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A Study of the Effects of Goal Conflict on Job Satisfaction in Auxiliary Enterprise Units within Higher Education

Stephen M. Keizer
Western Michigan University

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**A STUDY OF THE EFFECTS OF GOAL CONFLICT ON JOB SATISFACTION
IN AUXILIARY ENTERPRISE UNITS WITHIN HIGHER EDUCATION**

by

Stephen M. Keizer, Ed.D.

**A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Teaching, Learning, and Leadership**

**Western Michigan University
Kalamazoo, Michigan
June 2002**

A STUDY OF THE EFFECTS OF GOAL CONFLICT ON JOB SATISFACTION IN AUXILIARY ENTERPRISE UNITS WITHIN HIGHER EDUCATION

Stephen M. Keizer, Ed.D.

Western Michigan University, 2002

The role of goal conflict on job satisfaction within auxiliary enterprise units at Western Michigan University was the focus of this study. The continuing decline in state appropriations has caused state-funded colleges and universities to change their operational model in order to become more fiscally responsible. This change in operational focus has led to a shift in the balance between the goal of educating students and the goal of generating revenue. This shift creates goal conflict among many of the employees whose role it is to bolster the sagging operational budget. Conflict within job goals impacts on job satisfaction and ultimately leads to the ineffective delivery of the academic mission.

During the winter semester of 2002, a survey was sent to all full-time employees within five auxiliary enterprise units at Western Michigan University. The questionnaire was designed to give the participants an opportunity to express their understanding of their unit's mission along with the level of their job satisfaction. Forty-one respondents completed the 60-item survey. Analysis of the data collected determined that there was a significant relationship between goal conflict and job satisfaction within the auxiliary enterprise units at Western Michigan University.

Additionally, 10 interviews were conducted with participants who completed the survey within each of the five auxiliary enterprise units. The interviews were conducted to get a better understanding of any abnormalities detected in the survey data.

This study found that there was a significant relationship between goal conflict and job satisfaction within the auxiliary enterprise units at Western Michigan University. It also found that there was no significant difference between the mean scores for goal conflict or job satisfaction in each of the units. The interviews revealed that there is some level of goal conflict between educating students and generating revenue within the auxiliary enterprise units at Western Michigan University. The level of goal conflict that does exist has a definite impact on an employee's opinion about their job and how they fit into the overall university mission.

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Stephen M. Keizer

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CHAPTER I

INTRODUCTION

Statement of the Problem

Contemporary state funded colleges and universities are faced with the challenge of becoming more business oriented than they have in the past. Colleges and universities are becoming more and more fiscally astute as funding from the state is becoming leaner and leaner with respect to the value of the dollar allocated per student. Since 1990, the financial security of many colleges and universities around the country has been seriously threatened by economic recession, increasing costs of providing education and related services, greater expectations for accountability, and other interrelated causes. For public colleges and universities, this decrease in state funding is the single greatest cause of financial jeopardy during this decade (Phillips, Morrell, & Chronister, 1996).

Decreases in state funding have caused a shift in the administration of educational services for state-funded colleges and universities. These institutions have had to examine their mission and to redefine their goals and objectives in order to become more fiscally responsible. A monetary value has been placed on the enrollment of each student and that monetary value is being used as a barometer for success. A mind is a terrible thing to waste only if the cost of providing it with a quality education is less than the revenue that process generates and then some.

There seems to be a change in admissions philosophy that places an emphasis on enrollment instead of graduation rates. Enrollment is linked to revenue, while graduation rate is linked to academic achievement.

At the same time, the university has not abandoned the idealistic mission that is at the core of academic success. The mission that each student should be given every opportunity to learn as much as he or she is capable of absorbing still remains at the heart of academic institutions in higher education. Regardless of funding crisis in higher education, students still need to be educated. Unfortunately, more times than not, the institutions' mission and funding are in direct conflict with each other. Some academics see an incompatibility between the goals of external accountability related to funding and institutional improvement (Burke & Modarresi, 2000).

The National Center for Educational Statistics reports that in 1982–1983 state appropriations were 44.8% of current revenue, while in 1992–1993 it dropped to 34.3%. Public institutions have responded to this reduction in state appropriations in a number of ways. A four-part framework for organizing these responses is suggested in the American Council on Education's Campus Trends (El-Khawas, 1994). The framework is composed of four categories including: expenditure control and budget management, changes in academic programs, increasing other sources of revenue, and redefining and reorganizing ways of doing business. Suggested ways of redefining and reorganizing ways of doing business include decentralization, privatization, and the use of private business practices (Phillips et al., 1996).

College and university administration have adopted this framework in hopes of addressing the funding crisis. This means that nonacademic units such as auxiliary enterprises have seen a shift in their goals and objectives. While first introduced on campuses to provide the necessary service to students to enhance their educational experience, colleges and universities have recently looked at these units from a different perspective. These auxiliary enterprises have turned into expanded services to meet all of the students' needs. Bookstores are no longer just a means for distributing textbooks. Nor are dining services solely a means for feeding the student population or are auditoriums on campus to house student productions. The bookstore has quickly turned into a convenience mart to meet the students' expanding needs that encompass a broader range of items such as toothpaste, hairbrushes, lab equipment, paper, pencils, recreational equipment, clothing, etc. Dining services has quickly turned into a catering business. The auditorium has quickly evolved into an off-Broadway production house. This change in operation has provided college and university administration creative ways to generate revenue. Increasing sales and marketing outside the campus community means more revenue to cover items that are being neglected because of drops in state funding.

The change in operational focus for these auxiliary enterprise units leads to potential for conflict when the goal of generating revenue impacts upon the goal of providing the students the necessary tools to complete their education. Dilemmas can occur when the auditorium is asked to provide complementary tickets or discounts to selected students who need to see certain shows as part of an

educational experience linked to a theatre class. The result of these sudden changes in purpose creates goal conflict among the employees who administer and work in the auxiliary units. These goal conflicts may ultimately lead to poor job satisfaction that in turn can contribute to organizational ineffectiveness.

Disagreement over goals is viewed as a detriment to the successful management of change (Gmelch & Carroll, 1991). Various factors that influence job change do not include salary, as commonly thought, but human satisfaction characteristics. Human satisfaction includes such characteristics as sense of accomplishment, importance, the ability to exercise creativity, progress in fulfilling responsibility of position and others derived from the employment environment (Balyeat, 1968). An effective team is characterized by people who understand their role, accept their roles, and know how they fit into the overall framework of both the team and the organization (Dyer, 1987). Confusion about one's role leads to poor job satisfaction (Chieffo, 1991).

Job satisfaction is important to the organization because unsatisfied managers can cause considerable morale damage in the units they supervise (Murray & Murray, 1996). Several researchers have attributed job turnover, absenteeism, and job burnout to a lack of job satisfaction (Cano & Miller, 1992; Glick, 1992; McBride et al., 1992). Similarly, Whetten and Cameron (1985) concur that the most powerful prediction of organizational effectiveness in colleges and universities is administrative behavior. Administrators are more important than the environment, structures, age, institution type, and methods of control when accounting for

individual performance. As a result of these factors, job satisfaction is important to organizational success.

The consequences of low job satisfaction and goal conflict are lack of job involvement, lowered job performance, tension, and a propensity to leave the organization (McBride et al., 1992). These consequences lead to poor organizational effectiveness. The most powerful prediction of organizational effectiveness in colleges and universities is administrative behavior (Whetten & Cameron, 1985). Job satisfaction and goal conflict are important to organizational success. It is necessary to eliminate or minimize organizational constraints that lead to low levels of job satisfaction. The purpose of this study is to look at the effect on goal conflict and job satisfaction from various auxiliary enterprise units within one public institution. The more focused the public institution or university is, the more productive sub-units of the university consisting of auxiliary enterprise employees will be and, in turn, the more successful the organization as a whole will be in meeting the overall goal of providing a quality education to the students.

Rationale for the Study

This study will help strengthen the body of knowledge that educational leaders have in creating a successful organization. Universities must continually restructure their operations to become more competitive. College and universities should not be satisfied with operating at a satisfactory level. Satisfactory

performance is becoming less and less acceptable in today's competitive educational market.

As colleges and universities become more reliant on business practices to survive, the body of knowledge available dealing with the successful management of auxiliary enterprises is paramount. A university's business administrator must be able to produce successful revenue producing ventures within an organizational environment that still revolves around the education of its consumer: the student. Many factors, including role clarity and job satisfaction, are necessary in order for universities to be successful. Job satisfaction is an important factor in employee effectiveness, absenteeism, and turnover. Employee retention is critical in the financial success of an organization (Zeiss, 1990). Turnover in managerial positions is costly, ranging from 5 to 25 times of an employee's monthly salary. Currently, information on studies pertaining to the administration of auxiliary enterprise units is limited. While there seems to be plenty of information regarding the role of the academic administrators such as deans and chairpersons, the information available regarding the role of the auxiliary enterprise administrator is limited.

Colleges and universities must begin to acknowledge the importance of the auxiliary enterprise administrator in higher education. The goal of accountability changed dramatically in the mid 1980s. It moved from accounting for expenditures to demonstrating performance. Traditional budgeting focused only on inputs, whereas a new performance funding model focused on results which were achieved rather than promised (Burke & Modarresi, 2000).

Economic responsibility and fiscal prudence are at the forefront in this era of reduced state appropriations. Along with this fiscal responsibility are the personnel issues that revolve around organizational success. With the added pressure placed on auxiliary units, role clarity, job satisfaction, and human performance management have become equally important. Turnover in managerial positions is very costly. It can range from 5 to 25 times an employee's monthly salary to replace managerial personnel (Glick, 1992).

Objectives

The purpose of the proposed study is (a) to broaden the base of information available for the successful management of auxiliary enterprise units within an organization of higher education, and (b) to investigate the effect on university goal conflict related to fiscal issues and job satisfaction of employees in auxiliary enterprise units within an organization of higher education.

CHAPTER II

REVIEW OF LITERATURE

Context of the Study

State colleges and universities are unique. They are organizations charged with becoming the entire “village” that is necessary to support the social and academic success of students and the faculty population. Additionally, they are charged with providing public services to the larger community as a whole. The state universities in Maryland are charged with providing programs of public service to their communities. These public services must be appropriate to the university’s fields of academic study, identified needs, and available resources (Maryland State Board for Higher Education, 1979). The array of purposes woven into the fabric of higher education may eventually cause colleges and universities to become more closely integrated as sub-units of other social institutions such as business, professional groups, public schools, and governmental agencies. Therefore, a commitment to the values of diversity, choice, and academic freedom is essential in order for higher education as a social institution to function as it has over the past 100 years (Millet, 1970).

This historical development has resulted in the current model of higher education that structures colleges and universities as micro-communities within the macro-communities of the cities and states to which they belong. Over a period of

time, this model has caused many colleges and universities in the United States to assume a more defined auxiliary purpose: to provide students with a home away from home. It also enhanced the relationship between students and their educational institutions from a narrowly interpreted educational interest in students to a broader interest in the social environment that might affect student academic performance. This in turn raised the issue of the cost to students when providing facilities and operating income for these services (Millet, 1970).

While colleges and universities have become more closely integrated to other social institutions, the financial support of the institution of higher education is different from that of other institutions. Higher education as an institution may obtain its resources in part from the sale of services, but the resources must be supplemented from taxation. When the clientele is primarily the age group of 18 through 26 years of age, this clientele is seldom expected to pay the entire cost for instructional services. This trend began in the 1930s and 1940s when colleges and universities were expected to provide more and more services to the students. As a result, higher education has become heavily involved in providing auxiliary services to students (Millet, 1970).

Funding for auxiliary services necessary to create a positive social environment for successful student performance is provided in part by the state and by the students who pay tuition. Therefore, it must be emphasized that regardless of the internal decision-making process, a higher education auxiliary enterprise unit is not self-financing, and hence cannot be self-controlling (Millet, 1970).

However, since 1990, the financial security of many colleges and universities around the country has been seriously threatened by economic recession, increased costs of providing educational and related services, and greater expectations for accountability. For public colleges and universities, a decrease in state funding is the single greatest cause of financial jeopardy in this decade (Phillips et al., 1996). All of the auxiliary services in the Ohio public higher education system are expected to be self-supporting. This means in expenditure outlays must come from direct charges to users of the service or from a general charge levied upon all students (Millet, 1970).

Similarly in Illinois, 20 colleges in the Illinois Community College system are currently self-supporting, and 9 additional schools intend to achieve self-sufficiency by fiscal year 1996. Directions from the Board of Higher Education indicated that colleges should eliminate the transfer of operating funds to auxiliary enterprise operations and make the activities self-supporting by the end of the fiscal year 1996. Several colleges indicated that their auxiliary enterprise funds must end the year with net revenues. These revenues are in turn used to supplement other college activities. For example, monies are transferred to other funds to make college improvements. Bookstore and food service activities most often supplement other activities such as child-care and athletics (Illinois Community College Board, 1994). Fiscal year 1981 was the final year that the state of Maryland provides a subsidy to institutions for plant operations and maintenance costs of auxiliary enterprise facilities. The state has decreased its rate of subsidy for these operations by 10% per year since fiscal year 1972 (Maryland State Board of Higher Education, 1979).

Even though state funding is decreasing, the expectation to provide quality services in and out of the classroom has increased. The gap between funding and the cost of providing quality services inflicts tremendous financial pressure on university administrators and the revenue with which they have to operate. Under this pressure, most universities and colleges are only able to operate at satisfactory levels. Unfortunately satisfactory is becoming less and less acceptable in today's competitive educational market. Financial support to universities provided through state funding and student tuition is not adequate to cover the cost of educating today's students.

While tuition increases may appear on the surface to be the answer in reducing the gap between revenues and expenses, tuition increases can lead to declines in enrollment. Lack of student enrollment ultimately creates a bigger gap between revenue and expenses. Public institutions must creatively develop alternative sources of revenue. The American Council on Education's Campus Trends for 1994 provides a framework that indicates a number of ways that public institutions have responded to the realities of their state funding situations. The framework includes expenditure control and budget management, changes in academic programs, and increasing other sources of revenue through fundraising, initiating revenue generating ventures, redefining and reorganizing ways of doing business. New ways of doing business include decentralization, privatization, and use of other business practices (El-Khawass, 1994).

Trying to balance the competing goals of educating students and covering the costs of programs have escalated the level of stress within individual auxiliary enterprise units on university campuses. Auxiliary enterprise units are being asked to change their orientation and view the student, and other departments, as consumers. In the past, universities assumed the position of in surrogate parent. They provided services that the students needed to survive, usually regardless of cost. On today's campus, services are marketed and advertised in hopes of attracting more students who, in turn, must pay considerably higher fees for these services. This shift in paradigm within the university organization, makes it necessary for the leadership in the organization to find ways to improve the services they provide students. Students are no longer willing to accept the methods of their surrogate parent on faith alone. The university must prove that it can provide quality at a competitive price.

Economic trends in the past decade have led universities to consider becoming entrepreneurial nonprofit organizations. This type of organization has strengthened its management, redesigned financial systems, and created revenue producing ventures and partnerships with the corporate world (Steckel, 1992). The student has become the beneficiary of this type of organization. Universities are expanding their resource base in an attempt to make sure that students are receiving the best possible education that will ultimately lead to a job and a successful life.

This paradigm shift has caused universities to begin investigating additional sources of revenue. No longer are they able to improve the quality of their education

with revenue generated solely by tuition or state funding. University leaders have begun to look within their own organization for ways to generate revenue. One area that is being utilized is the auxiliary enterprise functions within a university such as catering, conferences, residence halls, cafeterias, auditoriums, facility rental, bookstores, and other marketable operations. By marketing these services, universities have found a way to supplement their general base of funding.

Disharmony begins to appear when the business side of an academic institution is charged with a mission that runs counter to the standard operating procedures. Historically, colleges and universities existed under the philosophy of placing academics as the first priority. Recently, the philosophy has had to share the stage with that of changing revenue patterns. Trying to successfully direct an extensive organization through the quagmire of educational discipline and structure is difficult. Infusing the addition of the highly competitive world of winning over consumers makes it twice as hard for that organization to succeed.

Due to this conflict in purpose, auxiliary enterprise units often become victims in the political undertones of the organization. As the auxiliary enterprise units try to structure their specific operations to meet the needs of their consumer base, the academic needs for generating revenue overshadows, interrupts, and sometimes diminishes their efforts. Business operations at colleges and universities have tried hard to organize themselves into separate businesses within the larger university community to meet the needs of their consumers and produce more

revenue. Unfortunately, this orientation often runs into rough times when accommodating the needs and desires of clientele in other university departments.

Personnel in academic departments continue to justify their actions by identifying with the greater mission of the university when trying to deal with auxiliary services. For example, when they find out that the catering department has denied them services on a particular evening because they are already busy catering a party for the local Rotary to generate operational income, academic departments scream the battle cry of "education first." The departments often appear to be in shock when they cannot get their needs met internally. After all, catering is a university service and should meet the needs of the university community first before servicing the outside community. Unfortunately for the leaders of auxiliary services, the university administration often sides with the academic department's wishes and special concessions are made.

Problems occur when the goals and objectives of one unit within an organization are displaced for the goals and objectives of the overall organization. Employee morale begins to decline when their responsibilities become conflicted by university leaders who use their position to overturn planned activities. Employees begin to second guess their unit's purpose and worth within the organization. This leads to a decline in employee morale that can have a dramatic impact on the success of the larger organization.

Trust in the organizational becomes distorted when goals and objectives are displaced. Employees begin to question the leadership of the organization. Negative

perceptions among personnel toward those in leadership begin to surface when actions do not parallel stated goals and objectives for the unit. Leaders encourage and promote units to generating revenue but then force employees in the units to turn away from external profit making to meet the needs and wants of departments. This mixed message leads to confusion and distrust.

If universities are going to be competitive in the real world of consumers, they must be able to define a shared vision with personnel in the organization that allows business operations the freedom to function as businesses while maintaining the integrity of providing a quality education to each and every student. This will require coordination by the university administration as well as by the individuals who manage each department. Failure to accomplish this feat could lead to poor job satisfaction that could diminish returns in enrollment, retention, and income.

CHAPTER III

METHODOLOGY

Introduction

This study explores the level of job satisfaction and goal conflict within auxiliary enterprise units at Western Michigan University. A descriptive method of research is used to create a picture of employee job satisfaction as it relates to their understanding of their unit's goal and overall Western Michigan University mission. A descriptive method of research was chosen instead of a more traditional style of research because of the lack of information that deals specifically with job satisfaction and goal conflict within nonacademic units. A descriptive method of research enables the researcher to gather quantitative and qualitative data that will produce the necessary information to formulate hypothesis relating to the variables included in this study.

Data were collected through a two-step procedure. The first step used a paper-and-pencil instrument designed to obtain a job satisfaction score and a goal conflict score for each auxiliary enterprise unit in the sample population. The second step utilized personal interviews designed to find out additional qualitative information that helped explain any relationships that were present in the quantitative data. The personal interviews were conducted with a sub-sample of

employees from the sample. The personal interviews were conducted after the survey data were analyzed.

This chapter is organized into five parts. The first part provides an overview of the research design, including a discussion of the dependent variables. The second part describes the institution's population and employee sample. Part three discusses the development of the research instrument. The fourth part discusses data collection procedures. The last part deals with data analysis, which includes an appropriate test of significance.

Research Design

The purpose of this study is to answer three major questions:

Question 1: How do employees of the auxiliary enterprise units at Western Michigan University perceive goal conflict?

Question 2: How do employees of the auxiliary enterprise units at Western Michigan University perceive job satisfaction?

Question 3: Is there a relationship between goal conflict and job satisfaction by employees in any of the auxiliary enterprise units sampled?

A paper-and-pencil instrument was administered to employees from five auxiliary enterprise units at Western Michigan University. Designed to determine their level of job satisfaction and the level of goal conflict that exist within their unit, the instrument was constructed on the basis of a validated pilot project. A mean score was calculated for job satisfaction and goal conflict in each unit. The mean

scores for both variables within each unit were compared to see if there is a relationship between the scores. While this design did not provide any causal evidence, it did provide the opportunity to determine if there is a potential for a relationship between job satisfaction and goal conflict within auxiliary enterprise units at Western Michigan University. It was speculated that if the mean score for job satisfaction is extremely low and the mean score for goal conflict is high, the potential for a cause-and-effect relationship may exist.

A small number of employees from the population sample were interviewed face-to-face by the researcher. The interviews consisted of five questions that helped explain the findings from the survey data. The questions were developed after the survey data had been evaluated. The interviewees were chosen based on their being representative of the different job levels present in each unit, as well as on any abnormalities found in the survey data. The goal of the interviews was to clarify any unforeseen abnormalities in the data. The interviews were conducted by the researcher. Importance was placed on confidentiality in order to get the most accurate information possible from the individuals interviewed. Names and position titles were omitted in the interview information, and only the responses to the questions were included in the results of the study.

Variables

The variables in this study are job satisfaction and goal conflict. These variables are important factors in determining the success of organizations. High

levels of job satisfaction and low levels of goal conflict are present in successful organizations (Baldrige, 1971; Carroll, 1974; Kahn, 1964; Rizzo et al., 1970; Wolverson, Wolverson, & Gmelch, 1999). Creating environments, policies, procedures, and systems that foster high levels of job satisfaction and low levels of goal conflict is beneficial to the success of an organization.

Job Satisfaction

The level of job satisfaction within each auxiliary enterprise unit involved collecting data that reflect how employees feel about their job. Employee job satisfaction was operationalized by rating employees on 20 elements of their job that most individuals find rewarding. The 20 rewarding elements include: ability utilization, achievement, activity, advancement, authority, company policies, compensation, co-workers, creativity, independence, security, social service, social status, moral values, recognition, responsibility, supervision–human relations, supervision–technical, variety, and working conditions. This part of the questionnaire consisted of 20 items from the long-form of the Minnesota Satisfaction Questionnaire that best represents each of the 20 elements. A 5-point Likert-type scale on the questionnaire measured the level of job satisfaction. The scale for each item ranges from “very satisfied” to “very dissatisfied.” The variable score is the sum of satisfaction ratings associated with each statement concerning job satisfaction. Thus, the satisfaction scores could range from 20 to 100.

Goal Conflict

Goal conflict refers to the employee's understanding of the unit's goal and how it relates to the overall goal and mission of the larger organization. Goal conflict was operationalized by rating employees on 10 dimensions of goal setting that include: goal clarity, supervisor supportiveness, goal efficacy, goal rationale, rewards, performance appraisals, organizational support, goal stress, goal conflict, and dysfunctional side effects. This part of the questionnaire consists of 40 items from the Goal Setting Questionnaire (Locke & Latham, 1984) that best represent each of the 10 dimensions of goal setting. A 6-point Likert-type scale on the questionnaire measured the level of goal conflict. The scale for each item ranges from "almost always" to "almost never." The variable score is the sum of goal conflict ratings with each statement concerning goal conflict. Thus, the goal conflict scores could range from 0 to 200.

Institutional Population

Western Michigan University was chosen as the institution of higher education for this study because of its size and funding structure as well as the ready access the researcher had to information that aided in securing a high response rate for the survey. In addition, cooperation in the interview process was based, in part, on proximity. Western Michigan University is a state-funded institution that relies on the legislature of the State of Michigan to determine its annual operating budget. As

a result of uncontrolled actions, Western Michigan University has been impacted by the trend in decreased funding to state-funded institutions nationwide.

Western Michigan University was also chosen for this study because it continues to operate and administer its own auxiliary enterprise services. Western Michigan University has not yet privatized or outsourced its auxiliary enterprise services. Employees who work in the auxiliary enterprise units defined in this study are employees of the University and continue to have a strong tie to the overall University mission of educating students. This relationship is important in the assumption that goal conflict exists within auxiliary enterprise units.

The five auxiliary enterprise units that were chosen for the study include: the WMU Bookstore, Miller Auditorium, Catering Services, The Grand Rapids Regional Center, and The Battle Creek Regional Center. These units were selected because of the for-profit emphasis that is either explicit or implied as the employees carry out their job responsibilities. Each one of these units bears the responsibility of producing revenue that exceeds expenses. This for-profit focus has the potential to be in direct conflict with the University's mission that places a higher priority on educating the student population and a lesser priority on generating revenue.

The WMU Bookstore has 18 full-time employees who are responsible for administering the sales of textbooks and supplies necessary for students to live on campus, as well as Western Michigan University promotional items such as shirts, sweatshirts, coffee mugs, key chains, and other items. Catering Services has 6 full-time employees who are responsible for providing food service for special functions

held on campus for both Western Michigan University departments and the general public. Miller Auditorium has 11 full-time employees who are responsible for administering the auditorium facility, which hosts Broadway shows, local high school graduations, symphony orchestra concerts, and other art-related activities, as well as large Western Michigan University activities such as graduation. The Grand Rapids Regional Center, which has 15 full-time employees, and The Battle Creek Regional Center, which has 6 full-time employees, are distance learning facilities that serve Western Michigan University as educational facilities and conference facilities. The Grand Rapids Regional Center has positioned itself as a stand-alone facility where a student can receive a Western Michigan University degree without having to travel to the main campus in Kalamazoo.

The units studied have a total of 59 full-time employees. However, at the time of this study, 3 employees were terminated and their positions not yet filled. Therefore, for the purposes of this study, 56 full-time employees were included in the sample. All 56 of these employees were given the opportunity to complete the survey. Ten employees from the sample population were interviewed after the survey data had been analyzed. The 10 employees selected to participate in the interview process were selected on the basis of their job titles and their scores on the survey. Representation from upper management, middle management, and general staff was obtained from the sample population.

Employee Sample

This study targeted full-time employees within the five auxiliary enterprise units. For the sake of this study, a full-time employee is defined as an employee who works a minimum of 30 hours a week. The study does not include student employees or part-time employees, even if a student employee works more than 30 hours a week. Student employees are not included in this study because their level of interest in their work environment is diminished greatly because of their academic priority as a student. The majority of student employees are not working in on-campus jobs as part of their career path or experience. On-campus student jobs are primarily viewed as a logistically easy way to earn money that helps cover the cost of tuition. Thus, their commitment to the unit is different than that of a full-time employee. While some student employees working in the auxiliary enterprise units may eventually end up in the field for their career, the decision was made to exclude them in the study because it is too difficult and unreliable for the sake of this study to include them.

Part-time employees were excluded from this study because of an assumed lower level of interest in their work environment. It is assumed that employees who work full-time have a greater level of interest in their units work environment. Also, full-time employees are more likely to be involved in the unit's decision-making process and therefore have more of a vested interest in the outcomes related to their job. Part-time employees and student employees usually view their jobs as temporary positions, which may not have a direct relationship to the unit's goals and

university's vision. For this reason, data, which includes part-time and student employees, may not provide an appropriate sampling of the desired population targeted.

Development of Research Instrument

The survey method was used as the main research instrument to collect the desired quantitative data. After careful examination of the Minnesota Satisfaction Questionnaire and the Organizational Goal Setting Questionnaire, statements that measure levels of job satisfaction and goal conflict were clearly identified for this study.

The first part of the survey is the short form of The Minnesota Satisfaction Questionnaire. The Minnesota Satisfaction Questionnaire is a copyrighted instrument that measures job satisfaction among employees on several different elements associated with the work environment. The short form takes approximately 5 minutes to administer, reads at a fifth-grade reading level, meets the accepted standards for reliability, and shows evidence of validity.

The second part of the questionnaire consists of statements from The Organizational Goal Setting Questionnaire (Locke & Latham, 1984). The Organizational Goal Setting Questionnaire is a copyrighted instrument that measures whether or not an employee works under a successful goal-setting program. The entire goal-setting questionnaire takes approximately 15 minutes to administer, is

intended for adult populations, meets the accepted standards for reliability, and shows evidence of validity.

The last part of the instrument was designed to collect demographic data. The data included the name of their auxiliary enterprise unit, how many years they have worked at the institution, how many years they have worked in that particular auxiliary enterprise unit, how many hours a week they work, and whether they are male or female. While there is no immediate and specific use for this data in the statistical portion of the current study, this information may be useful in clarifying any definable relationships between goal conflict and job satisfaction that may be discovered later in the proposed statistical procedures.

Data Collection

Surveys

The surveys were mailed to each person in the sample population. An informational letter including a request to participate accompanied the survey. A self-addressed return envelope was included to make it easier for the participants to return the survey. Once the surveys were returned, the scores were recorded in a data matrix. Participants who did not complete and return the initial study were sent a reminder along with another copy of the survey. If the second survey was not completed and returned, the researcher followed up with a phone call and mailed another copy of the survey to any of those participants who agreed to complete the survey. The surveys were marked with a corresponding number in the bottom right-

hand corner so the researcher could identify which surveys were returned (i.e., a number 1 on the first set, a number 2 for the first reminder, and a number 3 for those sent after the phone call reminder). This system was implemented in an effort to generate as high a return rate as possible. Since the overall sample was small, only 56 people, it was deemed that a high return rate was essential.

As a result of the nature of the information being collected and the perception that a supervisor might use the information in determining job evaluations, participants were informed that the researcher is the only person to see the individual responses. In addition, no names were used on the individual questionnaires to ensure confidentiality. However, a letter and number code was used to track the responses and initiate the reminder system. This was necessary to increase the return rate and appropriately group the data to determine an average score for each unit and run the comparative statistics.

Interviews

Participants for the interview portion of this study were recruited over the phone. Participants were selected based on their position within their auxiliary enterprise unit and their scores on the survey. If an individual received an abnormally high or low score compared to the rest of the responses in their unit, they were asked to participate in the interview process of the survey. This was done to attempt to get a better understanding of why the difference in score on the survey. Emphasis was placed on trying to acquire representation across differing

levels of administrative position such as manager, assistant manager, office assistant, etc. Only individuals who completed a survey were considered possible participants in the interview portion of the study.

The researcher placed calls to the selected participants by following the phone script included in the Appendix of this study. Participants were asked to meet individually with the researcher to discuss the interview process. At that time individuals could either continue with the interview by signing a consent form or decline to participate. The interviews lasted no more than 30 minutes and included a brief overview of the study and some informal discussion regarding the person's position within their auxiliary enterprise unit. This allowed the researcher the opportunity to get a better understanding of the participant's role and responsibilities at the University and their relevance to the study. The researcher then asked the participant five questions. These questions are also included in the Appendix of the study. The five questions were designed to get a better idea of the employee's understanding of the mission of the University, the goal of their auxiliary enterprise unit, and their level of job satisfaction.

Data Analysis

A Pearson product–moment correlation coefficient was performed to determine the linear relationship between scores for goal conflict and job satisfaction. It would seem to reason that a low level of goal conflict translates into

a high level of job satisfaction. In addition, a high level of goal conflict will translate into a low level of job satisfaction.

An analysis of variance with a significance level of .05 was performed on each dependent variable to determine if there were differences among the mean scores for the auxiliary enterprise units. A post-hoc test was also performed to explore which means or combinations of means differed from each other. The post-hoc tests provided the researcher an opportunity to verify the results of the analysis of variance. The results of the post-hoc test are not included in the study.

The qualitative data gathered by the personal interview portion of the study helped to identify any causal relationship that may be present in the quantitative data. The personal interview information was analyzed subjectively and used as anecdotal information. Anecdotal information acquired from the interviews did not lend itself to statistical procedures. Anecdotal responses to each question were compiled in mass and are included in the Appendix of this study.

CHAPTER IV

RESULTS

Survey Data

Individual Scores

A total total of 56 surveys were mailed. Forty-one of the surveys were completed and returned for a return rate of 73%. For the purpose of this study, a return rate of 73% is acceptable. In the follow-up process, one person indicated an unwillingness to participate because of the type of information that was being collected and the potential for that information to be used in a negative manner.

Two of the units had 100% participation, another had all but one survey returned for a rate of 93%, and the other two had return rates of 45% and 55%. While it was not investigated in this study, it might be interesting to see if there were any particular or relevant reasons as to the difference in return rates across units.

The individual scores for the survey data are represented in Table 1 and are also included in the Appendix of this study. Scores are recorded from highest goal conflict score to the lowest goal conflict score and are purposely not grouped by unit. Recording the scores in this manner allows for the researcher to intuitively get a feel for the relationship between goal conflict scores and job satisfaction scores.

Table 1**Survey Data: Individual Results**

Goal Conflict	Job Satisfaction
96	186
95	175
93	145
92	195
92	178
91	174
90	165
90	146
89	189
87	172
86	163
85	159
84	196
84	168
83	187
83	142
82	174
81	149
81	139
81	130
80	159
78	152
78	147
78	141
77	184
77	162
77	159
77	149
77	114
77	106
75	144
75	117
74	191
72	131
70	145
67	158
66	139
62	44
61	118
59	115
50	59

A Pearson product-moment correlation coefficient was performed on the individual data to determine if a linear relationship existed between goal conflict and job satisfaction. The results are listed in the Table 2 and indicate that the correlation was significant at the 0.05 level for a two-tailed test.

Table 2
Survey Data: Individual Results Analysis—
Pearson Product-Moment Correlation Coefficient

	GOAL	JOB
GOAL	1.000	.703**
<i>N</i>	41	41
JOB	.703**	1.000
<i>N</i>	41	41

** Correlation is significant at the 0.05 level (2-tailed).

This means that if a participant were to produce a low goal conflict score, there is a high likelihood that they will produce a low job satisfaction score and similarly a high goal conflict score would mean a high job satisfaction score. The results shown in Table 2 indicate a relationship exists between the two variables.

Examining the individual results without the aid of a correlation coefficient, it is apparent that a relationship exists. However, a couple of scores do stand out as unique and hold the possibility that a flaw in completing the survey may exist. Those

scores would be 62/44 and 50/59. These scores are obviously different than the other scores and should be looked at for the possibility of being inaccurate.

After investigating the surveys that produced the unique scores, it was determined that the scores were accurate and that the information provided reflected the individual's understanding of the goals and their level of job satisfaction. Therefore, the scores were included in the analysis of the data. In addition, one of the individuals who produced these scores was included in the interview portion of the study and the interview clarified that the scores were accurate.

Unit Scores

The mean scores for the survey data are represented in Table 3 as well as with the individual unit scores in the Appendix of this study.

Table 3
Survey Data: Mean Scores for Each Unit

Unit	Goal Conflict	Job Satisfaction
Battle Creek	71.33	140.33
Catering	77.66	156.16
Auditorium	79.60	136.40
Bookstore	79.90	150.50
Grand Rapids	82.92	157.14

A univariate analysis of variance was calculated for both goal conflict and job satisfaction. A significance level of 0.235 was calculated for goal conflict, and a significance level of 0.706 was calculated for job satisfaction. Both calculations were higher than the alpha level of 0.05. This indicates that there is no significant difference between the means of the different auxiliary enterprise units. The level of goal conflict and job satisfaction in the five auxiliary enterprise units included in this study at Western Michigan University are similar.

Interview Data

The interview data are included in the Appendix of this study. It is recorded by question and responses. The responses to each of the five questions are listed in random order and recorded verbatim from the interview sheets. No attempt was made to group, categorize, or statistically analyze the responses. The information provided in the interview process was gathered for the purpose of allowing the researcher to get a better idea of what the survey data revealed.

The interviews were extremely interesting. The responses supported the idea that auxiliary enterprise unit personnel are caught in unique positions. The individuals are business-oriented personnel trying to operate in a not-for-profit academic-oriented organization. Almost all of the participants interviewed understood that the goal of the University was to service students, while the goal of their individual unit was to generate revenue. The participants felt a conflict existed and the conflict impacted their job's stress level at different points in time.

Interestingly enough, some of the participants interviewed understood this concept and accepted it. The participants experienced being put in situations with upper-level administrators where they were admonished for sacrificing revenue generating in order to accommodate student service. Conversely, they were also experienced being put into situations where they were admonished for sacrificing service to students in order to generate revenue.

It was apparent through the interviews that goal conflict existed and that it affected job satisfaction levels at times associated with their performance evaluation. What was even more interesting was the different levels at which each participant's level of frustration existed as they attempted to meet the intent of the conflicting goals. It was evident that regardless of their position within the auxiliary enterprise unit, each participant interviewed expressed some understanding of the conflict that existed between the for-profit business oriented operation and the not-for-profit academic-oriented concepts expressed by the university's administration.

The interviews also revealed that there are other variables involved in determining the job satisfaction level of auxiliary enterprise employees at Western Michigan University. Other variables that were discussed in some of the interviews included communications, immediate supervisor attitude, adequate resources to perform their duties and level of experience. Some of these variables, however, such as communication and resources to perform their duties, are directly related to goal conflict. Most of the participants interviewed agreed that more communication of the goal throughout the entire University would help to bridge the gap between the

conflicting goals in this study. A few participants indicated that academic departments could benefit from information that informed the departments about the goals that the auxiliary enterprise units were operating within. They felt that a better understanding of their role and responsibilities by the academic departments would allow for a more effective relationship in day-to-day dealings between the two groups.

Additionally, a few participants felt that leaving some of the additional revenue generated by the units in their budgets instead of reallocating it for academic projects outside the units might help in motivating the units to increase their revenues. Also, a few instances were cited during the interviews where extra revenue was used to cover deficits within other auxiliary enterprise units. These participants believed that in a “true” business operation, this practice would not exist and that departments that did not “carry their weight” would be eliminated or restructured. At the University, these units are currently allowed to exist even though they are not producing a profit. This philosophy seemed to create a lot of dissatisfaction among the units that had to make up for the deficits created by other units.

Overview

The data analysis in this study indicates that there is a relationship between goal conflict and job satisfaction in the auxiliary enterprise units at Western Michigan University. This appears to be consistent with what was found in the

review of the literature. Goal conflict and job satisfaction are supposed to be related and a correlation should exist. In every organization there should be a direct relationship between goal conflict and job satisfaction. This also is verified in the study. The data analysis indicates that there is no difference in the scores across the auxiliary enterprise units included in the study.

In the design of this study the following questions were asked:

Question 1: How do employees of the auxiliary enterprise units at Western Michigan University perceive goal conflict?

Question 2: How do employees of the auxiliary enterprise units at Western Michigan University perceive job satisfaction?

Question 3: Is there a relationship between goal conflict and job satisfaction by employees in any of the auxiliary enterprise units sampled?

The data indicate that goal conflict and job satisfaction are related in the auxiliary enterprise units at Western Michigan University. The data do not allow us to make inferences about job satisfaction and goal conflict in other institutions similar to Western Michigan University. The fact that the data allow us to say that goal conflict and job satisfaction are related at Western Michigan University is important. This information could be used by the managers of the different auxiliary enterprise units as well as the upper-level administration at Western Michigan University to develop long-term goals for communicating the University's revenue producing needs to these units and the University in general.

In order for Western Michigan University to produce employees who are successful in their jobs, a strategy must be developed for communicating clear and understandable goals. These goals must then be woven into the daily activity not only of the employees in the units but of those individuals and groups that receive their services as well. If each of the auxiliary enterprise units is to be successful in carrying out their goals, everyone involved with those units must understand the unit's role within the overall University mission and play a role in helping accomplish it.

CHAPTER V

RECOMMENDATIONS

This study provided an initial opportunity to look at the relationship between goal conflict and job satisfaction within auxiliary enterprise units at Western Michigan University. While it revealed that a relationship between the two variables existed, there is much more that could be done to understand the depth of this relationship. If universities are going to continue to use auxiliary enterprise units to help subsidize the departmental deficits generated by a decline in state appropriations and ceilings on tuition increases, upper-level administration must pay attention to the impact that this thinking has on the overall effectiveness of the organization.

Future research is needed to better isolate the variables. A more sophisticated process for collecting detailed information may reveal even more ways that goal conflict and job satisfaction are related in higher education. A future study could include upper-level university administration such as the president, the vice presidents for business, and the provost. This type of research could provide information on goal conflict and job satisfaction from a different perspective. This perspective might lend itself to methods for dissolving the gap that exists between the for-profit auxiliary enterprise units and the larger not-for-profit academic departments.

Leaders at Western Michigan University could use this information to clarify the role of the nonacademic units on campus. Setting a clear goals for auxiliary enterprise units and openly sharing these goals with the entire organization could assist individual units as they attempt to work together to balance the goals and reduce conflict associated with generating additional revenue and educating students. Through improved communication, the overall University can become more efficient and ultimately accomplish both goals with greater success.

In view of the limitations of this study, it is recommended that the study be replicated at other institutions of higher education. The replicated study would be helpful to validate the conflict that exists at any organization who has goals that appear to conflict. The impact of “high level” administrators on the issue could be revealing at Western Michigan University, as well as other institutions with similar student populations and auxiliary enterprise units.

Additionally, the question of alternative business operations should be investigated. Perhaps universities should outsource their auxiliary services. This may eliminate the conflict that appears to exist when a for-profit mission is present in a not-for-profit organization. Eliminating the one of the goals may allow the university to focus on the goal of educating students.

Appendix A

Survey

**Western Michigan University
Dissertation Questionnaire**

**Job Satisfaction and Goal Conflict
Within Auxiliary Enterprise Units**

Part One: Job Satisfaction

In this section you will find statements about your present job. Read each statement carefully. Decide how satisfied you feel about the aspect of your job described by the statement. Circle the number that correctly corresponds with how you feel. If you cannot make up your mind whether or not the job gives you what you expect, circle the number 3. Do this for every item. Please answer every item. Be honest. Give a true picture of your feelings about your present job.

Ask yourself how satisfied am I with this aspect of my job?

- 5 Very Satisfied – means I am very satisfied with this aspect of my job.
- 4 Satisfied – means I am satisfied with this aspect of my job
- 3 Neither – means I cannot decide whether I am satisfied or not with this aspect of my job.
- 2 Dissatisfied – means I am dissatisfied with this aspect of my job.
- 1 Very Dissatisfied – means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about....	Very Sat.	Sat.	N.	Dis.	Very Dis.
1. Being able to keep busy all the time.	5	4	3	2	1
2. The chance to work alone on the job.	5	4	3	2	1
3. The chance to do different things from time to time.	5	4	3	2	1
4. The chance to be "somebody" in the community.	5	4	3	2	1
5. The way my boss handles his/her workers.	5	4	3	2	1
6. The competence of my supervisor in making decisions.	5	4	3	2	1
7. Being able to do things that don't go against my conscience.	5	4	3	2	1
8. The way my job provides for steady employment.	5	4	3	2	1
9. The chance to do things for other people.	5	4	3	2	1
10. The chance to tell people what to do.	5	4	3	2	1
11. The chance to do something that makes use of my abilities.	5	4	3	2	1

	Very Sat.	Sat.	N.	Dis.	Very Dis.
12. The way company policies are put into practice.	5	4	3	2	1
13. My pay and the amount of work I do .	5	4	3	2	1
14. The chances for advancement on this job.	5	4	3	2	1
15. The freedom to use my own judgment.	5	4	3	2	1
16. The chance to try my own methods of doing the job.	5	4	3	2	1
17. The working conditions.	5	4	3	2	1
18. The way my co-workers get along with each other.	5	4	3	2	1
19. The praise I get for doing a good job.	5	4	3	2	1
20. The feeling of accomplishment I get from the job.	5	4	3	2	1

Part Two: Goal Conflict

In this section you will find statements about goals in your present job. Read each statement carefully. Decide how each statement relates to your present job and circle the appropriate number for your answer. Do this for every item. Please answer every item. Be honest. Give a true picture about your present job. Please notice that starting with statement 24, "Almost Always" and "Almost Never" are reversed.

For statements 1– 24, use the following numbers for your responses
Almost Never 0 1 2 3 4 5 Almost Always

For statements 25 – 40 use the following scale for your responses
Almost Always 0 1 2 3 4 5 Almost Never

	Almost Never					Almost Always
1. I understand exactly what I am supposed to do on my job.	0	1	2	3	4	5
2. I have specific, clear goals to aim for on my job.	0	1	2	3	4	5
3. The goals I have on this job are challenging but reasonable.	0	1	2	3	4	5
4. I understand how my performance is measured on this job.	0	1	2	3	4	5
5. I have deadlines for accomplishing my goals on this job.	0	1	2	3	4	5

	Almost Never					Almost Always
6. If I have more than one goal to accomplish, I know which ones are most important and which are least important.	0	1	2	3	4	5
7. My boss clearly explains to me what my goals are.	0	1	2	3	4	5
8. My boss tells me the reasons for giving me the goals I have.	0	1	2	3	4	5
9. My boss is supportive with respect to encouraging me to reach my goals.	0	1	2	3	4	5
10. My boss lets me participate in the setting of my goals.	0	1	2	3	4	5
11. My boss lets me have some say in deciding how I will go about implementing my goals.	0	1	2	3	4	5
12. If I reach my goals, I know that my boss will be pleased.	0	1	2	3	4	5
13. I get credit and recognition when I attain my goals.	0	1	2	3	4	5
14. Trying for goals makes my job more fun than it would be without goals.	0	1	2	3	4	5
15. I feel proud when I get feedback indicating that I have reached my goals.	0	1	2	3	4	5
16. The other people I work with encourage me to attain my goals.	0	1	2	3	4	5
17. If I reach my goals, I feel that this will enhance my job security.	0	1	2	3	4	5
18. If I reach my goals, it increases my chances for a pay raise.	0	1	2	3	4	5
19. If I reach my goals, it increases my chances for a promotion.	0	1	2	3	4	5
20. I usually feel that I have a suitable or effective action plan or plans for reaching my goals.	0	1	2	3	4	5
21. I get regular feedback indication how I am performing in relation to my goals.	0	1	2	3	4	5
22. Company policies here help rather than hurt goal attainment.	0	1	2	3	4	5
23. Work teams in this company work together to attain goals.	0	1	2	3	4	5
24. I find working toward my goals to be very stressful.	0	1	2	3	4	5

REMINDER: For statements 25–40 use the following scale for your responses
Almost Always 0 1 2 3 4 5 Almost Never

	Almost Always					Almost Never
25. My goals are much too difficult.	0	1	2	3	4	5
26. I often fail to attain my goals.	0	1	2	3	4	5
27. My supervisor acts non-supportively when I fail to reach my goals.	0	1	2	3	4	5
28. I have too many goals on this job.	0	1	2	3	4	5
29. Some of my goals conflict with my personal values.	0	1	2	3	4	5
30. I am given incompatible or conflicting goals by different people (or even the same person).	0	1	2	3	4	5
31. I have unclear goals on this job.	0	1	2	3	4	5
32. My job goals lead me to take excessive risks.	0	1	2	3	4	5
33. My job goals serve to limit rather than raise my performance.	0	1	2	3	4	5
34. The goals I have on this job lead me to ignore other important aspects of my job.	0	1	2	3	4	5
35. The goals I have on this job focus only on short-range accomplishments and ignore important long-range consequences.	0	1	2	3	4	5
36. The pressure to achieve goals here leads to considerable dishonesty and cheating.	0	1	2	3	4	5
37. The top people here do not set a very good example for the employees since they are dishonest themselves.	0	1	2	3	4	5
38. Goals in this organization are used more to punish you than to help you do your job well.	0	1	2	3	4	5
39. My boss wants me to avoid mentioning negative information or problems regarding my goals or action plans.	0	1	2	3	4	5
40. If my boss makes a mistake that affects my ability to attain my goals, he/she refuses to admit it or discuss it.	0	1	2	3	4	5

Part Three: Background Information

1. Are you male or female?

M F

2. How many hours a week do you work?

3. How many years have you worked at your institution?

0-5 5-10 10-15 15-20 more than 20

4. How many years have you worked in your current unit?

0-5 5-10 10-15 15-20 more than 20

Appendix B
Recruitment Letter

WESTERN MICHIGAN UNIVERSITY
H. S. I. R. B.
Approved for use for one year from this date:

Date: January 10, 2002

JAN 14 2002

To: Full-time auxiliary enterprise employees

x *Mary Zagay*
HSIRB Chair

From: Dr. Gary Wegenke, Associate Professor, Department of Teaching, Learning and Leadership, WMU, Principal Investigator
Stephen Mark Keizer, Doctoral Candidate, Department of Teaching, Learning and Leadership, WMU, student researcher

Dear Auxiliary Enterprise Unit Employee:

You are invited to participate in a research project entitled "The Effects of Role Conflict on Job Satisfaction within Auxiliary Enterprise Units at Western Michigan University" being conducted by Dr. Gary Wegenke and Stephen Keizer from Western Michigan University, Department of Teaching, Learning and Leadership. This research is being conducted as part of the dissertation requirements for Mr. Keizer.

The study is designed to get a better understanding of role conflict and job satisfaction within the different auxiliary enterprise units at Western Michigan University. The survey is comprised of 60 likert-scale questions and will take approximately 20 minutes to complete. Your replies will be kept confidential. Individual responses will not be included in the final study. Your responses will be used only to determine an aggregate unit score for your department.

It is important to have a high rate of return in order for Mr. Keizer to have enough data to include in his dissertation. Your assistance and time in filling out the survey is greatly appreciated. We have included a stamped, self-addressed envelope for your convenience. We would like to have all of the surveys returned prior to February 1, 2002.

If you have any questions, you may contact Dr. Wegenke, Mr. Keizer, the Human Subjects Institutional Review Board at 616-387-8293 or the Vice President for Research at 616-387-8298.

This document has been approved for use, for one year, by the Human Subjects Institutional Review Board as indicated by the stamped date and signature of the board chair in the upper right hand corner. You should not participate in this project if the corner does not have a stamped date and signature. Consent to use your responses will be indicated by completing and returning the survey. If you choose not to participate, please return the survey without completing it.

Thank you in advance for your participation.

Appendix C
Interview Phone Script

**HSIRB Project Number 01-12-04
Stephen Keizer
Interview Recruitment Phone Call Script**

Student Researcher:

1. **"May I please speak to (name of subject)."**
2. **"This is Stephen Keizer, a student researcher in the Department of Teaching, Learning, and Leadership at Western Michigan University. I want to thank you for taking the time to fill out the survey for my dissertation study. Your assistance is greatly appreciated and extremely helpful in the completion of the study."**

"I am calling to ask you if you would continue to participate in the study by allowing me to interview you. The interview would consist of five questions regarding your unit and the role it plays in meeting the overall University goal. Your answers will be used only by me for the purposes of the study and will remain confidential. Would you consider meeting with me to find out more about the interview? If you decide to participate, we can have the interview at that meeting."

3. **If the subject agrees:**

"Thank you for your willingness to participate. Can we select a time to discuss the interview process?"

4. **If the subject does not agree:**

"Thank you again for your participation in filling out the survey."

Appendix D
Interview Consent Form

Western Michigan University
H. S. I. R. B.
Approved for use of the IRB on this date:

JAN 14 2002

x *Mian Zang*
HSIRB Chair

Western Michigan University
Department of Teaching, Learning and Leadership
Dr. Gary Wegenke, Principal Researcher
Stephen Keizer, Student Researcher

Consent Form

You have been invited to participate in the interview process for a research project entitled "The Effects of Role Conflict on Job Satisfaction within Auxiliary Enterprise Units at Western Michigan University" being conducted by Dr. Gary Wegenke and Stephen Keizer from Western Michigan University, Department of Teaching, Learning and Leadership. This research is being conducted as part of the dissertation requirements for Mr. Keizer.

If you decide to participate, you will take part in one thirty minute interview. The interview will involve answering five questions related to the goals of the University, the goals of your specific auxiliary enterprise unit, and the things that you like and dislike about your job.

All the information collected during the interview is confidential. That means that your name will not appear on any papers on which the information is recorded. The forms will be coded and Mr. Keizer will keep a separate master list with the names of participants and the corresponding numbers. Once the data is collected and analyzed, the master list will be destroyed. All other forms will be retained for at least three years in a locked file in the principal investigator's office.

You may refuse to answer any questions during the interview without prejudice or penalty. If you have any questions, you may contact Dr. Wegenke at 616-387-3889, Mr. Keizer at 616-387-4045, the Human Subjects Institutional Review Board at 616-387-8293 or the Vice President for Research at 616-387-8298.

This consent document has been approved for use for one year by the Human Subjects Institutional Review Board as indicated by the stamped date and signature of the board chair in the upper right hand corner. Subjects should not sign this document if the corner does not have a stamped date and signature.

Your signature below indicates that you have read and/or had explained to you the purpose and requirements of the study and that you agree to participate.

Signature

Date

Consent obtained by: _____

Initials of researcher

Date

Appendix E
Interview Questions

**HSIRB Project Number 01-12-04
Western Michigan University
Department of Teaching, Learning and Leadership
Dr. Gary Wegenke, Principal Researcher
Stephen Keizer, Student Researcher**

Interview Questions

- 1. Please state in your own words the goal of the University.**

- 2. Please state in your own words the goal of your specific auxiliary enterprise unit.**

- 3. Please state two things that you like about your job.**

- 4. Please state two things that you do not like about your job.**

- 5. Please tell me your overall opinion of your job at Western Michigan University.**

Appendix F
Mission Statements



[WMU Home](#) | [Campus Directories](#) | [Contact WMU](#)

Related Links: [Board of Trustees](#) | [About WMU](#) | [Campus Master Plan](#) | [Did You Know?](#)

Mission

Western Michigan University is a student-centered research university, building intellectual inquiry, investigation, and discovery into all undergraduate, graduate, and professional programs. The University provides leadership in teaching, research, learning, and public service. Nationally recognized and internationally engaged, the University:

- Forges a responsive and ethical academic community
- Develops foundations for achievement in pluralistic societies
- Incorporates participation from diverse individuals in decision-making
- Contributes to technological and economic development
- Engenders an awareness and appreciation of the arts

Goals

Western Michigan University's mission is characterized by its pursuit of the following institutional goals

- To foster a safe, civil, and healthy University community
- To provide access to academic programs at reasonable cost and in multiple settings
- To strengthen interdisciplinary collaboration and international programs
- To increase diversity within the student body, faculty, and staff through institutional practices and programs
- To recognize excellence in the teaching, research, learning, creative work, scholarship, and service contributions of students, faculty, and staff
- To conduct ongoing assessment activities and engage in continuous improvement initiatives within the University
- To establish lifelong relationships between alumni and the University
- To advance responsible environmental stewardship
- To support community and regional partnerships that elevate civic, cultural, social, and economic life

[]

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University Operator (616) 387-1000
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THE VISION FOR MILLER AUDITORIUM

Miller Auditorium delivers superior programs and services to the residents of Western Michigan and Northern Indiana. Miller Auditorium is a center of excellence at Western Michigan University and is recognized nationally as a premier university-based performing arts center.

MISSION STATEMENT

The mission of Miller Auditorium is to enhance and enrich the cultural development and awareness of the University and its constituents in the region by offering cost-effective, diversified and superior cultural experiences, delivered with the highest level of service.

In support of this mission, Miller Auditorium is committed:

- To the promotion of cultural awareness as a life-long experience and to the continuing appreciation for diverse cultures through the presentation of quality artists of distinction.
- To create and sustain a strong, unified and effective team that will satisfy our customers' needs and continually exceed service expectations.
- To advocate a greater awareness and appreciation of the arts as experiences central to the quality of life for the communities that we serve.
- To serve as the cultural leader in community development and enrichment activities by providing access and opportunities for participation in cultural programs for all segments of our community.
- To enhance and advocate the implementation of arts in education planning, programs and instruction at the University and in the regional educational systems.
- To develop, foster and promote strong partnerships between the arts, education and business communities in the region.
- To maintain a leadership posture in advocating collaborations and support of the arts at the local, regional and national level.

**WESTERN MICHIGAN UNIVERSITY
Bookstore**

Quality Service Pledge

Our goal at Western Michigan University Bookstore is to enhance your educational experience with a complete selection of course books, paperbacks, quality school supplies, imprinted sportswear, greeting cards, gifts and a whole lot more. we strive to provide you with the finest quality products and service available at reasonable prices.

We invite you to shop with us often. we pledge friendly and courteous service and a unique selection of quality products designed to help you achieve your academic goals and make your life on campus enjoyable.

We appreciate and value your business very much. We stand ready to serve you. Have a Great year!

WMU CATERING

***creates memorable events
for the University and surrounding community,
emphasizing quality food, friendly service,
and innovative presentations.***

***We consistently exceed client expectations
from planning to execution,
always keeping our fiscal responsibilities in mind.***

***We provide employment, training, and leadership opportunities
for students, encouraging diversity
in a supportive and team-oriented environment.***

WESTERN MICHIGAN UNIVERSITY

Extended University Programs

Vision Statement

To be nationally recognized leader in lifelong learning.

Mission Statement

The mission of Extended University Programs is to provide enhanced access to higher education for a greater constituency than could otherwise attend a central campus. In doing so we:

- facilitate student learning in multiple settings.
- provide a strong link between campus units and students.
- deliver high quality graduate, undergraduate, and noncredit programs.
- develop and maintain community partnerships, serving as an effective entrepreneur on behalf of the University.
- collaborate with and support faculty in course development, program delivery, outreach, and scholarship.

* The vision and mission of Extended University Programs covers all of their units which includes the Grand Rapids regional center and the Battle Creek regional center.

Appendix G
Human Subjects Institutional Review Board
Letters of Approval



Human Subjects Institutional Review Board

Date: January 14, 2002

To: Gary Wegenke, Principal Investigator
Stephen Keizer, Student Investigator for thesis

From: Mary Lagerwey, Chair *Mary Lagerwey*

Re: HSIRB Project Number: 01-12-04

This letter will serve as confirmation that your research project entitled "The Effects of Role Conflict on Job Satisfaction with Auxiliary Enterprise Units at Western Michigan University" has been approved under the expedited category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may **only** conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: January 14, 2003



Human Subjects Institutional Review Board

Date: March 26, 2002

To: Gary Wegenke, Principal Investigator
Stephen Keizer, Student Investigator for thesis

From: Mary Lagerwey, Chair

Mary Lagerwey

Re: Changes to HSIRB Project Number: 01-12-04

This letter will serve as confirmation that the changes to your research project "The Effects of Role Conflict on Job Satisfaction with Auxiliary Enterprise Units at Western Michigan University" requested in your memo dated March 2, 2002 (with revisions submitted on March 18, 2002) have been approved by the Human Subjects Institutional Review Board.

The conditions and the duration of this approval are specified in the Policies of Western Michigan University.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: January 14, 2003

Appendix H
Survey Data: Individual Scores

**Survey Data
Individual Scores**

<u>Goal Conflict</u>	<u>Job Satisfaction</u>
96	186
95	175
93	145
92	195
92	178
91	174
90	165
90	146
89	189
87	172
86	163
85	159
84	196
84	168
83	187
83	142
82	174
81	149
81	139
81	130
80	159
78	152
78	147
78	141
77	184
77	162
77	159
77	149
77	114
77	106
75	144
75	117
74	191
72	131
70	145
67	158
66	139
62	44
61	118
59	115
50	59

Appendix I

Survey Data: Unit Scores

		Survey Data Unit Scores
Unit	Goal Conflict	Job Satisfaction
catering	74	191
catering	77	106
catering	77	162
catering	82	174
catering	90	165
catering	66	139
mean	77.66	156.16
auditorium	96	186
auditorium	81	139
auditorium	62	44
auditorium	84	196
auditorium	75	117
mean	79.60	136.40
bookstore	78	147
bookstore	81	149
bookstore	61	118
bookstore	77	114
bookstore	93	145
bookstore	92	195
bookstore	77	184
bookstore	86	163
bookstore	95	175
bookstore	59	115
mean	79.90	150.5

Survey Data Unit Scores		
Unit	Goal Conflict	Job Satisfaction
grand rapids	83	187
grand rapids	89	189
grand rapids	91	174
grand rapids	92	178
grand rapids	75	144
grand rapids	78	152
grand rapids	83	142
grand rapids	80	159
grand rapids	72	131
grand rapids	90	146
grand rapids	85	159
grand rapids	78	141
grand rapids	81	130
grand rapids	84	168
mean	82.92	157.14
battle creek	87	172
battle creek	77	159
battle creek	50	59
battle creek	67	158
battle creek	77	149
battle creek	70	145
mean	71.33	140.33

Appendix J
Interview Data

**Interview Data
Individual Responses**

Question 1

Please state in your own words the goal of the University.

- provide a learning environment that is open and diverse
- generate income and decrease bottom line
- provide service to its customers which are the students
- gain an education in an environment conducive to learning
- provide continuing education opportunities
- education
- educating students
- creating a good environment for studying
- no idea
- educate students and increase research status
- educate students
- act as a resource for the community and the region
- educate students
- help students to become productive adults
- provide life-long learning opportunities in education
- academic excellence
- keep enrollment up
- maintain quality education
- student satisfaction
- student focused research university with community involvement

**Interview Data
Individual Responses**

Question 2

Please state in your own words the goal of your specific auxiliary enterprise unit.

- **fiscally responsible to support itself**
- **customer service oriented**
- **provide the customers with a positive experience**
- **quality service**
- **provide all educational materials at the most reasonable cost**
- **provide educational materials for students**
- **promote University through the sale of logo items while making a profit**
- **to make money**
- **provide art and culture to the community**
- **provide cultural opportunity for students**
- **generate revenue – cost effective services and programs**
- **retail business**
- **supply students with anything and everything then need to function on campus**
- **provide undergraduate and graduate degrees in the Grand Rapids area**
- **provide everything so students do not have to travel to main campus**
- **recruit quality students – increase enrollment**
- **provide total services to students so they do not have to travel to main campus**
- **provide everything the students need to graduate from WMU with out having to travel to main campus**
- **use the facility during non-academic hours to generate revenue**

**Interview Data
Individual Responses**

Question 3

Please state two things that you like about your job.

- **job diversity – not always in the office on a computer**
- **students**
- **contact with people**
- **people I work with**
- **making a contribution to something I believe in – lifelong learning**
- **fun**
- **make decisions**
- **always changing and exciting**
- **it is in a field that I love**
- **the people**
- **variety of tasks**
- **relationship with boss**
- **working with university body such as the Board of Trustees office and the Registrar's office**
- **helping students achieve their goals**
- **being a “go-to” person for the students – being able to provide as much assistance as possible**
- **variety of responsibilities**
- **the people I interact with**
- **flexibility**
- **expectation to be involved in the greater community**

**Interview Data
Individual Responses**

Question 4

Please state two things that you do not like about your job.

- **personnel issues**
- **bureaucracy**
- **last minute items**
- **a reactive versus proactive style**
- **personnel problems**
- **long hours – sometimes 80 hours a week**
- **inconsistency of immediate supervisor**
- **stress**
- **human resource system**
- **lack of communication with University departments**
- **working with larger auxiliary enterprise unit to try to meet bookstore goals**
- **waiting for answers from main campus**
- **politics**
- **pay is less than it should be**
- **not enough staff at the University**
- **rules, regulations, and policies that are Kalamazoo centered**

**Interview Data
Individual Responses**

Question 5

Please tell me you overall opinion of your job at Western Michigan University.

- **I really enjoy my job, the good outweighs the bad, it is flexible and I am able to give my opinion.**
- **fast-paced, challenging**
- **it is fun**
- **undefined**
- **I love it**
- **wouldn't give it up even if I won the lottery**
- **challenging**
- **can implement new ideas**
- **it is a new position with potential for growth**
- **freedom to grow**
- **great job**
- **WMU has a great reputation**

Appendix K
Data Analysis Tables

Correlations

Correlations

		GOAL	JOB
GOAL	Pearson Correlation	1.000	.703**
	Sig. (2-tailed)	.	.000
	N	41	41
JOB	Pearson Correlation	.703**	1.000
	Sig. (2-tailed)	.000	.
	N	41	41

**. Correlation is significant at the 0.01 level (2-tailed).

Univariate Analysis of Variance

Between-Subjects Factors

	N
CODE auditonum	5
battle creek	6
bookstore	10
catering	6
grand rapids	14

Tests of Between-Subjects Effects

Dependent Variable: JOB

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2424.175 ^a	4	606.044	.541	.706
Intercept	778140.418	1	778140.418	695.120	.000
CODE	2424.175	4	606.044	.541	.706
Error	40299.581	36	1119.433		
Total	970030.000	41			
Corrected Total	42723.756	40			

^a R Squared = .057 (Adjusted R Squared = -.048)

Univariate Analysis of Variance

Between-Subjects Factors

	N
CODE auditorium	5
battle creek	6
bookstore	10
catering	6
grand rapids	14

Tests of Between-Subjects Effects

Dependent Variable: GOAL

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model ^a	585.183 ^a	4	146.296	1.459	.235
Intercept	217401.544	1	217401.544	2168.176	.000
CODE	585.183	4	146.296	1.459	.235
Error	3609.695	36	100.269		
Total	262134.000	41			
Corrected Total	4194.878	40			

a. R Squared = .139 (Adjusted R Squared = .044)

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