

- * Scale model of town designed on ecological principles, taking into account the connections between politics and ecology.
- * Joining a political party branch or trade union and reporting on its activities over six months.⁸

Again a comparison with another discipline is fruitful. I contrast the enthusiasm, for her heavily practical course, of a first year environmental design student of my acquaintance, with the lassitude of many of my own students. Might not a spark be kindled by practical projects like these? Or is political science doomed to be a dismal science?

REFERENCES

- ¹ For discussion of some of the issues raised in this paper, see: Robert H. Connery (ed.), *Teaching Political Science* (Durham, N. C., Duke University Press, 1965); Heinz Eulau and James G. March, *Political Science* (Englewood Cliffs, N.J.: Prentice-Hall, 1969); William A. Robson, *The University Teaching of Social Sciences: Political Science* (Paris: U.N.E.S.C.O., 1954). Similar literature based on Australian experience seems lacking.
- ² Examination of the handbooks of seven other universities providing information on class time allocation in first year Political Science courses showed five courses with two lectures and one tutorial weekly, one with two lectures and one tutorial but the second lecture irregular, and one with three lectures and one tutorial weekly.
- ³ On these points see Robson, *op. cit.*, pp. 73-74. He remarks wryly: "The survival of the lecture is somewhat remarkable, for it is a medieval device which evolved at a time when the ability to read was a rare accomplishment."
- ⁴ A Canadian teacher suspects tutorials are often "shared ignorance" where a "lack of hard information and direct knowledge forces discussion onto the speculative your-opinion-versus-mine basis", Stephen Clarkson, "Simulation in Teaching Comparative Politics: Playing French Games", *Canadian Journal of Political Science*, Vol. III, No. 3, September, 1970, p. 463.
- ⁵ See Robson, *op. cit.*, pp. 79-80.
- ⁶ On the issue of "relevance" in Political Science, see, for example: David Easton, "The New Revolution in Political Science", *American Political Science Review*, Vol. LXIII, No. 4, December, 1969, pp. 1051-1061; William Parente and Mickey McCleery, "The Introduction and Structure of Political Science", *Western Political Quarterly*, Vol. XXII, No. 2, June, 1969, pp. 350-364.
- ⁷ Melbourne University Press, Melbourne, 1966.
- ⁸ For discussion of new learning methods, including field trips, internships in political institutions, role-playing and simulation of political situations, see: Clarkson, *op. cit.*, pp. 462-470; Robert H. Connery, "Now Bring Together", Connery (ed.), *op. cit.*, pp. 254-263.

VALUES: THE NEGLECTED DIMENSION OF HIGHER EDUCATION

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IT is a rare university indeed that recognises any dimensions other than knowledge and skills in its educational philosophy. Especially in this age of science and technology, higher education, with the exception of a few courses in the humanities and social sciences, seems content to concentrate on the acquisition of information (ideas, theories, evidence, etc.) and technical skills (quantitative methods, research designs and the like). Take the case of management studies, for example. Although success as a manager is certainly a function of "know-how", it is becoming increasingly apparent that something else is required for optimal success in managing and administering large, complex modern organisations, whether they be business, industrial, governmental, military, educational, or whatever. That "something else" is, according to the thesis of this paper, the dimension of values, attitudes, ethics.

This paper aims to share with the Australian academic community the author's experience at the University of San Francisco, where he was on the faculty of the College of Business Administration for five years. U.S.F. has achieved some distinction in the United States for its innovative M.B.A. programme (called "VITA", an acronym standing for Values, Information and Techniques for Actualization).

This educational approach can readily be adapted to undergraduate and community programmes as well as to the postgraduate level. For example, the present author has used VITA diagnostics in courses in Organisational Behaviour and Professional Development for many years, including an eight-week programme recently put on for the University of Newcastle's Department of Community Programmes. The latter was quite well received by the students, and it is planned to repeat the course next term.

It is the author's hope to incorporate aspects of the VITA approach in the University of Newcastle's new M.B.A. programme, which is scheduled to commence in 1976.

The University of San Francisco has from its foundation been committed to the development of values and attitudes as a major feature of its educational philosophy. A value orientation, as dis-

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tinct from the pursuit of knowledge for its own sake, has long been manifest in an emphasis on personal morality, ethical behaviour, a concern for the emotional development of the student. In short, character development was a hallmark of the University of San Francisco's educational philosophy long before it became fashionable to castigate higher education for neglecting it.

Objectives of the Programme

Emphasis on broad value systems, and the more specific attitude and belief systems that serve as powerful guides to individual and group behaviour, has been intentionally incorporated into U.S.F.'s M.B.A. programme. They are the kinds of values and attitudes that have been empirically shown to be related to administrative effectiveness, or at least the kinds that are suggested by sound administrative theories and experience. It was felt that the study and development of values and attitudes are useful both in their own right, as forms of education, and that the most effective application of administrative knowledge and skills depends on them as guides to action. Obviously, the neglect of values and attitudes could lead to the misapplication of even sound knowledge and skills. Along with a primary value and attitude orientation, U.S.F. places equally strong emphasis on the inculcation of knowledge (facts, theories, experimental evidence, research findings and conclusions; in short, "information"), and skills (e.g., conceptual, analytical, communications, handling people, and the like; in short, "techniques"), of the sort that have been traditionally associated with higher education in business. Whereas most universities place their strongest emphasis on the intellectual dimension of knowledge, and a secondary stress on skills, with attention paid to values and attitudes only in a few isolated courses, U.S.F. has adopted an educational philosophy that has been designed to be more balanced, one that pays relatively equal attention to the intellectual, affective and action domains. According to this view, the development of the individual to the fullest extent of his native endowment requires such a balanced approach. Indeed, attitudes and skills are viewed as the major channels through which knowledge relates to operational requirements.

The neglect of adequate attention to the "Why?" of education is doubtless in part responsible for some of the present unrest and disaffection so obvious in higher education. Surging concern over social issues, political ideologies in relation to academic freedom, problems of ecology, ethnic relations, and the like, is being translated into countless new ventures and innovative approaches to education. They challenge the traditional "knowledge for its own

sake" educational philosophies. The VITA programme is a manifestation of this new surge.

Perhaps a simple diagram will clarify this point. In Figure 1a, the typical M.B.A. curriculum is depicted as a shaded circle, overlapping in Venn-diagram fashion the three domains of Values (the affective or emotional side of human nature), Information (the intellectual or rational side), and Techniques (the sensory-motor, action-oriented side). In this view, the traditional approach to M.B.A. education emphasises mainly the Information and Techniques domains, while avoiding (perhaps deliberately, in most cases) the Values domain.

In Figure 1b, U.S.F.'s M.B.A. programme is similarly depicted. Note the increased overlapping with Values, with approximately the same area of overlap with the other two domains. This is what is meant by "a more balanced approach" to education.

FIGURE 1a
TYPICAL VALUES-FREE
EDUCATIONAL PROGRAM

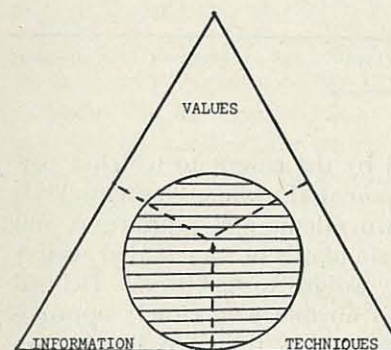
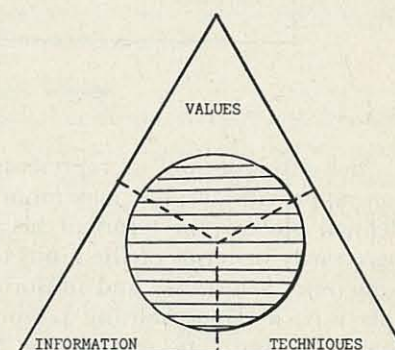


FIGURE 1b
VALUES-ORIENTED
EDUCATIONAL PROGRAM

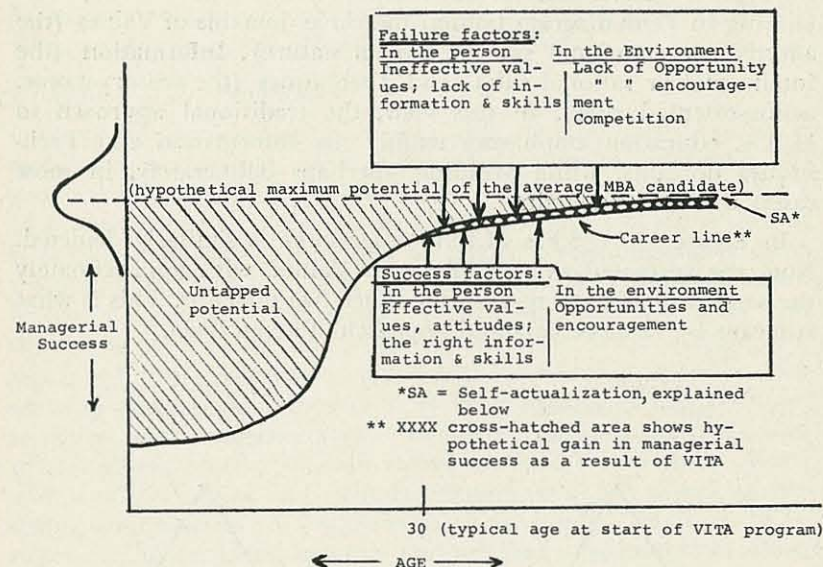


(SHADED CIRCLES REPRESENT CONTENTS OF
THE RESPECTIVE EDUCATIONAL PROGRAMS)

VITA aims to promote the self-actualisation of students, which means helping them to recognise their own potential and limitations in areas of interest to them, and encouraging them to work out a rational plan to achieve their career and personal objectives. This implies a relatively intensive focus on means of obtaining self-awareness and self-acceptance, and approaches and tools for shaping one's own destiny according to a rational plan.

What is meant by "self-actualisation" should be made intelligible by Figure 2.

FIGURE 2



"Self-actualisation" is represented by the extent to which a person approximates his maximum potential, where "potential" is defined globally in terms of his own talents and aspirations, not necessarily in terms of the kinds of standards of success that society sometimes arbitrarily and uniformly assigns to its citizens. Defined this way, a self-actualising person is anyone who closely approximates his limits, no matter how high or low they may be. Accordingly, a person with relatively low potential could be more of a self-actualiser than someone of high potential. However, common usage seems to confine the term "self-actualiser" to a person who both has exceptionally high potential in an important behavioural domain and makes full use of it.

As the labels indicate, the base line represents time, or a given individual's life span. The vertical axis represents the amount of "success" or some such measure of the individual's accomplishments during his life time.

The horizontal dashed line near the top of the graph represents the theoretical "limit" to which the typical person can reasonably expect to rise, in a given field (e.g., industrial management), given

the full utilisation of his personal resources, in the kind of environment in which he is likely to be pursuing his career.

The S-shaped curve in Figure 2 represents the typical person's course of life, approaching, but rarely fully reaching, his maximum potential, in asymptotic fashion. The arrows represent the various "forces" that help him to rise (which include his own strengths and also environmental advantages and opportunities), or to fail to reach his maximum potential (these latter include his own weaknesses and also environmental restrictions, which he must somehow overcome or circumvent or compensate for). The cross-hatched area near the top of the life-line indicates the incremental success presumably resulting from a rational approach to one's career development, such as represented by the VITA approach.

The VITA programme is designed to help students find where their high and low potentials are, so that they can plan their careers more wisely than they could otherwise. For this reason, it seems that the VITA approach, which can be perceived as an extension and refinement of vocational guidance and career planning, might be successfully adopted in a wide variety of educational contexts, e.g., graduate programmes in Education, Public Administration, the social sciences, as well as in Business Administration.

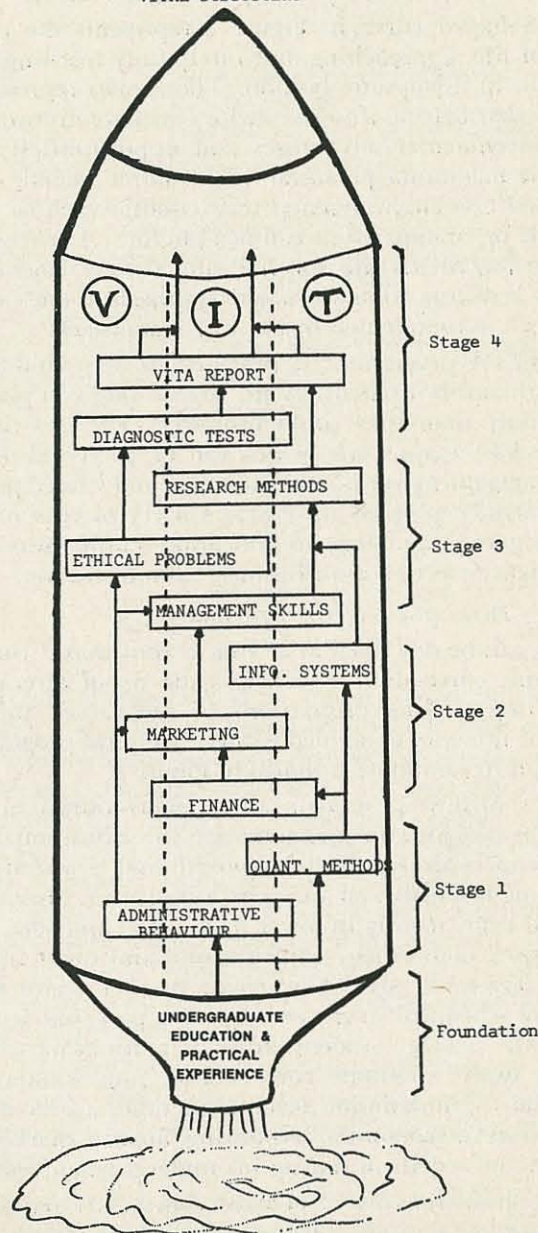
Summary Description of the Programme

VITA can be described as a "line of continuity" running through the 30-unit curriculum, which is made up of several courses each representing varying proportions of the values, information and technique domains explained earlier. A typical programme followed by an M.B.A. candidate is shown in Figure 3.

U.S.F.'s M.B.A. programme, like many others in metropolitan areas, was designed to accommodate the educational needs of the person who is already fully employed, and is already pursuing, or is planning to pursue, an administrative career. Most of the students work full time, mainly in lower managerial and staff positions, in a wide variety of business, governmental and other organisations in the San Francisco area. Since most of them have full workdays, classes are scheduled in the evening on a part-time basis. Therefore, it takes the average student three or more years to complete the required twelve graduate core courses, plus whatever it takes to qualify on the foundation level (sometimes a year or two, to take basic courses in economics, accounting, finance, marketing, statistics, etc.) if he missed them during his undergraduate work.

At the graduate core level most courses are required, although there are a few options. The most significant option is the alternative of writing a regular thesis, or a VITA report, which is a form

FIGURE 3
VITAL SUBSYSTEMS



of thesis to be described later. In Figure 3, note that, just as in Figure 1, the domains of Values, Information and Techniques are represented by separate expanses, this time non-overlapping, contiguous, and on a flat, linear plane; admittedly, this is a gross oversimplification for illustrative purposes only. In Figure 3, each course is shown as a rectangular area overlapping with one or two of the three domains, although in reality every course has at least a modicum of all three; as depicted in flow-chart form, the "curriculum vitae" culminates most often in an end-event labelled "VITA Report".

As indicated by Figure 3, most of U.S.F.'s M.B.A. courses bear traditional labels: quantitative methods, finance, decision-making, etc. On the other hand, several others are not at all typical of the traditional M.B.A. programme at other universities. Rather, they are the key courses along which the VITA "line of continuity" is drawn, namely, those extensively value-related, shown at the left in Figure 3.

Validating the Programme

Numerous studies are now under way to validate various aspects of the VITA programme, and several are being prepared for publication in the near future. Suffice it to mention briefly just a few tantalising findings, some of which have been cross-validated, without resorting to technicalities:

1. The ATGSB and SRA Verbal, both of which measure learning ability, predict not only academic grades, but also peer-rated technical competence and problem-solving performance on the job.
2. Those students who get better grades (especially in certain subjects) tend to be rated as more industrious by their peers at work.
3. High marks in Quantitative Methods are related to peer-rated excellence in problem-solving, industry, making full use of capabilities, keeping others informed, and completing projects on schedule.
4. Theory X managers (hard-line, autocratic) tend to get higher peer ratings than Theory Y managers (soft-line, democratic).
5. The Remote Associates Test (creativity) is significantly related to marks in several subjects.
6. The In-Basket test, which is given in the skills lab, predicts 18 of the 25 peer ratings.
7. Machiavellian managers tend to have unethical attitudes.

Relationship of VITA to Academic Productivity

There is some evidence that the College's academic productivity, in both its quantitative and qualitative aspects, has been significantly influenced by the VITA programme. Prior to its inauguration in 1967-68, there was a large backlog of "all but" students who had completed all work for the M.B.A. degree except the thesis. The majority of students were apparently unable to cope with the traditional thesis; it is perhaps for this reason that most M.B.A. programmes have dropped the thesis requirement altogether. When VITA was introduced, some of them converted over from the thesis plan, and eventually received their degrees after completing VITA reports in lieu of theses. Without this option, few would be alumni today. Since then, the degree completion rate is over 50 per cent of those who sign up for the VITA Seminar. Unfortunately, some of those who fail to complete the report are plainly unable to cope with the necessary sustained effort, as with the thesis.

Not surprisingly, students switching from theses to VITA typically report heightened enthusiasm for their new topics, namely, their own professional development. Similarly, this enthusiasm is quite pronounced in other students subsequently electing to go the VITA route. Several have offered the opinion that writing a VITA report is an arduous, time-consuming task, the biggest intellectual project they ever undertook. While some may never complete their reports, for various reasons, achievement of an M.B.A. degree, once the regular work is completed, is largely a function of their own ability and motivation and opportunity to invest the time and energy.

The term "academic productivity" can obviously be interpreted many ways. If it is defined in terms of student and faculty investment of time and energy, or in terms of a ratio of output to input, the impact of the VITA programme would be difficult to measure. This is especially true because of recent wide swings in the economy, increasing competition for students from other local institutions, and other socio-economic conditions not related to the nature of the programme. As the programme gets better known through research publications, press releases, word-of-mouth ads and endorsements from graduates, and the like, more and better students will likely be attracted to the programme, thereby further increasing productivity. The administration aims at a specific segment of the market, namely, mature, fully employed professional and managerial types who are interested in a generalised administrative educational programme, as opposed to functional specialised programmes, such as in finance, marketing, production manage-

ment, etc. It is likely that liberal approaches to education, such as VITA, are "naturals" for increasing that kind of academic productivity, on account of improved "matching" of the services offered, to the needs of the clientele. As U.S.F. can't hope to compete with the large universities in the areas of specialty, its best hope seems to lie in appealing to those who are interested in general administration careers.

It is interesting to note that in a student-conducted survey completed in 1970, M.B.A. graduates from U.S.F. endorsed the two key courses in the VITA sequence (i.e., Administrative Behaviour and the VITA Seminar) as the two most valuable courses in the M.B.A. programme. It is in these courses that they learn the most about their professional strengths and limits by means of the diagnostics.

Relationship of VITA to the Content of the M.B.A. Curriculum

Here is how a typical student goes through VITA:

1. In his first year (after completing the foundation series if needed) he takes a course in Administrative Behaviour. Here he is exposed to a broad range of theories and research studies of administration, from a behavioural science viewpoint. As a part of this course, which is designed to "inform" him about administration, he takes several diagnostic tests of his values and attitudes, and receives feedback about his scores and their meaning in terms of theoretical and research and practical implications for his role as an administrator. The intention of these exercises is to create a "set" to learn about oneself through the use of standardised instruments, and by extension to get a better understanding of the behaviour of other people, in terms of certain operational-definable dimensions (e.g., attitudes such as authoritarianism, machiavellianism, production-orientation vs. people-orientation, political ideologies likely to influence one's managerial philosophy, and the like).
2. Concurrent with this course, the student typically takes another course in another domain, such as quantitative methods, finance, and the like, in which he concentrates on learning a skill and/or accumulating a body of knowledge related to administration.
3. In his second through fourth semesters, the student takes, amongst others, courses in social and ethical problems in administration, administrative skills, and research methods, each of which is designed to elaborate on specific aspects of the VITA "line of continuity". In the end he will have been exposed to a varied, comprehensive set of intellectual, affective and action-oriented experiences, which articulate together to form a unified,

mutually consistent gestalt-like creative educational package. Along with the identification and acquisition of new knowledge and attitudes, he will have had practice in such action-oriented, real world experiences as speech-making, listening, computerised management games, handling typical paperwork ("in-basket test"), videotaping and small group experiences.

3. In his last year, the student typically takes a two-semester series of unique courses, labelled "VITA Seminar" and "VITA Report" (see Figure 3). These courses will be described in detail in the following sections. At the time of this writing, over 180 students have completed VITA reports, and about an equal number are in progress.

Description of the VITA Seminar and Report

The VITA Seminar mainly involves the student in taking an extensive battery of psychological tests and questionnaires to get an inventory of his strengths and limits in terms of selected values, attitudes, goals and cognitive dimensions, including learning ability and creativity. (Some of these tests were given earlier in other courses, the intention being to allow for an estimate of value and attitude changes over time.) Included in the battery are tests of such characteristics as authoritarianism, open-mindedness, machiavellianism, social preferences, ethics, intelligence, creativity, and many other attitudes and personality traits.

The tests are taken in a group setting over a period of five or six weeks, two or three in an evening. After all the tests are completed, they are explained one by one, again in a group setting, by a team of psychologists, who go into the theory behind each test, and relate some of the research about its validity and other technical matters. Although a certain amount of feedback is given, students are expected to explore the test results in some depth by means of studying test manuals, journal articles and books and research reports placed on library reserve.

Before scoring a given test, its rationale is briefly explained, and the students are asked to predict how they did on the test in terms of percentile placement in the group (present and previous U.S.F. M.B.A. candidates). Take, for example, a test of sociability: a normal distribution of raw scores is assumed, or at least a wide range from high to low. Students are asked to estimate their percentile rank on the test and write it down in a space provided at the top of the test. This "predicted percentile" represents the student's "self-image" on that dimension. Then the instructor provides the scoring key, and the students obtain their own raw scores.

Finally, the instructor provides them with a table of norms, which

the students use to find their "actual percentile" and "insight" scores (which are the difference between predicted and actual percentiles). The purpose of this diversion is to provide them (and the instructor, for research purposes) with an operational definition of their self-knowledge before they have received systematic information about themselves.

In addition to the paper-and-pencil tests the student completes an autobiographical questionnaire called the VITAL Information Blank. This questionnaire was specially designed to get information about his background (e.g., religion, ethnic group affiliation, political orientation, education, family life) and career criteria (e.g., income, responsibilities, goals). A unique feature is provision for the student to give quantitative weights to the various criteria presented, so that an idiosyncratic success profile, tailored to each student's particular objectives, can be developed. The intention of this feature is to provide the opportunity for follow-up research on the success of graduates, using individualised as well as generalised measures.

Another novel instrument is a peer rating form called the Professional Development Evaluation. This form is completed anonymously by several (average = 8) of the student's colleagues at work. The completed questionnaires are returned in the mail, and summarised by the student's "buddy", so that the identities of the respondents cannot be compromised by subtle cues. The buddy provides a summary to the student, and one to the VITA programme researchers, and destroys the original instruments.

The peer rating form consists of 25 bipolar scales, which are to be scored from 1 to 9 on a normal curve basis. Some of the scales are designed to tap the same dimensions as some of tests, while others measure behaviours not easily tested (e.g., loyalty, convincingness, acceptability as a potential boss). In addition, there are open-ended questions to get narrative comments about his outstanding strengths and limitations. Each student then gets a profile of his peer ratings, and a set of norms against which he can compare his profile, as with the tests.

All the above-described information about his strengths and limits, from diagnostic tests, biographical questionnaires, peer ratings, course grades, insight scores, in-basket exercises, etc., are now available to the student for his own use as well as to the VITA programme researchers. The student's job is to analyse and integrate the information into a mosaic or gestalt, resulting in a comprehensive picture of his assets and liabilities. He is enabled to do this by studying his scores in terms of norms, by reading test

manuals, books, journal articles and from group and individual discussion sessions as needed.

The typical VITA report at present consists of over one hundred pages, typed double space, together with charts, graphs, enclosures of various sorts (e.g., academic transcripts, Army fitness reports, performance evaluations, test profiles, etc.), and bibliographies. Typical chapters cover: 1. an autobiography in which he attempts to account for his present profile in terms of his family heritage, early experiences, educational background, significant personal influences, and the like; 2. a model of the kind of professional person he would like to become, based on a search of the management and behavioural sciences literature; 3. his self-analysis, as described above; 4. a set of goals and objectives, based on his self-determined inventory of strengths and limits, in relation to his own ideal model; 5. an action plan to help him achieve his stated objectives, and to actualise his potentials to the fullest.

The student's VITA report is then reviewed by his co-ordinator, who evaluates it in terms of pre-established criteria similar to those used in evaluating theses and dissertations. After it is accepted, it is sent to the Dean of the College of Business Administration, then to the Dean of the Graduate Division for their signatures. Finally, completed, signed reports are bound and retained in the Dean's office as confidential, non-circulating documents for future research purposes.

Plans for Additional Development and Continuation

Although the VITA programme started out at the graduate level it soon became apparent that it has value for undergraduate education also. Accordingly, instructors have gradually been introducing more and more diagnostic testing and business games into various courses (notably the one-year introductory course sequence, managerial psychology, personnel, business policy and management) with some success. Such a programme seems particularly suitable for the brighter, more mature student, though it is a natural for those who are still "trying to find themselves".

The VITA programme is still too new (about six years old) to say anything conclusive. Research on its validity and effectiveness will no doubt take decades of continuous, concentrated effort. As it is an organic programme, furthermore, essential changes can be expected from time to time, dropping an instrument here, trying out a new one there, and experimenting with different approaches to assessment, feedback and development. Group-oriented activities such as sensitivity and encounter sessions (which may or may not

have some value for VITA), physiological and electrographic instruments, alpha-wave conditioning, etc., have yet to be explored. Some of these will probably never be adopted, because of their high risk and unknown validity, ethical implications and excessively "clinical" flavour. There is no intention of delving into students' "innermost psyches", or invading their privacy, for the sake of educational or research interest. Rather, the aim is to work with normal, healthy, mature people, to help them attain their own professional objectives, as well as promote the general welfare of society as a whole. These seem modest but appropriate educational aims for a school of administration.