CALIFORNIA STATE UNIVERSITY, NORTH RIDGE

AN ADMINISTRATION COURSE FOR "MIDDLE MANAGEMENT"

A project submitted in partial satisfaction of the requirements for the degree of Master of Science in Recreation and Leisure Administration

by

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The project of Michael W. Petersen is approved:

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ABSTRACT

AN ADMINISTRATION COURSE FOR MIDDLE MANAGEMENT

by

Michael W. Petersen

Master of Science in Recreation and Leisure Administration

January 1975

The following project is a senior-level, three-unit course design which considers the fundamental techniques of recreation administration. The course is divided into sixteen units, each unit covering three hours of instruction. Although each unit builds upon previous units, the units are nonetheless adaptable to individual presentation. Consequently, the course avails itself to the removal and insertion of units at the instructor's discretion. Each unit contains measurable objectives in addition to specification of materials, procedures, evaluation techniques, and selected readings required. Finally, the inclusion of each individual unit in the course design is justified with documentation.

The course focuses upon administrative techniques common to all organizations. The significance of the focus is that the student,
in taking this course, acquires the skills that are adaptable to any form of recreational organization. Thus, the development of fundamental administrative skills ultimately increases the number of positions the recreation graduate is qualified to fill.

The decision to concentrate upon the presentation of universal administrative techniques common to all organizations is akin to the same decisions made by public and business administration instructors in the late fifties. During this period, it was recognized by administrative scholars that administrative skills and techniques were independent of particular environments. The author is merely applying this most important realization to recreation. He believes that the abandonment of environmental study within the context of his administration course will act as a positive advance in the rapidly evolving recreation curriculum.
CHAPTER I
INTRODUCTION

This project is an outgrowth of a graduate paper, "A Middle Management In-Service Training Program for Youth Services Employees of the Los Angeles City School District." ¹ The paper focused upon nine three-hour units of administrative instruction directed at middle management personnel involved in on-going training. From this paper, the author developed an integrated, senior-level, three-unit course design which presents the fundamental techniques of recreation administration. While not directed specifically toward the recreation organization, the course content is totally applicable to its administration. The course is divided into sixteen three-hour units of instruction expanded from the original nine units. Although each unit builds upon previous units, the units are nonetheless adaptable to individual presentation. Consequently, the course avails itself to the removal and insertion of units at the instructor's discretion. Each unit contains measurable objectives in addition to specification of materials, procedures, evaluation techniques, and selected

¹ M. W. Petersen, "A Middle Management In-Service Training Program for Youth Services Employees of the Los Angeles City School District" (unpublished graduate paper, California State University at Northridge, 1974).
readings required. Finally, the inclusion of each individual unit in
the course design is justified with documentation.

In comparing the author’s course with texts designed for
recreation administration courses, a fundamental difference is
apparent. Unlike these texts, this author does not consider the muni-
cipal recreation environment. The author decided upon the exclusion
of the municipal recreation environment for two reasons. First, an
understanding of the municipal recreation environment is only valuable
to students seeking employment within its confines. Consequently,
students preparing for careers outside the municipal recreation
environment have little to derive from its study. Secondly, the
examination of the municipal recreation environment prevents an
intense examination of administrative skills and techniques common
to all organizations. By avoiding an examination of the municipal
recreation environment, the author is able to penetrate deeply into
administrative problems common to all organizations. The end result
is that the Petersen course provides the student with a thorough under-
standing of administrative techniques common to all organizations.
The significance of the focus is that the student, in taking this course,
acquires the skills that are adaptable to any form of recreational

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2Gus J. Gerson, Jr., "Syllabus in Public Recreation Admin-
istration" (California State University at Northridge, 1974).

3Lynn S. Rodney, Administration of Public Recreation
organization. Thus, the development of fundamental administrative skills ultimately increases the number of positions the recreation graduate is qualified to fill.

The decision to concentrate on the presentation of universal administrative techniques common to all organizations is akin to the same decisions made by public and business administration instructors in the late fifties. During this period it was recognized by administrative scholars that administrative skills and techniques were independent of particular environments. The author is merely applying this most important realization to the recreation curriculum. He believes that the abandonment of environmental study within the context of his administration course will act as a positive advance in the rapidly evolving recreation curriculum.

Recreation agencies recognize the importance of administrative skills in the selection of employees. As a matter of practice some recreation agencies recruit administrative trainees from the ranks of business and public administration graduates. For example, the YMCA selects the majority of its trainees from business administration graduates because the "Y" has long recognized the importance of a practical administration background. Although administration courses are provided within recreation curriculums, students are not

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4 Statement by Donald A. Pelegrino, Assistant Professor, in a class meeting at California State University, Northridge, California, April, 1974.
always prepared to function as administrators. Very simply, recreation administration courses usually focus upon the public recreation environment with only a cursory treatment of practical administrative skills and techniques. The proposed course is designed as an alternative to this situation by providing pragmatic knowledge that will enable the graduate to function as an effective administrator. Thus, future recreation graduates will possess the necessary basis to compete effectively for a variety of administrative trainee positions.
CHAPTER II

THEORETICAL AND PRAGMATIC CONCERNS

A. Pure Administrative Science Versus Administrative Science and Environmental Content

Contemporary administrative scholars view management as a dynamic process composed of definitive functions that contribute to the accomplishment of organizational objectives. The management process has been defined by many scholars as getting things done by, with, and through people. The significance of this definition is that it recognizes that the manager is a catalyst to organizational accomplishment. That is, managers are not involved in the performance of specific job tasks. Rather, managers concentrate on facilitating the accomplishment of organizational goals and objectives.

The facilitative process can be categorized into the following functions: planning, decision making, organizing, directing, and controlling. The planning function is composed of two essential phases. The first phase is concerned with determining the organization's long range goals. The second phase involves the establishment of specific


6 Ibid., p. 5.
short range goals that insure the accomplishment of long range goals. Decision making pertains to developing and analyzing alternative courses of action and decision implementation. The organizing function entails the creation of a formal structure which facilitates the coordination and integration of resources. The directing function pertains to the utilization of effective leadership which results in the accomplishment of individual and organizational objectives. The final function under consideration is controlling. The purpose of the controlling function is to insure that organizational activities conform according to plans. 7

The facilitative process comprises the five basic functions which have historically formed the core for studying management. 8 It is important to note that these functions are necessary to the effective operations of both public and private organizations. Furthermore, the knowledge and skills necessary to perform these functions are totally derived from the rapidly expanding body of administrative science. Consequently, the primary requisite for effective administration is not a knowledge of a particular organizational environment, but a knowledge of administrative science. For this reason, professional administrators are capable of directing the operations of divergent organizations with only a cursory knowledge of their

7 Ibid., p. 8.
8 Ibid., p. 5.
particular environments. Obviously, then, all organizations must possess inherent characteristics that predestine the effective application of administrative science. Modern organizational theory substantiates this conclusion. 9

Modern organizational theory dictates that all organizations possess the same inherent elements and characteristics. According to modern organizational theory, all organizations are essentially systems comprised of the following components: the individual, the formal structure, the informal organization, status and role patterns, and the physical environment of work. 10 All of these components are interrelated through a linking process that involves communication and a definitive set of component relationships. Furthermore, organizations possess three goals which may be intermeshed or independent ends in themselves. These goals are growth, stability, and interaction. 11 The achievement of these goals is dependent upon the effective interaction of organizational components. Finally, modern organizational theory recognizes that it is the role of the administrator to facilitate the effective interaction of organizational components.

Based upon the information presented in this discussion,

9 Ibid., p. 18.
11 Ibid., p. 22.
modern administrative scholars have concluded that management is a universal process. That is, the current body of administrative science can be applied to all organizations. Furthermore, the application of administrative science to the management process does not necessitate a knowledge of particular industrial environments. Consequently, this course has excluded all material pertaining to the recreation environment on the basis that its inclusion is unrelated to the acquisition of universal administrative skills.

The recreation administration textbooks noted above differ from the Petersen course in that they draw from the full range of information as it pertains to the administration of municipal recreation. As an example, the information presented in Gerson is evenly divided between environmental description and administrative science. The result is that the student is provided with an understanding of the unique municipal recreation environment and an appreciation of administrative science. This information will contribute to the graduate's ability to successfully compete for recreation positions within the municipal system. Not covered in the syllabus are administrative strategies a student might need for competing for positions outside the municipal recreation environment.

Knowledge pertaining to the municipal recreation environment is of diminished value in competing for positions in allied areas.

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12 Gerson, "Syllabus in Public Recreation Administration."
Very simply, data concerning the municipal recreation environment cannot be applied to the administration of a private, volunteer, or commercial recreation organization. Thus, students preparing for administrative positions outside the municipal recreation environment have little to gain from studying the municipal recreation environment. Furthermore, the emphasis upon the presentation of environmental data within traditional recreation administration courses allows for only a cursory treatment of administrative skills and techniques. Thus, the student acquires merely an appreciation rather than a working knowledge of administrative skills and techniques. The result is that, upon graduation, the student is inadequately prepared to function as an effective manager in a variety of management settings. Comparing the Gerson syllabus with the course format presented below, one can note differences in the approach to the subject matter. First, the two approaches differ regarding the inclusion and exclusion of environmental data. While both authors devote approximately two weeks to the presentation of organizational theory, their foci differ. Gerson concentrates upon describing the various governmental organizations which influence and compose the municipal recreation environment. In accordance with this design, the roles of the federal, state, and local governments are discussed as they pertain to the provision of municipal recreation services. In addition, Gerson considers the impact of counties, school districts, and private agencies upon the provision of local public recreation
services. The result of the Gerson focus is that students are provided with a clear understanding of the municipal recreation environment. However, the question raised here is how significantly does this information contribute to the student's knowledge of administrative skills and techniques? Herein lies the fundamental difference between the two approaches under discussion.

Petersen concentrates totally upon the instruction of administrative science with no provision for an examination of the municipal recreation environment. Consequently, Petersen presents information regarding organizational theory of universal application. Petersen introduces the student to organizational theory by examining the pillars upon which the theory is based. These pillars include the following: the division of labor, the scalar and functional process, structure, and the span of control. Each pillar is of paramount importance to an understanding of the workings of all formal organizational structures. Concepts related to an understanding of the impact of the informal organization upon the formal organization are then introduced. The result is that the student is made aware of the non-formalized leadership which greatly influences the activities of all organizations. Furthermore, the student is provided with a method for harnessing non-formalized leadership toward the accomplishment of formal organizational goals.

The final segment of Petersen's treatment of organizational theory focuses upon the analysis of the organization as a system. Concepts pertaining to the strategic components of organizational systems are discussed. The discussion includes an examination of the individual components and their relationship to each other. Lastly, the processes which link the components together are examined in the light of the inherent goals of all systems. The result is that the student is provided with a highly sophisticated understanding of the workings of all organizations.

Based upon this comparison, it is suggested that the Petersen course possesses a universality not found in the Gerson course. This universality provides the justification for the implementation of the Petersen course. This author believes that his approach is the more pragmatic of the two in that its total content can be applied to all organizations. Thus, the implementation of the Petersen course will prepare students to function as capable administrators in all environments.

B. Selection of Course Units

After an exhaustive literature search, topics were selected that the author believes would be most beneficial to the student preparing for an administrative position. Topics were arranged into units designed to present information in a clear and logical manner. The sequence of unit presentation was derived after consideration of
the various relationships which exist between the individual units.

The sequence of unit presentation developed presents individual units in a building block approach. The advantage of this approach is that the presentation of each ordered unit contributes, whenever possible, to an understanding of the units to follow. The following paragraphs recap and justify the order of topical presentation.

The first five units provide the foundation of the course upon which all subsequent units are predicated. Unit I (The Basic Management Functions) introduces the basic management functions, while Unit II (The Decision Making Process) focuses upon the decision making process. Unit II is closely related to the material presented in Unit I. In fact, many administrative scholars consider decision making to be the single most important skill necessary to the successful accomplishment of the basic management functions. Unit III (Classical and Neo-Classical Organization Theory) and Unit IV (Systems Analysis) describe organizational components and their relationship to each other. Unit V (Theory of Motivation and Behavior) considers the motivational determinants of employees according to the theories of Douglas McGregor. 14

Units VI through X are interrelated and their order of presentation greatly facilitates an understanding of the information

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presented. Unit VI (Introduction to Management by Objectives) and Unit VII (The Implementation of a Management-by-Objectives Program) examine the nature, implementation, and value of management by objectives. Both Unit VI and Unit VII are fundamentally based on the motivational principles presented in Unit V (Theory of Motivation and Behavior). Unit VIII (Counseling Subordinates After Merit Rating or Evaluation) naturally follows Units VI and VII because the effective counseling of employees is of vital importance to a successful management-by-objectives (MBO) program. Unit IX (Leadership Theory) presents pertinent information related to the accomplishment of a successful MBO program. Unit X (The Communication Process) provides invaluable information which enhances the effectiveness of managerial leadership.

The material presented in Unit XI (The Role and Functions of the Groups) and Unit XII (Resistance to Change) build upon information presented in Units VIII (Counseling Subordinates After Merit Rating or Evaluation), IX (Leadership Theory), and X (The Communication Process). As a result of the unit order of presentation, it is possible to penetrate deeply into the topics of Unit XI and Unit XII. Consequently, the order unit presentation contributes to a greater understanding of the information presented in Units XI and XII.

Units I through XII provide a basis for understanding the complexities involved in the material discussed in Unit XIII (The Recruitment Function) and Unit XIV (Administrative Finance). Both
Unit XIII and Unit XIV are presented in sequence because they are primarily concerned with the acquisition and utilization of resources in the most efficient manner possible. As a consequence of the complexities associated with the topics discussed in Unit XIII and Unit XIV, only a superficial examination of information is possible. However, the end result is that the student is provided with a clear insight into the difficult task of assembling and utilizing human and material resources.

The information presented in Unit XV (Profit Planning and Control and the Management Process) and Unit XVI (Principles of Profit Planning and Control) recap the fundamental concepts presented in previous units. Furthermore, Units XV and XVI emphasize the interrelationship of management functions which results in a clear understanding of the internal relationship of management functions. For these reasons, profit planning and control was selected as the capstone topic.

C. Description and Justification of Units

Unit I (The Basic Management Function) introduces the subject of management by examining and contrasting the five basic functions which a manager performs. The overall purpose of Unit I is to provide a basis of understanding for the units that follow. Scanlan believes that the introduction of the five basic management functions is an excellent method for providing the student with a preliminary
understanding of what management is.\textsuperscript{15}

Unit II (The Decision Making Process) is designed to provide
the student with a basis for rendering sound decisions. Accordingly,
problem-solving techniques and guidelines are discussed and illu-
strated through the medium of case studies. The justification for the
inclusion of this unit is presented in the following opinion:

Managers must of necessity be decision makers, because the
decision-making process is a part of the fabric of management.
Some consider decision-making the equivalent of management
\ldots \textsuperscript{16} Although a manager may be scholarly and possess great
human understanding, he is ineffective as an administrator
without the ability to reach timely decisions.

A major element of administrative science is organizational
theory which provides the basis for management decision-making in
numerous areas of endeavor. Organizational theory is not a homo-
geneous science based upon generally accepted principles. Three
types of organizational theory exerting considerable influence on man-
agement thought are defined as classical, neo-classical, and systems
analysis. Each of these theories is distinct but not unrelated. Fur-
thermore, each of these theories is actively supported by several
schools of management thought.\textsuperscript{17} Because of the significant input
and scope of contemporary organizational theory, two units are

\textsuperscript{15}Scanlan, p. 5.

\textsuperscript{16}Justin G. Longenecker, \textit{Principles of Management and}
\textit{Organizational Behavior} (New York: Charles E. Merrill Publishing

\textsuperscript{17}Scott, p. 14.
devoted to its study. Unit III presents and analyzes the fundamental pillars of the classical theory which are comprised of the following: division of labor, scalar and functional processes, structure, and span of control. Additionally, Unit III focuses upon the neo-classical organizational theory. The neo-classical theory accepts the fundamental postulates as given. However, these postulates are regarded as modified by people, acting independently or within the context of the informal organization.  

Systems analysis is the subject of Unit IV. The distinctive elements of systems analysis are its conceptual-analytical base, its dependence on research data and, most importantly, its integrating nature. These elements are framed in a philosophy which accepts the premise that the only meaningful way to study an organization is to study it as a system.  

Unit V (Theory of Motivation and Behavior) examines the motivational determinants of employees according to the theories of Douglas McGregor. The material presented provides the future manager with a basis for designing organizational conditions and operational methods which contribute to the effective motivation of employees. The justification for the inclusion of this unit is that innovative ideas consistent with Theory Y (McGregor's theory) are

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18 Ibid., p. 17.
19 Ibid.
being applied today with success.\textsuperscript{20} Therefore, the presentation of this unit provides the student with valuable material which ultimately contributes to his success as an administrator.

Unit VI (Introduction to Management by Objectives) and Unit VII (Implementation of a Management-by-Objectives Program) are predicated upon the principles of Theory Y presented in Unit V (Theory of Motivation and Behavior). The units under consideration discuss the nature, implementation and value of management by objectives (MBO).

The following reasons provide the justification for the inclusion of MBO within the course design:

1. MBO strengthens the superior-subordinate relationship.
2. A major benefit of MBO is to aid a company to achieve its image of potential.
3. MBO has passed the test of profit improvement.\textsuperscript{21}

Although not apparently theoretical, MBO is predicated upon sound organizational and psychological principles. These principles include foci on position outputs, performance feedback and commitment based upon involvement. In addition, MBO is applicable throughout the organization because of its flexible qualities regarding implementation. Finally and most important, MBO is beyond the trial


A primary aspect of MBO is counseling subordinates after merit ratings. For this reason and because of the positive benefits derived from properly counseling subordinates, Unit VIII (Counseling Subordinates After Merit Rating or Evaluation) focuses upon counseling principles and techniques. The principles discussed are predicated upon basic assumptions of human behavior. These principles provide the basis for the presentation of simple techniques that can be applied in an orderly scientific manner. Numerous authors have noted the problem of procrastination among managers regarding the counseling of their subordinates. Unit VIII attacks this problem by providing the student with the confidence and knowledge necessary to effectively counsel subordinates. The importance of subordinate counseling cannot be over-emphasized. Very simply, the subordinate cannot develop on a job unless he and his boss recognize his good and bad points and cooperatively plan for growth and development.

Unit IX (Leadership Theory) is closely related to previous units concerned with employee motivation. The purpose of Unit IX is to provide the student with leadership skills that can be broadly

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22 Ibid., p. 201.
23 Heckman and Huneryager, p. 559.
24 Ibid., p. 576.
applied to all organizations. The topic’s inclusion in the course is justified by Longenecker:

Organizational performance is closely related to quality of leadership. Although competent leadership is not the only important ingredient for successful operation, it is an essential one. A bungling leader can wreck morale and destroy efficiency. Strong leadership on the other hand, can transform a lackluster group into a strong, aggressive, successful organization.25

Unit X (The Communication Process) provides the student with an understanding of fundamental communication concepts. Unit X follows Unit IX (Leadership Theory) because of the close relationship between the two topics of study. This relationship is summarized by the following:

Effectiveness of leadership is partially determined by the adequacy and clarity of communication. In fact, the manager exercises his leadership through communication with members of the organization. Many of the human relations problems experienced by management—though not all of them by any means—are basically communication problems.26

This statement justifies the inclusion of the communication process as a unit topic. The value of effective communication is further sustained by the words of Roy G. Foltz. He states that, "Communication is the single factor which determines the viability, effectiveness, and longevity of the organization."27

25 Longenecker, p. 465.
26 Ibid., p. 490.
Unit XI (The Role and Function of Groups) presents practical knowledge regarding the role and function of groups within the organization. The justification for the selection of groups as a unit topic is that groups exert great influence upon the achievement of organizational goals. Furthermore, this influence can be positive or negative depending upon the actions of the administrator.²⁸ In recognition of this fact, Unit XI is designed to provide the student with practical guidelines for unleashing the positive potential performance of the group.

Organizations operate within a dynamic environment which necessitates flexibility to insure long-range success. Consequently, the administrator must be alert to, must plan for, and must adapt the organization to a myriad of changes that are vital to efficient operations. Although changes are highly important to the success of the organization, many employees resist them to the extent of seriously impeding their effectuation. Consequently, the problems associated with resistance to change are of major significance to the administrator.²⁹

Unit XII (Resistance to Change) is designed to provide the student with the skills necessary to effectively analyze and solve problems associated with resistance to change. The methodology

²⁸ Scanlan, p. 301
²⁹ Heckman and Huneryager, p. 420.
presented is predicated upon the theoretical framework discussed in Unit V and Unit XI. The central thesis of Unit XII is that individuals are motivated to resist change in order to preserve their level of job satisfaction. Consequently, resistance to change can be alleviated by making the employee aware that his job satisfaction will be maintained. Furthermore, motivation to accept change can be stimulated by offering the opportunity to increase need satisfaction.

Bridging the gap between the desires of general management for an effective and economical recruiting function and the multi-faceted and often difficult job of the personnel recruiting manager requires accommodation and understanding from both. The purpose of Unit XIII (The Recruitment Function) is to provide the necessary knowledge to help alleviate the gap between the desires of the general manager and those of the recruitment manager. To accomplish this goal, the unit focuses upon the instruction of essential recruitment tasks. Furthermore, the significance of these tasks is discussed as to how they affect the total organization. The result of the unit design is that the student is provided with technical and appreciative knowledge necessary to function effectively as a general manager.

The complexities of the modern organization demand that management place great emphasis upon financial planning. The success or failure of most organizations hinges upon the manner in which

the financial function of those organizations is performed. In many instances, a single financial decision at the policy-making level determines the success or failure of the organization. Therefore, it is essential that each financial act be carefully planned before action is taken. 31

Unit XIV (Administrative Finance) provides the student with a knowledge of concepts and guides that form the basis of financial planning. The unit considers the following critical planning functions:

1. Determining both the potential return and costs involved in the various uses of the organization's resources.

2. Locating and establishing costs of sources of supply of funds.

3. Making a choice of both sources of supply and use of resources which seeks to maximize the attainment of organizational goals. 32

Finally, the unit emphasizes the use of analytical models in the development of critical financial decisions.

As a consequence of its importance as a managerial technique, managerial budgeting has been selected as the topic for Units XV and XVI. Commonly referred to as profit planning and control,


32 Ibid.
Managerial budgeting is described by Welsch as one of the more important approaches for facilitating the management process. Profit planning and control may be broadly defined as a systematic and formalized approach for accomplishing the planning, coordination and control responsibilities of management. Specifically, it involves the development and application of (1) broad and long-range objectives for the enterprise; (2) a long-range profit plan developed in broad terms; (3) a short-range profit plan detailed by relevant responsibilities (divisions, products, projects, etc.); and (4) a system of periodic performance reports detailed by assigned responsibilities. Implicit in this concept of profit planning and control are realism, flexibility, and continuing attention to the planning and control functions of management.

The flexible characteristics of profit planning and control are such that it can be effectively applied to both profit and nonprofit organizations. Very simply, profit planning and control, also known as managerial budgeting, involves the accomplishment of organizational objectives. These objectives pertain to the effective utilization of resources and, consequently, do not necessarily involve profit-oriented entities. Furthermore, profit planning and control is an excellent course capstone because of its emphasis and further accumulative development of material presented in previous units. It is the only comprehensive approach to managing that has been developed that, if utilized with sophistication and good judgement, fully recognizes the dominant role of the manager and provides a framework for implementing such fundamental aspects of scientific management as management by objectives,


34 Ibid., p. 3.
effective communication, participative management, dynamic control, continuous feedback, responsibility accounting, management by exception and managerial flexibility.\textsuperscript{35}

The topics selected as units of study were derived after an exhaustive search of available resources. The author selected the information which he believes will be most beneficial to the student in preparing for an administrative position.

D. The Role of the Instructor

Of critical importance to the success of any course is the function and expertise of the instructor. In recognition of this fact, the author has developed sixteen units of study that provide the instructor with effective teaching guidelines and materials. Clearly stated behavioral objectives are presented to facilitate the process of considering the most critical unit material. Furthermore, each objective contains a class learning target percentage based on the difficulty of the material under study. While these target percentages are somewhat arbitrary in specific percentages, they do offer a relative degree of difficulty. As an example, the objective of a particular unit may require a 90 percent class learning target because the study material is relatively easy. Yet, the same unit may contain an objective with a learning target percentage of 60 percent because the study material is of a more difficult nature. The result of the assigned learning target percentages is that the instructor is provided with

\textsuperscript{35} Ibid., p. 4.
fair and realistic objectives with which to measure his teaching effectiveness.

In addition to individual unit objectives, each unit contains a specification of procedures, and selected readings. The significance of these inclusions is that the instructor is provided with sound teaching guidelines as well as an abundance of pertinent material. Thus, an instructor unfamiliar with a particular aspect of the curriculum has only to refer to the list of selected readings provided and follow the teaching procedure outline to present the study material clearly and effectively.
CHAPTER III
ADMINISTRATION COURSE FOR MIDDLE MANAGEMENT

The sixteen units of course material that follow cover the full spectrum of organizational theory and practice. Nine of the units (units I, II, V, VI, VII, VIII, IX, X, XI) were originally designed as an in-service training course for middle management Youth Services employees of the Los Angeles City School District. These units were incorporated into the course design because of their effective treatment of management theory. The remaining seven units were added to provide the student with a comprehensive understanding of the full spectrum of management activities. For example, Unit XIV considers the fundamental elements of financial management. This unit provides the student with a basic understanding of the factors that directly influence the mobilization of organizational success. Clearly, a serious void in the course design would exist were not the basic rudiments of financial management considered.

The reader will note the unit course content is placed at the beginning of each unit. This allows one to read the content of units

36Petersen, "A Middle Management In-Service Training Program."
in a sequence that provides a "flow" of course content. Unit objectives and suggested materials (found in the appendix) follow for the convenience of the instructor. Finally, selected readings from which course materials were derived conclude each unit.
Unit I
The Basic Management Functions

Procedures:

1. Identification of the five basic functions of management. Introduce planning, decision-making, organizing, directing, and controlling as the five basic functions of management.

2. Discussion of the five basic functions of management emphasizing the characteristics of each function.

3. Discussion of the five basic functions of management comparing and contrasting how different managers at different levels perform the functions of management.

4. Discussion of charts.

5. Question-answer period.

6. Written examination on topics discussed.

Evaluation:

1. Observation during discussion period.

2. Performance on a written examination based on the topics discussed.

Objectives:

1. By the end of the course or sooner, 90 percent of the class will be able to identify the five basic functions which have historically formed the core for studying management by identifying them in a written examination.
2. By the end of the course or sooner, 90 percent of the class will be able to describe each of the five basic management functions by describing them in a written examination.

3. By the end of the course or sooner, 80 percent of the class will be able to contrast how each basic management function is performed at the executive versus the first-line supervisory level by identifying and contrasting their differences in a written examination.

Suggested Materials:

Charts:

1. The Functions of Management in Perspective. ¹

2. Perform the Managerial Function. ²

Chart Source:


2. Ibid., p. 10.

Selected Readings:


Unit II
The Decision Making Process

Procedures:

1. Discuss first hand-out, "What Would You Decide." Ask the question, "How is the problem defined?"

2. Discuss the various kinds of decision-making tools that are available.

3. Discuss the guidelines for making sound decisions.
   a. Make sure your decision is needed.
   b. Identify the right problem(s).
   c. Use a decision-making method that fits your problem.
   d. Face up to bad decisions.

4. Discuss the hand-out, "Examples of Decision-Making Tools."

5. Discuss the hand-out, "Example of Defined Problem-Solving Method."

6. Summary of topics discussed.

7. Question-answer period.

8. Written examination on topics discussed.

Evaluation:

1. Observation during question-answer period.

2. Results of written examination.

Objectives:

1. By the end of the course or sooner, 90 percent of the class
will be able to list six types of decision-making tools by listing them in a written examination.

2. By the end of the course or sooner, 85 percent of the class will be able to identify and describe four guidelines that are helpful in sound decision-making by identifying them in a written examination.

3. By the end of the course or sooner, 80 percent of the class will be able to give an example of a defined problem-solving method by writing an example in a written examination.

Suggested Materials:

Hand-outs:

1. What Would You Decide?

2. Examples of Decision-Making Tools.

3. Example of Defined Problem-Solving Method.

Hand-out Source:


2. Ibid., p. 218.

3. Ibid., p. 222.

Selected Readings:


Unit III
Classical and Neo-Classical Organization Theory

Procedures:

1. Discuss the four pillars of classical organization theory which are composed of the following: the division of labor, the scalar and functional processes, structure, and the span of control.

2. Discuss chain of command and unity of command, emphasizing their relationship to the scalar and functional processes.

3. Discuss the importance of span of control as it affects organizational structure.

4. Discuss and compare the formal and informal organizations while identifying the basic elements of each.

5. Discuss who the informal leader is, how he assumes his role, what characteristics are peculiar to him and how he can aid the manager in accomplishing objectives of the formal organization.

6. Summary of topics discussed.

7. Question-answer period.

8. Written examination.

Evaluation:

1. Observation during question-answer period.

2. Results of written examination.
Objectives:

1. By the end of the course or sooner, 80 percent of the class will be able to identify and describe the four pillars of classical organization theory by listing and describing them on a written examination.

2. By the end of the course or sooner, 70 percent of the class will be able to identify chain of command and unity of command by identifying them on a written examination.

3. By the end of the course or sooner, 80 percent of the class will be able to identify and compare the informal organization with the formal organization by answering an essay question on a written examination.

4. By the end of the course or sooner, 80 percent of the class will be able to identify and discuss the significance of the informal leader by answering an essay question on a written examination.

Selected Readings:


Unit IV
Systems Analysis

Procedures:

1. Discuss the basic elements of the organization as defined by the systems analysis theory.

2. Discuss the interrelationships of the basic elements which comprise the organization.

3. Discuss the three linking processes which provide the means for organizational interaction.

4. Discuss the four fundamental goals of all organizations.

5. Discuss the importance of identifying and clearly defining organizational goals.

6. Discussion of topics presented.

7. Question-answer period.

8. Written examination.

Evaluation:

1. Observation during question-answer period.

2. Results of written examination.

Objectives:

1. By the end of the course or sooner, 70 percent of the class will be able to identify and describe the essential elements of the organizational system by answering an essay question on a written examination.
2. By the end of the course or sooner, 70 percent of the class will be able to identify and describe the three linking processes of the organizational system by answering an essay question on a written examination.

3. By the end of the course or sooner, 70 percent of the class will be able to define cybernetics and explain its significance in studying linking processes by answering an essay question on a written examination.

4. By the end of the course or sooner, 70 percent of the class will be able to identify the elementary goals of all organizations by identifying them on a written examination.

Selected Readings:


Unit V

Theory of Motivation and Behavior

Procedures:

1. Discuss the conventional view of management.
2. Define "soft" and "hard" approaches to management.
3. Discuss McGregor's hierarchy of needs.
4. Discuss the role of management as a motivational source.
5. Discuss the motivation approaches of theories "X" and "Y."
6. Discuss satisfied needs as they apply to motivation.
7. Summary of topics discussed.
8. Question-answer period.
9. Written examination on topics discussed.

Evaluation:

1. Observation during question-answer period.
2. Results of written examination.

Objectives:

1. By the end of the course or sooner, 90 percent of the class will be able to describe the characteristics of the "soft" and "hard" approach of management by describing them in a written examination.
2. By the end of the course or sooner, 85 percent of the class will be able to identify and describe McGregor's hierarchy of needs by identifying and describing them in a written examination.
3. By the end of the course or sooner, 90 percent of the class will be able to describe the characteristics of the theory "Y" approach by describing them in a written examination.

Selected Readings:


Unit VI
Introduction to Management by
Objectives

Procedures:

1. Define management objectives.
2. Discuss criteria for good management objectives.
3. Discuss underlying principles of management objectives.
4. Emphasize the importance of selecting the right management objectives for all parts of a position.
5. Summary of topics discussed.
6. Question-answer period.
7. Written examination on topics discussed.

Evaluation:

1. Observation during question-answer period.
2. Results of written examination.

Objectives:

1. By the end of the course or sooner, 90 percent of the class will be able to define measurable management objectives by defining them in a written examination.
2. By the end of the course or sooner, 90 percent of the class will be able to identify the underlying principles of management by identifying them in a written examination.
3. By the end of the course or sooner, 75 percent of the class
will be able to identify the characteristics of good management objectives by identifying them in a written examination.

Selected Readings:


Unit VII

The Implementation of a Management-by-Objectives Program

Procedures:

1. Discuss management objectives as they affect the individual's motivation, interests, and reactions.

2. Discuss the supervisor's role in setting basic and outstanding performance objectives.

3. Identify the most common errors made in the selection of management objectives.

4. Discuss the ways in which a MBO program can be put into operation.

5. Summary of topics discussed.

6. Question-answer period.

7. Written examination.

Evaluation:

1. Observation during discussion period.

2. Results of written examination.

Objectives:

1. By the end of the course or sooner, 90 percent of the class will be able to identify the characteristics of management objectives as a stimulus for motivation by identifying them in a written examination.
2. By the end of the course or sooner, 70 percent of the class will be able to list the most common errors made in defining management objectives by listing them in a written examination.

3. By the end of the course or sooner, 80 percent of the class will be able to explain how an objective program can be put into operation by answering an essay question in a written examination.

Selected Readings:


Unit VIII
Counseling Subordinates After Merit Rating or Evaluation

Procedure:

1. Discuss the four principles upon which the success of this type of counseling depends.
   a. It is unlikely that a subordinate will evaluate himself as his superior does.
   b. Counseling must be slow and careful by using the "feel" approach.
   c. The purpose of counseling is more for development, rather than for discipline.
   d. Most people can, if properly assisted, change their attitudes and behavior for the good.

2. Define "after evaluation counseling."

3. Discuss the purposes of counseling following an evaluation.

4. Discuss the necessary steps in preparing for an interview.

5. Discuss the manner of the interviewer.

6. Discuss and describe the techniques used in interviewing.

7. Summary of topics discussed.

8. Question-answer period.

9. Examination.

Evaluation:

1. Observation during question-answer period.

2. Results of written examination.
Objectives:

1. By the end of the course or sooner, 95 percent of the class will be able to identify the four principles of successful counseling by listing them in a written examination.

2. By the end of the course or sooner, 80 percent of the class will be able to identify five purposes of counseling following an evaluation by identifying them in a written examination.

3. By the end of the course or sooner, 90 percent of the class will be able to identify the seven steps in preparing for an interview by identifying them in a written examination.

4. By the end of the course or sooner, 90 percent of the class will be able to describe the manner of the interview by identifying them in a written examination.

5. By the end of the course or sooner, 90 percent of the class will be able to describe the techniques used in interviewing by describing them in a written examination.

Selected Readings:


Unit IX
Leadership Theory

Procedures:

1. Discuss and define the characteristics of the authoritative leadership style.

2. Discuss the circumstances for which each particular style of leadership is best suited.

3. Discuss the sequential steps in instituting an authoritative leadership style.

4. Repeat steps 1, 2, and 3 with the persuasive leadership style.

5. Repeat steps 1, 2, and 3 with the coordinative leadership style.

6. Summary of topics discussed.

7. Question-answer period.

8. Written examination on topics discussed.

Evaluation:

1. Observation during discussion period.

2. Written examination.

Objectives:

1. By the end of the course or sooner, 90 percent of the class will be able to identify the three major styles of leadership by listing them in a written examination.
2. By the end of the course or sooner, 90 percent of the class will be able to describe the characteristics of the three major styles of leadership by identifying and discussing each of them in a written examination.

3. By the end of the course or sooner, 90 percent of the class will be able to identify the mode of leadership most appropriate for a particular situation by identifying each style and describing its appropriate use in a written examination.

4. By the end of the course or sooner, 75 percent of the class will be able to identify the sequential steps of each style of leadership by identifying them in a written examination.

Suggested Materials:

Chart:

1. Summary of Managerial Leadership Styles.\(^1\)

Hand-out:

1. Copy of leadership chart.

Chart Source:


Selected Readings:


Unit X
The Communication Process

Procedures:

1. Discuss and define the nature of communication as a management process.
2. Discuss the methods of communication.
3. Discuss the significance of the organizational role in communication.
4. Discuss the informal channels of communication.
5. Describe ten methods of developing effective communication.
7. Question-answer period.
8. Written examination on topics discussed.

Evaluation:

1. Observation during question-answer period.
2. Results of written examination.

Objectives:

1. By the end of the course or sooner, 90 percent of the class will be able to identify and describe the characteristics of the communication process by identifying and describing them in a written examination.
2. By the end of the course or sooner, 90 percent of the class will be able to define and describe the significance of the organizational
role in communication by identifying and describing the concept in a written examination.

3. By the end of the course or sooner, 90 percent of the class will be able to identify the informal channels of communication by listing them in a written examination.

4. By the end of the course or sooner, 80 percent of the class will be able to describe five methods of developing effective communication by describing them in a written examination.

Selected Readings:


Unit XI

The Role and Function of Groups

Procedures:

1. Define the term "group."

2. Discuss the types of groups and their specific characteristics.

3. Define and discuss the characteristics of group cohesiveness.

4. Discuss behavior of groups.

5. Define and discuss intergroup competition and its possible effect on an organization.

6. Summary of the topics discussed.

7. Question-answer period.

8. Examination on topics discussed.

Evaluation:

1. Observation of behavior during discussion period.

2. Performance on a written examination of topics discussed.

Objectives:

1. By the end of the course or sooner, 90 percent of the class will be able to identify the types of groups found in organizations by identifying them in a written examination.

2. By the end of the course or sooner, 80 percent of the class will be able to define and describe the characteristics of group cohesiveness by defining them in a written examination.
3. By the end of the course or sooner, 80 percent of the class will be able to identify and describe the possible effects of intergroup competition within an organization by listing and describing them in a written examination.

**Suggested Materials:**

Hand-out:


Hand-out Source:


**Selected Readings:**


Unit XII
Resistance to Change

Procedures:

1. Discuss the various types of psychological reactions to change.

2. Discuss psychological job requirements emphasizing that, should these requirements be threatened, adverse employee reaction will result.

3. Define and discuss power and authority as they affect the implementation of change.

4. Discuss the six basic guidelines to follow in communicating change.

5. Discuss the guiding principles of motivating individuals to accept change in accordance with multiplier manager concept.

6. Discuss the manager-subordinate relationship regarding its effect upon the implementation of change.

7. Question-answer period.

8. Written examination on topics discussed.

Evaluation:

1. Observation during question-answer period.

2. Results of written examination.

Objectives:

1. By the end of the course or sooner, 75 percent of the class will be able to identify five psychological job requirements by
identifying them on a written examination.

2. By the end of the course or sooner, 80 percent of the class will be able to explain how power and authority affect the implementation of change by answering an essay question on a written examination.

3. By the end of the course or sooner, 70 percent of the class will be able to identify and describe four guidelines to follow in communication change by answering an essay question on a written examination.

4. By the end of the course or sooner, 70 percent of the class will be able to identify and describe three guiding principles of motivating individuals to accept change.

Selected Readings:


Unit XIII

The Recruitment Function

Procedure:

1. Discuss the purpose, content, and significance of job analysis.

2. Discuss the five chief sources of labor regarding the type of employee that can be obtained from each source.

3. Discuss the purpose, content, and use of the application blank.

4. Discuss the interpretive method of evaluating the application blank.

5. Discuss the fundamental components of the employment interview.

6. Describe the benefits and limitations of the depth-free, associative, and patterned interviews.

7. Question-answer period.

8. Examination on materials presented.

Evaluation:

1. Observation during question-answer period.

2. Results of written examination.

Objectives:

1. By the end of the course or sooner, 80 percent of the class will be able to describe the significance of job analysis by answering an essay question on a written examination.
2. By the end of the course or sooner, 80 percent of the class will be able to describe the purpose and use of the application blank by answering an essay question on a written examination.

3. By the end of the course or sooner, 80 percent of the class will be able to identify and describe the components of an employment interview by answering an essay question on a written examination.

Selected Readings:


Unit XIV

Administrative Finance

 Procedures:

 1. Discuss the fundamental elements of financial analysis.

 2. Discuss the relationship between organizational goals and financial decisions.

 3. Discuss the characteristics and applications of optimal, sub-optimal, and intuitive decision methods.

 4. Discuss the criteria for developing organizational and sub-organizational goals.

 5. Discuss the benefits and liabilities of financial decisions made under conditions of certainty, risk, and uncertainty.

 6. Discuss the use of models as a financial tool.

 7. Question-answer period.

 8. Written examination.

 Objectives:

 1. By the end of the course or sooner, 70 percent of the class will be able to identify the elements of financial analysis by taking a multiple-choice examination.

 2. By the end of the course or sooner, 70 percent of the class will be able to explain the criteria for developing organizational and sub-organizational goals by answering an essay question on a written examination.
3. By the end of the course or sooner, 70 percent of the class will be able to identify and discuss the benefits and liabilities of financial decisions made under conditions of certainty, risk, and uncertainty by answering an essay question on a written examination.

Selected Readings:


Unit XV

Profit Planning and Control and
the Management Process

Procedures:

1. Define profit planning and control and discuss its broad application as a management tool.

2. Discuss the treatment of controllable and noncontrollable variables in the development of profit planning and control decisions.

3. Discuss the concept of time dimensions as it pertains to the development of project plans and periodic plans.

4. Discuss the implementation and significance of structural dimensions as they pertain to effective profit planning and control.

5. Discuss the following key behavioral facets of profit planning and control: goal orientation, participation, and pressure.

6. Discuss the application and impact of profit planning and control upon the following management functions: planning, controlling, evaluating, and coordinating.

7. Question-answer period.

8. Written examination on topics discussed.

Evaluation:

1. Observation during question-answer period.

2. Results of written examination.
Objectives:

1. By the end of the course or sooner, 80 percent of the class will be able to define controllable and noncontrollable variables by answering an essay question on a written examination.

2. By the end of the course or sooner, 70 percent of the class will be able to explain the significance of structural dimensions upon effective profit planning and control by answering an essay question on a written examination.

3. By the end of the course or sooner, 80 percent of the class will be able to identify and define the key behavioral facets of profit planning and control by answering an essay question on a written examination.

Selected Readings:


Unit XVI

Principles of Profit Planning and Control

Procedures:

1. Discuss the fundamental management orientation, activities, and approaches that are concerned with the effective implementation of the profit planning and control concept.

2. Discuss the application of profit planning and control, emphasizing that the concept can be applied to any organization.

3. Discuss the fundamental advantages and disadvantages of profit planning and control.

4. Discuss the basic steps that should be initiated in establishing an effective profit planning and control program.

5. Question-answer period.

6. Examination on topics discussed.

Evaluation:

1. Observation during question-answer period.

2. Results of written examination.

Objectives:

1. By the end of the course or sooner, 90 percent of the class will be able to explain the importance of managerial involvement and organizational adaptation in developing an effective profit planning and control program by answering an essay question on a written examination.
2. By the end of the course or sooner, 70 percent of the class will be able to list four advantages of profit planning and control by identifying them on a written examination.

3. By the end of the course or sooner, 80 percent of the class will be able to list the six steps necessary for implementing a profit planning and control program by answering an essay question on a written examination.

Selected Readings:


CHAPTER IV
SUMMARY AND CONCLUSIONS

This project was undertaken for the purpose of developing an administrative course design that could be effectively applied to all environments, including the recreation environment. After surveying the available literature, the author discovered that administrative skills were independent of particular environments. Consequently, in developing his course design, the author elected to forego the presentation of environmental information imparted in such approaches as found in more traditional recreation administration courses. As a result, the author focused on the presentation of pure administrative science. The author's presentation of pure administrative science offers a universality of application not found traditionally in recreation administration courses.

Much of the material presented in course material like Gerson's syllabus involves an examination of the municipal recreation environment. Certainly, this information is valuable to the student preparing for a career within the municipal recreation environment. However, this information module is of diminished value to the student preparing for a career outside the municipal recreation environment. As stated before, it is this author's position that emphasis upon the
environment allows for only a cursory treatment of universal administra­tive skills and techniques. Consequently, the student taking the more traditional recreation administration course is merely acquainted with an appreciation of administrative science. The Petersen course, being devoid of environmental content, allows for an in-depth examination of administrative science. The result is that the student is provided with a working knowledge of administrative science that is applicable to all organizational environments.

The sequence of unit presentation within the course design was arranged to provide for the accumulative development of administrative subjects. Thus, foundation units were first introduced upon which building units were presented. The end result is a highly penetrating treatment of course material. Furthermore, closely related units were grouped together to enhance an understanding of the particular units’ relationship. For example, Unit IX, which considered styles of leadership, was followed by Unit X, which focused upon the process of communication. Both units are strongly related in that leadership can only be as effective as the quality of organizational communication. Therefore, the two units were presented to emphasize their inherent relationship. Finally, the last two units were designed and arranged to capitalize upon the previous information presented. As a consequence, the sequence of unit presentation greatly contributes to a clear and penetrating examination of the curriculum content.
It was this author's intent to produce a course that would prepare the student to assume administrative positions regardless of the environment in which the position functions. To this end, the author believes the goal has been accomplished. What has not been covered in this project is the application of these administrative modules to specific environments. This task must remain with the individual instructor. The author hopes that the clarity of the presentation of each unit will elicit many examples from which the instructor may draw in his presentation. Furthermore, one would expect instructors to develop evaluative techniques idiosyncratic to his/her teaching style that would replace the traditional written examination used in this project.
BIBLIOGRAPHY


Petersen, Michael W. "A Middle Management In-Service Training Program for Youth Services Employees of the Los Angeles City School District." Unpublished graduate paper, California State University at Northridge, 1974.


APPENDIX
Chart I

The Function of Management in Perspective

Planning Function

A. Establishing the mission or overall direction of the organization.
B. Making decisions regarding mergers, acquisitions, new products, diversification, overall organization size, growth potential.
C. Establishing specific shorter range objectives.
D. Determining operational plans.
E. Developing operational plans.

Decision-Making Function

A. Identifying the major problems that hinder accomplishment (problem analysis).
B. Developing and analyzing alternative courses of action.
C. Decision implementation.

Organization Function

A. Developing a formal structure.
B. Grouping activities into departments.
C. Specifying relationships between departments and operating units.
D. Considering issues such as degree of decentralization, delegation, and chain of command.

Direction Function

A. Developing a total organizational philosophy about people.
B. Integrating the needs of individuals with those of the organization.
C. Creating a motivation producing leadership climate.

Control Function

A. Developing standards or objectives.
B. Setting forth measures or criteria of successful performance.
C. Designing a system of reporting.
D. Taking corrective action when and where needed.

# Chart II

**How Managers at Different Levels Perform the Managerial Function**

<table>
<thead>
<tr>
<th>EXECUTIVE LEVEL</th>
<th>SUPERVISORY LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td></td>
</tr>
<tr>
<td>A. Long range</td>
<td>A. Short range</td>
</tr>
<tr>
<td>B. Broad overall goals</td>
<td>B. Specific and precise</td>
</tr>
<tr>
<td>C. Originating</td>
<td>C. Derivative</td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td></td>
</tr>
<tr>
<td>A. Broader long-range issues</td>
<td>A. Concerned with immediate issues</td>
</tr>
<tr>
<td>B. Establish direction for the total organization</td>
<td>B. More likely to be fire-fighting in nature</td>
</tr>
<tr>
<td><strong>Organizing</strong></td>
<td></td>
</tr>
<tr>
<td>A. Overall formal structure</td>
<td>A. Coordination of men, machines, and materials on a short-range basis</td>
</tr>
<tr>
<td>B. Lines of authority, responsibility and accountability</td>
<td></td>
</tr>
<tr>
<td>C. Lines of communication and decision making</td>
<td></td>
</tr>
<tr>
<td>D. Degree of decentralization</td>
<td></td>
</tr>
<tr>
<td>E. Relationships between departments</td>
<td></td>
</tr>
<tr>
<td><strong>Direction</strong></td>
<td></td>
</tr>
<tr>
<td>A. Establish total organizational philosophy and approach toward managing people</td>
<td>A. Deal with operational employees</td>
</tr>
<tr>
<td>B. Long-range development of people</td>
<td>B. Emphasis on getting work out</td>
</tr>
<tr>
<td>C. Organize wide programs to motivate the human element</td>
<td>C. Overall leadership style and specific leadership techniques important</td>
</tr>
<tr>
<td><strong>Controlling</strong></td>
<td></td>
</tr>
<tr>
<td>A. Long-range view</td>
<td>A. Specific day-to-day factors affecting results</td>
</tr>
<tr>
<td>B. Setting overall requirements</td>
<td>B. Removing immediate obstacles to accomplishment</td>
</tr>
<tr>
<td>C. Scope broader</td>
<td>C. More immediate in scope</td>
</tr>
</tbody>
</table>

\( ^2 \text{Ibid., p. 10.} \)
Hand-out I

What Would You Decide? 1

Suppose that John Staton, one of your key people, had just turned in a letter of resignation in which he says he has accepted a better job with another organization. Assuming that John has had duties and responsibilities that are vital to your operation, which of the following choices is the best statement of the problem(s) you face?

A. How can I get John to change his mind about quitting the job he has held?

B. How shall I fill the position that John held?

C. How can I reassign the duties and responsibilities that John had?

D. How can I get John to stay with our organization even if he doesn't go back to the position he held?

E. 

Hand-out II

Examples of Decision-making Tools

1. Operations research
2. Probability and statistics
3. Monte Carlo and waiting-line techniques
4. Linear programming
5. PERT, CPM, and other network techniques
6. Computer simulation

\(^2\)Ibid., p. 218.
Hand-out III

Example of Defined Problem-solving Method

1. State the Problem
   a. What has happened where and when that can have a negative effect on what you are trying to accomplish through your people?
   b. Who is affected?
   c. What is likely to happen if the problem is not solved?
   d. How soon is solution required?
   e. What are possible causes?

2. Get Facts and Opinions
   a. Are there policies, procedures or precedents which apply?
   b. Are there reports, records or manuals that you should review?
   c. Who has solved a similar problem in the past?
   d. What are possible causes and solutions as suggested by those affected?
   e. Does the problem need to be redefined into one or more problems?

3. Select the Best Solution
   a. What is the simplest solution?
   b. What are likely reactions to the solution?
   c. What could go wrong?
   d. Should there be both short- and long-range solutions?
   e. Can the solution be tested?

4. Sell the Solution
   a. What acceptance do you need within and outside your department?
   b. Is management approval required?
   c. Should you sell key people individually?
   d. What should be put in writing?
   e. When will timing be best for selling your solution?

5. Implement Solution and Follow Up
   a. What are immediate reactions and results?
   b. Are there unforeseen problems?
   c. Does the solution need revision?
   d. What reporting of results is required?
   e. Did the solution solve the problem?

3 Ibid., p. 222.
# Chart III

**Summary: Managerial Leadership Styles**

<table>
<thead>
<tr>
<th>Style</th>
<th>What It Is</th>
<th>When to Use It</th>
<th>How to Use It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>Personal-centered leadership; direct and imperative--tells what and how. Basic objective; communicating clearly to get a predetermined response from receivers</td>
<td>Organizational culture: leader-centered</td>
<td>Step 1: Authenticate source</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organization member make-up: dependent</td>
<td>Step 2: Communicate clearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem status: decision already made</td>
<td>Step 3: Use written communications as base</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organization job requirements/methods: existing satisfactory routines/specifications</td>
<td>Step 4: Use needed supplementary media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managerial power sources/status: positional/expert leverage primary</td>
<td>Step 5: Set up monitoring system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special circumstances: emergencies; authority testing; breaking deadlocks</td>
<td>Step 6: Set up corrective mechanisms</td>
</tr>
<tr>
<td>Persuasive</td>
<td>Personal-centered leadership; indirect and inducing--sells what, why, and how. Basic objective: persuading receivers to a predetermined response</td>
<td>Organizational culture; influence centered</td>
<td>Step 7: Recommmunicate as needed</td>
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<td></td>
<td></td>
<td>Organization member make-up: relatively independent</td>
<td></td>
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<tr>
<td>Style</td>
<td>What It Is</td>
<td>When to Use It</td>
<td>How to Use It</td>
</tr>
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<tr>
<td>Persuasive (cont'd)</td>
<td>Problem status: decision tentatively made</td>
<td>Step 3: Know needed impacts</td>
<td></td>
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<tr>
<td></td>
<td>Organization job requirements/methods: existing satisfactory, but inadequately met/followed</td>
<td>Step 4: Use needed message design</td>
<td></td>
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<tr>
<td></td>
<td>Managerial power sources/status attraction/expert leverage primary</td>
<td>Step 5: Use right media for execution</td>
<td></td>
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<td></td>
<td>Special circumstances: indifference; &quot;So what's new?&quot; opposition; belief</td>
<td>Step 6: Use proper feedback mechanism</td>
<td></td>
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<tr>
<td>Coordi-native</td>
<td>Group-centered equality-based leadership; solicits what, why, and how from all group members. Basic objective: to come out with the best product from pooling resources of total group</td>
<td>Organizational culture: situational and interdependent</td>
<td>Principle 1: Set general objectives/problem areas</td>
</tr>
<tr>
<td></td>
<td>Organization member make-up: independent, capable, willing to work as equals</td>
<td>Principle 2: Let group set own structure/operational patterns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem status: problems/goals not known</td>
<td>Principle 3: Let group set own stage schedules</td>
<td></td>
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<tr>
<td></td>
<td>Organization job requirements/methods: situation requires reconsideration/new perspectives/new policies/new procedures</td>
<td>Principle 4: Let group set own communication media/systems</td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td>What It Is</td>
<td>When to Use It</td>
<td>How to Use It</td>
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<tr>
<td>Coordinative (cont'd)</td>
<td>Managerial power sources/status: unique organization goals primary; equality status necessary to accomplish goals Special circumstances; system study needs, information needs, exploratory needs, interdisciplinary needs, forecasting needs, project task force needs, commitment needs</td>
<td></td>
<td>Principle 5: Let group determine own termination/metamorphosis</td>
</tr>
</tbody>
</table>

The effects of this study by O. J. Sherif can be described in terms of the following categories:

1. What happens with each group.
   (a) Each group becomes more tightly knit and elicits greater loyalty from its members; members close ranks and bury some of their internal differences.
   (b) Group climate changes to work and task oriented and away from informal, casual, and playful; concern for task accomplishment increases while concern for member's psychological needs declines.
   (c) Leadership patterns move toward being more autocratic; the group becomes more tolerant of autocratic leadership.
   (d) Each of the groups becomes more highly organized and structured.
   (e) In order to show a unified front, each group demands more loyalty and conformity from its members.

2. What happens between competing groups.
   (a) Each group views the other as an enemy.
   (b) Each group begins to experience distortions of perception by tending to perceive only the best parts of itself while overlooking its weaknesses and perceiving only the worst parts of the other group while denying its strengths. Negative stereotypes of the other group are likely to develop.

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(c) It becomes easier to maintain negative stereotypes and more difficult to correct perceptual distortions because hostility toward the other group increases while interaction and communication with the other group decreases.

(d) If groups are forced to interact they listen only for opinions which support their own position and stereotype.