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Reflections on Strategic Enrollment Management Structures and Strategies (Part Three)

This article is the third and final in a series prepared originally for AACRAO's Fifteenth Annual Strategic Enrollment Management Conference (SEM XV). Through this series, David Kalsbeek introduces a four-fold typology for differentiating institutional approaches to SEM. In this final reflection, he suggests that grounding this typology in Jungian theories about human cognition provides further heuristic and pragmatic value for the SEM leader.

by David H. Kalsbeek

In the first two parts of this series of reflections, I described four basic orientations to strategic enrollment management (SEM): the administrative orientation, the student-focused orientation, the academic orientation, and the market-centered orientation. I suggested that these are not alternative strategies or structures per se but rather are predispositions or proclivities that underlie structures and strategies; each one orients the SEM leader, turning his or her attention toward certain dimensions or elements of the enrollment management enterprise, emphasizing some and deemphasizing others. Each reflects alternative ways of viewing the enrollment management effort, alternative mental models or conceptual frameworks for approaching SEM. An orientation may reflect an individual's distinct set of preferences, inclinations, or predispositions toward enrollment management. It may also reflect an entire enrollment management organization's tendencies and emphases. I then outlined how each of these four SEM orientations brings distinctive and contrasting insights to various dimensions of enrollment management activity (e.g., retention, organizational structure, enrollment research).

In this third part of these reflections on SEM, I explore how these four orientations or mental models may be even more fully and richly contrasted by drawing parallels with two other fourfold typologies, each grounded in Carl Jung's theory about human cognitive activity and preferred modes of gathering and evaluating information. I suggest that organizational differences and strategic preferences characterized by these four SEM orientations reflect the same kinds of preferences and differences defined by Jungian theories of psychological types. By drawing these parallels, the four SEM orientations not only gain conceptual richness and meaning but also gain practical utility, insofar as SEM leaders can use the extensive literature based in Jungian theory to understand individual differences and lead organizational change.

Overview of the Jungian Typology

Carl Jung's theories of human cognitive activity address two fundamental dimensions: how information is taken in through human perception and how judgments or decisions about that information are made (Jung, 1971; Myers, et.al. 1998). Jungian theory suggests that every individual has basic preferences for how to gather information (perception) and evaluate information (judgment).

TWO PREFERRED MODES OF PERCEPTION

According to Jung, individuals can become aware, take in data, or gather information by one of two basic processes of perception: sensing or intuition. All individuals use both but tend to prefer one kind of perception or process over the other.

Through the sensing process we become aware through the physical senses, drawing information through what can be seen, heard, and touched. As such, sensing draws information from the real world in the here and now and is focused on present, immediate, concrete, and specific realities.

Through the intuitive process, on the other hand, we become aware and draw information from abstract reasoning, from recollections from the past and imaginations of the future. Rather than focus on the here and now of what is learned through the senses, intuitive perception focuses on concepts, on abstractions, on theory, on possibilities.

All individuals engage in both processes at different times. Jungian theory suggests that each individual develops a fundamental preference for one mode of perception over the other, not unlike basic preferences people have for using one hand over the other. They come to be more proficient and rely on gathering information through their preferred process. These preferences allow us to describe individuals as "sensing types" versus "intuitive types" because those with clear preferences for one mode of perceiving over the other

develop certain behaviors, tendencies, predispositions, predictable traits, and personality characteristics.

TWO PREFERRED MODES OF JUDGMENT

Jungian theory also suggests that there are two basic processes for evaluating information, reaching decisions, and drawing conclusions—or what is referred to as the judging process. Jungian theory contrasts two dominant modes of judging or decision making: thinking and feeling.

Individuals use the thinking process when making judgments based on objective, logical, impersonal, analytic reasoning. This process seeks to explain things in scientific, theoretical terms independent of subjective purposes, needs, or concerns. Thinking types don't feel comfortable unless they have a logical or an analytic basis for making a decision.

Although, in contrast, the feeling process for making judgments uses subjective, personalized, value-based criteria, it is an equally rational process. It seeks to ground judgments in the human context rather than in a detached, impersonal way. Whereas a thinking process seeks to depersonalize a situation or information to explain it, a feeling process seeks to personalize a situation or information, seeking its subjective qualities, in trying to understand it.

All individuals engage in both processes of decision making, but the theory suggests that each individual develops a fundamental preference of one mode of judging over the other and tends to rely on it more frequently in making decisions and evaluating information.

A Fourfold Jungian Typology

When these two independent dimensions of perceiving and judging are juxtaposed, the resulting fourfold typology (presented in Table 1) describes a particular personality or a type. Each has characteristics resulting from the unique combination of the preferred mode of gathering information (perceiving) and the preferred mode of evaluating information (judging).

Table 1: Fourfold Jungian Typology

Modes of Perception	Modes of Judgment	
	Thinking (T)	Feeling (F)
Sensing (S)	ST	SF
Intuition (N)	NT	NF

NF = intuitive/feeling; NT = intuitive/thinking;
SF = sensing/feeling; ST = sensing/thinking

The sensing/thinking (ST) type relies primarily on the sensing process for becoming aware and on the thinking process for decision making. The ST type therefore focuses on facts that can be collected and verified while emphasizing specificity and impersonal and objective analysis. Decision making tends to be a process of critical, objective review of concrete, detailed information that seeks factual answers to specific, well-defined questions in pursuit of realistic, practical solutions in the present.

An intuitive/thinking (NT) type relies primarily on the intuitive process for becoming aware and on the thinking process for decision making. The NT type shares the same preference as the ST type for analytic, impersonal, objective judgment but prefers to focus that judgment on abstractions, theories, possibilities, and concepts. The NT type's decision-making process tends to speculate critically on alternative hypotheses and possible solutions while engaging in conceptual analysis and seeking holistic explanations for vague or complex issues, in pursuit of conceptual clarity.

A sensing/feeling (SF) type relies primarily on the sensing process for becoming aware and on the feeling process for decision making. The SF type shares the same preference for immediate, concrete, and practical information as the ST type, but brings to that information more subjective, personal, and value-based judgment. The decision-making process tends to address the particular and practical needs of specific individuals, is very personalized and interpersonally engaging, and takes as information personal accounts and anecdotes.

The intuitive/feeling (NF) type relies primarily on the intuitive process for becoming aware and on the feeling process for purposes of decision making. The NF type shares with the NT type a preference for broad, imaginative, conceptual information but brings to such perceptions a personal, subjective judgment. The decision-making process tends to serve the personal and social needs of humanity and focuses on broad, general human goals affecting people's betterment.

Organizational Implications

Over the decades, these four basic Jungian psychological archetypes have been the basis for extensive research on individual differences. One reason for the popularity and utility of this framework is that it does not define any one of these personality types or preferences as being superior to any of the others. Instead, each type is seen as having unique strengths and weaknesses, with situational limitations and advantages, and each is characterized by distinct communication, decision-making, and management styles.

This framework has proven useful not only for understanding natural differences between individuals but also for exploring organizational dynamics. Among the many organizational theorists who have used these constructs to better understand organizations, few have introduced more provocative insights than Ian Mitroff and Ralph Kilmann. Through their collective body of research, we learn that organizations can be compared and contrasted in terms of these Jungian archetypes. For example, Mitroff and Kilmann (1975) describe an approach of asking managers to describe the organization that they would consider ideal. They find that those who share basic Jungian preferences for perception and judgment tend to have similar preferences for organizational structure, climate, purposes, and management process. They use this fourfold Jungian construct to define four distinct types of organizations. Each is described below, with descriptions taken directly from Mitroff and Kilmann's summary of the stories managers tell.

The stories ST types tell of their preferred or ideal organization typically emphasize and concentrate on highly detailed elements of an organization's structure, one characterized by control, certainty, and specificity. In their ideal organization, everybody knows exactly what his or her job is, there are clear lines of authority, and there is no uncertainty as to what is expected. ST organizations are impersonal: the emphasis is on work and work roles, not on the particular individuals who fill the roles. The goals of the ST organization are realistic, down to earth, and often narrowly economic. Finally, the heroes of ST organizations are tough-minded individuals who bring order and stability out of chaos.

The stories told by NT types of their ideal organizations, on the other hand, are marked by an emphasis on broad, global issues. NT stories do not specify detailed work rules, roles, or lines of authority but focus instead on general concepts and organizational purposes. Whereas ST organizational goals focus on well-defined, precise, microeconomic issues, the goals of NT organizations are concerned with more fuzzy, less defined macroeconomic issues. If ST organizations are impersonally realistic, the NT organizations are impersonally idealistic. If the heroes of ST organizations are problem solvers, then the heroes of NT organizations are problem formulators, broad conceptualizers who continuously find and define new problems. The NT heroes take an organization designed to accomplish a very specific, limited set of goals and create new goals, envisioning new products, horizons, and businesses.

The stories of NF types are also marked by a focus on broad, global themes and issues, but the NF's emphasis is on personal and human goals of organizations rather than the NT's focus on theoretical aspects of organizations. NF organizations are concerned with serving humanity, with making contributions to mankind. Where an ST organization is authoritarian and bureaucratic with well-defined rules of behavior, an NF organization is completely decentralized with no clear lines of authority, no central leader, and no fixed, prescribed rules of behavior that inhibit creativity and adaptability. The stories of NF types are about organizational flexibility and decentralization, and NF organizations are idealistic, organic, and adaptive. Their heroes give the organization a sense of direction in the human or personal sense.

Whereas NT types are concerned with the general theory of all organizations but not the details of any particular organization, SF types are intensely concerned with the detailed human relations of their particular organization. SF organizations are like ST organizations in that both are concerned with details and facts. However, whereas ST organizations are concerned with impersonal work roles, SF organizations are

Table 2: Organizational Type

Organizational...	Organization Type			
	ST	SF	NF	NT
Structure	Bureaucratic; well-defined hierarchy of depersonalized roles and positions; centralized leadership	Personalized; clearly organized relationships and hierarchy of individuals	Completely decentralized; no clear lines of authority; community of participants of equal status; no central leader	Highly complex; flexible structure; changing authorities; task forces
Climate	Practical; task oriented; complete control; specificity; fixed rules	Social; human qualities of people doing work as individuals	Idealistic; humanitarian; general concern for development of employees	Theoretical; emphasis on broad purposes and goals
Goals	Productivity; work flow; efficiency	One-to-one interpersonal relations	General societal benefit; humanitarian	Macrooutcomes; abstract and conceptual outcomes

NF = intuitive/feeling; NT = intuitive/thinking;
SF = sensing/feeling; ST = sensing/thinking

concerned with the human qualities of the specific people who fill the roles. Although both SF and NF organizations are concerned with the people in the organization, the NF organizations are concerned with people in general whereas the SF organizations are concerned with individuals in particular. The heroes of SF organizations are those very special people who are able to create a highly personal, warm human climate in the organization.

In sum, Mitroff and Kilmann's work suggests that different types of personalities prefer different types of organizations, but it also defines a typology of organizations and provides an approach to understanding and contrasting types of organizations that parallels this basic Jungian construct. A fourfold organizational typology (built on the work of Ancona, et. al. 1996) could be described as in Table 2.

A Typology of Alternative Modes of Inquiry

Mitroff and Kilmann (1978) also compare and contrast basic approaches to social science research, basing their typology of alternative research methods on the same four Jungian archetypes. They review the ways scientists have classified different kinds of scientific inquiry and present a typology of different styles of inquirer who prefer alternative methodologic approaches to social science.

The four types of inquiry are those of the analytic scientist, the conceptual theorist, the conceptual humanist, and the particular humanist.

The analytic scientist reflects the preferences of the so-called ST type in Jung's typology and prefers inquiry which

- is driven toward certainty and to eliminate uncertainty;
- values precision, specificity;
- equates knowledge with precision, accuracy, and reliability;

- believes in value-free science and in controlling for researcher bias through experimental methods;
- believes in independent knowledge of an objective reality;
- tends to be experimental and quantitative;
- attempts to build single, self-consistent explanations or paradigms.

Although this mode of inquiry dominates modern science and equates to what we commonly refer to as a “scientific” approach to analysis and decision making, Mitroff and Kilmann describe three alternative and contrasting modes of scientific inquiry. One is the conceptual theorist, an approach that corresponds to the Jungian NT type. The conceptual theorist prefers inquiry which

- values multiple explanations, multiple possibilities, and conceptual conflict;
- treats phenomena holistically, building complex theoretical models to understand the relationship of variables rather than reducing inquiry to controlled and self-contained experiments;
- values paradigms as conceptual representations of reality, not as reality per se, using multiple paradigms to stimulate imagination and direct inquiry rather than constrain it;
- seeks not to eliminate uncertainty and resolve conflict but to proliferate multiple ways of viewing the world, using conceptual conflict to challenge assumptions and entrenched ideas;
- often pursues theory based on its interestingness.

The third type of inquiry is the conceptual humanist, corresponding to the Jungian NF type and can be described as one which

- is concerned with how inquiry benefits humanity as a whole rather than how it serves some abstract concepts of truth;
- questions the value of knowledge generated for knowledge’s sake;
- values stories as evidence for problem definition;
- values personal feedback as a research mode, wherein one prime objective is that subjects learn something about themselves;
- defines problems by reference to researcher’s own being and values;
- values the aesthetics of a theory over its interestingness (conceptual theorist) or its accuracy (analytic scientist).

The fourth approach presented by Mitroff and Kilmann is the particular humanist, corresponding to the Jungian SF type. The particular humanist

- personalizes all knowledge;
- values inquiry that captures and describes particular human beings, not to be compared to anyone or anything else;

- treats individuals as unique ends in themselves;
- engages in inquiry to the benefit of individuals;
- is not interested in generalizations or theories;
- prefers participant observation and case study inquiry that focuses on the detailed description of a single individual or social group and in which research and subject are coparticipants.

The point of Mitroff and Kilmann’s work is that four distinctly different approaches to scientific inquiry exist and that these four approaches to knowledge creation parallel the Jungian typology. The authors suggest that these predispositions determine to a large degree the types of information produced and the research processes considered legitimate by different types of persons. The role of information and the very definition of knowledge differ among these modes of inquiry just as they differ across four Jungian cognitive styles.

Others have employed these same Jungian constructs to describe styles of information use and management style (see Kalsbeek 1992). This Jungian typology is a useful framework for understanding how not only scientists but also managers, analysts, and policymakers approach the process of producing and using information.

Parallels with Four SEM Orientations

There are clear and provocative parallels between these Jungian-based taxonomies of organizational types and of modes of inquiry and the four SEM orientations presented in this series of papers. Even the most cursory overview offered above is sufficient to make obvious how these various constructs resonate.

THE ADMINISTRATIVE ORIENTATION

The administrative orientation to SEM parallels the Jungian profile of the ST organization. The ST organization emphasizes structure and process, efficiency and predictability, well-defined roles, and goals that are realistic and practical and often narrowly economic. The ST organization values solving operational problems in real time. These attributes mirror the administrative orientation’s focus on integrating university processes and organizing enrollment management units for achieving more efficient, seamless services. As with the ST organization, the administrative orientation focuses on work and work roles, creating order and stability, and improving the efficient management of impersonal processes and functions.

The administrative orientation also parallels the profile of the analytic science mode of inquiry. As with analytic science, with its emphasis on quantification, reliability, precision, accuracy, clarity, and consistency, the research agenda of the administrative orientation also values certainty, the ability to control variables, and explanations drawn from fragmenting complex problems into discrete parts.

THE STUDENT-FOCUSED ORIENTATION

The student-focused orientation to SEM parallels the Jungian profile of the SF organization. The SF organization emphasizes attention to the individual, subordinating all other goals and priorities to the well-being of the individual person, emphasizing the interpersonal, human relations of the particular organization. Likewise, the student-focused orientation to SEM focuses first and foremost on responding to the needs of the individual student at the institution and on improving the one-on-one, interpersonal climate of the organization.

The student-focused orientation parallels the particular humanist mode of inquiry. The student-focused SEM orientation is also driven to understand the individual student and his or her experiences; it bases decisions upon such understandings. The individual case study and detailed assessments and anecdotes of particular students or student groups are the most meaningful and influential sources of information in this SEM orientation.

THE ACADEMIC ORIENTATION

The academic orientation to SEM parallels the Jungian profile of the NF organization. As with the NF organization, which emphasizes the abstract personal and human goals of the organization, the academic orientation also focuses on broad purposes, emphasizing the general human benefits of the enhancement of learning and advancement of knowledge. The NF organization, not unlike many academic organizations and academic administrations, is marked by a preference for structural decentralization, creativity, flexibility, and nonhierarchical lines of authority.

The academic orientation also parallels the conceptual humanist mode of inquiry, with its focus on abstract learning and inquiry that enhances goals that serve broad humanitarian purposes. Likewise, the research characteristic of the academic orientation emphasizes student learning outcomes, assessing the educational needs of communities, professions, and society, and focuses on how academic programs can be enhanced to promote broad human welfare.

THE MARKET-CENTERED ORIENTATION

The market-centered orientation to SEM parallels the Jungian profile of the NT organization. Like the NT organization that focuses on objective, impersonal, and abstract goals, a market-centered orientation also focuses on broad, conceptual goals and purposes (*e.g.*, markets, position, brand) of the institution or of higher education generally. Both market-centered and NT organizations are driven by the need to envision new possibilities and products rather than to solve specific problems, and they seek complexity and flexibility over simplicity and certainty.

The market-centered orientation also parallels the conceptual theorist mode of inquiry. Conceptual theorist inquiry, with its focus on complex theoretical models and holistic paradigms that are representations of reality rather than reality per se, is similar to market analysis that attempts to understand broad

dynamics and abstract trends rather than isolate things into specific, discrete parts in order to understand them. Market-centered research has as its focus an abstract concept of a “market” rather than a particular person or a concrete process.

At first glance, each of the four broad orientations to SEM I’ve described may seem just a professional bias or preference. They may mirror a more fundamental mental model about the work of enrollment management or about higher education administration more broadly. But perhaps they aren’t just orientations to SEM but rather manifestations of something deeper and even more substantial, some archetypal constructs grounded in the human reality. I suggest that it is possible to view these four orientations in terms of the well-established, well-researched Jungian organizational typologies, and thereby better understand why some may prefer one SEM orientation over another, why they may find one orientation more natural or comfortable or useful than the others, why they may find some orientations difficult to appreciate or even impossible to understand, why they find certain kinds of SEM research or analysis meaningful and not others. I suggest that these Jungian typologies are useful heuristics for extending and embellishing our comparison and contrast of these four perspectives on SEM and for appreciating the differences between them.

Let’s look back at the opening vignette from Part I of this series, in which the president’s cabinet at Alpha University is discussing SEM. There are clear differences of opinion around the table, differences in how each person is oriented to the issue of enrollment management. But what might pass for simple differences of opinion takes on greater meaning when viewed in terms of the parallel Jungian typology. For example, the CFO has an administrative orientation to SEM. That point of view can be more fully considered and appreciated when seen as a possible reflection of an ST preference and all it entails and connotes. The research literature shows that operations and financial managers tend disproportionately to have ST preferences; is it not more instructive to assess that CFO’s approach to SEM as a reflection of an ST mindset rather than just one typical CFO’s opinion?

The student affairs vice president at Alpha U, by contrast, articulates a student-focused orientation to SEM. Is it just a student affairs perspective or can that point of view too be better understood as a reflection of a Jungian SF preference, one that is characteristic of those choosing student affairs or other “helping” professions? The provost, by contrast, articulates an academic orientation to SEM. Is this just characteristic of a typical faculty point of view or reflecting an underlying NF predisposition? Finally, the market-centered orientation expressed by a board member reflects typical NT language and NT preferences.

How much richer is our appreciation of the dynamics underlying this hypothetical cabinet meeting when diverse opinions about SEM are considered in terms of their underlying mental models and assumptions—which in turn are further enlightened by viewing them via a framework of

predictable and deeply rooted psychological dynamics? How much more provocative is our analysis of these alternative approaches to SEM structures and strategies by considering these orientations in terms of Jungian typology?

Practical Lessons for SEM Leaders

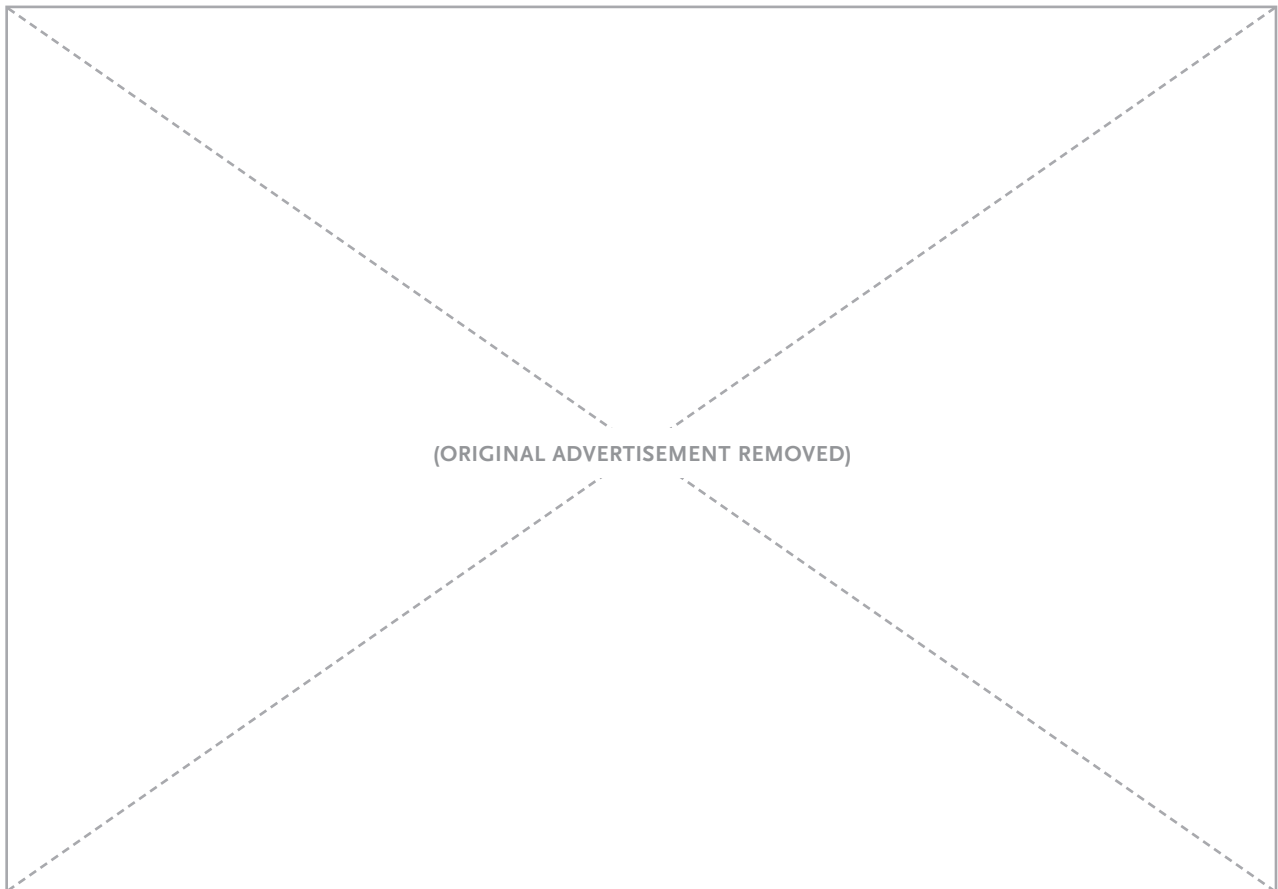
What we gain from relating the four SEM orientations to the Jungian organizational typology is access to a vast literature on using Jungian theory in organizational and leadership development, a literature that can be instructive for the SEM leader in very pragmatic ways. The many insights to be drawn from that literature are far too extensive to review here, so only two are highlighted.

LEADERSHIP STYLE AND UNDERSTANDING CONFLICT

A significant part of the job of the SEM leader is educating diverse campus constituencies about the nature, purposes, and outcomes of SEM and building support for the organizational changes SEM typically requires. Leaders with certain predispositions toward one of the SEM orientations will find the leadership task easier with those who share those basic inclinations and more difficult with those of alternative inclinations. The literature on individual differences (Myers 1980, for example) offers helpful clues for effectively communicating with different types, with those whose way of taking in and evaluat-

ing information may be opposite one's own. The SF leader at Alpha U trying to enlist support for a student-focused SEM effort, for example, will be more effective in working with the CFO if he not only understands how an ST type prefers to approach problems and decisions but also uses that understanding to more effectively present his case. Leadership is about exerting influence in pursuit of a goal; understanding the natural differences between people in their preferences and orientations helps the SEM leader influence change.

Effective leadership also requires effective conflict management—and these typologies certainly elucidate natural sources of conflict in human organizations. If individuals have predictably different ideas of what would characterize an ideal organization, then organizational goals, structures, and purposes preferred by different individuals may not be only different but fundamentally incompatible (see Table 2, on page 5). If the NF type prefers an organization characterized by ambiguity and creativity, and the ST type prefers one that defines clear solutions to specific problems, and the SF type prefers organizations that attend to the unique human needs of specific individuals while the NT type prefers organizations focused on defining and pursuing broad theoretical opportunities with little reference to individual persons, is it any wonder that there tends to be conflict in most institutions around issues of organizational purposes and priorities and planning?



For example, individuals with NF or NT preferences find ST organizations too focused on details and specifics and lacking comprehensive purpose; they will likely find an ST organization constrained, confining, and conceptually barren. They will find the information that tends to drive the ST organization to be too narrow, too concerned with precision, and more concerned with controlling variables than enlightening issues. On the other hand, individuals with ST preferences will find the SF organization to be too concerned with highly particular personal issues, lacking objective control and efficiency. They will also likely find NT and NF organizations to be too abstract, impractical, unaccountable, and undisciplined.

The parallels facing the SEM leader trying to manage organizational change are equally clear. For example, a SEM leader with a strong market-centered (NT) orientation may face criticism from those of a student-focused (SF) orientation for not caring enough about the needs of the particular, individual student. This SEM leader may also be challenged by those of an administrative (ST) orientation for being too abstract, theoretical, and impractical, and by those of an academic (NF) orientation for not emphasizing the primacy of the broad academic and educational purposes of the organization. Grounding the SEM orientations in the Jungian typology makes available to the SEM leader a valuable foundation of research and practice in understanding and managing the natural, predictable differences between people that underlie much of the organizational conflict that often characterizes the development and implementation of SEM. In a very practical exercise, imagine the cabinet at Alpha University employing Mitroff and Kilmann's process in "Stories Managers Tell". When leaders describe their ideal EM organizations, what common patterns and predictable similarities would surface among those of identical Jungian type? What predictable differences would surface in the stories leaders tell between those of contrasting Jungian style? What new insights arise when conflicting opinions are redefined as predictable preferences and natural tendencies?

CREATING A LEARNING ORGANIZATION

In plenary addresses at the American Association of Collegiate Registrars and Admissions Officers' SEM conferences over the past fifteen years, I have suggested that SEM is about creating learning organizations, recognizing that the most critical strategic advantage lies in the capabilities of an organization to create and use knowledge (Kalsbeek 1997). The most successful examples of SEM in colleges and universities nationwide share at least this element: they are committed to a sustained and systemic process for the creation, dissemination, and use of knowledge, to routine analysis, assessment, and evaluation, to the development of an organizational culture of evidence.

Despite significant investments in research, data analysis, and information systems, every SEM leader has experienced this recurring scenario: analysts who wonder why administrators never use the information provided to them and

administrators who wonder why analysts never provide any usable information. The challenge of creating usable knowledge in organizations has been studied extensively (Kalsbeek 1992). One explanatory factor for the scenario above is that there may be differences in the preferred learning style either between analysts and decision makers or between different decision makers. The Jungian-based typology of alternative modes of inquiry helps us understand some of these natural differences in how people prefer to take in information and evaluate it. Each of the four SEM orientations also is inclined to structure its research and learning agenda differently, each with a different set of questions that guides its inquiry and each favoring an analytic approach that defines problems and seeks answers in particular ways.

The creation of a learning organization, of a SEM organization driven by the discipline of knowledge use, starts with an appreciation that in different kinds of organizations or for different individuals within an organization, approaches to learning may vary widely but in understandable, predictable ways. The learning style of the NT person or organization focuses on surfacing and challenging taken-for-granted assumptions, generating multiple hypotheses and complex alternative models, and pursuing ravidly that which is interesting. Correspondingly, SEM with a market-centered orientation focuses on creating and using information about markets, market positions, alternative market models, and complex market dynamics viewed from multiple perspectives. How different that is from an SF learning style (or student-focused SEM), with its intense pursuit of knowledge about the "n of 1," its striving for the development of a rich, detailed understanding of the individual, and its quest to create and use information about a particular person in all his or her complexity. Such a particular humanist mode of SF inquiry will not resonate with an NT organization or decision maker, for whom this inquiry will not produce usable information. To an NT organization or a conceptual theorist decision maker, this may not even be considered legitimate inquiry. So too the SF organization or decision maker will likely find the conceptual theorist style of inquiry to be fundamentally uninformative and unusable, and will find the pursuit of the "interesting" of little value and the generation of multiple models irrelevant. In either case, any learning that could happen is hampered by natural, predictable differences and preferences in how information is gathered and evaluated.

An organization that takes learning seriously appreciates how these individual differences and preferences shape in powerful ways the process of the creation, dissemination, and use of knowledge. SEM, as a learning-intensive enterprise, succeeds when there is openness to the different kinds of information that result from these different modes of inquiry. When different approaches to the production and use of knowledge are embraced, and when these differences that reflect these Jungian preferences in how information is perceived and evaluated are appreciated, the potential for organizational learning is enhanced. Tying the four SEM

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orientations, with their respective biases in research and analysis, to the Jungian typology, with all it enlightens in decision-making style and modes of inquiry, offers practical lessons for the SEM leader seeking to improve the culture of evidence and the organizational learning SEM requires.

Conclusion

SEM, as it is conceived and practiced across the landscape of American higher education, isn't marked by any one overarching model, integrated theory, or prescribed professional practice. SEM strategies and structures reflect the same considerable diversity and variety that one would expect from the many institutional contexts within which it has evolved. However, I've suggested in this series that underlying these many varied models and methods are four basic orientations, four broad approaches to conceiving and constructing a SEM effort, four different mental models, each with a distinct set of assumptions and predispositions. There is heuristic value in considering SEM challenges and opportunities through each of these orientations, because each one filters, frames, and surfaces various taken-for-granted assumptions and generates new insights and understandings not otherwise considered.

At another level, however, these four orientations may parallel and reflect a deeply rooted typology of differences in human cognitive processes for gathering and evaluating information and of corresponding differences in organizations and in preferred modes of inquiry. Each of the four SEM orientations corresponds to a type of organization preferred by those with certain predispositions and personality preferences. Each also relates to a corresponding mode of inquiry, to a methodological approach to research and analysis, to a process for knowledge creation and use. When the four SEM orientations are grounded in the fundamental fourfold typology of Jung's

theories of human cognition, we broaden and deepen our understanding of the differing ways by which we can approach the formidable challenges of SEM leadership, structure, and strategy in today's higher education environment.

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Note: It is understood that persons of certain preferences in Jungian type have difficulty describing and fully appreciating the strengths and qualities of contrasting types. The NT author, therefore, apologizes for what is likely an inevitably inadequate portrayal of the ST, NF and SF approaches to SEM, to organizations, and to inquiry.

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