

ABSTRACT

MORRISON, HASSEL ANDRE. A Study Identifying and Validating Competencies Needed for Mid-Managers that Work in Housing and Residence Life at Colleges and Universities in the United States of America. (Under the direction of committee chair Dr. James Bartlett).

The researcher identified a gap in the knowledge of competencies needed for mid-managers that work in housing and residence life at the southeast colleges and universities in the United States. The purpose of this study was to identify and develop a consensus on competencies needed by mid-managers. The review of the literature describes and discusses previous research that broadly identified the competencies student affairs professionals need. The literature review addresses gaps in in the literature. The findings from this study are significant for practitioners for their professional development and hiring. The research question sought to identify housing and residence life mid-manager competencies as determined by an expert panel.

This study extended the existing knowledge on student affairs professional competencies to ascertain more precisely the skills mid-level housing and residence life professionals need to possess to be considered competent. A Delphi technique was used to identify professional competencies needed for mid-managers that work in housing and residence life. The identification of the level of competencies for mid-managers can assist in the development of a tool for practitioners to identify skills to target through professional development opportunities.

This study uses decision criteria developed by Dajani, Sincoff, and Talley (1979) to measure study stability and consensus between rounds, the percent and average value change between rounds were calculated using descriptive statistics mean(\bar{x}), standard deviation(s),

variance(s^2), and coefficient of variation (CV). The analyses of these calculations between Delphi Round One and Delphi Round Two revealed that there was a marginal change of < 15% in mean(\bar{x}) and < .5 coefficient of variation (CV). Rank order validation was ensured in requiring panel experts to rank all items in Delphi Round One and Delphi Round Two. The descriptive statistic mean(\bar{x}), was used to determine the most important competencies for mid-managers within the survey data analysis. The descriptive statistic coefficient of variation (CV) was the preferred parametric method used for analyzing Delphi data, (CV) was used in this Delphi study and is an acceptable method in studies that have sample sizes below 50; this parametric statistical method measured the deviation of a variable from its mean (Kalaian & Kasim, 2012). Data analysis confirmed study stability and consensus between Delphi Round One and Delphi Round Two, thus, there was no need for further rounds of survey administration and data collection.

Recommendations from this study impact both practice and research. It is recommended to conduct research to explore competencies needed for each functional area of housing and residence life. A comparative analysis could examine what competencies entry-level, and senior-level managers need to be successful. A continuum could be developed that may contribute toward housing and residence life career pathways, professionals development, training, and educational needs.

Implications for practice include that there is agreement about the importance of mid-manager professional competencies and that mid-managers have a strong desire to improve their skills through professional development opportunities. Mid-managers are important actors in colleges and universities as their actions are central in periods of reform;

organizations cannot be formed or developed without their active engagement and continuous competency attainment.

There are several implications for researchers and practitioners in this study of mid-manager competencies. Mid-managers in this study has career aspirations beyond their current level. Thus, it is important for them to explore what competencies are important for housing and residence life professionals as perceived by senior-level managers. For instance, this study identified Decision Making, Ethics, Crisis Management, Budget Development and Resource Allocation, Cooperation and Collaboration, Diversity Awareness, Assessment of Student Needs and Interests, Conflict Management, Change Management and Staff Supervision as the top 10 competencies that mid-managers needed to be successful. However, senior-level managers considered Diversity Awareness at rank 30, Assessment of Student Needs and Interests at rank 15, Conflict Management at rank 26, and Change Management at rank 22 (Porter, 2005). Consistent in each study was Decision Making, Ethics, Budget Development and Resource Allocation, Cooperation and Collaboration, and Staff Supervision ranked in the top 10 competencies for mid-managers with some variation. Some variation may be explained due to changes that colleges and universities have experienced through the years as mentioned in the literature review.

It is important to note that competencies ranked 10 years ago, may not be consistent with how competencies were ranked in this study. Additionally, it is important to understand that senior-level manager's perceptions of competencies may not be consistent with how mid-managers view the level of competencies that are most important for housing and residence life professional that are in the mid-manager role.

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A Study Identifying and Validating Competencies Needed for Mid-Managers that Work in
Housing and Residence Life at Colleges and Universities in the United States of America

by
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A dissertation submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the degree of
Doctor of Education

Adult Community College Education

Raleigh, North Carolina

2016

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DEDICATION

To my Lord and Savior Jesus Christ, thank you for giving me this day and the opportunity for eternal life, without you none of this would be possible.

I dedicate this dissertation to my loving and supportive wife, Nekeidra Morrison. It is through your patience, sacrifice, and encouragement that I was able to complete this work. I appreciate you more than you will ever know, I value your love, and I admire how you took time out to understand me. You are the oxygen that flowed through my lungs, my partner, and my friend. I needed you to come into my life; for you I am thankful.

To my daughter Ashton, my miracle, you are so strong and mighty. I love your heart and how you constantly care about others. When you came into my life, you immediately became my inspiration. Know that your spirit is strong and that you can do all things.

To my daughter Krishna, my peace, you are love. I love your courage and how your personality radiates power. I was personally dealing with so much, but it was your consistency that brought me back to purpose and helped me not to give up on everything.

To my mother, others call you Aunt Kate, Nannie, Grandma, or Momma. I call you my foundation, my compass, and my armor. You have always been there for me, teaching me, believing in me, and praying for me. You sacrificed so much for so many years so that I could have a chance at a better opportunity. Our spirits will always be one; I love you.

To my father Hassel, my brother Harry, and my sister Helen; I love and appreciate you all. Thank you for the important part that you played in my life. To all of my aunts, cousins, uncles, nephews, and great nieces I love you; I am you, and you are me!

BIOGRAPHY

Hassel Andre Morrison earned his Bachelors of Science degree in 1997 from Radford University and a Masters of Education in 1999 from Virginia State University. He started his career working in colleges and universities as a full-time professional in 1999 where he was a Residence Hall Coordinator. Since then, he has held several positions with increased responsibilities, to include over 17 years of experience as a mid-manager, senior-level manager, membership in professional organizations, and teaching at the college level.

ACKNOWLEDGMENTS

To my chair Dr. James Bartlett, I appreciate your guidance through the doctoral process. I am so fortunate that we connected and that we were able to work together. You came into the picture at a crucial time, and I will forever be in your debt. I appreciate your patience, your flexibility, and how you made complexity manageable. Thank you.

To my committee Dr. Marc Grimmert, Dr. Tuere Bowles, and Dr. Michelle Bartlett, I am so thankful that you dedicated your time and scholarly expertise to the dissertation process. I truly could not have asked for better committee members; I feel like I learned so much from you all. Your involvement and personal investment made me better. Thank you.

To Cascade, Stony Mill Elementary, Tunstall High, Radford University, Virginia State University, and North Carolina State University; you were the blueprint and the map to my success. I am a representative of the wisdom and learning that all my friends, teachers, classmates, roommates, co-workers, and associates bestowed upon me. Thank you.

To my brothers of Alpha Phi Alpha Fraternity Incorporated, my chapter Theta Iota, my line brothers Dominick, Kurt, Trent, and Jason. I appreciate your friendship and your brotherhood; you made me better. Onward and upward toward the light. Thank you.

To my Free and Accepted brothers Lodge 61 in Fredericksburg, Virginia and Lodge 4 in Raleigh, North Carolina and my brothers in King Solomon Chapter 71 in Raleigh, North Carolina. I appreciate you for keeping me grounded and on the square. Thank you.

Last but not least, to the Forbes Family, thank you for being a part of my life and welcoming me into the family. Your love and support have kept my family. Thank you.

TABLE OF CONTENTS

LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER I INTRODUCTION.....	1
Nature of the Problem.....	6
Statement of the Problem.....	8
Purpose of the Study	11
Conceptual Framework and Theoretical Framework	12
Conceptual Framework.....	13
Theoretical Framework.....	14
Competence Theory	14
Descriptive, Explanatory, and Exploratory Research	20
Research Questions	23
Limitations and Delimitations.....	23
Assumptions.....	24
Definition of Terms.....	25
Significance of Study.....	27
Chapter Summary	31
CHAPTER II REVIEW OF LITERATURE	32
Existing Professional Development Association Opportunities	33
NODA Professional Development for Mid-Managers	36
SACSA and NASPA Joint Professional Development for Mid-Managers	36
ACPA Professional Development for Mid-Managers	38
ASCA Professional Development for Mid-Managers	38
Researching the Literature	39
Concepts of Competence	43
Andragogy.....	43
Experiential Learning	48
Kolb.....	49
Housing and Residence Life Profession	51
Housing and Residence Life Professional Roles	51
National Organizations	52
Benefits of Competence.....	56
Professional Development	58
Role of Competencies	60
Mid-Manager	62
Role of Mid-Managers.....	62
Challenges of Mid-Managers and Senior-Level Managers	62
Changes Impacting Mid-Managers.....	64
Need for Mid-Manager Competencies.....	65
Mid-Managers Understanding Historical Success and Collaboration	65

Mid-Managers Understanding Fiscal Challenges	67
Mid-Managers Understanding Challenges in a Changing Landscape	72
Mid-Managers Understanding College Readiness Challenges	73
Mid-Managers Understanding Evolving Policy Perspectives on Student Outcomes	76
Mid-Managers Understanding Student Choice Construct	79
Mid-Managers Understanding Social Class	79
Research and Practice	80
Chapter Summary	81
CHAPTER III METHODS	82
Introduction	82
Delphi Technique	83
Field Test Round	85
Content Analysis	85
Expert Panel	85
Survey	86
Delphi Round One	87
Delphi Round Two	87
Population and Sampling	88
Instrumentation and Data Collection	89
Data Analysis	91
Chapter Summary	91
CHAPTER IV FINDINGS	92
Introduction	92
Research Question	92
Review of Data Collection, Study Stability, and Consensus	92
Field Test Round Respondents	94
Race and Ethnicity	95
Educational Background	95
Gender	95
Age	95
Gender and Age – Next Career Steps	96
Years of Experience in Current Position	96
Years of Fulltime Housing and Residence Life Experience	96
Years of Experience Teaching	97
Professional Memberships	97
Institutional Enrollment	100
Region State Employed	102
Hours Worked Per Week	103
Roles and Responsibilities Functional Areas	103
Position Longevity	105
Demographics	112
Delphi Round One Respondents	114

Delphi Round Two Respondents	120
Chapter Summary	136
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS	137
Introduction.....	137
Research Question	137
Limitations and Delimitations.....	137
Chapter Summaries	138
Conclusions and Discussions.....	140
Implications for Future Research.....	144
Recommendations for Research	145
Implication for Practice.....	147
Mid-Manager Competency Model.....	150
Purpose of Mid-Manager Competency Model	151
Why a Mid-Manager Competency Model is Needed	152
Continued Research and Exploration.....	153
How the Competency Model Works?.....	154
Limitations	160
REFERENCES	162
APPENDICES	185
APPENDIX A: Student Affairs ACPA/NASPA Competencies.....	186
APPENDIX B: 50 Competencies of Housing Professionals 1990.....	188
APPENDIX C: 57 Competencies of Senior College Housing Offices 2005.....	195
APPENDIX D: Student Affairs Professional Development Association.....	201
APPENDIX E: IRB Informed Consent Form.....	204
APPENDIX F: Field Test Round Survey Email.....	207
APPENDIX G: Field Test Round Survey Email Reminder	209
APPENDIX H: Field Test Round Survey Final Reminder.....	211
APPENDIX I: Field Test Round Survey Instrument.....	213
APPENDIX J: Delphi Round One and Two Survey Nominations.....	217
APPENDIX K: Delphi Round One and Two Survey	219
APPENDIX L: Supplemental Data Survey	222

LIST OF TABLES

Table 1	Frequency and Percent of Total Enrollment of Current Institution	102
Table 2	Frequency and Percent of Respondent Roles and Areas of Responsibility	104
Table 3	Respondent Plan to Remain in Position and Plan to Continue in Field Cross Tabulation Data.....	106
Table 4	Competence Response Rate Field Test Round	108
Table 5	Delphi Round One Respondent Demographics	115
Table 6	Mean of Rank Items, Standard Deviation, Variance, and Coefficient of Variation Response to Competence Items as Reported by Mid-Managers in Delphi Round One	116
Table 7	Delphi Round Two Respondent Demographics	120
Table 8	Competence Response Rank Delphi Round Two.....	122
Table 9	Coefficient of Variation as a Stopping Criteria	125
Table 10	Delphi Round One and Two Mean Consensus and Stability.....	126
Table 11	Delphi Round One and Two Coefficient of Variation Consensus and Stability ..	129
Table 12	Delphi Round One and Two Mid-Manager Competencies Rank by Level of Importance	133
Table 13	Mid-Manager Competency Model – Top 10 Competencies	156

LIST OF FIGURES

Figure 1	Graphic Representation of Conceptual Framework	13
Figure 2	Graphic Representation of Competence Framework	19
Figure 3	Literature Review Breakdown.....	40
Figure 4	Journal Descriptor Breakdown.....	41
Figure 5	Audience Breakdown	42
Figure 6	Kolb’s Experiential Learning Cycle.....	50
Figure 7	Graphic Representation of Competence Identification	56
Figure 8	Delphi Study Published Research Breakdown	84
Figure 9	Generic Delphi Research Design.....	87
Figure 10	Stability and Consensus.....	88
Figure 11	Percentage of Mid-Manager Professional Membership	98
Figure 12	Mid-Manager Competency Model	154

CHAPTER 1: INTRODUCTION

The Projections of Education Statistics to 2021 (Hussar & Bailey, 2013) estimated 22 million students attended American colleges and universities within the 2012 – 2013 academic years. Data gathered from the United States Census Bureau (2009) reported that about 3 million of the over 20 million people that attended American colleges and universities lived in campus housing. In fact, the United States Department of Education, National Center for Education Statistics (2013) indicated that there are 4,706 degree-granting institutions in the United States and 2,171 institutions with student housing. In the last 50 years, campuses have experienced significant student growth. Thus, college and university operations have evolved into intricate and complex systems and organizations that include operations such as housing and residence life (Cawthon, Schreiber, & Associates, 2012). College and university employees play a central role in creating and sustaining quality higher education institutions (Mather, Bryan, & Faulkner, 2009). As American colleges and universities continue to grow, and their housing and residence life units become more complex, the skills and commitment of people who comprise the housing and residence life workforce are essential (Johnsrud & Rosser, 2000).

Housing and Residence life offers unlimited opportunities to contribute to the education and development of college students (Komives, Lucas, & McMahon, 2013). According to Porter (2005), housing and residence life has evolved beyond simply assigning students to residence halls to include providing a place for learning, growing, and continued personal and academic development (Porter, 2005). Professional staffs in housing

departments play a central role in addressing the overall mission of higher education institutions. According to Porter (2005) housing and residential life is an integral part of the educational program and academic support services of the college and university mission. Understanding staff competence and the history of residence life can illustrate how housing and residence life at colleges and universities is relevant to and play a significant role in the primary mission of higher education (Porter, 2005; Schroeder & Mable, 1994).

According to the Council for the Advancement of Standards (CAS) (2009), college students sleep and spend more of their time in the residence halls than any other part of the institution and institutions can create more learning opportunities there than the formal classrooms. Resident populations at universities are a group that get training for the need to appreciate diversity, the need to provide information on social issues and behavior matters, and the need to improve retention (Fishbeck & Koppang, 2006; Roberts, 2003; Sawyer, 2012). The competencies to be a professional working in housing and student life have continued to evolve. In this study, competence is defined as the combination of knowledge, skills, attitudes or abilities (KSA) that are essential for those that work in housing and residence life to successfully meet their desired goals and objectives to do their job. For this study, there was a focus on the role of the mid-managers.

Professional staff competence has never been more important than in this complex organization (McCuskey, Hartnett, Kelley, Schaupp, & Stead, 2003; Winston & Anchors, 1993). Mid-managers participate in goal setting, long-range planning, decision making, and resource management, making the case even greater for these professionals to possess greater

skills, knowledge, and abilities (Naquin, & Holton, 2006). Research has been conducted to determine competencies of professionals in different levels of management for roles of professionals in housing and residence life (Brandel, 1995; Dunkel & Schreiber, 1992; Englin, 2001; Haggerty, 2011; Porter, 2005).

Some 20 years ago researchers found that mid-managers identified leadership, student contact, communication, professional development, personnel management, fiscal management, research and evaluation as important competencies to possess by professionals in entry, mid, and senior levels of management (Fey & Carpenter, 1996). Many changes and advances have occurred over the past 20 years in student personnel work. One example is that student affairs staff has become better qualified (Haggerty, 2011; Smith, 2005). Published studies specify information about competencies regarding residence life professionals within the entry-level and senior-level positions.

In a preliminary review of the literature, few studies were found to inform residential mid-management practitioners about the specific professional competencies needed. For example, Santiago, Carvalho, Amaral, and Meek (2006) indicated that mid-manager roles are changing in response to the growth in student numbers. The rise of the global knowledge economy, rising cost, private companies offering to house, demand for data to support departmental relevance, and a variety of other political and institutional pressures for the adoption of more professional management approaches and attitudes (Sawyer, 2012). These competencies include, but is not limited to being able to define missions, objectives, and strategies; having the capacity to manage financial and human resources and to assume

strong management leadership for negotiation and consensus building with multiple stakeholders (Santiago, Carvalho, Amaral, & Meek, 2006). Additionally, Taylor (2008) said that mid-managers were important to organizational success because of their experience and skill to supplement top management initiatives while simultaneously creating actionable frameworks for supervisors.

Though not specifically about housing and residence life mid-managers, a recent publication concerning the profession of student affairs by Tull (2014) describes the function of mid-managers as not being part of the university's executive leadership. Instead, the article suggests that mid-managers primary duties are to supervise other professional staff, manage various programs, selection, training, staff development, policy implementation, ensuring hierarchy communication, and provide direction to specific functional areas (Gholipur, Mahmoodi, Jandaghi, & Fardmanesh, 2012). Managers in mid-level positions work across departments, control operations and manage unforeseen situations. Mid-managers are different than their supervisors in that they can be any manager two levels below the CEO and one level above the line workers and professionals (Taylor, 2008). Thus, research on mid-managers is needed as mentioned, because of the many changes in housing and residence life.

Professional competencies provide standards for housing and residence life practitioners and provide them with specific expectations about standards of excellence (Porter, 2005). Mid-managers can utilize identified competencies as a resource to support their staff development, knowing these competencies can assist mid-managers in how to

obtain what they need. Through the use of the competencies, housing and residence life professionals can come together to create a shared understanding of practice in the field. The unified understanding that a list of competencies will allow mid-managers the opportunity to evaluate their common practices then develop training to grow in competency areas to improve the quality of educational services on their campuses and can also be used as performance standards for their managers to use (Munsch & Cortez, 2014). According to Flanders and Good (2008) life, tasks, and performance expectations are constantly changing, thus, what might be competent five years ago, may very well be incompetent today. For example, a mid-manager that tracked housing and residence life student behavior in 1995 using a simple database, may need to know how to utilize a more inclusive web-based system today to monitor student behavior.

According to Rodkin (2011), two organizations, ACPA, and NASPA collaborated to define competencies for student affairs practitioners after analyzing 19 documents previously published by ACPA, NASPA, and CAS. As a result, a broad list of competency areas was created for student affairs practitioners (ACPA/NASPA, 2010) on a variety of experience levels as shown in Appendix A.

A competent workforce can have a significant impact on the effectiveness and efficiency of an organization, minimal emphasis in the literature specifically on mid-manager core competencies justified this study and its significance, noticeably absent from the literature are a focus on mid-managers. However, in contrast to the entry-level professionals they lead and the senior-level under whom they serve, the importance of the mid-manager

role cannot be underestimated (Munkeby, 2007; Naquin, & Holton, 2006; Tull, 2014). This study was significant in that findings did identify and validate a set of competencies specifically for mid-managers. Findings can provide pertinent information for entry-level professionals that desire promotion or for other professionals that desire lateral entry to a mid-manager position. Findings did provide recommendations to state, regional or national associations that could stimulate ideas of how to better serve mid-managers through program planning, webinars, conferences, workshops, and other resources. Findings did provide data for future studies related to housing and residence life professional staff competence; findings did contribute to existing research about housing and residence life professional's knowledge, skills, abilities, and attitudes.

Nature of the Problem

Colleges and Universities in the United States are experiencing challenges that necessitate effective leadership at all levels (Fleischer, 2012). In this era of economic volatility and globalization within higher education, a knowledgeable, aware, and skilled professional can play a fundamental role in the success of an organization. According to Brown (2011) the country still feels the effects of the recent economic recession and those researchers, political economists, and journalists are suggesting that student loans constitute another debt bubble as students are struggling to repay their loans, and their defaults rates continue to rise. As the cost to attend colleges and universities continue to rise, parents and guardians are still making financial investments hoping that their child will have meaningful experiences in and out of the college or university classroom. Government officials are

putting pressure on college and university CEOs to graduate an adequate percent of students and prepare students to be globally literate, and workforce ready (Serwach, Flood, Rechnitzer, & Stasinski, 2009). McCuskey, Hartnett, Kelley, Schaupp & Stead (2003) added that issues such as financial aid and high school curriculum would both affect the student population attending college and have an impact on the profession. College and university faculty and administrators are experiencing budget cuts but are still expected to provide a quality experience for student academic and social enrichment.

Today, professional staffs that work in housing and residence life play a central role in addressing the overall mission of higher education in addressing challenges. Au (2012) recent research, found that the economic approach of persistence research indicates that finance related choices have direct and indirect influences on college persistence and that market-based monetary measures of housing costs and other living costs have substantial direct effects on persistence. Research findings indicate that the 2000 U.S. Census Bureau identified that colleges and universities had over 2,064,128 students living in campus housing, and this has increased to 2,521,090 students living in campus housing in 2012. In 2010, the average cost of undergraduate and graduate student campus housing was \$7,413 (NCES, 2013) which was a 17.3% increase from 2007.

The financial impact alone is reason enough for colleges and universities to explore the quality of services and how employee competence influences the implementation of services. According to Roberts (2003) mid-managers have a responsibility to seek continuously the ability to serve students best on their campuses. As they understand their

needs, they will be better able to meet successfully the job challenges; they will continuously learn, and better assist the students they joined the profession to serve.

Housing and residence life professionals work to help students connect to the university and other students and assist them to feel like they belong to the community (Sawyer, 2012). To meet these challenges within colleges and universities competent professionals, specifically mid-managers that are often responsible for day-to-day operations; this study did discover that competent mid-managers could help institutions in becoming more effective and efficient. Making decisions about residence life staffing has never been more important (Winston & Anchors, 1993; Belch & Mueller, 2003). In collaboration with and on behalf of the international organization, American College and University Housing Officers (ACUHO-I), Dunkel and Schreiber (1992) identified a general list of competencies for housing and residence life professionals in a study of senior housing officers affiliated with ACUHO-I (See Appendix A). They surveyed senior-level professionals that generated a list of 50 competencies (See Appendix B).

Statement of the Problem

Colleges and universities are facing significant challenges that necessitate effective leadership at all levels and in all units, departments, and divisions within the University (Fleischer, 2012). Overall there is limited research on competencies that are essential for various management levels in student affairs; most studies center broadly around senior and entry-level positions. However, housing and residence life are one of many units within student affairs that still need more research about management competencies. There has

been no recent empirical research accurately identifying and validating mid-manager competencies that work exclusively in housing and residence life. According to Sawyer (2012), mid-managers should have the competencies to meet colleges and universities response to the need for community building. Additionally, the need to appreciate diversity, the need to provide information on specific issues and topics (such as personal safety, acquaintance rape, and health matters), and the need to improve retention (in particular through increased faculty-student interaction). Having competent staff that contributes to meeting these needs of the institution can benefit faculty, staff, students and other stakeholders (Roberts, 2003; Fishbeck & Koppang, 2006; Sawyer, 2012).

Though there is a general list of competencies for student affairs professionals and general competencies that broadly address housing and residence life professionals; there is still more research needed to address the specific competency needs. If these competencies are not understood, it will not be possible to identify and hire the best individuals for positions. Additionally, it would not be feasible to determine the most appropriate training to develop employees. According to Gholipur, Mahmoodi, Jandaghi, and Fardmanesh (2012), the broad study of managerial competencies opens the road for development and enrichment of organization management; the required scope of competencies for managers of various levels is different.

The proposed problem is the lack of a designated set of competencies needed for mid-managers working in housing and residence life at higher education institutions in the US. According to Santiago, Carvalho, Amaral, & Meek (2006), there is a negative impact when

managers do not have competencies, thus, the need for more efficient management and more professional management practices within higher education institutions is supported by several interconnected arguments such as technical (Edgar & Lockwood, 2012); political (Sharples, 2002; Flanders & Good, 2008); and instrumental (Cawthon, Schreiber, & Associates, 2012).

It is important to note that most leadership and management studies focus on the top executives; research on management at the mid-manager level remarkably neglected as it relates to the competencies needed to be successful Meek, Goedegebuure, Santiago, & Carvalho (2010) research suggested that in higher education studies, mid-managers are under-researched. They go further to suggest that the lack of research on mid-managers demonstrates they are not serving this population because most organizational performance and organizational success is influenced by what happens in mid-management rather than entry or senior level management; organizational success is contingent on building and developing intellectual and knowledge capital (Naquin, & Holton, 2006). The lack of research is evident in a recent study according to Ryan (2008), mid-managers are the glue that holds companies together, bridging the gap between the top management team and lower worker. The survey found that 20% of mid-managers reported dissatisfaction with their current organization and that they were seeking other employment because of their inability to build upon competence for career progression. The study further identified that the cost of turnover was extremely high and that mid-managers were very important to attract, develop and retain; thus, when mid-managers are competent or able to enhance their competencies, it

is cost effective for the organization. More importantly, this study builds on the research of Porter (2005), which identified competencies specifically for senior housing officers, previous work of Dunkel and Schreiber (1992) identified general competencies essential for housing professionals to be effective.

Purpose of the Study

The purpose of this study was to determine a consensus of the competencies for practitioners that work in mid-level management in housing and residence life at public four-year colleges and universities in the southeast US. Identification and validation of competencies determined specific competencies needed for mid-managers to be successful and assisted with establishing mid-manager knowledge of competencies. A review of the higher education, student affairs, adult education, and housing and residence life studies revealed a lack of research about specific competencies needed for housing and residence life mid-managers.

The Delphi study determined the frequency in which mid-managers use specified competencies, and their perception of the importance of the competencies was documented and analyzed. A review of the related literature revealed no specific research on how housing and residence life mid-managers identify competencies needed to be successful. Identified competencies assist mid-managers in obtaining the required skills for their positions and help them and their supervisors with steering mid-manager professional development opportunities. The Delphi study assessed what competencies mid-managers anticipate using in their next positions. Among all the levels of management in student

affairs, mid-management is often overlooked in research and degree of importance; however, according to Riggs (2009) mid-level administrators play a critical role in student success, yet many neglect their important skills.

Recently published research by Tull (2014) indicates that mid-managers in student affairs personnel are primarily responsible for the implementation, management, and delivery of programs and services that have a positive impact on student retention and degree achievement, and their role in ensuring the effectiveness of these programs is instrumental to student success. Though this work is beneficial and productive, there is a high level of turnover among mid-managers (Broido, Tull, Hirt, & Saunders, 2010). Unfortunately, lack of adequate preparation, orientation, training, skill development, and support are factors that contribute to mid-managers leaving the field (Mather, Bryan, & Faulkner, 2009). This study was intended to provide researchers, educators, and practitioners with research that attempts to build and elaborate on existing work, extending the idea of core competencies needed for mid-managers to be successful that can be applied for the advancement of housing and residence life.

Conceptual Framework and Theoretical Framework

In this study the conceptual framework demonstrated how the research problem was explored, it embodied the specific direction the research was undertaken. Specifically, the conceptual framework described the statistical relationship among variables identified in the study. The theoretical framework provided a much broader representation of theories presented within the literature.

Conceptual Framework

The research variables examined in this study included competencies divided into categories they included ten specific competency areas identified by national student affairs professional organizations (See Appendix A) and 57 specific competency areas identified by national housing and residence life organizations (See Appendix C); and life factors. The life factors included gender, age, education, experience, and the number of employees the individual manages. Life factors were examined to determine if a relationship exists between said life factors and competence.

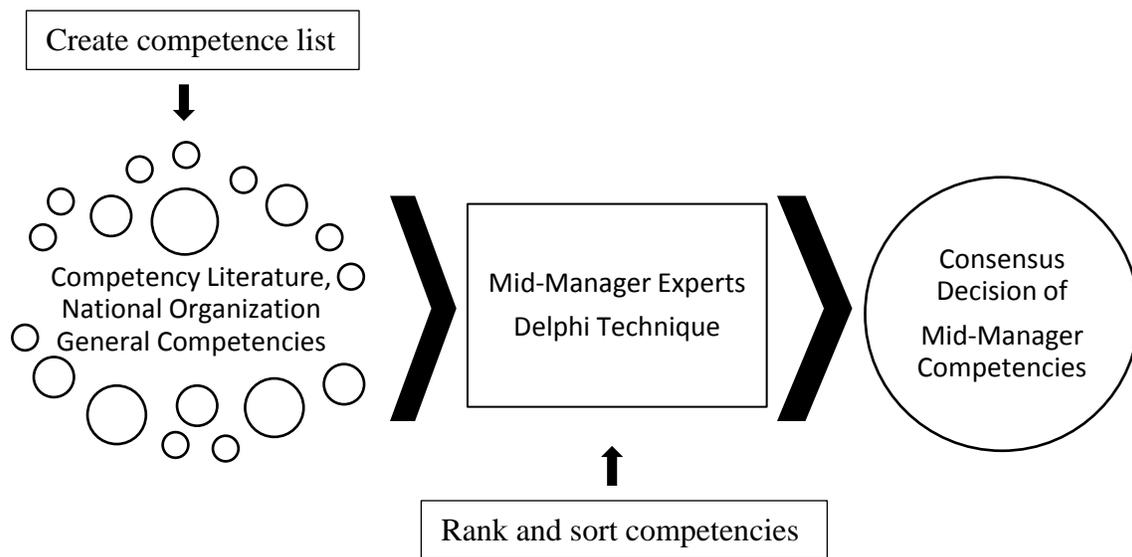


Figure 1. Graphic representation of conceptual framework.

The descriptive quantitative research approach is demonstrating the process proposed as an alternative toward showing a sequence of steps in the identification and validation of mid-manager competencies (Creswell, 2014).

Theoretical Framework

Several theories attempt to explain the knowledge, skills, abilities or attitudes of employees as it relates to the workforce. For the purpose of this study, the underlying concepts of the inquiry included Competence Theory, Experiential Learning, and Andragogy. Factors that are related to the professional competence of mid-managers that work in housing and residence life are the primary concern of this study. A review of the literature provided the framework and concepts that are central to this study. Historically, there has been a close link between the idea of competence and professional practice; this appears in the andragogical work of Dewey and Knowles (Mulder, 2014). Additionally, theories of adult learning and on learning in the workplace also emphasize the meaning of experience either as a basis for learning or as a way of learning (Kolb, 1984; Paloniemi, 2006). Competency theory calls for management with abilities to achieve organizational goals through a sustained and integrated deployment of resources and competencies (Sanchez, 1997; Clark, 2006)

Competency Theory

Mulder (2014) asserts prior research criticizes various attempts to implement competency models and competence-based professional learning programs. The later developments of competence theory and research give new insights to emphasize the integrative meaning of competence within professional practice. In attempting to describe the competencies of mid-managers that work in housing and residence life, a theoretical component of the framework is needed to provide boundaries and focus on the research and

its questions. There are theories and research studies on how adults learn. However, this study concentrated on the role of experience in gaining competence, such as andragogy and experiential learning. Thus, this research did contribute to extending on the much broader perspectives of competencies to focus more specifically on what mid-managers in housing and residence life practitioners need. Paloniemi (2006) suggest that there is a relevant role in experience and competence development; she goes on to mention that employees see experience as helpful in focusing on pertinent information. Experience helps professionals to select information in education and training situations. Also, experience helps one to assess the relevance of information and guides learning. Thus, this study did determine that there is relevance in a professional's experience and competence development.

According to Mather, Bryan and Faulkner (2009), mid-managers begin their positions with varying degrees of experience; because of the importance of their experiences divisions of student affairs should attend to their competency through ongoing professional development and mid-managers should attend to their learning to meet a higher and broader set of leadership demands. Since mid-managers bring a wealth of experiences into the work setting, it can be argued that the inclusion of experience is an integral part of the competence attainment and the knowledge paradigm. In other words, housing and residence life professionals may perceive their journey in obtaining the necessary competencies to be effective in their jobs differently depending on their experiences (Mitsifier, 2012). Likewise, their knowledge contribution toward what they consider being relevant competencies for all housing and residence life professionals may vary depending on the

level within their mid-management where the professional is in the field, various demographic variables, and their breadth of experiences.

It is remiss to discuss competence without mention of Dewey, historically, there has been a close link between the concept of competence and professional practice; which appears evident in the early 1900s work of Dewey who used the term and concept on various occasions in his early literature (Mulder, 2014). Dewey (2013) suggested that the competency development process requires a direction that takes cognizance of prescribed conditions, such as required knowledge, skills, and abilities. A professional is competent when they act responsibly and effectively according to given standards of performance; professional competence is seen as the generic, integrated and internalized capability to deliver sustainable effective performance in a certain professional domain, job, role, organizational context, and task situation (Mulder, 2014).

The theoretical component of the framework is Competency Theory. Ron Sanchez (2004) incorporates Systems Theory and Complexity Theory to approach an innovative theoretical base of Strategic Management. The competency theory movement suggests an expanded theoretical foundation of management with four theoretical cornerstones. According to Sanchez (1997), these cornerstones dynamic nature, systemic nature, cognitive nature, and holistic nature of the internal and external environments of organizations. The systems and complexity concepts incorporated in the perspective competence lead to a new view of the fundamental character of the strategic management task, and perhaps I would insinuate mid-manager competencies.

Mid-managers as strategic managers attend to improving their cognitive processes for discerning promising strategic directions in their evolving environments. According to Taylor (2008), mid-managers need to be prepared to think and act strategically in the workplace. Sanchez describes the first cornerstone of competence theory as a representation of the environment of an organization as dynamic. Which for managers mean that they must understand that current market preferences can change, technological access and organizational means for serving those preferences can change, and institutions, infrastructure, and norms that influence the ways organizations may function can change. The second cornerstone of competence theory describes the characterization of organizations as open systems, in which competence must include an ability to manage the systemic nature of organizations and their interactions with other organizations. Sanchez suggests that the third cornerstone of competence theory includes an ability to manage the cognitive nature of an organization.

Essentially, managers are responsible for deciding the ways in which an organization creates value for its stakeholders and manages the organization efficiently and effectively. Managers must meet the mental challenge of devising a strategic logic that identifies the competencies which they believe will best enable their organization to achieve its goals in its evolving environment. Sanchez (2004), described the fourth cornerstone as the proposition that managers must have a holistic view of their organizations if they are to build it to function effectively and adaptively. To lead an organization in achieving goals requires that

managers be able to define organizational goals that promise a satisfactory level of goal achievement.

Through collective intellectual knowledge and professional experiences, we know that scientifically and in everyday language, the term competence is often used. Competency represents the synthesis of a variety of skills, technologies, and knowledge streams (Naquin & Holton, 2006). Competencies are characteristics that are causally related to effective and superior performance in a job. The causal relationship means that there is evidence that indicates that possession of the characteristic precedes and leads to effective and superior performance in that job (Boyatzis, 1982; Beneitone & Bartolomé, 2014). Over the last decades, a large amount of attention has been given to the constructs of specialized competencies that can be used to master different demands and of knowledge about the availability and use of one's competencies to optimize learning and problem-solving behavior (Weinert, 1999).

A study of competence can be based on competency theory to develop a parsimonious and complete professional education framework. Competency theory proposes that competitive advantage derives from melding mid-managers knowledge, skills, and attitudes for devising new ways of competing with organizational capacities for learning (Clark, 2006). Competency theory calls for mid-managers with knowledge, skills, and abilities to achieve organizational goals through a sustained and integrated deployment of resources and competencies. There is much to be considered toward important theoretical antecedents in the development of competence perspective, as well as the ways in which the

concept of competence is now being extended to improve the ability of researchers and managers to identify specific aspects of organizational competencies (Sanchez, 2004). In some organizations, senior-level managers may use a middle-top-down approach in which mid-managers are the primary originators and champions of new strategies and value creation.

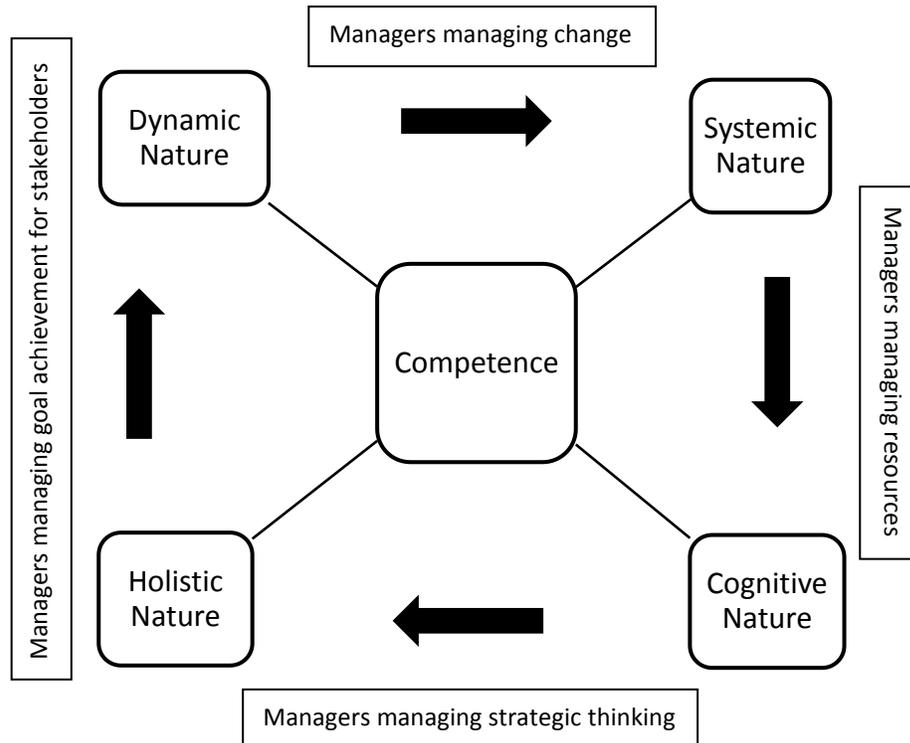


Figure 2. Graphic representation of competence framework. Adapted from “Understanding competence-based management Identifying and managing five modes of competence,” by R. Sanchez, 2004, *Journal of Business Research*, 57,5, 518-532.

The four cornerstones of the competence theory perspective define its dynamic, systemic, cognitive, and holistic presumptions about the nature of an organization, influences, and manager competence.

Competency theory takes a holistic view of professional development and organizational development. Housing and residence life at four-year colleges and universities face pulls from a wide variety of contending interests that include stakeholders, resource providers, and clients. Competency theory suggests that mid-managers must maneuver in ways that generate value through interactions with all constituent groups. In unison, mid-managers must also apportion housing and residence life's value added dividends to ensure the uninterrupted inflow of critical resources. According to Clark (2006), competency theory moves away from an objective of identifying some core competencies as a focal point for management. It is the purpose of this study not to build simply a list of competencies for housing and residence life mid-managers, but to determine what specific competencies must exist as their resources and capabilities. As a result, this study did contribute to the development of a competency scale level to assist housing and residence life mid-managers with aligning their knowledge, skills, and abilities applicable to their research and practice.

Descriptive, Explanatory, and Exploratory Research

Research contributes to establishing theory in different ways. It explains phenomena and their attributes. According to Fraenkel, Wallen, and Hyun (2012) educational research, the most common methodology is the survey, as when researchers summarize the

characteristics of individuals or groups. Butin (2010) characterizes the descriptive research by the deliberate and systematic articulation and analysis of issues presently lacking such as clarity. This study is descriptive in that it is concerned primarily with identifying and validating competencies through the construction of categories and order that can support future research. Explanatory research has the goal of explaining why and how specific variables relate to and influence each other (Edgar & Lockwood, 2012).

Butin (2010) describes explanatory research as research that focuses on finding a clear answer for why something occurs or how specific variables are related to each other. In explanatory research, the objective is to describe the degree if any an association exists between two or more variables (Creswell, 2014). Researchers who conduct explanatory studies often investigate some variables they believe are related to a more complex variable, such as motivation or learning (Fraenkel, Wallen, & Hyun, 2012). Though this study did address demographic factors, it serves as the foundation for more research on the complex relationship of professional competencies and the correlation among several demographic variables. This study will be useful for future studies of competencies needed for housing and residence life mid-managers to employ knowledge, skills, and abilities as a context of quantitative data. This study presumed housing and residence life as a profession and the campus housing organization as a complex operation functioning as part of a more complex college and university system framework (McCuskey, 2003).

As housing systems have grown and complexity, it has become apparent that professionally trained competent staff is needed (Palmer, Broido, & Campbell, 2008).

Managers remember their journey of entering and assimilating into the workforce, thus, there is an unrealized expectation that experience and position should count for something in the eyes of their subordinates (Espinoza, Ukleja, & Rusch, 2010). The responsibility of housing and residence life mid-managers is that they are not only aware of the general principle of the shaping of experience but, that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth (Knowles, 1977). According to Paloniemi (2006), experience not only gives the knowledge about where to look for information but also knowledge about what to look for and why it is useful in the workplace. Experience in competence development helps in understanding theoretical knowledge and helps professionals understand what they learn and what it means in practice. According to Edgar and Lockwood (2012), exploratory research is unobtrusive, in this study a content analysis was used to propose the relationship between such attributes. This type of design uses the construction of questionnaires or rating scales designed to measure various topics; to explore a phenomenon or to identify important themes. A content analysis was used to obtain descriptive information about a topic and to formulate themes or major ideas that help to organize and make sense out of large amounts of descriptive information. Additionally, to check other research findings and to obtain information useful in dealing with educational problems and to test the hypothesis (Fraenkel, Wallen, & Hyun, 2012). In this study, a content analysis using job descriptions as the data was an effective way to gather information about knowledge, skills, attitudes, and abilities of housing and residence life mid-managers.

Additionally, content analysis was conducted using the general list of NASPA, ACPA, and ACUHO-I competencies to develop categories and job descriptions to examine themes.

Research Question

Survey research gives a depiction of what many people think or report doing (Neuman & Kreuger, 2003). The primary emphasis of this study involved determining the professional competencies housing and residence life mid-managers need that work in four-year colleges and universities. The overarching question was what are the type of competencies specifically needed for housing and residence life mid-managers that work at four-year colleges and universities? To achieve this task the following research question was proposed to guide the study:

What are the identified housing and residence life mid-manager competencies as determined by an expert panel using the Delphi technique with a representative panel of mid-manager experts that have at least 5-8 years of experience supervising entry-level staff, that have some formal teaching experience and that have held a position in a national, regional, or state housing and residence life professional organization?

Limitations and Delimitations

A limitation identifies potential research weaknesses (Creswell, 2014). Findings of this study were limited to housing and residence life professionals that work in the southeastern region of the United States of America. Results of this study were based on self-reported competencies. Survey participant responses were voluntary; this study

assumed that participants would be truthful in their responses to the research instrument. This study was limited to participants that currently hold positions in housing and residence life, succeeding research may consider the exploration of former housing and residence life professionals that transitioned to work in other student affairs roles.

Delimitation addresses how a study narrows itself in scope or how it should be bounded (Creswell, 2014). Inconsistencies exist in colleges and universities about the classification of mid-manager positions in housing and residence life, much of which centers on the size of the institutions, job descriptions, titles, and actual responsibilities. This four-year colleges and universities study cannot be generalized to community colleges and other (i.e. junior college) institutions of higher learning that have housing and residence life professionals. This study was not designed to assess specific competencies needed for housing and residence life professional that work in entry-level and senior-level manager positions. This study collected data from those mid-managers regarding competencies with limited control for the quality or skill level of the current competencies they possess.

Assumptions

Several major assumptions were made relating to this study.

1. The participant completed the survey honestly, accurately, openly, and without influence from outside sources.
2. The participants can accurately and with consistency report competencies.
3. The participant data about competence will be useful in designing training, development activities, and programs useful in developing and refining competencies

- of individuals interested in becoming mid-managers and that supervise mid-managers.
4. The participant that responded did so voluntarily and collected all the data in a way that maintains their anonymity.
 5. The participant understanding of competence would be similar.

Definition of Terms

Competency. Set of specific skills that employees are expected to demonstrate at each respective level as well as the skills that must be mastered for them to be considered for promotion to the next level (Martone, 2003).

Entry-level Staff. Members of the student development and student affairs profession who have less than five years of experience, are in their first student affairs position and do not supervise other professional staff (Fey & Carpenter, 1996). Paul Jahr (1995) defined entry-level staff as a first, full-time professional position in any student affairs unit and requires the professional with a master's degree. Housing and Residence Life staff that at minimum possess a bachelor's degree and has worked less than five years in student affairs (Haggerty, 2011).

Leadership Competencies. Leadership competencies are the behaviors, knowledge, skills, and abilities that a person needs to provide effective leadership and positively impact an organization at a particular time (McNamara, 2008).

Learning. Learning is the process of acquiring and constructing knowledge. It depends on upon elaborating and extending prior knowledge. Learning which leads to the retention, use,

and articulation of knowledge happens when mid-managers progress from meaningful experience to applying what they learned in a new situation (Knapp, 1992). According to Boyd and Apps (1980), learning is the act or process by which behavioral change, knowledge, skills, and abilities are acquired.

Mid-manager. Housing and Residence Life has a hierarchy line of supervision; paraprofessional staff, graduate staff, entry-level professionals, mid-managers, and chief housing officers or senior-level professionals. Typically, there is professional administrative support staff associated with some of these positions. Mid-manager is an individual who possesses a position which reports directly to the chief housing officer or possesses a position which reports to a person who reports directly to a chief housing officer. Is responsible for the direction, control, or supervision of one or more undertakings within housing and residence life and one or more housing and residence life staff members. Mid-manager for the purpose of this study should have at least 5 or more years of experience, typically 5-8.

Professional Development. Refers to those technical, human, and conceptual skills necessary for student affairs professionals to be more effective in their positions (Kane, 1982).

Activities designed to increase the professional practitioner's expertise, the level of competence, knowledge, and or skill development (Jahr, 1995). The participation in a variety of activities and programs to enhance and expand skills necessary to perform responsibilities (Fishbeck & Koppang, 2006).

Significance of Study

This research, which focused on a Delphi study of identifying competencies needed for mid-managers that work in housing and residence life at public four-year colleges and universities in the United States of America. One of the core areas of concern was that recent studies do not address the difference between competencies of mid-managers and senior-level managers (or any other level). The complexities of today's organizations dictate the need for different competencies. The competencies required to be a successful mid-manager are complex and overlapping, Collins and Hirt (2004) suggest that knowing the skills set that residence life professionals possess can enable senior housing officers to recruit mid-managers whose talents best meet the needs of the organization.

According to American College Personnel Association (2010), student affairs work is conducted within the context of organizations and working within organizations requires a myriad of overlapping and interrelated competencies. According to Cawthon, Schreiber, and Associates (2012), the work performed by professionals in the student housing arena is influenced by some variables; these variables include the size and scope of the housing operation, the program mission, financial structures, and organizational structures. My experience as a scholar-practitioner that served in housing and residence life senior-level, mid-manger, and entry-level roles do influence my position to accept that there is a significant difference between competencies of entry-level managers, mid-managers, and senior-level managers. In fact Cawthon, Schreiber, and Associates (2012) note in the

literature that as a consequence, the functions, roles, and responsibilities of housing professionals on various levels at different institutions can and do vary dramatically.

The research conducted in this study revealed that numerous papers discussed the competencies that entry-level housing and residence life professionals should possess and the preparation they should receive in their graduate academic programs (Haggerty, 2011). Other studies have focused on the relationships between housing and residence life entry-level staff and their supervisors relating to expectations, skills, and competencies gained. There are general competencies that exist to help residence life professionals in planning their training and development (i.e. Council for the Advancement of Standards in Higher Education, NASPA/ACPA Professional Competencies, and James C. Grimm National Housing Training Institute). However, the relationship between entry-level, mid-level, and senior level manager competencies has not been explored, but may be of use for future research.

This study explored a variety of competencies that the Council for the Advancement of Standards in Higher Education (CAS), National Association of Student Personnel Administrators (NASPA), American College Personnel Association (ACPA), Association of Colleges and University Housing Officers International (ACUHO-I), and National Housing Training Institute (NHTI) determine are needed for student affairs practitioners. Though not specifically for mid-managers, examining these competencies contributed to better understanding of what competencies were needed exclusively for mid-managers. After exploring the general competencies developed by these professional organizations, this study

determined what specific competencies are needed for housing and residence life mid-managers. Finally, from this study competency lists were developed by obtaining data from housing and residence life professionals currently working in mid-manager positions, the use of existing data from the professional organization(s), and obtaining data from experts.

Mid-manager positions are challenging, in large part, because they are in the middle. They are looked to by front line staff for specific guidance on translating lofty ideals of a university mission into the daily operations and realities of addressing student issues or needs (Mather, Bryan, & Faulkner, 2009). The identification of the level of competencies for mid-managers can assist in the development of a tool for practitioners to identify skills to target through professional development opportunities. This study was significant in that the research can assist with developing and building upon existing literature targeted toward the professional development of mid-managers.

There is a gap in the literature that specifically addresses the professional competencies among mid-managers that work in housing and residence life. Existing competencies that speak about knowledge and skills are informative and serve as an excellent overarching blueprint that can help mid-managers in their practice. However, due to the complex nature of the mid-manager position this study was important because it established a baseline understanding of the relevant professional competencies for mid-managers that work in housing and residence life from data deriving from them about the level of competencies needed for their specific position rather than senior leaders.

The significance of this study has implications for research and practice that will guide and inform further research in the area of competencies for housing and residence life professionals. Competencies identified and validated can be used to assist mid-managers in recognizing their current competency level while assisting mid-managers with aligning with the standard level of competencies that were identified as most important at the mid-manager level in this study. Consequently, the identification and validation of competencies in this study can assist mid-managers in how to prioritize training, and professional development needs best. Additionally, identified competencies based on the level of importance can inform housing professionals that aspire to become mid-managers or those that are new mid-managers. Ideally, mid-managers will use competencies to enhance their practice and as a compass toward professional progression or a career path. Researchers can use identified and validated competencies to best inform academic faculty about curriculum, practicums, or scholarly experiences mid-managers need during advanced or terminal degree pursuit. Researchers can use identified and validated competencies within this study to explore what mid-managers need to stay consistent with student trends and higher education best practices. Researchers can use the information in this study to explore additional training and professional development needs for mid-managers and their supervisors.

It is important that researchers and practitioners understand that the identification of mid-manager competencies can serve as a foundation for retaining, recruiting, and progressing housing professionals. A more competent housing professional can be a direct impact on student retention, success, and progression.

Chapter Summary

In Chapter One, the problem and research focus were identified to support a descriptive study identifying competencies needed for housing and residence life mid-managers. The research has identified the existing prescribed competencies adopted by national organizations to be too general and robust. Prior studies encompassed all professional housing and residence life levels and in some instances, previous research suggested that student affairs competencies were all inclusive. Thus, for this study and due to the lack of literature about mid-manager competency needs, more specific information was examined with particular attention focused on this group category of housing and residence life mid-manager practitioners.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

The review of the literature included a historical context and recent changes that impact institutions of higher education. This study identified competencies explored how professionals should understand the dynamics of change and examined how mid-managers should begin to implement strategies to adapt to the changes that are happening in their units and functional areas. The review of the literature in this study included six sections with each section building on research toward the identification and validation of competence. Section one considers the housing and residence life profession from a historical context. This section made a distinction between existing professional development association opportunities for housing and residence life mid-managers. Section two discussed relevant theories and concepts, such as andragogy, experiential learning, and concepts of competence. Section three made a distinction between the entry-level and senior-level managers from the mid-manager role. Additionally, section three provided an explanation about the need to identify competencies for mid-managers and offers historical context about existing literature that examined core competencies from general perspectives that placed an emphasis on entry-level and senior-level housing and residence life professionals. This section explored the benefits of competence and the connections of professional competence in professional development. Section four discussed the particular role of mid-managers, makes a distinction between mid-managers and senior-level managers, and explored changes that directly and indirectly impact mid-managers. Section five was a presentation of societal,

economic, and institutional shifts that influence mid-managers understanding of their competence and examines what mid-managers need to manage competently through change. Section six provided a description of the conceptual and theoretical perspectives of competence about the literature.

Existing Professional Development Association Opportunities

According to Cervero (2000) improving the practice of professionals is a bottom line strategy for organizations, ideally improving the competence of professionals will improve service to students and other stakeholders. Moreover, professional development can lead to collaboration, cooperation among staff, increased staff morale, more effective work environment, and preparation for the future (Roberts, 2003). Professional development for mid-managers is not a new concept for the corporate, business, and government sector that places emphasis on staff needs to meet bottom line expectations of the organization (Rodkin, 2011). Over 20 years ago, Paul Jahr exclaimed that professional development is the vehicle to carry the professional from their entrance into the profession onward to positions of greater responsibilities (Jahr, 1995). In his housing and residence life research, Jahr (1995) found that there was a need for housing and residence life professionals to develop a basic level of competence in all areas; succeeding research proved Jahr's assertion to be relevant.

For instance, the International City/Council Management Association (ICMA) identifies mid-managers as those who hold leadership positions in their organizations, military, public or private sector, academics; and managers/assistants/department heads not ready to be credentialed but looking for their next challenge. ICMA has a mid-manager

institute that provides a focused educational experience for members already credentialed. It is designed to enhance and develop participants' leadership abilities and effectiveness by providing a broader understanding of their responsibilities as leaders; perspectives on some of the critical leadership and management issues facing mid-managers; and understanding and awareness of concepts and techniques relevant to local government management (Kemp, 2007). Similarly, the Executive Leadership Council, a preeminent organization that recognizes the strengths, success, contributions, and impact of African-American corporate business leaders developed the Mid-Level Managers' Symposium (MLMS). MLMS is a two-day professional development seminar for aspiring managers and executives to learn and network in professional, safe settings. Nearly 800 participants interact with leading business and education experts who offer candid insights about their leadership journeys, with the goal of helping attendees achieve greater levels of success and recognition in their careers. The symposium will connect participants with tools and insights across and within function and tenure. MLMS meets mid-level managers at critical career stages preparing them for breakthrough career growth and global business opportunities by providing skills, professional relationship strategies and global perspective (Radford, 2005).

Student Affairs could learn from business, corporate, and government models of professional development that require a systematic approach supported at all levels. Though, organizations are not responsible for fulfilling employee needs and aspirations, the organization should provide tools and opportunities for individual and professional development (Roberts, 2003). According to Sawyer (2012), housing and residence life

professionals are not limited to the business of caring for students and the business of education and development. They are often in the middle of understanding the bottom line, profits, decision making, and the balancing of business obligations with the genuine care and desire to develop students and help them succeed through graduation.

Content analysis revealed that there is a lack of focus on professional development that contributes toward housing and residence life mid-manager competencies (Geller, 2004). A variety of professional development opportunities exist, however, they operate independently and have a broad focus (see Appendix D). In the 1960s, the Council of Student Personnel Associations in Higher Education (COSPA) made attempts at consolidating a confederation of professional organizations to achieve professional development training and to provide direction in identifying desirable competencies (COSPA, 1975). These opportunities are not linked to college and university strategic planning and are typically broad within the professional organization. Graduate preparation programs and entry-level development is often a point of interest. According to Dr. Paul Jahr (1995) competencies identified in the housing and residence life literature appear to be much more functional and specific than those in the student affairs literature. If something is not done to prepare mid-manager staff for advancement, organizations will be forced to look elsewhere for recruitment.

NODA Professional Development for Mid-Managers

NODA, also known as the Association for Orientation, Transition, and Retention in Higher Education, was chartered in 1976 and continues the tradition of orientation, retention and transition professionals who have met annually for over 40 years. Today, NODA is an international association comprised of professional administrators, students, faculty and related organizations. The Association strives to attract a pluralistic membership and leadership and endeavors to facilitate the professional development of its members. NODA is further dedicated to inter-association cooperation, the advancement of professional and ethical standards, and the production of scholarly works. NODA has a Mid-level Managers Institute (MMI), which provides an environment for discourse on issues relevant to those in mid-level positions at colleges and universities. Topics include, among others, trends in higher education, managing institutional change, handling crises, emotional intelligence, mentoring, and financial management in today's challenging economy. The engaging and supportive Institute format allows for colleagues in common roles to come together to discuss and solve common issues while led by a faculty composed of experienced professionals (NODA, 2015).

SACSA and NASPA Joint Professional Development for Mid-Managers

SACSA, Southern Association for College Student Affairs, is an organization which was founded in 1949 as SCPA, Southern College Personnel Association, and evolved into SACSA in 1982. It was established to address the unique needs of Student Affairs professionals within the South. NASPA, formerly known as the National Association of

Deans and Advisers of Men (NADAM) was recognized in 1919 as the National Association of Student Personnel Administrators. The Mid-Manager's Institute is a very focused and unique professional development experience presented by a partnership between SACSA and NASPA Region III. In its origins, the Institute provided an opportunity for mid-level professionals to continue their professional growth by enhancing their current skills and developing new skills through a variety of presentation formats that included invited speakers, faculty presentations and panels, small group discussion and case presentations (Wescovich-Mann, 2007).

It offers an opportunity for mid-level professionals to enhance and develop the skills, relationships, and dispositions that distinguish them in the profession and enables them to make more meaningful contributions to the people and programs they serve. Participants have the opportunity to learn from faculty mentors, guest presenters, and their mid-level colleagues. Past topics include managing from the middle, navigating politics and campus climate, strategic planning, the synergy between academic affairs and student affairs, explore professional competencies and career planning, and leave with strategies and skills to make an impact when they return to campus. The Mid-Manager's Institute designed for individuals with at least five years of experience as a full-time professional with oversight and supervisory responsibility of one or more units and professional staff members (NASPA, 2015).

ACPA Professional Development for Mid-managers

The American College Personnel Association (ACPA) originated in 1924 as a graduate student placement organization, NAAS, National Association of Appointment Secretaries. It later evolved in 1931 as ACPA, with the focus of including college and university student affairs administrators, academic preparation faculty, and corporate partners (Price, 1965). The Institute is named for Donna M. Bourassa, Ed.D., former Associate Executive Director of ACPA, who created the Institute in 1999 to promote a more advanced understanding of the principles of student affairs and provide effective management tools to excel. It has been a successful professional development resource to hundreds of student affairs professionals. Donna was on the faculty for the program. She lost a valiant fight to cancer in September 2004. Going into its 16th year, the Donna M. Bourassa Mid-Level Management Institute is an ACPA signature educational program for those desiring to understand their authentic leadership, strengthen their capacities and understand self and organizational dynamics to lead well (ACPA, 2010).

ASCA Professional Development for Mid-Managers

In January 1987, Don Gehring organized a meeting of attendees at the Stetson University Law and Higher Education conference interested in establishing a professional organization to serve the needs of campus judicial officers. A steering committee was formed to develop a constitution and begin organizing such an association. In 1988, the Association for Student Judicial Affairs (ASJA) was founded to facilitate the integration of student development concepts with principles of student conduct practice in post-secondary

education and to promote, encourage, and support student development professionals responsible for judicial affairs. By 1989, the first annual conference was held in Clearwater Beach, Florida. Due to the growth of the organization, in 1991, the Board of Directors established a central office at Texas A&M University. In 1993, the first summer Campus Judicial Affairs Training Institute was held at Bowling Green State University and in 1994, it was named for Don Gehring. In 2008, ASJA officially changed its name to the Association for Student Conduct Administration. For participants, the ASCA Donald D. Gehring Academy for Student Conduct Administration is an intensive institute designed to create learning through a competency-based model. The institute consists of multiple tracks intended for specific needs; one track focuses on professional development for mid-level managers (ASCA, 2015).

Researching the Literature

In this study over 1,000 sources were reviewed with an emphasis on keywords “middle management”, “competencies”, “professional competencies”, “core competence”, “mid-manager”, and “management competency”. Research databases ProQuest LLC, ERIC, Google Scholar, and EBSCO was used in this study for the review of the literature.

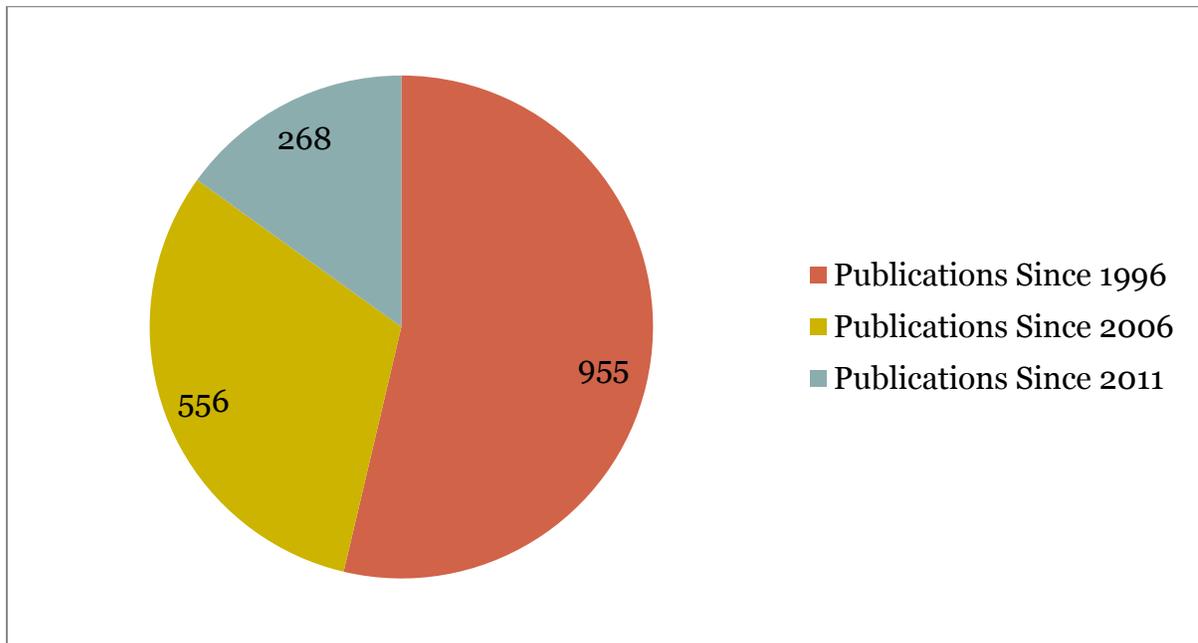


Figure 3. Literature breakdown

In this study, to know if research is relevant, new and adds something to the existing body of knowledge, it was important to determine what the previous and current state of knowledge are; this required the identification of knowledge gaps (Maier, 2013).

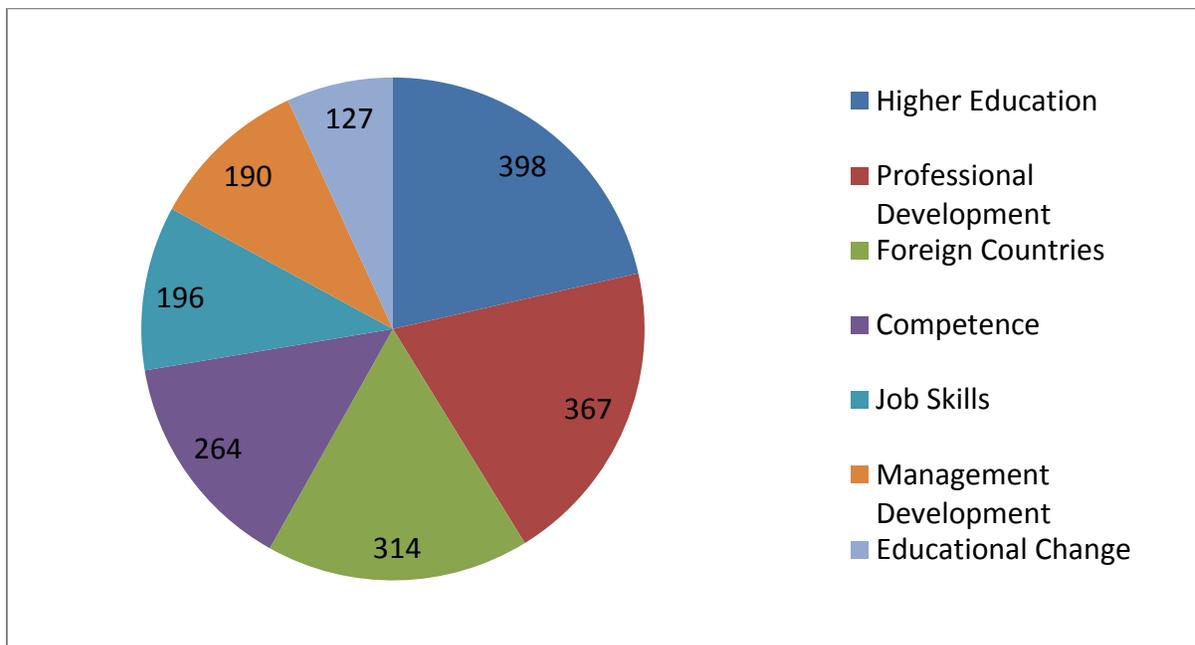


Figure 4. Journal (Descriptor) breakdown

In this study, descriptors were used to give every record a subject indexing term allowing resources allowing for a specific research problem. This method often includes a specific field, discipline, or multidisciplinary approach (Bui, 2014).

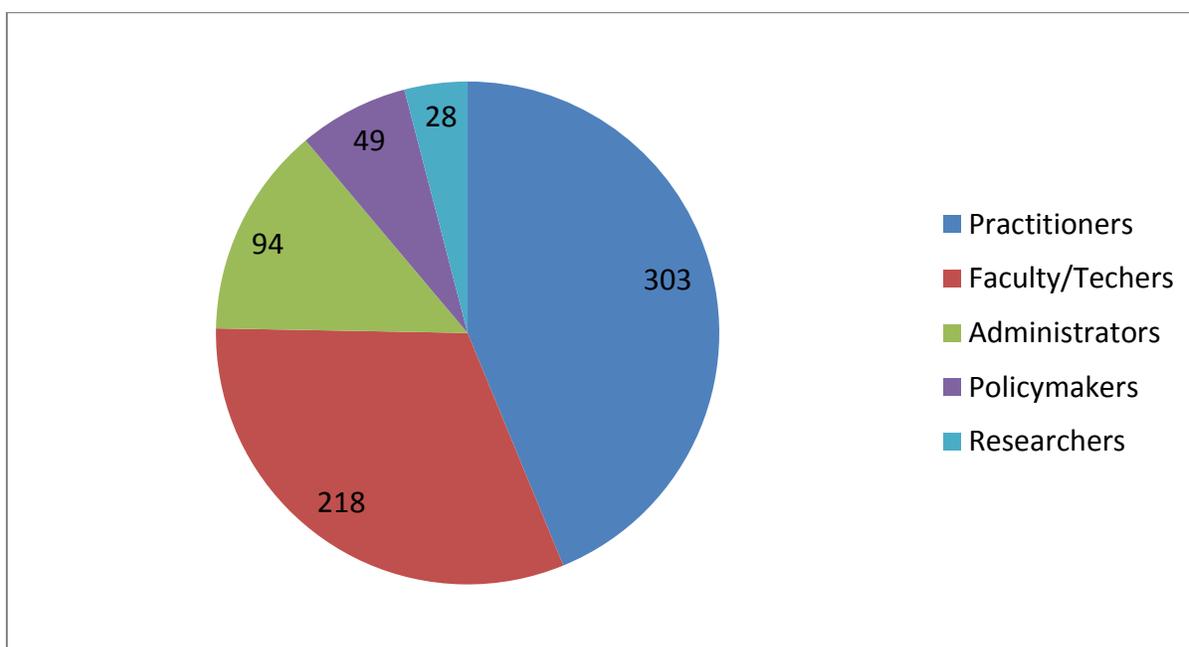


Figure 5. Audience breakdown

In this study, among journals which met the criteria of acceptability, there was often an informal hierarchical ranking of publications from most to least prestigious. Scholars acknowledge that scholars submit first to the most prestigious journals to maximize receipt of rewards. An alternate view is that submission is based more on a potential audience of a journal than on hope of rewards (Butler, 1996).

This study identified and validated competencies needed for housing and residence life mid-managers. To conduct this study, a review of the literature regarding mid-management, housing and residence life at four-year colleges and universities, and professional competence was conducted. The major emphasis of this study involved determining the professional competencies housing and residence life mid-managers need that work in four-year colleges and universities. To achieve this task, the following

descriptive research question was proposed: What are the levels of competencies specifically needed for housing and residence life professionals that work at four-year colleges and universities?

Concepts of Competence

According to Weinert (1999), a goal of identifying competencies can have different levels of abstraction, all of which center on exploring the many theoretical and pragmatic conceptions of competence; thus it is necessary to consider a variety of aspects of selected theoretical and pragmatic concepts of competence.

Andragogy

The theory that takes into consideration an approach to learning is Andragogy. According to Malcolm Knowles (1969), as individuals mature they will progress from being dependent learners to self-directed learners who are in charge of their learning. These self-directed learners have a rich life experience and, therefore, are a rich resource for learning from each other in groups. Usually, they want to learn for a purpose, to perform a task, to solve a problem, or to live in a more satisfying way and not for the sake of simply learning. Learning from experience can be valuable, especially considering that formal training and development in management within higher education receiving much criticism for being too abstract and irrelevant to the practitioners work (Zuber-Skerritt, 1992).

Self-directed learners, such as mid-managers, take initiative and responsibility for their learning process. Often, the learning is not planned or structured, for some, this is the most effective way to learn and for others the greatest advantage is that it provides options to

individuals for meeting specialized learning needs (Knowles, 1984). Trends observed in the literature about administrative roles such as mid-managers in higher education, traditionally imply that mid-manager roles are seen primarily as stepping stones to more senior positions, are increasingly perceived as career specializations (Knowles & ACE, 1969). The mid-1990s found the role of housing administrators becoming more and more professional and eventually creating a career specialization (Schroeder & Mable, 1994; Manley, 2011). The andragogical model, according to Knowles, Holton, and Swanson (2012) identifies six assumptions. Specifically, they are: (1) *the need to know*, (2) *the learners' self-concept*, (3) *the role of the learners' experience*, (4) *readiness to learn*, (5) *orientation to learning*, and (6) *motivation*. Mid-managers that work in housing and residence life are often tasked with directing day-to-day activities of the organization, troubleshooting problems, meeting with campus partners, supervising, and advising. In turn, these practitioners are often left with little time to process strategically what they need to know to be successful in their career progression.

American College Personnel Association (2008) indicate in their student affairs professional competencies research that the time has come to consider what professionals supposed to know, which aligns with Knowles andragogical assumption, the need to know. American College Personnel Association goes on to suggest that for practitioners, such as mid-managers that work in housing and residence life, to be successful they must possess skill sets to frame what they *need to know*; and in turn, establish goals to accomplish. Personnel is constantly changing and shifting in housing and residence life. Though

common, if it is assumed to be a problem for the organization due to the rate of occurrence it is happening, it may be happening for various reasons.

A few reasons for personnel changing and shifting might be a result of role redundancy, position burnout, or career modification. Knowles asserts that there is a deep and subconscious need for professionals to be self-directed. Once awareness raises adults will make efforts to create learning experiences that transition from dependent to being self-directed (Knowles, Holton, & Swanson, 2012). In fact, when mid-managers find themselves in situations which they are not allowed to be self-directed, they experience tension between the situation and their *self-concept* (Knowles, 1990). Graduate students and entry-level professionals that work in housing and residence life concepts of learning can be presumed as dependent. Meaning the supervisor is expected to take full responsibility for determining what is to be learned, when it is to be learned, how it is to be learned, and if the employee has reached expectations of learning. Whereas assumes that mid-managers concept of learning is consistent with the process of professional maturation for a person to move toward increased self-directedness, these mid-managers see themselves progressively as producers or those that do (Knowles, 1980).

Mid-managers have a self-concept of being responsible for their development, decisions, and learning. Entry-level professionals have a limited amount of experience, thus not concentrating their learning from experience, but instead on establishing an experience base. Whereas the role of the mid-managers experiences become their identity and from that foundation, they create their self-image. Mid-managers bring applicable knowledge, skills,

and abilities to the learning process; they merely seek to fill the gaps of knowledge in their experience base (Forrest & Peterson, 2006). Regarding the role of the learner's experience, mid-managers are faced with the consequences of their experience.

According to Knowles (1984), these practitioners have developed habitual ways of thinking and acting, preconceptions about reality prejudices, and defensiveness about their past ways of thinking and doing. The educational approach of this ideology aims at enhancing capabilities in mid-managers. In other words, their experiences are perceived as a central factor in the learning process. Mid-managers experiences are considered rich resources of learning and these practitioners as learners are expected to share their experiences so that they educate themselves as well as others (Tight, 2012). Dewey, Whitehead, Montessori, and others believed that much of what we learn is gathered from firsthand experience (Knapp, 1992). Graduate student employees and entry-level professionals learning may be organized into a relatively standardized manner with step-by-step progression depending on their roles in housing and residence life. However, andragogy assumes that learners such as mid-managers are ready to gain more knowledge, skills, and abilities to meet their developmental needs as workers, spouses, parents, organizational members, leaders, and leisure time users (Knowles, 1990). These leaders according to Argyris (1976) must behave competently, be a source of reform, and create conditions for their continual development; these learners are encouraged to become aware, become competent in learning how to learn, and be able to operate effectively.

Mid-manager attitude towards learning can influence the housing and residence life environment; these factors may include the ability to learn new things readily; tendency to pursue new development opportunities; openness to new ideas; *readiness to learn*, unlearn and relearn; and, to identify one's weaknesses (Maurer & Weiss, 2010). According to Knowles, andragogical assumption *orientation to learning*, adults may have a desire to learn after they experience a need in their life situation, for the most part, they do not learn for the sake of learning; they learn in order to be able to perform a task, solve a problem, or live in a more satisfying way (Knowles, Holton, & Swanson, 2012). Wheatley (2002) suggest that conflict between personal expectations and sense of effectiveness may open up the possibility for learning to occur; self- doubt may cause reflection and may motivate learning. Institutions of higher learning are constantly changing and the work that these practitioners do are often influenced by several factors. However, the more mid-managers are dissatisfied, the more likely it is that they will seek out new understandings and new ideas.

Knowles (1984) started with the concept that most professionals are motivated to work and are *motivated to learn*. Employment is stimulated by having interesting work to do, progressing in the profession, receiving a monetary reward, and getting appreciation and recognition from supervisors and clients. Thus, mid-managers motivation to learn is closely tied to the motivation to be more competent. Taking this aspect into consideration, supervisors of housing and residence life mid-managers should consider professional development for their workers and tap into opportunities to enhance mid-manager competencies.

Unfortunately, most knowledge, skills, and abilities that are now being demanded were not emphasized in the past, learned on the job, or taught in the classroom, which has left workers lacking the full range of competencies necessary to operate effectively. There is an urgent need to ensure that employees have the knowledge, awareness, and skills needed to assume job responsibilities in a time of change and those employees quickly receive the necessary development as soon as the need becomes clear (O'Neil, 2014). Competence is the ability to have an effect on the environment or to be effective in tasks. The need for competence suggests that learners would strive to use new learning to increase competence. If this is not done formally, the learner will do this on their own (Houde, 2006); autonomy, competence, and relatedness are all relevant to andragogy. The research identifying competencies needed for mid-managers will not only address what specific competencies are necessary for mid-managers that work in housing and residence life to be successful but will also identify how mid-managers in the study learn their competencies.

Experiential Learning

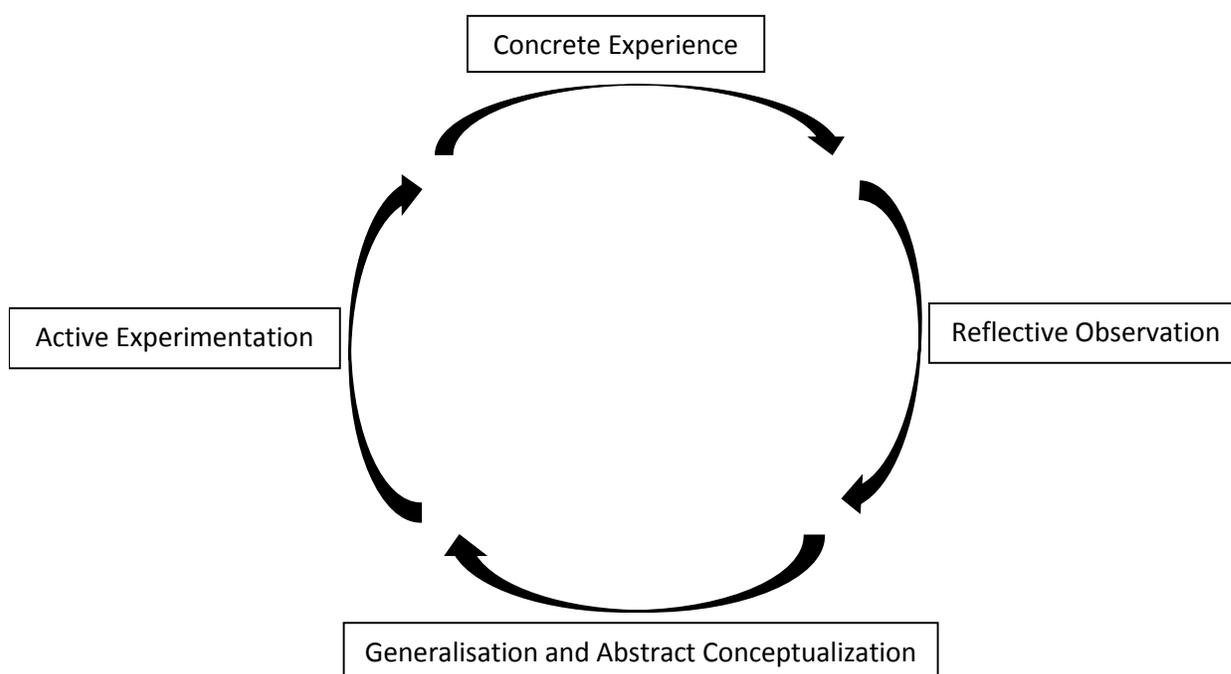
Dewey (2008) suggested that all genuine education comes about through experience and experiences are transactions that take place between an individual and their environment. Influenced by Dewey, Knowles (2012) suggested in his assertion that adults are naturally self-directing when he observed that people move toward self-directedness at differing rates and not necessarily in all dimensions of life, may be a significant contribution toward how mid-managers learn. Further, Knowles believed that adults have a reservoir of experiences for learning; these experiences gained over a lifetime allow them to bring a wealth of

knowledge to the table and should be considered in the process of learning. Because of the changing nature of higher education, housing and residence life mid-managers placed in the position of tending to themselves by their experiences; their experience is foundational to their adult learning, and they use their experience with the clear understanding that it is influenced by sociocultural, historical factors, and future implications. Kolb's theory of experiential learning was influenced by Knowles's andragogy, specifically, his assumptions around experience as a process of learning. Kolb integrated Dewey's role of experience in learning.

Kolb

Kolb built on the research of Lewin's importance of learners being active in learning and Piaget's interaction of the person and the environment resulting into intelligence. Paulo Freire, Carl Jung, Fritz Perls, Carl Rogers, Erik Erikson, and Abraham Maslow also influenced the work of Kolb. Jarvis and Watts (2012) assert that Kolb's work might not have been so popular without the work of Knowles. Kolb believed that learning is the process whereby knowledge is created through the transformation of experience. According to Kolb and Kolb (2005), Kolb's experiential learning theory was built on six propositions that are shared by aforementioned scholars: (1) Learning is best conceived as a process, not in terms of outcomes. (2) All learning is relearning. (3) Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world. (4) Learning is a holistic process of adaptation to the world. (5) Learning results from synergetic transactions between the person and the environment. (6) Learning is the process of creating knowledge. Kolb's

(1984) experiential learning theory cycle has four components: (a) Concrete experience and awareness, an openness and willingness to involve oneself in new experiences; (b) Observations and reflections, so these new experiences can be viewed from a variety of perspectives; (c) Formulation of abstract concepts, analytical abilities so integrative ideas and concepts can be created from their observations; (d) Testing implications and concepts, decision-making and problem-solving skills so these new ideas and concepts can be used in actual practice.



*Figure 6. Kolb's Experiential Learning Cycle. Adapted from "Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education" by A.Y. Kolb & D.A. Kolb, 2005, *Academy of Management Learning & Education*, 4, 2, 193-212.*

Pertaining to housing and residence life mid-managers within the experiential learning theory cycle these adult learners might begin with an experience of a concept or situation, then consider and examine new experiences from a variety of perspectives to find meaning.

The mid-manager would look for patterns, build concepts, and test theories, considering knowledge gained and drawing logical inferences about future implications. Finally, the mid-manager would draw upon previous insights to make decisions and apply concepts to new concrete experiences.

The intensified demands and challenges of modern, rapidly changing society, have inspired self-directed initiatives on the part of more and more adults (Houde, 2006). Research identifying competencies needed for mid-managers that work in housing and residence life at colleges and universities is relevant; equally important within the research is understanding how these mid-managers experiences guide their practices and how they learn their competence is an avenue for further inquiry. They need to know more about a variety of issues; they need new competencies to cope with the different kinds of risk that the globalization process brings and to develop new strategies in times of crises, sometimes simply to understand changes that are going on (Jarvis & Watts, 2012).

Housing and Residence Life Profession

Housing and Residence Life Professional Roles

Almost from the beginning of American higher education, there has been some form of student housing. The rapid growth and demand for higher learning have become more complex leading to the improvement of the workforce that supports its operation. According to Frederiksen (1993), housing and residence life on college and university campuses have become professionalized. The evolution of the housing and residence life profession is chronicled, and the professional organizations that have promoted that development are

acknowledged. Over the last 40 years or so, housing and residence life have reached several milestones. There has been increased professionalism in the field, the creation of standards and guidelines for professional practice, and substantive professional education (Belch & Mueller, 2003). It is important for professionals interested in pursuing a career in housing and residence life. Also, beneficial for those who have an invested interest in the function of housing and residence life to know that it is a profession that consists of individuals employed by college or university housing and residence life departments in positions that require a bachelor's degree or higher (McCuskey, 2003). Professionals with bachelor degrees typically work in some entry-level capacity with experience of fewer than three years in the workforce. Mid-managers typically will have five or more years of experience and be in possession of a master's degree. It is not uncommon to find professionals that work in housing and residence life hold an Ed.D or Ph.D., particularly at the senior level of some mid-size (10,000 or more enrolled students) or large (20,000 or more enrolled students) colleges and universities. St. Onge, S., Ellett, T., & Nestor, E.M. (2008) said that entry-level housing staff is in key positions, often having direct contact with and responsibility for paraprofessional staff in their residential buildings and complexes. They are significant influences for the education, leadership, and management in residence halls, whether in large systems or small, public or private.

National Organizations

Professional organizations play a key role in the professional development of housing and residence life mid-managers. Providing support, mentoring, maintaining professional

relationships, opportunities for professional development, and enhancing passion for the profession are aspects that contribute to mid-managers progressing in the field (Broido, Tull, Hirt, & Saunders, 2010). According to Roberts (2003), the Council on the Advancement of Standards in Higher Education, while not setting expectations for the profession as a whole, provides general statements that individual functional areas should provide appropriate professional development opportunities for staff, which includes housing and residence life. For housing and residence life to accomplish its goals, there must be adequate staffing of individuals qualified to accomplish its mission. Improvement in skills and professional competence of mid-managers is essential. Mid-managers must perform their duties within the limits of their training, expertise, and competence.

However, when these limits are exceeded, mid-managers must be self-directed in gaining their professional development needs or be referred to the appropriate resources (CAS, 2009). The National Association of Student Personnel Association (NASPA) and American College Personnel Association (ACPA) in 2010 identified a list of competencies to help guide student affairs professionals, however, this collaborative task force effort did not categorize competencies needed for various positions within student affairs (Haggerty, 2011). More specifically and arguably mid-managers in housing and residence life have significant responsibilities in the functionality of college and university housing and residence life programs [operations]. Thus, national organizations must develop specific programs and development opportunities to assist mid-managers in learning the necessary skills to be competent (Roberts, 2003).

The Association of College University Housing Officers-International (ACUHO-I) and the National Housing Training Institute (NHTI) identified competencies exclusively for housing and residence life professionals, a list of 50 competencies (Dunkel & Schreiber, 1992) and 13 years later an updated list of 57 competencies (Porter, 2005). Exclusive of but influenced by NASPA and ACPA efforts of student affairs competencies, ACUHO-I, NHTI, and CAS though contributing to the overall profession has not identified specific competencies for various levels of housing and residence life.

Porter (2005) built on the research of Dunkel and Schreiber by updating the competencies to include 57, additionally her research suggested the 15 competencies essential for senior level housing and residence life professionals (See Appendix C). Haggerty (2011) built on competency research by focusing specifically on entry-level housing and residence life professionals because of the unique nature and the scope of responsibilities usually involved at that position level.

Fleischer (2012) conducted a study that involved 294 respondents based on a set of competencies adopted by the American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA) to guide student affairs, professionals. Using an instrument, Professional Leadership Competency Questionnaire (PLCQ) Fleischer made a contribution of research that explored knowledge, skills, and attitudes (KSAs) of student affairs professional leadership competencies. It is pertinent to continue research on competencies for entry-level, mid-level, and senior-level residence life managers. However, because mid-manager challenges inherent in bridging the gap between

institution leaders and front line staff; they are the ones often in the delicate role of taking values and expectations from above and translating them to practical realities for staff below. Thus, such research can better inform mid-managers about their own level of competence, provide a guide for their supervisors to support mid-manager professional development opportunities and faculty research and instruction in preparation programs.

While it is essential to conduct more research on all levels of staff that works in housing and residence life, this study contributed to the body of knowledge for housing and residence life professional competencies and as a result did: (a) aid housing and residence life employers in providing training and development for their mid-managers, (b) assist faculty in understanding what mid-managers need, which might stimulate further research inquiry or contribute to curriculum development for graduate preparation programs, and (c) provide a continuum of professional progression and growth for those that aspire to work in university housing and residence life at four-year colleges and universities on a mid-manager level. The illustration in *Figure 7* graphically presents the competence framework for examining housing and residence life mid-manager competencies. Working model of identifying professional competence. A graphical portrayal of efforts that can inform the development toward a competence model of housing and residence life mid-manager competencies.

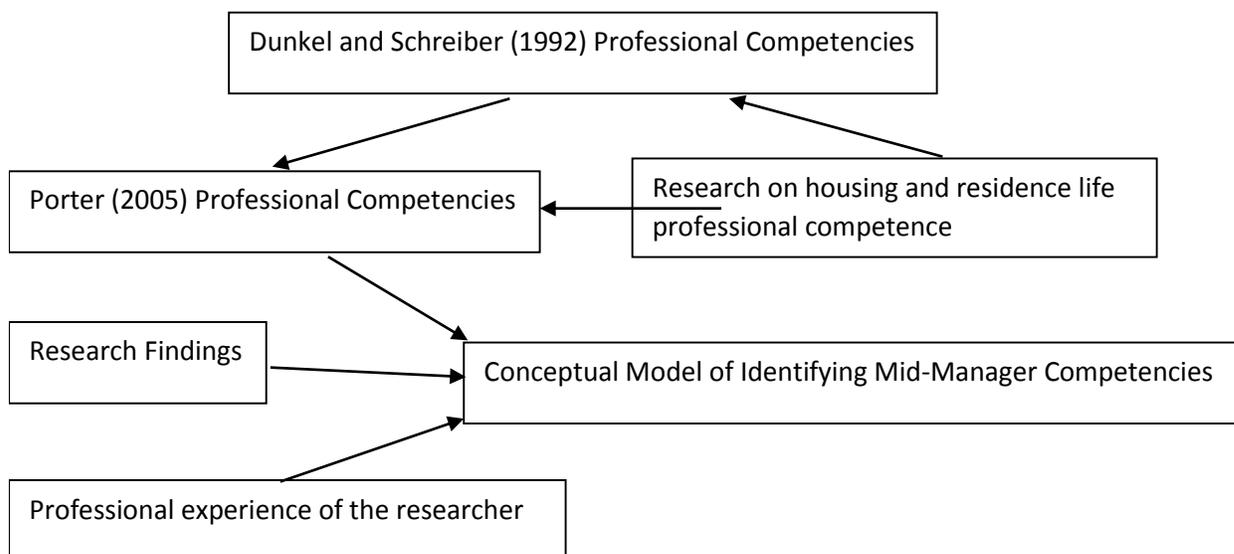


Figure 7. Graphic representation of competence identification.

Benefits of Competence

Competence is a word of focus in developmental sciences, psychology, linguistics, sociology, political science, economics, and a variety of other disciplines. Nonetheless, according to Weinert (1999) in all of these disciplines competence is described roughly as a specialized system of individual and collective abilities, proficiencies, or skills that are necessary or sufficient to reach a specific goal. As it relates to workforce readiness, O’Neal (2014) suggested that competence involves the combination of attributes structured into competencies which enable an individual or group to perform a role or set of task to an appropriate level or grade of quality or achievement in a particular type of situation, and thus make the individual or group competent in that role.

Gholipur, Mahmoodi, Jandaghi, and Fardmanesh (2012) described competence as having various meanings and still this day has consistently remained the most relevant term

of importance within organizational literature. They insinuate that managerial competence consists of qualities and capabilities of managers who lead to the success of managers in work environments. There are various staff levels in administration within housing and residence life. Staff on each level have needs and have their own competency needs (Rosser & Javinar, 2003). However, identifying those competencies to be successful in housing and residence life and providing development opportunities to attain and improve knowledge, skills, and abilities are important as it will assist professionals in being successful in meeting the needs of students (Fishbeck & Koppang, 2006). The development of mid-manager competencies parallels the development of students, to meet their own needs and to support student success; these practitioners must understand the expectations of competencies, current trends, and issues (Roberts, 2003).

According to Rodkin (2011), these professionals help students achieve success in many ways, among which are orienting them to college life, providing appropriate advising to guide students along the proper track, implementing co-curricular activities that help students learn skills necessary for the 21st century workplace, fostering relationships with the community that may benefit students, and help students manage their social development. Mid-managers, according to Rosser (2004), are a well-educated group who are asked to work hard in demanding areas; they value recognition for their competence. Johnsrud and Rosser (2000) identified three major sources of concern to mid-managers, the nature of their role, and the lack of recognition for their contributions and competence, and their limited opportunity for career growth and advancement opportunities. For the purpose of this study,

the adaptation of Diane Porter's (2005) competencies definition is employed; thus, the term competencies refers to the knowledge, skills, abilities and attributes that are essential for a successful housing practitioner or officer to fulfill his or her job responsibilities effectively.

Professional Development

According to Taylor (2008), professional development, including strategic management development, leads to increased managerial competence, and increased managerial competence improves organizational capability. Previously, Knowles (1977) had not referred to the need for continuing professional development; instead, he expressed the necessity to learn was based on the knowledge requirement implied in the term profession and on an acceptance of the necessity of an endless search for new knowledge. Still, Knowles (1989) recognized that some professionals would incorporate principles of self-directed learning in their strategies, and it would be considered that the concept of professional development would become embedded overtime in the heart of practitioners.

In fact, Paloniemi (2006) indicated that employees assess their experience as the primary source of their competence; however, experience alone is not enough as employees contemplate from the point of view including both their professional development and that of the employer. Professional development is a fundamental component for assisting mid-managers in the acquisition and enhancement of competencies to increase their job performance (Fishbeck & Koppang, 2006). According to Gholipur, Mahmoodi, Jandaghi, and Fardmanesh (2012) there is an expectation that as the needs of competency in one field increases, the managers will need more training in that field. The objective of training is

reduction or elimination of current insufficiencies in knowledge, skills, outlook for improving current job performance and development of new competencies. Reynolds (2011) implied that understanding the perceptions and experiences of housing and residence life practitioners who are often a vital link to the academic and personal success of students is essential to the efforts of the profession to provide them with effective skills. Likewise, understanding the experiences of mid-managers in housing and residence life as well as training and professional development utilized to make them competent to address the concerns of students (Biddix, 2011).

Studies show that demographics of the student affairs staff, in general, have remained constant, and there was no professional development to help staff understand the changing student demographic (Munsch & Cortez, 2014). For example, Sermersheim and Keim (2005) indicated that mid-managers are seeking advancement value professional development and desire opportunities to develop their competence. Their research found that mid-manager student affairs staff consisted of 53% women; 83% Caucasian; age ranged 30 to 39; 69% earned master's degrees; 28% worked in residence life; 66% had worked full-time in student affairs for 10 or more years; and 32% are not seeking a change in position. Dramatic and on-going changes in student demographics and an increased emphasis on accountability have all raised important questions about what those in housing and residence life, as educators and professionals, do with and for students. To be successful, practitioners require a set of competencies to frame what they need to know, and in turn, goals to accomplish (Love, Bleiberg, Carpenter, Haggerty, Hoffman, Janosik & Wilson, 2007).

Role of Competencies

There are competencies for upper-level managers identified and published in the related literature. For example, there have been studies exploring competencies broadly in a variety of positions across departments within Student Affairs (Burkard, Cole, Ott, & Stoflet, 2005; Fey & Carpenter, 1996; Gordon, Strode, & Mann, 1993; Schmitt, 2005; Kuh, et al., 2011; Ostroth, 1981; Saidla, 1990; Sermersheim & Keim, 2005; Tyrell & Farmer, 2006; Waple, 2006). Others have examined professional competencies of practitioners in a community college setting (Rodkin, 2011; Holdnak, 2005; Sharples, 2002). There is some published research that examined competencies for residence life practitioners at senior-level and entry-level managers (Brandel, 1995; Dunkel & Schreiber, 1992; Englin, 2001; Haggerty, 2011; Porter, 2005). However, currently, there is still a lack of research about specific competencies for housing and residence life mid-managers published in the related research literature. Identified and validated competencies will assist mid-managers in obtaining the knowledge, skills, and abilities needed in their positions and will assist them and their supervisors with steering mid-manager professional development opportunities. Mid-manager positions are challenging, in large part, because they are in the middle. They are looked to by front line staff for specific guidance on translating lofty ideals of a university mission into the daily operations and realities of addressing student issues or needs (Mather, Bryan, & Faulkner, 2009).

As mentioned in Chapter 1, Santiago, Carvalho, Amaral, & Meek (2006) mentioned that there is a negative impact when managers do not have competencies, thus the need for more efficient management and more professional management practices within higher education institutions is supported by several interconnected arguments:

- technical arguments, based on the idea that efficiency can only be attained by using highly specialized management instruments (for instance strategic planning and financial control) that can only be used by competent professionals specifically trained for the job (Edgar & Lockwood, 2012);
- political arguments, based upon the legitimization of centralized or decentralized power and strong leadership necessary for institutions to efficiently engage with the market and modern management practices (Sharples, 2002; Flanders & Good, 2008);
- instrumental arguments, based on the idea that the central governance bodies of higher education institutions and their basic academic units need support from specialized management units in order to achieve institutional goals (Cawthon, Schreiber, & Associates. 2012).

Mid-Managers

Role of Mid-Managers

In housing and residence life, mid-managers are represented as directors or associate directors or assistant directors. Chernow, Cooper, and Winston (2003) distinguished between two categories of university housing and residence life mid-managers: advanced middle, representing staff who report directly to the senior-level managers, and the middle professional, who is further removed from the senior-level manager. Mid-managers serve the formidable role of bridging the gap between university policy makers and frontline staff. In a study of organizational communication, Jensen (2000) found that mid-managers in housing and residence life endured more complexity related to decision-making and cognitive overload than any other staff level, including senior-level managers.

Challenges of Mid-Manager and Senior-Level Managers

Despite the evolution of housing and residence life and its attempt to keep up with the pace of institutional and stakeholder demands, there is still a need for professionals to think constantly about professional development needs for this very reason. Mid-manager positions are challenging, in large part, because they are in the middle. An added complication for housing and residence life mid-managers is that they are occupying their positions in organizations that are highly complex, especially large more bureaucratic institutions (Mather, Bryan & Faulkner, 2009). Today, organizations must continually revitalize and transform themselves to sustain success, with such a magnitude of change

initiatives required at any given time to leave change management to senior-level managers (Hill, 2005).

Senior-level managers are essential in mentoring mid-managers to further develop competencies; however, mid-managers are in a position to mentor new professionals about values and applying theory to practice (Young, 1990). Senior-level managers are practitioners with 10 or more years of experience and large scale responsibilities, which include but is not limited to personnel management, fiscal accountability, financial planning, crisis management, public relations, marketing, conflict resolution, legal issues, team building, strategic planning, managing technology, fundraising, campus politics, assessment strategies, external affairs, media management, and academic partnerships (Scott, 2000).

There seems to be a general understanding that there are three levels of administration leadership in housing and residence life at colleges and universities: entry, mid, and senior level managers. Senior-level managers provide organizational structure, establish policies, and formulate departmental strategies. Whereas, mid-managers interpret departmental structure, policies, and strategies into working plans and strategies and that the entry-level are responsible for carrying out plans. Naturally, these levels require different knowledge, skills, and abilities (Munkeby, 2007). Within the three recognizable administrative levels, each has their needs and competency areas. Mid-managers evolve from applying theory to practice and gaining supervision and administration experience. In fact, they may still have that focus while taking on increasing leadership and accountability. Senior-level managers have experience in and responsibility for human, physical, and financial resources. Of

course, both mid-manager and senior-level managers provide challenges and learning opportunities. Thus, education and training for housing and residence life professionals do not end with the graduate and entry-level role. Ongoing professional development is required to be effective in addressing the needs of today's college and university clients and stakeholders (Henning, Cilente, Kennedy & Sloane, 2011).

Changes Impacting Mid-Managers

Housing and residence life mid-manager positions are important in the day-to-day operation of running what is typically the largest department within the division of student affairs. Managers in student affairs are considered essential to the success of the overall vision of the division and the mission on campus. Mid-Managers that work in housing and residence life at four-year colleges and universities are critical to the organization's performance, often having high standards of excellence and contribute actively to developing campus climate and culture (Fleischer, 2012). According to Roberts (2003), mid-managers need to gain a higher level of mastery, ensuring that they have conquered the basic administrative skills and concentrate on the organizational skills. To accomplish that goal, they must find the appropriate method in which to meet their needs.

Housing and residence life programs must find ways to address the many changes it faces and must meet the demands of a constantly shifting University environment. Specifically, three examples are critical to the size and scope of the type of circumstances that housing and residence life practitioners are challenged by. First, overcrowding caused by students transferring from community colleges to four-year institutions and high school

students entering directly into college. Second, an increase in the number of students living in residence halls with mental health needs. Lastly, a dramatic decrease in state provided funding due to state budget reductions (Jos & Tompkins, 2005). Mid-managers face unique challenges and transitions as they adjust to their roles.

Sandwiched between entry-level and senior-level managers, they may be forgotten as the former often receive a great amount of attention due to high turnover, and the latter similar amounts because of their prominence. Balogun (2003) goes further by suggesting that mid-managers are the critical link between the individual or team and the organizational strategy. Mid-managers must handle the increasing environmental complexities of the 21st century. Thus, senior-level managers no longer insist on command and control, hierarchical actions from its mid-managers; rather, senior-level managers expects mid-managers to provide the oversight and guidance needed to create the requisite collaboration and teamwork (Munkeby, 2007).

Need for Mid-Manager Competencies

Mid-Managers Understanding Historical Success and Collaboration

During the 20th century, faculty interests and values changed. Student affairs positions were created to attend to the aspects of student life no longer overseen by faculty (Fenske, 1989). At that time, just like today, students of more diverse backgrounds, needs, and interests were entering higher education, and enrollments reached record levels (Appleton, Briggs, and Rhatigan, 1978). Thus, to provide faculty more of an opportunity to focus on research and meet the academic needs of students, the Student Affairs in American

Higher Education was and still is responsible for the students' social and personal development. However, the unique role of University Housing and Residence Life in Higher Education has evolved. Emphasis must be placed on the success of the student and evidence to prove how departments are making students successful.

Student success is not limited to social and personal development; it also involves successful recruitment, retention, persistence, progression, graduation, and job attainment. Thus, in this case, the particular role of a housing and residence life professional can supplement the mission of the institution by aligning its initiatives and practices to accomplish the overarching goal of developing a more holistic student. When students feel connected to the university, they can become more successful, which in turn is also a benefit for the university once the student enters the workforce. Academic Affairs in collaboration with Housing and Residence Life and other Student Affairs practitioners should approach student development committed to meeting students where they are and have clear goals, objectives, and learning outcomes throughout various interactions with students.

Despite historical successes in higher education, the preeminence of many of our colleges and universities, and some examples of improvement in this decade, our higher education performance is not commensurate with the current needs of our society and our economy. We must educate more young people and adults so that more Americans have the college-level knowledge and skills they need to succeed (National Center for Public Policy and Higher Education, 2008). Learning success depends on the quality of instruction, regardless of other variables that influence achievement. Residence halls are a place where

learning can continue outside of the classroom. Student affairs practitioners, specifically those that work in housing and residence life work with faculty to supplement instruction outside of the classroom. Teaching may involve career development, social skill development, global knowledge, and a variety of special interest topics. High-quality teaching relies on an environment that fosters the ongoing learning of the planner working with everyone involved in the knowledge exchange process (Robins, Lindsey, R., Lindsey, D. & Terrell, 2002).

Mid-Managers Understanding Fiscal Challenges

The choice to attend college and live in on-campus housing is a concern to university housing and residence life professionals because higher occupancy rates lead to financial stability. Financial stability for housing and residence life is a benefit to Student Affairs senior-level management because revenue generated from occupancy can supplement budget shortfalls or contribute toward “forward thinking” initiatives to enhance the student experience. However, as Li, Sheely & Whalen (2005) suggest, when occupancy is low, it is especially desirable for university housing and residence life professionals to learn more about what motivates students in their choice of college and desire to live in on-campus housing. The academic, student life, administrative, and service components of an institution are quite distinct in many respects, and yet from the perspective of stakeholders, all are critical to excellence.

Although education is primary to the mission of any higher education institution, academics is certainly not the only basis for selecting a college to attend or the sole

determinant of satisfaction after students enroll in the institution (Ruben, 2005). Rather, the student's college readiness level and the nature of the student experience can have a significant impact on the perception and reality of the student and institution as a whole. Student demand for housing has a substantial impact on the decision by a university to build residence halls. Intensification in the number of college students, in addition to the growth in the size of American colleges and universities, have made the provision of student housing a challenge for postsecondary education institutions and state legislation that regulate funding (Thomsen & Eikemo, 2010). According to Swibel (2006), only 30% of students lived in on-campus housing. It is critical to gain knowledge and understanding about the driving factors, impacting a student's decision to live on campus and the college's concomitant decision to supply more buildings for on-campus living opportunities. Especially because research has indicated students that live in on-campus housing are shown to have a significant educational role through creating an environment that influences student academics and behavior (Riker & DeCoster, 1971).

Research indicates that when college and universities invest in the campus environment, students have a sense of belonging, which enhances their educational dedication. As a result of this "domino effect", there is an improvement in the student retention rate and graduation rates on college and university campuses, thus a return on investment to the institution and society (Kuh, 2001). However, this does not take into account that colleges and universities are facing mounting societal pressures. Colleges and

Universities have been forced to assume responsibilities for the welfare of students that go well beyond their traditional higher educational mission.

As a result, many colleges and universities are increasingly pursuing a broad social agenda and are attempting to provide a comprehensive range of services to fully address the increasing economic, college readiness, and college experience needs of their students (Brimley, Garfield, & Verstegen, 2011). With resources stretched thin, it is not surprising that in many colleges and universities neither the academic nor out-of-the-classroom experience is being fully realized. Housing and residential life professionals experienced a transition in their approach to the field due to the shift in economic challenges which contributes to the lack of resources, also having to adjust to a variety of students entering higher education institutions lacking college readiness that leads to behavior and experience challenges. Blimling (2010) supports this assumption by insinuating that because of complexities associated with fulfilling a commitment to have on-campus living become a meaningful part of the student's education and experience, practitioners that work in housing and residence life have had to become more sophisticated in their approaches to structuring these peer environments and more analytical in assessing the value of the residence hall environment. Institutions that value and celebrate the on-campus student community have higher satisfaction and retention rates (Kuh, 2001). If you visit state capitals, you will be hard pressed to find lobbying groups seeking to improve college readiness and college student success rate by bridging the divide between K-12 and Postsecondary Education! However, you will not have to look hard to find educational achievement gaps by ethnic

groups and the United States workforce struggling to maintain its equilibrium while other developing countries increase their young educated workforce population percentages (Kirst & Venezia, 2006).

Improving students' college readiness and their college experience must become a national, state, and local imperative, not just an altruistic gesture. Each student makes a decision in a unique context that is shaped by the individual's own background, experiences, and environment (Paulsen, 2007). Yet, as the need to provide more economic support, address college readiness, and improve student experiences is being conceptualized, colleges and universities are still tasked with meeting the academic and social development needs of students. Regardless of what challenges colleges and universities face, housing and residential life professionals have the unwritten obligation of meeting students where they are and the expectation to do more with less. This dilemma if embraced can be viewed upon as an opportunity for housing and residence life to highlight its relevance in academia. Several scholars have identified the potential for residence halls and residential life staff members to educate students beyond the classroom (Astin, 1973, 1977; Blimling, 1995; Blimling & Miltenberger, 1984; Upcraft & Pilato, 1982). Brown (2011) suggests that student's living environment can have a substantial impact on personal and educational development if that environment is created intentionally by the university and residence life. Considering these assumptions, the following five objectives for residential life programs should be considered: (1) provide satisfactory living environments through renovation and new construction, (2) satisfactory maintenance of facilities, (3) establish guidelines and standards for cooperative

community living, (4) create an environment fostering interpersonal communication and responsibility, and (5) opportunities for growth and development (Riker and DeCoster, 1971).

Furthermore, living on-campus can help students understand and follow through on personal and educational development, better understand themselves and others, improve interpersonal communication, and maintain an environment fostering student success (Riker, 1980). Higher learning across the United States has faced paradigm shifts in what prospective students, current students, their families, faculty and staff expect from colleges and universities. University housing and residence life programs are not void of this concern, as practitioners and researchers strive to increase intentionality of how initiatives are implemented and with which services are dedicated to addressing students' needs from a holistic perspective. An important element of the residential housing program is the ability of researchers and practitioners to understand the important role that living on campus have on enhancing students' experiences. Additionally, it is important for practitioners and researchers to explore what their contribution should be in addressing economic pressures, academic readiness, and the college experience. This has created a dynamic where now, more than ever, there is a need for highly competent, proficient staff that can support the growth and development of college students. Despite budget challenges, university housing and residence life programs are at the fulcrum of a delicate balancing act as professionals are responsible for meeting stakeholder high expectations. Yet, for practitioners and researchers the existing literature does not indicate what level of appropriate competence is needed from

them to be effective in managing college student development initiatives while at the same time how to be successful with competing job responsibilities.

Mid-Managers Understanding Challenges in a Changing Landscape

As more students lived on-campus, there was a greater demand for many campus services that were often targeted toward undergraduate students. According to Hood (2010), the increased number of freshmen living on-campus contributed to already strained resources that were designed to aid in the success of first-time freshmen students. There were not only a greater number of first-time freshmen enrolled, but many more of these individuals were choosing to live on-campus. Those students who lived on-campus tended to take advantage of campus programs and services, therefore creating a drain on services.

Changes in the economy impact parents and students ability to afford college, in some cases, it can influence the access or level of educational opportunity students received before attending college. Though there were doubts decades ago whether financial circumstances influenced college choice and preparation, Pascarella and Terenzini (1991) predicted that a change in the financial environment also had had an influence on persistence. The type of enrollment changes, along with the growth of the residential population was almost certain to impact the experiences and perhaps the needs of students. Unfortunately, most of the offices that provide support services had seen little to no increase in operating budgets, funding opportunities, or staffing despite the campus population growth with residents. The lack of resources and services were evident in many campus service areas; some of the most notable areas included student activities, student judicial process, health and wellness programming,

orientation and first-year student transition (Hood, 2010). In fact, each of these departments, along with student housing and residence life, compliments the others and provides important programmatic services for the student experience.

Mid-Managers Understanding College Readiness Challenges

Unfortunately, strategies of improving college readiness and success are often cluttered by K-12, college and university reform rhetoric with postsecondary education barely receiving an afterthought. It is important for higher education administrators to partner with the government and other constituents to create continuity in the entire education system. Access to college has become more problematic due to issues of social, academic, and economic readiness. Decisions about college readiness are often centered around and measured by standardized tests, which some will argue is nothing more than a student manufactured with the ability to memorize information (Kirst and Venezia, 2006). In the past, there were open enrollment policies that allowed students to enter college. Standardized based test admissions overlook students historical and cultural background that might include strengths as well as insufficiency related to college readiness. In addition, in the past, a small proportion of high school students attended college. Thus, states developed educational governance and policies that divided K-12 and postsecondary education into separate entities. At the moment, states need policies that require K-12 and postsecondary education to collaborate to improve the college readiness of all high school students as more students are aspiring to attend college (Hersh, Wolfe, & Merrow, 2015). Kirst and Venezia (2006) go on to mention, the current fractured systems send students, their parents, and K-12

educators conflicting and vague messages about what students need to know and be able to do to enter and succeed in college.

There need to be more accountability systems to track college readiness from secondary to postsecondary education. Accountability is lacking in college readiness from secondary to postsecondary education. Once students enter college, about half of them learn that they lack college readiness, many enter into two-year colleges, or four-year colleges have to take remedial education. Essentially, for colleges and universities, this puts a strain on resources that are already limited and adds additional pressures on academic and student services such as housing and residence life.

The challenge of improving college readiness and success for all students should be shared amongst the public and private schools, charter schools, foundations, educational and policy organizations, businesses, states, and the federal government. Recognizing the readiness and success need provides housing and residence life the context that promotes scholastic achievement and counterbalances the myriad of social involvement opportunities available to students living in on-campus housing. Colleges and universities will need to continue to transform residence halls into living and learning communities designed to promote the academic integration of students. These environments can be readily available to bring services to students, minimize the cost of specific building construction by making the living and learning residence hall a multi-purpose building that can blend focus.

Faculty lectures, academic support office hours, seminars, advising, and cultural events can be a point of interest in how housing and residence life integrates itself into the

boundless student experience. Historically, education has been the largest public function and the country's biggest business, when viewed in terms of the numbers of people and dollars of income involved in its operation (Kaltenbaugh, St. John, & Starkey, 1999). The expansion of educational services and the substantially increasing costs of education year after year have had a tremendously beneficial effect on the nation's economy. It is not likely that this condition will change.

The economists of an earlier era emphasized the roles of land, labor, and capital in achieving economic growth, and they gave only passing attention to the economic importance of education. According to St. John, Asker, and Hu (2001), economists paid little attention to this point of view until after World War II. Since that time, most of them have emphasized the value of education as a factor in stimulating economic growth. In the 1960s, economist began the first wave of studies of the influence of public finance strategies on educational opportunity. Title IV of the Higher Education Act embodied the first explicit federal commitment to equalizing college opportunities for needy students. This goal was to be advanced through need-tested grants and through student support programs such as Upward Bound (initially part of the war on poverty legislation of 1964) and Talent Search, designed to identify and foster access for college-able students who were poor (Paulsen, 2007). Colleges wishing to receive an allocation of funds under the new Educational Opportunity Grants program were required to make "vigorous" efforts to identify and recruit students with "exceptional financial need. " Title IV of the law also included College Work-Study (another program first ushered in as part of the War on Poverty) to subsidize

employment of needy students and the Guaranteed Student Loan (GSL) program to ease the cash-flow problems of middle-income college students and their families (Clark, 2006).

According to the research of St. John, Asker, and Hu, economists have documented the effects of grants on educational opportunity for low-income students. And higher education researchers have begun to test a theory of differential price effects, an argument that students will respond to prices and subsidies based on their circumstances. The research from a historical perspective illustrates that the role of finances is far more complex than initially assumed by economists.

Mid-Managers Understanding Evolving Policy Perspectives on Student Outcomes

There are many models of student development. However, the basic premise is the same; Student Development reflects theories of human growth and environmental influences as applied to in-class and out-of-class personal learning opportunities. The essence of intentional student development is the interaction between the student and the educational environment so that all aspects of the student's life are attended to and the environmental resources both challenge the student and gives the support needed to meet these challenges so that more advanced levels of development result. It is important to note that St. John, Asker, and Hu (2001) found that developmental outcomes did not link directly to the real educational choices confronting students. Rather, development was a goal that somehow happened in college, just as economic productivity - the goal of public investment in higher education - somehow happened as a result of public spending on this student development process.

A competing view of student outcomes gained broad acceptance in the 1980s, especially among state and federal policymakers. Change theories focused on the explicit empirical links between college experiences and student outcomes (Paulsen, 2007). It was during this time national longitudinal databases were used to test models linking finance policy to student outcomes - access, choice of college, and persistence. These models provided a better basis for evaluating the effects of student aid programs and were tighter in their conceptualizations of the linkages between higher education experiences and outcomes. Research on access and college choice was a significant breakthrough, as it supplied a rationale for using student aid outcome measures as a basis for funding. However, many of the measures selected in these accountability efforts had this unintended bias for selectivity. Change theories were more compatible with new market-oriented policies aimed at promoting accountability and improving efficiency; they were adapted to inform new public policy initiatives that rewarded traditional patterns. These new initiatives may have discriminated against those most at risk of not gaining entry to college in the first place (St. John, Asker, and Hu, 2001).

According to Paulsen (2007), the choice theory is based on critical reviews of sociological, economic, and educational (developmental and change) theories. These reviews focused on the factors influencing students to make a sequence of choices that result in greater educational attainment. The reviews examined outcomes from diverse racial/ethnic and ideological perspectives in an attempt to identify factors that influence

attainment. The idea of diverse paths of educational attainment is integral to the student choice construct. The basic principles of the construct are:

1. Students follow a sequence of choices. The sequence includes the formation of higher education and career aspirations, the opportunity to attend college (access), the choice of college, the choice of major, the choice to persist, and choices about graduate education.
2. Diverse patterns of choice are possible. Because students of different backgrounds face different choice sets, we must consider how the various groups (e.g. racial/ethnic, age, gender groups) make educational choices.
3. Students make choices in "situated" contexts. The sequence of choices can follow traditional or nontraditional patterns; in either case, it results in gains in both attainment and employability. However, all the educational choices are situated within students' values and beliefs and can be constrained by financial means and enabled by financial incentives.

We can envision how theory and research on student choices could inform a refinement of finance, accountability policies in higher education, and the services that we provide to “meet them where they are” (as mentioned previously). The student choice construct provides a more integrated way of viewing the linkages between student outcomes and institutional, state, and federal policies on quality, access, and affordability. A new balance is needed that may challenge how college and university administrators, such as mid-managers, approach their work with students.

Mid-Managers Understanding Student Choice Construct

There is a sequence in educational choices with explicit policy linkages. The choice sequence includes the formation of aspirations, the decision to attend (opportunity), choice of college, choice and change of major, persistence to graduation, and graduate education. These decisions are influenced by family background, environmental and educational experiences, and policy-related factors, including postsecondary information, student aid, tuition costs, and debt forgiveness (St. John, Asker, and Hu, 2001). It is important to add that students make educational choices in "situated" contexts. Most theories of student outcomes assume geographic, social, and economic mobility and opportunity, as do most of the economic and social theories on which they are based. However, most of the today's potential students have limited mobility, choice, and financial means. The cultures and values that constitute students' early school and family environments have a substantial influence on the ways they frame and make educational choices (Brimley, Garfield, & Verstegen, 2011). The overarching assumption behind this approach is that it is important to examine how students make situated decisions based on their own, suited circumstances.

Mid-Managers Understanding Social Class

Higher education research has given limited consideration to the role of social class. However, it has long been evident that class plays an important role in education and attainment and should be considered when critically examining educational policy. Understanding of social class is critical to understanding the role of finances in students' choice and persistence decisions. Recent changes in federal student aid policy have been

especially problematic for students who have caused them to rethink when they enter college if they enter college, what services are they willing to sacrifice to afford college (Kaltenbaugh, St. John, & Starkey, 1999). The change in federal student aid policy is a direct impact on housing and residence life, health services, dining, and other institution services. It is essential for housing and residence life professionals to understand how a student's social class, cultural capital, and habitus influence how cost-conscious students are and even how students conceive of financial issues as part of the college-going decision (Blimling, 2010).

Research and Practice

According to Sanchez (2004), despite the broad interest in the competence perspective, both researchers working to develop competence theory and managers interested in applying competence concepts have often encountered difficulties in rigorously defining competencies conceptually and in identifying the real competencies of organizations. This study added a perspective of competence that is significant theoretically for researchers and relevant for practitioners in how they conceptualize management thinking. Additionally, as previously emphasized, it is imperative that personnel that works in higher education understand the importance of professional competence and how competencies benefit their career progression, the students, the institution, and other stakeholders. Thus, as Knowles explained, competence is relevant to andragogy and studies have shown that professional behaviors are most likely to occur under conditions that support perceived competence (Knowles, Holton, & Swanson, 2012). The dynamic learner desires their experience to be

valued and want to be seen as competent in their practice and that their need to be competent suggests that practitioners would strive to use new learning to increase competence (Houde, 2006). As mentioned previously, Kolb's theory of experiential learning was influenced by Knowles's andragogy, specifically, his assumptions around experience as a process of learning. Kolb integrated Dewey's role of experience in learning. According to Sanchez (2004) efforts to conceptualize the competence of mid-managers have been proposed by researchers since the early 1990s along with learning and experiences being key constituent elements of competence.

Chapter Summary

In Chapter Two, an extensive review of the literature provided an explanation of housing and residence life roles with careful attention placed on personnel serving in various influential positions. A historical context of competence was explored from the perspective of previous experts, researchers, and national organizations that provide training and professional development for housing and residence life professionals. The relevance and benefits of competence for personnel and an organization were explored and established. The research provided a better understanding of the role of competence and the role of housing and residence life professionals specifically mid-managers. The research identified possible connections regarding the influence and impact of changes that have occurred in recent years and professional competence needed by mid-managers.

CHAPTER 3: METHODS

Introduction

This Delphi study was conducted to identify and validate the competencies needed for housing and residence life mid-managers. Research is lacking about specific competencies for mid-managers that work in housing and residence life. However, at least four national professional organizations (The Council for the Advancement of Standards in Higher Education (CAS), 2009; National Association of Student Personnel Administrators, now Student Affairs Administrators in Higher Education (NASPA) & American College Personnel Association (ACPA), 2010; National Housing Training Institute (NHTI), 1991 and Association of College and University Housing Officers-International (ACUHO-I), 2012) have identified “general” professional standards and competencies that student affairs professionals need in order to be effective practitioners. NHTI and ACUHO-I have recently collaborated to develop a more exclusive “broad” list of competencies for the housing and residence life profession. However, colleges, universities, and the units that support their operations is complex.

Mid-managers have considerable responsibility within the organization, and this study was focused on the specific competencies that they currently need to be effective in the workplace. Additionally, the identification of competencies in this study can assist mid-managers in their professional development. The results of this study contributed to the knowledge and understanding of housing and residence life mid-managers by describing

their consensus on the competencies in their current positions. This study identified and validated housing and residence life mid-managers perceived competencies and the levels of competencies. This study identified and validated the knowledge, skills, and abilities (KSA) needed by mid-managers that work in housing and residence life as reported broadly by national organizations. For the purpose of this research study, the Delphi Technique involves a dynamic process. The first step includes a content analysis, expert panel development, and an initial web-based survey design. The second step includes the design of an instrument to be used in a Delphi approach. The Delphi approach in this study ensured that consensus and stability were achieved. It was anticipated that the Delphi approach would take less than five rounds. Consensus and stability were reached in two rounds.

Delphi Technique

This study utilized the Delphi Technique, a research method according to Demi (2006), is used to identify key issues, to set priorities, and to improve decision making through aggregating the judgments of a group of individuals. The technique consisted of using a series of mailed or emailed questionnaires to develop consensus among the participants without face-to-face participation. Boylan (2014) described the Delphi Technique as particularly useful in situations where group consensus has proven elusive, or where insufficient knowledge on a topic of interest exists. The process of Delphi consisted of a series survey questionnaire. In the first round of a Delphi study consists of participants responding to a broad question, while each round would build upon the responses gleaned from earlier rounds. The process was terminated when the consensus was reached.

According to the literature, two to three rounds is a typical point when consensus can be achieved.

During the first round, open-ended questions are provided to the expert panel, the second round consists of expert panelists responding to the overall information collected from the first round. These responses are then analyzed statistically and returned to panelists so that they may compare their responses to the group response (McCuskey, Hartnett, Kelley, Schaupp & Stead, 2003). During the rounds that follow the Field Test Round of this study, the expert panel is presented the statistical information and potential comments made by panel participants; throughout the round transition, the panelists may choose to change their response and consider opposing viewpoints toward the goal of consensus (Boylan, 2014).

The Delphi approach is popular, especially in the social sciences, the method has been forecasting and assisting with decision-making based on the expert knowledge, opinions, and experience of panelists (Haggerty, 2011).

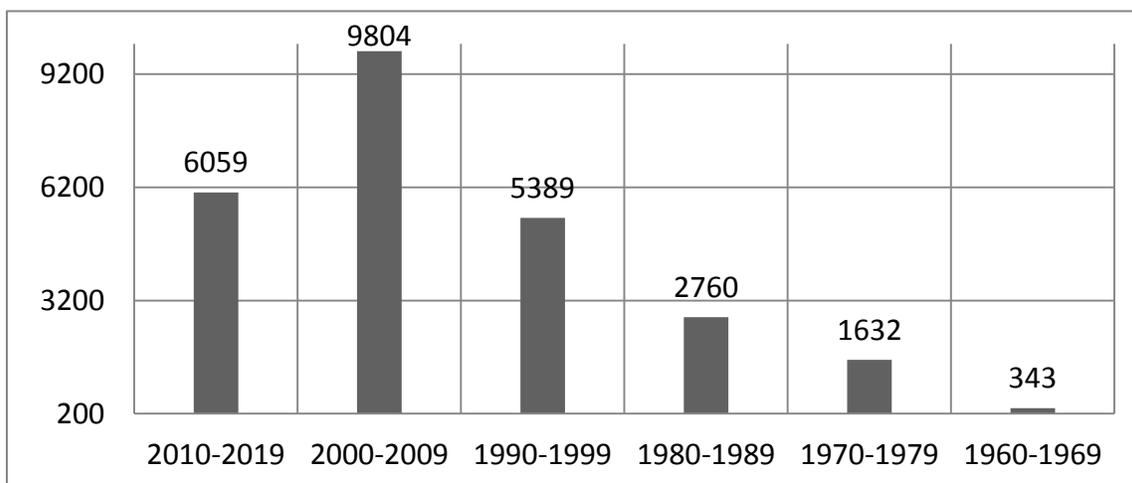


Figure 8. Delphi study published research breakdown

The Delphi research methodology has been used extensively in education since its inception. In a simple literature breakdown from 1960-2019, numerous studies were found where researchers utilized a Delphi technique to create scholarly research to address an educational problem (Boylan, 2014)

Field Test Round

Content Analysis

During the content analysis electronic and printed job descriptions are forms of written communication. The content of this data conveys messages from one individual or group to another individual or group. The advantages of content analysis are that it is a systematic, objective, and quantitative method of analysis designed to describe the content of information that uses a particular process to make valid inferences from the text (Fraenkel, Wallen, & Hyun, 2012). In this study, a content analysis using job descriptions, literature review, and resumes or vitae as the data is an effective way to gather information about knowledge, skills, attitudes, and abilities of housing and residence life mid-managers as experts. Additionally, content analysis can be conducted using the general list of ACUHO-I competencies to develop categories to examine themes and other comparisons.

Expert Panel

The participants consisted of professionals in the field such as mid-managers that are considered seasoned administrators that have some supervising and teaching experience on a college or university level, professionals in the field that serve as hiring managers, and housing officers that hold mid-manager positions in a housing and residence life

organization. According to Butin (2010), expert feedback is another popular research method in the social sciences to gather data. Much like surveys, they are a seemingly concrete and simple means for collecting key data from relevant individuals in an efficient and controlled manner.

Survey

A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2014). A survey design is proposed to answer the research questions in this study. In this study, a questionnaire was designed influenced by an existing list of competencies and content analysis, and the literature review will inform this study.

Quantitative research uses a methodology where data gathered from experiments, surveys, and existing statistics are analyzed using statistical procedures or other quantification methods to test variables and hypothesis (Neuman & Kreuger, 2003). Survey research is widely used. Survey techniques are often used in descriptive or explanatory research. In survey research, the researcher asks many participants numerous questions in a short time period. Answers to questions are summarized in percentages, graphs, or tables. Survey research can examine the relationship of responses to one question to another, or of a score based on one set of survey questions to a score based on another set (Fraenkel, Wallen, & Hyun, 2012).

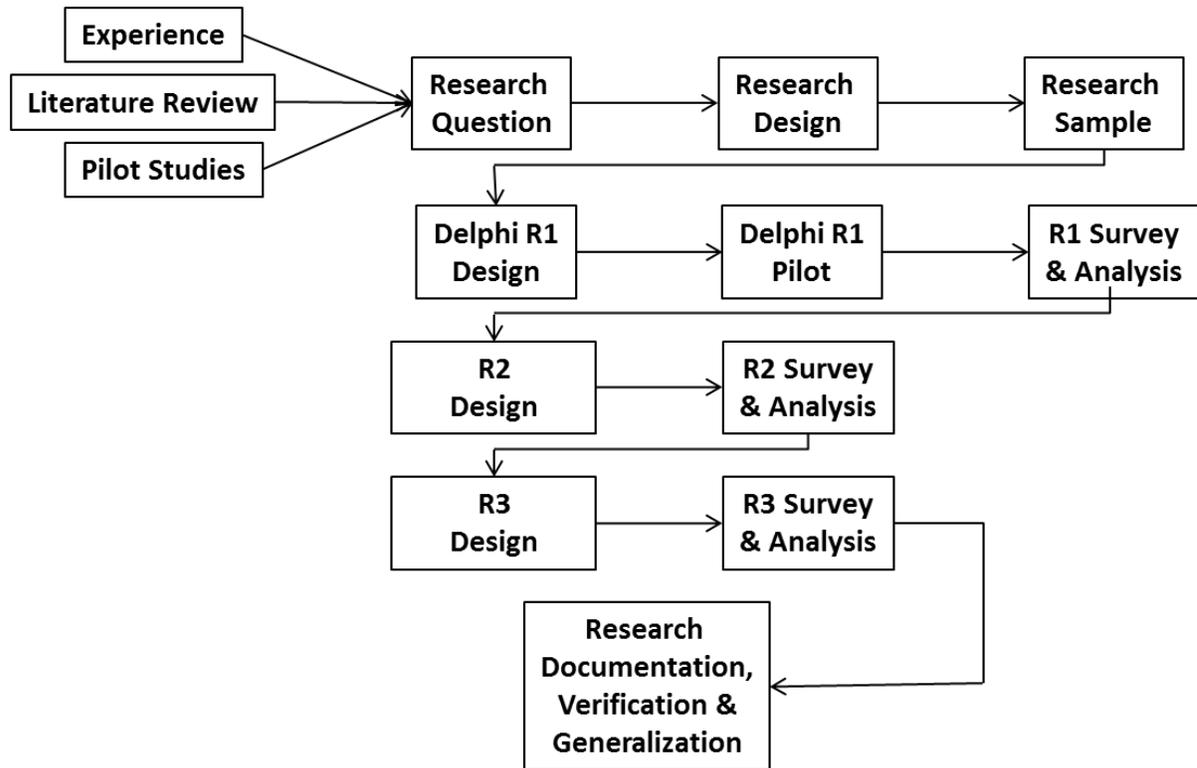


Figure 9. Flow Chart of a Typical Delphi Process. Adapted from “The Delphi Method for Graduate Research,” by G.J. Skulmoski, F.T. Hartman, and J. Krahn, 2007, *Journal of Information Technology Education*, 6(1), p. 3. Copyright 2007 by the Informing Science Institute.

Delphi Round One

Delphi Round One participant responses involve data analysis using means, standard deviation, variance, and coefficient of variation. Stability and consensus were assessed.

Delphi Round Two

Delphi Round Two data are collected, interpreted and analyzed to render judgments on the level of consensus and stability obtained on mid-manager competencies. Participant responses involve data analysis using mean, standard deviation, variance, and coefficient of

variation. Stability and consensus were assessed. If stability and consensus are met another round of Delphi is not needed.

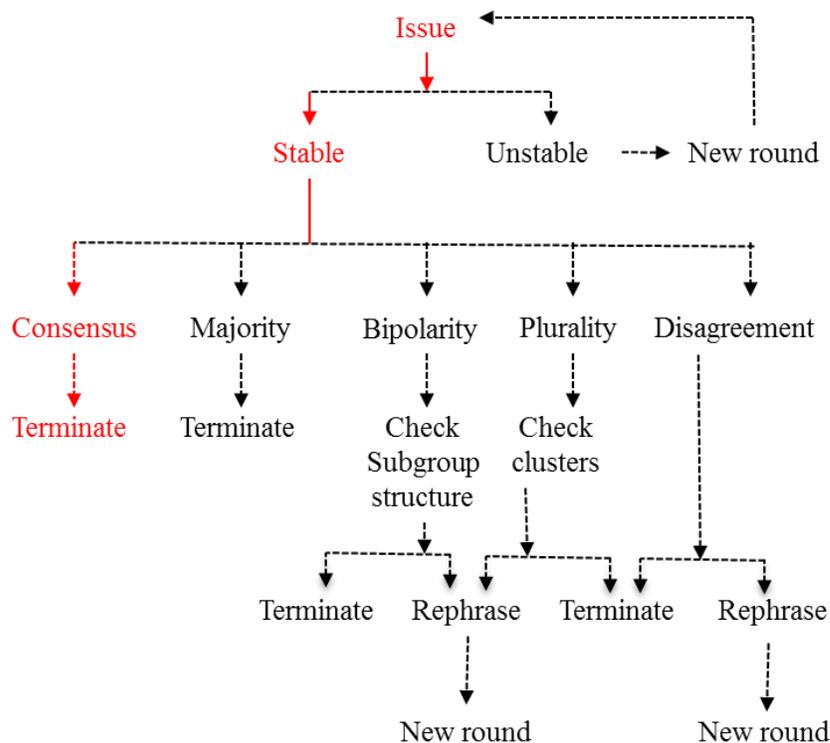


Figure 10. Stopping criteria for Delphi studies. Adapted from “Stability and Agreement Criteria for the Termination of Delphi Studies,” by J.S. Dajani, M. Z. Sincoff & W.K. Talley, 1979, *Technological Forecasting and Social Change*, 13(1), p. 85. Copyright 1979 by Elsevier North-Holland, Inc.

Population and Sampling

Participants selected for this study were solicited through the Association of College and University Housing Officers-International (ACUHO-I), which is the pre-eminent professional association for college and university housing personnel. According to the ACUHO-I Business Meeting Report (2014), the organization is committed to developing new services, professional development opportunities, and technologies that will benefit more than 1,000 member institutions of higher education; more than 3,000 housing and

residence life professionals make up the total membership with almost 200 non-US members, around 300 business or corporate members, and 1.8 million students they serve. Though ACUHO-I is an international organization, this survey included mid-managers that work in housing in universities located in the US. The sample for the study did include an ACUHO-I 2014 through 2015 directory maintained by the organization and assisted with the identification of mid-managers based on the predetermined parameters set by the researcher to identify housing and residence life professionals that can be categorized as mid-manager. The ACUHO-I database allows access to individuals (more than 3,000), institutions (more than 1,000), and businesses or corporations (almost 300). ACUHO-I has individuals, institutions, and corporations in Australia, Canada, Jamaica, Grenada, Mexico, New Zealand, Bahamas, Barbados, and the United States of America.

Instrumentation and Data Collection

The Delphi Technique is a research method that encompasses a multiple step questionnaire approach. This process requires research participants to respond to three rounds of questions in the course of survey data acquisition. Research about mid-managers that work in housing and residence life is limited; the Delphi developed by Rand Corporation was used in this study to study exclusively mid-managers that work in housing and residence life. Currently there is no instrument that studies the perceived relevance of housing and residence life professional competencies indicated by ACPA and NASPA, these professional organizations collaborated to develop a task force in 2010 to explore literature necessary to define skills, knowledge, and attitudes that practitioners must have or must obtain in the

broad field of student affairs. As a result, professional competency areas for student affairs practitioners was published (ACPA/NASPA, 2010), this study did expand on existing research to learn more specifically about the competencies that mid-managers need in housing and residence life. ACUHO-I studies have focused mostly on entry-level and senior-level professional competencies, but no studies have used student affairs competencies with an emphasis on housing and residence life mid-managers.

ACUHO-I consist of thousands of professionals from more than 900 public and private colleges and universities in 22 different countries, who serve approximately 1.8 million students worldwide. Additionally, ACUHO-I has more than 200 corporate members. This study did use the Delphi Technique and Qualtrics survey and was emailed to participants using its existing database with the assumption that there was a sample size of at least 20 – 40 using the ACUHO-I database of over a thousand members, each survey participant did receive an introductory email in an effort to increase the response rate. An initial letter was emailed; this letter discussed the purpose of the study, introduced the researcher, and requested the participation of the defined mid-managers. The questionnaire accompanied the introductory letter in an email using Qualtrics. The researcher distributed at least three email reminders with the questionnaire and introductory letter to capture at least a reasonable response rate attached. The questionnaire communication included informed consent documents; a signed copy was retained. The consent document informed the participants about the researcher's name, the purpose of the study, and the length of time expected to complete their participation. Additionally, participants were informed that their

participation in this study was voluntary without penalty of non-participation. Participants' individual responses were kept secure and for research purposes using a hard drive with BitLocker capabilities for North Carolina State University IRB approval.

This study used a rating likert-scale in the field test phase of this study simply to gather general data to inform this study and to gain a broad perspective of participant responses to survey items. Delphi Round One and Delphi Round Two used a ranking approach to gather data for this study. According to (Harzing et al., 2009) ranking requires a higher level of attention than rating and can result in obtaining higher data quality. The rating was significant in the field test phase of this study due to the pilot testing nature of the data collection process. In Delphi rounds one and two ranking reduced response and language bias.

Data Analysis

The Delphi study included specific survey items as well as employ descriptive statistics. Also, the demographic portion of the survey ascertained information concerning the mid-manager respondent's gender, educational attainment, years of experience in the housing and residence life profession at any college or university, and years of experience.

Chapter Summary

In Chapter Three, a detailed description of the Delphi technique and how the Delphi method was utilized in this study was presented to meet the research goals and objectives.

CHAPTER 4: FINDINGS

Introduction

This chapter provided findings from data collected to identify and validate the competencies needed for housing and residence life mid-managers. Data for this study was collected following the Delphi technique, which according to Dajani, Sincoff, and Talley (1979) is a sufficient method to use when information about a problem is lacking. For this study consensus or agreement was reached in two rounds. The chapter reports the findings by round. For each round demographics are reported followed by the descriptive data for each item. The stability and consensus were reported to provide a summary.

Research Question

Mid-managers desire career advancement, mid-managers that have not discovered their career paths benefit from professional development and those that seek progression benefit with improved levels of competence (Biddix, 2011). The major emphasis of this study involved determining the professional competencies housing and residence life mid-managers need that work in four-year colleges and universities. The overarching question for this study was: what are the competencies specifically required for housing and residence life mid-managers that work at four-year colleges and universities?

Review of Data Collection, Study Stability, and Consensus

Data for this study was collected using an extensive review of the research literature pertaining and relating to professional competencies of housing and residence life practitioners. Additionally, this study used a content analysis approach by examining

existing data, job descriptions, competency literature, and resumes or vitae to determine parameters defining the mid-manager group and to develop the survey instrument. The survey instruments were administered electronically using Qualtrics as described in the previous chapter. The first round survey was generated as a pilot by the researcher then vetted by a mid-manager, a chief housing officer, and a research committee; all with national professional organization membership. Before the initial survey distribution, members of the ACUHO-I Research Committee reviewed aspects of the research and the survey. There were several suggestions recommended that brought greater clarity to the study and there were logistical recommendations that aided survey distribution logistics. Members of the research committee have served in entry-level, mid-manager, and senior-level student affairs positions, members of the research committee have participated in professional associations, and members of the research committee consisted of individuals that reside in various regions of the United States of America. Additionally, the survey and aspects of the research were reviewed by two (reviewer 2 and 3) housing and residence life professionals. Reviewer 2 identified as a chief housing officer with 17-20 years of experience, professional membership in National Association of Student Personnel Administrators (NASPA), Association of College and University Housing Officers-International (ACUHO-I), and American Educational Research Association (AERA). In addition, Reviewer 2 had classroom and online teaching experience on the graduate degree level, had published research with emphasis in higher education, and had extensive experience supervising graduate students, entry-level professionals, and mid-managers in housing and residence life.

Reviewer 3 identified as a mid-manager with supervisory experience within several areas of facilities services, marketing, information technology, assessment, conferences and guest services. Reviewer 3 acknowledged extensive experience at various institutional types including urban, private, religious aligned, Predominantly White Institutions (PWI) and Historically Black Colleges and Universities (HBCU). Additionally, Reviewer 3 identified as a doctorate degree-seeking student, a member of the American College Personnel Association (ACPA), and a member of Association of College and University Housing Officers-International (ACUHO-I).

Field Test Round Respondents

This study used decision criteria to measure study stability, the percent change in mean(μ), standard deviation(σ), variance(σ^2), and coefficient of variation(CV) were calculated. The first round survey was distributed to the general ACUHO-I membership, specifically, to practitioners that identified as housing and residence life mid-managers with at least 5-8 years of experience supervising entry-level staff, that had some formal teaching experience and that have held a position in a national, regional, or state housing and residence life professional organization. Of the overall population eligible to participate in the first survey was 2,927. Of the overall population 172 (6%) participants responded to the request to participate in the study. The respondents answered the 23 questions that were demographics, (race, ethnicity, education, age, gender, etc.) and their professional background (professional membership, areas of responsibility, hours worked). Additionally,

the respondents rated the 57 statements specifically developed to assess the competencies that mid-managers need on a seven-point Likert-type scale.

Race and Ethnicity

There were 89% (n=152) of the 172 respondents that identified as Caucasian or White, 8% (n=13) of the respondents were African-American or Black, 1% (n=2) Hispanic or Latino(a)/Chicano(a) and 1% (n=2) identified as being Asian American or Pacific Islander. There was an identification of Other at 2% (n=3).

Educational Background

There were 10% (n=18) of the respondents that had a doctorate as their highest level of education completed. The majority of the respondents at 84% (n=143) had a master's as their highest level of education completed. There were 5% (n=8) of the participants that had Bachelors degrees reported as their highest level of education completed. There were 2% (n=3) of the participants that reported Other as the type of degree earned.

Gender

Of the 172 respondents that participated in the first survey distribution, 41% (n=71) were male, and 59% (n=101) were female. There were no participants that identified with other as gender.

Age

There were 58% (n=100) participants that reported they were 30-39, and 20% (n=35) of the participants reported that they were 40-49. There were 13% (n=23) of the respondents

that reported as 50-59 and 7% (n=12) were less than 30 years of age. There were 1% (n=2) of the survey participants that reported being age 60 or older.

Gender and Age - Next Career Steps

Study participants were asked about the age in which they planned to retire. The average age that the respondents plan to retire ranged from 65-70 years old, however, 65 was the most common age that respondents plan to retire. Those that do not plan to retire anytime soon when asked about their next position aspirations responses varied as reflected in the data demonstration by age and gender range.

Years of Experience in Current Position

Most of the mid-managers (62%) that responded in the field test round of the study had less than 5 years of experience in their current position. There were 24% that had 5-10 years of experience in their present position. There were 8% that reported 11-16 years of experience in their current position, 4% reported 17-25 years of experience, and 2% had 25 or more years of experience in their current position.

Years of Fulltime Housing and Residence Life Experience

Most of the participants (44%) that responded in the field test round of the study had 5-10 years of experience working full time in Housing and Residence Life. There were 26% of the respondents that reported they had 11-16 years of experience working in Housing and Residence Life. Those with the least amount of experience were represented at 5% with less than 5 years of experience working in Housing and Residence Life. There were 13% with

17-25 years of experience and 11% that had more than 25 years of experience working full time in Housing and Residence Life.

Years of Experience Teaching

Many of the participants (87%) had experience teaching on a college level for less than five years. There were 9% of the respondents that had between 5-10 years of experience teaching on a college level, and 4% reported having more than 10 years of teaching experience on a college level.

Professional Memberships

To gain a greater understanding of people that work in Housing and Residence Life that also have experience working in other areas, the study participants were asked to share years of experience worked full time in Student Affairs. There were 44% of the study participants that indicated 5-10 years of work experience in Student Affairs and 27% of the study participants had 11-16 years of experience. Those with 17-25 years of experience represented 15% of the respondent group, and there were 11% of the participants that had more than 25 years of experience working in Student Affairs. Pertaining to study participant professional membership affiliation, there were 46% of the participants that had membership in American College and University Housing Officers-International. National Association of Student Personnel Administrators were represented at 23% membership; there were 18% of the study participants that identified as having membership in the American College Personnel Association, and 4% of the study participants had professional membership in the Association for Student Conduct Administration. Study participants were provided the

opportunity to identify other professional membership affiliations, thus 9% represented in Figure 11 include the National Orientation Directors Association (NODA), Association of Higher Education Parent/Family Program Professionals (AHEPPP), National Association of College and University Business Officers (NACUBO), National Association of College Auxiliary Services (NACAS), Association of Physical Plant Administrators (APPA), EDUCAUSE, and regional or state housing officer associations.

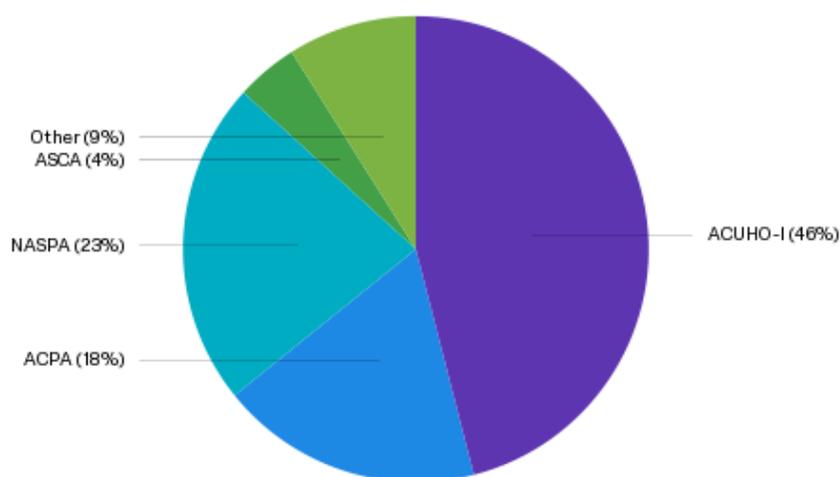


Figure 11. Percentage of mid-manager professional membership. The Field Test Round study participant professional memberships in American College and University Housing Officers International, National Association of Student Personnel Administrators, American College Personnel Association, Association for Student Conduct Administration, and other.

According to Mather, Bryan, and Faulkner (2009), mid-managers comprise a significant proportion of student affairs organizations and are often overlooked when it comes to professional development opportunities. These professionals have unique needs and are integral to the life of an institution, but are easily ignored. Published research

indicated that mid-managers view professional memberships as important, most preferred conferences, workshops, readings and discussions for their development activities (Sermersheim & Keim, 2005). Of the 172 respondents in the first round of this study, there were 100% that had current membership in a professional association. Though this sample does not represent the Housing and Residence Life profession in its entirety, the information in this study does show that there is a portion of mid-managers at 100% participation that value professional organization memberships. According to Sawyer (2012), housing professionals worldwide engage in training and development from organizations such as ACUHO-I; these professional development opportunities are essential to achieving competencies and expertise in their work. Housing and Residence Life has hierarchy line of supervision; paraprofessional staff, graduate staff, entry-level professionals, mid-mangers, and chief housing officers or senior-level professionals. Typically, there is professional administrative support staff associated with some of these positions. For the purpose of this study, a mid-manager professional was defined as an individual who possess a position which reports directly to the chief housing officer or possess a position which reports to a person who reports directly to a chief housing officer and is responsible for the direction, control, or supervision of one or more undertakings within housing and residence life and one or more housing and residence life staff members. Mid-managers for the purpose of this study had at least 5 or more years of experience, typically 5-8 years. There were 94% of the participants in this study that identified as mid-managers that work in housing and residence life. There were 2% of the study participants that had dual experiences or non-traditional

experiences that involved work in another department while employed in housing and residence life. There were 4% of the study participants that worked in specific skill areas or worked as a specialist within housing and residence life. These specific skill areas included Campus Vending Services, Dining, University Club, Conference Services, Facilities, Community Education, Student Rights and Responsibilities, and Assessment. It is important to note that some colleges and universities have housing and residence life professionals that may have dual-Division lines of reporting; for example, though not common it would not be unusual if housing and residence life reported to Business Finance and Student Affairs or Student Life and Auxiliary Services. Likewise, there were participants in this study that had prior experience with a variety of institutions, 24% had 4-year private experience, 74% had 4-year public experience, 1% had 2-year private experience, and 1% had experience with private housing management company. It is important to note that it is not uncommon for professionals to have experience in a variety of settings prior to their mid-manager position, these professionals bring a wealth of knowledge to their roles (Fleischer, 2012).

Institutional Enrollment

Table 1 demonstrates the distribution of enrollment numbers of the respondents' institutions. The majority of the respondents at 36% indicated that their college or university was comprised of 21,000 students or more. Colleges and universities that enrolled 16,000-20,999 and 11,000-15,999 had an equal number of response rates at 14%. Institutions that enrolled 6,000-10,999 had an 18% response rate, which was the same as institutions that enrolled 1,000-5,999 students (18%). Institutions that enrolled less than 1,000 students had a

response rate of 1% when asked about total enrollment. There were 56% of the respondents that indicated having an occupancy rate of 1,000-5,999, the lowest response rate was at 1% with 16,000 or more occupancy. The respondents that indicated 6,000-10,999 occupancy had a 33% response rate, 11,000-15,999 had a 4% response rate, and there was 7% that had an occupancy rate of less than 1,000. There were 79% of the respondents in this study that classified their current institution as a Predominantly White Institution (PWI), the percent of participants that classified their institution as a Historically Black College and University (HBCU) was 2%, Hispanic-Serving Institutions (HSI) were represented at 8% of respondents that participated in this study, and there were no study participants that identified their current institution as Native American-Serving Non-tribe Institution (NASNI). In this study, 2% of the respondents classified their current institution as a Women's Institution (WI), 1% classified their institution as a Men's Institution (MI), and there were 8% of the respondents that classified their institution as a Religiously Affiliated Institution (RAI).

Table 1*Frequency and Percent of Total Enrollment of Current Institution*

Enrollment	(f)	%
Less than 1,000	1	1.00
1,000-5,999	30	18.00
6,000-10,999	31	18.00
11,000-15,999	24	14.00
16,000-20,999	24	14.00
21,000 or more	62	36.00
Total	172	100.00

Region (State) Employed

When asked about the state or region survey participants reside, there were 9 areas within the United States of America that were identified. Most of the study respondents were employed in the Southeast region of 33%, the states represented within this region were Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. The Great Lakes region, Illinois, Indiana, Michigan, and Ohio had 19% of the respondents that participated in this study. The Upper Mid-West region respondents were 12% and represented the states of Iowa, Kansas, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin. The Intermountain (Montana, Idaho, Wyoming, Utah, Colorado, Arizona, New Mexico) region and the Mid-Atlantic (Delaware,

District of Columbia, Maryland, New Jersey, Philadelphia, West Virginia) region had the same response at a 6% rate of response. The Northeast region had a 9% response rate and included the states of Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont. Arkansas, Oklahoma, and Texas in the Southwest region had a 7% response rate. The Northwest region (Alaska, Hawaii, Oregon, Washington) had a 4% response rate. There was a 1% response rate from the Western region that consisted of California.

Hours Worked Per Week

When respondents were asked about how many hours worked in their current mid-manager roles, the majority at 68% (n=115) indicated that they worked 41-50 hours per week. Though study participants had an opportunity to indicate if they worked fewer than 20 hours per week and there were 20-30 hours per week option, no respondents included that as a representation of their hours worked per week. However, there were 15% (n=25) of the respondents that indicated they worked 31-40 hours per week and there was 17% (28) of the respondents that indicated they worked more than 50 hours per week.

Roles and Responsibilities – Functional Areas

Research identified ACUHO-I Core Competencies presented in 12 domains, (a) Ancillary Partnerships, (b) Conference Services, (c) Crisis Management, (d) Dining, (e) Evaluation, (f) Facilities, (g) Fiscal Resources and Control, (h) Human Resources, (i) Information Technology, (j) Occupancy, (k) Residence Education, and (i) Student Behavior (Cawthon, Schreiber, & Associates, 2012). The 12 domains have 38 corresponding sub-

domains. In this study, the respondents were asked to indicate which sub-domains were under their scope of responsibility (see Table 2).

Table 2

Frequency and Percent of Respondent Roles and Areas of Responsibility

Domain	Sub-domains	(f)	%
Ancillary Partnerships	Public Private Partnerships	13	1.00
	Specialized Housing	32	2.00
Conference Services	Sales	14	1.00
	Service Delivery	23	1.00
	Contracting	20	1.00
	Resource Allocation/Management	22	1.00
Crisis Management	Prevention	78	5.00
	Intervention	86	5.00
Dining Services	Operations	3	0.00
Evaluation/Planning	Assessment/Program Planning	88	5.00
	Research	27	2.00
Facilities Management	Facilities Assessment	32	2.00
	Master Planning	19	1.00
	General and Preventive Maintenance	26	2.00
	Capital Project Management	18	1.00
	Sustainability	28	2.00
	Inventory Control/Materials Handling	19	1.00
Fiscal Resources/Control	Budget Development/Reporting	44	3.00
	Accounting/Accounts	18	1.00
	Purchasing, Contracts, Outsourcing	31	2.00
Human Resources	Recruitment/Selection	92	5.00
	Orientation/Training	95	6.00
	Supervision	111	6.00
	Performance Appraisal	98	6.00

Table 2 continued

Information Technology	Collective Bargaining/Grievance	10	1.00
	Security	11	1.00
	Network/Systems Administration	13	1.00
	Computer Support	14	1.00
	Applications Selection	28	2.00
Occupancy	Contracts/Lease Agreements	37	2.00
	Applications/Assignments Process	38	2.00
	Forecasting/Trending	31	2.00
Resident Educational Services	Personal Development	102	6.00
	Community Development	105	6.00
	Academic Initiatives	83	5.00
	Advising	58	3.00
Student Behavior	Student Conduct	87	5.00
	Conduct Resolution	64	4.00

Position Longevity

In addition to descriptive statistical analysis to assess responses throughout the research study, an extended analysis of cross-tabulation with Chi-square and p-value were used to determine the association. Specifically, to gain a fuller understanding of the data about how long mid-managers plan to stay in their current position and how long mid-managers plan to work in the field of housing and residence life (Table 3), study participant responses were analyzed.

Table 3*Respondent Plan to Remain in Position and Plan to Continue in Field Cross Tabulation Data*

		How long do you plan to stay in your current position?						Total
		>3yrs	3-5yrs	6-8yrs	9-11yrs	12-5yrs	<15yrs	
How long do you plan to work in the field of housing and residence life?	> 3yrs	8 89%	1 11%	0 0%	0 0%	0 0%	0 0%	9 100%
	3-5yrs	13 57%	10 43%	0 0%	0 0%	0 0%	0 0%	23 100%
	6-8yrs	7 27%	14 54%	5 19%	0 0%	0 0%	0 0%	26 100%
	9-11yrs	3 23%	6 46%	2 15%	2 15%	0 0%	0 0%	13 100%
	12-15yrs	2 13%	8 50%	2 13%	0 0%	4 25%	0 0%	16 100%
	< 15 yrs	22 27%	30 37%	17 21%	4 5%	5 6%	3 4%	81 100%
	Total	55 33%	69 41%	26 15%	6 4%	9 5%	3 2%	168 100%

In this study, when research participants were asked about their plan to remain in their current mid-manager position, 33% (n=55) indicated that they would stay in their positions less than three years. There were 41% (n=69) of the respondents that indicated that they would stay in their current positions for 3-5 years. There was a drastic decrease in the participants that would remain in their current position 6-8 years at 15% (n=26), and 4% (n=6) indicated that they would remain in their position for 9-11 years. The respondents that would remain in their current positions for 12-15 years were 5% (n=9) and 2% (n=3) indicated that they would remain in their position for more than 15 years.

Study participants were provided an opportunity to indicate how long they would remain in the field of housing and residence life. There were 49% (n=82) of the respondents that indicated a desire to remain in housing and residence life for longer than 15 years. Respondents that would remain in housing and residence life for 12-15 years were 9% (n=16) and 8% (n=13) indicated the desire to remain 9-11 years. The participants that responded 6-8 years were 15% (n=26) and 3-5 years had a 14% (n=23) response rate for a desire to remain in the field. The survey participants that would remain in the field of housing and residence life for less than 3 years had a 5% (n=9) response rate.

As indicated in the research literature, mid-manager positions within the field of housing and residence life and higher education constantly shifts and evolves. Understanding the longevity mid-managers plan to remain in their positions and the longevity mid-managers desire to remain in the field of housing and residence life could be a point of interest to consider the topic of competence. Thus, a cross-tabulation with Chi-square and p-value was used to determine if there is an association. Observing the data (Table 3), there did seem to be a strong indication that mid-managers that plan to transition out of their current positions in less than three years do plan to stay in the field of housing and residence life for more than 15 years. Mid-managers that plan to leave their positions after 3-5 years do have a desire to remain in housing and residence life for more than 15 years, this represented the largest group of respondents. Respondents that plan to leave their current positions within 6-8 years have a desire to also remain in housing and residence life for more than 15 years. It is important to know that the largest number of respondents do not

plan to remain in their positions for a substantial amount of time, but they do plan to pursue other types of positions in housing and residence life. However, though the number of respondents that plan to leave their current positions and leave the field is not the majority; it would be interesting to know why they do plan to leave and if there are competency areas to be explored that may lead to their retention. A number of respondents that plan to stay in their current positions for over 9 years was not significant, and as mentioned in the research it is not odd for mid-managers to transition out of their roles 3-5 years and 6-8 years. Overall, the data does show a relationship between mid-managers longevity in their positions and their longevity in housing and residence life. Thus, there is some statistical significance at $p < 0.001$ with $\chi^2=53.47$, $df = 25$.

Table 4

Mean, Standard Deviation, Variance, and Coefficient of Variation of Participants in Relation to the Competencies

	μ	σ	σ^2	CV
Interpersonal Communication?	6.51	0.69	0.47	0.11
Decision Making?	6.47	0.82	0.68	0.13
Staff Supervision?	6.46	0.75	0.56	0.12
Crisis Management?	6.45	0.8	0.65	0.12
Ethics?	6.44	0.75	0.57	0.12
Cooperation and Collaboration?	6.34	0.83	0.70	0.13
Diversity Awareness?	6.33	0.93	0.86	0.15

Table 4 continued

Staff Training?	6.29	0.76	0.58	0.12
Personnel Management?	6.23	0.81	0.65	0.13
Assessment of Student Needs & Interests?	6.17	0.77	0.59	0.12
Strategic Thinking & Planning?	6.17	0.82	0.67	0.13
Staff Evaluation?	6.12	0.91	0.83	0.15
Staff Selection?	6.12	0.92	0.84	0.15
Awareness of College Student Characteristics?	6.10	0.84	0.71	0.14
Customer Service?	6.06	1.02	1.04	0.17
Conflict Management?	6.05	0.84	0.71	0.14
Interpretation of Institutional Goals, Issues, & Concerns?	5.99	0.90	0.81	0.15
Recognizing & Evaluating Group Dynamics?	5.95	1.00	0.99	0.17
Policy Development & Interpretation?	5.94	0.92	0.85	0.15
Helping Skills?	5.93	1.00	1.00	0.17
Short Range Planning?	5.93	0.87	0.76	0.15
Budget Development & Resource Allocation?	5.87	0.90	0.80	0.15
Political Astuteness?	5.87	1.05	1.11	0.18
Motivation?	5.85	0.99	0.99	0.17
Representing Student Concerns?	5.85	1.04	1.08	0.18
Organizational Culture?	5.82	0.91	0.84	0.16
Change Management?	5.80	1.08	1.17	0.19

Table 4 continued

Professional Development?	5.80	1.00	0.99	0.17
Legal Issues?	5.77	0.94	0.88	0.16
Program Evaluation?	5.77	0.89	0.79	0.15
Public Speaking/Presenting?	5.77	0.97	0.94	0.17
Long Range Planning?	5.73	0.91	0.82	0.16
Networking?	5.62	0.97	0.93	0.17
Behavioral Education?	5.60	1.02	1.03	0.18
Application of Technology?	5.56	0.87	0.75	0.16
Knowledge of Student Affairs Functions?	5.56	0.93	0.86	0.17
Curricular & Co-curricular Programming?	5.52	1.05	1.10	0.19
Facilities Management?	5.52	0.88	0.78	0.16
Understanding & Applications of Various Leadership Styles?	5.45	0.96	0.91	0.18
Organization/Management Theory?	5.44	1.08	1.17	0.20
Occupancy Management?	5.42	1.01	1.03	0.19
Personal Characteristics?	5.41	1.09	1.18	0.20
Public Relations?	5.38	1.02	1.05	0.19
Knowledge of Student Development Theory?	5.22	1.12	1.25	0.21
Global Awareness?	5.21	1.15	1.32	0.22
Enrollment Management?	5.13	1.25	1.57	0.24
Familiarity with Current Issues in Literature?	5.08	1.28	1.63	0.25

Table 4 continued

Advising Groups & Organizations?	5.01	0.95	0.91	0.19
Financing of Higher Education?	4.99	1.16	1.34	0.23
Marketing?	4.99	1.07	1.15	0.21
Foundations of Higher Education?	4.90	1.26	1.60	0.26
Construction & Renovation?	4.84	1.16	1.35	0.24
Contract Management?	4.82	1.26	1.59	0.26
Interpretation of Research in Professional Literature?	4.78	1.25	1.55	0.26
Teaching/Instruction?	4.49	1.29	1.67	0.29
Conference Planning?	4.24	1.02	1.05	0.24
Conducting Independent Research?	4.22	1.20	1.43	0.28

In Field Test Round the simple statistics mean, standard deviation, variance, and coefficient of variation and statistical percentage results of respondents that rated certain mid-manager competencies as extremely important was calculated, analyzed, and ranked to create Delphi Round One competency questionnaire.

This study revealed that the overall population of respondents in the Field Test Round did not add or delete competencies to the existing list of 57. The competencies that were rated highest on a seven-point Likert scale were Interpersonal Communication, Decision Making, Staff Supervision, Crisis Management, Ethics, Cooperation and Collaboration, Diversity Awareness, Staff Training, Personnel Management, Assessment of Student Needs and Interests, and Strategic Thinking and Planning; all with mean scores above 6.15. In

contrast, the overall population of respondents rated lowest on a seven point-Likert scale Conducting Independent Research, Conference Planning, Teaching and Instruction, Interpretation of Research in Professional Literature, Contract Management, Construction and Renovation, Foundations of Higher Education, Marketing, Financing of Higher Education, Advising Groups and Organizations, and Familiarity with Current Issues in Literature; all with mean scores on a seven point-Likert scale below *5.10*.

Demographics

Delphi Round One questionnaire included three questions with one question having 57 items about mid-manager housing and residence life competencies arranged in order of importance from the results of the Likert-scale rating from the Field Test Round. Delphi Round One experts were identified from the results of the Field Test Round survey and by using previously established participant group criteria from the Field Test Round. Chief Housing Officers (CHOs) were provided information about this study and were given the opportunity to nominate mid-managers to participate in Delphi Round One as experts based on the criteria and who CHOs felt based on their experience could contribute quality feedback for the advancement of this study (see Appendix J). Delphi Round One experts included 71 participants (N=71) with 31 respondents (n=31) at an 82 percent panel response rate.

In the Field Test Round, participants were provided the opportunity to offer feedback and the opportunity to add or delete competencies indicated in Table 4. There were no significant changes pertaining to the 57 items. However, there was a question about the

eligibility to participate in accordance with the definition of mid-managers in this study. In Delphi Round One participant and their nominators were reminded that housing and residence life has a hierarchy line of supervision; paraprofessional staff, graduate staff, entry-level professionals, mid-managers, and chief housing officers or senior-level professionals. Additionally, they were reminded that typically there is professional administrative support staff associated with some of these positions. For the purpose of this study, mid-manager were individuals that possessed a position which reported directly to the chief housing officer or possess a position which reported to a person who reported directly to a chief housing officer and was responsible for the direction, control, or supervision of one or more undertakings within housing and residence life and one or more housing and residence life staff members. Mid-managers for the purpose of this study had at least 5 or more years of experience, typically 5-8. This study used decision criteria to measure study stability, the percent change in sample mean(\bar{x}), standard deviation(s), variance(s^2), and coefficient of variation(CV) were calculated. When respondents were asked about the description that fit them best for years of experience 45% (n=14) of the 31 respondents indicated that they had at least 5 years of experience at the mid-manager level. There were 26% (n=8) of the respondents that had more than 8 years of experience at the mid-manager level. There were 29% (n=9) of the respondents that had at least 5 years of experience with most of their experience outside of the mid-manager role ($\bar{x} = 1.84$) ($s = .85$) ($s^2 = .72$) ($CV = .46$).

Delphi Round One Respondents

It was determined that the rating scale technique was appropriate to collect data for the Field Test Round. According to Krosnick and Alwin (1988), rating scales are the most commonly used in survey research and are best used when the researcher desires to measure respondents' attitude toward something. Often respondents are asked to indicate their personal levels on items such as agreement, satisfaction or frequency. Ranking scales in survey research allows respondents to identify which items are most and least preferred. Ranking techniques can be a more appropriate approach than rating methods for the measurement of values in surveys. Thus, for the purpose of this study, the ranking technique was used in Round One and Round Two.

Respondents in Delphi Round One included 31 mid-managers from a variety of institutions with college and university occupancy (O) and enrollment € ranging from less than 1000 to more than 21,000. The 31 respondents (n=31) on the Delphi Round One panel consisted of 18 Female (F) and 13 Male (M) mid-managers, no other Gender (G) was identified by the panelist. Race and Ethnicity (RE) varied among panelist with 23 identified as Caucasian/White (W), 6 identified as African American/Black (B), 1 identified as Asian American/Pacific Islander (A), 1 identified as Hispanic/Latino/Chicano (H). Functional Areas (FA) included Assessment, Residence Education, Title IX, Business, Finance, Marketing, Assignments, Facilities, Human Resources, Conduct, and Technology. Some panelist had more than one functional area or multiple areas of responsibilities.

Table 5*Delphi Round One Respondent Demographics*

R	G	O	E	RE	FA
1	F	1,000-5,999	1,000-5,999	W	Residence Education/Title IX
2	M	6,000-10,999	>21,000	W	Marketing, Assignments
3	M	1,000-5,999	11,000-15,999	B	Residence Education
4	F	6,000-10,999	>21,000	B	Facilities
5	M	6,000-10,999	>21,000	W	Assignments
6	M	6,000-10,999	>21,000	W	Assessment
7	M	1,000-5,999	1,000-5,999	W	Assignments, Facilities
8	F	11,000-15,999	>21,000	W	HR, Title IX, Conduct
9	F	1,000-5,999	1,000-5,999	W	Assignments, Business, Finance
10	M	1,000-5,999	1,000-5,999	W	Assignments
11	M	6,000-10,999	>21,000	W	Marketing, Technology, Finance
12	F	6,000-10,999	>21,000	W	Residence Education
13	F	1,000-5,999	1,000-5,999	W	Residence Education
14	F	6,000-10,999	>21,000	H	Assignments
15	F	1,000-5,999	6,000-10,999	B	Residence Education
16	F	<1,000	1,000-5,999	W	Conduct
17	F	6,000-10,999	16,000-20,999	B	Residence Education
18	M	6,000-10,999	>21,000	W	Facilities

Table 5 continued

19	M	6,000-10,999	>21,000	W	Technology
20	F	1,000-5,999	6,000-10,999	B	Residence Education
21	F	<1,000	1,000-5,999	W	Conduct/Title IX/Assessment
22	F	11,000-15,999	>21,000	W	Residence Education
23	F	1,000-5,999	6,000-10,999	W	Residence Education
24	F	1,000-5,999	1,000-5,999	W	Residence Education
25	M	6,000-10,999	>21,000	W	Assignments
26	M	6,000-10,999	16,000-20,999	W	Residence Education
27	M	<1,000	1,000-5,999	W	Residence Education
28	M	11,000-15,999	>21,000	W	Residence Education
29	F	1,000-5,999	6,000-10,999	B	Assignments/Technology
30	F	<1,000	1,000-5,999	W	Facilities/Technology
31	F	11,000-15,999	>21,000	A	Residence Education

Table 6

Mean, Standard Deviation, Variance, and Coefficient of Variation Response to Competence Items as Reported by Mid-Managers in Delphi Round One

	\bar{x}	s	s^2	CV
Decision Making	8.77	7.95	63.18	0.90
Ethics	10.47	9.59	91.92	0.91
Crisis Management	11.03	8.29	68.77	0.75

Table 6 continued

Budget Development & Resource Allocation	11.63	8.10	65.57	0.69
Cooperation and Collaboration	13.60	10.93	119.51	0.80
Diversity Awareness	14.67	8.71	75.82	0.59
Assessment of Student Needs & Interests	15.03	11.50	132.3	0.76
Conflict Management	16.77	12.69	161.11	0.75
Change Management	16.87	11.12	123.65	0.65
Staff Supervision	18.07	19.40	376.33	1.07
Customer Service	19.00	12.84	164.87	0.67
Awareness of College Student Characteristics	20.47	14.91	222.25	0.72
Interpersonal Communication	21.07	13.28	176.33	0.63
Interpretation of Institutional Goals, Issues, & Concerns	23.20	12.04	144.96	0.51
Behavioral Education	24.77	11.90	141.51	0.48
Helping Skills	25.60	11.96	143.11	0.46
Long Range Planning	25.77	12.82	164.38	0.49
Curricular & Co-curricular Programming	26.50	10.69	114.25	0.40
Strategic Thinking & Planning	26.50	20.87	435.65	0.78
Facilities Management	26.53	13.34	178.05	0.50
Legal Issues	26.77	13.97	195.25	0.52
Contract Management	27.53	13.07	170.92	0.47
Construction & Renovation	27.83	13.30	176.87	0.47
Personnel Management	28.53	16.27	264.85	0.57

Table 6 continued

Staff Training	28.67	17.75	315.16	0.61
Knowledge of Student Affairs Functions	29.17	10.97	120.27	0.37
Familiarity with Current Issues in Literature	29.90	10.89	118.49	0.36
Application of Technology	30.20	14.37	206.63	0.47
Political Astuteness	30.20	16.19	262.09	0.53
Advising Groups & Organizations	30.23	15.27	233.25	0.50
Short Range Planning	30.40	18.53	343.31	0.60
Staff Selection	30.40	18.52	343.17	0.60
Foundations of Higher Education	30.73	12.46	155.33	0.40
Enrollment Management	30.77	14.44	208.65	0.46
Motivation	31.93	14.8	218.93	0.46
Organizational Culture	33.20	13.79	190.29	0.41
Knowledge of Student Development Theory	33.33	10.64	113.22	0.31
Policy Development & Interpretation	33.57	15.13	228.78	0.45
Financing of Higher Education	33.87	12.37	153.05	0.36
Representing Student Concerns	33.90	16.51	272.69	0.48
Staff Evaluation	33.93	17.58	308.93	0.51
Global Awareness	34.27	13.21	174.40	0.38
Occupancy Management	35.30	13.87	192.28	0.39
Conducting Independent Research	35.90	17.02	289.82	0.47
Marketing	36.17	11.03	121.74	0.30

Table 6 continued

Conference Planning	36.90	14.29	204.16	0.38
Networking	38.13	10.22	104.45	0.26
Public Speaking/Presenting	38.43	14.01	196.18	0.36
Organization/Management Theory	38.70	9.09	82.61	0.23
Recognizing & Evaluating Group Dynamics	38.93	16.20	262.33	0.41
Professional Development	39.43	10.16	103.25	0.25
Program Evaluation	39.50	12.61	158.98	0.31
Interpretation of Research in Professional Literature	40.20	9.75	95.03	0.24
Understanding & Applications of Various Leadership Styles	40.67	19.33	373.62	0.47
Public Relations	41.40	13.81	190.71	0.33
Personal Characteristics	47.70	4.68	21.88	0.09
Teaching/Instruction	50.00	12.35	152.60	0.24

Delphi Round Two Respondents

Delphi Round One respondents did not add any significant information to alter or adjust the Delphi Round Two questionnaire. Respondents in Delphi Round Two included 31 mid-managers from a variety of institutions with college and university occupancy (O) and enrollment € ranging from less than 1000 to more than 21,000. The 31 respondents (n=31) on the Delphi Round One panel consisted of 18 Female (F) and 13 Male (M) mid-managers, no other Gender (G) was identified by the panelist. Race and Ethnicity (RE) varied among

panelist with 23 identified as Caucasian/White (W), 6 identified as African American/Black (B), 1 identified as Asian American/Pacific Islander (A), 1 identified as Hispanic/Latino/Chicano (H). Functional Areas (FA) included Assessment, Residence Education, Title IX, Business, Finance, Marketing, Assignments, Facilities, Human Resources, Conduct, and Technology. Some panelist had more than one functional area or multiple areas of responsibilities.

Table 7

Delphi Round Two Respondent Demographics

R	G	O	E	RE	FA
1	F	1,000-5,999	1,000-5,999	W	Residence Education/Title IX
2	M	6,000-10,999	>21,000	W	Marketing, Assignments
3	M	1,000-5,999	11,000-15,999	B	Residence Education
4	F	6,000-10,999	>21,000	B	Facilities
5	M	6,000-10,999	>21,000	W	Assignments
6	M	6,000-10,999	>21,000	W	Assessment
7	M	1,000-5,999	1,000-5,999	W	Assignments, Facilities
8	F	11,000-15,999	>21,000	W	HR, Title IX, Conduct
9	F	1,000-5,999	1,000-5,999	W	Assignments, Business, Finance
10	M	1,000-5,999	1,000-5,999	W	Assignments
11	M	6,000-10,999	>21,000	W	Marketing, Technology, Finance
12	F	6,000-10,999	>21,000	W	Residence Education

Table 7 continued

13	F	1,000-5,999	1,000-5,999	W	Residence Education
14	F	6,000-10,999	>21,000	H	Assignments
15	F	1,000-5,999	6,000-10,999	B	Residence Education
16	F	<1,000	1,000-5,999	W	Conduct
17	F	6,000-10,999	16,000-20,999	B	Residence Education
18	M	6,000-10,999	>21,000	W	Facilities
19	M	6,000-10,999	>21,000	W	Technology
20	F	1,000-5,999	6,000-10,999	B	Residence Education
21	F	<1,000	1,000-5,999	W	Conduct/Title IX/Assessment
22	F	11,000-15,999	>21,000	W	Residence Education
23	F	1,000-5,999	6,000-10,999	W	Residence Education
24	F	1,000-5,999	1,000-5,999	W	Residence Education
25	M	6,000-10,999	>21,000	W	Assignments
26	M	6,000-10,999	16,000-20,999	W	Residence Education
27	M	<1,000	1,000-5,999	W	Residence Education
28	M	11,000-15,999	>21,000	W	Residence Education
29	F	1,000-5,999	6,000-10,999	B	Assignments/Technology
30	F	<1,000	1,000-5,999	W	Facilities/Technology
31	F	11,000-15,999	>21,000	A	Residence Education

Table 8*Competence Response Rank by Mean – Delphi Round Two*

	\bar{x}	s	s^2	CV
Decision Making	8.52	8.07	65.12	0.94
Ethics	10.19	9.70	94.22	0.95
Crisis Management	10.77	8.41	70.84	0.78
Budget Development & Resource Allocation	11.39	8.213	67.445	0.72
Cooperation and Collaboration	13.32	11.04	121.89	0.82
Diversity Awareness	14.39	8.84	78.24	0.61
Assessment of Student Needs & Interests	14.77	11.59	134.38	0.78
Conflict Management	16.48	12.79	163.59	0.77
Change Management	16.61	11.20	125.64	0.67
Staff Supervision	17.81	19.45	378.42	1.09
Customer Service	18.74	12.92	166.93	0.68
Awareness of College Student Characteristics	20.19	14.98	224.56	0.74
Interpersonal Communication	20.81	13.35	178.42	0.64
Interpretation of Institutional Goals, Issues, & Concerns	22.90	12.15	147.69	0.53
Behavioral Education	24.45	12.02	144.58	0.49
Helping Skills	25.29	12.08	146.08	0.47
Long Range Planning	25.48	12.91	166.85	0.50
Curricular & Co-curricular Programming	26.23	10.79	116.58	0.41

Table 8 continued

Strategic Thinking & Planning	26.26	20.91	437.46	0.79
Facilities Management	26.32	13.39	179.42	0.50
Legal Issues	26.58	14.01	196.31	0.52
Contract Management	27.35	13.11	171.90	0.47
Construction & Renovation	27.68	13.32	177.62	0.48
Personnel Management	28.39	16.29	265.51	0.57
Staff Training	28.55	17.76	315.58	0.62
Knowledge of Student Affairs Functions	29.06	10.98	120.59	0.37
Familiarity with Current Issues in Literature	29.81	10.89	118.76	0.36
Application of Technology	30.13	14.38	206.78	0.47
Political Astuteness	30.16	16.19	262.14	0.53
Advising Groups & Organizations	30.23	15.27	233.24	0.50
Short Range Planning	30.42	18.52	343.31	0.60
Staff Selection	30.45	18.52	343.25	0.60
Foundations of Higher Education	30.81	12.47	155.49	0.40
Enrollment Management	30.87	14.45	208.98	0.46
Motivation	32.03	14.80	219.23	0.46
Organizational Culture	33.29	13.80	190.54	0.41
Knowledge of Student Development Theory	33.45	10.66	113.65	0.31
Policy Development & Interpretation	33.71	15.14	229.41	0.44
Financing of Higher Education	34.03	12.40	153.89	0.36

Table 8 continued

Representing Student Concerns	34.10	16.55	273.89	0.48
Staff Evaluation	34.16	17.62	310.54	0.51
Global Awareness	34.52	13.27	176.32	0.38
Occupancy Management	35.55	13.93	194.18	0.39
Conducting Independent Research	36.16	17.08	291.94	0.47
Marketing	36.45	11.14	124.25	0.30
Conference Planning	37.19	14.38	206.82	0.38
Networking	38.42	10.34	106.98	0.26
Public Speaking/Presenting	38.74	14.11	199.13	0.36
Organization/Management Theory	39.03	9.275	86.03	0.23
Recognizing & Evaluating Group Dynamics	39.29	16.31	266.28	0.41
Professional Development	39.81	10.37	107.56	0.26
Program Evaluation	39.90	12.80	164.02	0.32
Interpretation of Research in Professional Literature	40.61	10.01	100.31	0.24
Understanding & Applications of Various Leadership Styles	41.10	19.47	379.35	0.47
Public Relations	41.84	14.02	196.67	0.33
Personal Characteristics	47.97	4.909	24.09	0.10
Teaching/Instruction	50.23	12.41	154.18	0.24

Stability is considered reached when the absolute value of the difference in *CV* between two rounds reaches a small value (see Table 9), additional rounds are not needed if

CV is less than or equal to 0.5 (Boylan, 2014; Dajani, Sincoff, and Talley, 1979). According to Kalaian and Kasim (2012), a large value difference indicates that stability and agreement among expert panelists indicate that there is a need for further rounds of data collection.

Table 9

Coefficient of Variation as a Stopping Criterion

Coefficient of variation (<i>CV</i>)	Decision rule
$0 < CV \leq 0.5$	Good degree of consensus; no need for an additional round.
$0.5 < CV \leq 0.8$	Less than a satisfactory degree of consensus; possible need for an additional round.
$CV \geq 0.8$	Poor degree of consensus definite need for an additional round.

Descriptive statistics of Delphi Round One and Delphi Round Two findings for mid-manager competencies included mean(\bar{x}), standard deviation(s), variance(s^2), and coefficient of variation (*CV*). The mean difference at 0.00 (see Table 10) in this study demonstrated acceptable consensus and stability between Delphi Round One mean \bar{x}_1 and Delphi Round Two mean \bar{x}_2 ($\bar{x}_1 - \bar{x}_2$ is $0 < CV \leq 0.5$). Additionally, stability was further achieved between rounds when aggregate changes in this study's statistical results measured $< 15\%$ at 0.00 (Boylan, 2014; Dajani, Sincoff, and Talley, 1979).

Table 10*Delphi Round One and Two Mean Consensus and Stability*

	Round 1 \bar{x}_1	Round 2 \bar{x}_2	Difference $\bar{x}_2 - \bar{x}_1$	Change % Δ
Advising Groups & Organizations	30.23	30.23	0.00	0.00
Application of Technology	30.20	30.13	0.07	0.00
Assessment of Student Needs & Interests	15.03	14.77	0.26	0.01
Awareness of College Student Characteristics	20.47	20.19	0.28	0.01
Behavioral Education	24.77	24.45	0.32	0.01
Budget Development & Resource Allocation	11.63	11.39	0.24	0.02
Change Management	16.87	16.61	0.26	0.01
Conducting Independent Research	35.90	36.16	0.26	0.00
Conference Planning	36.90	37.19	0.29	0.00
Conflict Management	16.77	16.48	0.29	0.01
Construction & Renovation	27.83	27.68	0.15	0.00
Contract Management	27.53	27.35	0.18	0.00
Cooperation and Collaboration	13.60	13.32	0.28	0.02
Crisis Management	11.03	10.77	0.26	0.02
Curricular & Co-curricular Programming	26.50	26.23	0.27	0.01
Customer Service	19.00	18.74	0.26	0.01
Decision Making	8.77	8.52	0.25	0.02

Table 10 continued

Diversity Awareness	14.67	14.39	0.28	0.01
Enrollment Management	30.77	30.87	0.10	0.00
Ethics	10.47	10.19	0.28	0.02
Facilities Management	26.53	26.32	0.21	0.00
Familiarity with Current Issues in Literature	29.90	29.81	0.09	0.00
Financing of Higher Education	33.87	34.03	0.16	0.00
Foundations of Higher Education	30.73	30.81	0.08	0.00
Global Awareness	34.27	34.52	0.25	0.00
Helping Skills	25.60	25.29	0.31	0.01
Interpersonal Communication	21.07	20.81	0.26	0.01
Interpretation of Institutional Goals, Issues, & Concerns	23.20	22.90	0.30	0.01
Interpretation of Research in Professional Literature	40.20	40.61	0.41	0.01
Knowledge of Student Affairs Functions	29.17	29.06	0.11	0.00
Knowledge of Student Development Theory	33.33	33.45	0.12	0.00
Legal Issues	26.77	26.58	0.19	0.00
Long Range Planning	25.77	25.48	0.29	0.01
Marketing	36.17	36.45	0.28	0.00
Motivation	31.93	32.03	0.10	0.00
Networking	38.13	38.42	0.29	0.00
Occupancy Management	35.30	35.55	0.25	0.00

Table 10 continued

Organization/Management Theory	38.70	39.03	0.33	0.00
Organizational Culture	33.20	33.29	0.09	0.00
Personal Characteristics	47.70	47.97	0.27	0.00
Personnel Management	28.53	28.39	0.14	0.00
Policy Development & Interpretation	33.57	33.71	0.14	0.00
Political Astuteness	30.20	30.16	0.04	0.00
Professional Development	39.43	39.81	0.38	0.00
Program Evaluation	39.50	39.90	0.40	0.01
Public Relations	41.40	41.84	0.44	0.01
Public Speaking/Presenting	38.43	38.74	0.31	0.00
Recognizing & Evaluating Group Dynamics	38.93	39.29	0.36	0.00
Representing Student Concerns	33.90	34.10	0.20	0.00
Short Range Planning	30.40	30.42	0.02	0.00
Staff Evaluation	33.93	34.16	0.23	0.00
Staff Selection	30.40	30.45	0.05	0.00
Staff Supervision	18.07	17.81	0.26	0.01
Staff Training	28.67	28.55	0.12	0.00
Strategic Thinking & Planning	26.50	26.26	0.24	0.00
Teaching/Instruction	50.00	50.23	0.23	0.00
Understanding & Applications of Various Leadership Styles	40.67	41.10	0.43	0.01

Table 11 continued

Change Management	0.65	0.67	0.01	0.02
Conducting Independent Research	0.47	0.47	0.00	0.00
Conference Planning	0.38	0.38	0.00	0.00
Conflict Management	0.75	0.77	0.01	0.02
Construction & Renovation	0.47	0.48	0.00	0.02
Contract Management	0.47	0.47	0.00	0.00
Cooperation and Collaboration	0.80	0.82	0.02	0.02
Crisis Management	0.75	0.78	0.02	0.03
Curricular & Co-curricular Programming	0.40	0.41	0.00	0.02
Customer Service	0.67	0.68	0.01	0.01
Decision Making	0.90	0.94	0.04	0.04
Diversity Awareness	0.59	0.61	0.02	0.03
Enrollment Management	0.46	0.46	0.00	0.00
Ethics	0.91	0.95	0.03	0.04
Facilities Management	0.50	0.50	0.00	0.00
Familiarity with Current Issues in Literature	0.36	0.36	0.00	0.00
Financing of Higher Education	0.36	0.36	0.00	0.00
Foundations of Higher Education	0.40	0.40	0.00	0.00
Global Awareness	0.38	0.38	0.00	0.00
Helping Skills	0.46	0.47	0.01	0.02
Interpersonal Communication	0.63	0.64	0.01	0.01

Table 11 continued

Interpretation of Institutional Goals, Issues, & Concerns	0.51	0.53	0.01	0.03
Interpretation of Research in Professional Literature	0.24	0.24	0.00	0.00
Knowledge of Student Affairs Functions	0.37	0.37	0.00	0.00
Knowledge of Student Development Theory	0.31	0.30	0.00	0.03
Legal Issues	0.52	0.52	0.00	0.00
Long Range Planning	0.49	0.50	0.00	0.02
Marketing	0.30	0.30	0.00	0.00
Motivation	0.46	0.46	0.00	0.00
Networking	0.26	0.26	0.00	0.00
Occupancy Management	0.39	0.39	0.00	0.00
Organization/Management Theory	0.23	0.23	0.00	0.00
Organizational Culture	0.41	0.41	0.00	0.00
Personal Characteristics	0.09	0.10	0.00	0.10
Personnel Management	0.57	0.57	0.00	0.00
Policy Development & Interpretation	0.45	0.44	0.00	0.02
Political Astuteness	0.53	0.53	0.00	0.00
Professional Development	0.25	0.26	0.00	0.03
Program Evaluation	0.31	0.32	0.00	0.03
Public Relations	0.33	0.33	0.00	0.00
Public Speaking/Presenting	0.36	0.36	0.00	0.00

Table 11 continued

Recognizing & Evaluating Group Dynamics	0.41	0.41	0.00	0.00
Representing Student Concerns	0.48	0.48	0.00	0.00
Short Range Planning	0.60	0.60	0.00	0.00
Staff Evaluation	0.51	0.51	0.00	0.00
Staff Selection	0.60	0.60	0.00	0.00
Staff Supervision	1.07	1.09	0.01	0.01
Staff Training	0.61	0.62	0.00	0.01
Strategic Thinking & Planning	0.78	0.79	0.00	0.01
Teaching/Instruction	0.24	0.24	0.00	0.00
Understanding & Applications of Various Leadership Styles	0.47	0.47	0.00	0.00
Overall Difference/Change	0.50	0.50	0.00	0.00

This study used descriptive statistics of Delphi Round One and Delphi Round Two findings for mid-manager competencies, included mean(\bar{x}), standard deviation(s), variance(s^2), and coefficient of variation (CV). The previous chapter discussed Qualtrics, however, this study also used a Statistical Package for the Social Sciences (SPSS) to assist with data analysis. Termination of sequential Delphi survey data collection was satisfied with stability and consensus accomplished in Delphi Round Two. The mean(\bar{x}) was used as a statistical determining factor in distinguishing what competencies mid-managers considered to be most important; the lowest mean is the one that was ranked most highly (see Table 12).

Table 12*Delphi Round One and Round Two Mid-manager Competencies Rank by Level of Importance*

	Round 1 \bar{x}	Rank #	Round 2 \bar{x}	Rank #
Decision Making	8.77	1	8.52	1
Ethics	10.47	2	10.19	2
Crisis Management	11.03	3	10.77	3
Budget Development & Resource Allocation	11.63	4	11.39	4
Cooperation and Collaboration	13.60	5	13.32	5
Diversity Awareness	14.67	6	14.39	6
Assessment of Student Needs & Interests	15.03	7	14.77	7
Conflict Management	16.77	8	16.48	8
Change Management	16.87	9	16.61	9
Staff Supervision	18.07	10	17.81	10
Customer Service	19.00	11	18.74	11
Awareness of College Student Characteristics	20.47	12	20.19	12
Interpersonal Communication	21.07	13	20.81	13
Interpretation of Institutional Goals, Issues, & Concerns	23.20	14	22.90	14
Behavioral Education	24.77	15	24.45	15
Helping Skills	25.60	16	25.29	16
Long Range Planning	25.77	17	25.48	17

Table 12 continued

Curricular & Co-curricular Programming	26.50	18	26.23	18
Strategic Thinking & Planning	26.50	19	26.26	19
Facilities Management	26.53	20	26.32	20
Legal Issues	26.77	21	26.58	21
Contract Management	27.53	22	27.35	22
Construction & Renovation	27.83	23	27.68	23
Personnel Management	28.53	24	28.39	24
Staff Training	28.67	25	28.55	25
Knowledge of Student Affairs Functions	29.17	26	29.06	26
Familiarity with Current Issues in Literature	29.90	27	29.81	27
Application of Technology	30.20	28	30.13	28
Political Astuteness	30.20	29	30.16	29
Advising Groups & Organizations	30.23	30	30.23	30
Short Range Planning	30.40	31	30.42	31
Staff Selection	30.40	32	30.45	32
Foundations of Higher Education	30.73	33	30.81	33
Enrollment Management	30.77	34	30.87	34
Motivation	31.93	35	32.03	35
Organizational Culture	33.20	36	33.29	36
Knowledge of Student Development Theory	33.33	37	33.45	37
Policy Development & Interpretation	33.57	38	33.71	38

Table 12 continued

Financing of Higher Education	33.87	39	34.03	39
Representing Student Concerns	33.90	40	34.10	40
Staff Evaluation	33.93	41	34.16	41
Global Awareness	34.27	42	34.52	42
Occupancy Management	35.30	43	35.55	43
Conducting Independent Research	35.90	44	36.16	44
Marketing	36.17	45	36.45	45
Conference Planning	36.90	46	37.19	46
Networking	38.13	47	38.42	47
Public Speaking/Presenting	38.43	48	38.74	48
Organization/Management Theory	38.70	49	39.03	49
Recognizing & Evaluating Group Dynamics	38.93	50	39.29	50
Professional Development	39.43	51	39.81	51
Program Evaluation	39.50	52	39.90	52
Interpretation of Research in Professional Literature	40.20	53	40.61	53
Understanding & Applications of Various Leadership Styles	40.67	54	41.10	54
Public Relations	41.40	55	41.84	55
Personal Characteristics	47.70	56	47.97	56
Teaching/Instruction	50.00	57	50.23	57

Though there was a good degree of consensus and stability in this study and rank of importance was accomplished; an additional round was conducted to better understand mid-manager competencies.

Chapter Summary

This chapter presented findings from data that was generated from the literature review and consecutive rounds of surveys. The Field Test Round consisted of a pilot study that allowed participants to rate mid-manager competencies, add competencies, delete competencies, and participants were provided the opportunity to provide additional feedback. Delphi Round One questionnaire was developed and modified based on information obtained from the Field Test Round. Delphi Round One and Delphi Round Two consisted of several questions pertaining to mid-managers and 57 items that were ranked by order of importance.

A test of stability and consensus was calculated by comparing changes in mean, standard deviation, variance, and coefficient of variation; analyses of these calculations confirmed study consensus and stability. Demographic information was included at the beginning of the Field Test Round, Delphi Round One, and Delphi Round Two. An additional round was included in the analysis, but not reported in this study that further validated the rankings and allowed participants to provide more depth by responding to questions that focused on how and when mid-managers should gain the competencies needed to be successful in their roles.

CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study involved the identification and validation of competencies needed for mid-managers that work in housing and residence life at colleges and universities. This chapter includes a summary of the research question, a brief account of chapters one through five, study stability and consensus, conclusions, recommendations, and study limitations.

Research Question

The major emphasis of this study involved determining the professional competencies housing and residence life mid-managers needed that work in four-year colleges and universities. This study addressed the overarching question about the type of competencies specifically needed for housing and residence life mid-managers that work at four-year colleges and universities. This study identified housing and residence life mid-manager competencies as determined by an expert panel utilizing the Delphi technique with a representative panel of mid-manager experts that had at least 5-8 years of experience supervising entry-level staff, that had some formal teaching experience and that at some point held a position in a national, regional, or state housing and residence life professional organization.

Limitations and Delimitations

A limitation identifies potential research weaknesses (Creswell, 2014). Findings of this study were limited to housing and residence life professionals that work in the southeastern region of the United States of America. Results of this study were based on

self-reported competencies. Survey participant responses were voluntary; this study assumed that participants would be truthful in their responses to the research instrument. This study was limited to participants that currently hold positions in housing and residence life, succeeding research may consider the exploration of former housing and residence life professionals that transitioned to work in other student affairs roles.

Delimitation addresses how a study narrows itself in scope or how it should be bounded (Creswell, 2014). Inconsistencies exist in colleges and universities about the classification of mid-manager positions in housing and residence life, much of which centers on the size of the institutions, job descriptions, titles, and actual responsibilities. This four-year colleges and universities study cannot be generalized to community colleges and other (i.e. junior college) institutions of higher learning that have housing and residence life professionals. This study was not designed to assess specific competencies needed for housing and residence life professional that work in entry-level and senior-level manager positions. This study collected data from those mid-managers regarding competencies with limited control for the quality or skill level of the current competencies they possess.

Chapter Summaries

Chapter one established the foundation for the study by providing a topic of introduction, nature of the problem, statement of the problem, the purpose of the study, conceptual framework, theoretical framework, research question, limitations, and delimitations. This chapter provided the assumptions and a comprehensive listing of key

terms and their definitions. Additionally, this chapter articulated the significance of the study.

Chapter two presented an extensive literature review which included an introduction and content about existing professional development associations for mid-managers. These opportunities consisted of NODA professional development for mid-managers, SACSA and NASPA joint professional development for mid-managers, and ACPA professional development for mid-managers. This chapter provided the depth in which the literature was researched. This chapter included the articulation and relevance of andragogy, experiential learning, and Kolb as aspects of selected theoretical and pragmatic concepts of competence. Additionally, this chapter provided a wealth of knowledge about Housing and Residence Life as a profession and provided knowledge about roles in the profession, national organizations, benefits of competence, professional development, the role of competence, the role of the mid-manager, challenges of the mid-manager role, and changes that impact mid-managers. Finally, this chapter discussed the need for mid-manager competencies with an emphasis on mid-managers understanding historical success and collaboration, mid-managers understanding fiscal challenges, mid-managers understanding college readiness challenges, mid-managers understanding student choice construct, research, and practice.

Chapter three was an introduction of the method, Delphi Technique, used in this study and provided the rationalization for the research study data gathering approach. Specifically, this chapter provided a review of the Delphi method and described the approach

to rounds one, two, and three; in addition to the approach to population sampling, instrumentation, and data collection.

Chapter four presented findings from data generated from the literature review, pilot round, and Delphi survey rounds. After a test of study stability and consensus was calculated by comparing changes in mean, standard deviation, variance, and coefficient of variation values between Delphi surveys in rounds two and three. Additionally, expert panelist demographic information was presented, research question findings were presented, and data was generated from a supplemental survey round for further analysis.

Chapter five presented a summary of the research question, a brief account of chapters one through five, conclusions and discussions, recommendations, implications, and study limitations.

Conclusions and Discussion

The main purpose of this study was to identify and validate competencies needed for mid-managers to be successful. This study obtained data about competencies, information about years of experience, opinions about job satisfaction, feedback about professional development opportunities, and obtained information about mid-manager career next-steps. This study obtained data that assist mid-managers in learning what is needed in their positions and assist mid-managers and their supervisors with steering mid-manager support. This study used the Delphi technique to provide an opportunity for mid-managers to rate professional competencies. Mid-managers were provided the opportunity to rank the level of importance and the experts' opinions about mid-managers competencies was compared.

Study Stability and Consensus

This study used decision criteria developed by Dajani, Sincoff, and Talley (1979) to measure study stability and consensus between rounds, the percent and average value change between rounds were calculated using descriptive statistics mean(\bar{x}), standard deviation(s), variance(s^2), and coefficient of variation (CV). The analyses of these calculations revealed that there was a marginal change of $< 15\%$ in mean(\bar{x}) and $< .5$ coefficient of variation (CV). Rank order validation was ensured in requiring panel experts to rank all items in Delphi Round One and three. The descriptive statistic mean(\bar{x}), was used to determine the most important competencies for mid-managers within the survey data analysis. The descriptive statistic coefficient of variation (CV) was the preferred parametric method used for analyzing Delphi data. According to Kalaian and Kasim (2012), utilizing parametric statistical methods require that the Delphi survey study has at least 30 experts. Data analysis confirmed study stability and consensus between Delphi Rounds One and Delphi Round Two.

The findings of this study further indicated the need for mid-managers continued development and support. Data analysis indicated that mid-managers agree that the 57 competencies are important. However, the level of importance of those competencies was identified and validated by professionals within the mid-manager identity group. In Delphi Round One (8.77) and Delphi Round Two (8.52), Decision Making was the highest ranked competency, followed by Ethics, Crisis Management, Budget Development and Resource Allocation.

The findings of this study showed that in Delphi Round One (50.00) and Delphi Round Two (50.23), Teaching and Instruction were the lowest ranked competency, Personal Characteristics, Public Relations, Understanding and Application of Various Leadership Styles ranked higher.

Concepts of Competence

This study asserted that andragogy (Knowles, Holton, & Swanson, 2012), and experiential learning (Kolb, Lublin, Spoth & Baker, 1986) were relevant aspects of selected theoretical and pragmatic concepts of competence. Findings in this study indicated that there was a strong desire for mid-managers to engage their learning with national organization and institutional support; however mid-managers view themselves as being self-directed in the process of learning as well.

Mid-managers considered that there was a correlation between learning and experience, specifically that learning for mid-managers takes place as a result of experience. The results of this research study was significant in relation to understanding that mid-managers value their experience and the active participation of obtaining competence. The data obtained in this study highlights the level of importance that mid-managers assess their competencies, experience, and professional development.

This study supports Kolb's (1984) argument that managers and organizations should invest time to specifically learn from their experience. The information obtained in this study concluded that mid-manager experience alone is not always enough to build the competencies needed for them to be successful; instead, mid-managers must approach

building their competencies as an experiential process. The trends discussed in the literature review points to the increased need for higher education and student affairs professionals to be competent. This study supports Kolb's (2011) argument that experiential learning is one of the most efficient and cost-effective ways to develop manager competencies. Specifically, it is evident in the findings of this study that mid-managers value their positions, they seek advancement in their careers, and they desire support for continuous learning. Thus, it is reasonable to conclude that mid-managers value their experiences because they have a strong desire to become more competent.

Mid-managers contribute to the experience and learning process of entry-level professionals, graduate students, and undergraduate students. It is important for organizations and institutions of higher learning to invest in resources for mid-managers. This study supported that the concept of andragogy has relevance to competence and further supports Knowles argument that professional behaviors are most likely to occur under conditions that support perceived competence (Knowles, Holton, & Swanson, 2012). It is clear that mid-managers value their professional development and experiences in their learning process. Specifically, the mid-managers that participated in this study possessed the knowledge, skills, and abilities to be successful in their current professional level. However, it was evident that these professionals viewed continued opportunities to gain competence as important. Typically, mid-managers that work in higher education and in student affairs across various departments at colleges and universities learn through experience and are expected to be self-directed learners. Thus, information obtained in this study supported

andragogy and Knowles (1961) argument that mid-managers require an educative attitude, which is a recognition that self-development is never complete and a preparedness to learn from every new idea and life experience. In other words, mid-managers are able to educate themselves but they need to be provided with resources, and they must make use of the resources available to them.

Implications for Future Research

The purpose of this study was to identify and validate competencies needed for mid-managers to be successful. Using a Delphi technique involving consecutive rounds of survey distribution and analysis, stability and consensus were accomplished, thus establishing the most important competencies that mid-managers needed to be successful in their roles as housing and residence life professionals. In this study, consistent with senior level professionals (Porter, 2005) and entry-level professionals (Haggerty, 2011) mid-managers considered all 57 competencies to be of relevance for housing and residence life professionals. No additional competencies were added or deleted between survey rounds.

There are several implications for researchers and practitioners in this study of mid-manager competencies. Mid-managers in this study have career aspirations beyond their current level. Thus, it is important for them to explore what competencies are important for housing and residence life professionals as perceived by senior-level managers. For instance, this study identified Decision Making, Ethics, Crisis Management, Budget Development and Resource Allocation, Cooperation and Collaboration, Diversity Awareness, Assessment of

Student Needs and Interests, Conflict Management, and Change Management as the top 10 competencies that mid-managers needed to be successful. However, senior-level managers considered Diversity Awareness at rank 30, Assessment of Student Needs and Interests at rank 15, Conflict Management at rank 26, and Change Management at rank 22 (Porter, 2005). Consistent in each study was Decision Making, Ethics, Budget Development and Resource Allocation, Cooperation and Collaboration, and Staff Supervision ranked in the top 10 competencies for mid-managers with some variation. Some variation may be explained due to changes that colleges and universities have experienced through the years as mentioned in the literature review.

It is important to note that competencies ranked 10 years ago, may not be consistent with how competencies were ranked in this study. Additionally, it is important to understand that senior-level manager's perceptions of competencies may not be consistent with how mid-managers view the level of competencies that are most important for housing and residence life professional that are in the mid-manager role.

Recommendations for Research

The purpose of this study was to identify and validate competencies needed for mid-managers to be successful. Competencies, job satisfaction, professional development, and career aspirations were identified within this study to be subjects of value for mid-managers. Masters educational programs, doctoral educational programs, professional organizations, and supervisors of mid-managers must consistently monitor and evaluate mid-manager competencies needed for them to be successful in an ever-changing higher education

environment. Additionally, these groups that serve, work with, and support mid-managers will need to understand the complexity of operating in the middle and the broad scope of work mid-managers are often expected to accomplish.

This study was a contribution to the body of competence knowledge and can be applied in general to the housing and residence life profession, but this research is more specific to how mid-managers viewed their competencies by the level of importance. Additionally, this study revealed information about mid-manager years of experience and specific competencies gained.

This study determined that mid-managers have a desire to participate in professional development that will support conferences and workshops that lead to professional certifications. Thus, more research is needed to explore the types of certifications that are available for mid-managers and to examine the best avenues mid-managers need to take in order to gain desired certifications. There should be ongoing research about the professionalization of student affairs and the professionalization of those employed in housing and residence life. Continued research would benefit national organizations, practitioners, and degree programs.

This study had a variety of participants that identified broadly across several focus areas within housing and residence life, such as Assessment, Assignments, Facilities, Human Resources, Title IX, Conduct, Residence Education, Technology, Finance, and Marketing. Thus, more research is needed by faculty and practitioners to determine what degree programs best equip mid-managers to be more competent. Likewise, faculty in charge of

degree programs that are currently enrolling professionals that enter into the housing and residence life field should examine their curriculum to ensure that mid-managers are getting what they need to be successful.

This study examined mid-manager competencies in housing and residence life; participants represented a variety of areas within housing and residence life. However, more research may be needed to explore competencies needed for each functional area of housing and residence life. Additionally, a comparative analysis could be explored to examine what competencies entry-level, and senior-level managers need for them to be successful. Thereafter, a continuum could be developed that may contribute toward housing and residence life professionals development, training, and educational needs.

This study may assist with the development of a competence model or build on competence theory that will improve understanding and expand knowledge about the importance of professional competencies.

Implications for Practice

The purpose of this study was to identify and validate competencies needed for mid-managers to be successful. The findings of this study will be useful for national, regional, and local organizations planning, training and development for mid-managers. Mid-managers are important actors in colleges and universities as their actions are central in periods of reform because organizations cannot be formed or developed without their active engagement. They are also critical mediators between the upper echelons and the operational

levels at college and universities, which also contributes to the shaping of organizational strategies (Glauque, 2015).

This study is important by placing more emphasis on mid-manager competencies as they are the level above entry-level employees. Entry-level professionals have more day-to-day contact with students and students are essential to the success of colleges and universities. This study provides information about how important it is for senior-level and executive-level administration to know that mid-managers are essential because college and university entry-level staff are the first generation to have been raised with near-instantaneous pictures, text messages, and email expects a constant flow of emotional feedback. The delayed gratification of a promotion or even a paycheck may be less motivating for them than the immediate "likes" social media has trained them to crave. Without competent mid-managers to tend to their emotional demands, millennials are apt to seek affirmation from senior-level managers that are occupied with navigating more pressing organizational needs (Huy, 2015).

This study provided valuable information about mid-managers next career paths, some were specific about their careers, and other were not clear about their next career opportunities. Still, data in this study could assist organizations in creating career paths for mid-managers that do not exclusively rest on ascending mobility. Mid-managers should be exposed to senior-level managers (CHOs) in order for them to get a much larger view of the college and university as an organization. Additionally, mid-managers should be exposed to

executive-level management, such as Vice Presidents or Vice Chancellors in order for them to gain an overall understanding of the institutional vision, mission, purpose, and strategies.

This study expands the conversation about how executive leaders and senior-level managers value competent mid-managers. When leaders assess how information is obtained that influence institutional strategies, they should not be limited to student feedback and top management input; mid-managers should be solicited for alternative strategies because they are situated in the middle of planning, change process, and implementation. Simply put, they are in the best position to offer alternative strategies because they receive a variety of perspectives based on how they are professionally positioned. Mid-managers are aware of workers' needs, they make observations of day-to-day operations, they manage student and parent needs, they communicate information to top managers, and they manage the implementation of initiatives.

This study confirmed that mid-managers agree that professional competencies are important and mid-managers have a strong desire to improve their competencies through professional development opportunities. Mid-managers should be valued by what they bring to the table and contribute, they should be viewed as resources, and they should be supported. In this study, there were several ways in which mid-managers thought that they needed support in order to be successful. The creation of professional progression initiatives ranked the highest of all professional development factors of support. This could consist of career coaching, resume building, externship opportunities, or professional exchange programs. Several colleges and universities offer tuition and fee waiver opportunities, however, in this

study mid-managers had a desire for this benefit to be expanded beyond their own institution to include public and private institutions.

Mid-Manager Competency Model

This study identified Decision Making, Ethics, Crisis Management, Budget Development and Resource Allocation, Cooperation and Collaboration, Diversity Awareness, Assessment of Student Needs and Interests, Conflict Management, Change Management and Staff Supervision as the top 10 competencies that mid-managers needed to be successful. ACUHO-I identified 57 competencies for housing and residence life professionals, mid-managers that participated in this study agreed that all the competencies were important and relevant. However, for the purpose of guiding mid-managers, competencies were broken down into Tier I, Tier II, and Tier III based on the level of importance. In order to make the identified competencies manageable for mid-managers to focus their professional development, training, and resource needs, this model serves as a starting point and continues the discussion around competency needs of mid-managers. The following model is simply proposed. However, it is important that future research explores a more comprehensive model to guide mid-managers. Additionally, it is recommended for practice that a model is needed for entry-level, mid-managers, and senior-level staff that works in housing and residence life.

Tier I is foundational and consisted of the top 20 competencies that were most important for mid-managers, this model will highlight the top 10 of the 20 competencies and

how essential these competencies play a role in helping mid-managers be successful in their practice.

Purpose of Mid-Manager Competency Model

- To establish a guide that will assist mid-managers with knowing what they need to be successful
- To strengthen the practice of mid-managers as leaders in the field of housing and residence life
- To define continuous learning opportunities for mid-managers
- To determine mid-manager training and develop needs
- To establish criteria that will assist supervisors to support mid-managers
- To make entry-level professionals aware of the necessary competencies needed to become a mid-manager
- To make national organizations and institutions of higher learning aware of the support that mid-managers need to be successful

Consistent with the goal and research of this study, competency is defined as a set of specific skills that employees are expected to demonstrate at each respective level as well as the skills that must be mastered for them to be considered for promotion to the next level (Martone, 2003). Reflecting on how this research study defines mid-managers, it is important to know that housing and residence life have a hierarchy line of supervision; paraprofessional staff, graduate staff, entry-level professionals, mid-managers, and chief housing officers or senior-level professionals. Typically, there is a professional

administrative support staff associated with some of these positions. Mid-manager is an individual who possess a position which reports directly to the chief housing officer or possess a position which reports to a person who reports directly to a chief housing officer and is responsible for the direction, control, or supervision of one or more undertakings within housing and residence life and one or more housing and residence life staff members. Mid-managers for the purpose of this model has at least 5 or more years of experience, typically 5-8, in the field of housing and residence life at the mid-manager level.

Why a Mid-Manager Competency Model is Needed

Throughout the research, one of the core areas of concern was that recent studies do not address the difference between competencies of entry-level, mid-managers and senior-level managers. The competencies required to be a successful mid-manager are complex and overlapping; it is important to know the skills set that residence life professionals possess can enable senior housing officers to recruit, train, and develop mid-managers whose talents best meet the needs of the organization (Collins & Hirt, 2004).

Mid-managers can use competencies to enhance their practice and as a compass toward professional progression or a career path. Competencies identified and validated can be used to assist mid-managers in recognizing their current competency level while assisting mid-managers with aligning with the standard level of competencies that were identified as most important at the mid-manager level.

Continued Research and Exploration

This model presumes that the mid-manager is both self-directed as well as independent. This study aligned with Knowles (1961) concept of andragogy and Kolbs (1984) experiential learning theory:

- Mid-managers want to be provided with the reason for learning something
- Mid-managers view their experience as the foundation of any learning
- Mid-managers desire to be active participants in learning and make their own decisions
- Mid-managers want to be ready and seek an immediate impact on their work
- Mid-managers tend to view solving problems as part of the learning process
- Mid-managers are internally motivated and seek challenges
- Mid-managers view learning as a continuous process grounded in experience and knowledge
- Mid-managers have experience, reflect on their experience, formulate new ideas, and often test their ideas in a constantly changing environment

Given the inherently interactive nature of competency modeling, the Mid-Manager Competency Model in Figure 12, will continue to be redefined and validated as it is applied throughout the field of higher education and student affairs. Including, its dissemination and deployment in graduate education, professional development, and organizational transformation initiatives. Ongoing feedback regarding its validity and relevance will be solicited from the users, researchers, and expert panels (NCHL, 2011).

Mid-Manager Competency Model

Institutional Support Factor:

- Professional progression initiatives (i.e. career coaching, resume building, externship opportunities)
- Tuition and fee waiver opportunities at other private and public institutions
- Conference and workshop participation that lead to certification
- Increased front end finances toward conference participation for travel, hotel, transportation, and lodging
- Institution pay for national organization membership
- Develop research partnerships between practitioners and faculty

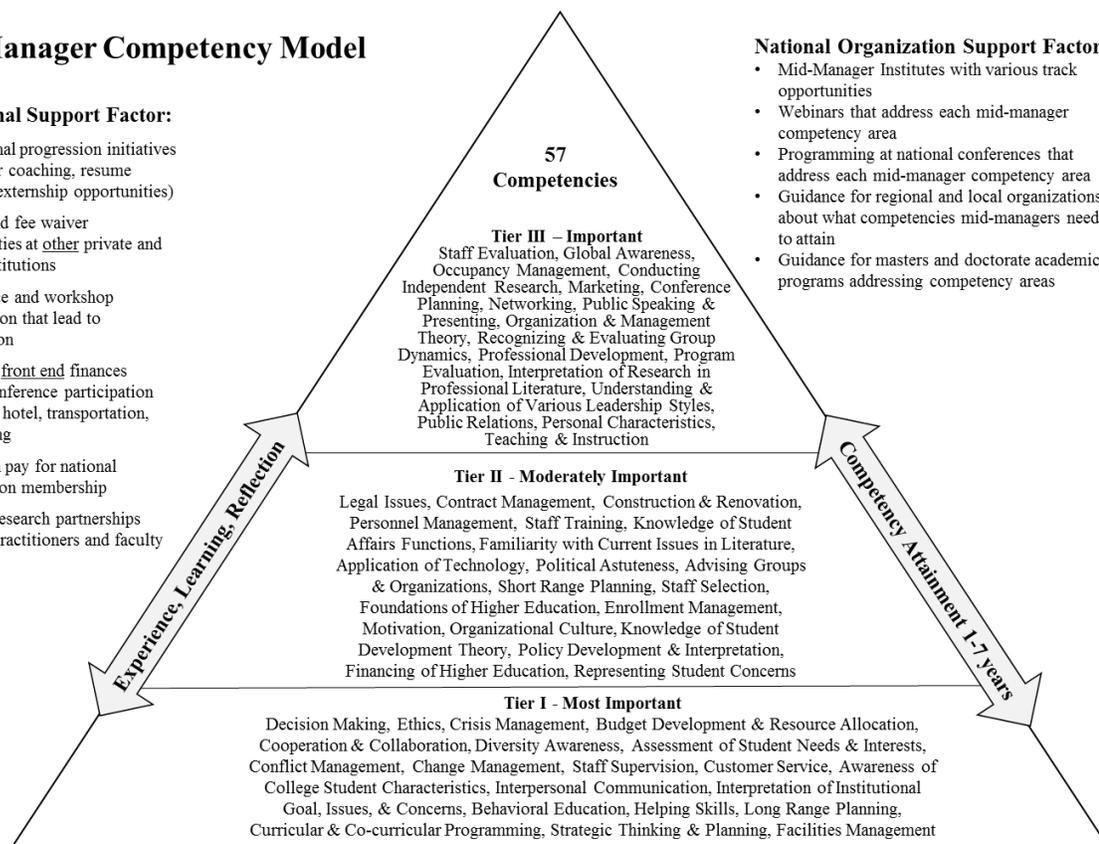


Figure 12. Mid-Manager Competency Model

How the Competency Model Works?

The Mid-Manager Competency Model contains 57 competencies situated in rank order and divided up into three tiers. Tier I was identified as the most important competencies and contains the top 20 competencies ranked by an expert panel of mid-manager professionals. Tier II was identified as moderately important and contains the next 20 competencies ranked by an expert panel of mid-manager professionals. Though moderately important, Tier II competencies do not make up the foundation of a competent mid-manager. Tier III consisted of 17 competencies and was considered to be important.

Research determined that all of the competencies were relevant, however, these were the competencies identified and ranked by level of importance.

This model demonstrates that though mid-managers are self-directed and learn from their experience, institutional support and national organization support factors can be essential in mid-managers being successful.

Institutional Support Factor:

- Professional progression initiatives (i.e. career coaching, resume building, externship opportunities).
- Tuition and fee waiver opportunities at other private and public institutions.
- Conference and workshop participation that lead to certification.
- Increased front end finances toward conference participation for travel, hotel, transportation, and lodging.
- The institution pays for national organization membership.
- Develop research partnerships between practitioners and faculty.

National Organization Support Factor:

- Mid-Manager Institutes with various track opportunities.
- Webinars that address each mid-manager competency area.
- Programming at national conferences that address each mid-manager competency area.
- Guidance for regional and local organizations about what competencies mid-managers need to attain.

- Guidance for masters and doctorate academic programs addressing competency areas.

The two-headed arrow alongside the tiers simply suggests a range of 1-7 years in which a mid-manager could achieve the competencies in each tier. It is possible that mid-managers might attain many of the competencies if not all, however, this model does not set expectations for how many competencies are needed to be successful and it does not limit how mid-managers gain their competence. Instead, a two-headed arrow is included alongside the tiers to indicate that experience, learning, and reflection will be essential in mid-managers goal of becoming more competent. For mid-managers, gaining competence is a learning process, and learning is continuous (Dewey, 2008), learners want to be competent individuals (Knowles, 1980), and they value their learning from experience (Kolb, 1984).

The competencies below represent the top 10 competencies of the 20 most important competencies in Tier I. This list is a useful reference but is not all-inclusive (see Table 13).

Table 13

Mid-Manager Competency Model – Top 10 Competencies

Competency: <i>highest ranked 10 of the top 20 (Tier I) competencies</i>	Description: <i>the overall definition of the competency</i>	Behaviors: <i>proficient standard demonstrated by individuals at the highest level of on the indicated competency</i>
1. Decision Making	Mid-managers make timely, informed decisions that take into account the facts, goals, constraints, and risks	<ul style="list-style-type: none"> • Can make necessary decisions even when information is limited or ambiguous • Can articulate and explain the rationale for decisions • Can arrive at solutions that are acceptable to diverse groups with conflicting interests

Table 13 continued

		<ul style="list-style-type: none"> • Can forecast the positive and negative impact of decisions prior to moving forward • Can accept and learn from positive or negative consequences of decisions
2. Ethics	Mid-managers earn others trust and respect	<ul style="list-style-type: none"> • Can represent self professionally and does not use position or authority for personal gain • Can do the right thing in all situations without yielding to pressure • Can keep commitments and promises made to others • Can communicate information fairly and objectively • Can recognize and communicate limitations or constraints that would preclude responsible judgment
3. Crisis Management	Mid-managers provide direction in crisis situations	<ul style="list-style-type: none"> • Can inspire and motivate positive responses from others during crisis • Can solve unexpected problems promptly under severe time and resource constraints • Can organize and coordinate tasks to others during crisis • Can listen, understand, gather information, and communicate appropriately • Can recognize and analyze the situation or environment; has situational awareness
4. Budget Development & Resource Allocation	Mid-managers follow fiscal guidelines, regulations, principles, and standards	<ul style="list-style-type: none"> • Can lead the preparation, allocation, and accountability of budgets • Can identify alternative financial resources and opportunities for additional funding • Can effectively manage large budgets and multiple budget lines • Can adequately manage control of revenue and expenditures • Can understand the strategic context of fiscal responsibility, fiscal

Table 13 continued

		management, and fiscal policies or procedures
5. Cooperation and Collaboration	Mid-managers work cooperatively with others	<ul style="list-style-type: none"> • Can proactively share information and seek to understand different perspectives of others • Can seek and consider ideas from those that willingly share and from those reluctant to express their viewpoint • Collaborates across boundaries and able to find common ground with a wide range of stakeholders • Can partner with supervisor in order to achieve goals and assist with helping others see how they contribute to the larger picture • Can commit to the success of the entire team, not simply one's own success
6. Diversity Awareness	Mid-managers create an environment that embraces and appreciates diversity and inclusion	<ul style="list-style-type: none"> • Can eliminate barriers to diversity and inclusion • Can listen to and objectively consider the ideas of others that are different • Can recognize and address own filters, privileges, biases, and cultural preferences • Can understand the historical and cultural differences of stakeholders • Can genuinely adapt style, process, and initiatives to accommodate those from diverse backgrounds
7. Assessment of Student Needs & Interests	Mid-managers are able to identify, collect, and organize data for analysis and decision-making	<ul style="list-style-type: none"> • Can determine where and how to access the right data • Can conduct research and incorporate best practices in daily work based on data analysis • Can assess stakeholder needs and develop innovative approaches to address interests • Can analyze and categorize complicated information with the

Table 13 continued

		<p>ability to see relationships between information from varied sources</p> <ul style="list-style-type: none"> • Can examine data in order to grasp issues, draw conclusions, and solve problems
8. Conflict Management	Mid-managers can prevent, manage, and resolve conflict	<ul style="list-style-type: none"> • Can recognize differences in opinions and misunderstandings, encourages open discussion • Can effectively communicate, problem-solve, and negotiate with a focus on others interests • Can manage conflict by identifying and handling conflicts in a sensible, fair, and efficient manner • Can determine which conflict management technique or strategy to use in a variety of situations where conflict assist • Can identify and clarify the issues, interests, and objectives of others
9. Change Management	Mid-managers have the ability to energize stakeholders and sustain their commitment to change in approaches, process, and strategies	<ul style="list-style-type: none"> • Can develop and use different methods to help employees to positively react to change • Can apply best practices in the change process to create others buy in and achieve sustained change • Can bring others together to identify creative strategies to manage change • Can build support, remove barriers, and get the necessary resources to implement change • Can lead, understand and work through internal and external politics that impact others
10. Staff Supervision	Mid-managers have the ability to lead others toward meeting the organization's vision, mission, and goals	<ul style="list-style-type: none"> • Can manage staff in ways that improve their ability to succeed in their jobs • Can share accountability when delegating • Can communicate performance standards and expectations and give

Table 13 continued

		<p>timely, constructive feedback on tasks and assignments</p> <ul style="list-style-type: none"> • Can provide staff with training and opportunities for growth to improve their knowledge, awareness, and skills • Can identify the talents of others and align people's strengths and interests with the appropriate task
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Limitations

This study has several limitations. First, the Delphi technique has a limited and purposeful sample. The process of solicitation and disseminating rounds of questionnaires seemed somewhat of a challenge during the Fall semester, which is a very busy time of the year for housing and residence life professionals. Future research may take into consideration the time of year to administer studies involving housing and residence life professionals. This study considered the peak work times for these professionals but did not take into consideration downtime that these professionals needed to recover. Though there is no indication that the types of responses were influenced, peak work times, downtimes, and the rigor of Delphi participation should be taken into consideration during the planning process.

Second, the overwhelming majority of participants came from the southeast region, so caution should be used on how broadly findings can be generalized beyond this population. However, there is a large number of southeast region employees that have memberships in professional organizations mentioned in this study. Though the number of participants that participated in the Field Test Round was not representative of the overall

housing and residence life profession, it was a significant number for a pilot and to form opinions that influenced consecutive rounds. The second and third round participant numbers fell within the acceptable standard of sample size for a Delphi Study.

Third, the study participants were principally based in the United States. It would be interesting in future studies to explore participation that includes international participants; there were professionals that met the mid-manager definition, but were not considered because of their geographical location outside of the United States. Likewise, future studies may be interested in excluding the United States and only include international perspectives.

Fourth, though the panelist represented a variety of focus areas within housing and residence life, this study did not focus on responses from specific identity groups (age, gender, race, etc.).

Fifth, this study focused on mid-managers providing responses to their own group. Future research may take into consideration responses from entry-level managers or senior-level managers about the mid-manager group competencies. This approach could allow for a comparative analysis between each respondent group.

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APPENDICES

Appendix A

Student Affairs ACPA/NASPA Competencies-Short Version



Central to the substance and structure of our professional development initiatives are the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners. The complete report from the Joint Task Force on Professional competencies and Standards can be found at: <http://www.myacpa.org>.

Professional Competency Areas

Advising and Helping: Addresses the knowledge, skills and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.

Assessment, Evaluation, and Research (AER): Focuses on the ability to use, design, conduct and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.

Equity, Diversity & Inclusions: Includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

Ethical Professional Practice: Pertains to the knowledge, skills, and attitudes needed to understand and apply ethical standards to one's work. While ethics is an integral component of all the competencies, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice.

History, Philosophy & Values: Involves knowledge, skills and attitudes that connect the history, philosophy and values of the profession to one's current professional practice.

Appendix A (Continued)

Student Affairs ACPA/NASPA Competencies-Short Version

This competency area embodies the foundations of the profession from which current and future research and practice will grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of our history, philosophy and values.

Human & Organizational Resources: Includes knowledge, skills and attitudes used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management and sustainable resources.

Law, Policy & Governance: Includes the knowledge, skills and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one's professional practice.

Leadership: Addresses the knowledge, skills and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues.

Personal Foundations: Involves the knowledge, skills and attitudes needed to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious.

Student Learning & Development: Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice.

Competency areas adapted from ACPA/NASPA Joint Task Force on Professional Competencies and Standards (Report, July 2010).

Full Version can be found at
https://www.naspa.org/images/uploads/main/Professional_Competencies.pdf

Endorsed by each association's governing bodies on July 24, 2010

Appendix B

50 Competencies of Housing Professionals, 1990

PART ONE—ADMINISTRATIVE Competencies pertaining to the day-to-day operations and functioning of a housing operation.

A. PERSONNEL MANAGEMENT

Skills which pertain to the appropriate direction of staff and students.

1. SELECT STAFF

Maintain qualified staff and adhering to selection policies and procedures.

2. TRAIN STAFF

Provide staff the knowledge and skills to successfully perform their responsibilities.

3. SUPERVISE STAFF

Provide staff the appropriate direction to successfully perform their responsibilities.

4. STAFF APPRAISAL

Provide staff with informal and regularly scheduled formal appraisal of their performance.

B. PLANNING & PROJECTION

Skills which look to the future with an interest in the past and present and are essential to the proper operation and maintenance of an organization.

5. FORMULATE & INTERPRET POLICY

Formulate policies which are best suited for your personnel, students, and institution in accordance with current trends and research in student affairs. Also, prepare to explain and defend policies in accordance with aforementioned facets of housing operations.

6. LONG RANGE PLANNING

Set goals for your operation for five to ten years in the future.

7. SHORT RANGE PLANNING

Set goals for your operation in the next six months to one year.

8. STRATEGIC PLANNING

Implement plans and steps by which long and short range goals may be attended.

Appendix B (Continued)

50 Competencies of Housing Professionals, 1990

9. CONFERENCE PLANNING
Booking, planning, and preparation for use of residence halls and other campus facilities for groups other than resident students.
 10. DEVELOP & SUPERVISE A BUDGET
Understand the basic components of a housing budget and effectively provide for each component.
 11. ENGAGE INEFFECTIVE DECISION-MAKING
Know who and what are directly and indirectly affected by your decisions. Learn to make timely and wise decisions.
 12. FACILITIES MANAGEMENT
Manage day-to-day custodial and maintenance operations.
 13. CONSTRUCTION & RENOVATION
Understand the processes and techniques of building and altering physical facilities.
 14. PUBLIC RELATIONS
Articulate and interpret the mission to other campus and community populations.
 15. EVALUATE PROGRAMS
Assess the effectiveness of a past program and understand if and how it met the needs of the personnel it was intended to address.
 16. OCCUPANCY MANAGEMENT
Keep halls filled to capacity.
- C. RESEARCH SKILLS
Skills which pertain to adding to the growing body of knowledge in housing.
17. INTERPRET RESEARCH AS IT IS REPORTED IN PROFESSIONAL LITERATURE
Read current journals and be able to analyze and synthesize information as it pertains to the housing profession.

Appendix B (Continued)

50 Competencies of Housing Professionals, 1990

18. CONDUCT INDEPENDENT RESEARCH

Understand what research needs to be conducted and use current research methods to obtain and analyze data and apply findings to both a specific institution and institutions in general.

19. STATISTICAL ANALYSIS Understand and use basic statistical tools in educational research. 100

20. APPLICATIONS OF NEW TECHNOLOGY Use current advances in other fields and apply them to work done in your organization.

PART TWO—DEVELOPMENTAL

Competencies pertaining to fostering ongoing learning in self, fellow staff, and students.

A. COMMUNICATION SKILLS

Skills which pertain to the exchange of information.

21. INTERPERSONAL COMMUNICATION

Utilize skills which pertain to the exchange of information between persons.

22. WORK COOPERATIVELY & EFFECTIVELY WITH A WIDE RANGE OF INDIVIDUALS

Facilitate interactions with a diverse population.

23. PUBLIC SPEAKING/ PRESENTING

Convey personal thoughts and ideas to a large number of colleagues at conferences and meetings.

24. NETWORKING

Interact with colleagues through informal contact such as social events or more formal contact at conferences and programs.

25. TEACHING/ INSTRUCTION

Impart one's own knowledge on a subject to others.

Appendix B (Continued)

50 Competencies of Housing Professionals, 1990

26. PRODUCTION & PUBLICATION OF PRINTED MATERIAL

Producing effective and attractive printed material for internal and external use such as manuals, brochures, handbooks, etc.

B. DIVERSITY AWARENESS

Skills that pertain to the ability to be cognizant of and understand differences in others.

27. INTERPRET & RECOGNIZE SPECIAL NEEDS OF ETHNIC, RACIAL, RELIGIOUS & CULTURAL MINORITIES, GAYS, BISEXUALS, LESBIANS, WOMEN & THE PHYSICALLY CHALLENGED

Have an understanding of the unique needs of diverse groups.

28. ARTICULATE CHARACTERISTICS OF COLLEGE STUDENTS

Be aware of the special needs of college students in the 90's.

C. LEADERSHIP

The ability to influence the behavior of an individual or group toward a particular goal (Stodgill).

29. ADVISE GROUPS AND INDIVIDUALS Act as a consultant for one or more parties.

30. UNDERSTANDING & APPLICATION OF VARIOUS LEADERSHIP STYLES

31. MOTIVATION Influence the behavior of resident student leaders.

D. COUNSELING SKILLS

Skills which pertain to assisting students in defining and accomplishing personal and academic goals which are congruent with the overall mission of the institution (Stimpson, 1986).

32. DISPLAY COMPETENCE IN ONE-ON-ONE COUNSELING

Relate to others on a one-to-one basis and assisting in the accomplishment of personal and academic goals.

Appendix B (Continued)

50 Competencies of Housing Professionals, 1990

33. MEDIATING CONFLICT

Intervene between disagreeing parties to promote compromise.

34. RECOGNIZE & EVALUATE GROUP DYNAMICS

Observe and understand the interactions between diverse members of a group.

35. CRISIS MANAGEMENT

Effectively respond to an unstable person or crisis situation.

36. FAIR & EFFECTIVE DISCIPLINE OF STUDENT MISCONDUCT

Use current principles of student rights and responsibilities to maintain and monitor a student judicial system.

PART THREE—FOUNDATIONAL Knowledgebase which is acquired through formal education, reading literature pertaining to the field and continuing education. Foundational competencies provide the background and basis for housing operations.

A. THE INSTITUTIONAL ORGANIZATION

Foundational knowledge which pertains to understanding the structure of higher education

37. RECOGNIZE & ANALYZE POLITICAL PROCESSES IN HIGHER EDUCATION

Acknowledge different sub-populations which have a vested interest in the institution (i.e., faculty, staff, students, administration, parents, trustees, and community, etc.), knowing how they interact and affect one another and applying that knowledge to the housing organization and its operations.

38. INTERPRET GOALS, CONCERNS & PROBLEMS OF INSTITUTION TO STUDENTS

Understand the institution and effectively interpret its messages to the student body.
Act as a liaison.

39. REPRESENT STUDENT CONCERNS TO WIDER CAMPUS & COMMUNITY

Understand and interpret student needs, wants and goals to other groups with a vested interest in the institution and the students. Act as a liaison.

Appendix B (Continued)

50 Competencies of Housing Professionals, 1990

40. UNDERSTAND FINANCING OF HIGHER EDUCATION

Know where major sources of revenue are obtained, how they are managed within an institution and the differences in financing between private and public institutions.

41. ORGANIZATION/ MANAGEMENT THEORY

Understand the basis and method by which a leader manages an organization.

42. APPRECIATE & UNDERSTAND SPECIALIZED FUNCTION OF STUDENT AFFAIRS DEPARTMENTS

Know the field of student affairs and understand how all parts of the organization operate, interact and affect one another and know how to utilize these resources to get the best results for students and the institution.

B. THE STUDENT

An understanding of the student and how to effectively meet his/her needs within the higher education setting.

43. CITE & APPLY HUMAN DEVELOPMENT THEORY

Understand basic developmental theories and how to apply them to resident students.

44. UNDERSTAND RELATIONSHIP BETWEEN THEORY & PRACTICE

Understand the process of Practice to Theory to Practice.

45. ASSESSMENT OF STUDENT NEEDS & INTEREST

Understand how to determine student needs and interests through effective assessment.

46. MEETING STUDENT DEVELOPMENT NEEDS THROUGH CURRICULAR & CO-CURRICULAR PROGRAMS & ACTIVITIES

Know how to develop and implement effective programs stemming from assessment efforts.

Appendix B (Continued)

50 Competencies of Housing Professionals, 1990

C. CURRENT TRENDS

Keeping abreast of topics pertaining to higher education and student affairs, which will ensure effective communication, relevant programming efforts, and timely organizational management.

47. DISPLAY FAMILIARITY WITH LITERATURE & CURRENT ISSUES

Read and articulate current issues which are featured in national and regional journals such as *The Chronicle of Higher Education*, *The Journal of College Student Development*, *The Journal of College and University Student Housing*, *The NASPA Journal*, and *The National Association of College and University Business Officers Journal*.

48. ARTICULATE PHILOSOPHICAL, SOCIAL & CULTURAL ASPECTS OF HIGHER EDUCATION

Understand and apply these facets to housing and higher education.

49. RECOGNIZE LEGAL IMPLICATIONS OF HIGHER EDUCATION ADMINISTRATION

Be cognizant of laws and standards as they pertain to higher education in the 1990's and knowing where to seek legal assistance.

50. APPRECIATE & INTERNALIZE A PROFESSIONAL SET OF ETHICS

Read and understand ACUHO-I ethical standards. Incorporate these standards into daily work in housing administration.

Dunkel, N. W., & Schreiber, P. J. (1992). Competencies of housing professionals.

Unpublished chart, National Housing Training Institute, University of Florida, Gainesville

Appendix C

57 Competencies of Senior College Housing Officers in the United States, 2005

1. Advising Groups and Organizations - Serve in the role of consultant, mentor, coach, and/or role model.
2. Application of Technology - Maintain knowledge of technological advances and how they apply to/effect housing and higher education. Continuously improve technological capabilities of housing organization for administrative efficiency and to enhance student learning. Require technical competence throughout the organization.
3. Assessment of Student Needs & Interests - Determine student needs, interests, and satisfaction through formal and informal assessment measures. Develop and implement a plan to address resulting data.
4. Awareness of College Student Characteristics- Be aware of/recognize current, changing, and diverse characteristics and needs of college students.
5. Behavioral Education - Use current principles of students' rights and responsibilities to maintain and monitor a student judicial system.
6. Budget Development and Resource Allocation - Understand and manage the basic components of a housing budget and effectively provide for each component.
7. Change Management - Assist staff in creating a readiness for change as necessary, while maintaining stability within the organization.
8. Conducting Independent Research - Assess need for research, obtain and analyze data, report results, and implement changes or enhancements as necessary.
9. Conference Planning - Oversee coordination, planning, and preparation for use of residence facilities for groups other than resident students.
10. Conflict Management - Recognize and manage conflict effectively among staff, students, colleagues, and the like.
11. Construction and Renovation - Understand and manage the processes, techniques, and personnel related to building and altering physical facilities.

Appendix C (Continued)

57 Competencies of Senior College Housing Officers in the United States, 2005

12. Contract Management - Understand and manage the processes related to contracting with outside service providers (i.e., dining, laundry, telephone, custodial, and the like).
13. Cooperation and Collaboration - Work with all levels of staff, students, and colleagues to achieve a common goal.
14. Crisis Management - Effectively plan for, recognize, and respond to critical situations.
15. Curricular & Co-curricular Programming - Articulate to various constituents the benefits of curricular and co-curricular programs, activities, and communities in residence halls. Establish learning outcomes for programs. Implement and provide resources for programs that support student development and the educational mission of the institution.
16. Customer Service - Deliver service to all customers in an effective and efficient manner. Assess delivery of services through customer satisfaction surveys.
17. Decision-Making - Make wise, timely decisions; understand how decisions, directly and indirectly, affect other people and/or units.
18. Diversity Awareness - Understand the unique needs of and be an advocate for diverse groups of students and personnel.
19. Enrollment Management - Understand how institutional enrollment policies affect residence hall occupancy.
20. Ethics - Internalize and balance professional sets of ethics. Establish a culture that incorporates, encourages, and recognizes ethical action throughout the housing organization.
21. Facilities Management - Effectively and efficiently manage the operations of housing facilities through staffing, supervision, assessment, and procedures. Be knowledgeable of facility layout and operation of building systems. Understand procedures for addressing various facility issues.

Appendix C (Continued)

57 Competencies of Senior College Housing Officers in the United States, 2005

22. Familiarity with Current Issues in Literature - Stay informed of current issues and trends featured in the professional literature, pertaining to residence life and housing, student affairs, and higher education.
23. Financing of Higher Education - Maintain working knowledge of how major sources of revenue are obtained and managed within an institution.
24. Foundations of Higher Education - Be able to articulate historical, philosophical, social, and cultural aspects of higher education.
25. Global Awareness - Maintain awareness of current events - local, regional, national, global. Recognize, articulate, and respond to potential affects on students and staff.
26. Helping Skills - Aid students, staff, or colleagues with personal or professional concerns as needed. Act as a referral agent to appropriate resources.
27. Interpersonal Communication - Relate to others on an individual basis. Effectively utilize oral and written communication.
28. Interpretation of Institutional Goals, Issues, and Concerns – Understand the institution and effectively interpret its messages to various constituents (i.e., students, staff, parents, colleagues, etc.). Act as a liaison.
29. Interpretation of Research in Professional Literature - Analyze and synthesize information/data published in journals related to housing and higher education.
30. Knowledge of Student Affairs Functions - Understands the student affairs profession. Be highly knowledgeable of specialized functions of student affairs on respective campus, and how all parts of the organization operate, interact, and affect one another. Know how to utilize these resources to obtain best results for students and the institution.
31. Knowledge of Student Development Theory - Have a working knowledge of and be able to articulate basic student development theories and how to apply them to resident students.

Appendix C (Continued)

57 Competencies of Senior College Housing Officers in the United States, 2005

32. Legal Issues - Be cognizant of the laws pertaining to higher education (i.e., FERPA, ADA, tort liability, landlord-tenant, parental notification, etc.) and know when to seek legal assistance.
33. Long Range Planning - Set goals to support the vision of the operation (i.e., 5-10 years).
34. Marketing - Oversee production/publication of printed and electronic materials to effectively market housing facilities and services for internal and external use.
35. Motivation - Provide support, inspiration, and motivation for staff and students.
36. Networking - Construct and manage essential relationships with a variety of people (i.e., faculty, staff, colleagues, administrators, parents, students, governing units, etc.) and represent organizational interests.
37. Occupancy Management - Manage a plan to maintain maximum occupancy of facilities. Possess knowledge of local temporary housing and marketing conditions.
38. Organization/Management Theory - Understand the basis and method by which a leader manages an organization.
39. Organizational Culture - Create an environment where staff and students are valued and empowered to succeed.
40. Personal Characteristics - Possess personal characteristics to complement knowledge, skills, and abilities related to job roles and responsibilities. These include traits such as compassion, ability to maintain balance, confidence, sense of humor, patience, serving as a role model, emotional intelligence, critical thinking, courage, humility, risk taking, and wisdom.
41. Personnel Management - Work effectively with and be knowledgeable of institutional personnel policies and/or labor unions (i.e., contract negotiations, grievances, and the like).

Appendix C (Continued)

57 Competencies of Senior College Housing Officers in the United States, 2005

42. Policy Development and Interpretation - Develop policies which are best suited for personnel, students, and institution. Interpret policies for constituents as necessary.
43. Political Astuteness - Recognize and analyze political processes in higher education. Navigate campus politics. Identify stakeholders and understand their priorities. Understand the influence of local, state, and national politics on the institution. Lobby for the organization as necessary.
44. Professional Development - Engage in academic work, writing, studying, reading, and working toward the advancement of new approaches in housing, student affairs, and higher education. Continually assess and enhance professional skills and knowledge through conferences, workshops, meetings, and the like.
45. Program Evaluation - Assess the effectiveness of a program and understand if/how it met the needs of the personnel it was intended to address.
46. Public Relations - Articulate information related to housing, students, personnel, and the like, to campus, community, and collegial populations.
47. Public Speaking/Presenting - Convey thoughts, ideas, and practices to a variety of audiences on behalf of housing and higher education.
48. Recognizing and Evaluating Group Dynamics - Observe and understand the interactions among diverse members of a group/team/staff.
49. Representing Student Concerns - Understand and interpret student concerns, needs, and goals to various constituents who have a vested interest in the institution. Act as a liaison.
50. Short Range Planning - Set semester/quarter and annual goals for operation (i.e., 6 months - 1 year).
51. Staff Evaluation - Provide staff with a formal and informal appraisal of their performance.
52. Staff Selection - Maintain qualified staff and adhere to selection policies.

Appendix C (Continued)

57 Competencies of Senior College Housing Officers in the United States, 2005

53. Staff Supervision - Provide staff with appropriate direction and coaching.
54. Staff Training - Provide professional training and development for staff to perform effectively and to their highest potential.
55. Strategic Thinking and Planning - Define a clear organizational mission; envision future of the organization and develop strategies, goals, objectives, and action plans to achieve it. Empower staff to accomplish goals.
56. Teaching/Instruction - Impart one's own knowledge on a subject to others.
57. Understanding and Application of Various Leadership Styles - Utilize appropriate leadership styles to most effectively lead organization and work with personnel at all levels of the organization.

Porter, J. D. (2005). *Application of Sandwich's competency domain model for senior college housing officers in the United States*. Dissertation, University of Florida.

Appendix D

Student Affairs Professional Development Associations

1. American Association of Collegiate Registrars and Admissions Officers (AACRAO)
2. Middle States Association of Collegiate Registrars and Admission Officers (MSACRAO)
3. Pacific Association of Collegiate Registrars and Admission Officers (PACRAO)
4. Southern Association of Collegiate Registrars and Admission Officers (SACRAO)
5. Virginia Association of Collegiate Registrars and Admissions Officers (VACRAO)
6. American Association of Community Colleges (AACCC)
7. American Association of University Women (AAUW)
8. American Counseling Association (ACA)
9. American Student Government Association (ASGA)
10. Association of College Administration Professionals (ACAP)
11. American College Counseling Association (ACCA)
12. American College Personnel Association (ACPA)
13. Association of College and University Housing Officers-International (ACUHO-I)
14. Association of College Unions International (ACUI)
15. Association of Collegiate Conference and Events Directors-International (ACCED-I)
16. Association of Fraternity Advisors (AFA)
17. Association of Higher Education and Disability (AHEAD) - AHEAD is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities.
18. Association of Higher Education Parent/Family Programming Professionals (AHEPPP)
19. Association for Student Conduct Administration (ASCA)
20. Association for Tertiary Education Management Inc.
21. Association for University and College Counseling Center Directors (AUCCCD)
22. Atlantic Association of College and University Student Services
23. Australian, New Zealand Student Services Association (ANZSSA)
24. Canadian Association of College and University Student Services (CACUSS)
25. California College Personnel Association
26. California Colleges for International Education (CCIE)
27. California Community College Student Affairs Association
28. Council for the Advancement of Standards in Higher Education (CAS) - CAS provides standards and guidelines toward student learning and development self-assessment on over 30 functional areas in higher education. Go to the website to review the history of CAS, the online store, and links to the over 35 professional associations that belong to CAS.

Appendix D (Continued)

Student Affairs Professional Development Associations

29. Council of Higher Education Management Associations (CHEMA)
30. Council on International Educational Exchange (CIEE)
31. Collegiate Information and Visitor Services Association (CIVSA)
32. Council on Law in Higher Education (CLHE)
33. Eastern Association of Colleges and Employers, Inc. (EACE)
34. Institute of International Education (IIE)
35. Jesuit Association of Student Personnel Administrators (JASPA)
36. National Academic Advising Association (NACADA)
37. National Association of Advisors for the Health Professions, Inc. (NAAHP)
38. National Association of Academic Advisors for Athletics (N4A)
39. National Association of Australian University Colleges, Incorporated (NAAUC)
40. National Association for Campus Activities (NACA)
41. National Association for College Admission Counseling (NACAC)
42. National Association of College and University Food Services (NACUFS)
43. National Association of College and University Residence Halls (NACURH)
44. National Association of College Auxiliary Services (NACAS)
45. National Association of College Stores (NACS)
46. National Association of Colleges and Employers (NACE)
47. National Association for Developmental Education (NADE)
48. National Association for the Education of Young Children (NAEYC)
49. National Association of Graduate Admissions Professionals (NAGAP)
50. NAFSA: Association of International Educators
51. National Association for Managers of Student Services in Colleges (UK)
52. National Association of Student Affairs Professionals (NASAP)
53. National Association of Student Employment Administrators (NSEA)
54. Midwest Association of Student Employment Administrators (MASEA)
55. Northeast Association of Student Employment Administrators (NASEA)
56. Southern Association of Student Employment administrators (SASEA)
57. Western Association of Student Employment Administrators (WASEA)
58. National Association of Student Financial Aid Administrators (NASFAA)
59. National Association of Student Personnel Administrators (NASPA)
60. NASPA Regions and Networks
61. National Career Development Association (NCDA)
62. National Intramural-Recreational Sports Association (NIRSA)
63. National Organization of Men's Outreach for Rape Education (ONE IN FOUR)

Appendix D (Continued)

Student Affairs Professional Development Associations

64. Association for Orientation, Transition, Retention in Higher Education (known as NODA)
65. North Carolina College Personnel Association (NCCPA)
66. North Carolina Housing Officers (NCHO)
67. Ohio Association of Student Financial Aid Administrators - OASFAA is the state association supporting financial aid professions who counsel student and families on the financing of higher education.
68. Pacific Coast College Health Association (PCCHA)
69. Southern Association of College Student Affairs
70. Southeastern Association of Housing Officers (SEAHO)
71. University Professional and Continuing Education Association (UPCEA)
72. Website for VACUHO, the Virginia Association of College and University Housing Officers
73. Virginia Association of School Personnel Administrators - VASPA supports administrators, faculty, staff and students at Virginia's colleges and universities as we strive to bring the best quality educational experiences to each and every student on our campuses.

Studentaffairs.com. (2015). West Hartford, Conn. *Websites - Professional Associations*.

Retrieved from <http://www.studentaffairs.com/web/professionalassociations.html>

Appendix E

IRB Informed Consent Form

North Carolina State University – INFORMED CONSENT FORM for RESEARCH
A Study Identifying and Validating Competencies Needed for Mid-Managers that Work in
Housing and Residence Life at Colleges and Universities in the United States of America
Researcher: Hassel Andre Morrison
Faculty Advisor: Dr. James Bartlett

1. You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form, you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. If at any time you have questions about your participation, do not hesitate to contact the researcher named above. Contact information listed below.
2. What is the purpose of this study
The main purpose of this study is the identification and validation of competencies that will determine specific competencies needed for mid-managers to be successful. This study will assist mid-managers in obtaining what is needed in their positions and will assist them and their supervisors with steering mid-manager professional development opportunities.
3. What will happen if you take part in the study
If you agree to participate in this study, you will be asked to participate in a Delphi Method study which will address identification and validation of Housing and Residence Life Mid-Manager needed competencies. The Delphi method involves the administration of several consecutive rounds, typically three iterations (rounds) of a survey instrument delivered electronically. After each round results will be collected, summarized, and disseminated back to study participants; the ultimate goal will be reaching consensus among the group.
4. Risks
The Delphi method poses no substantive risk to the participant, though it does require a meaningful investment in time.

Appendix E (Continued)

5. Benefits

Participation in this study may not have any direct benefit to the participants but it will benefit the research on decision criteria HRD professionals should consider when choosing instruments for employee selection and development.

6. Confidentiality

The information in the study records will be kept confidential. Data will be stored securely on a university-sponsored, online survey program called Qualtrics that only the principal investigator and faculty sponsors will be able to access. No reference will be made in oral or written reports, which could link you to the study. You will NOT be asked to write your name on any study materials; therefore, no one can match your identity to the answers that you provide. All data obtained from participants will only be reported in an aggregate format (by reporting only combined results and never reporting individual ones).

7. What if you have questions about this study or your rights as a study participant

If you have questions at any time about the study or the procedures, you may contact the researcher, Hassel Andre Morrison, at 804-814-8108 or thetaiota73@gmail.com. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

8. Consent To Participate

"I have read and understand the above information. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled." To verify your consent to participate, please select the "next" button below and continue with your survey.

Appendix E (Continued)

From: **IRB Administrative Office** <pins_notifications@ncsu.edu>
Date: Mon, Jul 6, 2015, at 11:43 AM
Subject: Bartlett - 5971 - IRB Protocol assigned Exempt status
To: hmorris@ncsu.edu

Dear Hassel Morrison:

IRB Protocol 5971 has been assigned Exempt status

Title: A Study Identifying and Validating Competencies Needed for Mid-Managers that Work in Housing and Residence Life at Colleges and Universities in the United States of America.

PI: Bartlett, James

The research proposal named above has received administrative review and has been approved as exempt from the policy as outlined in the Code of Federal Regulations (Exemption: 46.101. Exempt b.2). Provided that the only participation of the subjects is as described in the proposal narrative, this project is exempt from further review. This approval does not expire, but any changes must be approved by the IRB prior to implementation.

NOTE:

1. This committee complies with requirements found in Title 45 part 46 of The Code of Federal Regulations. For NCSU projects, the Assurance Number is: FWA00003429.
2. Any changes to the research must be submitted and approved by the IRB prior to implementation.
3. If any unanticipated problems occur, they must be reported to the IRB office within 5 business days.

Please forward a copy of this notice to others involved in this research, if applicable. Thank you.

Thank you,
The IRB Team

Appendix F

Memorandum

To: Participant
CC: Dr. James Bartlett
From: Hassel Andre Morrison, Doctoral Student
Date: TBD
Re: Dissertation Study

Note: Email Notification to ACUHO-I (Association of College and University Housing Officers)

Dear Housing and Residence Life Professional,

I need your assistance with a research study I am currently conducting, A Study Identifying and Validating Competencies Needed for Mid-Managers that Work in Housing and Residence Life at Colleges and Universities in the United States of America.

An extensive review of the literature was developed to describe and discuss previous research that broadly identifies student affairs professional competence. Utilizing a list of general existing competencies, participants will be asked to participate in several consecutive rounds, typically at least a three-round Delphi study or until a consensus is determined. The responses to each questionnaire will help to identify how mid-managers rate their level of competencies that is needed for their work.

This study will extend the existing literature on student affairs professional competence to ascertain more specifically what skills housing and residence life professionals need to possess in order to be considered competent. Gaps in the literature will also be discussed. Quantitative methods will be utilized to analyze data and develop results. Specifically, this study will use the Delphi research technique to identify professional competencies needed for mid-managers that work in housing and residence life. The identification of the level of competencies for mid-managers will assist in the development of a tool for practitioners to identify skills to be targeted through professional development opportunities.

The information collected from the experts will be collected, analyzed, interpreted, and compiled. In order to gather the information needed in this study, the Delphi method will be utilized. The Delphi methodology is a survey-based process consisting of rounds of

Appendix F (Continued)

questioning; each subsequent round is developed from the responses of the previous round. This research study will consist of at least three rounds of questioning. Each round should only take five to ten minutes to complete and each participant will have two weeks from the date the survey is granted to complete and submit the survey. Instructions for each round will be included. Please review the attached informed consent form.

For the purpose of this study, mid-manager is defined as an individual who possess a position which reports directly to the chief housing officer or possess a position which reports to a person who reports directly to a chief housing officer and is responsible for the direction, control, or supervision of one or more undertakings within housing and residence life and one or more housing and residence life staff members. The participants will consist of professionals in the field such as mid-managers that are considered experienced administrators that have some supervising and teaching experience on a college or university level. The participants will consist of professionals in the field that serve as hiring managers and housing officers that hold mid-manager positions in a housing and residence life organization with at least 5 years of experience.

Your participation is completely voluntary, and you are under no obligation to accept this invitation to participate. If you wish to participate, please click the link below to begin the survey. Your response is requested no later than July 13, 2015. If you do not wish to participate, simply do not click the link above.

Questions, concerns or complaints related to this study may be directed to Hassel Andre Morrison at 804-814-8108 or thetaiota73@gmail.com; or his faculty sponsor Dr. James Bartlett at 919-208-1697 or james_bartlett@ncsu.edu. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this research, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

You will have an opportunity to request the results of this study at the conclusion of Round 3, or at any time by contacting the researcher.

Sincerely,
Hassel Andre Morrison
Doctoral Candidate
Department of Leadership, Policy, Adult, and Higher Education
North Carolina State University

Appendix G

Memorandum

To: Participant
CC: Dr. James Bartlett
From: Hassel Andre Morrison, Doctoral Student
Date: TBD
Re: Dissertation Study Email Follow-Up

Note: Email Follow Up to ACUHO-I (Association of College and University Housing Officers)

Dear Housing and Residence Life Professional,

Earlier in the week, I notified you of a dissertation study which aims to gain more knowledge about professional competencies, specifically for mid-managers that work in housing and residence life.

I need your assistance with a research study I am currently conducting, A Study Identifying and Validating Competencies Needed for Mid-Managers that Work in Housing and Residence Life at Colleges and Universities in the United States of America. An extensive review of the literature was developed to describe and discuss previous research that broadly identifies student affairs professional competence. Utilizing a list of general existing competencies, participants will be asked to participate in several consecutive rounds, typically at least a three-round Delphi study or until a consensus is determined. The responses to each questionnaire will help to identify how mid-managers rate their level of competencies that is needed for their work.

This study will extend the existing literature on student affairs professional competence to ascertain more specifically what skills housing and residence life professionals need to possess in order to be considered competent. Gaps in the literature will also be discussed. Quantitative methods will be utilized to analyze data and develop results. Specifically, this study will use the Delphi research technique to identify professional competencies needed for mid-managers that work in housing and residence life. The identification of the level of competencies for mid-managers will assist in the development of a tool for practitioners to identify skills to be targeted through professional development opportunities.

Appendix G (Continued)

The information collected from the experts will be collected, analyzed, interpreted, and compiled. In order to gather the information needed in this study, the Delphi method will be utilized. The Delphi methodology is a survey-based process consisting of rounds of questioning; each subsequent round is developed from the responses of the previous round. This research study will consist of at least three rounds of questioning. Each round should only take five to ten minutes to complete and each participant will have two weeks from the date the survey is granted to complete and submit the survey. Instructions for each round will be included. Please review the attached informed consent form.

For the purpose of this study, mid-manager is defined as an individual who possess a position which reports directly to the chief housing officer or possess a position which reports to a person who reports directly to a chief housing officer and is responsible for the direction, control, or supervision of one or more undertakings within housing and residence life and one or more housing and residence life staff members. The participants will consist of professionals in the field such as mid-managers that are considered experienced administrators that have some supervising and teaching experience on a college or university level. The participants will consist of professionals in the field that serve as hiring managers and housing officers that hold mid-manager positions in a housing and residence life organization with at least 5 years of experience.

Your participation is completely voluntary, and you are under no obligation to accept this invitation to participate. If you wish to participate, please click the link below to begin the survey. Your response is requested no later than July 13, 2015. If you do not wish to participate, simply do not click the link above.

Questions, concerns or complaints related to this study may be directed to Hassel Andre Morrison at 804-814-8108 or thetaiota73@gmail.com; or his faculty sponsor Dr. James Bartlett at 919-208-1697 or james_bartlett@ncsu.edu. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this research, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

You will have an opportunity to request the results of this study at the conclusion of Round 3, or at any time by contacting the researcher.

Sincerely,
Hassel Andre Morrison
Doctoral Candidate
Department of Leadership, Policy, Adult, and Higher Education
North Carolina State University

Appendix H

Memorandum

To: Participant
CC: Dr. James Bartlett
From: Hassel Andre Morrison, Doctoral Student
Date: TBD
Re: Dissertation Study Final Reminder

Note: Email Reminder to ACUHO-I (Association of College and University Housing Officers)

Dear Housing and Residence Life Professional,

If you recall, I sent you a survey questionnaire about a dissertation study which aims to gain more knowledge about professional competencies, specifically for mid-managers that work in housing and residence life. Your response is critical to the findings.

I need your assistance with a research study I am currently conducting, A Study Identifying and Validating Competencies Needed for Mid-Managers that Work in Housing and Residence Life at Colleges and Universities in the United States of America. An extensive review of the literature was developed to describe and discuss previous research that broadly identifies student affairs professional competence. Utilizing a list of general existing competencies, participants will be asked to participate in several consecutive rounds, typically at least a three-round Delphi study or until a consensus is determined. The responses to each questionnaire will help to identify how mid-managers rate their level of competencies that is needed for their work.

This study will extend the existing literature on student affairs professional competence to ascertain more specifically what skills housing and residence life professionals need to possess in order to be considered competent. Gaps in the literature will also be discussed. Quantitative methods will be utilized to analyze data and develop results. Specifically, this study will use the Delphi research technique to identify professional competencies needed for mid-managers that work in housing and residence life. The identification of the level of competencies for mid-managers will assist in the development of a tool for practitioners to identify skills to be targeted through professional development opportunities.

Appendix H (Continued)

The information collected from the experts will be collected, analyzed, interpreted, and compiled. In order to gather the information needed in this study, the Delphi method will be utilized. The Delphi methodology is a survey-based process consisting of rounds of questioning; each subsequent round is developed from the responses of the previous round. This research study will consist of at least three rounds of questioning. Each round should only take five to ten minutes to complete and each participant will have two weeks from the date the survey is granted to complete and submit the survey. Instructions for each round will be included. Please review the attached informed consent form.

For the purpose of this study, mid-manager is defined as an individual who possess a position which reports directly to the chief housing officer or possess a position which reports to a person who reports directly to a chief housing officer and is responsible for the direction, control, or supervision of one or more undertakings within housing and residence life and one or more housing and residence life staff members. The participants will consist of professionals in the field such as mid-managers that are considered experienced administrators that have some supervising and teaching experience on a college or university level. The participants will consist of professionals in the field that serve as hiring managers and housing officers that hold mid-manager positions in a housing and residence life organization with at least 5 years of experience.

Your participation is completely voluntary, and you are under no obligation to accept this invitation to participate. If you wish to participate, please click the link below to begin the survey. Your response is requested no later than July 13, 2015. If you do not wish to participate, simply do not click the link above.

Questions, concerns or complaints related to this study may be directed to Hassel Andre Morrison at 804-814-8108 or thetaiota73@gmail.com; or his faculty sponsor Dr. James Bartlett at 919-208-1697 or james_bartlett@ncsu.edu. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this research, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

You will have an opportunity to request the results of this study at the conclusion of Round 3, or at any time by contacting the researcher.

Sincerely,
Hassel Andre Morrison
Doctoral Candidate
Department of Leadership, Policy, Adult, and Higher Education
North Carolina State University

Appendix I

Survey Instrument

Survey Questionnaire: Round I

Please complete the following information and select the appropriate response.

What area(s) are you responsible for:

Gender:

Female Male Transgender

Ethnicity:

African-American Caucasian Hispanic Asian Native American Other

Age:

< 30 yr. 30 – 39 yr. 40 – 49 yr. 50 – 59 yr. > 60 yr.

Highest Degree:

Bachelors Masters Doctorate Other

Years of experience as mid-manager:

< 5 5 – 10 11 – 16 17 – 25 > 25

Years of experience teaching on a college level:

< 5 5 – 10 > 10

Professional membership:

ACUHO-I ACPA NASPA ASCA

Current institution of employment:

4 yr private 4 yr public 2yr public 2yr private

Current institution enrollment:

< 1,000 1,000 – 5,999 6,000 – 10,999 11,000 – 15,999 > 16,000

Current institution occupancy:

< 1000 1,000 – 5,999 6,000 – 10,999 11,000 – 15,999 > 16,000

Instructions:

Please review the responses, which were identified from competence research (Porter, 2005; Dunkel & Schreiber, 1992).

Competencies are defined as knowledge, skills, and abilities or attitudes that employees are expected to demonstrate at each respective level as well as the knowledge, skill, and ability or attitude that must be mastered for them to be considered for promotion to the next level (Martone, 2003).

Please rate each of the responses on a five-point scale as to their importance.

A mid-manager in housing and residence life needs the following knowledge, skills, and abilities or attitudes in order to be considered competent.

Competencies	Not Important	Slightly Important	Moderately Important	Important	Critical
Advising Groups and Organizations	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Application of Technology	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Assessment of Student Needs & Interests	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Awareness of College Student Characteristics	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Behavioral Education	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Budget Development and Resource Allocation	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Change Management	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Conducting Independent Research	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Conference Planning	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Conflict Management	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Construction and Renovation	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Contract Management	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Cooperation and Collaboration	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Crisis Management	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Curricular & Co-curricular Programming	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Customer Service	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5

Decision Making	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Diversity Awareness	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Enrollment Management	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Ethics	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Facilities Management	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Familiarity with Current Issues in Literature	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Financing of Higher Education	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Foundations of Higher Education	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Global Awareness	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Helping Skills	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Interpersonal Communication	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Interpretation of Institutional Goals, Issues, and Concerns	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Interpretation of Research in Professional Literature	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Knowledge of Student Affairs Functions	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Knowledge of Student Development Theory	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Legal Issues	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Long Range Planning	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Marketing	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Motivation	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Networking	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Occupancy Management	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Organization/Management Theory	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Organizational Culture	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Personal Characteristics	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Personnel Management	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Policy Development and Interpretation	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Political Astuteness	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Professional Development	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Program Evaluation	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Public Relations	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5

Public Speaking/Presenting	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Recognizing and Evaluating Group Dynamics	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Representing Student Concerns	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Short Range Planning	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Staff Evaluation	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Staff Selection	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Staff Supervision	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Staff Training	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Strategic Thinking and Planning	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Teaching/Instruction	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5
Understanding and Applications of Various Leadership Styles	<input type="checkbox"/> =1	<input type="checkbox"/> =2	<input type="checkbox"/> =3	<input type="checkbox"/> =4	<input type="checkbox"/> =5

Appendix J

Memorandum

To: Chief Housing Officers
CC: Dr. James Bartlett
From: Hassel Andre Morrison, Doctoral Student
Date: TBD
Re: Seeking Mid-Managers

Note: Email to SEAHO Region (Southeastern Association of Housing Officers)

Greetings Chief Housing Officers:

Recently I collaborated with ACUHO-I, in a study that I am conducting to determine competencies needed for mid-managers that work in housing and residence life.

The second phase of my study involves you nominating a mid-manager from your housing and residence life operation that you feel could provide me with additional information about mid-manager competencies. Essentially, these individuals that you nominate would be provided with a short rating/ranking response questionnaire, this would take very little time to complete.

In order for this study to be successful, I respectfully ask that you provide me with the email address of at least two people from your department I will then email them, notifying them that they have been nominated and invite them to participate in the second phase of the study.

Thank you for your time and your help in identifying two mid-managers from your organization.

Questions, concerns or complaints related to this study may be directed to Hassel Andre Morrison at 804-814-8108 or thetaiota73@gmail.com; or his faculty sponsor Dr. James Bartlett at 919-208-1697 or james_bartlett@ncsu.edu. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this research, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

You will have an opportunity to request the results of this study at the conclusion of Round 2 or Round 3, or at any time by contacting the researcher.

ps

below is the definition of mid-manager for the purpose of this study:

Housing and Residence Life has a hierarchy line of supervision; paraprofessional staff, graduate staff, entry level professionals, mid-managers, and chief housing officers or senior level professionals. Typically, there is professional administrative support staff associated with some of these positions. For the purpose of this study, a mid-manager professional is defined as an individual who possess a position which reports directly to the chief housing officer or possess a position which reports to a person who reports directly to a chief housing officer and is responsible for the direction, control, or supervision of one or more undertakings within housing and residence life and one or more housing and residence life staff members. Mid manager for the purpose of this study should have at least 5 or more years of experience, typically 5-8 years.

Appendix K
Survey Instrument

Survey Questionnaire: Round II and III

Q1 Housing and Residence Life has a hierarchy line of supervision; paraprofessional staff, graduate staff, entry-level professionals, mid-managers, and chief housing officers or senior-level professionals. Typically, there is professional administrative support staff associated with some of these positions. For the purpose of this study, a mid-manager professional is defined as an individual who possess a position which reports directly to the chief housing officer or possess a position which reports to a person who reports directly to a chief housing officer and is responsible for the direction, control, or supervision of one or more undertakings within housing and residence life and one or more housing and residence life staff members. Mid-manager for the purpose of this study should have at least 5 or more years of experience, typically 5-8 years. Based on the description above, please select the description that fits you best:

- I am an experienced mid-manager with at least 5 years of experience at the mid-level
- I am a new mid-manager with at least 5 years of experience, but most of my experience was at entry-level
- I am a mid-manager with more than 8 years of experience at the mid-level

Q2 A mid-manager in housing and residence life needs the following knowledge, skills, and abilities or attitudes in order to be considered competent (ACUHO-I). Please rank, the level of importance of each competency for a mid-manager in housing and residence life? (Drag

and Drop, so #1 would represent the top ranking competency and #57 would represent the competency that ranks last).

- _____ Advising Groups & Organizations?
- _____ Application of Technology?
- _____ Assessment of Student Needs & Interests?
- _____ Awareness of College Student Characteristics?
- _____ Behavioral Education?
- _____ Budget Development & Resource Allocation?
- _____ Change Management?
- _____ Conducting Independent Research?
- _____ Conference Planning?
- _____ Conflict Management?
- _____ Construction & Renovation?
- _____ Contract Management?
- _____ Cooperation and Collaboration?
- _____ Crisis Management?
- _____ Curricular & Co-curricular Programming?
- _____ Customer Service?
- _____ Decision Making?
- _____ Diversity Awareness?
- _____ Enrollment Management?
- _____ Ethics?
- _____ Facilities Management?
- _____ Familiarity with Current Issues in Literature?
- _____ Financing of Higher Education?
- _____ Foundations of Higher Education?
- _____ Global Awareness?
- _____ Helping Skills?
- _____ Interpersonal Communication?
- _____ Interpretation of Institutional Goals, Issues, & Concerns?
- _____ Interpretation of Research in Professional Literature?
- _____ Knowledge of Student Affairs Functions?
- _____ Knowledge of Student Development Theory?
- _____ Legal Issues?
- _____ Long Range Planning?
- _____ Marketing?
- _____ Motivation?
- _____ Networking?
- _____ Occupancy Management?
- _____ Organization/Management Theory?
- _____ Organizational Culture?
- _____ Personal Characteristics?

- _____ Personnel Management?
- _____ Policy Development & Interpretation?
- _____ Political Astuteness?
- _____ Professional Development?
- _____ Program Evaluation?
- _____ Public Relations?
- _____ Public Speaking/Presenting?
- _____ Recognizing & Evaluating Group Dynamics?
- _____ Representing Student Concerns?
- _____ Short Range Planning?
- _____ Staff Evaluation?
- _____ Staff Selection?
- _____ Staff Supervision?
- _____ Staff Training?
- _____ Strategic Thinking & Planning?
- _____ Teaching/Instruction?
- _____ Understanding & Applications of Various Leadership Styles?

Q3 Are there any other competencies that you would like to add to the list that may have been excluded? If so, please write the competency and the rank you would give that competency.

Appendix L
Survey Instrument

Survey Questionnaire: Round IV

Q1 What could your college or university do better to support your mid-manager professional development needs? Select all that apply.

- Support conference participation by Investing more money toward paying for travel, hotel, transportation, and lodging
- Support conference and workshop participation that leads to certifications
- Develop research partnerships between practitioners and faculty
- Tuition and fee waiver opportunities at current institution
- Tuition and fee waiver opportunities at other private and public institutions
- Pay for national organization membership
- Pay for national organization literature subscriptions
- Fund research projects and research interest
- Create professional progression initiatives (i.e. career coaching, resume building, externship opportunities, etc.
- Other _____

Q2 Based on data already gathered in previous research rounds, the below competencies were placed in a Tier I category, meaning, these ranked as the top 20 out of 57 competencies that mid-managers need that work in housing and residence life. Please rank, the level of importance of each competency within Tier I? Drag and Drop...#1 would represent the top

ranking competency in Tier I and #20 would represent the competency that ranks last in Tier I).

- _____ Decision Making
- _____ Ethics?
- _____ Crisis Management?
- _____ Budget Development & Resource Allocation?
- _____ Cooperation and Collaboration?
- _____ Diversity Awareness?
- _____ Assessment of Student Needs & Interests?
- _____ Conflict Management?
- _____ Change Management?
- _____ Staff Supervision?
- _____ Customer Service?
- _____ Awareness of College Student Characteristics?
- _____ Interpersonal Communication?
- _____ Interpretation of Institutional Goals, Issues, & Concerns?
- _____ Behavioral Education?
- _____ Helping Skills?
- _____ Long Range Planning?
- _____ Curricular & Co-curricular Programming?
- _____ Strategic Thinking & Planning?
- _____ Facilities Management?

Q3 Mid-managers should achieve the competencies indicated in Tier I within how many years of being at the mid-manager level?

- Within 0-3 years
- Within 4-7 years
- Within 8-11 years
- Within 12-15 years
- 16 years or more

Q4 Based on data already gathered in previous research rounds, the below competencies were placed in a Tier II category, meaning, these ranked as the next 20 after the top 20 of 57 competencies that mid-managers need that work in housing and residence life. Please rank, the level of importance of each competency within Tier II? Drag and Drop...#1 would

represent the top ranking competency in Tier II and #20 would represent the competency that ranks last in Tier II).

- _____ Legal Issues
- _____ Contract Management?
- _____ Construction & Renovation?
- _____ Personnel Management?
- _____ Staff Training?
- _____ Knowledge of Student Affairs Functions?
- _____ Familiarity with Current Issues in Literature?
- _____ Application of Technology?
- _____ Political Astuteness?
- _____ Advising Groups & Organizations?
- _____ Short Range Planning?
- _____ Staff Selection?
- _____ Foundations of Higher Education?
- _____ Enrollment Management?
- _____ Motivation?
- _____ Organizational Culture?
- _____ Knowledge of Student Development Theory?
- _____ Policy Development & Interpretation?
- _____ Financing of Higher Education?
- _____ Representing Student Concerns?

Q5 Mid-managers should achieve the competencies indicated in Tier II within how many years of being at the mid-manager level?

- Within 0-3 years
- Within 4-7 years
- Within 8-11 years
- Within 12-15 years
- 16 years or more

Q6 Based on data already gathered in previous research rounds, the below competencies were placed in a Tier III category, meaning, these are important, but landed at the bottom of the 57 competencies that mid-managers need that work in housing and residence life. Please rank, the level of importance of each competency within Tier III? Drag and Drop...#1 would

represent the top ranking competency in Tier III and #17 would represent the competency that ranks last in Tier III).

- _____ Staff Evaluation?
- _____ Global Awareness?
- _____ Occupancy Management?
- _____ Conducting Independent Research?
- _____ Marketing?
- _____ Conference Planning?
- _____ Networking?
- _____ Public Speaking/Presenting?
- _____ Organization/Management Theory?
- _____ Recognizing & Evaluating Group Dynamics?
- _____ Professional Development?
- _____ Program Evaluation?
- _____ Interpretation of Research in Professional Literature?
- _____ Understanding & Applications of Various Leadership Styles?
- _____ Public Relations?
- _____ Personal Characteristics?
- _____ Teaching Instructions?

Q7 Mid-managers should achieve the competencies indicated in Tier III within how many years of being at the mid-manager level?

- Within 0-3 years
- Within 4-7 years
- Within 8-11 years
- Within 12-15 years
- 16 years or more

Q8 In your opinion, which is the most effective way for mid-managers to gain the professional competencies needed for them to be effective at the mid-level in housing and residence life?

- Attend Professional Conferences (i.e. ACUHO-I, ACPA, NASPA, ASCA, etc.)
- Participate in targeted professional development, such as Mid-Managers Institute developed specifically for housing professionals
- Attend Drive-in Conferences (i.e. local or regional)
- Obtain more education at the Masters degree level within the field (i.e. higher education, student affairs, college student personnel, etc)
- Obtain more education at the Masters degree level in another field (i.e. law, business, management, etc.)
- Obtain a degree beyond the Masters degree level (i.e. EdD, Ph.D., Executive Doctorate, etc.)
- Participate in Podcasts and/or Webinars?
- Participate in their own university human resource training and professional development training at their own institution.
- Read articles, journals, and other research publications.
- Other _____