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ABSTRACT

Opportunities for Rochester Institute of Technology (RIT) to offer new academic offerings for human services managers were assessed. A questionnaire was completed by 174 top-level human services executives located in six upstate New York cities. Additional data were obtained from 12 group interviews that were held with 66 management and line personnel from human services organizations. Findings include the following: a beginning enrollment of 100-180 part-time students could be expected if RIT were to develop a graduate program relating to the management of human services organizations; there is a perceived need to upgrade the knowledge and skills of current and potential managers; direct service personnel need to appreciate management problems and alternatives; there is also a need for short courses for current managers; a curriculum is needed that has more depth in management and leadership areas; more internships and field experiences would be valuable; the preferred times for courses are weekdays, late afternoons, or evenings; and time and financial concerns are major constraints for electing to undertake an academic program. A questionnaire, study findings, and information on case situations, which respondents rated, are appended. (SW)

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A STUDY OF MANAGEMENT CONCERNS
IN HUMAN SERVICES ORGANIZATIONS:
THEIR IMPLICATIONS FOR EDUCATIONAL PROGRAMS

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HE 016 460

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July 1978

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REPORT SUMMARY

REPORT OBJECTIVE:

As a result of changing social, political and economic environments, it appears that opportunities are developing for RIT to offer new academic offerings for incumbent and potential human services managers. The object of this report is to analyze those apparent opportunities and thereby provide information for those who must decide whether to develop such programs. Specifically, data were developed to answer the following questions:

1. What program levels (e.g., degree, nondegree) should be offered?
2. What are the most appropriate times (e.g., weekdays, evenings) for new offerings?
3. What types of human services courses (e.g., seminars, short courses) should be offered?
4. What are the possible sources of funding (e.g., student payment, employer support, grants) for new and expanded educational opportunities in the human services area?

RESEARCH METHOD:

The major instrument for data collection was an eight page mail questionnaire which was completed by 174 (33% of the population) top level human services executives located in six cities in Upstate New York. Additional confirming data were obtained from 12 group interviews (66 people total) held with management and line personnel from human services organizations.

STUDY FINDINGS:

1. If RIT were to develop a graduate program relating to the management of human services organization, it is reasonable to expect a beginning enrollment of 100 to 180 part-time students.
2. Such a program would fill a need noted by many executives - to help upgrade the understandings and skills of current and potential managers.
3. To have better communications related to managerial problems, direct service personnel should have an appreciation of management problems, concerns, and alternatives.
4. Short courses were generally recommended for incumbent managers and degree programs for potential managers. However, many respondents recognized that a degree provides more course depth and varied experiences. There is some indication of a need to develop and interrelate short courses in a quality way so that they can, if taken separately, meet the immediate needs of an incumbent manager and also, if expanded on, contribute credit toward a degree.
5. Respondents had only two suggestions for curriculum changes. More depth in management/administrative/leadership areas was one significant recommendation. Another was a call for more internships and field experiences.

6. For class work, "Weekdays, late afternoons or evenings" were the clear time preferences.
7. Time and financial concerns would be major constraints for the respondents in electing to take any type of academic program. Some would expect help from their employer, but a significant number need to rely on their own resources. Many hope to get some type of financial aid via scholarships, stipends, etc.

I. INTRODUCTION

It is generally acknowledged that human services organizations operate in rapidly changing social, political, and economic environments and that these environments will continue to change, most likely at a faster rate. This ferment obviously influences the breadth and depth of management/leadership/administrative activities needed in human services institutions. Society is demanding and will continue to demand that human services organizations become better managed, with better leadership practices and with more accountable administrative practices and guidelines. Simply stated, human services managers are being asked to prove more than ever that their organizations significantly help their clients.

For colleges and universities, these challenges raise questions about the types and levels of programs offered to future and incumbent human services managers. The objective of this report is to provide empirical data that will help Faculty and Administrators at the Rochester Institute of Technology answer such questions about programs. The major thrust of the report presents a synthesis and analysis of the views of 174 human services managers on current management problems as they relate to educational needs for management personnel in their own organizations and fields.

A. What Has Happened

During the 1950's and 1960's, society readily accepted the need for expanding human services activities. The general public concluded that massive efforts were needed to help reduce social ills and that quality of life needed improvement. As a result, Federal, State, and Local Governments liberally funded human service organizations, and private and corporate charitable contributions improved significantly. In this prosperous environment, only moderate attention was given to how human services organizations were managed. (This is also characteristic of profit organizations during their profitable periods.)

Since the recessions of the late 1960's and early 1970's, however, government funding of many human services has declined as taxpayers have looked for more favorable cost-benefit ratios for their dollars. (For example, many taxpayers and politicians strongly endorse Zero Based Budgeting as a technique of financial management control for not-for-profit organizations.) Concurrently, the potential for private charitable donations has diminished because individuals have become concerned about inflation and many industries have faced vacillating profit margins. Yet the very factors that lead to such funding difficulties (e.g., inflation and unemployment) also increase the need for more human services support.

B. Better Management As An Aid

To provide more effective delivery and accountability in the face of these complexities, some human service organizations have looked to the business management sector for models of organizational operation. For example, for its personnel, the Monroe County YMCA provides workshops in marketing concepts and principles. Most of the information included in these workshops has been developed from accepted commercial marketing practices.

Yet despite the obvious need to better manage their organizations, many human services executives appear still to lack the skills and understanding necessary for effective management. A few seem to have developed well through the "school of hard knocks", but many (perhaps even a substantial majority) try to utilize management approaches that are inappropriate to the current demands of society. Clinging to their professional specialties (social work, psychology, etc.), they do not fully develop their managerial roles and potential.

Given the overall managerial status of human services organizations, then, management education for both current and future human service executives could be a viable growth area for colleges and universities. In turn, the institutions can make a significant contribution to society by developing useful human services management programs.

However, before this can be done a number of questions need to be answered, and it is the purpose of this study to provide insights to these questions.

1. What program levels (e.g., degree, nondegree) should be offered?
2. What are the most appropriate times (e.g., weekdays, evenings) for new offerings?
3. What types of educational experiences (e.g., seminars, short courses) should be offered?
4. What are the possible sources of funding (e.g., student payment, employer support, grants) for new and expanded educational opportunities in the human services area? (Note: In the industrial sector, company support frequently is an important ingredient for student funding especially with graduate and continuing education programs, and yet this kind of support may not be generally available in the human services sphere.)

C. Human Services Defined

A recent report on human services operations and education indicates that the field is evolving since its establishment back in the late 1960's.¹ Because definitions of the field consequently vary, this study developed its own working definition similar to that used by the RIT Human Services Study Group (cf. II. Study Background):

1. J. Chenault & F. Burnford, "Human Services Professional Education;" New York City, McGraw-Hill, 1978, pp. VII & 3.

That area of work dealing with organizations responsible for social welfare, community development, health, cultural activities, religious service organizations, and those specialized local and regional government organizations with significant responsibility for those functions, including a strong citizen volunteer dimension. Human Services activities include those activities which are protective, preventive, diagnostic, maintenance, or remedial in character. The focus of the study will be primarily on those institutions having a paid staff. It will exclude (1) established school systems and educational institutions at all levels and (2) line agencies of government.

II. STUDY BACKGROUND

This study is a part of a major RIT program review to determine where RIT should place emphasis in educating line and managerial professionals for the growing human services sector. Initiated by Dr. Todd Bullard, RIT Provost, the review consists of three activities, of which this study is the first. In the second activity, Dr. Bullard and Dr. Edward Johnson, Dean of the RIT College of Business, initiated discussions with four other colleges and universities about the possibility of conducting similar research projects

in their regions. The objective would be to obtain a national sampling of reactions, therefore greatly adding to the data of this study. Assisting administratively with the national effort is Dr. Rowan Wakefield, President of Washington Wakefield Associates. At present, the national study is awaiting funding from interested foundations. The third activity established by Dr. Bullard is a study committee, chaired by Dr. Paul Bernstein, RIT Dean of Graduate Studies, charged to develop a position paper on the directions human services education should take at RIT. The guidelines outlined for that group by Dr. Bullard state that:

- (1) a study of future human service programs should be made "especially in terms of existing RIT academic competencies,"
- (2) the study should include appropriate offerings from short courses to the master's degree, and
- (3) need and demand factors for such new curricula should reflect "factors in the market place."

The report of that committee will be released simultaneously with this report.

A. Literature Review

Ordinarily, a research study calls for an extensive review of the literature. Fortunately in this effort, a very comprehensive review had been conducted in conjunction with a 1977 study completed for the Federal Government

2. Memorandum from Provost Bullard to study committee dated July 29, 1977.

agency, ACTION.³ That literature review had developed three hypotheses, also subsequently validated, pertinent to this study:

- (1) There is a widespread sense that volunteer organizations have many unmet needs which hinder the effectiveness of their organizations.
- (2) There is an overall sense that many of these problems are generated because of a lack of sufficient skills or knowledge on the part of the organization's leaders and members.
- (3) Little attention has been given to evaluating the effectiveness of technical assistance services.⁴

It is important to note that what was defined in the 1977 study as "technical assistance" most often equated to what this study considers management skills and understandings, e.g., recruitment, training, supervision, fiscal accountability, motivation.

The Chenault and Burnford project of 1978 also pointed to the need for better management skills in the human services area. The following statement provides a flavor of their conclusions:

-
3. "Technical Assistance Needs Assessment & Resource Identification of Voluntary Organizations", Cambridge, Mass., American Institute for Research in the Behavioral Sciences, (AIR), April, 1977.
 4. "Review of Current Literature Concerning Assessment of the Needs of Volunteer Organizations", Cambridge, Mass., American Institute for Research in the Behavioral Sciences, December, 1976.

The future human service executive will be characterized by a unique blend of organizational and managerial expertise, political savvy, knowledge concerning the workings of government and professions, and particular skills developed by practice.⁵

(Interestingly enough, anyone acquainted with the management needs of the profit sector would find this description congruent with their future management needs.)

From these studies and their literature analyses, it is clear that better management is needed in all types of human services organizations. This investigation attempts to take the next step and to assess the roles colleges and universities can play in helping human services personnel to acquire more effective management skills and understandings, with the objective of helping to develop more effective organizations.

B. Data Acquisition Approaches

The work being provided in this report was launched with a formal research plan developed by the writer and refined through three editions, each having been reviewed by several RIT personnel and by those at other colleges and universities interested in participating in the national study. To gather the data in a reasonably cost effective manner and within accepted research standards, mail questionnaire and personal interview forms were developed.

5. Chenault and Burnford, op. cit., p. 169. This study also contains an extensive literature review, pp. 227-278.

The mail questionnaire (see Appendix A) was developed from issues raised by RIT personnel and others interested in the national study. Both direct and indirect questions were utilized. The indirect questions were drawn from four case situations in which respondents were asked to identify with management problems. In an indirect manner, they then were requested to determine whether they would look to formal education as one avenue for solving management problems. To test the validity and reliability of the total questionnaire, individual personal interviews were conducted with nine Rochester human service executives. Changes were made based on these interviews as well as comments from others interested in the study.

Supporting the mail questionnaire approach were personal interviews with six groups of managers plus six groups of human services line workers - a total of 66 human services personnel. Fifty-five of these people were employed in areas of social work, allied health and criminal justice. Dr. Bernstein and the Human Services Study Group conducted the interviews.

C. Survey Population

The mail questionnaire was sent to top organization executives in six upstate metropolitan areas - Rochester, Syracuse, Buffalo, Niagara Falls, Elmira, and Binghamton - as identified by listings of organizations provided by human

services officials in these areas. Although nearly all of the lists looked complete, in terms of the types of organization desired, it is likely that some potential respondents were omitted, e.g., some governmental social service officials in Binghamton and Elmira.

Questionnaires were mailed on March 15, 1978 with a requested return date of April 5th. On April 12th, a follow-up mailing was sent, and late in April personal phone calls were made to all nonrespondents in the Rochester area.

Of the 580 mailings, 51 were deleted from the sample for a variety of reasons (e.g., some organizations were longer in existence; some employed only a part-time secretary; and a few simply refused to participate). Completed questionnaires were received from 174 respondents - 33% of those who could have potentially returned them. This return appeared to be a good one, considering the length of the questionnaire. (A few respondents wrote complaints about the questionnaire length.) The conclusion that the sample was suitable is also supported by the agreement of survey results with the information found in the literature and with the tenor of the comments from management and line personnel interviewed by the Human Services Study Group.

Statistically, the respondents had the following characteristics which are detailed in Tables XV through XVIII. Overall, respondents reporting were "young", with nearly two-thirds being under age 50. In addition, they

were well educated, had an organization of over 25 people under their directions and controlled budgets in the middle six figures.

In terms of highest academic degrees held, the statistics showed a little less than 60% of the sample held advanced degrees, with 53% holding a Master's degree.

	<u>#</u>	<u>%</u>
Doctorate	10	5.7
Master's	93	53.4
Bachelors	56	32.2
Associate's	3	1.8
No Degree	<u>12</u>	<u>6.9</u>
	174	100.0

As might be expected, highest degrees were most numerous in social work, sociology, or counseling, with 34% of the sample holding degrees in these areas. Business, management, and economics were also important, with nearly 13% having their highest degree in these fields. If public administration is added to this 13% figure, it brings the total to about 20%. Education was also popular with a total near 18%.

About one quarter of the organizations (27%) employed from one to ten people, with a median employment of 26 people for all organizations providing data. Budgets ranged widely, from a low of \$17,500 to \$200,000,000. A little less than 10% had annual budgets above \$5,000,000, and the

median for the total group reporting data was \$651,600.

In summary, the "typical" person reporting data for this research has studied in one of a variety of professional academic fields, usually is responsible for twenty-six people, and controls an annual budget of \$651,600.

D. Hypotheses

To provide focus in the construction of the study design five hypotheses were subjectively developed. They follow:

1. 50% or more of respondents will indicate that the management/leadership/administration problems presented in narrative case examples are "typical" or "somewhat typical" of those found in their organizations.
2. 25% or more respondents will indicate that to obtain insights into management problems cited they would enroll in a short course related to the problem(s). 25% or more would enroll in a broader management program leading to a degree or certificate.
3. 50% or more of respondents will indicate that financial constraints would be the major barrier hindering them or their subordinates from enrolling in a short course or degree management program to gain management skills.
4. 80% of respondents will indicate that hiring personnel with reasonable competency in line skills at the Associate's, Bachelor's, and Master's degree levels is not a significant problem.

5. 50% or more of respondents will indicate that it is important for line personnel to have an appreciation of management/leadership/administrative techniques either as an avenue to advancement or as a basis for understanding the problems faced by a supervisor.

When the questionnaire data were reviewed, it became evident that it would be better to analyze the data in light of several major questions rather than to directly evaluate the hypotheses. Consequently, analysis was based on the following eight questions, covering the original hypotheses and more.

1. To what extent do respondents view human services management problems as increasing or remaining the same?
2. To what extent do the human service managers view management education as a way to help them solve management problems?
3. To best meet respondents' and subordinates' needs, what types of program formats are most desirable?
4. What changes do respondents want to see in current curricula?
5. What obstacles do human services personnel face in acquiring management education?
6. For the future, do the respondents see possible shortages of human services personnel?

7. Were there any major differences in the replies when the answers are evaluated in terms of organization budget size?
8. Based on the questionnaire information, is there a potential for RIT to enter the field of human services management education?

III. STUDY FINDINGS

1. To what extent do respondents view human services management problems as increasing or remaining the same?

A primary objective of the questionnaire was to determine how the respondents view impending changes in problems for human services management. To identify specific management areas likely to be of great concern, the questionnaire listed twenty-four such areas, and respondents were asked to indicate whether related problems would increase, remain the same, or decline. The questionnaire listing was adapted from findings of the ACTION Study.

Respondent reactions are listed in Table I. Over 50% of the study participants indicated that ten of the 24 management areas would be burdened with increasing problems in the coming years. For another five areas, 50% or more of the respondents indicated that problems would remain the same.

In no significant way did the respondents expect any area to have fewer problems in the future. "Recruitment of new direct service personnel" was the item with the largest "decline" figure. Fourteen percent of the sample predicted a drop; 27% viewed recruitment problems as increasing; and 53% viewed them as remaining stable.

"Understanding the legal implications of government regulations" was designated by the largest number of human services executives for increasing problem complexity. 71% (123 of 174 respondents) marked this item for increased problems. Other items in the top category (over 50% reporting increasing problems) are as follows:

- Developing better financial forecasts for future planning - 68%
- Developing more alternatives for fund raising - 68%
- Developing management information systems to get better data - 60%
- Designing new programs which meet increasing standards of accountability - 60%
- Developing long range plans - 59%
- Handling overall audits for government funding - 53%
- Coordinating joint program(s) with other agencies - 52%
- Changing agency organization structure to get better management accountability - 51%

The estimates of the coming impact of labor unions on human services organizations seemed to be divided. Nearly one-third of the respondents (32%) replied that labor problems would be increasing, but nearly an equal number had no opinion on the issue, or they felt it not relevant to their organizations. For some reason, this concern had the largest number of "no reply" responses (32, or 13%). This total response might tend to indicate a very strong potential labor movement in certain sectors of the human service field and very little activity in others.⁶

Implications:

Any collegiate offering in human services management must be seen by incumbent managers as providing long and short range help in solving their management problems. This is necessary to motivate them to provide the time and financial resources for themselves and their colleagues to acquire management skills and knowledge.

The data, from the mail questionnaire, from the local group interviews with human services executives, and from the national ACTION Study, indicate that increasing management problems are priority matters and that improving the handling of management related problems was a top concern. Overall, it is clear that although human services processes (e.g., counseling, diet therapy) do need some improvement, management

6. There is some data showing size has an affect.
See Question 7.

skills need more. Surprisingly, the line workers personally interviewed also noted the need for human services management. They asked for better organization, communications, budgeting, performance appraisal, etc. This is summarized in the Human Services Study report (page 13) as follows:

Among administrators in all of the human service areas, the need for managerial skills elicited the largest defined need - some 62 affirmative responses. It also brought forth the largest number of need responses among line workers (28) and confirmed the substantial interest in management that was shown in earlier RIT social work (1972) and criminal justice surveys.

Development of some types of collegiate level offerings for human services managers appears to be appropriate because the data unquestionably shows that human services executives are highly conscious of the problems.

2. To what extent do human services managers view management education as a way to help solve management problems?

Unlike some professional activities, management skills and understandings can be acquired without formal collegiate education. As a result, one can find top managerial personnel in many fields who have not had any collegiate management training.

To obtain an estimate of the respondents' attitudes toward a degree as an aid for acquiring management skills

and understandings, several questions were asked in the mail questionnaire. One question related to the problem areas cited in the prior section. It was:

Assume you or one of your colleagues wants to improve his/her skills or knowledge in area identified above with increasing problems, which of the following type(s) of graduate degree programs would best fit these needs? Please also indicate whether you might desire a full or part-time program.

Graduate degrees were emphasized because it was estimated that most of the respondents would hold a Bachelor's degree and could more readily relate to an advanced program. A summary of results can be found in Table III.

Of the five degrees listed, the Master of Business Administration (MBA) was reported as the most desirable for the conditions described in the question. 122 (70%) of the respondents indicated that this degree would improve management skills and/or understanding. This is an unexpected finding considering that human services executive personnel in the past frequently have looked upon MBA education as suited primarily to organizations in the profit sector. The next most desired degrees were the Master of Public Administration, MPA, (76 responses, or 44%) and the Master of Social Work, MSW, (60 responses, or 34%). The Master of Public Health,

MPH, and Master of Hospital Administration were preferred by only a few, but this is probably due to the small number of respondents from these types of services. Part-time formats were overwhelmingly preferred. This is not unusual since the question was directed toward employed human service executives and their colleagues.

To obtain further insight into the major question of this section, the respondents were provided with four case situations that contained human services management problems (See pages 5-8 of the questionnaire).⁷ For each of these, respondents were asked to state how representative the problems were and to select among several possible courses of action. One or two of the actions in each case involved educational alternatives.

In three of the case situations (#2, 3, & 4), 60% or more of the respondents recognized the situation as "typical or somewhat typical". (The one case not noted as "typical or somewhat typical" involved problems in recruiting operating volunteers such as scout leaders. Evidently, this was not a major concern for those sampled.)

7. Detail results are reported in Tables XI, XII, XIII, XIV.

% Reporting Case

<u>Case Situation</u>	<u>Typical/Somewhat Typical</u>
2. Helping professional to become a supervisor.	71
3. Executive needs help with budget/finances.	71
4. Good supervisor needs advice on building personal background to become executive.	60

Each case provided the respondents with several possible courses of action and asked the respondents to select a first choice and a second choice. Educational activities (such as enrolling in a short course or management program) ranked high, as the following summary indicates.

Education Activities Were:

	<u>First Choice</u>	<u>Second Choice</u>
Case #2	49%	44%
Case #3	33	40
Case #4	64	48

It is interesting that the educational action in case four received the strongest support. This situation involved a young supervisor who wanted to become an agency executive in the next three to five years. As a first choice, about one-third of the respondents recommended a management short course and another one-third suggested an MBA program. One might infer from these responses that human services executives

accept collegiate education as a base for the career growth of young managers. This inference was supported by other data which will be presented later in the study.

For each case, respondents were asked to describe any possible constraints or limitations the executives might have in taking the suggested actions. Time and financial constraints were the only major categories which were common to all cases.

Implications:

It would appear both from the direct data and from reactions to case situations that human services executives feel that collegiate management education is a significant route to helping them solve current management problems. There does not seem to be any strong pre-set attitude that solutions to their operational concerns can only be handled on the job or that academic experience has little relationship to the daily reality of management. Many human services executives (within time and financial constraints) would welcome opportunities to improve their skills and knowledge through academic work. There is good support for the belief that the graduate study in business management is an acceptable career route for younger managers and for professionals who want to become human services managers.

3. To best meet respondents' and subordinates' needs, what types of program formats are most desirable?

It is clear from the data (Table X) that the respondents strongly recommend short courses for current managers and degree programs for potential managers. (79% suggested short courses for current managers and 59% recommended degree programs for potential managers.) In subjectively reviewing the reasons for these choices, it appears that respondents often took the traditional view that potential managers are younger people and have the time, energy, and career motivation to pursue degree work. In contrast, current managers are very busy and could only devote enough time to education for short courses. However, the comments written on the questionnaire also indicated that these managers recognized that degree programs provide greater course variety and academic depth:

Short courses are more effective once the ground work of a degree has been laid. A degree program provides a much richer background for the doing and receiving of managerial work.

Updating skills is a basic continuous objective of the management team where I work. Short courses help achieve a short range goal. Pros who want to be managers should be degreed in their areas of ability to increase the level of management.

Current managers have limited time for long course study. My preference would be to be educated formally prior to employment.

To obtain data on the types of short course desired by the respondents, the questionnaire asked them to indicate which of the problems covered in Table I would best lend themselves to coverage in one- to three-day short courses. Detailed results are provided in Table II. As might be expected, governmental relations, planning, fund raising, marketing-related communications, and personnel practices were top on the list.

<u>Subject Matter</u>	<u>% Recommending for Short Course</u>
Developing alternatives for fund raising	53%
Improving personnel practices such as performance appraisal	45
Communicating agency mission/ image to the community	45
Understanding legal implications of gov't. regulations	44
Developing management information systems to get better data	41
Low on the priority list were:	
Handling day-to-day administrative operations (e.g., building maintenance)	19%
Training new and veteran personnel	19
Recruitment of new direct service personnel	11
Working with physical planning, real estate changes	10

In examining the top and low priority listings, it becomes clear that the respondents want management skills and understanding on a higher managerial plane. One may wonder whether sufficient skills and insights (beyond basic awareness) can be given in these areas with a one- to three-day course. However, with a series of integrated short courses, sufficient depth appears feasible.

Timing of classes is also an important aspect of program offerings, and respondents were asked to indicate their time preferences for structured degree work (see Table IX). "Weekday, late afternoon or evening" was clearly the top preference, being chosen by nearly two-thirds of the respondents. However, over one-third recommended "Saturday or Sunday" and about one-quarter felt "one full day or alternating weeks" would be desirable. Clearly a number of different acceptable time patterns for degree work (and possibly short course work) could be developed. For the future, specific detailed formats need to be constructed and market tested with human service executives.

Implications:

If accepted at face value, it would appear that the best marketing approach would be to have a series of short courses for current managers and to offer degree programs for those who aspire to management. However, because of the level of knowledge desired by the respondents and the general acceptance of advanced degrees in the human services field,

two types of short courses might be offered: one type to help managers update their skills or to provide some general awareness of a particular field (e.g., information systems) and a second type designated to be applied to degree efforts. This second type of short courses would enable students to obtain the academic variety and depth mentioned by as many as desirable. To obtain more precise reactions, it would seem that specific offerings need to be discussed in detail with representative groups of human services executives.

4. What changes do respondents want to see in current curricula?

Respondents were asked to provide their views on curriculum changes they would like to see for Associate's, Bachelor's and Master's degrees. For all three degrees, two changes were predominant (see Table VIII): "Include more internships/field experience" was recommended by 19% for the Associate's degree, by 24% for the Bachelor's degree, and by 17% for the Master's degree. "Include more management/administration/leadership courses" was recommended by increasing proportions for "higher" degrees: 11% for the Associate's degree, 22% for the Bachelor's degree, and 30% for the Master's degree.

On the whole, however, many respondents appeared neutral on curriculum changes; they either did not reply to the questions or reported that they had "no suggestions" or

"could not recommend changes". This neutral reaction represented about 40% in the cases of the Bachelor's and Master's curriculum and a little over 50% in the case of the Associate's degree. These results may indicate that practicing human services professionals are not aware of current curricula.

In a related question, the respondents were asked, "For a beginning professional in your field not interested in a management career, what knowledge should he/she have of the concerns (i.e., management problems) listed in question I?" (See Table VI for complete results.) It was reported by 40% of the sample that these beginning professionals should have an overall knowledge of the management job, processes, and concerns, while another 21% mentioned one or more specific management techniques such as "budgeting or personnel practices." Only 7% of the sample reported that beginning professionals need no knowledge of the managerial area.

Implications:

For curriculum development guidance, the study presents a clear and consistent picture - human services professionals need to know more about management. This includes both human services professionals who want management careers and those who will spend their careers in line work. Consequently, both new curricula and established curricula should be examined to determine whether they provide enough understanding of management problems. When the data from

Tables VI and VIII are viewed in relation to the management problems covered in Table I, all conclusions appear to reiterate the growing interest in human services management. The call for more internships and field experience is somewhat puzzling since many human services fields already require this type of educational experience. Perhaps this recommendation needs further investigation to determine what prompted it and what it means.

5. What obstacles do human services personnel face in acquiring management education?

Respondents were asked several questions about problems they might face in seeking more management education. The results are reported in Tables IV and V.

As might be expected, time and financial constraints were the major problems reported. A little under 40% of the sample indicated that financial resources would be a concern. Over two-thirds (69%) reported a time constraint. Only three percent indicated that they might not have the motivation or energy to pursue additional work.

In the case situations used in the questionnaire, the problems of time and financial constraints also were quite predominant, ranging from 33% to 39%. Only five of the respondents (3%) indicated that they would have no personal or job related concerns in pursuing further education.

About 10% of the sample indicated that travel time to classes would present a problem, and these replies, in

general, came from respondents outside the Rochester Metropolitan Area. These results indicate that geographic mobility in this region may not be a significant restraint in acquiring more professional education. However, this variable should not be treated lightly.

In an attempt to understand the financial problems the respondents might face in obtaining more management education, the study asked, "To complete such a program, where might one like yourself find the financial resources to meet tuition and other educational costs?" A little over half of the group (51%) replied that they would have to rely partially or totally on their own financial resources such as savings or loans. Another 29% indicated that they would need financial aid from scholarships, stipends, grants, etc.

The potential for financial support from employers seemed to be modest. About 23% of the sample made statements indicating some employer financial aid was certain. Another 14% indicated that their employers may be of financial assistance. A third group, 12% of the sample, was uncertain where they could obtain the financial support. Only one person indicated that finding the financial resource was not a problem, but he/she was quick to point out that this was because of additional income which was being earned by a spouse!

Implications:

The time and financial problems raised by the respondents are significant limitations for potential program enrollments. They would appear to be of even greater concern since the management courses or degrees being investigated are not required for professional standing in many human service fields and since one can often function in a management position without a collegiate management background.

However, it must be remembered that the pressures on human services managers are new and growing at an accelerating pace every year. It seems probable that these environmental pressures will motivate current managers to seek every practical avenue to help alleviate these pressures. Since further education clearly is considered one such practical avenue, individuals in the future organizations may be more willing to invest in management education (as long as it demonstrates its value in developing more effectively managed organizations).

To move in this direction, it would seem appropriate for an educational institute to consider seeking funding from a foundation or government agency for a demonstration grant to provide financial aid to a group of human services executives. The education outcomes could be measured in terms of improved managerial efficiency in the organizations represented by the graduates. Assuming the program to be of value, these executives would then serve as new role models for younger personnel who want to pursue human services management careers.

Similarly, there are ways of providing the program at attractive times. Serious as these time and financial constraints are, they can be overcome with creative program arrangements. What needs to be demonstrated clearly to overcome these time and financial constraints is that with management education, human services executives can more efficiently manage their organizations.

6. For the future, do the respondents see possible shortages of human service personnel?

To assess the coming employment picture for human services personnel, the respondents were asked, "For the next 5-10 years, how difficult will it be to recruit college educated personnel for your field?" Provisions were made for responding separately for those educated at the Associate's, Bachelor's and Master's levels. Reactions to this question are provided in Table VII.

In general, about two-thirds of the respondents anticipated no difficulty in employing personnel at the Associate's or Bachelor's levels. About 40% indicated that they anticipated no difficulty recruiting at the Master's level. However, another group of approximately 40% did anticipate difficulty, and about one-third of them indicated that the difficulty would be due to the inability of their organization to pay salaries required by persons holding Master's degrees. This reasoning may also have been the base for the rest who

reported that recruitment of Master's degree personnel will be "difficult/very difficult" (18%) or encounter "some difficulty" (7%).

In general, it would seem that colleges and universities are supplying a good flow of personnel at the Associate's and Bachelor's degree levels. At the Master's level, the picture appears to be mixed, and the recruitment problem in the opinion of the respondents will likely depend on the specializations needed and the ability of the organization to pay a competitive salary.

If these conclusions are related to other findings in the study about the need for better management in human services organizations, one can infer that there will likely be sufficient numbers of personnel available in most areas but that the missing ingredient will be personnel with higher levels of management skills and understandings. For those who want to continue in line careers, developing an appreciation of management problems will likely be a necessity. (See Table VI.)

Implications:

In general, there appear to be no overriding concerns about obtaining the needed professionals to provide organization line services. What will likely be needed are managerial professionals who must make certain that the services are delivered in efficient and productive modes.

7. Were there any major differences in the replies when answers are evaluated in terms of organization budget size?

When organizations above the median budget (\$651,516) were compared with those below this budget level, differences were noted in several sets of data, but each of these differences could be rationally explained. For example, 53% of large organizations viewed "Handling formal labor negotiations" as an increasing concern while only 13% of the smaller organizations felt this would be an increasing concern. This is understandable when one considers that larger organizations presumably would be more prone to union organization than would smaller ones.

In relation to educational problems, 81% of the larger organizations felt that time constraints would be a major limitation to enrolling in a degree program while 56% was the figure reported for the smaller organizations. More managers in large organizations seem to feel a tight time constraint since increasing organizational size tends to lead to less flexibility. On the other hand, about one-third of the respondents from large organizations indicated that the employer will help" the student financially while only 14% of the respondents from smaller organizations fell into this category. This tends to support an observation that the large organization would more likely have more traditions in financially supporting educational activities.

On some issues, the two groups coincided well. Proportionally, both seemed to agree on the level of difficulty to be encountered in recruiting various professionals in the next five to ten years, i.e., some difficulty at the Master's level but relatively little difficulty at the Associate's and Bachelor's levels.

The various comparisons between the two groups tend to indicate that larger organizations anticipate more intense managerial problems and a growing need for managerially oriented personnel to handle these problems. The small organizations also seem to need this help, but do not place as great a priority on it. These outcomes have general face validity, as managerial difficulties tend to grow with organizational size. Very simply, the "personal touch" is harder to maintain with larger groups.

Implications:

The fact that the larger human services organizations indicate stronger managerial needs should bode well for possible student numbers in any human services graduate programs because these organizations tend to have more managers who might desire educational opportunities, and the organizations may be more likely to be headed by executives with high level managerial orientations. Consequently, they may be in better positions to urge their people to obtain more management education and to help them meet the costs

of such education. The situation seems to be analogous to that of industry where large firms tend to be the major source of part-time students in current management programs.

8. Based on the questionnaire information, is there a potential for RIT to enter the field of human services management education?

From the data obtained in the study, it is estimated that if RIT were to offer a Master's degree in human services management, it could quickly enroll between 100 and 180 part-time students, assuming that human services executives consider the curriculum to be viable.

Those figures are based upon the following assumptions developed from the study data.

1. About 600 human services organizations (covered by the study definition) exist in the regions covered by the study.
2. The average human services organization employs 26 people, typical of the respondents of this study.
3. A span of managerial control for each "average organization" is 1:7, i.e., each manager has seven line workers reporting to him or her. This is a conservative ratio and provides a basis of 3.7 managerial personnel for each organization.

These assumptions lead to the following estimates:

1. Maximum number of potential graduate students =
 (# of Orgs.) x (# of Mgrs. Each) = 600 x 3.7 = 2,220

2. Assuming, conservatively, that less than 10% would register for a "management type" Master's degree, and selecting 7% to 8% as subjective estimates, enrollment projections range from 154 to 178 (2,220 Maximum x .07 & .08).

It is important to reemphasize that all of the above estimates are highly conservative and have cautiously considered the facts that some personnel already have business/management/economics degrees, that time and financial constraints will deter many, that often there is a difference between what people say they will do and they actually do, etc.

Assuming that about 3% of the total pool of 2,220 managers changes each year, and that these people desire further management education, we can estimate a student replenishment figure of about 60 students. This would easily keep the enrollment at the level of 150-180 part-time students for some years. This assumption conservatively provided for no increased interest in human services management education. But based on the results of this study and other literature, it is likely that interest in such education will increase.

Another way to estimate the student potential would be to assume that the 70% who mentioned the MBA degree as desirable (Table III) represent the total number interested in a human services management degree. This provides a figure of 1,554 (.70 X 2,220). Dr. John Burns, Director of the RIT MBA Program, reports from his understanding of national statistics that it is reasonable to assume that 7%-8% of persons expressing interest in a graduate program

would finally register for that program. Similarly, according to admissions figures provided by Mr. Louis Guard, RIT registers 10% of all those who inquire about programs. Under this approach, one could project between 109 and 124 part-time students ($1,554 \times .07$ & $.08$). This estimate is smaller than the 154 to 178 projected by the other method, but both predict significant enrollments.

For years beyond the initial stages of program introduction, it would seem that traditional full-time graduate students (ages 22-24) could be enrolled into the program. This prospect could be developed as the first group of graduates begins to serve as role models. At present, there are very few of these models because human services managers traditionally develop careers through on-the-job experience after some years as line professionals. Collegiate students, (ages 18-22), traditionally have not opened up their vistas to the potentials of becoming human services managers. Hopefully, as they interact with persons who have undergraduate degrees in human services professional skill fields (e.g., counseling) and graduate degrees in management, they will see the full benefit of merging these backgrounds.

What impact this movement might have on undergraduate programs is hard to determine at this time because of the need for an undergraduate academic grounding and field experience in professional skill areas.

IV. STUDY LIMITATIONS

Every research study has a set of limitations that the reader should consider in evaluating the results. Following are the major items to keep in perspective for this project:

1. A sampling of nonrespondents was not interviewed to determine whether there was a difference between the respondents and nonrespondents. However, the results from the interviews conducted by the Human Services Study Group were highly congruent with those of the mail questionnaire. In addition, the general tenor of the literature reviews also were congruent with study findings. Consequently, one can comfortably (although not certainly) conclude that nonrespondents were similar to respondents.

2. It was clear that some of the mailing lists utilized were not as complete as one might hope. It is estimated that some public organizations (e.g., county youth bureaus) were omitted in several locations.

3. Since the questionnaire originated from a business school, the respondents might have been positively disposed to provide answers that would emphasize the management function, i.e., operation of the halo affect. However, the ACTION Study mentioned previously also developed similar findings, and its data collection originated from a behavioral research organization. In addition, the Human Services Study Group, composed of people from six disciplines, developed similar findings.

4. The mail questionnaire was unusually long and the fatigue factor may have affected the consideration given to some answers.

5. Data were evaluated on a descriptive basis and tests of significant differences were not employed.

Overall, the limitations of the study would not seem to significantly affect the results of the study and the implications RIT can draw from them.

V. SOME OBSERVATIONS

In conducting any research project, an investigator makes observations which can not be included in the main body of the report because data were not developed to substantiate them. This section contains this investigator's observations in two areas. One is the process by which this study was conducted, and the other relates to some reactions to the human services management environment.

The process of this study has been quite different from those developed for other RIT program investigations. In the past, the usual process has been to identify possible areas for curriculum growth and then to determine whether there were or will be sufficient jobs for graduates. Data gathered has been from employer needs, labor projections and current labor demands.

Although some of these approaches have been utilized here, the main thrust has been to determine whether management

activities were a problem area for human services executives and whether more management education was needed to help solve these problems. In other words, the emphasis was on curriculum development to aid in problem solution rather than curriculum development to fill an occupational role. Consequently, the primary objective was to determine whether incumbent human services executives envisioned management problems and their solutions as priority areas and whether management education was one aid to solving these problems.

If the traditional approach had been utilized the need might not have been uncovered. It is true that the number of human services organizations will probably not grow and that smaller organizations will be merged or combined. It is also true that the number of human services managers will not grow because of the constriction in budget and agency size. However, what this does not indicate (and what has been reported here) is that the educational need is based not on growing numbers of managers but on the public demand for increasing quality of management. Also, because this survey relied on actual potential students and student "influentials" (rather than on simply counting the number of job openings that would be appropriate for graduates) the projected enrollment figures are hopefully closer to true demand; they are based not on mere potential demand for graduates, but rather on expressed need for program.

In regard to the human services environment, a pleasing observation has been that the managers who have responded to the mail questionnaire seem to accept the fact that the business management model can also be adapted to the human services environment. As a result, they seem to be eager to examine the possibilities of applying "business philosophies and techniques" to the problems of human services management. This attitude is quite in contrast to the past where many have considered human services activities as being "unmeasurable" and being completely different from profit centered activities. This new viewpoint opens up many possibilities for RIT to make significant educational contributions to the solutions of human services management concerns.

STATISTICAL TABLES

TABLE I

RESPONDENTS' ESTIMATES ON FUTURE CHANGES IN OPERATIONAL CONCERNS

CONCERNS	PROBLEMS INVOLVED WILL											
	INCREASE		REMAIN SAME		DECLINE		NO OP/ NOT REL		NO REPLY		TOTAL	
A. Obtain qualified board personnel	56.	32.18	92.	52.87	12.	6.90	7.	4.02	7.	4.02	174.	100.00
B. Handling day-to-day administrative operations (e.g. building maintenance)	83.	47.70	75.	43.10	2.	1.15	8.	4.60	6.	3.45	174.	100.00
C. Developing Management Information Systems to get better data.	104.	59.77	39.	22.41	16.	9.20	11.	6.32	4.	2.30	174.	100.00
D. Changing the agency organization structure to get better management accountability	89.	51.15	56.	32.18	18.	10.34	6.	3.45	5.	2.87	174.	100.00
E. Developing agency program plans	79.	45.40	78.	44.83	14.	8.05	1.	.57	2.	1.15	174.	100.00
F. Developing better accounting/book-keeping systems & internal controls	65.	37.36	81.	46.55	22.	12.64	2.	1.15	4.	2.30	174.	100.00
G. Handling overall audits for gov't funding	93.	53.45	54.	31.03	7.	4.02	12.	6.90	8.	4.60	174.	100.00
H. Developing better financial forecasts for future planning	119.	68.39	35.	20.11	9.	5.17	8.	4.60	3.	1.72	174.	100.00
I. Developing more alternatives for fund raising	119.	68.39	31.	17.82	3.	1.72	11.	6.32	10.	5.75	174.	100.00
J. Handling insurance and liability programs	81.	46.55	69.	39.66	3.	1.72	9.	5.17	12.	6.90	174.	100.00
K. Improving personnel practices such as performance appraisal	71.	40.80	88.	50.57	12.	6.90	2.	1.15	1.	.57	174.	100.00
L. Training new and veteran personnel	60.	34.48	100.	57.47	8.	4.60	3.	1.72	3.	1.72	174.	100.00
M. Recruitment of new direct service personnel	47.	27.01	93.	53.45	24.	13.79	8.	4.60	2.	1.15	174.	100.00
N. Managing & revising benefit packages	73.	41.95	67.	38.51	6.	3.45	18.	10.34	10.	5.75	174.	100.00
O. Handling formal labor negotiations	56.	32.18	30.	17.24	1.	.57	55.	31.61	32.	18.39	174.	100.00
P. Designing new programs which meet increasing standards of accountability	104.	59.77	56.	32.18	7.	4.02	4.	2.30	3.	1.72	174.	100.00
Q. Revising & evaluating ongoing program	71.	40.80	91.	52.30	8.	4.60	1.	.57	3.	1.72	174.	100.00
R. Coordinating joint programs(s) with other agencies	90.	51.72	65.	37.36	14.	8.05	3.	1.72	2.	1.15	174.	100.00
S. Communicating agency mission/image to the community	83.	47.70	76.	43.68	12.	6.90	1.	.57	2.	1.15	174.	100.00
T. Developing funding proposals	89.	51.15	66.	37.93	5.	2.87	9.	5.17	5.	2.87	174.	100.00
U. Preparing written materials (e.g., brochures) for all constituents, clients, boards, government personnel, etc.	71.	40.80	86.	49.43	9.	5.17	4.	2.30	4.	2.30	174.	100.00
V. Developing long range plans	102.	58.62	60.	34.48	8.	4.60	2.	1.15	2.	1.15	174.	100.00
W. Working with physical planning, real estate changes	52.	29.89	62.	35.63	10.	5.75	33.	18.97	17.	9.77	174.	100.00
X. Understanding legal implications of governmental regulations	123.	70.69	36.	20.69	4.	2.30	8.	4.60	3.	1.72	174.	100.00

1.1

TABLE II

CONCERNS WHICH RESPONDENTS REPORTED
WOULD BEST LEND THEMSELVES TO
COVERAGE IN SHORT COURSES (1 TO 3 DAYS)

	RESPONDENTS MENTIONING	
	#	%(a)
A. Obtain qualified board personnel	33	24.3
B. Handling day-to-day administrative operations (e.g., building maintenance)	26	19.1
C. Developing Management Information Systems to get better data.	56	41.2
D. Changing the agency organization structure to get better management accountability	46	33.8
E. Developing agency program plans	28	20.5
F. Developing better accounting/book-keeping systems & internal controls	45	33.1
G. Handling overall audits for gov't. funding	27	19.9
H. Developing better financial forecasts for future planning	55	40.4
I. Developing more alternatives for fund raising	72	52.9
J. Handling insurance and liability programs	39	28.7
K. Improving personnel practices such as performance appraisal	61	44.9
L. Training new and veteran personnel	26	19.1
M. Recruitment of new direct service personnel	15	11.0
N. Managing & revising benefit packages	37	27.2
O. Handling formal labor negotiations	32	23.5
P. Designing new programs which meet increasing standards of accountability	47	34.6
Q. Revising & evaluating ongoing programs	48	35.3
R. Coordinating joint program(s) with other agencies	40	29.4
S. Communicating agency mission/image to the community	61	44.9
T. Developing funding proposals	51	37.5
U. Preparing written materials (e.g., brochures) for all constituents, clients, boards, government personnel, etc.	40	29.4
V. Developing long range plans	45	33.1
W. Working with physical planning, real estate changes	14	10.3
X. Understanding legal implications of governmental regulations	60	44.1
No Reply to the Question.	38	

(a) % BASED ON 136 RESPONDENTS

TABLE III

MASTERS DEGREE PROGRAM(S) DESIRED
TO HELP SOLVE INCREASING MANAGEMENT PROBLEMS

	<u>TYPE AND FORMAT DESIRED</u>					
	<u>FULL-TIME</u>		<u>PART-TIME</u>		<u>TOTAL</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Master of Business Administration (MBA)	22	12.64	108	62.07	122	70.11
Study of management principles applicable to all types of organizations.						
Master of Social Work (MSW)	19	10.92	49	28.16	60	34.48
Study of casework, group work, community organization, social policy analysis, social work management, etc.						
Master of Public Administration (MPA)	10	5.75	70	40.23	76	43.68
Study of public policy and delivery of governmental services in a context of modern management principles.						
Master of Hospital Administration (MHA)	8	4.60	17	9.77	24	13.79
Study of nature/interrelationships among elements of modern health network as guided by government policy.						
Master of Public Health (MPH)	4	2.30	32	18.39	36	20.69
Study of management and delivery of health services in a fluctuating framework of governmental policy.						
Other	4	2.30	16	9.20	17	9.77
No Reply to question	14	8.05				

DOES NOT TOTAL 100% BECAUSE OF MULTIPLE RESPONSES.

TABLE IV
 PERSONAL AND JOB RELATED CONCERNS
 RELATING TO ENROLLING IN DEGREE PROGRAM

CONCERNS	RESPONDENTS REPORTING	
	#	%
1. Time Constraints	120	68.97
2. Financial Constraints	67	38.51
3. Don't have motivation/energy	5	2.87
4. Travel time to classes	17	9.77
5. Conflict of theory and actual practice	11	6.32
6. Specific personal/job concerns reported - eg., public speaking, developing funding proposals.	7	4.02
7. No personal/job related concerns	5	2.87
8. No reply to question	19	10.92
9. Other	16	9.20

DOES NOT TOTAL 100% BECAUSE OF MULTIPLE RESPONSES.

TABLE V
 RESPONDENTS' FINANCIAL SOURCES
 TO MEET EDUCATIONAL COSTS

<u>SOURCES</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
1. Financial resources not a problem.	1	.57
2. Employer <u>may</u> help.	24	13.79
3. Employer <u>will</u> help.	40	22.99
4. Personal resources/loans/savings.	89	51.15
5. Need scholarships/stipends/grants/ fellowships.	51	29.31
6. Uncertain where one could locate financial resources.	21	12.07
7. No reply to question.	15	8.62
8. Other	3	1.72

DOES NOT TOTAL 100% BECAUSE OF MULTIPLE RESPONSES.

TABLE VI

LEVEL OF KNOWLEDGE OF MANAGEMENT PROBLEMS
BEGINNING SOCIAL SERVICES PROFESSIONALS SHOULD HAVE

<u>CONCERNS</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
1. Mentioned specific management techniques: budgeting, personnel practices, etc.	37	21.26
2. Overall knowledge of the management job, process and concerns	70	40.23
3. Varying knowledge depending on agency, mission and person's job	5	2.87
4. Very little knowledge	13	7.47
5. Uncertain as to knowledge needed	4	2.30
6. No knowledge of the concerns needed	13	7.47
7. No reply to question	21	12.07
8. Other	12	6.90
Total	174	100.0

TABLE VII
 ANTICIPATED DIFFICULTY IN RECRUITING
 PROFESSIONAL PERSONNEL (BY DEGREE LEVEL)
 IN NEXT 5-10 YEARS

<u>ASSOCIATES LEVEL</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
1. No difficulty	113	64.94
2. Some difficulty	0	.00
3. Difficult/Very difficult	6	3.45
4. Difficult due to low pay scale	7	4.02
5. Uncertain of difficulty	7	4.02
6. Difficulty depends on area of specialization	3	1.72
7. Degree level not employed by organization	26	14.94
8. Other	4	2.30
9. No reply to question	8	4.60
Total	174	100.00

<u>BACHELORS LEVEL</u>		
1. No difficulty	116	66.67
2. Some difficulty	11	6.32
3. Difficult /Very difficult	7	4.02
4. Difficult due to low pay scale	12	6.90
5. Uncertain of difficulty	6	3.45
6. Difficulty depends on area of specialization	3	1.72
7. Degree level not employed by organization	5	2.87
8. Other	5	2.87
9. No reply to question	9	5.17
Total	174	100.00

<u>MASTERS LEVEL</u>		
1. No difficulty	73	41.95
2. Some difficulty	12	6.90
3. Difficult/Very difficult	32	18.39
4. Difficult due to low pay scale	26	14.94
5. Uncertain of difficulty	6	3.45
6. Difficulty depends on area of specialization	3	1.72
7. Degree level not employed by organization	7	4.02
8. Other	7	4.02
9. No reply to question	8	4.60
Total	174	100.00

TABLE VIII

CURRICULA CHANGES SUGGESTED BY DEGREE

	ASSOCIATES DEGREE		RESPONDENTS REPORTING	
		#		%
1. Include more management/administration/ leadership courses	20		11.49	
2. Include more material on referral process, coordination of organizations	2		1.15	
3. Include more internships/field experiences	33		18.97	
4. Increase interventive courses, e.g., client - therapist relations	3		1.72	
5. Increase program skill courses	7		4.02	
6. Programs need to be better attuned to working reality	9		5.17	
7. Other	14		8.05	
8. No opinion/No changes	56		32.18	
9. No reply to question	34		19.54	
<u>BACHELORS DEGREE</u>				
1. Include more management/administration/ leadership courses	39		22.41	
2. Include more material on referral process, coordination or organizations	3		1.72	
3. Include more internships/field experiences	42		24.14	
4. Increase interventive courses, e.g., client - therapist relations	5		2.87	
5. Increase program skill courses	9		5.17	
6. Programs need to be better attuned to working reality	13		7.47	
7. Other	6		3.45	
8. No opinion/No changes	34		19.54	
9. No reply to question	32		18.39	
<u>MASTERS DEGREE</u>				
1. Include more management/administration/ leadership courses	52		29.89	
2. Include more material on referral process, coordination of organizations	3		1.72	
3. Include more internships/field experiences	29		16.67	
4. Increase interventive courses, e.g., client - therapist relations	3		1.72	
5. Increase program skill courses	10		5.75	
6. Programs need to be better attuned to working reality	12		6.90	
7. Other	12		6.90	
8. No opinion/No changes	34		19.54	
9. No reply to question	32		18.39	

DOES NOT TOTAL 100% BECAUSE OF MULTIPLE RESPONSES.

TABLE IX

BEST TIMES FOR DEGREE STUDY
AS REPORTED BY RESPONDENTS

<u>TIME</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
Weekday, late afternoon, or evening	113	64.94
One full day a week	28	16.09
One full day on alternating weeks	42	24.14
Saturday or Sunday	61	35.06
Summer months	30	17.24
Other	9	5.17
No reply	5	2.87

DOES NOT TOTAL 100% BECAUSE OF MULTIPLE RESPONSES

TABLE X

EDUCATIONAL FORMAT DESIRED FOR
CURRENTLY EMPLOYED MANAGERS AND POTENTIAL MANAGERS

	<u>DEGREE PROGRAM</u>		<u>SHORT COURSES</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
1. Current Managers	35	20.11	138	79.31
2. Potential Managers	103	59.20	60	34.48

DO NOT TOTAL 100% BECAUSE MULTIPLE RESPONSES

Several case situations are presented below. We would appreciate your reviewing them and answering the questions which follow. Your answering these questions will help us gain insights into how you view several types of management challenges.

Ralph Roe is the senior professional executive of a locally financed non-profit organization which also receives some governmental funding. This organization is under the control of its own Board of Directors. Ralph is an experienced executive, and he began his career as a field worker in the same area served by his organization. His academic background (both Bachelor's and Master's) is related to his specialized field. Ralph has no formal training in the administrative/management/leadership area and describes his modest success in handling these concerns as being able to "adjust to the school of hard knocks".

Recently he has encountered some new problems which are described below. He is wondering how he can expand his own insights to meet these challenges.

TABLE XI

Case Situation I

Ralph's organization utilizes a large group of operating program volunteers, similar to scout leaders or hospital nurses' aides. In recent years, he has been faced with increased volunteer turnover and intensified problems in recruiting new volunteers.

<u>REACTIONS</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
I am facing or have faced a similar type of situation.	32	18.39
This has not been a typical situation for my organization.	70	40.23
This has been somewhat a typical situation of my organization.	41	23.56
This problem could not arise in my organization.	14	8.05
Other.	9	5.17
No reply.	8	4.60
TOTAL	174	100.00

<u>ACTIONS</u>	<u>WHAT SHOULD RALPH DO?</u>			
	<u>FIRST CHOICE</u>		<u>SECOND CHOICE</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Hire a consultant.	16	9.20	23	13.22
Talk to other executives.	46	26.44	36	20.69
Enroll in a short course on volunteer recruitment and retention.	65	37.36	57	32.76
Enroll in a management certificate or degree program which would cover this problem and other pertinent problems.	9	5.17	13	7.47
Other.	28	16.09	11	6.32
No reply.	10	5.75	44	25.29

Does not total 100% because of multiple responses.

CONSTRAINTS/LIMITATIONS

<u>REASONS</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
Course or consultant might not be available.	30	17.24
Ralph may lack ability to sell agency or its goals.	2	1.15
Ralph may have personality problems, not be open to learning or too insecure.	14	8.05
Ralph may not have time or budget.	54	31.03
Solution(s) is a short term one and will not provide him with depth of info.	11	6.32
Ralph has no constraints/limitations involved.	21	12.07
Other.	40	22.99

Does not total 100% because of multiple responses and no replies.

TABLE XII

Case Situation II

Ralph has promoted Helen Dormer from a professional delivering direct service to a supervisor. Helen has been a good professional and in her new position will continue with some direct service duties but now directly supervises two other professionals. Helen, who wants to be a supervisor, has never been in a leadership or supervisory position before, but Ralph feels she has the ability to do the job despite the fact she has no academic supervisory education or practical experience.

<u>REACTIONS</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
I am facing or have faced a similar type of situation.	77	44.25
This has not been a typical situation for my organization.	36	20.69
This has been somewhat a typical situation of my organization.	46	26.44
This problem could not arise in my organization.	7	4.02
Other.	0	.00
No reply.	0	.00
TOTAL	174	100.00

<u>ACTIONS</u>	<u>WHAT SHOULD RALPH DO?</u>			
	<u>FIRST CHOICE</u>		<u>SECOND CHOICE</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Suggest Helen take a short supervisory course at a local college or university.	68	39.08	59	33.91
Let her learn through on-the-job experience.	2	1.15	9	5.17
Encourage Helen to enroll in a management degree program which would cover this and other pertinent problems.	18	10.34	18	10.34
Have regularly scheduled talks with Helen about supervisory techniques and approaches.	71	40.80	56	32.18
Other.	3	1.72	4	2.30
No reply.	12	6.90	40	22.99

Does not total 100% because of multiple responses

CONSTRAINTS/LIMITATIONS

<u>REASONS</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
There may be a time/budget constraint/limitation.	58	33.33
Helen has to be receptive to the approach.	9	5.17
Ralph may lack the ability to help because of his own lack of management background.	32	18.39
Helen may need more intensive type(s) of training or education.	7	4.02
There are no constraints/limitations involved.	22	12.64
Other.	32	18.39

Does not total 100% because of multiple responses and no replies

Case Situation III

In the past, Ralph has handled financial and budgetary activities with relative ease. However, in recent years, these matters have become more involved and Ralph now feels there is much he needs to learn about this area.

<u>REACTIONS</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
I am facing or have faced a similar type of situation.	78	44.83
This has not been a typical situation for my organization.	33	18.97
This has been somewhat a typical situation of my organization.	46	26.44
This problem could not arise in my organization.	4	2.30
Other.	2	1.15
No Reply.	0	.00
TOTAL	174	100.00

<u>ACTIONS</u>	<u>WHAT SHOULD RALPH DO?</u>			
	<u>FIRST CHOICE</u>		<u>SECOND CHOICE</u>	
Consult an accountant as needed.	57	32.76	42	24.14
Get some help on financial management from a board member.	31	17.82	22	12.64
Take a financial course at a local college or university.	23	13.22	32	18.39
Enroll in a management program which would cover this problem and other pertinent problems.	35	20.11	38	21.84
Other.	16	9.20	9	5.17
No reply.	12	6.90	43	24.71

Does not total 100% because of multiple responses

CONSTRAINTS/LIMITATIONS

<u>REASONS</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
There may be a time/budget constraint/limitation.	63	36.21
More depth of knowledge may be needed.	7	4.02
A good accountant or financial course may not be available.	17	9.77
There are no constraint/limitations involved.	23	13.22
Other.	34	19.54

Does not total 100% because of multiple responses and no replies

Case Situation IV

Jim Rowe is one of Ralph's young supervisors. Ralph feels Jim has good potential for becoming an executive. Recently, Jim has asked Ralph's advice related to what he should do about further formal education so that he can be ready to assume an executive's position in 3-5 years. At the present time, Jim holds a master's degree in his specialized field but has no formal educational background in management of allied areas.

<u>REACTIONS</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
It is typical for younger people who want to enter management in our organization.	105	60.34
It is not very typical as younger people seem to have the necessary academic management background when they enter an organization.	17	9.77
This situation could not arise in our organization.	25	14.37
Other.	15	8.62
No reply.	1	.57
TOTAL	174	100.00

<u>ACTIONS</u>	<u>WHAT SHOULD JIM DO?</u>			
	<u>FIRST CHOICE</u>		<u>SECOND CHOICE</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Jim do some reading on management on his own.	23	13.22	20	11.49
Jim take a short course on management.	56	32.18	55	31.61
Jim enter a Master of Business Administration Program.	56	32.18	28	16.09
Jim talk with other agency executives and learn how they handle administration.	8	4.60	20	11.49
Other.	12	6.90	8	4.60
No reply.	19	10.92	62	35.63
Does not total 100% because of multiple responses				

CONSTRAINTS/LIMITATIONS

<u>REASONS</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
There may be a time/budget constraints/limitation.	68	39.08
There are no constraint/limitations involved.	19	10.92
Jim's personal motivation may be a problem.	11	6.32
Program(s) may not be available.	13	7.47
Other.	31	17.82

Does not total 100% because of multiple responses and no replies

NUMBER OF FULL-TIME PEOPLE EMPLOYED BY RESPONDING ORGANIZATIONS

<u>NUMBER EMPLOYED</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
1 - 10	47	27.01
11 - 25	35	20.11
26 - 50	23	13.22
51 - 100	20	11.49
101 - 200	20	11.49
201 - 500	10	5.75
501 - & up	10	5.75
Not Reported	9	5.17
TOTAL	174	100.00

TABLE XVI

1977 OPERATING INCOME FROM ALL SOURCES

<u>INCOME RANGE</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
up to \$ 50,000	8	4.60
50,001 to 70,000	4	2.30
70,001 to 100,000	10	5.75
100,001 to 500,000	53	30.46
500,001 to 1,000,000	19	10.92
1,000,001 to 2,000,000	20	11.49
2,000,001 to 3,000,000	14	8.05
3,000,001 to 4,000,000	4	2.30
4,000,001 to 5,000,000	3	1.72
5,000,001 to & Above	16	9.20
Not Reported	23	13.22
TOTAL	174	100.00

TABLE XVII

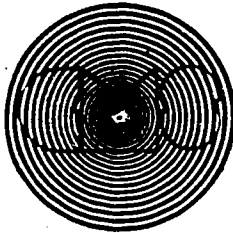
AGES OF RESPONDENTS

<u>AGE RANGES</u>	<u>RESPONDENTS REPORTING</u>	
	<u>#</u>	<u>%</u>
20 - 29	19	10.92
30 - 39	48	27.59
40 - 49	44	25.29
50 - 59	47	27.01
60 and above	12	6.90
No reply	4	2.30
TOTAL	174	100.00

TABLE XVIII

HIGHEST DEGREE HELD BY RESPONDENT BY FIELD OF STUDY

	RESPONDENTS REPORTING	
	#	\$
DO NOT HOLD DEGREE	12	6.90
<u>HIGHEST DEGREE HELD: ASSOCIATE'S DEGREE</u>		
<u>FIELD OF STUDY</u>		
Business/Management/Economics	2	1.15
Public Administration	0	.00
Social Work/Sociology/Counseling	0	.00
Social Science	0	.00
Physical Science	0	.00
Education	0	.00
Divinity/Religion	0	.00
Other	1	.57
Total	3	1.72
<u>HIGHEST DEGREE HELD: BACHELOR'S DEGREE</u>		
<u>FIELD OF STUDY</u>		
Business/Management/Economics	11	6.32
Public Administration	0	.00
Social Work/Sociology/Counseling	11	6.32
Social Science	14	8.05
Physical Science	2	1.15
Education	13	7.47
Divinity/Religion	1	.57
Other	4	2.30
Total	56	32.18
<u>HIGHEST DEGREE HELD: MASTER'S DEGREE</u>		
<u>FIELD OF STUDY</u>		
Business/Management/Economics	11	6.32
Public Administration	11	6.32
Social Work/Sociology/Counseling	45	25.86
Social Science	3	1.72
Physical Science	0	.00
Education	16	9.00
Divinity/Religion	3	1.72
Other	4	2.30
Total	93	53.44
<u>HIGHEST DEGREE HELD: DOCTORATE</u>		
<u>FIELD OF STUDY</u>		
Business/Management/Economics	0	.00
Public Administration	1	.57
Social Work/Sociology/Counseling	3	1.72
Social Science	0	.00
Physical Science	1	.57
Education	3	1.72
Divinity/Religion	0	.00
Other	2	1.15
Total	10	5.73



Center for
Management
Study

College of Business
Rochester Institute of Technology
Rochester, New York 14623
716-475-2287

57.

APPENDIX A

Human Services Executives are facing new managerial challenges every year. Organizations are becoming larger and are facing planning problems that seem to multiply constantly. In addition, increased costs are becoming mandated by government, and society in general is requiring increased human services accountability.

To help Executives like you, these challenges are currently being researched by the RIT College of Business Faculty, as part of what will likely be a nationwide study. The objective of this work is to determine the types of degree and nondegree programs needed by human services personnel to meet the managerial problems which have been developing in the past few years.

As a first step in this process, we need to gather some basic information about your personal perceptions of the challenges ahead and your assessment of educational needs in your geographic region.

You can help us in this research effort by completing the enclosed questionnaire. Although it appears extensive, pretesting indicates that it should not take more than 15 minutes to complete. The information you can provide will help us to aid you and your Human Services Colleagues in the near future.

May we have your reply by April 5th?

We are enclosing a stamped envelope for your convenience.

Cordially,

Eugene H. Fram
Professor of Marketing
Director, CMS

EHF/hd

Questionnaire on
Human Service Management

Return to:

Dr. E. Fram
College of Business
Rochester Institute
of Technology
Rochester, New York

From:

Organization: _____
City/Town: _____
Completed by: _____

Most people involved with human services organizations agree that governmental and private charitable dollars will become more difficult to obtain in the coming years. This funding problem will increase the challenges of operating an agency such as the one you head.

To help us better understand what may happen, would you please indicate whether you feel the problems involved with managing each following operational concerns will increase, remain the same, decrease. Some items may not relate (NR) to your work, or you may have no opinion (No.Op.) on them.

OPERATIONAL CONCERNS

FOR EACH ITEM
PLEASE CHECK (✓) ONE

PROBLEMS INVOLVED WILL:
INCR. SAME DE NO.OP./NR

- | | | | | |
|---|-------|-------|-------|-------|
| A. Obtaining qualified board personnel | _____ | _____ | _____ | _____ |
| B. Handling day-to-day administrative operations (e.g., building maintenance) | _____ | _____ | _____ | _____ |
| C. Developing Management Information Systems to get better data. | _____ | _____ | _____ | _____ |
| D. Changing the agency organization structure to get better management accountability | _____ | _____ | _____ | _____ |
| <hr/> | | | | |
| E. Developing agency program plans | _____ | _____ | _____ | _____ |
| F. Developing better accounting/book-keeping systems & internal controls | _____ | _____ | _____ | _____ |
| G. Handling overall audits for gov't. funding | _____ | _____ | _____ | _____ |
| H. Developing better financial forecasts for future planning | _____ | _____ | _____ | _____ |
| <hr/> | | | | |
| I. Developing more alternatives for fund raising | _____ | _____ | _____ | _____ |
| J. Handling insurance and liability programs | _____ | _____ | _____ | _____ |
| K. Improving personnel practices such as performance appraisal | _____ | _____ | _____ | _____ |
| L. Training new and veteran personnel | _____ | _____ | _____ | _____ |
| <hr/> | | | | |
| M. Recruitment of new direct service personnel | _____ | _____ | _____ | _____ |
| N. Managing & revising benefit packages | _____ | _____ | _____ | _____ |

PROBLEMS INVOLVED WILL:
INCR. SAME DECL. NO. OP./NR

- O. Handling formal labor negotiations _____
- P. Designing new programs which will meet increasing standards of accountability _____
- Q. Revising & evaluating ongoing program _____
- R. Coordinating joint program(s) with other agencies _____

- S. Communicating agency mission/image to the community _____
- T. Developing funding proposals _____
- U. Preparing written materials (e.g., brochures) for all constituents, clients, boards, government personnel, etc. _____
- V. Developing long range plans _____

- W. Working with physical planning, real estate changes _____
- X. Understanding legal implications and governmental regulations _____

II. Please circle letters of items in question I which would best lend themselves to short courses (one to 3 days of instruction) to help improve Executives' managerial skills.

III. Assume you or one of your colleagues wants to improve his/her skills or knowledge in areas identified above with increasing problems, which of the following type(s) of graduate degree programs would best fit these needs? Please also indicate whether you might desire a full or part-time program.

	<u>Full-time</u>	<u>Part-time</u>
_____ <u>Master of Business Administration (MBA)</u> Study of management principles applicable to all types of organizations.	_____	_____
_____ <u>Master of Social Work (MSW)</u> Study of casework, group work, community organization, social policy analysis, social work management, etc.	_____	_____
_____ <u>Master of Public Administration (MPA)</u> Study of public policy and delivery of governmental services in a context of modern management principles.	_____	_____
_____ <u>Master of Hospital Administration (MHA)</u> Study of nature/interrelationships among elements of modern health network as guided by government policy	_____	_____
_____ <u>Master of Public Health (MPH)</u> Study of management & delivery of health services in a fluctuating framework of governmental policy	_____	_____
_____ <u>Other (please specify)</u> _____	_____	_____

IV. If you were to decide to enroll in one of the above programs, what might be some of the personal or job related concerns you might have to overcome?

v. To complete such a program, where might one like yourself find the financial resources to meet tuition and other educational costs?

VI. For a beginning professional in your field not interested in a management career, what knowledge should he/she have of the concerns listed in question I?

VII. For the next 5-10 years, how difficult will it be to recruit college educated personnel for your field?

Those educated at the Associates Level? _____

Those educated at the Bachelors Level? _____

Those educated at the Masters Level? _____

VIII. For each of the following degrees in your field, what changes do you think colleges and universities need to make in curricula to better prepare students for entry positions and for advancement?

Associate's Degree _____

Bachelor's Degree _____

Master's Degree _____

IX. If you were to enroll in a degree program to improve your managerial skills, which of the following time(s) for study would best meet your needs?

- _____ Weekday, late afternoon, or evening
- _____ One full day a week
- _____ One full day on alternating weeks
- _____ Saturday or Sunday
- _____ Summer months
- _____ Other (please specify) _____

X. To help improve managerial skills in the human services area, which of the following approaches to education would seem desirable for current managers and for professionals who aspire to management?

	Degree Programs	Short Courses Up to 3 Days
Current Managers	_____	_____
Professionals Who Aspire to Management	_____	_____

Can you briefly give the reason(s) for your choice(s) ?

* * * * *

OPINIONS ON
CASE SITUATIONS

Several case situations are presented below. We would appreciate your reviewing them and answering the questions which follow. Your answering these questions will help us gain insights into how you view several types of management challenges.

* * * * *

Ralph Roe is the senior professional executive of a locally financed non-profit organization which also receives some governmental funding. This organization is under the control of its own Board of Directors. Ralph is an experienced executive, and he began his career as a field worker in the same area served by his organization. His academic background (both Bachelor's and Master's) is related to his specialized field. Ralph has no formal training in the administrative/management/leadership area and describes his modest success in handling these concerns as being able to "adjust to the school of hard knocks".

Recently he has encountered some new problems which are described below. He is wondering how he can expand his own insights to meet these challenges.

* * * * *

Case Situation I

Ralph's organization utilizes a large group of operating program volunteers, similar to scout leaders or hospital nurses' aides. In recent years, he has been faced with increased volunteer turnover and intensified problems in recruiting new volunteers.

How Representative Is This Situation Of Your Own Organization?

- I am facing or have faced a similar type of situation.
- This has not been a typical situation for my organization.
- This has been somewhat a typical situation of my organization
- This problem could not arise in my organization.
- Other (please specify)

To help obtain new insights into solving this problem, Ralph should:

(Please select your two top choices, placing "I" before your first choice and "II" before your second choice).

- hire a consultant.
- talk to other executives.
- enroll in a short course on volunteer recruitment and retention.
- enroll in a management certificate or degree program which would cover this problem and other pertinent problems.
- other (please specify)

What do you see as Ralph's constraints/limitations in taking the course of action(s) you selected:

Case Situation II

Ralph has promoted Helen Dormer from a professional delivering direct service to a supervisor. Helen has been a good professional and in her new position will continue with some direct service duties but now directly supervises two other professionals. Helen, who wants to be a supervisor, has never been in a leadership or supervisory position before, but Ralph feels she has the ability to do the job despite the fact she has had no academic supervisory education or practical experience.

How Representative Is This Situation Of Your Own Organization?

- I am facing or have faced a similar type of situation, in promoting direct service professional to supervisor.
 This has not been a typical situation for my organization.
 This has been somewhat a typical situation of my organization.
 This problem could not arise in my organization.
 Other (please specify)

To help Helen Dormer in this situation, Ralph should: (Please select your two top choices, placing "I" before your first choice and "II" before your second choice).

- suggest Helen take a short supervisory course at a local college or university
 let her learn totally through on-the-job experience
 encourage Helen to enroll in a management degree program which would cover this & other pertinent problems
 have regularly scheduled talks with Helen about supervisory techniques and approaches
 Other (please specify)

What do you see as Ralph's constraints/limitations in taking the course of action(s) you selected?

Case Situation III

In the past, Ralph has handled financial and budgetary activities with relative ease. However in recent years, these matters have become more involved and Ralph now feels there is much that he needs to learn about this area.

How Representative Is This Situation Of Your Own Organization?

- I am facing or have faced a similar type of situation.
 This has not been a typical situation for my organization.
 This has been somewhat a typical situation for my organization.
 This problem could not arise in my organization.
 Other (please specify)

To help remedy this situation, Ralph should: (Please select your two top choices, placing "I" before your first choice & "II" before your second choice).

- consult an accountant as needed
 get some help on financial management from a board member
 take a financial course at a local college or university
 enroll in a management program which would cover this problem and other pertinent problems
 other (please specify)

What do you see as Ralph's constraints/limitations in taking the course of action(s) you selected?

Case Situation IV

Jim Rowe is one of Ralph's young supervisors. Ralph feels Jim has good potential for becoming an executive. Recently, Jim has asked Ralph's advice related to what he should do about further formal education so that he can be ready to assume an executive's position in 3-5 years. At the present time, Jim holds a master's degree in his specialized field but has no formal educational background in management or allied areas.

How Representative Is This Situation Of Your Own Organization?

- It is typical for younger people who want to enter management in our type of organization.
 It is not very typical as younger people seem to have the necessary academic management background when they enter our organization.
 This situation could not arise in our organization.
 Other (please specify)

Ralph should suggest that: (Please select your two top choices, placing "I" before your first choice and "II" before your second choice).

- _____ Jim do some reading on management on his own.
 _____ Jim take a short course on management.
 _____ Jim enter a Master of Business Administration Program.
 _____ Jim talk with other agency executives and attempt to
 learn how they handle administration.
 _____ Other (please specify)

What do you see as Jim's constraints/limitations in taking the course of action(s) you selected?

* * * *

For classification purposes only, could you provide us with the following information.

1. Number of people employed full-time in your organization.

2. 1977 operating budget income from all sources for your organization.

3. What percentage of your total income comes from governmental funds and third party payments?

4. Into which age group do you fall? Please circle one.
 20-29
 30-39
 40-49
 50-59
 60 and above.
5. Please list degree(s) you hold in your field of study & the college/universities which granted the degree.

<u>Degree</u>	<u>Field of Study</u>	<u>College/University</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____