SUPERVISORS' EXPECTATIONS OF ENTRY-LEVEL PROFESSIONALS IN HOUSING AND RESIDENCE LIFE

by

RALPHEL LEWIS SMITH

Under the Direction of DIANE L. COOPER

ABSTRACT

The purpose of this study was to explore the relationship between what employers in housing and residence life expect of their entry-level professionals and the skills and competencies that these entry-level professionals are gaining from their preparation programs. More specifically, the study examined the CAS standards for student affairs preparation programs and the expectations of supervisors of entry-level professionals in housing and residence life to determine the level of congruence. The assumption is that graduates from professional preparation programs will perform at a different level than those staff who have not graduated from preparation programs.

Chief Housing Officers (CHOs) in the Southeastern Association of Housing Officers (SEAHO) region were mailed surveys to distribute to their staff who supervised entry-level professionals in their organizations. Hundreds of CHOs were mailed the surveys to distribute to staff to complete. Only 74 surveys were returned for a less than 25% response rate. The supervisors were asked to complete three survey instruments. One was a demographic survey. Another was a survey with 19 statements from CAS standards as related to skills that graduate students should have attained after completing a student affairs preparation program. The final survey was a survey created by Randy Hyman, Ph.D. that asked supervisors to rate the level of competency that their most recently hired entry-level professional demonstrated in 33 areas and then the

supervisors were asked to rate the importance of each of the 33 competencies in relation to being successful entry-level staff in a housing and residence life organization or department.
INDEX WORDS:Supervisors, Entry-level Professionals, CAS, Competency, Skills, Housing And Residence Life, Student Affairs Preparation Programs

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RALPHEL LEWIS SMITH

B.S., Lander University, 1990

M.Ed., The University of Georgia, 1993

A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

ATHENS, GEORGIA

2005

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RALPHEL LEWIS SMITH

Approved:

Major Professor: Diane L. Cooper

Committee: Jim Day
Merrily Dunn
Rosemary Phelps
Martha Wisbey

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
August 2005

DEDICATION

Two women gave me love and made me the person who I am today. Two women made me feel loved, special, and worthy of having good things happen to me. Two women helped me to be strong in facing an early life of mocking, teasing, and bullying for being different. Two women protected me and came to my defense when I could not defend myself. Two women loved me when I did not even love myself. Two women challenged me to be strong, to grow, and to learn to defend myself. Two women loved me unconditionally, encouraged me in everything I did, and supported me always without question. These two women are the two most important people in my life. They are my mother and my grandmother.

This document is dedicated to my mother, Mrs. Patricia Ann Harrison, my grandmother, Mrs. Susie Mae Lomax, and all the kids out there who are being mocked, teased and bullied thinking that life will always be torture for them. I want them to know that it will get better if you believe in yourself and have faith. The journey may be long and full of surprises, good and bad, but you will one day reach your destination and celebrate who you are.

ACKNOWLEDGEMENTS

This dissertation marks the end of a personal journey that I have been officially traveling since March of 1998 and unofficially traveling all of my life. I have finally reached my destination. Although the trip took longer than I expected, the many people I have met along the way have made my trip a rich journey filled with much love and many friendships. Many people have supported and encouraged me in this journey that has been seven years of ups and downs. I would like to thank University Housing for supporting me financially, emotionally, and personally in conducting my research and completing my Ph.D.

It is with great pride that I acknowledge my committee: Dr. Diane Cooper (Chair), Dr. Jim Day, Dr. Rosemary E. Phelps, Dr. Merrily Dunn, and Dr. Martha Wisbey. Thank you for your time, dedication, support, honesty, and guidance through this process. Thanks for continued encouragement and support when I felt like giving up.

I have many good friends who have been there for me over the years and have supported me in reaching my goal of obtaining a Ph.D. I know that I will not be able to name them all but I must make mention of the ones who have touched my life in a special way.

To Tokay Hackett, I say thank you. Tokay and I have been close friends since 1989. We are very similar in where we come from and very different in the way we deal with life sometimes. In spite of those differences, Tokay has truly supported me, loved me and always been there for me. Having you believe in me really motivated me.

To Dr. J. Shay Davis, I say thank you. Shay and I began the journey together. We supported each other every step of the way. Although Shay reached her destination before me, she never left me alone on the journey. She was always there supporting me.

To Josh Skillman, I express much gratitude for your support and encouragement. Josh and I became friends in 2001 and instantly developed a closeness. Josh has always been supportive of me, but Josh sat with me through one of the hardest days of my life on November 22, 2004. This day was a day of great disappointment and hurt. Having him there with me helped me to accept the hurt and disappointment in a calm manner because I did not feel alone.

To Kathryn Hall, who has been a friend and support in my life since September 1997 during the Myers Community opening. I thank you.

To Willie Banks, who has become one of the nearest and dearest friends I have ever had. Thanks for allowing me to exhale every day about work and school.

To my supervisor, Rick Gibson, I thank you for encouraging me to never give up and for supporting me over the past 22 months in my job and my efforts to complete this dissertation.

Many more people out there have contributed to my success just by being there for me either in person, via the telephone, or via email. Thanks to Tony Kearney, Keith Fletcher, Dr. Keener Scott, Darrell Hess, Joel Respess, Kim Gube, Jason Chumley, Jonathan Schaenen, Mary Justice, Jerry Adams, and the many others who have been so kind to me.

Finally, I wish to thank my parents, Patricia and Leon Harrison, my grandmother, Susie Lomax, and the many other family members back in Greenwood, S.C. who supported and encouraged me.

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CHAPTER 1

INTRODUCTION

HISTORY OF STUDENT AFFAIRS

Student affairs professionals have a long history in higher education, though the term *student affairs* is relatively new. Since the turn of the twentieth century, they have served with such titles as *dean of men, dean of women, housemother* and *housemaster*. For years, these people were hired to take care of students and to serve as surrogate parents. Their roles were to be disciplinarians and to hold students accountable to rules established for behavior. Although these roles were important on college campuses, student affairs was not viewed as essential to the development of students. The more important goal of educating the mind was being pursued in the classroom by esteemed faculty. The housemothers and housemasters did not educate students; they only held them to the strictest of rules. Beginning in the 1910s and 1920s, master's programs in student personnel and student development started in select places such as the Teachers College, Columbia University (Miller & Winston, 1991). These programs served as a training ground for those who would work with students outside of the classroom. The Student Personnel Point of View (SPPV) was developed in 1937 to explain what these student personnel staff were supposed to accomplish in their roles.

All of these developments accompanied changes that were taking place on campuses throughout the twentieth century, such as the influx of female students in colleges and, after World War II, the arrival of veterans. Student affairs workers were now taking on the role of conducting out-of-class education for students because it was then considered important to educate the whole student. To facilitate this new direction, SPPV was integral in the establishment of formal associations for student affairs practitioners (Miller & Winston, 1991).

Student affairs staff were provided with a philosophy to guide their work with students. There were more students to serve, and students wanted to be involved in various extracurricular activities to make themselves well rounded people (Miller and Winston, 1991). The student personnel employees were consequently becoming important to the life and development of college students. Where there was once only one role serving all student needs, there was now a need for people to specialize and take on more specific responsibilities. Because of this need, a hierarchy within student affairs began to develop. Directors, assistant directors, and entry-level staff all worked one on one with the students. The entry-level staff were normally younger and closer to being peers with the students whom they served (Miller and Winston, 1991).

The field of student affairs has come a long way since its inception. Now, there are many entry-level professionals working in student affairs in the areas of housing, student activities, greek life, and multicultural services and programs. These new professionals, referred to as *front line staff*, have daily contact and interaction with students and staff. According to Hyman (1988), more entry-level positions are available in housing and residence life than in other student affairs departments. These housing professionals have interaction with students and staff but also with paraprofessional staff, faculty, and in many cases, the parents of these students. This responsibility can offer substantial rewards to the new professional who wants to meet the challenge of working with so many stakeholders (Hyman, 1988).

New professionals in the field of student affairs start their careers in various functional areas with an array of titles and different responsibilities. Faculty members in student affairs preparation programs and the hiring supervisors working in student affairs departments around the country want these new professionals to be prepared to handle the tasks and responsibilities of their new jobs. Furthermore, current student affairs professionals want to attract people to the

field of student affairs and retain them over the long term. New professionals in student affairs provide an invaluable service to students, parents, and faculty at institutions of higher education, and it is important to the continuation of the profession that these new professionals move on to mid-management positions and senior level positions. Attrition rates for new student affairs professionals have ranged from 32% within the first five years to 61% within the first six years (Lorden, 1998). This attrition rate is very high and needs investigating, so that current supervisors in student affairs can discover the reason for the high attrition rate and hopefully do something to change it.

Council for the Advancement of Standards in Higher Education (CAS)

Many changes and advances have happened over the past fifty years in student personnel work, and student affairs staff have become better qualified. Most new professionals have earned master's degrees from reputable student affairs preparation programs (Winston and Miller, 1991). These programs adhere to the Council for the Advancement of Standards for Student Services/ Development Programs in Higher Education (CAS). This study does not focus on those individuals who have not graduated from a masters-level student affairs/higher education preparation program. The focus will be on how well prepared new or entry-level professionals with zero to three years post-master's experience are. Moreover, the study will be an assessment of these staff members' skills as professionals in student affairs, specifically housing and residence life. Even though entry-level staff members are better qualified than in the past, they may still lack the skills they will need in their profession (Winston and Miller, 1991).

CAS has promoted three basic approaches to professional preparation: counseling, administration, and student development. These three approaches share some common ground;

there are 11 content areas that appear as requirements in one or more of the CAS standards. According to CAS, an entry-level professional with a master's degree should be aware of (a) developmental theories appropriate for students from age 17 to adulthood; (b) the history of higher education and the student affairs profession; (c) research designs, proposal writing, and evaluation models and methodologies; and (d) organizational behavior and development. In addition, after completing a master's degree from a preparation program that follows CAS guidelines, new professionals should have knowledge of the helping relationship and career development, the American college student and college environment, administration, and appraisal of individuals (Winston and Miller, 1991). Entry-level professionals should not only have knowledge from books but also have some actual experience working with students. Having both theoretical training and practical experience makes it easier for entry-level professionals to meet the expectations of employers (Winston and Miller, 1991).

Expectations of new professionals

Employers have many expectations that new professionals must meet. While some expectations are realistic, others are not. Surveys have been conducted to determine what employers' expectations of new professionals are. These surveys yield specific results, according to Miller and Winston (1991). Employers classified the following skills as very important for entry-level professionals to have: (a) teach students to take responsibility for their decisions; (b) confront destructive, unhealthy, or counterproductive behavior of students; (c) assist students in identifying behaviors that are desired or should be changed; (d) understand institutional objectives, expectations, and policies; (e) assess student needs; (f) use effective communication skills; (g) make appropriate referrals; (h) develop positive public relations; (i) promote effective teamwork; (j) bridge the gap between theory and practice; (k) use effective

decision-making strategies; (l) perform duties in accordance with professional ethical standards; (m) perform duties in accordance with professional practice standards; (n) evaluate programs to determine their effectiveness (Miller and Winston, 1991). These are not inclusive of all expectations that employers have of new professionals.

Amey (1998) states that no matter how carefully one prepares for a job interview, how thoroughly one questions those employed at the institution, how confidently one assumes the responsibilities of a new job, inevitably, once the newness begins to wear off, one realizes that her expectations do not match the realities of the job. As Amey (1998) asserted, new professionals must reconcile their own personal expectations with the professional realities of the organization. New student affairs professionals are often torn by conflicting job demands, differences of opinion with supervisors, or having to do things they do not want to do or are very uncomfortable doing, such as terminating another's employment (Amey, 1998). Effective supervision can play a key role in assisting new professionals with this conflict. Winston and Hirt (2003) state that, "Successful supervisors take the initiative to create conditions that encourage and support new professionals in fulfilling position expectations and developing professional skills, thereby increasing the likelihood that the most talented and gifted new professionals will have long and rewarding careers in student affairs." (p. 62).

Statement of the Problem

Assessing whether graduates of a student affairs preparation program have the competencies and skills necessary to be effective entry-level professionals is a complex task. Before entry-level professionals can be assessed, employment supervisors and faculty in preparation programs must agree upon the skills that are necessary for these entry-level professionals to possess in order to be considered competent. After determining which skills are

necessary, supervisors must distinguish between entry-level professionals who have completed preparation programs and staff members in entry-level positions who have not. Furthermore, not all entry-level staff are equally qualified; some individuals serving in these positions do not have master's degrees in student affairs or higher education, and some have master's degrees from programs other than student affairs preparation programs. Another factor that supervisors must consider is the experience the entry-level professional may have gained from practical work in the field and skill/success in applying the theories taught in the classrooms of a particular preparation program. In looking at entry-level professionals from housing and residence life, for example, employers must determine how experience working as a paraprofessional or a graduate assistant might affect the skills that these new professionals possess. Ultimately, it is important for the purpose of this study to determine whether the skills have developed as a result of their work experiences or their academic preparation. In making this determination, faculty and supervisors can then proceed with making changes either to the curriculum or to the work experiences provided through assistantships, practica, and internships.

When assessing whether entry-level professionals are coming to their first position with the appropriate skills and competencies the supervisor must consider the time of year the evaluation is conducted. If entry-level professionals are assessed after they have been in a position for a while, the results of the evaluation could possibly be impacted by the orientation, training, and staff development programs that an institution or department has in place for new staff. Two people from the same preparation program may have attained different levels of skill development depending on whether they are assessed before or after orientation and training. Also, individual differences play a large role in skill development. Moreover, one institution

may have a more effective orientation and staff development program in place than another institution.

The first steps in a new professional's experience are critical to his or her long-term success (Harned & Murphy, 1998). Transition from graduate school to the first professional job will also affect a new professional's success. The transition from graduate school to professional work is replete with challenge, questioning, excitement, and anxiety although the transition itself is easily anticipated; the nature of the journey takes each new professional into unchartered territory (Piskaldo, 2004). Piskaldo (2004), in speaking of being a new professional, states that crossroads, such as graduation from college, starting a new job, moving to a new city, are often unavoidable. Many times, crossroads are the trajectories that are needed for personal and professional development. Because supervisors play a key role in training entry-level professionals, research on entry-level professionals' competencies and skills should focus heavily on the supervisors' perspectives. These perspectives shed light on entry-level professionals and graduate students in preparation programs and serve as great feedback to faculty in preparation programs. In the hands of student affairs departments, this information can also enhance the entry-level professional's relationship with the supervisor. No relationship holds greater natural potential to influence self-image, career satisfaction, and professional development than the relationship with the supervisor (Harned & Murphy, 1998).

Assessing the preparation of entry-level student affairs staff is necessary for many reasons. First, professional preparation for a career in student affairs has been a subject of great concern among professional associations, faculty, and student affairs practitioners for years (Hyman, 1988). Second, supervisors of entry-level professionals need to be sensitive to the needs and concerns of their staff, so they must know whether staff members are coming to them

with the necessary competencies and skills to be successful (Hyman, 1988). Supervisors need to maintain standards for training and continued development, but they must also know where to start (Hyman, 1988). Third, having the expected skills and competencies is critical for entry-level professionals to function in the student affairs field (Hyman, 1988). Fourth, having competent entry-level professionals in student affairs positions will better contribute to the development of college students (Hyman, 1988).

Purpose of the Study

The purpose of this study is to explore the relationship between what employers in housing and residence life expect of entry-level professionals and the skills and competencies that entry-level professionals are gaining from their preparation programs. More specifically, the study examines the CAS standards for student affairs preparation programs and the expectations of supervisors of entry-level professionals in housing and residence life to determine the level of congruence between them. The assumption is that graduates who have had the benefit of professional preparation programs should perform at a more satisfactory level than those who work in the field without ever having attended graduate school.

Positions in housing and residence life require entry-level professionals to take on multiple roles. Entry-level professionals in housing and residence life generally serve as supervisors to paraprofessionals and sometimes even to graduate students. In addition, they may serve as advisors, judicial hearing officers, counselors, teachers, and crisis managers. With all of these possible roles, it is important for supervisors to work with competent entry-level staff. Although housing departments and housing supervisors are in large part responsible for training their staff, these staff members must still enter their jobs with the appropriate competencies and

skills; only when they have these skills can they be effectively trained to handle their myriad roles.

If the student affairs profession is going to succeed, entry-level professionals must be trained adequately. This training will be in addition to what they receive from the classroom, assistantships, practica, internships, and in-services. Current student affairs professionals have an obligation to ensure that graduate students and entry-level professionals have the skills and competencies they need to be successful. Well-prepared entry-level professionals will be able to serve students on college campuses appropriately. In addition, the field of student affairs will advance and more fully be considered a profession by other constituents of college and university campuses if entry-level professionals enter student affairs and remain in student affairs as mid-level staff and later as senior staff.

This study focuses on how supervisors define what they expect of entry-level professionals when they accept positions in student affairs. If supervisors have clearly defined their expectations and those expectations are compared with the CAS standards for student affairs preparations, any discovered incongruence can be rectified by the faculty in preparation programs. Also, this discovered incongruity could help supervisors determine whether their expectations are realistic and prompt them to modify their training programs for new staff appropriately.

Research Questions and Hypotheses

In order to discover whether there is congruence between what supervisors expect of new professionals and what faculty in preparation programs teach, this study is designed to answer the following research questions:

RQ 1: Do supervisors of entry-level professionals in housing and residence life agree that entry-level professionals who have recently graduated from preparation programs in student affairs possess the expected competencies and skills?

RQ 2: Are the expectations of supervisors of entry-level professionals in housing congruent with the 11 academic content areas of CAS preparation standards?

Hypothesis

In order to demonstrate whether congruence exists, this study tests the following hypotheses:

1. Supervisors of entry-level professionals do not believe that entry-level professionals possess the competencies and skills supervisors expect.
2. Expectations held by supervisors of entry-level professionals are not congruent with the 11 content areas of CAS preparation standards.

Definitions

There are various definitions that are important to articulate for this study. The following definitions will provide clarification and a framework for the impending discussions reported in this study.

New Professional or Entry-level Professional: Scott (2000) defined new professional as practitioners beginning a career in student affairs with up to five years experience. For this study, the term refers to the student affairs professionals who have zero to three years experience in the field and are currently in positions in housing and residence life. Prior to obtaining this position, the staff member earned a degree from a graduate preparation program.

Supervisor: refers to someone who is responsible for the recruitment, hiring, training, supervision, and performance appraisal of a new professional for Student Services/Development Programs.

Institution: refers to the employment location of participants in this study: a college or university somewhere in the United States. All of these places permit students to live on campus in residence halls.

Limitations of the Study

Housing and residence life departments vary considerably from institution to institution. Similarly, the level of preparation of entry-level staff varies. Because the present study was conducted in the Southeastern United States, the results do not necessarily reflect the perspectives of supervisors from different regions. Furthermore, supervisors at different size and type institutions and in different parts of the country may have different expectations for their entry-level professionals.

Other limitations of the study arise from the different responsibilities of the supervisors surveyed, the biases of person conducting the research, and the diversity of programs in student affairs preparation. Moreover, supervisors of entry-level professionals are the only people being surveyed about expectations in this study. Having information about entry-level professionals' perceptions of expectations could add validity to the results of this study.

Another limitation could be that all graduate programs in student affairs preparation may not seek to comply with the CAS Standards. If this is the case, the graduates of these programs might not meet some of the expectations set forth in this study.

Significance of the Study

The success of entry-level professionals is dependent upon various factors at an institution: orientation, training, staff development, and close and supportive working relationships with supervisors and other mentors. The above listed factors are just some factors that could contribute to the success of an entry level professional and are not all inclusive. The

perceptions supervisors have of the skills and competencies of entry-level professionals in the organization impact the staffing process in student affairs. According to Carpenter, Torres, and Winston, Jr. (2001), supervision in the staffing process of student affairs departments is one of the most important leadership and management functions that administrators are called upon to perform. Synergistic supervision, a recommended process for student affairs professionals, is a mutual process that is concerned with a dual focus on employee and institutional needs, joint effort by the supervisor and supervisee, commitment to communication, capitalizing on competence, emphasis on growth and development, proactivity, goal orientation, persistent systematic effort, and holism (Carpenter et al., 2001). Capitalizing on competence relates directly to this study. In order for supervision of any staff members to be effective, capitalization on the competencies of the staff is necessary. Therefore, supervisors must know what those competencies are and whether they match their own expectations. In recruitment and selection of new staff, there is no exact science to distinguish between high numbers of qualified candidates; many applicants have the required experiences in housing and the academic record from programs, but until someone has arrived on campus and started work, supervisors are not able to fully assess their competencies.

Chapter Summary

The results of this study should make significant contributions to the field of student affairs, specifically to understanding how to better supervise entry-level professionals. This research might also be helpful to other departments within and without student affairs because its focus is on the competencies of staff and expectations of supervisors. Congruence in these areas generates successful relationships and successful organizations. If a lack in congruence is discovered, appropriate training and development can be used to establish congruence.

Supervisors in housing and residence life can use the findings from this study to create more effective recruitment and selection processes; as a result, these supervisors will be better able to communicate to candidates, referees, and preparation programs what skills they expect entry-level professionals to possess.

Preparation programs may benefit from this study because it might assist faculty in determining whether their curricula are too theory-based and not sufficiently focused on practice or vice versa. If it can be determined that graduates need more practical experience, then graduate programs could consider adding more practica or internships for their students.

This study can contribute to housing and residence life programs that currently have graduate assistantships and internships for graduate students. These programs want to be sure they are providing learning environments that help the graduate students gain the necessary skills to be successful, competent entry-level professionals.

In addition, by pointing out the areas where there is incongruity between supervisors' expectations and entry-level professionals' preparation, this study can contribute to making the experiences of entry-level professionals in housing more positive. If there is more congruence between supervisors' expectations and the curricula of preparation programs, supervisors and entry-level professionals may have more positive experiences. These positive experiences may reduce some of the attrition in student affairs.

CHAPTER 2

REVIEW OF LITERATURE

This chapter provides a framework for understanding the expectations that supervisors in university housing and residence life have of their entry-level professionals. First, a global view of supervisors and their expectations is presented, followed by a review of (a) supervisors' and business world expectations, (b) student affairs as a profession, (c) staffing the student affairs division, and (d) approaches to supervising staff in student affairs. The research on entry-level professionals in university housing and residence life and issues they tend to encounter are then summarized in order to relate how important it is to understand expectations. Literature regarding (a) attrition of student affairs professional staff, (b) graduate preparation programs and the CAS standards as they relate to competencies and expectations, and (c) supervisors in housing and their expectations of entry-level professionals will be discussed.

Global View of Supervisors and Expectations

Supervisors all have some expectations of their new employees related to the competencies they hope these workers have developed and the manner in which they hope these employees will perform their given job duties. Sutton and Woodman (1989) wrote that for decades, social scientists have been intrigued by the idea that merely expecting an event could increase the likelihood of it happening. Surveyed employers said that in order for graduates to be successful in the working world, they needed to understand what is expected of them (Hiring Trends, 1997). Sutton and Woodman (1989) discussed the Pygmalion effect when it comes to expectations and the workplace. They defined the Pygmalion effect as a time when one individual develops expectations about the behavior of another person. The expectations are

communicated, perhaps unconsciously, to the target individual, who internalizes the expectations and ultimately modifies his or her behavior to meet them.

According to Hiring Trends (1997) (a quarterly career journal), the employees need to be aware of the following employer expectations: (a) a strong work ethic and realization that there are no excuses for missing deadlines, (b) ability to acclimate to a fast-paced corporate culture and to "hit the ground running" with little training, (c) ability to learn quickly, show initiative, demonstrate motivation, handle increasing responsibilities, be innovative and take risks, (d) an understanding of the "big picture"—a broad perspective of the company's future—while handling specific job requirements, (e) realistic salary expectations and the willingness to accept a lesser-paying position with opportunities for growth, (f) computer fluency, including knowledge of software such as Word, Excel, Access, WordPerfect and Lotus and the ability to navigate the internet, (g) ability to work as part of a team, communicate effectively, manage people, and be decisive (p. 30).

In addition to understanding what is expected of them on the job, employees have to know they are more generally expected to act professionally. Sitley (2000) stated that punctuality, positive attitude, listening skills, and cooperation are as important, and maybe more important, than knowing how to do a job because they help one become a star performer. The relationship between employers (supervisors) and employees depends a great deal upon the expectations that the employers have of their employees. However, work relationships are also dependent upon the employers and whether they are effective supervisors. Borders (1994) stated that good supervisors are empathic, genuine, open, and flexible. These good supervisors respect their supervisees as persons and as developing professionals and are sensitive to individual differences of supervisees.

Ignelzi and Whitely (2004) assert that supervisors of new professionals need to establish strong relationships with their supervisees in the initial stages of their transition to a new job. Supervision is affected by the goals of each party, the expectations of the individuals involved, the relationship they share, the ways they communicate, and the life experiences of supervisors and supervisees (Page, 2003). McRoy, Freeman, Logan, and Blackmon (1986) found that both black and Hispanic supervisors identified issues associated with power and authority as problems in cross-cultural relationships. Differences exist among how males and females supervise. Shakeshaft, Nowell, and Perry (1991) suggested that even when trained in a similar approach to supervisory interaction, male and female supervisors still bring with them expectations and behaviors based on gender.

According to Sitley (2000), the most successful employees are the good listeners who understand what people are saying and are able to respond to them. To help them become better listeners; Sitley (2000) mentioned the following tips for new employees: pay attention, be interested in what someone is saying, let the speaker finish talking, focus on staff, clarify any questions, and listen to the speaker's tone of voice to understand the message. She also suggested several strategies that new employees can employ to become star performers and exceed the expectations of employers. Those suggestions were: (a) new employees must adopt the basics of good manners. Some essential skills for success are saying please and thank you, greeting customers and co-workers, speaking politely, and being patient, (b) new employees must fine-tune their attitudes. Attitude is important because it affects how one acts on the job. People with good attitudes usually respect their co-workers, accept responsibility, and accomplish more each day. This behavior adds to their success, (c) new employees must listen up. Listening to instructions, customers' complaints, and employer's expectations are valuable

skills in the workplace, (d) new employees must not be no-shows. It is important to show up for work and on time. A dependable worker most likely will be given more responsibility, advancements, and pay raises, (e) new employees should go easy on gossip. Getting caught up in gossip distracts employees from their work and destroys the spirit of teamwork that builds productivity (p.16). Finally, Sitley (2000) insisted that new employees must put their best image forward because it tells people who they are and what they are about.

Supervisors in Student Affairs

Although many of the suggestions offered by Sitley (2000) relate to the business world, they can be applied to student affairs. As a profession, student affairs must endure organizational change, budget cuts, and supervisor and supervisee conflicts the same way organizations in the business world must. According to Borders (1994), good supervisors are (a) comfortable with the authority and evaluative functions inherent in the supervisor role, (b) give clear and frequent indications of their evaluation of the employee's performance, (c) enjoy supervision, (d) are committed to helping employees grow, and (e) evidence commitment to the supervision enterprise by their preparation for and involvement in supervision sessions. In student affairs, there is a hierarchy that involves lines of supervision. There are paraprofessional, graduate students, entry-level professionals, mid-managers, department/unit heads and senior student affairs officers. If supervisors in student affairs organizations make a strong commitment to the entire supervision process, entry-level professionals will benefit and hopefully remain in the profession for a longer period of time. Janosik and Creamer (2003) state that supervision of people always is important to an organization, and is a key ingredient in any staffing plan, but supervision of new professionals may be among the most critical supervision tasks or responsibilities of a college or university. New members of institutions, or even old members

with new jobs, need guidance from supervisors to enable them to work effectively from the beginning of their new assignments. The range of those needs is sweeping, but understanding expectations of performance, institutional culture, goals and objectives of the assignment, skills required, institutional values, essential relationships, and vital constituencies. Proper supervision of new professionals will attend to these and other needs of new or newly assigned staff members and enable them to be productive from the first days on the new job (Janosik & Creamer, 2003). Employers of new professionals anchor the other side of the job one bridge. Piskaldo (2004) refers to the transition from graduate student to first professional job as the job one bridge. Experienced colleagues recognize that they are more than simply supervisors. Employers assume the roles of role models, coaches, mentors, guides, sounding boards, and sources of challenge and support (Piskaldo, 2004). Piskaldo (2004) states that through these multiple roles, employers travel to the new professionals' side of the bridge and provide them with good company as they make their journey into the student affairs profession. Employers who recognize and respond to these expanded roles strengthen the profession (Piskaldo, 2004). Regardless of skills and backgrounds we know that workers who are attracted to the human development fields have higher expectations for a caring, nurturing supervisor (Janosik & Creamer, 2003).

Graduate Preparation Programs

The recruitment of well-qualified graduate students who will one day become dedicated student affairs professionals is vital to the survival of student affairs as a profession. Komives and Kuh (1988) asserted that the quality of the contributions made by student affairs to the mission and purposes of the institution of higher education will not exceed the quality of the people performing student affairs functions. Johnson and Sandeen (1988) described several

standards professional preparation programs must achieve to meet the current and future needs of students and institutions. They affirmed the three core components of preparation programs as counseling, administrative knowledge, and student developmental theory and added other areas of study to the core components. They advocated a basic knowledge of individual and/or group counseling, appraisal skills, and career counseling. They also asserted that basic knowledge of organizational theory and budgeting, programming, and supervision are essential to the new professional.

To ensure that the appropriate people end up in student affairs positions, graduate preparation programs need to attract students with certain qualities. Komives and Kuh (1988) recommended that student affairs professionals have a capacity for introspection, a sense of personal well-being, confidence, a sense of humor, a tolerant attitude, and a healthy respect for persons different from themselves. Whereas most agree that student affairs needs people who are sensitive, have integrity, and are able to accept criticism, there is still a wide range of opinions about what constitutes an appropriate curriculum for a preparation program, according to Hyman (1988). Some programs are designed with an emphasis on counseling while others are based on the belief that the master's level professional preparation program must provide background in history, philosophy, and theory. There are also program directors who feel that preparation programs must emphasize the end result, which would be the competencies and skills entry-level professionals need to operate effectively. Woodard, Love and Komives (2000) state that graduate preparation programs often fall short in teaching the knowledge and providing the experience bases related to administering and managing complex organizations. They argue that the student affairs profession needs to reflect on how best to incorporate important organizational competencies into the curriculum and experiences of today's graduate preparation programs.

Indeed, people hired for entry-level positions in student affairs should possess the competencies generally acknowledged as crucial to entry-level positions. Given the variety of foci among preparation programs, professionals must be more rigorous in researching the effectiveness of student development theories. Evaluation and assessment, serving new students, and technology are the areas that Johnson and Sandeen (1988) recommended adding to the basic core components of preparation programs. These core components, along with the added recommendations, should assist new professionals in doing their jobs and surviving the rigors of student affairs. While the heavy emphasis on intellectual content in student affairs preparation programs is welcomed, graduate students should be taught that working in the profession also requires emotional integrity, according to Johnson and Sandeen (1988).

In any case, preparation programs must teach the specifically agreed upon competencies adequately. Employers (supervisors) must also determine whether entry-level professionals actually possess the competencies agreed upon as crucial to performing in entry-level positions. Hyman's 1988 study was based on the Tomorrow's Higher Education model. Six competency categories were used: goal-setting, assessment, instruction, consultation, milieu management, and evaluation. The results of the study demonstrate that concerning competencies there was a fundamental difference between the opinions of those responsible for preparing entry-level professionals and of those responsible for hiring and supervising the entry-level professionals. Finding agreed upon competencies for faculty and supervisors better allows practitioners to staff their positions and be clear with entry-level professionals concerning what is expected of them.

Hyman (1988) asked two important questions. The first question centered around whether chief student affairs officers, directors of housing, and faculty agreed that recent master's degree graduates of preparation programs in student personnel administration possessed

the identified entry-level competencies. There was not agreement. Faculty differed with Chief Student Affairs Officers (CSAOs) and Chief Housing Officers (CHOs) in their belief that recent graduates possessed competencies. Faculty actually believed that recent graduates did have the possessed competencies to be successful in their entry-level positions. CSAOs and CHOs did not agree that recent graduates possessed the competencies. CHOs felt that recent graduates possessed fewer of the competencies than did CSAOs.

The second question that Hyman posed to CSAOs, CHOs, and faculty focused on whether these three groups agreed on the importance of the 33 identified entry-level competencies. All three groups agreed that all the competencies were important for assuming an entry-level position in student affairs.

Staffing the Student Affairs Division and Approaches to Supervision

According to Carpenter, Torres, & Winston (2001), few areas of student affairs practice are more ubiquitous, more crucial to success or failure on campus, and less frequently studied than staffing practice. It is also an area in which many experienced student affairs administrators feel that they do not need assistance or information (Carpenter et al., 2001). As the field of student affairs gains validity, professionals should come to a consensus on critical processes. Winston and Creamer (1998) provided the only comprehensive treatment of student affairs staffing issues. The Winston and Creamer (1998) Staffing Model (WCSM) states that "staffing practices involve interrelationships among recruitment and selection, orientation, supervision, staff development, and performance appraisal. Staffing practices reside within and are shaped by the culture of the institution. The institution is susceptible to multiple environmental forces that influence staffing practices in both obvious and subtle ways." (p.19)

Winston and Creamer (1998) pointed out that supervision is often seen as important only when employees have problems or are new to the organization. Because midlevel managers tend to supervise the majority of entry-level or new staff members, midlevel managers must be competent in both personnel management and leadership (Saunders, Cooper, Winston, & Chernow, 2000). Supervision styles of student affairs professionals vary considerably. Peterson and Tracy (1979) identified three classical styles: one-dimensional supervision, two-dimensional supervision, and facilitating development. One-dimensional supervision involves a leader who makes all the decisions for subordinates, leaving no room for individual decision making or initiative. Two-dimensional supervision involves (a) initiating structure, which refers to activities such as assigning work, encouraging overtime work, criticizing poor work, and exercising pressure toward greater effort, and (b) consideration, which involves helping others with personal problems, being receptive to disagreements, and consulting subordinates about change. Facilitating development involves behaviors such as designing challenging jobs, assigning challenging tasks, and asking subordinates to set high goals.

As an alternative to these classical approaches, Winston and Creamer (1998) proposed a new approach to supervision: synergistic supervision. According to Winston and Creamer, supervision should be viewed essentially as a helping process provided by the institution to benefit or support staff rather than as a mechanism for punishment inflicted on practitioners for unsatisfactory performance. The characteristics of synergistic supervision include dual focus; joint effort; two-way communication; focus on competence; goals; systematic, ongoing process; and growth orientation (Winston & Creamer, 1998). All of these strategies could be helpful not only in supervising entry-level professionals and helping them feel as if they have an investment

and voice in what happens in the organization but also in keeping some entry-level professionals in the profession for an extended period of time and curbing attrition in student affairs.

Attrition in Student Affairs

Attrition rates of new professionals in student affairs ranged from 32% within the first five years to 61% within the first six years (Lorden, 1998). These are very alarming rates, and student affairs professionals and faculty in preparation programs have some responsibility to look at these rates and at the profession to decide what the problems might be and how to fix them. The reasons that have been discussed in the literature to date for people leaving the field are varied. They include limited opportunities for advancement, obstacles to relocation, burnout, lack of professional development opportunities, unclear job expectations, and conflicts between the values that motivated people to enter the field and the reality of what practitioners actually do (Lorden, 1998). Creating an environment for these entry-level professionals where they receive the attention they need could help retain more entry-level professionals in the field (Lorden, 1998).

Harned and Murphy (1998) stated that new professionals in student affairs must be nurtured to become essential contributors to the profession. What happens in the beginning of a new professional's career is critical to his or her long-term success. No relationship holds greater natural potential to influence self-image, career satisfaction, and professional development of a new employee than the relationship with a supervisor (Harned & Murphy, 1998). Schneider (1998) asserts that when supervisors invest in their employees, including helping them to gain greater skills, increase their knowledge, and maintain good health, the investment results in a more effective work force. Winston and Hirt (2003) state, "When working with new professionals, it is important that they feel their supervisor is accessible, supportive, and

interested. But at the same time, the supervisor does not want to be seen as micromanaging the new professional's job and/or life."(p. 59). An obvious, but often overlooked, practice in supervision is to spend time actually talking about supervision: what it means from the supervisor's perspective and from the new professional's perspective (Winston & Hirt, 2003). It is evident that many professionals in student affairs are moved to managerial positions without any formal training in supervision. This premature advancement creates unhealthy situations that may result in the resentment and disenchantment of both supervisors and staff. Schuh and Carlisle (1991) asserted that few practitioners have received adequate preparation as supervisors or evaluators, and they frequently pay little attention to these roles after entering the field. They recommended that student affairs administrators refer to the CAS Standards and Guidelines for supervision and evaluation (Carlisle, 1991). In order for a supportive culture to be created for the entry-level professional, expectations of the entry-level professional must be made clear by the supervisor.

Expectations are necessary in helping employees have rewarding experiences. Supervisors must clearly communicate what their expectations of entry-level professionals are and entry-level professionals must understand what these expectations are and what is being asked of them in their new positions. Winston and Miller (1991) wrote that new professionals are expected to possess knowledge about the theory and research in their field and to be skilled in writing, speaking, interviewing, assessing, programming, and evaluating. Other possible expectations of student affairs practitioners may be much less obvious and could include some of the following: (a) new professionals may be expected to conduct an informal assessment of all other professionals with whom direct and immediate interaction is required, (b) new professionals may be expected to study the organization's goals and procedures to become thoroughly familiar with

current conditions that enable and/or hinder student affairs initiatives, (c) new professionals may be expected to practice professional skills such as interviewing, advising, programming, employee supervision and procedures oversight, budgeting and resource management, assessment and evaluation, and data generation and research, (d) new professionals may be expected to receive constructive criticism on performance nondefensively and work to remove deficiencies and to sharpen strengths, (e) new professionals may be expected to set sensible goals for personal and professional activities and to negotiate reasonable support from supervisors. (p.453)

The expectations of entry-level or new professionals mentioned above are not all inclusive. In student affairs, supervisors depend on the graduate preparation programs to have prepared entry-level or new professionals for their jobs. Also, many supervisors hope that assistantships, internships, or other forms of supervised practice have prepared the student to be a professional. Saunders and Cooper (2003) assert that for most new professionals in student affairs, entry to their first full time professional position is filled with excitement, enthusiasm, and trepidation. They state that the reasons for trepidation and confusion are numerous. New professionals are making both professional and personal transitions. Most of these professionals are entering their first jobs directly from a graduate student role, where support and structure from faculty and assistantship supervisors, is often quite intense (Saunders & Cooper, 2003). Piskaldo (2004) asserts that an awareness of needs, values, and desires is perhaps the most important consideration for new professionals in their transition from graduate school to job one. Saunders and Cooper (2003) also assert that the way one is oriented to the first professional position influences whether new professionals can effectively manage the many personal and professional transitions they experience, whether they will engage in continuous professional education and

development, whether they will achieve high levels of productivity, and even whether they choose to continue in the student affairs profession. If the graduate program is the most important basis for a supervisor's expectations of entry-level or new professionals, it is imperative that the CAS standards for graduate preparation programs be reviewed, and the supervisor attempt to align his/her expectation with them.

CAS Standards for Student Services/Development Programs

The CAS Standards were designed to encourage student affairs staff members to analyze the effectiveness of their functions on a regular and continuing basis. CAS has committed to maintaining and improving quality in services and development programs and to effecting desirable changes. The initial CAS standards and guidelines were published in 1986. These standards, as updated, still serve as a reliable, credible, and valuable means for measuring student affairs' influence on students' development, success, learning, satisfaction, and performance. The original list will be discussed first, and then the updated list will be discussed with note to any changes being made.

CAS Standards from 1986 required that 11 academic content areas be met for graduate preparation programs. These were: (a) human development theory and practice: includes development theories appropriate for students age 17 through adulthood and process models for translating that theory into applications or interventions, (b) higher education and student affairs functions: includes study of the history of higher education and the student affairs profession, legal parameters of practice, traditional function areas in student affairs, professional ethics, professional standards, and supervised practice in student affairs settings, (c) research and evaluation: includes study of research design, elementary statistical procedures, computer literacy, proposal writing, and evaluation models and methodologies, (d) organization behavior

and development: includes study of organization behavior, leadership, naturalistic inquiry methods, process consultation, organizational design, decision making, conflict resolution, and planned organization change, (e) the helping relationship and career development: includes study of counseling theories and techniques, theories of career development, cultural differences and career decision-making, (f) American college student and college environment: includes investigation of the attitudes and characteristics of students and their cultures, (g) administration: includes study of budgeting and finance, governance and policy making, human resource development, management information systems, and collective bargaining, (h) performance appraisal and supervision: includes study of job analysis, performance appraisal, and theories of supervision, (i) administrative uses of computers: includes programming, use of computers for forecasting, budgeting, planning, and resource allocation, (j) group counseling: includes study of group dynamics, intervention strategies, theories of group counseling, facilitation skills, and supervised practice, (k) appraisal of the individual: includes study of framework for understanding the individual, interpretation of psychological tests, use of case studies, test construction, and individual differences (Miller, 1986) .

In the revised CAS Standards of 2001, curriculum standards are organized around Foundation Studies, Professional Studies, and Supervised Practice. All programs of study must include foundational studies, professional studies, and supervised practice. According to Miller (2001) in the updated CAS Standards, foundational studies must include the study of historical and philosophical foundations of higher education and student affairs. Professional studies must include student development theory, student characteristics and the effects of college on students, individual and group interventions, organization and administration of student affair, and assessment, evaluation, and research. Supervised practice must include practica and/or

internships consisting of supervised work involving at least two distinct experiences. Demonstration of minimum knowledge and skill in each area is required of all program graduates according to Miller (2003). The basics of the list for graduate programs in 1986 still exist in the revised version of 2001.

Cooper and Saunders (2000) conducted a study and discovered how professionals perceive these CAS standards. In relation to supervisor expectations of new professionals, they found that faculty in student affairs graduate preparation programs can learn from practitioners in the field what elements of study and skill development are perceived to be of central importance in successful practice. Furthermore, supervisors can avoid presenting entry-level professionals with written expectations that may not relate to their academic preparation by knowing and remembering the CAS standards followed by graduate preparation programs. If they have expectations that go beyond what professionals learn in preparation programs, supervisors must train the entry-level professional in this area and communicate the additional job expectations to them. This consideration relates to one of the questions that Winston and Miller (1991) claimed supervisors should ask of themselves; "What skills am I as the supervisor willing to teach a new professional on the job, and what skills must an entry-level professional possess upon entry into the institution?" (p. 460)

Supervisors in Housing and Their Expectations of New Professionals

Supervisors in housing and residence life have many expectations of entry-level professionals because the positions they fill require them to accomplish many things. Most entry-level professionals are expected to be supervisors, advisors, program planners, judicial hearing officers, and counselors to students. According to Kearney (1993), professional staff in the housing department play a central role in addressing the overall mission of higher education.

Ostroth (1981) stated that many candidates for entry-level student affairs positions will be surprised to learn that staffing is one of the toughest problems for most administrators, which is particularly true in residence hall administration because of the high turnover of staff. Competencies that staff bring to their residence hall positions need to coincide with the expected staff activities of the professional.

Regardless of the size, type, or financial resources of the institution, activities that may be assigned to professional staff within a housing organization include but are not limited to: (a) leadership: setting goals and long range planning, (b) developmental programming: integrating theory and practice to provide learning environments that positively affect residents' development, (c) multicultural development: creating multicultural programming and responding to sexist, racist, and homophobic incidents, (d) community and individual management: handling conflict resolution and providing emergency and crisis management, (e) group advising: advising residence hall governments, etc, (f) student conduct: holding disciplinary hearings, meeting with students with behavioral problems, and training and advising student conduct boards, (g) student families: overseeing apartment housing, (h) summer conference program: using housing facilities during the summer for conference groups, (i) fraternity and sorority housing: managing and overseeing special living-group structures, (j) facilities management: overseeing custodial and maintenance services (Kearney, 1993).

All of these activities may not fall under the scope of new professionals; however, they possibly could, depending on the size of the institution and/or size of the department. In order to accomplish these activities, the staff must possess certain competencies. Ostroth (1981) asserted that even if applicants are equal in competencies, it is a real challenge to judge those competencies accurately and to match the right people to the right jobs. Dunkel and Walter

(1990) conducted a survey with chief housing officers at ACUHO-I member institutions and found the following ten competencies as the most important needed to become an effective housing professional: (a) possess interpersonal communication skills, (b) be able to work cooperatively with a wide range of individuals, (c) be able to supervise staff, (d) be cognizant of the unique needs of diverse groups, (e) know how to engage in effective decision making, (f) know how to train staff, (g) have the ability to maintain qualified staff and adhere to selection policies and procedures, (h) possess crisis management skills, (i) have the necessary skill to develop and supervise a budget, and (j) be able to recognize and analyze political processes in higher education. These skills are important because they are the competencies that housing supervisors expect of the professionals they are recruiting and selecting. The issue that arises from this list of important competencies is whether all graduate preparation programs are educating their students in a manner that stressed these competencies.

Chapter Summary

Considering the many different areas examined in this chapter, it is evident that supervision and expectations of new professionals is an area that needs further exploration. Effective supervision can make the difference in whether a new professional remains in the field or leaves the field, so continuing to explore the expectations of supervisors could make an important difference to the student affairs profession. Whether supervisors are working in the business world or in the student affairs world, the expectations held by supervisors are not always congruent with the skills and competencies of the new staff. This lack of congruence may result from the fact that faculty in student affairs preparation programs do not always agree with supervisors on what skills and competencies are important for graduates of preparation programs. It is imperative to review the 11 content areas of the

CAS standards for preparation programs to have some basis for the skills and competencies that are necessary in the student affairs profession. In addition to reviewing the CAS standards, student affairs as a profession and the different approaches to supervision need to be explored. Supervision and expectations held by supervisors are both very global topics, so narrowing these topics to supervisors of entry-level professionals in housing departments may contribute significantly to understanding the reason for any lack of congruence between supervisor's expectations and entry-level professionals' skills and competencies. Ultimately, surveying the supervisors of entry-level professionals in housing and residence life concerning their expectations of entry-level professionals could provide valuable information for faculty in preparation programs.

CHAPTER 3

METHODOLOGY

The purpose of this chapter is to define how the participants were selected, discuss how the data were collected, describe the survey instruments that were used, explain the research design, and discuss how the data were analyzed.

Participants

The 74 Participants in this study were supervisors of entry-level professionals in housing and residence life in the Southeastern Association of Housing Officers (SEAHO). This region includes Alabama, Florida, Georgia, the Caribbean, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Sixty three (85. 1%) participants identified themselves as White, 7 (9.5%) participants as African-American or Black, 2 (2.7 %) participants as American Indian or Alaskan Native, 1 (1.4 %) participant as Asian, and 1 (1.4 %) participant as Hispanic/Latino. The gender breakdown for the participants was 36 (48.6 %) male participants, and 38 (51.4 %) female participants. Participants had to have master's degrees in college student affairs or a related area, and they also had to be responsible for supervising entry-level professionals who had master's degrees from accredited student affairs preparation programs. There was no certain timeframe limitation placed on how long supervisor had to have their master's degrees. The entry-level professional who the participant supervised could have no more than three years post master's experience. All participants were asked to complete three surveys. Participation was strictly voluntary.

Data Collection

There were 300 data collection surveys mailed to CHOs at 150 colleges and universities in the Southeastern Association of Housing Officers (SEAHO) region. The CHOswere asked to distribute these surveys to their employees responsible for supervising entry-level professionals. By mailing the surveys to the CHOs, the researcher did not have to determine who supervised entry-level professionals. The return rate of the surveys was approximately 25 % ($\underline{N}$ = 74). The initial request yielded 69 returned surveys.

The surveys were mailed on February 1, 2004 with a return date of February 20, 2004. The research was endorsed by Jim Day, Ph.D., Executive Director of University Housing at the University of Georgia. He mailed a letter to the Chief Housing Officers in the SEAHO region addressing the significance of the study. A cover letter was included with the surveys when they were mailed. The cover letter explained the purpose of the study. A follow up email, with the letters and consent forms as attachments, was sent on February 21, 2004 with a return date of February 28, 2004. The supervisors completed the surveys based on their most recently hired entry-level professional. The data were returned by the supervisors of entry-level professionals through the mail. The follow up email resulted in 5 more surveys being received.

There was no foreseeable risk to the participants in this study, and response data were confidential, therefore the data were not personally identifiable. The institutions where the participants were employed did not have access to individual results. Also, entry-level professionals did not have access to the results of their respective supervisors. Confidentiality was maintained by keeping the completed surveys in a secure place in the home of the researcher.

Instrumentation

The researcher reviewed several other studies to select the appropriate surveys to use for this study. The study by Randy E. Hyman entitled *Graduate Preparation for Professional Practice: A Difference of Perceptions* (1988) used a survey that was appropriate for this study. The purpose of Hyman's study was two-fold: (a) determine whether preparation programs in student personnel administration educate for development of entry level professional competencies and (b) determine the relative importance of these competencies for assuming an entry level staff position in student affairs. ACUHO-I distributed a survey to all of its member organizations in 1990 regarding the competencies needed to become an effective housing professional. This unpublished survey by Dunkel and Wolter is known as the *Competencies Necessary to Become an Effective Housing Professional* (1990). The results of this survey demonstrate that ten competencies were selected as the most important from a list of fifty-five. This list can be found on pages 29 and 30 of this study. A survey developed by Cooper and Saunders (2000) related to the perceived importance of the CAS standards was also helpful to this study.

The first survey in this study (see Appendix D) is a demographic instrument with 12 questions, including such items as ethnicity, gender, years of experience, how many professionals the research participant has supervised, whether the professional supervises secretarial staff, whether the professional supervises maintenance staff, whether the professional supervises custodial staff and other related information such as educational background and credentials. All of the items in this survey relate to the research participant herself, so she is basically assessing her credentials and qualifications.

The second survey in this study (see Appendix E) is based on a survey that Cooper and Saunders (2000) developed concerning the CAS Standards and their perceived importance. The researcher adapted their survey for this research study. The survey is a 19 item instrument that uses a Likert scale of 1 – 4 to rate the knowledge or possession of skill that the entry-level professional the participant supervises has in relation to the CAS Standards for student affairs preparation programs.

The third survey in this study (see Appendix F) is the survey that Hyman used for his research on the competencies that entry-level professionals possessed and how important each competency is to the professional doing his/her job. The survey is a 33-item instrument that uses a Likert scale of 1 - 4 to rate possession of a competency or skill and 1 – 4 to rate its importance.

Afterwards, the researcher developed some new surveys by combining elements of several instruments used in the studies that were reviewed.

To enhance the design of the surveys used in this research, the researcher ran a pilot study with a group of four supervisors at the University of Georgia in the summer of 2003. Participants were asked to give feedback to the researcher on the completeness of the surveys, the wording, the likelihood that others would complete the surveys, the ease of completion, and the relevance of the surveys. The researcher received positive feedback. All participants agreed that the surveys were easy to complete and that all items were relevant to entry-level professionals being successful. After piloting the surveys and receiving feedback, the researcher did not make any changes.

Data Analysis Techniques

The statistical analysis procedures that were used to analyze the data for each hypothesis statement are as follows:

1. Supervisors of entry-level professionals in housing and residence life do not believe that entry-level professionals possess the competencies and skills supervisors expect.
2. Expectations of supervisors of entry-level professionals are not congruent with the 11 content areas of CAS preparation standards.

Descriptive statistics and ranking of means were conducted to determine areas of greatest perceived importance of skills and competencies of entry-level professionals. Independent sample t-tests were conducted to determine differences by sex and differences by ethnicity. For this t-test, ethnicity was categorized into two groups. One group was White respondents. The other group was any respondents who did not identify as White (i.e., non-White respondents). Independent sample t-tests were conducted to determine differences based on sex. To control for multiple t-tests, the Bonferroni test was applied to post hoc comparison tests and alpha was set at .05.

Chapter Summary

Approximately 74 out of 300 supervisors at institutions in the SEAHO region completed the three surveys for supervisors. These surveys were mailed on February 1 to Directors in the SEAHO region. Data analysis tests consisted of independent and dependent t tests.

The methodology used in this study enabled the researcher to obtain data on supervisor's expectations of entry-level professionals in housing.

CHAPTER 4

RESULTS

This chapter details the results of the study *Supervisor's Expectations of Entry-Level Professionals in Housing and Residence Life*. First, participant demographics are presented, followed by data for each research question. Then, the components of the Competence/Importance survey and the CAS survey are analyzed. Finally, t-tests are performed on the data according to sex and ethnicity.

Survey respondents completed the surveys on paper and returned them to the researcher. The researcher entered the data into SPSS 11.0 (statistical program) for analysis, examined the data from the Competency/Importance survey and the CAS survey, and converted the data into quantitative values. These values then became dependent variables for the regression analysis.

Participant Demographics

The 74 survey respondents varied by sex, ethnicity, years of experience in supervising entry-level professionals, number of full-time staff they currently supervised, other levels of staff they supervised, living requirements for their current positions, degrees earned, and majors or programs of studies for those degrees. Demographic information is provided in Table 4.1.

Table 4.1

Demographic Characteristics of Supervisors of Entry-level Professionals

Variable	*N*	*Percent*
Sex		
Male	36	48.6
Female	38	51.4
Ethnicity		
Asian	1	1.4
Hispanic/Latino	1	1.4
American Indian or Alaskan Native	2	2.7
African American or Black	7	9.4
White	63	85.1
Years Experience Supervising Entry-Level Professionals		
1-5 years	38	51.4
6-10 years	16	21.6
11-15 years	8	10.8
16-20 years	9	12.2
21-30 years	3	4.0
Full-time Staff Supervised		
1 staff	11	14.9
2 staff	15	20.3
3 staff	16	21.6
4 staff	9	12.2

Table 4.1 (continued)

Demographic Characteristics of Supervisors of Entry-level Professionals

Variable	*N*	*Percent*
6 staff	2	2.7
7 staff	2	2.7
8 staff	3	4.1
4 staff	9	12.2
9 staff	2	2.7
12 staff	1	1.4
13 staff	1	1.4
20 staff	1	1.4
Supervise Mid-Managers		
Yes	30	40.5
No	44	59.5
Supervise Graduate Staff		
Yes	40	54.1
No	34	45.9
Supervise Paraprofessionals		
Yes	43	58.1
No	31	41.9
Supervise Secretarial/Receptionist Staff		
Yes	53	71.6
No	21	28.4

Table 4.1 (continued)

Demographic Characteristics of Supervisors of Entry-level Professionals

Variable	*N*	*Percent*
Supervise Custodial Staff		
Yes	9	12.2
No	65	87.8
Supervise Maintenance Staff		
Yes	8	10.8
No	66	89.2
Supervise Other Staff		
Yes	7	9.5
No	67	90.5
Living Requirements of Current Position		
Live-in	6	8.1
Live-on	18	24.3
Off-Campus	50	67.6
Highest Degree Earned		
Ed.D.	5	6.8
Ph.D.	5	6.8
Master's	57	77.0
Bachelor's	7	9.5
Degree 1* (first degree earned by participant)		
B.S.	33	44.6

Table 4.1 (continued)

Demographic Characteristics of Supervisors of Entry-level Professionals

Variable	*N*	*Percent*
B.A.	34	45.9
Major 1* (major in which first degree was earned)		
Psychology (largest percentage of undergrad majors)	14	18.9
Degree 2 *(second degree earned by participant)		
M.Ed.	20	27.0
M.A.	21	28.4
M.S.	23	31.1
No Degree 2	5	6.8
Major 2 *(major in which second degree was earned)		
Higher Education and Student Affairs	13	17.6
Student Personnel Services in Higher Education	25	33.8
Degree 3 (third degree earned by participant)		
Ed.D.	5	6.8
Ph.D.	5	6.8
No Degree 3	64	86.4
Major 3 *(major in which third degree was earned)		
Student Affairs Administration	1	1.4
Administration, Curriculum, and Instruction	1	1.4
Educational Leadership and Student Development	1	1.4

Table 4.1 (continued)

Demographic Characteristics of Supervisors of Entry-level Professionals

Variable	*N*	*Percent*
Adult Education	2	2.7
Higher Education	5	6.8
Years of Post-Master's Professional Experience*		
0-5 years	17	23.1
6-10 years	20	27.2
11-15 years	13	17.7
16-20 years	15	20.4
21-30 years	7	9.5
Carnegie Class of Institution		
Associate's College	1	1.4
Baccalaureate College	12	16.2
Master's College/University	21	28.4
Doctoral Granting Institution	40	54.1
Organizational Structure in which Department Reports		
Academic Affairs	1	1.4
Business Affairs	2	2.7
Auxiliary Services	4	5.4
Student Affairs	56	75.7
Other	11	14.9

Table 4.1 (continued)

Demographic Characteristics of Supervisors of Entry-level Professionals

Variable	*N*	*Percent*
Limit 2 Years for Entry-Level Professionals		
Yes	2	2.7
No	72	97.3
Limit 3 Years for Entry-Level Professionals		
Yes	4	5.4
No	70	94.6
Limit 4 Years for Entry-Level Professionals		
Yes	2	2.7
No	72	97.3
Limit 5 Years for Entry-Level Professionals		
Yes	0	0
No	74	100

***All numbers may not total to 74**

In summary, respondents were 48.6% male, 51.4% female. The majority of the respondents (85.1%, n=63) were White. Supervisors of color made up the remaining percentage (14.9) of the sample with African Americans comprising the largest portion (9.4%, n=7). Years of experience supervising entry-level professionals ranged from 1 to 27 with the largest percentage of the sample (13.5%, n=10) having three years experience. The number of full-time staff that the participants supervised ranged from 1 to 20, with the largest percentage of the sample (21.6%, n=16) supervising 3 full-time staff. Out of the possible other-level staff that the respondents

supervised, the largest percentage (71.6%, n=53) supervised secretarial/and or receptionist staff. The majority of participants (67.6%, n=50) currently lived off campus and did not have live-in or live-on responsibilities. The overall highest degree earned by the participants was a master's degree (77.0%, n=57). Out of that category, the largest percentage of participants (33.8%, n=25) had a master's degree in Student Personnel Services in Higher Education. Post master's experience of the sample ranged from 0 to 30 years with the largest percentage (10.8%, n=8) having 8 years post master's experience. The majority of participants (54.1%, n=40) worked at Doctoral Granting institutions. Furthermore, a large majority of participants (75.7%, n=56) worked in departments that reported within a student affairs division. Only 8 participants (10.8 %) worked in housing and residence life departments that restricted the number of years that staff could work in an entry-level position.

The information from the demographic survey, the CAS survey, and the Competency/Importance survey was first entered into SPSS 11.0. Descriptive statistics were performed on this data set, and tables were generated yielding means and standard deviations. The data from the Competency/Importance and CAS surveys on which descriptive statistics were performed were listed in ascending order from the least to the most important skills and competencies.

After the first tables were generated and reviewed, the researcher looked at the differences within those tables according to sex (male supervisors and female supervisors) and ethnicity (white supervisors and supervisors of color). Due to the fact the ethnic minority numbers (non-white) were so low for each category the researcher combined Asian, Hispanic/Latino, American Indian/Alaskan Native, and African American/Black into one category called 'supervisors of color'.

Research Question 1

Do supervisors of entry-level professionals in housing and residence life agree that entry-level professionals who have recently graduated from preparation programs in student affairs possess the expected identified competencies and skills? After performing descriptive statistics on the Competency/Importance survey, the researcher discovered that supervisors believed their staff possessed the highest rated competency in the area, *work effectively with a diverse group of individual students and faculty* (m =3.35, SD = .650). The data suggests that the supervisors believe that entry-level professionals possess the lowest rated competency in the area, *identify and understand various evaluation strategies* (m =2.58, SD = .683). This information can be found in Tables 4.2 and 4.3.

Table 4.2

Ten Highest Rated Competencies

Competency Statement	*Mean*	*Std. Dev.*
Work effectively with a diverse group of individual students and faculty	3.35	.650
Recognize and define confidentiality practices and procedures	3.31	.793
Identify and articulate institution's goals and policies to students	3.28	.562
Teach students to deal with consequences of their behavior	3.24	.679
Select, train, and supervise staff	3.22	.745
Recognize and accept ethical consequences of		

Competency Statement	*Mean*	*Std. Dev.*
personal and professional behavior	3.20	.793
Manage resources and facilities	3.16	.683
Organize resources, people, and material to carry out program activities	3.16	.642
Assess student needs	3.16	.620
Mediate conflict among students, campus, and/or community groups	3.12	.701

Table 4.3

Ten Lowest Rated Competencies

Competency Statement	*Mean*	*Std. Dev.*
Identify and understand various evaluation strategies	2.58	.683
Develop and administer a budget	2.59	.723
Interpret and understand various evaluation strategies	2.61	.718
Engage in systematic planning	2.62	.771
Write behavioral objectives	2.74	.684
Design and implement a program to evaluate staff	2.76	.718
Revise programs on the basis of evaluation data	2.76	.699
Analyze and write memos and reports	2.82	.728
Determine usage of office management procedures	2.85	.734

Competency Statement	*Mean*	*Std. Dev.*
Identify and utilize available financial resources	3.02	.649

The descriptive statistics also yielded information about the importance of each competency according to supervisors. Overall, supervisors found the most important to be *work effectively with a diverse group of individual students and faculty* (m =3.82, SD =.383). Interestingly, they believed their staff had the highest rated level of competency in this area. The supervisors placed the least importance on *write behavioral objectives* (m =2.85, SD =.771). Refer to this information in Tables 4.4 and 4.5.

Table 4.4

Ten Most Important Competencies

Competency Statement	*Mean*	*Std. Dev.*
Work effectively with a diverse group of individual students and faculty	3.82	.383
Teach students to deal with the consequences of their behavior	3.82	.417
Accept authority and responsibility and delegate as appropriate	3.80	.405
Recognize and accept ethical consequences of personal and professional behavior	3.77	.484
Select, train, and supervise staff	3.76	.463
Identify and articulate institution's goals and policies to students	3.74	.525

Competency Statement	*Mean*	*Std. Dev.*
Recognize and define confidentiality practices and procedures	3.72	.609
Know and utilize effective decision-making strategies	3.70	.516
Assess student needs	3.69	.521
Adjudicate student conduct effectively	3.64	.538

Table 4.5

Ten Least Important Competencies

Competency Statement	*Mean*	*Std. Dev.*
Write behavioral objectives	2.85	.771
Develop and administer a budget	3.04	.835
Interpret and understand various evaluation strategies	3.07	.698
Identify and understand various evaluation strategies	3.07	.728
Engage in systematic planning	3.14	.799
Identify and utilize available financial resources	3.18	.649
Design and implement a program to evaluate staff	3.19	.771
Determine usage of office management procedures	3.22	.763
Represent student concerns to other campus groups	3.31	.681
Analyze and write memos and reports	3.31	.681

Differences According to Sex

Is there a significant difference in male and female supervisors' perceptions of competencies and skills of entry-level professionals in housing and residence life? After sorting the data from participants in this study based on sex, the researcher found one statistically significant difference when performing t-tests. The researcher looked at the competency scale, the importance scale, and the CAS scale using t-tests. Three new variables were created: comp-total, import-total, and CAS-total. Once groups were defined for sex and the new variables were created, the researcher ran independent sample t-tests because there were only two groups (male supervisors and female supervisors) to compare. The results for the competency scale yielded a statistically significant difference. There were no statistically significant differences found for the importance scale or the CAS scale between male supervisors and female supervisors. A summary of these findings is presented in Table 4.6.

Table 4.6

T-Test Results for Differences According to Sex

Variances		*Df*	*t-value*	*Sig (2 tailed)*
Comp_Total	equal variances assumed	70	.004	.045
Import_Total	equal variances assumed	72	.386	.801
CAS_Total	equal variances assumed	72	.845	.472

Comparison of survey results according to sex also suggested that male supervisors indicated that the entry-level staff they supervised possessed the highest rated competency in the area,

recognize and define confidentiality practices and procedures (m =3.22, SD =.760). See Table 4.7. The male supervisors indicated that they felt their entry-level staff possessed the lowest rated competency in the area, *identify and understand various evaluation strategies* (m =2.42, SD =.732). See Table 4.8.

Table 4.7

Ten Highest Rated Competencies According to Male Supervisors

Competency Statement	*Mean*	*Std. Dev.*
Recognize and define confidentiality practices and procedures.	3.22	.760
Teach students to deal with the consequences of their behavior	3.17	.737
Work effectively with a diverse group of individual students and faculty	3.17	.697
Identify and articulate institution's goals and policies to students	3.17	.609
Select, train, and supervise staff	3.14	.798
Manage resources and facilities	3.14	.683
Recognize and accept ethical consequences of personal and professional behavior	3.11	.887
Assess student needs	3.11	.375
Understand Institutional mission, objectives, and expectations	3.06	.715
Organize resources, people, and material to carry		

Competency Statement	*Mean*	*Std. Dev.*
out program activities	3.06	.654

Table 4.8

Ten Lowest Rated Competencies According to Male Supervisors

Competency Statement	*Mean*	*Std. Dev.*
Identify and understand various evaluation strategies	2.42	.732
Engage in systematic planning	2.42	.732
Interpret and Understand various evaluation strategies	2.50	.697
Develop and administer a budget	2.57	.815
Analyze and write memos and reports	2.61	.688
Design and implement a program to evaluate staff	2.61	.728
Determine usage of office management procedures	2.67	.717
Recognize and use expertise of others	2.67	.756
Revise programs on the basis of evaluation data	2.67	.632
Make effective use of verbal and nonverbal skills in group presentations	2.69	.749

The female supervisors indicated that the entry-level staff they supervised possessed the highest rated competency in the area, *work effectively with a diverse group of individual students and faculty* (m =3.91, SD =.302) and the lowest rated competency in the area, *develop and administer a budget* (m =2.61, SD =.638). See Tables 4.9 and 4.10.

Table 4.9

Ten Highest Rated Competencies According to Female Supervisors

Competency Statement	*Mean*	*Std. Dev.*
Work effectively with a diverse group of individual students and faculty	3.91	.302
Identify and articulate institution's goals and policies to students	3.91	.302
Accept authority and responsibility and delegate as appropriate	3.73	.467
Recognize and define confidentiality practices and procedures	3.73	.467
Select, train, and supervise staff	3.73	.467
Assess student needs	3.72	.513
Adjudicate student conduct effectively	3.68	.520
Know and utilize effective decision-making strategies	3.67	.535
Teach students to deal with the consequences of their behavior	3.62	.603
Recognize and accept ethical consequences of personal and professional behavior	3.62	.603

Table 4.10

Ten Lowest Rated Competencies According to Female Supervisors

Competency Statement	*Mean*	*Std. Dev.*
Develop and administer a budget	2.61	.638
Interpret and Understand various evaluation strategies	2.71	.732
Identify and understand various evaluation strategies	2.74	.601
Write behavioral objectives	2.76	.634
Engage in systematic planning	2.82	.766
Revise programs on the basis of evaluation data	2.84	.754
Design and implement a program to evaluate staff	2.89	.689
Determine usage of office management procedures	3.03	.716
Recognize and use expertise of others	3.03	.716
Identify and utilize available financial resources	3.05	.710

The male supervisors indicated that they believed the most important skill for the entry-level staff was *teach students to deal with the consequences of their behavior* (m =3.83, SD =.447) and the least important skill was *develop and administer a budget* (m =2.92, SD =.841). See Tables 4.11 and 4.12.

Table 4.11

Ten Most Important Competencies According to Male Supervisors

Competency Statement	*Mean*	*Std. Dev.*

Competency Statement	*Mean*	*Std. Dev.*
Teach students to deal with the consequences of their behavior	3.83	.447
Accept authority and responsibility and delegate as appropriate	3.73	.467
Work effectively with a diverse group of individual students and faculty	3.71	.302
Select, train, and supervise staff	3.69	.467
Recognize and accept ethical consequences of personal and professional behavior	3.67	.603
Assess student needs	3.62	.513
Design student programs based on student needs	3.61	.302
Know and utilize effective decision-making strategies	3.60	.535
Recognize and define confidentiality practices and procedures	3.53	.467
Identify and articulate institution's goals and objectives	3.61	.302

Table 4.12

Ten Least Important Competencies According to Male Supervisors

Competency Statement	*Mean*	*Std. Dev.*
Develop and Administer a budget	2.92	.841

Competency Statement	*Mean*	*Std. Dev.*
Write behavioral objectives	2.97	.786
Identify and understand various evaluation strategies	3.00	.775
Interpret and understand various evaluation strategies	3.00	.632
Determine usage of office management procedures	3.09	1.136
Identify and utilize available financial resources	3.1 7	.831
Design and implement a program to evaluate staff	3.09	.944
Engage in systematic planning	3.09	.710
Analyze and write memos and reports	3.19	.647
Represent student concerns to other campus groups	3.27	.543

The female supervisors in the study indicated that the most important skill for entry-level professionals was *work effectively with a diverse group of individual students and faculty* (m =3.87, SD =.343); the least important skill according to the female supervisor was *write behavioral objectives* (m =2.76, SD=.751). See Tables 4.13 and 4.14.

Table 4.13

Ten Most Important Competencies According to Female Supervisors

Competency Statement	*Mean*	*Std. Dev.*
Work effectively with a diverse group of individual students and faculty	3.87	.343

Competency Statement	*Mean*	*Std. Dev.*
Identify And articulate institution's goals and policies to students	3.8 1	.302
Teach students to deal with the consequences of their behavior	3.62	.603
Recognize and accept ethical consequences of personal and professional behavior	3.62	.603
Accept authority and responsibility and delegate as appropriate	3.53	.467
Recognize and define confidentiality practices and procedures	3.53	.467
Select, train, and supervise staff	3.53	.467
Know and utilize effective decision-making strategies	3.50	.535
Adjudicate student conduct effectively	3.48	.525
Assess student needs	3.42	.513

Table 4.14

Ten Least Important Competencies According to Female Supervisors

Competency Statement	*Mean*	*Std. Dev.*
Write behavioral objectives	2.76	.751
Engage in systematic planning	3.00	.944
Interpret and understand various evaluation strategies	3.00	.632

Competency Statement	*Mean*	*Std. Dev.*
Develop and Administer a budget	3.02	.841
Identify and understand various evaluation strategies	3.02	.775
Design and implement a program to evaluate staff	3.09	.831
Identify and utilize available financial resources	3.17	.647
Determine usage of office management procedures	3.19	1.136
Revise programs on the basis of evaluation data	3.22	.662
Represent student concerns to other campus groups	3.27	.647

Differences According to Ethnicity

Is there a difference in white supervisors' and supervisors' of color perceptions of competencies and skills of entry-level professionals in housing and residence life? After sorting the data from participants in this study based on ethnicity, there was no statistically significant difference found? See Table 4.15.

Table 4.15

T-Test Results for Differences According to Ethnicity

Variances	*Df*	*t-value*	*Sig (2-tailed)*
Comp_Total equal variances assumed	70	1.888	.614
Import_Total equal variances assumed	72	5.072	.398
CAS_Total equal variances assumed	72	2.536	.256

The descriptive statistics on the Competency/Importance survey were also split along lines of ethnicity. Because of the small numbers in the various ethnic groups, the researcher combined Asian, Hispanic/Latino, American Indian/Alaskan Native, and African American/Black into one category called 'supervisors of color'. This categorical merger allowed the researcher to view different statistical data between white supervisors and supervisors of color, the competency scale and the importance scale.

White supervisors thought that the area where their entry-level professionals possessed the highest rated competency was the area, *work effectively with a diverse group of individual students and faculty* (m =3.37, SD =.633). See Table 4.16. The area in which they believed their entry-level staff possessed the lowest rated competency was the area, *develop and administer a budget* (m =2.57, SD =.694). See Table 4.17.

Table 4.16

Ten Highest Rated Competencies According to White Supervisors

Competency Statement	*Mean*	*Std. Dev.*
Work effectively with a diverse group of individual students and faculty	3.37	.633
Identify and articulate institution's goals and policies to students	3.31	.759
Teach students to deal with the consequences of their behavior	3.26	.541
Recognize and accept ethical consequences of personal and professional behavior	3.24	.645
Select, train, and supervise staff	3.24	.717

Competency Statement	*Mean*	*Std. Dev.*
Mediate conflict among students, campus, and/or community groups	3.23	.688
Assess student needs	3.16	.632
Represent student concerns to other campus groups	3.16	.632
Manage resources and facilities	3.15	.628
Organize resources, people, and material to carry out program activities	3.15	.674

Table 4.17

Ten Lowest Rated Competencies According to White Supervisors

Competency Statement	*Mean*	*Std. Dev.*
Develop and administer a budget	2.57	.694
Identify and understand various evaluation strategies	2.60	.639
Interpret and Understand various evaluation strategies	2.60	.639
Engage in systematic planning	2.66	.788
Write behavioral objectives	2.74	.676
Revise programs on the basis of evaluation data	2.74	.676
Design and implement a program to evaluate staff	2.77	.711
Recognize and use expertise of others	2.87	.735

Competency Statement	*Mean*	*Std. Dev.*
Analyze and write memos and reports	2.87	.713
Determine usage of office management procedures	2.89	.674

White supervisors believed that the most important skill or area for entry-level professionals was *teach students to deal with the consequences of their behavior* (m = 3.82, SD =.385) and that the least important skill was *write behavioral objectives* (m =2.79, SD =.750). See Tables 4.18 and 4.19.

Table 4.18

Ten Most Important Competencies According to White Supervisors

Competency Statement	*Mean*	*Std. Dev.*
Teach students to deal with consequences of their behavior	3.82	.385
Accept authority and responsibility and delegate as appropriate	3.81	.398
Work effectively with a diverse group of individual students and faculty	3.81	.398
Select, train, and supervise staff	3.76	.468
Recognize and accept ethical consequences of personal and professional behavior	3.76	.468
Identify and articulate institution's goals and policies to students	3.71	.555
Recognize and define confidentiality practices and		

Competency Statement	*Mean*	*Std. Dev.*
procedures	3.71	.611
Know and utilize effective decision-making strategies	3.69	.531
Assess student needs	3.68	.536
Facilitate group problem-solving and group decision-making	3.61	.554

Table 4.19

Ten Least Important Competencies According to White Supervisors

Competency Statement	*Mean*	*Std. Dev.*
Write behavioral objectives	2.79	.750
Develop and administer a budget	3.00	.849
Interpret and Understand various evaluation strategies	3.06	.698
Identify and understand various evaluation strategies	3.06	.721
Identify and utilize available financial resources	3.16	.658
Engage in systematic planning	3.16	.772
Design and implement a program to evaluate staff	3.24	.717
Determine usage of office management procedures	3.27	.632
Analyze and write memos and reports	3.29	.687
Represent student concerns to other campus groups	3.31	.692

Supervisors of color believed their staff possessed the highest rated competency in the area, *adjudicate student conduct effectively* (m =3.36, SD =.674) and the lowest rated competency in the area, *identify and understand various evaluation strategies* (m =2.36, SD =.809). See Tables 4.20 and 4.21.

Table 4.20

Ten Highest Rated Competencies According to Supervisors of Color

Competency Statement	*Mean*	*Std. Dev.*
Adjudicate student conduct effectively	3.36	.809
Understand institutional mission, objectives, and expectations	3.36	.674
Organize resources, people, and material to carry out program activities	3.36	.674
Identify and articulate institution's goals and policies to students	3.27	1.009
Recognize and define confidentiality practices and procedures	3.27	.786
Work effectively with a diverse group of individual students and faculty	3.18	.751
Manage resources and facilities	3.18	.603
Assess student needs	3.18	.874
Facilitate staff development through in-service training	3.18	.874

Competency Statement	*Mean*	*Std. Dev.*
Teach students to deal with the consequences of their behavior	3.09	.874

Table 4.21

Ten Lowest Rated Competencies According to Supervisors of Color

Competency Statement	*Mean*	*Std. Dev.*
Identify and understand various evaluation strategies	2.36	.809
Engage in systematic planning	2.45	.688
Interpret and understand various evaluation strategies	2.55	.820
Develop and administer a budget	2.55	.820
Analyze and write memos and reports	2.55	.820
Make effective use of verbal and nonverbal skills in group presentations	2.64	.809
Perceive and accurately interpret attitudes, beliefs, and needs of others	2.64	.924
Determine usage of office management procedures	2.64	.809
Design and implement a program to evaluate staff	2.64	.809
Recognize and use expertise of others	2.73	.905

Supervisors of color reported that *identify and articulate the institution's goals and policies to students* was the most important skill for an entry-level professional (m =3.91, SD =.300) and

that the least important skill for an entry-level professional was *write behavioral objectives* (m =3.00, SD =.632). See Tables 4.22 and 4.23.

Table 4.22

Ten Most Important Competencies According to Supervisors of Color

Competency Statement	*Mean*	*Std. Dev.*
Identify And articulate institution's goals and policies to students	3.91	.302
Design student programs based on student needs	3.91	.302
Work effectively with a diverse group of individual students and faculty	3.91	.302
Recognize and accept ethical consequences of personal and professional behavior	3.82	.603
Teach students to deal with the consequences of their behavior	3.82	.603
Adjudicate student conduct effectively	3.82	.405
Understand institutional mission, objectives, and expectations	3.73	.647
Select, train, and supervise staff	3.73	.467
Accept authority and responsibility and delegate as appropriate	3.73	.467
Recognize and define confidentiality practices and procedures	3.73	.467

Table 4.23

Ten Least Important Competencies According to Supervisors of Color

Competency Statement	*Mean*	*Std. Dev.*
Interpret and understand various evaluation strategies	3.00	.632
Identify and understand various evaluation strategies	3.00	.775
Engage in systematic planning	3.09	.944
Determine usage of office management procedures	3.09	1.136
Design and implement a program to evaluate staff	3.09	.831
Write behavioral objectives	3.27	.786
Recognize and use expertise of others	3.27	.647
Represent student concerns to other campus groups	3.27	.647
Identify and utilize available financial resources	3.27	.647
Mediate conflict among students, campus, and/or community groups	3.36	.809

Research Question 2

Do supervisors of entry-level professionals in housing and residence life believe professionals have attained or learned the skills from the CAS Standards as related to the Curriculum of Student Affairs Preparation Programs? After running the descriptive statistics on the CAS standards for the entire sample, the researcher discovered that the supervisors believed

entry-level professionals were the most competent as related to the CAS skill, *new professional has knowledge of student development theories and related research relevant to student learning* (m =3.12, SD =.875). See Table 4.24.

Table 4.24

Five Most Competent CAS Related Skills

CAS Standard	*Mean*	*Std. Dev.*
New professional has knowledge of student development theories and related research relevant to student learning	3.12	.875
New professional has knowledge of student development theories and related research relevant to personal development	3.11	.869
New professional has the knowledge of professional issues, ethics, and standards of practice	3.08	.840
New professional has knowledge of student characteristics and effect on student educational and developmental needs and effects of the college experience on student learning and development	3.08	.872
New professional has the knowledge of student affairs functions	3.08	.872

The supervisors believed entry-level professionals were the least competent as related to the CAS skill, *new professional is able to assess, evaluate and conduct research* (m =2.41, SD =.775). See Table 4.25.

Table 4.25

Five Least Competent CAS Related Skills

CAS Standard	*Mean*	*Std. Dev.*
New professional is able to assess, evaluate, and conduct research	2.41	.775
New professional has knowledge of organization theory. New professional is able to translate that knowledge into practice	2.43	.812
New professional has the knowledge of the research foundations of higher education that informs student affairs practice	2.45	.830
New professional has knowledge of management theory. New professional is able to translate knowledge into practice	2.53	.763
New professional has knowledge of student and environmental assessment and program evaluation. New professional		

CAS Standard	*Mean*	*Std. Dev.*
is able to assess, evaluate, and conduct research	2.58	.828

Differences According to Sex

In looking at the CAS standards and sorting the data according to sex, the researcher discovered that male supervisors believed that the entry-level professionals were the most competent in the area related to the CAS skill, *new professional has the skill to develop and implement interventions with individuals, groups, and organizations* (m =3.11, SD =.785). See Table 4.26.

Table 4.26
Five Most Competent CAS Related Skills According to Male Supervisors

CAS Standard	*Mean*	*Std. Dev.*
New professional has skill to develop and implement interventions with individuals, groups, and organizations	3.11	.785
New professional has knowledge of student development theories and related research relevant to student learning	3.08	.874
New professional has knowledge of professional issues, ethics, and standards of practice. New professional is able to translate knowledge into practice	3.06	.754

CAS Standard	*Mean*	*Std. Dev.*
New professional has knowledge of student characteristics and how they influence student educational and developmental needs and effects of the college experience on student learning and development	3.00	.828
New professional has knowledge of student development theories and related research relevant to personal development	3.00	.894

The male supervisors felt that the area in which the entry-level professionals they supervised were the least competent was the area concerning the CAS skill, *new professional has knowledge of management theory. New professional is able to translate knowledge into practice* (m =2.25, SD =.732). See Table 4.27.

Table 4.27

Five Least Competent CAS Related Skills According to Male Supervisors

CAS Standard	*Item No.*	*Mean*	*Std. Dev.*
New professional has knowledge of management theory. New professional is able to translate knowledge into practice	13	2.25	.732
New professional is able to assess, evaluate, and conduct research	19	2.36	.798

CAS Standard	*Item No.*	*Mean*	*Std. Dev.*
New professional has knowledge of research foundations of higher education that informs student affairs practice	6	2.42	.874
New professional has knowledge of organization theory. New professional is able to translate knowledge into practice	12	2.44	.809
New professional has knowledge of the historical foundations of higher education that informs student affairs practice	1	2.53	.810

The female supervisors indicated that the entry-level professionals they supervised were the most competent in the area related to the CAS skill, *new professional has knowledge of the student development theories and related research relevant to personal development* (m =3.21, SD =.843). See Table 4.28.

Table 4.28

Five Most Competent CAS Related Skills According to Female Supervisors

CAS Standard	*Mean*	*Std. Dev.*
New professional has knowledge of student development theories and related research relevant to personal development	3.21	.843
New professional has knowledge of student development theories and related research relevant to student learning	3.16	.886

CAS Standard	*Mean*	*Std. Dev.*
New professional has knowledge of student characteristics and they influence student educational and developmental needs and effects of the college experience on student learning and development	3.16	.916
New professional has knowledge of student affairs functions. New professional is able to translate knowledge into practice	3.16	.823
New professional has knowledge of professional issues, ethics, and standards of practice. New professional is able to translate knowledge into practice	3.11	.924

The female supervisors responded that the entry-level professionals they supervised were least competent when it related to CAS skill, *new professional has knowledge of organization theory. New professional is able to translate knowledge into practice* (m =2.42, SD =.826). See Table 4.29.

Table 4.29

Five Least Competent CAS Related Skills According to Female Supervisors

CAS Standard	*Item No.*	*Mean*	*Std. Dev.*
New professional has knowledge of organization theory. New professional is able to translate that knowledge into practice	12	2.42	.826

CAS Standard	*Item No.*	*Mean*	*Std. Dev.*
New professional is able to assess, evaluate, and conduct research	19	2.45	.760
New professional has knowledge of the research foundations of higher education that informs student affairs practice	6	2.47	.797
New professional has knowledge of student and environmental assessment and program evaluation. New professional is able to assess, evaluate, and conduct research	17	2.63	.883
New professional has knowledge of program evaluation	18	2.66	.938

Differences According to Ethnicity

In looking at the CAS standards and sorting the data according to ethnicity, the researcher discovered that there was a difference between white supervisors and supervisors of color. The researcher was surprised to discover that supervisors of color agreed with the overall group that the CAS skill, *new professional has knowledge of the student development theories and related research relevant to student learning* was the area in which entry-level professionals were the most competent (m =3.18, SD =.982), and that the CAS skill, *new professional is able to assess, evaluate, and conduct research* was the area in which the entry-level professionals were the least competent (m =2.09, SD =.831). See Tables 4.30 and 4.31.

Table 4.30

Five Most Competent CAS Related Skills According to Supervisors of Color

CAS Standard	*Mean*	*Std. Dev.*
New professional has knowledge of student development theories and related research relevant to student learning	3.18	.982
New professional has knowledge of student development theories and related research relevant to personal development	3.09	.944
New professional has the skill to develop and implement interventions with individuals, groups, and organizations	3.00	1.095
New professional has knowledge of professional issues, ethics, and standards of practice.		
New professional is able to translate knowledge into practice	2.82	.874
New professional has the skill to assess individuals, groups, and organizations	2.82	1.168

Table 4.31

Five Least Competent CAS Related Skills According to Supervisors of Color

CAS Standard	*Mean*	*Std. Dev.*
New professional is able to assess, evaluate, and		

CAS Standard	*Mean*	*Std. Dev.*
conduct research	2.09	.831
New professional has the knowledge of research foundations of higher education that informs student affairs practice	2.18	.874
New professional has knowledge of management theory. New professional is able to translate knowledge into practice	2.27	.905
New professional has knowledge of the sociological foundations of higher education that informs student affairs practice	2.36	.924
New professional has knowledge of student and environmental assessment and program evaluation. New professional is able to assess, evaluate, and conduct research	2.36	.924

The researcher discovered a difference in perception when comparing white supervisors with supervisors of color on both the most competent area and the least competent area according to the CAS standards. The 62 white supervisors believed that the area in which entry-level professionals were the most competent as related to CAS standards was in the area concerning the skill, *new professional has knowledge of professional issues, ethics, and standards of practice. New professional is able to translate the knowledge into practice* (m =3.13, SD =.839). See Table 4.32.

Table 4.32

Five Most Competent CAS Related Skills According to White Supervisors

CAS Standard	*Mean*	*Std. Dev.*
New professional has knowledge of professional issues, ethics, and standards of practice. New professional is able to translate the knowledge into practice	3.13	.839
New professional has knowledge of student affairs functions. New professional is able to translate the knowledge into practice	3.13	.820
New professional has knowledge of student characteristics and how they influence student educational and developmental needs and effects of the college experience on student learning and development	3.11	.851
New professional has knowledge of student development theories and related research relevant to personal development	3.10	.863
New professional has knowledge of student development theories and related research relevant to student learning	3.10	.863

The area in which they felt the entry-level professionals were the least competent was in the area related to the CAS skill, *new professional has knowledge of organization theory. New professional is able to translate that knowledge into practice* (m =2.47, SD =.783). See Table 4.33.

Table 4.33

Five Least Competent CAS Related Skills According to White Supervisors

CAS Standard	*Mean*	*Std. Dev.*
New professional has knowledge of organization theory. New professional is able to translate the knowledge into practice	2.47	.783
New professional is able to assess, evaluate, and conduct research	2.47	.762
New professional has knowledge of the research foundations of higher education that informs student affairs practice	2.48	.825
New professional has knowledge of management theory. New professional is able to translate knowledge into practice	2.60	.712
New professional has knowledge of student and environmental assessment and program evaluation. New professional is able to assess, evaluate, and conduct research	2.63	.814

Chapter Summary

With an overall response rate of 25%, the researcher conducted analyses using t-tests and frequency distribution. The only significant results were found in running t-tests on the competency scale when considering difference according to sex. This assessment did yield some interesting results among ethnicity and sex when the descriptive statistics were done, and these results are discussed further in Chapter 5 along with those findings.

CHAPTER 5

CONCLUSION

This chapter provides an overall summary of the study, a review of significant research findings, and a discussion of those findings. Implications for practice, current and future supervisors of entry-level professionals, entry-level professionals, and faculty in preparation programs are also presented. Finally, this chapter delineates recommendations for future research.

Summary of the Study

The purpose of this study was to explore the relationship between what employers working in housing and residence life on college and university campuses expect of entry-level professionals and the skills and competencies that these entry-level professionals gain from their preparation programs. More specifically, the study determined the level of congruence between the CAS standards for student affairs preparation programs and the expectations of supervisors of entry-level professionals in housing and residence life. Participating supervisors were asked to evaluate the competencies of one of their entry-level staff, and the competencies they found to be the most important for entry-level professionals were determined.

The study was designed to make a contribution to the literature regarding the supervision of entry-level professionals in housing and residence life. The major goal was to assist supervisors of entry-level professionals and faculty members in student affairs preparation programs in determining which skills and competencies entry-level professionals need to obtain to be successful in their professional positions. The results of the CAS survey should contribute important information to student affairs about whether supervisors of entry-level professionals agree that these entry-level professionals are being educated and trained according to CAS

standards for the curriculum of student affairs preparation programs. In addition, the results of the Competency/Importance survey, created by Randy Hyman, Ph.D., in 1988, should yield useful information about how supervisors assess the competencies of their entry-level professionals and the importance those supervisors place on these competencies. All of the information yielded from this research should have some effect on orientation programs, training programs, and staff development programs that housing and residence life departments provide for their new entry-level staff. The information could also impact supervisors' relationships with entry-level professionals by encouraging closer and more supportive working relationships between supervisors and their entry-level professionals.

In order to determine whether participating supervisors agree that entry-level professionals have been educated or trained according to the CAS Standards for curriculum of student affairs preparation programs, the researcher adapted the survey developed by Cooper and Saunders (2000) related to the perceived importance of the CAS standards. The modified survey includes 19 items that represent CAS standards of curriculum in student affairs programs. To determine whether participating supervisors believed that recent graduates of preparation programs in student affairs possessed competencies and skills identified and expected by supervisors, the researcher used a survey from the study by Randy Hyman, Ph.D. entitled *Graduate Preparation for Professional Practice: A Difference of Perceptions* (1988). The researcher also used a demographic survey with 12 survey items that each participant completed.

Overall Competency /Importance of Skills

Participating supervisors' perceptions on competencies of entry-level professionals were first analyzed using descriptive statistics. All of the 33 statements on Hyman's Competency/Importance survey were assessed. Research participants ranked w*ork effectively*

with a diverse group of individual students and faculty as the most important skill needed by entry-level professionals and also as the skill in which entry-level professionals had the highest rated competency. Participants ranked *write behavioral objectives* as the least important skill needed by entry-level professionals. Participants ranked i*dentify and understand various evaluation strategies* as the skill in which entry-level professionals had the lowest rated competency.

Differences According to Sex

When the researcher sorted the data on perceived attainment of competencies according to sex, the researcher found a significant difference in perception. The male supervisors ranked *recognize and define confidentiality practices and procedures* as the area in which entry-level professionals had the highest rated competency. The female supervisors ranked *work effectively with a diverse group of individual students and faculty* as the area in which entry-level professionals had the highest rated competency. The male supervisors ranked *identify and understand various evaluation strategies* as the area in which entry-level professionals had the lowest rated competency. The female supervisors, however, ranked *develop and administer a budget* as the area in which entry-level professionals had the lowest rated competency. The only statistically significant difference found in this study emerged when the competency scale data was sorted according to sex.

When the researcher sorted the data on the importance of competencies for entry-level professionals' success according to sex, differences were discovered. The male supervisors ranked *teach students to deal with the consequences of their behavior* as the most important competency for entry-level professionals to possess. The female supervisors ranked *work effectively with a diverse group of individual students and faculty* as the most important

competency for entry-level professionals to possess. The male supervisors ranked *develop and administer a budget* as the least important competency for an entry-level professional to possess. The female supervisors ranked *write behavioral objectives* as the least important competency for entry-level professionals to possess.

Differences According to Ethnicity

White supervisors ranked *work effectively with a diverse group of individual students and faculty* as the area in which entry-level professionals had the highest rated competency. The supervisors of color ranked *adjudicate student conduct effectively* as the area in which entry-level professionals had the highest rated competency. White supervisors ranked *develop and administer a budget* as the area in which entry-level professionals had the lowest rated competency. The supervisors of color ranked *identify and understand various evaluation strategies* as the area in which entry-level professionals had the lowest rated competency. Of the top five areas in which entry-level professionals had the highest rated competency, white supervisors and supervisors of color agreed on the following four areas: *recognize and accept ethical consequences of personal and professional behavior*; *select, train, and supervise staff*; *work effectively with a diverse group of individual students and faculty*; and *teach students to deal with consequences of their behavior*.

White participants ranked *teach students to deal with the consequences of their behavior* as the most important competency for entry-level professionals to possess. The supervisors of color ranked *identify and articulate institution's goals and policies to students* as the most important competency for entry-level professionals to possess. White supervisors ranked *write behavioral objectives* as the least important competency for entry-level professionals to possess. The supervisors of color also ranked *write behavioral objectives* as the least important

competency for entry-level professionals to possess. In examining the importance of competencies, white supervisors and supervisors of color did not agree on any of the five highest. Of the highest ten important competencies, white supervisors and supervisors of color did agree on five: *assess student needs*; *recognize and define confidentiality practices and procedures*; *identify and articulate institution's goals and policies to students*; *select, train, and supervise staff*; *work effectively with a diverse group of individual students and faculty*; *teach students to deal with the consequences of their behavior*. White supervisors and supervisors of color agreed on three of the five lowest rated competencies as related to importance, and they were: *identify and understand various evaluation strategies*; *interpret and understand various evaluation strategies*; *develop and administer a budget*. There was no statistically significant difference found among ethnicity. These results imply that all supervisors, regardless of ethnicity, place high importance on competencies for entry-level professionals that require working directly with students and student staff. Also, supervisors, regardless of ethnicity, did not view knowledge of evaluation strategies or budgets as important as having the skills to interact with students in their daily lives.

Overall Competency as related to CAS standards

The research participants believed that entry-level professionals were the most competent as related to the CAS skill, *new professional has knowledge of student development theories and related research relevant to student learning*. The top five skills in which supervisors believed entry-level professionals were most competent include the following: (a) *new professional has the knowledge of student development theories and research relevant to student learning*, (b) *new professional has knowledge of student development theories and research relevant to personal development*, (c) *new professional has knowledge of professional issues, ethics, and*

standards of practice, (d) *new professional has knowledge of student characteristics and effect on student educational and developmental needs and effects of the college experience on student learning and development*, (e) *new professional has the skill to develop and implement interventions with individuals, groups, and organizations*. The research participants believed that entry-level professionals were the least competent in the area related to CAS skill, *new professional is able to assess, evaluate and conduct research.* Several other skills in which research participants believed entry-level professionals to possess less competency include but are not limited to (a) *new professional has knowledge of organizational theory. New professional is able to translate knowledge into practice* and (b) *new professional has knowledge of research foundations of higher education that informs student affairs practice*.

Difference According to Sex

Descriptive statistics and ranking of mean values of the CAS standards showed that male supervisors and female supervisors had different perceptions in the level of attained competency of entry-level professionals as related to the CAS standards. The male supervisors believed entry-level professionals were the most competent in relation to the CAS skill, *new professional has the skill to develop and implement interventions with individuals, groups, and organizations*. The female supervisors believed entry-level professionals were the most competent in relation to the CAS skill, *new professional has knowledge of the student development theories and related research relevant to personal development*. The male supervisors believed entry-level professionals were the least competent in relation to the CAS skill *new professional has knowledge of management theory. New professional is able to translate that knowledge into practice*. The female supervisors believe entry-level professionals were the least competent in relation to the CAS skill *new professional has knowledge of organizational theory. New*

professional is able to translate that knowledge into practice. The researcher did not find any statistically significant differences in this area.

Differences According to Ethnicity Concerning Competency

The researcher discovered that there was a difference in perceptions of the attained competency of entry-level professionals by supervisors according to ethnicity. White supervisors believed entry-level professionals were the most competent as related to the CAS skill *new professional has knowledge of professional issues, ethics, and standards of practice*. *New professional is able to translate that knowledge into practice*. The supervisors of color believed entry-level professionals were the most competent as related to the CAS skill *new professional has knowledge of the student development theories and related research relevant to student learning*. When sorted according to ethnicity, the data showed that three of the top five skills were the same for white supervisors and supervisors of color. White supervisors believed entry-level professionals were the least competent as related to the CAS skill *new professional has knowledge of the organizational theory*. *New professional is able to translate that knowledge into practice*. The supervisors of color believed entry-level professionals were the least competent as related to the CAS skill *new professional is able to assess, evaluate, and conduct research*. All supervisors have the same five skills with which they believe entry-level professionals have the least competency. There was no statistically significant difference found in this area.

Discussion of Findings

Competency and Importance

Determining in which areas supervisors of entry-level professionals believe that entry-level staff members are the most competent is a helpful way to measure entry-level professional

competencies, the importance that supervisors place on those competencies, and the potential of entry-level staff in housing and residence life to be successful. Supervisors indicated that entry-level staff were the most competent in working directly with students and student staff. This means that entry-level professionals are trained appropriately to deal with the majority of their job responsibilities. Because entry-level professionals are front line staff, they are the professional staff who work the closest with students and student staff.

Supervisors believed entry-level professionals were most competent in the area w*ork effectively with a diverse group of individual students and faculty*. Graduates of preparation programs in student affairs may be very well trained in this area because of the focus in most institutions of higher education on diversity, acceptance of others, and creating an inclusive environment. Another area in which entry-level professionals were perceived to have strong competency was the area *recognize and define confidentiality practices and procedures.* Again, by repeatedly discussing the importance of ethics, preparation programs prepared entry-level professionals to focus attention on an individual student in order to establish an effective helping relationship. In such textbooks as *The Handbook of Student Affairs Administration* (Barr, Desler, & Associates, 2000) and *The Professional Student Affairs Administrator: Educator, Leader, and Manager* (Winston, Creamer, Miller, & Associates, 2001), the topic of ethics is emphasized throughout. Sandeen (2000) stated that establishing good relationships requires attention to detail and to the constituent groups involved in a situation. This type of relationship is founded on certain essential elements: the student affairs leader's personal and ethical characteristic, staff competence, willingness to listen and involve others, commitment to confidentiality and effective planning, and follow-up. Entry-level professionals not only want to be there to assist students but also want to be an integral part of helping students achieve success in their college

careers. As a result, the finding that supervisors perceive highest rated competency in the area *identify and articulate institution's goals and policies to students* is understandable. The last two of the five highest rated competencies were *teach students to deal with the consequences of their behavior* and *select, train, and supervise staff*. Both focus on individual students and direct interaction. In addition to long-term benefits to having these competencies, immediate feedback or results of applying these competencies give them a sense of accomplishment and purpose. One example would be when a student leader on a hall government applies to be a resident assistant and is selected because she has demonstrated leadership qualities developed during her tenure as a hall government officer under the entry-level professional's advisement. Another example would be a staff member who is lacking in leadership skills at the beginning of the year but, due to the time and energy the entry-level professional spent, becomes one of the best staff members by the end of the year.

The areas in which entry-level professionals were perceived to have the lowest rated competency deal more with planning, evaluation and assessment and being able to see beyond the students and staff with whom the entry-level staff are serving at the present time. *Identify and understand various evaluation strategies* is the area in which entry-level professionals were perceived to have the lowest rated competency. The other four areas in which supervisors perceived entry-level professional staff to have low rated competency all relate to planning, evaluation, and assessment including *develop and administer a budget*, *interpret and understand various evaluation strategies*, *engage in systematic planning*, and *write behavioral objectives*. The implication is that in order for entry-level professionals to continue to advance their careers in housing or student affairs, in general, they must improve skills that involve planning, evaluation, and assessment. Creamer, Winston, and Miller (2001) stated that student affairs

administrators must be knowledgeable about and skillful in the management of human resources, institutional planning, assessment of programs and environments, budgeting, and using technology and information systems.

Participating supervisors ranked the competencies that entry-level professionals need to be successful in their new roles. Competencies that supervisors commonly found to be high in their entry-level professionals overlapped with three competencies that supervisors identified as more important for entry-level professionals to possess in order to be successful: *work effectively with a diverse group of individual students and faculty; teach students to deal with the consequences of their behavior; select, train, and supervise staff*. The five areas that supervisors found to be of least importance to an entry-level professional's success were also the five lowest rated competencies of entry-level professionals perceived by the research participants in this study: *write behavioral objectives*; *develop and administer a budget*; *interpret and understand various evaluation strategies; identify and understand various evaluation strategies*; *engage in systematic planning*. These congruencies suggest that participating supervisors were satisfied with the skills that their entry-level professionals brought to the position.

Differences According to Sex Concerning Competency

Female supervisors and male supervisors both identified four of the five highest rated competencies found in entry-level professionals. Men identified the same five highest rated competencies as the overall group. The women differed in having as one of their top five highest rated competencies for their staff as *organize resources, people, and material to carry out program activities*. This competency is in the top ten for the overall group and for the men, but it was not perceived to be as high in those groups as it was by the women. No statistically significant difference was found. One reason might be women did not place any more

importance on this competency than the men did. This perceived competency by females could have resulted from entry-level staff believing that their female supervisors would place more emphasis on being organized than male supervisors would. Female and male supervisors identified four of the same five lowest rated competencies. The women identified the same five lowest rated competencies as the overall group. The men differed because they had *analyze and write memo reports* as one of their lowest rated competencies, which was not in the women's lowest rated five or lowest rated ten. Shakeshaft, Nowell, and Perry (1991) suggested that even when trained in a similar approach to supervisory interaction, male and female supervisors still bring with them expectations and behaviors based on gender. Men and women communicate differently and they listen for different information (Borisoff &Merrill, 1985). Perceptions of competence may also influence supervisory style and effectiveness. Women are initially evaluated as less favorably than equally competent men (Shakeshaft, 1987). These perceptions may unknowingly affect supervisory interactions, both when the woman is being supervised and when she is the supervisor (Shakeshaft et al., 1991).

Female and male supervisors agreed on four of the five most important competencies for an entry-level professional's success: *recognize and accept ethical consequences of personal and professional behavior*; *accept authority and responsibility and delegate as appropriate*; *work effectively with a diverse group of individual students and faculty*; and *teach students to deal with the consequences of their behavior*. Female and male supervisors also agreed upon four of the five least important competencies: *write behavioral objectives*; *interpret and understand various evaluation strategies*; *identify and understand various evaluation strategies*; and *develop and administer a budget*. Female supervisors chose *engage in systematic planning* as one of the five least important competencies, whereas male supervisors chose *determine usage of office*

management procedures as one of the least important competencies. Gender might make a difference in how administrators behave. These behaviors are sometimes merely different and interesting. At other times, these behaviors signal treatment that is more favorable to one sex than to another. When the latter is the case, we need to reexamine practice (Shakeshaft et al., p. 138). Furthermore, training needs to include more emphasis on gender issues and how these issues impact supervision.

Differences According to Ethnicity Concerning Importance of Competence

Colleges and universities are still struggling with the issue of diversity and access to quality education for minority groups, making it vital to have staff on campuses that represent diversity. In addition, it is important to explore differences in perception among the diverse staff. Gatmon, Jackson, Koshkarian, Martos-Perry, Molina, Patel, and Rodolfa (2001) emphasized that supervisors should not wait for racial and cultural issues to come up during supervision; rather, supervisors should take the initiative and raise the issue. The perception of supervisors of color on the importance of competency could generate findings that assist all student affairs staff in providing services and access for all students. The sample of Black/African American supervisors, Asian/Pacific Islander supervisors, and Hispanic supervisors in this study was very small. Because the sample was so low, the researcher combined the three identified minority groups (Black/African American, Asian/Pacific Islander, and Hispanic) into one category called 'supervisors of color' making the findings less impactful. Even after merging the categories, the sample size was still only eleven. Supervisors of color ranked *adjudicate student conduct effectively* as the highest rated competency of their entry-level professionals. They also ranked *understand institutional mission, objectives, and expectations* along with *organize resources, people, and material to carry out program activities* as second

and third highest rated competencies of entry-level professionals. White supervisors ranked *work effectively with a diverse group of individual students and faculty* as the highest rated competency of entry-level professionals. In addition, white supervisors had *recognize and define confidentiality practices and procedures* along with *identify and articulate institution's goals and policies to students* as part of their five highest rated competencies. This comparison suggests white supervisors perceived higher rated competency in working with students and staff, whereas the supervisors of color perceived higher rated competency in processes and carrying those processes out to completion.

Several reasons might explain these racial differences. Ethnicity is among the factors that influence the supervisory relationship. Page (2003) stated that supervision is affected by the goals of each party, the expectations of the individuals involved, the relationship they share, the ways they communicate, and the life experiences of supervisors and supervisees. Page (2003) also suggested that the race and culture of those involved can affect supervision.

Supervisors of color perceived the most important competency for entry-level professionals to be *identify and articulate institution's goals and policies to students* whereas white supervisors perceived the most important competency to be *teach students to deal with the consequences of their behavior*. Supervisors of color believed that *interpret and understand various evaluation strategies* was the least important, whereas white supervisors believed that *write behavioral objectives* was the least important. Interestingly, supervisors of color (minorities) were more concerned about communicating policies and procedures to the student about the institution; however, white supervisors were more concerned about teaching students and having students learn about themselves. One reason for this difference could be an issue of power and authority; supervisors of color may feel that knowing policies and procedures can

help students understand what administrators on campuses expect. McRoy, Freeman, Logan, and Blackmon (1986) found that both black and Hispanic supervisors identified issues associated with power and authority as problems in cross-cultural relationships.

CAS Standards and Competence

The majority of the skills related to the CAS standards in which entry-level professionals were the most competent dealt with student development theories. There are student development theories related to student learning and student development theories related to personal development. This study indicates that student affairs preparation programs are doing an effective job educating graduate students about theories related to student development, which is appropriate because entry-level professionals in housing and residence life are responsible for working so closely with students and student staff. These professionals often help students with personal problems, meet with them for disciplinary matters, advise student organizations, or supervise student staff. Having knowledge of and understanding student development theories and how they relate to both student learning and personal development equips entry-level staff to be successful in their interactions with students. Saunders and Cooper (2001) stated that knowledge of the specific elements of student development theory is critical to designing programs that will be effective and appropriate for a targeted group of students. There are several major theory groups of which entry-level professionals may have knowledge. According to Carter and McClellan (2000), psychosocial and identity development theories provide explanation for how individuals define self and their relationships to others with regard to the world around them. Carter and McClellan (2000) stated that cognitive-structural development theories account for the ways an individual develops critical thinking and reasoning processes.

The majority of the areas in which entry-level professionals are perceived to be the least competent revolve around research, assessment, management theory, and organization theory. The area in which entry-level professionals were believed to be the least competent pertained to the CAS statement *new professional is able to assess, evaluate, and conduct research*. In addition, among the five areas in which entry-level professionals were perceived to be the least competent was the area related to the CAS statement *new professional has knowledge of the research foundations of higher education that informs student affairs practice*. Supervisors clearly feel that entry-level staff are coming to positions without knowing how to conduct research or even interpret research. This information should help faculty make sure more emphasis is placed on the importance of research to practitioners. Faculty members should bring in practitioners and administrators who are continuing to research topics in the field and also publishing. These professionals will be able to demonstrate how important research is to practitioners in making decisions about programming and new initiatives on campus.

Department heads and division leaders can also benefit from this information; when there are opportunities for more training and staff development, the topics of assessing research and conducting research could be an area in which to continue educating staff not only to give them some new tools but also to develop resources in their own department or unit. "In general, we believe assessment efforts can and will demonstrate the effectiveness and worth of student services and programs, and show positive relationships between students' out-of-class experiences and use of student services and programs and student learning, including academic achievement and retention" (Upcraft and Schuh, 2000, p. 252). Schuh and Upcraft (2001) stated that "developing appropriate skills in the assessment and evaluation arenas has become central to the student affairs practitioner's role" (p. 341). They stated "individual practitioners as well as

student affairs divisions are served best if as many staff members as possible understand and implement assessment and evaluation projects" (Schuh and Upcraft, 2001, p. 342).

Differences According to Sex Concerning CAS

Male supervisors believed entry level professionals were the most competent in the area related to the CAS skill *new professional has the skill to develop and implement interventions with individuals, groups, and organizations*. Female supervisors, however, believed entry-level professionals were the most competent in the area related to the CAS skill *new professional has knowledge of student development theories and research related to personal development*. Male and female supervisors did agree on the top four skills in which they believed entry-level professionals to be most competent related to CAS skills: (a) *New professional has knowledge of the student development theories and related research relevant to student learning*; (b) *New professional has knowledge of student development theories and related research relevant to personal development;* (c) *New professional has knowledge of student characteristics and how such attributes influence student educational and developmental needs, and effects of the college experience on student learning and development*; (d) *New professional has the knowledge of professional issues, ethics, and standards of practice. New professional is able to translate that knowledge into practice*. Agreement upon these four CAS related skills being the skills in which entry-level professionals are the most competent indicates that most supervisors believe that their entry-level professionals are somewhat knowledgeable about students and their development and how this development affects their overall college experience. In addition, this information reflects that supervisors believe entry-level professionals are aware of issues and standards of practice and that they are able to perform their jobs in an ethical manner. As mentioned earlier, entry-level professionals do have knowledge of student development theories and how they

relate to both student learning and personal development. On being aware of issues and standards of practice and being able to perform their jobs in an ethical manner, Winston and Saunders (1991) stated, "Student affairs preparation programs bear a heavy responsibility for improving ethical practice in the profession" (p. 339). Fried (2000) also asserted that graduate preparation programs are perhaps the easiest venue in which to discuss ethics. According to the findings in this study, it would seem a reasonable deduction that over the past decade, graduate programs have been meeting the responsibility of improving ethics and teaching ethics in preparation programs.

Male and female supervisors agreed upon three of the same skills out of the bottom five in which they believe entry-level professionals are the least competent: (a) *New professional has knowledge of the research foundations of higher education that informs student affairs practice*; (b) *New professional has the knowledge of organizational theory. New professional is able to translate knowledge into practice*; (c) *New professional is able to assess, evaluate, and conduct research*. These findings are consistent with the belief of the overall group that entry-level professionals are not well trained in the process of research. Furthermore, the lack of knowledge and skills in entry-level professionals regarding organizational theory indicates that they do not have the skills to see the bigger picture or take the future into account. It should be expected that entry-level professionals lack knowledge about more global issues in student affairs. Creamer et al. (2001) stated that entry-level professionals are staff who provide direct educational services to students. They further asserted that "student affairs administrators are designated institutional leaders by virtue of their formal placement in the organizational structure. They also serve to create and sustain visions for the campus community and act to shape institutional environments to achieve these visions" (p. 15). In order to change the fact that entry-level professionals do not

always see the bigger picture, divisions of student affairs can focus on staff development. Scott (2000) stated that creating effective staff development programs for student affairs can contribute to the positive development of staff and enhance the overall health and effectiveness of the student affairs division. He also asserted that when supervisors invest in their employees, including helping them gain greater skills, increase their knowledge, and maintain good health, the investment will result in a better skilled, happier, more motivated, and more effective workforce.

Differences According to Ethnicity Concerning CAS

White supervisors believed entry-level professionals were the most competent in relation to the CAS skill *new professional has the knowledge of professional issues, ethics, and standards of practice. New professional is able to translate knowledge into practice.* Supervisors of color believed entry-level professionals were the most competent in relation to the CAS skill *new professional has knowledge of student development theories and related research relevant to student learning*. Both ethnic groups agreed upon three skills out of five in which they believed entry-level professionals were the most competent. The other skill that both ethnic groups shared in their top five is *new professional has knowledge of the student development theories and related research relevant to personal development*. This agreement shows that both ethnic groups believe that entry-level professionals are aware and knowledgeable about student development theories and how these relate to the development and learning of students. Apparently, a variety of student affairs preparation programs do indeed focus on student development theories and consider this knowledge to be an important factor in professional success.

White supervisors believed that entry-level professionals were the least competent in the area related to the CAS skill *new professional has knowledge of organization theory*. *New professional is able to translate that knowledge into practice*. Supervisors of color believed that entry-level professionals were the least competent in the area related to the CAS skill *new professional is able to assess, evaluate, and conduct research*. Other skills in which both groups believed entry-level professionals were the least competent were the following: (a) *New professional has knowledge of the research foundations of higher education that informs student affairs practice*; (b) *New professional has knowledge of management theory. New professional is able to translate knowledge into practice*; (c) *New professional has knowledge of student and environmental assessment and program evaluation*; (d) *New professional is able to assess, evaluate, and conduct research*. The differences according to ethnicity confirm that entry-level professionals lack research skills and skills related to management theory. These long-range skills relate more to planning and considering future results; Accordingly, entry-level professionals are believed to be more focused on their current students and staff. As mentioned earlier, Creamer et al. (2001) stated that entry-level professionals provide direct educational services to students, which might explain why entry-level professionals may not show as much interest in long-range planning.

Implications for Practice

The results of this study have major implications for entry-level professionals, future and current supervisors of entry-level professionals, and faculty in student affairs preparation programs. If faculty and supervisors of entry-level professionals agree on competencies and skills that entry-level professionals need to be successful, the curriculum of student affairs preparation programs could be altered. Also, this study could have a major impact on training

and orientation programs for entry-level staff and on the relationships that supervisors develop with their entry-level professionals.

Implications for practice relate to the competencies and skills that entry-level professionals have within their first three years after completing a student affairs preparation graduate program. These implications are based on the 74 surveys that were completed by supervisors of entry-level professionals in housing and residence life in the SEAHO region. When supervisors are planning on working with new staff in entry-level positions, consideration should be given to the findings from this survey. It is also important for both recent graduates of preparation programs and faculty in preparation programs to consider these findings as graduates prepare to make the transition into professional roles. However, the small return rate of 74 surveys may limit the extent of these implications. In addition to identifying implications based on the survey findings, the researcher also considered his prior experience working with entry-level professionals.

The training that entry-level professionals in housing and residence life receive varies by department in different colleges and universities. Some entry-level staff members go into positions with different skills and competencies than others. Almost all new staff members go through some type of training and orientation at their new institutions. This training may vary from helping orient staff to their new departments and new institutions to focusing on skill development. Whatever the training and orientation may be, supervisors and department heads should take into account supervisors' perceptions of skills and competencies that entry-level professionals bring to the job and which competencies supervisors tend to believe are important.

The competencies that supervisors perceive to be the most important to the success of entry-level professionals should be incorporated into training and into the relationship that

supervisors have with their entry-level professionals. For example, *work effectively with a diverse group of individual students and faculty*; *teach students to deal with the consequences of their behavior*; and *recognize and accept ethical consequences of personal and professional behavior* are all competencies that supervisors in this study assessed as important. Accordingly, supervisors of entry-level professionals or whoever is in charge of new staff training and orientation should find a way to incorporate them into training. The above mentioned competencies, along with several others that supervisors perceived to be important, should also be incorporated by faculty into the curriculum of student affairs preparation programs. Entry-level professionals and faculty of student affairs preparation programs should be given an overview of which competencies supervisors perceive to be important to the success of entry-level professionals. An example of a course that would address these issues could be a course on staffing issues for students in master's programs. In a course such as this, faculty could communicate to students some of the competencies that supervisors are looking for in new professionals. This would extend beyond merely discussing theories to focusing more on the reality of being a student affairs professional.

Findings from this study indicate that there are skills related to CAS standards that supervisors believe entry-level professionals are leaving graduate programs without having mastered. The results of this study as pertaining to CAS standards affirm that entry-level professionals are graduating from preparation programs without knowledge of organization theory, knowledge of management theory, or knowledge of research foundations of higher education. These findings also indicate that entry-level professionals do not have knowledge of student and environmental assessment and program evaluation nor the ability to assess, evaluate, and conduct research. These findings imply that faculty need to place more emphasis on these

areas to guarantee that graduate students are obtaining the information they need to be well-rounded student affairs professionals. In addition to faculty considering whether more emphasis needs to be placed on these areas in their curricula, supervisors need to assess whether they are important to the positions in which these new professionals serve. If they have only minor importance, some of these skills could be sharpened as the entry-level professionals' careers advance. If they have major importance, supervisors should take more responsibility for training staff in these areas. Addressing the issue of what employers look for in staff is also important to the recruitment and selection of staff. By looking at the data from this study, supervisors could create more effective recruitment and selection processes. As a result, supervisors might better communicate to candidates, referees, and preparation programs what skills they expect entry-level professionals to possess.

Another implication of this study is for preparation programs in general. In addition to communicating to faculty what supervisors expect, the data from this study could also give faculty an incentive to review the curricula of their programs. In that review, faculty could decide that their programs are too theory-based and not as practical as they could be. Although entry-level professionals lack knowledge of organization theory, management theory, and research foundations of higher education, faculty could provide a new insight into these areas by showing how these theories translate into practice of student affairs professionals. Having a course that demonstrated the reality of everyday practice could be very beneficial to entry-level professionals. This shift in emphasis could improve the relationship between supervisors and entry-level professionals because the latter would enter their new positions more aware that they are there to be practitioners. Being a practitioner requires formal education; however, real life

situations, politics, history, and institutional climate also have an impact on how professionals carry out their job responsibilities.

This study could also have implications for housing and residence life departments that have graduate assistants working as hall directors. With the knowledge that not all graduates receive the necessary training in their academic programs, supervisors could contribute more to the preparation of graduate assistants to prepare them better to become professional staff members. An entry-level professional who has had great educational preparation along with really good practical experience will most likely have the skills and competencies that supervisors expect. According to Lorden (1998), attrition rates in student affairs range from 32% within the first five years to 61% within the first six years. Along with this knowledge, this study could contribute to making the experience of entry-level professionals and their supervisors more positive by closing the gap between what preparation programs are teaching and what supervisors expect. If this gap is made smaller, entry-level professionals might feel more confident about continuing in student affairs because they would have more positive professional experiences. To this end, supervisors may need to develop closer, more supportive relationships with their entry-level professionals. In this study, supervisors indicated which skills they perceive to be important for entry-level professionals to be successful, and they also indicated which skills and competencies they believe entry-level professionals lack. The implication is that supervisors should take on a more educational role to assist their staff in becoming more competent and skilled. To do so would mean more meetings and more meaningful discussions between supervisors and entry-level professionals about the work entry-level professionals must do and about goals for improvement. Supervisors would have to assume coaching roles with their staff to reach this end.

Recommendations for Further Research

There are a variety of ways that research on supervisors' expectations of entry-level professionals in housing and residence life could be expanded. Research could be conducted with supervisors in other student affairs units. Alternative instruments, research samples, and time frames could yield a greater variety of results with more extensive implications.

To help strengthen the generalizability of the results to more supervisors of entry-level professionals in housing and residence life, surveys should be administered to larger samples and in other regions outside the SEAHO region. This variety would benefit all departments. By administering these surveys to supervisors outside of housing and residence life, the results could have a more effective impact on student affairs overall. Such results could give more valid feedback to faculty in charge of preparation programs because there would be more inclusive information about a broader spectrum of student affairs departments.

In addition to surveying supervisors of entry-level professionals, the researcher suggests administering these instruments to faculty in student affairs preparation programs so they share perspectives on recent graduates of their programs. Although recent graduates will have taken various positions in different student affairs units, the faculty might be able to identify what competencies and skills they believe their graduates have developed. To complement this study, the researcher would also suggest having entry-level professionals assess what they believe their competences and skills to be. With supervisors' perceptions, faculty perceptions, and recent graduates' perceptions, a more comprehensive set of data could emerge.

Another major concern of this study was the survey return rate. Even with follow-up emails carrying attached instruments to the Chief Housing Officers, only 24% of supervisors returned responses. The researcher perhaps could have directly sent the surveys to supervisors,

which may have increased the probability of gathering more completed surveys. The best time of year to administer these surveys is not known. The researcher administered them in February because he wanted surveys done when most colleges and universities had begun classes for the term, but he also wanted to send the surveys out before spring conference season and spring break holidays began. Other times to consider administering the instruments could be September or November.

Chapter Summary

The Competency/Importance survey by Randy Hyman (1988) and the CAS survey (2004) resulted in a few differences by ethnicity and sex in terms of perceived competences and skills, and importance of competences in the success of entry-level professionals in housing and residence life. The most agreed upon skills as related to the CAS standards for curriculum programs of student affairs preparation programs yielded results that indicated entry-level professionals are knowledgeable about student development theories, student affairs functions, and professional issues, standards, and ethics. The areas where entry-level professionals had the highest rated competency were all centered around working with students on an individual basis. Some high rated areas were in *working with a diverse group of individual students and faculty* and *teaching students to deal with the consequences of their behavior*, just to name two. Differences in perceptions were found by ethnicity and sex. The entry-level professionals were perceived to have competencies and skills in various areas; however, the most important competencies as perceived by supervisors still need to be incorporated at a greater level into the curriculum of preparation programs and the training of entry-level professionals in their first professional positions in housing and residence life.

Results of this study have implications for supervisors of entry-level professionals, faculty in graduate programs, and entry-level professionals. Additional research on supervisors' expectations of entry-level professionals will allow researchers to make more confident generalizations of findings.

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APPENDIX A

LETTER TO CHIEF HOUSING OFFICERS

January 8, 2004

Dear Chief Housing Officer,

My name is Ralphel L. Smith. I am a doctoral candidate in the Student Affairs Administration program at the University of Georgia. In addition, I am a full-time employee in the Department of University Housing working as the Assistant Director for Residence Life directly supervising seven full-time master's level Area Coordinators, working with ten entry-level residence hall directors and twenty graduate hall directors supervised by the Area Coordinator staff. My major professor is Dr. Diane Cooper. I am writing to request your assistance in conducting my research. My research topic is 'Supervisor's Expectations of Entry-Level Professionals in Housing and Residence Life.'

My research will focus on the relationship between what entry-level professionals (0 – 3 post master's experience)were taught in student affairs preparation programs and expectations of their housing and residence life employers. More specifically, the study is going to examine the CAS Standards for student affairs preparation programs and the expectations of supervisors of entry-level professionals in housing and residence life to assess the extent of congruence.

This study will make significant contributions to the field of student affairs as related to supervising entry-level professionals in housing and residence life. This research will be helpful to other areas of student affairs and outside student affairs because of the discussion of competencies of staff and expectations of supervisors. It is important to have congruence of professional preparation with expectations of supervisors to create effective relationships and successful organizations. If there is no congruence, it is important to know, so that the appropriate training and development can take place, and congruence can then be achieved.

Supervisors in housing and residence life can use the data to help create more effective recruitment and selection processes. This will be helpful because departments can better communicate to candidates, referees, and preparation programs what expectations they have of entry-level professionals concerning the skills they need these professionals to possess.

I hope that you see the worth in this research study. I ask that you complete a survey in this packet if you supervise entry-level professionals and/or distribute the surveys to all of your staff members who are responsible for supervising master's level entry-level professionals in your department. **Please feel free to make copies of these surveys, if you need more than the three packets I have provided**. In addition to the three instruments in this packet, there is also an implied consent letter in this packet. This is completely voluntary.

Thank you for your time and consideration in arranging for your staff to participate in this project.

Sincerely,

Ralphel L. Smith

APPENDIX B

CONSENT FORM FOR PARTICIPATING SUPERVISORS

Consent Form for Participation in the study titled "Supervisor's Expectations of Entry-Level Professionals in Housing and Residence Life"

I, _____, agree to participate in a research study titled "SUPERVISOR'S EXPECTATIONS OF ENTRY-LEVEL PROFESSIONALS IN HOUSING AND RESIDENCE LIFE" conducted by Ralphel Smith from the Department of Counseling and Human Development Services at the University of Georgia (706-357-3385) under the direction of Dr. Diane Cooper, Department of Counseling and Human Development Services, University of Georgia (706-542-1812). I understand that my participation is voluntary. I can stop taking part without any reason, and without penalty. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed.

The reason for this study is to explore the relationship between what employers in housing and residence life expect of their entry-level professionals and the skills and competencies that these entry-level professionals are gaining from their preparation programs. More specifically, the study is going to examine the CAS Standards for student affairs preparation programs and the expectations of supervisors in housing and residence life to see if there is any congruence.

If I volunteer to participate in this study, I will be asked to do the following things:

1. Read and sign this consent form.
2. Complete a demographic survey about my educational background and some personal information.
3. Complete an instrument based on the CAS Standards in relation to my entry-level professional's competencies.
4. Complete an instrument based

No risk is expected to be associated with participating in this research. No information about me, or provided by me during the research, will be shared with others without my written permission, except if it is necessary to protect my welfare or if required by law.

The investigator will answer any further questions about the research, now or during the project (706-357-3385).

I understand that I am agreeing by my signature on this form to take part in this research project and understand that I will receive a signed copy of this consent form for my records.

_____ _____ _____
Name of Researcher Signature Date

Telephone:_____
Email:_____

_____ _____ _____
Name of Participant Signature Date

Please sign both copies, keep one and return one to the researcher

Additional questions or problems regarding your rights as a research participant should be addressed to Chris A. Joseph, Ph.D. Human Subjects Office, University of Georgia, 606A Boyd Graduate Studies Research, Athens, Georgia, 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu

APPENDIX C

LETTER OF SUPPORT FROM JAMES DAY, Ph.D. TO CHIEF HOUSING OFFICERS

Date

Name
Address

Dear

Please join me in encouraging staff members to participate in the research being conducted by Ralphel Smith into congruency of supervisors' expectations and graduate preparation program output regarding competencies of entry-level residence hall professionals.

This is an area of considerable importance to our field. Ralphel's project has the potential to provide useful information to practitioners and faculty alike as we strive to improve the quality of graduate education, in service training, and the initial years of professional practice.

The Department of University Housing at the University of Georgia will support the dissemination of findings from Ralphel's research for the benefit of our colleagues and profession.

Sincerely,

James F. Day, Ph.D.
Director of University Housing
Adjunct Assistant Professor, Counseling and Human Development

APPENDIX D

DEMOGRAPHIC SURVEY

Housing Professional (Supervisor) Demographic Survey

Part I: Please check your response to each item.

1. Gender:
   ____ Male
   ____ Female

2. How do you describe yourself?

   _____American Indian or Alaska Native

   _____Asian

   _____Black or African American

   _____Hispanic or Latino

   _____Native Hawaiian or Other Pacific Islander

   _____White

3. How many years of experience do you have supervising entry-level professionals (0 – 3 years post master's experience) in student affairs? _____

4. How many full-time entry-level professionals do you currently supervise?
_____

5. What other level (s) staff do you currently supervise? Check all that apply.
   ____ Mid-level managers
   ____ Graduate level staff
   ____ Paraprofessional staff
   ____ Receptionist/secretarial position
   ____ Custodial staff
   ____ Maintenance staff
   ____ Other: _____

6. What is the living requirement for your current position?
   ____ Live-in
   ____ Live-on
   ____ Off-campus

7. What is the highest degree level you currently possess?
   ____ High School
   ____ Baccalaureate
   ____ Master's

____ Specialist
____ Ed.D.
____ Ph.D.
____ other

8. Please list your major or area of study for each degree you hold above high school

_____ _____
(Degree) (Major)

_____ _____
(Degree) (Major)

_____ _____
(Degree) (Major)

9. How many full years of post master's professional experience do you have in student affairs?
_____

10. What is the Carnegie Classification (to the best of your knowledge) for the institution where you are currently employed?
____ Doctoral Granting Institution
____ Master's College/University
____ Baccalaureate College (liberal arts, general)
____ Associate's College
____ Specialized Institution
____ Tribal College or University

11. Within what reporting structure is your housing and residence life department?
____ Student Affairs
____ Academic Affairs
____ Enrollment Management/Services, outside Student Affairs
____ Business Affairs
____ Auxiliary Services
____ Other, please specify: _____

12. Is there a limitation in your organization on how long staff may remain in entry level positions? _____. If yes, please check one of the boxes below.
____ 2 years
____ 3 years
____ 4 years
____ 5 years

APPENDIX E

RANDY HYMAN'S COMPETENCY/IMPORTANCE SURVEY

You will need to circle a number in each of the two columns. The column titled "Competency" refers to the level of competency on this skill by the entry-level professional you supervise. The column titled "Importance" refers to the importance you place on this skill for entry-level housing and residence life professionals.

In both columns of numbers, here is the definition of what the number means.

4---Agree Strongly
3---Agree
2---Disagree
1---Disagree Strongly

		Competency	Importance
1.	Write behavioral objectives.	4 3 2 1	4 3 2 1
2.	Identify and articulate institution's goals and policies to students.	4 3 2 1	4 3 2 1
3.	Teach students to deal with the consequences of their behavior.	4 3 2 1	4 3 2 1
4.	Engage in systematic planning.	4 3 2 1	4 3 2 1
5.	Recognize and use expertise of others.	4 3 2 1	4 3 2 1
6.	Facilitate group problem-solving and group decision-making.	4 3 2 1	4 3 2 1
7.	Facilitate staff development through in-service training.	4 3 2 1	4 3 2 1
8.	Work effectively with a diverse group of individual students and faculty.	4 3 2 1	4 3 2 1
9.	Analyze and write memos and reports.	4 3 2 1	4 3 2 1
10.	Make effective use of verbal and nonverbal skills in group presentations.	4 3 2 1	4 3 2 1
11.	Perceive and accurately interpret attitudes, beliefs, and needs of others.	4 3 2 1	4 3 2 1
12.	Represent student concerns to other campus groups.	4 3 2 1	4 3 2 1
13.	Recognize and define confidentiality practices and procedures.	4 3 2 1	4 3 2 1
14.	Determining usage of office management procedures.	4 3 2 1	4 3 2 1
15.	Assess student needs.	4 3 2 1	4 3 2 1
16.	Analyze and interpret program needs and requests.	4 3 2 1	4 3 2 1

In both columns, here is the definition of what the number means.

4---Agree Strongly
3---Agree
2---Disagree
1---Disagree Strongly

	Competency	Importance
17. Design student programs based on student needs.	4 3 2 1	4 3 2 1
18. Interpret and understand various evaluation strategies.	4 3 2 1	4 3 2 1
19. Identify and understand various evaluation strategies.	4 3 2 1	4 3 2 1
20. Design and implement a program to evaluate staff.	4 3 2 1	4 3 2 1
21. Revise programs on the basis of evaluation data.	4 3 2 1	4 3 2 1
22. Recognize and analyze interpersonal problems.	4 3 2 1	4 3 2 1
23. Develop and administer a budget.	4 3 2 1	4 3 2 1
24. Organize resources, people, and material to carry out program activities.	4 3 2 1	4 3 2 1
25. Understand institutional mission, objectives, and expectations	4 3 2 1	4 3 2 1
26. Know and utilize effective decision-making strategies.	4 3 2 1	4 3 2 1
27. Accept authority and responsibility and delegate as appropriate.	4 3 2 1	4 3 2 1
28. Identify and utilize available financial resources.	4 3 2 1	4 3 2 1
29. Mediate conflict among students, campus, and/or community groups.	4 3 2 1	4 3 2 1
30. Recognize and accept ethical consequences of personal and professional behavior.	4 3 2 1	4 3 2 1
31. Select, train, and supervise staff.	4 3 2 1	4 3 2 1
32. Manage resources and facilities.	4 3 2 1	4 3 2 1
33. Adjudicate student conduct effectively.	4 3 2 1	4 3 2 1

***This survey used with the permission of Randy Hyman, Ph.D.**

APPENDIX F

CAS SURVEY

The Importance of the CAS Standards as related to the Curriculum of Student Affairs Preparation Programs: Implication for creating Competent and Skilled New Professionals

The following comments are taken from the CAS Standards as related to Masters Level Student Affairs Administration Preparation Programs. The focus is on the curriculum of these preparation programs. The questions below deal with what the curriculum should be instructing students in student affairs preparation programs. Rate each statement by the approximate amount of attainment you believe the entry level professional (0 – 3 post master's experience) you supervise to have in each area.

4 – Fully Competent – demonstrates consistent mastery
3 – Nearly Competent – reasonable level, but not always consistent demonstration of competency
2 – Somewhat competent –minimal level of competence demonstrated
1 – Not competent

In completing this instrument, please think about the most recently hired new professional that you supervise.

1. **New professional has knowledge of the *historical foundations* of higher education that informs student affairs practice.**

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

..

2. **New Professional has knowledge of the *philosophical foundations* of higher education that informs student affairs practice.**

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

3. **New professional has knowledge of the *psychological foundations* of higher education that informs student affairs practice.**

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

4. **New professional has knowledge of the *cultural foundations* of higher education that informs student affairs practice.**

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

5. **New professional has knowledge of the *sociological foundations* of higher education that informs student affairs practice.**

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

6. **New professional has knowledge of the *research foundations* of higher education that informs student affairs practice.**

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

4 – Fully Competent – demonstrates consistent mastery
3 –Nearly Competent – reasonable level, but not always consistent demonstration of competency
2 – Somewhat competent –minimal level of competence demonstrated
1 – Not competent

7. **New professional has knowledge of the *student development theories* and related research relevant to *student learning.***

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

8. **New professional has knowledge of the *student development theories* and related research relevant to *personal development.***

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

9. **New professional has knowledge of *student characteristics* and how such attributes influence *student educational and developmental needs, and effects of the college experience on student learning and development.***

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

10. New professional has the skill to *assess individuals, groups, and organizations*.

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

11. New professional has the skill to *develop and implement interventions* with individuals, groups, and organizations.

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

12. New professional has the knowledge of *organization theory*. New professional is able to translate that knowledge into practice.

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

13. New professional has knowledge of *management theory*. New professional is able to translate knowledge into practice.

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

14. New professional has knowledge of *leadership theory*. New professional is able to translate knowledge into practice.

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

4 – Fully Competent – demonstrates consistent mastery
3 – Nearly Competent – reasonable level, but not always consistent demonstration of competency
2 – Somewhat competent –minimal level of competence demonstrated
1 – Not competent

15. New professional has the knowledge of *student affairs functions*. New professional is able to translate the knowledge into practice.

1	2	3	4

16. New professional has the knowledge of *professional issues, ethics, and standards of practice*. New professional is able to translate knowledge into practice.

1	2	3	4

17. New professional has knowledge of *student and environmental assessment and program evaluation*. New professional is able to assess, evaluate, and conduct research.

1	2	3	4

18. New professional has knowledge of *program evaluation*.

1	2	3	4

19. New professional is able to *assess, evaluate, and conduct research*.

1	2	3	4