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**An Executive Role Study: Investigating Expectation
Enactment in the Role of the Chancellor of the University of
the Nations-Kona**

PhD, Gene Early

2000

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Abstract

This study researched the chief executive of a Christian, faith-based, missions-oriented university. It was grounded in the field of managerial work, jobs, and behaviour as well as interactionist role theory. It also drew on symbolic interactionism, role identity theory, and enactment theory. As a result, it extended role theory within managerial work, jobs, and behaviour by focusing on expectation enactment.

Specifically it integrated the managerial agenda concept, used as an internal guide for managerial behaviour, into an Expectation Enactment Program model. This model emerged from the interaction of the research data and the literature. It builds on four major constructs-Katz and Kahn's (1978) Role Episode Model, Fondas and Stewart's (1994) Determinants of Expectation Enactment Model, Burke and Reitzes' (1991) Role Identity Model, and Kotter's (1982) managerial agenda construct.

One of the key explanations that emerged was how the role incumbent being studied impacted his role set members. He used his three major managerial agenda items as guides for enacting expectations in his role set members. The relationship of managerial agendas and specific Expectation Enactment Programs was also developed.

An open systems definition of role was used to highlight the dynamic character of role. Furthermore, a role evolution timeline was used to show the progression of the role over the course of the study. The timeline then provided a framework for an snapshot type, impact analysis. In addition, a developmental impact analysis was conducted, suggesting one way in which this material could be used for executive development, a key dimension emerging from the research.

The study employed a naturalistic, "inquiry from the inside" approach characterised by a longitudinal, field based, case study format relying on qualitative methods. It was an exploratory study designed to create a conceptual framework for further developing an understanding of managerial roles. This methodology involved intensive participation on the part of the researcher. As a result, it extends this type of research only occasionally seen in the field of managerial work, jobs, and behaviour.