Upon completion of this chapter, the reader will be able to:

- Explain the role of a manager in a human service organization.
- Summarize research findings on the criteria that contribute to excellence in the management of organizations.
- Summarize research findings on what qualities make for an outstanding leader.
- Explain the meaning of being knowledge and value centered as a manager.

**Assumptions**

- That human services management is a professional discipline with a body of knowledge, skills, and values.
- That there are things that can be done by managers and administrators to achieve excellence in an organization; it’s not accidental.
- That the major responsibilities of managers have to do with finding ways to get staff to feel a sense of achievement and success, thereby enhancing productivity.
- That management knowledge and professional ethics form the foundation for achievement of excellence in the practice of management.
Understanding the Manager’s Role

In a column in *Newsweek*, Robert Samuelson (1999) reflects on the topic “Why I Am Not a Manager.” By way of explanation he states that managers face two contradictory demands: (1) they are expected to get results, and (2) they must motivate their workers. As a result, he says, they get pressure from above and resentment from below. He confesses a grudging admiration for those who are able to do the job well but says he prefers a position in which he has no responsibility for managing anyone or anything.

Given the choice, why would anyone want a management position in an organization? Setting aside the many possible psychological, power-oriented, need-meeting, status-seeking, Maslow-framed explanations, there are many potentially fulfilling and rewarding components to the role of manager or administrator and many potential, tangible accomplishments for the good of the organization, the community, and the population served. There are also many challenges, and it is clear from more than a hundred years of experience that the role of manager is not for everyone, and that simply having the ambition to manage is not enough to do the job successfully.

What, then, does it take to excel as a manager or administrator? Before we get into the substantive content of the manager’s job, let’s briefly examine the expectations of the position. For many activities that we encounter during our lifetimes, there are clear practice routines that, if undertaken systematically and in a disciplined way, will lead to excellence. Golf and tennis are good examples. We can break down the motions necessary for the “perfect” swing or stroke, and if we devote enough time to practice and feedback, we can work toward a tangible goal. The same might be said of such functions as mastering the use of various types of software, becoming an outstanding therapist, or excelling in the practice of surgery.

The key difference for managers and administrators is that, for them to excel, they must achieve their accomplishments indirectly. Success for the manager comes through managing people in a way that motivates and enables them to work at their highest levels of productivity and in harmony with one another so that the total organization demonstrates success in terms of efficiency, effectiveness, quality, and productivity. Many managers have expressed the sentiment that it would be so much easier if only they could do a task directly rather than assigning it to a staff member! Getting the staff member to do the task in a positive way and producing a quality piece of work, however, is what the manager’s job is all about. Nobody cares whether or not the manager could do a better job by doing it him- or herself.

Defining Management and Administration

There is a tendency to use the terms *management* and *administration* interchangeably, yet there are some subtle differences described in the literature and demonstrated in practice. Sheldon (1966) distinguished the functions in this way:

*Administration* is the function of industry concerned in the determination of corporate policy, the co-ordination of finance, production, and distribution, the settlement of the compass of the organization, and the ultimate control of the executive.
Management is the function in industry concerned in the execution of policy, within the limits set up by administration, and the employment of the organization for the particular objects set before it. (p. 32)

One management scholar who focused on defining management was Henri Fayol (1949). He indicated that all management activity is made up of five components: planning, organizing, commanding, coordinating, and controlling. His definitions support the notion that management is involved primarily in the execution of policy and the supervision of subordinates in achieving the goals of the organization. Weinbach (1994) sums up the role of the human services manager as follows:

Management can be thought of as those specific functions performed by persons within the work setting that are intended to promote productivity and organizational goal attainment. (p. 11)

The critical difference between administrators and managers has to do with distinguishing between the executive level, policy-making, decision-making functions of the administrator and the implementation of policy and decisions designed to achieve a mutually agreed-upon set of goals and objectives, all guided by a mission and a shared vision about the organization’s direction. It is intended that this book will focus on the functions of the implementer (the manager), the person whose job it is to make the organization run in a productive and harmonious way. Job titles vary and can include supervisor, program manager, director, or other such title, depending on the level of management.

The focus on the role of management is adopted for a number of reasons. First, much is expected from human service organizations today, and organizational effectiveness is highly dependent on good management. Second, a manager’s role and responsibilities can be categorized and broken down into components so that they can be better understood and practiced. Finally, many organization-related functions overlap the domains of both management and administration, so the body of knowledge and range of skills have wide applicability. In the field of human services there are often positions that require the dual role of manager/administrator.

Creating a Positive Work Environment

Getting staff to perform at high levels has a lot to do with finding out exactly what motivates high performance. Have you ever held a job that you absolutely loved? A job in which you couldn’t wait to get to work? A job in which you didn’t watch the clock, but if you did happen to notice it, you were constantly amazed at how the time flew by? What about the other end of the scale? Have you ever had a job you hated? A job in which you worked only because you had to, because you needed the money? A job in which you spent the absolute minimum amount of time and energy that was necessary to keep the job?

What do you think makes the difference between those two types of jobs? Is it salary or the way people are treated? Is it the type of work employees do or the ways in which employees are rewarded (or not rewarded) for good work?

The pursuit of answers to these questions will form the major theme of this book. These are some of the most important questions in all of management, because if you can
create an organization in which people understand the job to be done, are committed to the organization’s mission, are competent to do the jobs to which they are assigned, love their work, and work well together, you will have put your organization in a position in which you can achieve maximum efficiency, effectiveness, quality, and productivity. On the other hand, if the drive to achieve excellence does not come from the collective efforts and motivation of the employees, no amount of close supervision, monitoring, evaluating, or threats will bring about an excellent organization.

Establishing Criteria for Organizational Excellence

In a sense, it might be said that the history of management thought is a story of the search for the correct formula that, when applied to the management of an organization, will ensure maximum performance. Management theorists, then, can be distinguished from one another by understanding their concepts of the “correct formula.”

For the proponents of scientific management theory in the early twentieth century, for example, the formula involved an assembly-line approach to manufacturing in which motion and energy were focused on certain limited tasks. If those who performed and supervised the tasks could perfect the motions and find the one best way, the production lines and, therefore, the organization would have achieved excellence.

For the proponents of human relations management in the 1940s and 1950s, employees needed positive attention and feedback from supervisors and others in the organization. If supervisors understood human behavior and motivation and would take the time to provide feedback and personalize the work environment, employees would perform at their highest levels and the organization would achieve excellence.

Douglas McGregor (1969), the author of the Theory X and Theory Y framework, presented a different argument. People were productive or unproductive, he believed, because of the assumptions management held about them—assumptions that then were translated into how employees were treated. If managers understood that people were capable of investing themselves and their creative abilities in the job, and if managers saw their responsibilities as getting barriers out of the way and unleashing the potential of a creative and energetic workforce, employees would perform at their highest levels and the organization would achieve excellence.

Other management scholars have proposed that the formula for achieving maximum productivity can be understood from the perspective of employee participation in decision making (Likert, 1967), careful planning and establishment of objectives (Drucker, 1954), having a form and structure that is in harmony with organizational purpose (Burns & Stalker, 1961), or establishing quality control standards for organizational processes, products, and services (Deming, 1982).

Research on Excellence

A number of researchers and authors in the field of management have addressed the question of what contributes to excellence in management. Peters and Waterman (1982) entitled their book In Search of Excellence. Their research led them to examine about 75
companies (some in greater detail, some in less). Companies were selected only if they fit their definition of excellence by meeting certain performance criteria over a previous twenty-year period. Through careful scrutiny of data and information from a sample of these successful companies, the authors identified eight basic principles that characterized excellent companies. The eight principles were:

1. A bias for action: preferring to do something—anything—rather than sending a question through cycles and cycles of analyses and committee reports
2. Staying close to the customer: learning the customer’s preferences and catering to them
3. Autonomy and entrepreneurship: breaking the corporation into small companies and encouraging them to think independently and competitively
4. Productivity through people: creating in all employees the awareness that their best efforts are essential and that they will share in the rewards of the company’s success
5. Hands-on, value driven: insisting that executives keep in touch with the firm’s essential business
6. Stick to the knitting: remaining with the business the company knows best
7. Simple form, lean staff: having few administrative layers with few people at the upper levels
8. Simultaneous loose-tight properties: fostering a climate in which there is dedication to the central values of the company combined with tolerance for all employees who accept those values

Although some of the subsequent research on high-performing organizations did not completely support these eight principles as those that will consistently lead to high performance, the Peters and Waterman principles did contribute to early thinking on the subject of organizational excellence. Some of the themes that run through their eight principles still appear twenty years later in literature on high-performing organizations. For example, their findings support a recognition, on the part of management, that employees bring a wealth of talent to the job and will perform at higher levels when there is a respect for their abilities to make positive contributions without constant direction and supervision. A second theme has to do with developing a niche or area of expertise and building on it rather than promoting continuous diversification. Another theme focuses on a commitment to the customer. We will revisit Peters and Waterman’s findings in the next chapter, but at this point we simply want to explore the various ways in which excellence in management has been defined.

Excellence as Defined by Accreditation Standards

Accrediting bodies also have ideas about what constitutes a range of performance from minimally acceptable to excellent. The Council on Accreditation (COA) is an organization whose purpose is to establish accreditation standards and evaluate social service agencies in relation to those standards. COA states that its accreditation gives assurance to various constituents that the agency meets rigorous standards and demonstrates that it (1) has effective management, (2) is fiscally sound, (3) designs programs to meet community needs, (4) continually monitors and evaluates service quality, (5) has qualified personnel, and
(6) has safe, accessible facilities (Council on Accreditation of Services for Families and Children, Inc., n.d.). These six criteria provide a very general framework for understanding what a professional accrediting body might look for when evaluating an organization and making a judgment about its performance.

The National Committee for Quality Assurance (NCQA) is a private, not-for-profit organization that assesses and reports on the quality of managed health care plans. Since 1991 NCQA has reviewed plans against more than fifty different standards, which fall into one of six categories that lead to an overall accreditation score:

1. Quality Improvement (40 percent)
2. Physician Credentials (20 percent)
3. Preventive Health Services (15 percent)
4. Members’ Rights and Responsibilities (10 percent)
5. Utilization Management (10 percent)
6. Medical Records (5 percent)

Organizations are scored within each of the six dimensions. Standards are used to determine scores. A high score would represent excellence in managed health care.

Another body concerned with excellence in organizational functioning is the U.S. Department of Commerce. Every year the president of the United States presents the Malcolm Baldrige National Quality Award to recognize U.S. companies for performance excellence. The point system used in judging applicants for the annual award uses seven criteria, with varying points allocated to each as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>100</td>
</tr>
<tr>
<td>Information and Analysis</td>
<td>70</td>
</tr>
<tr>
<td>Strategic Quality Planning</td>
<td>60</td>
</tr>
<tr>
<td>Human Resource Development and Utilization</td>
<td>150</td>
</tr>
<tr>
<td>Management of Process Quality</td>
<td>140</td>
</tr>
<tr>
<td>Quality and Operational Results</td>
<td>180</td>
</tr>
<tr>
<td>Customer Focus and Satisfaction</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>1,000</td>
</tr>
</tbody>
</table>

Curt W. Reimann, director of the awarding organization, lists eight critical factors that the examiners and judges look for:

1. A plan to keep improving all operations continuously
2. A system for measuring these improvements accurately
3. A strategic plan based on benchmarks that compare the company’s performance with the world’s best
4. A close partnership with suppliers and customers that feeds improvements back into the operation
5. A deep understanding of the customers so that their wants can be translated into products
6. A long-lasting relationship with customers, going beyond the delivery of the product to include sales, service, and ease of maintenance
7. A focus on preventing mistakes rather than merely correcting them
8. A commitment to improving quality that runs from the top of the organization to the bottom (Main, 1990)

The Baldrige Award is given to business organizations. Not all criteria are equally applicable to human service organizations. However, the emphasis is on continuously improving the quality of the product or service, and positive relationships with satisfied customers or clients are important criteria for defining excellence regardless of the type of organization.

The Opinions of Managers

Harvey (1998) interviewed fifty-one persons in management positions in human service organizations, thirty-one of whom were at the highest level and the rest at lower levels in very large organizations. She identified eight excellence dimensions, with several subcategories to one of the dimensions, as follows:

<table>
<thead>
<tr>
<th>Excellence Dimension</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purpose</td>
<td>Having a very clear sense of purpose, direction, mission, or vision, and a focus on its accomplishment.</td>
</tr>
<tr>
<td>2. Serving Client Needs</td>
<td>Attentiveness and responsiveness to the needs and feedback of the people that it serves.</td>
</tr>
<tr>
<td>3. Commitments to Staff</td>
<td>Commitment to provide a positive organizational climate where people feel trusted, valued, and respected.</td>
</tr>
<tr>
<td>4. Commitments from Staff</td>
<td>Demonstrated personal characteristics or attributes such as integrity, loyalty, and a sense of responsibility.</td>
</tr>
<tr>
<td>5. Flexibility and Adaptability</td>
<td>Constant examination of the organization’s need to change, awareness of organizational environment, making changes proactively.</td>
</tr>
<tr>
<td>6. Internal Processes</td>
<td>Responsible financial management, program evaluation, sound policies and procedures, an effective board of directors, strategic planning, a relatively flat structure, and nonantagonistic relationships with employee unions.</td>
</tr>
<tr>
<td>7. Congruence</td>
<td>All components of the organization are internalized and valued by staff and are well integrated and non-contradictory.</td>
</tr>
<tr>
<td>8. Striving</td>
<td>Excellence is not a static state; it requires that all employees have an internalized commitment to and actually do excellent work. (p. 38)</td>
</tr>
</tbody>
</table>
Some Themes Emerging from a Study of Organizational Excellence

In summary, there are many different perspectives on a definition of excellence in organizational functioning. Themes that emerge from studies of excellence include (1) establishing a purpose and mission for the organization and ensuring that all systems are consistent with the mission; (2) creating an organizational structure that is consistent with organizational purpose and maximizes flexibility; (3) designing jobs in a way that will permit staff to use their expertise and creativity; (4) demonstrating commitment to high performance by rewarding productive staff; (5) collecting data and information about services that will permit evaluation and continuous program improvement; (6) budgeting and financing the organization in a way that is consistent with the mission; (7) recruiting and retaining the best qualified and most productive staff; and (8) monitoring, evaluating, and providing feedback about staff performance in a way that leads to continuous improvement and high levels of productivity.

These themes will form the basis of many of the following chapters. The focus of this book is on ways to organize the many dimensions of social service organizations so that a framework for excellence can be created and systematically pursued by those committed to its achievement.

Establishing Criteria for Excellence in Leadership

In order for human service organizations to achieve excellence, the sine qua non is outstanding leadership. Many who have studied administration and management wish that it were not so—that the quality of organizational life was not so dependent on the quality of leadership. But, like it or not, it is! Agency executives and top management personnel set the tone for life in the organization. They strongly influence the performance of staff. They decide who will receive and who will be denied rewards. They profoundly affect morale. The bottom line is that it is simply not possible to maximize the potential of an organization with mediocre or poor leadership.

Therefore, it behooves students of organizational life to learn to recognize qualities of good organizational leaders and to become skillful in enabling an organization and its employees and other stakeholders to maximize organizational potential. Let’s begin by exploring the criteria that have been used by researchers and scholars to define excellence in leadership.

Examining the Qualities of Outstanding Leaders

Warren Bennis, a professor of management and former university president, is a person with a long-standing interest in the qualities of leaders. During the 1980s, Dr. Bennis attempted to determine what makes a “superleader.” He interviewed ninety top corporate executives, university presidents, public officials, newspaper publishers, and the coaches...
of consistently winning athletic teams. From this research, Bennis (1984) identified five traits his superleaders had in common:

- **Vision**: the capacity to create a compelling picture of the desired state of affairs that inspires people to perform
- **Communication**: the ability to portray the vision clearly and in a way that enlists the support of constituencies
- **Persistence**: the ability to stay on course regardless of the obstacles encountered
- **Empowerment**: the ability to create a structure that harnesses the energies of others to achieve the desired result
- **Organizational ability**: the capacity to monitor the activities of the group, learn from mistakes, and use the resulting knowledge to improve the performance of the organization

In a later analysis, Bennis (1989) described four traits of competence in leaders as the management of:

1. **Attention**: the ability to capture the attention of others because of a compelling vision and a clear sense of purpose and direction
2. **Meaning**: the ability to align people with them by communicating a sense of excitement about their vision
3. **Trust**: the qualities of constancy and reliability; holding to a consistent philosophy or theme regardless of its popularity so that there is a sense of predictability without rigidity
4. **Self**: knowing one’s skills and using them effectively

Bennis (1989) notes, “There is a term—*iatrogenic*—for illnesses caused by doctors and hospitals. There should be one for illnesses caused by leaders, too. Some give themselves heart attacks and nervous breakdowns; still worse, many are ‘carriers,’ causing their employees to be ill” (pp. 21–22).

In another study undertaken by Kouzes and Posner (1987), subordinates were asked what they expect from their superiors. The four responses to appear most frequently were honesty, competence, vision, and inspiration.

Clearly, there are some special qualities that set an excellent manager apart, and they involve (1) vision: the ability to define and generate enthusiasm for the organization’s future direction; (2) knowledge: being well grounded in understanding how an organization ought to function in its ideal state; (3) people skills: getting the highest levels of productivity out of personnel; (4) analytical skills: using data and information in a way that institutionalizes the concept of continuous improvement in efficiency, effectiveness, quality, and productivity; and (5) personal qualities: honesty, trustworthiness, integrity, and ability to inspire others.

**On Being Knowledge and Value Centered**

In his internationally acclaimed best seller, *The Seven Habits of Highly Effective People*, Steven Covey (1989) introduces the concept of being “centered.” He describes the many ways in which one’s life can become centered, including being spouse centered, family...
centered, money centered, work centered, possession centered, pleasure centered, enemy centered, church centered, or self-centered. He goes on to point out the futility and emptiness achieved in one’s life if any of these choices are made. In their place, he recommends becoming principle centered. “Principles are,” he says, “deep fundamental truths, classic truths, generic common denominators. They are tightly interwoven threads running with exactness, consistency, beauty, and strength through the fabric of life” (p. 122). Principles are timeless and do not change from one personal encounter to another.

In establishing the meaning of excellence, we will build on a foundation or “center” of a solid grounding in management theory as depicted in Figure 1.1. In defining a foundation for managerial growth and development, the excellent manager will first have the highest respect for the theoretical- and research-based foundation upon which good management practices today are based. Many managers in human service organizations have been trained in fields other than management and have not been exposed to much of this important liter-

**Figure 1.1**
Knowledge, Skill, and Values Foundation for Human Services Management
And although some become fine leaders because of their good instincts and ability to learn quickly on the job, they would undoubtedly be even better if grounded in sound knowledge of the various themes that have developed throughout the history of management.

Some may question the usefulness of management and organizational theory (much of which has been developed essentially for U.S. corporate, for-profit enterprises) to the nonprofit world of human services. The history of management thought has centered on maximizing productivity and profit. There have been many different perspectives on what makes people work hard for a company, but every perspective ultimately has increased productivity and profit at its core. It is, therefore, a perfectly logical and legitimate question to ask whether principles and concepts can be extracted from a competitive, profit-oriented environment and adapted to a noncompetitive, nonprofit organization. It is important that the reader keep an open mind on this question and use good critical thinking skills to evaluate and reevaluate constantly the usefulness of business-oriented concepts for human services management. Understanding how to adapt the best and most useful managerial themes to meet the unique needs of human service organizations and honing leadership skills are fundamental to excellence in management.

The next level in building a core or foundation for pursuit of excellence in management is a commitment to values and ethical practice. Value considerations in management include a commitment to behave in accordance with certain principles. Social work in particular and the broader field of human services in general will function with greater consistency and integrity if its managers are clear on questions of values and ethics. The major professional organization for social work, the National Association of Social Workers (NASW), has a code of ethics that proposes appropriate conduct as a professional person as well as responsibilities to clients, to colleagues, to employing organizations, to the profession and to society. Good managers will not only be able to articulate their values but will incorporate them into the roots from which their day-to-day practice flows.

Once grounded in management and organizational theory, in continuous and ongoing knowledge building, and in values, the manager in pursuit of excellence will carry out responsibilities in a way that is consistent with the organization’s mission and philosophy. It is mission and philosophy that provide a shared vision and sense of commitment and serve as a compass in planning and decision making.

Day-to-day practice for the manager involves the guidance of several organizational components. Managing the organization requires constant monitoring to ensure that all systems within the organization are functioning appropriately and in harmony with each other. Managing information requires attention to detail to ensure that data and information are collected and processed in a way that permits ongoing monitoring and evaluation and meets the needs of all stakeholders for information and reporting. Managing the budget requires carefully thought-out decisions about allocations to ensure that they are consistent with mission and philosophy and regular monitoring to ensure that expenditures support budget planning. Finally, managing personnel requires conscientious attention to every element of the human resources system to ensure that employee recruitment, selection, hiring, appraisal, and development are carried out with integrity throughout the system. When these guidelines for knowledge, skill, and value foundations are followed, managers of human service organizations will be providing themselves, their staff members, and their agencies with the very best opportunity to achieve excellence.
The Manager as Maestro

If you are among the many millions who have enjoyed Meredith Willson’s *The Music Man*, you will no doubt remember the scene in which “Professor” Harold Hill (a known fraud and charlatan), after having sold band instruments and uniforms to all of the families with elementary school children in a small Iowa town, proceeds to direct them in the “Minuet in G,” using the “think system.” The result is a cacophony of uncoordinated and unpleasant sound, funny in this particular context but unacceptable if you paid top dollar for a ticket and were expecting to hear a polished philharmonic orchestra.

In many ways, the role of the maestro is a good analogy for the role of the manager. Leading an orchestra looks easy, and many people are convinced they could step right into the role with no advance knowledge or preparation. Likewise, many who have been successful at lower levels in the organization believe that they can move from the role of clinician to manager without missing a beat, simply because they have observed other managers for many years.

Most of us are aware of organizations that, in the ways that they go about their business, seemingly make beautiful music while others emit only noise. Those managers who are guided by their knowledge of good management theory and practice, their knowledge of the organization, who make good use of data and information for continuous quality improvement, and who manage personnel in a way that elicits the highest levels of motivation and productivity will achieve excellence. Those who attempt to fulfill their responsibilities based on their instincts alone are less likely to do so.

In the following chapters we will develop a knowledge base on which a foundation can be built. We will identify the critical organizational principles that must be understood and appropriately applied to make the organization run smoothly. We will identify the elements of a comprehensive plan for the optimum utilization of human resources. If all of these components can be applied by a visionary and innovative leader in a way that achieves maximum internal consistency and integrity while remaining continuously responsive and relevant to external needs and demands, then we can say with conviction that excellence will ultimately be achieved in the management of that organization.

**SUMMARY**

1. **Understanding the Manager’s Role.** An excellent manager is one who excels in getting others to do their best work to achieve the goals of the organization.

2. **Defining Management and Administration.** Administration determines policy and sets the direction for the organization. Management carries out policies and promotes goal attainment.

3. **Creating a Positive Work Environment.** An excellent manager coordinates all the complex organizational variables in a way that employees identify their own success with the success of the organization.

4. **Establishing Criteria for Organizational Excellence.**
   - *Research on Excellence.* A number of researchers have focused on the subject of excellence. Peters and Waterman identify eight criteria for excellent organizations.
Excellence as Defined by Accreditation Standards. Accrediting bodies establish standards that can be used to define excellence.

The Opinions of Managers. Harvey interviewed fifty-one managers and defined eight excellence dimensions.

Some Themes Emerging from a Study of Organizational Excellence. A review of literature on organizational excellence produces eight themes.

5. Establishing Criteria for Excellence in Leadership. A number of researchers have explored the question of what makes a great leader.

Examining the Qualities of Outstanding Leaders. A summary of the literature identifies the qualities of vision, knowledge, people skills, analytical skills, and selected personal qualities as important for leadership.

On Being Knowledge and Value Centered. The core around which excellent managers are centered is a solid grounding in management theory and professional values.

The Manager as Maestro. The role of the manager can best be described as one who orchestrates many variables to produce harmonic functioning.

Overview of All Chapter Exercises

The exercises at the end of each chapter are designed to have the user develop a model, comprehensive manual that can serve as a reference document for all future responsibilities and assignments as a manager or administrator. Completion of the assignments will require that a specific agency or organization (either real or created for these assignments) be used as a basis for completing the policies and other documents.

At the end of each chapter the reader will be asked to develop a section of a policy manual, resulting in fourteen sections in all. These sections should be separated by a divider and placed in a three-ring binder. In some cases the assignment will ask for the creation of a policy. In these instances it is recommended that the policy statements follow a consistent format including the following standards: (1) they are assigned a number, (2) they are given a title that is printed in bold at the beginning of the policy statement, and (3) they are written in policy language. This means that they are written as short statements with no long, descriptive narratives. If new thoughts or ideas are introduced, they should be numbered as a subcategory of the policy and written as a separate section. An example follows:

Section 1: Organizational Philosophy

1.1 Statement on Excellence. It is the philosophy of this organization that all efforts will be consistently performed in a way that contributes toward overall organizational excellence (and so on).

1.1.1 Definition of Excellence. The term excellence as applied to this organization shall be defined as. . . .

When an attachment is required, a notation should be made in the policy statement that an example or an attachment is included. The attachment should be numbered in a way that associates it with the policy statement (e.g., Attachment 1.1a).
Develop a brief description of the organization you will be using in these exercises. Include the types of clients and problems served, the types of programs and services offered, number and types of staff, and other relevant factors. Complete “Section 1: Organizational Philosophy” in relation to the organization you will be using throughout the fourteen chapters of the book.

Section 1: Organizational Philosophy

1.1 Statement on Excellence. Write a statement that expresses your organization’s commitment to excellence. Make it brief and to the point. Explain what the term excellence means as applied to your organization.

1.2 Statement on Leadership. Write a statement that expresses your organization’s criteria for defining outstanding leadership.

1.3 Philosophy on Management. Write a statement that expresses your organization’s philosophy on the role of management.

References


