SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: PRINCIPLES OF ADMINISTRATION

CODE NO.:   GER 215   SEMESTER: 3
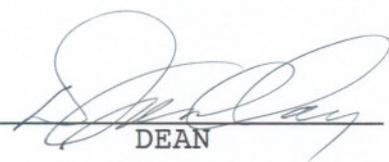
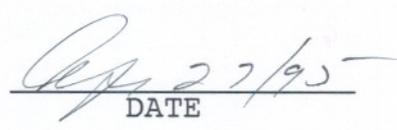PROGRAM: COMMUNITY GERONTOLOGY

AUTHOR: N. MCCLELLAND

DATE: MAY 1, 1995   PREVIOUS OUTLINE DATED:

APPROVED: _____   _____
                    DEAN   DATE

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TOTAL CREDITS: 45

PREREQUISITE(S): NONE

I. PHILOSOPHY/GOALS

Students will learn principles which guide modern organization, functions, activities and tasks in administration. Basic concepts in the areas of planning, organizing, staffing, directing others, controlling and decision making in health and human service fields will be examined.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES)

Upon successful completion of this course the student will:

1. Explain the 5 basic functions of administration: planning, organizing, staffing, directing, controlling and decision making.

2. Construct a flow chart which indicates understanding of organizational structure and communication. (ex. Retirement Living Inc.)

3. Predict the effect of different leadership styles on employees of an organization.

4. Identify the principles in writing organizational objectives, policies, procedures and methods.

5. Distinguish between the various aspects of recruiting staff for health and human service organizations.

6. Conduct efficient staff meetings.

7. Examine fund raising opportunities and the development of a strategic plan.

8. Describe and demonstrate a process for helping employees develop within an organization.

9. Classify the basic components of a human service budget.

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III. TOPICS TO BE COVERED

1. Basic functions of administration/management/supervision
   a) Planning
   b) Organizing and Controlling
   c) Staffing
   d) Directing
   e) Decision making

2. Informal/formal organizations where there are gerontology workers
   - organizational structure
   - authority, responsibility, accountability
   - lines of communication
   - policies and procedures

3. Organizational Objectives
   - mission statements
   - strategic plans
   - vision statements

4. Leadership Styles
   - best choices for working with older adults and groups of seniors

5. Communication Skills for Leaders

6. Other Skills Required of Leaders

7. Staffing
   - recruiting
   - selection
   - retention of staff

8. Performance Appraisals and Growth P.D.

9. Interview Process

10. Orientation Programs

11. Effective Staff Meetings

12. Budget Process

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IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

A. Introduction

1. Examine the need for community gerontology workers to understand principles of administration.

2. Explore personal concepts of this term administration.

3. Explain 5 basic functions of administration.
   a) planning
   b) organizing and controlling
   c) staffing
   d) directing
   e) decision making

4. Relate examples of how these basic principles are essential to working in the health/human service fields.

B. Organizations - Informal and Formal

1. Define the term organization:
   - people
   - structure
   - goals

2. Identify an organization locally and review this organization's structural flow chart.
   - is it an informal or formal organization?
   - who's who in the organization?
   - what are the lines of communication?
   - for what purpose does this group exist?

3. Explain 6 principles used to look at organizations.
   a) authority, responsibility, accountability
   b) chain of command
   c) unity of command
   d) division of labour
   e) standardization of procedures
   f) span of control

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LEARNING ACTIVITIES CONTINUED

4. Research the history and development of this organization (briefly).
   - who planned to create this worthwhile organization (project, agency, group)
   - how was it organized, has it changed since its beginning
   - what was the main purpose(s) to maintain services
   - who staffs it, paid or volunteer, trained, untrained
   - how are the objectives/goals achieved
   - are there restrictions as to who can utilize services
   - is there a procedure to follow for access to this organization
   - how is it funded
   - who makes the decisions
   - are there different levels of authority, contingency,
   - what are the staff responsibilities
   - who owns the accountability for the work completion

C. Organizational Objectives and Planning

1. Identify one community group or organization and state the objectives/goals for this group.
   - look for a mission statement
   - does it have a vision statement
   - are there projected goals for the future
   - is there a strategic plan

2. Review similarities/differences of various organization objectives or goals.

3. Describe how these objectives are written.
   - short term, long term goals

4. Discuss the need to have an objective for the delivery of high quality goods and services at the heart of all successful health/human service operations.

5. Identify local and area services for older adults under the following organizational categories:
   - Business
   - Free Enterprize
   - Government/Institutional
   - Non-government Ownership/Operation
     - proprietorship
     - partnership
     - corporate, public/private
     - franchises
     - cooperatives
   - Voluntary Groups

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LEARNING ACTIVITIES CONTINUED

6. Using the principles for writing objectives, write an objective that would give direction for a gerontology worker providing service in one these organizations.

D. **Ways Groups/Agencies Organize - Who Does What**

1. Determine how a selected agency/group organizes:
   a) by activity (product/service, client, location, process)
   b) by types of authority (line and staff organization)
      - line authority
      - staff authority
      - functional authority
      - matrix

2. Examine how an agency, ex. Red Cross Homemakers, have been organized in Algoma to assist older adults in your area.

E. **Organizational Policies/Procedures**

1. Examine the need for organizations to have and develop policy and procedure manuals.

2. Identify principles whereby an agency establishes policies and procedures.

3. What are the advantages/disadvantages for the organization and its management, employers and clients with the creation of objectives, policies and procedures and methods of implementation for service delivery.

F. **The Principle of Control in an Organization/Agency**

1. Explain each of the four elements of control.
   a) measuring performance
   b) comparing performance to objectives
   c) reporting results
   d) taking corrective action if needed

G. **Decision Making**

1. Define decision making and discuss four steps in this process.
   - analyze the problem
   - make the decision
   - implement decision
   - follow up

2. Explain the importance of making decisions in a logical systematic manner.

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LEARNING ACTIVITIES CONTINUED

3. Apply six steps in problem analysis:
    a) identify the
    b) what is the problem
    c) look for changes
    d) statement of cause
    d) testing for cause
    e) verification of cause

4. Apply seven steps in decision making.
    a) establish objectives
    b) order objectives in importance
    c) develop alternatives
    d) evaluate alternatives against objectives
    e) choose best alternative
    f) assess adverse consequences of the decision
    g) make the choice

5. Describe implementation and follow up phases of decision
    making.

H. **Leadership/Leadership Styles** (Directing)

1. Review leadership roles/responsibilities when working
    independently or in a group (see Human Relations II notes
    and text).
    a) showing direction
    b) motivating
    c) arranging for resources

2. Discuss leadership styles you have encountered within
    different agencies/organizations.

3. Examine effective leadership styles in selected situations
    when working with older adults.
    − identify style of the leader
    − how does it effect other workers/employees/clients

4. Identify your leadership characteristics and styles and
    where these may be best used in gerontology settings.
    Consider:
    a) personality
    b) nature of the group
    c) nature of the job to be done
    d) the time element
    e) overall climate of the organization/agency/group

5. Describe how leadership effects an organization, a group's
    cohesiveness and productivity.

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LEARNING ACTIVITIES CONTINUED

6. Review the nature of the communication process.
   a) to transmit information
   b) promote cooperation and teamwork
   c) motivate people
   d) establish overall climate in an agency

7. Evaluate your communication skills as a leader in gerontology settings.

8. In a given situation, apply your understanding of group dynamics and demonstrate group process for effective problem-solving and decision making.

9. Comment on other skills often required of a leader.
   a) technical skills
   b) administrative skills
   c) conceptual skills (to see the big picture)
   d) coaching or mentoring
   e) administering change
   f) rewarding and disciplining

I. **Staffing – Volunteers or Employers**

1. Explain the importance of recruiting selection and retention of employers to success of an organization/agency/project (include performance appraisal).

2. Describe the current process of employer/volunteer selection in health and human service fields.

3. Describe elements of a good orientation program for new staff.

4. Describe and demonstrate a process for helping employers develop within an organization.

5. Review key elements of effective and efficient staff meetings.
   - agendas
   - minutes
   - parliamentary process
   - appreciation for contributions

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LEARNING ACTIVITIES CONTINUED

J.   **Budgeting Process**

1.   Identify basic components of a budge for a health/human services projects.

2.   Identify individuals within organizations who have responsibility for budget preparations, approval and monitoring.
     ex. Sister Sarah Quackenbush – St. Joseph's General Hospital
     ex. Peggy Quinn – Family Life Center
     ex. Richard Keanelly – Retirement Living

3.   Distinguish zero-base budgeting from incremental budgeting.

4.   Read and explain, with examples, the phases of the budget process.
     a) Phase 1 – Planning
     b) Phase 2 – Preparation
     c) Phase 3 – Modification and Approval
     d) Phase 4 – Monitoring

5.   Read and explain a simple budget summary.

6.   Look for examples of fundraisers used for a seniors project that identifies the strategic plan complete with a proposed budget.

V. EVALUATION METHODS

A variety of assignments as well as attendance will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

VI. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.

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VII. <u>REQUIRED STUDENT RESOURCES</u>

Storke, F.A. & Sexty, Robert W.   <u>Contemporary Management</u>
Canada, 2nd ed., Prentice Hall. 1995

VIII. <u>ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE</u>
<u>COLLEGE LIBRARY</u>

Books: Supervision Management or Human Resources Management

Video: Massey Videos "You are What You were When" 1 & 2

IX. <u>SPECIAL NOTES</u>

Students with special needs (eg. physical limitations, visual
impairments, hearing impairments, learning disabilities) are
encouraged to discuss required accommodations confidentially
with the instructor.

Your instructor reserves the right to modify the course as
he/she deems necessary to meet the needs of students.

X. <u>COURSE ANALYSIS SHEET</u>