

DOCUMENT RESUME

ED 388 204

HE 028 748

AUTHOR Osborne, Cassie, Jr.; And Others
 TITLE Management Training and Public Service Education as Correlates of Orientations toward Public Service Professionalism among State Administrators in the Fifty States.
 INSTITUTION Kentucky State Univ., Frankfort. Research Center for Public and International Policy.
 SPONS AGENCY National Science Foundation, Washington, D.C.
 PUB DATE 28 Feb 94
 CONTRACT RII90045-63
 NOTE 140p.
 PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
 DESCRIPTORS *Administrator Attitudes; Age Differences; Educational Attainment; *Educational Background; Higher Education; National Surveys; *Political Attitudes; Professional Occupations; *Public Administration; Socialization; Values

IDENTIFIERS *Professionalism

ABSTRACT

This study examined the influence of education, agency culture, and demographic attributes on the level of professional socialization of state administrators, using data from a national survey of 5,980 state administrators. It found a positive relationship between the educational attainment of state administrators and their orientations toward service professionalism. Analysis suggested that the level of professionalism was dependent, for the most part, on the political acuity level. The degree of supervisor encouragement for training positively impacted political acuity, but had no discernable impact on professionalism. Younger administrators were found to be less politically acute than older administrators. Professionalism level was found to have a significant impact on public service values such as organizational democracy, pluralistic polity, politicized merit system, and service to clientele. Two appendixes provide copies of the administrator questionnaire and the data code book. (Contains approximately 285 references.) (MDM)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

Management Training and Public Service Education as Correlates of Orientations Toward Public Service Professionalism Among State Administrators in the Fifty States

ED 388 204

NE 028 1748

U. S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it
- Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Manindra K.
Mohapatra

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

Management Training and Public Service Education as Correlates of Orientations Toward Public Service Professionalism Among State Administrators in the Fifty States



Kentucky State University

Research Center for Public and
International Policy

Frankfort, Kentucky 40601 (USA)
Phone: (502) 227-6117

February 28, 1994

By:

Cassie Osborne, Jr.

Dean, School of Public Affairs
and Principal Investigator

Bruce J. Rose

Assistant Professor of Public Administration
and Co-Investigator

Don A. Woods

Professor of Public Administration
and Co-Investigator

John A. Bugbee

Adjunct Faculty of Public Administration
and Co-Investigator

Manindra K. Mohapatra

Professor of Political Science,
Director of Government Services Center
at Indiana State University
and Chief Consultant



FINAL GRANT REPORT ON NATIONAL SCIENCE FOUNDATION RESEARCH GRANT NO. RII 90045-63
(1990-1993)



Kentucky State University Frankfort, Kentucky 40601

SCHOOL OF PUBLIC AFFAIRS/GRADUATE CENTER

Center for Public Policy Research

FOREWORD

This final technical report prepared by the faculty in the School of Public Affairs represents the core findings of a research project that was supported by the National Science Foundation from August 1, 1990 to February 28, 1994 R1190045-63.

Aside from the scientific findings of this study, the project contributed toward the professional development of our faculty through hands-on research in a major study of this nature. Two MPA students wrote their theses using this project data. Several faculty members from other universities were associated with this research project as consultants.

The survey data generated by this project will be available to the social science research community from the Inter-university Consortium for Political and Social Science Research, Ann Arbor. Kentucky State University has instituted a Center for Public Policy Research and has begun publication of a research newsletter titled Public Administration Briefing to disseminate faculty research.

We are thankful to Dr. Arturo Branson, Program Director of NSF's RIMI Program, for providing us with this opportunity to strengthen public administration research at Kentucky State University.

Any opinions, findings, conclusions or recommendations expressed in this report are those of the authors and do not necessarily reflect the views of the National Science Foundation or Kentucky State University.

Cassie Osborne, Jr.
**Dr. Cassie Osborne, Jr., Dean
School of Public Affairs and
Director, Center for Public
Policy Research**

March 3, 1994

Table of Contents

Topic	Page
I Introduction	1
Antecedent of Present Study	1
Summary of Findings and Conclusions of Past Study	1
Findings	2
Conclusions	4
II Statement of the Problem	5
III Research on Professional Socialization	8
Professionalism Across Occupations	8
Public Administrators' Professionalism	9
Research on Professionalism of Public Administrators	10
Methodological Concerns in Public Service Professionalism	12
Importance of Present Study	14
IV Conceptual Model of Present Study	15
Study Objectives	16
Study Setting	16
Measuring Orientations Toward Public Service Professionalism and Professionalism	24
Professionalism	24
Political Acuity	26
Test of Independence of Professionalism and Political Acuity Indices	33
VI Testing of the Research Hypotheses	34
Hypothesis One	34
Hypothesis Two	36
Hypothesis Three	41
Hypothesis Four	43
VII Findings and Conclusions	51
Findings	51
Structural Analysis	51
Design Analysis	52
Conclusions	53
References	54
Appendix I	81
Appendix II	90
List of Figures	ii
List of Tables	iii

List of Figures

Topic	Page
Figure 1 Original Conceptual Model of Public Service Socialization	3
Figure 2 State Administrators' Orientations Toward Public Service Professionalism: A Conceptualisation of Research Variables	16
Figure 3 State Administrators' Orientations Toward Public Service Professionalism: Refined Conceptualisation of Research Variables	30

List of Tables

Topic	Page
Table 1 A taxonomy of management training programs for state administrators in the fifty states	6
Table 2 General characteristics of professionalism	9
Table 3 Characteristics of public administration professionalism	10
Table 4 Selected survey research of state administrators involving studies of the aspects of professionalism	14
Table 5 Sample characteristics	18
Table 6 General Profile of Study Participants	20
Table 7 Factor analysis summary results for the professionalism items	25
Table 8 Initial professionalism index distribution	26
Table 9 Final professionalism index distribution	26
Table 10 Factor analysis summary for the political acuity items	28
Table 11 Political acuity factors	29
Table 12 Frequency distributions for the political factors	31
Table 13 Socio-political acuity index	32
Table 14 Political-function acuity index	32
Table 15 Political-Activity acuity index	32
Table 16 R^2 s for the professionalism and political acuity measures	33
Table 17 Multivariate test of significance-professionalism, socio-political, political-activity and political-function	34
Table 18 Univariate and stepdown tests of significance for professionalism, socio-political, political-activity and political-function	34
Table 19 Cell means and standard deviations	35
Table 20 Varimax rotated factor matrix for question four	37
Table 21 MANOVA for organization training and objective training by professionalism	37
Table 22 Scheffee multiple range tests for organization and objective by professionalism	38
Table 23 MANOVA for organization and objective training by socio-political-activity index	38
Table 24 Cell means and standard deviations	39
Table 25 MANOVA of organization and objective training by political-activity	39

Topic	Page
Table 26 Scheffe multiple range tests for organization and objective training by political-activity	40
Table 27 MANOVA organization and objective training by political-function	40
Table 28 Cell means and standard deviations	41
Table 29 MANOVA results for professionalism socio-political, political-activity and political-function	41
Table 30 Scheffe multiple range tests for political-activity and professionalism by nature of training	42
Table 31 Classification of American states by political culture	43
Table 32 MANOVA professional, socio-political, political-function and political-activity by Elazar's typologies	44
Table 33 Scheffe multiple range tests for professionalism, socio-political, political-activity and political-function by Elazar's typologies	44
Table 34 MANOVA for socio-political, political-activity, political-function and professionalism by ethnicity	46
Table 35 Scheffe multiple range tests for socio-political, professionalism and political-activity by ethnicity	47
Table 36 MANOVA socip-political, political-activity, political-function and professionalism by gender	49
Table 37 Means and standard deviations for socio-political, professionalism and political-activity by gender	49

INTRODUCTION

For more than a decade public officials both elected and appointed have struggled with the question of efficiency and effectiveness. In an effort to address this question many attempts have been made to redefine the way governmental task functions are formulated and implemented. Although planning and implementation of task functions constitutes an important element in the ongoing endeavor toward government accountability, it is but a first step. The failure of governmental decision makers to expand their inquiry has created a false picture regarding the issues at hand.

Antecedent of Present Study

In 1987 a group at Kentucky State University begin exploring questions and concerns regarding effective and efficient government. This project funded by a grant from the National Science Foundation (NSF) (Grant No. RII 87040-15), although limited in scope to the Commonwealth of Kentucky, the findings did point out the need to undertake a more comprehensive and complete study. Therefore, the current project was conceptualized based on those findings. Here again a proposal was submitted to the National Science Foundation for funding. In 1991 a research project entitled "**Management Training And Public Service Education As Correlates Of Orientations Toward Public Service Professionalism Among State Administrators In The Fifty States**", was funded by the National Science foundation (NSF) (Grant No. RII 9006563).

Aware of past failure to fully address the question so prevalent to government—a working hypotheses was formulated suggesting that governmental effectiveness and efficiency was somehow related to the degree of professionalism among government employees. Hence this study is structured to accomplish an effective measurement of the relationship between effective and efficient government, and professionalism. Previous research conducted at Kentucky State University suggests an important correlation possibly exists between professionalism, training and/or education (*Mohapatra, Rose, Woods and Bugbee, 1989*). Based on findings which link professionalism and education/training the next logical step was to measure the strength and nature of this relationship. This endeavor generated the findings summarized below.

It is the hope of the researchers that this project will provide government administrators with a basic and fundamental field of knowledge that will lead to a greater degree of professionalism, and more enhanced administrative effectiveness and efficiency.

Summary of Findings and Conclusions of Past Study

The central conceptual concern of the past research was "professional socialization of state administrators." Professional socialization is defined as the process through which employees aligned within various disciplines gain specialized knowledge rele-

vant to their professions; become cognizant of the ethical norms related to their day-to-day organizational behavior and develop an identification with their peer group.

The socialization conceptual model (*see Figure 1*), used in this study indicates that participation of state administrators in management training/education programs is emphasized as a major contributing factor toward professional socialization. Additionally, the model recognizes the influence of "state agency culture" as a mediating variable influencing relationships between education/training and professional socialization.

Finally, the model proposes two composite trait indicators to interpret public administrators' professional socialization. The first trait, labeled professionalism, emphasizes commitment to public service as a career and recognizes that public administration is indeed a unique discipline. The professionalism trait structure was found to consist of three levels (*i.e., Rejector, Ambivalent and Enthusiast*). The second trait, labeled political acuity, emphasizes the need to understand the political nature of public administration, and was also found to consist of three levels (*i.e., Naive, Apolitical and Politico*).

This conceptual framework suggested the need to test certain proposed relationships among independent, intervening and dependent variables, namely:

- Influence of education/training on level of professional socialization;
- Influence of agency culture on levels of professional socialization;
- Influence of demographic attributes of state administrators on professional socialization;

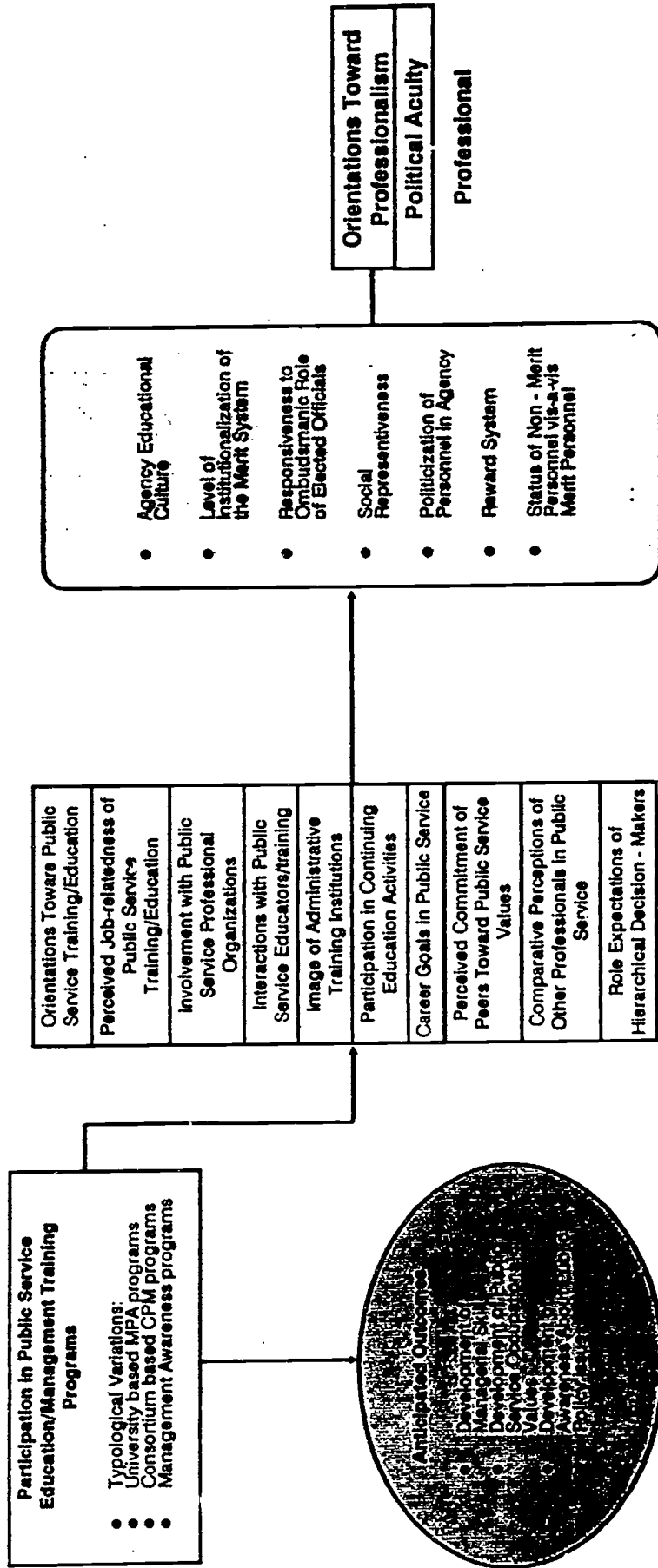
Influence of professional socialization on four public service values (*i.e., organizational democracy, pluralistic polity, politicized merit system and service clientele*).

Findings

Training appeared to plausibly and positively influence political acuity but not professionalism. Administrators identified as having attended a week long **Management Awareness** program were found to be somewhat more politically acute than their untrained peers.

Agency culture was defined as supervisor encouragement and peer enthusiasm. The degree of supervisor encouragement for training seemed to positively impact political acuity, but had no discernible impact on professionalism. On the other hand, peer enthusiasm for training positively impacted both political acuity and professionalism. However, the analysis suggested that the professionalism level was dependent, for the most part, on the political acuity level. That is, as an individual became more politically acute, he/she tended to believe that public administration was, in fact, a profession.

Figure 1
Original Conceptual Model of Public Service Socialization



One of the analyses outcomes was confounding—no statistical difference was noted between the highest and lowest levels for political acuity even though the means seemed to indicate a difference should exist.

Gender, age, ethnicity, and education were used as reference variables to test the demographic influence on political acuity and professionalism. Age was the only demographic variable found to significantly impact either political acuity or professionalism. Younger Managers were found to be less politically acute as their older peers.

Political acuity level was found to significantly impact attitudes toward the merit system and providing quality services to clientele. Politically acute public managers were less hostile to the idea that political pull outweighed the merit system and appeared to have more positive feelings that state government should provide quality services to clientele than were their naive peers.

Professionalism level was found to significantly impact all four of the public service values (*i.e., organizational democracy, pluralistic polity, politicized merit system and service to clientele*). However, the differences measured for service to clientele and organizational democracy attitudes tended to be the result of attitudes held for politicized merit system and pluralistic polity. In general, professionally enthusiastic managers held less negative attitudes toward the merit system and more positive attitudes toward pluralistic polity, service to clientele and organizational democracy values than did professionalism rejecters.

Conclusions

Overall, training and age were found to impact reported levels of political acuity, but not professionalism. Reported levels of acuity impacted attitudes toward the merit system and services to clientele, while professionalism level impacted all four service value attitudes.

These data suggests that as political acuity increases it tends to cause increases in professionalism, even though these traits were found to be statistically independent. In turn, levels of political acuity and professionalism tend to positively impact the four service value areas. There is a good likelihood that much of professional socialization results from aging and experience from formal training, the work place and political environments.

The results of this study tended to support the original conceptual model for professional socialization. In addition, it suggested some alterations to the conceptual model due to the findings about the nature of the discovery of the traits constituting professional socialization.

II

STATEMENT OF THE PROBLEM

There has been a great deal of interest in managerial training and education of state public administrators. However, Kentucky State University's (KSU) study of Kentucky public managers suggests that an overwhelming majority of state administrators still do not have a degree in Public Administration.

Various universities in the United States have collaborative arrangements with state governments enabling state employees to pursue the MPA degree on a part-time basis.

Some state governments have established provisions for in-service managerial training. Objectives of these managerial training programs focus on developing managerial skills and leadership qualities among in-service state administrators. Institutional arrangements of these training programs are rather varied.

The Council of State Governments maintains up-to-date information on the status of training programs in each of the fifty states, including lists of the names of state officials responsible for in-house managerial training programs. Two other documentary sources also provide sketchy information about the status of state-level managerial training programs (NASTADD, 1985; *New York State*, 1983). The Center for Public Policy Research (now the Research Center for Public and International Policy) at Kentucky State University also directly collected a profile of the training programs at the state level in 1989. Based on these data sources, the following analyses have been made to propose a classification of these programs.

Some states support highly structured, yet diversified training programs. A case in point is Virginia which has three major institutional arrangements: Virginia Executive Institute, Commonwealth Management Institute and Virginia Supervisors Institute. The Virginia Executive Institute is an executive education program for top level state administrators. The Commonwealth Management Institute is designed for mid-level managers and seeks to promote their leadership skills. The Virginia Supervisors Institute is primarily designed for lower level supervisors in state government.

Ten states (*i.e.*, *Alabama, Arizona, Florida, Georgia, Kentucky, Louisiana, New Jersey, North Carolina, Oklahoma and Utah*) have developed **Certified Public Management Programs** and have created a consortium to facilitate standard settings. Presently, these Programs vary from one another in some ways.

For example, in Georgia the University of Georgia and the state's training division jointly administer the program. In Kentucky the Kentucky Certified Public Management Program (KCM) is administered by the state's Governmental Services Center at Kentucky State University. In Indiana there is no standardized or centralized manage-

ment training program. The Division of Employee Training and Development in Missouri offers a series of courses which include elements of management training. Similar training programs are offered by the Idaho Personnel Commission, the Iowa Department of Personnel and the Bureau of Personnel in South Dakota. Nebraska offers a Managers Course and encourages professional membership in the National Management Association (NMA).

Table 1 proposes a classification of all state government sponsored managerial training programs into six mutually exclusive categories. This classification has been proposed on the basis of documentary data collected about management training programs available in the fifty states (*i.e.*, *Council of State Government Working Papers, New York State survey 1983, American Society of Training and Development (ASTD) profile 1985 and KSU mail requests to 50 states*).

Table 1
A TAXONOMY OF MANAGEMENT TRAINING PROGRAMS FOR STATE ADMINISTRATORS IN THE FIFTY STATES

I.	II.
University-based MPA degree emphasis on state employee clientele standards	State Agency management with training program modeled along CPM consortium
III.	IV.
Management training program for top management state administrators	Management training program for middle management state administrators
V.	VI.
Management training program for supervisor level state administrators	Assorted managerial workshops and courses

These state government sponsored management training programs seem to contribute toward the professional socialization of state administrators and facilitate the growth of public service professionalism among the state administrators. State government sponsored managerial training systems have not received much scholarly attention, and there are many unanswered theoretical questions about the efficacy of these training programs (Faerman, 1987). All the while managerial training programs continue to

proliferate in cross-national settings. Training agencies and other interests involved in training may have developed a trainingism orientation Turner (1989). Left unanswered are:

- To what extent do these training programs contribute toward professional socialization of state administrators?
- How do the high-level state administrators perceive agency-based generic management training programs?
- How do the high-level executives perceive university-based public administration education?
- What are social, work-related and other correlates associated with variations of such orientations (*i.e., positive, negative, neutral*) of these executives?

Their impact on administrative systems need to be studied.

This study addresses the problem through a national inquiry about training and education programs of state administrators.

III

RESEARCH ON PROFESSIONAL SOCIALIZATION

The central conceptual concern of this research is “**professional socialization of state administrators.**” Professional socialization is a complex process through which professionals in different fields gain specialized knowledge relevant to their profession; become cognizant of the ethical norms related to their day-to-day organizational behavior; and develop an identification with an occupational peer group (*Blankenship, 1977*).

PROFESSIONALISM ACROSS OCCUPATIONS

The inter-disciplinary field of study, “professional socialization” has attracted the attention of researchers from Sociology, Psychology, Political Science, Education, Social Work, Planning and other disciplines. Some of who have delved into conceptualization of professionalism from theoretical perspectives (*Blankenship, 1977; Becker, 1956; Carr-Sunders, 1983; Cleveland, 1985; Derber, 1982; Forsyth, 1985; Greenwood, 1957; Henry, 1967; Jamous, 1970; Moore, 1970; Mosher, 1977; Pandey, 1985; Rosenbloom, 1983; Schein, 1972; Wilensky, 1964; Golembiewski, 1983 and Mohapatra, et al, 1989*). These theoretical and conceptual works have studied the evolution of professions and professionalism in human society and their implications.

Others have studied professional socialization in the context of specific professions. Considerable number of professions have been analyzed and it seems pertinent to cite a few of these studies. One of the earliest studies of professional growth among medical students was by Becker, (1957) and of law students by Lorrie, (1959). They analyzed law school and medical schools as agents of professional socialization of students who spend several years in professional study. Using a single educational institution as the database, Khelif (1975) analyzed professional socialization of school superintendents who underwent doctoral studies. Perrucci (1969) analyzed professional socialization of engineers, specifically focusing on their lack of a sense of community. Varney (1985) studied the evolution of organizational consultants as a new type of professional. Dingwell and Associates (1983) analyzed professional socialization patterns of lawyers and doctors in a comparative perspective. Scientific curiosity about the process of professional socialization has attracted the attention of a number of other social scientists. (*Greenwood, 1957; Moore, 1969; Perrucci, 1969; Jackson, 1970; Roth, 1974; Blankenship, 1977; and Forsyth, 1985*). The above studies have yielded some constant generalities that can be grouped into three categories (*Institutional, Self Perception/Attitudinal and Public Perception*) shown in Table 2 below.

Table No. 2
GENERAL CHARACTERISTICS OF PROFESSIONALISM*

I. Institutional Dimensions

- Organizations/Associations of professionals with criteria for membership
- Schools with professional certification role upon completion of professional socialization
- A specialized body of knowledge based on continuing research Provision for continuing education for professionals
- Recognition of outstanding professionals by peers
- Sanction system for deviants
- A formal ethical code or conduct with self-regulation system
- Organized response to protect individual members in their professional role behavior

II. Self Perceptions/Attitudinal Dimensions

- Definitive role perceptions as a professional
- High regard for professional peers as a reference group
- Participation in professional organization
- Commitment to continuing education in new specialized knowledge
- Observation of ethical code

III. Public Perceptions Dimensions

- Prestige in relation to mass public
- Recognition of professional service as a significant contribution to public
- Recognition of professional as a specialist with specialized knowledge

*Developed on the basis of the works of (Greenwood, 1957), (Becker, 1959), (Lortie, 1959), (Denhardt, 1973), (Blankenship, 1977), (Edson, 1988), (Hall, 1972), (Johnson, 1988), (Khelif, 1975).

Most recognized professions tend to demonstrate characteristics listed under these three broad categories. All professions in the United States, and perhaps, to some extent, in all societies tend to exhibit these three types of characteristics. Public administrators can be measured along the three dimensions shown above. Table 3 below suggests one way of recognizing these attributes as they are related to public administration as a profession.

Public Administrators' Professionalism

In most public management settings an administrator does not need to have specific degrees or courses in the field of public administration in order to be recruited as a professional public administrator. Nor is membership in a professional organization of public administration mandatory for a person desiring to become as a public administrator. Further, a practicing public administrator does not need to be cognizant of existing formal professional ethical conduct codes such as the American Society for Public Administrators (ASPA) ethical code.

Many conventional attributes of American public administration professionals are now undergoing change. The number of graduate degree holders in public administration has increased, and public administration organizations have increased their membership and activities (*Mosher 1977; Danziger, 1979; Kline, 1981; Yeager, 1982; Nalbandian, 1983; Thai, 1983; Lewis, 1987*). Consequently, certain commonalities about the characteristics or professionals can be derived. A review of social science literature suggests the possibility of identifying some characteristics of public administration professionalism in general. Table 3 below suggests a three-fold classification of these general characteristics of professional characteristics.

Table 3

CHARACTERISTICS OF PUBLIC ADMINISTRATION PROFESSIONALISM

I. Institutional Dimensions

Existence of an organization of public administrators (*Pugh 1989*)

Existence of schools of Public administration and in-house agencies for the professional recognition of "public administration" as a body of scientific knowledge (*Pugh 1989*)

Existence of ethical codes by the organization of public administrators (*Pugh 1989*)

II. Self-Perceptions/Attitudinal Dimensions

Some empirical evidence of the role perception of public administration as professionals (*Frendreis, 1988; Loveridge, 1971*)

Involvement of some public administrators with professional associates, continuing education and sharing of ethical codes (*Pugh, 1989*)

III. Public Perception Dimensions

Some empirical evidence of positive public image of public administration as a professional. (*Jennings, 1966*)

Research on Professionalism Of Public Administrators

Professionalism among public administrators has been studied by several investigators. Some have specifically studied professionalism among specific types of public administrators. These studies have included probation officers (*Albrecht, 1979*); public works professionals (*Babcock, 1980*); NASA scientists (*Bayton, 1972*); elite administrators in India (*Bhambri, 1972*); state administrators (*Wright, 1965*); foreign service officers (*Calkin, 1978 and Powlick 1985*); welfare administrators (*Cashman, 1978*), mental health executives (*Delgado, 1985*); congressional aides (*Edson, 1988*); city managers (*Loveridge, 1971*); personnel directors (*Fottler, 1979, and Plake, 1987*); urban black managers (*Henderson, 1979*); (*Howard, 1975*); senior executives in Canada (*Johnson, 1972.*); police officers (*Keil, 1978; Mecum, 1979; Price, 1976*); scientists in government agencies (*Lambright, 1978*); presidential management interns (*Newcomer, 1989*) and public prosecutors (*Winfree, 1984*).

Wright and Associates (*1977*) studied professionalism among state administrators in fifty states. Evidence was found that suggested a trend toward the recruitment of

college educated agency heads. Nevertheless, the proportion of individual administrators with formal MPA degrees was found to be rather small (3-5%); however, the rise in the proportion of state personnel administrators with in-house/informal training in public administration was noticeable (from 14% in 1964 to 45% in 1974). Fottler and Novell (1979) found a higher degree of professionalism among these directors and noted that the environment of each state agency seemed to influence professionalism. Podell and Miller (1974) used a survey of administrators in New York City's Department of Social Services to measure their level of involvement in professional activities (e.g., membership in professional organization and reading of journals). It was observed that these professionals seemed to be detached and uncommitted to professionalism. Lorenz and Associates (1984) studied the orientation of rehabilitation administrators through a national survey of 851 respondents toward professional certification. This group as a whole was found to be ambivalent toward certification. Sauser and Smith (1983) found evidence among Alabama county administrators suggesting five underlying dimensions of professionalism (*i.e., need for special skills, value of experience, administrative duties, freedom from political constraints and professional identification*).

Dailey (1983) measured commitment toward public service professionalism among state executives and legislators and found general support for commitment among the respondents; yet, noticeable reservation was still noted. Price (1976) found police administrators to be ambivalent toward professionalism. They seemed to fear some perceived conflict between professionalism and organizational operation. Nalbandian and Edwards (1983) studied professional values of public administrators in a comparative perspective (*i.e., with business administrators, lawyers and social workers*), and found significant statistical differences between the members of the four groups on a professional value scale. Heinemann and Associates (1986) studied the desire for involvement in professional organizations among 87 state rehabilitation administrators. A series of variables that explained commitment toward professional involvement were identified. Pearson and Sanders (1981) studied orientations of state administrators toward authoritative values in seven states. Those surveyed reported an attitudinal orientation supportive of authoritarian values. Among the determinants of authoritarian values, this study suggested that public safety agency administrators tended to have more authoritarian values, as did older and senior administrators.

Aberback and Rochman (1973) studied the values of federal executives in relation to citizen participation in administration. Although their conclusion was that federal executives tend to believe that greater citizen involvement with government is desirable, they found a sizable minority who had reservations about this activity. Hopkins (1980) studied subjective discrimination among state employees of five states. This study suggests a pervasiveness of "perception of subjective discrimination" among women, older and minority employees. Among the explanatory variables associated with this perception were job environment related variables.

Sparado (1973) studied role perceptions of bureaucrats and politicians in three states and found significant variations between Minnesota and South Carolina with respect to disagreement in role perception. These variations were explained in terms of the nature of the respective civil service systems. Sheinfeld and Weinch (1981) studied service delivery in a community mental health center and observed the emergence of an administrative ideology as a consequence of selection or acculturation. The various components of this administrative ideology were tolerant professionalism, community service and pressure to increase client services. Ideological diversity among the five different units of the organization was also found. Klinger (1988) in a study of providers of university public service, found the existence of tension between maintaining academic credibility and user acceptance. The university culture tended to emphasize advancing knowledge rather than present utility or popular acceptance. In another study of personnel directors in the fifty states, Klinger (1988) analyzed the orientation of responses toward social equity goal of the administrators. A majority were found to be supportive of this goal. In Perry's fifty state study (1980) of personnel selection specialists, data were obtained about the training needs of these highly specialized personnel administrators. Among other things, most frequently cited deficiencies included analysis and interpretation of data.

Putt and Springer's (1980) Study of public service educators found that these professionals emphasized the value of "self-direction" and "self-control" as fundamental. Murray's survey of public administration (1976) identified writing and oral communication as the main skill deficiencies of young professionals in public management. Golembiewski (1983) saw the danger of "protectionism" related consequences of public service professionalism. Guy (1985) concluded that professionals mesh their goals with those of the organization and that a stable departmental structure served as a melting pot for professionals across disciplines. Fisher and Ludgin (1982) raised a question about the compatibility between public service professionalism and political activity of these professionals within their employing jurisdictions. Sauser and Smith (1983) attempted to empirically define public sector professionalism and suggest the existence five underlying dimensions of public sector professionalism; **special skills, expertise, administrative duties, freedom from political interference and professional idealism.**

Methodological Concerns in Public Service Professionalism

Survey research techniques have been used by social scientists for several administration studies. Political science researchers have studied background attributes, attitudes, and behaviors of state administrators from different conceptual perspectives. Herein, are summarized selected salient studies that have appeared in the literature during the last two decades.

An early empirical study of American state administrators was completed in the late sixties by Wright (1965). A national sample was used to study background profiles of state administrators in fifty states. The results of this study suggested a number of

generalizations about the social attributes of state administrators. Follow-up studies by Wright (1977) and Freeman (1989) produced findings of considerable interest to others interested in analyzing the extent to which the collective portrait of state administrators in the United States reflects the ideal type construct of representative bureaucracy. (Sheriff, 1974; Krislov, 1974).

A few others have analyzed state administrators, through studies with a fifty state focus. Organizational mobility among state administrators has been analyzed as the basis of a fifty-state study by Pearson (1987). Yeager (1984) utilized data from a fifty-state survey with a small response rate ($N = 361$) to analyze the orientation of state administrators' socialization systems in the United States. Another high response (70%) survey based study of state administrators was completed by Abney (1982). The role of key state administrators and their managerial styles in relation to the outside world were examined. Miller (1982) studied state administrators in fifty states with a conceptual focus on "Perception of influence matrix of agency policy decisions".

Aside from these nationwide sample survey data-based studies, a number of researchers have analyzed state administrators with much smaller data bases. Rehfus (1986) analyzed the representation of minorities and women among the members of the California career service. Lovrich (1989) conducted a quasi-experimental study to analyze attitudes of state administrators in Washington state toward a new appraisal system. Duncombe (????) studied the orientation of state budget administrators using both question and personal interview data. Bremer (1988) studied the strategies of women administrators in Oregon, and found them supportive of their professional mobility in public finance.

Works of other researchers using survey data on state administrators in one or more states are many. (Botner, 1974; Daniel & Rose, 1990; Grupp, 1975; Hall, 1977; Meyer, 1979; Beek, 1980; Abney, 1981; Decotis, 1981; Rose, 1981; Freeman, 1984; Yeager, 1985; Sylvia, 1986; Soden, 1988; Abney, 1981). All of these studies differ from one another in their conceptual focus but all have utilized survey research methodologies (e.g., mail survey, personal interview, telephone interview). In the last twenty years, these studies have documented the feasibility of conducting theoretically significant research about state administrators in the United States.

Relative variations found in survey research response rates of state administrator studies, deserves some consideration (see Table 4). A few researchers have never specifically reported their response rates which are influenced by a wide range of factors including topic of survey, length of questions, number of follow-ups, prestige of the survey sponsor, and other factors discussed by the methodologists (Dillman, 1978). Some researchers have obtained as high as 70% response in the fifty states, (Abney, 1982) and one researcher has reported only 20% response rate (Sylvia, 1986). It is argued that low response rates may be attributable to the fact that most state administrators frequently receive questionnaires for research purposes. Nevertheless, survey

research appears to be an appropriate methodological option in analyzing background attributes, values, and job-related issues involving state administrators.

Table 4
SELECTED SURVEY RESEARCH OF STATE ADMINISTRATORS INVOLVING STUDIES OF THE ASPECTS OF PROFESSIONALISM

**Researcher Aspects of Public Service Sample Size
Professionalism Studied and Response Rate**

1. Gryski (1983) Job satisfaction among state (N = 1,100) 43% officials in Georgia
2. Wright (1965) Background characteristics of Wright and State Administrators (N = 718)*%
Associates (1978) (N = 1,393)*%
3. Hall (1977) Budgetary behavior of the state (N = 85) 60%

administrators in Delaware

4. Pearson (1981) Values of state executives in (N = 1,000) 67%

seven states

5. Sylvia (1986) Career plateauing among state (N = 300) 20%

administrators in Oklahoma

6. Abney (1982) External relations role of key (N = 300) 20%

administrators' in fifty states

7. Yeager (1985) Administrators' orientations (N = *) 35%
toward state ombudsman system
in fifty states. * Not Reported

IMPORTANCE OF PRESENT STUDY

The literature suggests a number of conclusions. First, "professional socialization" seems to provide an appropriate conceptual framework for studying the impact of management training/public service education on public service professionalism of state administrators. Second, survey research is an appropriate methodology for identifying the orientation of state administrators toward public service professionalism. Finally, specific studies on public sector professionals suggest that the impact of managerial training programs of an agency on the professional socialization of state administrators has not been studied nationally, with a conceptual focus or methodological rigor. The NSF supported study of Kentucky state administrators (Mohapatra et al, 1989) is the only available completed study. It shows that a 50 state study with a rigorous theoretical research design is needed to fill this gap in professional socialization literature relative to American state administrators.

IV CONCEPTUAL MODEL OF PRESENT STUDY

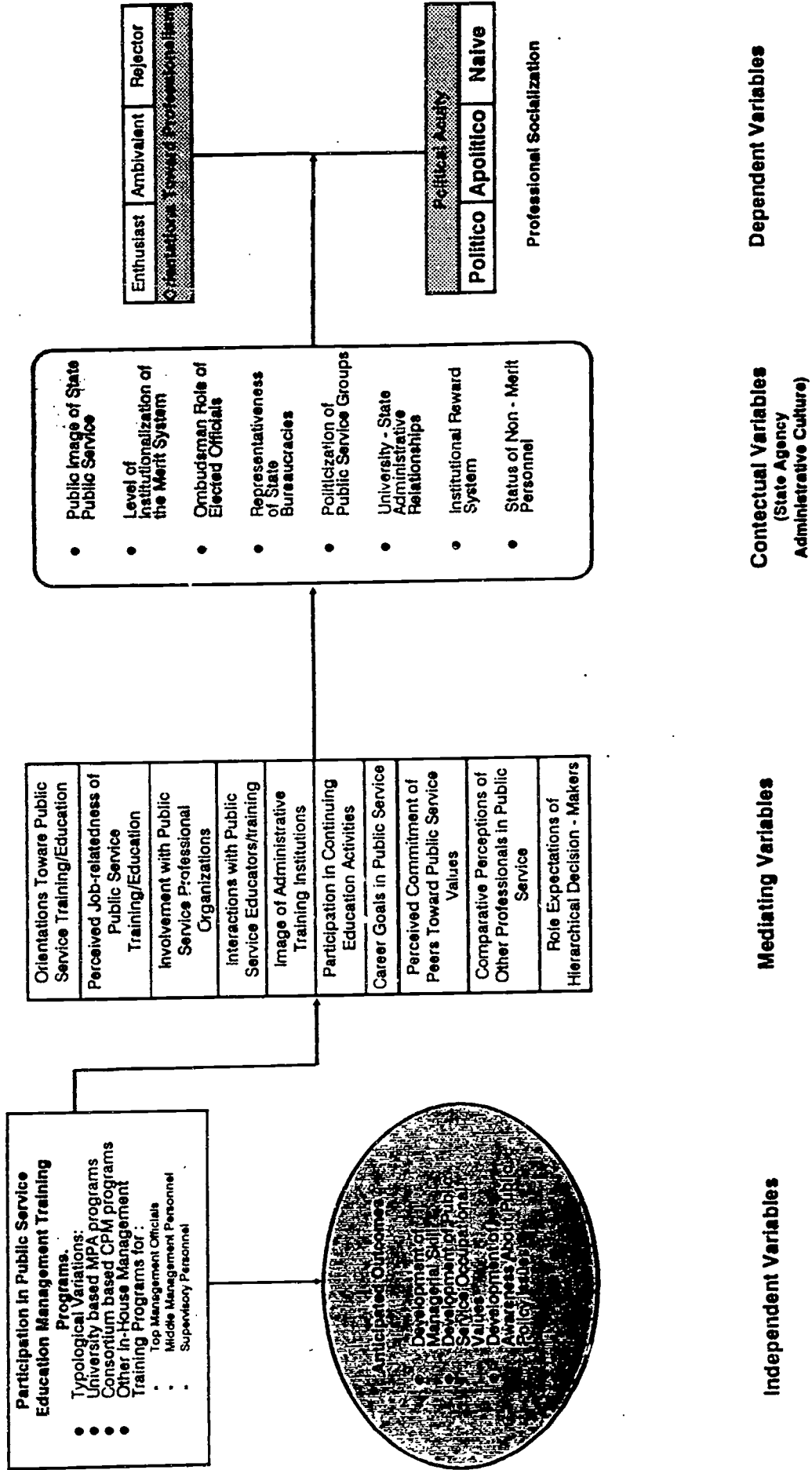
The comprehensive review of literature summarized in the previous section proposes the existence of many communalities and variations in the professional socialization process that ultimately influences professionalism orientations. This condition suggested the need to posit a conceptual model for this study. Work done at Kentucky State University on the basis of Kentucky state administrators has lent credence to the original conceptual model (*see Figure 1*). The conceptual model defined herein accommodates the diversity of management training, education and the elements of state administrative cultures which are crucial to the understanding of state administrators' orientation toward professionalism. Figure 2 provides a graphic representation of this model.

This model emphasizes participation of state administrators in management training and education programs as a contributing factor toward public service professionalism. Despite the diversity of the nature of this training (*e.g. in-house, CPM, collaborative MPA, loosely structured Chautauqua formats*) this construct considers it be important. Pre-entry education and anticipatory socialization toward public service have also been considered as antecedent variables.

Secondly, this model recognizes the influence of "state administrative culture" (*a new concept proposed herein to understand and measure variations in the administrative system of the fifty states as a mediating variable influencing the relationships between education/training and professionalism and political acuity*). Measurable elements of state administrative cultures have likewise been suggested in this model.

Finally, this model proposes composite measures to represent variations in the orientations of state administrators toward public service professionalism and political acuity. These represent the dependent variables in this study.

Figure 2
State Administrators' Orientations Toward Public Service Professionalism: A Conceptualization of Research Variables



20

20

V

STUDY OBJECTIVES, SETTING AND DATA SOURCES

The conceptual model outlined above suggests the formulation of specific hypotheses to empirically test the relationships proposed among the independent, intervening and dependent variables. It was intended for the conceptual model to be comprehensive. Consequently, complete testing of the model is beyond the scope of any single study.

STUDY OBJECTIVES

The specific objectives of this study are as follows:

1. To develop a comprehensive mail survey instrument to collect reliable and valid survey data, from a representative random sample of state administrators in the fifty states.

2. To test four hypotheses about the nature of the relationship between management training/education of state administrators and their orientation toward public service professionalism. For this study, the following four null hypotheses will be tested.

H-1. Participation in management/training education of the state administrators will not correlate with orientations toward public service professionalism and political acuity.

H-2. Quantitative variations of professionalism and political acuity will not influence administrators' perception of the saliency of management/training education in public service.

H-3. Variations in the delivery systems for training/education for state administrators will not influence public service professionalism and political acuity.

H-4. Typologies of state administrative cultures, ethnicity and gender are not significant mediating variables influencing public service professionalism and political acuity.

Study Setting

Primary data for this study were collected via a self reporting mail questionnaire and supported by the National Science Foundation. In order to insure that a significant size sample of state public administrators having earned the MPA degree and/or CPM certificates, lists were solicited from all universities and state supported programs in the fifty states and Puerto Rico. Additional lists were solicited from personnel directors in the fifty states and Puerto Rico.

Of the 241 requests sent to MPA granting universities, only 41 responded. Six of the ten CPM program directors provided lists. Personnel directors from seven states and Puerto Rico provided mailing lists. Mailing lists for the remaining states were generated from names and addresses found in the "State Executive Directory" published by the Carroll Publishing Company of Washington, DC. Table 5 below contains the sample sources, number of questionnaires mailed, number returned and percentage returned.

Table 5
Sample Characteristics

SOURCE IDENTIFICATION	NUMBER MAILED	NUMBER RETURNED	PERCENTAGE RETURNED
CPM UNKNOWN	38	38	100.00
CPM GEORGIA	88	45	51.14
CPM KENTUCKY	18	18	100.00
CPM LOUISIANA	114	61	53.51
CPM NORTH CAROLINA	117	85	72.65
CPM OKLAHOMA	28	23	82.14
CPM UTAH	45	31	68.89
BRIGHAM YOUNG	113	50	44.25
CANISIUS	7	4	57.14
DEPAUL	9	5	55.56
DUKE	17	12	70.59
EASTERN MICHIGAN	16	7	43.75
FLORIDA STATE	149	65	43.62
GEORGIA STATE	41	26	63.41
ILLINOIS TECH	5	3	60.00
INDIANA STATE	6	1	16.67
KEAN COLLEGE OF NJ	12	5	41.67
KENTUCKY STATE	31	17	54.84
MISSISSIPPI STATE	63	22	34.92
NORTHEASTERN	79	30	37.97
OHIO STATE	221	108	48.87
OHIO UNIVERSITY	15	4	26.67
SOUTHERN ILLINOIS	16	7	43.75
SOUTHWEST MISSOURI	2	1	50.00
SOUTHWEST TEXAS STATE	43	12	27.91
SUNY-ALBANY	277	152	54.87
SUFFOLK UNIVERSITY	108	33	30.56
TEXAS A&M	9	1	11.11
U. OF TEXAS @ AUSTIN	211	99	46.92
TRINITY UNIVERSITY	13	3	23.08
U. OF ARKANSAS LR	14	13	92.86
U. OF CALIFORNIA @ BERKLEY	58	24	41.38
CENTRAL FLORIDA	11	5	45.45
U. OF COLORADO	54	24	44.44
UNIVERSITY OF KANSAS	101	36	35.64
UNIVERSITY OF MINNESOTA	105	62	59.05
U. OF MISSOURI @ COLUMBIA	99	59	59.60
U. OF NEBRASKA @ OMAHA	43	28	65.12
U. OF NEW HAVEN	6	6	100.00
U. OF NORTH CAROLINA @ CH	16	8	50.00
U. OF NORTH CAROLINA @ GRN	4	3	75.00
U. OF PITTSBURGH	44	15	34.09
UNIVERSITY OF TOLEDO	9	4	44.44
WICHITA STATE	12	8	66.67
UNKNOWN UNIVERSITY	4	4	100.00
ALABAMA	398	140	35.18
ALASKA	576	113	19.62
ARIZONA	511	121	23.68
ARKANSAS	456	101	22.15

Table Continued on Next Page

Table 5
Sample Characteristics

Continued

CALIFORNIA	740	220	29.73
COLORADO	410	164	40.00
CONNECTICUT	140	24	17.14
DELAWARE	296	81	27.36
FLORIDA	725	280	38.62
GEOGRIA	385	125	32.47
HAWAII	393	152	38.68
IDAHO	421	236	56.06
ILLINOIS	625	214	34.24
INDIANA	444	90	20.27
IOWA	246	137	55.69
KANSAS	215	81	37.67
KENTUCKY	298	90	30.20
LOUISIANA	353	33	9.35
MAINE	313	66	21.09
MARYLAND	389	103	26.48
MASSACHUSETTS	392	83	21.17
MICHIGAN	322	128	39.75
MINNESOTA	328	80	24.39
MISSISSIPPI	252	89	35.32
MISSOURI	148	42	28.38
MONTANA	225	58	25.78
NEBRASKA	275	92	33.45
NEVADA	334	108	32.34
NEW HAMPSHIRE	170	22	12.94
NEW JERSEY	230	78	33.91
NEW MEXICO	313	70	22.36
NEW YORK	606	183	30.20
NORTH CAROLINA	268	86	32.09
NORTH DAKOTA	148	50	33.78
OHIO	433	90	20.79
OKLAHOMA	205	48	23.41
OREGON	270	117	43.33
PENNSYLVANIA	299	90	30.10
RHODE ISLAND	136	20	14.71
SOUTH CAROLINA	347	85	24.50
SOUTH DAKOTA	149	32	21.48
TENNESSEE	297	58	19.53
TEXAS	340	53	15.59
UTAH	350	198	56.50
VERMONT	112	14	12.50
VIRGINIA	345	79	22.90
WASHINGTON	290	86	29.66
WEST VIRGINIA	119	58	48.74
WISCONSIN	243	55	22.63
WYOMING	172	39	22.67
PUERTO RICO	122	42	34.43
UNKNOWN STATE	6	6	100.00
TOTAL	19171	5980	35.39

The survey instrument used in this study was a 39 item, comprehensive questionnaire with both closed- and open-ended questions. The 39 items were subdivided into five sections. One section (*see Appendix I*) contained items designed to be answered by

individuals holding CPM certificates, while another section contained items designed to be answered by individuals having earned a MPA or equivalent degree. The remaining three sections were designed to be answered by all participants regardless of their academic and/or training background. Requested demographic data was minimal to avoid obtrusive inquiries into personal information. Table 6 below contains additional descriptive statistics of the study sample.

Table 6
General Profile of Study Participants

Related Training/Education

	Frequency	Percent	Valid Percent	Cum Percent
CPM	332	5.6	5.6	5.6
BACHELOR	351	5.9	5.9	11.4
MPA AND/OR PHD/DPA	1428	23.9	23.9	35.3
OTHER RELATED DEG/TR	896	15.0	15.0	50.3
NO RELATED DEGREE	2973	49.7	49.7	100.0
Total	5980	100.0	100.0	

Gender

	Frequency	Percent	Valid Percent	Cum Percent
MALE	4091	68.4	69.8	69.8
FEMALE	1769	29.6	30.2	100.0
	120	2.0	Missing	
Total	5980	100.0	100.0	

Ethnicity

	Frequency	Percent	Valid Percent	Cum Percent
WHITE	5152	86.2	88.5	88.5
AFRICAN-AMERICAN	290	4.8	5.0	93.5
HISPANIC	151	2.5	2.6	96.1
NATIVE AMERICAN	40	.7	.7	96.8
ASIAN OR PACIFIC ISLAND	176	2.9	3.0	99.8
OTHER	11	.2	.2	100.0
	160	2.7	Missing	
Total	5980	100.0	100.0	

Table Continued on Next Page

Table 6
General Profile of Study Participants

Continued

Years of Public Service

	Frequency	Percent	Valid Percent	Cum Percent
1 TO 9 YRS	1029	17.2	17.8	17.8
10 TO 19 YRS	2199	36.8	38.0	55.8
20 TO 29 YRS	1937	32.4	33.5	89.3
30 TO 39 YRS	550	9.2	9.5	98.8
40 TO 49 YRS	67	1.1	1.2	100.0
	198	3.3	Missing	
Total	5980	100.0	100.0	

Type of Work Unit

	Frequency	Percent	Valid Percent	Cum Percent
DATA/PAPER	1364	22.8	24.0	24.0
PEOPLE SERVICE	4034	67.5	71.1	95.1
MACHINE/PROD.	277	4.6	4.9	100.0
	305	5.1	Missing	
Total	5980	100.0	100.0	

Job Responsibility

	Frequency	Percent	Valid Percent	Cum Percent
ADMINISTRATIVE/PROF	3375	56.4	58.5	58.5
CLERICAL	197	3.3	3.4	62.0
SUPERVISORY	1413	23.6	24.5	86.5
SERVICE	170	2.8	2.9	89.4
LAW ENFORCEMENT	610	10.2	10.6	100.0
	215	3.6	Missing	
Total	5980	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cum Percent
20-29 YRS	65	1.1	1.2	1.2
30-39 YRS	849	14.2	15.0	16.2
40-49 YRS	2671	44.7	47.3	63.4
50-59 YRS	1579	26.4	27.9	91.4
60-69 YRS	460	7.7	8.1	99.5
70-79 YRS	26	.4	.5	100.0
80 YRS & OLDER	2	.0	.0	100.0
	328	5.5	Missing	
Total	5980	100.0	100.0	

Table Continued on Next Page

Table 6
General Profile of Study Participants

Continued

S
u
pervisory Responsibility

	Frequency	Percent	Valid Percent	Cum Percent
1-10 EMPLOYEES	1759	29.4	32.2	32.2
11-50 EMPLOYEES	1971	33.0	36.1	68.2
51-200 EMPLOYEES	1033	17.3	18.9	87.1
201-500 EMPLOYEES	371	6.2	6.8	93.9
501-997 EMPLOYEES	280	4.7	5.1	99.0
1,000 AND MORE EMPLOYEES	53	.9	1.0	100.0
	513	8.6	Missing	
Total	5980	100.0	100.0	

Education

	Frequency	Percent	Valid Percent	Cum Percent
NOTHIGHSCHOOLGRADUATE	14	.2	.2	.2
HIGH SCHOOL GRAD	157	2.6	2.6	2.9
SOME COLLEGE	383	6.4	6.4	9.3
COLLEGE GRAD	1309	21.9	21.9	31.2
SOME GRAD WORK	605	10.1	10.1	41.3
AT LEAST 1 GRAD DEGR	3512	58.7	58.7	100.0
Total	5980	100.0	100.0	

Appointment Type

	Frequency	Percent	Valid Percent	Cum Percent
ELECTED OFFICIAL	39	.7	.7	.7
POLITICAL APPOINTEE	1474	24.6	25.6	26.2
MERIT SYSTEM EMPLOYE	3379	56.5	58.6	84.8
OTHER	874	14.6	15.2	100.0
	214	3.6	Missing	
Total	5980	100.0	100.0	

This report is based on data from 5,980 (i.e., 35.4% returned) usable questionnaires which have thus far been returned.

Table 6 projects a general profile of public managers who participated in this study. A majority of the participants are male (69.8%) with less than one third (30.2%) are female. Slightly over 86% of the participants are of European extraction, trailed by African-Americans (4.8%), Asian or Pacific Islanders (2.9%) and Hispanics (2.6%). The age distribution among the respondents shows the largest proportion to be between the ages of 40 and 59 years (75%), with 91.4% 59 years old or younger.

The educational profile of the sample indicates that over one half (58.7%) have earned at least one graduate degree, and 10.1% have some graduate work. Another 21.9% have earned a baccalaureate degree of some type. Only 9.3% report an educa-

tion history of less than a college degree. Overall state public administrators, according to this sample, seem to be a very literate group; however, almost one half of the respondents (49.7%) have not had any training or education related to public sector management.

When asked about their job responsibility, 58.9% of the respondents selected the administrative/professional category as best describing their functions. Another 24.5% selected supervisory chores.

An item on the questionnaire asked respondents to classify their organization. Nearly three quarters (71.1%) labeled their units as people/service oriented organizations. Twenty four percent labeled their units as data/paper units, while the remaining 4.9% select machine/production.

The data show that 68.2% reported supervising 50 or less individuals. Another 18.9% indicated they supervised 51 to 200 employees, with the remaining 17.0% supervising over 200 individuals.

Well over one half of the respondents (58.6%) indicated they occupied a classified position in their state's merit or civil service system. Slightly over one quarter (25.6%) of the sample reported occupying an appointed (*i.e., political*) position. A surprisingly large number indicated being employed by some other means than the normal categories (*e.g., elected, appointed, merit*). Upon investigation, it was discovered that other than some unusual contractual situations, many individuals employed in states such as Texas that does not have a merit system in the popular sense selected this category. Also, many individuals selected this category that described themselves as civil service appointees.

The seniority distribution among these public managers shows that only 17.8% have fewer than 10 years of service. The majority of the respondents (71.5%) reported between 10 and 29 years of service.

The general profile of this sample is that of a college educated and veteran work force. Most of them function in a people-service oriented organizational surrounded mostly by white males. Minorities and women comprise a relatively small portion of the sample.

Measuring Orientations Toward Public Service Professionalism and Political Acuity

As aforementioned, two professional socialization traits were thought to be found during the antecedent study (*i.e.*, *Professionalism Index and Political Acuity*). These measures were discovered as the result of some structural analysis. In order to support, refine or refute their existence, similar measures were part of the questionnaire used for this study.

The items in question two was designed to measure the professionalism index. This is strictly a refinement of the measure in the original study. Since the discovery of what was believed to be a political acuity index was serendipitous, the item from the original study was significantly changed. The following sections describe the processes used to support, alter or refute their existence.

Professionalism

Question two (*see Figure 2*) contains three items designed to seek responses to items concerning training/education and professional activities. Each item was fitted with a four point Likert scale as shown in Figure 2.

2. Here are some statements that have been made about public managers as professionals. Please indicate the extent to which you agree or disagree with each of these statements. (Please circle appropriate number)

	Strongly Agree		Strongly Disagree	
a. Public managers, regardless of their other educational background, need training and education in public administration	4	3	2	1
b. Public managers should be familiar with the current developments in public administration	4	3	2	1
c. Public managers should belong to one or more professional organizations that are concerned with public administration	4	3	2	1

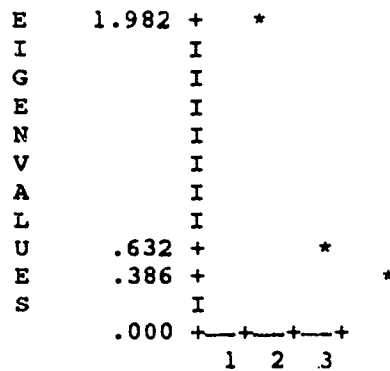
The same statistical procedure used in the Kentucky study (*i.e.*, *factor analysis*) was used to determine if the items in question two still held together as a single trait. The factor analysis was performed using the Statistical Package for Social Scientists (SPSS-X). Maximum Likelihood extraction was used to reduce the correlation matrix. As in the previous study the analysis yielded a one factor matrix. Table 7 below contains summary results of the factor analysis.

Table 7
Factor Analysis Summary Results for the Professionalism Items

CORRELATION MATRIX:

	V2A	V2B	V2C
V2A	1.00000		
V2B	.59141	1.00000	
V2C	.37919	.49498	1.00000

Scree Plot



One Factor Matrix

Item	Loading
V2B	.87864
V2A	.67309
V2C	.56335

As in the initial study, it was decided not to use factor scores to construct the the professionalism index. Factor scores are awkward when used as independent or reference variables because they are decimal fractions, both negative and positive. Integers function much better as references (*Tatsuoka, 1971*). Therefore, the following equation was used to calculate the index.

$$PI = RND((2A + 2B + 2C)/3)$$

The frequency distribution in Table 8 shows the initial distribution of Professional Indices.

Table 8
Initial Professionalism Index Distribution

Professionalism					
index level	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	49	.8	.8	.8
	2.00	930	15.6	15.7	16.5
	3.00	3385	56.6	57.1	73.6
	4.00	1562	26.1	26.4	100.0
	Missing data	54	.9	Missing	
	Total	5,980	100.0	100.0	

Again, the frequency distribution shown in Table 8? reveals that an extremely small number of the respondents fell in the lowest level. As in the initial study it was decided to collapse levels one and two into a single category, thus creating the final index shown in Table 9.

Table 9
Final Professionalism Index Distribution

Professionalism				
index level	Frequency	Percent	Valid Percent	Cum Percent
REJECTOR	979	16.4	16.5	16.5
AMBIVALENT	3385	56.6	57.1	73.6
ENTHUSIAST	1562	26.1	26.4	100.0
	54	.9	Missing	
Total	5,980	100.0	100.0	

The titles Rejector, Ambivalent, and Enthusiast were again assigned to the three index levels. This three-level index is used throughout this report for professionalism measure. Whenever professionalism is used as a criterion, an adjusted factor score will be used. To eliminate negative values the factor scores have been converted to a distribution with a mean of 50 and standard deviation of 10.

Political Acuity

Daniel and Rose (1991) reported the identification of a trait thought to be part of the public administration professional socialization construct. Evidence for this inference was found among data collected as part of the initial survey of Kentucky state public administrators. Because of what seemed to be an important finding, an effort to better understand this phenomenon was made in the present study. To seek support for this trait— additional items were added to the questionnaire. The following items in the first section of the questionnaire were written expressly for this purpose.

1. As a state public administrator, how important do you believe it is to keep currently informed of the following? (Please circle appropriate number)

	Very Important		Not Important	
a. Election voting patterns	4	3	2	1
b. Public opinion poll results	4	3	2	1
c. Legislators and their views	4	3	2	1
d. Elected executives and their views	4	3	2	1
e. Legislative candidates and their views	4	3	2	1
f. Executive candidates and their views	4	3	2	1
g. Specific policy issues e.g., educational, economic development, environmental	4	3	2	1
h. Federal government grant programs	4	3	2	1
i. Foreign affairs involving the U.S.	4	3	2	1
j. Public sector labor relations	4	3	2	1
k. Minority groups and their views on policy issues	4	3	2	1
l. General developments in the profession of public administration	4	3	2	1

The above items were analyzed, using the same factor analysis procedure as with the professionalism question. A priori, it was thought that the items found in question one shown above would all load heavy on a single factor (*i.e., a political acuity factor*). This was the case with an abbreviated question on the questionnaire used for the Kentucky study. However, this was not to be. Instead of a single factor, three (3) factors were found. Shown below in Table 10 are the summary results for these items.

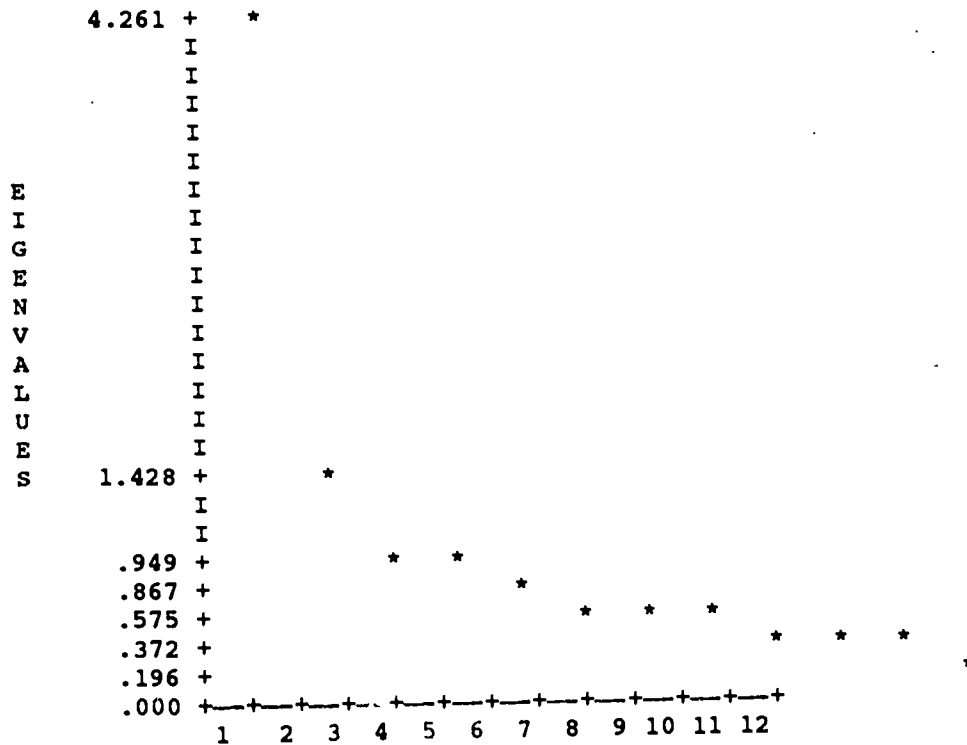
Table 10
Factor Analysis Summary for The Political Acuity Items

CORRELATION MATRIX:

	V1A	V1B	V1C	V1D	V1E	V1F	V1G
V1A	1.00000						
V1B	.51946	1.00000					
V1C	.32728	.33425	1.00000				
V1D	.25492	.25701	.64715	1.00000			
V1E	.41697	.37660	.46204	.37679	1.00000		
V1F	.36532	.33124	.37372	.43589	.76671	1.00000	
V1G	.20216	.21295	.24012	.24756	.21400	.23541	1.00000
V1H	.17665	.18909	.19174	.16320	.23340	.19856	.29126
V1I	.39113	.30922	.17129	.16094	.38248	.34289	.26363
V1J	.22871	.20910	.15572	.18065	.23121	.23570	.19555
V1K	.31391	.33027	.28285	.26409	.32219	.32997	.31526
V1L	.16119	.20817	.12841	.13461	.22701	.23720	.18241

	V1H	V1I	V1J	V1K	V1L
V1H	1.00000				
V1I	.29591	1.00000			
V1J	.19218	.36760	1.00000		
V1K	.27466	.34320	.46187	1.00000	
V1L	.19668	.26503	.38303	.38401	1.00000

Scree Plot for Item One



Varimax Rotated Factor Loadings:

	FACTOR 1	FACTOR 2	FACTOR 3
V1K	.65546		
V1J	.61079		
V1I	.54187		
V1L	.51012		
V1A	.39896		
V1B	.39744		
V1G			
V1H			
V1E		.93129	
V1F		.68130	
V1D			.76795
V1C			.75161

The item groupings on the three factors appear to make sense—see Table 11, consequently it was felt that the theoretical model should be refined to accommodate this finding as shown in Figure 3. Further, the four null hypotheses should be altered as follows to represent these findings.

Table 11
Political Acuity Factors

Factor One (Socio-political)

- Minority groups and their views on policy issues
- Public sector labor relations
- Foreign affairs involving the U.S.
- General developments in the profession of Public Administration
- Election voting patterns
- Public opinion poll results

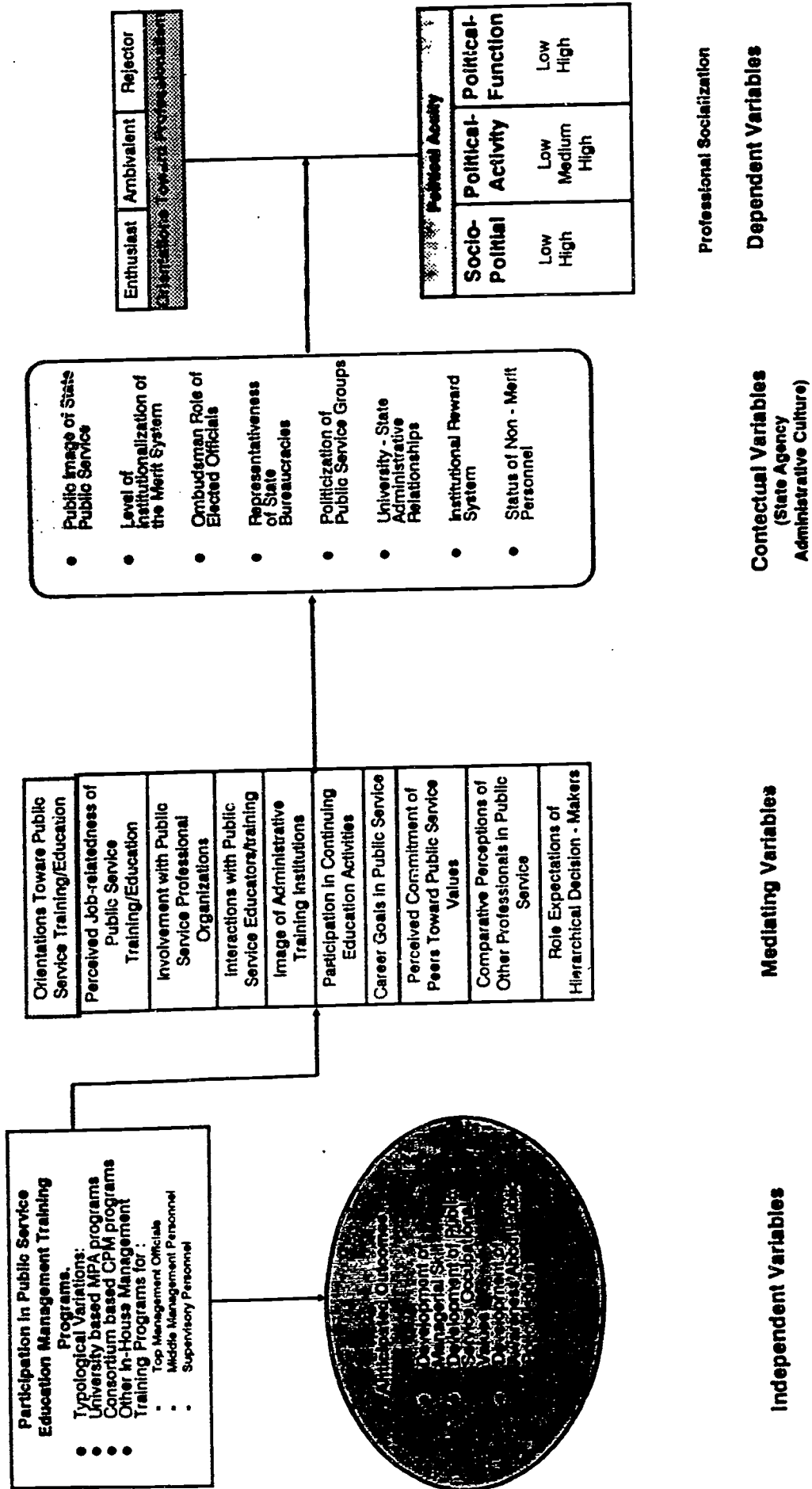
Factor Two (Political Activity)

- Legislative candidates and their views
- Executive candidates and their views

Factor Three (Political Function)

- Elected executives and their views
- Legislators and their views

Figure 3
State Administrators' Orientations Toward Public Service Professionalism: Refined Conceptualization of Research



41

BEST COPY AVAILABLE

H-1. Participation in management/training education of the state administrators will not correlate with orientations toward public service professionalism, socio-political, political activity and political function attitudes.

H-2. Quantitative variations of professionalism, socio-political, political activity and political function attitudes will not influence administrators' perception of the saliency of management/training education in public service.

H-3. Variations in the delivery systems for training/education for state administrators will not influence public service professionalism, socio-political, political activity and political function attitudes.

H-4. Typologies of state administrative cultures, ethnicity and gender are not significant mediating variables influencing public service professionalism, socio-political, political activity and political function attitudes.

Indices were created for the three factors or constructs were created by the following formulae.

$$SPI = RND((V1A + V1B + V1I + V1J + V1K + V1L)/6) \text{ Socio-Political}$$

$$PAI = RND((V1E + V1F)/2) \text{ Political-Activity}$$

$$PFI = RND((V1C + V1D)/2) \text{ Political-Function}$$

Frequency distributions were generated for the three indices are shown in Table 12 below.

Table 12
Frequency Distributions for the Political Factors

Socio -Political Acuity

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	71	1.2	1.2	1.2
	2.00	1394	23.3	24.1	25.3
	3.00	3684	61.6	63.7	89.1
	4.00	633	10.6	10.9	100.0
	.	198	3.3	Missing	
	Total	5980	100.0	100.0	

Political Activity Acuity

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	213	3.6	3.6	3.6
	2.00	1207	20.2	20.6	24.2
	3.00	2808	47.0	47.9	72.2
	4.00	1631	27.3	27.8	100.0
	.	121	2.0	Missing	
	Total	5980	100.0	100.0	

Political Function Acuity

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	31	.5	.5	.5
	2.00	195	3.3	3.3	3.8
	3.00	1682	28.1	28.4	32.2
	4.00	4010	67.1	67.8	100.0
	.	62	1.0	Missing	
	Total	5980	100.0	100.0	

Unlike the professionalism distribution and the original Political Acuity distribution, two of these factors do not appear to be distributed over an essentially, three level index. As shown in Table 12, the *Socio-Political* and *Political-Function* factors seem to be two level indices. There, it was decided to alter the Socio-Political and Political Functions factors to become dichotomies, the *Political-Activity* to become a three level index. For the Socio-Political index; levels one and two were collapsed to become the first category, while levels three and four were collapsed into the other category. The result of this action is illustrated in Table 13 below.

Table 13 Socio-Political Acuity Index

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Low SPA	1.00	1465	24.5	25.3	25.3
High SPA	2.00	4317	72.2	74.7	100.0
	.	198	3.3	Missing	
	Total	5980	100.0	100.0	

For the Political-Function index; levels one, two and three were collapsed into the first category, while level four became the second category. The result of this action is illustrated in Table 14 below.

Table 14
Political-Function Acuity Index

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Low PFA	1.00	1420	23.7	24.2	24.2
Medium PFA	2.00	2808	47.0	47.9	72.2
High PFA	3.00	1631	27.3	27.8	100.0
	.	121	2.0	Missing	
	Total	5980	100.0	100.0	

Finally, for the Political-Activity index; levels one and two were collapsed to become level one, level three became level two and level four became level three. The result of this action is illustrated in Table 15 below.

Table 15
Political-Activity Acuity Index

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Low PAA	1.00	1908	31.9	32.2	32.2
High PAA	2.00	4010	67.1	67.8	100.0
	.	62	1.0	Missing	
	Total	5980	100.0	100.0	

The above indices will be used throughout this report as independent measures. When one or all of the political acuity measures are used as the criteria, an adjusted factor score will be used. To eliminate negative values the factor scores have been converted to a distribution with a mean of 50 and a standard deviation of 10.

Test of Independence of Professionalism and Political Acuity Indices

As with the Kentucky study it was felt that the items in questions one and two should be measuring unique latent traits. To determine the likelihood of this condition tests of independence were performed. R^2 's were computed for all possible combinations of the professionalism and political acuity measures. The results are displayed in Table 16 below.

Table 16
 R^2 's for the Professionalism and Political Acuity Measures

	Socio- Political	Political Activity	Political- Function	Professionalism
Socio-Political	1.0000			
Political-Activity	.0048	1.0000		
Political-Function	.0087	.0044	1.0000	
Professionalism	.1756	.0206	.0027	1.0000

The extremely low R^2 's indicate that these traits seem to be independent of one another. The Socio-Political and Professionalism measures share more common variance than any of other combinations, and this only represents approximately 18%. Therefore, it seems safe to assume that for the most part these measures represent independent traits of the professional socialization process.

VI

TESTING OF THE RESEARCH HYPOTHESES

The treatment of the data needed to test the four hypotheses are reported in this section. For all tests of significance the critical alpha value will be .05. *High means approach agreement and importance, and low means approach disagreement and unimportance. In the case of multivariate analysis of variance (MANOVA), only those univariate and stepdown tables needed to explain statistically significant differences will be presented.*

H-1. Participation in management/training education of state administrators will not correlate with orientations toward service professionalism, socio-political, political activity and political function attitudes. To test this hypothesis, a one-way multivariate analysis of variance (MANOVA) was performed. The dependent variables were the professionalism and the three political acuity indices. The independent variable was the training variable (*i.e., trained and untrained*). Table 17 below contains the results of the multivariate *F* test.

Table 17

Multivariate Test of Significance Professionalism, Socio-Political, Political-Activity and Political-Function

Multivariate Tests of Significance (S = 1, M = 1, N = 2822)

Test Name	Value	Exact F	Hypoth.DF	Error DF	Sig. of F
Pillais	.01578	22.62855	4.00	5646.00	.000
Hotellings	.01603	22.62855	4.00	5646.00	.000
Wilks	.98422	22.62855	4.00	5646.00	.000
Roys	.01578				

Note.. F statistics are exact.

Table 17 indicates that a statistically significant difference does exist between managers that have received training (*i.e., academic and training*) and those that have not had any management training. In order to determine where the differences exist, univariate and stepdown F test were performed. Table 18 below contains the results from these tests.

Table 18

Univariate and Stepdown Tests of Significance for Professionalism, Socio-Political, Political-Activity and Political-Function

	Hpoth.SS	Error SS	Hypoth. MS	ErrorMS	F	Sig. of F
Prof	5868.91293	458163.495	5868.91293	81.10524	72.36170	.000
Pol-At	137.07440	535137.498	137.07440	94.73137	1.44698	.229
Soc-Pl	3092.94476	399550.080	3092.94476	70.72935	43.72930	.000
Pol-Fc	92.46763	415884.525	92.46763	73.62091	1.25600	.262

Roy-Bargman Stepdown F - tests

Var	Hypoth. MS	Error MS	StepDown F	Hypoth. DF	Error DF	Sig. of F
Prof	5868.91293	81.10524	72.36170	1	5649	.000
Pol-At	560.35484	92.71943	6.04355	1	5648	.014
Soc-Pl	679.01626	58.65148	11.57714	1	5647	.001
Pol-Fc	24.09044	72.79117	.33095	1	5646	.565

As can be seen in Table 18, the univariate test indicates that the statistical differences (at alpha .05) do exist between the trained and untrained managers on the Professionalism and Socio-Political measures. In order to determine if any of the relationships exist among the dependent measures, all possible orders of the dependent measures were tested. The stepdown table that seems to be present the most parsimonious results is also presented in Table 18. As can be seen, eventhough the Political-Activity was not found to be statistically significant by the univariate F test, when the influence of the Professionalism measure was partialled out this measure became significant. Consequently, it seems that changes in the Professionalism measure is causing opposite sympathetic changes in the Political-Activity measure. This condition probably means that as an individual's realization of the need for professional training increases, one feels it less important to maintain an interest in political activity going on outside of government (see Table 19 below).

Table 19
Cell Means and Standard Deviations

Variable Socio-Political Index

	Mean	Std. Dev.	N
Untrained	49.249	8.380	2813
Trained	50.729	8.440	2838
For entire sample	49.992	8.442	5651

Variable Political-Activity Index

	Mean	Std. Dev.	N
Untrained	50.152	9.819	2813
Trained	49.840	9.647	2838
For entire sample	49.995	9.733	5651

Variable Political-Function Index

	Mean	Std. Dev.	N
Untrained	49.882	8.675	2813
Trained	50.138	8.485	2838
For entire sample	50.010	8.580	5651

Variable Professionalism Index

	Mean	Std. Dev.	N
Untrained	48.991	9.011	2813
Trained	51.029	9.001	2838
For entire sample	50.014	9.063	5651

Therefore, null hypothesis one can be rejected for the Professionalism and Socio-Political measures but not for the Political-Activity and Political-Function measures. However, a relationship does seem to exist between Professionalism and Political-Activity that is not affected by training.

H-2. Quantitative variations of professionalism, socio-political, political-activity and political-function will not influence administrators' perception of the saliency of management/training education in public service. Question four shown below lists a number of specific objectives of public service education/training.

4. Currently management training programs for public managers typically include a number of specific objectives. Listed below are some of these objective. In your opinion, please indicate how relevant these objectives are to the work of public managers (Please circle the appropriate number)

	Highly Relevant			Not Relevant
a. To enhance awareness of self and others	4	3	2	1
b. To examine the use of managerial time	4	3	2	1
c. To increase insight into managerial behavior and its effect on others	4	3	2	1
d. To identify the need for employee and organization development	4	3	2	1
e. To increase understanding of leadership styles	4	3	2	1
f. To examine communication concepts relative to leadership effectiveness	4	3	2	1
g. To understand when group decision making/consensus is appropriate	4	3	2	1
h. To understand the need to identify criteria for establishment of goals	4	3	2	1
i. To understand the need for objectives	4	3	2	1
j. To develop ethical standards related to management practices	4	3	2	1
k. To understand factors that contribute to a climate for self motivation	4	3	2	1
l. To develop approaches to integrating career and life strategies	4	3	2	1

In order to reduce the data the items in this question were factor analyzed and it was discovered that they were measuring two traits of the underlying structure. Table 20 below contains the varimax rotated factor matrix.

Table 20
 Varimax Rotated Factor Matrix for Question Four

	FACTOR 1	FACTOR 2
V4C	.65609	
V4E	.64844	
V4F	.58591	
V4D	.58335	
V4A	.57560	
V4K	.54306	
V4L	.54019	
V4G	.47788	
V4B	.47546	
V4H		.84731
V4I		.80454

On examination it was felt that factor one (1) was measuring attitudes toward the relevance of training for organizational and people skills, while factor two (2) measured attitudes toward the relevance of training in goal and objective setting. Therefore, factor one was named organization training and factor two was named objective training. As with the professionalism and acuity measures the factor scores were converted to a distribution with a mean of 50 and a standard deviation of 10. These two measures are used as the dependent variables for this hypothesis, while the Professionalism and Political indices are used as the independent or reference variables. One-way MANOVAs were executed as the design tests.

Table 21 below contains the results for the Professionalism Index.

Table 21
 MANOVA for Organization Training and Object Training by Professionalism

EFFECT.. Professionalism

Multivariate Tests of Significance (S = 2, M = -1/2, N = 2836 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.15779	243.08445	4.00	11352.00	.000
Hotellings	.18735	265.75946	4.00	11348.00	.000
Wilks	.84221	254.40301	4.00	11350.00	.000
Roys	.15779				

Note.. F statistic for WILK'S Lambda is exact.

Univariate F-tests with (2,5676) D. F.

Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Org	56596.2214	390253.501	28298.1107	68.75502	411.57882	.000
obj	22433.3714	440530.874	11216.6857	77.61291	144.52088	.000

As can be seen in the above table, statistical differences were found for both criteria (i.e., Organization and Objective measures). The dependent variables were rotated and stepdown F tests were performed. However, no relation between the two was found. In order to determine the magnitude and direction of these differences Scheffe Multiple Range tests were performed. Table 22 contains these results.

Table 22
Scheffe Multiple Tests for Organization and Objective by Professionalism

Organization		G G G			Grp1=Rejector
By Professionalism Index		r r r			Grp2=Ambivalent
		p p p			Grp3=Enthusiast
Mean	Group	1	2	3	
44.5801	Grp 1				
49.5249	Grp 2	*			
54.3700	Grp 3	*	*		

Objective		G G G		
By Professionalism Index		r r r		
		p p p		
Mean	Group	1	2	3
46.5476	Grp 1			
49.7117	Grp 2	*		
52.7230	Grp 3	*	*	

As shown above all of the groups differed significantly from one another on both criteria. In each case the higher the level of the Professional Index, the greater the need for organizational and objective/goal setting training was reported.

Table 23 below contains the results for the Socio-Political Acuity Index.

Table 23
MANOVA for Organization and Objective Training by Socio-Political Acuity Index

EFFECT.. Socio-Political

Multivariate Tests of Significance (S = 1, M = 0, N = 2771)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.09291	283.92938	2.00	5544.00	.000
Hotellings	.10243	283.92938	2.00	5544.00	.000
Wilks	.90709	283.92938	2.00	5544.00	.000
Roys	.09291				

Note.. F statistics are exact.

EFFECT.. Socio-Political

Univariate F-tests with (1,5545) D. F.						
Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Org	34722.8281	403856.692	34722.8281	72.83259	476.74852	.000
Obj	10424.2131	443464.329	10424.2131	79.97553	130.34253	.000

As can be seen above, the results for Socio-Political Acuity are the same as for the Professionalism Index. To determine the direction and magnitude of the observed differences, means and standard deviations were generated for both criteria (see Table 24 below). The high Socio-Political Acuity group were found reporting significantly greater positive attitudes toward the appropriateness of organization and objective training.

Table 24
Cell Means and Standard Deviations

Organization by Socio-Political Acuity Index

CODE	Mean	Std. Dev.	N
LOW	45.660	9.288	1401
HIGH	51.418	8.264	4146
For entire sample	49.964	8.893	5547

Objective by Socio-Political Acuity Index

CODE	Mean	Std. Dev.	N
LOW	47.629	9.857	1401
HIGH	50.784	8.612	4146
For entire sample	49.987	9.047	5547

The Political-Activity reference was the next test performed. Table 25 contains the results of the MANOVA.

Table 25
MANOVA of Organization and Objective Training by Political-Activity

Multivariate Tests of Significance (S = 2, M = -1/2, N = 2803 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.06652	96.50503	4.00	11220.00	.000
Hotellings	.07126	99.90792	4.00	11216.00	.000
Wilks	.93348	98.20627	4.00	11218.00	.000
Roys	.06652				

Note.. F statistic for WILK'S Lambda is exact.

Univariate F-tests with (2,5610) D. F.

Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Org	25105.9520	417659.454	12552.9760	74.44910	168.61152	.000
O	7402.29564	449038.809	3701.14782	80.04257	46.23974	.000

As can be seen above, the results for Political-Activity are the same as for the Professionalism and Socio-Political Acuity Indices. To determine the direction and magnitude of the observed differences, Scheffe multiple range tests were performed for both criteria (see Table 26 below).

Table 26
Scheffe Multiple Range Tests for Organization and Objective Training by Political-Activity

Variable Organization

Mean	Group	G G G			Grp1=Low
		1	2	3	Grp2=Medium
47.0722	Grp 1				Grp3=High
49.8327	Grp 2	*			
52.9188	Grp 3	*	*		

Variable Objective

Mean	Group	G G G		
		1	2	3
48.4225	Grp 1			
49.9205	Grp 2	*		
51.5971	Grp 3	*	*	

As shown above, all of the groups differed significantly from one another on both criteria. In each case the higher the level of the Political-Activity Acuity Index the greater the need for organizational and objective/goal setting training was reported.

The last reference to be tested is the Political-Function Acuity Index. Table 27 contains the results of the MANOVA.

Table 27
MANOVA Organization and Objective Training by Political-Function

EFFECT - Political-Function

Multivariate Tests of Significance (S = 1, M = 0, N = 2831)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.02733	79.56431	2.00	5664.00	.000
Hotellings	.02809	79.56431	2.00	5664.00	.000
Wilks	.97267	79.56431	2.00	5664.00	.000
Roys	.02733				

Note.. F statistics are exact.

Univariate F-tests with (1,5665) D. F.

Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Org	9200.58983	437934.570	9200.58983	77.30531	119.01628	.000
Obj	4528.69704	457308.279	4528.69704	80.72520	56.10016	.000

Once again, as can be seen above, the outcome of these tests echoed the outcomes for

the first three reference variables (i.e., *Professionalism, Socio-Political and Political-Activity*). The means and standard deviations shown in Table 28 below show the High Political-Function Acuity group placing greater importance on the need and appropriateness for organization and objective training.

Table 28
Cell Means and Standard Deviations

Variable .. Organization

CODE	Mean	Std. Dev.	N
LOW	48.146	8.911	1834
HIGH	50.870	8.735	3833
For entire sample	49.988	8.883	5667

Variable .. Objective

CODE	Mean	Std. Dev.	N
LOW	48.704	9.257	1834
HIGH	50.615	8.852	3833
For entire sample	49.996	9.028	5667

Because of the statistical significance found for the four design tests above, hypothesis two (2) is rejected.

H-3. Variations in the delivery systems for training/education for state administrators will not influence public service professionalism, Socio-Political, Political-Activity and Political-Function attitudes. As for the first hypothesis, Professionalism and the three Political acuties are used as the dependent variables for this hypothesis. The type of training/education represents the reference or independent variable. Table 29 below contains the results for the MANOVA executed for this hypothesis.

Table 29
MANOVA Results for Professionalism, Socio-Political, Political-Activity and Political-Function

EFFECT .. Training/Education Type

Multivariate Tests of Significance (S = 3, M = 0, N = 1414 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.02945	7.02233	12.00	8499.00	.000
Hotellings	.03017	7.11344	12.00	8489.00	.000
Wilks	.97063	7.07193	12.00	7490.41	.000
Roys	.02623				

Univariate F-tests with (3,2834) D. F.

Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Pol-At	3248.92765	260751.212	1082.97588	92.00819	11.77043	.000
Pol-Fc	510.75655	203752.322	170.25218	71.89567	2.36805	.069
Pro	3438.32015	226410.041	1146.10672	79.89063	14.34595	.000
Soc-Pl	24.80469	202044.088	8.26823	71.29290	.11598	.951

Roy-Bargman Stepdown F - tests

Var	Hypoth. MS	Error MS	StepDown F	Hypoth. DF	Error DF	Sig. of F
Pol-At	1082.97588	92.00819	11.77043	3	2834	.000
Pol-Fc	196.52752	71.79251	2.73744	3	2833	.042
Prof	915.21821	78.24360	11.69704		3	2832
.000						
Soc-Pl119	28260	57.01909	2.09198	3	2831	.099

The significance tests results shown above indicate significance differences for the Political-Activity and Professionalism criteria. A phenomenon similar to which occurred for hypothesis one (1) was discovered during the stepdown tests. That is, a measure not found to be significant on the ANOVA (i.e., *Political-Function Acuity*) became significant when the common variance shared with the Political-Activity Acuity measure was partialled out. As before, there seems to be a negative relation existing between the Political-Activity and Political-Function measures. As one increases in strength the other tends to diminish. To determine the magnitude and direction of the two differences noted on the ANOVAs, Scheffe multiple range tests shown in Table 30 were calculated.

Table 30
Scheffe Multiple Range Tests for Political-Activity and Professionalism by Nature of Training

Political-Activity

Mean	Group	M O B C P T A P A H C M E H A R E N L D R O / E R
49.0247	MPA AND/	
49.9572	OTHER RE	
50.3432	BACHELOR	
52.5366	CPM	* * *

PROFESSIONALISM

Mean	Group	O M B C T F A P H A C M E H R A E N L R D O E / R
50.4137	OTHER RE	
50.6879	MPA AND/	
51.2914	BACHELOR	
54.1764	CPM	* * *

As can be seen in Table 30, The CPM group reports significantly stronger measures of Professionalism and Political-Activity Acuity than do their academically educated counterparts. This is an unexpected outcome not explainable given the present data. Because of the test results, the null hypothesis three (3) is rejected for the political-Activity and Professionalism measures.

H-4 Typologies of state administrative cultures, ethnicity and gender are not significant mediating variables influencing public service professionalism, socio-political, political-activity and political-function attitudes. Dependent measures to be tested for this hypothesis are once again the Professionalism and Polity Acuity measures. The three independent variables are Elazar's Typologies, ethnicity and gender.

Elazar (1984) proposed eight different types of political culture and has classified the 50 states to fall in one of these eight different dominant political cultures. Table 31 shows the contour of political culture in the United States as proposed by Elazar.

Table 31
Classification of American States by Political Culture

Political Culture	States Included
Moralistic	Oregon, Utah, Colorado North Dakota, Minnesota Wisconsin, Michigan Vermont, Maine
Moralistic- Individualistic	Washington, Idaho Montana, South Dakota Iowa, New Hampshire California, Kansas
Individualistic- Moralistic	New York, Wyoming Nebraska, Massachusetts Rhode Island, Connecticut
Individualistic	Nevada, Illinois Indiana, Ohio Pennsylvania, New Jersey Delaware, Maryland Alaska
Individualistic- Traditionalistic	Hawaii, Missouri
Traditionalistic- Individualistic	Kentucky, West Virginia Florida, New Mexico Texas, Oklahoma

Table continued on Next Page

Traditionalistic

Alabama, Arkansas
 Georgia, Louisiana
 South Carolina, Tennessee
 Mississippi, Virginia

Traditionalistic-
 Moralistic

Arizona, North Carolina

As with the previous hypotheses, one-way MANOVAs will be used as the design tests. Table 32 below contains the results of the MANOVA for Typology.

Table 32
 MANOVA Professional, Socio-Political, Political-Function by Elazar's Typologies

EFFECT - Elazar's Typologies

Multivariate Tests of Significance (S = 4, M = 1, N = 2776 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.03324	6.65327	28.00	22232.00	.000
Hotellings	.03382	6.70690	28.00	22214.00	.000
Wilks	.96703	6.68266	28.00	20030.26	.000
Roys	.02238				

Univariate F-tests with (7,5558) D. F.

Vari	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Soc-P1	2595.49526	391208.230	370.78504	70.38651	5.26784	.000
Pol-At	7964.19209	519268.656	1137.74173	93.42725	12.17784	.000
Pol-Fc	2134.98749	404288.945	304.99821	72.74000	4.19299	.000
Prof	4017.43023	450282.063	573.91860	81.01512	7.08409	.000

As can be seen above, statistical significance was found to exist for all of the criteria. The stepdown procedure did not detect any relationships between the dependent measures. Because of the multiple levels of the typology, it was necessary to perform multiple range tests. As before, the Scheffe procedure was used and the results are displayed in Table 33 below.

Table 33
 Scheffe Multiple Range Tests for Professionalism, Socio-Political, Political-Activity and Political-Function by Elazar's Typologies

Socio-Political
 By Political Cultures

Mean	Group	
48.6005	Grp 8	G G G G G G G G Grp1=Moralist
49.0008	Grp 2	r rrr rrrrGrp2=Moralist-Ind.
49.5620	Grp 4	p p p p p p p'p Grp3=Individualist-Mor
49.9574	Grp 6	Grp4=Individualist
50.1509	Grp 1	8 2 4 6 1 3 7 5 Grp5=Individualist-Trd
50.5942	Grp 3	Grp6=Traditionalist-Ind
50.7192	Grp 7	Grp7=Traditionalist
50.8500	Grp 5-	Grp8=Traditionalist-Mor

* *

Table Continued on Next Page

**Political-Activity
By Political Cultures**

		G G G G G G G G
		r r r r r r r r
		p p p p p p p p
		3 4 5 1 2 6 8 7
Mean	Group	
48.3407	Grp 3	
49.3190	Grp 4	
49.3795	Grp 5	
49.4672	Grp 1	
49.5280	Grp 2	
50.4684	Grp 6	*
51.7193	Grp 8	* *
52.2251	Grp 7	* * * * *

**Political-Function
By Political Cultures**

		G G G G G G G G
		r r r r r r r r
		p p p p p p p p
		7 4 3 6 8 1 2 5
Mean	Group	
48.9625	Grp 7	
49.6053	Grp 4	
49.9346	Grp 3	
50.3158	Grp 6	
50.3238	Grp 8	
50.5039	Grp 1	
50.5834	Grp 2	*
51.5053	Grp 5	*

**Professionalism
By Political Cultures**

		G G G G G G G G
		r r r r r r r r
		p p p p p p p p
		2 4 1 3 6 5 8 7
Mean	Group	
48.8948	Grp 2	
49.4372	Grp 4	
49.5024	Grp 1	
49.6230	Grp 3	
50.0640	Grp 6	
50.3498	Grp 5	
50.5010	Grp 8	
51.5784	Grp 7	* * * *

The multiple range test for the Socio-Political Acuity measure indicated that significant differences exist between the Traditionalistic states (*i.e., Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina, Tennessee and Virginia*) and the Traditionalistic-Moralistic states (*i.e., Arizona, North Carolina*) and the Moralistic-Individualistic states (*i.e., Washington, Idaho, Montana, South Dakota, Iowa, New Hampshire, California, Kansas*). As can be seen above, the mean for the Traditionalistic group mean was greater than the means for the Traditionalistic-Moralistic and Moralistic-Individualistic groups. This indicates that public administrators in the Traditionalistic group feel more important to keep current on matters concerning social and political environment of their state and nation. The Individualistic-Traditionalistic states (*i.e.,*

Hawaii, Missouri) had the greatest mean value of any group for this measure, however, statistical significance was not found. This was probably due to unequal standard deviations.

The multiple range test for the Political-Activity Acuity measure indicated that significant differences exist between the Traditionalistic-Individualistic states (*i.e., Kentucky, West Virginia, Florida, New Mexico, Texas, Oklahoma*) and the Individualistic-Moralistic states (*i.e., New York, Wyoming, Nebraska, Massachusetts, Rhode Island, Connecticut*); between the Traditionalistic-Moralistic states (*i.e., Arizona, North Carolina*), and the Individualistic-Moralistic and Individualistic states (*i.e., Nevada, Illinois, Indiana, Ohio, Pennsylvania, New Jersey, Delaware, Maryland, Alaska*); between the Traditionalistic states, and the other groups with the exception of the Traditionalistic and Traditionalistic-Moralistic states. The mean values for the Traditionalistic-Individualistic, Traditionalistic-Moralistic and Traditionalistic groups indicate that these states report a greater awareness of political behavior outside government than do their administrator counterparts in the states they differ from.

The multiple range test for the Political-Function Acuity measure indicated that significant differences exist between the Traditionalistic states, the Moralistic-Individualistic and Individualistic-Traditionalistic groups. The mean values indicate that administrators in the Traditionalistic states do not place as much importance on being current of the activities of elected officials (*i.e., both executive and legislative*). This seems to be true even for those groups they do not differ from statistically.

The multiple range test for the Professionalism measure indicated that significant differences exist between the Traditionalistic states, and the Moralistic-Individualistic, Individualistic, Moralistic and Individualistic-Moralistic states. Administrators in the Traditionalistic group report a higher commitment toward the need for training/education than do those states they differ from.

Overall, the Traditionalistic group reported stronger attitudes toward the Socio-Political, Political-Activity and Professionalism traits; and a weaker attitude toward the Political-Function trait than do their administrator counterparts. It should be pointed out that the states that compose the Traditionalistic group, all are located in the U.S. southeast. This area has probably remained more steadfast toward the notion of running one's own affairs, thus possibly explaining what seems to be the uniqueness of the consistent differences between them and the groups they differ from.

Table 34 below contains the MANOVA results for ethnicity.

Table 34
MANOVA for Socio-Political, Political-Activity, Political-Function and Professionalism by Ethnicity

Multivariate Tests of Significance (S = 4, M = -1/2, N = 2745 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.05145	17.90319	16.00	21984.00	.000
Hotellings	.05393	18.50913	16.00	21966.00	.000
Wilks	.94869	18.23914	16.00	16782.03	.000
Roys	.04852				

Univariate F-tests with (4,5496) D. F.

Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Soc-Pl	17747.7445	370986.971	4436.93613	67.50127	65.73115	.000
Prof	5163.48523	441865.609	1290.87131	80.39767	16.05608	.000
Pol-Fc	603.01529	395792.469	150.75382	72.01464	2.09338	.079
Pol-At	2042.94163	518948.935	510.73541	94.42302	5.40901	.000

As shown above, statistical differences were found to exist for the Socio-Political, Professionalism and Political-Activity measures because of ethnicity. To understand the direction and magnitude of the observed differences Scheffe multiple range tests were produced. Table 35 below contains the range test results.

Table 35
Scheffe Multiple Range Tests for Socio-Political, Professionalism and Political-Activity by Ethnicity

- Socio-Political
 By Ethnicity

Mean	Group	N	W	A	H	A
47.4996	NATIVE A	A	H	S	I	F
49.4652	WHITE	T	I	I	S	R
51.6226	ASI N OR	I	T	A	P	I
54.1922	HISPANIC	V	E	N	A	C
57.0047	AFRICAN-	E				
					O	I
						N
					A	R
					C	-

Table Continued on Next Page

Political-Activity
By Ethnicity

Mean	Group	A W N H A S H A I F I I T S R A T I P I N E V A C E N A O I N R A C -
48.5881	ASIAN OR	
49.8766	WHITE	
50.0119	NATIVE A	
50.3903	HISPANIC	
52.4904	AFRICAN-	* *

Professionalism
By Ethnicity

Mean	Group	W N A H A H A S I F T I S R T I A P I E V N A C E N A O I N A R C -
49.7279	WHITE	
50.1686	NATIVE A	
50.4689	ASIAN OR	
52.0652	HISPANIC	*
53.7006	AFRICAN-	* *

As can be seen in Table 35, African-Americans have the greatest means for all three statistically significant criteria (*i.e.*, *Socio-Political*, *Political-Activity* and *Professionalism*). African-Americans also differ significantly from Whites and Asian or Pacific Islanders on the three criteria; and differ from Native Americans and Hispanics on the *Socio-Political*. It was also found that Asian or Pacific Islanders ($mean = 51.6226$) differ from Whites ($mean = 49.4652$) on the *Socio-Political* measure. Hispanics ($mean = 54.1922$) differ from Native Americans ($mean = 47.4996$) and Whites ($mean = 49.4652$) on the *Socio-Political* measure. A difference was also noted between Hispanics ($mean = 52.0652$) and Whites ($mean = 49.7279$) on the *Professionalism* measure. Overall, it seem that all of the minority ethnic groups place greater importance toward becoming more professional, and more politically acute. The reason might possibly be feeling outside the colloquia! "loop".

The MANOVA results to test for possible gender differences on the criteria are shown in Table 36 below.

Table 36
MANOVA Socio-Political, Political-Activity, Political-Function and Professionalism

Multivariate Tests of Significance (S = 1, M = 1, N = 2772)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.04372	63.38802	4.00	5546.00	.000
Hotellings	.04572	63.38802	4.00	5546.00	.000
Wilks	.95628	63.38802	4.00	5546.00	.000
Roys	.04372				

Note.. F statistics are exact.

EFFECT.. Gender

Univariate F-tests with (1,5549) D. F.

Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Soc-Pl	7968.97076	385126.671	7968.97076	69.40470	114.81889	.000
Prof	1090.03062	454811.276	1090.03062	81.96275	13.29910	.000
Pol-At	13309.56845	12703.512	13309.56840	92.39566	144.04972	.000
Pol-Fc	41.47053	407811.238	41.47053	73.49274	.56428	.453

Roy-Bargman Stepdown F - tests

Var	Hypoth. MS	Error MS	StepDown F	Hypoth. DF	Error DF	Sig. of F
Soc-Pl	7968.97076	69.40470	114.81889	1	5549	.000
Prof	50.36387	67.91051	.74162	1	5548	.389
Pol-At	12198.69010	90.72180	134.46262	1	5547	.000
Pol-Fc	55.60319	72.66592	.76519	1	5546	.382

As shown above, statistically significant differences were found to exist because of gender for the Socio-Political, Professionalism and Political-Activity criteria. Further, the stepdown F tests indicate that a significant relationship seems to exist between the Socio-Political and Professionalism measures. As can be seen in the stepdown table, when the mutual variance is partialled out, the Professionalism measure is significant. Since the converse is not true (*i.e., Professionalism appearing first*), suggests that becoming politically acute causes a differing affect on attitudes of either males or females. The present data will not allow the determination of which gender this impacts.

To learn the direction and magnitude of the statistical differences, means and standard deviations were generated for the significant criteria and are shown in Table 37 below.

Table 37
Means and Standards Deviations for Socio-Political, Professionalism and Political-Activity by Gender

Variable .. Socio-Political

CODE	Mean	Std. Dev.	N
MALE	49.170	8.397	3885
FEMALE	51.785	8.176	1666
For entire sample	49.955	8.416	5551

Table Continued on Next Page

Variable - Professionalism

CODE	Mean	Std. Dev.	N
MALE	49.667	8.969	3885
FEMALE	50.634	9.247	1666
For entire sample	49.957	9.063	5551

Variable - Political-Activity

CODE	Mean	Std. Dev.	N
MALE	48.945	9.740	3885
FEMALE	52.323	9.308	1666
For entire sample	49.959	9.735	5551

The means in Table 37 above indicate that females administrators report stronger attitudes toward the three criteria than do their male counterparts. The greatest difference occurring on the Political-Activity measure.

Because of the statistical differences noted above, hypothesis four (4) is rejected. Administrative cultures, ethnicity and gender are shown by these data to strongly impact attitudes toward Professionalism and the three Political Acuity measures.

It might seem that the number of statistical differences found for all four of the hypotheses is unusually large, and is probably the result of the large sample being analyzed. This condition is probably true, however by submitting the measures to treatment by analysis of variance — it is felt that some relationships have been uncovered that might have gone unnoticed if only means and standard deviations along with other descriptives had been used. Nevertheless, these analyses have produced evidence that tends to support the refined professional socialization model being tested. More will be said about this in the next and concluding section.

VII Findings and Conclusions

This study was based upon a conceptual model of professional socialization (see Figure 2) of state public administrators. Mailing lists were obtained and/or created from various sources for the fifty states and the Commonwealth of Puerto Rico. Administrators that had completed certified public manager (CPM) programs and academic programs (e.g., MPA) were identified by several states and universities.

A self reporting mail questionnaire was constructed and used to collect these data. Nearly 20,000 administrators were mailed questionnaires and nearly 6,000 usable questionnaires were returned for a 35.4% return rate. These data (see codebook Appendix II) were used to test the four null hypotheses.

Findings

Structural Analysis. As aforementioned, the study was designed according to the parameters described by the conceptual model. Primarily, the structural analysis was concerned with determining if these data supported the two dependent conceptual variables (i.e., *Professionalism and Political Acuity*).

These data supported the Professionalism trait. That is, responses to the items used to measure this trait supported its existence. A maximum likelihood factor analysis of these items produced a one factor matrix as expected. Two products were created from the factor analysis as shown below.

- Professionalism Factor Scores
- A Professionalism Reference Index

The factor scores were used as a dependent measure, for three of the four hypotheses, while the index was used as a reference variable for one hypothesis.

The items designed to measure the Political Acuity trait produced an unexpected result when factor analyzed. Instead of a single factor being produced as expected — three (3) factors were found to exist, and each made sense. As a result, the conceptual model (see Figure 3) and the null hypotheses were altered to reflect this finding. The three new political acuity constructs were assigned the following appropriate names.

- Socio-Political
- Political-Activity
- Political-Function

The Socio-Political construct appears to be measuring the importance that state public administrators place on knowing about the current social climate as impacted by the political circumstance; the Political-Activity construct appears to be measuring

interest toward the conduct of political candidates; while, the Political-Function construct seems to be measuring interest shown toward the manners of elected officials. *A posteriori*, this finding was viewed as important for future study. As with Professionalism, factor scores and indices were constructed to be used in the various design analyses.

Question four (4) on the questionnaire was design to collect opinions of how relevant a number of training/education topics commonly found as part of management programs were to the professional socialization of state public administrators.

An initial design test (*i.e.*, *MANOVA*) using these items produced results that seemed to indicate that all were measuring the same trait. Though not part of the original design, knowledge of this condition appeared to warrant some structural analysis. A maximum likelihood factor analysis was made of these items and two traits were found to exist. One seemed to be measuring the relevance of developing organization and/or people skills, while the second trait seemed to measuring the relevance of developing objective/goal setting skills. Consequently, factor scores were produced for the two traits and were used as dependent variables in the appropriate design analyses.

Design Analyses. Overall, it can be stated that these data supported the conceptual model. Analysis of variance routines were used as the design tests, eventhough the sample was very large. Statistics of this sophistication are generally not needed when dealing with large samples; however, information gained by analyzing the multivariate space did produce some information that probably would not have been manifest if only means, standard deviations and non-metric statistics had been used as the design tests.

While it was discovered that training and/or education does impact the measures of Professionalism and Socio-Political Acuity in a positive manner, when the training category was further broken down as to type, additional and interesting information was generated. For whatever reason those respondents identified as certified public managers generally reported stronger positive attitudes toward the Professionalism and the three Political Acuity measures. It is imaged that as the strength of the attitudes shown toward these criteria increases, so does the degree of professional socialization. And somehow this increase has occurred because of the experience of becoming a certified public manager.

If these observed differences are the result of the CPM experience, then it might behoove university based MPA programs to become acquainted with what brings about this success. The present data is not capable of this determination. Before it can be determined whether these differences exist because of the CPM experience or because of other mediating variables, it probably would not be wise to significantly alter present MPA curriculum.

A number of differences were noted as the result of the administrative culture as defined by Elazar. However, one group of states (*i.e.*, the *Traditionalistics*) were found to generally vary from the other eight groups to a greater degree. They usually reported more positive attitudes toward Professionalism, Socio-Political and Political-Activity than did their counterparts in the other administrative culture typologies. Of course these differences probably exist regardless of any training and/or academic influences—however, knowledge of the antecedents might be important for training directors and academic deans to understand.

Moreover, minority and female administrators generally reported attitudes that imply a greater degree of socialization than reported by their majority and male counterparts.

Professionalism and the three Political Acuity indices were used as independent variables to test their affect toward the relevance of organizational and objective/goal setting skill development. No surprises were found, that is as the index level of each of the four indices increased, a corresponding increase was noted for both skill areas.

Conclusions

The preliminary findings reported here, seem to support the conceptual model, and in one instance provided information for refinement (*i.e.*, *Political Acuity*) of the model. Thus, given these results, the researchers feel that the present conceptual model can be used with confidence as an important tool for the design of future research, and for the design of diagnostics for the evaluation of administrator behavior, as well as training and education efforts.

Lastly, the results suggest that further research is needed to better understand the positive influences believed to exist for CPM training; why minority and female respondents generally reported greater levels of professional socialization; and furthermore why the same is true for the traditionalistic states.

As declared earlier, only part of the total data collected was analyzed and reported here. Analyses will continue until these data are exhausted.

REFERENCES

- Aberbach, Joel D. and Rockman, Bert. (1978).
"Administrators' Beliefs About the Role of the Public",
Western Political Quarterly, Dec., pp. 502-527.
- Abney, Glenn. (1982).
"Councilmanic Intervention in Municipal Administration",
Administration and Society, Vol. 13, No. 4, pp. 435-456.
- Abney, Glenn. (1982).
"The Task of Administrators: Management of External
Relations", American Review of Public Administration,
(Summer/Fall), pp. 171-184.
- Ahmad, Karuna. (1984).
"The Trishankus: Women in the Professions in India",
Sociological Bulletin, Mar/Sept., pp. 75-90.
- Albrecht, G.L. (1979).
"Defusing Technological Change in Juvenile Courts: The
Probation Officer's Struggle for Professional Autonomy",
Sociology of Work and Occupations, Aug., pp. 259-282.
- Ammons, D. and King, J.C. (1984).
"Local Government Professionalism", The Bureaucrat,
Jan/Mar, pp. 52-57.
- Averch, H. and Milan D. (1992).
"Teaching Public Administration, Public Management
and Policy Analysis: Convergence or Divergence in the
Masters Core." Journal of Policy Analysis and Management,
Vol. 11 (Summer).
- Babcock, D.L. and Smith, C.A. (1980).
"Values and the Public Works Professional", Proceedings
of a workshop presented in conjunction with the
International Public Works Congress and Equipment Show of
the American Public Works Association held in Boston,
Massachusetts. (Chicago: American Public Works Association).
- Bailey, Stephen K. (1964).
"Ethics and the Public Service", Public Administration Review,
Vol. 24, pp. 234-243.
- Baldwin, J.N. (1988).
"Comparison of Perceived Effectiveness of MPA Programs
Administered Under Different Institutional Arrangements."
Public Administration Review, Vol. 48, (September/October),
pp. 876-884.
- Balfour, D.L. and Marini, F. (1991).
"Child and Adult, X and Y: Reflections on the Process of
Public Administration Education." Public Administration
Review, Vol. 51 (November/December), pp. 478-485.

- Bartol, Kathryn M. (1979).
 "Professionalism as a Predictor of Organizational Commitment, Role Stress, and Turnover: A Multidimensional Approach", Academy of Management Journal, Vol. 22, pp 815-821.
- Bayton, J.A. and Chapman, R.L. (1972).
Transformation of Scientists and Engineers into Managers. (Washington, D.C.: NASA).
- Becker, Howard. (1956).
 "Development of Identification with Occupation", American Journal of Sociology, Jan., pp. 280-298.
- Berryman-Fink, Cynthia. (1985).
 "Male and Female Managers' Views of the Communication Skills and Training Needs of Women in Public Management", Public Personnel Management, Vol. 14, No. 3, pp. 211-238.
- Bhambhri, C.H. (1972).
 "Socialization of IRS Officers", International Review of Administrative Sciences, Vol. 38, No. 1, pp. 61-71.
- Bhatnagar, D. (1988).
 "Professional Women in Organizations", Sex Roles, Mar., pp. 343-355. Bingham, R.D., et.al. (1981).
Professional Associations and Municipal Innovation. (Madison: University of Wisconsin Press).
- Bird, Dennis. (1986).
 "Teaching Public Administration to British Civil Servants", Teaching Public Administration, Vol. 6, No. 1, pp. 55-65.
- Blankenship, Ralph, ed. (1977).
Colleagues in Organizations: The Social Construction of Professional Work. (New York: Wiley).
- Bledstein, B.J. (1976).
The Culture of Professionalism. (New York: Norton)
- Bollens, John and Ries, John. (1969).
The City Manager Profession. (Chicago: Public Administration Service).
- Botner, Stanley. (1974).
 "Personal and Career Characteristics of State Government Administrators", Government, (Winter), pp. 54-58.
- Bowen, D.L., ed. (1973).
Public Service Professional Associations and the Public Interest. (Philadelphia: American Academy of Political and Social Sciences).

- Bowman, G.W., et.al. (1980).
 "Are Women Executives People?", Harvard Business Review,
 Vol. 43, pp. 52-63.
- Bowman, James S. (1982).
 "A Professional Perspective for Public Administration",
The Bureaucrat, Vol. 11, (Winter), p. 50.
- Braham, J. (1987).
 "Cultivating Tomorrow's Executives: How Do GE and IBM Grow
 All That Talent?", Industry Week, 234(2), pp. 35-38.
- Bremer, Kamala. (1988).
 "Strategies Used to Advance Women's Careers in the Public
 Service: Examples of Oregon", Public Administration
 Review, Vol. 48, No. 6, pp. 957-961.
- Brint, Steven G. (1985),
 "The Political Attitudes of Professionals", Annual Review
 of Sociology, pp. 389-414.
- Brock, J. (1991).
 "Learning from Experience: Programs for Executives and
 and Some Implications for Policy Schools." Journal of
 Policy Analysis and Management, Vol. 10, pp. 719-733.
- Browne, William P. and Duso, Jack. (1984).
 "Michigan Management Profiles: In Transition to the
 80's", The Michigan Municipal Review, Vol. 57, pp. 126-28.
- Brownstein, Cynthia D. and Hardcastle, David A. (1984).
 "The Consistent Variable: Gender and Income Differences of
 Social Work Administrators", California Sociologist,
 (Winter), pp. 69-81.
- Buchanan, B. (1974).
 "Building Organizational Commitment: The Socialization of
 Managers in Work Organizations", Administrative Science
 Quarterly, Vol. 19, pp. 533-546.
- Bucher, R. and Stelling, J. (1980).
 "Characteristics of Professional Organizations", from
Colleagues in Organizations, R.L. Blankenship, ed.
 (Huntingdon: Krieger Publishing Company).
- Bunker, K.A. and Cohen, S.L. (1978).
 "Evaluating Organizational Training Efforts: Is Ignorance
 Really Bliss?", Training and Development Journal, Vol. 32,
 Aug., pp. 4-11.
- Burke, John. (1988).
 "Professional Expertise in Politics and Administration",
 from Ethics, Government and Public Policy, James Bowman,
 ed. (Westport: Greenwood), pp. 225-245.

- Bush, Winston. (1977).
 "The Voting Behavior of Bureaucrats and Public Sector Growth", from Budgets and Bureaucrats, Thomas Borcherdina, ed. (Durham: Duke University Press).
- Butterfield, Denise S. (1984).
 "The Virginia Local Government Manager: An Updated Statistical Profile", University of Virginia Newsletter, Vol. 60, Mar., pp. 215-223.
- California State Department of Education. (1975).
Administering Public Service Occupations: An Implementation Guide (Washington, D.C.: U.S. Government Printing Office).
- California State Department of Education. (1975).
Orientation to Public Service Occupations. (Washington, D.C.: U.S. Government Printing Office).
- California State Department of Education. (1975).
Preparing for Public Service Occupations, Educational Services. (Washington, D.C.: U.S. Government Printing Office).
- Calkin, Home. (1978).
Women in the Department of State: Their Role in Foreign Affairs. (Washington, D.C.: Department of State).
- Cambridge, Charles. (1987).
 "Impact of Organizational Theory and Affirmative Action on Organizational Behavior", Journal of Black Studies, Vol. 18, No. 1, pp. 97-104.
- Campbell, Allan. (1979).
 "Presidential Management Information Program", Public Administration Review, Vol. 39, No. 3, pp. 237-238.
- Carr-Sunders, A.M. and Wilson, P.A. (1983).
The Professions. (New York: Oxford University Press).
- Carson, Ron, and Roeder, Phil. (1989).
 "Do State Government Administrators Need University Public Administration Programs?", a paper presented at the Annual Meeting of the Kentucky Chapter, ASPA, Sept. 15.
- Cashman, J.F. (1978).
 "Training Social Welfare Administrators: The Activity Dilemma", Administration in Social Work, Fall, pp. 347-358.
- Chandler, J.A. (1991).
 "Public Administration and Private Management: Is There a Difference?" Public Administration, Vol. 69 (Autumn), pp. 385-392.

- Chapman, D.W, Hutcheson, S.M. and Bowen, E.M. (1980).
 "A Comparison of Occupational Education Graduates in Leadership and Non-leadership Roles", Journal of Studies in Technical Careers, (Spring), pp. 496-506.
- Chappell, William L. and Drake, Ann. (1983).
 "Public Administration Education: Perceptions of South-eastern City Officials", State and Local Government Review, Vol. 15, No. 2, pp. 88-91.
- Cherniss, Cary and Kane, Jeffrey S. (1987).
 "Public Sector Professionals: Job Characteristics, Satisfaction, and Aspirations for Intrinsic Fulfillment Through Work", Human Relations, Mar., pp. 125-136.
- Childress, Gene and Bugbee, John. (1986).
 "Kentucky's Across-the-Board Effort at Making HRD Work", Public Personnel Management, Vol. 15, No. 4, pp. 309-376.
- Chusmir, Leonard. (1988).
 "Strengthening the Woman Manager", Training and Development Journal, Oct., pp. 66-75.
- Clement, Ronald. (1982).
 "Testing the Hierarchy Theory of Training Evaluation", Public Personnel Management, Vol. 11, No. 2, pp. 176-184.
- Cleveland, Harland. (1985).
The Knowledge Executive in an Information Society. (New York: E.P. Dutton).
- Cleveland, Harland. (1968).
 "A Philosophy for the Public Executive", from Perspectives on Public Management, Robert T. Golembiewski, ed. (Itasca: Peacock Publications).
- Conant, J.K. (1992).
 "Enrollment Trends in Schools of Public Affairs and Administration: A Search for Winners and Losers." Public Administration Review, Vol. 52, (May/June), pp. 288-297.
- Cooper, Terry L. (1984).
 "Citizenship and Professionalism in Public Administration", Public Administration Review, Vol. 44, pp. 143-151.
- Cooper, Terry L. (1987).
 "Hierarchy, Virtue, and the Practice of Public Administration: A Perspective for Normative Ethics", Public Administration Review, Vol. 47, No. 4, pp. 320-328.
- Daley, D. (1983).
 "Support for Professionalism in the States: An Examination of Administrative, Executive and Legislative Attitudes", American Review of Public Administration, (Summer/Fall), pp. 102-114.

- Daniel, C., and Rose, B.J. (1991).
 "Blending Professionalism and Political Acuity: Empirical Support for an Emerging Ideal." Public Administration Review, Vol. 51 (September/October). pp. 438-441.
- Davidson, Robert E. (1985).
 "Professional Conflicts Within Organizations", Sociology and Social Research, Jan., pp. 210-220.
- DeCotis, Allen R. and Grysky, Gerard S. (1981).
 "Role Orientations and Job Satisfaction in a Public Bureaucracy", Southern Review of Public Administration, (Spring).
- Delgado, Andrea K., Griffith, Ezra and Ruiz, Pedro. (1985).
 "The Black Woman Mental Health Executive: Problems and Perspectives", Administration in Mental Health, (Summer), pp. 246-251.
- Denhardt, Robert B. (1968).
 "Bureaucratic Socialization and Organizational Accommodation", Administrative Science Quarterly, Vol. 13, No. 3, pp. 441-450.
- Denhardt, Robert B. (1973).
 "Sub-Cultural Differences in Bureaucratic Socialization", LSU Journal of Sociology, (Spring), pp. 61-85.
- Derber, C., ed. (1982).
Professionals as Workers: Mental Labor in Advanced Capitalism. (Boston: G.K. Hall).
- Diamond, Michael. (1986).
 "Role Formation as Defensive Action in Bureaucratic Organizations", Political Psychology, Vol. 7, No. 4, pp. 709-732.
- Dingwall, R. and Lewis, P., eds. (1983).
The Sociology of the Professions: Lawyers, Doctors and Others. (New York: St. Martin's Press).
- DiPrete, Thomas A. (1987).
 "The Professionalization of Administration and Equal Employment Opportunity in the U.S. Federal Government", American Journal of Sociology, July, pp. 119-140.
- Dogan, Mattern, ed. (1975).
The Mandarins of Western Europe. (Princeton: Princeton University Press).
- Donnell, S.M. (1980).
 "Men and Women as Managers", Organizational Dynamics, pp. 60-78.

- Durant, Robert, et.al. (1986).
 "A Mid-Careerist Perspective on Public Service Education",
Public Personnel Management, Vol. 15, No. 3, pp. 281-295.
- Edson, S.K. (1988).
Female Administrative Aspirants. (Albany: SUNY).
- Elling, Richard. (1980).
 "State Legislative Casework and State Administrative
 Performance", Administration and Society, Vol. 12,
 No. 3, pp. 327-358.
- Ellwood, J.W. (1985).
A Morphology of Graduate Education for Public Service in
 the United States. (Washington, D.C.: NASPAA).
- England, George W. (1967).
 "The Personal Values of American Managers", Academy of
 Management Journal, Vol. 10, pp. 53-68.
- England, George W., Dhingra, O.P. and Agarwal, C.N. (1974).
 "The Manager and the Man-A Cross Cultural Study of
 Personal Values", Organization and Administrative Sciences,
 Vol. 5, pp. 1-97.
- England, George W. and Lee, R. (1974).
 "The Relationship Between Managerial Values and Managerial
 Success in the United States, Japan, India and Australia",
Journal of Applied Psychology, Vol. 59, pp. 411-419.
- Englebert, Ernest A. (1964).
 "Major Issues in Professional Training for Public
 Administration", International Review of Administrative
 Sciences, Vol. 30, No. 3, pp. 272-275.
- Etzioni, Amatai. (1969).
The Semi-Professionals and Their Organizations: Teachers,
 Nurses, Social Workers. (New York: The Free Press).
- Evans, James W. (1981).
 "A Comparison of the Socioeconomic and Political Ideology
 of Business and Government Managers and Students:
 Implications for Business and Society", a paper presented
 at the Annual Meeting of the Academy of Management in
 San Diego, August, 1981.
- Faerman, S.R., Quinn, R.E. and Thompson, M.P. (1987).
 "Bridging Management Practice and Theory: New York State's
 Public Service Training Program", Public Administration
 Review, Vol. 47, No. 4, pp. 310-319.
- Fannin, William R. and Moore, Don C. (1983).
 "Preparing for City Management Careers: What's
 Important?", American Review of Public Administration,
 Vol. 17, (Summer/Fall), pp. 79-91.

- Feldman, Saul. (1978).
 "Conflict and Convergence: Mental Health Professionals in Government", Public Administration Review, pp. 137-143.
- Ford, J. Kevin and Noe, Raymond. (1987).
 "Self-Assessed Training Needs", Personnel Psychology, Vol. 40, No. 1, pp. 39-54.
- Forrester, R.J. (1987).
 "Things They Never Covered in the MPA Program (And How to Cope." Public Management, Vol. 69 (April), pp. 20-21.
- Forsyth, Patrick B. (1985),
 "Toward A Theory of Professionalization", Work and Occupations, Feb. pp. 59-76.
- Fottler, M.D. and Norrell, C. (1979).
 "State Government Personnel Directors: A Comparative Analysis of Their Background Characteristics and Qualifications", Public Personnel Management, Jan/Feb, pp. 17-25.
- Freeman, Patricia. (1984).
 "Values and Policy Attitudes Among State Legislators and Administrators", Public Administration Review, (Winter).
- Frendreis, John. (1988).
 "A Model of Decision-Making and Public Sector Professionalism", Political Behavior, Vol. 10, No. 1, pp. 77-93.
- Frendreis, J.P. (1981).
 "Patterns of Reputation and Personal Interaction Among American City Managers", from Municipal Yearbook 1981. (Washington, D.C.: ICMA).
- Friedman, Robert S. (1966).
 "Administrative Agencies and the Publics They Serve", Public Administration Review, Vol. 26, pp. 192-204.
- Ganz, P. et al. (1985-86).
 "Professional Attitudes Toward Hospice Care", Hospice Journal, (Winter), pp. 1-15.
- Gillespie, Bonnie J. (1981).
 "Professionalism in the Latter Part of the Twentieth Century", Southern Review of Public Administration, Vol. 5, (Fall), pp. 370-391.
- Gist, Marilyn. (1988).
 "The Impact of Training Methods and Trainee Age on the Acquisition of Comparable Skills", Personnel Psychology, Vol. 41, No. 2, pp. 255-266.

- Glenn, Tom. (1985).
 "Executive Development", Training and Development Journal,
 May, pp. 88-92.
- Glueck, W.F. (1970).
 "Executive Mobility in the Public Service and Business",
Public Personnel Review, April, pp. 95-101.
- Goe, Steven J. (1987).
 "Social Worker to Hospital Administrator", Social Work in
 Health Care, (Spring), pp. 17-25.
- Goldstein, Joel. (1984).
Kentucky Government and Politics. (College Town Press).
- Goodsell, Charles, T. (1983).
The Case for Bureaucracy: A Public Administration Polemic.
 (Chatham: Chatham House Publishers).
- Greene, Kenneth. (1982).
 "Municipal Administrators' Receptivity to Citizens and
 Elected Officials' Contacts", Public Administration Review,
 Vol. 42, pp. 340-354.
- Greenwood, Ernest. (1957).
 "Attributes of a Profession", Social Work, Vol. 2, (July),
 pp. 45-55.
- Grizzle, G.A. (1985).
 "Essential Skills for Financial Management: Are MPA
 Students Acquiring the Necessary Competencies?" Public
 Administration Review, Vol. 45, (November/December),
 pp. 840-844.
- Grode, George and Holzer, Marc. (1975).
 "The Perceived Utility of an MPA Degree", Public
 Administration Review, Vol. 35, No. 4, pp. 403-412.
- Grupp, Fred and Richards, R. (1975).
 "Job Satisfaction Among State Executives in the United
 States", Public Personnel Administration, Vol. 4,
 pp. 104-109.
- Grupp, Fred. (1971).
 "Partisan Political Activity Among American State
 Executives", A paper presented at the 1971 Annual Meeting
 of the American Society for Public Administration in
 Chicago.
- Gruski, Gerard S. and De Cotis, Allen R. (1983).
 "The Relationship of Demographic Factors to Job
 Satisfaction", State and Local Government Review, Vol. 15,
 No. 1, pp. 38-43.

- Gutman, Robert. (1985).
 "Educating Architects: Pedagogy and the Pendulum",
The Public Interest, (Summer), pp. 67-91.
- Guy, Mary E. (1985).
Professionals in Organizations: Debunking a Myth.
 (New York: Praeger).
- Hall, D.T. and Schneider, B. (1972).
 "Correlates of Organizational Identification as a Function
 of Career Pattern and Organizational Type", Administrative
 Science Quarterly, Vol. 19, pp. 340-350.
- Hall, D.T., Schneider, B. and Nygren, H.T. (1970).
 "Personal Factors in Organizational Identification",
Administrative Science Quarterly, Vol. 15, pp. 176-190.
- Hall, R.H. (1986).
 "Interorganizational or Interprofessional Relationships:
 A Case of Mistaken Identity?", from The Organization of
 Mental Health Services: Societal and Community Systems.
 (Beverly Hills: Sage Publications).
- Hansot, Elizabeth. (1984).
 "Predictive Models of Women's Managerial Styles", Women and
 Politics, (Winter), pp. 33-39.
- Hebert, F. Ted and Wright, Deil S. (1982).
 "State Administrators: How Representative? How
 Professional?", State Government, Vol. 55, No. 1 pp. 22-28.
- Heisel, W.D. (1980).
 "A Nonbureaucratic View of Management Development", Public
 Personnel Management, Vol. 9, No. 2, pp. 94-98.
- Henderson, Dee. (1985).
 "Enlightened Mentors: A Characteristic of Public
 Management Professionals", Public Administration Review,
 Vol. 45, No. 6.
- Henderson, Lenneal J. (1979).
Black Administrators in Urban Bureaucracy. (Palo Alto:
 R and E Associates).
- Hendrikson, Karen. (1989).
 "Government and Education United in Des Plaines, Illinois."
Public Management, Vol. 71, p. 15.
- Hennig, M. (1977).
The Managerial Woman. (New York: Anchor).
- Henning, K.K. and Wilson, L.D. (1979).
 "The Georgia Certified Public Manager (C.P.M.) Program",
Southern Review of Public Administration, Vol. 2, No. 4, pp. 424-435.

- Henry, N.B., ed. (1967).
Education for the Professions. (Chicago: University of Chicago).
- Henry, Nicholas. (1978).
 "The New MPA: Those Who Have It, Judge It", Midwest Review of Public Administration, Sept., pp. 139-154.
- Herbert, Adam. (1975).
 "The Evolving Challenges of the Black Urban Administrator", The Journal of Afro-American Issues, (Spring).
- Hildebrandt, Herbert W., Miller, Edwin L. and Edington, Dee W. (1987).
The Newly Promoted Executive: A Study in Corporate Leadership, 1986-87. (Ann Arbor: The University of Michigan Press).
- Hilliard, C.L. (1986).
 "Management Development at Work in Texas", Public Personnel Management, Vol. 15, No. 4, pp. 377-381.
- Hogarth, R.M. (1979).
Evaluating Management Education. (New York: John Wiley).
- Hopkins, Ann. (1980).
 "Perception of Employment Discrimination in the Public Sector", Public Administration Review, Vol. 40, No. 1, pp. 131-137.
- Hostika, Carl. (1980).
 "Teaching Applied Research Methods: The Use of Real Projects", Teaching Political Science, Vol. 7, No. 2, pp. 209-218.
- Howard, Bruce. (1974).
 "Turning Toward the Professions", Change, Vol. 6, No. 8, pp. 19-23.
- Howard, Lawrence. (1975).
 "Black Administrators in Urban Bureaucracy", Journal of Afro-American Issues, (Spring).
- Hoyle, A.A. (1974).
 "Some Deficiencies in the Training of Senior Administrators for Developing Countries", International Review of Administrative Sciences, Vol. 40, No. 4, pp. 329-334.
- Huckle, P.A. (1983).
 "Mid-Level Managers and Affirmative Action", Public Personnel Management, pp. 249-257.
- Hughes, Everett C. (1963).
 "Professions", Daedalus, Vol. 95, (Winter), p. 655.

- Hughes, Thomas, et.al. (1974).
 "Mid-Career Training for Planners", Planner, Vol. 60, No.6,
 pp. 741-743.
- Hunt, Deryl. (1974).
 "Black Perspectives on Public Management", Public
 Administration Review, Vol. 34, No. 6, pp. 520-525.
- Hyde, A.C. and Shafritz, J.M. (1979).
 "Training and Development and Personnel Management", Public
 Personnel Management, Vol. 8, pp. 344-349.
- Jamous, H. (1970).
 "Profession on Self-Perpetuation Systems", from Professions
 and Professionalization, J.A. Jackson, ed., (Cambridge:
 Cambridge University Press).
- Jennings, Kent M., et.al. (1966).
 "Trusted Leaders: Perceptions of Appointed Federal
 Officials", Public Opinion Quarterly, Vol. 30, pp. 308-384.
- Johannes, John. (1989).
 "Women as Congressional Staffers", Women and Politics,
 (Summer), pp. 69-81.
- Johnson, A.N. (1972).
 "Education and Development of Senior Executives", Canadian
 Public Administration, (Winter), pp. 539-557.
- Johnson, Anthony. (1988).
 "The Protestant Ethic and Legitimation of Bureaucratic
 Elites", Politics, Culture and Society, Vol. 1, No. 4,
 pp. 585-597.
- Johnson, R.D. (1986).
 "The Influence of Gender Composition on Evaluation of
 Professions", Journal of Social Psychology, April, pp. 161-167.
- Jones, Edward. (1986).
 "Black Managers", Harvard Business Review, May/June,
 pp. 84-93.
- Jurik, Nancy, et.al. (1987).
 "Educational Attainment, Job Satisfaction, and
 Professionalization of Corrections Officers", Sociology of
 Work and Occupations, Vol. 14, No. 1, pp. 106-125.
- Kaplan, R.E., Drath, W.H. and Kofodimos, J.R. (1985).
High Hurdles: The Challenge of Executive Self-Development.
 (Greensboro: Center for Creative Leadership).
- Karasek, Robert. (1978).
 "Job Socialization: A Longitudinal Study of Work,
 Political and Leisure Activity", Revised Working Paper
 No. 59. (Stockholm: Institute for Social Research).

- Katz, Robert L. (1974).
 "Skills of an Effective Administrator", Harvard Business Review, Sept/Oct, pp. 90-102.
- Keil, Thomas. (1978).
 "Police Chief Professionalism", Sociology of Work and Occupations, Vol. 5, No. 4, pp. 470-480.
- Kets, de Vries. (1978).
 "The Midcareer Conundrum", Organizational Dynamics, Autumn, pp. 45-62.
- Khleif, B.B. (1975).
 "Professionalization of School Superintendents", Human Organizations, (Fall), pp. 319-321.
- Kiel, David. (1978).
 "Impact of the First Five Years on the Governor's Program for Executive and Organizational Development 1977-79", A Report by the Governor's Program for Executive and Organizational Development. (Office of the Governor: Raleigh, North Carolina).
- Kilty, K.M. and Behling, J.H. (1985).
 "Predicting the Retirement Intentions and Attitudes of Professional Workers", Journal of Gerontology, March, pp. 219-227.
- Kirkpatrick, D.L. (1979).
 "Techniques for Evaluating Training Programs", Training and Development Journal, Vol. 33, pp. 78-92.
- Kleeman, Katherine. (1987).
 "Women in State Government", Journal of State Government, Sept/Oct, pp. 199-203.
- Kline, Elliot H. (1981).
 "To Be A Professional", Southern Review of Public Administration, Vol. 5, (Fall), pp. 258-281.
- Kraemer, Kenneth L. and Perry, James L. (1980).
 "Camelot Revisited: Public Administration in a Generic School", from Education for Public Service, Guthrie, Birkhead and James D. Carroll, eds. (Syracuse: Syracuse University Press), pp. 87-102.
- Krembs, P. (1983).
 "Making Managers of Technical Gurus", Training and Development Journal, Vol. 37, No. 9, pp. 36-41.
- Lake, Gashaw, et.al. (1989).
 "Managerial Training Needs of Women Managers", A paper presented at the 1989 Southwestern Conference on Public Administration, Jackson, Mississippi.

- Lambie, Morris B., ed. (1935).
Training for the Public Service: The Report and Recommendations of a Conference Sponsored by the Public Administration Clearing House. (Chicago: Public Administration Clearing House).
- Lambright, Henry W. and Teich, Albert H. (1978).
 "Scientists and Government: A Case of Professional Ambivalence", Public Administration Review, Vol. 38, No. 2, pp. 133-139.
- LaPorte, T.R., and Hadwiger, D. (1991).
 "Teaching Public Administration through Field Research: California Agency Reconnaissance Project." PS, Vol. 24 pp. 707-712.
- Latham, Gary P. and Marshall, Herbert A. (1982).
 "The Effects of Self-Set, Participatively Set and Assigned Goals on the Performance of Government Employees", Personnel Psychology, Vol. 35.
- Lau, A.W. and Pavett, C.M. (1980).
 "The Nature of Managerial Work: A Comparison of Public and Private-Sector Managers", Group and Organization Studies, Vol. 5, (December), pp. 453-456.
- Lawther, W.C. (1987).
 "The State of State Training." Public Management, Vol. 69 pp. 16-19.
- Lee, Dalton. (1987).
 "Recruitment of Minority Students for Public Administration Education", Public Administration Review, Vol. 47, No. 4, pp. 329-355.
- Lewis, Edward Battle. (1980).
 "City Managers in Regional Perspective: Is the South Different?", Southern Review of Public Administration, Vol. 43, (Fall), pp. 404-426.
- Lewis, G.B. (1987).
 "How Much Is An MPA Worth? Public Administration Education and Federal Career Success", International Journal of Public Administration, Vol. 9, No. 4, pp. 397-415.
- Livingston, J. Sterling. (1971).
 "Myth of the Well-Educated Manager", Harvard Business Review, Jan/Feb, pp. 79-89.
- Lortie, Dan. (1959).
 "Laymen to Lawmen", Harvard Education Review, (Fall), pp. 352-369.

- Loveridge, Ronald O. (1971).
City Managers in Legislative Politics. (Indianapolis:
Bobbs-Merrill).
- Lovrich, N. et.al. (1981).
"A Quasi-Experimental Pilot Study of a Participative
Performance Appraisal System in Six Washington Agencies",
Review of Public Personnel Administration, (Summer),
pp. 51-73.
- Marcos, Luis R. and Silver, Michael A. (1988).
"Psychiatrist-Executive Management Styles: Nature or
Nurture?", The American Journal of Psychiatry, Vol. 145,
No. 1, pp. 103-106.
- Marsh, John J. (1977).
"Personnel Employees' Perceptions of a State Merit System",
Public Personnel Management, Vol. 6, pp. 93-97.
- Marshall, J. (1983).
"The Identity Dilemmas of Being A Woman Manager", Equal
Opportunities International, Vol. 2, No. 2, pp. 28-33.
- Martin, P.Y. (1983).
"Advancement of Women in Hierarchical Organizations",
Journal of Applied Behavioral Science, pp.19-23.
- Maslyn, Robert. (1979).
"Images of Public Science: Perspectives of the First Year
Presidential Management Interns", The Bureaucrat, Vol. 8,
pp. 28-32.
- Matteson, M.T. (1976).
"Attitudes Toward Women as Managers", Psychological
Reports, Vol. 39.
- McCaffery, Jerry. (1979).
"Perception of Satisfaction-Dissatisfaction in Internship
Experience", Public Administration Review, Vol. 39, No. 3,
pp. 241-244.
- McGlen, Nancy. (1989).
"Foreign Policy, Bureaucracies and Women's Influence", A
paper presented at the 85th Annual Meeting of the American
Political Science Association, Atlanta, Aug. 30-Sept. 3.
- McGregor, E.B. (1974).
"Politics and the Career Mobility of Bureaucrats", The
American Political Science Review, Vol. 68, No. 1,
pp. 18-27.
- McGuire, J., Borowy, T. and Kolin I. (1986).
"Attitudes Toward Mental Health Professionals In A
Hospital-Based Community Mental Health Center",
Community Mental Health Journal, Vol. 22, No. 1, pp. 39-48.

- Mecum, R.V. (1979).
 "Police Professionalism: A New Look At An Old Topic",
Police Chief, Aug., pp. 46-49.
- Medeiros, James A. (1974).
 "The Professional Study of Public Administration", Public Administration Review, Vol. 34, No. 3, pp. 254-260.
- Mehta, S.R. (1981).
 "Role Analysis of the Village Development Officer in Mauritius", The Indian Journal of Social Work, April, pp. 63-72.
- Meier, K.J. and Nigro, L. (1976).
 "Representative Bureaucracy and Policy Preferences: A Study in Attitudes of Federal Executives", Public Administration Review, Vol. 36, pp. 458-469.
- Metcalf, Beverly A. (1985).
 The Effects of Socialization on Women's Management Careers", Management Bibliographies and Reviews, Vol. 11, No. 3. Metcalf, Beverly A. (1989).
 "What Motivates Managers: An Investigation by Gender and Sector of Employment", Public Administration, Vol. 67, No. 1, Spring 1989, pp. 95-108.
- Meyer, C. Kenneth, et.al. (1979).
 "South Dakota State Government-Employee Turnover and Work-Related Attitudes: An Analysis and Recommendation", Midwest Review of Public Administration, Vol. 13, pp. 88-118.
- Miles, Rufus E. Jr. (1967).
 "The Search for Identity of Graduate Schools of Public Administration", Public Administration Review, Vol. 27, pp. 343-356.
- Miller, Cheryl. (1987).
 "State Administrators' Perceptions of Policy Information of the Other Actors", Public Administration Review, Vol. 47, No. 3, pp. 239-245.
- Mohapatra, Manindra K. (1976).
 "The Ombudsmanic Role of Legislators in an Indian State", Legislative Studies Quarterly, Vol. 1, No. 3, pp. 295-314
- Mohapatra, Manindra and Graves, James. (1986).
Public Administration and Public Policy in Kentucky: A Select Bibliography. (Frankfort: KSU School of Public Affairs).

- Mohapatra, Manindra K., et.al. (1989).
 "State Administration in New York: A Study of Their Professional Socialization, Public Service Values and Political Opinions.", A paper presented at the 85th Annual Meeting of the American Political Science Association, Atlanta, Aug. 30-Sept. 3.
- Mohapatra, M.K., et.al. (1990).
 "Managerial Training as a Correlate of Professional Development Among Managers in State Government of Kentucky", Final Grant Report on NAF Research Grant No. RII 87040-15.
- Moore, G. (1987).
 "Women in the Old Boy Network" from Power Elites and Organizations, G.W. Dumhoff, ed., (Sage Publications), pp. 63-84.
- Moore, Perry. (1977).
 "Public Employees' Attitudes About Client Service", State and Local Government Review, Vol. 9, No. 3, pp. 74-79
- Moore, W. (1969).
 "Occupational Socialization" from Handbook of Socialization Theory and Research, D. Goslin, ed., (Chicago: Rand McNally), pp. 850-876.
- Moore, W.E. (1970).
The Professions: Roles and Rules. (New York: Russell Sage Foundation).
- Morgan, David R., et.al. (1981).
 "Reputation and Productivity Among U.S. Public Administration and Public Affairs Programs", Public Administration Review, Vol. 41, No. 4, pp. 666-673.
- Mosher, Frederick C. (1982).
Democracy in the Public Service, 2d ed., (New York: Oxford University Press). Mosher, Frederick C. and Stillman, Richard. (1977).
 "The Professions in Government", Public Administration Review, Vol. 37, No. 6, pp. 631-632.
- Mosher, Frederick C. (1971).
 "The Public Service in the Temporary Society", from Public Administration in a Time of Turbulence by Dwight Waldo, (Navato, CA: Chandler), p. 243.
- Murphy, C. (1987).
 "An Exploratory Comparison of the Business Skills and Values of Blacks and Orientals", Journal of Social and Behavioral Sciences, (Spring), pp. 95-104.
- Murphy, Thomas P. (1974).
Government Internships and Executive Development. (Lexington: D.C. Heath).

- Murray, Michael A. (1976).
 "Education for Public Administrators", Public Personnel Management, Vol. 5, pp. 239-249.
- Mylander, Maureen. (1974).
 "Graduate School for the Generals", The Washington Monthly, Vol. 6, No. 8, pp. 42-52.
- Nagel, Stuart. (1978).
 "Institutional Research and Public Service in Public Administrative Programs", Southern Review of Public Administration, Mar., pp. 502-509.
- Nalbandian, John and Edwards, J. Terry. (1983).
 "The Values of Public Administrators", Review of Public Personnel Administration, (Fall), pp. 114-128.
- Neuse, Steven M. (1978).
 "The Public Service Ethic and the Professions in State Government", Southern Review of Public Administration, Mar., pp. 510-528.
- Newcomer, Kathryn, et.al. (1989).
 "The Presidential Management Internship Program", Public Administration Review, Vol. 49, No. 4, pp. 372-386.
- Newell, Charledean and Ammons, David N. (1987).
 "Role Emphasis of City Managers and Other Municipal Executives", Public Administration Review, Vol. 47, No. 3, pp.
- Newland, Chester A. (1980).
 "Professional Public Executives and Public Administration Agendas", from Professional Public Executives, C.A. Newland, ed., (Washington, D.C.: American Society for Public Administration).
- Newland, Chester A. (1984).
Public Administration and Community: Realism in the Practice of Ideals. (McLean: Public Administrative Service).
- Newland, Chester A. (1987).
 "Public Executives: Imperium, Sacerdotium, Collegium? Bicentennial Leadership Challenges", Public Administration Review, Vol. 47, No. 1, pp. 45-56.
- Nigro, L.G. and Meier, K.J. (1975).
 "Executive Mobility in the Federal Career Service: A Career Perspective", Public Administration Review, Vol. 35, No. 3, pp. 291-295.
- O'Hare, M. (1991).
 "Formal Models and Government: Teaching To Do." Journal of Analysis and Management, Vol. 10 pp. 519-541

- Olesen, V. and Whitaker, E. (1977).
 "Characteristics of Professional Socialization" from
Colleagues in Organizations: The Social Construction of
 Professional Work, Ralph Blankenship, ed., (New York:
 Wiley).
- Osiel, Mark J. (1984).
 "The Politics of Professional Ethics", Social Policy,
 (Summer), pp. 43-48.
- Pandey, Rajendra. (1985).
 "Whither Professionalism?", Sociological Bulletin,
 Mar/Sept, pp. 1-38.
- Paul, A. C. (1981).
 "Local Government Managers: On the Job and Off", Urban
 Data Service Report, Vol. 13, (Sept), pp. 1-8.
- Pearson, William. (1984).
 "Organizational Mobility Among State Executives", Review of
 Public Personnel Administration, (Fall), pp. 57-67.
- Pearson, William. (1977).
 "State Executives' Attitudes Towards a Democratic
 Ideology", Midwest Review of Public Administration, Dec.,
 pp. 270-280.
- Pearson, William and Sanders, Lyttleton T. (1981).
 "State Executives' Attitudes Toward Some Authoritarian
 Values", State and Local Government Review, May, pp. 73-79.
- Perrucci, R. (1969).
Profession Without Community: Engineers and the Social
 System. (New York: Random House).
- Perry, R.A. (1980).
 "Public Sector Selection Specialist: A Survey of State and
 Local Government Utilization and Training Needs", Public
 Personnel Management, Mar/April, pp. 87-93.
- Petrini, Cathy. (1989).
 "Four by Four: How do You Manage a Diverse Work Force?",
Training and Development Journal, Feb., pp. 13-21.
- Pierson, J. (1992)
 "Effective Local Government Internships: A Practical
 Learning Experience." Public Management, Vol. 74,
 pp. 16-19.
- Pfiffner, James P. (1987).
 "Political Appointees and Career Executives: The
 Democracy-Bureaucracy Nexus in the Third Century", Public
 Administration Review, Vol. 47, No. 1, pp. 57-65.

- Plake, B., et.al. (1987).
"Access Decision by Personnel Directors: Subtle Forms of Sex Bias in Hiring", Psychology of Women, June, pp. 257-269.
- Podell, Lawrence and Miller, Ronald. (1974).
"Professionalism in Public Social Services", Human Resources Administration, July, pp. 1-42.
- Posner, Barry Z. and Schmidt, Warren H. (1984).
"Values and the American Manager: An Update", California Management Review, Vol. 26, (Spring), pp. 202-216.
- Powlick, Philip. (1989).
"The Attitudes of American Foreign Policy Officials Toward Public Opinion", A paper presented at the 85th Annual Meeting of the American Political Science Association, Atlanta, Aug. 30-Sept. 3.
- Price, Barbara R. (1976).
"Police Administrators Ambivalence Towards Professionalism", Criminal Justice Review, Vol. 1, No. 2, pp. 13-20.
- Primack, Joel. (1974).
Advice and Dissent: Scientists in the Political Arena. (New York: Basic Book).
- Pugh, Darrell L. (1988).
"Ethical Frameworks and Ethical Codes for Public Administration", An unpublished conference paper presented before the Western Social Science Association, April, 1988.
- Pugh, Darrell L. (1989).
"Professionalism in Public Administration", Public Administration Review, Vol. 49, No. 1, pp. 1-8.
- Putnam, Robert. (1974).
"Bureaucrats and Politics", New Society, Jan., pp. 12-19.
- Rabin, Jack
"The Profession of Public Administration", The Bureaucrat, Vol. 10, No. 4, pp. 10-12.
- Rainey, Hal G. and Backoff, Robert W. (1982).
"Professionals in Public Organizations: Organizational Environment and Incentives", American Review of Public Administration, (Winter), pp. 319-336.
- Rainey, Hal G. (1982).
"Reward Preferences Among Public and Private Managers: In Search of the Service Ethic", American Review of Public Administration, Vol. 16, pp. 288-302.
- Rawson, George E. and Smith, Russell L. (1978).
"A Look at Job Satisfaction in the Public Sector Through

the Need-Satisfaction Theory", Midwest Review of Public Administration, Vol. 12, pp. 155-163.

Rehfuss, John. (1986).

"A Representative Bureaucracy: Women and Minority Executives in the California Career Service", Public Administrative Review, Vol. 6, No. 3, pp. 454-460.

Reid, A. E. (1979).

"The Development of Work-Related Attitudes and Behavior of Professional Recruits: A Test of the Functionalist Argument", Journal of Health and Social Behavior, Dec., pp. 338-351.

Revere, Amie. (1987).

"Black Women Superintendents in the United States", Journal of Negro Education, (Fall), pp. 510-522.

Riger, S. (1980).

"Women in Management", American Psychologist, pp. 395-403.

Riggs, Fred. (1989).

"Bureaucratic Links Between Administrators and Politics", A paper presented at the 85th Annual Meeting of the American Political Science Association, Atlanta, Aug. 30-Sept. 3.

Riggs, Richard R. (1982).

"The Professionalization of the Public Service: A Roadmap for the 1980s and Beyond", American Review of Public Administration, (Winter), pp. 349-369.

Riggs, Richard R. (1983).

"Public Administration's Public Image", The Bureaucrat, Vol. 12, (Winter), pp. 38-40.

Riordan, Michael L. (1986).

"The Path to Public Office: Medicine versus Law", Perspectives in Biology and Medicine, Winter, pp. 316-325.

Robinson, B.E., Skeen, P. and Coleman, T.M. (1984).

"Professional's Attitudes Towards Men in Early Childhood Education: A National Study", Children and Youth Services Review, Vol. 6, No. 2, pp. 101-113.

Rohr, John A. (1978).

Ethics for Bureaucrats: An Essay on Law and Values. (New York: Dekker).

Rohr, John A. (1976).

"The Study of Ethics in th PA Curriculum", Public Administration Review, Vol. 36, No. 4, pp. 398-406.

Rokeach, Milton. (1973).

The Nature of Human Values. (New York: Free Press).

- Rose, B.J. and Mohapatra, M.K. (1993).
 "MPA Graduates' Views About MPA Curriculum and Political
 Auity: Findings from a Fifty-State Study (1990-1993)."
 A paper Presented at the 1989 Annual Meeting of MASPAA,
 Orlando, Florida, (October).
- Rose, Jack, et.al. (1989).
 "Attitudes Toward Managerial Training Among Minority and
 Women Managers", A paper presented at the 1989 Annual
 Meeting of the Western Social Science Association, New
 Mexico.
- Rose, Jack. (1981).
 "Flexitime", Public Personnel Management, Vol. 10, No. 2
- Rosenbloom, David H. (1983).
 "Public Service Professionalism and Constitutionalism",
Review of Public Personnel Administration, Vol. 1 (Spring),
 pp. 51-59.
- Roth, Julius. (1974).
 "Professionalism", Sociology of Work and Occupation,
 Vol. 1, No. 1, pp. 6-23.
- Saari, Lise, et.al. (1988).
 "Survey of Management Training and Education Practices in
 United States Companies", Personnel Psychology, Vol. 41,
 No. 4, pp. 731-743.
- Saltzstein, Grace Hall. (1983).
 "Personnel Directors and Female Employment Representation",
Social Science Quarterly, Dec., pp. 734-746.
- Sanazaro, P.J. (1983).
 "Determining Physicians' Performance: Continuing Medical
 Education and Other Interacting Variables", Evaluations and
 the Health Professions, June, pp. 197-210.
- Sanders, Charles. (1973).
Black Professionals' Perception of Institutional Racism in
 Health and Welfare Organizations. (Fairlawn:
 R.E. Burdick).
- Sarason, S.B. (1977).
Work, Aging, and Social Change: Professionals and the One
 Life-One Career Imperative. (New York: Free Press).
- Sausser, W.I., Jr. and Smith, E.C. (1983).
 "Toward an Empirical Definition of Public Sector
 Professionalism", Review of Public Personnel
 Administration, Spring, pp. 71-77.
- Schein, Edgar H. (1972).
Professional Education: Some New Directions. (New York:
 McGraw Hill).

- Schick, Allen. (1975).
 "The Trauma of Politics: Public Administration in the Sixties", in Frederick C. Mosher, ed., American Public Administration: Past, Present, Future. (Birmingham: University of Alabama Press), pp. 142-180.
- Schmidt, Warren H. and Posner, Barry Z. (1986).
 "Values and Expectations of Federal Service Executives", Public Administration Review, Vol. 46, No. 5, pp. 447-454.
- Schott, Richard L. (1986).
 "The Psychological Development of Adults: Implications for Public Administration", Public Administration Review, Vol. 46, No. 6, pp.
- Schulberg, H.C. and Perloff, R. (1979).
 "Academia and the Training of Human Service Delivery Program Evaluators", American Psychologist, Mar., pp. 247-254.
- Sherwood, F.P. (1983).
 "The Education and Training of Public Managers", from Handbook of Organization Management, W.B. Eddy, ed., (New York: Marcel Dekker).
- Siffen, William Jr. (1956).
 "The New Public Administration: Its Study in the United States", Public Administration Review, Vol. 34, pp. 365-376.
- Sigelman, Lee. (1982).
 "The Bureaucrat as Budget Maximizer", Public Budget and Finance, pp. 50-59.
- Silver, R. and Sparrow. (1988).
 "San Diego Program for Hispanic Administrators: A Parlay of Programs in the Private/Public/Academic Sectors." Public Management, Vol. 70 (March), pp. 24-26.
- Simon, Herbert A. (1947).
 A comment on "The Science of Public Administration", Public Administration Review, Vol. 7, pp. 200-203.
- Slack, J.D. (1987).
 "Affirmative Action and the City Manager: Attitudes Toward Recruitment of Women", Public Administrative Review, Mar/April, pp. 199-208.
- Soden, D.L. (1988).
 "Motivating the Unmotivated State Employees Through Workplace Participation", International Journal of Public Administration, Vol. 11, No. 1, pp. 91-115.
- Stahl, Glenn. (1986).
 "Professionalizing the Career Service", The Bureaucrat, Vol. 15, (Spring), pp. 9-15.

- Stallings, Robert. (1988).
 "Public Administration Research", Public Administration Review, Jan/Feb, pp. 580-587.
- Stein, Lana. (1986).
 "Representative Local Government: Minorities in the Municipal Work Force", Journal of Politics, pp. 694-713
- Stewart, Debra. (1985).
 "Ethics and the Profession of Public Administration", Public Administration Quarterly, Vol. 8, (Winter), pp. 487-495.
- Stillman, R.J. (1977).
The City Manager: A Professional in Local Government. (Albuquerque: University of New Mexico Press).
- Swierczek, F.W. and Carmichael, L. (1985).
 "Assessing Training Needs: A Skills Approach", Public Personnel Management, Vol. 14, No. 3, pp. 259-274.
- Swinerton, E.N. (1968).
 "Ambition and American State Executives", Midwest Journal of Political Science, Nov., pp. 538-549.
- Sylvia, Ronald. (1986).
 "An Empirical Investigation of the Impacts of Career Plateauing", International Journal of Public Administration, Vol. 8, No. 3, pp. 227-241.
- Taylor, Patricia A. (1985).
 "Institutional Job Training and Inequality", Social Science Quarterly, Mar., pp. 67-78.
- Terborg, J.R., et.al. (1975).
 "A Theoretical Approach to Sex Discrimination in Traditionally Masculine Occupations", Organization Behavior and Human Performance, Vol. 13, pp. 352-376.
- Thai, Khi V. (1983).
 "Public Administration: A Professional Education", Review of Public Personnel Administration, Vol. 3, (Spring), pp. 35-50.
- Thomas, N.K. (1979).
 "Mobility, Organization Correlate of Management Career Paths: Trainees and Non-Trainees in the Veterans Administration", Ph.D. dissertation, American University.
- Tucker, D.M. (1977).
 "Black Women in the Public and Private Sector", Journal of Social and Behavioral Science, (Fall), pp. 219-225.
- United States Office of Personnel Management. (1980).
Federal Employee Attitude Survey.

- Valera, Jaime B. (1983).
 "Government Jobs and the Process of Occupational Attainment", Philippine Sociological Review, Jan-June, pp. 115-129.
- Varney, G.H. (1985).
 "OD Professionals: The Route to Becoming a Professional", in Warrick, D.D. ed., Contemporary Organization Development: Current Thinking and Applications. (Glenview: Scott, Foresman).
- Ventriss, Curtis. (1991).
 "Contemporary Issues in American Public Administration Education: The Search for an Education Focus." Public Administration Review, Vol. 51 (January/February), pp. 4-14
- Verheyen, L.G. and Olivas, L. (1980).
 "Attitudes Survey Supports Training Needs", Public Personnel Management, Vol. 9, pp. 31-35.
- Wainwright, C.O. (1984).
 "NRAA Membership Profile and Attitudes Toward Certification of Administrators and Supervisors", Journal of Rehabilitation Administration, Vol. 8, No. 1 pp. 13-20.
- Waldby, H. and Hartsfield, Annie Mary. (1984).
 "The Senior Management Service in the States", Review of Public Personnel Administration, Vol. 4, (Spring), pp. 28-39.
- Waldo, Dwight. (1975).
 "Education for Public Administration in the Seventies", from F. Mosher's Public Administration: Past, Present, Future, p. 223.
- Wanous, John P. (1977).
 "Organizational Entry: Newcomers Moving from Outside to Inside", Psychological Bulletin, July, pp. 601-618.
- Ward, Stewart. (1961).
Graduate Study in Public Administration. (Washington, D.C.: U.S. Office of Education).
- Weidman, J.C. (1979).
Impacts of Campus Experiences and Parental Socialization on Undergraduates' Career Choices. (Washington, DC: Bureau of Social Science Research).
- Welch, Susan. (1985).
 "Are Women More Liberal Than Men in the United States Congress?", Legislative Studies Quarterly, Vol. 10, pp. 125-134.

- Wertheim, Edward G., Widom, C. S. and Wortzel, L.H. (1978).
 "Multivariate Analysis of Male and Female Professional Career Choice Correlates", Journal of Applied Psychology, April, pp. 234-242.
- Whitely, William and England, George W. (1977).
 "Managerial Values as a Reflection of Culture and the Process of Industrialization", Academy of Management Journal, Vol. 20, pp. 439-453.
- Whitley, R. (1984).
The Intellectual and Social Organization of the Sciences. (New York: The Clarendon Press).
- Wilbern, York. (1954).
 "Professionalization in the Public Service", Public Administrative Review. (Winter), pp. 13-21.
- Wilensky, Harold L. (1964).
 "The Professionalization of Everyone", American Journal of Sociology, Vol. 70, (Sept), pp. 137-158.
- Windsor, Duane and Greanias, George. (1983).
 "The Public Policy and Management Program for Course Development", Public Administration Review, Vol. 43, No. 4, pp. 370-378.
- Winfree, L. Thomas, et.al. (1984).
 "On Becoming a Prosecutor", Sociology of Work and Occupations, Vol. 11, No. 2, pp. 207-226.
- Woods, Don A., et.al. (1989).
 "Public Service Values of State Public Administrators", A paper presented at the 1989 Annual Meeting of the Southern Political Science Association, Memphis, Tennessee.
- Wright, D.S. and McAnaw, R.L. (1965).
 "American State Executives: Their Backgrounds and Careers", State Government, Vol. 38, (Summer), pp. 146-153.
- Wright, D.S. (1967).
 "Executive Leadership in State Administration", Midwest Journal of Political Science, Vol. 11, Feb., pp. 1-26.
- Wright, D.S., McAnaw, R.L. and Wagner, M. (1977).
 "State Administrators: Their Changing Characteristics", State Government, Vol. 50, (Summer), pp. 152-159.
- Yeager, Samuel J., Rabin, Jack and Vocino, Thomas. (1982).
 "Professional Values of Public Servants in the United States", American Review of Public Administration, Vol. 16, (Winter), pp. 402-411.

- Yohelem, A.M. (1979).
The Careers of Professional Women. (Montclair: Allanheld
Osmun & Co.).
- York, Willbern. (1954).
"Professionalization in the Public Service: Too Little or
Too Much?", Public Administration Review, Vol. 14,
(Winter), pp. 13-21.
- Young, Mark R., Darch, Robert Emmett and Swain, John W. (1982).
"Public Administration Extension Activities by American
Colleges and Universities", Public Administration Review,
Vol. 42, pp. 56, 58, 65.
- Younghouse, R.H., Jr. and Parochka, J.N. (1986).
"Motivating University Faculty to Participate in Continuing
Education of Health Professionals", Mobius, April,
pp. 14-21.

Appendix I
Questionnaires



Kentucky State University

Research Center for Public and International Policy

PUBLIC MANAGER QUESTIONNAIRE

Dear Public Manager:

Here's hoping that the THIRD TIME is charm. You may recall that on two previous occasions I mailed you a survey questionnaire in connection with a National Science Foundation sponsored project. It may be remembered that this survey focuses on training and education of public employees. Specifically, it asked about types of training and education experience and their results.

To date I have received over four thousand responses from public managers in the fifty states and Puerto Rico. According to our records we are unfortunate in not having heard from you. Your response to this survey is vital, and will contribute to the knowledge that this project aims to generate.

If you have any questions about the project, please call Dr. Jack Rose at (502) 227-6500.

I thank you for your cooperation.

Sincerely,

Dr. Cassie Osborne, Jr., Director
Research Center for Public
and International Policy

SFU

90

BEST COPY AVAILABLE

SECTION I: General Management Skills

Knowledge and

1. As a state public administrator, how important do you believe it is to keep currently informed of the following? (Please circle appropriate number)

	Very Important	Important	Not Important
a. Election voting patterns	4	3	2 1
b. Public opinion poll results	4	3	2 1
c. Legislators and their views	4	3	2 1
d. Elected executives and their views	4	3	2 1
e. Legislative candidates and their views	4	3	2 1
f. Executive candidates and their views	4	3	2 1
g. Specific policy issues e.g., educational, economic development, environmental	4	3	2 1
h. Federal government grant programs	4	3	2 1
i. Foreign affairs involving the U.S.	4	3	2 1
j. Public sector labor relations	4	3	2 1
k. Minority groups and their views on policy issues	4	3	2 1
l. General developments in the profession of public administration	4	3	2 1

2. Here are some statements that have been made about public managers as professionals. Please indicate the extent to which you agree or disagree with each of these statements. (Please circle appropriate number)

	Strongly Agree	Strongly Disagree
a. Public managers, regardless of their other educational background, need training and education in public administration	4	3 2 1
b. Public managers should be familiar with the current developments in public administration	4	3 2 1

Question 2 continued on the next page

- c. Public managers should belong to one or more professional organizations that are concerned with public administration
3. The following lists some skills topics that relate to workshops frequently offered as part of management workshops. Please indicate the extent you feel training in these areas would contribute to your growth as a public manager. (Please circle appropriate number)
- | | | | | |
|-------------------------------------|--------------|---|---------------|---|
| | Great Extent | | Little Extent | |
| a. Assertiveness | 4 | 3 | 2 | 1 |
| b. Team Building | 4 | 3 | 2 | 1 |
| c. Business English | 4 | 3 | 2 | 1 |
| d. Stress Management | 4 | 3 | 2 | 1 |
| e. Presentation Skills | 4 | 3 | 2 | 1 |
| f. Professional Image | 4 | 3 | 2 | 1 |
| g. Writing Reports and Proposals | 4 | 3 | 2 | 1 |
| h. Reading Effectiveness | 4 | 3 | 2 | 1 |
| i. Writing Better Letters and Memos | 4 | 3 | 2 | 1 |
| j. Negotiation Techniques | 4 | 3 | 2 | 1 |
| k. Labor Relation Strategies | 4 | 3 | 2 | 1 |
4. Currently management training programs for public managers typically include a number of specific objectives. Listed below are some of these objectives. In your opinion, please indicate how relevant these objectives are to the work of public managers. (Please circle appropriate number)
- | | | | | |
|--|-----------------|---|--------------|---|
| | Highly Relevant | | Not Relevant | |
| a. To enhance awareness of self and others | 4 | 3 | 2 | 1 |
| b. To examine the use of managerial time | 4 | 3 | 2 | 1 |
| c. To increase insight into managerial behavior and its effect on others | 4 | 3 | 2 | 1 |
| d. To identify the need for employee and organization development | 4 | 3 | 2 | 1 |
| e. To increase understanding of leadership styles | 4 | 3 | 2 | 1 |
- f. To examine communication concepts relative to leadership effectiveness
- g. To understand when group decision making/consensus is appropriate
- h. To understand the need to identify criteria for establishment of goals
- i. To understand the need for objectives
- j. To develop ethical standards related to management practices
- k. To understand factors that contribute to a climate for self motivation
- l. To develop approaches to integrating career and life strategies
- m. Other Objectives _____
5. Does your supervisor actively encourage management training/education for employees?
6. Do people you work with actively pursue management training/education?
7. Here are some statements that have been made about the workings of government agencies in the U.S. Please indicate the extent to which you agree or disagree with each of them. (Please circle appropriate number)
- | | | | | |
|---|----------------|---|-------------------|---|
| | Strongly Agree | | Strongly Disagree | |
| a. Government agencies should provide high quality services to their clients. | 4 | 3 | 2 | 1 |
| b. Clients of government agencies are not satisfied with the services provided. | 4 | 3 | 2 | 1 |
| c. Government agencies should provide equal treatment to minorities and women. | 4 | 3 | 2 | 1 |
8. How many professional associations/societies related to your job do you belong to? _____
9. How many professional journals/publications do you regularly read/subscribe to? _____
10. How many professionally-related seminars/conferences have you attended in the past two years? _____
11. In the past two years how many elective management education/training activities have you attended? _____
- SECTION II: Professional Activities
- d. Political pull is important in whether a government agency will help a private citizen with the services provided.
- e. Democratic principles cannot be applied in dealing with employees of government agencies.
- f. Government agency officials should care about public opinion concerning their agencies.
- g. Citizens are not knowledgeable about the complexity of decision making in government agencies.
- h. Government agency officials should be responsive to the requests of state about problems of their constituents.
- i. The merit system in public service is outweighed by political pull in influencing merit appointments.

SECTION Management Training Experience

If you have not completed or attended a management training program, Skip to Section IV.

12. Indicate the source of your training.

- a. City Government
- b. County Government
- c. State Government
- d. Federal Government
- e. Private
- f. University Academic Program

13. The following lists some management topics frequently offered by management training workshops. Please indicate the extent to which you feel training in these areas would contribute to your growth as a public manager? (Please circle the appropriate number)

	Great Extent	Little Extent
a. Understanding Conflict	4 3 2 1	
b. Problem Solving and Decision Making	4 3 2 1	
c. Discipline	4 3 2 1	
d. Equal Employment opportunity	4 3 2 1	
e. Financial Management and Planning	4 3 2 1	
f. Computer Information and Office Applications	4 3 2 1	
g. Managing Work Relationships	4 3 2 1	
h. Managing Under a Merit System	4 3 2 1	
i. Motivation	4 3 2 1	
j. Performance Management	4 3 2 1	
k. Strategic Planning	4 3 2 1	

14. Please indicate how often you have utilized what you learned during this training program.

	Very Often	Never
	4 3 2 1	
	Very Useful	Never Useful
	4 3 2 1	

15. Please indicate the usefulness of the reading and reference material you received during your training.

	Very Useful	Never Useful
	4 3 2 1	

16. How valuable was your training in increasing your effectiveness?

Very Val.	Not Val.
4 3 2 1	

17. In which year did you last participate in training/education? _____

18. As a supervisor which of the following are you now doing that you did not do before participating in your training program?

- a. Maintaining better working relationships
- b. Establishing better team goals
- c. Exercising better time management
- d. Being more assertive
- e. Being more positive
- f. No change
- g. Other: (specify) _____

19. In your opinion, what other areas of training should be included in a comprehensive management training program?

SECTION IV: Management Education
If you have not earned a degree in management, Skip to Section V.

20. Listed below are some fields of knowledge that have been included in Public Administration degree programs. To what extent do you feel knowledge of each of these fields is necessary and important in your job as a public administrator? (Please circle the appropriate number)

	Very Important	Not Important
a. Organizational behavior and interpersonal relations	4 3 2 1	
b. Knowledge of political institutions and processes in state government	4 3 2 1	
c. Statistical analysis	4 3 2 1	

d. Management information systems and computer utilization

Very Important	Not Important
4 3 2 1	

e. Program evaluation research methodology

Very Important	Not Important
4 3 2 1	

f. Budget operations and financial administration

Very Important	Not Important
4 3 2 1	

g. Personnel management

Very Important	Not Important
4 3 2 1	

h. Administrative law and legal issues

Very Important	Not Important
4 3 2 1	

i. Public relations and communication

Very Important	Not Important
4 3 2 1	

j. Policy analysis

Very Important	Not Important
4 3 2 1	

21. In your opinion, what other fields of knowledge should be included in a Master of Public Administration degree program?

SECTION V: Present Job

Information in this section will be used to categorize managers in a variety of ways so that similarities and differences in job content or context can be analyzed. (Please circle the appropriate number)

22. Indicate the number of employees you directly supervise; that is, only those employees immediately beneath you on the organizational chart. _____

23. Indicate the total number of employees you are held responsible for? (Include both employees directly supervised and indirectly supervised through subordinate managers). _____

24. How many levels are there between you and the top person in your agency? (If you are the top person write X. If you report to the top person, write 0 since you report directly to the top person. If your supervisor reports to the top person, write 1, and so on down through the organization.) _____

25. How many levels are there below you to the level of 1st line supervisor or equivalent? (If you are the 1st line supervisor in your agency write X. If the 1st line supervisor reports directly to you, write 0. If there is one level of management between you and the supervisor write 1, and so on.)

26. How much discretion is there in your job, compared to your previous job? (Please circle the appropriate number)

	Total Discretion	No Discretion
a. Freedom to act independently of supervisor.	4	3 2 1
b. Freedom to set own targets/objectives.	4	3 2 1
c. Freedom to choose the methods for achieving objectives/goals.	4	3 2 1
d. Freedom to choose the order in which different parts of the job are done.	4	3 2 1
e. Freedom to choose with whom I deal with in order to carry out my job duties.	4	3 2 1

27. Please indicate below which of the following are male or female in your present organization.

	Male	Female
a. Your immediate supervisor	1	2
b. The colleague who has been most helpful in your present position	1	2
c. The person who did your job before you	1	2
d. How many current colleagues in your work section are male and how many are female?	_____	_____
e. How many of your immediate subordinates are male and how many are female?	_____	_____
f. Other people with the same position title as you in your organization?	_____	_____

28. Which of the following describes best the work unit(s) you are held responsible for?

- a. Data/paper oriented
- b. People/service oriented
- c. Machine/production oriented

29. Which of the following categories best describes the jobs you are held responsible for?

- a. Administrative, professional, technical
- b. Clerical, office machine, administrative support
- c. Supervisory, managerial
- d. Service, maint., agricultural, construction
- e. Law enforcement, investigative, protective

30. What is your present annual salary to the nearest thousand dollars? _____

31. Nature of your present appointment:

- a. Elected official
- b. Political appointee
- c. Merit system employee
- d. Other (specify) _____

SECTION VI: Background Information

32. What is the highest level of your education (To the nearest year)? _____

33. Please indicate any and all undergraduate and graduate degrees earned. _____

34. What specific college level degree, and/or course work or training have you had in Public Administration.

- a. BA
- b. MPA
- c. Ph. D/DPA
- d. CPM Graduate
- e. Other (specify) _____

35. Gender _____ / M / F

36. Ethnic Origin

- a. White
- b. African-American
- c. Hispanic
- d. Native American
- e. Asian or Pacific Islander
- f. Other (specify) _____

37. Date of Birth _____ / _____ / _____ Mth / Day / Yr

38. Number of years in public service? _____

39. Please use the chart below to describe your career history over the last five (5) positions changes in public service, starting with the most recent change. (If you have had less than five (5) changes, indicate those that you have had.)

No. of Moves (Enter yr)	Change of Agency			Change in Status			Type of Change Function			
	Yes	No	Change	Yes	No	Change	Yes	No	Change	
1st 19__	1	2	1	2	3	1	2	3	1	2
2nd 19__	1	2	1	2	3	1	2	3	1	2
3rd 19__	1	2	1	2	3	1	2	3	1	2
4th 19__	1	2	1	2	3	1	2	3	1	2
5th 19__	1	2	1	2	3	1	2	3	1	2

The Research Center for Public and International Policy at Kentucky State University wishes to thank you again for taking enough of your time to complete this questionnaire.

The information obtained from this survey will assist our nation's colleges, universities and state governments to continue providing education and training in Public Administration of the highest quality.



Kentucky State University
El Centro de Estudios Sobre Administración Pública y
Política Internacional

CUESTIONARIO A GERENTES DE ADMINISTRACION PUBLICA

Estimado gerente:

Le invito a participar en una encuesta nacional muy importante auspiciada por la Fundación Nacional de las Ciencias (National Science Foundation (NSF)).

La consigna de este estudio es delinear el resultado de los adiestramientos gerenciales auspiciados por las agencias estatales y los programas académicos ofrecidos en las universidades. A través de sus contestaciones a este cuestionario, investigadores de Kentucky State University esperan poder medir el impacto que tiene la enseñanza y adiestramientos ofrecidos a los gerentes de administración pública. Los resultados de este estudio nos ayudarán a someter nuevas ideas para la enseñanza y adiestramiento a ser ofrecidos a estos servidores públicos.

Su nombre, escogido al azar, fue seleccionado de una lista de gerentes de administración pública del Estado Libre Asociado de Puerto Rico. Sus contestaciones serán computerizadas. Los cuestionarios han sido enumerados para propósitos postales únicamente. Su participación voluntaria es muy apreciada.

De tener alguna pregunta al respecto no dude en escribirnos o comunicarse telefónicamente con el Dr. Jack Rose al teléfono (509) 827-8800.

Favor de devolver el cuestionario debidamente contestado en el sobre pre-dirigido que le incluimos, a no más tardar de dos semanas después de recibirlo. Los resultados de la encuesta le serán enviados próximamente.

Espero con placer anticipado recibir su contestación.

Muchas gracias por su participación.

Sinceramente,

Dr. Casle Osborne Jr., Director
Research Center for Public
and International Policy

111

BEST COPY AVAILABLE

Sección I: Conocimientos y destrezas

1. Como gerente de administración pública: ¿cuán importante es mantenerse informado de lo siguiente? (Favor de circular el número correspondiente)

	Muy importante	Muy poco importante
	4	1
a. Patrones electorales	4	1
b. Resultados de encuestas de opinión pública	4	1
c. Legisladores y sus puntos de vista	4	1
d. Ejecutivos electos y sus puntos de vista	4	1
e. Candidatos legislativos y sus puntos de vista	4	1
f. Candidatos ejecutivos y sus puntos de vista	4	1
g. Políticas específicas, puntos de disputa en la educación, desarrollo económico y ambiental	4	1
h. Subvención concedida por el Gobierno Federal (Federal Grants)	4	1
i. Asuntos exteriores de relevancia a los Estados Unidos	4	1
j. Relaciones obrero-patronales en el Sector Público	4	1
k. Puntos de vista de grupos minoritarios	4	1
1. Desarrollo general dentro de la profesión de gerencia de administración pública	4	1

2. A continuación encontrará algunos comentarios expresados respecto a los gerentes de administración pública como profesionales. Favor de indicar hasta que punto usted está de acuerdo o en desacuerdo en cada uno de los comentarios. (Favor de circular el número correspondiente)

	Muy de acuerdo	Muy en desacuerdo
	4	1
a. A pesar de su educación los gerentes públicos necesitan adiestramientos y educación en administración Pública.	4	1
b. Los gerentes públicos deben estar al tanto del desarrollo diario de la administración Pública.	4	1

Pregunta 2 continua en la siguiente página

- c. Los **Públicos** deben pertenecer a una o más organizaciones profesionales que atañen a la administración Pública.
- | | | | |
|---|----------------|-------------------|---|
| | Muy de acuerdo | Muy en desacuerdo | |
| 4 | 3 | 2 | 1 |
3. A continuación detallamos algunos tópicos especializados que se ofrecen frecuentemente como parte de seminarios gerenciales. Indique hasta que extremo usted cree que el adiestramiento en estas áreas contribuyen a su desarrollo como gerente público. (Favor de circular el número correspondiente)
- | | | | |
|---|---------------|--------------|-----|
| | Muy relevante | No relevante | |
| a. Confianza en sus ejecutorias (Assertiveness) | 4 | 3 | 2 1 |
| b. Desarrollo de equipo | 4 | 3 | 2 1 |
| c. Español comercial | 4 | 3 | 2 1 |
| d. Manejo de tensiones | 4 | 3 | 2 1 |
| e. Seguridad al presentarse | 4 | 3 | 2 1 |
| f. Imagen profesional | 4 | 3 | 2 1 |
| g. Escribir reportes y propuestas | 4 | 3 | 2 1 |
| h. Lectura efectiva | 4 | 3 | 2 1 |
| i. Escritura de cartas y memorandums | 4 | 3 | 2 1 |
| j. Técnicas de negociación | 4 | 3 | 2 1 |
| k. Estrategias de relaciones obrero-patronales | 4 | 3 | 2 1 |
4. Actualmente, los programas de adiestramiento orientados hacia los gerentes públicos incluyen objetivos específicos. A continuación, le detallamos algunos de estos objetivos. En su opinión, indique la relevancia de estos objetivos para el gerente público. (Favor de circular el número correspondiente)
- | | | | |
|---|---------------|--------------|-----|
| | Muy relevante | No relevante | |
| a. Realizar la conciencia personal y hacia los demás | 4 | 3 | 2 1 |
| b. Examinar el uso del tiempo gerencial | 4 | 3 | 2 1 |
| c. Aumentar el discernimiento sobre la conducta gerencial y su efecto sobre los demás | 4 | 3 | 2 1 |
| d. Identificar la necesidad del desarrollo del empleado y de la organización patronal | 4 | 3 | 2 1 |
| e. Aumentar el entendimiento de los diferentes estilos de liderazgo | 4 | 3 | 2 1 |

- f. Analizar los **cos** de comunicación relativos a la efectividad del liderazgo
- | | | | |
|---|---------------|--------------|---|
| | Muy relevante | No relevante | |
| 4 | 3 | 2 | 1 |
- g. Comprender cuando la toma de decisiones debe llevarse a cabo en grupos o por consenso
- | | | | |
|---|---------------|--------------|---|
| | Muy relevante | No relevante | |
| 4 | 3 | 2 | 1 |
- h. Ayudar a entender la necesidad de identificar criterios para establecer metas
- | | | | |
|---|---------------|--------------|---|
| | Muy relevante | No relevante | |
| 4 | 3 | 2 | 1 |
- i. Visualizar la necesidad del establecimiento de objetivos
- | | | | |
|---|---------------|--------------|---|
| | Muy relevante | No relevante | |
| 4 | 3 | 2 | 1 |
- j. Desarrollar ética profesional relacionados con las prácticas gerenciales
- | | | | |
|---|---------------|--------------|---|
| | Muy relevante | No relevante | |
| 4 | 3 | 2 | 1 |
- k. Comprender los factores que contribuyen a una atmósfera de motivación personal
- | | | | |
|---|---------------|--------------|---|
| | Muy relevante | No relevante | |
| 4 | 3 | 2 | 1 |
1. Desarrollar enfoques que integran la vida cotidiana con las estrategias profesionales
- | | | | |
|---|---------------|--------------|---|
| | Muy relevante | No relevante | |
| 4 | 3 | 2 | 1 |
- m. Otros objetivos _____
- | | | | |
|---|---------------|--------------|---|
| | Muy relevante | No relevante | |
| 4 | 3 | 2 | 1 |
5. ¿Fomenta su supervisor entrenamiento y educación gerencial para los empleados?
- | | | |
|---|---------|-------|
| | Siempre | Nunca |
| 4 | 3 | 2 1 |
6. ¿Se motivan las personas que trabajan con usted a buscar adiestramiento y educación gerencial?
- | | | |
|---|-------------|------------------|
| | Todos ellos | Ninguno de ellos |
| 4 | 3 | 2 1 |
7. A continuación le sometemos algunos comentarios referente al trabajo efectuado por las agencias gubernamentales de los Estados Unidos. Indique hasta que punto usted está de acuerdo o en desacuerdo en cada uno de los casos. (Favor de circular el número correspondiente)
- | | | |
|--|----------------|-------------------|
| | Muy de acuerdo | Muy en desacuerdo |
| a. Las agencias gubernamentales deben proveer a sus clientes servicios de calidad. | 4 | 3 2 1 |
| b. Los clientes de las agencias gubernamentales no están satisfechos con los servicios que se les ofrecen. | 4 | 3 2 1 |
- c. Agencias gubernamentales deberían proveer igualdad de servicios tanto a mujeres como a minorías
- | | | |
|---|---------------|--------------|
| | Muy relevante | No relevante |
| 4 | 3 | 2 1 |
- d. La política juega un papel importante en la calidad de servicios que se le ofrecen a los ciudadanos.
- | | | |
|---|---------------|--------------|
| | Muy relevante | No relevante |
| 4 | 3 | 2 1 |
- e. Los principios democráticos no son aplicados cuando se refiere a los empleados de las agencias gubernamentales.
- | | | |
|---|---------------|--------------|
| | Muy relevante | No relevante |
| 4 | 3 | 2 1 |
- f. Los oficiales de las agencias gubernamentales deberían interesarse de la opinión pública en lo que se refiere a sus agencias.
- | | | |
|---|---------------|--------------|
| | Muy relevante | No relevante |
| 4 | 3 | 2 1 |
- g. Los ciudadanos no conocen la complejidad que existe en la toma de decisiones en las agencias gubernamentales.
- | | | |
|---|---------------|--------------|
| | Muy relevante | No relevante |
| 4 | 3 | 2 1 |
- h. Los oficiales de las agencias gubernamentales deben estar atentos a los reclamos que los legisladores tienen acerca los constituyentes.
- | | | |
|---|---------------|--------------|
| | Muy relevante | No relevante |
| 4 | 3 | 2 1 |
- i. El sistema de mérito en el servicio público pierde importancia ante las influencias políticas que determinan la manera de asignar posiciones.
- | | | |
|---|---------------|--------------|
| | Muy relevante | No relevante |
| 4 | 3 | 2 1 |

Sección II: Actividades Profesionales

8. ¿A cuántas sociedades/asociaciones profesionales relacionadas con su trabajo pertenece usted? _____
9. ¿Cuántas publicaciones profesionales recibe usted con regularidad? _____
10. ¿En cuántos seminarios o conferencias profesionales ha participado durante los últimos dos años? _____
11. En los últimos dos años, ¿Cuántas actividades de educación y entrenamiento gerencial ha recibido usted? _____

Sección II entrenamiento en administración
Si usted no ha concluido o participado en un programa de entrenamiento en administración, pase a la Sección IV.

12. Indique la fuente de su entrenamiento.
- a. Gobierno municipal
 - b. Gobierno del Distrito
 - c. Gobierno Estatal
 - d. Gobierno Federal
 - e. Privado
 - f. Programa Académico Universitario

13. A continuación enumeramos algunos de los tópicos ofrecidos más frecuentemente en los talleres de entrenamiento administrativos. Favor de indicar hasta que grado usted cree que el entrenamiento en estas áreas puede contribuir a su desarrollo como administrador público. (Favor de circular el número correspondiente)

	A Mayor Grado	A Menor Grado	Nunca	Nunca
a. Como entender conflicto	4	3	2	1
b. Solución de problemas y toma de decisiones	4	3	2	1
c. Disciplina	4	3	2	1
d. Igualdad de oportunidades de empleo	4	3	2	1
e. Administración de finanzas y planificación	4	3	2	1
f. Información sobre computadoras y su uso en la oficina	4	3	2	1
g. Administración de relaciones de trabajo	4	3	2	1
h. Administración bajo un sistema de mérito	4	3	2	1
i. Motivación	4	3	2	1
j. Desenvolvimiento gerencial	4	3	2	1
k. Planificación estratégica	4	3	2	1

14. Favor de indicar con que frecuencia ha utilizado usted lo aprendido durante este programa de entrenamiento.

	Muy Usado	No Usado		
Favor de indicar de cuanta utilidad fue para usted el material de lectura y referencia que recibió durante el entrenamiento.	4	3	2	1

16. ¿Que tan valioso fue su entrenamiento para incrementar su efectividad?

De Mucha Importancia 4 3 2 1

17. ¿Cuál fue el último año en que usted participó en un programa educativo o de entrenamiento?

18. Como supervisor, ¿cuáles de los siguientes enfoques sigue usted ahora que no practicaba antes de participar en su programa de entrenamiento?

- a. Mantener mejores relaciones laborales
- b. Establecer mejores metas de grupo
- c. Ejercer mejor manejo de su tiempo
- d. Ser más asertivo
- e. Ser más positivo
- f. No cambio
- g. Otro: (Especifique) _____

19. En su opinión, ¿qué otras áreas de entrenamiento deberían ser incluidas en un programa de adiestramiento gerencial?

Sección IV: Educación en administración
Si usted no posee un grado en administración pase a la Sección V.

20. La siguiente lista contiene algunas áreas de estudio que han sido incluidas en los programas de grado en Administración Pública. ¿Hasta que punto piensa usted que cada una de estas áreas es necesaria e importante en su trabajo como administrador público? (Favor de circular el número correspondiente)

	Muy Importante	No Importante		
a. Relaciones interpersonales y conducta organizacional	4	3	2	1
b. Conocimiento de instituciones políticas y procedimientos del gobierno estatal	4	3	2	1
c. Análisis estadístico	4	3	2	1

d. Sistemas de información administrativa e utilización de computadoras

e. Metodología investigativa para evaluación de programas

f. Operaciones presupuestarias y administración financiera

g. Administración de personal

h. Leyes administrativas y asuntos legales

i. Relaciones públicas y comunicaciones

j. Análisis de reglamentos

21. En su opinión, ¿qué otras áreas de estudio deberían incluir en el programa de maestría de Administración Pública?

Sección V: Empleo Actual

La información en esta sección será utilizada para categorizar los administradores en una variedad de formas para analizar las semejanzas y diferencia del contenido y contexto del trabajo.

22. Indique el número de empleados que usted supervisa directamente o sea, solo aquellos empleados inmediatamente por debajo de usted en el esquema organizacional.

23. Indique el número total de empleados de los cuales es usted responsable. (Incluya a empleados directos e indirectamente supervisados por medio de gerentes subordinados).

24. ¿Cuántos niveles hay entre usted y la persona de más alto puesto en su agencia? (Si usted es persona de más alto puesto escriba X. Si usted reporta esa persona escriba 0 ya que usted se reporta directamente a la persona de más alto puesto, si su supervisor reporta a la persona de más alto puesto escriba 1, y así sucesivamente hacia abajo de la organización.)

5. ¿Cuántos niveles hay debajo del suyo, hasta el primer supervisor en línea o su equivalente? (Si usted es el primer supervisor en línea de su agencia escriba X. Si el primer supervisor en línea se reporta directo a usted escriba 0. Si hay un nivel de administración entre usted y el supervisor escriba 1, y así sucesivamente.)

26. ¿Cuánta discreción existe en su empleo en comparación con empleos previos? (Favor de circular el número correspondiente)

	Total	Ninguna
	Discreción	Discreción
a. Libertad para actuar independientemente de su supervisor	4	3 2 1
b. Libertad para para fijar sus propios objetivos y metas	4	3 2 1
c. Libertad para escoger los métodos para alcanzar objetivos/metras	4	3 2 1
d. Libertad para escoger el orden en el cual se ejecutan las diferentes áreas del trabajo	4	3 2 1
e. Libertad para escoger con quién usted trabaja en el desempeño de sus funciones	4	3 2 1

27 Favor de indicar quienes de las siguientes personas son masculinos o femeninos en su institución presente.

	Masculino	Femenino
a. Su supervisor inmediato	1	2
b. El colega quien más le ha ayudado en posición actual	1	2
c. La persona que le precedió en su posición	1	2
d. ¿Cuántos colegas en su sección de trabajo actual son femeninos y cuantos masculinos?		
e. ¿Cuántos de sus subordinados inmediatos son femeninos y cuantos masculinos?		
f. ¿Otras personas con el mismo título que usted en su organización?		

28. ¿Cuáles de las siguientes mejor describe la unidad o unidades de trabajo que son su responsabilidad?

- a. Orientada a data y documentación
- b. Orientada a servicio y personas
- c. Orientada a producción y maquinaria

- 29. ¿Cuáles de las siguientes describen sus res. habilidades en su trabajo?
 - a. Administrativo, profesional, técnico
 - b. Clerical, maquinaria de oficina, apoyo administrativo
 - c. Supervisión, administración
 - d. Servicio, mantenimiento, agrícola, construcción
 - e. Investigativo, protección. hacer cumplir las leyes

30. ¿Cuál es su salario anual actual en la milésima del dólar más aproximada? _____

31. Indole de su puesto actual:
- a. Oficial electo
 - b. Nombramiento político
 - c. Empleado público de carrera
 - d. Otro (especifique) _____

Sección VI: Información Demográfica

32. Su más alto nivel de educación? _____

33. ¿Favor de indicar todos los grados de bachiller y maestría que ha obtenido en Administración Pública. _____

34. ¿Qué grado universitario específico y/o curso/entrenamiento ha obtenido usted en administración pública..

- a. BA
- b. MAP
- c. Ph.D/DPA
- d. CPM Graduado
- e. Otro (especifique) _____

35. Género /
 M / F

36. Origen étnico

- a. Blanco
- b. Afro-Americano
- c. Hispano
- d. Americano Nativo
- e. Asiático
- f. Otro (especifique) _____

37. Fecha de nacimiento _____ / _____ / _____

38. Número de años en el servicio público? _____

39. Favor de usar el cuadro de abajo para describir su historial de empleo a través de los últimos cinco (5) cambios en posición en el servicio público, empezando con el más reciente. (Si usted ha tenido menos de cinco (5) cambios, indique).

Número de cambios	Año (entre el año)	Cambio de Agencia		Cambio en Status		Cambio en Función	
		SI	No	Arriba	Cambo	No	Abajo
1 ^o	19__	1	2	1	2	3	1 2
2 ^o	19__	1	2	1	2	3	1 2
3 ^o	19__	1	2	1	2	3	1 2
4 ^o	19__	1	2	1	2	3	1 2
5 ^o	19__	1	2	1	2	3	1 2

El Centro de Estudios Sobre Administración Pública y Política Internacional de KENTUCKY STATE UNIVERSITY le agradece encarecidamente el que haya tomado de su valioso tiempo para contestar este cuestionario.

La información obtenida de este sondeo proveerá a los colegios y universidades y los gobiernos estatales los medios para continuar ofreciendo educación y adiestramiento de la más alta calidad en el area de la administración pública.

Appendix II
Data Code Book

List of variables on the active SPSS^X file

OName		Position
ID	IDENTIFICATION NUMBER Print Format: F7 Write Format: F7	1
V1A	ELECTION VOTING PATTERNS Print Format: F1 Write Format: F1 Missing Values: 9	2
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V1B	PUBLIC OPINION RESULTS Print Format: F1 Write Format: F1 Missing Values: 9	3
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V1C	LEGISLATORS & VIEWS Print Format: F1 Write Format: F1 Missing Values: 9	4
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V1D	ELECT EXEC. & VIEWS Print Format: F1 Write Format: F1 Missing Values: 9	5
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V1E	LEGIS. CANDIDATES & VIEWS Print Format: F1 Write Format: F1 Missing Values: 9	6
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V1F	EXEC. CANDIDATES & VIEWS Print Format: F1 Write Format: F1 Missing Values: 9	7
0	Value Label	

BEST COPY AVAILABLE

- 1 NOT IMPORTANT
- 2 NOT VERY IMPORTANT
- 3 IMPORTANT
- 4 VERY IMPORTANT
- 5 NOT APPLICABLE

V1G SPECIFIC POLICY ISSUES 8
 Print Format: F1
 Write Format: F1
 Missing Values: 9
 0 Value Label

- 1 NOT IMPORTANT
- 2 NOT VERY IMPORTANT
- 3 IMPORTANT
- 4 VERY IMPORTANT
- 5 NOT APPLICABLE

V1H FEDERAL GRANT PROGRAMS 9
 Print Format: F1
 Write Format: F1
 Missing Values: 9
 0 Value Label

- 1 NOT IMPORTANT
- 2 NOT VERY IMPORTANT
- 3 IMPORTANT
- 4 VERY IMPORTANT
- 5 NOT APPLICABLE

V1I U.S. FOREIGN AFFAIRS 10
 Print Format: F1
 Write Format: F1
 Missing Values: 9
 0 Value Label

- 1 NOT IMPORTANT
- 2 NOT VERY IMPORTANT
- 3 IMPORTANT
- 4 VERY IMPORTANT
- 5 NOT APPLICABLE

V1J PUBLIC SECTOR LABOR REL. 11
 Print Format: F1
 Write Format: F1
 Missing Values: 9
 0 Value Label

- 1 NOT IMPORTANT
- 2 NOT VERY IMPORTANT
- 3 IMPORTANT
- 4 VERY IMPORTANT
- 5 NOT APPLICABLE

V1K MINORITY GRPS & VIEWS 12
 Print Format: F1
 Write Format: F1
 Missing Values: 9
 0 Value Label

- 1 NOT IMPORTANT
- 2 NOT VERY IMPORTANT
- 3 IMPORTANT
- 4 VERY IMPORTANT
- 5 NOT APPLICABLE

V1L DEV. IN PROF. OF PA 13
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label
1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V2A NEED TRAINING IN PA 14
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label
1 STRONGLY DISAGREE
2 SOMEWHAT DISAGREE
3 SOMEWHAT AGREE
4 STRONGLY AGREE

V2B FAMILIAR W/CURRENT DEVS 15
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label
1 STRONGLY DISAGREE
2 SOMEWHAT DISAGREE
3 SOMEWHAT AGREE
4 STRONGLY AGREE

V2C BELONG TO PROF. ORGS. 16
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label
1 STRONGLY DISAGREE
2 SOMEWHAT DISAGREE
3 SOMEWHAT AGREE
4 STRONGLY AGREE

V3A ASSERTIVENESS 17
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label
1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3B TEAM BUILDING 18
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label
1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3C	BUSINESS ENGLISH Print Format: F1 Write Format: F1 Missing Values: 9	19
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V3D	STRESS MANAGEMENT Print Format: F1 Write Format: F1 Missing Values: 9	20
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V3E	PRESENTATION SKILLS Print Format: F1 Write Format: F1 Missing Values: 9	21
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V3F	PROFESSIONAL IMAGE Print Format: F1 Write Format: F1 Missing Values: 9	22
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V3G	WRITING REPORTS & PROPS Print Format: F1 Write Format: F1 Missing Values: 9	23
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V3H	READING EFFECTIVENESS Print Format: F1 Write Format: F1 Missing Values: 9	24
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	

V3I	WRITING BETTER LETTERS	25
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V3J	NEGOTIATION TECHS	26
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V3K	LABOR RELATION STRATS	27
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V4A	ENHANCE AWARENESS	28
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT RELEVANT	
	2 SOMEWHAT NOT RELEVANT	
	3 SOMEWHAT RELEVANT	
	4 HIGHLY RELEVANT	
V4B	USE OF MANAGERIAL TIME	29
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT RELEVANT	
	2 SOMEWHAT NOT RELEVANT	
	3 SOMEWHAT RELEVANT	
	4 HIGHLY RELEVANT	
V4C	INCREASE INSIGHT	30
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT RELEVANT	
	2 SOMEWHAT NOT RELEVANT	
	3 SOMEWHAT RELEVANT	
	4 HIGHLY RELEVANT	

BEST COPY AVAILABLE

V4D	ID NEED FOR ORG DEV Print Format: F1 Write Format: F1 Missing Values: 9	31
0	Value Label	
	1 NOT RELEVANT	
	2 SOMEWHAT NOT RELEVANT	
	3 SOMEWHAT RELEVANT	
	4 HIGHLY RELEVANT	
V4E	> UNDERSTANDING OF LEAD. STYLES Print Format: F1 Write Format: F1 Missing Values: 9	32
0	Value Label	
	1 NOT RELEVANT	
	2 SOMEWHAT NOT RELEVANT	
	3 SOMEWHAT RELEVANT	
	4 HIGHLY RELEVANT	
V4F	EXAM COMM CONCEPTS Print Format: F1 Write Format: F1 Missing Values: 9	33
0	Value Label	
	1 NOT RELEVANT	
	2 SOMEWHAT NOT RELEVANT	
	3 SOMEWHAT RELEVANT	
	4 HIGHLY RELEVANT	
V4G	UNDERSTAND WHEN GROUP DM IS APPROP Print Format: F1 Write Format: F1 Missing Values: 9	34
0	Value Label	
	1 NOT RELEVANT	
	2 SOMEWHAT NOT RELEVANT	
	3 SOMEWHAT RELEVANT	
	4 HIGHLY RELEVANT	
V4H	NEED CRITERIA FOR GOALS Print Format: F1 Write Format: F1 Missing Values: 9	35
0	Value Label	
	1 NOT RELEVANT	
	2 SOMEWHAT NOT RELEVANT	
	3 SOMEWHAT RELEVANT	
	4 HIGHLY RELEVANT	
V4I	NEED FOR OBJECTIVES Print Format: F1 Write Format: F1 Missing Values: 9	36
0	Value Label	
	1 NOT RELEVANT	
	2 SOMEWHAT NOT RELEVANT	
	3 SOMEWHAT RELEVANT	
	4 HIGHLY RELEVANT	

V4J DEV. ETHICAL STDRS 37
 Print Format: F1
 Write Format: F1
 Missing Values: 9
 0 Value Label
 1 NOT RELEVANT
 2 SOMEWHAT NOT RELEVANT
 3 SOMEWHAT RELEVANT
 4 HIGHLY RELEVANT

V4K FACTORS FOR SELF MOTIV 38
 Print Format: F1
 Write Format: F1
 Missing Values: 9
 0 Value Label
 1 NOT RELEVANT
 2 SOMEWHAT NOT RELEVANT
 3 SOMEWHAT RELEVANT
 4 HIGHLY RELEVANT

V4L INTEGRATING CAREER & LIFE 39
 Print Format: F1
 Write Format: F1
 Missing Values: 9
 0 Value Label
 1 NOT RELEVANT
 2 SOMEWHAT NOT RELEVANT
 3 SOMEWHAT RELEVANT
 4 HIGHLY RELEVANT

V4M OTHER OBJECTIVES 40
 Print Format: F1
 Write Format: F1
 Missing Values: 9
 0 Value Label
 1 NOT RELEVANT
 2 SOMEWHAT NOT RELEVANT
 3 SOMEWHAT RELEVANT
 4 HIGHLY RELEVANT

V5 SUPER. ENCOURAGE TRAIN 41
 Print Format: F1
 Write Format: F1
 Missing Values: 9
 0 Value Label
 1 NEVER
 2 SOMETIMES
 3 OFTEN
 4 ALWAYS

V6 PEERS PURSUE TRAIN 42
 Print Format: F1
 Write Format: F1
 Missing Values: 9
 0 Value Label
 1 NONE OF THEM
 2 FEW OF THEM
 3 MANY OF THEM
 4 ALL OF THEM

V7A	GOVT PROVIDE QUALITY SERV	43
	Print Format: F5.2	
	Write Format: F5.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 STRONGLY DISAGREE	
	2.00 SOMEWHAT DISAGREE	
	3.00 SOMEWHAT AGREE	
	4.00 STRONGLY AGREE	
V7B	CLIENTS R NOT SATISFIED	44
	Print Format: F5.2	
	Write Format: F5.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 STRONGLY DISAGREE	
	2.00 SOMEWHAT DISAGREE	
	3.00 SOMEWHAT AGREE	
	4.00 STRONGLY AGREE	
V7C	AGENCIES PROVIDE EQUAL TREAT	45
	Print Format: F5.2	
	Write Format: F5.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 STRONGLY DISAGREE	
	2.00 SOMEWHAT DISAGREE	
	3.00 SOMEWHAT AGREE	
	4.00 STRONGLY AGREE	
V7D	POLITICAL PULL IMPORT	46
	Print Format: F5.2	
	Write Format: F5.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 STRONGLY DISAGREE	
	2.00 SOMEWHAT DISAGREE	
	3.00 SOMEWHAT AGREE	
	4.00 STRONGLY AGREE	
V7E	DEMO PRINP. CANNOT BE APPLIED	47
	Print Format: F5.2	
	Write Format: F5.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 STRONGLY DISAGREE	
	2.00 SOMEWHAT DISAGREE	
	3.00 SOMEWHAT AGREE	
	4.00 STRONGLY AGREE	
V7F	OFFS. SHLD CARE PUBLIC OP	48
	Print Format: F5.2	
	Write Format: F5.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 STRONGLY DISAGREE	
	2.00 SOMEWHAT DISAGREE	
	3.00 SOMEWHAT AGREE	
	4.00 STRONGLY AGREE	

BEST COPY AVAILABLE

V7G	CITIZENS NOT KNOWLEDGE	49
	Print Format: F5.2	
	Write Format: F5.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 STRONGLY DISAGREE	
	2.00 SOMEWHAT DISAGREE	
	3.00 SOMEWHAT AGREE	
	4.00 STRONGLY AGREE	
V7H	OFFS. RESPONSIVENESS	50
	Print Format: F5.2	
	Write Format: F5.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 STRONGLY DISAGREE	
	2.00 SOMEWHAT DISAGREE	
	3.00 SOMEWHAT AGREE	
	4.00 STRONGLY AGREE	
V7I	MERIT SYS IS POLITICAL	51
	Print Format: F5.2	
	Write Format: F5.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 STRONGLY DISAGREE	
	2.00 SOMEWHAT DISAGREE	
	3.00 SOMEWHAT AGREE	
	4.00 STRONGLY AGREE	
V8	# ASSOC/SOC BELONG TO	52
	Print Format: F2	
	Write Format: F2	
	Missing Values: 99	
V9	# JOURNALS TAKEN	53
	Print Format: F2	
	Write Format: F2	
	Missing Values: 99	
V10	# CONFS ATTENDED	54
	Print Format: F2	
	Write Format: F2	
	Missing Values: 99	
V11	# ELECTIVE COURSES	55
	Print Format: F2	
	Write Format: F2	
	Missing Values: 99	
V12	SOURCE OF TRAIN	56
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 CITY GOVERNMENT	
	2 COUNTY GOVERNMENT	
	3 STATE GOVERNMENT	
	4 FEDERAL GOVERNMENT	
	5 PRIVATE	
	6 UNIVERSITY ACADEMIC PROGRAM	
	7 MULTIPLE	

V13A	UNDERSTANDING CONFLICT	57
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V13B	PROBLEM SOLVING	58
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V13C	DISCIPLINE	59
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE.	
V13D	EEO	60
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V13E	FIN. MGMT.	61
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V13F	COMP. INFO & OFF APPS	62
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	

V13G	WORK RELATIONS MGMT	63
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V13H	MANAGING UNDER MERIT SYS	64
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V13I	MOTIVATION	65
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V13J	PERFORMANCE MGMT	66
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V13K	STRATEGIC PLANNING	67
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 LITTLE EXTENT	
	2 MILD EXTENT	
	3 STRONG EXTENT	
	4 GREAT EXTENT	
	5 NOT APPLICABLE	
V14	HOW OFTEN USED TRAIN	68
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NEVER	
	2 SOMETIMES	
	3 OFTEN	
	4 VERY OFTEN	
	5 NOT APPLICABLE	

V15	USEFULNESS OF REF MATERIAL Print Format: F1 Write Format: F1 Missing Values: 9	69
0	Value Label	
	1 NEVER USEFUL	
	2 SOMETIMES USEFUL	
	3 USEFUL	
	4 VERY USEFUL	
	5 NOT APPLICABLE	
V16	HOW TRAIN > EFFECTIVENESS Print Format: F1 Write Format: F1 Missing Values: 9	70
0	Value Label	
	1 NOT VALUABLE	
	2 SOMEWHAT NOT VALUABLE	
	3 SOMEWHAT VALUABLE	
	4 VERY VALUABLE	
	5 NOT APPLICABLE	
V17	YEAR LAST TRAINED Print Format: F2 Write Format: F2 Missing Values: 99	71
V18A	BETTER WORK RELATIONS Print Format: F1 Write Format: F1 Missing Values: 9	72
V18B	BETTER TEAM GOALS Print Format: F1 Write Format: F1 Missing Values: 9	73
V18C	BETTER TIME MGMT Print Format: F1 Write Format: F1 Missing Values: 9	74
V18D	MORE ASSERTIVE Print Format: F1 Write Format: F1 Missing Values: 9	75
V18E	MORE POSITIVE Print Format: F1 Write Format: F1 Missing Values: 9	76
V18F	NO CHANGE Print Format: F1 Write Format: F1 Missing Values: 9	77
V18G	OTHER CHANGES Print Format: F1 Write Format: F1 Missing Values: 9	78
V19	OTHER AREAS OF TRAIN Print Format: F1 Write Format: F1 Missing Values: 9	79
0	Value Label	
	1 RESPONSE GIVEN	
	5 NOT APPLICABLE	
	9 M NO RESPONSE	

V20A	ORG. BEHAVIOR	80
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V20B	KNOWLEDGE OF POL INST	81
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V20C	STATISTICAL ANA	82
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V20D	MIS & COMPUTER UTIL	83
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V20E	PROGRAM EVAL	84
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V20F	BUDGET OPERATIONS	85
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	

V20G	PERSONNEL MGMT Print Format: F1 Write Format: F1 Missing Values: 9	86
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V20H	ADMN LAW & LEGAL ISSUES Print Format: F1 Write Format: F1 Missing Values: 9	87
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V20I	PUBLIC RELATIONS Print Format: F1 Write Format: F1 Missing Values: 9	88
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V20J	POLICY ANALYSIS Print Format: F1 Write Format: F1 Missing Values: 9	89
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V21	OTHER FIELDS OF KNOWLEDGE Print Format: F1 Write Format: F1 Missing Values: 9	90
0	Value Label	
	1 RESPONSE GIVEN	
	5 NOT APPLICABLE	
	9 M NO RESPONSE	
V22	# REPORT DIR TO YOU Print Format: F2 Write Format: F2 Missing Values: 99	91
0	Value Label	
	98 98 OR MORE	
V23	TOTAL # OF EMPS Print Format: F3 Write Format: F3 Missing Values: 0, 999	92
0	Value Label	
	998 998 OR MORE	

V24

LEVELS BETWEEN U & TOP

93

Print Format: A2

Write Format: A2

Missing Values: '99'

Value Label

0

- 0X AGENCY HEAD
- 00 1ST DOWN
- 01 2ND DOWN
- 02 3RD DOWN
- 03 4TH DOWN
- 04 5TH DOWN
- 05 6TH DOWN
- 06 7TH DOWN
- 07 8TH DOWN
- 08 9TH DOWN
- 09 10TH DOWN
- 10 11TH DOWN
- 11 12TH DOWN
- 12 13TH DOWN
- 13 14TH DOWN

V25

LEVELS BELOW YOU

94

Print Format: A2

Write Format: A2

Missing Values: '99'

Value Label

0

- 0X 1ST LINE SUPER
- 00 1ST UP
- 01 2ND UP
- 02 3RD UP
- 03 4TH UP
- 04 5TH UP
- 05 6TH UP
- 06 7TH UP
- 07 8TH UP
- 08 9TH UP
- 09 10TH UP
- 10 11TH UP
- 11 12TH UP
- 12 13TH UP
- 13 14TH UP

V26A

CAN ACT INDEPENDENTLY

95

Print Format: F1

Write Format: F1

Missing Values: 9

Value Label

0

- 1 NO DISCRETION
- 2 LITTLE DISCRETION
- 3 MODERATE DISCRETION
- 4 TOTAL DISCRETION

V26B

CAN SET OWN TARGETS

96

Print Format: F1

Write Format: F1

Missing Values: 9

Value Label

0

- 1 NO DISCRETION
- 2 LITTLE DISCRETION
- 3 MODERATE DISCRETION
- 4 TOTAL DISCRETION

V26C	CAN CHOOSE METHODS Print Format: F1 Write Format: F1 Missing Values: 9 Value Label	97
0	1 NO DISCRETION 2 LITTLE DISCRETION 3 MODERATE DISCRETION 4 TOTAL DISCRETION	
V26D	CAN ORDER PARTS OF WORK Print Format: F1 Write Format: F1 Missing Values: 9 Value Label	98
0	1 NO DISCRETION 2 LITTLE DISCRETION 3 MODERATE DISCRETION 4 TOTAL DISCRETION	
V26E	CAN CHOOSE W/WHOM TO DEAL Print Format: F1 Write Format: F1 Missing Values: 9 Value Label	99
0	1 NO DISCRETION 2 LITTLE DISCRETION 3 MODERATE DISCRETION 4 TOTAL DISCRETION	
V27A	IMMEDIATE SUPERVISOR Print Format: F1 Write Format: F1 Missing Values: 9 Value Label	100
0	1 MALE 2 FEMALE	
V27B	MOST HELPFUL COLLEAGUE Print Format: F1 Write Format: F1 Missing Values: 9 Value Label	101
0	1 MALE 2 FEMALE	
V27C	PERSON BEFORE YOU Print Format: F1 Write Format: F1 Missing Values: 9 Value Label	102
0	1 MALE 2 FEMALE	
V27AM	# OF MALE COLLEAGUES Print Format: F2 Write Format: F2 Missing Values: 99 Value Label	103
0	98 98 OR MORE	

BEST COPY AVAILABLE

V27AF	# OF FEMALE COLLEAGUES Print Format: F2 Write Format: F2 Missing Values: 99 Value Label	104
0	98 98 OR MORE	
V27EM	# OF MALE SUBS Print Format: F2 Write Format: F2 Missing Values: 99 Value Label	105
0	98 98 OR MORE	
V27EF	# OF FEMALE SUBS Print Format: F2 Write Format: F2 Missing Values: 99 Value Label	106
0	98 98 OR MORE	
V27FH	# OF MALE SAME POSITION Print Format: F2 Write Format: F2 Missing Values: 99 Value Label	107
0	98 98 OR MORE	
V27FF	# OF FEMALE SAME POSITION Print Format: F2 Write Format: F2 Missing Values: 99 Value Label	108
0	98 98 OR MORE	
V28	TYPE WORK UNIT Print Format: F1 Write Format: F1 Missing Values: 9 Value Label	109
0	1 DATA/PAPER 2 PEOPLE SERVICE 3 MACHINE/PROD.	
V29	JOB RESPONSIBLE FOR Print Format: F1 Write Format: F1 Missing Values: 9 Value Label	110
0	1 ADMINISTRATIVE/PROF 2 CLERICAL, ETC. 3 SUPERVISORY, ETC. 4 SERVICE, ETC. 5 LAW ENFORCEMENT, ETC.	
V30	ANNUAL SALARY Print Format: F3 Write Format: F3 Missing Values: 0, 999	111

V31	NATURE OF APPOINTMENT	112
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 ELECTED OFFICIAL	
	2 POLITICAL APPOINTEE	
	3 MERIT SYSTEM EMPLOYEE	
	4 OTHER	
V32	LEVEL OF EDUCATION	113
	Print Format: F2	
	Write Format: F2	
	Missing Values: 99	
V33A	DEGREE TYPE A	114
	Print Format: F2	
	Write Format: F2	
	Missing Values: 99	
0	Value Label	
	0 NONE	
	1 BA	
	2 BS	
	3 OTHER BACH	
	4 MA	
	5 MS	
	6 OTHER MASTERS	
	7 PHD	
	8 DPA	
	9 EDD	
	10 MD	
	11 DDS-DMD	
	12 JD	
	13 OTHER	
V33B	DEGREE TYPE B	115
	Print Format: F2	
	Write Format: F2	
	Missing Values: 99	
0	Value Label	
	0 NONE	
	1 BA	
	2 BS	
	3 OTHER BACH	
	4 MA	
	5 MS	
	6 OTHER MASTERS	
	7 PHD	
	8 DPA	
	9 EDD	
	10 MD	
	11 DDS-DMD	
	12 JD	
	13 OTHER	

V33C

DEGREE TYPE C

Print Format: F2

Write Format: F2

Missing Values: 99

Value Label

0

- 0 NONE
- 1 BA
- 2 BS
- 3 OTHER BACH
- 4 MA
- 5 MS
- 6 OTHER MASTERS
- 7 PHD
- 8 DPA
- 9 EDD
- 10 MD
- 11 DDS-DMD
- 12 JD
- 13 OTHER

116

V33D

DEGREE TYPE D

Print Format: F2

Write Format: F2

Missing Values: 99

Value Label

0

- 0 NONE
- 1 BA
- 2 BS
- 3 OTHER BACH
- 4 MA
- 5 MS
- 6 OTHER MASTERS
- 7 PHD
- 8 DPA
- 9 EDD
- 10 MD
- 11 DDS-DMD
- 12 JD
- 13 OTHER

117

V33E

DEGREE TYPE E

Print Format: F2

Write Format: F2

Missing Values: 99

Value Label

0

- 0 NONE
- 1 BA
- 2 BS
- 3 OTHER BACH
- 4 MA
- 5 MS
- 6 OTHER MASTERS
- 7 PHD
- 8 DPA
- 9 EDD
- 10 MD
- 11 DDS-DMD
- 12 JD
- 13 OTHER

118

V34A

BA

Print Format: F1

Write Format: F1

Missing Values: 9

119

V34B

MPA

Print Format: F1

Write Format: F1

Missing Values: 9

120

V34C	PHD/PDA Print Format: F1 Write Format: F1 Missing Values: 9	121
V34D	CPM Print Format: F1 Write Format: F1 Missing Values: 9	122
V34E	OTHER Print Format: F1 Write Format: F1 Missing Values: 9	123
V35	GENDER Print Format: F1 Write Format: F1 Missing Values: 9	124
0	Value Label	
	1 MALE	
	2 FEMALE	
V36	ETHNICITY Print Format: F1 Write Format: F1 Missing Values: 9	125
0	Value Label	
	1 WHITE	
	2 AFRICAN-AMERICAN	
	3 HISPANIC	
	4 NATIVE AMERICAN	
	5 ASIAN OR PACIFIC ISLANDER	
	6 OTHER	
V37M	BIRTH MONTH Print Format: F2 Write Format: F2 Missing Values: 99	126
V37D	BIRTH DAY Print Format: F2 Write Format: F2 Missing Values: 99	127
V37Y	BIRTH YEAR Print Format: F2 Write Format: F2 Missing Values: 99	128
V38	YEARS OF PUBLIC SERVICE Print Format: F2 Write Format: F2 Missing Values: 99	129
V391ST	FIRST JOB CHANGE YR Print Format: F2 Write Format: F2 Missing Values: 99	130
V391STCA	1ST, CHANGE AGENCY? Print Format: F1 Write Format: F1 Missing Values: 9	131
0	Value Label	
	1 YES	
	2 NO	

V391STCS	1ST, CHANGE STATUS?	132
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 YES UP	
	2 NO CHANGE	
	3 YES DOWN	
V391STCF	1ST, CHANGE FUNCTION?	133
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 YES	
	2 NO	
V392ND	SECOND JOB CHANGE YR	134
	Print Format: F2	
	Write Format: F2	
	Missing Values: 99	
V392NDCA	2ND CHANGE AGENCY?	135
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 YES	
	2 NO	
V392NDCS	2ND CHANGE STATUS?	136
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 YES UP	
	2 NO CHANGE	
	3 YES DOWN	
V392NDCF	2ND CHANGE FUNCTION?	137
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 YES	
	2 NO	
V393RD	THIRD JOB CHANGE YR	138
	Print Format: F2	
	Write Format: F2	
	Missing Values: 99	
V393RDCA	3RD CHANGE AGENCY?	139
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 YES	
	2 NO	
V393RDCS	3RD CHANGE STATUS?	140
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 YES UP	
	2 NO CHANGE	
	3 YES DOWN	

BEST COPY AVAILABLE

V393RDCF	3RD CHANGE FUNCTION? Print Format: F1 Write Format: F1 Missing Values: 9	141
0	Value Label	
	1 YES	
	2 NO	
V394TH	FOURTH JOB CHANGE YR Print Format: F2 Write Format: F2 Missing Values: 99	142
V394THCA	4TH CHANGE AGENCY? Print Format: F1 Write Format: F1 Missing Values: 9	143
0	Value Label	
	1 YES	
	2 NO	
V394THCS	4TH CHANGE STATUS? Print Format: F1 Write Format: F1 Missing Values: 9	144
0	Value Label	
	1 YES UP	
	2 NO CHANGE	
	3 YES DOWN	
V394THCF	4TH CHANGE FUNCTION? Print Format: F1 Write Format: F1 Missing Values: 9	145
0	Value Label	
	1 YES	
	2 NO	
V395TH	FIFTH JOB CHANGE YR Print Format: F2 Write Format: F2 Missing Values: 99	146
V395THCA	5TH CHANGE AGENCY? Print Format: F1 Write Format: F1 Missing Values: 9	147
0	Value Label	
	1 YES	
	2 NO	
V395THCS	5TH CHANGE STATUS Print Format: F1 Write Format: F1 Missing Values: 9	148
0	Value Label	
	1 YES UP	
	2 NO CHANGE	
	3 YES DOWN	

V395THCF 5TH CHANGE FUNCTION?

149

Print Format: F1
Write Format: F1
Missing Values: 9
Value Label

0

1 YES
2 NO

STEMP

STATE OF EMPLOYMENT
Print Format: F2
Write Format: F2
Missing Values: 99
Value Label

150

0

1 ALABAMA
2 ALASKA
3 ARIZONA
4 ARKANSAS
5 CALIFORNIA
6 COLORADO
7 CONNECTICUT
8 DELAWARE
9 DISTRICT OF COL
10 FLORIDA
11 GEORGIA
12 HAWAII
13 IDAHO
14 ILLINOIS
15 INDIANA
16 IOWA
17 KANSAS
18 KENTUCKY
19 LOUISIANA
20 MAINE
21 MARYLAND
22 MASSACHUSETTS
23 MICHIGAN
24 MINNESOTA
25 MISSISSIPPI
26 MISSOURI
27 MONTANA
28 NEBRASKA
29 NEVADA
30 NEW HAMPSHIRE
31 NEW JERSEY
32 NEW MEXICO
33 NEW YORK
34 NORTH CAROLINA
35 NORTH DAKOTA
36 OHIO
37 OKLAHOMA
38 OREGON
39 PENNSYLVANIA
40 RHODE ISLAND
41 SOUTH CAROLINA
42 SOUTH DAKOTA
43 TENNESSEE
44 TEXAS
45 UTAH
46 VERMONT
47 VIRGINIA
48 WASHINGTON
49 WEST VIRGINIA
50 WISCONSIN
51 WYOMING
52 PUERTO RICO
53 PACIFIC ISLANDS
99 M UNKNOWN STATE

WAVE RESPONSE WAVE
 Print Format: F1
 Write Format: F1
 0 Value Label
 0 FIRST MAILING
 1 SECOND MAILING
 2 THIRD MAILING

151

QSOUR QUESTIONNAIRE SOURCE
 Print Format: F4
 Write Format: F4
 0 Value Label

152

1000 CPM UNKNOWN
 1011 CPM GEORGIA
 1018 CPM KENTUCKY
 1019 CPM LOUISIANA
 1034 CPM NORTH CAROLINA
 1037 CPM OKLAHOMA
 1045 CPM UTAH
 2003 BRIGHAM YOUNG
 2006 CANISIUS
 2009 CLARK ATLANTA
 2012 CLEVELAND STATE
 2015 DEPAUL
 2017 DUKE
 2018 EASTERN MICHIGAN
 2020 FLORIDA STATE
 2021 GEORGIA STATE
 2024 ILLINOIS TECH
 2027 INDIANA STATE
 2030 KEAN COLLEGE OF NJ
 2033 KENTUCKY STATE
 2036 MISSISSIPPI STATE
 2039 NORTHEASTERN
 2040 OHIO STATE
 2041 OHIO UNIVERSITY
 2042 SOUTHERN ILLINOIS
 2045 SOUTHWEST MISSOURI
 2048 SOUTHWEST TEXAS STATE
 2049 SUNY-ALBANY
 2051 SUFFOLK UNIVERSITY
 2054 TEXAS A&M
 2057 U. OF TEXAS @ AUSTIN
 2060 TRINITY UNIVERSITY
 2061 U. OF ARKANSAS LR
 2063 U. OF WISCONSIN @ MIL
 2066 U. OF CALIFORNIA @ BERKLEY
 2069 CENTRAL FLORIDA
 2070 U. OF COLORADO
 2072 UNIVERSITY OF KANSAS
 2075 UNIVERSITY OF MINNESOTA
 2078 U. OF MISSOURI @ COLUMBIA
 2081 U. OF NEBRASKA @ OMAHA
 2084 U. OF NEW HAVEN
 2087 U. OF NORTH CAROLINA @ CH
 2090 U. OF NORTH CAROLINA @ GRN
 2093 U. OF PITTSBURGH
 2096 U. OF SOUTHERN MAINE
 2099 UNIVERSITY OF TOLEDO
 2102 WICHITA STATE
 2999 UNKNOWN UNIVERSITY
 3001 ALABAMA
 3002 ALASKA
 3003 ARIZONA
 3004 ARKANSAS
 3005 CALIFORNIA
 3006 COLORADO
 3007 CONNECTICUT
 3008 DELAWARE
 3009 DISTRICT OF COL
 3010 FLORIDA
 3011 GEORGIA
 3012 HAWAII

BEST COPY AVAILABLE

3013 IDAHO
3014 ILLINOIS
3015 INDIANA
3016 IOWA
3017 KANSAS
3018 KENTUCKY
3019 LOUISIANA
3020 MAINE
3021 MARYLAND
3022 MASSACHUSETTS
3023 MICHIGAN
3024 MINNESOTA
3025 MISSISSIPPI
3026 MISSOURI
3027 MONTANA
3028 NEBRASKA
3029 NEVADA
3030 NEW HAMPSHIRE
3031 NEW JERSEY
3032 NEW MEXICO
3033 NEW YORK
3034 NORTH CAROLINA
3035 NORTH DAKOTA
3036 OHIO
3037 OKLAHOMA
3038 OREGON
3039 PENNSYLVANIA
3040 RHODE ISLAND
3041 SOUTH CAROLINA
3042 SOUTH DAKOTA
3043 TENNESSEE
3044 TEXAS
3045 UTAH
3046 VERMONT
3047 VIRGINIA
3048 WASHINGTON
3049 WEST VIRGINIA
3050 WISCONSIN
3051 WYOMING
3052 PUERTO RICO
3053 PACIFIC ISLANDS
3999 UNKNOWN STATE

DEGCOMB DEGREE COMBINATIONS

Print Format: F8.2

Write Format: F8.2

0	Value	Label
	.00	NONE
	1.00	BA ONLY
	2.00	MPA ONLY
	3.00	PHD/DPA ONLY
	4.00	CPM ONLY
	5.00	OTH. ONLY
	6.00	BA & MPA
	7.00	BA & PHD
	8.00	BA & CPM
	9.00	BA & OTH.
	10.00	BA, MPA & PHD/DPA
	11.00	BA, MPA & CPM
	12.00	BA, MPA & OTH.
	13.00	BA, PHD/DPA & CPM
	14.00	BA, PHD/DPA & OTH.
	15.00	BA PHD/DPA & CPM
	16.00	BA PHD & OTH
	17.00	BA CPM & OTH
	18.00	BA MPA CPM OTH
	19.00	MPA & PHD
	20.00	MPA & CPM
	21.00	MPA & CTH
	22.00	MPA PHD & CPM
	23.00	MPA PHD & OTH
	24.00	MPA CPM & OTH
	25.00	MPA PHD CPM & OTH
	26.00	PHD & CPM
	27.00	PHD & OTH
	28.00	PHD CPM & OTH
	29.00	CPM & OTH
	30.00	ALL CATEGORIES

GRYRSPS GROUPED YEARS OF PUBLIC SRV

Print Format: F8.2

Write Format: F8.2

Missing Values: 9.00

0	Value	Label
	.00	<1-4 YRS
	1.00	5-9 YRS
	2.00	10-14 YRS
	3.00	15-19 YRS'
	4.00	20-24 YRS
	5.00	25-29 YRS
	6.00	30-34 YRS
	7.00	35-39 YRS
	8.00	40 & < YRS

154

V8GRPD ASSN MEMBERSHIP

Print Format: F8.2

Write Format: F8.2

0	Value	Label
	.00	NONE
	1.00	1-4
	2.00	5-9
	3.00	10 AND MORE

155

V9GRPD JOURNAL SUBS

Print Format: F8.2

Write Format: F8.2

0	Value	Label
	.00	NONE
	1.00	1-4
	2.00	5-9
	3.00	10 AND MORE

156

V10GRPD	SEMINARS ATTND	157
	Print Format: F8.2	
	Write Format: F8.2	
0	Value Label	
	.00 NONE	
	1.00 1-4	
	2.00 5-9	
	3.00 10 AND MORE	
V11GRPD	ELECT. TRAINING	158
	Print Format: F8.2	
	Write Format: F8.2	
0	Value Label	
	.00 NONE	
	1.00 1-4	
	2.00 5-9	
	3.00 10 AND MORE	
QUESTYP	SAMPLE TYPE	159
	Print Format: F8.2	
	Write Format: F8.2	
0	Value Label	
	1.00 CPM	
	2.00 MPA	
	3.00 GENERAL	
AGE	AGE OF RESPONDENT	160
	Print Format: F8.2	
	Write Format: F8.2	
GAGE	GROUPED AGE	161
	Print Format: F8.2	
	Write Format: F8.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 20-29 YRS	
	2.00 30-39 YRS	
	3.00 40-49 YRS	
	4.00 50-59 YRS	
	5.00 60-69 YRS	
	6.00 70-79 YRS	
	7.00 80 YRS & OLDER	
GSHYRS	GROUPED YEARS OF EDUCATION	162
	Print Format: F8.2	
	Write Format: F8.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 10-14 YRS	
	2.00 15-19 YRS	
	3.00 20-24 YRS	
	4.00 25-30 YRS	
DISC1	REGR FACTOR SCORE 1 FOR ANALYSIS 1	163
	Print Format: F11.5	
	Write Format: F11.5	

PCT	Elazar's POLITICAL CULTURES	164
	Print Format: F8.2	
	Write Format: F8.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 MORALISTIC	
	2.00 MORAL-INDIVID	
	3.00 INDIVID-MORAL	
	4.00 INDIVIDUALISTIC	
	5.00 INDIVID-TRAD	
	6.00 TRAD-INDIVID	
	7.00 TRADITIONALISTIC	
	8.00 TRAD-MORAL	
PI	PROFESSIONALISM INDEX	165
	Print Format: F8.2	
	Write Format: F8.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 REJECTOR	
	2.00 AMBIVALENT	
	3.00 ENTHUSIAST	
GED	GROUPED EDUC.	166
	Print Format: F8.2	
	Write Format: F8.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 HIGH SCHOOL	
	2.00 SOME COLLEGE	
	3.00 BACHELOR	
	4.00 GRADUATE DEG.	
GETH	GROUPED ETHNICITY	167
	Print Format: F8.2	
	Write Format: F8.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 MAJORITY	
	2.00 MINORITY	
PA	OLD POLITICAL ACUITY	168
	Print Format: F8.2	
	Write Format: F8.2	
	Missing Values: 9.00	
0	Value Label	
	1.00 NAIVE	
	2.00 APOLITICO	
	3.00 POLITICO	
TRMJTRN	TRAINED/UNTRAINED	169
	Print Format: F8.2	
	Write Format: F8.2	
0	Value Label	
	1.00 NOTRAINED/ED	
	2.00 TRAINED/ED	
GYRSSRV	GROUPED SRV YRS	170
	Print Format: F8.2	
	Write Format: F8.2	
0	Value Label	
	1.00 1 TO 9 YRS	
	2.00 10 TO 19 YRS	
	3.00 20 TO 29 YRS	
	4.00 30 TO 39 YRS	
	5.00 40 TO 49 YRS	

BEST COPY AVAILABLE

ADJDIS	Print Format: F8.2 Write Format: F8.2	171
DISC	Print Format: F8.2 Write Format: F8.2	172
APPTYP	GROUPED APPT. TYPE Print Format: F8.2 Write Format: F8.2	173
0	Value Label 1.00 MERIT 2.00 OTHER	
GETHNIC	GROUPED ETHNICITY Print Format: F8.2 Write Format: F8.2	174
0	Value Label 1.00 WHITE 2.00 AFRICAN-AMERICAN 3.00 OTHER	
GJOBCLS	GROUP JOB CLASS Print Format: F8.2 Write Format: F8.2	175
0	Value Label 1.00 ADMINISTRATOR 2.00 SUPERVISORY 3.00 OTHER	
DISLEV	DECRETION LEVEL Print Format: F8.2 Write Format: F8.2 Missing Values: 9.00	176
0	Value Label 1.00 NO DECRETION 2.00 LITTLE DECRETION 3.00 GREATER DECRETION 4.00 TOTAL DECRETION	
DISLEV1	WORK DECRETION Print Format: F8.2 Write Format: F8.2 Missing Values: 9.00	177
0	Value Label 1.00 LOW 2.00 HIGH	
RESPTYP	RELATED TRN/DEGREE Print Format: F1 Write Format: F8.2	178
0	Value Label 1 CPM 2 BACHELOR 3 MPA AND/OR PHD/DPA 4 OTHER RELATED DEG/TRN 9 NO RELATED DEGREE	
AGNCYRNG	AGENCY HEIGHT Print Format: F2 Write Format: F8.2	179
PSP	SOCIO-POLITICAL ACUITY Print Format: F8.2 Write Format: F8.2	180

PAA	POLITICAL ACTIVITY ACUITY	181
	Print Format: F8.2	
	Write Format: F8.2	
PFA	POLITICAL FUNCTION ACUITY	182
	Print Format: F8.2	
	Write Format: F8.2	
V23GRP0	GROUPED TOTAL EMPS SUPER	183
	Print Format: F8.2	
	Write Format: F8.2	
0	Value Label	
	1.00 1-10 EMPLOYEES	
	2.00 11-50 EMPLOYEES	
	3.00 51-200 EMPLOYEES	
	4.00 201-500 EMPLOYEES	
	5.00 501-997 EMPLOYEES	
	6.00 1,000 AND MORE EMPLOYEES	
V32GRP0	ED VITA	184
	Print Format: F8.2	
	Write Format: F8.2	
0	Value Label	
	1.00 NOT HS GRADUATE	
	2.00 HIGH SCHOOL GRAD	
	3.00 SOME COLLEGE	
	4.00 COLLEGE GRAD	
	5.00 SOME GRAD WORK	
	6.00 AT LEAST 1 GRAD DEGREE	
CONRES	RELATED DEGREES	185
	Print Format: F8.2	
	Write Format: F8.2	
0	Value Label	
	1.00 MPA OR HIGHER DEGREE	
	2.00 BACCALAUREATE	
SPI	SOCIO-POLITICAL	189
	Print Format: F8.2	
	Write Format: F8.2	
PAI	POLITICAL ACTIVITY	190
	Print Format: F8.2	
	Write Format: F8.2	
PFI	POLITICAL FUNCTION	191
	Print Format: F8.2	
	Write Format: F8.2	
SPIA		192
	Print Format: F8.2	
	Write Format: F8.2	
0	Value Label	
	1.00 LOW	
	2.00 HIGH	
PAIA		193
	Print Format: F8.2	
	Write Format: F8.2	
0	Value Label	
	1.00 LOW	
	2.00 MEDIUM	
	3.00 HIGH	

PFIA	Print Format: F8.2 Write Format: F8.2	194	
0	Value Label 1.00 LOW 2.00 HIGH		
SPIADJ	ADJ SOCIO-POL Print Format: F8.2 Write Format: F8.2	195	
PAADJ	ADJ POL-ACTIVITY Print Format: F8.2 Write Format: F8.2	196	
PFADJ	ADJ POL-FUNCTION Print Format: F8.2 Write Format: F8.2	197	
PR1	REGR FACTOR SCORE 1 FOR ANALYSIS 1 Print Format: F11.5 Write Format: F11.5	198	
PRADJ	ADJ PROFESSIONALISM Print Format: F8.2 Write Format: F8.2	199	
SAL1	REGR FACTOR SCORE 1 FOR ANALYSIS 1 Print Format: F11.5 Write Format: F11.5	200	
SAL2	REGR FACTOR SCORE 2 FOR ANALYSIS 1 Print Format: F11.5 Write Format: F11.5	201	
ORGSKLL	ORGANIZATION SKILL DEV. Print Format: F8.2 Write Format: F8.2		202
OBJSKLL	OBJECTIVE/GOAL SKILL DEV. Print Format: F8.2 Write Format: F8.2		203