SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE:	Principles of Administration
CODE NO. :	GER215 **SEMESTER:** 3
PROGRAM:	Community Gerontology
AUTHOR:	Debbie Sargent
DATE:	Sept/2000 **PREVIOUS OUTLINE DATED:** Sept/98
APPROVED:	

_____ _____
                            DEAN   **DATE**

TOTAL CREDITS:	3
PREREQUISITE(S):	None
HOURS/WEEK:	3

I.   COURSE DESCRIPTION:

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.   LEARNING OUTCOMES:

Upon successful completion of this course the student will be able to:

1. Explain the 4 basic functions of administration: <u>planning</u>, <u>organizing</u>, <u>leading</u> and <u>controlling</u>.

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. Describe how efficient staff meetings are run.

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.

III.   TOPICS:

       1.   Basic functions of administration/management/supervision
              a) Planning
              b) Organizing
              c) Leading
              d) Controlling

III.   TOPICS:

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/Conflict Resolution

6.   Other Skills Required of Leaders

7.   Staffing
      - recruiting
      - selection
      - retention of staff

8.   Performance Appraisals and Professional Development

9.   Interview Process

10. Orientation Programs

11. Effective Staff Meetings

12. Budget Process

IV.   LEARNING ACTIVITIES:

A. **<u>Introduction</u>**

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

2. Explore personal views of the concept "administration".

IV.   LEARNING ACTIVITIES:

3. Explain 4 basic functions of administration.
     a) planning
     b) organizing
     c) leading
     d) controlling

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 <u>informal</u> or <u>formal</u> organization?
     - who's who in the organization?
     - what are the <u>lines of communication</u>?
     - for what <u>purpose</u> 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

4. Research the history and development of an 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 <u>procedure</u> to follow for access to this organization
     - how is it funded
     - who makes the <u>decisions</u>
     - are there different levels of <u>authority</u>, contingency,
     - what are the staff <u>responsibilities</u>
     - who owns the <u>accountability</u> for the work completion

IV.   LEARNING ACTIVITIES:

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 organizational objectives or goals.

3. Describe how organizational 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

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

IV.   LEARNING ACTIVITIES:

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 describe the steps in the decision making process.

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

3. Apply eight steps when making decisions.
   - identification of the problem
   - identification of the decision criteria
   - allocation of weights to criteria
   - development of alternatives
   - analysis of alternatives
   - selection of an alternative
   - implementation of the alternative
   - evaluation of the decision effectiveness

4. Discuss the advantages and disadvantages of group decision-making.

5. Identify factors that may affect decision-making.

IV.   **LEARNING ACTIVITIES:**

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

1. Review leadership roles/responsibilities when working independently or in a group (see Working with Community Groups notes).
     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.

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) managing change
     f) rewarding and disciplining

IV.   LEARNING ACTIVITIES:

I.   **Staffing - Volunteers or Employers**

1. Explain the importance of recruitment and the selection and retention of employers to the 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

J. **Budgeting Process**

1. Identify basic components of a budget 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 between zero-base budgeting from incremental budgeting.

4. Read and explain a simple budget summary.

5. Look for examples of fund-raising strategies used for seniors projects which include an underlying strategic plan and a proposed budget.

V.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Robbins, S., DeCenzo, D. & Stuart-Kotze, R.C. (1999). <u>Fundamentals of Management Essential Concepts and Applications</u>. (2ND ed.) Scarborough: Prentice-Hall Canada.

Additional Resources Available in the College Library:

Books: Supervision Management or Human Resources Management

Numerous books, magazines and videos are available in the Learning Resource Centre on the various topics of this course.

VI.   EVALUATION PROCESS/GRADING SYSTEM:

A combination of assignments and tests 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.

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see *Policies & Procedures Manual – Deferred Grades and Make-up*).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VII.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:
The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.