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## The Effects of College Degrees on Job Performance For Administrative Positions

Sabrina Callahan

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**The Effects of College Degrees on Job Performance  
For Administrative Positions**

Sabrina Callahan

EMPA 396

Golden Gate University

Dr. Jay Gonzalez

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## Introduction

In recent years, it has become commonplace in corporate and not-for-profit organizations for administrative positions to be occupied by incumbents who have baccalaureate college degrees. Some of this is due to the slowing job market and downsizing of organizations. Others can be contributed to the changing of employer's job requirements for administrative positions. Recently, The Carter Center began to prefer a baccalaureate college degree, as the minimum education level needed, for candidates that are selected for administrative positions. Due to the various job functions and the critical nature of the responsibilities for the administrative positions, The Carter Center has concluded that the successful job performance of incumbents in these positions is dependent upon the individual's educational achievements.

The Carter Center is an international not-for-profit organization that was founded by Former President Jimmy Carter. The mission of The Carter Center is to prevent and resolve conflicts, enhance freedom and democracy, and improve health. The organization's work is guided by a fundamental commitment to human rights and the alleviation of human suffering. As an organization with a staff of approximately 150 employees, it is standard for programs and departments to only consist of a director, project manager, and an administrative position. The director develops policy and provides strategic planning, and the project manager implements those plans. The Carter Center's mission and organizational structure requires the administrative positions to be responsible for critical aspects of the organization's work. In

most organizations, administrative positions handle basic office administration. However, at The Carter Center, administrative positions handle atypical support functions for the entire program or department and are responsible for an additional three major areas of work: the general office administration, conferences/events planning and implementation, and budget and grant management. The job performance of the incumbent in the administrative position tends to dictate the efficiency and possibly the success of the program or department. With so much responsibility entrusted to the administrative position, the incumbent's job performance is critical for the success of program or department, as well as the organization.

This paper will examine the effects of the requirement of a baccalaureate (BA/BS) college degree on job performance for administrative positions. The purpose of this study is to determine if the requirement of a BA/BS degree for administrative positions at The Carter Center results in better job performance. The research methodology included primary and secondary methods. The data collected for this research was derived from current annual performance evaluations and a written questionnaire. A Likert scale questionnaire was given to supervisors to obtain job performance ratings on the major areas of administrative work: the general office administration, conferences/events planning and implementation, and budget and grant management. Data from the questionnaire was compiled with the individual's annual performance evaluation information to determine whether there was a significant statistical difference in the job performance of individuals who had

earned a BA/BS college degree. A literature review of relevant legal precedents, books, publications and case studies was also conducted to collect information on the relationship of job performance and education.

#### Literature Review

The literature review search began with legal precedents because all employment requirements must be in compliance with applicable federal and state regulations. As employers designate minimum educational achievements for positions, regulation of those requirements fall within the jurisdiction of the United States Equal Employment Opportunity Commission (EEOC). The EEOC covers those regulations in Title VII of the 1964 Civil Rights Act (Public Law 88-352), as well as the Uniform Guidelines on Employee Selection Procedures (1978). Title VII forbids organizations from affecting any part of an individual's employment status (hiring, discharging, promoting, compensating, etc.) because of race, color, religion, sex, or national origin (Meritt-Haston and Wexley, 1983, p. 744). It also gave the employer the requirement that an employer has the burden of showing that any given requirement must have a direct relationship to the employment in question. In 1978, the Uniform Guidelines on Employee Selection Procedures was amended to stipulate that testing or measuring requirements must be reasonable and have a way of measuring of job performance in order to be in compliance with Title VII. Even though the laws and amendments set guidelines, employer's requirements have been challenged in the courts on numerous occasions.

### Legal Precedents

The Supreme Court decision in 1971 in the case of *Griggs v. Duke* (1971) is most notable for the challenge of employer job requirements. In this case, the employer's requirement of, the completion of high school for employment or promotion, was struck down by the Courts. The Courts determined that neither the high school completion requirement nor the general intelligence test was shown to bear a demonstrable relationship to successful performance of the jobs for which it was used (*Griggs v. Duke*, 1971). It was determined that the requirements were instituted without meaningful study of their relationship to job-performance ability (*Griggs v. Duke*, 1971). The company's defense to the requirements was based on an individual executive's judgment that the requirement would improve the overall quality of the work force and was not based on actual testing (*Griggs v. Duke*, 1971). This case resulted in what is known as the "Griggs Test". As defined by the Court, any tests used must measure the person for the job and not the person in the abstract (*Griggs v. Duke*, 1971). A test or other selection device may be shown to be "job-related" under *Griggs* only if the employer can demonstrate or manifest that the test reliably predicts which applicants possess the reasonably necessary job skills and traits (*Griggs v. Duke*, 1971). It was during the litigation of this case that the EEOC amended the guidelines regarding employer job requirements. The EEOC position on job requirements was outlined in the amended Guidelines on Employee Selection Procedures. These guidelines demanded that employers using tests have

available data demonstrating that the test is predictive of or significantly correlated with important elements of work behavior, which comprise or are relevant to the job or jobs for which candidates are being evaluated (*Griggs v. Duke*, 1971). The change required employers to use professional validation tests and follow the professional standards of test validation established by the American Psychological Association. Also, the Court stated, that the EEOC Guidelines were not administrative regulations promulgated pursuant to formal procedures established by the Congress (*Griggs v. Duke*, 1971). The intent for the guidelines was not to exclude employers from establishing requirements or testing. What Congress had forbidden was giving these devices and mechanisms controlling force unless they are demonstrably a reasonable measure of job performance (*Griggs v. Duke*, 1971).

In a later case, *Thompson v. Mississippi State Personnel Board* (1987), the requirement of a college education for a Supervisor II position was upheld. The Court ruled that the company showed that the college education requirement has a relationship to the requirements of the position being challenged. In the final opinion of the Court, the Court stated:

In determining the extent of job-relatedness that must be shown by the employer, the court referred to the decision of the Court of Appeals for the Fifth Circuit in *Davis v. City of Dallas*, 777 F.2d 205 (5th Cir. 1985) *cert. denied*, 476 U.S. 1116, 106 S. Ct. 1972, 90 L. Ed. 2d 656 (1986). In *Davis*, the Court of Appeals for the Fifth Circuit examined the job-relatedness defense in disparate impact suits. The court noted that in prior Supreme Court and Fifth Circuit cases in which educational [\*210] requirements were struck down, the positions at issue were skilled laborer positions. See *Griggs v. Duke Power Co.*, 401 U. S. 424, 91 S. Ct. 849, 28 L. Ed. 2d 158 (1971) (high school diploma or intelligence test passing grade was



condition to employment in skilled labor jobs); *Albemarle [\*\*29] Paper Co. v. Moody*, 422 U. S. 405, 95 S. Ct. 2362, 45 L. Ed. 2d 280 (1975) (skilled laborers required to have high school diploma and pass two intelligence tests); *Watkins v. Scott Paper Co.*, 530 F.2d 1159 (5th Cir. 1976) *cert. denied*, 429 U. S. 861, 97 S. Ct. 163, 50 L. Ed. 2d 139 (1976) (educational barriers to skilled labor jobs); *United States v. Georgia Power Co.*, 474 F.2d 906 (5th Cir. 1973) (high school diploma required for skilled labor position at electric power plant). The *Davis* court noted that in these prior cases the educational requirements were abolished for jobs that did not require professionalism and did not involve an unusual degree of risk or public responsibility. *Davis*, 777 F.2d at 211. The court then found that the position of police officer is unlike the other positions that had previously been analyzed by the courts because it involves aspects of professionalism, public risk and responsibility. *Id.* This crucial distinction was the basis of the court's finding that the job relatedness of the college educational requirement for the position of police officer should be examined under a lighter standard than had been used in cases involving [\*\*30] skilled laborers. In applying this lighter standard, the court found that the educational requirement was manifestly related to the police officer position requirements *Thompson v. Mississippi State Personnel Board* (1987).

After reviewing the requirements and responsibilities of the position involved in this case, the Court determined that the Supervisor II job required a high degree of professionalism and risk to the public. The Court's ruling was based on the fact that the responsibilities of the Supervisor II position required the position to be able to serve as a crisis intervener have the ability to make instantaneous decisions, maintain clear judgment and supervise staff. With the decision in this case, this showed that employer's did have the ability to establish job requirements that complied with the federal laws.

## Books

The study of job performance and education has been evaluated for several years. Ivar Berg (1970) researched relationships of job performance and other factors that may affect it in the book, Education and Jobs: The Great Training Robbery. Berg finds that a search of the considerable literature on productivity, absenteeism, and turnover has yielded little concrete evidence of a positive relationship between workers' educational achievements and their performance records in many work settings in the private sector (Berg, 1970, p.104). Berg studied the relationship between education and job performance in a variety of different industries and occupations ranging from manual laborers to highly skilled technicians. Studies conducted by Berg lead him to the conclusion that in many jobs less-educated workers performed at least as well as their more-educated co-workers (Berg, 1970). To further expand on this research topic, Gregory Squire's book, Education and Jobs, discusses the relationship of job performance and education. Squire contends that to the extent in which employers rely on formal education to select new employees, few attempts are made by employers to study the relationship between employees' educational attainment and performance on the job (Squire, 1979, p.75). This idea appears to be a true and potentially litigious situation for employers. Prior legal cases have established the potential pitfalls of setting requirements without testing for their necessity for job performance. Squire expands on Berg's theory that Berg's research found that employers are creating

inefficiencies and adding costs to their operations by misconstruing the value of educational credentials and found no evidence to support the plaudits which the employers he spoke with gave to educational credentials (Squire, 1979, p.77). Squire states that in fact, in terms of productivity, turnover, absenteeism, supervisor ratings, and rate of promotion, education was more frequently inversely related to performance (Squire, 1979, p.76). Squire and Berg concluded that there is no consistent evidence that better educated workers perform better on the job, and there are many cases where precisely the opposite is true (Squire, 1979, p.103).

#### Case Studies

There are various case studies that examine the relationship between education and job performance. However, those evaluating administrative positions are limited. A case study entitled, *College Education and Police Job Performance: A Ten-year Study* (Truxillo, D., Bennett, S., and Collins, M., 1998), involved police officers and examined the relationship between education and job performance. As a result, the study determined that the relationship varied and a statistically significant relationship was found between measures of college education and promotions, and job knowledge but not with overall job performance (Truxillo, D., Bennett, S., and Collins, M., 1998). In the study, *Self-evaluations of police performance: An analysis of the relationship between police officers' education level and job performance*, Suman Kaker (1998), the study noted that some researchers report small and insignificant, if any, relationship between officers' attitude, performance and

level of education and other researchers (Cohen and Chaiken, 1972; Levy, 1967; Stoddard, 1973; Swanson, 1977; Weirman, 1978) report negative relationships between officers' education level and their attitudes and performance (Kaker, 1998, p.632). Along the same lines, the case study entitled, *Employee Education and Job Performance: Does Education Matter?* (Ariss, S., & Timmins, S., 1989), investigated the theory that for managerial positions individuals that have a master's degree generally perform better than those with a bachelor's degree. The results indicated that there was not a statistical significant difference in the work performance based on the individual's education level. Ariss and Timmins also noted the difficulty in attempting to define the relationship between education and job performance. This is complicated because job performance is often difficult to measure. The difficulty of measuring performance was noted in the case study entitled, *Academic Achievement and Job Performance* (Wise, D., 1975). Wise examined the quality of an individual's college, an individual's academic achievement while in college and the eventual job performance. On the topic of measuring job performance, Wise stated that there seems to be no completely satisfactory way of measuring job performance, or even defining it (Wise, 1975, p. 353).

As it relates to using education level to predict job performance, in the study, *Estimating the Determinants of Employee Performance* (Brown, C., 1982), Brown evaluates the question of whether individuals with more education are more productive than individuals with less education. The study

revealed that there are unrecorded attributes of applicants which are in fact important determinants of later performance that impact performance (Brown, 1982, p.192). The results indicated that, the variable, education, had little impact on productivity and performance. The conclusion is drawn that for the organization used for the study, more education did not necessarily relate to better performance. In fact, in the *Predicting Job Performance From Background Characteristics: More Evidence From the Public Sector* (Lavigna, 1992) study, the literature review cited that a study by Hunter and Hunter (1984) found that educational level was a relatively poor predictor of performance appraisal results in entry-level jobs and experience-performance relationships found a correlation between work experience and performance ratings (Lavigna, 1992). Considering that job performance can be affected by many variables, the study, *Job Experience Correlates of Job Performance* (McDaniel, M., Hunter, J. and Schmidt, F., 1988) finds that for all levels of job experience and for both low- and high-complexity jobs, the correlations between job experience and job performance is positive (McDaniel, Hunter and Schmidt, 1988, p. 329). The conclusion is drawn that experience is a better predictor of job performance for low-complexity jobs than for high-complexity jobs. According to the study, job experience has a greater impact on job knowledge and job performance for low-complexity jobs than for high-complexity jobs because of the differences in availability of educational preparation for high versus low-complexity jobs (McDaniel, Hunter and Schmidt, 1988, p. 330). The expectation is that job knowledge can be

obtained through formal education and job experience for high complex jobs, and for low complex jobs formal education is limited.

Although, the majority of the sources in the literature review cited no significant relationship between job performance and education, in the case study, *Educational Requirements: Legality and Validity*, Meritt-Haston and Wexley (1983) contend that education has a positive effect on job performance. Meritt-Haston and Wexley suggests that there is a moderate relationship between educational achievements and job performance, but the results vary depending on how job performance is measured (Meritt-Haston and Wexley, 1983, p. 750).

## Methodology

### Overview of Methodology

This study's objective was to determine if an individual having a BA/BS college degree has better job performance in administrative positions. In order to achieve this task, qualitative data was collected and analyzed. By the use of a case study approach, the research included performance evaluations and a written questionnaire to determine the factors of performance to be analyzed. Also, in order to determine the impact that a BA/BS college degree has on job performance, dependent and independent variables were assigned. The independent variable was the education level that was attained by the individual in the administrative position. The individuals were coded into two groups. Group 1 included individuals that had a high school diploma and had not earned a BA/BS college degree. Those individuals who had

some college education were also included in Group 1. Group 2 included individuals that had earned a BS/BA college degree. The dependent variables, which were selected from the performance evaluation and the questionnaire form, included the following performance factors: quality, productivity, client satisfaction, thinking and problem solving, teamwork, initiative, dependability, leadership, and major work areas. The research will seek to answer the following questions:

1. When comparing an incumbent's job performance in an administrative position in nine performance areas: quality, productivity, client satisfaction, thinking and problem solving, teamwork, initiative, dependability, and leadership, and major work areas does the incumbent's education level have an affect on the overall job performance in administrative positions?
2. Should the minimum educational requirement for an administrative position at The Carter Center be a college degree?
3. How does the requirement of a college degree for administrative positions compare with similar not-for-profit organizations?

Data was analyzed with percentages, means, standard deviations, chi-square and gamma. This analysis was done to determine the statistical significance and measures of association in order to summarize the relationship between the independent and the dependent variables (O'Sullivan, Rassel, & Berner, 2003, p. 409).

### Limitations of the Research

For the purposes of this study, the literature review was not contained to not-for-profit organizations. It is possible that a specific not-for-profit review could yield different results if the research is narrowed down to organizations similar to the one used in this case study. Also, the limited specific data from not-for-profits organizations and the sample size of the group for this case study could affect the results of the study. As this case study only looked at certain performance factors to measure job performance, there are many other factors that may affect job performance, including, experience and training, that were not included in this research. Therefore, several factors may need to be examined in order to fully analyze the relationship of job performance and education.

### Data Collection

The sample consisted of 15 individuals that were selected because of their primary administrative responsibility as a secretary or administrative assistant. Each incumbent in the position was assigned an identification code to keep the individual's identity confidential. Personnel files were reviewed to obtain information on the individual's education level and a copy of the current performance management evaluation form (see Appendix A). The performance management evaluation form used eight factors to measure job performance: quality, productivity, client satisfaction, thinking and problem solving, team work, initiative, dependability, leadership. Using a Likert-type scale, the supervisor's response to the performance factors were coded as



either "Meets Standards" = 2 or "Needs Improvement" = 1. The values were totaled to obtain a single numerical value for the performance evaluation form. As defining job performance is somewhat difficult, in addition to the annual performance evaluation form, a written questionnaire was used in an effort to gain more information about the individual's job performance in the major work areas of the administrative position. The written questionnaire was developed to record the supervisor's assessment of the incumbent's job performance in the major areas of the job (Appendix B). The five-question survey form was designed to serve two purposes. First, it gave the supervisors an opportunity to respond about job performance without regard to affecting the incumbent's salary. Secondly, it narrowed the focus to the major areas of administrative work: the general office administration, conferences/events planning and implementation, and budget and grant management. As Likert scaling is also an appropriate method for measuring opinions, it was used to measure the supervisor's responses. The questionnaire offered the supervisors the choice of three responses, "Agree", "Neutral", and "Disagree", regarding the supervisor's opinion of the incumbent's job performance. Question 1 asked about the individual's ability to complete a variety of office administrative self-directed projects. The question was developed to determine the incumbent's aptitude for handling the basic administrative tasks. Question 2 referred to the conference and event planning aspect of the position. This question was used to determine the incumbent's logistical skills and abilities. Question 3 asked about the

incumbent's ability to manage the budget and grants systems. This question was used to determine the coordination and attention to details abilities. Question 4 asked the supervisor which was more relevant for the incumbent, educational achievements or work experience. This question was designed to acquire feedback from the supervisors, regarding which aspect was more valued in their particular program or department. Question 5 asked about the individual's continued growth and ability to expand the position. The final question was asked to gather information regarding the individual's initiative and ability to learn. The numerical values were assigned in the following manner: "Agree" = 3, "Neutral" = 2, or "Disagree" = 1, to the supervisor's responses and were totaled to obtain a single numerical value for the questionnaire form. Scores from the performance management evaluation and the questionnaire form were entered into SPSS program for analysis.

### Results and Findings

The hypothesis statement for this research paper was: An incumbent with an educational achievement of a BA/BS college degree has better job performance in an administrative position than an incumbent who does not have a BA/BS college degree. Through the use of qualitative research approach methods, the acquired data was assigned values and analyzed to determine if having a BA/BS college degree makes an individual have better job performance in an administrative position.

Research Question 1: When comparing an incumbent's job performance in an administrative position in nine performance areas: quality, productivity, client satisfaction, thinking and problem solving, teamwork, initiative, dependability, and leadership, and major work areas does the incumbent's education level have an affect on job performance in administrative positions?

Of the 15 individuals that were used for the case study, 53.33% held high school diplomas or had some college. The remaining 46.67% had earned a BA/BS college degree. As shown in Table 1 below, the means indicate that the individuals with a BA/BS college degree ( $M = 29.00$ ) had a higher overall job performance value than the individuals with a high school diploma ( $M = 25.75$ ). For performance factors quality and client satisfaction, the means indicate that there was no difference in job performance between individuals with or without a BA/BS college degree. Incumbents with a BA/BS college degree performed better in the productivity, thinking and problem solving, teamwork, dependability, leadership and major work areas job performance factors. However, the means show that the incumbents with high school diplomas performed better in the initiative job performance factor.

The Pearson chi-square analysis shows that the data was statistically significant for overall job performance. Therefore, the research hypothesis should be accepted. As shown in Table 2, for the overall job performance the  $p\text{-value} = .466$  is smaller than  $\alpha = .05$ , therefore, the data is statistically significant at the significance level of .05. Therefore, the analysis shows that the relationship between education level and overall job performance is not likely to happen just by chance. In determining the measures of association,

the gamma analysis was used. As shown in Table 3, there is a strong positive relationship between education level and overall job performance (gamma=.818). Results for the major work areas (gamma=.800) performance factor yielded a similar relationship. Therefore, all of the results reinforce the hypothesis and show that there is a positive relationship between education level and overall job performance. As for the specific performance factors, quality and client satisfaction, gamma value indicates that there was no difference in job performance between individuals with or without a college degree. The gamma results for productivity, teamwork, dependability, leadership, all equal 1.00 and indicate a "perfectly positive" association between education and job performance.

Research Question 2: Should the minimum educational requirement for an administrative position at The Carter Center be a BA/BS college degree?

In light of the findings of a positive relationship, it can be recommended that the minimum educational requirement be a BA/BS college degree for administrative positions. However, before enacting this policy change, it is recommended for the organization conduct an extensive study that expands over several years to determine if the relationship results remain the same. When enacting this requirement change, the organization must be aware of possible legal challenges and be able to successfully defend any allegations.

Meritt-Haston and Wexley, suggests that successful defense of legal challenges to educational requirements can be handled in the following manner: First, individuals who were hired before the requirement was

implemented could be compared to those hired afterwards; of course, age and/or tenure need to be controlled for when the performance of these two groups are compared. A significant difference in either direction would suggest whether the requirements were really necessary to perform the job. The second alternative would be to conduct a content validity study, in which the job would be analyzed and the requirements for performance determined based on the analysis. If possession of a degree were indicative of the knowledge, skills, and/or abilities necessary, then the educational achievement requirement would most likely be accepted (Meritt-Haston and Wexley, 1983, p. 752.)

Research Question 3: How does the requirement of a college degree for administrative positions compare with similar not-for-profit organizations?

An Internet review of position employment postings of similar not-for-profit organizations resulted in the following findings: of the ten organizations with similar administrative positions available, 60% required a baccalaureate degree and 40% required a high school diploma.

**Table 1. Means and Standard Deviation for  
Job Performance by Education Level**

Variables	Groups	M	Std Deviation
Overall Job Performance	High School	25.75000	3.80789
	College Degree	29.00000	1.00000
Quality	High School	2.00000	0.00000
	College Degree	2.00000	0.00000
Productivity	High School	1.87500	0.35355
	College Degree	2.00000	0.00000
Client Satisfaction	High School	2.00000	0.00000
	College Degree	2.00000	0.00000
Thinking and Problem Solving	High School	1.87500	0.35355
	College Degree	1.85710	0.37796
Team Work	High School	1.87500	0.35355
	College Degree	2.00000	0.00000
Initiative	High School	2.00000	0.00000
	College Degree	1.85710	0.37796
Dependability	High School	1.62500	0.51755
	College Degree	2.00000	0.00000
Leadership	High School	1.75000	0.46291
	College Degree	2.00000	0.00000
Major Work Areas	High School	10.75000	2.49285
	College Degree	13.42860	0.78680

**Table 2. Pearson Chi- Square Testing  
For Job Performance and Education**

<b>Variables</b>	<b>Value</b>	<b>Probability</b>
Overall Job Performance	5.625	0.466
Quality	*	*
Productivity	0.938	0.333
Client Satisfaction	*	*
Thinking and Problem Solving	0.010	0.919
Team Work	0.938	0.333
Initiative	1.224	0.268
Dependability	3.281	0.070
Leadership	2.019	0.155
Major Work Areas	9.643	0.210

P < .05

\* No statistics are computed because Quality and Client Satisfaction are constant.

**Table 3. Gamma: Measures of Association  
For Job Performance and Education**

<b>Variables</b>	<b>Value</b>	<b>Approx. Sig.</b>
Overall Job Performance	0.818	0.001
Quality	*	*
Productivity	1.000	0.285
Client Satisfaction	*	*
Thinking and Problem Solving	-0.077	0.919
Team Work	1.000	0.285
Initiative	-1.000	0.280
Dependability	1.000	0.029
Leadership	1.000	0.103
Major Work Areas	0.800	0.000

\* No statistics are computed because Quality and Client Satisfaction are constant.



### **Conclusion and Areas for Further Research**

In summary, the results of the research agree with the organization's contention that the atypical responsibilities of the position require a BA/BS for successful overall job performance for administrative positions. The areas for further research should include a case study that uses a broader sample of not-for-profit organizations. It may not be possible to use the same performance factors as used for this case study. In order to create similar measures of job performance for different organizations, it will be necessary to create a questionnaire that has factors that can measure job performance in all of the applicable organizations. Also, the study should look at other factors that may affect the relationship of job performance and education, such as experience in the position and prior work experience.

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## Appendix A

### SAMPLE: EMORY PERFORMANCE MANAGEMENT GUIDE

*Supervisors are responsible for ensuring that employees understand job responsibilities and performance standards, which serve as the basis for the performance management discussion.*

Name _____	Program _____	Position _____	Date _____
<u>Performance Factors</u>		<u>Meets Standards</u>	<u>Needs Improvement</u>
<b>Quality</b> – Demonstrates knowledge to accomplish job duties effectively. Works With end-in-mind to do work right the first time.		_____	_____
_____		_____	_____
_____		_____	_____
<b>Productivity</b> – Gets results, well-organized, uses resources efficiently, handles fair share of workload, takes initiative and follows through to completion. Responds quickly to inquiries. Delegates as appropriate.		_____	_____
_____		_____	_____
_____		_____	_____
<b>Client Satisfaction</b> – Accurately identifies the needs of clients and responds in a timely and effective manner. Projects positive and professional behavior to internal and external clients		_____	_____
_____		_____	_____
_____		_____	_____
<b>Thinking and Problem Solving</b> – Analyzes situations to resolve effectively, learns from successes and mistakes, proactive, innovative, responsive to change and new ideas. Recognizes when supervisory input is necessary.		_____	_____
_____		_____	_____
_____		_____	_____
<b>Team Work</b> – Works to enhance team performance, respects diversity, collaborates, shares information and communicates effectively with supervisors/peers.		_____	_____
_____		_____	_____
_____		_____	_____
<b>Initiative</b> – Pursues technical and organizational knowledge to enhance performance; offers creative suggestions for improvement.		_____	_____
_____		_____	_____
_____		_____	_____
<b>Dependability</b> – Attendance meets established work schedules. Effectively structures activities and responds to priorities to meet deadlines.		_____	_____
_____		_____	_____
_____		_____	_____
<b>Leadership</b> – Articulates vision to achieve goals. Promotes teamwork within and across organization. Encourages professional development and conducts scheduled performance evaluation(s). Sets an example for expected performance.		_____	_____
_____		_____	_____
_____		_____	_____

Emory Performance Mgmt Guide p.2Additional Performance Factors (Optional)Meets StandardsNeeds ImprovementDiscussion Summary*Accomplishments* (Give examples of employee successes.)*Specific Feedback* (Give examples of client comments.)*Top Priorities* (List the employee's top three priorities/focus areas for the next period.)*Continued Growth* (List two top areas for the employee's continued growth and development for the next period, and supervisory support to be provided.)Employee Comments:

Employee Signature \_\_\_\_\_ Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

**Return the original to Human Resources. Retain a copy for your file and provide a copy to the employee.**

## Appendix B

### Survey Questions

#### Evaluating Job Performance for Administrative Positions

The following questionnaire is designed to assess the job performance in major areas of administrative work: the general office administration, conferences/events planning and implementation, and budget and grant management. This questionnaire is being conducted by Sabrina Burnett as part of a graduate student research project through Golden Gate University, San Francisco.

I would really appreciate you taking the time to complete this form as honestly as possible and assure you that your responses will remain confidential.

All forms will be collected by September 15, 2003.

Using the following scale, respond to each of the questions as they relate to your opinion on the administrative position in your program or department:

**3= Agree**

**2= Neutral**

**1= Disagree**

1. My administrative incumbent is able to complete a variety of general administrative self-directed projects throughout the year.

3                      2                      1

2. My administrative incumbent is able to coordinate the logistics of conferences and events without my direction.

3                      2                      1

3. My administrative incumbent possesses analytical skills to administer and maintain the budget and grant management functions for the program/department without supervision.

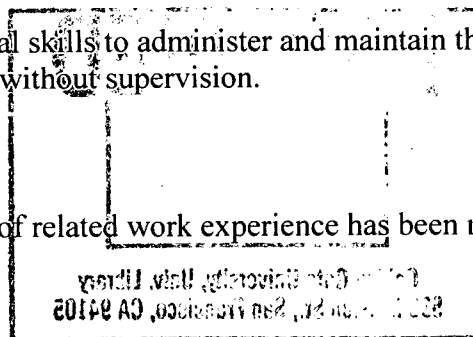
3                      2                      1

4. My administrative incumbent's number of years of related work experience has been more relevant than his/her educational achievements.

3                      2                      1

5. Each year, my administrative incumbent continues to show growth and the ability to expand the position.

3                      2                      1



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