companies are now utilizing pre-employment screening methods in the hiring process to ensure that the best possible person is hired for available positions. Aptitude and

psychological testing, including personality tests, is examples of these methods.

Why should organizations complicate the hiring process by implementing additional assessments of applicants other than the standard practice of perusing resumes, checking references, and interviewing? Why does it seem that employers are becoming increasingly selective in the hiring of new employees? What is the motivation behind the use of these tests?

First, is the price of a mishire. The obvious tangible costs include; salary, fringe benefits, recruitment, and training expenses. While these expenses may be considered astronomical to some organizations, additional intangible costs of lost time invested by many employees in the person and loss of morale by many when a member of the team leaves or is fired, must be factored in as well. Similarly, the mishire has cost the company all of the positive things that would have occurred had the right candidate been hired: fresh ideas, new enthusiasm, potentially the next vice-president (Spragins, 1992, p. 80).

Second, "gut instinct isn't always the most effective hiring tool." (Neuborne, 1997, paragraph 15). One executive in an electrical contracting company in Clearwater, Florida stated that his success rate in hiring

individuals who last longer than one year increased from 20% to 80% after implementing pre-employment testing (paragraph 15).

Richard Nelson, a professor of marketing at San Francisco State University and a former sales executive, has tracked job performance of a study group of employees for 20 years. His study showed that no other method worked as well in predicting job performance as pre-employment testing (King, 1998, paragraph 2).

In Nelson's study, which was conducted through the university, a group of 523 job applicants were put through a series of pre-employment tests prior to being hired. The hirings took place between 1968 and 1986. When the test predictions were compared to actual job performance, the results showed that the testing was highly accurate in predicting future job success (King, 1998, paragraph 3).

Who is using aptitude and personality testing? In 1990, Inc. Magazine published results of a survey conducted in the same year by the Administrative Management Society Foundation on this topic. The study identified percentages of companies who used these methods, in 1989, within particular industries such as utilities/transportation (73%), insurance (44%), retail (47%), education/government/nonprofit (26%), banking (50%), service (40%), and manufacturing (45%) who used these methods (Inc. Staff, 1990, p. 100).

As mentioned earlier in chapter one, the United States military has a

history of utilizing both aptitude and personality testing for members of the armed forces.

The mission of the U.S. Army recruiting Command (USAREC) is to obtain the quantity and quality of recruits to meet both Active Army and USAR requirements. The recruiter is constrained by quality standards that must be met. A potential enlistee is classified as a result of an Armed Services Vocational Aptitude Battery (ASVAB) which has 10 aptitude areas. Aptitude battery results place individuals into test score categories and determine both basic enlistment and specific MOS eligibility (Reimer, 1996, p. 12).

A paper-and-pencil version of the Armed Services Vocational Aptitude Battery (ASVAB) has been used by the United States Defense Department since the 1970s (Sands, 1997, paragraph 1).

A pilot program, begun in 1997, at the U.S. Army's infantry's drill sergeant school at Fort Benning, Georgia for the psychological screening of Army drill sergeant candidates is only one example of the military's use of such tests. General William W. Hertzog, commander of the Training and Doctrine Command, stated that

We have very high standards for selecting people to be drill sergeants, but they may not be good enough. We may need to do some sort of psychological testing to determine whether there's a baseline of personal skills that makes them amenable to this kind of work (ARNEWS, 1997, paragraph 5).

This pilot program is modeled after psychological testing already being

performed in the Army. "The Special Forces Assessment and Selection program at Fort Bragg, North Carolina, uses a psychological test, as does the Ranger Assessment and Selection Program for all officers and NCO leadership positions in the 75th Ranger Regiment at Fort Benning" (ARNEWS, 1997, paragraph 9).

Psychological Testing

Primitive forms of proficiency testing can be found as early as 2200 b.c. Several of these can be traced to the Chinese who used an examination of public officials and who also administered a civil service examination beginning during the Chan dynasty in 1115 b.c. and ending in the year 1905 (Cohen, Swerdlik, & Phillips, 1996).

Evidence of early assessment of personality can be found in early Greco-Roman writings. "For example, the Greek physician Hypocrites advanced the notion that individual differences in temperament were due to the balance of four fluids, or humors, known to be in the body: blood, phlegm, black bile, and yellow bile" (p. 41). The philosophies of Plato and Galen are also cited in the historical discussions of testing.

In the early nineteenth century, Charles Darwin published his controversial book titled, *On the Origin of Species by Means of*

Natural Selection. This book kindled in his half cousin, Francis Galton, an interest in researching heredity (p. 45).

Galton is often noted as being primarily responsible for beginning the testing movement. His interest in human heredity and the need for measuring the characteristics of related and unrelated persons led to his establishment of an anthropometric laboratory (Anastasi & Urbina, 1997). Through his efforts in conjunction with this laboratory, “the first large, systematic body of data on individual differences in simple psychological processes was gradually accumulated (p. 35).

Galton went on to construct many of the first simple tests, many of which are still familiar today.

Examples include the Galton bar for visual discrimination of length, the Galton whistle for determining the highest audible pitch, and graduated series of weights for measuring kinesthetic discrimination. Galton also pioneered the application of rating-scale and questionnaire methods, as well as in the use of the free association technique subsequently employed for a wide variety of purposes. A further contribution of Galton is to be found in his development of statistical methods for the analysis of data on individual differences (p. 35).

Another nineteenth century American psychologist who carved a prominent place for himself in the development of psychological testing is James McKeen Cattell. Cattell was the first to use the term “mental test” in

psychological literature. It has been noted that Cattell was responsible for getting mental testing underway in America (pp. 47-48).

The first formal tests of intelligence were developed in the early 1900s, with the work of Binet (intelligence testing) cited frequently. For the most part, these tests were readily welcomed in many cultures, thus giving momentum to the testing movement. "The general receptivity of tests of intellectual ability spurred the development of a number of other tests, including tests of personality. By the late 1930's, approximately four thousand different psychological tests were in print" (Cohen, Swerdlik, & Phillips, 1996, p. 50).

The foundation for the personality questionnaire or self-report inventory is the Personal Data Sheet developed by Woodworth during World War I. "This test was designed as a rough screening device for identifying seriously disturbed men who would be qualified for military service" (Anastasi & Urbina, p. 44).

Another means of measuring personality without the use of the self-report was also developed during this time period – the projective test. "Perhaps the best known of all projective tests is the Rorschach Inkblot developed by the Swiss psychiatrist Hermann Rorschach. The use of pictures as projective

stimuli was popularized by Henry Murray and his colleagues at the Harvard Psychological Clinic” (Cohen, Swerdlik, & Phillips, 1996, p. 51).

Modern theories of the personality are based on the idea that people instinctively understand the personality in terms of a set of four elements can be found in a large number of personality assessment techniques. “Perhaps the most influential of these is to be found in the work of Swiss psychologist, Carl Gustav Jung. He defined personalities as belonging to one of four different types: Sensing, Intuitive, Feeling, and Thinking” (History of Personality Profiling, 1998, paragraph 5).

In the tradition of many of these early psychologists, psychological measurement can be traced along two lines of concentration – the academic and the applied.

Psychological testing and assessment are practiced today in university psychology laboratories as a means of furthering knowledge about the nature of human experience; knowledge about intelligence, abilities, potential, personality, creativity, interests, attitudes, values, cognitive processes, social pressures, and neuropsychological processes (Anastasi and Urbina, 1997, p. 51).

The applied concentration focuses on answering questions asked by society.

“Which child should be placed in which class? Who of these military recruits should be rejected on the basis of intellectual or personality problems?

Which person is best suited for the job?" (p. 51). When used in the correct manner, psychological tests can assist in answering these questions.

Though many have been revised and reformatted, many of the early tests developed are still utilized today. Different tests have also been designed for developing information for different purposes. The use of psychological testing in the hiring process is still somewhat controversial. Do the tests violate privacy? What if a person lies when taking the test? For organizations implementing the use of psychological testing, "the first step is to define performance for each position for which hiring will be done and to determine what a person needs to be able to do in order to be successful on the job. The next step is to locate tests validated as accurate measures of these particular traits" (Rossee and Levin, 1997, paragraphs 8-9). It is also important for companies to know exactly what kinds of testing the laws in their state allow and which tests contain illegal questions. Questions in some personality tests can violate federal laws, such as the Americans With Disability Act (which bars discrimination based on physical or mental handicap) or the Equal Employment Opportunity Act (Gendron, 1997, paragraph 4).

Nothing in the (1964 Civil Rights) Act precludes the use of testing or measuring procedures; obviously they are useful. What Congress has

forbidden is giving these devices and mechanisms controlling force unless they are demonstrably a reasonable measure of job performance. What Congress has commanded is that any tests must measure the person for the job and not the person in the abstract (Griggs v. Duke Power Co., 1971).

Personnel Selection in Higher Education

While the hiring processes of all institutions of higher education were not reviewed in their entirety, no literature could be found to suggest that these institutions utilized any sort of personality testing. The Equal Opportunity Policy at Louisiana State University states that “all pre-employment selection procedures, including credential reviews, interviews and reference checks shall be conducted without regard to race....” (Equal Opportunity Policy, 1998, p. 3). It also states that search committees should be appointed to fill available positions and that effort will be made to include diverse representation on these committees (p. 3). A review of the University of Tennessee’s Personnel Procedure 143 regarding Recruitment, in general, reveals much the same information. This policy is more specific requiring a comparison of the strengths and weaknesses of each candidate and if requested, job-related justification for the denial of any applicant (UT Personnel Procedure 143 Recruiting, 1998). Harvard University’s Personnel Manual details the requirements for completing the employment process. A

resume and cover letter sent to the contact person for the available position begins the application process. If the hiring department determines an applicant is potentially qualified, the applicant is contacted for an interview. Some positions may require the completion of keyboarding test (HUCTW Personnel Manual, 1998). Wake Forest University's process (WFU Human Resources Application Process, 1998) is very similar, as is that of Georgetown University (Georgetown University Human Resources Manual, Policy 203, 1998) and the University of Memphis (Instruction for Completing Application for Employment, 1998).

The Predictive Index

The psychological test chosen for use in the study is The Predictive Index (See Appendix A). It was developed by Arnold S. Daniels during the 1950s and identifies personality traits that are dominant and weak in individuals. This identification assists in determining work situations for which individuals may be more suited and have the greatest opportunity for success.

This instrument is based on certain assumptions of behavioral psychology-

the first being that work/social behavior is primarily an expression of activity of a variety of responses to environmental stimuli, recognizable as consistently expressed personality traits. The Predictive Index is essentially a symbolic environment composed of a variety of stimuli

associated with four primary and two resultant personality traits. Confronted with the stimuli in the Predictive Index Survey Form, the individual will respond to them, either positively or negatively, in a manner consistent with the ways in which he/she responds to the actual environmental stimuli which the words in the checklist symbolize (PI Management Resources, 1996, p. 1).

Behavioral psychologist, Louis L. Thurstone, reported his work using words as symbolic stimuli in a projective format in an article titled, 'The Vectors of the Mind,' as early as 1934. He discovered that different individuals will respond to descriptive words in different manners - some positively by checking them and others negatively by not checking them. Whether or not the words checked truly describe the person is of no significance and has no bearing on the results of the analysis. Thurstone then developed what he called clusters of words - words which persons with certain dominant personality traits will consistently respond to. Numerous other psychologists such as Raymond B. Cattell, Donald Fiske, M.E. Baehr, J.P. and R.B. Guilford, and H.C. Gough advanced Thurstone's work. The words used in the Predictive Index are derived primarily from Thurstone's clusters and later refinements by the psychologists mentioned (p. 1).

The Predictive Index itself is a checklist of adjectives. Individuals completing the instrument are first asked to check the adjectives that they believe describe how they should behave in a work environment (how others

expect them to act). This is the Self-Concept pattern. From an identical checklist of adjectives, the individuals are then asked to check the adjectives that they believe describe their personality. This is the Self pattern. These two scales are also combined to determine the third measurement of the instrument, the Synthesis pattern (Perry & Lavori, 1983, p. i).

The adjective checklist is essentially a symbolic environment composed of a variety of stimuli on the Predictive Index Form, the individual will respond to them, either positively or negatively, in a manner consistent with the ways in which he/she responds to the actual environment stimuli which the words in the checklist symbolize (PI Management Resources, 1996, p. 1).

Once the survey is completed, it is then analyzed and the individual receives a score on each of four dimensions that then make up the pattern identified above. These are referred to as A, B, C, and D and represent the following personality traits:

A: Dominance - This factor measures drive to exert one's influence on people and events. Someone with a high A would be confident, independent, innovative, and venturesome. Individuals with an extremely high A might be perceived as domineering or even belligerent. Those with a low A would be considered unassuming, unselfish, even mild. Those with a particularly low A might even be considered meek and submissive.

B: Extroversion - This factor measures the degree to which a person is driven to interact socially with other people. A high B would be considered friendly and outgoing, sociable, talkative, and socially skilled. Someone with a very high B might even be considered gregarious. A low B would be considered reserved, quiet, serious, and perhaps shy. A very low B might even be considered withdrawn and secretive.

C: Patience - This factor measures the intensity of a person's energy and tension level. A person with a high C is relaxed, patient, deliberate, and calm. A very high C may even be perceived as lethargic and unresponsive. A low C on the other hand is tense, impatient, restless, and driving. A very low C may even be perceived as volatile.

D: Formality - This factor measures the degree to which individuals are driven to conform to formal rules and structures. This drive leads to an emphasis on thoroughness and detail. For example, a high D would be careful, cautious, precise, detail-oriented, and formal. A very high D could be considered a perfectionist and inflexible. A low D, on the other hand, might be considered casual, freewheeling, uninhibited.

A very low D might even be considered rebellious, undisciplined, and sloppy (Roberts, 1993, p. 8-9).

In scoring the PI, particular adjectives included in the checklist are directed toward each dimension and the scoring mainly consists of adding the total number of adjectives checked by each individual in each of the four dimensions. Once the scores are determined for the four dimensions, an average of the four scores is determined. Scores in dimensions falling above the average are considered a strong dimension for that individual and those traits associated with these dimensions would be considered dominant in the individual's personality. Scores falling below the average are considered weaker dimensions for that individual.

Praendex, Inc. has determined profile names for each pattern of scores for the four dimensions, the consulting firm established by Arthur Daniels, the Predictive Index author, for the distribution of the PI. The degrees of highness and lowness of each dimension are taken into account. For example, a very high A, a high B, a low C, and a low D score is profiled an Authoritative. A person with a minimally high A, a very high B, a low C, and a low D is classified as a Persuasive. There are 15 profile names set up at this time (PI Management Resources, 1996, p. 1). Samples of all 15 profiles

are presented graphically and discussed in **Appendix B**.

A study performed in 1974 by Arnold Daniels is an example of how these dimensions can be analyzed in order to determine similarities or dissimilarities in personality traits of identified groups of individuals. This survey included 205 business executives utilizing the Predictive Index. At the time the PI was administered, each of these executives held positions as either “a Vice-President, President, or Board Chairman of one of 46 medium-to-large companies in the United States, Canada, or England. The purpose of the study was to explore the consistency of the patterns of these executives” (*Syntheses*, 1997, p.1). To summarize the results of the study, 91% of the executives in the sample had a High A, indicating a drive to meet goals, 69% had a High B, 96% had a Low C which indicates high intensity, and 80% had a low D (p. 1).

In 1997, 485 executives were chosen for a follow-up study. In general, there were no large differences in the profile patterns from the 1974 sample. This is interpreted to mean that “top executives have undergone little major change in how they combine their essential behaviors with their environment” (pp. 1-2).

In order to understand the measurement made by the Predictive Index one

must think of each of the traits it measures as a

drive developing in magnitude along a continuum, from and to the extremes of each trait, which may be described in such terms as submissiveness - dominance, for example. The drive being measured is a drive to behave in particular ways, or, more accurately, to respond in particular ways with particular intensity to the situations presented by and perceived in the real environment. The measurements made by the Predictive Index establish for each individual the location or magnitude on the continuums of four drives, which when integrated provide specific description and prediction of the individual's work related behavior (p. 1).

The measurements of relative response magnitude made by the Predictive Index are scored on the norms that have been compiled from a large number of subject responses to the checklist. While the norms have been revised several times since first establishment in 1954, the present norms are based on a total N of over 8000 persons in the industrial and commercial population (pp. 1-2).

In 1983, an extensive study of the Internal Consistency, Stability, Reliability, Accuracy, and Validity of the Predictive Index was independently designed and conducted by Drs. J. Christopher Perry and Phillip W. Lavori of the Harvard Medical School. This study found the instrument to be both reliable and valid, and free from sexual bias (PI Management Resources, 1992, p. 2). In this report, Drs. Perry and Lavori demonstrated that the Predictive Index has significantly high reliability, i.e. that scores achieved on

the Predictive Index tend to remain stable for up to two years.

This finding indicates that an individual's performance on the test is, therefore, neither random nor capricious, and that any individual taking the test will be highly likely to give a similar performance months after the first performance, when memory of the item endorsement will probably have faded (PI Management Resources, 1992, p.2).

While several analyses related to reliability were conducted during this study, internal consistency and test-retest reliability were of particular interest.

The internal consistency or homogeneity of the scales refers to the degree to which all of the items in the scale tend to vary in the same direction as the total score of the scale itself. For this purpose the split-half reliability coefficients were calculated for each scale using the Spearman-Brown prophecy formula. All of the scales showed split-half reliabilities above .70 - the acceptable cutoff - while seven of the eight scales have reliabilities above .80 and are thus highly acceptable.

The test-retest reliability of the Predictive Index Scales was determined on a sample of 258 subjects who completed a second PI form anywhere from 3 months to 8 years after their individual test administration. The reliabilities were calculated using the whole sample and then splitting the sample into three equal groups based on length of time that had elapsed between test administrations. These reliability coefficients were calculated using the intra-class R (Perry and Lavori, 1983, p. 1).

This study also determined that the Predictive Index demonstrated high concurrent validity when it is compared to a well known personality test, the Sixteen Factor Questionnaire, developed by Dr. Raymond B. Cattrell. The 16 PF is a paper and pencil test that has been in use for several decades. Its

characteristics are well known and its purpose is to tap many of the same traits that are measured in the Predictive Indices. It is a longer test, taking about 1 hour to complete (p. 14).

Concurrent validity indicates that scores on the Predictive Index tend to correlate significantly with scores on the 16PF; and that similar personality traits as measured by both tests tend to resemble each other. This consistency in measurement lends confidence to the conclusion that both tests measure stable personality characteristics and can therefore be considered valid insofar as they measure similar constructs, or traits (PI Management Resources, 1992, p. 2).

In September of 1991, Praendex reported results of a study conducted by Dr. Richard Wolman. This study was designed to assess the relationship between the Predictive Index factors to race and sex. A sample of 521 subjects were used for the study, a sample representing 16 different kinds of companies and all geographic areas of the United States and Canada (Wolman, 1992, p. 1).

To test for the presence of racial bias, a two-way Analysis of Variance was performed using race by job-level, with Predictive Index scores as the dependent variable. If there were differences between races at different job levels, an interaction between the two main effects would have been present. None of the interactions, however, between job level and race were statistically significant, indicating the strong likelihood that there are no racial biases in the Predictive Index. Similarly, even though males with a higher job level show higher scores on Factor A (only) than do females, the actual difference made by including sex of the subjects in the analysis was only 1%; leaving job level as the main source of those differences as well. These findings lead to the conclusion that the Predictive Index does not

constitute a test with adverse impact on hiring practices as a function of race or gender (PI Management Resources, 1992, p. 3).

There are several ways to utilize the Predictive Index. For example, profiles for particular positions needed in an organization can be developed, taking into account all responsibilities and duties for each position, as well as characteristics of individuals who have been successful in these positions. The PI can then be used in pre-employment screening in order to determine if applicants match the desired PI profiles (Roberts, 1993, p. 10). These profiles are determined by the employer through an indication of traits associated with success in particular positions. This is a major difference between the Predictive Index and many other instruments that measure personality. Many of them determine suitability to a particular job through a stereotyped pattern - one general pattern for all salesmen, one for accountants, etc. This mistake, and it could be a serious one, is that this assumes that all jobs having the same job title require the same behaviors and characteristics. Common sense and experience tell us that this is not true and that in the "real world," many jobs having the same title require totally different performances (Praendex Incorporated, 1990, pp. 1-2).

The PI is also used to help managers better understand themselves and their subordinates. For instance, once someone understands that a particular individual's behavior is the product of a deep-seated

psychological drive, and further understands that their own need for the individual to behave in a different way is the product of their own drive, they are likely to see things less in terms of 'good' and 'bad' and more in terms of individual differences (Roberts, 1993, p. 10).

Many users of the Predictive Index have commented on the benefits gained by their organizations since implementing the use of the test. Claremont Savings Bank, a small \$170 million savings bank in Claremont, New Hampshire, initially began utilizing the PI in the Human Resource department. According to Michelle Cross, CSB's Assistant Vice President for Human Resources, "this initial use of the PI was both appropriate and highly effective in refining and improving its hiring process (particularly in the areas of recruiting and identifying key motivators for employees)" (Praendex Incorporated, p. 1).

Freda King, Director of Human Resources and Administration at Boston-based Shawmut Design & Construction, uses the test for three purposes; as a recruiting tool; as a management tool to help form effective project teams; and as a career development tool for all employees. She indicated to *HR Today* that "We know how people think and it helps us develop their career path within the company. She noted that the few times the company has decided to disregard the test results, the hire or promotion turned out to be a bad move" (Gendron, paragraph 15).

In an interview with a Boston community newspaper, Carin Warner, President of Warner Public Relations and Marketing, states that “tests like the Predictive Index not only save companies time and money, but also save the prospective employee from taking a job that they may be innately unsuited for” (Campenella, 1997, paragraph 19).

“Fresh Samantha, the fast-growing Maine maker of ‘90s juice concoctions, hires with the help of the Predictive Index or PI. Since the company started using the PI, job turnover has plummeted and morale is up” states owner Doug Levin (Lawrence, 1997, paragraph 6).

As published by PI Management Resources in 1998, other comments from users of the Predictive Index include:

PI Management Resources assisted us by helping us hire people suited to our job requirements. Through PI, we have a better understanding of people and what motivates them. Jim Koch, *Boston Beer*

We have been using the Predictive Index since 1988. We have found it to be a versatile management tool in the accurate recruitment and selection of staff, the reduction of performance problems, and the development and effective management of employees. PI has assisted us in achieving higher productivity and lower costs. By enabling our managers to understand our employees and what motivates them, we have been able to build and retain a motivated and cohesive workforce. Lindsay Kronenberg, *NetStar Communications, Canada*

PI Management Resources gave us the insight needed into the chemistry of teamwork. Our managers now speak the same language

and share a common understanding of teamwork. The result has been the development of a new generation of leaders and the transformation of the sales culture in our bank branches. We've got the team advantage. John Hickey, *Bank One*

Other companies cited as using the Predictive Index include Genzyme Genetics, Marriott Corporation, Equifax, (Campenella, 1997, paragraph 9) Sonesta International Hotels, Harnett's Homeopathy & Body Care in Cambridge, and Ramada Inns. "Ramada uses the test as part of a new drive for better customer service, hiring people whom the test shows are cut out for the hospitality industry" (Lawrence, paragraph 21-22).

In summary, many users of the Predictive Index attest to its usefulness in the hiring process. Research has been conducted which indicates that the instrument is valid and reliable, showing no evidence of culturally- or gender-related bias. No research was found to indicate that the instrument has been used in an educational setting, neither in the hiring of individuals nor in conjunction with any program admissions procedures.

CHAPTER III
METHODOLOGY

Type of Study

As previously stated, the purpose of this study is to document, through the use of the Predictive Index, the personality profiles of practicing chief student affairs officers in Research and Doctoral Universities I and II as classified by the Carnegie Classification of Institutions of Higher Education. An analysis of the variances in these profiles will provide data as to whether patterns occur in the profiles for the purpose of establishing a foundation of information regarding personality characteristics of these professionals.

In order to gain the necessary data for this research, selected participants were asked by mail to participate in a nonexperimental study. Each participant was asked to complete a questionnaire in order to determine appropriate demographic information relating to the research questions posed, as well as to complete the Predictive Index, the instrument chosen for the study. Permission to conduct the study as planned was gained from departmental committee members as well as the Institutional Review Board of the University of Tennessee.

Subjects

While it was desired to survey chief student affairs officers in all postsecondary institutions, the enormity of this project led to the determination that some limitation should be placed on the selection of subjects for this study. Therefore the four top classifications of the Carnegie Classification of Institutions of Higher Education were chosen. Chief student affairs officers at the two hundred thirty-three (233) Doctoral Universities I and II and Research Universities I and II were chosen as the subjects for the study. A database (**Appendix C**) was compiled of all subjects including their name, title, institution, and address as listed in the 1997 Directory of Higher Education (1997).

Methods

The following was sent to each subject by mail:

1. A cover letter, on University of Tennessee letterhead, identifying the purpose of the study, directions for completion of the attached questionnaire and the Predictive Index, directions for the return of the completed materials, as well as all necessary information to comply with human subject regulations (**Appendix D**).
2. A questionnaire asking for demographic information related to the

identified research questions (**Appendix E**).

3. A blank Predictive Index form for completion (**Appendix A**).
4. A postage-paid envelope to ensure ease of return.

Reponses from this initial mailing totaled one hundred twenty (120). In order to solicit additional responses, a second mailing which included a reminder note (**Appendix F**) and items two through four (2-4) listed above were sent to those subjects who had not responded. An additional thirty-four (34) responses were then received, bringing the total number of responses received for utilization in the compilation of data for this study to one hundred fifty-four (154) - a sixty-six percent (66%) return. See **Appendix G** for basic information on all respondents.

Once the surveys and Predictive Index forms were returned, the PI's were graded utilizing the standard computerized grading program provided by Praendex, Inc. A printout including a graphical presentation of the Predictive Index Profile and a narrative summary of characteristics associated with the profile was generated for each participant. The graphical presentation indicates where each respondent's A, B, C, and D dimensions falls on the continuum, from high to low, for the Self pattern, Self-Concept pattern, and the Synthesis pattern. Examples of can be found in **Appendix B**.

The profiles of the one hundred fifty-four (154) respondents were first summarized in total. The database sort performed in order to categorize the respondents by profile can be found in **Appendix H**.

The profiles of each respondent were then broken down by dimension A, B, C, and D to analyze which dimensions are considered high or low in each respondent. **Appendix I** contains this breakdown information.

The profiles were also sorted in the same manners according to demographic information obtained: age, gender, ethnic background, academic background, and years of experience.

The data gathered for each of the categories identified are summarized in tables presented in chapter four. The data were then analyzed to determine similarities/differences in the personality profiles of the responding CSAO's based on the categories presented. The findings of these analyses are presented in chapter five.

CHAPTER IV

FINDINGS

The findings of this study begin with the review of the demographic data derived from the surveys returned by the respondents, followed by an analysis of the personality profiles of all respondents (Tables 1 and 2) and a discussion of the profiles in relation to demographic characteristics (Tables 3-12).

Demographic Data

While no research questions posed were directed specifically toward the demographic data alone, these data revealed several trends worthy of mention. In reviewing the demographic information indicated by the responding CSAO's, an average demographic profile of the CSAO at a doctoral or research university can be determined. The majority are Caucasian (76%), male (65%), 50 or more years of age (71%), who possess a doctoral degree (79%), and have 11+ years of experience (87%) in the student services field.

Similarities exist in the demographic data when the categories are compared. For example, when comparing the number of females possessing doctoral degrees to males holding the same degree, similar percentages are revealed. While other combinations of demographic data revealed

similarities as well, the analysis of reported ages of CSAO's in relation to the gender data gathered indicates dissimilarity.

Twenty (20) of the forty-one (41) respondents under the age of fifty (50) are female (49%). In comparison to respondents fifty (50) years of age or older, only thirty (30) of the one hundred seven (107) respondents are female (28%). A comparison of gender to number of years experience in the field yields similar percentages of males and females with 11+ years of experience. These two comparisons suggest that females are entering the position of CSAO at a younger age than males.

An interesting, but possibly circumstantial statistic found when comparing data relating to gender and the number of years experience in the student services field is the fact that of the seven respondents with five or less years of experience, six are female. This comparison suggests that in the future, as retirements occur and new appointments are made, the percentage of females in this position may rise. However, the categories used on the demographic questionnaire do not allow for exact determination of years of experience of the respondents. Due to this fact and the low number of respondents in this category, an exact prediction of this fact is impossible.

PI Personality Profiles of Responding CSAO's

Overall Analysis

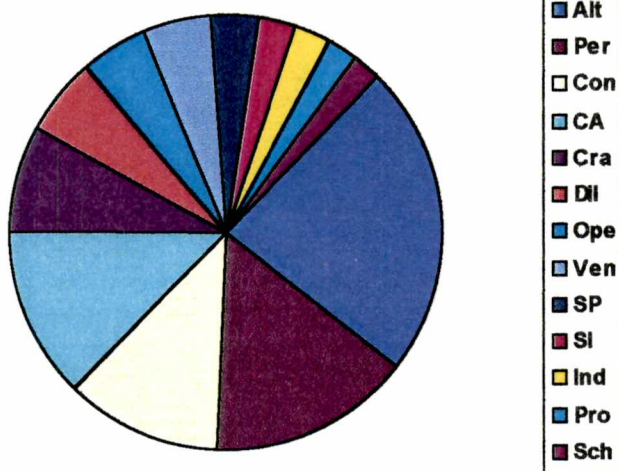
Chief Student Affairs Officers at universities in forty-nine states, the District of Columbia, and Puerto Rico were asked to participate in this study. The one hundred fifty-four (154) respondents represent forty-five states and the District of Columbia.

As represented in **Table 1**, fourteen different Predictive Index personality profiles are represented by the respondents. The greatest number of respondents falling into one profile category is the Altruistic profile with thirty-two respondents (20.8% of the total respondents). The top six profiles represent 73.4% of the respondents. The personality characteristics associated with the six profiles are similar in some dimensions and very dissimilar in others.

Analyzing the respondents' profiles by dimension allows for a determination to be made if similarities or differences in these dimensions exist. **Table 2** displays this analysis by dimension in order to ascertain which dimensions are considered high or low for the respondents as a whole. By referring to the information in **Table 2**, the following can be determined:

Table 1**PI PERSONALITY PROFILES OF RESPONDING CSAO'S**

<i>NAME OF PROFILE</i>	<i># ASSIGNED TO PROFILE</i>	<i>% of TOTAL (Rounded to Nearest tenth of a %)</i>	<i>NAME OF PROFILE</i>	<i># ASSIGNED TO PROFILE</i>	<i>% of TOTAL (Rounded to Nearest tenth of a %)</i>
Altruistic	32	20.8%	Operational	7	4.6%
Persuasive	21	13.6%	Venturer	7	4.6%
Creative Analytical	18	11.7%	Scientific Professional	5	3.2%
Control	16	10.4%	Social Interest	4	2.6%
Authoritative	15	9.7%	Individualist	4	2.6%
Craftsman	11	7.1%	Promotional	3	1.9%
Diligence	8	5.2%	Scholar	3	1.9%
			TOTAL	154	100%

**Table 2****RESPONDING CSAO'S PI PERSONALITY PROFILES
BROKEN DOWN BY DIMENSION**

<i>DIMENSION A Dominance</i>		<i>DIMENSION B Extroversion</i>		<i>DIMENSION C Patience</i>		<i>DIMENSION D Formality</i>	
LOW A	HIGH A	LOW B	HIGH B	LOW C	HIGH C	LOW D	HIGH D
71	83	79	75	121	33	56	98
46%	54%	51%	49%	79%	21%	36%	64%

1. The A and B dimensions for the respondents of this study show diversity in the characteristics. The percentage of respondents exhibiting a high need for dominance in their surroundings (A Dimension) compared to those exhibiting a low need for dominance is very similar. The same is true for the percentage of those exhibiting extroversion characteristics (B Dimension) when compared to those who are introverts.

2. Much more similarity is exhibited in the C and D dimensions. Approximately eight out of ten respondents indicate a low level of patience (C Dimension). Six to seven out of ten respondents exhibit a high D dimension – high need for formality and order.

During the review of each respondent's profile by dimension, another interesting statistic was uncovered. Of the one hundred fifty-four (154) respondents, ninety-eight (98) are in A-D conflict on the Self pattern, the Synthesis pattern, or both. This conflict occurs when the A and D dimensions fall at the same level (within one-half sigma) in comparison to one another. "Conflict occurs because the two opposed drives measured by the A and D dimensions block each other" (PI Management Resources, 1991). The conflict can occur in any of the PI patterns, but is most important if it occurs

in the Self pattern since this pattern identifies the person's basic personality.

When the conflict appears in the Synthesis pattern, the conflict is usually most visible in the person's actions. A characteristic associated with this conflict is the tendency to procrastinate in making decisions due to the fear that something could go wrong. This can lead to a build-up of tension (1991).

Age

As indicated by **Table 3**, the greatest number of respondents falling into one age range is the 50-59 years of age category with 60.1% of the respondents. Only 2% of the respondents fell into the 30-39 years of age category, 25.7% in the 40-49 years of age category, and 12.1% falling into the 60-69 years of age category.

A review of the profiles by age indicates similar results to the overall review. Of those respondents falling into the 40-49 years of age category, 65.8% are represented by the top six profile categories; altruistic, persuasive, control, creative analytical, authoritative, and craftsman. Likewise, 74.2% of those falling into the 50-59 years of age category are represented by these same profiles, and 72% of those falling into the 60-69 years of age category.

A review of profile dimensions of respondents (**Table 4**) by age category in comparison to those of the respondents as a whole reveals many

Table 3

**RESPONDING CSAO'S PI PERSONALITY PROFILES
SORTED BY AGE**

*Due to the wide range of ages reported, age ranges have been used in reporting this data.

<i>Profile</i>	<i>No Response</i>	<i>30-39 Years of Age</i>	<i>40-49 Years of Age</i>	<i>50-59 Years of Age</i>	<i>60-69 Years of Age</i>
Altruistic	3	0	8	18	3
Persuasive	0	0	8	9	4
Creative Analytical	1	0	2	13	2
Control	0	0	3	13	0
Authoritative	1	1	3	6	4
Craftsman	0	1	1	7	2
Diligence	0	0	0	6	2
Operational	0	0	3	4	0
Venturer	0	1	4	2	0
Scientific Professional	0	0	2	2	1
Social Interest	0	0	2	2	0
Individualist	1	0	1	2	0
Promotional	0	0	1	2	0
Scholar	0	0	0	3	0
<i>TOTAL</i>	<i>6</i>	<i>3</i>	<i>38</i>	<i>89</i>	<i>18</i>

Note: Two respondents gave no response for this category.

Table 4

**RESPONDING CSAO'S PI PERSONALITY PROFILES
BROKEN DOWN BY AGE AND DIMENSION**

<i>Age Category</i>	<i>Dimension A Dominance</i>		<i>Dimension B Extroversion</i>		<i>Dimension C Patience</i>		<i>Dimension D Formality</i>	
	High	Low	High	Low	High	Low	High	Low
30-39	2/67%	1/33%	2/67%	1/33%	1/33%	2/67%	1/33%	2/67%
40-49	21/55%	17/45%	23/61%	15/39%	8/21%	30/79%	19/50%	19/50%
50-59	46/52%	43/48%	36/40%	53/60%	20/22%	69/78%	63/71%	26/29%
60-69	11/61%	7/39%	10/55%	8/45%	3/17%	15/83%	12/67%	6/33%

similarities. It does appear that a greater percentage of respondents falling in the 40-49 years of age category have a high B factor, thus a greater percentage of extroverts than the respondents as a whole. Also, a somewhat lower percentage has a high D factor, thus a lower number having a high need for formality. A chi-square analysis of this data supports ($p < .10$ and $p < .01$) the conclusion that a significant relationship exists between these two dimensions and age. **Appendix J** summarizes all chi-square calculations.

Gender

As indicated by **Table 5**, 64.9% of the respondents is male and 35.1% female. The profile patterns of the male and female respondents are very similar, with a somewhat greater percentage of female extroverts than male. Of the 98 males responding, 74.5% are represented by the altruistic, persuasive, control, creative analytical, authoritative, and craftsman profiles, with 71.7% of the females being represented by the same profiles.

A review of profile dimensions of respondents by gender in comparison to those of the respondents as a whole reveals many similarities in all dimensions except Dimension D (**Table 6**). A greater percentage of males have a high D dimension than the percentage of females. However, a calculation of chi-square analyses indicates no significant relationship

Table 5

**RESPONDING CSAO'S PI PERSONALITY PROFILES
SORTED BY GENDER**

<i>PROFILE</i>	<i>NO RESPONSE</i>	<i>MALE</i>	<i>FEMALE</i>
Altruistic	0	21	11
Persuasive	0	13	8
Creative Analytical	1	11	6
Control	0	11	5
Authoritative	1	8	6
Craftsman	0	9	2
Diligence	0	5	3
Operational	0	5	2
Venturer	0	4	3
Scientific Professional	0	2	3
Social Interest	0	2	2
Individualist	1	3	0
Promotional	0	2	1
Scholar	0	2	1
<i>TOTAL</i>	<i>3</i>	<i>98</i>	<i>53</i>

Table 6

**RESPONDING CSAO'S PI PERSONALITY PROFILES
BROKEN DOWN BY GENDER AND DIMENSION**

<i>Gender Category</i>	<i>Dimension A Dominance</i>		<i>Dimension B Extroversion</i>		<i>Dimension C Patience</i>		<i>Dimension D Formality</i>	
	High	Low	High	Low	High	Low	High	Low
Female	29/55%	24/45%	27/51%	26/49%	12/23%	41/77%	30/57%	23/43%
Male	51/52%	47/48%	47/48%	51/52%	20/20%	78/80%	66/67%	32/33%

between gender and dimension (**Appendix J**).

Ethnic Background

As indicated in **Table 7**, 76.2% of the respondents were reported to be Caucasian, 18.5% African American, 3.3% Hispanic, and 2% Asian. Of the Caucasian respondents, 71.3% are represented by the altruistic, persuasive, control, creative analytical, authoritative, and craftsman profiles. The same profiles represent 78.6% of the African American, 80% of the Hispanic, and 100% of the Asian respondents.

Table 8 provides a review of profile dimensions of respondents by ethnic background. Comparison to the profiles of the respondents as a whole reveals several dissimilarities. A greater percentage of African Americans, Hispanic, and Asian respondents have low A dimensions. Also, a greater percentage has a high B factor, indicating more extroverts. While the trends of the percentages for the C and D factors are similar to the overall evaluation, an even greater percentage indicates a low C factor or patience and a lower percentage have high D factors or need for formality.

However, in order to determine the significance of these perceived relationships, chi-square analyses were performed. These analyses indicate no significant relationship between ethnic background and dimension

Table 7

**RESPONDING CSAO'S PI PERSONALITY PROFILES
SORTED BY ETHNIC BACKGROUND**

PROFILE	NO RESPONSE	CAUCASIAN	AFRICAN AMERICAN	HISPANIC	ASIAN
Altruistic	0	20	9	1	2
Persuasive	0	14	6	1	0
Creative Analytical	1	14	1	2	0
Control	0	13	3	0	0
Authoritative	1	12	1	0	1
Craftsman	0	9	2	0	0
Diligence	0	7	1	0	0
Operational	0	7	0	0	0
Venturer	0	6	0	1	0
Scientific Professional	0	5	0	0	0
Social Interest	0	3	1	0	0
Individualist	1	3	0	0	0
Promotional	0	0	3	0	0
Scholar	0	2	1	0	0
TOTAL	3	115	28	5	3

Table 8

**RESPONDING CSAO'S PI PERSONALITY PROFILES
BROKEN DOWN BY ETHNIC BACKGROUND AND DIMENSION**

Ethnic Background	Dimension A Dominance		Dimension B Extroversion		Dimension C Patience		Dimension D Formality	
	High	Low	High	Low	High	Low	High	Low
Caucasian	68/59%	47/41%	54/47%	61/53%	29/25%	86/75%	83/72%	32/28%
African American	11/39%	17/61%	19/68%	9/32%	4/14%	24/86%	15/53%	13/47%
Hispanic	4/80%	1/20%	3/60%	2/40%	0/0%	5/100%	4/80%	1/20%
Asian	1/33%	2/67%	2/67%	1/33%	0/0%	3/100%	1/33%	2/67%

(Appendix J).

Years of Experience

Table 9 indicates that 86.8% of the respondents have 11+ years of experience in the profession, 8.6% have 6-10 years, 4.6% have 2-5 years, and 0% have less than 2 years of experience. Of those having 11+ years of experience, 74% are represented by the altruistic, persuasive, control, creative analytical, authoritative, and craftsman profiles, 69% of those having 6-10 years of experience and 71% of those having 2-5 years of experience are represented by the same profiles.

Table 10 provides a review of profile dimensions of respondents by years of experience. Comparison to profiles of the respondents as a whole reveals that professionals possessing 10 or fewer years of experience in comparison to those with 11+ years, some dissimilarities seem to exist. A greater percentage have high A and B dimensions and a lower percentage have high D dimensions. However, chi-square analyses indicate no significant relationship between dimension and years of experience (**Appendix J**).

Academic Background

As indicated in the data presented in **Tables 11 and 12**, 79% of the respondents possess a doctoral degree or above, the highest degree earned

Table 9

**RESPONDING CSAO'S PI PERSONALITY PROFILES
SORTED BY YEARS OF EXPERIENCE**

PROFILE	NO RESPONSE	LESS THAN 2 YEARS	2-5 YEARS	6-10 YEARS	11+ YEARS
Altruistic	0	0	1	3	28
Persuasive	0	0	1	2	18
Creative Analytical	1	0	1	1	15
Control	0	0	0	1	15
Authoritative	1	0	2	2	10
Craftsman	0	0	0	0	11
Diligence	0	0	0	1	7
Operational	0	0	0	1	6
Venturer	0	0	1	1	5
Scientific Professional	0	0	1	0	4
Social Interest	0	0	0	0	4
Individualist	1	0	0	1	2
Promotional	0	0	0	0	3
Scholar	0	0	0	0	3
TOTAL	3	0	7	13	131

Table 10

**RESPONDING CSAO'S PI PERSONALITY PROFILES
BROKEN DOWN BY ETHNIC BACKGROUND AND DIMENSION**

Years of Experience	Dimension A Dominance		Dimension B Extroversion		Dimension C Patience		Dimension D Formality	
	High	Low	High	Low	High	Low	High	Low
2-3 Years	6/86%	1/14%	5/71%	2/29%	1/14%	6/86%	4/57%	3/43%
6-10 Years	8/62%	5/38%	7/54%	6/46%	3/23%	10/77%	7/54%	6/46%
11+ Years	66/50%	65/50%	62/47%	69/53%	28/21%	103/89%	86/66%	45/34%

Table 11

**RESPONDING CSAO'S PI PERSONALITY PROFILES
SORTED BY ACADEMIC BACKGROUND**

PROFILE	NO DEG	ASSOCIATE DEGREE	BACHELOR'S DEGREE	MASTER'S DEGREE	DOCTORAL DEGREE+
Altruistic	0	0	0	4	28
Persuasive	0	0	0	6	15
Control	0	0	0	5	11
Creative Analytical	0	0	0	2	15
Authoritative	0	0	0	1	13
Craftsman	0	0	0	4	7
Diligence	1	0	0	1	6
Operational	0	0	0	0	7
Venturer	0	0	0	3	4
Scientific Professional	0	0	1	1	3
Social Interest	0	0	0	1	3
Individualist	0	0	0	1	2
Promotional	0	0	0	0	3
Scholar	0	0	0	0	3
TOTAL	1	0	1	29	120

Table 12

**RESPONDING CSAO'S PI PERSONALITY PROFILES
BROKEN DOWN BY ACADEMIC BACKGROUND AND DIMENSION**

Academic Background	Dimension A Dominance		Dimension B Extroversion		Dimension C Patience		Dimension D Formality	
	High	Low	High	Low	High	Low	High	Low
Master's	16/55%	13/45%	12/41%	17/59%	8/28%	21/72%	21/72%	8/28%
Doctoral	73/61%	47/39%	62/52%	58/48%	23/19%	97/81%	76/63%	44/37%

for 19% of the respondents is a master's degree, the highest degree earned for one respondent is a bachelor's degree, and one respondent has earned no college degree. Of those possessing a minimum of a doctoral degree, 74% are represented by the altruistic, persuasive, control, creative analytical, authoritative, and craftsman profiles, 76% of those possessing a minimum of a master's degree are represented by the same profiles.

A review of profile dimensions of respondents by degree held in comparison to those of the respondents as a whole reveals much similarity. Chi-square analyses of this data indicate no significant relationship between dimension and academic background.

Summary

Several conclusions and assumptions can be drawn from the findings presented. These are discussed in the following chapter.

CHAPTER IV

DISCUSSION

In undertaking this study to identify, through the use of the Predictive Index, the personality profiles of Chief Student Affairs Officers in Research I and II and Doctoral I and II universities, the purpose and use of this information was given considerable thought. It is felt that the findings of this study, as discussed in chapter four, reveal several areas worthy of further discussion and pose avenues for continued study.

PI Personality Profiles of Responding CSAO's

As indicated in chapter four, fourteen different personality profiles are represented by the responding CSAO's. This indicates a wide variety of personality characteristic combinations. Based on this analysis alone, the conclusion can be drawn that few similarities exist in the personality profiles of CSAO's in doctoral or research universities. However, analysis of the respondents' profiles by dimension reveals several similarities.

Diversity exists in the A and B dimensions of the respondents. While no expectation was formed on the diversity in the A dimension (dominance), a greater percentage of respondents with high B dimensions (extroversion) was expected. Due to the nature of the student services field and its relation to

the overall development of the student, it was expected that a greater number of extroverts, those who feel comfortable and desire to be in social situations, would be drawn to the field.

The similarities existing in the dimensions of the responding CSAO's can be seen in the C and D dimensions, the greatest being the C dimension. Approximately eight out of ten have low C dimensions. The low C is driven to act, and act immediately. This sense of urgency normally leads to the individuals working at a pace much faster than average. Impatience for results many times leads to frustration. Routine activities are found boring.

"In managerial or supervisory positions with responsibility for line and operations activities where timeliness and meeting schedules are critical, the low C is a particularly critical factor" (PI Management Resources, 1991). While no prediction of success is being made, this large percentage of low C's, especially in relation to the large percentage of respondents having 11+ years of experience, indicates the high intensity level of the field. If this intensity was not present, these individuals with low C's would most probably have gotten bored and left the field for a more challenging position. Those without this need for action (high C's) may also experience difficulty in coordinating many of the diverse activities supervised by the CSAO. High

C's do not like surprises. They are relaxed and at ease in a familiar environment and with familiar people, but slow to adjust to new situations and people.

A high D dimension is seen in 64% of the respondents. The high D has a concern for doing things right – meaning by the rules. Motivated by a strong sense of duty, the high D is his/her own worst critic. “In a supervisory position, the high D is serious, responsible, and exacting, who will exercise close, critical control” (1991). He/she is a worrier and avoids mistakes at all costs, due to a great fear of punishment.

The combination of the Low C and High D factors leads to the drive and intensity of the low C emphasizing the High D qualities. These individuals are thorough and precise, with close attention paid to details and follow-up. As a supervisor, strict attention will be paid to the rules, such things as punctuality and doing things by the book. This person may have difficulty delegating (1991).

Of particular interest in this analysis is the fact that 64% of the respondents are in A-D conflict in either the Self pattern, the Synthesis pattern, or both. As explained in chapter four, the A dimension, the need for dominance and control in one's environment, and the D dimension, the

desire to do things by the book, are in conflict. This causes the individual to many times have difficulty making decisions. Situations are over-analyzed and tension rises. "This paralysis of analysis can prevent things from getting done on schedule and procrastination in decision making" (1991). This conflict is of particular concern in any managerial position.

Demographic Categories

As with the analysis of the profiles as a whole, review of profiles by demographic categories revealed that the profiles are not concentrated, thus indicating many dissimilarities in profiles of CSAO's by age, gender, race, years of experience, and academic degree held. A further analysis of profiles by dimension provided more in-depth comparisons. Significant relationships between dimensions and demographic category are recapped here.

In reviewing the profiles by dimension of the responding CSAO's by age, many similarities exist, especially in the percentages associated with the A and C factors. Two obvious dissimilarities are noted. A greater percentage of respondents less than 50 years of age have a high B factor than those respondents 50 years of age or older and a lower percentage have high D factors. This suggests that those of younger ages in the field have a greater tendency to place themselves in social situations and also have a somewhat

less need for rules and formality. As indicated previously, chi-square analyses indicate a significant relationship between Dimensions B and D and age. Also noted in the fact that an astounding 76% of respondents 40-49 are in A-D conflict.

While no significant relationships between dimension and years of experience were revealed through chi-square analyses, the following observation raises an interesting question with regard to this category. The percentage of respondents with high A dimensions becomes higher when reviewing the categories of years of experience in descending order. The same is also true of the B dimension. This appears to indicate that those most recently hired in the field have a greater need for dominance in their environments and also tend to feel more comfortable in people interaction than those with more years of experience in the field. Has the field changed in recent years to attract more individuals with these characteristics or have the characteristics desired by administrators hiring these individuals changed?

Summary

As illustrated, the purpose of this study has been met. The data presented has established a foundation of information regarding personality

characteristics of currently practicing CSAO's in Research I and II and Doctoral I and II universities. The dissimilarities exhibited by these profiles lead to speculation as to the expectations of those serving as CSAO by their university. Are the requirements for fulfilling the duties of this position different from institution to institution? Does the mission of the institution dictate the requirements for this position? Are the characteristics associated with this position, by different college presidents, vary as widely as indicated by the profiles found in this study? At a minimum, this information should provide an impetus for educational administrators to examine the personality characteristics they ideally associate with this position and relate these to those of current practitioners, thus leading to possible considerations toward modification of current hiring practices.

Though this study cannot predict success in the position of CSAO, the demographic data obtained indicates a large number of respondents having 11+ years of experience. This suggests that either these individuals are successful in their positions or that the actual measurement of success in this position is extremely ambiguous.

Recommendation for Further Study

Further study is recommended to determine the characteristics Research

and Doctoral I and II university presidents associate with the CSAO position. This research will enable a comparison to be made between expectations for the position and the information found in this study regarding the profiles of currently serving CSAOs. Also of interest would be a continuation of this study utilizing other types of institutions to determine if similar personality trends exist in the CSAO position within these categories.

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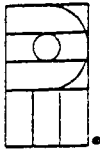
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APPENDICES

Appendix A



THE PREDICTIVE INDEX®
Organization Survey
Checklist

Form IV

Page 1

Name _____ Date _____

Occupation _____

DIRECTIONS: Please read the words in the list below and check those that you feel describe the way you are expected to act by others.

- | | | | | | |
|---------------------|--------------------------|---------------------|--------------------------|---------------------|--------------------------|
| Helpful | ☐ | Esteemed | ☐ | Calm | ☐ |
| Relaxed | ☐ | Worrying | ☐ | Popular | ☐ |
| Exciting | ☐ | Sentimental | ☐ | Polite | ☐ |
| Assertive | ☐ | Adventurous | ☐ | Dynamic | ☐ |
| Patient | ☐ | Easy Going | ☐ | Good-Humored | ☐ |
| Conscientious | ☐ | Unassuming | ☐ | Escapist | ☐ |
| Sophisticated | ☐ | Good mixer | ☐ | Generous | ☐ |
| Persistent | ☐ | Agreeable | ☐ | Unobtrusive | ☐ |
| Earnest | ☐ | Well-liked | ☐ | Daring | ☐ |
| Outstanding | ☐ | Docile | ☐ | Tolerant | ☐ |
| Sympathetic | ☐ | Demanding | ☐ | Nice | ☐ |
| Loyal | ☐ | Charitable | ☐ | Compelling | ☐ |
| Self-starter | ☐ | Persuasive | ☐ | Resolute | ☐ |
| Conventional | ☐ | Careful | ☐ | Tranquil | ☐ |
| Eloquent | ☐ | Satisfied | ☐ | Cultured | ☐ |
| Cynical | ☐ | Understanding | ☐ | Dominant | ☐ |
| Passive | ☐ | Spirited | ☐ | Respectful | ☐ |
| Gentle | ☐ | Congenial | ☐ | Nonchalant | ☐ |
| Brave | ☐ | Obedient | ☐ | Flexible | ☐ |
| Appealing | ☐ | Cheerful | ☐ | Attractive | ☐ |
| Thoughtful | ☐ | Obstinate | ☐ | Trusting | ☐ |
| Self-assured | ☐ | Convincing | ☐ | Eager | ☐ |
| Steady | ☐ | Responsive | ☐ | Shy | ☐ |
| Competitive | ☐ | Neighorly | ☐ | Fussy | ☐ |
| Fashionable | ☐ | Selfish | ☐ | Versatile | ☐ |
| Neat | ☐ | Reserved | ☐ | Amiable | ☐ |
| Audacious | ☐ | Serious | ☐ | Diplomatic | ☐ |
| Polished | ☐ | Persevering | ☐ | Self centered | ☐ |
| Fearful | ☐ | | | Consistent | ☐ |

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Organization Survey Checklist

Form IV

Page 2

Name _____

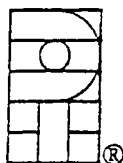
START on other side of page.

DIRECTIONS: Continue by reading the words in the list below, now checking those that you yourself believe really describe you.

- | | | | | | |
|---------------------|--------------------------|---------------------|--------------------------|---------------------|--------------------------|
| Helpful | ☐ | Esteemed | ☐ | Calm | ☐ |
| Relaxed | ☐ | Worrying | ☐ | Popular | ☐ |
| Exciting | ☐ | Sentimental | ☐ | Polite | ☐ |
| Assertive | ☐ | Adventurous | ☐ | Dynamic | ☐ |
| Patient | ☐ | Easy Going | ☐ | Good-Humored | ☐ |
| Conscientious | ☐ | Unassuming | ☐ | Escapist | ☐ |
| Sophisticated | ☐ | Good mixer | ☐ | Generous | ☐ |
| Persistent | ☐ | Agreeable | ☐ | Unobtrusive | ☐ |
| Earnest | ☐ | Well-liked | ☐ | Daring | ☐ |
| Outstanding | ☐ | Docile | ☐ | Tolerant | ☐ |
| Sympathetic | ☐ | Demanding | ☐ | Nice | ☐ |
| Loyal | ☐ | Charitable | ☐ | Compelling | ☐ |
| Self-starter | ☐ | Persuasive | ☐ | Resolute | ☐ |
| Conventional | ☐ | Careful | ☐ | Tranquil | ☐ |
| Eloquent | ☐ | Satisfied | ☐ | Cultured | ☐ |
| Cynical | ☐ | Understanding | ☐ | Dominant | ☐ |
| Passive | ☐ | Spirited | ☐ | Respectful | ☐ |
| Gentle | ☐ | Congenial | ☐ | Nonchalant | ☐ |
| Brave | ☐ | Obedient | ☐ | Flexible | ☐ |
| Appealing | ☐ | Cheerful | ☐ | Attractive | ☐ |
| Thoughtful | ☐ | Obstinate | ☐ | Trusting | ☐ |
| Self-assured | ☐ | Convincing | ☐ | Eager | ☐ |
| Steady | ☐ | Responsive | ☐ | Shy | ☐ |
| Competitive | ☐ | Neighorly | ☐ | Fussy | ☐ |
| Fashionable | ☐ | Selfish | ☐ | Versatile | ☐ |
| Neat | ☐ | Reserved | ☐ | Amiable | ☐ |
| Audacious | ☐ | Serious | ☐ | Diplomatic | ☐ |
| Polished | ☐ | Persevering | ☐ | Self centered | ☐ |
| Fearful | ☐ | | | Consistent | ☐ |

Please turn in your paper.

Appendix B

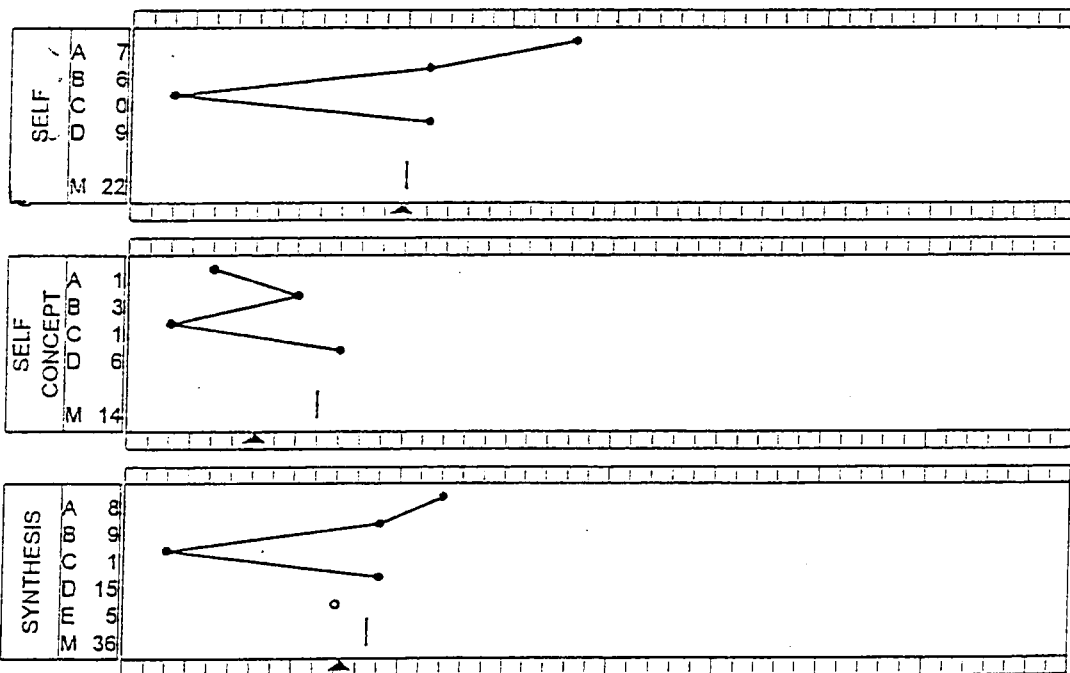


THE PREDICTIVE INDEX SYSTEM®

Organization Survey
Data Sheet

Name..... Authoritative
Occupation.....
Job Code.....
Department No.....
Status..... unknown
Type..... unknown

Person ID No.: 128
Survey Date: 7/13/98
PI Pattern: 28



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Summary of Predictive Index Results

Name: Authoritative
Survey Date: July 13, 1998
Report Date: September 22, 1998

Authoritative is a confident, independent self-starter with competitive drive, initiative, a sense of urgency, and the ability to make decisions and take responsibility for them. He can react and adjust quickly to changing conditions and come up with practical ideas for dealing with them.

His drive is purposeful, directed at getting things done quickly. He responds positively and actively to challenge and pressure, and has confidence in his ability to handle problems and people. Authoritative is an outgoing, poised person, a lively and incisive communicator, tending to be a little more authoritative than persuasive in his style. He talks briskly, with assurance and conviction and is a stimulating influence on others, while being firm, direct, and self-assured in dealing with them.

His work pace is distinctly faster-than-average. He is able to learn quickly, thoroughly, and in detail, and will recognize and adjust to change once well-informed of the need for it. While he is impatient with repetitive handling of routine details, Authoritative is a self-disciplined person who can do a good deal of that kind of work as long as it is only an intermittent aspect of his job, and not his primary responsibility. He will prefer to delegate routine detail work if possible, and when he does so, will follow up closely and critically to assure that the work is done in a correct and timely manner. He is also capable of delegating some authority, with close follow-up and control.

Competitive and sure of himself, Authoritative sets high standards of work quality for himself and others and is concerned with both the timely accomplishment of objectives, and, to a lesser degree, the specific details of how things get done. Stimulated by variety in his work and responsibilities, Authoritative is less interested in work which is routine, repetitive, or highly structured, but always alert to opportunities for the development of the business which employs him, as well as his own career.

MANAGEMENT STRATEGIES:

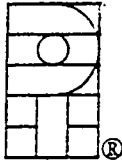
To maximize his effectiveness, productivity, and job satisfaction, consider providing Authoritative with the

following:

- * Opportunities to develop his career on the basis of sound training, thorough knowledge, and experience
- * As much independence and flexibility in his activities as possible
- * Encouragement to express his own ideas and initiative in dealing with problems and challenges on his own
- * Opportunities to prove himself, and recognition and reward for doing so.

Prepared By: kh

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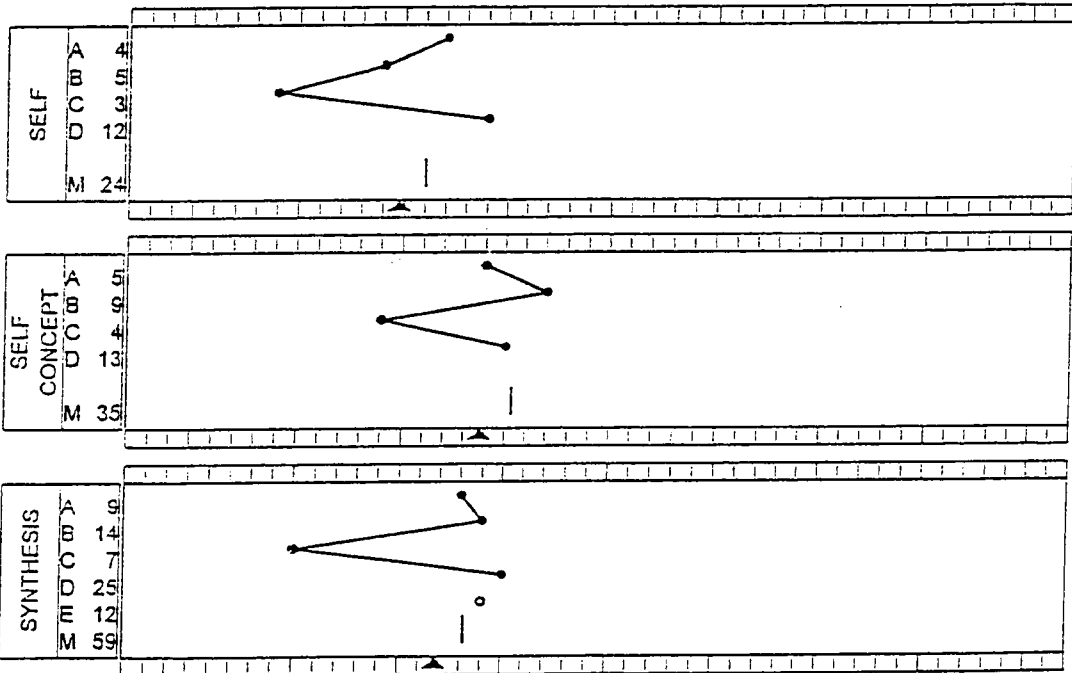


THE PREDICTIVE INDEX SYSTEM®

Organization Survey
Data Sheet

Name..... Control
Occupation.....
Job Code.....
Department No.....
Status..... unknown
Type..... unknown

Person ID No.: 81
Survey Date: 7/8/98
PI Pattern: 14



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Summary of Predictive Index Results

Name: Control
Survey Date: July 8, 1998
Report Date: September 22, 1998

Control is a self-disciplined, conscientious person who will develop a high degree of expertise and skill in a specialized job. He has the drive to get things done right and in accordance with established standards of accuracy and quality.

Control is a conservative and analytical person who respects traditional organizational values. Reserved, serious, and thoughtful about everything he does, he is a no-nonsense worker who worries about getting things exactly right. Never superficial, he will make sure that he knows what he is talking about before he speaks. He needs a lot of certainty and structure in his work so that he can avoid the chance of being blamed for mistakes.

Understanding the technical aspects of his work well, he is capable of exercising ingenuity in problem-solving within the limits of his specialized expertise and training. Conservative and eager to avoid risk, he is cautious and skeptical about new ideas. He will be comfortable with established, approved systems, technology, organizational relationships, and people.

In expressing himself, he is factual, sincere, and impatient to get on with the job at hand. Given responsibility for supervising others, he will be an exacting, rather strict boss who takes his responsibilities seriously and will demand that his subordinates get things done right and on time. He is disciplined, and respects authority and established procedures. He will be critical with subordinates who do not meet his standards. He controls closely and delegates little.

Control is the kind of person who strives to make sure that things get done right, and who is often placed in positions of control and trust. Given the necessary guidelines, he will carry out his responsibilities authoritatively and firmly. He has a sense of urgency, and works and functions, in general, at a faster-than-average pace, making decisions quickly as long as they are the kind of decisions that can be made in support of accepted policies.

MANAGEMENT STRATEGIES:

To maximize his effectiveness, productivity, and job satisfaction, consider providing Control with the following:

- * Thorough training in all policies, standards and systems relating to his work

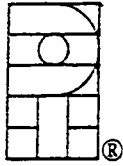
- * Clear definition of his responsibilities and authority, and certainty that he can depend on management to back him up

- * Recognition and respect by management for his competence and conscientiousness, and assurance of a secure future

- * Coaching in communications and 'people' skills if his future is to involve much direct contact with subordinates or customers, or both.

Prepared By: Kh

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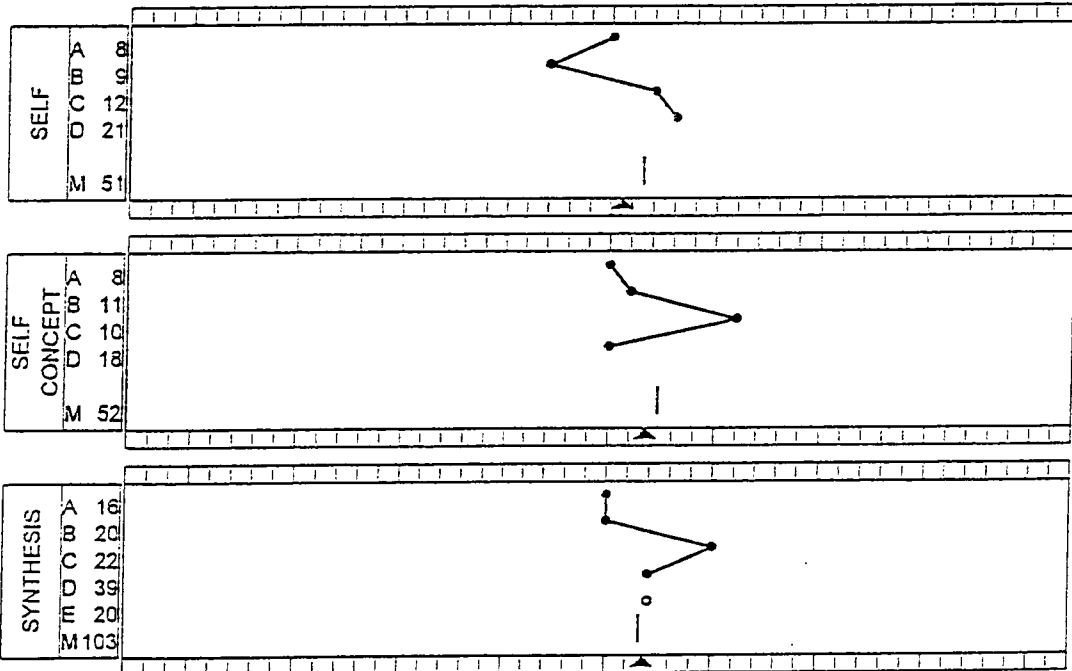


THE PREDICTIVE INDEX SYSTEM®

Organization Survey Data Sheet

Name..... Craftsman
Occupation.....
Job Code.....
Department No.....
Status..... unknown
Type..... unknown

Person ID No.: 166
Survey Date: 7/24/98
PI Pattern: 70



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Summary of Predictive Index Results

Name: Craftsman
Survey Date: July 24, 1998
Report Date: September 22, 1998

Craftsman is a quiet, serious person who is careful and thoughtful about anything he says and any work that he does. Reserved and a little ill-at-ease among strangers or in making new contacts, he is uncomfortable talking about himself. Modest and unassuming about his own ability, he tends to undersell himself.

However, he is sincere and factual when he does express himself, careful to talk only when he feels certain that he knows what he is talking about, thinking before he speaks, and never superficial. Craftsman is a stable person, steady and methodical in doing his work, patient and consistent in handling repetitive routines.

Craftsman is conscientious and will be particularly concerned with the accuracy and correctness of anything he does and sensitive to criticism of his work. Given thorough training and experience, he can be expected to develop expert knowledge of the details of his specialized work and to take a craftsman's pride in his ability to produce detailed work accurately and precisely.

Anxious to avoid criticism for mistakes, he will dependably do his work by the book, with respect for regulations and standards, and with skepticism about anything new or unfamiliar or any change in the traditional way of doing things.

Working at a steady, even pace, Craftsman is more effective doing work which requires infrequent change and most effective in work which is consistent with his experience and training. He has better-than-average aptitude for work which is mechanical or technical in nature, with less aptitude for work which involves frequent communication or involvement with unfamiliar people.

MANAGEMENT STRATEGIES:

To maximize his effectiveness, productivity, and job satisfaction, consider providing Craftsman with the following:

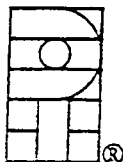
- * Assurance of security as provided by complete,

step-by-step training in his specialized work

- * Opportunity to learn and practice one thing at a time
- * Recognition for work well done
- * Stability and predictability in his work environment and responsibilities
- * A positive, nonthreatening approach by management when it is necessary to correct, change, or criticize his work.

Prepared By: kh

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THE PREDICTIVE INDEX SYSTEM®

Organization Survey

Data Sheet

Name..... Creative Analytical

Person ID No.: 142

Occupation.....

Survey Date: 7/13/98

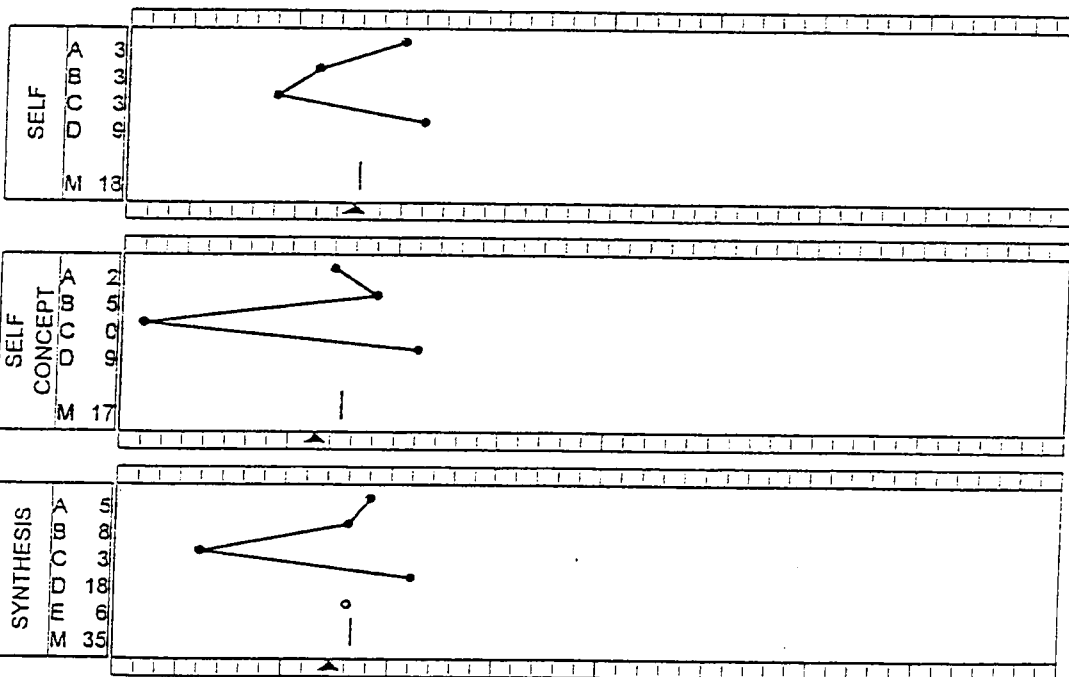
Job Code.....

PI Pattern: 12

Department No.....

Status..... unknown

Type..... unknown



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Summary of Predictive Index Results

Name: Creative Analytical
Survey Date: July 13, 1998
Report Date: September 22, 1998

Creative Analytical is an intense, results-oriented person, whose drive and sense of urgency are tempered and disciplined by his strong concern for the accuracy and quality of the details of any work for which he is responsible. His approach to any work he does will be based on thorough analysis and detailed knowledge of all pertinent facts.

Much more technically than socially-oriented, he has confidence in his technical/professional knowledge and ability to get things done correctly. With experience, he will develop a high level of expertise in his work and will be critical of mistakes made either by himself or anybody working under his supervision. He takes his work and responsibilities very seriously and expects others to do the same.

In relation to people, Creative Analytical is reserved and private, with little interest in small talk. His interest and his energy will be focused primarily on his work, and, in general, he is more comfortable and open in the work environment than in purely social situations. His style of communication is factual and direct.

Creative Analytical is a forceful individual with the drive to make decisions and initiate action. However, he is most effective when making decisions within his expertise, where he can predict and control the risks associated with the decisions. He will thoroughly analyze, and often avoid, discussions related to things he is less familiar with and, therefore, less able to predict and control the accompanying risks. When under pressure to make risk decisions quickly, he may delay or put off those decisions because of his strong need to find the 'perfect' solution.

MANAGEMENT STRATEGIES:

To maximize his effectiveness, productivity, and job satisfaction, consider providing Creative Analytical with the following:

- * Encouragement to express his own ideas and put them into action

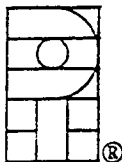
- * Freedom from day-to-day pressure to make quick decisions outside his area of expertise

- * Absence of very close, critical oversight of his work

- * Opportunities to use his know-how and expertise in finding creative solutions to problems, with relative freedom from organizational involvement's in doing so.

Prepared By: kh

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THE PREDICTIVE INDEX SYSTEM®

Organization Survey

Data Sheet

Name..... Diligence

Occupation.....

Job Code.....

Department No.....

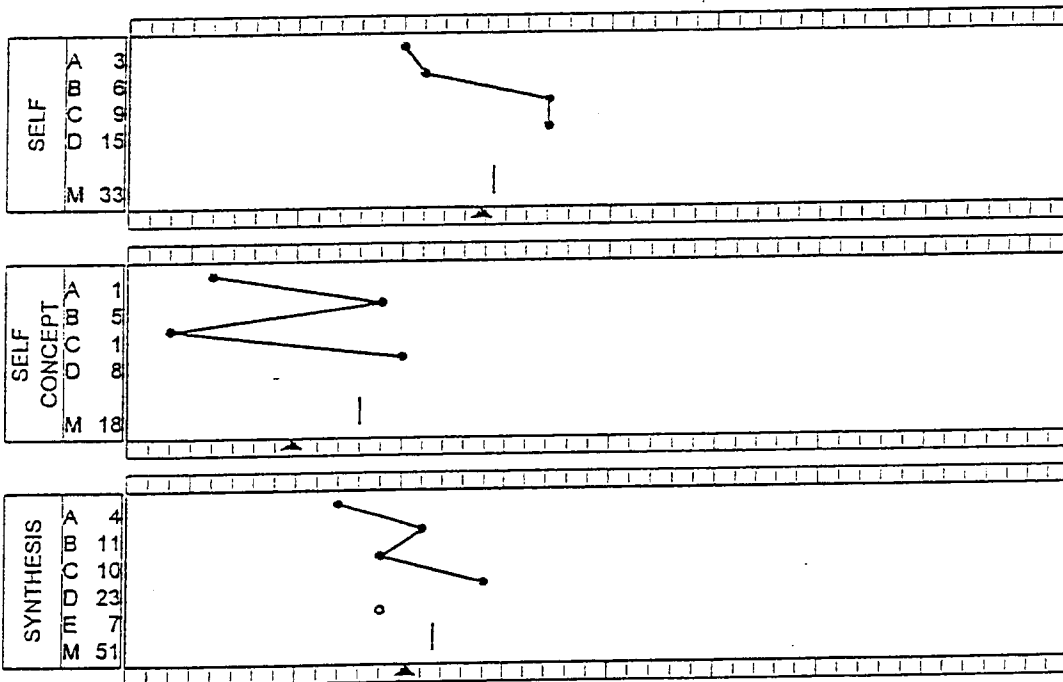
Status..... unknown

Type..... unknown

Person ID No.: 160

Survey Date: 7/24/98

PI Pattern: 60



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Summary of Predictive Index Results

Name: Diligence
Survey Date: July 24, 1998
Report Date: September 22, 1998

Diligence is a very conscientious, cooperative person, particularly careful, thorough, and accurate in working with details. He is anxious to do what is expected of him, and do it right. Modest, unassuming, and conservative, he can be depended upon to do things consistently by the book and will depend upon professional training and standards, or management leadership, to provide the structure which he needs for his work.

Once provided with and trained in the necessary standards and policies, Diligence will produce work of high quality, giving close attention to the accuracy of details. Stable and dependable, he has sufficient patience to do work of a repetitive nature and to maintain his interest in and concentration on such work at a consistent level.

Diligence is an unselfish person, motivated by a strong sense of duty. He derives satisfaction from doing good work for the company or the team, and he values recognition of his dedication and specialized skill. Diligence is a cautious person, unlikely to question or make changes in the established or conventional way of doing things, avoiding risk or uncertainty by adhering closely to performance standards and established rules.

In social terms, Diligence is rather unobtrusive and quiet, friendly and pleasant with people he knows well, reserved and polite in meeting new people. His general social behavior is governed by a strong sense of propriety and a concern for doing and saying the right thing. In familiar social and work situations in which he feels secure and comfortable, he is agreeable and helpful, respectful of leadership and conscious of his responsibilities to the point of being a worrier about them at times.

Diligence is very sensitive to criticism of his work and strongly inclined to do all of his work himself to be sure that it is all done right.

MANAGEMENT STRATEGIES:

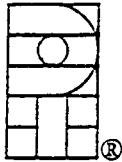
To maximize his effectiveness, productivity, and job satisfaction, consider providing Diligence with the

following:

- * Thorough, detailed, specific, step-by-step training in all aspects of his job, responsibilities, and organizational relationships, with opportunity for repeated practice when needed
- * Assurances of job security provided by helpful, supportive management
- * Opportunity to develop experience and confidence in one specialized job at a time
- * Expressions of recognition of his good work and cooperative attitude
- * Leadership which treats him like a valued member of the team.

Prepared By: kh

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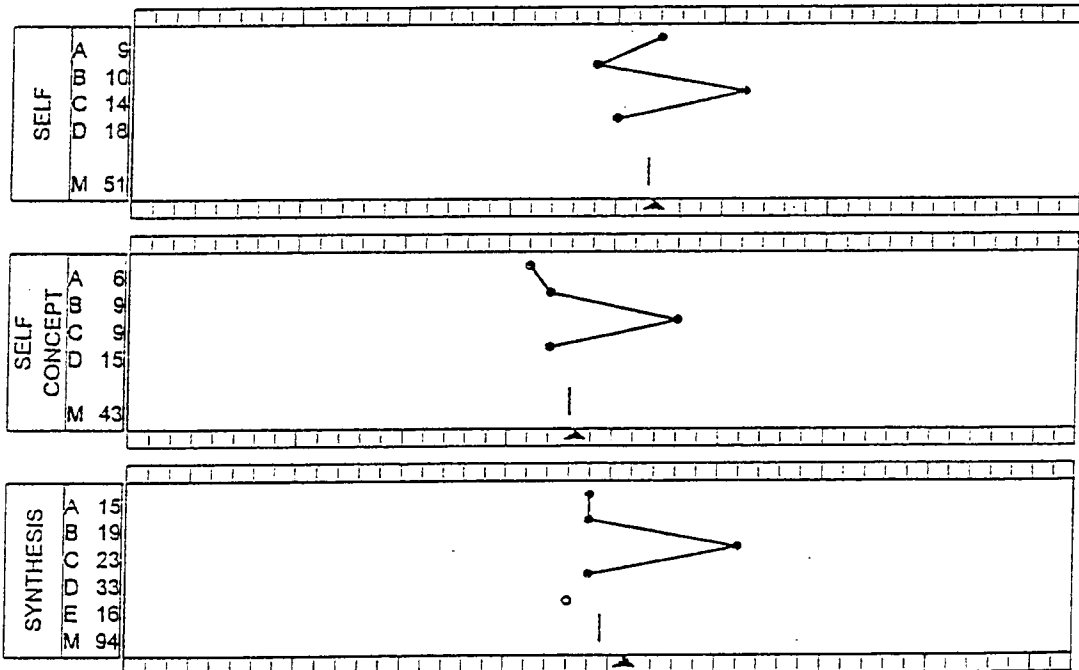


THE PREDICTIVE INDEX SYSTEM®

Organization Survey
Data Sheet

Name..... Individualist
Occupation.....
Job Code.....
Department No.....
Status..... unknown
Type..... unknown

Person ID No.: 39
Survey Date: 7/1/98
PI Pattern: 24



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Summary of Predictive Index Results

Name: Individualist
Survey Date: July 1, 1998
Report Date: September 22, 1998

Individualist is independent and individualistic in his thinking and behavior. He has strong ideas and opinions and expresses them with confidence and certainty.

Having a willingness to take risk, he is likely to develop and act on ideas which are distinctly new or unconventional. This is a creative and nonconformist personality.

In expressing and acting on his ideas, Individualist is determined and persistent and has the kind of confidence and nerve involved in initiating innovation or change. He will be perceived by many people as being stubborn, very determined and opinionated.

Dealing with people, he is frank and outspoken, expressing himself factually, at times bluntly, and with strong conviction. In general, his interest in people is secondary to his concern for getting things done in his own way and at his own pace. Patient and persevering, he works at a steady, unhurried pace, at times developing new ideas which he presents in a self-assured and forthright manner.

Being more conceptual than detail-oriented, Individualist is fairly casual in working with details which are not vital to his job. He prefers to delegate such work to other people whenever possible. What interests him much more is his new idea, or the big picture and an analytical, critical approach to solving problems and in getting results.

MANAGEMENT STRATEGIES:

To maximize his effectiveness, productivity, and job satisfaction, consider providing Individualist with the following:

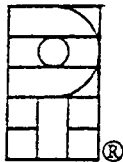
- * Lots of room for independent self-expression and autonomy in acting on his own ideas
- * Opportunities to solve problems and overcome challenges independently
- * Management which is receptive to new ideas and change, allowing him to participate in setting goals for his work,

and leaving him free to operate with freedom from oversight and control

* The opportunity to work alone, unless he chooses otherwise

Prepared By: kh

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THE PREDICTIVE INDEX SYSTEM®

Organization Survey
Data Sheet

Name..... Operational

Person ID No.: 93

Occupation.....

Survey Date: 7/8/98

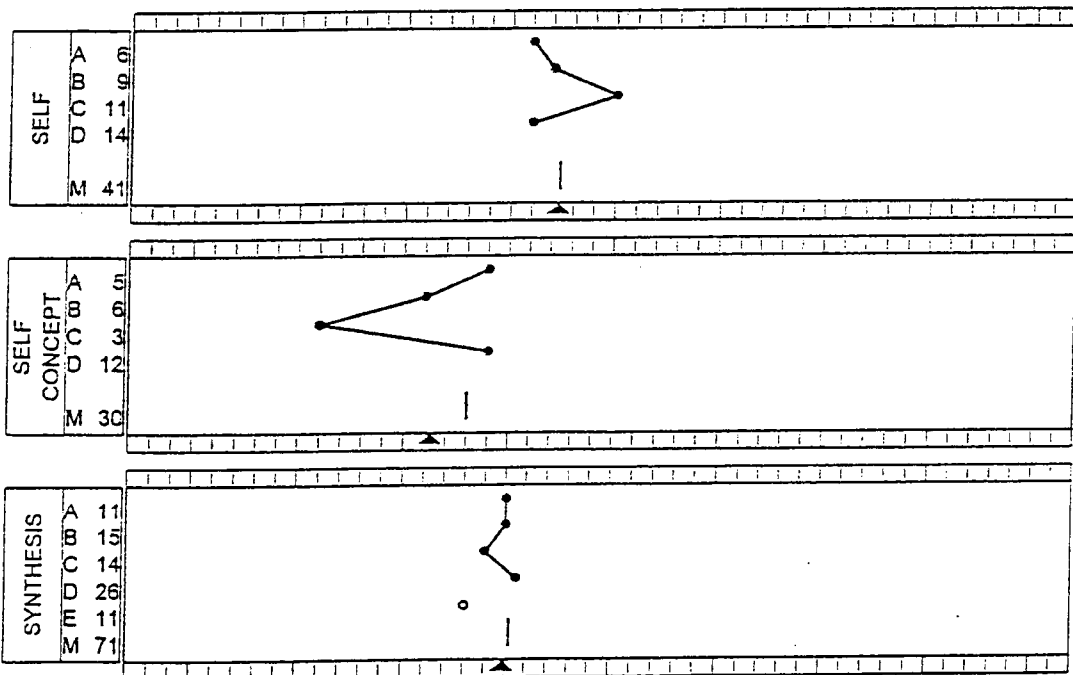
Job Code.....

PI Pattern: 68

Department No.....

Status..... unknown

Type..... unknown



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Summary of Predictive Index Results

Name: Operational
Survey Date: July 8, 1998
Report Date: September 22, 1998

Operational is a patient, stable, and easygoing person who works at an even, unhurried pace. Inclined to settle firmly into routines, he will continue to do his work in the same way repeatedly until strongly directed otherwise by supervision. If changes in his work routines or responsibilities are required, the need for change must be firmly impressed on Operational. Tending to resist change, and adapting rather slowly, he must be given time to learn the new routines thoroughly, which is best accomplished through practice and repetition.

His concern about, and attention to, the details of his work is casual, and his level of accuracy with details a little lower than average. In general, his approach to his work is informal and relaxed. He is an accommodating, agreeable and cooperative person, one who will fit comfortably into a team-oriented environment or work willingly in situations where he is not in control. Preferring predictability and stability in the workplace, he will be positively motivated by a straight-line and unchanging flow of work and the opportunity to finish what he starts without interruptions or distractions.

In social terms, Operational is unassuming, friendly and at ease with others, and inclined to wait for others to initiate conversation. Operational is a patient listener and a pleasant talker with people he knows well and with whom he feels comfortable. In general, he displays the same kind of patience in contact with people that he does in his work, at times exhibiting an offhand lack of concern about quality standards or time pressures.

MANAGEMENT STRATEGIES:

To maximize his effectiveness, productivity, and job satisfaction, consider providing Operational with the following:

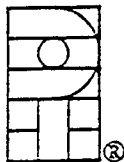
- * Thorough, careful, step-by-step training in all detailed aspects and routines of his job
- * Opportunities for repeated practice and a clearly stated demand for conformity to the standards and the book relating

to his work

- * A stable, closely controlled and disciplined environment in which management provides close support and oversight
- * Recognition and encouragement for work well done
- * Freedom from as much pressure and changes of routines as is possible

Prepared By: kh

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THE PREDICTIVE INDEX SYSTEM®

Organization Survey

Data Sheet

Name..... Persuasive

Occupation.....

Job Code.....

Department No.....

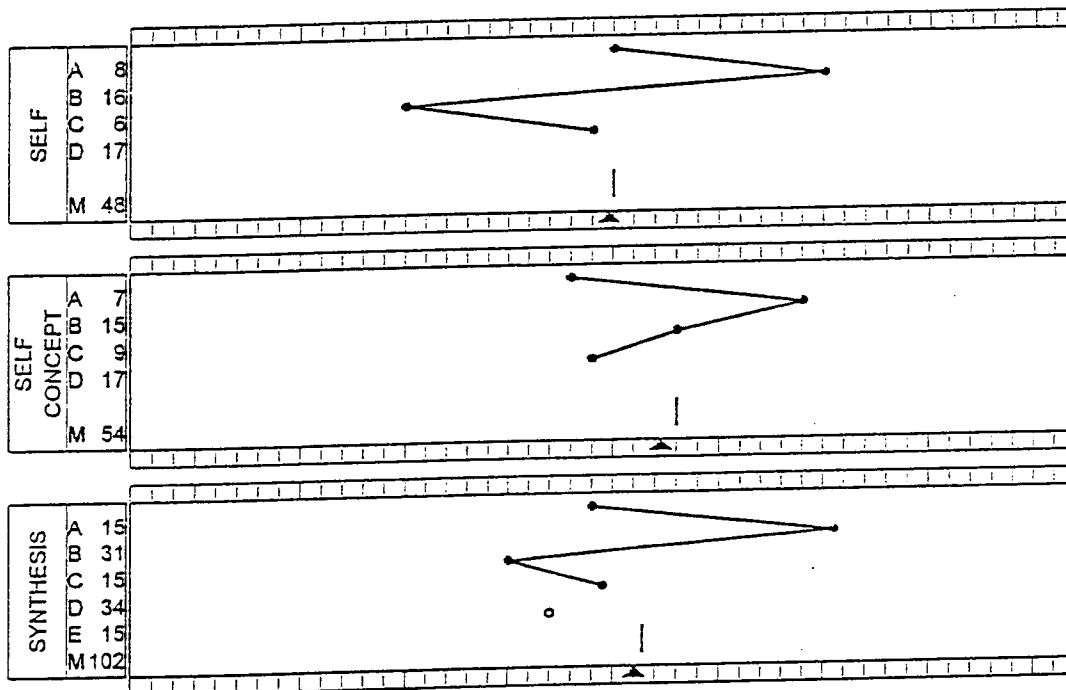
Status..... unknown

Type..... unknown

Person ID No.: 119

Survey Date: 7/13/98

PI Pattern: 36



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Summary of Predictive Index Results

Name: Persuasive
Survey Date: July 13, 1998
Report Date: September 22, 1998

Persuasive is an engaging, stimulating communicator, poised and capable of projecting enthusiasm and warmth, and of motivating other people.

He has a strong sense of urgency, initiative and competitive drive to get things done, with emphasis on working with and through people in the process. He understands people well and uses that understanding effectively in influencing and persuading others to act.

Impatient for results and particularly impatient with details and routines, Persuasive is a confident and venturesome 'doer' and decision-maker who will delegate details and can also delegate responsibility and authority when necessary. Persuasive is a self-starter who can also be skillful at training and developing others. He applies pressure for results, but in doing so, his style is more 'selling' than 'telling'.

At ease and self-assured with groups or in making new contacts, Persuasive is gregarious and extroverted, has an invigorating impact on people, and is always 'selling' in a general sense. He learns and reacts quickly and works at a faster-than-average pace. Able to adapt quickly to change and variety in his work, he will become impatient and less effective if required to work primarily with repetitive routines and details.

In general terms, Persuasive is an ambitious and driving person who is motivated by opportunity for advancement to levels of responsibility where he can use his skills as team builder, motivator and mover.

MANAGEMENT STRATEGIES:

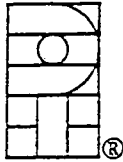
To maximize his effectiveness, productivity, and job satisfaction, consider providing Persuasive with the following:

- * Opportunities for involvement and interaction with people
- * Some independence and flexibility in his activities

- * Freedom from repetitive routine and details in work which provides variety and change of pace
- * Opportunities to learn and advance at a fairly fast pace
- * Recognition and reward for communications and leadership skills demonstrated
- * Social and status recognition as rewards for achievement.

Prepared By: kh

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THE PREDICTIVE INDEX SYSTEM®

Organization Survey

Data Sheet

Name..... Promotional

Person ID No.: 41

Occupation.....

Survey Date: 7/1/98

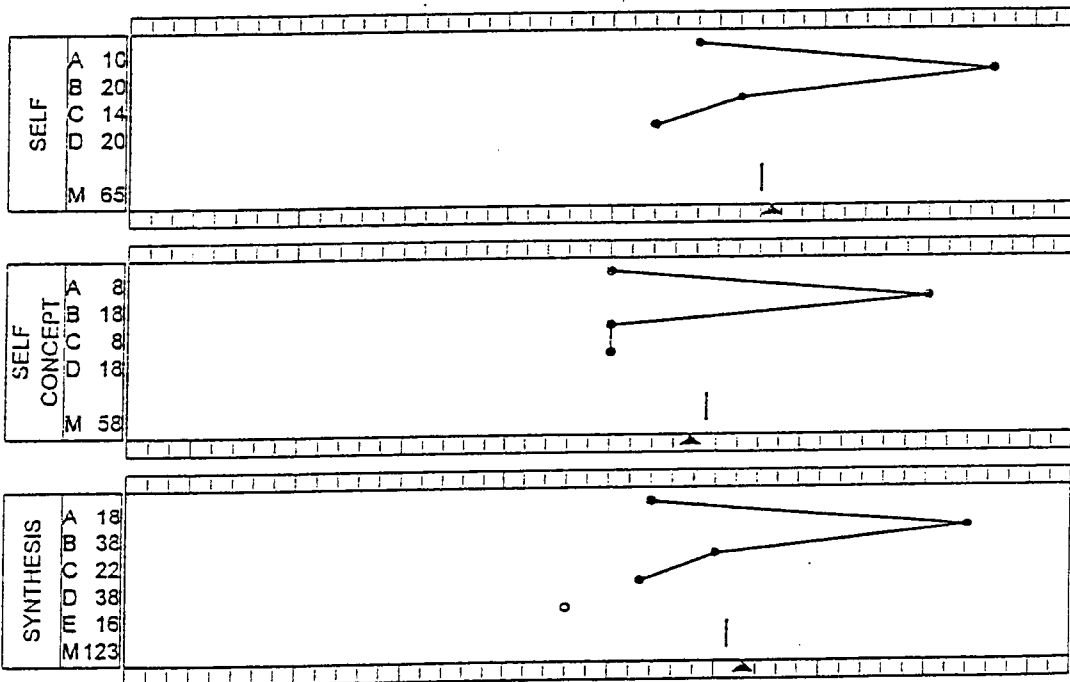
Job Code.....

PI Pattern: 56

Department No.....

Status..... unknown

Type..... unknown



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Summary of Predictive Index Results

Name: Promotional
Survey Date: July 1, 1998
Report Date: September 22, 1998

Promotional is an outgoing, talkative, very friendly individual, a lively and stimulating communicator. He is a good mixer, poised, active and responsive in social situations.

The complete extrovert, he is informal and uninhibited in his behavior, understands people well and is capable of using that understanding to gain the friendship and cooperation of others. It is important to him to be liked and accepted, and he expresses himself to individuals or groups with warmth and enthusiasm.

Relatively unconcerned about details and often inclined to consider them unimportant, Promotional expresses himself in general terms, aimed more at gaining the interest or attention of others than in communicating specific, factual information. His interest in details and specifics which are not crucial to his success is, at best, casual.

Cheerful and upbeat, he makes friends easily and enjoys doing things for people, although he is rather casual about exactly how he does things. His friendly, enthusiastic style makes others feel welcome.

His work pace is faster-than-average and he can learn quickly, but rather superficially, if left on his own.

MANAGEMENT STRATEGIES:

To maximize his effectiveness, productivity, and job satisfaction, consider providing Promotional with the following:

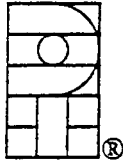
- * Thorough training, with intense concentration and discipline in teaching him the details, routines and systems which are basic to his work
- * Frequent and regular contact and communication with people
- * Close supervision and follow-up, with repeated reinforcement of what he learns in his original training

* Recognition for work done right, bearing in mind that rewards which give Promotional additional status in the eyes of his coworkers, friends, and family are particularly valuable to him and are strong motivators for him.

* The opportunity to be involved in a variety of different kinds of activities

Prepared By: kh

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THE PREDICTIVE INDEX SYSTEM®

Organization Survey

Data Sheet

Name..... Scholar

Person ID No.: 146

Occupation.....

Survey Date: 7/13/98

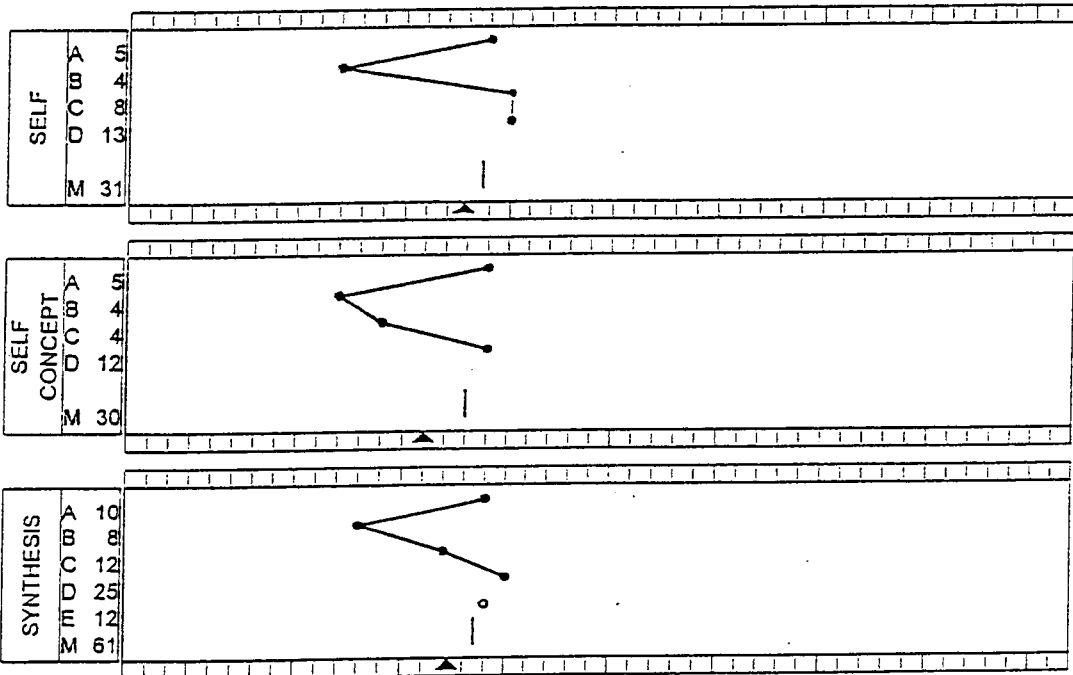
Job Code.....

PI Pattern: 22

Department No.....

Status..... unknown

Type..... unknown



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Summary of Predictive Index Results

Name: Scholar

Survey Date: July 13, 1998

Report Date: September 22, 1998

Scholar is a serious, introspective person and an analytical and disciplined thinker. He is careful and thorough and very focused on his immediate responsibilities.

He is reserved and will generally express himself in a factual, direct and succinct manner. A conscientious person, his approach to his work is systematic, methodical, and well-organized, based on thorough knowledge of, and respect for, the book. Working with factual or technical and detailed information, he will produce carefully thought out work of high quality and precision. Because he is very much concerned with the correctness of his work, he is strongly inclined to do it all himself. He would find it difficult to delegate work or to be much involved with other people in doing his work.

Quiet and reserved in primarily social situations, Scholar expresses himself factually and specifically in talking about matters of which he has knowledge. With experience, he can be expected to develop thorough, detailed knowledge and expertise in his particular field of training and experience.

Scholar takes his responsibilities very seriously, to the extent of worrying a good deal about them. That concern, plus his anxiety about the correctness of his work, combine to make him particularly sensitive to criticism of his work and very responsive to praise for work well done. While this introspective person is imaginative and gives much thought to his ideas, he is very cautious about expressing or acting on them because he is anxious to avoid the criticism or disagreement which they might generate.

MANAGEMENT STRATEGIES:

To maximize his effectiveness, productivity, and job satisfaction, consider providing Scholar with the following:

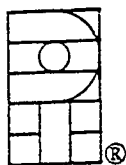
- * Work which allows some private time to think
- * Specialized work which he has had opportunity to learn in depth and in detail, and which utilizes his disciplined, analytical thinking and systematic, patient work style

* Work which is structured and relatively free from urgent time pressures

* Recognition of his technical expertise, and devotion to doing good work.

Prepared By: kh

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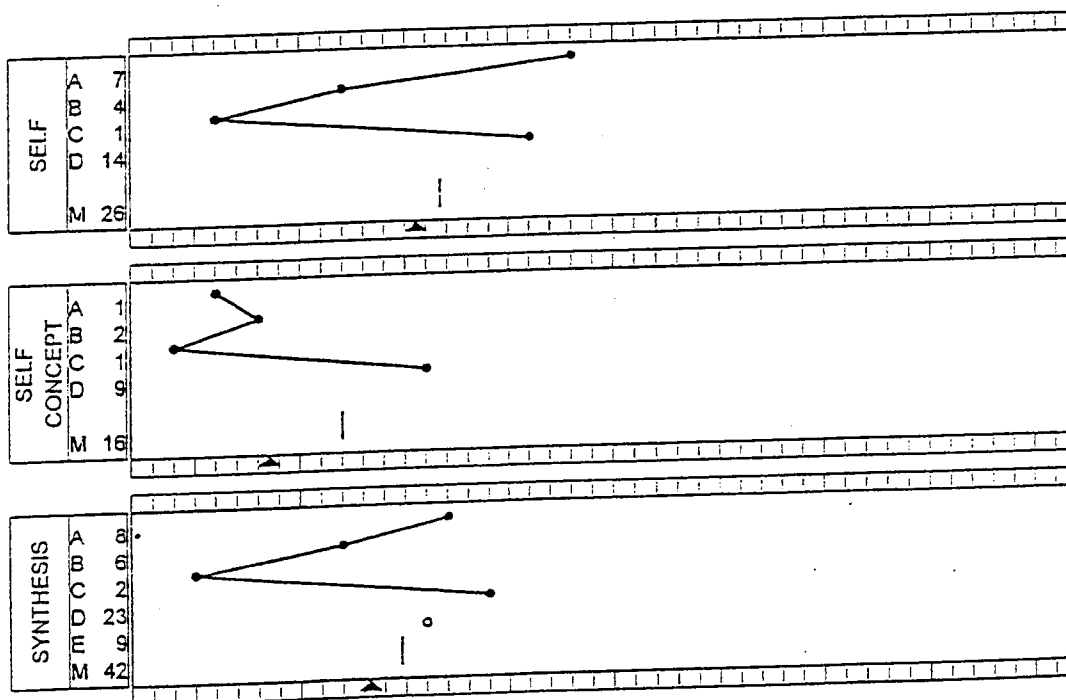


THE PREDICTIVE INDEX SYSTEM®

Organization Survey
Data Sheet

Name..... Scientific Professional
Occupation.....
Job Code.....
Department No.....
Status..... unknown
Type..... unknown

Person ID No.: 170
Survey Date: 8/5/98
PI Pattern: 10



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Summary of Predictive Index Results

Name: Scientific Professional
Survey Date: August 5, 1998
Report Date: September 22, 1998

Scientific Professional is an intense, results-oriented, self-starter whose drive and sense of urgency are tempered and disciplined by his concern for the accuracy and quality of his work. His approach to anything he does or is responsible for will be carefully thought-out, based on thorough analysis and detailed knowledge of all pertinent facts.

Strongly technically-oriented, he has confidence in his professional knowledge and ability to get things done quickly and correctly. With experience, he will develop a high level of expertise in his work and will be very aware of mistakes made either by himself or anybody doing work under his supervision. Scientific Professional takes his work and responsibilities very seriously and expects others to do the same.

In social matters, Scientific Professional is reserved and private, with little interest in small talk. His interest and his energy will be focused primarily on his work, and in general he is more comfortable and open in the work environment than he is in purely social situations. In expressing himself in his work environment he is factual, direct, and authoritative.

Imaginative and venturesome, Scientific Professional is a creative person, capable of developing new ideas, systems, plans or technology, or of analyzing and improving old ones. He relies primarily on his own knowledge and thinking, with little reference to others, relying as much as possible on himself alone to get things done. He will find it difficult to delegate, feeling strongly that if he is to be sure that something is done right, he must do it himself.

When, as a supervisor, it may be necessary for Scientific Professional to delegate details, he will follow up very closely, and will be quick to spot and correct mistakes. His primary concern is to get things done right and quickly, and in accomplishing that goal he will be demanding of himself and others. While he may be perceived by other people as a rather aloof person, he will earn their respect for his knowledge of his work and the soundness of his decisions.

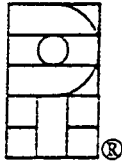
MANAGEMENT STRATEGIES:

To maximize his effectiveness, productivity, and job satisfaction, consider providing Scientific Professional with the following:

- * Opportunities to broaden the technical knowledge of his work with learning experience in increasingly responsible positions.
- * As much autonomy as possible in expressing his ideas and putting them into action
- * Recognition for tangible results obtained, rather than for political or selling skills

Prepared By: kh

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THE PREDICTIVE INDEX SYSTEM®

Organization Survey

Data Sheet

Name..... Social Interest

Person ID No.: 24

Occupation.....

Survey Date: 6/30/98

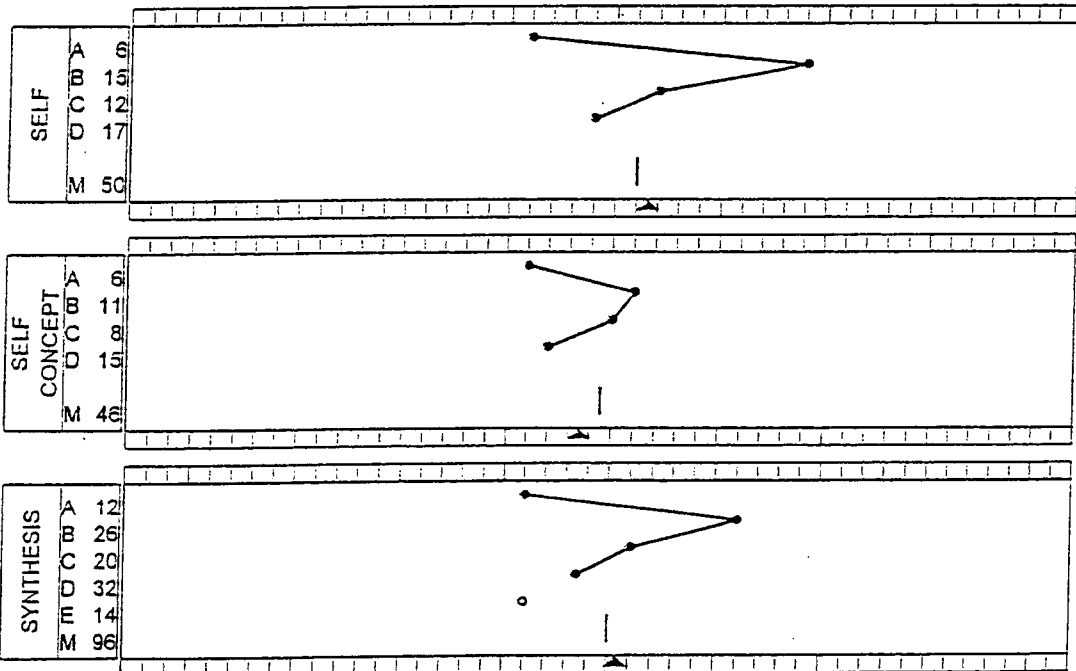
Job Code.....

PI Pattern: 88

Department No.....

Status..... unknown

Type..... unknown



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Summary of Predictive Index Results

Name: Social Interest
Survey Date: June 30, 1998
Report Date: September 22, 1998

Social Interest is a friendly, congenial and outgoing person who can get along well with just about anybody. He meets people easily, and enjoys doing so, and is just as comfortable in group activities as he is one-on-one.

He is able to reach and stimulate others while being aware of and responsive to their needs and interests. He is an unselfish person who derives satisfaction from doing things for other people, and being liked by them and respected for doing so.

Patient and understanding, he is a particularly good listener; people find him easy to talk to, and feel no pressure from this rather easygoing individual. His unselfish and uncritical interest in others is helpful in developing and maintaining personal relationships as is his ability to recognize and understand widely differing points of view. He 'wears well' in repeated contacts, and will subordinate his own interests to those of others, including company management or the team of which he is a part.

While this unassuming person is an open communicator of ideas, programs, or decisions originated by management, and readily accepts the ideas or decisions of others, he has difficulty making risk decisions himself and will depend on others for leadership and advice. When it is necessary that decisions be made, or new ideas or plans be developed, he will seek guidance and support from his management or his team.

Informal in style, Social Interest is fairly casual about strict adherence to company policy, or the precise accuracy of the details of his work, preferring to delegate details freely. Working steadily, at an unhurried pace, he has the kind of patience required to do repetitive work over long periods of time, work which in his case should primarily involve contact and supervised communication with people.

This is a very stable person who functions best working in a familiar environment among familiar people and would be less effective if required to work in frequently changing situations. In this modest person, with relatively low levels of initiative and competitive drive, his

understanding of others, and ability to get along well with them, are strong qualities.

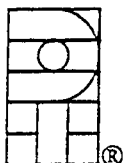
MANAGEMENT STRATEGIES:

To maximize his effectiveness, productivity, and job satisfaction, consider providing Social Interest with the following:

- * Close decision-making and planning support from management
- * Thorough training in each job assignment, with ample time for repeated learning practice
- * Opportunities for frequent contact and communication with others, particularly in a service role
- * Individual and group recognition.

Prepared By: kh

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THE PREDICTIVE INDEX SYSTEM®

Organization Survey
Data Sheet

Name..... Venturer

Person ID No.: 157

Occupation.....

Survey Date: 7/24/98

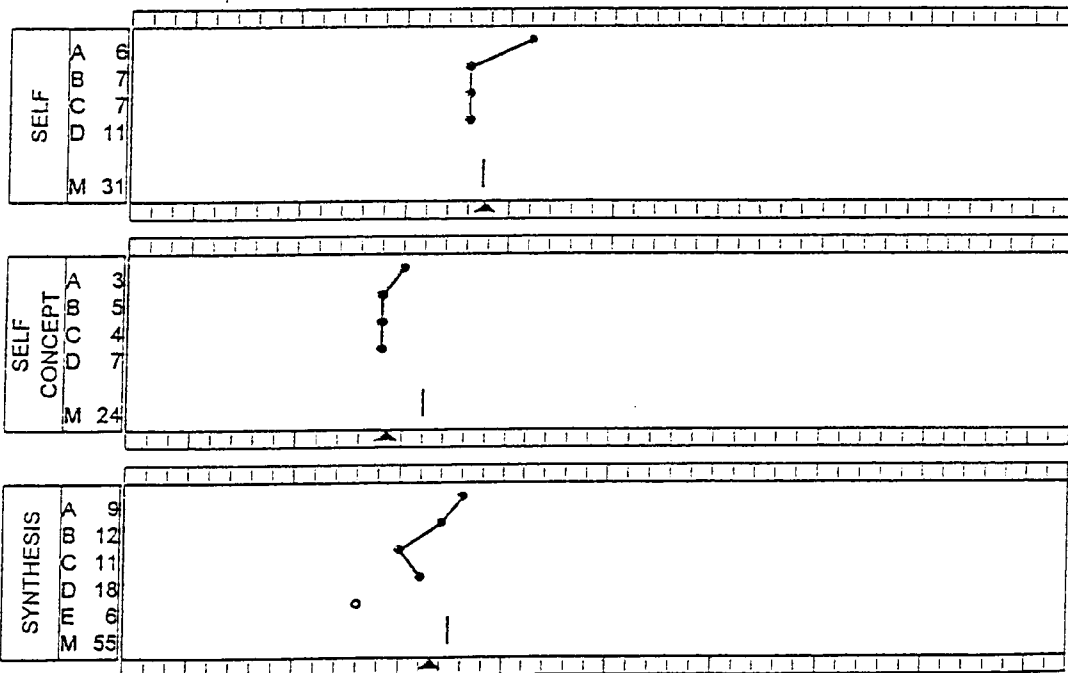
Job Code.....

PI Pattern: 78

Department No.....

Status..... unknown

Type..... unknown



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Summary of Predictive Index Results

Name: Venturer
Survey Date: July 24, 1998
Report Date: September 22, 1998

Venturer is an independent and individualistic person, strong-minded and determined. Venturesome, he will stick his neck out and take responsibility for risks when he believes he is right. He finds the challenge of new problems and new ventures stimulating, and responds to them with action. He has a lot of confidence in himself, his own knowledge, ability and decisions.

An ingenious and innovative problem-solver and trouble-shooter, he has an actively inquiring mind, a lively interest in the technical aspects of his work, and a need to know and learn more about the systems, techniques, facts, and concepts involved in it.

He will drive hard to get things done in his own way, and quickly. A self-starter, he initiates, makes decisions, and assumes responsibility for them. He has a strong competitive drive, is ambitious and will drive himself hard to achieve his goals. His sense of urgency and impatience for results will put pressure on others as well as on himself.

In expressing himself, he is direct, factual, outspoken, and frank. His approach to others is authoritative, telling, and, if he encounters resistance or competition, aggressive. Always concerned with timely results, he deals with ambiguous situations briskly and firmly.

Because Venturer values his own ideas, judgments, and opinions more than he does those of most other people, he does not easily delegate major responsibility or authority to others. Being more concerned with the achievement of objectives, and the big picture, than he is with details, he will delegate the execution of details freely and with little follow-up. With very little interest in handling details himself, he becomes very impatient, and less accurate, in doing work which requires routine and repetitive handling of details.

MANAGEMENT STRATEGIES:

To maximize his effectiveness, productivity, and job satisfaction, consider providing Venturer with the

following:

- * Opportunities for learning and exposure to various aspects and responsibilities of the business, moving as fast as circumstances permit (he is a fast learner)
- * Encouragement in expression of and action on his ideas and initiatives, with as much independence as possible
- * Variety and challenge in his work in an environment in which new ideas are valued
- * Opportunities for advancement to positions of decision-making responsibility based on recognition of achievement and competence
- * Opportunities to delegate routine detail work once he himself has experienced and mastered it.

Prepared By: kh

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Appendix C

DATABASE OF SOLICITED RESPONDENTS

# University	Job Title	FName	LName	City	St
1 University of Alaska	Dean of Students	Dr. Carla	Kirts	Fairbanks	AK
2 Auburn University	Vice President of Student Affairs	Dr. Bettye B.	Burkhalter	Auburn	AL
3 University of Alabama	Vice President of Student Affairs	Dr. Harry	Knopke	Tuscaloosa	AL
4 University of Alabama	Vice President of Student Affairs	Dr. B. Jeanne	Fisher	Huntsville	AL
5 University of Alabama	Vice President of Student Affairs	Dr. Virginia	Gauld	Birmingham	AL
6 University of Arkansas	Vice Chancellor of Student Services	Dr. Lyle	Gohn	Fayetteville	AR
7 Arizona State University	Vice President of Student Affairs	Dr. Christine	Wilkinson	Tempe	AR
8 Northern Arizona University	Associate Provost of Student Services	Dr. Sarah	Bickel	Flagstaff	AZ
9 University of Arizona	Vice President of Student Affairs	Dr. Sandra	Taylor	Tucson	AZ
10 Biola University	Dean of Student Affairs	Dr. Michael	Trigg	La Mirada	CA
11 California Institute of Technology	Vice President of Student Affairs	Dr. Gary	Lorden	Pasadena	CA
12 Claremont Graduate School	Dean of Students	Ms. Betty	Hagelbarger	Claremont	CA
13 Loma Linda University	Dean of Student Affairs	Dr. Ralph	Perrin	Loma Linda	CA
14 Pepperdine University	Dean of Students	Ms. D'Esta	Love	Malibu	CA
15 San Diego State University	Vice President of Student Affairs	Dr. Daniel	Nowak	San Diego	CA
16 Stanford University	Vice Provost/Dean of Student Affairs	Dr. Mary	Edmonds	Stanford	CA
17 United States International University	Vice President of Student Affairs	Dr. Joseph	Marrow	San Diego	CA

#	University	Job Title	FName	LName	City	St
18	University of California	VChancellor of Undergraduate Affairs	Dr. Genaro	Padilla	Berkeley	CA
19	University of California	Vice Chancellor of Student Affairs	Dr. Carolyn	Wail	Davis	CA
20	University of California	Vice Chancellor of Student Services	Mr. Manual	Gomez	Inline	CA
21	University of California	Vice Chancellor of Student Affairs	Dr. Winston	Doby	Los Angeles	CA
22	University of California	Chief Student Affairs Officer			San Francisc	CA
23	University of California	Vice Chancellor of Student Affairs	Dr. Michael	Young	Santa Barbar	CA
24	University of California	Chancellor of Student Services	Dr. John	Azzaretto	Riverside	CA
25	University of California	Vice Chancellor for Student Affairs	Mr. Francisco	Hernandez	Santa Cruz	CA
26	University of California	Vice Chancellor for Student Affairs	Dr. Joseph	Watson	La Jolla	CA
27	University of LaVerne	Dean of Student Affairs	Dr. Loretta	Rahmani	La Verne	CA
28	University of San Diego	Vice President of Student Affairs	Mr. Thomas	Burke	San Diego	CA
29	University of San Francisco	Vice President of Student Affairs	Dr. Carmen	Jordan-Cox	San Francisc	CA
30	University of Southern California	Vice President of Student Affairs	Dr. Michael	Jackson	Los Angeles	CA
31	University of the Pacific	Vice President of Student Life	Ms. Judith	Chambers	Stockton	CA
32	Colorado School of Mines	Vice President of Student Life	Dr. Harold	Cheuvront	Golden	CO
33	Colorado State University	Vice President of Student Affairs	Dr. Keith	Miser	Fort Collins	CO
34	University of Colorado	Vice Chancellor of Student Affairs	Dr. Jean	Kim	Boulder	CO
35	University of Colorado	Director of Student Life	Mr. Obe	Hankins	Denver	CO
36	University of Denver	Dean of Student Affairs	Dr. Marie	Mendoza	Denver	CO

#	University	Job Title	FName	LName	City	St
37	University of Northern Colorado	Vice President of Student Affairs	Dr. Robert	Merz	Greeley	CO
38	University of Connecticut	Vice President of Student Affairs	Ms. Carol	Wiggins	Storrs	CT
39	Yale University	Dean of Undergraduate Services	Dr. Joseph	Gordon	New Haven	CT
40	American University	Vice President of Student Services	Dr. John	Martone	Washington	DC
41	Catholic University of America	Vice President of Student Life	Rev. Robert	Friday	Washington	DC
42	George Washington University	VP of Student Support Services	Mr. Robert	Chemak	Washington	DC
43	Georgetown University	Dean of Students	Dr. James	Donahue	Washington	DC
44	Howard University	Vice President of Student Affairs	Dr. Steve	Favors	Washington	DC
45	University of Delaware	Vice President of Student Life	Dr. Roland	Smith	Newark	DE
46	Florida Atlantic University	Vice President of Student Affairs	Dr. Emanuel	Newsome	Boca Raton	FL
47	Florida Institute of Technology	Vice President Student Affairs	Ms. Marsha	Duncan	Melbourne	FL
48	Florida International University	Vice President of Student Affairs	Dr. Richard	Correnti	Miami	FL
49	Florida State University	Vice President of Student Affairs	Dr. Jon	Dalton	Tallahassee	FL
50	Nova Southeastern University	Vice President of Student Services	Mr. Joseph	Lakovitch	Ft. Lauderdale	FL
51	University of Central Florida	Vice President of Student Affairs	Dr. Levester	Tubbs	Orlando	FL
52	University of Florida	Vice President of Student Affairs	Dr. C. A.	Sandeen	Gainesville	FL
53	University of Miami	Vice President of Student Affairs	Dr. William	Butler	Coral Gables	FL
54	University of South Florida	Vice President of Student Affairs	Dr. Harold	Nixon	Tampa	FL
55	Clark Atlanta University	Dean of Student Affairs	Dr. Doris	Weathers	Atlanta	GA

# University	Job Title	FName	LName	City	St
56 Emory University	Vice President of Campus Life	Dr. Frances	Lucas-Tauchar	Atlanta	GA
57 Georgia Institute of Technology	Vice President Student Services	Ms. Gall	Disabatino	Atlanta	GA
58 Georgia State University	Vice President of Student Life	Dr. James	Scott	Atlanta	GA
59 University of Georgia	Vice President of Student Affairs	Dr. Dwight	Douglas	Athens	GA
60 University of Hawaii at Manoa	Vice President of Student Affairs	Dr. Doris	Ching	Honolulu	HI
61 Iowa State University	Vice President of Student Affairs	Dr. Thomas	Thielen	Ames	IA
62 University of Iowa	Associate Provost of Student Services	Dr. Phillip	Jones	Iowa City	IA
63 Idaho State University	Dean of Student Affairs	Dr. Janet	Anderson	Pocatello	ID
64 University of Idaho	Vice President of Student Affairs	Dr. W. Harold	Godwin	Moscow	ID
65 DePaul University	Vice President of Student Affairs	Mr. James	Doyle	Chicago	IL
66 Illinois Institute of Technology	Assoc. VP of Student Services	Ms. Lisa	White-McNulty	Chicago	IL
67 Illinois State University	Vice President/Dean of Student Affairs	Dr. William	Gurowitz	Normal	IL
68 Loyola University of Chicago	Vice President of Student Affairs	Dr. Daniel	Barnes	Chicago	IL
69 Northern Illinois University	Vice President of Student Affairs			DeKalb	IL
70 Northwestern University	Vice President of Student Affairs	Dr. Margaret	Barr	Evanston	IL
71 Southern Illinois University	Vice Chancellor of Student Affairs	Dr. Harvey	Welch, Jr.	Carbondale	IL
72 University of Chicago	Chief Student Affairs Officer			Chicago	IL
73 University of Illinois	Vice Chancellor of Student Affairs	Dr. Barbara	Henley	Chicago	IL
74 Univ. of Illinois at Urbana-Champaign	Vice Chancellor of Student Affairs	Ms. Patricia	Askew	Urbana	IL

#	University	Job Title	FName	LName	City	St
75	Ball State University	Vice President of Student Affairs	Dr. Douglas	McConkey	Muncie	IN
76	Indiana State University	Vice President for Student Affairs	Mr. Paul	Edgerton	Terre Haute	IN
77	Indiana University	Vice Chancellor/Dean of Students	Dr. Dick	McKalg	Bloomington	IN
78	Indiana Univ. - Purdue Univ. at Indianapolis	Dean of Student Affairs	Dr. J. Herman	Blake	Indianapolis	IN
79	Purdue University	Vice President of Student Services	Dr. David	Henson	West Lafayette	IN
80	University of Notre Dame	Vice President of Student Affairs	Prof. Patricia	O'Hara	Notre Dame	IN
81	Kansas State University	Dean of Students	Dr. Pat	Bosco	Manhattan	KS
82	Wichita State University	Vice President of Student Affairs	Dr. James	Rhailigan	Wichita	KS
83	University of Kentucky	Vice Chancellor for Student Affairs	Dr. James	Kuder	Lexington	KY
84	University of Louisville	Vice President of Student Affairs	Dr. Denise	Gifford	Louisville	KY
85	Louisiana St. Univ. and A&M College	Vice Chancellor of Student Services	Mr. Norman	Moore	Baton Rouge	LA
86	Louisiana Tech University	VP for Student & Alumni Affairs	Dr. Jean	Hall	Ruston	LA
87	Tulane University	Vice President for Student Affairs	Dr. Martha	Sullivan	New Orleans	LA
88	University of New Orleans	Vice Chancellor of Student Affairs	Dr. Donald	Pekarek	New Orleans	LA
89	University of Southwestern Louisiana	Vice President of Student Affairs	Mr. Raymond	Blanco	Lafayette	LA
90	Boston College	Vice President of Student Affairs	Dr. Kevin	Duffy	Chestnut Hill	MA
91	Boston University	Vice President and Dean of Students	Dr. Norman	Johnson	Boston	MA
92	Brandeis University	Dean of Students	Dr. Rodger	Crafts, Jr.	Waltham	MA
93	Clark University	Dean of Students	Ms. Denise	Darrigrand	Worcester	MA

# University	Job Title	FName	LName	City	St
94 Harvard University	Dean of Students	Dr. Arlie	Epps	Cambridge	MA
95 Massachusetts Institute of Technology	Dean of Undergraduate Education	Prof. Rosalind	Williams	Cambridge	MA
96 Northeastern University	Vice President of Student Affairs	Dr. Karen	Rigg	Boston	MA
97 Tufts University	Dean of Students	Ms. Bobbie	Knable	Medford	MA
98 University of Massachusetts	Vice Chancellor of Student Affairs	Dr. Thomas	Robinson	Amherst	MA
99 University of Massachusetts	Associate Dean of Students	Ms. Ellen	Duggan	Lowell	MA
100 Worcester Polytechnic Institute	Vice President of Student Affairs	Mr. Bernard	Brown	Worcester	MA
101 Johns Hopkins University	Chief Student Affairs Officer			Baltimore	MD
102 University of Maryland	Vice President of Student Affairs	Dr. William	Thomas, Jr.	College Park	MD
103 University of Maryland, Baltimore Co.	Vice President of Student Affairs	Dr. Susan	Kitchen	Baltimore	MD
104 University of Maine	Vice President of Student Affairs	Dr. John	Halstead	Orono	ME
105 Andrews University	Vice President of Student Services	Dr. Newton	Hollette	Berrien Sprn	MI
106 Michigan State University	Vice President of Student Affairs	Dr. Lee	June	East Lansing	MI
107 Michigan Technological University	Dean of Student Affairs	Dr. Martha	Janners	Houghton	MI
108 University of Detroit Mercy	Vice President of Student Affairs	Dr. Kenneth	Henold	Detroit	MI
109 University of Michigan	Vice President of Student Affairs	Dr. Maureen	Hartford	Ann Arbor	MI
110 Wayne State University	Vice President of Student Affairs	Dr. William	Markus	Detroit	MI
111 Western Michigan University	Vice President of Student Affairs	Dr. Theresa	Powell	Kalamazoo	MI
112 University of Minnesota at Twin Cities	Vice President of Student Affairs	Dr. McKinley	Boston, Jr.	Minneapolis	MN

#	University	Job Title	FName	LName	City	St
113	Saint Louis University	Vice President of Student Development	Rev. Paul	Stark	Saint Louis	MO
114	University of Missouri	Vice Chancellor of Student Affairs	Dr. Charles	Schroeder	Columbia	MO
115	University of Missouri	Vice Chancellor for Student Affairs	Dr. Gary	Widmar	Kansas City	MO
116	University of Missouri	Vice Chancellor of Student Affairs	Dr. Wendell	Ogrosky	Rolla	MO
117	University of Missouri	Vice Chancellor of Student Affairs	Dr. Lowe	Maclean	St. Louis	MO
118	Washington University	Vice Chancellor for Students	Mr. James	McLeod	St. Louis	MO
119	Mississippi State University	Vice President of Student Affairs	Dr. Roy	Ruby	Mississippi St	MS
120	University of Mississippi	Vice Chancellor of Student Affairs	Dr. Richard	Mulendore	University	MS
121	University of Southern Mississippi	Vice President of Student Affairs	Dr. Joseph	Paul	Hattiesburg	MS
122	Montana State University	Vice Provost for Student Affairs	Dr. Allen	Yarnell	Bozeman	MT
123	University of Montana	Dean of Students	Dr. Barbara	Hollmann	Missoula	MT
124	Duke University	Vice President of Student Affairs	Dr. Janet	Smith-Dickerson	Durham	NC
125	North Carolina State University	Vice Chancellor of Student Affairs	Dr. Thomas	Stafford, Jr.	Raleigh	NC
126	University of North Carolina	Vice Chancellor/Dean of Student Affairs	Ms. Edith	Wiggins	Chapel Hill	NC
127	University of North Carolina	Vice Chancellor of Student Affairs	Dr. Carol	Disque	Greensboro	NC
128	Wake Forest University	Vice President of Student Life	Mr. Kenneth	Zick	Winston-Sale	NC
129	North Dakota State University	Vice President of Student Affairs	Dr. George	Wallman	Fargo	ND
130	University of North Dakota	Vice President of Student Affairs	Dr. Gordon	Henry	Grand Forks	ND
131	University of Nebraska	Vice Chancellor of Student Affairs	Dr. James	Griesen	Lincoln	NE

#	University	Job Title	FName	LName	City	St
132	Dartmouth College	Dean of Student Life	Ms. Holly	Satela	Hanover	NH
133	University of New Hampshire	Vice President of Student Affairs	Dr. Lella	Moore	Durham	NH
134	New Jersey Institute of Technology	Dean of Student Services	Dr. Eida	Berio	Newark	NJ
135	Princeton University	Dean of Students	Ms. Janina	Montero	Princeton	NJ
136	Rutgers, the State Univ. of New Jersey	Chief Student Affairs Officer			New Brunswick	NJ
137	Rutgers, the State Univ. of New Jersey	Associate Provost for Student Affairs	Mr. Raymond	Smith	Newark	NJ
138	Seton Hall University	Vice President of Student Affairs	Dr. Laura	Wankel	South Orange	NJ
139	Stevens Institute of Technology	Dean of Student Development	Mr. Trevor	Williams	Hoboken	NJ
140	New Mexico State University	Vice President of Student Affairs	Dr. Patricia	Wolf	Las Cruces	NM
141	University of New Mexico	Vice President of Student Affairs	Dr. Eliseo	Torres	Albuquerque	NM
142	University of Nevada	Vice President of Student Services	Dr. Patricia	Miltenberger	Reno	NV
143	Adelphi University	Vice President of Student Life	Dr. Carl	Rheins	Garden City	NY
144	Binghamton University	Chief Student Affairs Officer			Binghamton	NY
145	City University of NY Graduate School	Vice President of Student Affairs	Dr. Sue	Rosenberg-Zalk	New York	NY
146	Clarkson University	Vice President/Dean of Students	Dr. Michael	Cooper	Potsdam	NY
147	Columbia University in the City of NY	Vice President of Student Services	Mr. Mark	Burstein	New York	NY
148	Cornell University	Vice President of Student Services	Ms. Susan	Murphy	Ithaca	NY
149	Fordham University	Vice President of Student Affairs	Mr. Jeffrey	Gray	Bronx	NY
150	Hofstra University	VP of Campus Life/Dean of Students	Dr. Holly	Seirup	Hempstead	NY

Sunday, November 15, 1998

Page 8 of 13

#	University	Job Title	FName	LName	City	St
151	New School for Social Research	Associate Provost of Student Affairs	Ms. Linda	Reimer	New York	NY
152	New York University	Vice President of Student Affairs	Ms. Margo	Post-Marshak	New York	NY
153	Pace University	Dean of Students	Mr. Salvatore	Turchio	New York	NY
154	Polytechnic University	Vice President of Student Affairs	Ms. Ellen	Hartigan	Brooklyn	NY
155	Rensselaer Polytechnic Institute	Vice President of Student Life	Prof. David	Haviland	Troy	NY
156	Saint John's University	Vice President of Student Life	Dr. Susan	Ebbs	Jamaica	NY
157	State Univ. of NY College of Environ. Sci	Vice President of Student Affairs	Dr. James	Helteman	Syracuse	NY
158	SUNY Albany	Vice President of Student Affairs	Dr. James	Doellefeld	Albany	NY
159	SUNY Buffalo	Vice President of Student Affairs	Dr. Robert	Palmer	Buffalo	NY
160	SUNY Stony Brook	Vice President of Student Affairs	Dr. Frederick	Preston	Stony Brook	NY
161	Syracuse University	Vice President of Student Affairs	Dr. Barry	Wells	Syracuse	NY
162	Teachers College, Columbia University	Director of Student Life	Dr. Suzanne	Nanka-Bruce	New York	NY
163	University of Rochester	Vice President/Dean of Students	Mr. Paul	Burgett	Rochester	NY
164	Yeshiva University	Dean of Students	Dr. Efraim	Nueman	New York	NY
165	Bowling Green State University	Vice President of Student Affairs	Dr. Edward	Whipple	Bowling Gree	OH
166	Case Western Reserve University	Vice President for Student Affairs	Mr. Glenn	Nicholls	Cleveland	OH
167	Cleveland State University	Vice Provost of Student Affairs	Dr. Njeri	Nuru	Cleveland	OH
168	Kent State University	Vice President of Student Life	Dr. Nancy	Scott	Kent	OH
169	Miami University	Vice President of Student Affairs	Dr. Myrtis	Powell	Oxford	OH

# University	Job Title	FName	LName	City	St
170 Ohio State University	Vice President of Student Affairs	Dr. David	Williams	Columbus	OH
171 Ohio University	Dean of Students	Mr. Joel	Rudy	Athens	OH
172 Union Institute	Chief Student Affairs Officer			Cincinnati	OH
173 University of Akron	Asst. Vice President/Dean of Students	Dr. Daniel	Newland	Akron	OH
174 University of Cincinnati	Vice President of Students Affairs	Dr. Mitchell	Livingston	Cincinnati	OH
175 University of Toledo	Vice President of Student Affairs	Dr. David	Meabon	Toledo	OH
176 Wright State University	Vice President of Student Affairs	Dr. Dan	Abrahamowicz	Dayton	OH
177 Oklahoma State University	Vice President of Student Affairs	Dr. Ronald	Beer	Stillwater	OK
178 University of Oklahoma	Vice President of Student Affairs	Dr. Richard	Hall	Norman	OK
179 University of Tulsa	Vice President of Student Development	Dr. Sherilyn	Poole	Tulsa	OK
180 Oregon State University	Vice Provost for Student Affairs	Dr. Larry	Roper	Corvallis	OR
181 Pollard State University	Vice Provost of Student Affairs	Dr. Janine	Allen	Portland	OR
182 University of Oregon	Assoc. VP of Student Services	Mr. James	Buch	Eugene	OR
183 Carnegie Mellon University	Dean of Student Affairs	Mr. Michael	Murphy	Pittsburgh	PA
184 Drexel University	Assoc. Vice President/Dean of Students	Ms. Deanna	Dale	Philadelphia	PA
185 Duquesne University	Vice President of Student Affairs	Rev. Sean	Hogan	Pittsburgh	PA
186 Indiana University of Pennsylvania	Vice President of Student Affairs	Dr. Harold	Goldsmith	Indiana	PA
187 Lehigh University	Vice Provost of Student Affairs	Dr. John	Smeaton	Bethlehem	PA
188 Pennsylvania State University	Vice President of Student Services	Mr. William	Asbury	University Park	PA

# University	Job Title	FName	LName	City	St
189 Temple University	Vice President of Student Affairs	Dr. Valaida	Walker	Philadelphia	PA
190 University of Pennsylvania	Vice Provost of University Life	Dr. Vallerie	McCoullum	Philadelphia	PA
191 University of Pittsburgh	Vice Chancellor of Student/Public Affair	Dr. Leon	Hally	Pittsburgh	PA
192 University of Puerto Rico	Dean of Students	Dr. Roberto	Ramos	Rio Piedras	Pue
193 Brown University	Dean of Student Life	Ms. Robin	Rose	Providence	RI
194 University of Rhode Island	Vice President of Student Affairs	Dr. John	McCray, Jr.	Kingston	RI
195 Clemson University	Vice President of Student Affairs	Ms. Almeda	Jacks	Clemson	SC
196 University of South Carolina	Vice President of Student Affairs	Dr. Denise	Pruitt	Columbia	SC
197 University of South Dakota	Dean of Students	Ms. Jean	Marrow	Vermillion	SD
198 Middle Tennessee State University	Vice President of Student Affairs	Dr. Robert	Lanance	Murfreesboro	TN
199 Tennessee State University	Vice President of Student Affairs	Mr. Thomas	Martin	Nashville	TN
200 University of Memphis	Vice President of Student Educational Servic	Dr. Donald	Carson	Memphis	TN
201 University of Tennessee	Vice Chancellor Admin/Student Affairs	Mr. Phillip	Scheurer	Knoxville	TN
202 Vanderbilt University	Associate Provost of Student Affairs	Dr. Johan	Madson	Nashville	TN
203 Baylor University	Vice President of Student Life	Dr. William	Hillis	Waco	TX
204 Rice University	Vice President of Student Affairs	Dr. Zenaldo	Camacho	Houston	TX
205 Southern Methodist University	Vice President of Student Affairs	Dr. James	Caswell	Dallas	TX
206 Texas A&M University	Vice President for Student Affairs	Dr. Malon	Southerland	College Statio	TX
207 Texas Christian University	Vice Chancellor of Student Affairs	Dr. Donald	Mills	Ft. Worth	TX

#	University	Job Title	FName	LName	City	St
208	Texas Southern University	Assoc. Vice President of Student Service	Dr. Willie	Marshall	Houston	TX
209	Texas Tech University	Vice President of Student Affairs	Dr. Robert	Ewart	Lubbock	TX
210	Texas Women's University	Vice President of Student Affairs	Dr. Glenda	Simmons	Denton	TX
211	University of Houston	Vice President of Student Affairs	Dr. Elwyn	Lee	Houston	TX
212	University of North Texas	Vice President of Student Affairs	Dr. Joe	Stewart	Denton	TX
213	University of Texas	Vice President of Student Affairs	Dr. Wayne	Duke	Arlington	TX
214	University of Texas	Vice President of Student Affairs	Dr. James	Vick	Austin	TX
215	University of Texas at Dallas	Vice President of Student Life	Dr. Mary	Sias	Richardson	TX
216	Brigham Young University	Vice President of Student Life	Dr. Alton	Wade	Provo	UT
217	University of Utah	Vice President of Student Affairs	Dr. Syble	Todd	Salt Lake City	UT
218	Utah State University	Vice President of Student Services	Dr. Robert	Gilliland	Logan	UT
219	College of William and Mary	Vice President of Student Affairs	Mr. Samuel	Sadler	Williamsburg	VA
220	George Mason University	Assoc. VP/Dean of Student Services	Mr. Kenneth	Bumgardner	Fairfax	VA
221	Old Dominion University	Vice President of Student Services	Dr. Dana	Burnett	Norfolk	VA
222	University of Virginia	Vice Provost of Student Affairs	Mr. William	Harmon	Charlottesville	VA
223	Virginia Commonwealth University	Vice Provost of Student Affairs	Dr. Henry	Rhone	Richmond	VA
224	Virginia Polytechnic Inst. and State Univ.	Vice President of Student Affairs	Dr. Landrum	Cross	Blacksburg	VA
225	University of Vermont	Vice President of Student Affairs	Dr. Dean	Batt	Burlington	VT
226	University of Washington	Vice President of Student Affairs	Dr. Ernest	Morris	Seattle	WA

<i># University</i>	<i>Job Title</i>	<i>FName</i>	<i>LName</i>	<i>City</i>	<i>St</i>
227 Washington State University	Vice Provost of Student Affairs	Dr. K. J.	Kravas	Pullman	WA
228 Marquette University	Vice President of Student Affairs	Dr. Sherri	Coe-Perkins	Milwaukee	WI
229 University of Wisconsin	Dean of Students	Ms. Mary	Rouse	Madison	WI
230 University of Wisconsin	Assistant Chancellor of Student Services	Dr. William	Mayrl	Milwaukee	WI
231 West Virginia University	Dean of Student Affairs	Mr. Herman	Moses	Morgantown	WV
232 University of Wyoming	Vice President of Student Affairs	Dr. James	Hurst	Laramie	WV
233 University of Kansas	Vice Chancellor of Student Affairs	Dr. David	Ambler	Lawrence	KS

Appendix D

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



College of Education
Leadership Studies in Education
238 Claxton Addition Building
Knoxville, Tennessee 37996-34
(423) 974-22
FAX (423) 974-61

June 24, 1998

Dr. Henry Rhone
Vice Provost of Student Affairs
Virginia Commonwealth University
901 W. Franklin Street
Richmond, VA 23284

Dear Dr. Rhone:

While professionals in other organizational settings (military, governmental, corporate), have been serious students of personnel selection for years, the research on personality characteristics of those holding executive appointment in colleges and universities remains relatively sparse.

I am conducting a thesis study to explore the personality characteristics of those professionals holding appointment as chief student affairs officers in Research (I and II) and Doctoral (I and II) universities. The information gained from this study could prove extremely beneficial to administrators' hiring and training CSAO's.

The instrument employed in the study is the Predictive Index, an instrument that has been used in a wide variety of organizational settings and personnel positions, but not so frequently in colleges and universities. Completion of this instrument should take no more than 10-20 minutes of your time. You need not sign the questionnaire or the instrument itself and your response will remain confidential.

I am hoping that you will agree to voluntarily participate in the study by completing the questionnaire and Predictive Index and returning them to me in the postage paid envelope provided as soon as possible. If at any time you wish to cancel your participation, you may do so without penalty by contacting me.

If you have any questions, please contact Dr. Bogue or myself at (423) 974-6140. The University of Tennessee's Institutional Review Board can also be reached at (423) 974-2272.

Sincerely,

Kimberly B. Hall

Kimberly B. Hall
Student, Leadership Studies Unit

E. Gray Bogue

E. Gray Bogue
Professor, Leadership Studies Unit
Student Advisor

Appendix E

QUESTIONNAIRE
(PLEASE RETURN WITH COMPLETED
PREDICTIVE INDEX ATTACHED!)

In order to provide background information for the completion of this study,
the following information is requested.

PERSONAL DEMOGRAPHICS:

Gender: _____
Ethnic Background: _____
Age: _____

Academic Background: Please Check the Category
Which Applies to You.

_____ No College Degree Earned
_____ Highest Degree Earned = Associate's Degree
_____ Highest Degree Earned = Bachelor's Degree
_____ Highest Degree Earned = Master's Degree
_____ Highest Degree Earned = Doctorate Degree

Professional Background: Please Check the Category
that Best Describes Your Experience in Area of Student
Services.

_____ Experience of Less than 2 years
_____ Experience of 2-5 Years
_____ Experience of 6-10 Years
_____ Experience of 11+ Years

State in Which Current Position is Located: _____

THANK YOU FOR YOUR TIME AND ASSISTANCE WITH THIS
RESEARCH.

Appendix F

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



College of Education
Leadership Studies in Education
238 Claxton Addition Building
Knoxville, Tennessee 37996-34
(423) 974-22
FAX (423) 974-61

July 1, 1998

Dr. B. Jeanne Fisher
Vice President of Student Affairs
University of Alabama
301 Sparkman Drive
Huntsville, AL 35899

Dear Dr. Fisher:

Recently you received a request to participate in a thesis study I am conducting where I am exploring the personality characteristics of those professionals holding appointment as chief student affairs officer in Research (I and II) and Doctoral (I and II) universities. The instrument employed in this study is the Predictive Index, an instrument that has been used in a wide variety of organizational settings and personnel positions, but not frequently in colleges and universities.

I am enclosing the previously sent materials once again with hope that you will take a few moments of your time to complete and return them in the postage-paid envelope provided. If you have any questions, please feel free to contact me at (423) 717-3960 or contact my advisor, Dr. Grady Bogue at (423) 974-6140.

Sincerely,

Kimberly B. Hall
Kimberly B. Hall

P.S. If your materials and this letter have crossed in the mail, please disregard and thank you for your participation.

Appendix G

DEMOGRAPHICS OF RESPONDENTS

<i>Profile</i>	<i>Job Title</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>
Altruistic	Vice President of Student Affairs	44	M	C	11+	D
Altruistic	Dean of Undergraduate Services	49	M	C	8-10	D
Altruistic	Vice Chancellor of Student Affairs	00	F	C	2-5	M
Altruistic	VPresident of Student Educational Servic	57	M	C	11+	D
Altruistic	Vice President of Student Services	54	M	C	11+	D
Altruistic	Dean of Students	48	M	C	11+	D
Altruistic	Vice Chancellor of Student Affairs	48	M	C	11+	D
Altruistic	Vice President of Student Life	65	M	C	11+	D
Altruistic	Vice President/Dean of Students	46	F	C	11+	D
Altruistic	Dean of Student Services	52	M	AA	11+	M
Altruistic	Vice President of Student Affairs	60	M	C	11+	M
Altruistic	Assoc. VP of Student Services	53	M	C	11+	M
Altruistic	Vice Provost of Student Affairs	50	F	AA	6-10	D
Altruistic	Chief Student Affairs Officer	48	M	C	11+	D
Altruistic	Vice President of Student Life	56	F	C	11+	D
Altruistic	Vice President of Student Affairs	45	M	AA	11+	D
Altruistic	Vice President of Student Affairs	53	M	H	11+	D

<i>Profile</i>	<i>Job Title</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>
Altruistic	Vice President of Student Affairs	57	F	AS	11+	D
Altruistic	Vice President of Student Affairs	57	M	AA	11+	D
Altruistic	Dean of Student Affairs	56	M	AA	11+	D
Altruistic	Vice President of Student Affairs	00	F	AA	11+	D
Altruistic	Vice President of Student Affairs	55	M	AA	11+	D
Altruistic	Vice President of Student Affairs	59	F	C	11+	D
Altruistic	Vice President of Student Life	50	M	AA	11+	D
Altruistic	Vice President of Student Life	42	F	C	11+	D
Altruistic	Vice Chancellor of Student Affairs	00	F	AA	11+	D
Altruistic	Vice President of Student Affairs	53	F	C	11+	D
Altruistic	Vice President of Student Life	63	M	C	6-10	D
Altruistic	Vice President of Student Affairs	56	M	C	11+	D
Altruistic	Vice President of Student Affairs	55	M	C	11+	D
Altruistic	Vice Chancellor of Student Affairs	51	M	C	11+	D
Altruistic	Vice President of Student Affairs	53	F	AS	11+	D
Authoritative	Vice Chancellor of Student Affairs	48	F	AS	11+	D
Authoritative	Vice President of Student Affairs	56	M	C	6-10	D
Authoritative	Associate Provost for Student Affairs	52	M	C	6-10	D
Authoritative	Dean of Students	37	F	C	11+	D

<i>Profile</i>	<i>Job Title</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>
Authoritative	Vice President for Student Affairs	59	M	C	11+	M
Authoritative	Vice President of Student Affairs	66	M	C	11+	D
Authoritative	Vice Provost/Dean of Student Affairs	66	F	AA	11+	D
Authoritative	Vice President of Student Affairs	48	M	C	11+	D
Authoritative	Vice President of Student Affairs	53	F	C	2-5	D
Authoritative	Vice President of Campus Life	40	F	C	11+	D
Authoritative	Vice President of Student Affairs	53	F	C	2-5	D
Authoritative	Vice President of Student Affairs	59	M	C	11+	D
Authoritative	Vice President of Student Life	64	M	C	11+	D
Authoritative	Vice President of Student Affairs	63	M	C	11+	D
Authoritative	Vice President Student Affairs					
Control	Vice President of Student Services	51	F	C	11+	D
Control	Vice President of Student Affairs	52	M	C	11+	M
Control	Vice Chancellor of Student Affairs	53	M	C	11+	D
Control	Vice President of Student Affairs	58	F	C	11+	D
Control	Vice President of Student Affairs	54	M	C	6-10	D
Control	Vice President of Student Affairs	48	M	AA	11+	M
Control	Vice Chancellor/Dean of Student Affairs	54	F	AA	11+	M
Control	Vice President of Student Affairs	57	F	C	11+	D

<i>Profile</i>	<i>Job Title</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>
Control	Vice President of Student Affairs	55	M	C	11+	D
Control	Vice Provost of Student Affairs	50	M	C	11+	D
Control	Vice President/Dean of Students	54	M	C	11+	M
Control	Assoc. Vice President of Student Service	55	M	AA	11+	D
Control	Vice President of Student Affairs	46	M	C	11+	D
Control	Vice President of Student Affairs	53	M	C	11+	D
Control	Vice Chancellor of Student Services	56	M	C	11+	M
Control	Vice President of Student Affairs	45	F	C	11+	D
Craftsman	VP of Campus Life/Dean of Students	38	F	C	11+	D
Craftsman	Director of Student Life	46	M	AA	11+	M
Craftsman	Vice Chancellor of Student Affairs	61	M	C	11+	D
Craftsman	Dean of Student Affairs	58	M	C	11+	M
Craftsman	Vice President for Student Affairs	51	M	C	11+	M
Craftsman	Vice President of Student Affairs	63	M	C	11+	D
Craftsman	Vice President of Student Affairs	53	M	C	11+	D
Craftsman	Vice President of Student Affairs	58	M	C	11+	D
Craftsman	Vice President of Student Life	51	M	C	11+	D
Craftsman	Vice Chancellor of Student Affairs	50	M	AA	11+	D
Craftsman	Associate Dean of Students	54	F	C	11+	M

<i>Profile</i>	<i>Job Title</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>
Creative Analytical	Dean of Students					
Creative Analytical	Dean of Students	51	M	C	11+	D
Creative Analytical	Vice President of Student Affairs	63	M	C	11+	D
Creative Analytical	Vice President of Student Affairs	55	M	C	11+	D
Creative Analytical	Vice President and Dean of Students	64	M	AA	6-10	M
Creative Analytical	Vice Chancellor Admin/Student Affairs	55	M	C	11+	M
Creative Analytical	Associate Provost of Student Affairs	57	M	C	11+	D
Creative Analytical	Vice President of Student Affairs	59	M	C	11+	D
Creative Analytical	Vice President of Student Affairs	40	F	C	11+	D
Creative Analytical	Vice President of Student Affairs	59	M	C	11+	D
Creative Analytical	Vice President of Student Affairs	56	M	C	11+	D
Creative Analytical	Vice Provost for Student Affairs	55	M	C	11+	D
Creative Analytical	Dean of Students	56	F	C	11+	D
Creative Analytical	Vice President of Student Affairs	47	F	C	11+	D
Creative Analytical	Vice President of Student Life	54	F	C	11+	D
Creative Analytical	Vice Chancellor for Student Affairs	50	M	H	11+	D
Creative Analytical	Vice President of Student Affairs	50	F	H	11+	D
Creative Analytical	Vice Chancellor of Student Affairs	56	F	C	2-5	D
Diligence	Dean of Student Affairs	58	M	C	11+	D

<i>Profile</i>	<i>Job Title</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>
Diligence	Vice President of Student Affairs	59	M	C	11+	D
Diligence	Asst. Vice President/Dean of Students	56	M	C	11+	D
Diligence	Vice President of Student Affairs	60	M	C	11+	D
Diligence	Dean of Students	63	F	C	11+	N
Diligence	Chief Student Affairs Officer	53	M	AA	11+	D
Diligence	Dean of Students	58	F	C	11+	M
Diligence	Dean of Student Affairs	55	F	C	6-10	D
Individualist	Chief Student Affairs Officer	45	M	C	11+	M
Individualist	Vice President of Student Affairs	51	M	C	11+	D
Individualist	Vice President of Student Affairs					
Individualist	Vice President of Student Affairs	56	M	C	6-10	D
Operational	Vice President of Student Affairs	56	M	C	11+	D
Operational	Vice Chancellor/Dean of Students	54	M	C	11+	D
Operational	Vice Chancellor of Student Affairs	49	M	C	11+	D
Operational	Associate Provost of Student Services	47	F	C	11+	D
Operational	Dean of Students	57	M	C	6-10	D
Operational	Assistant Chancellor of Student Services	55	M	C	11+	D
Operational	Vice President of Student Affairs	49	F	C	11+	D
Persuasive	Vice President of Student Life	62	M	AA	11+	D

<i>Profile</i>	<i>Job Title</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>
Persuasive	Vice President of Student Affairs	44	M	C	11+	D
Persuasive	Vice President of Student Affairs	56	M	AA	11+	D
Persuasive	Dean of Student Affairs	50	F	H	11+	D
Persuasive	Vice President of Student Affairs	57	M	C	11+	D
Persuasive	Vice President of Student Affairs	61	M	C	11+	M
Persuasive	Vice President of Student Affairs	50	M	C	11+	D
Persuasive	Associate Provost of Student Affairs	46	F	C	11+	M
Persuasive	Dean of Student Development	45	M	AA	6-10	M
Persuasive	Chief Student Affairs Officer	52	M	AA	11+	M
Persuasive	Vice President of Student Affairs	58	F	C	11+	D
Persuasive	Vice President of Student Affairs	42	M	C	11+	D
Persuasive	Vice President of Student Affairs	54	M	C	11+	D
Persuasive	Vice President of Student Affairs	52	M	C	11+	D
Persuasive	Vice President of Student Affairs	61	M	C	11+	D
Persuasive	Assoc. Vice President/Dean of Students	46	F	C	11+	M
Persuasive	Vice President of Student Affairs	60	F	AA	6-10	D
Persuasive	Vice President of Student Affairs	44	F	C	11+	D
Persuasive	Dean of Students	41	F	C	11+	M
Persuasive	Vice President of Student Life	47	F	AA	2-5	D

<i>Profile</i>	<i>Job Title</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>
Persuasive	Vice Chancellor of Student Affairs	50	M	C	11+	D
Promotional	Vice President of Student Affairs	45	M	AA	11+	D
Promotional	Vice President of Student Affairs	59	F	AA	11+	D
Promotional	Vice Chancellor of Student Affairs	58	M	AA	11+	D
Scholar	Vice President of Students Affairs	54	M	AA	11+	D
Scholar	Chancellor of Student Services	51	F	C	11+	D
Scholar	Vice President Student Services	57	M	C	11+	D
Scientific Professio	Vice President of Student Affairs	46	M	C	11+	D
Scientific Professio	Vice President for Student Affairs	53	F	C	2-5	D
Scientific Professio	Dean of Student Affairs	61	F	C	11+	D
Scientific Professio	Vice President of Student Affairs	45	F	C	11+	M
Scientific Professio	Vice President of Student Affairs	53	M	C	11+	B
Social Interest	Vice President of Student Affairs	48	M	C	11+	D
Social Interest	Director of Student Life	59	F	C	11+	D
Social Interest	Vice President of Student Affairs	52	M	AA	11+	D
Social Interest	Vice President of Student Affairs	46	F	C	11+	M
Venturer	Vice President of Student Affairs	49	F	C	11+	M
Venturer	Vice President of Student Affairs	39	M	C	11+	D
Venturer	Dean of Students	44	F	C	11+	M

<i>Profile</i>	<i>Job Title</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>
Venturer	Vice President of Student Affairs	51	F	C	6-10	D
Venturer	VChancellor of Undergraduate Affairs	48	M	SP	2-5	D
Venturer	Vice President of Student Affairs	41	M	C	11+	M
Venturer	VP of Student Support Services	52	M	C	11+	D

Appendix H

RESPONDENTS PROFILES SORTED BY DIMENSION

A	B	C	D	Age	Gender	Race	Experience	Degree	Job Title
LowA	HighB	LowC	LowD	44	M	C	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	LowD	49	M	C	6-10	D	Dean of Undergraduate Services
LowA	HighB	LowC	HighD	00	F	C	2-5	M	Vice Chancellor of Student Affairs
LowA	LowB	LowC	HighD	57	M	C	11+	D	VPresident of Student Educational Service
LowA	HighB	LowC	LowD	54	M	C	11+	D	Vice President of Student Services
LowA	HighB	LowC	HighD	48	M	C	11+	D	Dean of Students
LowA	HighB	LowC	HighD	48	M	C	11+	D	Vice Chancellor of Student Affairs
LowA	HighB	LowC	HighD	65	M	C	11+	D	Vice President of Student Life
LowA	HighB	LowC	HighD	46	F	C	11+	D	Vice President/Dean of Students
LowA	LowB	LowC	HighD	52	M	AA	11+	M	Dean of Student Services
LowA	LowB	LowC	HighD	60	M	C	11+	M	Vice President of Student Affairs
LowA	HighB	LowC	HighD	53	M	C	11+	M	Assoc. VP of Student Services
LowA	HighB	LowC	LowD	50	F	AA	6-10	D	Vice Provost of Student Affairs
LowA	HighB	LowC	LowD	48	M	C	11+	D	Chief Student Affairs Officer
LowA	HighB	LowC	HighD	56	F	C	11+	D	Vice President of Student Life
LowA	HighB	LowC	HighD	46	M	AA	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	HighD	53	M	H	11+	D	Vice President of Student Affairs

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A	B	C	D	Age	Gender	Race	Experience	Degree	Job Title
LowA	HighB	LowC	LowD	57	F	AS	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	HighD	57	M	AA	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	HighD	56	M	AA	11+	D	Dean of Student Affairs
LowA	HighB	LowC	HighD	00	F	AA	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	HighD	55	M	AA	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	LowD	59	F	C	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	LowD	50	M	AA	11+	D	Vice President of Student Life
LowA	LowB	LowC	HighD	42	F	C	11+	D	Vice President of Student Life
LowA	HighB	LowC	LowD	00	F	AA	11+	D	Vice Chancellor of Student Affairs
LowA	HighB	LowC	HighD	53	F	C	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	HighD	63	M	C	6-10	D	Vice President of Student Life
LowA	HighB	LowC	HighD	56	M	C	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	LowD	55	M	C	11+	D	Vice President of Student Affairs
LowA	HighB	HighC	HighD	51	M	C	11+	D	Vice Chancellor of Student Affairs
LowA	HighB	LowC	LowD	53	F	AS	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	48	F	AS	11+	D	Vice Chancellor of Student Affairs
HighA	HighB	LowC	LowD	56	M	C	6-10	D	Vice President of Student Affairs
HighA	HighB	LowC	HighD	52	M	C	6-10	D	Associate Provost for Student Affairs
HighA	HighB	LowC	LowD	37	F	C	11+	D	Dean of Students

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>	<i>Job Title</i>
HighA	HighB	LowC	LowD	59	M	C	11+	M	Vice President for Student Affairs
HighA	HighB	LowC	LowD	66	M	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	66	F	AA	11+	D	Vice Provost/Dean of Student Affairs
HighA	HighB	LowC	HighD	48	M	C	11+	D	Vice President of Student Affairs
HighA	HighB	HighC	LowD	53	F	C	2-5	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	40	F	C	11+	D	Vice President of Campus Life
HighA	HighB	LowC	LowD	53	F	C	2-5	D	Vice President of Student Affairs
HighA	HighB	LowC	HighD	59	M	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	64	M	C	11+	D	Vice President of Student Life
HighA	HighB	LowC	LowD	63	M	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD						Vice President Student Affairs
HighA	LowB	LowC	HighD	51	F	C	11+	D	Vice President of Student Services
HighA	LowB	LowC	HighD	52	M	C	11+	M	Vice President of Student Affairs
HighA	LowB	LowC	HighD	53	M	C	11+	D	Vice Chancellor of Student Affairs
LowA	LowB	LowC	HighD	58	F	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	54	M	C	6-10	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	48	M	AA	11+	M	Vice President of Student Affairs
HighA	LowB	LowC	HighD	54	F	AA	11+	M	Vice Chancellor/Dean of Student Affairs
HighA	LowB	LowC	HighD	57	F	C	11+	D	Vice President of Student Affairs

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<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>	<i>Job Title</i>
HighA	LowB	LowC	HighD	55	M	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	50	M	C	11+	D	Vice Provost of Student Affairs
LowA	LowB	LowC	HighD	54	M	C	11+	M	Vice President/Dean of Students
HighA	LowB	LowC	HighD	55	M	AA	11+	D	Assoc. Vice President of Student Service
HighA	LowB	LowC	HighD	48	M	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	53	M	C	11+	D	Vice President of Student Affairs
LowA	LowB	LowC	HighD	58	M	C	11+	M	Vice Chancellor of Student Services
LowA	LowB	LowC	HighD	45	F	C	11+	D	Vice President of Student Affairs
LowA	LowB	HighC	HighD	38	F	C	11+	D	VP of Campus Life/Dean of Students
LowA	LowB	HighC	HighD	46	M	AA	11+	M	Director of Student Life
LowA	LowB	HighC	HighD	61	M	C	11+	D	Vice Chancellor of Student Affairs
LowA	LowB	HighC	HighD	58	M	C	11+	M	Dean of Student Affairs
LowA	LowB	LowC	HighD	51	M	C	11+	M	Vice President for Student Affairs
LowA	LowB	HighC	HighD	63	M	C	11+	D	Vice President of Student Affairs
LowA	LowB	LowC	HighD	53	M	C	11+	D	Vice President of Student Affairs
LowA	LowB	HighC	HighD	58	M	C	11+	D	Vice President of Student Affairs
LowA	LowB	LowC	HighD	51	M	C	11+	D	Vice President of Student Life
LowA	LowB	HighC	HighD	50	M	AA	11+	D	Vice Chancellor of Student Affairs
LowA	LowB	HighC	HighD	54	F	C	11+	M	Associate Dean of Students

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<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>	<i>Job Title</i>
HighA	LowB	LowC	HighD						Dean of Students
HighA	LowB	LowC	HighD	51	M	C	11+	D	Dean of Students
HighA	LowB	LowC	HighD	63	M	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	55	M	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	64	M	AA	6-10	M	Vice President and Dean of Students
HighA	LowB	LowC	HighD	55	M	C	11+	M	Vice Chancellor Admin/Student Affairs
HighA	LowB	LowC	HighD	57	M	C	11+	D	Associate Provost of Student Affairs
HighA	LowB	LowC	HighD	59	M	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	40	F	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	59	M	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	56	M	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	55	M	C	11+	D	Vice Provost for Student Affairs
HighA	LowB	LowC	HighD	56	F	C	11+	D	Dean of Students
HighA	LowB	LowC	HighD	47	F	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	54	F	C	11+	D	Vice President of Student Life
HighA	LowB	LowC	HighD	50	M	H	11+	D	Vice Chancellor for Student Affairs
HighA	LowB	LowC	HighD	50	F	H	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	56	F	C	2-5	D	Vice Chancellor of Student Affairs
LowA	LowB	LowC	HighD	58	M	C	11+	D	Dean of Student Affairs

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>	<i>Job Title</i>
LowA	LowB	HighC	HighD	59	M	C	11+	D	Vice President of Student Affairs
LowA	HighB	HighC	HighD	56	M	C	11+	D	Asst. Vice President/Dean of Students
LowA	LowB	LowC	HighD	60	M	C	11+	D	Vice President of Student Affairs
LowA	LowB	HighC	HighD	63	F	C	11+	N	Dean of Students
LowA	LowB	LowC	HighD	53	M	AA	11+	D	Chief Student Affairs Officer
LowA	LowB	HighC	HighD	58	F	C	11+	M	Dean of Students
LowA	LowB	HighC	HighD	55	F	C	6-10	D	Dean of Student Affairs
HighA	LowB	HighC	LowD	45	M	C	11+	M	Chief Student Affairs Officer
HighA	LowB	HighC	LowD	51	M	C	11+	D	Vice President of Student Affairs
HighA	LowB	HighC	LowD						Vice President of Student Affairs
HighA	LowB	HighC	LowD	56	M	C	6-10	D	Vice President of Student Affairs
LowA	LowB	HighC	HighD	56	M	C	11+	D	Vice President of Student Affairs
LowA	LowB	HighC	HighD	54	M	C	11+	D	Vice Chancellor/Dean of Students
LowA	LowB	HighC	HighD	49	M	C	11+	D	Vice Chancellor of Student Affairs
LowA	LowB	HighC	LowD	47	F	C	11+	D	Associate Provost of Student Services
LowA	LowB	HighC	HighD	57	M	C	6-10	D	Dean of Students
LowA	LowB	HighC	HighD	55	M	C	11+	D	Assistant Chancellor of Student Services
LowA	LowB	HighC	LowD	49	F	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	62	M	AA	11+	D	Vice President of Student Life

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>	<i>Job Title</i>
HighA	HighB	LowC	LowD	44	M	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	56	M	AA	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	50	F	H	11+	D	Dean of Student Affairs
HighA	HighB	LowC	LowD	57	M	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	HighD	61	M	C	11+	M	Vice President of Student Affairs
HighA	HighB	LowC	LowD	50	M	C	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	HighD	46	F	C	11+	M	Associate Provost of Student Affairs
HighA	HighB	LowC	HighD	45	M	AA	6-10	M	Dean of Student Development
HighA	HighB	LowC	LowD	52	M	AA	11+	M	Chief Student Affairs Officer
HighA	HighB	LowC	HighD	58	F	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	42	M	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	54	M	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	52	M	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	HighD	61	M	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	46	F	C	11+	M	Assoc. Vice President/Dean of Students
HighA	HighB	LowC	LowD	60	F	AA	6-10	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	44	F	C	11+	D	Vice President of Student Affairs
HighA	HighB	LowC	LowD	41	F	C	11+	M	Dean of Students
HighA	HighB	LowC	LowD	47	F	AA	2-5	D	Vice President of Student Life

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>	<i>Job Title</i>
HighA	HighB	LowC	LowD	50	M	C	11+	D	Vice Chancellor of Student Affairs
LowA	HighB	LowC	LowD	45	M	AA	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	LowD	59	F	AA	11+	D	Vice President of Student Affairs
LowA	HighB	LowC	LowD	58	M	AA	11+	D	Vice Chancellor of Student Affairs
LowA	LowB	HighC	HighD	54	M	AA	11+	D	Vice President of Students Affairs
HighA	LowB	HighC	HighD	51	F	C	11+	D	Chancellor of Student Services
HighA	LowB	LowC	HighD	57	M	C	11+	D	Vice President Student Services
HighA	LowB	LowC	HighD	46	M	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	HighD	53	F	C	2-5	D	Vice President for Student Affairs
HighA	LowB	LowC	HighD	61	F	C	11+	D	Dean of Student Affairs
HighA	LowB	LowC	HighD	45	F	C	11+	M	Vice President of Student Affairs
HighA	LowB	LowC	HighD	53	M	C	11+	B	Vice President of Student Affairs
LowA	HighB	HighC	LowD	48	M	C	11+	D	Vice President of Student Affairs
LowA	HighB	HighC	HighD	59	F	C	11+	D	Director of Student Life
LowA	HighB	HighC	LowD	52	M	AA	11+	D	Vice President of Student Affairs
LowA	HighB	HighC	LowD	48	F	C	11+	M	Vice President of Student Affairs
HighA	HighB	HighC	LowD	49	F	C	11+	M	Vice President of Student Affairs
HighA	HighB	LowC	LowD	39	M	C	11+	D	Vice President of Student Affairs
HighA	LowB	LowC	LowD	44	F	C	11+	M	Dean of Students

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<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>Age</i>	<i>Gender</i>	<i>Race</i>	<i>Experience</i>	<i>Degree</i>	<i>Job Title</i>
HighA	LowB	LowC	LowD	51	F	C	6-10	D	Vice President of Student Affairs
HighA	HighB	LowC	HighD	48	M	SP	2-5	D	VChancellor of Undergraduate Affairs
HighA	HighB	LowC	LowD	41	M	C	11+	M	Vice President of Student Affairs
HighA	LowB	LowC	LowD	52	M	C	11+	D	VP of Student Support Services

Appendix I

***Chi-Square Analyses Conducted
To Determine Significant Relationships between
Dimensions and Demographic Categories***

<i>Demographic Category</i>	<i>Dimension A Dominance</i>	<i>Dimension B Extroversion</i>	<i>Dimension C Patience</i>	<i>Dimension D Formality</i>
AGE (df = 2)	.641 (p<.80)	5.2 (p<.10)	.3004 (p<.90)	11.81 (p<.01)
GENDER (df = 1)	.095 (p<.80)	.1237 (p<.80)	.1032 (p<.95)	1.361 (p<.70)
ETHNIC BACKGROUND (df = 3)	5.43 (p<.20)	4.25 (p<.30)	4.02 (p<.30)	5.66 (p<.20)
YEARS OF EXPERIENCE (df = 1)	2.68 (p<.20)	1.11 (p<.30)	.0206 (p<.90)	.86 (p<.50)
ACADEMIC DEGREE HELD (df = 1)	.3 (p<.70)	.099 (p<.80)	.84 (p<.50)	1.01 (p<.50)

VITA

Kimberely Hall was born in Harriman, Tennessee on March 2, 1965. She attended school in Oakdale, Tennessee where she graduated from Oakdale High School in 1983. She attended two years of college at Roane State Community College and then transferred to the University of Tennessee in Knoxville where she received a Bachelor of Science degree in Business Administration with an emphasis in Finance in March, 1987. While working in private, postsecondary education as an administrator, she completed graduate courses at Austin Peay State University in Speech and Communications. She later transferred to the Master of Science program in Educational Administration and Supervision at the University of Tennessee in Knoxville.

She is presently serving as the Vice President of Academic and Student Affairs at Knoxville Business College in Knoxville, Tennessee and pursuing a Doctor of Education degree in Teaching and Learning at the University of Tennessee in Knoxville.