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Individual and Organizational Culture Predictors of Participation in Training and Development Activities among Student Affairs Professionals

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Running head: INDIVIDUAL AND ORGANIZATIONAL CULTURE PREDICTORS

Individual and Organizational Culture Predictors of Participation in Training and Development

Activities among Student Affairs Professionals

by

Andrea Marie Adams-Manning

A proposal for research study submitted to the Department of Leadership

in partial fulfillment of the requirements for the degree of

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Individual and Organizational Culture Predictors of Participation in Training and Development
Activities among Student Affairs Professionals

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DEDICATION

To my wife Michelle, my deepest thanks for your unconditional love and support.

I couldn't have done this without you!

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ABSTRACT

Organizational culture substantially impacts employee motivation, employee behavior, and employee participation in professional development activities. In the field of Student Affairs, it is critical for employees to regularly participate in professional development activities to stay up-to-date with understanding today's students' needs and meeting federal and state demands. This study examined what individual and organizational culture factors predict participation in professional development activities among student affairs professionals at higher education institutions. For this study, 354 participants from various public and private institutions were emailed an anonymous web-based survey. Field theory served as the theoretical foundation giving perspective as to how external and internal factors contribute to behavioral changes. Human capital theory and empirical research provided the framework for the organizational culture factors investigated. The results of this study informs practice and policy concerning supervision models; performance evaluation methods; the allocation of resources dedicated to developing and training staff members; professional development plans; higher education curriculum; policies and regulations associated with training and development (T&D); accreditation implications; and the logistics associated with T&D opportunities offered by professional organizations.

CHAPTER ONE: INTRODUCTION

Statement of the Problem

Researchers indicate that training and development (T&D) are solutions to various problems experienced by organizations (Kuk, Banning, & Amey, 2010). For today's organizations the demand for employee participation in T&D programs is more vital than ever before. Over the last 50 years, organizations have been forced to change at a rapid rate due to globalization, changes in federal policy and regulations, and the stresses of the wavering economic climate (Jose & Mampilly, 2015; Uhl-Bien, Marion, & McKelvey, 2007). According to Uhl-Bien et al. (2007), globalization has caused organizations to transition from operating as production oriented machines, where employees were once considered cogs in the wheel of production, to knowledge seeking enterprises, where employees focus on adaptation and innovation. As a result of these changes, organizational leaders are dedicating more time and resources for staff T&D in an effort to develop a knowledgeable and talented group of staff members (O'Connor, Bronner & Delaney, 1996). Staff members who are not competent in their roles and responsibilities put the organization at risk of failure (Kuk, Banning, & Amey, 2010).

As organizations, institutions of higher education are also experiencing an extraordinary amount of change that is impacting staff T&D (ACPA/NASPA, 2014). According to researchers (King Alexander, 2000; Heisman & Currie, 2004), the federal government and the states are pressuring institutions to be more accountable, more efficient, and more productive, with a focus on quality. Accountability for institutions of higher education and student affairs practitioners, requires these entities to be transparent in their performance and results to all constituents (i.e.

students, parents, the community, law makers, etc.) (Mallory & Clement, 2016). Therefore, employees at institutions are being pressured to change and adapt as a result of globalization and the constant changes implemented by states and the federal government.

Changes to state legislature and laws are frequent and these changes influence university operation. This, in turn, requires constant attention to staff development. For example, an accountability mechanism implemented over the years has been performance based funding. The application of this accountability measure has had a substantial impact on employee T&D. For instance, in January of 2014, in the State of Florida, the Board of Governors introduced a performance based funding model that stipulates how Florida public universities are funded (Florida Board of Governors, 2017). The model evaluates Florida public institutions based on their ability to obtain high rankings in 10 metrics (Florida Board of Governors, 2017). For public institutions in the state of Florida, this model has caused university officials to change focus and place more concentration on the areas addressed in the funding metrics. This required improvements to several areas within the university system (Dougherty & Reddy, 2011). According to Dougherty and Reddy (2011), student service departments had to make improvements to their services in the areas of “registration, financial aid, first-year retention programs, counseling and advising, tutoring and supplemental services, and job placement services” (p. 22). Staff were required to revamp their services as well as hone their skills in assessment (Dougherty & Reddy, 2011).

Additionally, the federal government impacts the T&D of employees at institutions of higher education. Federal guidance letters and the implementation of regulations require adaptation of operations administered at the institution level and this requires mandatory training and education for staff. For example, federal guidance on Title IX has required universities to

place heavy emphasis on the training of university employees. Federal organizations such as the Office of Civil Rights and the U.S. Department of Education have written guidance letters such as the *Dear Colleague Letter* (Ali, 2011) and the *Dear Colleague Letter on Transgender Students* (Lhaman & Gupta, 2016). These documents have significantly influenced how public institutions operate to ensure proper implementation of services associated with the Title IX of Education Amendments (1972). These guidance letters impact how universities educate faculty, staff, and students regarding Title IX, and how universities enforce violations of sexual misconduct by the students, faculty, and staff. The Office of Civil Rights scrutinizes how the university train their staff and the measures taken to ensure students are properly educated on this topic. This is only one example of how change and new demands from the federal government are forcing institutions of higher education to analyze their services, functions, and staffing choices from top to bottom. Ensuring that staff members are skilled and well versed in the most current policies and laws is a requirement for University leadership, otherwise there are significant consequences for failing to comply.

Undeniably, accountability measures and the demands of our changing society influence universities. With an increased amount of oversight on university business, Student Affairs organizations believed it was important to establish a set of standards and guidelines that would provide a framework for practice and benchmarks that could be evaluated (Gordon, 2016). As a result, the two prominent governing associations within the field of student affairs, the American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA) created a joint-task force in 2009-2010. The taskforce was instructed to create a set of standards that would guide student affairs professionals' continuing education and influence how practitioners conducted business (Gordon, 2016). This set of professional

standards is known as *the Professional Competency Areas for Student Affairs Educators* (ACPA/NASPA, 2014) for Student Affairs professionals. These standards are important because they

“serve as a framework for professional practice, help socialize new members to the field, provide a structure for self-regulation of the occupation, and offer the public a means throughout which they can understand and evaluate the programs and services offered by persons in the field” (Gordon, 2016, p. 225).

According to *the Professional Competency Areas for Student Affairs Educators* (ACPA/NASPA, 2014), it is paramount for student affairs practitioners to be competent in 10 essential areas for the profession. ACPA and NASPA have emphasized that student affairs professionals must continue their growth and development in an effort to enhance their knowledge, skills, and professional practice, in addition to improving the practice and contributing to research. ACPA and NASPA recommends that student affairs professionals participate in T&D regularly to become competent in identified essential skills, knowledge, and dispositions.

The lack of on-going training and professional development by professionals in this field leads to staffing vulnerability issues when changes occur in the organization. When staff are unprepared, students are at risk of receiving low quality services (Winston & Creamer, 1997) and this puts the university at risk of not being able to sustain change (Kuk et al., 2010). Lack of participation in T&D must be addressed to ensure quality services and organizational success. Participation in T&D can be stimulated or hindered by numerous factors within the work environment (Tharenou, 2001). Therefore, it is important to know what factors associated with

our organizational culture deter and promote employee participation in T&D. This study seeks to understand those factors associated with organizational culture influences employee behavior.

For this study, the researcher investigated the areas of: organizational culture, T&D, and student affairs to gain a full understanding for the problem. The researcher looked at organizational culture in depth to gain a deep understanding about how culture affects employee behavior. Studies indicate that certain factors of organizational culture such as: work climate, management practices, co-worker relationships, and policies/regulations, are known to influence employee behavior (Mahal, 2009). More specifically, certain factors of organizational culture can promote or deter participation in professional development (Noe & Wilk, 1993; Tharenou, 1997; Tharenou, 2001; Tharenou, Latimer, Conroy, 1994). A review of the literature demonstrates there is a lack of empirical studies regarding organizational culture influence on participation in T&D among student affairs professionals.

The literature associated with this population indicates that professional development has only been studied from the context of: involvement patterns (Chernow, Cooper, & Winston, 2003; Kruger, 2000; Lovell & Kosten, 2000), involvement associated with sources of stress and empowerment (Lagana, 2007), and involvement based on skill development (Roberts, 2007). Overall, within the field of student affairs there is a gap in the literature associated with how organizational culture affects participation in professional development.

Purpose of the Study

The purpose of this study is to explore individual and organizational culture factors that may predict participation in training and professional development activities by student affairs professionals.

Research Questions

The following research questions will be examined:

1. What individual factors are predictive of student affairs employee participation in training and professional development?
2. What organizational factors are predictive of student affairs employee participation in training and professional development?
3. What individual factors and organizational factors combined are predictive of student affairs employee participation in training and professional development?

Significance of the Study

The results of this study will impact a wide range of stakeholders. Potential stakeholders include: Student Affairs leadership, supervisors, and National, Regional and State governing organizations for the field of student affairs. The study will contribute to the existing body of literature in student affairs, organizational culture, employee behavior, and T&D.

Student Affairs leadership traditionally consists of: Vice Presidents, Assistant Vice Presidents, Dean of Students, or positions that have influence over a Student Affairs division or department. This study will benefit Student Affairs leaders as they work to resolve staffing challenges. This study will provide them with information that can be utilized for developing an organizational culture that simulates engagement in T&D activities. The development of supportive organizational environments is required on account of societal changes such as: new policy, laws, regulations, and different demands coming from the incoming student population.

Student Affairs researchers highly encourage Student Affairs leadership to develop professional development programs that have goals clearly articulated for staff (Sermersheim & Keim, 2005; Grace-Odeleye, 1998). This study will offer leadership the essentials for developing

a culture that is conducive for learning and that stimulates voluntary engagement in training and development.

The results of this study will influence the curriculum offered at professional conferences such as ACPA and NASPA. NASPA leadership purports that their conference sessions are aligned with certain learning outcomes. The results of this study will inform curriculum developers of important leadership and supervision techniques that promote an organizational environment that encourages professional growth.

Lastly, the results of this study will address the gap in the literature associated with student affairs in the area professional development. The literature review indicates that professional development has been investigated in the context of identifying how practitioners prefer to participate in professional development, and how stress correlates to participation, yet there is no literature associated with organizational effects on participation (Roberts, 2007; Sermersheim & Keim, 2005; Grace-Odeleye, 1998). Also, this study will serve as an addition to the existing body of literature concerning organizational culture and its relationship to T&D. The literature collection process for this study showed that there has been a tremendous amount of research conducted on professional development, T&D, organizational culture, organizational climate, learning climate, job satisfaction, and job performance. However, the majority of these studies encourage further investigation in these areas and other settings.

Overall, this study will inform Student Affairs leaders regarding how organizational culture affects participation in T&D programs among their employees. Specific factors will be highlighted that can be used to create an organizational culture that will encourage skill development and professional growth. Generally, organizations will benefit from the

information gathered by this study as organizational leadership develops positive and supportive work environments.

Assumptions and Delimitations

Assumptions

This quantitative, descriptive, hierarchical multi-linear regression study involved collecting data from Student Affairs professionals to provide inference about organizational factors (supervisor support, co-worker support, policy and regulations, situational constraints, barriers) and individual factors (demographics, intrinsic motivation, extrinsic motivation), with regards to their relationship to participation in professional development activities; this involved several assumptions. The first assumption was that the testing procedures would measure what the survey instruments were designed to accurately measure: T&D, intrinsic motivation, extrinsic motivation, supervisor support, co-worker support, situational constraints, policy and regulations, and barriers. This assumption was dependent on participant ability to interpret the survey questions and indicate accurate participation in professional development activities. The second assumption was that the study population would provide unbiased responses about their organization's culture.

Limitations and Delimitations

The population was delimited to only include student affairs professionals working at institutions that are 4-year and above, thus making the generalizability of the findings limited to 4-year and above institutions rather than community colleges. The study depended on self-reported responses that may have error and could limit confidence in the results. The procedures tested for organizational culture effects on participation only controlling for individual factors, future studies would benefit from investigating mediating and moderating effects of these

variables. This study will only explore relationships between variables and is not intended to determine causality.

Summary

It is imperative for student affairs professionals to participate in professional development activities throughout their career to ensure they are staying up to date with the trends and needs associated with the student population. It is essential for student affairs leadership to offer professional development opportunities to ensure that staff are feeling fulfilled in their careers, committed to their organization, and up to date with best practices. Not all student affairs professionals actively participate in professional development activities by reason of organizational constraints, lack of personal interest or motivation, or financial burden. Therefore, the purpose of this study is to identify if there is a predictive relationship between organizational culture factors and participation in T&D activities among student affairs professionals.

Chapter two discusses the literature associated with: organizational culture influence on employee behavior, organizational culture influence on participation in professional development, a historical background of student affairs, professional development expectations and needs for this field, and field theory. These subjects were selected as part of an exploratory process for reviewing the literature based on the research questions. Field theory and human capital theory were used as theoretical frameworks to guide the investigation of this study from an environmental influence perspective and identifying the dependent and independent variables.

Chapter three describes methodology associated with this study. It discusses the research design, description of the site, participants, research protocols, sources of data, collection procedures, critical issues, credibility techniques, and data analysis. A web-based Qualtrics

survey was administered to gather data from student affairs professionals. The survey concentrated on assessing student affairs professional's perceptions of organizational culture factors, gathering a count of professional development participation, and assessing individual factors: motivation (intrinsic and extrinsic), self-efficacy, and demographic influence on participation.

Chapter four displays the results of the survey administered to student affairs practitioners across the nation during the time period of October 2017 through February 2018. The results are organized around all three research questions. The chapter provides the results of a hierarchical multiple linear regression run on the conceptual and analytical model, a discussion regarding the decisions made to change the model, a discussion of descriptive statistics for the demographic summary of the responding institutions and participants, and a deliberation of the assumptions of both models.

Chapter five provides a summary of the findings, conclusions for the study, implications for practice and finally implications for future research.

Definition of Terms

When conducting a research study it is important to define key terms used in the study to avoid any potential misrepresentation or misunderstanding. This section includes terms and concepts that appear throughout the study. These terms and key concepts are defined here to create a common understanding of terminology and knowledge base for the reader.

Organizational Culture. “a pattern of basic assumptions invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be considered valid, and therefore to be

taught to new members as corrected way to perceive, think, and feel in relation to those problems” (Schein (1985, 1992) as cited in Ledimo, 2013, p. 161).

Professional Development. Learning activities offered to employees within a work organization or provided by professional organizations associated with the field, to provide knowledge and/or skills that can be applied in the workplace to enhance work performance and career prospects. Based on Sankey & Machin’s (2014) definition of professional development.

Division of Student Affairs. A large organization within the University setting that consist of multiple smaller units or departments; a resource of co-curricular and extracurricular programs, activities, and services at a University. The main focus of the division customarily consists of creating an engaging campus environment that fosters holistic student development and supports students as they attend college. “At its core, student affairs is the work of helping each and every student get the most out of his or her unique college experience” (Coomes & Gerda, 2016).

Department/Unit. A smaller organization within a larger division. Each department or unit has their own mission and focus as it relates to serving students; however this focus aligns with the larger organizations mission. Each department/unit will have staff of various levels such as: Dean, Director, Associate Director, Assistant Director, Coordinator, Office Manager, and Program Assistant.

Student Affairs Practitioner or Personnel. Traditionally a full time employee in the student affairs field that holds a position such as: Vice President for Student Affairs, Associate Vice President, Assistant Vice President, Dean, Director, Associate Director, Assistant Director, Coordinator, Office Manager, and Program Assistant.

Human Capital Theory. Return on investment in human capital through training and development in the work setting. Employees who are “younger than older, lower than higher in company tenure, and higher than lower in education should be more likely to gain current training” (Tharenou, 1997).

CHAPTER TWO: REVIEW OF THE LITERATURE

Introduction

The purpose of this study is to explore if individual and organizational culture factors predict participation in training and professional development activities by student affairs professionals. Examining factors of organizational culture as they relate to participation in professional development among the student affairs populations allows identification of specific factors that stimulate and/or deter participation in professional development activities.

This literature review will examine each of the variables associated with this study through a historical perspective and study findings to provide a strong foundation of understanding regarding this topic. Furthermore, the literature was examined to build a case for further research in the area of organizational culture, employee behavior, and factors associated with participation in professional development. The first section of the literature review presents an overview of studies that investigated the influences organization culture has employee behaviors such as employee motivation, feelings of connectedness, commitment to the organization, worker productivity, work performance, tardiness, well-being, and organizational citizenship behaviors. The second section narrows the focus and addresses the literature specifically associated with organizational culture influence on employee participation in professional development. The third section provides a historical background for the student affairs profession and addresses the needs and recommendations for employees engaging in professional development in this field. The fourth section addresses theoretical support for the study. The final section consists of conclusions and implications regarding the research topic.

Organizational Culture Influence on Employee Behavior

A substantial amount of research has been conducted to analyze the relationship between organizational culture and the effects certain factors within culture have on employee behavior (Baek-Kyoo & Ji, 2010; Drzensky, Egold, & Van, 2012; Erwin, 2011; Mahal, 2009; Mohanty & Rath, 2012; Nayir & Herzig, 2012; Santos, Hayward, & Ramos, 2012; Shapiro, Ingols, O'Neill, & Blake-Beard, 2009; Tseng & Fan, 2011; Ye, 2012). Throughout the literature there are many different definitions for organizational culture, but Schein's definition is referenced most frequently. Schein (1985, 1992) defines organizational culture as "a pattern of basic assumptions invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be considered valid, and therefore to be taught to new members as corrected way to perceive, think, and feel in relation to those problems" (as cited in Ledimo, 2013, p. 161). Schein's definition indicates that culture is created, it is invented and developed by the group within the organization. Through examining this topic there are many elements or factors within an organization's culture that influence employee behavior.

Elements of the organizational culture such as: organizational climate, management practices, human resource practices, beliefs, norms, employee relationships, work-life balance, employee autonomy, and employee involvement in decisions; have been shown to have an impact on an employee behavior (Baek-Kyoo & Ji, 2010; Mahal, 2009; Mohanty & Rath, 2012; Santos et al., 2012; Shapiro et al., 2009; Ye, 2012). Mahal (2009) for example focused on how organizational culture and organizational climate factors impact employee motivation within a large pharmaceutical company in India. Mahal (2009) surveyed 120 employees (80% response rate), 69% male and 31% female, using an organizational culture questionnaire ($\alpha=0.91$) and

motivation questionnaire ($\alpha=0.78$). Mahal (2009) found that an employee's perception of their overall organizational culture can influence their feelings of connectedness to the organization, and their level of engagement in their organization. Mahal (2009) concluded that the organizational environment, management practices, employee involvement, rewards and recognition practices have shown to have a substantial positive impact on worker productivity, motivation, performance, and tardiness. Mahal's results are not an anomaly, Baek-Kyoo and Ji (2010), Mohanty & Rath (2012), Santos et al. (2012), Shapiro et al. (2009), and Ye (2012) have found similar results.

While Baek-Kyoo and Ji's (2010) study had similar findings to Mahal's (2009) study, their results differ by showing that management practices are also widely associated with influencing employee commitment to the organization. Moreover, other studies indicate that management practices also influence employee behavior in the areas of productivity and the employee's motivation to go above and beyond the normal requirements of their position (Mohanty & Rath, 2012; Shapiro et al., 2009; Ye, 2012). While, in another study, management practices were shown to influence an employee's general well-being (Santos et al., 2012). Overall, these studies indicate that organizational leadership or supervisors have the ability to not only cultivate the organizational culture, but their practices can highly influence employee behavior in numerous ways. By establishing sound values and ethical practices, leaders create a positive working environment that can lead to obtaining desirable effects from their employees (Crain, Martinson, & Thrush, 2013). Crain et al.'s (2013) study, conducted on 1,267 (eligible sample N=2,543) non-Hispanic White men with their PhD in tenure track positions, indicated that when research students perceived their research climate as positive and aligned with ethical research values, they exhibited positive and desirable research behaviors such as: maintaining

confidentiality, playing by the rules, avoiding favoritism, and following the Golden Rule. This study indicates that organizational culture within an academic environment can influence employee behavior and leaders can create environments that influence desirable behaviors.

Moving beyond the academic environment, Mohanty and Rath (2012) and Ye (2012) studied organizational culture influence on establishing a culture of organizational citizenship behavior. “Organizational citizenship behavior refers to a type of discretionary behavior that is not directly recognized and rewarded but can promote the overall function of an organization” (Ye, 2012 p. 1). This is a culture where employees generally go above and beyond their call of duty for the betterment of the organization. Mohanty and Rath (2012) conducted a study involving 380 individuals from the manufacturing, informational technology and banking fields in India. Mohanty and Rath (2012) analyzed the answers from 380 out of 550 questionnaires (69% return rate) that addressed the impact organizational culture has on organizational citizenship behavior. While, Ye (2012) conducted a study that consisted of analyzing data from 201 employees (52.2 % male and 47.8% female) in Chinese enterprises in Mainland China. Mohanty and Rath (2012) and Ye (2012) indicated that when a culture consists of strong values that are communicated through sound management practices, this creates an environment where employees generally care and are committed to their organization, and they go beyond the standard daily operation to help the organization be successful. Each of these studies lacks generalizability due to limited sample size analyzed and worldly cultural differences associated with our different societies. However, these studies combined give cause for further studying how organizational culture influences employee behavior.

Organizational Culture Influence on Participation in Training and Development

As discussed above, several studies have shown that organizational culture factors influence employee behaviors. Discussed below are a number of empirical studies that have explored employee behavior with regard to participation in T&D. Overall, the following studies indicate that certain individual factors and/or organizational culture factors influence participation in T&D.

The following organizational related factors have emerged as having a relationship toward employee participation in T&D activities: supervisor support (Kozlowski & Farr, 1998; Kozlowski & Hults, 1987; Maurer et al., 2003; Montesino, 2002; Noe & Wilk, 1993; Tharenou, 1997; Tharenou, 2001;), co-worker support (Leibowitz et al, 1986; Kozlowski & Farr, 1988; Kozlowski & Hults, 1987; Maurer et al., 2003; Noe & Wilk, 1993; Tharenou et al, 1994; Tharenou, 1997;), situational constraints/barriers (Birdi et al, 1997; Noe & Wilk, 1993; Tharenou, 2001), organizational policies/regulations (Maurer et al, 2003; Maurer & Tarulli, 1994; Montesino, 2002; Noe & Wilk, 1993; Tharenou 1997), and job challenge (Kozlowski & Farr, 1988; Kozlowski & Hults, 1987). These factors will be discussed in more detail later in chapter two.

In addition to the organizational factors studied, researchers have also investigated individual factors with respect to their relationship to employee participation in T&D. The factors most prevalent in showing a relationship to participation are: demographics such as age (Maurer et al., 2003; Renaud et al., 2004), position level in organization (Maurer et al., 2003; Noe & Wilk, 1993; Renaud et al, 2004), and education level (Renaud et al., 2004), and tenure (Noe & Wilk, 1993; Tharenou, 2001; Tharenou et al., 1994). In addition to demographic factors, more psychologically related factors were investigated such as: motivation (Maurer et al., 2003;

Sankey & Machin, 2014; Tharenou, 1997; Tharenou, 2001), attitudes (Birdi et al., 1997; Dubin, 1990; Noe & Wilk, 1993; Tharenou, 2001), self-efficacy (Hezlett et al., 1997; Noe & Wilk, 1993; Maurer et al., 2003), and learning preparedness (Maurer et al., 2003). Due to the complexity of organizational culture and the motivational aspects associated with human decision making, these individual factors were often investigated for their own influence on participation in T&D as well as their mediating effects. In the sections below I discuss the relationships associated with organizational/situational factors and individual factors to employee participation.

Organizational Factors

Researchers identified supervisor support, co-worker support, situational constraints, barriers, and organizational policies/regulations that promote participation in T&D, as influential organizational factors on employee participation in T&D. In short, all of these factors have shown to have a relationship with employee participation in T&D. However, as explained below, the relationship of these factors depend on the organizational setting or individual mediators.

Supervisor Support. Supervisor support is identified as a leading factor associated with organizational culture that has a relationship to participation in T&D activities (Tharenou, 1997; Tharenou, 2001). When employees perceive that their supervisor is supportive of them engaging in learning activities, employees are more likely to participate in T&D activities (Kozlowski & Farr, 1988; Kozlowski & Hults, 1987; Maurer et al., 2003; Montesino, 2002; Noe & Wilk, 1993; Tharenou 1997, Tharenou 2001;). Also, employer support was shown to predict participation in T&D for employees with higher, rather than lower motivation to learn or motivation through expectation (Tharenou, 2001). Nevertheless, supervisor support has shown to predict employee

participation in T&D, and due to the emphasis on supervisor/supervisee relationships in student affairs (Winston & Creamer, 1997), this factor should be investigated in this population.

Co-worker Support. Co-worker support has also been identified as a leading contributing factor associated with participation in T&D. When employees perceive that their co-workers are supportive, and they receive encouragement from their peers and senior leaders, employees participate in T&D activities at a higher rate (Kozlowski & Farr, 1988; Kozolwski & Hults, 1987; Leibowitz et al., 1986; Noe & Wilk, 1993; Tharenou, 1997; Tharenou, 2001; Tharenou & Conroy, 1994). This aspect of the organizational support system has also shown to have indirect effects on participation depending on the participant's age. Older employees tend to receive less co-worker support or encouragement to participate in T&D than younger individuals (Maurer et al., 2003). Overall, the aspect co-worker support within the organizational environment plays a pivotal role in predicting employee participation.

Situational Constraints and Barriers. Situational constraints and organizational barriers such as: insufficient resources available to ensure employees are able to successfully complete work related tasks, lack of time, limited or lack of funding, and inadequate equipment, have shown to be an inconsistent factor when predicting participation. Noe & Wilk (1993) indicates that these work environment factors are related to participation, while Birdi, Allan, and Warr (1997) indicate that these work barriers are not related. Additionally, Tharenou (2001) found that approval of funds and a positive and supportive learning environment predicts participation in T&D, while other workload related barriers do not predict participation. The majority of the research in this area has shown that when the organization has less work related barriers, has promoted a learning environment, and has allocated funds for T&D, employees are more likely to participate in these activities.

Organizational Policies & Regulations. Supportive organizational policies/regulations that are put in place to encourage or even require employees to participate in T&D programs have shown to have a weak effect for predicting participation (Maurer & Tarulli, 1994; Noe & Wilk, 1993; Tharenou, 1997). In Maurer, Weiss and Barbeite's (2003) study, they found that these organizational policies, when perceived as being supportive, has shown to have an indirect effect on participation based on employee age and motivation (Maurer et al., 2003). Another study, indicates that when employees perceive their training programs as being aligned with the organizations strategic plan, employees had a higher engagement rate in the T&D program (Montesino, 2002).

Job Challenge. Job challenge consist of the extent to which employees perceive their job to be challenging. Employees may feel that their job assignments are stretching their skills and abilities beyond their comfort level. Job challenge has shown inconsistent results with regards to participation in T&D. Many researchers perceive this factor as contributing to participation due to the uncomfortable feelings associated with displacement (Kozlowski & Farr, 1988; Kozlowski & Hults, 1987; Tharenou, 2001). Kozlowski and Farr (1988) and Kozlowski and Hults (1987) find that job challenge does influence participation in T&D. While Tharenou (2001) found that job challenge did not predict participation in training, she discussed how this factor is more influential on participation in development.

Individual Factors Influence on Participation in Training and Development

Individual factors such as demographics have been investigated through the lens of human capital theory (Renaud et al., 2004; Tharenou, 1997), to aspects associated with motivation (Birdie et al., 1997; Dubin, 1990; Maurer et al., 2003; Noe & Wilk, 1993; Sankey & Machin, 2014; Tharenou, 1997; Tharenou, 2001;), to elements of self-efficacy (Hezlett et al,

1996; Maurer et al., 2003; Noe & Wilk, 1993). Throughout these studies, some researchers have investigated these factors for direct relationships to participation, while others have studied them for mediating or moderating effects that influence participation. Overall, these factors of influence have shown to have a relationship to employee participation in T&D activities. The individual factors and specifics of these studies are outlined below.

Demographic Influences

As mentioned above, most frequently these factors were studied through the lens of human capital theory (Becker, 1975). The human capital theory focuses on how age, occupational level, and educational level, contribute to participation in activities and decision making. The theory proposes that older individuals at the height of their career are less likely to participate in T&D activities because there is less return on investment, while younger employees who are perceived to have more time with the organization will benefit from the rewards of participating in T&D. Tharenou (1997) articulates that this theory has been validated and challenged throughout various studies, and that inconsistent results may be related to differences in the various occupations represented. However, Tharenou (1997) clearly indicates that younger lower level staff who possess higher levels of education should participate more frequently than older higher level, and uneducated staff members. Other studies have corroborated Tharenou's (1997) results by finding that age negatively affects individual and situational variables that support employee participation (Maurer et al., 2003; Renaud et al., 2004). The findings indicate that older staff members are receiving less support and encouragement from leadership and peers to participate in T&D. Additionally, other study results have aligned with human capital theory through results indicating that positional level in the organization has shown to positively influence participation (Maurer et al., 2003; Noe &

Wilk, 1993; Renaud et al., 2004; Tharenou, 1997). Overall, the results are inconsistent yet more studies indicate that as positional level increases so does participation level. Managers have been seen to participate more than non-managers due to positions being more career oriented, more involved and therefore employees are more likely to see the need for their continued development. Lastly, one study did present some challenging findings associated with the basis of human capital theory. Renaud et al. (2004), found that employees who were more educated were less likely to participate in T&D, challenging the theory and other studies that found that education was a predictor of participation (Tharenou, 1997).

Motivation and Attitudes

Both intrinsic and extrinsic motivation have been studied with regards to participation in T&D. Intrinsic motivation is associated with the employee's own motivation to learn, their willingness to engage in professional development from the perspective of learning new content, building their skills and knowledge base for the betterment of themselves (Tharenou, 2001). While extrinsic motivation is more associated with motivation through expectation or motivation based on bettering thyself with the belief that the development will pay off with value (Tharenou, 2001). Some studies have shown that individuals who are more intrinsically motivated tend to participate more frequently in T&D activities than individuals who are extrinsically motivated (Maurer et al., 2003; Sankey & Machin, 2014; Tharenou, 1997). Tharenou (2001) found that both intrinsic motivation and extrinsic motivation have a strong relationship with participation in T&D.

In several studies, motivation has shown to mediate the effects work environment factors have on participation (Maurer et al., 2003; Noe & Wilk, 1993; Tharenou, 2001). Noe and Wilk (1993) found that the attitude of motivation to learn was a mediating variable associated with

participation, while Tharenou (2001) found that neither intrinsic nor extrinsic motivation mediated the effects of work environment variables on participation. Maurer et al. (2003), indicates through their model that intrinsic motivation is a major predictor associated with participation in learning activities when employees see intrinsic benefits and outcomes associated with their participation. Overall the research has shown inconsistencies associated with the mediating effects of intrinsic motivation, yet the majority of the research has shown that intrinsic motivate is a strong predicting variable associated with employee participation in T&D activities.

Self-Efficacy

Self-efficacy is associated with a person's beliefs regarding how they can handle challenging situations, and if their attitudes associated with their capabilities such as improving themselves and bettering their careers (Bandura, 1997; Maurer et al., 2003; Noe & Wilk, 1993). Noe & Wilk (1993) investigated self-efficacy because it was suggested that it influenced human behavior, individuals with a higher sense of self-efficacy were more likely to participate in experiences such as T&D. Noe & Wilk (1993) found that self-efficacy had significant effects on participation. Maurer et al. (2003) tested self-efficacy for mediating effects on environmental variables that influence participation. It was found in their study that self-efficacy had no indirect effects on these variables. Due to the aim of this study, and based on the results noted above, self-efficacy will not be investigated for mediating effects within this study.

Learning Preparedness

Learning preparedness is associated with the employee's previous experience with engaging in learning activities such as training and professional development (Maurer et al., 2003). Learning preparedness along with other situational and environmental factors have

shown to contribute to employee beliefs that by participating in T&D, favorable benefits will be the result (Maurer et al., 2003). This heightened belief has influenced employee attitudes and intentions associated with participating. Also, the frequency and beliefs associated with the element of engagement in prior participation has shown to be an indicator on employee intention to participate in future T&D. Overall, learning preparedness was determined to be a good indicator for intentions to participate (Maurer et al., 2003).

Student Affairs

In the late nineteenth and early twentieth centuries, colleges and universities evolved due to current events and a changing student population (Coomes & Gerda, 2016; Roberts, 1998). Over these centuries institutions moved away from only enrolling young white men to enrolling more diverse populations such as: women in 1833, African Americans in 1835, and other diverse student groups (Coomes & Gerda, 2016). These population changes influenced staffing practices at the institution level. University presidents created various dean positions, such as Dean of Men, Dean of Women, and Dean of the College within the university structure to address student academic and social needs (Coomes & Gerda, 2016). The creation of these positions sparked the development of the Student Personnel profession.

The Student Personnel profession, also known as Student Affairs, was established in 1903 at the first collective meeting of 18 Deans of Women at the University of Chicago and Northwestern University (Coomes & Gerda, 2016). As a result of this meeting, best practices were identified as it related to campus housing, student health, self-governance, and equity in the student community, national sororities, and religious organizations on campus (Coomes & Gerda, 2016). However, according to Roberts (1998) many would say that the profession was truly established with the publishing of *The Student Personnel Point of View* (SPPV) (American

Council on Education, 1937). This document is the product of the first Student Personnel conference and it articulates a clear purpose and philosophy for the profession. It states that the responsibility of student personnel to educate the whole student, and it outlines 23 functional responsibilities (ACE, 1937).

Today Student Affairs divisions are still tasked with addressing the developmental needs of the student population (Coomes & Gerda, 2016) and charged with the task of educating the whole student (Martin & McGee, 2014). Student affairs professionals have the job of extending the aim of college education by building upon the instruction that students receive in the classroom. The goal for Student Affairs professionals is to enhance student learning by providing students with experiences that are created through a holistic development lens (Martin & McGee, 2014). Student affairs professionals are to intentionally design opportunities and resources for students based on college impact theories (Pascarella & Terenzini, 2005), and guided by The Council for the Advancement of Standards in Higher Education (CAS) (The Council for the Advancement of Standards in Higher Education, 2009). According to CAS (2009), the resources, programs and opportunities provided to students should aim to develop students in areas of: knowledge acquisition, construction, integration, and application, cognitive complexity, intrapersonal development, interpersonal competence, humanitarianism and civic engagement, and practical competence. In order to offer such intentional services and resources, it is the responsibility of student affairs professionals to understand the needs of today's college students (Hamrick, Evans, & Schuh, 2002; McClellan, Stringer, & Associates, 2016).

Today's Student Population

Today approximately 20.2 million students attend colleges and universities in the United States (National Center for Education Statistics, 2016). Enrollment in degree-granting

institutions increased by 14% from 2005 to 2015, from 17.5 million to 20.2 million students (National Center for Education Statistics, 2016). These statistics only represent the number of students enrolling in the Fall semester, leaving Summer and Spring semesters unrepresented. More women than men are attending college, the Black student population has increased by 3 percent, and the Hispanic population increased by 5.9 percent (National Center for Education Statistics, 2016). The projections for college enrollment continue to increase, however at a slightly slower rate than in past years. According to Ortiz and Waterman (2016), the traditional-aged student will continue to outnumber the non-traditional student, however the non-traditional aged student is projected to increase by 20 percent. It is also projected that students will continue to utilize dual enrollment while they are in high school and they will enter college with a large number of credits obtained. These are only a few of the projections for tomorrow's college and university, yet it begins to paint the picture for how services and resources need to be adapted to fit the needs of the students associated with these projections. Due to the complex nature of the needs and issues associated with the student population, and the issues that student affairs practitioners address on a daily basis, it is essential that these professionals engage in T&D.

Recommendations for Training and Development

Student affairs practitioners are expected to engage in lifelong learning activities that foster their own personal and professional development in order to stay up to date with student needs and to maintain relevancy in the field (ACPA & NASPA, 2015; CAS, 2009; McClellan et al., 2016). It is recommended that student affairs practitioners begin with participating in orientation sessions as their first professional development activity (Carpenter, 2001; Winston & Creamer, 1998). All staff members should participate in a session that teaches them about

appropriate organization behaviors, decision making within the organization, networking and relationship building, office expectations at various levels, dress codes, amorous policies, organizational culture, organizational diversity, unspoken rules and policies, critical issues, and more. Beyond orientation programs, it is recommended that practitioners engage in an array of T&D activities that are suited for their position and level within the organization. Additionally, depending on their position within the organization, it is also suggested that staff refine or develop their interpersonal communications, leadership, confrontation, clerical, and research skills (Winston & Creamer, 1998).

Furthermore, Ortiz and Waterman (2016) recommend that student affairs professionals engage in diversity focused T&D to stay current with the changing dynamics of the student population. After studying diversity trends, these researchers recommend student affairs professionals engage in workshops, conferences, and coursework to:

- Get to know the student population beyond statistics and institutional research numbers. Work to understand experiences, cultures, socioeconomic status, immigration experiences, ability status, etc.; in order to better serve students and provide services that are customized to diverse needs.
- Acquire the ability to integrate academics into all services with a focus of picking the right major and career path for students.
- Become culturally competent and engage in multicultural and ethical programming.
- Understand what students experience on your campus in terms of discrimination, prejudice, and/or a lack of belonging. Learn about immigration as it relates to the institution's specific state and institution's policies.

- Stay ahead of demographic changes and up to date with the latest research associated with college students and their experiences.

Further, according to NASPA's *Standards of Professional Practice* (n.d.), student affairs practitioners should continue in their professional growth and skill development throughout their career by actively participating in networking, sharing of ideas and engaging in dialog with other practitioners, through various means including participation in state, regional and national conferences. According to *the Professional Competency Areas for Student Affairs Educators* (ACPA/NASPA, 2014), it is paramount for student affairs practitioners to be competent in 10 essential areas. The 10 competencies areas include:

1. Personal and Ethical Foundations.
2. Values, Philosophy, and History
3. Assessment, Evaluation, and Research
4. Law, Policy, and Governance
5. Organizational and Human Resources
6. Leadership
7. Social Justice and Inclusion
8. Student Learning and Development
9. Technology
10. Advising and Supporting

For each of these areas, professionals are given a description of desired knowledge, skills, and dispositions that should be developed, as well as professional development expectations and approximately 30-40 detail learning outcomes. The learning outcomes comprise of foundational, intermediate, and advanced level to guide different levels of student affairs practitioners in their

T&D goals. Establishing competency in these areas should support the work of all student affairs professionals, support the success of the profession, and ensure holistic development and support of students.

In addition to ACPA and NASPA's recommendations/expectations for engagement in T&D, the Council for Advancement of Standards in Higher Education (CAS) also maintains expectations for student affairs professionals. The CAS (2009) standards are in place to promote and enhance opportunities for student learning and development. They outline best practices that have been agreed upon within the profession. The standards inform student affairs professionals of what their functional area must provide with regards to offering services, functions, and programs to students. The standards are used as an assessment and evaluation tool for many institutions seeking accreditation. These assessments and evaluations often put a spotlight on T&D needs for many staff members who are deficient in an area outlined within the standards.

With regards to accreditation, The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC, 2017), an accreditation body for southern institutions of higher education, contend that it is essential for institutions to have qualified and effective staff members. SACSCOC (2017) indicates that staff members must be able to ensure the "quality and integrity of [the institution's] academic and student support programs and services" (p.27). These requirements for accreditation establishes a high need for staff to be adequately trained and developed.

Issues Facing Student Affairs and Needs for T&D

Beyond the recommendations and requirements for having staff engage in T&D, it has also been identified as a solution for several areas of concern facing the student affairs

profession. Winston and Creamer, (1997) surveyed student affairs leadership from 491 institutions across the nation on the topic of staffing practices. Their results indicate that staff engagement in T&D should be directly tied to staff performance appraisals as a mechanism to strengthen staff performance issues (Winston & Creamer, 1997). Supervisors should use the performance appraisal as a mechanism to point out areas where development is needed and encourage staff engagement in T&D as a tool to develop skills in areas of weakness. It is recommended that supervisors require staff members to engage in T&D opportunities that will foster growth in areas where the staff member has difficulty (Winston & Creamer, 1997). Performance concerns associated with staff weaknesses are only one of the reasons why individuals should participate in T&D.

Another issue facing student affairs organizations like many other organizations is a lack of staff preparedness (Kuk, Banning, & Amey, 2010). Due to changes in our economy, several organizations are being challenged to change and adapt with new demands at a rapid rate (Jose & Mampilly, 2015). These organizational changes often require repositioning staff, putting staff in into new positions, giving staff new tasks or completely new roles, and requiring staff to offer new services and different resources based on student needs. Kuk et al. (2010), indicate that staff preparedness is a concept that is often overlooked when staff experience changes in their daily work and tasks. A common response to organizational change is employee resistance (Burke, 2014). According to Burke's (2014) book, *Organizational Change: Theory and Practice*, there are three levels of resistance associated with organizational change: individual, group, and larger system. The resistance is associated with feelings of loss, or anxiety associated with entering unknown territory while in the workplace (Burke, 2014). Some resistance is a sign of staff feeling unprepared to accept or adapt to the change (Kuk et al., 2010). Due to positional

changes staff will need “retooling” as they acquire new responsibilities associated with their new role (Winston & Creamer, 1997). It is suggested that in order to address these staffing issues and to set the organization up for success, it is critical to have in place appropriate training, professional development opportunities, and organizational resources that foster professional growth (Burke, 2014; Claar & Cuyjet, 2000; Diamond, 2002; Eckel & Kezar, 2003; Kezar, 2003; Kuk et al., 2010; Sandeen, 2001; Winston & Creamer, 1998).

Student affairs is a person-to-person orientated field, where the resources and services are specifically designed for students and intentionally delivered by the staff members. Therefore, when there are staff performance issues, there is a risk of low quality services and resources delivered to students. According to Winton and Creamer (1997), the link between quality services and staffing practice is direct and powerful. If an institution wishes to maintain quality services offered to their students, it is essential that the institution employs individuals who are highly skilled, knowledgeable, experienced, talented, and dedicated to the achievement of success. Maintaining high quality staff members is vital to the life and success of the University. If highly skilled and talented staff members are not “nurtured, supported, and challenged once employed, they will generally regress to the institutional norm of mediocrity or leave for a more hospitable professional environment” (Winston & Creamer, 1997, p. 18).

In addition to performance issues, another issue facing student affairs is staff retention (Renn & Hodges, 2007). The field of student affairs traditionally has a high turnover rate and has a large amount of new and young professionals that enter the field with little practical experience and related education (Kuk et al., 2010). Due to this issue, it is especially critical and important to implement professional development opportunities as a mechanism to retain staff members (Kuk et al., 2010). According to Renn and Hodges (2007), more than half of the new

professionals in the field leave higher education before their fifth year as a result of poor institutional fit, job dissatisfaction, or some unknown reason. Retaining staff members is often viewed as a major organizational benefit because the retention of staff reduces costs to the organization in the areas of recruiting, hiring, and training (Renn & Hodges, 2007). A mechanism to combat this retention issue and to produce a highly productive employee pool, is by keeping student affairs professionals engaged and motivated (McClellan et al., 2016). According to McClellan et al., (2016) universities should utilize a compressive T&D model that is designed to fit employee needs and is catered to individual employee objectives for skill development and career advancement.

Overall, the welfare and success of the division of student affairs, and broader institution of higher education depends on student affairs personnel doing their jobs well, carrying out their duties and responsibilities with excellence and without error (Winston & Creamer, 1998). Staff T&D is viewed as an integral tool in combatting organizational failure. Dalton (as stated in Winston & Creamer, 1997 p. 535)

“contends that staff development is an integral part of personnel management, serves as a motivator for high performance by promotion of individual growth and development on the job, provides a bridge between graduate education and professional practice, provides basic competencies for staff hired without formal education or professional knowledge of the field, and provides a source for professional renewal for staff who have been on the job for some time. He translates these reasons for staff development into three broad purposes – benefiting students, improving individual staff members, and improving the organization...”

Student affairs personnel play an integral role in providing a conducive environment for learning. It is evident from the information provided above that these individuals must be fully competent and skilled, and they should engage in professional development opportunities to ensure the success of the university.

Theoretical Framework Introduction

The literature above addresses studies associated with organizational culture influences on employee behavior and employee participation in T&D activities. As well as literature regarding the needs and recommendations for student affairs professionals engagement in professional development activities. The literature indicates that the leader has a substantial impact on the development of the organizational climate an important factor of organizational culture (Dickson, Smith, Grojean & Ehrhart, 2001). Schneider (1975) defines organizational climate as the combination of perceptions that are psychologically significant based on the descriptions people give of an organization's practices and processes. The leader makes contributions that can influence how an employee perceives and behaves in their work environment. Organizational cultures tend to develop based on the role of the leader and the values these leaders and founding members impose onto the work place (Dickson et al., 2001).

As this study is focused on student affairs personnel perception of factors associated with their organization's culture and the learning that occurs (i.e. professional development), Kurt Lewin's Field Theory provides sound theoretical perspective. Lewin is considered one of the world's leading psychologists of his generation and his work is considered to be the foundation of Organizational Development (Burnes & Cooke, 2013). Lewin is mostly known for the development of Field Theory, which has been used by various researchers and practitioners to

understand behavior and implement behavioral change (Burnes & Cooke, 2013; Elie-Dit-Cosaque, Pallud & Kalika, 2012).

Overview of Field Theory

Lewin believed that all behavior stemmed from the psychological forces in a person's life space and that behavioral change is highly influenced by the changes to those psychological forces (Burnes & Cooke, 2013; Cartwright, 1952; Elie-Dit-Cosaque et al., 2012). To understand this concept further it's important to define "life space" and how it's developed. Life space is inclusive of the aspects of a person's environment that are perceived either consciously or unconsciously (Burnes & Cooke, 2013; Elie-Dit-Cosaque et al., 2012). Lewin believed that if you took into account all of the dynamics of a person, including his/her environment you could construct their life space. If you fully understood this aspect, you could predict human behavior and change influencing factors to modify human behavior (Burnes & Cooke, 2013; Elie-Dit-Cosaque et al., 2012). Finally, it's important to understand that changes in behavior are dependent on modifications to the environment by changing the psychological forces associated with the whole person (Burnes & Cooke, 2013; Elie-Dit-Cosaque et al., 2012). A key component of Field Theory is the Lewin equation. The Lewin equation is a formula that explains behavior as a function of the person and his or her environment (Cartwright, 1951/1976). To further explain the equation: $B = f(P, E)$; B is equal to behavior, P represents the person, and E is the environment. "In this formula for behavior, the state of the person (P) and that of his environment (E) are not independent of each other" (Cartwright, 1951/1976, p. 239). For environment, work environment is a vital part of one's life space as most individuals spend eight plus hours of our day in this environment. Each person creates their own work climate based on how they perceive the work environment. These perceptions are an aspect of what

develops a person's life space and employees perceive work climate based on factors or influences within the environment.

In applying this theory to this study one can consider the contributing forces that influence employee behavior as attributable to each individual externally and internally. Elie-Dit-Cosaque et al. (2011) explain that when internal and external forces are applied to a person's life space, behavior change will occur. Internal forces are just that, internal to the person, they are a person's expectations, norms, and preferences. External forces are the forces resulting from a larger context in which a person performs and makes choices.

For the purpose of this study both the internal forces and external forces associated with a person while participating in their work environment will be discussed.

Internal Forces (expectations, needs, norms, and preference). Keeping in mind Lewin's equation $B=f(P,E)$ it is important to understand the expectations an employee [P] has of their work setting [E], when force is applied it creates an imbalance and ultimately will effect a change in a person's behavior. As employees we have developed certain standards and expectations of our boss's, work setting, functions, and ultimately being given the opportunity to have our professional needs met. When our expectations are met or not met our behavior is reflective of our circumstance.

External Forces (work environment). Environment is a major contributing factor associated with human behavior based on Lewin's equation $B=f(P, E)$. Work environment and the associated forces within its context can alter individual perceptions (Elie-Dit-Cosaque et al., 2012). Lewin argues that the person and the environment must be considered as one group and not separately in order to change behavior (Cartwright, 1951/1976). However, changes in behavior stem from changes in the environment that have great influence on a person's

perception. One aspect of work environment that has been explored are social factors (Burnes & Cooke, 2013; Cartwright, 1951/1976; Elie-Dit-Cosaque et al., 2012; Karasek & Theorell, 1990). Social factors include managerial support and influence, work relationships, and revolve around the standards set within the work environment.

Social Standard and Behavioral Change

Lewin explored the aspect of human behavioral changes that are associated with social standards set within the work environment. He argues that when trying to change individual behavior, if force is applied directly to an individual within a social situation, that individual will resist the behavioral change. In order to be effective in your goal, it is best to apply change to the entire situation (Cartwright, 1951/1976). There is a social context of the situation, social standards, it is best to understand the full situation and the culture of the work environment. Changes made that influence the overall social standard will influence the individual's behavior (Cartwright, 1951/1976). I will relate this concept to the purpose of this study as I investigate if there is a predictive relationship between internal factors, organizational culture factors, and participation in T&D activities among student affairs professionals. The culture that creates the work environment is a social setting in which the employee interacts with managerial staff and other employees on a daily basis. Expectations are set and the culture is created from the leadership. If the leadership places an emphasis on personnel professional development as a social standard, then individuals will change their behavior to fit into to the set standard.

Summary

Based on the literature it is evident that T&D is extremely important in the field of student affairs to ensure quality service to the student population and success of the institution. Ensuring that staff are voluntarily participating in T&D can be a difficult task. Organizational

culture and individual factors have shown to influence participation in T&D in various organizations across the globe, including academic settings. Kurt Lewin's Field Theory provides a strong foundation for how environment influences human behavior. Therefore, the purpose of this study is to explore if individual and organizational factors predict participation in training and professional development activities by student affairs professionals.

CHAPTER THREE: METHODOLOGY

Introduction

This chapter describes the methodology that was utilized to investigate if individual and organizational culture factors predict participation in T&D activities among student affairs professionals. This chapter reviews the problem statement, population for the study, instrumentation, conceptual framework and data collection process. Also included is an overview of the statistical analyses that was designed to investigate each research question.

Statement of the Problem

Institutions of higher education are experiencing an extraordinary amount of change that is impacting the T&D of staff (ACPA/NASPA, 2014). Changes or pressures impacting universities include, but are not limited to: accountability, federal guidance, state legislature (King Alexander, 2000), accreditation, governmental funding (Dougherty & Reddy, 2011), student needs, and influence from governing professional organizations (ACPA/NASPA, 2014). To ensure the success of the University, leadership must prepare for and adapt to these changes. One way organizations can sustain such rapid changes is to invest in the human capital through means of staff T&D (Kuk, Banning, & Amey, 2010). In student affairs it is imperative for professionals to participate in T&D to ensure they are up to date with best practices and ready to serve the needs of the incoming student population (Hamrick, Evans, & Schuh, 2002; McClellan, Stringer, & Associates, 2016). The problem is that not all student affairs professionals actively participate in T&D for numerous reasons. Studies have shown that there are various individual and organizational related factors that can influence employee behavior and participation in T&D

(Birdi, Allen, & Warr, 1997; Dubin, 1990; Hezlett, Koonce, & Kuncel, 1996; Jose & Mampilly, 2015; Kozlowski & Farr, 1988; Kozlowski & Hults, 1987; Leibowitz, Farren, & Kaye, 1986; Maurer, Weiss, & Barbeite, 2003; Montesino, 2002; Noe & Wilk, 1993; Renaud, Lakhdari, & Morin, 2004; Sankey & Machin, 2014; Tharenou, 1997; Tharenou, 2001; Tharenou, Latimer, Conroy, 1994.). However, there appears to be a gap in the literature associated with how individual and organizational culture factors influence participation in T&D within the field of student affairs.

Population

The participants for this study consists of 354 Student Affairs (SA) professionals from 14 different institutions within the United States. Due to the overwhelming size and diverse makeup of the Student Affairs field, a sample of 36 institutions were invited to participate in the study. The 36 institutions consists of: 12 private, not-for-profit institutions; 12 mid-size public, four year and above institutions; and 12 large public, four year and above institutions. This sample of 36 schools was selected to capture a diverse range of institutions in which the field of student affairs serves. This sample includes differences in institution type (public vs. private), size (small, mid-size, large), laws and regulations accountability (federally funded vs. non-federally), degree levels available to students (bachelors only to terminal degree) and resources available to staff (professional development opportunities and degree programs).

The selection process for participants was purposeful. Participants include individuals in positions that identify as traditional student affairs practitioner positions. These are individuals who provide educational initiatives to students in their daily role, lead educational programs or direct departments within the division. Participants include graduate students, entry-level full time staff, mid-level managers, and senior staff members. Based on the CAS Standards (2012)

and NASPA's position on professional development, it is recommended that the professionals in these types of positions engage in T&D throughout their career. It is based on these standards for practice that this particular group of individuals was identified for this study to determine the prediction of individual and organizational culture factors on participation in T&D activities.

Data Collection

The data collection process relied heavily on e-mail. For most universities, e-mail is an official mode of communication and staff are required to monitor their e-mail regularly, therefore this platform will be the most ideal for contacting this population. E-mail provides the advantage of a quick turn-around rate, easy reminders, and a means to quickly thank respondents. However the disadvantages are that potential participants could easily delete the survey request, think its spam mail, or they could experience technical issues (Sue & Ritter, 2012).

For this study, an invitation e-mail was sent to the Senior Student Affairs Officer (SSAO) for each of the 36 schools. The invitation letter outlined the purpose of the study and included information regarding the anonymity associated with the survey (See Appendix B). The invitation letter also communicated that each individual would be asked to participate by clicking on a link to a Qualtrics web-based survey instrument. The first page of the survey included an informed consent form to allow each participant to indicate their consent before they engage further in the survey (See Appendix C). In the informed consent page, the participants were reminded that all responses would remain anonymous, that their responses would not be shared with their supervisors or their SSAO, and that their responses could not be connected to any individual or institution.

The e-mail addresses for the SSAOs were obtained using the National Association of Student Personnel Administrators (NASPA) member directory or the institution's website. For

those SSAO's willing to have their division participate, the SSAOs were asked to serve as a representative for the institution or to designate an appropriate representative who was knowledgeable about the staffing structure within the division. The researcher worked with the SSAO or the representative to determine the best method to communicate with their staff members. Each school elected to have a member from their team e-mail out the communications on behalf of the researcher. The researcher worked with each school representative to determine if the study needed to be approved by the host institution's Institutional Review Board or another research review board before administering the study. The researcher obtained appropriate approvals before the school representative sent communications on their behalf.

The data collection process was initiated in October of 2017 and concluded in February 2018. The timeline for survey administration was dependent upon the response rate from the school SSAO or the school representative. Once the institution's SSAO agreed to have their division participate in the study, the researcher followed a standard timeline. Upon granted access, the SSAO or school representative immediately forwarded the invitation e-mail to their staff on the researcher's behalf. After one week, the researcher e-mailed the school representatives a reminder e-mail to be forwarded to their staff. The reminder e-mail reiterated the purpose of the study and kindly asked participants to fill out the survey using the link provided in the e-mail. After one more week, the researcher sent the school representatives a final reminder e-mail to send out to their staff members. In the final e-mail reminder, individuals were reminded of the purpose of the study and informed that the survey would be closing in 48 hours. The link to the survey was included in all e-mail reminders. The survey closed 48 hours after the last school sent out their reminder e-mail. Data retrieval from each institution took approximately three weeks once initiated.

Instrumentation

The study survey was constructed based on two previous studies that investigated the dependent variable (DV), training and development (T&D) (Tharenou et al., 1994), and the independent variables (IV), individual characteristics and organizational culture factors with regard to their prediction of participation in T&D (Tharenou, 2001). The instrument is a Qualtrics web-based survey that consist of 83-items and includes nine different sections (See Appendix C). Each section is outlined below.

Section: Participation in Training and Development (Dependent Variable)

This section of the survey asked questions associated with the dependent variable (participation in T&D). This section (3-items) collected information related to level of involvement in T&D activities and where these activities traditionally took place (on-site, off-site, meetings or conferences). This variable was identified and scaled based on Tharenou et al. (1994, $\alpha=.78$) T&D participation study which was created based on Tharenou and Conroy's (1994; $\alpha=.81$) instrument. The original instrument asked six questions to measure participation in T&D activities. This was modified to three questions in an effort to capture only on-site, off-site, and meeting and conference participation. According to Tharenou et al. (1994), the other questions were geared toward measuring job-related internal training opportunities, the aim of this study is to capture volunteer related participation in T&D, and therefore the original instrument was modified to fit the needs of the current study. Participants were asked how many times in their current position they participated in T&D courses ran by their division of student affairs, by other divisions or outside organizations, and how often they participated in drive-in meetings or attended conferences. In the survey, participants had the choice of selecting how

often they participated in each question by using a Likert scale ranging from never (1) to 6 or more times (7).

Section: Demographics

This section (11-items) asks questions related to demographics (age, gender, highest level of education received, educational degree background, level in organization, time with organization, and years in current position). The questions are based on human capital theory and designed to capture specific factors that have shown to have an impact on participation (Tharenou et al., 1994). One question was added to gain an understanding of how length of time in current position relates with the other organization culture factors. In the field of student affairs, it is common for individuals to shift positions as new opportunities become available. The literature indicates that new employees are encouraged to participate in orientation programs and T&D (McClellan et al., 2016; Carpenter, 2001; Winston & Creamer, 1998). Additionally, because Student Affairs attracts individuals from various educational backgrounds (Kuk et al., 2010), a question regarding educational background was added to gain a deeper understanding about how educational background influences participation in professional development.

Section: Intrinsic Motivation (Motivation to Learn)

This section (7-items) measured participant's level of intrinsic motivation/motivation to learn. Based originally on Noe & Wilk (1993) 17-item scale ($\alpha=.81$), modified by Tharenou (2001) to 7-items ($\alpha=.82$, $\alpha=.81$, test & retest $r=.71$). The scale was determined reliable and assessed to ensure that the measurement was discernable from motivation through expectation. This scale asked participants to indicate the extent of which they strongly disagree (1) or strongly agree (5) with statements associated with their motivation for skill development. Question number six was reverse coded based on its negative wording.

Section: Extrinsic Motivation (Expectancy, Instrumentality, Valence)

This section consist of three sub-sections: expectancy, instrumentality, and valence. Based on Tharenou (2001) study to measure motivation through expectation, also known as extrinsic motivation. Extrinsic motivation consists of employee expectation that participating in T&D will develop skills, knowledge, and abilities that would lead to desirable outcomes in their organization. The scale originally came from Noe and Schmitt's (1986) seven-item scale and was modified by Tharenou (2001). In previous studies, to get an accurate score for motivation through expectation, researchers multiplied the mean of the expectancy items by the overall mean derived from multiplying each instrumentality outcome by the valence outcome for each employee (Tharenou, 2001; Mathieu, Tanenbaum, & Salas, 1992). Based on Tharenou (2001), the test and retest for this measure was r of .66, indicating a moderate stability.

The expectancy (5-item scale) measured how extremely unlikely it would be (1) to extremely likely (5), that employees believe that their participation in T&D would lead to enhanced knowledge, skills, and abilities that would promote success at work. The expectancy scale was reliable based on Tharenou (2001) $\alpha=.82$, $\alpha=.82$, test & retest $r=.66$. Instrumentality (5-item scale) measured how extremely unlikely it would be (1) to extremely likely (5), the participant believed a particular outcome occurred as a result of gaining new knowledge, skills, and abilities from their participation in T&D. The original instrumentality scale was reliable based on Tharenou (2001) as $\alpha=.89$, $\alpha=.88$, test & retest $r=.65$. The valence section (5-item scale) asked participants to indicate how important each outcome was to them on a scale of not important at all (1) to extremely important (5). The original valence scale was reliable based on Tharenou (2001) is $\alpha=.88$, $\alpha=.86$, $r=.63$.

Section: Supervisor Support

In this section (13-items) participants were asked to indicate if they strongly disagree (1) or strongly agree (5) with statements regarding the perceived level of supervisor support that exist in the participants organizational culture. This section of the survey was modified from 17-items to 13-items to separate supervisor questions from co-worker questions. A separate section was created to capture co-worker support to explain more variance. Also, the term “manager” was replaced with the term “supervisor” to make the survey language more consistent with the terminology used by the intended population. In student affairs, supervision is viewed by some as a function of management (Winston & Creamer, 1998). Tharenou’s (2001) 14-item scale ($\alpha=.94$, $\alpha=.94$, test & retest $r=.65$), and Noe and Wilk’s (1993) 24-item scale was ($\alpha=.93$) were reliable. Question number 12 was reverse coded based on its negative wording.

Section: Co-Worker Support

In this section (5-items) participants were asked to indicate if they strongly disagree (1) or strongly agree (5) with statements regarding the perceived level of co-worker support that exist in the organizational culture. The 5-items were selected from the supervisor support section of Tharenou’s (2001) survey. Each question specifically addressed co-workers opposed to supervisor support. This section of the instrument was modified from Tharenou’s (2001) supervisor support instrument that consisted of a 14-item scale ($\alpha=.94$, $\alpha=.94$, test & retest $r=.65$), which was modified based on Noe and Wilk’s (1993) 24-item scale was ($\alpha=.93$) were reliable. Questions two, three, and four were reverse coded based on their negative wording.

Section: Policies and Regulations

This section (6-items) collected information related to the participant’s organizational culture with regard to the management policies that are in place by the leadership. Participants were asked to indicate if they strongly disagree (1) to strongly agree (5) with statements that

indicate if policies/regulations are supportive or not. Questions three and six were reverse coded due to negative wording.

Section: Situational Constraints

This section (8-items) collected information regarding the constraints that may exist in a person's work environment. Participants were asked to indicate if they strongly disagree (1) to strongly agree (5) if they believe organizational constraints such as insufficient funds or a lack of time prohibits them from participating in T&D. All questions except for three and seven were reverse coded due to negative wording. Tharenou's (2001) employer support measure consisted of the sections situational constraints and policies, the scale has shown reliability ($\alpha=.87$, $\alpha=.87$, $\alpha=.87$, test & retest $r=.59$).

Section: Barriers

Lastly, this section (11-items) consisted of questions associated with the perceived barriers that exists in the workplace that may prevent participation in T&D activities. Participants were asked if they strongly disagree (1) or strongly agree (5) with the statements. All questions in this section were reverse coded due to negative wording within the questions.

Conceptual Framework

The model below provides a visual representation of how the independent variables that make up organizational culture (supervisor support, co-worker support, policies & regulations, barriers, situational constraints) are intended to be analyzed based on their relationship to the dependent variable (participation) while controlling and looking at interaction effects between the individual independent variables (age, time in current position, intrinsic motivation, extrinsic motivation). Previous studies have shown that age, intrinsic motivation, and extrinsic motivation influence participation in T&D to some regard. Several of these studies have concluded that

some of the individual variables have mediating and moderating effects on the dependent variables. Therefore, based on Maurer et al., (2003) and Tharenou (2001) intrinsic and extrinsic motivation will be explored for interaction effects on all organizational culture variables. Additionally, age has shown to have interaction effects on co-worker support and organizational policies/regulations, as a result this study will also explore age for interaction effects. Also, time with organization will be analyzed for interaction effects because student affairs recommends that new employees participate in orientation programs. Lastly, this study will control for all individual variables to determine how the organizational culture factors predict participation without their influence. The model on the following page provides a visual representation of the analysis.

Figure 1. Conceptual Model for Analysis

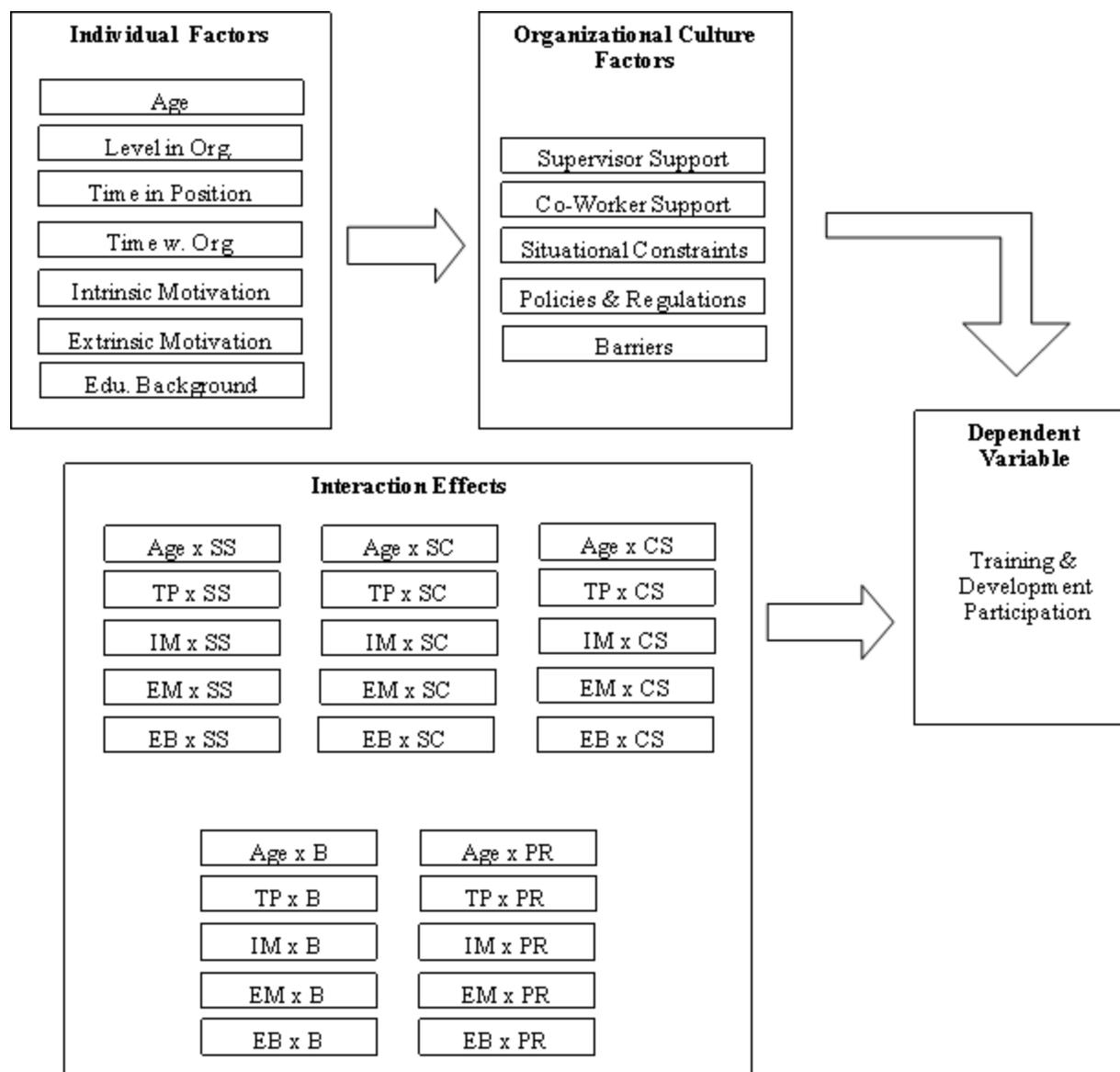


Figure 1. Conceptual model for analysis. The top left column of rectangles represents independent variables (IV), age, level in the organization, time in current position (TP), time in the organization, intrinsic motivation (IM), extrinsic motivation (EM), and educational background (EB). The top right column of rectangles represent IVs associated with the organizational culture: supervisor support (SS), co-worker support (CS), situational constraints (SC), regulations and policies (PR) and barriers (B). The bottom box of columns represents IVs analyzed for interaction effects on the dependent variable training and development (T&D).

Research Questions

This study sought to explore if individual and organizational factors predict participation in training and professional development activities by student affairs professionals.

The following research questions are examined:

1. What individual factors are predictive of student affairs employee participation in training and professional development?
2. What organizational factors are predictive of student affairs employee participation in training and professional development?
3. What individual factors and organizational factors combined are predictive of student affairs employee participation in training and professional development?

Data Analysis

The responses from the web-based survey were downloaded and exported from Qualtrics using the Legacy Research Suite export function and transferred to IBM Statistical Package for Social Sciences (SPSS), Version 22.0 (2013). All analyses were conducted using SPSS Version 22 (2013). Data was analyzed using descriptive statistics and hierarchical-multi-linear regression. For the hierarchical-multi-linear regression, regression diagnostics were conducted to determine if all six assumptions were met. Scales were created based on previous studies and therefore Cronbach alpha were run on the questions within each scale to determine reliability and consistency of measurement. A Cronbach alpha over .70 indicates that the measure is internally consistent (Muijs, 2011). Variables were created to represent each scale as outlined in the model.

The hierarchical-multi-linear regression analysis was conducted to determine the relationships of the organizational culture independent variables (supervisor support, co-worker support, policies & regulations, barriers, situational constraints) on the dependent variable

(participation) while looking at interaction effects between the variables of age, time in current position, intrinsic and extrinsic motivation. Additionally in the analysis the researcher controlled for the individual independent variables (age, time with org., level in org., time in current position, intrinsic motivation, and extrinsic motivation). The model above was created to depict how the independent variables were analyzed in relation to the dependent variable. These variables were analyzed using descriptive statistics and hierarchical regression statistics.

Reliability and Validity

Reliability

The scales within the instrument were tested for internal consistency reliability. Internal consistency reliability evaluates the degree in which questions that are designed to measure a particular construct are consistent in their results (Vogt, 2007). For each scale tested in the conceptual model the average correlation coefficient was calculated using SPSS. Table 1 reports these statistics.

Table 1

Reliability Statistics for Conceptual Model Variables

Scales based on survey sections	α
Training and Development	0.572
Intrinsic Motivation	0.771
Extrinsic Motivation	0.844
Supervisor Support	0.943
Co-worker Support	0.797
Policies & Regulations	0.792
Situational Constraints	0.787
Barriers	0.902

Note: Cronbach alphas (α) greater than .70 are acceptable (Muijs, 2011).

The T&D scale calculated a Cronbach alpha lower than the acceptable .70. The decision was made to retain this scale for the reason that each question measures a different aspect of participation in training and professional development activities. In the T&D scale, question one

intentionally measures the amount of divisional participation an employee engages in, while question two measures non-divisional participation, and question three addresses the amount of conference and off-site activity. It was determined that the retention of the total value of participation was necessary for analysis for the intention of this study. Again, the purpose of this study is to explore if individual and organizational culture factors predict participation in training and professional development activities by student affairs professionals.

Validity

To ensure the survey instrument maintained validity for the purpose of the study, the survey instrument was assessed by two student affairs experts. Both experts hold doctorates, maintain a senior leadership position within the field of student affairs, and have a strong understanding of organizational culture as well as the expectations associated with professional development for this population. The experts were sent the survey instrument via email and were asked to rank each section of questions for construct validity using a Likert scale. The Likert scale ranged from 0-10, 0 indicated that the section of questions did not capture the intended content, and 10 indicated the section of questions were appropriate for capturing the intended content. The scores from each expert were added together and divided by the total sum to derive a percentage of accuracy. The T&D section was rated as .85, intrinsic motivation as .75, extrinsic motivation as .80, supervisor support as .85, co-worker support as .85, policies/regulations as .80, situational constraints as .90, and barriers as .80. Based on their feedback some of the questions were reworded to make them easier to read. Overall, the experts indicated that they believe the survey instrument to be acceptable and appropriate for the study.

Limitations and Delimitations

The population was delimited to only include student affairs professionals working at institutions that are 4-year and above, thus making the generalizability of the findings limited to 4-year and above institutions rather than community colleges. The study depended on self-reported responses, therefore there may be errors and this could limit the confidence in the results. The procedures tested for organizational culture effects on participation only controlling for individual factors, and so future studies would benefit from investigating mediating and moderating effects of these variables. The effects in this case do not determine causality.

Summary

This chapter described the methodology and procedures used in analyzing the relationships, if any, between organizational culture factors to participation of student affairs practitioners in T&D programs, while controlling for individual factors of influence. An overview of the statistical procedures used for analysis was provided. This chapter included the following sections: (a) introduction, (b) problem statement, (c) population, (d) instrument, (e) data collection, (f) research questions, (g) data analyses, (h) limitations and (i) summary.

CHAPTER 4: RESULTS

Introduction

In this chapter are the results of a survey administered to Student Affairs practitioners from higher education institutions across the nation during the period of October 30, 2017 through February 14, 2018. The results are organized around three research questions that guided this study: (1) what individual factors are predictive of student affairs employee participation in training and professional development, (2) what organizational factors are predictive of student affairs employee participation in training and professional development, and (3) what individual factors and organizational factors combined are predictive of student affairs employee participation in training and professional development? The purpose of this study was to explore if individual and organizational culture factors predict participation in training and professional development activities by student affairs professionals. This chapter provides a demographic summary of the responding institutions and participants, deliberates the assumptions of the conceptual and the revised analytical model, discusses decisions about model modification, discusses the descriptive statistics for the variables in the analytical model, and presents the analyses associated with each of the research questions that guided this research study.

Demographics Summary

The responding population for this study consisted of 402 Student Affairs Practitioners from 14 institutions of higher education. Based on Carnegie Classification, the 14 responding institutions included of 5 private, not-for-profit institutions; 4 mid-size public, four year and above institutions; and 5 large public, four year and above institutions. Survey participation

stemmed from 14 of the 36 invited institutions, yielding an institutional response rate of 38%. The responding institutions generated 354 completed surveys of 402 survey initiations from Student Affairs Practitioners. Of the 402 initiated surveys, 11.9% of the survey responses were deleted due to substantial questions left blank beyond respondents answering the dependent variable questions. If respondents answered the dependent variable questions and most of the survey questions, the unanswered fields were retained by replacing the null field with the series mean to retain power for the analysis. This decision was made due to having 8 independent variables developed from scaled question groups.

Assumptions and Model Decisions

A hierarchical multiple linear (HML) regression was run on the conceptual model to determine if the addition of individual factors (Age, Level in Organization, Time in Position, Time with Organization, Intrinsic Motivation, Extrinsic Motivation, and Educational Background), then the addition of organizational factors (Supervisor Support, Co-worker Support, Situational Constraints & Barriers, and Policies & Regulations), with the addition of the interaction effects of these variables, improved the prediction of participation in T&D, over and above the individual and organizational factors alone. Refer to Figure 2 in chapter three for a visual representation of the conceptual model.

When testing the conceptual model there was linearity as assessed by partial regression plots, and a plot of studentized residuals against the predicted values. There was independence of residuals as assessed by a Durbin-Watson statistic of 1.824. There was weak homoscedasticity as assessed by a visual inspection of a plot of studentized residuals versus unstandardized predicted values. There was evidence of multicollinearity through an inspection correlations values above 0.7, of tolerance values greater than 0.1, VIP values greater than 10,

and values for Cook's distance above 1. Therefore, the multicollinearity problems were resolved by removing conflicting variables and combining the organizational variables of Supervisor Support and Co-worker Support to make a new variable (Supervisor & Co-worker Support, $\alpha=.925$), and creating another new variable by combining the Situational Constraints variable and Barriers variables (Situational Constraints & Barriers, $\alpha=.918$). As a result of the assumptions test the researcher developed a revised analytical model. See Figure 3 below for a visual representation of the revised analytical model.

Figure 2. Revised Analytical Model

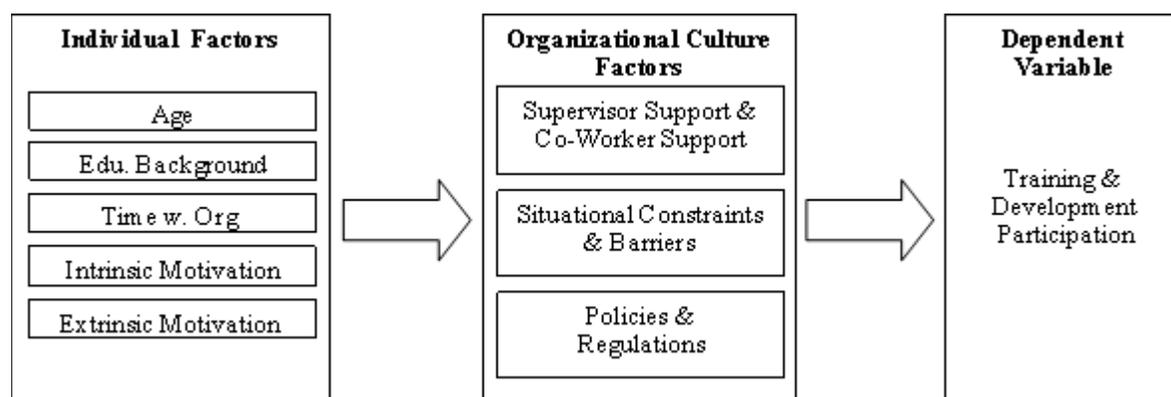


Figure 3. Revised Analytical Model. The left column of rectangles represents independent variables, age, time with organization, time in the organization, intrinsic motivation, extrinsic motivation, and educational background. The middle column of rectangles represent IVs associated with the organizational culture: supervisor/co-worker support, situational constraints/barriers, and policies/regulations. The left column represents the dependent variable of T&D participation.

A HML regression was run on the revised analytical model to determine if the individual factors (Age, Educational Background, Time with Organization, Intrinsic Motivation, and Extrinsic Motivation) with the addition of the organizational culture factors (Supervisor/Co-worker Support, Situational Constraints/Barriers, and Policies/Regulations) would improve the prediction of participation in T&D activities among student affairs professionals.

Through an assessment of the assumptions for a HML regression on the revised analytical model, there was linearity as assessed by the partial regression plots and plot of studentized residuals against the predicted values. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.966. Homoscedasticity was assured by a visual inspection of a plot of studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values lower than 0.1, VIF values lower than 10, and all collinearity values were less than 0.7. There were no studentized deleted residuals greater than ± 3 standard deviations, no leverage values greater than 0.2, and values for Cook's distance above 1. There assumption of normality was met, as assessed by Q-Q Plot. The assumption test of the analytical model indicated that the new model met all of the assumptions.

Descriptive Statistics for the Revised Analytical Model

Within the first section of the survey, respondents were asked to indicate their age, educational background, and years within their division/organization. As outlined in chapter two, several of the demographic questions represent independent variables for the study and were identified as influential factors. Human Capital Theory indicates that an individual's age, their organizational status, and their education, influence participation in T&D (Tharenou, 1997). Table 2 illustrates the ages associated with the responding participants. The participants' age was grouped based on the range associated with the sample.

Table 2

<i>Summary of Participant Age by Grouping</i>		
Age Group	# of Participants	%
20-29	72	20.3%
30-39	113	31.9%
40-49	80	22.5%
50-59	58	16.3%
60-69	29	8.1%
70	1	.2%

Note: (n=354), Mean = 40.5

Section one of the survey also contained questions associated with the participant's educational background as well the participant's length of time with their organization. Participants were asked to indicate if they obtained a Student Affairs related degree or another degree. This question was coded 0 for other and 1 for Student Affairs related degrees. Of the 354 respondents, 38% obtained a Student Affairs related degree. In addition to their educational background, participants indicated the number of years they have worked with their division of student affairs using a sliding scale response indicator. Their responses indicated that the majority of the respondents have worked with their organization for 5 or fewer years. This is consistent with Renn and Hodges (2007) findings that suggests that student affairs practitioners leave the field prior to their fifth year. Table 3 below outlines the responses associated with time with organization. These responses were grouped as a result of the range of answers in sample.

Table 3

Outline of Time with Organization by Grouping

Time with Org. by years	# of Participants	%
0-5	172	49.9%
6-10	71	20.6%
11-15	33	9.6%
16-20	26	7.5%
21-25	7	2.0%
26-30	7	2.0%
31-43	9	2.6%
Unanswered	20	5.8%
Mean	7.68 years	100.0%

Note: Mean is based on all individual responses for participants' ages, 0-43 years (n=345).

Table 4 below provides the descriptive statistics associated with the HML regression for the analytical model.

Table 4

Descriptive Statistics for Analytical Model

Variables	Mean	Std. Deviation	N
Dependent Variable:			
Training and Development	9.81	3.63	354
Independent Variables:			
Age	40.45	11.58	354
Educational Background	0.4	0.48	354
Years with Organization	7.68	7.91	354
Intrinsic Motivation	29.56	3.57	354
Extrinsic Motivation	71.36	9.38	354
Support Scale (Supervisor & Co-workers)	68.60	12.28	354
Barriers Scale (Situational Constraints & Barriers)	67.64	13.59	354
Policies & Regulations Scale	23.30	4.61	354

Note: Descriptive statistics for analytical model. Includes all variables.

The HML regression indicated weak Pearson correlations between several of the variables. Pearson correlation values indicate strength and direction of the relationship between two variables. The relationships between the variables are discussed in detail in chapter five. See Appendix A for data associated with each correlation.

Analyses of the Analytical Model

In Model 1 the individual factors (Age, Educational Background, Time with Organization, Intrinsic Motivation, and Extrinsic Motivation) to the prediction of participation in T&D had statistical significance, R^2 of .069, $F(5, 348) = 5.140$, $p < .001$; adjusted $R^2 = .055$. The full model (Model 2) with the individual factors (Age, Educational Background, Time with Organization, Intrinsic Motivation, and Extrinsic Motivation) and organizational culture factors (Supervisor/Co-worker Support, Situational Constraints/Barriers, and Policies/Regulations) to the prediction of participation in T&D was statistically significant, $R^2 = .125$, $F(3, 345) = 7.432$, $p < .001$; adjusted $R^2 = .105$. The addition of organizational culture variables

(Supervisor/Co-worker Support, Situational Constraints/Barriers, and Policies/Regulations) to the prediction of participation in T&D led to a statistically significant increase in R^2 of .105, $F(3, 345) = 7.432$, $p < .001$. See Table 5 below for full details of the HML regression model.

Table 5

Hierarchical Multiple Linear Regression Predicting Participation in Training and Development From Individual Factors and Organizational Culture Factors.

Variable	Participation in Training & Development			
	Model 1		Model 2	
	B	β	B	β
Age	.02	.06	.01	.04
Educational Background	.43	.06	.44	.06
Time with Organization	.05	.11	.04	.09
Intrinsic Motivation	.13*	.13*	.09	.09
Extrinsic Motivation	.07**	.17**	.06**	.16**
Supervisor & Coworker Support Scale			-.03	-.10
Situational Constraints & Barriers Scale			.04*	.15*
Policies & Regulations Scale			.13*	.16*
R^2	.069**		.125**	
F	5.14**		6.18**	
ΔR^2	.069**		.057**	
ΔF	5.14**		7.43**	

Note. $N=354$. * $p < .05$, ** $p < .007$

Analyses of Research Questions

Research Question 1: What individual factors are predictive of student affairs employee participation in training and professional development?

A HML regression was run on the revised analytical model to determine if the individual factors (Age, Educational Background, Time with Organization, Intrinsic Motivation, and Extrinsic Motivation) with the addition of the organizational culture factors (Supervisor/Co-

worker Support, Situational Constraints/Barriers, and Policies/Regulations) would improve the prediction of participation in T&D activities among student affairs professionals. The analysis of the full model indicates that one's extrinsic motivation has a significant positive relationship to their participation in T&D ($R^2 = .125$, $F(3, 345) = 7.432$, $p < .001$; adjusted $R^2 = .105$). The mean was 71.35, on a scale of 1 through 95 with a standard deviation of 9.38. Participants mostly indicated that the extrinsic motivation factors were likely to extremely likely to influence their participation in T&D. The missing respondent answers associated with this variable were replaced by a series mean score resulting in a total of 354 respondent answers analyzed for descriptive statistics. Residual analysis was conducted to determine if any outliers may have adversely effected the amount of variance explained by the model $R^2 = .125$. No outliers were identified. See Appendix A for tables that illustrate participant answers for each question that comprises this extrinsic motivation scale.

Intrinsic motivation is not a reliable predictor for participation in T&D ($p > .100$). However, the results from model 1 indicated that intrinsic motivation has a greater effect on participation than extrinsic motivation ($B = .134$ to $B = .065$, $p < .020$ to $p < .004$) unfortunately intrinsic motivation was no longer significant when the organizational culture variables were added to the model. The other individual variables (Age, Time with Organization, and Educational Background) did not significantly predict participation in T&D activities in this study.

Research Question 2: What organizational factors are predictive of student affairs employee participation in training and professional development?

The results indicate that situational constraints/barriers, as well as policies/regulations have a significant prediction of participation in T&D (See Table 5). Negative worded questions

within each of these sections of the survey were reverse coded. Questions that participants left empty were replaced with the series mean. A total of 354 responses per section were analyzed for descriptive statistics. Residual analysis was conducted to determine if any outliers may have adversely effected the amount of variance explained by the model $R^2 = .125$. No outliers were identified. The mean for the situational constraints/barriers variable was 67.6 based on a scale of 1 through 70, indicating that the majority of respondents strongly believed that situational constraints/barriers impacted their ability to participate in T&D activities. For this variable, the results indicate that situational constraints/barriers can have a 4% positive impact on participation in T&D activities when funds are available and situational constraints/barriers are removed. Appendix A provides tables with the responses for each question for this scale.

With regards to policies/regulations, the mean for this variable was 23.29 with a standard deviation of 4.61 on a scale of 1 (strongly disagree) to 30 (strongly agree), indicating that on average participants somewhat agree-to-strongly agree that their organization's policies/regulations support their participation in T&D. This variable had a 13% positive effect on the prediction of employee participation in T&D activities ($B=.13, p<.05$). Appendix A provides a table to illustrate the answers associated with each question of this scale.

The variable of supervisor/co-worker support was not a reliable predictor for participation in T&D activities ($B=-.03, p>.05$).

Research Question 3: What individual factors and organizational factors combined are predictive of student affairs employee participation in training and professional development?

A HML regression was run on the conceptual model to determine if any interaction effects between individual variables and organizational variables would improve the prediction

of participation in T&D activities among student affairs professionals. The addition of the interaction effects between the individual and organizational variables caused severe multicollinearity conflicts, therefore all of these variables were removed from the analysis. Research question three remains unanswered as a result of the model not meeting the required assumptions for a hierarchical multiple linear regression.

Summary

This study sought to (a) investigate what individual factors are predictive of student affairs employee participation in training and professional development, (b) investigate what organizational factors are predictive of student affairs employee participation in training and professional development, and (c) determine what individual factors and organizational factors combined are predictive of student affairs employee participation in training and professional development. With regards to individual factors relationship to participation in T&D, a significant relationship was found between extrinsic motivation and participation in T&D. There were no significant relationships between ages, educational background, years in organization, and intrinsic motivation, and participation.

With regards to the organizational culture factors prediction of participation in T&D, significant relationships were found between the situational constraints/barriers scale and participation, and also the policies/regulations scale and participation. There was not a significant relationship between the supervisor/co-worker support scale and participation.

Due to assumption errors associated with the conceptual model, it could not be determined if the interactions between individual factors and organizational factors predict participation in T&D activities.

Chapter five provides a summary of the findings, conclusions for the study, implications for practice, as well as implications for future research.

CHAPTER 5: DISCUSSION

Statement of the Problem and Purpose of the Study

Institutions of higher education are experiencing an extraordinary amount of change that is impacting the T&D of staff (ACPA/NASPA, 2014). Changes or pressures impacting universities include, but are not limited to: accountability, federal guidance, state legislature (King Alexander, 2000), accreditation, governmental funding (Dougherty & Reddy, 2011), student needs, and influence from governing professional organizations (ACPA/NASPA, 2014). To ensure success and to resist organizational failure, universities must adapt at a rapid rate (Jose & Mampilly, 2015). A mechanism to combat organizational failure is to ensure university staff members are up to date with current policies and laws, best practices in the field, and the needs of the students. Student affairs professionals are an identified group of employees within the university system who are responsible for addressing many of the student's needs through holistic student development practices. On-going training and professional development of staff members has been identified as a solution to ensure the university's success (Kuk et al., 2010). Unfortunately, for various unknown reasons some student affairs staff members choose not to participate in training and professional development opportunities. The purpose of this study was to explore if individual and organizational culture factors predict participation in training and professional development activities by student affairs professionals. This study was guided by the following research questions:

1. What individual factors are predictive of student affairs employee participation in training and professional development?

2. What organizational factors are predictive of student affairs employee participation in training and professional development?
3. What individual factors and organizational factors combined are predictive of student affairs employee participation in training and professional development?

Methodology

Population

The population for this study consisted of 354 Student Affairs (SA) professionals from 14 institutions of higher education. Based on Carnegie Classification, the 14 institutions consisted of 5 private not-for-profit schools, 4 mid-size public 4 year and above schools, and 5 large public 4 year and above schools. The participants ranged in age from 20 to 70 years old. The majority of the participants were under the age of 50, and the average age was 40 years old. The participants also represented various different educational backgrounds, results indicated that only 38% held a Student Affairs or related degree. Additionally, 50% of the participants were with their current organization for 5 or less years. The participant's time with their organization ranged from some being with their organization for only a few months to some being with their organization up to 43 years.

Instrumentation

The study survey was constructed based on two previous studies that investigated the dependent variable T&D (Tharenou et al., 1994), and the independent variables, individual characteristics and organizational culture factors with regard to their prediction of participation in T&D (Tharenou, 2001). The instrument was developed as a Qualtrics web-based survey that consist of 83-items and includes nine different sections (See Appendix C).

Data Collection

The data collection process was executed through email and utilized a web-based survey instrument. The researcher obtained emails for each schools Senior Student Affairs Officers (SSAO) through the National Association of Student Personnel Administrators (NASPA) member directory or the institution's website. The SSAO was emailed an invitation letter that invited them to have their division to participate in the study. The email outlined the purpose of the study, outlined the confidentiality measures put in place, shared the IRB certificate for the study, and asked the SSAO to serve as the representative for the institution. The school representative communicated the study to their divisional employees by forwarding emails sent from the researcher. SA employees could choose to participate in the study by clicking on the link in their invitation email. The first page of the study contained a cover letter with an informed consent message. Employees had the option of consenting to participate and moving forward in the survey or to exit the survey instrument.

Data Analysis

The responses from the web-based survey were downloaded and exported from Qualtrics using the Legacy Research Suite export function and transferred to IBM Statistical Package for Social Sciences (SPSS), Version 22.0 (2013). All analyses were conducted using SPSS Version 22 (2013). A hierarchical multiple linear (HML) regression was run to determine if the individual factors (Age, Educational Background, Time with Organization, Intrinsic Motivation, and Extrinsic Motivation) with the addition of the organizational culture factors (Supervisor & Co-worker Support, Situational Constraints & Barriers, and Policies & Regulations) would improve the prediction of participation in T&D activities among student affairs professionals. Cronbach alphas were run on each scaled variable to determine reliability and consistency of

measurement. Regression diagnostics were conducted to determine if all six assumptions were met.

Summary of Findings

Descriptive Findings

The findings of this study indicate that on average Student Affairs professionals participate in 7-12 T&D activities per year. These activities range from T&D opportunities hosted by their own division, to university hosted non-divisional activities, to participating in meetings and conferences off-site.

The results indicate that student affairs professionals are intrinsically motivated to participate in T&D opportunities. Of the 354 individuals surveyed, 97% of them indicated that they would generally like to improve their skills and abilities. Student affairs professionals generally like to try to learn as much as possible when they participate in T&D activities. These professionals are also willing to exert effort while participating in T&D to improve their skills. However, though this population is intrinsically motivated to engage in professional development activities, and there is a significant positive relationship between intrinsic motivation and participation, intrinsic motivation did not have significance for predicting participation in this study. Whereas, in Tharenou (1997, 2001), Sankey and Machin (2014) and Maurer et al., (2003) studies, intrinsic motivation was a predictor of participation in professional development activities.

In addition to being intrinsically motivated to participate in T&D, Student Affairs professionals are also extrinsically motivated. They believe that by attending T&D activities they gain good ideas that they can use in their jobs, they can improve their knowledge base, they can implement the knowledge and behaviors they learn from T&D, and by participating they can

improve their skills overall. It's important to Student Affairs professionals that they reach their career goals, obtain pay increases, have job security, have opportunities for advancement, and to be able to implement change in their workplace. However, the results indicate that many Student Affairs professionals are indifferent in their belief that their participation in T&D activities will help them obtain a pay increase, gain job security, get a promotion, be able to pursue a different career, or obtain praise from their supervisor. Yet, the majority do believe that by participating in T&D, they will be able to reach their career goals and they will also be able to implement change in their workplace. Overall, a professional's extrinsic motivation is important, the results of this study indicate that there is a significant positive relationship between extrinsic motivation and participation, and extrinsic motivation predicts participation in T&D activities.

Moving onto organizational culture factors, Student Affairs professionals generally feel supported by their supervisors to engage in T&D activities. Most student affairs professionals are comfortable speaking with their supervisors about what their areas for improvement. Supervisors in this field are usually communicative about learning opportunities that their staff could participate in, and they believe that advising and training are important aspects of their employees' job. Additionally, Student Affairs professionals generally perceive that their co-workers value T&D. They perceive that their co-workers view participation in these opportunities as an investment and a way to develop as professionals. The results indicated that there is a significant positive relationship between supervisor/co-worker support and employee participation in T&D. However, even though these participants hold these perceptions for their supervisors and co-workers, this organizational culture factor was not a significant predictor for this study. Whereas in other studies, supervisor/co-worker support was a significantly strong predictor of participation in T&D.

With regards to the organizational culture factor of situational constraints/barriers, there was a significant positive relationship with participation in T&D when employees perceive their work environment as supportive. The situational constraints/barriers factor predicts employee participation in T&D activities. Generally, student affairs practitioners felt that their work environment is rather conducive to their ability to participate in T&D activities. Within this factor, the elements of work demands, location of T&D activities, funding, work deadlines, having release time to participate in T&D, and other requirements of the job are influential on participation.

As for the organizational culture factor of policies/regulations, there is a significant positive relationship with participation in T&D activities. Many student affairs professionals reported that their division's policies/regulations were conducive for participating in T&D activities. The policies/regulations established by the leadership generally gave employees the impression that professional development was valued by their organization. Many of the participants in the study reported that their division had an employee learning, training or orientation program. The policies/regulations factor was the strongest predictor for participation in T&D activities among this population.

Findings from Research Questions

Research Question 1: What individual factors are predictive of student affairs employee participation in training and professional development?

The individual factors of age, educational background, and employee time within the organization, intrinsic motivation, and extrinsic motivation were analyzed in a HML regression with the addition of organizational culture factors of supervisor/co-worker support, barriers/constraints, and policies/regulations. The findings of the analysis indicate that extrinsic

motivation is the only individual factor that significantly predicts student affairs employee participation in T&D. More specifically, that a student affairs professional's level of extrinsic motivation has a significant positive relationship to their participation in T&D and it positively influences their participation in T&D ($B=.064$, $R^2 = .125$, $F(3, 345) = 7.432$, $p < .001$; adjusted $R^2 = .105$).

The results concur with some of the literature but not all, as there has been inconsistencies among the various studies. The results of the analysis support Tharenou's (2001) findings who found that extrinsic motivation has a stronger prediction to participation than intrinsic motivation. This study indicates extrinsic motivation has a 6% effect on employee participation in T&D activities when organizational culture variables are also analyzed.

As for intrinsic motivation, like Maurer et al. (2003), Sankey and Machin (2014), and Tharenou (1997), the results from model 1 indicated that intrinsic motivation has a greater effect on participation than extrinsic motivation ($B=.134$ to $B=.065$, $p < .020$ to $p < .004$), however intrinsic motivation was no longer significant when the organizational culture variables were added to the model ($p > .100$). As an individual factor, previous studies have found intrinsic motivation to be a major predictor for participation, but due to likelihood of error, this study cannot support previous findings. Extrinsic motivation and the organizational culture factors outweigh the impact internal motivation has for these professionals.

The other individual factors of age, educational background, and time with the organization did not have a significant relationship nor significant prediction of participation ($p > .005$). In other studies age has shown to conflict with other individual and situational variables that predict participation in developmental activities (Maurer et al., 2003; Renand et al., 2004). Due to multicollinearity problems, age was unable to be analyzed for interaction effects to

determine if it conflicts with other individual or organizational culture variables. Future studies should consider analyzing age, educational background and time with the organization in a simplified model to determine the relationship they have with participation in professional development.

Research Question 2: What organizational factors are predictive of student affairs employee participation in training and professional development?

The organizational culture factors of supervisor/co-worker support, situational constraints/barriers, and policies/regulations were analyzed in a HML regression while controlling for the individual factors of age, educational background, years within the organization, intrinsic motivation, and extrinsic motivation. The results of the analysis surprisingly indicated that the factor of supervisor/co-worker support do not predict participation in T&D activities among student affairs professionals, even though supervisor/co-worker support had a positive relationship with participation in T&D activities based on an interpretation of the correlation coefficient. This finding is surprising because this factor has shown to be highly influential on an employee's participation in T&D activities in various studies (Kozlowski & Farr, 1998; Kozlowski & Hults, 1987; Tharenou, 1997; Tharenou, 2001; Maurer et al., 2003; Montesino, 2002; Noe & Wilk, 1993). The participants of this study generally viewed their supervisors and co-workers to be supportive of their interest and participation in T&D. Even though student affairs professionals perceive their supervisors and co-workers as supportive and encouraging of their participation in T&D activities, the results indicate that other factors weigh heavier when it comes down to actual participation in these activities.

The situational constraints/barriers associated with the work environment, as well as the organization's policies/regulations are influential on participation. The situational

constraints/barriers factor weakly ($B=.04$, $p<.05$) predicted participation in T&D activities among this population. This study indicates that when employees have sufficient resources available, are able to complete work related tasks, have sufficient time, funding is available, and have adequate equipment, employees are more likely to participate in T&D activities. This finding is consistent with Noe and Wilk's (1993) and Tharenou (2001) studies who also found that these work conditions predict participation in T&D.

For this study, the strongest predictor of participation in T&D was the organizational culture factor of policies/regulations ($B=.13$, $p<.05$). Organizational policies/regulations have a positive relationship with participation in T&D activities when student affairs employees perceive their organization to value professional development and learning through the communication of the policies/regulations. These findings align with the literature as other studies found policies/regulations to have a weak effect on the prediction of participation (Maurer & Tarulli, 1994; Noe & Wilk, 1993; Tharenou, 1997). Overall, student affairs practitioners are more likely to participate in T&D activities when organizational leadership establishes an organizational culture where learning and development is perceived as valued and important.

Research Question 3: What individual factors and organizational factors combined are predictive of student affairs employee participation in training and professional development?

A HML regression was run to determine if any interaction effects between the individual variables and the organizational variables would improve the prediction of participation in T&D activities among student affairs professionals. Adding the interaction effects between these variables into the regression caused severe multicollinearity conflicts. As a result of this error,

the interaction effects were removed from the analysis and prediction could not be determined. However, the results indicate that many of the variables have a significant relationship with each other based on an analysis of the Pearson correlation value. Age for example, has a significant negative relationship with educational background and extrinsic motivation and a strong positive relationship with time with organization as well as barriers/constraints. The results indicate that the older an individual is the stronger their relationship is with their organization and barriers/constraints become less conflicting.

Also, the variable of time with organization had a significant negative relationship with intrinsic motivation and extrinsic motivation. The longer someone resides with their division, the less intrinsically and extrinsically motivated they become. In turn, intrinsic motivation and extrinsic motivation have a weak, yet significant positive relationship with supervisor/co-worker support, situational constraints/barriers, and policies/regulations. These results indicated that there are valid relationships that exist among natural dispositions to engage in T&D and how we perceive our cultural surroundings.

Conclusions

In conclusion, the study determines that extrinsic motivation in addition to the organizational factors of situational constraints/barriers, and policies/regulations, influence participation in T&D activities among student affairs professionals. The results indicate that student affairs professionals who are more extrinsically motivated tend to participate in professional development activities more frequently. This study also shows that when organizational situational constraints/barriers are reduced, professionals are more likely to participate in T&D. Additionally, when organizational policies/regulations are supportive and

suggests the organization values learning and development, student affairs practitioners are more likely to participate in T&D activities.

Implications for Practice

This research has multiple implications for practice concerning the impact employee participation in T&D activities has on our success as a field of student affairs. This study has identified that there is an influential connection between extrinsic motivation, our organizational culture, and the participation levels in T&D activities among student affairs professionals.

Leaders within the field of student affairs can utilize the results of this study to: a) guide their hiring practices, b) establish a culture of learning, c) manage the logistics associated with where T&D opportunities take place, and d) inform curriculum associated with graduate courses in the field.

The first implication for practice involves the student affairs hiring and recruiting process of their professionals. The results of this study, as well as Tharenou's (2001) study, indicates that extrinsic motivation is a predictor of participation in T&D activities. Based on participant responses within this study, it is important for extrinsically motivated individuals to reach their career goals, have job security, be able to institute change in the work place, and obtain pay increases. These individuals value participating in opportunities that will help them develop overall as well as contribute to the progression of their organization's success.

To recruit these individuals, it is recommended to include interview questions on the topics outline above during the employment process. Gaining this feedback would help the recruiter determine an individual's level of extrinsic motivation. Hiring individuals who are more extrinsically motivated would help to ensure staff members are regularly engaging in professional development, thus ensuring staff are staying current on best practices within the

field. Additionally, organizational leadership could benefit from employing individuals who value being able to implement change in their work place. Tasking extrinsically motivated individuals with participating in T&D for the purpose of enhancing practice, invests in both the individual and the organization. In the long run there is an opportunity for actual return on investing funds in T&D for staff members. The organization will obtain individuals who are motivated to invest not only in their career but also in their institution.

A concern for leadership hiring extrinsically motivated individuals relates to the organization's ability to fulfill their employee's needs (i.e. to reach their career goals, have job security, be able to institute change in the work place, and obtain pay increases). Student affairs leadership must consider employee needs and fit, or it's possible the employee may leave the organization. Retaining student affairs employees past their fifth year in the field has shown to be a problem as a result of poor institutional fit and job dissatisfaction (Renn & Hodges, 2007).

The second implication for practice concerns establishing an organizational culture that is conducive of learning. The results of this study indicate that the organization's policies/regulations and situational constraints/barriers predict participation in T&D activities among student affairs professionals. Student affairs leadership can create a climate within their division that cultivates participation in T&D activities. To do this, leadership would establish divisional polices/rules and programs that shows employees that the organization values their staff members participating in activities that enhance their knowledge and skills. Additionally the results indicate that leadership should do what they can to reduce the amount of situational constraints that halt an individual from participating in T&D. One mechanism leaders should consider is the development of a professional development program/committee within their

division that focuses on developing policy, reducing barriers, and identifying a strategy to ensure a return on investment.

The professional development program should be facilitated by a committee of individuals who represent the various departments within the division. The committee would be tasked with developing policy for participating in T&D, analyzing the barriers within the division, and possibly an allocation of professional development funds if this is a barrier. To ensure the University's and Divisional needs are being met, it is recommended that the committee develops a policy that encourages employees to participate in T&D activities that are in their specialty/functional area. For example, if my position required me to be knowledgeable about Title IX policy, it would not benefit the institution directly if I attended a conference that concentrated on content associated with Centers for Lesbian, Gay, Transgender and Bi-sexual (LGBT) services. This conference may be an area of interest to me, but it isn't within my purview for my position with the institution. However, if I knew the LGBT conference had several sessions on Title IX policy, and I planned on attending the conference to learn about the intersections of Title IX policy and transgender student issues, I could make a case that this conference is in agreement with the scope of my position.

Additionally, the professional development policy/program should include suggestions for how employees could return on the investment when they return from their professional development experience. Often the goal for having staff participate in T&D activities is to ensure the organization is current or offering cutting edge practices. Therefore, it is important to have professionals share the information they learned with colleagues or put their new knowledge to work. For example, if the division pays for an individual to attend a conference, a condition of their attendance would be that they present on a topic they felt would benefit the

division to the divisional leadership or to other colleagues within the division. Another condition could be that they have to identify how the current university process could be enhanced based on best practices offered at the conference. Developing a T&D program helps ensure divisional leadership that their professionals have an opportunity to participate in T&D and there is a return on their investment.

Another suggestion for developing a learning culture is to implement synergistic supervision techniques or put a focus on divisional/individual goal alignment for each professional.

Supervision in higher education is a management function intended to promote the achievement of institutional goals and to enhance the personal and professional capabilities of staff. Supervision interprets the institutional mission and focuses human and fiscal resources on the promotion of individual and organizational competence (Winston & Creamer, 1997).

Leaders can implement divisional/individual goal alignment by including this as an element of staff performance evaluations and/or their annual goal setting/reporting process. Supervisors should engage in conversations with their supervisees about their goals, how their goals are aligned with the institutions goals, discuss a plan of action for obtaining their goals, and identify necessary training that aids in goal obtainment. Through these conversations supervisors may be able to reduce situational constraints/barriers that are prohibiting the professional from making progress. In this process both the supervisor and supervisee are involved in the employee's professional development and goal obtainment plan. Through this dual focus relationship the employee feels the organization values their development as a student affairs professional.

The third implication for this study relates to the logistics and costs associated with the T&D offered by professional organizations within the field of student affairs. Several organizations within the field such as NASPA and ACPA offer national conference, regional conferences, drive-in conferences, webinars, as well as journal publications. For the most part, these organizations offer conferences in central locations, and they offer various different types of learning opportunities for professionals to engage without location or cost being an issue. The results of this study indicate that costs associated with conference attendance can deter individuals from being able to participate. Traditionally conference attendance costs includes: air fare, car rental or shuttle, hotel stay, registration, and meal per-diem. On average a student affairs professional can anticipate spending approximately \$1200-\$1400 to attend a conference out of state. Organizations need to be aware that conference attendance costs is an issue for student affairs professionals. Offering scholarships, reducing registration costs, picking central locations or locations with large airports, or obtaining reduce hotel rates for participants may make a difference for those professionals in low paying positions.

The fourth implication for this study relates to the curriculum associated with the higher education courses in the degree programs for this field. Traditionally in higher education programs there is an organization and leadership in higher education course designed to inform students about the issues or challenges that face higher education. This information in this study will inform students of how training and development is used to address some of the issues facing the field. Additionally, it will inform students of how they can influence a culture that promotes training and development within their division as future leaders in the field. Also, there is often a course or seminar associated with lifelong learning and professional development. The information in this study should be added to the content to inform how

psychological and environmental factors influence employee engagement in professional development.

In conclusion, this study has multiple implications for practice within the field of student affairs. By instituting changes in the recruiting process, cultivating a culture of learning, and by being aware of the barriers and constraints that prevent participation in T&D activities, student affairs leadership can highly impact the success of their division. As Schein (1985, 1992) explains, organizational culture is something that is invented, discovered, and developed. Student affairs leaders have an opportunity to gain desired behaviors from their staff members by creating and cultivating a supportive organizational culture for learning. If leaders want to ensure their employees are participating in the latest T&D activities, developing a culture for learning is a must.

Recommendations for Future Research

The following recommendations for future research were made based on the review of the literature and the findings of this study:

1. Study the interaction effects between supervisor support and situational constraints/barriers, and supervisor support and policies/regulations. Considering that supervisor support was a leading factor in other studies it is very surprising that this measure was not significant. Additionally, several of the questions in the support section discussed aspects of barriers and constraints, where this occurred the respondents answered a response of indifferent/neutral.
2. Analyze age, educational background, and time with the organization in a simplified model to determine the relationship they have with participation in professional development.

3. Investigate the relationship between time with organization and participation in training and development. Considering that 49.9% of the participants were with their organization 0-5 years. Explore if engaging in T&D addresses retention problem within student affairs.
4. Study the difference in institutional responses to determine trends for participation. This study did not require participants to indicate the institution they worked at, collecting this data may help future researchers determine if one culture is more conducive to participation than another.
5. Investigate the difference in resources (i.e. funding) allocated to T&D by each institution and salary differentials for each participate to determine how much funding is a factor associated with situational constraints and barriers.
6. Investigate the differences between how employees in different departments participate in T&D activities. Investigate how different departments cultivate a culture for learning, explore if there are expectations or requirements, explore if any department perceives T&D opportunities as lacking.
7. Investigate the participation rate associated with student affairs professionals engaging in T&D with accreditation complications and success rates.

APPENDIX A: RESULTS TABLES

Table 6

Pearson Correlations Associated with Analytical Model

Variable	Training & Development	Age	Educational Background	Time with Organization
Training & Development	1.00	0.06	0.06	0.08
Age	0.06	1.00	*-0.114	**0.535
Educational Background	0.06	*-0.114	1.00	0.03
Time with Organization	0.08	**0.535	0.03	1.00
Intrinsic Motivation	**0.174	-0.06	-0.05	**0.138
Extrinsic Motivation	**0.178	**0.274	0.07	**0.25
Support	*0.096	0.07	0.01	0.01
Barriers & Situational Constraint	**0.254	*0.117	0.00	0.07
Policies & Regulations	**0.24	0.07	-0.02	0.03

Variable	Intrinsic Motivation	Extrinsic Motivation	Support	Barriers & Situational Constraint
Training & Development	**0.174	**0.178	*0.096	**0.254
Age	-0.06	**0.274	0.07	*0.117
Educational Background	-0.05	0.07	0.01	0.00
Time with Organization	**0.138	**0.25	0.01	0.07
Intrinsic Motivation	1.00	**0.376	*0.107	**0.174
Extrinsic Motivation	**0.376	1.00	**0.281	*0.112
Support	*0.107	**0.281	1.00	**0.366
Barriers & Situational Constraint	**0.174	*0.112	**0.366	1.00
Policies & Regulations	**0.152	**0.146	**0.514	**0.603

Variable	Policies & Regulations
Training & Development	**0.24
Age	0.07
Educational Background	-0.02
Time with Organization	0.03
Intrinsic Motivation	**0.152
Extrinsic Motivation	**0.146
Support	**0.514
Barriers & Situational Constraint	**0.603
Policies & Regulations	1.00

Note: Sig. (1-tailed) 14:30* = $p < .05$, ** = $p < .005$, (n=354)

Table 7

Individual Variable - Extrinsic Motivation Responses

Q#	Question Description	Extremely unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Extremely likely
Extrinsic Motivation Section: Expectancy						
1	Attending TDA gives me good ideas I can use in my job.	0	9	22	194	129
2	I believe that I can improve my knowledge and skills by participating in TDA.	0	6	13	171	164
3	I can understand most of the material in TDA that I attend.	0	2	8	163	181
4	I can use information and behaviors learned from TDA in my job.	0	6	19	192	137
5	I think TDA can help me improve my skills.	0	4	19	153	178
Extrinsic Motivation Section: Instrumentality						
1	Reaching career goals	10	22	30	203	89
2	Obtaining a pay increase	67	78	98	86	25
3	Increasing my job security	37	65	104	116	32
4	Introducing change to my workplace	11	21	50	206	66
5	Gaining a promotion or advancement	52	78	100	98	26
6	Gaining opportunities to pursue different career paths	21	46	84	152	51
7	Obtaining praise from my supervisor	36	42	93	145	38
Extrinsic Motivation Section: Valence						
Q#	Question Description	Not at all important	Slightly important	Moderately important	Very important	Extremely important
1	Reaching career goals	4	10	50	141	149
2	Pay increase	7	18	72	134	123
3	Job Security	3	12	34	132	173
4	Change to your workplace	13	33	105	134	69
5	Promotion or advancement	18	25	91	120	100

Opportunities for different					
6 career paths	39	55	106	95	59
7 Supervisor praise	37	63	121	100	33
Total (including reverse coded questions) =	355	595	1219	2735	1822

Note: The questions that had items left blank were replaced by the series mean, these values bolded (n=354), Mean = 71.35, SD=9.38, Scale 1-95.

Table 8

Perceptions of Situational Constraints and Barriers Impact on Participation in T&D

Q#	Question Description	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Situational Constraints Questions						
1	There is no time for me to strengthen my skills in my areas of weakness.	73	146	51	71	13
2	My workload makes it difficult for me to try and use new knowledge and skills.	46	108	61	110	29
3	My employer provides adequate resource to apply skills and knowledge learned from TDA.	17	50	96	148	43
4	Due to insufficient materials, supplies, etc., I am inhibited to use the knowledge I learned from TDA in my work.	83	141	93	31	6
5	Organizational processes, rules, methods change often, therefore it is not worth acquiring new skill knowledge.	133	132	52	34	3
6	Because there is so much work to do, it is very difficult to participate in TDA.	51	91	71	103	38
7	My current job requires me to update my skills and abilities.	14	39	54	165	82

	My non-work demands make it difficult for me to participate in TDA.	82	109	71	73	19
1RC	There [is] time for me to strengthen my skills in my areas of weakness.	13	71	51	146	73
2RC	My workload [does not make] it difficult for me to try and use new knowledge and skills.	29	110	61	108	46
4RC	Due to insufficient materials, supplies, etc., I am [not] inhibited to use the knowledge I learned from TDA in my work.	6	31	93	141	83
5RC	Organizational processes, rules, methods change often, therefore it [is] worth acquiring new skill knowledge.	3	34	52	132	133
6RC	Because there is so much work to do, it is [not] very difficult to participate in TDA.	38	103	71	91	51
8RC	My non-work demands [do not] make it difficult for me to participate in TDA.	19	73	71	109	82
Barriers Questions						
1	There are no courses or TDA offered or available that fit my needs.	132	128	41	43	10
2	I have no time available to participate in TDA.	91	127	50	68	18
3	There are a lack of funds available to participate in TDA.	73	111	44	81	45
4	Due to the location of the training I am unable to attend.	78	113	89	64	10
5	I am unable to get approval to participate in TDA.	149	129	43	23	10
6	The courses offered do not fit my developmental needs.	85	138	70	51	10
7	Courses are fully booked and or difficult to get into.	139	129	65	18	3

8	Due to work demands, deadlines, etc., I am unable to participate in TDA.	80	107	69	77	21
9	Courses, conferences, etc. are too expensive for me to be able to participate in TDA.	59	78	71	109	37
10	Due to scheduling conflicts at work, I am unable to participate in TDA.	78	107	76	73	20
11	There is a lack of information available regarding TDA opportunities.	97	117	58	64	18
1RC	There [are] courses or TDA offered [and] available that fit my needs.	10	43	41	128	132
2RC	I [have] time available to participate in TDA.	18	68	50	127	91
3RC	There [is not] a lack of funds available to participate in TDA.	45	81	44	111	73
4RC	Due to the location of the training I am [able] to attend.	10	64	89	113	78
5RC	I am [able] to get approval to participate in TDA.	10	23	43	129	149
6RC	The courses offered [fit] my developmental needs.	10	51	70	138	85
7RC	Courses are [not] fully booked and/or difficult to get into.	3	18	65	129	139
8RC	Due to work demands, deadlines, etc., I am [able] to participate in TDA.	21	77	69	107	80
9RC	Courses, conferences, etc. are [not] too expensive for me to be able to participate in TDA.	37	109	71	78	59
10RC	Due to scheduling conflicts at work, I am [able] to participate in TDA.	20	73	76	107	78
11RC	There is [not] a lack of information available regarding TDA opportunities.	18	64	58	117	97

Total (including reverse coded questions and excluding the negative worded questions) =	341	1182	1225	2324	1654
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Note: The questions that had items left blank were replaced by the series mean, these values bolded (n=354), Total Mean = 67.64, SD=13.59, Scale 1-95. RC=Reverse coded questions.

Table 9

Perceptions of Policy and Regulation Impact on Participation in T&D

Q#	Question Description	Strongly disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree
1	The policies and rules in my place of work make it possible for me to participate in TDA opportunities.	11	19	26	146	152
2	It is easy for me to participate in TDA opportunities.	12	46	37	136	123
3	Organizational policies, regulations, time constraints make it difficult for me to participate in TDA.	92	97	48	79	38
4	My organization values employee participation in TDA.	5	18	41	157	133
5	My organization emphasizes employee learning to its employees.	6	25	58	154	111
6	My organization does not have an employee learning, training or orientation program.	135	107	52	40	20
3 RC	Organizational policies, regulations, time constraints [do not] make it difficult for me to participate in TDA.	38	79	48	97	92
6 RC	My organization [has] an employee learning, training or orientation program.	20	55	52	107	135
	Total (including reverse coded questions 3 & 6) =	92	242	262	797	746

Note: The questions that had items left blank were replaced by the series mean, these values bolded (n=354), Mean = 23.29, SD=4.61, Scale 1-30. RC=Reverse coded questions.

APPENDIX B: COMMUNICATION LETTERS

Invitation Letter to SSAO

Dear (Name of Senior Student Affairs Officer),

My name is Andrea Adams-Manning, I am a fellow student affairs professional and today I am reaching out to you as a doctoral student in the Educational Leadership program at the University of North Florida. I am writing to you to request your permission to invite the employees within your division to participate in my dissertation study. My study is designed to explore if individual factors (such as motivation and demographics) and organizational cultural factors within our work place can predict participation in training and professional development activities among student affairs professionals. My study is a national study and your institution is only one of several being asked to participate.

If employees from your division choose to take part in this study, they will complete a 10 minute survey. Their responses will be **100% anonymous**. The survey instrument will not collect any identifiable information including IP addresses or the school in which they work. Additionally, only authorized personnel will have access to their responses.

Although there are no direct benefits to or compensation for taking part in this study, the field of student affairs may benefit from the information learn from the results of this study. Additionally, there are no foreseeable risks for taking part in this project. Participation is voluntary and there are no penalties for deciding not to participate, skipping questions, or withdrawing their participation. I would like to communicate to all participants that they may choose not to participate in this research without negatively impacting their relationship with their host institution or the University of North Florida.

If you choose participate, I would like to work with you or a representative from your division to send three (3) emails to your full-time traditional student affairs employees. One invitation email (below) and two reminder emails. If you would like, you can simply forward the message below to your staff to get started today. Please just let me know that you are participating and tell me how many people you have sent the message to. I can email you the reminders when they need to be sent.

To participate in this research study all participants will be asked to access the survey by clicking on the link below.

SURVEY LINK: http://unf.co1.qualtrics.com/jfe/form/SV_9Nqynq3MyOZSVX7

If you have any questions or concerns about this project, please contact me at _____ or call me on my cell at _____. This research is being overseen by the UNF Institutional Review Board (IRB). You may also speak with them by calling (904) 620-2498 or emailing irb@unf.edu if you have questions regarding your rights as a research participant or other questions, concerns, or complaints. A copy of the approved IRB certificate is attached to this email for your review.

Thank you for your consideration.

Sincerely,

Andrea Adams-Manning

Doctoral Candidate – Educational Leadership

University of North Florida

Office: (904) 620-3914

Cell:

Intended audience - “traditional student affairs professional”.

“a full time employee in the student affairs field that holds a position such as: Vice President for Student Affairs, Associate Vice President, Assistant Vice President, Dean, Director, Associate Director, Assistant Director, Coordinator, Office Manager, and Program Assistant. Someone in a role where they are working with students, designing programs, or administering services (counseling, advising, programming, supervising, running a department or center, etc.).”

Email to forward to staff:

Dear Student Affairs Professional,

My name is Andrea Adams-Manning and I am a fellow Student Affairs Practitioner and a doctoral student in the Educational Leadership program from the University of North Florida. I am writing to you today to invite you to participate in an online survey designed to explore if individual and organizational cultural factors predict participation in training and professional development activities by student affairs professionals.

If you take part in this study, you will complete a survey that may take you approximately 10 minutes. Your responses will be **100% anonymous**. The survey instrument will not collect any identifiable information about you including IP addresses. Only authorized personnel will have access to your responses.

Although there are no direct benefits to or compensation for taking part in this study, the field of student affairs may benefit from the information learn from the results of this study. Additionally, there are no foreseeable risks for taking part in this project. Participation is voluntary and there are no penalties for deciding not to participate,

skipping questions, or withdrawing your participation. You may choose not to participate in this research without negatively impacting your relationship with your host institution or the University of North Florida.

If you have any questions or concerns about this project, please contact me at

This research is being overseen by the UNF Institutional Review Board (IRB). You may also speak with them by calling (904) 620-2498 or emailing irb@unf.edu if you have questions regarding your rights as a research participant or other questions, concerns, or complaints.

If you choose to participate in this research study please click on the link provided below:

SURVEY LINK: http://unf.co1.qualtrics.com/jfe/form/SV_9Nqynq3MyOZSVX7

Thank you for your consideration.

Sincerely,

Andrea Adams-Manning

Doctoral Candidate – Educational Leadership

University of North Florida

(904) 620-3914

Invitation Letter

Dear Student Affairs Professional,

My name is Andrea Adams-Manning and I am a fellow Student Affairs Practitioner and a doctoral student in the Educational Leadership program from the University of North Florida. I am writing to you today to invite you to participate in an online survey designed to explore if individual and organizational cultural factors predict participation in training and professional development activities by student affairs professionals.

If you take part in this study, you will complete a survey that may take you approximately 10 minutes. Your responses will be **100% anonymous**. The survey instrument will not collect any identifiable information about you including IP addresses. Only authorized personnel will have access to your responses.

Although there are no direct benefits to or compensation for taking part in this study, the field of student affairs may benefit from the information learned from the results of this study. Additionally, there are no foreseeable risks for taking part in this project. Participation is voluntary and there are no penalties for deciding not to participate, skipping questions, or withdrawing your participation. You may choose not to participate in this research without negatively impacting your relationship with your host institution or the University of North Florida.

If you have any questions or concerns about this project, please contact me at

This research is being overseen by the UNF Institutional Review Board (IRB). You may also speak with them by calling (904) 620-2498 or emailing irb@unf.edu if you have questions regarding your rights as a research participant or other questions, concerns, or complaints.

If you choose to participate in this research study please click on the link provided below:

SURVEY LINK: http://unf.co1.qualtrics.com/jfe/form/SV_9Nqynq3MyOZSVX7

Thank you for your consideration.

Sincerely,
Andrea Adams-Manning
Doctoral Candidate – Educational Leadership
University of North Florida
(904) 620-3914

Reminder Letter #1

Dear Student Affairs Professional,

This email is to remind you that you were recently invited to participate in the research study outlined below.

The purpose of this study to explore if individual and organizational cultural factors predict participation in training and professional development activities by student affairs professionals.

If you take part in this study, you will complete a survey that may take you approximately 10-12 minutes. Your responses will be **anonymous**. The survey instrument will not collect any identifiable information including IP addresses. Only authorized personnel will have access to your responses.

Although there are no direct benefits to or compensation for taking part in this study, the field of student affairs may benefit from the information learn from the results of this study. Additionally, there are no foreseeable risks for taking part in this project. Participation is voluntary and there are no penalties for deciding not to participate, skipping questions, or withdrawing your participation. You may choose not to participate in this research without negatively impacting your relationship with your host institution or the University of North Florida.

If you have any questions or concerns about this project, please contact me at

This research is being overseen by the UNF Institutional Review Board (IRB). You may also speak with them by calling (904) 620-2498 or emailing irb@unf.edu if you have questions regarding your rights as a research participant or other questions, concerns, or complaints.

If you choose to participate in this research study please click on the link provided below:

SURVEY LINK: http://unf.co1.qualtrics.com/jfe/form/SV_9Nqynq3MyOZSVX7

Thank you for your consideration.

Andrea Adams-Manning
Doctoral Candidate – Educational Leadership
University of North Florida
(904) 620-3914

Reminder Letter #2

Dear Student Affairs Professional,

This email is to remind you that you were recently invited to participate in the research study outlined below. The survey will be closing in **48 hours**.

The purpose of this study to explore if individual and organizational cultural factors predict participation in training and professional development activities by student affairs professionals.

If you take part in this study, you will complete a survey that may take you approximately 10-12 minutes. Your responses will be **anonymous**. The survey instrument will not collect any identifiable information including IP addresses. Only authorized personnel will have access to your responses.

Although there are no direct benefits to or compensation for taking part in this study, the field of student affairs may benefit from the information learn from the results of this study. Additionally, there are no foreseeable risks for taking part in this project. Participation is voluntary and there are no penalties for deciding not to participate, skipping questions, or withdrawing your participation. You may choose not to participate in this research without negatively impacting your relationship with your host institution or the University of North Florida.

If you have any questions or concerns about this project, please contact me at

This research is being overseen by the UNF Institutional Review Board (IRB). You may also speak with them by calling (904) 620-2498 or emailing irb@unf.edu if you have questions regarding your rights as a research participant or other questions, concerns, or complaints.

If you choose to participate in this research study please click on the link provided below:

SURVEY LINK: http://unf.co1.qualtrics.com/jfe/form/SV_9Nqynq3MyOZSVX7

Thank you for your consideration.

Andrea Adams-Manning
Doctoral Candidate – Educational Leadership
University of North Florida
(904) 620-3914

Thank You Email

Dear Student Affairs Professional,

I sincerely THANK YOU for participating in my research study. By completing this survey you have helped me move forward in my journey as a doctoral candidate and student affairs professional. Additionally, I believe with your input will help inform our practice with regard to cultivating conducive work space for professional development and learning, as well as how we dedicate resources to our professional development.

Thank you again for your time and participation. I sincerely appreciate it.

Andrea Adams-Manning
Doctoral Candidate – Educational Leadership
University of North Florida
(904) 620-3914

APPENDIX C: SURVEY INSTRUMENT

Training and Development Participation Study

Q1 Informed Consent Document

Hello, my name is Andrea Adams-Manning, I am a doctoral student at the University of North Florida. I am conducting a research study within the field of student affairs in order to determine if individual and organizational cultural factors predict participation in training and professional development activities by student affairs professionals.

If you take part in my study, you will complete a survey. I expect that participation in this study will take about 10-12 minutes of your time. Your responses will be **anonymous**. The survey instrument will not collect any identifiable information including IP addresses. Only authorized personnel will have access to your responses.

Although there are no direct benefits to or compensation for taking part in this study, others may benefit from the information we learn from the results of this study. Additionally, there are no foreseeable risks for taking part in this project. Participation is voluntary and there are no penalties for deciding not to participate, skipping questions, or withdrawing your participation. You may choose not to participate in this research without negatively impacting your relationship with your host institution or the University of North Florida.

If you have any questions or concerns about this project, please contact me, my contact information is below. Additionally, please print a copy of this form your records.

If you have questions about your rights as a research participant or if you would like to contact someone about a research-related injury, please contact the chair of the UNF Institutional

Review board by calling (904) 620-2498 or emailing irb@unf.edu. Thank you for your consideration.

Sincerely,

Andrea Adams-Manning
 Phone: 989-274-7759
 Email: a.adams-manning@unf.edu

Q2 I attest that I am at least 18 years of age and agree to take part in this research study.

- I Agree to take survey
- I Disagree, exit survey

Q3 What is your gender?

- Male
- Female
- Trans*
- Rather not disclose

Q4 What is your current age?

20 33 47 60 73 80

Sliding scale indicator

Q5 What is the highest level of education you have completed?

- Less than High School
- High School / GED
- Some College
- 2-year College Degree
- 4-year College Degree
- Masters Degree
- Doctoral Degree
- Professional Degree (JD, MD)

Q6 What is your educational background?

- Student Affairs related degree (i.e. College Student Affairs Leadership, Student Personnel, Higher Edu. Admin. etc.)
- Other _____

Q7 What level is your position in your organization?

- Entry-level
- Mid-level manager
- Mid to Senior level manager
- Senior Leadership
- Faculty

Q8 How long have you been in your current position?

- Less than 1 year
- More than 1 year

Q9 Please indicate how many months you have been in your current position.

0 1 2 4 5 6 7 8 10 11 12
Sliding Scale Indicator

Q10 Please indicate how many years you have been in your current position.

	0	5	10	15	20	25	30	35	40	45	50
Years in current position	Sliding Scale Indicator										

Q11 How long have you been with your current Division of Student Affairs?

- Less than 1 year
- More than 1 year

Q12 How many months have you worked in your current Division?

	0	1	2	4	5	6	7	8	10	11	12
Months	Sliding Scale Indicator										

Q13 How many years have you worked in your current Division?

	0	5	10	15	20	25	30	35	40	45	50
Years	Sliding Scale Indicator										

Q14 Training and Professional Development Participation:

In this section you will indicate how often you participate in training and professional development activities provided by your own organization (Division of Student Affairs) and outside organizations such as other Divisions, ACPA, NASPA, etc., and attendance at conferences or meetings outside of your institution.

Training and Professional Development: professional development and/or learning activities offered or made available to employees by a work organization or field related organization. The intent is to develop knowledge and/or skills that can be applied in the workplace to enhance work performance and career prospects. Training and development may include but is not limited to: conference participation, drive in conferences/meetings, sessions, webinars, attending brown-bag discussions, etc...

Q15 Based on an academic year, please indicate the average number of times you participated in training/professional development activities facilitated by **your division**, while in your current place of employment.

- Never
- Once a year
- 2 times
- 3 times
- 4 times
- 5 times
- 6 or more times

Q16 Based on an academic year, please indicate the average number of times you participated in training/professional development activities facilitated by an **outside division/organization**, while in your current

place of employment. Activities might include: seminars, webinars, courses, brown-bag discussions, etc. (not including conferences).

- Never
- Once a year
- 2 times
- 3 times
- 4 times
- 5 times
- 6 or more times

Q17 Based on an academic year, please indicate the average number of times you **attended a conference or meeting off campus** that was facilitated by an **outside organization (ACPA, NASPA, NACA, etc.)**, while in your current place of employment.

- Never
- Once a year
- 2 times
- 3 times
- 4 times
- 5 times
- 6 or more times

Q18 Please indicate the extent to which you agree or disagree with the following statements.

TDA = Training and Development Activities

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I try to learn as much as possible when I participate in TDA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I tend to learn more from TDA than my co-workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am usually motivated to learn skills that are emphasized in TDA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would generally like to improve my skills and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to exert effort while participating in TDA to improve my skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking TDA or courses are not a high priority for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to invest effort to improve my skills and competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 Please indicate the likeliness of the following items as a result of your participation in training and development activities.

TDA = Training and Development Activities

	Extremely unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Extremely likely

Attending TDA gives me good ideas I can use in my job.	<input type="radio"/>				
I believe that I can improve my knowledge and skills by participating in TDA.	<input type="radio"/>				
I can understand most of the material in TDA that I attend.	<input type="radio"/>				
I can use information and behaviors learned from TDA in my job.	<input type="radio"/>				
I think TDA can help me improve my skills.	<input type="radio"/>				

Q20 Please indicate how likely you believe each of these items occur from gaining knowledge, skills and new abilities from participating in training and development.

	Extremely unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Extremely likely
Reaching career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining a pay increase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing my job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing change to my workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a promotion or advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining opportunities to pursue different career paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining praise from my supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Please indicate how important each of these are to you.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Reaching career goals	<input type="radio"/>				
Pay increase	<input type="radio"/>				
Job Security	<input type="radio"/>				
Change to your workplace	<input type="radio"/>				
Promotion or advancement	<input type="radio"/>				
Opportunities for different career paths	<input type="radio"/>				

Supervisor praise

○ ○ ○ ○ ○

Q22 Please indicate if you agree or disagree with the following statements associated with your supervisor.

TDA = Training and Development Activities

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I am comfortable discussing my skill weaknesses with my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides specific feedback about my job performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor helps me develop skills from training and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my efforts to acquire new skills and knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is willing to discuss problems I'm experiencing using new skills and knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor values development of new skills, and my acquisition in seeking new knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor assigns projects based on skills and knowledge learned from TDA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor shares information (problems, trends, et.) that may influence my career plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor supports my participation in TDA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides coaching and guidance to help me achieve work objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor believes advising and training on the job are important aspects of his/her job responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not hesitate to tell my supervisor of a training and development need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor makes sure I get the training and development needed to be effective in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 Please indicate if you agree or disagree with the following statements associated with your organization.

TDA = Training and Development Activities

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My co-workers help me develop the skills learned from TDA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My co-workers view TDA as a waste of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My co-workers resist my efforts to apply new knowledge and/or skills on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My co-workers are reluctant to give guidance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My co-workers often encourage me to participate in TDA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Please indicate if you agree or disagree with the following statements regarding your feelings associated with your current work organization.

TDA = Training and Development Activities

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The policies and rules in my place of work make it possible for me to participate in TDA opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to participate in TDA opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational policies, regulations, time constraints make it difficult for me to participate in TDA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization values employee participation in TDA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization emphasizes employee learning to its employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization does not have an employee learning, training or orientation program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25

Please indicate if you agree or disagree with the following statements regarding your feelings associated with your current work organization.

TDA = Training and Development Activities

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

There is no time for me to strengthen my skills in my areas of weakness.	<input type="radio"/>				
My workload makes it difficult for me to try and use new knowledge and skills.	<input type="radio"/>				
My employer provides adequate resource to apply skills and knowledge learned from TDA.	<input type="radio"/>				
Due to insufficient materials, supplies, etc., I am inhibited to use the knowledge I learned from TDA in my work.	<input type="radio"/>				
Organizational processes, rules, methods change often, therefore it is not worth acquiring new skill knowledge.	<input type="radio"/>				
Because there is so much work to do, it is very difficult to participate in TDA.	<input type="radio"/>				
My current job requires me to update my skills and abilities.	<input type="radio"/>				
My non-work demands make it difficult for me to participate in TDA.	<input type="radio"/>				

Q26

Please indicate if you agree or disagree with the following statements associated with your organization.

TDA = Training and Development Activities

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
There are no courses or TDA offered or available that fit my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses are fully booked and or difficult to get into.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have no time available to participate in TDA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are a lack of funds available to participate in TDA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Due to the location of the training I am unable to attend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am unable to get approval to participate in TDA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courses offered do not fit my developmental needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Due to work demands, deadlines, etc., I am unable to participate in TDA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Courses, conferences, etc. are too expensive for me to be able to participate in TDA.

Due to scheduling conflicts at work, I am unable to participate in TDA.

There is a lack of information available regarding TDA opportunities.

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