

# Health Teachers Diploma

## Management and Administration

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Ministry of Health and Child Welfare

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# Management and Administration



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## Foreword

This module is one in a series of ten intended to provide the necessary reading material for student health teachers to be able to complete their assignments during the distance education period of the Health Teachers' Diploma Course. The purpose of this health teacher training programme is to equip teachers of health workers with the knowledge, skills and attitudes required for all the different roles they are expected to assume at health training institutions and in the field. The Health Teachers' Diploma training programme in Zimbabwe is conducted by the Department of Planning and Management in the Ministry of Health and Child Welfare head office in Harare.

This module is the result of a long process of development, fieldtesting and revision which began in 1987 and was completed in 1993 when this module was printed for the first time. In line with the programme's participative approach most of the modules were produced by teams of subject experts and previous Health Teacher Diploma participants to ensure relevance and appropriateness to the Health Teachers' Diploma trainees' needs.

Training and re-orientation of health and health-related personnel was one of the strategies of the Alma-Ata (1978) International Conference on Primary Health Care for the successful re-orientation and restructuring of national health care services towards Primary Health Care. The Alma-Ata Conference therefore recommended that due attention should be paid to the preparation of teachers of health workers, continuing education and supportive supervision of health workers at grassroots level.

It is in the context of the successful implementation of Primary Health Care that the Health Teachers' Diploma training programme was established in 1987 in Zimbabwe. It was co-funded by the Zimbabwean Government and the German Foundation for International Development (DSE). The latter has also provided the funds for the time and cost intensive development of these modules.

I hope that this module not only enhances learning but that the reader also enjoys working through it.

S.J Tapera  
Director Planning and Management  
**MINISTRY OF HEALTH AND CHILD WELFARE**

April 1993

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## General Introduction

Welcome to this module on management and administration of a health training institution. It is designed to give you an understanding of the management and administrative functions as they relate to these institutions. The module aims at preparing you for your immediate role as a teacher as well as introducing you to the function and responsibilities of the institute executive.

We have included practical examples and exercises in the module. These should help you to understand the different concepts presented. You can also improve your management skills and abilities when you get involved in management issues at your place of work. Principles and theory provide a framework and guidance for helping you to make management decisions.

Your success in management and administration largely depends on how you apply the theoretical framework of this module to the particular situations you face. Therefore, study each unit carefully and then try to apply the information to your daily activities.

The module consists of five units. The topics of the units are:

- Unit 1: Principles of Management and Administration;
- Unit 2: Leadership and Decision Making;
- Unit 3: Human Resources Management and Development;
- Unit 4: Administration of Health Training Programmes;
- Unit 5: Office Administration and Record Keeping.

### MODULE OBJECTIVES

After studying this module you should be able to:

- explain the principles of management and administration;
- criticize various leadership styles;
- discuss the fundamentals of human resources management and development;
- examine aspects of training school administration;
- enumerate the important considerations in office administration.

## How to Use the Module

The module consists of five units. Each unit consists of objectives, information and self-test questions. The objectives specify what you are expected to do after studying the unit. The self-test questions at the end of each unit are designed to give you an opportunity to assess your understanding of the content. In order to facilitate interaction between the reader, the material and the writer, the module is written as a communicative dialogue because we are using it as replacement for a teacher. The module should talk to you as a teacher would in a face to face situation. When you finish reading through the unit, noting the major points and concepts, you should try to answer the self-test questions without referring to the content you have read. Check your answers against those provided at the back of the module. If you have answered more than three quarters of the questions correctly, you are doing well and should proceed to the next unit. However, if you have only answered about half the questions or less correctly, you need to study the unit again. Make sure you have understood each unit before going on to the next one. We hope you enjoy studying this module. There are a number of symbols to guide you as you study:



This tells you there is an in-text question to answer or to think about in the text.



This tells you to take note of or to remember an important point.



This tells you there is a self-test for you to do.  
It is not to be handed in.



This tells you that this is the key to the answers for the self-tests.



This tells you there is an overall assignment for you to complete and send for marking to:

Ministry of Health  
Health Teacher Training Unit  
The Course Coordinator  
P O Box 8204  
Causeway  
Harare

OBJECTIVES

UNIT 1

PRINCIPLES OF MANAGEMENT AND ADMINISTRATION



## Introduction

In this Unit we introduce you to the general management and administration of training institutions. You will learn about some of the theories and principles which you can apply in the management and administration of a health training institution.

### OBJECTIVES

When you have studied this unit you should be able to:

- define management and administration;
- review some principles of management and administration;
- summarize the functions of management and administration.

## An Overview of Management and Administration

What is the relationship between management and administration? Management can be defined as: *the art of getting things done through other people*. It can also be defined as: *the utilization of physical and human resources through cooperative efforts*.

You can see from these two definitions that you are expected to achieve the goals of your institution by arranging for others to perform whatever tasks may be necessary. We will, therefore, define management in this unit as: *the process of planning, organizing, leading, controlling and evaluating the efforts of the members of the institution and of using all the resources in the institution to achieve the stated objectives*.



Is management the same as administration?

So far we have looked at the definition of management. Let us now explain the meaning of administration. *Administration means the careful and systematic arrangement and use of the available resources in order to achieve stated objectives*. As an administrator you are, therefore, an organizer and implementor of plans, policies and programmes. You may, however, contribute in one way or another to planning, policy making and programme designing.

From these definitions of management and administration you can see that administration is an aspect of management. Management functions can be divided into administrative functions and supervisory functions.

## Some Principles of Management and Administration

We will now discuss some principles of management and administration. Principles may be regarded as general guidelines to possible action in specific situations. There can be no rule of thumb for the application of principles. Nor can any one principle suit all administrative situations. The following principles are, therefore, offered as a guide for your use:

- fundamental principles;
- humanitarian principles,
- prudential principles:
- bureaucracy;
- the task organizational structure;
- the principle of change;
- management by objectives.

Let us examine each of these principles:

### Fundamental Principles

Fundamental principles are applicable to the organization and control of any health training institution. The principles relate to the following:

- responsibility;
- delegation of authority;
- communication.

### Responsibility

The principle of responsibility holds that everybody in the institution must act responsibly at all times. You must, therefore ensure that all staff members recognize their sphere of influence. Everybody should perform the tasks demanded by his or her position dutifully and seriously.

### Delegation of Authority

Lack of proper delegation of responsibilities is one of the major causes of poor administration in our institutions today. Departmental or sectional functions should be entrusted to staff members to perform. No person can do everything alone.

Delegation of authority will be discussed in Unit 2 of this module.



Excessive centralization of authority creates room for incompetence and inefficiency.

### Communication

You learn about communication in a separate module of this course. It will be enough to mention here that you should always ensure that there is an easy and quick flow of information in your institution. Staff and students must be kept informed of the following:

- the plans and programmes of their institution;
- how they should relate to each other;
- why things are done in a particular way.

Such communication enhances good administration because it encourages consultation in the institution.

### Humanitarian Principles

The humanitarian principle states that the teaching staff, or the students and support staff under you should be seen first as human beings and then as workers. The principle deals with the following elements:

- democracy;
- justice;
- human relations.

#### Democracy

Democracy requires you to recognize the individual worth of those under you. All those who will be affected by a decision should have a say in the formulation of that decision. Training school democracy utilizes processes like students' representative councils, suggestion boxes, staff meetings, committees, clubs and regular consultation.

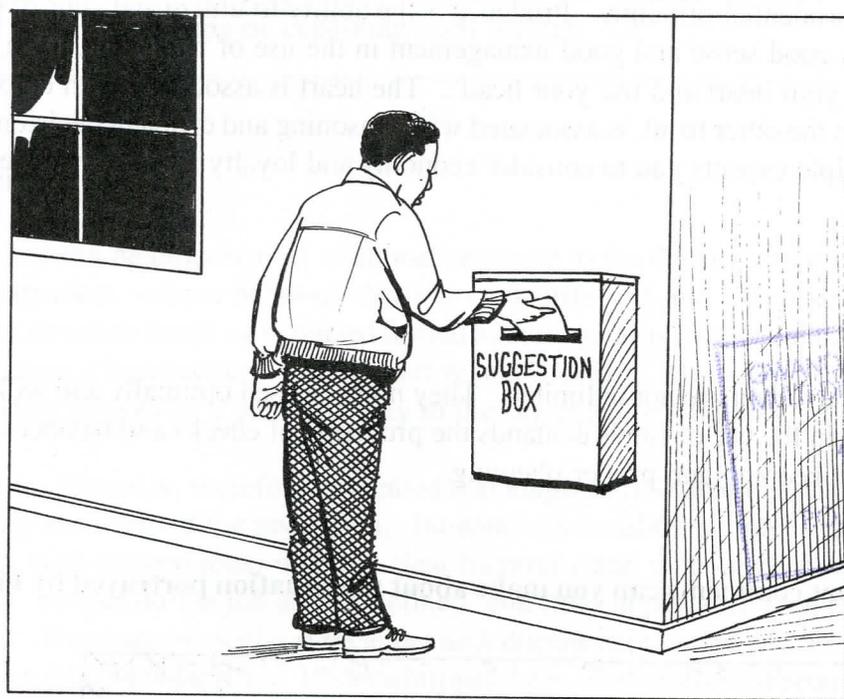


Fig 1.1 A suggestion box allows everyone to give their opinion anonymously.

### Justice

Justice implies the rigid application of established regulations, but with equity, fair-play and without favour. Exceptions may be allowed but they should not become the rule and should be based on transparent considerations.

### Human Relations

The principle of human relations is based on the premise that friendliness begets friendliness. As a manager you should be a friend to all and not a special friend to some members of staff or students. You should learn how best to relate to all staff members in order to get the most out of them.



From your own experience, think of what would happen if you choose one of your students to be your special friend.

## Prudential Principles

We now look at the prudential principle. Prudence is the ability to utilize and control resources cautiously. It implies good sense and good management in the use of resources. The principle requires you to 'curb your heart and use your head'. The heart is associated with emotions and feelings. The head, on the other hand, is associated with reasoning and efficient decision making.

The prudential principle expects you to consider economy and loyalty in your management and administration.

### Economy

The resources available to you are not unlimited. They must be used optimally and with caution. Economy particularly in the use of funds demands the provision of checks and balances, accurate accounting and record keeping and proper planning.



What comments can you make about the situation portrayed by Fig 1.2?

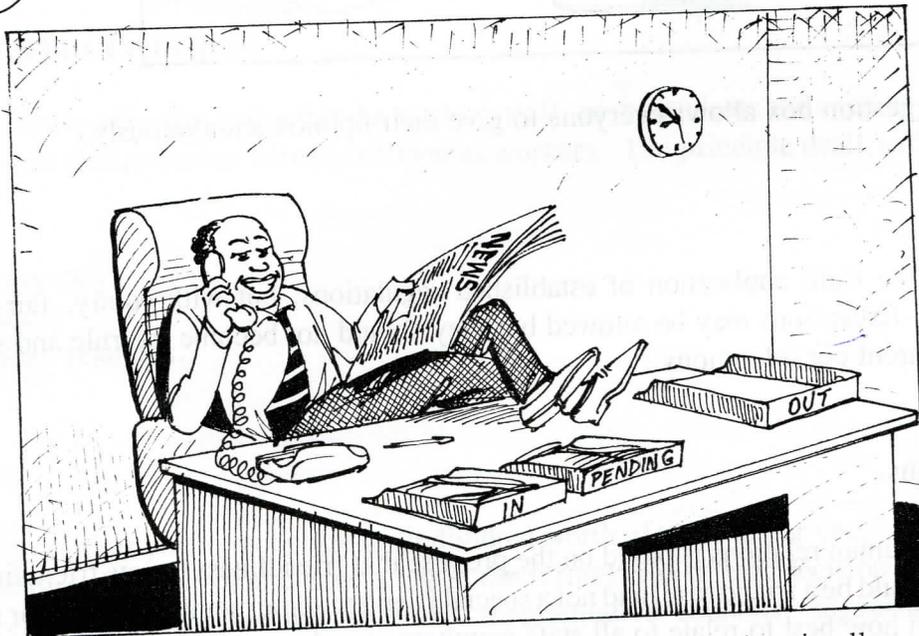


Fig 1.2 Prudence requires that time and other resources are used optimally

### Loyalty

You and your staff should be loyal to the institution, the task to be carried out and the functions of the institution. You must also show loyalty to those in authority your senior and junior colleagues.



You must learn how to harness the loyalty of staff members without frustrating or exploiting such loyalty.

## Bureaucracy

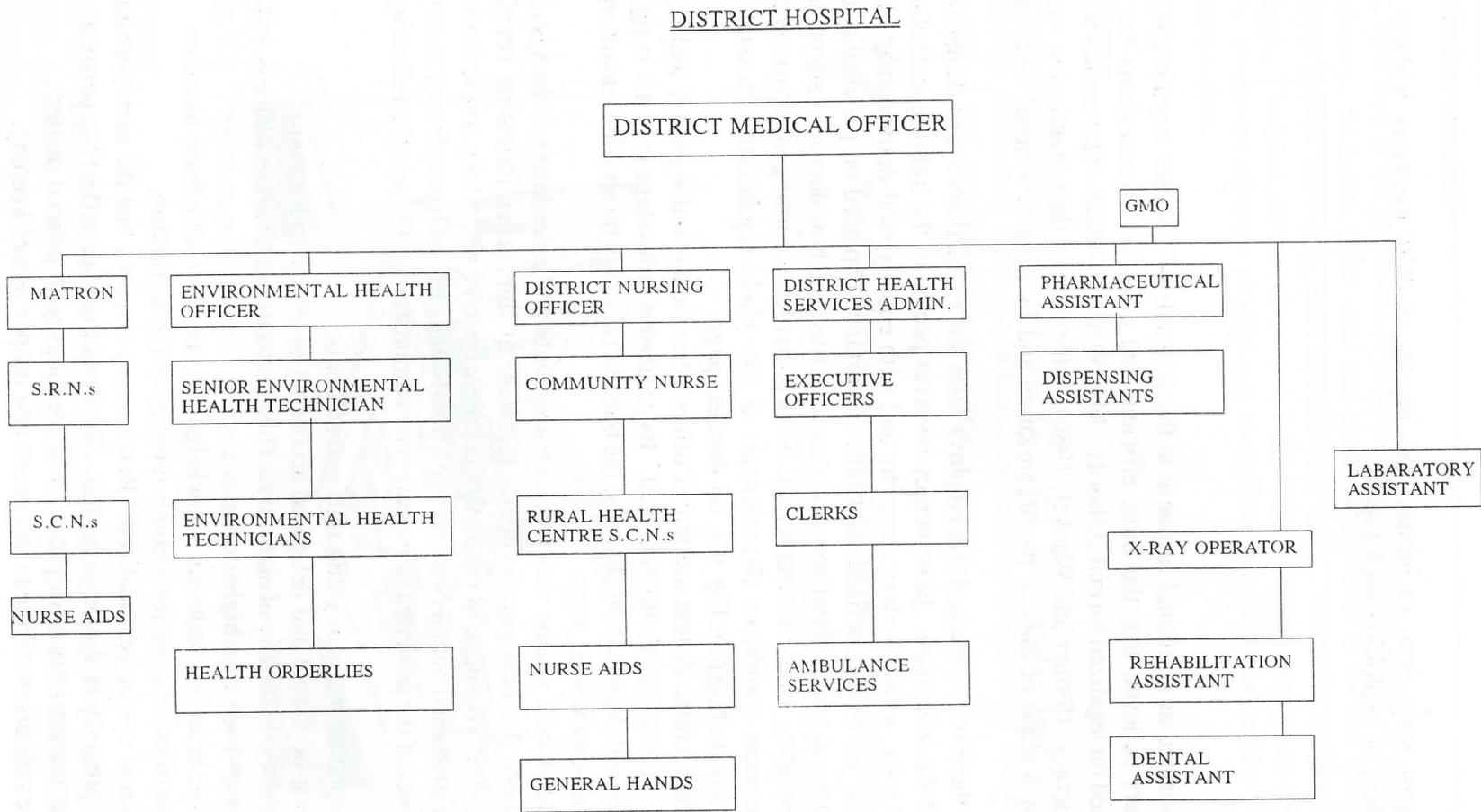
Bureaucracy can be described as a rational response to the demands of complex organizations. Early management writers believed that the most efficient and effective organizations had a hierarchical structure based on legalized formal authority. Max Weber called an organization with such a structure a bureaucracy (Stoner and Wankel, 1986). Members of the organization were guided in their actions by a sense of duty to the organization and by a set of rational rules and regulations.

Bureaucratic control is, therefore, a method that employs rules and regulations to ensure desired behaviour by members of the institution. Bureaucracy involves people in the training institution being given well-defined jobs, within a clear hierarchy and with equally well-defined rules and procedures. People do the job as it is defined, and little importance is placed on personality or favouritism. There are particular rules about how disputes are settled and how decisions are made, and everyone follows these rules. Under a bureaucracy, work is divided according to departments. The heads of each department coordinate the activities of the whole organization through a centralized leadership. This is shown in Fig 1.3. on the next page.

The advantages of a bureaucratic system are that it offers permanence and stability, and it is capable of encompassing a complicated situation well. Its greatest disadvantage is that it is rigid and difficult to change. Even if the situation changes, the bureaucracy may be unable to adapt and will continue in its old well-established ways.

Another feature of a bureaucratic system which is both a strength and a weakness is the system of promotion which favours the next person in the hierarchical line, after following certain procedures and channels. The advantage of this is that people who have given long service to the organization are generally promoted but this may also be a disadvantage as such people may be very mediocre. The key elements of the principle of bureaucratic administration include the following:

- there should be stipulated rules to guide staff and students;
- responsibilities must be shared and delegated according to ability and training;
- there should always be a hierarchy of authority. This means that each lower office is under the control and supervision of a higher one;
- promotion should be based on technical knowledge. Promotions which are based on nepotism and favouritism cripple the smooth running of the institution;
- official matters should not be personalized. Bureaucracy requires that the administrator does not own any property in the organization. He should neither reflect his personal interest nor protect the interests of anybody in his dealings with official matters.
- bureaucracy puts emphasis on written documents and proper record keeping.



KEY

- GMO = GOVERNMENT MEDICAL OFFICER
- S.R.N. = STATE REGISTERED NURSE
- S.CN. = STATE CERTIFIED NURSE

Fig 1.3 Example of Organization through a centralized leadership



What problems can you see arising from the strict application of bureaucratic principles in a health training institution?

## The Task Organizational Structure

Task oriented management places importance on the task or the project. The members of the group work as a team in order to tackle the job successfully.

In the team, there is no one dominant leader because leadership comes from those who have a particular expertise needed for a particular job. There is a great deal of inter-dependence as people in the group will have different skills and knowledge.

The task structure is suitable for projects where a team of highly skilled people are gathered together for the duration of the project. Once the project is completed, the team can disperse or be reformed for a different task. In a multidisciplinary training institution such an organizational structure can be used in the planning and organization of school functions.

For the individual the task system is by far the most satisfying as the group enjoys a great deal of autonomy and can decide on the pace and content of its work. The system also emphasizes the need for cooperation rather than either the ruthless competition for power or the often mindless repetitiveness of bureaucratic tasks.

## Principles of Change

The next principle that we will discuss is the principle of change. This principle highlights the following:

- adaptability;
- flexibility;
- stability.

### Adaptability

Every institution has to adapt to change. Resisting the implementation of new policies and methods may affect the relevance of your institution. In order to ensure that members of your institution do not resist change you should:

- explain the need and logic of the change;
- ensure that the people involved in the change participate in its design;
- provide support and training to those who are affected by the change.

### **Flexibility**

Flexibility is related to adaptability. The policies and procedures in your training institution must be flexible. They should accommodate necessary change and innovation. You should tailor each new phenomenon to suit the local constraints.

### **Stability**

Stability emphasizes the need to conserve what was the good in the past. Even when the change is necessary, stability demands that you effect the change gradually. The change should be evolutionary rather than revolutionary.

### **Management by Objectives (MBO)**

The last principle that we will discuss is called management by objectives (MBO). It is one of the principles of modern management. It is a planning tool that you can use in your training institution. In MBO you begin with goal setting and continue through performance review. The key to MBO is that it is a participatory process in which everybody in the institution is involved.

In MBO each department's major areas of responsibility are clearly defined in terms of measurable results or objectives. These objectives are used in planning work activities by each department. They are also used to monitor progress.

### **Elements of MBO**

Here is a summary of the elements which would make the MBO system successful in your training institution.

- all the departments or sections of the institution should be committed to the MBO approach;
- you should set the MBO system into motion by effective objective setting and planning;
- let individuals in each section of the institution set their own objectives;
- allow the departments autonomy in choosing the means for achieving their objectives;
- you should ensure that there is a regular review of performance in relation to the objectives.

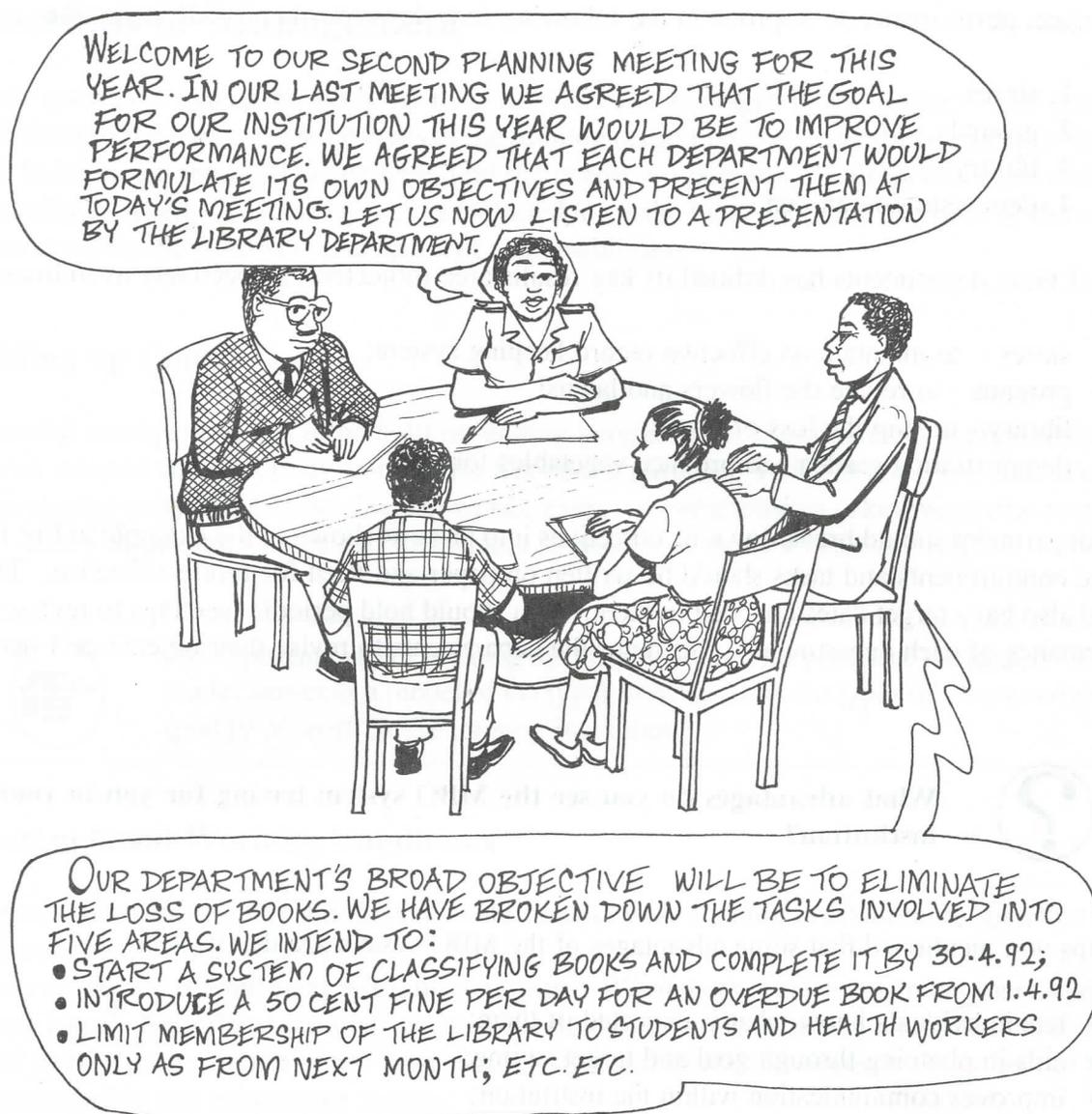


Fig 1.4 Effective planning through the MBO system



Think of an example of the practical application of MBO in your training institution.

Let us trace your MBO process by considering the following hypothetical case:

At the beginning of the year you set the goal of your training institution as aiming 'to improve the performance in each department during 1992';

You expect performance to improve in the following four departments of your institution:

1. stores
2. grounds
3. library
4. demonstration garden

Each of these departments has defined its key results area (objective) respectively as follows:

- stores - to maintain an effective record keeping system;
- grounds - to revive the flowers and lawns;
- library - to stop the loss of books;
- demonstration garden - to produce vegetables for sale.

Each department should break down its objectives into tasks as shown in the example in Fig 1.4. All the commitments and tasks should be written on paper and filed for future reference. They should also have target dates attached to them. You should hold periodic meetings to review the performance of each department. This helps the departments to revise their objectives if necessary.



**What advantages do you see the MBO system having for you in your institution?**

Perhaps you mentioned that some advantages of the MBO system are that it:

- lets individuals know what is expected of them;
- aids in planning through goal and target setting;
- improves communication within the institution;
- makes individuals more aware of the goals of the institution;
- makes evaluation of performance easier.

## **Functions of Management and Administration**

So far we have looked at some of the important principles of management and administration. We will now discuss some of your managerial and administrative functions in a training school.

## Functions of Management

Which tasks is a manager expected to perform? The manager is the leader. The leader's responsibility is to ensure that the goals of the training institution are successfully attained. On the other hand, he or she must also ensure that the needs and potential of all members of staff are reasonably satisfied. As a leader you are expected to set the tone, character and pace of the work. Let us consider the following management responsibilities:

### Building up Unity

Successful management has to be built on uniting people of varying interests, backgrounds and abilities into one coherent body working for a common purpose. To build unity you should begin by developing unity of direction. In other words, everyone consciously works towards the common goal. Unity of purpose can be established and strengthened by in-service training.



An important way of building up unity is through the person of the leader. The leader serves as a model of the types of behaviour, the types of views and the quality of work in the training institution.

### Creating Good Working Conditions

It is your task to ensure that the working conditions in your training institution are such that they assist both comfort and efficiency.

Variety is one way of improving working conditions. When work is extremely monotonous people become bored. Fostering a sense of achievement strengthens morale and high morale is an integral part of good working conditions. A sense of achievement can be developed by dividing the work into manageable and measurable targets.

### Delegating Responsibilities

Delegation is a skillful task requiring a great deal of thought judgement and wisdom. It requires detailed and in depth knowledge and experience of the work. This helps you to understand the way in which the work can logically be divided, the type of persons and the skills needed to do the work. We shall discuss delegation of responsibilities in Unit 2 of this module.

## Making Decisions

One of the major responsibilities of a manager is decision-making. Some managers are blamed for being indecisive, while others are blamed for being tyrannical, petty and arbitrary. All these accusations point to problems arising from the system and style of decision-making. Decision making is discussed in Unit 2 of this module.

## Supervising the Staff and Work

We saw earlier on in this unit that the manager has an important supervisory role over all staff. Supervision ensures that the staff is working as well as possible, and that staff welfare and professional development are catered for.



Supervision of work always begins at the critical planning stage in which the nature of the work is analyzed and tasks are assigned to staff.

Training is a critically important method of supervision. It is during training that the nature of the tasks and skills are clarified and new concepts and skills are developed.

The number of people to be supervised at a time is another key to efficiency. For easier supervision it is best to have smaller groups of between five and ten workers under each supervisor.



**What tools can a manager use for supervision?**

Supervision can be effected through spot checks and sampling. These methods can, however, be expensive if the staff to be supervised are widely scattered.

Monthly, quarterly and yearly reports are other useful supervisory tools. They enable the manager to survey the work being done quickly and to take any necessary corrective measures before matters have had time to deteriorate. One of the most important principles of good leadership and effective supervision is that any individual takes orders only from one supervisor. Having two supervisors creates confusion. The two supervisors may give contradictory orders and the worker may play one supervisor against the other causing chaos in the leadership.



**List other management functions that you know.**

We can summarize management functions that you are expected to perform in your training institution as follows:

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- set objectives for using available resources;
- formulate plans for achieving these objectives;
- identify the activities to be performed;
- organize the activities into groups or departments;
- define the tasks to be done;
- group the tasks into jobs;
- staff the jobs with people;
- initiate work activities;
- supply incentives to stimulate productivity;
- set up indicators to measure the achievement of objectives;
- take remedial action if the objectives are not being met.



Your managerial functions can be summarized as planning, organizing, leading, controlling and evaluating.

## Functions of Administration

We have already mentioned that the functions of administrators basically relate to implementation. The following are some of your administrative functions in the training institution.

**Resource and programme planning:** You are expected to contribute in different ways in the formulation of plans and policies for your institution.

**Provision and maintenance of funds and facilities:** You may have limited control over the funds for your institution. You, however, influence the provision of funds and facilities through budgeting, simple accounting and reporting.

**Obtaining and developing personnel:** It is your duty to identify and indicate the staff needs of your institution or training programme. You should ensure proper placement, motivation and professional growth of the staff under your administration.

**Improvement of instructional programmes:** Management of the training institution programme is one of your important functions. The ultimate goal is the improvement of learning and learning opportunities. You should collaborate with the classroom teachers, students and training coordinators in the selection of appropriate curricular activities, textbooks and teaching methods.

**Student personnel services:** The selection, guidance and counselling of students should constitute one aspect of your functions. You should promote extra-curricular activities, discipline and adequate interpersonal relationships in the training institution.

**Maintenance of effective inter-relationships with the community and other departments:** Your training institution relies on the involvement of other departments in the training of its students. You should, therefore, foster cordial relations between the institution and other departments.

**Office administration.** We shall discuss this function in detail in Unit 5 of this module.

## SUMMARY

In this unit we have discussed some principles of management and administration. We have seen that administrative functions are an aspect of the management role. While management is essentially concerned with planning, leading, organizing, controlling and evaluating, administrators are mainly implementers.

The principles of management and administration give important guidelines to your actions as a manager. They determine both your efficiency and effectiveness. For example, the principle of change implies that your training programme should not be too rigid. The programme should be adaptable and flexible but, at the same time, maintain a degree of stability.

The principle of 'Management by Objectives' describes a planning process. It aims at involving everybody in planning. This involvement enhances the achievement of objectives.



## SELF-TEST 1

1. What is the difference between management and administration?

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2. List the administrative functions of a tutor in a health training institution.

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3. In what ways can you ensure a democratic atmosphere in your training institution?

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4. What are the advantages of applying the principle of management by objectives in a training institution?

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5. The prudential principles and the humanitarian principles contradict each other. Comment on this statement.

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Now compare your work by checking against the answers on page 94. How well did you do? If you made any mistakes, revise that part of the unit thoroughly before proceeding to Unit 2.



Introduction

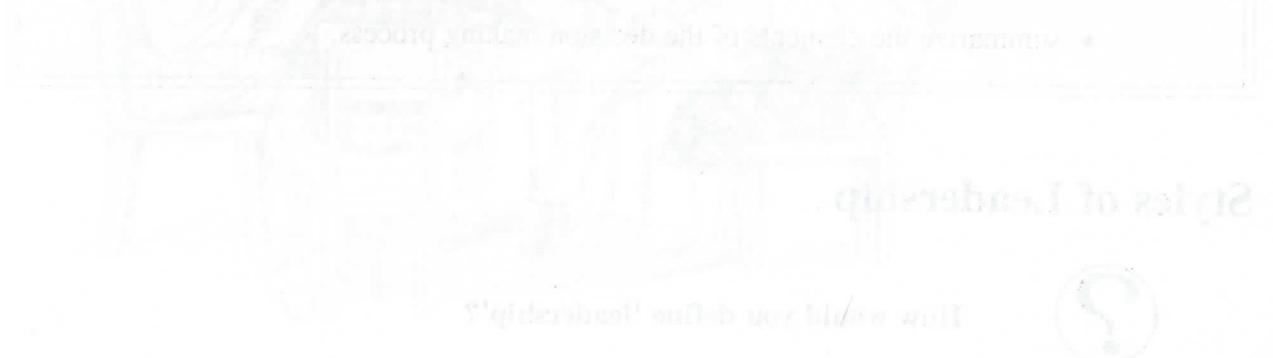
Leadership and decision making are important administrative and organizational skills. This unit will help you understand how these skills can influence your success as a leader or manager in your organization.

OBJECTIVES

- describe the qualities of a good leader
- compare the various leadership styles
- identify the characteristics of the best team working process

# UNIT 2

# LEADERSHIP AND DECISION MAKING



Management and administrative leadership may be defined as the process of directing and influencing the professional staff - various activities of an institution. Leadership involves leading other people who are either subordinate staff members or professional colleagues. Styles of leadership vary considerably, and necessarily so, as different styles are better suited to certain situations than to others. A particularly successful style of leadership in your set of circumstances may be most successful in another setting. We shall now introduce a number of styles of leadership to you for your reference.

**The Democratic Style**

A democratic style of leadership demonstrates respect for every person in the institution. Leadership responsibilities are shared by staff and students. Decision making and overall work are based on consultation and participation among all members of the institution. This style of leadership is sometimes called 'employee-oriented' management.

## Introduction

Leadership and decision making are important administrative and management functions. In this unit we shall see how these two functions can influence your efficiency as a trainer or head of a training programme.

### OBJECTIVES

At the end of this unit you should be able to:

- compare the various leadership styles;
- describe the qualities of a good leader;
- explain the advantages of delegating responsibilities;
- summarize the elements of the decision making process.

## Styles of Leadership



How would you define 'leadership'?

Management and administrative leadership may be defined as the process of directing and influencing the professional and task - oriented activities of members of an institution. Leadership involves leading other people who are either subordinate staff members or professional colleagues.

Styles of leadership vary considerably, and necessarily so, as different styles are better suited to certain situations than to others. A particularly successful style of leadership in one set of circumstances may be most unsuccessful in another setting. We shall now introduce some styles of leadership to you.

### The Democratic Style

A democratic style of leadership demonstrates respect for every person in the institution. Leadership responsibilities are shared by staff and students. Decision making and communication are based on consultation and participation among all members of the institution. This style of leadership is sometimes called 'employee-oriented' management.

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Employee-oriented leaders try to motivate rather than control their staff. They encourage them to perform tasks by allowing them to participate in decisions that affect them. They form friendly, trusting and respectful relationships with group members.

Generally, a democratic style of leadership helps people to grow, to become responsible for their own work and to take initiative.



Fig 2.1 A staff meeting

### The Autocratic Style

Autocratic leadership is centred on one person only. There is emphasis on accomplishment and efficiency but a low concern for the subordinate worker. Decisions are made exclusively by the leader. A number of leaders in health training institutions tend to exhibit the autocratic style of leadership. They dictate to the staff members and students, and make decisions for them.

A leader who adopts the autocratic or authoritarian style believes that human beings have a limited reasoning capacity and are incapable of self-determination.

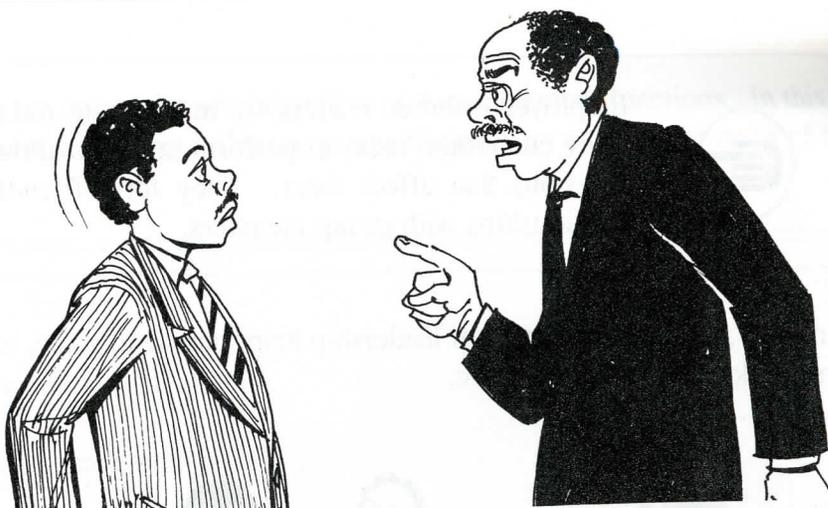


Fig 2.2 'Do what I say!'



What do you think are some of the dangers of autocratic leadership in a health training institution?

You might have listed some of the following as disadvantages of adopting an autocratic style of leadership:

- it tends to humiliate people and make them irresponsible;
- students may have a low motivation to learning;
- members of staff in the institution may feel frustrated by being dictated to;
- the leader will not benefit from the useful ideas students and staff could contribute;
- a number of students may take this to be the best style and adopt it in their future leadership functions;
- if unjustly applied, it makes people feel insecure.

### The Laissez-faire Style

The laissez-faire leader takes a passive stance toward the problems of the group. He is the 'anything goes' type of leader. The laissez-faire style is also referred to as 'impoverished management'. There is a low concern for people as well as a low concern for the task or efficiency.

### The Pseudo-democratic Style

The pseudo-democratic leader claims to demonstrate democracy but is, in fact, autocratic. The leader asks for suggestions and opinions from the people he leads but never utilizes them. The leader uses the participation of the group to support already concluded decisions and points of view.



A pseudo-democratic leader is, in fact, an autocratic leader who pretends that he is democratic.

### The Transactional Style

The last style of leadership that we will introduce is the transactional style. The transactional leader is aware of both the organizational needs and the needs and expectations of the people. He tries to integrate the two. He endeavours to achieve the goals of the institution while, at the same time, he is satisfying the personal needs of individuals. Transactional leadership is also called the middle-of-the-road management because there is an intermediate amount of concern for both achievement and satisfaction. Fig 2.3 shows a continuum of leadership behaviour.

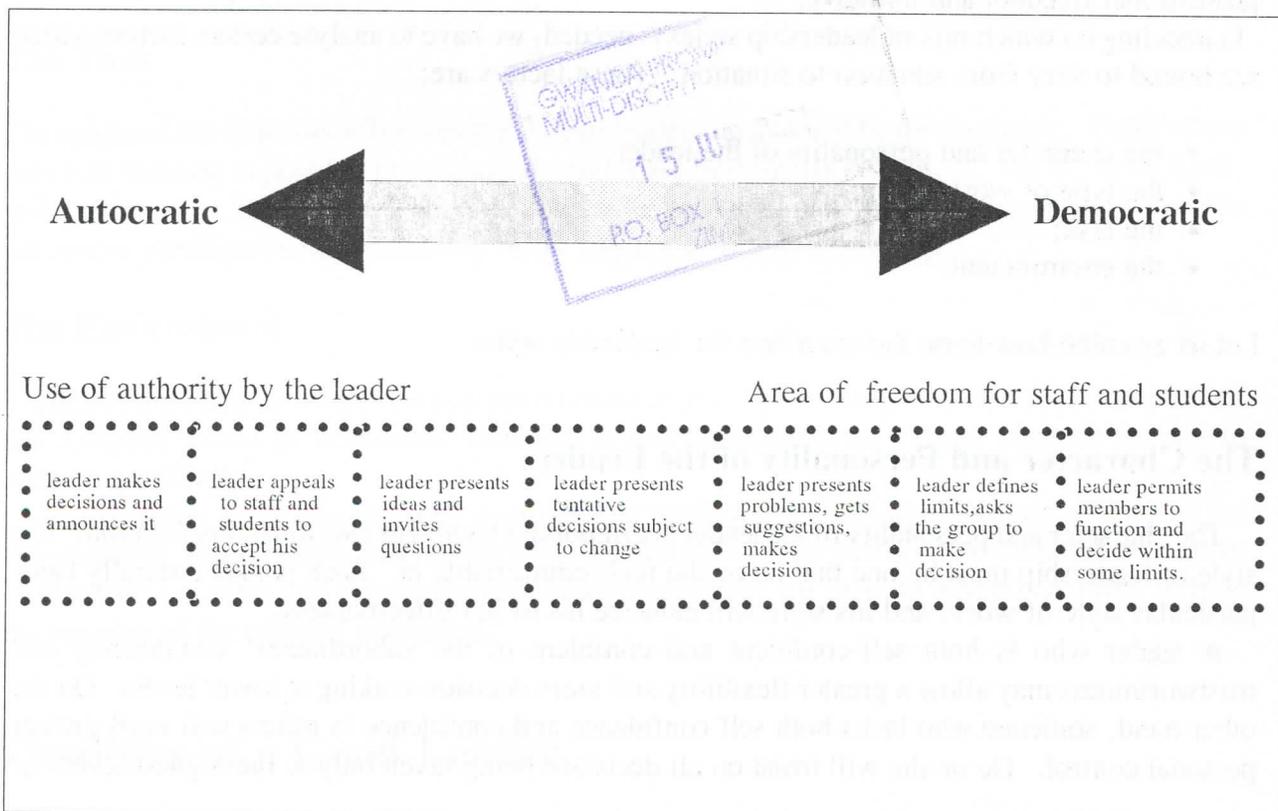


Fig 2.3 Continuum of leadership behaviour.

The continuum in Fig 2.3 ranges from completely dictatorial leadership to completely democratic leadership. The one extreme shows a style where the leader makes decisions and announces them. The other extreme shows the style where the leader permits members of the institution to function and make decisions within some limits.



**Relate the leadership styles discussed in this unit to the styles used in your own institution.**

## **Factors Determining Leadership Styles**

So far in this section we have discussed different styles of leadership. The styles can be divided into two broad categories. The first category is the authoritarian or formal style of leadership and the second category is the supportive and more flexible style. The authoritarian leader is characterised by the dominance of the leader who controls all aspects of the work, gives detailed orders and makes decisions. The quality most required of followers is obedience. The supportive leader is more flexible and incorporates participatory decision-making and a certain degree of professional freedom and initiative.

In deciding on which mix of leadership styles is needed, we have to analyse certain factors which are bound to vary from situation to situation. These factors are:

- the character and personality of the leader;
- the type of work group;
- the task;
- the environment.

Let us examine how these factors affect the leadership style:

### **The Character and Personality of the Leader**

The character and personality of the leader are important factors to take into consideration. The style of leadership must be one that he or she feels comfortable in. Each person naturally has a particular style of work, and his style will enhance his or her effectiveness.

A leader who is both self-confident and confident of the subordinates' competency and trustworthiness may allow a greater flexibility and more decision-making at lower levels. On the other hand, someone who lacks both self confidence and confidence in others will need greater personal control. He or she will insist on all decisions being taken only at the highest level.

### **The Type of Work Group**

Generally, a well educated, competent and professional work group desires greater initiative and decision-making power. The professional staff in a health training institution obviously have a great deal to offer and will feel frustrated if they are expected merely to obey. On the other hand, a less educated and less technically competent group will feel a need for more guidance and greater

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authoritarianism. They will feel unhappy and threatened if they are required to show initiative or take decisions.

Much also depends on the past experiences of the group. A group that has never made decisions before will find a flexible decentralised situation seriously disturbing. However, a group that has previously enjoyed a great deal of decision-making power will find the role of passive obedience both insulting and oppressive.

The relationship within the group is also significant. A group whose members respect and trust each other and who feel confident in their own competence will be happier and work harder in a flexible and responsible position.

Other factors of the work group which influence leadership styles include:

- the interest of the group in the problem or work in hand;
- cultural factors;
- expectations of the group and the way these relate to authority.

## **The Task**

The nature of the task also influences the style of leadership that will be most suitable. Tasks where only one solution is possible like financial control are best tightly structured. On the other hand, tasks which may have several possible successful solutions call for open discussion to enable maximum participation and creativity in the process of problem-solving.

## **The Environment**

The environment in which you operate is bound to affect your leadership style. Every situation has accepted norms of behaviour, including organisational norms. These must be taken into account sensitively.

The structure and technology of your training institution constitute important aspects of the environment. Operations which require a higher level technology will need experienced permanent staff whose expertise and experience will make it necessary for them to participate more fully in the running of the training institution.

## **Qualities of a Good Leader**

So far in this Unit, we have looked at the types and styles of leadership and the factors that determine these. Following is a summary of the qualities of a leader that you will be expected to emulate. You should be:

- sensitive to the feelings of others;
- loyal to your ideals but respect the beliefs and rights of others;
- self-confident and identify easily with co-workers;

- enthusiastic to inform others about the policies and regulations of the training institution;
- able to take an interest in the people you lead, but get the work done quickly and economically;
- keen to avoid jealousy and be prepared to take blame for your own mistakes;
- sure to give others the benefit of the doubt or the advantage whenever possible;
- firm but not proud or stubborn in making judgements and decisions;
- approachable, open to suggestions and have a sense of humour;
- willing to learn from others;
- prepared to take calculated risks in decision making.



Add a number of other qualities a good leader should have.

## Delegation of Responsibilities

In the last section we discussed various aspects of leadership. In this section you will now learn about the process of delegating responsibilities. Delegation was discussed as one of the principles of management and administration in Unit 1 of this module.

We may define delegation as the assignment to another person of formal authority and responsibility for carrying out specific activities. Responsibility may even be delegated to students. For example, every group or class of students should have a class representative on a rotational basis. The student who is the representative for the week is expected to do the following:

- communicate messages both from the students and from the members of staff;
- fill in the attendance register on behalf of the teacher;
- ensure that the classroom has adequate resources for use by the learners and teacher;
- ensure order in the class.

Fig 2.4 shows a leader assigning duties to his staff. Delegation of responsibilities to staff members is necessary for the efficient functioning of an institution. No one person can do everything. Consider also the case on page 29.



Fig 2.4 Delegation of Responsibilities

The Training Officer of a Multidisciplinary Training School arrives at his office at 8:30 a.m. after dropping his children at school and after going through a traffic hold up. In the reception, a student with a swollen eye is waiting to see the Training Officer. Another student is waiting to collect the timetable for the week and the class register. The general hand, who maintains the students' demonstration ground, is waiting to collect the keys to the tool room. The Training Officer frowns at all those in the reception and proceeds to his office. As he enters his office his secretary follows him with a memo from the Hospital Administrator. The memo is asking the Training Officer to furnish the Hospital Administrator with the institution's requirements for stationery. As the Training Officer is about to read the memo his telephone rings. He lifts the receiver and there is the Medical Superintendent reminding him of the Heads of Department meeting to be held that morning. By the time the Training Officer has finished his telephone conversation all those who were waiting in the reception have surged into his office. More students and staff have come into the reception and are waiting to see the Training Officer.

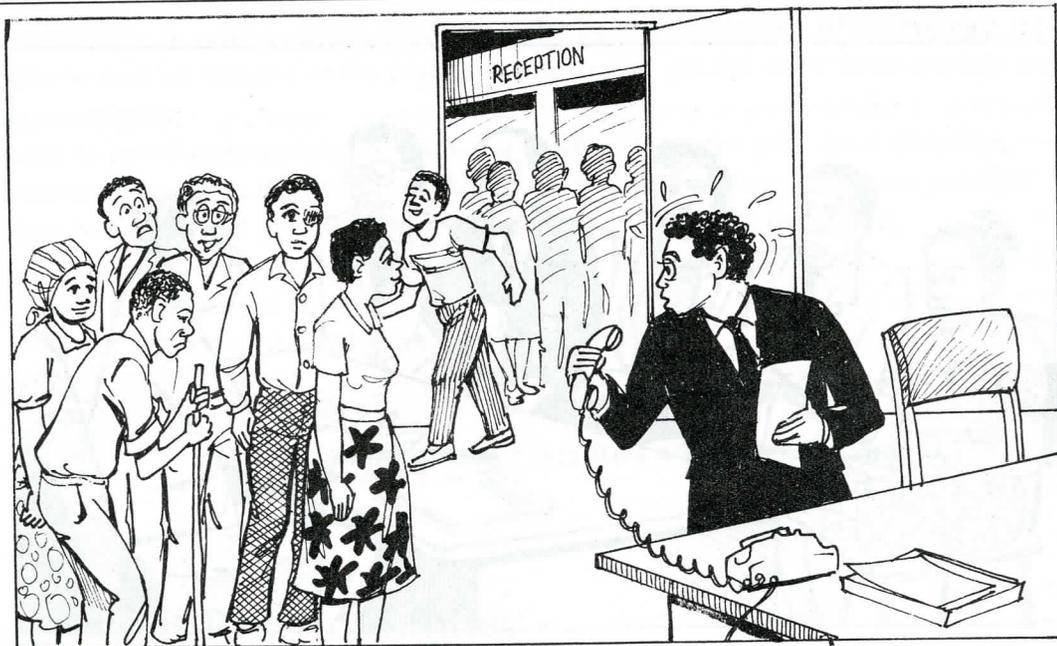


Fig 2.5 This Training Officer has not yet acquired the skill of delegating.



**What do you think is the problem in this case? How can the problem be solved?**

The problem is the lack of delegation by the Training Officer. There was no need for everyone to wait for him to attend to their problems. Senior tutors in the school could have been assigned responsibility for students' affairs. The secretary could be asked to keep the tool-room key and to maintain stationery stocks.

It is the responsibility of the administrator or manager to divide the work amongst all the staff. This involves understanding all the work done by the organisation. If you understand every type of work done by staff in your training institution, you will know how difficult each task is. You will also know what kind of skills are involved as well as how much time is needed for the different aspects of the task.

Everyone should have enough work to occupy the whole day. If workers have too little to do, the training institution wastes money paying for unnecessary number of workers. On the other hand, if workers are chronically over-worked, they are unable to plan or to check their work. This can result in a great deal of inefficiency.

### **Advantages of Delegation**

When used properly, delegation has several important advantages:

- the leader who delegates will have enough time for the more demanding tasks;
- delegation leads to better decisions. Staff members closest to the operational area are likely to have a clearer view of the facts;
- delegation speeds up decision making. Valuable time is lost when subordinates must check with their superiors before making a decision. This delay is eliminated when staff members are authorised to make the necessary decision on the spot;
- delegation helps to train staff members in various responsibilities;
- delegation improves the self-confidence of staff members and their willingness to take initiative.



**What are some other advantages of delegation?**

### **Guidelines for Effective Delegation**



**We have seen that delegation has a number of advantages. The following points are important if delegation is to be effective.**

Ensure that the subordinate accepts and understands the tasks being delegated.

Every member of the institution should know each other's delegated responsibilities.

When you delegate responsibility you should give the staff members the authority to perform tasks and to make decisions.

Always ensure accountability. The person to whom you delegate responsibility should be aware that he is also agreeing to accept credit or blame for the way in which he is carrying out the task. On the other hand, you remain accountable for the performance of the staff members you have delegated to.

Do not load everything on one person. Responsibilities should be shared among all the staff in the institution.

After giving the outline of the task, the control limits and the desired standards, you should leave the staff free to do the job. If you keep an eye on every small detail, they may get nervous.

## Decision-Making

In the last section of this unit we are going to discuss decision-making. Decision-making is one of the most important roles of the leader in a training institution. It describes the process by which a course of action is selected as the way to deal with a specific situation.



**In what sort of situations would you be expected to make decisions in your health training institution?**

The situations that may require you to make a decision include the following:

- when you require a solution to a problem such as a:
  - high failure rate;
  - high student drop-out rate;
  - student who is always late for lessons;
  - student who is failing most of his class tests;
- when you have to decide on what changes to be made to the curriculum;
- when you conduct students' selection interviews;

### Steps in Decision Making

Here are the steps that you could follow to arrive at a decision:

- define the specific situation which requires a decision to be made;
- identify the decision objectives;
- develop alternative decisions to the situation;
- assess the alternatives and select the best alternative;
- implement the decision and monitor the consequences.

The timing of decision making is important. This means that for a decision to be effective it must be made at the right time and through the most appropriate process.



As far as possible all those who will be affected by the decision should be involved in its formulation. Participatory decision making enhances a sense of belonging and morale. It also ensures ease and co-operation in the implementation of the decision.

## SUMMARY

In this Unit we explained that leading is one of the functions of management. We discussed a number of styles of leadership. We said that we should aim to adopt the democratic and transactional styles of leadership. If these are properly applied, they can result in our institution achieving its objectives.

The delegation of responsibilities to colleagues and subordinates can help in the smooth and efficient running of the training institution. It helps the manager to free himself for the most significant tasks. It also spreads the load among a number of people with various expertise.

In the last section of the unit we saw that a decision should only be made after a number of alternatives have been examined. We also saw that decisions should be made together with the people who will be affected by the decisions.



## SELF-TEST 2

Answer all the following questions.

1. Why is the democratic style of leadership also called the 'employee - oriented' style?

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2. Summarize the qualities of a good leader.

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3. Explain the following terms as they relate to delegation:  
a. responsibility

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Management and Administration

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b. authority

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c. accountability

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4. In what ways does delegating responsibility help you as a leader?

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5. What steps would you follow in arriving at a solution to a problem which has occurred in your training institution?

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6. Explain how the leadership style can be influenced by the type of work group.

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How well did you do? Remember to apply some of the principles learned in this unit to your daily work. Good leadership styles and qualities can be developed.

## UNIT 3

# HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT

## Introduction

The most important resources in any training institution are its human resources. Generally speaking, the extent to which the staff and students are committed to the goals of the training institution largely depends on their behaviour towards each other.

Good human management practices encourage the staff to take responsibility for their activities. It encourages them to prepare good learning materials for the students. It also increases staff and student morale, promotes the team or 'we' spirit and raises the standard of the institution. We are beginning this unit with an overview of human motivation.

### OBJECTIVES

At the end of this unit you should be able to:

- explain theories of staff motivation;
- discuss the elements of staff supervision;
- describe the essentials of staff development;
- state the need for carrying out staff performance appraisals.

## Selected Theories of Human Motivation



In a training institution one of the best ways to encourage staff is through motivation.



**What is motivation?**

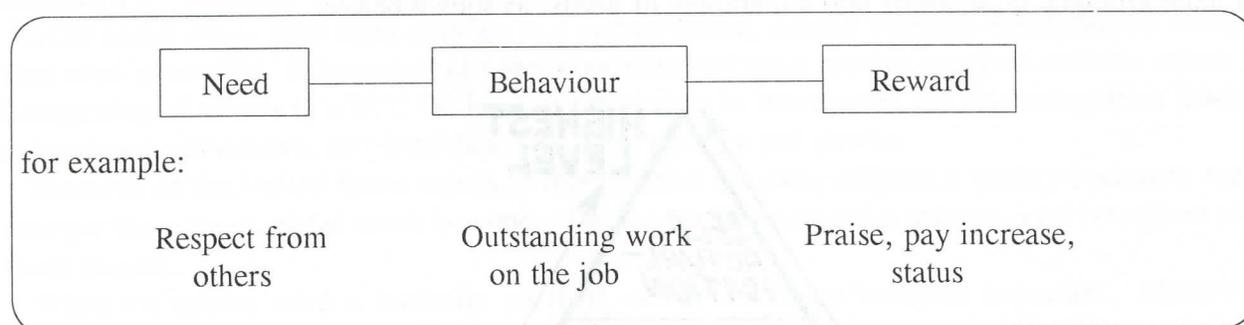
Motivation is what causes and sustains people's behaviour. In fact we can say that the study of motivation is concerned with trying to explain the reasons why people behave as they do. In order to try and understand more about motivation, we need to understand various concepts or ideas. In this unit we shall discuss the following theories of motivation:

Maslow's Hierarchy of Needs;  
Herzberg's Two Factor Theory;  
McGregor's Assumptions.

It is generally agreed that everyone has needs and these needs require satisfaction or fulfillment. Therefore, people will behave in certain ways in order to satisfy their needs. Secondly, there are two other important assumptions that are usually made when studying motivation. These are:

- all human behaviour has a cause, a motive which itself is the consequence of the combined effects of heredity and environment, that is the socialization process you are exposed to - (where you live, a rural or urban situation, how many in your family, your parents' ideas about life, where you go to school etc.)
- human behaviour is goal-seeking; people try to achieve objectives or goals which, when reached, will satisfy their needs. For example, if you feel hungry you might go into a nearby restaurant and eat.

The simple diagram below shows how these assumptions interact or work together.



Of course every individual has many needs but it is usually the need that has the greatest strength that will tend to dictate current behaviour.

To really understand human needs we need to classify them as to type. There are two main types of needs. These are:

- primary or innate needs such as food, shelter etc; These are inborn needs, instinctive needs;
- secondary or acquired needs. These vary from person to person and from one group to another, but consist of social needs or needs that apply to one's self such as companionship, love, affection, belongingness, self respect, self expression, independence, freedom and so on.

Once a need has been satisfied it will decline in importance and another need will become dominant or most important.

## Maslow's Hierarchy of Needs

The 'need' theory of motivation, discussed above, is used as the basis of Abraham Maslow's theory of motivation. This theory was first formulated by Maslow in 1943 and he stated that man is a wanting being. There is always some need he wants to satisfy. After a particular need has been satisfied, that need no longer motivates a person and another need takes its place. Maslow identified five basic needs. These are:

- physiological - need for water, food, shelter, sex;
- safety - need for safety and security in work at home etc.;
- social - need for love, affection, feeling of belonging to be with people and have a place in a group;
- esteem - need to have self respect, self esteem and esteem of others;
- self-actualization - need to become all you want to become, reaching your full potential.

He then arranged these needs into a hierarchy of needs, as shown below:

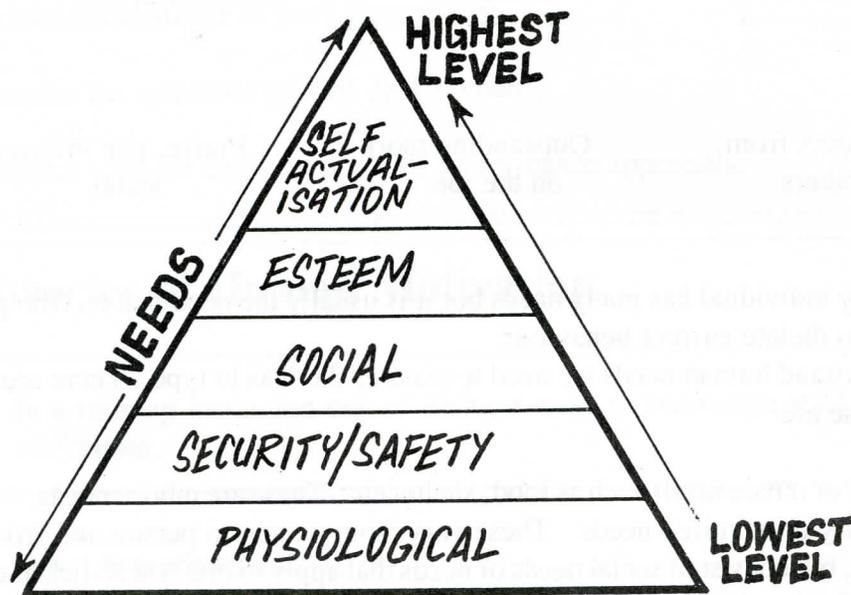


Fig.3.1 Maslow's hierarchy of needs

Maslow stated that physiological needs must be satisfied first, then safety needs, then social needs, then esteem needs, and finally self actualization needs. As Maslow said, 'A person who is lacking food, safety, love and esteem would most probably hunger for food more strongly than for anything else'. The satisfaction of physiological needs is usually associated with money, that is what money can buy.

After physiological needs have been basically fulfilled, an individual usually becomes concerned with safety needs. The most common safety need is protection from physical dangers. But this is not the only form of safety. Economic security also plays a part. Job security, pensions, medical aid etc. can all be classified in this section. A third aspect of safety needs is the desire to have an orderly predictable environment. This is why often people feel threatened by changes at work.

Child rearing patterns can effect the strength of security needs in individuals. If a child's parents are insecure in their environment, the child will also be insecure and will seek non-threatening positions in large corporations or bureaucracies, where they have job security.

Over-protective parents can also create insecurity in their children. If the parents always shelter their children from disappointment, the children grow up with an unrealistic view of the world and cannot deal with disappointments or setbacks and as a result they become tense and anxious.

Once physiological and safety needs have been basically satisfied, social needs become important. The individual wants to give and receive acceptance, friendship and affection. In any society, members of the society need to interact with each other. Individuals need to feel needed, and to give and receive praise. This is why solitary confinement in prisons is considered a maximum punishment.

After social needs have been satisfied to a certain extent, esteem becomes the dominant need. This need is twofold: the person must feel important and must receive recognition from others. Recognition of efforts is vital if the level of effort is to be maintained and this recognition leads to increased self-esteem, self-confidence and also prestige and power.

Research in the United States seems to indicate that the more affluent a society becomes, the stronger the esteem-related needs become. The search for appropriate status is very important to many people.

When the esteem need is basically satisfied, self-actualization becomes important. Maslow defined self-actualization as the 'desire to become more and more what one potentially can be to become everything that one is capable of becoming'. In other words, individuals attempt to realize their full potential. Self-fulfillment, self-development and creativity fall in this category.

Perhaps of all of the needs Maslow outlined, less is known about self-actualization than of any of the other needs. This is because different people satisfy this need in different ways. But it does appear that competence and achievement are part of the self-actualization process. Human beings desire competence because it gives them a form of control over their environment. A mature adult usually knows what he is competent at and his objectives fall within these known limits; although a goal may be challenging it is not beyond attainment. Related to competence is achievement and some people need to achieve more than others.



**What are the implications of Maslow's theory to staff and student motivation?**

Maslow's theory of motivation has the following implications:

- the basic physiological needs of employees and students must be satisfied by a wage or stipend sufficient to feed, shelter and protect them and their families satisfactorily. It is not by coincidence that some school riots have started with complaints about poor food;
- a safe working environment must be provided;
- incentives like praising staff/student for good performance help to satisfy the need for provide self- esteem;
- security needs require freedom from coercion or arbitrary treatment. They also require clearly defined regulations.



Staff motivation can be greatly enhanced by:

- involving the staff in goal setting and decision making. We discussed staff involvement under *Management by Objectives* in Unit 1;
- providing challenging work assignments like organizing functions or following up issues with other departments;
- performance feedback including adverse comments on performance appraisals;
- performance recognition, through visits to their working areas and checking their work;
- performance encouragement in the form of keep it up pep talks. You can also do this by asking a member who performs well to share his/her experiences with others.



**How could you apply Maslow's hierarchy of needs to your students' motivation? Think of how you could support their progression to the highest level.**

### **Herzberg's Two-factor Theory**

We discussed Maslow's 'hierarchy of needs' theory. Maslow's theory addressed the manner in which the characteristics of an individual determine that individual's motivation. Frederick Herzberg, on the other hand, focused his attention on how the characteristics of the task affect motivation.

Herzberg carried out a study to identify the causes of job satisfaction and dissatisfaction among engineers and accountants.

From his study, Herzberg found that job satisfaction and job dissatisfaction come from two separate sets of factors. He called these factors *satisfiers* and *dissatisfiers* respectively. The satisfiers were the motivating factors, while the dissatisfiers were the 'hygiene' factors. Refer to Figure 3.2 for a summary of Herzberg's theory. The satisfiers included the following:

- achievement;
- recognition;
- responsibility;
- advancement.

These are related to the nature of the work, that is, the job content, and to the rewards that result directly from performance of work tasks. Herzberg found the following to be dissatisfiers:

- low salary;
- bad working conditions;
- restrictive policies of the institution.

Dissatisfiers come from the individuals relationship to the environment of the institution (the job context) in which the work is being done.

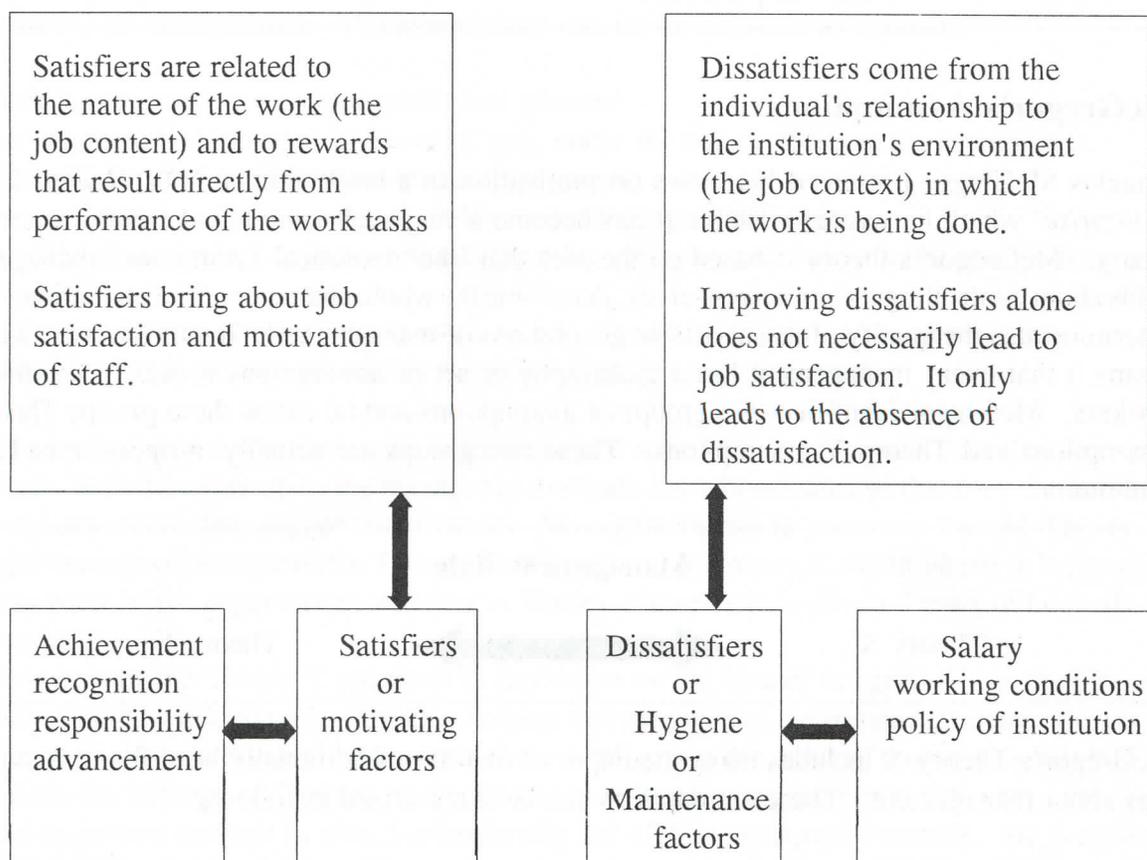


Fig 3.2 Summary of Herzberg's two factor theory

Herzberg found that, if motivating factors are fulfilled they will account for high levels of job satisfaction. They motivate individuals to greater effort and performance.

On the other hand, Herzberg found that dissatisfiers were not motivators. He found that those who were happy with their salaries and working conditions were not necessarily satisfied with their jobs.



**Taking Herzberg's two-factor theory into account, what should you do to ensure adequate motivation of the people that work under you.**

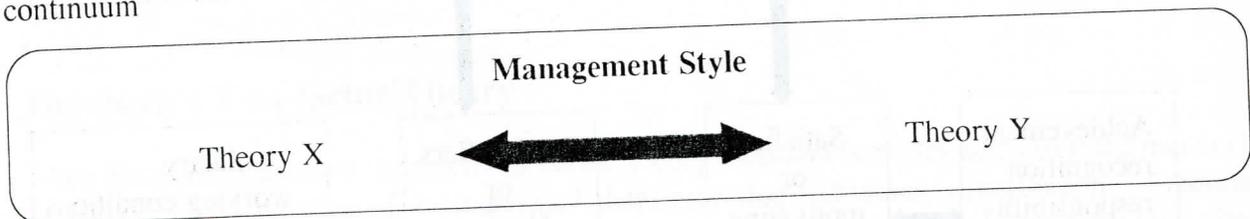


You can improve levels of satisfaction or motivation through the following ways:

- delegating responsibility to staff;
- full utilization of skills and training;
- acknowledgement of improved or exceptional performance;
- deserved promotion.

### McGregor's Assumptions

Douglas McGregor presented his views on motivation in a book entitled '*The Human Side of Enterprise*' which he wrote in 1960. It has become a very well known and widely referred to theory. McGregor's theory is based on the idea that 'the theoretical assumptions management holds about controlling its human resources, determine the whole character of the institution. They determine also the quality of its successive generations of management'. In other words, what he means is that every management has a philosophy or set of assumptions it uses in handling its workers. McGregor identified two groups of assumptions and he called these groups Theory X assumptions and Theory Y assumptions. These two groups are actually at opposite ends of a continuum



McGregor's Theory X includes many assumptions that have traditionally been found in writings about management. These assumptions can be summarized as follows:

1. Man dislikes work and will avoid it if he can.
2. Man must be forced - or bribed - to put out the right effort.
3. Man would rather be directed than accept responsibility, which he avoids.
4. Man is motivated by money.
5. Man is motivated by anxiety about his security.
6. Most men have little creativity - except when it comes to getting round management rules!

McGregor, after putting forward Theory X, very strongly disagreed with the assumptions underlying it, while at the same time, noting that many managers actually agreed with these assumptions. He also said 'the principles of organization which comprise the bulk of the literature of management could only have been derived from assumptions such as those of Theory X. Other beliefs about human nature would have led inevitably to quite different organization principles'.

As a result of these assumptions McGregor felt that many managers were only satisfying physiological and safety needs i.e. lower level needs. But as we noted earlier, when discussing Maslow's theory, once the lower level needs have been fulfilled, the employee will start to focus on higher level needs. Under Theory X assumptions there is no opportunity for satisfaction of higher level needs and so problems may emerge. Under Theory X management believes that punishment is a necessary tool for effective management and it is introduced whenever workers show any resistance. But very often, it is management's fault that workers are discontent. This is because managers treat employees like children and only help them to satisfy lower level needs.

Theory Y assumptions are much more realistic and these assumptions have provided the basis for a new theory of Management. The assumptions can be summarized as follows:

1. Work is necessary to man's physiological growth.
2. Man wants to be interested in his work and, under the right conditions he can enjoy it.
3. Man will direct himself towards an accepted target.
4. Man will seek, and accept, responsibility under the right conditions.
5. The discipline a man imposes on himself is more effective and can be more severe, than any imposed on him.
6. Under the right conditions man is motivated by the desire to realize his own potential.
7. Creativity and ingenuity are widely distributed and grossly underused.

This view of man is dynamic and individuals are seen as having growth and development capacities. It is therefore up to the manager to motivate his subordinates so that they can achieve more and can fulfil their higher order needs. Management has to put away the old Theory X assumptions and concentrate on the Theory Y assumptions. In Theory X the emphasis in leadership is on the goals of the organization whereas in Theory Y emphasis is directed toward the goals of the individual.

The success of the Theory Y approach is dependent on the idea of integration i.e. the process of structuring the work situation in such a fashion that the goals of the organization are integrated with the goals of the individual. Members of the work group can achieve their own goals best if they follow the strategy of directing their efforts towards achieving the goals of the organization. Another important concept in effective leadership for McGregor is collaboration. He feels that collaboration between superior and subordinate is a necessary condition for achieving integration of goals.

There has however been some criticism of Theory Y, although many people think of Theory X as outmoded and of Theory Y as a modern superior view of the worker. The major criticisms are as follows:

1. Theory Y may be idealistic as not everyone is self-directed and self-controlled. These certainly are some workers who like security and are not prepared to accept responsibility.
2. Theory Y assumes that need satisfaction is achieved on the job. But many employees do in fact satisfy a lot of their needs of the job i.e. people are seeking satisfaction during their leisure time. It may be possible, therefore, that Theory Y may over-emphasize the importance of satisfying higher - level needs in the work place.

In view of the above criticisms it would seem sensible to assume that a combination of the two theories may need to be used depending on the situation, especially as it appears that most managers tend to underestimate the potential of their employees and use Theory X more than Theory Y. While McGregor related his assumptions and observations to management styles of industrial enterprises mainly, we can fully apply them to the management of training institutions and to the way we see and interact with our students.



**Critically assess your assumptions about colleagues and students and the implications these have on your management style.**

Theory X		Theory Y	
Assumptions about staff	Management implications	Assumptions about staff	Management implications
1. Naturally lazy, avoid work	1. Drive 'motive' and coerce	1. Naturally active and enterprising	1. Provide leadership and motivation
2. Dependent	2. Direct them	2. Independent	2. Use self-direction
3. Have fixed or set ways of doing things	3. Encourage routine work	3. Grow on the work	3. Expose them to change and innovation
4. Generally irresponsible	4. Check-up, control	4. Like to take up responsibilities	4. Trust them
5. Resistant or hostile to authority and leadership	5. Be prepared to fight; be on guard	5. Identify with you; have loyalty	5. Give them cooperation and support
6. Unimaginative	6. Prescribe	6. Creative	6. Encourage creativity and excellence
7. Short-sighted	7. Plan for them	7. Capable of broad	7. Plan and decide with them vision, a long view

Fig 3.3 Summary of the implications of McGregor's Theory X and Theory Y

## Staff Supervision and Support

Staff supervision and support are important management functions. In this section we shall discuss some hints to guide you in your training programme.

### Be in Touch with Staff and Students

Every manager should maintain an effective give-and-take communication system with his/her staff. In a training institution environment this can be done in a number of ways, including:

- having regular meetings with staff and students;
- planning regular supervisory and supportive visits;
- maintaining an open-door policy;
- being available for consultation;
- communicating your wishes and desires so that they are known to everybody.

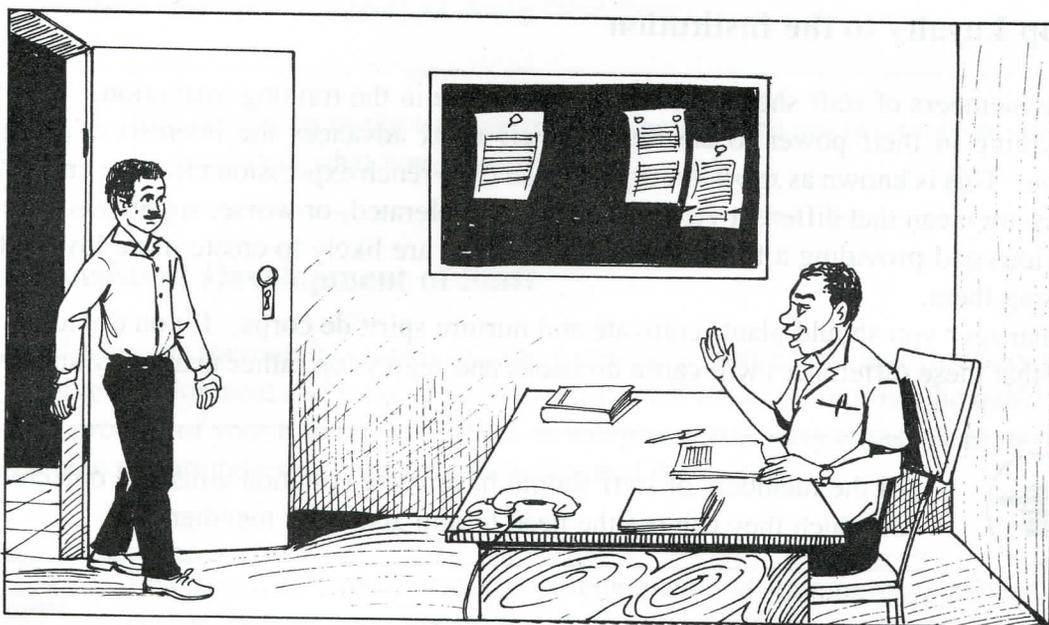


Fig 3.4 Encourage your students and colleagues to come for advice and consultation



A meeting to welcome new students to the training institution should always be held. Such meetings afford the students the chance to meet all members of the institution together.

### **Encourage Innovation and Fresh Approaches**

It could be dangerous to stick to old methods and routines when things around you are changing. The traditional idea that those in the highest position know everything does not apply today. The current knowledge explosion and the number of scientific breakthroughs are too great for any one person to claim to be the source of all knowledge. Very often we dismiss useful ideas from those below us as being 'stupid' or 'immature' without giving them sufficient thought.



Therefore staff must be allowed to express their views. And these views must be given adequate consideration.

### **Build up Loyalty to the Institution**

All the members of staff should have a sense of pride in the training institution. They should do everything in their power to ensure that their work advances the interests of the training institution. This is known as *spirit de corps*, which is a French expression meaning unity of mind. This does not mean that different views should not be tolerated, or worse, suppressed. By taking them serious and providing a forum for discussion you are likely to create more loyalty than by suppressing them.

As a manager you should plant, cultivate and nurture spirit de corps. If you do not do this, it is likely that these differences will cause divisions and regression rather than unity and progress.



All the members of staff should have some common aims and objectives for which they can see the need to join and work together.

### **Make Good Use of Your Departmental Heads**

Any senior or principal staff member under you was appointed to perform a specific managerial function. You should therefore work through and with these people. One method of using the mid-level managers like tutors, assistant lecturers or clinical instructors is through senior staff meetings. The meetings should be democratically conducted. Staff should be given the chance to express their views. Such meetings should not be seen as the opportunity for the manager to dictate his

or her desires.

General staff meetings should also be held regularly with junior staff in the institution. Junior members of staff are usually frustrated because they do not find the chance to air their views to the boss as a group. They usually feel left out because decisions are made for them in senior staff meetings and they are only expected to abide by these decisions.



### How often should you hold meetings in a training institution?

Depending on the size of the institution senior staff meetings should be held weekly or fortnightly. An agenda should be drawn up for the meetings. General meetings should be held less often, but regularly.

### Be a Good Example

The adage that actions speak louder than words holds here. You should always show examples of what you want your staff to copy. You cannot eradicate lateness to work when you often come late yourself. You cannot condemn shabby appearance or inadequate lesson planning, or misuse of school transport when you are guilty of doing these things.



The institution or the training programme that you are in charge of, cannot be more than what you yourself are.

### Ensure Consistent Development of Staff

It is essential for your training institution to have a carefully thought out and carefully planned human resource development and training strategy. This will not only improve the quality of the work and the product of your training institution. It will prove to be very attractive to staff. Most people welcome opportunities to improve themselves and their skills.



Investment in human resource development and training pays handsomely both in terms of improved efficiency and better staff morale. It also gives staff that feeling of security in their job.

Each year you should decide with your staff in what ways they require growth and development. Work out a systematic programme to ensure that the progress of each officer is achieved. The development of staff can be accomplished in various ways, including:

- annual refresher courses or seminars;
- short courses held at district, provincial or national level;
- workshops on relevant subjects;
- courses on needed skills or topics at colleges and universities within and outside the country;
- circulation of literature which is relevant to the work of the staff;
- induction and orientation of newly appointed or transferred staff.



Induction and orientation are designed to provide a new member of staff with the information he or she needs in order to function comfortably and effectively in the training institution. The newcomer must become familiar with the premises, people, rules and traditions before he can do his work with understanding.

### Match Your Staff to the Job

Administration involves judging people and deciding exactly what they are capable of achieving. A mismatch between a tutor and a subject will result in a poorly done job and an unhappy member of staff.

It is also necessary to judge the potential of a staff member. Someone who is not at first able to do a job, may, after a short period of training and experience become an excellent specialist in the job. Conversely, some people can never be good at certain types of jobs. For example, someone who has proved to be dishonest or careless with money should not be put in charge of the training institution's money.



In order to get the best of your staff, it is necessary to know each one well. That is the only way to find out their potential, character and ambitions.

### The Work Environment

As a manager, it is your responsibility to ensure that job satisfaction is high amongst everybody in the training institution. You should keep the environment as pleasant as possible. All work places should be kept clean, bright and airy.

Ensure that members of staff are comfortable with their work. Those who enjoy routine work should be given routine work and eventually tasked with more challenging responsibilities bit by bit. Those who enjoy challenging and inventive work should be given an opportunity to use their talents and skills.



Always give responsibilities to those who are able and happy to shoulder responsibilities and not too much to those who cannot cope with them.

Staff should adopt a helpful and friendly attitude towards each other and towards students. A bullying and frightening attitude should be avoided as it is counter-productive. The work environment should, nevertheless, be disciplined and workmanlike. Little can be achieved if members of staff spend all the work time gossiping, drinking tea and making personal telephone calls.



What comments can you make about the time-keeping, work speed and work quality in your training institution?

## Staff Performance Appraisal

In this section we will look at performance appraisals. We saw in the last section that one of the responsibilities of management is to develop the staff in order to improve their job performance. Appraisals and discussion of job performance are fundamental to the process of staff development. However, the vast majority of senior officers in health training institutions today have never had appraisal reports written on their performance. They have never sat down with their superiors to discuss how they are doing their job.



How many times have you had an appraisal discussion since you joined the health service?

## What is a Performance Appraisal ?

Performance appraisals consist of the regular, formalized and recorded view of the way an officer performs his job and his potential for future advancement. Traditionally, appraisals have concentrated on such personal characteristics as intelligence and the ability to get along with others. Today, however, appraisals are increasingly based on the individual's performance. They concentrate on how well the employee is helping the organization achieve its goals.

The head of every training institution is required by regulation to provide an annual report on the performance of the staff. The report must be honest and objective. A serious attitude to performance appraisals and the use of appraisals as a basis for development decisions contribute to increased motivation and job satisfaction among staff. The performance appraisal report should be treated with strict confidence. Feedback is a natural element in all appraisal assessments. It should be considered part of staff development. Both the good points and the shortcomings

should be fully discussed with the person being reported on before the reports are forwarded to the next level.



**What errors should you try to avoid during performance appraisals?**

### Sources of Error in Performance Appraisals

The following are some of the sources of error in performance appraisals.

**Leniency and severity:** Raters who are lenient tend to place all workers towards the favourable end of the rating scale. Severe raters, on the other hand, tend to bunch all workers at the unfavourable end.

**Halo effects:** Halo refers to the tendency towards awarding higher marks to the person who is considered to have the ideal behaviour or performance. Halo effects occur when raters allow their assessment of an individual on one characteristic to influence their assessment of him/her on other characteristics.

**Contrast and similarity errors:** Some raters have a tendency to assess others in a way opposite to that in which they assess themselves. This contrast error may occur, for example where the rater regards himself as extremely clever. He would rate others as having less than average intelligence. Similarity errors arise when the rater sees other people in the same light as he sees himself.

**Central tendency errors:** Some raters are loath to make extreme assessments of other people. Consequently most people are assessed as being of average ability.

**Sequential effects:** This is also called an order-effect. Sequential effect is brought about by a sequence or order of items on the rating form. A response set may be triggered in which a series of similar positive or negative assessments are given.

Following is an example of a staff appraisal form.

**ENVIRONMENTAL HEALTH TRAINING STAFF APPRAISAL FORM**  
(To be completed twice a year in respect of all members of staff)

Name of Training School .....  
 Name of member of staff ..... EC No .....  
 Post held ..... Date .....

Area of Assessment	Possible Score	Actual Score	Comments
1. Work Performance reliability ability to work fast acceptance of responsibility ability to use initiative ability to work independently ability to plan work	4 4 4 4 4 4		
2. Punctuality to work to class to meetings	3 3 3		
3. Personal Appearance neatness cleanliness	3 3		
4. Leadership Qualities	8		
5. Relationship with colleagues seniors juniors	3 3 3		
6. Communication Skills verbal reports written reports	5 5		
7. Reaction to correction volume of work	5 5		
8. Ability to solve problems	8		
9. Record Keeping	8		
10. Readiness to discuss issues	8		
Total score	100		

11. General Comments

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a. Strong aspects

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b. Weak points

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.....

Training Officer

.....

Date

.....

Signature of staff member appraised

.....

Date

## SUMMARY

Motivation is an important element of human resources management and development. In this Unit we discussed three theories of motivation. Maslow's needs hierarchy suggests that there are different levels of needs. Motivation is brought about by efforts to satisfy those needs starting from the lowest level, which are physical needs and culminating in the highest level which is self-actualization. Herzberg's two factor theory argued that motivation is brought about by what he called satisfiers in the work situation. The assumptions of McGregor in his Theory X and Theory Y gave us two views which management may hold towards their staff and respective implications on their management style. We saw that Theory Y enhances staff motivation.

We also learnt that for effective supervision in our institution we need to maintain open channels of communication. We should lead by example and ensure adequate staff development.

Lastly, we discussed some elements of staff performance appraisals. We said that performance appraisals should be done on all staff at least once a year. Feedback should always be provided to those who have been appraised.



### SELF-TEST 3

Answer all the questions briefly.

1. Explain the hierarchy of needs according to Maslow.

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2. Compare the effects that recognition and working conditions have on staff motivation.

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Management and Administration

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3. Criticize the assumptions made by McGregor in his Theory X.

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4. What are the elements of good staff supervision?

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5. Describe the sources of error in performance appraisals.

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Check your answers with those provided on page 94ff. Correct any mistakes you might have made.

## UNIT 4

# ADMINISTRATION OF TRAINING PROGRAMMES

## Introduction

We saw in Unit 1 that administration is an important aspect of management. In this Unit you will learn about the administration of a training programme. We have concentrated on what you need to know about planning and running a training programme.

A number of examples have been cited from what goes on in various health training institutions. Health training programmes are diverse. You may, therefore, need to adapt some of the recommendations to suit your particular discipline. However, most of the techniques discussed are based on universally accepted principles. You will therefore find most of them applicable to your institution or training programme.

We also suggest an outline of aspects to consider when when organizing an inservice workshop at the end of this unit.

### OBJECTIVES

At the end of this unit you should be able to:

- summarize the steps that you would take in planning a training programme;
- describe the process of student selection;
- explain the procedure for entering students for the Health Professions Council examinations;
- plan an inservice workshop.

## \* Planning Training Programmes

We shall begin by looking at planning as it applies to training programmes. You will agree that planning is the process of deciding in advance what is to be done.

### Steps in Planning

Any planning that you do should be done systematically. Here are the steps we suggest you to follow when you plan.

These steps are summarized in Figure 4.1.

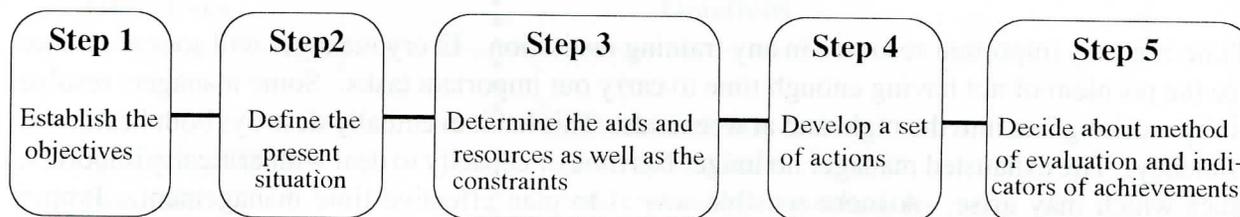


Fig 4.1 Steps in planning

### Step 1: Establish the objectives

Planning begins with decisions about what your training institution wants or needs. Specific objectives should be formulated from the general goals of your institution. Without a clear definition of goals and objectives your training institution will tend to spread its resources too broadly.

### Step 2: Define the present situation

This helps you to establish how far your training institution is from its objectives, and what resources are available for effecting your training programmes.

### Step 3: Determine the aids and resources as well as the constraints

You should find out those factors in the internal and external environment which can help your future training programmes. Do not forget to consider the forces that may militate against the achievement of your objectives.

### Step 4: Develop a set of actions

The next step in planning your institution's training programmes involves developing and evaluating various alternative courses of action. This is the step in which you make decisions about what is to be done in your training programmes.

### Step 5: Decide about monitoring and evaluation methods

The final step is to decide about methods of evaluation and indicators of achievement in order for you and your team to know from the beginning where you are going and which milestones you ought to pass.



The method of evaluation and the indicators of achievement should form part of any training programme plan.

## Planning for Proper Use of Time

Time is a very important resource in any training institution. Every manager will sooner or later face the problem of not having enough time to carry out important tasks. Some managers resolve this by working late into the night and at weekends. This habit eventually destroys both health and efficiency. The exhausted manager no longer has time or capacity to deal with critically important issues which may arise. A more sensible way is to plan effective time management. Proper planning and management of time will ensure that there is enough time for all that we have planned.

The first step in time management is to analyze the tasks which you have to do as compared to tasks which you can delegate to others.



Generally all routine work can be delegated, leaving the manager free to plan overall policy and development and to manage overall supervision.

## Setting Priorities

Just for a moment sit down and think of the objectives of your institution for the year. List four of them.



**Think of your major functions in the realization of these objectives and jot the functions on a sheet of paper. Put the objectives and your functions into a hierarchy from the most urgent to the least urgent.**

This list gives you an idea of your priorities for the institution. The top of each list includes the objectives and functions which you must bear in mind at all times. Achieving these objectives would mean a high degree of success. See Figure 4.2 for an example of objectives and functions.

Once you have set and prioritized all the tasks to be carried out you can make a daily time table with set times for important routine as well as non-routine tasks. For example, an hour a day can be set aside for routine correspondence. One day a week can be kept aside for students' counselling or for students' consultations. A morning a week may be reserved for staff meetings and an afternoon a week for the review and planning of overall development of the training institution.

It is always important that you leave a little time free each week for the unexpected or to allow for some flexibility. This is important because some tasks may take a shorter or longer time than expected. It also allows you time to be alert and think clearly at all times, thus leaving you unburdened by unnecessary commitments.

Objectives	Functions
Achieve a 100% pass rate	conduct revision lessons develop handouts hold individual consultations organize group discussions
Follow-up of students on community secondment	draw up a programme inform all health centres organize transport
Select 20 students	decide the interview dates inform the candidates arrange food and bedding
Design a school badge	request students to suggest their own design secure funds for engraving

Fig 4.2 Prioritizing objectives and functions

### Making Training Time Tables

One of the most common and universal plans that any training institution makes is the weekly timetable. The weekly timetable helps to guide you through the weekly training of any one group. Although the preparation of the timetable is best delegated to one of the members of staff, the head of the institution should be available for advice. The following points should be considered when the timetable is being planned:

- the weekly timetable is designed to cover the scheme of work prepared for the particular training block. Therefore it must be decided in advance how many hours are to be allocated to each subject per week;
- the timetable for the following week should be finalized and circulated before Friday of the week before to allow staff members to prepare their lessons;

## Management and Administration

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- fixed weekly timetables such as the ones found in secondary schools are not possible in most health training institutions. The times for the different subjects should be allowed to vary weekly. This is sometimes necessary to accommodate visiting lecturers or scheduled meetings;
- the weekly timetable should allow at least two hours of private study for the trainees. This encourages the trainees to engage in self-directed learning;
- depending on the training programme in question the timetable may only show the subjects without specifying the particular topic of study. Most training programmes, however, show the topic to be studied during each session and also the facilitator or tutor.

### **Making a Training Programme Plan**

Another plan that you have to make is the training master plan. This plan should be prepared at the beginning of every year. It shows training activities for the various groups on the programme during the year. Examine the sample of the State Certified Nurses Training Master Plan shown in Figure 4.3 on the next page.



What for would you use the plan in Fig 4.3?

### **Uses of a Training Programme Plan**

A plan such as the one shown in Figure 4.3 is useful in a training institution for the following purposes:

- it enables you to plan and organize the various training activities in time;
- it ensures continuity if you should be replaced by a new person;
- it acts as reference when you want to find out which aspect of training a student is on at a given time;
- it can be used to monitor and evaluate the progress of the training programme;
- it forms the basis for drawing up the plan for the following year.

Activities for each Month

Group

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
	31 7 14 21 28	4 11 18 25	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
A 89	5 B B B B	R B B B		Contract Expires								
B 89	2 2 C L L		3		5 B B B B		R		Contract Expires			
A 90	1	1 B L L L B	3 B B B C	1 C C C C C	2		4 B B B B		3		C C C C C	C L L L B
B 90	B	2 B B B	1		1 L L	3 L B B B	1 B C C C C				B B B B	
A 91				1 B B B B B	B B B			2 B B B B			1	
B 91										B B B B B	B B B	

KEY

- B = Block
- C = Community Secondment
- L = Leave
- R = Revision Block
- 1 - 5 = Number of leaves, assessments, blocks or community secondments
- ☐ = 1st year wards
- ☐ = 2nd year wards

Fig 4.3 Example of a master plan

## Effects of Poor Time Management

Poor time planning has the following consequences:

- a continuous lack of time and opportunity for carrying out essential duties;
- increased misunderstanding and confusion;
- lack of direction, purpose and commitment;
- frequent panic measures to beat deadlines;
- conflicts in schedules, timing, activities and even in interpersonal relations;
- generally poor quality administration;
- stress.

## \* Student Selection

In the last section we discussed planning as it relates to time and the training programme. In this section you shall learn about the procedure for selecting students for training.

The selection of suitable candidates as students for a particular health profession is a very important exercise. Very often training institutions are accused of poor selection. It is claimed that the negative attitudes which some health workers display is due to poor selection for training.

## Preparing for Selection Interviews

Let us now see what preparations you need to make for an interview. Firstly, it is important that interview candidates are informed in good time of the date, time and venue of the interview. You should also give the candidates the following information:

- whether or not accommodation and food are provided to interview candidates;
- whether or not they pay for the food and accommodation;
- to whom they should report on arrival.



**Describe what should happen on the day of the interviews before the interviews start.**

On the day of the interviews you should give the candidates a welcome address at the stipulated time. If candidates are left on their own long after the stipulated time they become nervous and restless. This is also the best time to introduce your interview panel to the candidates as a group and checking if any candidates have not come.

Secondly, you should make sure that the room to be used for the interviews has been prepared.

- it should have adequate lighting and ventilation;
- it should be clean and free of noise and other distractions;
- the chairs and tables should be arranged in a circular form.

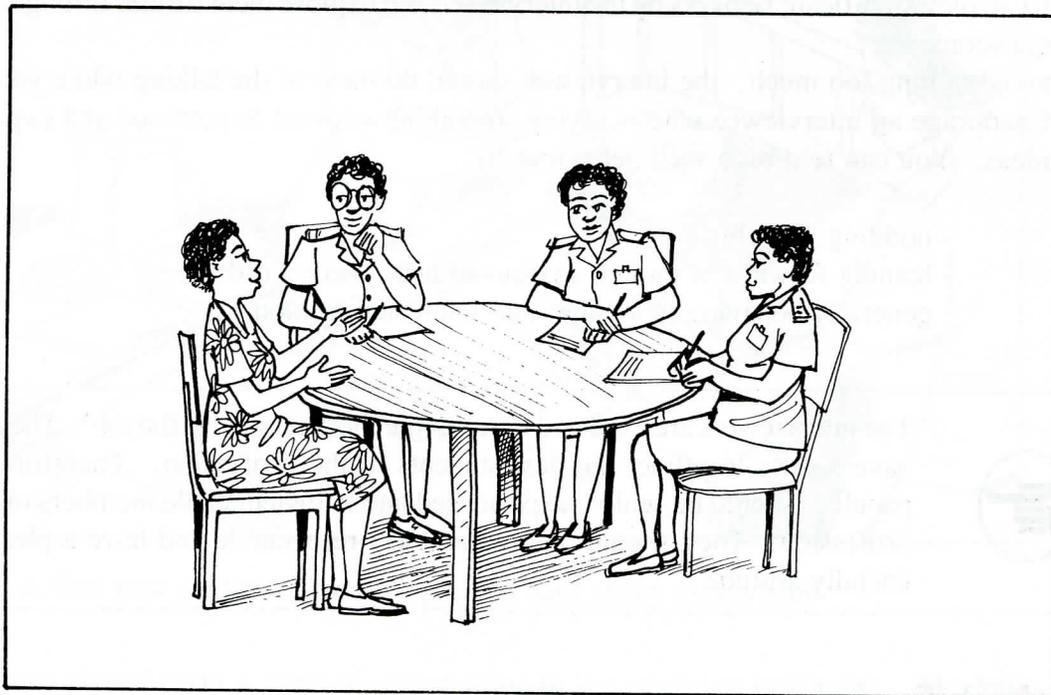


Fig 4.4 A circular seating arrangement makes the interview candidate feel more at ease



**The members of the interview panel should plan their interview strategy in advance. They should agree on the following:**

- the number and the type of question each one will ask;
- the method of rating the candidates;
- the method of marking and scoring any written tests.

## Conducting the Interview

When conducting the interviews, you should remember the following important points:

- the ideal number of interviewers is three;
- you should establish a good rapport with the candidate from the outset;
- adhere to your interview plan;

- ask open-ended questions rather than closed questions. Closed questions are those which require a short 'yes' or 'no' answer. Open-ended questions, on the other hand require the interviewee to start talking freely. An example of an open-ended question is: 'Please tell us what prompted you to apply for this course'.
- try to pick significant remarks by the interviewee and explore them further through probing questions;
- avoid talking too much; the interviewee should do most of the talking while you listen. Encourage an interviewee who is saying something relevant to continue and expand the ideas. You can reinforce such behaviour by:
  - nodding slightly;
  - leaning forward as though anxious to hear every word;
  - generally behaving in an alert and interested fashion.



The interviewers are expected to select the 'best person for the job'. They also have a duty to attract the best students to the profession. Therefore, the panelists should be senior, experienced and knowledgeable members of your profession. They should be presentable, respectable and have a pleasant, friendly attitude.

## Practical Training

Practical training is an important aspect of all health training programmes. It constitutes about half of the total period of training. Practical training is called 'field training', 'secondment for practical experience' or 'community secondment'. The students leave the training institution to be attached to health institutions and qualified health personnel for stipulated periods. In Figure 4.5 you can see a first year student nurse bathing a patient under supervision as part of her practical work. (see next page)

### Planning Students' Secondment

We have already seen in the master sheet in Figure 4.3 that students secondments have to be planned well in advance. Here are some points to remember about students secondments.

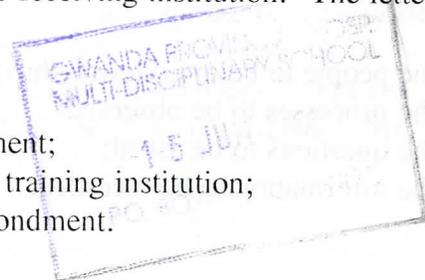
- ensure that the receiving institution is equipped to give the students the required experience; a visit to the institution would assist you to assess its facilities;
- obtain the consent of the institution;
- check that the institution has safe and adequate water, and reasonable accommodation for the students.



Fig 4.5 A first year student nurse giving a bed bath under supervision

The students should carry a letter of introduction to the receiving institution. The letter should stipulate:

- the students' names;
- date of commencement of the practical secondment;
- date when the students are expected back at the training institution;
- aspects of training to be covered during the secondment.



### Student Follow-ups

Every student should be visited by the training institution staff at least once during every session of his/her practical training.



What preparations should you make before you go on student follow up?

Perhaps you mentioned that you should:

- find out the names of the students in the institution you are visiting;
- draw a follow-up guide to ensure that you cover everything required by the training regulations;
- check if there is any mail or special messages for the students you are visiting so that you can take them along.

### **How to Carry Out the Follow-up Visits**

#### ***Observation***

Ensure that you observe the students at work. For example nursing students can be observed as they are dressing a wound or discuss with waiting mothers, while rehabilitation technician students can be observed as they help a patient through the prescribed exercises.

#### ***Follow-up Guidelines***

The guidelines help you to ensure that you have covered all aspects of the follow up. You should take them along with you and use them during the visit. A guideline may include the following aspects:

- the people to be interviewed during the visit;
- the processes to be observed;
- the questions to be asked;
- the information to be recorded.

#### ***Interview with the Supervisor***

You should conduct separate interviews with the officer supervising the students. Such interviews will give you information about the students' conduct and progress. The supervisor also has a chance to tell you the problems he/she encounters in training the students. This interview also gives you a chance to up-date the supervisor on the current training regulations if this is necessary.

#### ***Interview with the Student***

You should allow the students time to air their views to you in the absence of their supervisor. They may not be free to express their problems in the presence of their supervisor, in fear of victimization. Always discuss the areas of weakness that you have observed among the students.

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### **Follow-up Report**

Write a report immediately after your visit and submit it to your superiors. The report should cover the following aspects:

- the students visited and dates;
- the progress made in the students' practical training;
- the standards of performance observed;
- remarks about the institution where the students are attached;
- the problems identified;
- recommendations for the future.



When doing student follow-ups, it is advisable to team up with the field trainers or senior professional administrators in the district or province where the students are doing their practical. This is to ensure that any problems identified are discussed between the training school staff and the field supervisors on the spot.

## **Health Professions Council Examinations**

So far in this unit we have discussed the different aspects concerning the administration of training programmes. Let us now turn to the Health Professions Council's examinations.

The Health Professions Council (HPC) is the examining body for all programmes run in health training institutions. Every institution should ensure that the HPC requirements are followed strictly. These requirements relate to:

- admission to the training programme;
- assessments during training;
- hours of theoretical and practical experience;
- the minimum period of training;
- the course content;
- entry to examinations.

The HPC appoints examination committees for the different training programmes. It is these examination committees which appoint examiners and set dates of examinations.



**How are students entered for the final examinations?**

Your training institution has to supply the HPC with the names of the students who wish to write the examinations, which should reach the HPC at least six weeks before the proposed examination dates. The practical and assessment marks for each student are also to be submitted. At the same time, each student has to hand in an application form together with the prescribed examination fee.

On receipt of the application forms and examination fees the HPC will send your institution the candidate numbers as well as the HPC answer books.



You should also inform the HPC of the name and address of the person who will invigilate during the examinations.

## Arranging an Inservice Training Workshop

So far we have dealt with the organization of basic training mainly. However, not all teaching is done in basic training. An important and increasingly more emphasized aspect of improving health services is continuing education by inservice training, refresher courses and alike. You might be tasked with arranging such inservice training activities. We shall therefore present an outline of aspects you should think about when planning an inservice workshop.

Generally, in view of the fact that inservice training is targeted at experienced adults who just need to strengthen and/or update their knowledge, skills and attitudes required to perform better, we assume that the content will be needs-oriented and the learning-teaching methods will be based on principles of adult education.



It is paramount that from the needs assessment you and your colleagues together with other responsible supervisors develop a clear rationale and specific objectives for the workshop.



**Have you ever conducted a workshop? Try to remember which aspects you considered when planning it.**

Following is a list of questions you should have answers to when preparing the workshop: (adapted from : AMREF, Health Teacher Training Manual, unpublished)

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Regarding the students/participants:

1. Who are the participants? Where do they come from?
2. How many will they be?
3. How long will the course be?
4. Where will they stay?
5. What, how and where will they eat?
6. How long will they stay?
7. How will they arrive?
8. How will they go home?
9. How will you entertain them?
10. What do they need to bring along with them?

Regarding teaching:

11. What problems do the participants have in their work?
12. How and when are you going to assess their needs? Before and/or during the workshop?
13. What do their supervisors want you to emphasize?
14. Who else will you ask to teach?
15. Who will open and/or close the course?
16. What preparations do you need to make for guest speakers?
17. What will you teach?
18. What aids do you need?
19. What reading material (books, handouts etc) do you need?
20. How and where can you utilize duplicating/ photocopying facilities?
21. Do you need extra secretarial support?
22. Is extra stationary required? Where do you get it from?
23. What practicals are you going to arrange?
24. How will you assess your teaching?
25. How will you assess the student's activities?
26. How many classrooms do you need?

This list is not exhaustive. You may have more aspects to consider depending on your local situation. For details of planning the actual teaching and learning and the resources required, refer to the respective modules.



One or two days before the course starts, make sure you are able to answer all of the following questions with 'yes'.

Check all these things:

- time-table ready?
- first day's lesson plans ready?
- opening session prepared and confirmed?
- handouts ready?
- teaching aids ready?
- classroom ready?
- all guests confirmed?
- pre-test ready? (if applicable)

**Good luck and a successful workshop!**

## SUMMARY

We started this unit by discussing aspects of planning. Time planning in a training institution is important and includes the making of timetables as well as training programme plans.

The selection of students should be done properly and objectively. It is important that you select students who are genuinely interested in the profession and whose behaviour and attitude is compatible with the career they want to train for.

Practical training should be taken seriously by everybody involved. The practical attachments should be properly planned. Regular follow up of students should be made in order to assess their progress during practical experiences.

The whole training programme should be run according to the training regulations. Students who have not fulfilled the requirements will not be permitted to write the HPC examinations. Preparation for the final examinations should be made in time.

Lastly we suggested a brief outline on how to plan and prepare an inservice training workshop. Observing these guidelines will ensure a smooth and successful running of a workshop.



### SELF-TEST 4

Answer the questions below and compare your answers with those given at the end of this module.

1. Draw a timetable for one week in your training programme.
2. What points should you bear in mind when conducting a selection interview?

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3. Enumerate the aspects that you would include in your students' follow-up guide.

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4. What are the requirements for entry to examinations for students in your profession?

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5. What are the uses of a training master plan?

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Look at the answers on page 98 and mark your work. We hope you did well. Revise any areas you had difficulty with.

Introduction

This is the first of two units. In it you will learn about the administration of an office including the various support services. Although you may have a good knowledge and office skills in your training experience, you need to understand the administrative activities involved in office administration.

OBJECTIVES

At the end of this unit you should be able to:

## UNIT 5

# OFFICE ADMINISTRATION AND RECORD KEEPING

Resource Planning

This unit provides the resources for you to learn in your training institution. Resource planning or budgeting is an activity which takes place at the end of your time. It involves estimating, allocating and utilization of resources. Resource planning involves:

- the staff
- funds
- equipment
- facilities
- the training institution plant itself.

What is a budget? A budget is a financial statement of resources to be used for carrying out planned activities over a given period of time. It is usually made annually.

The Budgeting Process

What is involved in budgeting? The budgeting process involves the following:

## Introduction

This is the last unit of this module. In it you will learn about the administration of an office, including the methods of keeping records. Although you may have a good secretariat and office staff in your training institution, you need to understand the fundamental activities involved in office administration.

### OBJECTIVES

At the end of this Unit you should be able to:

- outline the process of budgeting;
- describe an efficient filing system;
- discuss the method of maintaining records of stores and equipment;
- explain the records which are kept in your training institution.

## Resource Planning

How can you plan the resources that you require in your training institution? Resource planning or budgeting is an activity which takes a great deal of your time. It involves careful planning, allocation and utilization of resources. Resource planning includes:

- staffing;
- funds;
- equipment;
- facilities;
- the training institution plant itself.

What is a budget? A budget is a formal quantitative statement of resources set aside for carrying out planned activities over a given period of time. It is usually made annually.

### The Budgeting Process

What is involved in budgeting? The budgetary process involves the following:

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- identifying resources;
- allocating resources;
- relating resources and activities to the goals and objectives of your institution.



Budgeting is a fundamental part of the control of the training programmes in your institution. Every major activity that you will carry out during the year depends on the budget.

Budgeting starts in September with the Ministry's head office asking for your institution's estimates of expenditure for the following year. You will be asked to submit your institution's estimated expenditure on the following:

- staff establishments;
- equipment;
- furniture;
- subsistence and transport;
- bedding, linen and uniforms;
- domestic expenses;
- office and miscellaneous expenses;
- printing and stationery;
- fuel, water, light and sanitary charges;
- provision.

You should indicate on each subheading whether your estimated expenditure is for committed expansion or for desired expansion. You are also required to indicate whether the expenditure is for the replacement of broken items or for the development of new buildings.

The priority which you place on each item must be given, for example, as first, second or third. Give detailed reasons for your request as well as the full particulars of the items concerned.

### Steps in Effective Budgeting

The following steps are a useful guide in preparing your estimates.

1. Initiate the machinery for collecting data on your institution's needs as soon as you receive the requests for estimates.
2. Ask the different sections of your institution to draw up mini budgets for their sections. They should use the format that will have been stipulated by the Head Office.

## Management and Administration

3. Arrange a meeting for all heads of the different sections, and a student's representative. The meeting is to compile the budget for the training institution from the submissions from each section:
4. Submit the compiled budget and wait for the hospital heads of department meeting on estimates. It is at this meeting that you can justify your estimated expenditure.

### An Example of Part of a Training School Budget

The following table gives an example of a multidisciplinary training school budget for 1992/1993.

#### ESTABLISHMENT ESTIMATES:

Priority	Title and number of posts	Full reasons for request
1	General hand (1)	To maintain the newly established school nutrition garden
2	Nurse tutor (1)	To reduce the student/tutor ratio from the present 1: 20 ratio to the recommended 1: 10 ratio
3	Senior environmental health technician tutor (1)	To take charge of the practical building for lessons of environmental health technicians

#### SUBSISTENCE AND TRANSPORT

Item	Estimated requirement	Reason
Fares	\$ 1000	1. Student deployment to provinces 2. Staff trips for seminars
Official travel in private vehicles	\$ 6000	1. Student follow-ups 2. Facilitation at seminars
Subsistence	\$ 5000	To facilitate seminars and student follow-ups
Government vehicle hire	\$ 6000	1. Student follow-up trips 2. Student deployment for community secondment 3. Transport students provisions

## EQUIPMENT

Priority	Replacement or new	Item	Reason	Estimated cost
1	New	Duplicating machine	Reproducing students handouts and tests	\$ 5000
2	Replacement	Photocopying machine	Educational purposes	\$ 10000



Try to fill in the following table.

## OFFICE AND MISCELLANEOUS EXPENSES

Item	Estimated requirement	Reasons for variation from previous year
Office and miscellaneous expenses		
Domestic expenses		
Fuel, water, light and sanitary charges		
Provisions		
Printing and stationary		



Always make sure that your training institution is effectively represented at all budget meetings. This is the only way you can hope to convince other departments in the hospital that your estimated expenditure is unavoidable.

## Advantages of Making a Budget

Here are some advantages that you can derive from effective budgeting:

- the budget enables you to identify areas of need and the significance of respective services in the training institution;
- the budget helps to coordinate the different sections towards the general goals of the training institution;
- since your budget sets up targets and limits of activity it serves as a means of checking the efficiency of the activities of the institution;
- budgets can have a positive impact on motivation and morale in the institution. Most people want to achieve things they are committed to;
- budgets serve as a means of evaluation. Performance can more easily be measured against previously approved bench marks.



What other advantages can you think of?

## Maintenance of Stores and Equipment

The moveable assets and consumables in your training institution are your responsibility. Let us see how you should look after items like:

- food supplies;
- garden tools;
- toilets;
- stationery;
- furniture;
- projection equipment;
- AV equipment.

## Stores Receiving and Issue Vouchers

You should enter the following information on stores and equipment in a stores receiving voucher, or stores receiving book.

- source of supply;
- requisition or invoice number;

- number of items supplied and number not supplied;
- unit cost of items purchased;
- name of the person receiving the items;
- description of the items where appropriate;
- serial numbers of the items where applicable.

Name of Training School .....

Date	Name of supplier	Description of item	Quantity received	Name of Receiving officer	Signature

Fig 5.1 Example of a page from a stores receiving book

You should also record the following information in a separate stores issue voucher when items are borrowed or issued out.

- date of borrowing or issuing;
- number of items issued;
- description of the items;
- serial number where applicable;
- name and signature of borrower or person receiving the item;
- signature of the member of the training institution who authorizes the issue;
- date of return of borrowed items.

Name of Training School .....

Date	Description of item	Quantity issued	Name of receiver	Name of authorizing	Signature

Fig 5.2 Example of a page from a stores issue voucher

### Moveable Assets Register

A lot of capital investment is committed to the procurement of moveable assets found in your training institution.



Moveable assets are those items, regardless of size, which can be physically moved from place to place. These include, among others: desks, chairs, cupboards, fans, clocks, shelves.

Your training institution should establish and maintain a moveable assets register. The register consists of a book in which all moveable assets are recorded. The assets should be grouped according to their category, for example, furniture, cutlery, tools or linen.



**What information should you include in the moveable assets register?**

See Fig 5.3 for an example of the information that you would enter into your moveable assets register.

Furniture							
Name and description of item	Quantity	Received date	Signature	Cost/ boarded	Stock in	Date	Signature
Tables (wood)	3	1/1/92		-	3		
Chairs (wood)	3	1/1/92		-	3		
Chairs (easy)	2	1/1/92		boarded	1	3/1/92	
Benches (wood)	4	13/1/92		-	4		
Desk fans	4	13/2/92		-	4		

Fig 5.3 Example of the moveable assets register



You should keep your moveable assets register up to date. Any losses or pilferage must be reported to your head of department or to the police within 24 hours. A list of the moveable assets in each office or room should be pinned to the back of the door.

### Handover/Takeover of Moveable Assets

We have seen that your training institution needs to maintain an up-to-date register of moveable assets. Now, let us turn to the process known as the handover/takeover of moveable assets. You should observe the following, whenever you accept responsibility for moveable assets from another person:

- secure the moveable assets register;
- satisfy yourself that all entries are up to date and that they are made in a manner that you will understand;
- carry out a physical item by item inventory of all the stores or moveable assets concerned against the register;
- note any discrepancies and account for them;
- having done this to the satisfaction of both parties you should both sign a handover/takeover certificate.



Why do you think it is necessary to follow these steps?

### Board of Survey

A Board of Survey is the procedure which you should use to write off any items from your moveable assets register. You can only hold a Board of Survey on the following:

- items destroyed or damaged to such an extent that the cost of repairing them would be higher than their present economic value;
- items whose repair parts are no longer available;
- items which are obsolete.

The members of the board of survey should comprise:

- the head of the training institution;
- a representative from the Ministry of Public Construction and National Housing;
- a non-interested person from the community such as:

- a member of the hospital advisory board;
- a ward councillor;
- a religious leader.

### **Stock Taking (Inventory)**

An inventory is a stores document that describes the type and number of stocks. It is done for both expendable and non expendable stores as well as for moveable and non moveable assets. An inventory should be done at least once every six months.

To take stock, items have to be counted physically one by one. The physical count should be cross checked with the moveable assets register. Any discrepancies should be investigated immediately.



As long as you keep the moveable assets register up to date, stock taking becomes an easy routine.

### **Administering Transport**

Reliable and efficient transport is very essential for your training institution. It is used for:

- follow-ups;
- bringing various supplies to the training institution;
- transporting students and staff going for look-and-learn visits;
- travelling to workshops and seminars;
- general communication between your institution and the outside community.

### **Hints on Administering Transport**

There are some points that you should remember about the administration and care of the institution's motor vehicles:

- vehicles should be driven by fully licensed and authorized drivers;
- each vehicle should have its own log book which must be kept up-to-date;
- you, or a delegate, should check the vehicles for the following every morning before use:
  - cleanliness, dents or damage;
  - water levels in the battery and radiator;
  - oil levels;
  - lights;
  - spare wheel and tyre pressure;
  - jack and wheel spanner;



## Record Keeping

In the last sections we discussed the administration of transport, stores and equipment as well as budgeting. In this chapter we shall look at some techniques that you can use to keep records in your training institution. Accurate record keeping is important for a number of reasons. For example, properly kept records:

- ensure continuity in your institution;
- form indicators of past performance;
- help in accounting for the financial and material resources that you use in the training institution;
- are essential when compiling reports for former students.

## Filing Systems

Accurate record keeping begins with an organized filing system. Filing is the process that you use to arrange and store records so that they can be readily located when required. There are three basic methods of storing files. These are vertical, lateral and horizontal.

In vertical filing the files are placed one behind the other in drawers or boxes so that the identification is seen clearly from the front. Guide cards indicating letters of the alphabet, numerical sections, main subjects or geographical areas are placed in front of the relevant files. This method is suitable for flat files and folders.

When filing is lateral the files are placed side by side in filing cabinets or on shelves as shown in Fig 5.5. The identification is written on the spines of ring binders, lever arch files and box files. Guide cards with protruding identification tabs are placed between groups of files.

In horizontal filing, the documents or files lie flat in a drawer, on a shelf or in a pigeon-hole. This method is mostly used for filing maps, plans and drawings. The method is time-consuming and it is tiring to extract files from a pile and insert them in correct sequence. You may, however, find the method useful for filing handouts and/or notes on your different syllabus subjects in folders.

There is no ideal system which will meet the needs of every training institution. You, therefore, need to analyze your particular problems before you decide upon a solution which you can consider most appropriate. An efficient system is one in which

- the records required can be produced at any time without unreasonable delay;
- the records are adequately protected during storage.

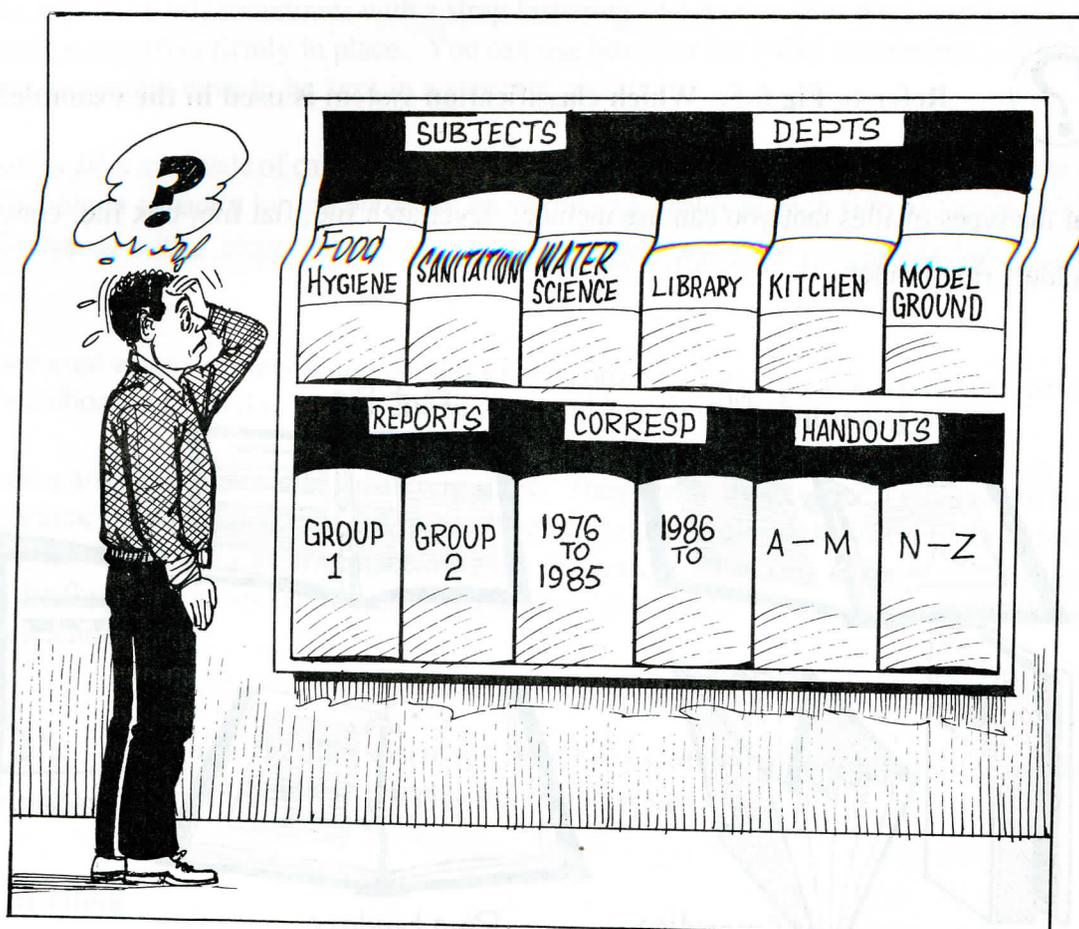


Fig 5.5 Examples of classifications in filing

### Classification

Classification is one way to ensure that you can easily locate any filed records.



In deciding the headings under which you classify documents, your objective should be to be able to locate any one paper among all the stored papers.

Classification can be done in a number of ways. For example, it can be done according to:

- alphabetical order;
- geographical location;
- numerical divisions;
- chronological order.



Refer to Fig 5.5. Which classification system is used in the example?

Some of the types of files that you can use include: lever arch file, flat file, box file, concertina file, folder, ring binder.

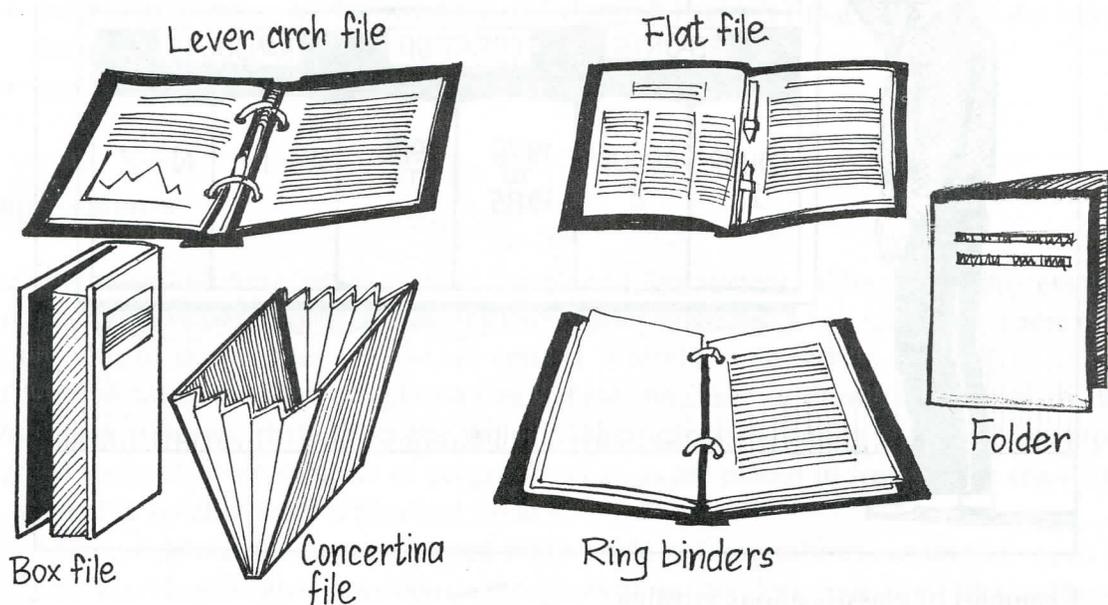


Fig 5.6 Various types of files

How can you use the different types of files and see how you can use them in your training institution?

*The lever arch file* is hard covered. It contains two metal arches which are opened and closed by operating a lever. This file is suitable for incoming mail. The lever arch file has the following advantages. Papers can be kept in the order which they are filed and can be referred to without removing them. The filing of papers in sequence is quick and easy.

*Flat files* are normally made of manila paper. They come in different colours. They are cheap and can be used for student and staff personal records. Metal fastenings are used to secure the documents. Flat files have the disadvantages that they can contain only a few documents and that they are easily torn with use.

**The box file** has a lid, sometimes with a strap fastening. Some box files have a spring clip inside to hold the documents firmly in place. You can use box files for bulky documents and for papers and documents that have to be kept in a separate container.

**Concertina files** are made of cardboard and contain a number of separate pockets. The concertina file is flexible in capacity by reason of the concertina-like folds at each side of the file. The file is usually bound with a strap. It is most useful as a temporary filing system for letters awaiting filing.

**Folders** are used when documents are too bulky for an ordinary flat file. The folder is an envelope made of cardboard or manila. It does not have any means of securing the documents.

**Ring binders** are available in many different sizes. They normally have hard covers and two or more rings attached to the inside of the spine. The rings open to allow the insertion or extraction of documents. There is no means of securing the documents. The ring is small and documents can easily be flipped over for reference. You can use a ring binder for keeping your notes during lesson presentation.



**Which of the files discussed here are available in your training institution? Is their use purposeful and appropriate?**

### Suspension Filing

In addition to the filing we have discussed so far in this section you can also use suspension filing. Suspension filing is ideal for ease of storage and retrieval of duplicating stencils, building plans, maps, drawings and computer printouts. The documents are clipped into aluminium hangers which are easy to insert on and remove from specially designed rails in the filing cabinet.

### General Rules for Filing

A large part of the efficiency of the office of any training institution depends on the existence of a reliable filing system and on the competence of staff in the art of methodical filing. We suggest the following rules for filing:

- file neatly and methodically; the correspondence should be sorted and grouped before filing. Papers should be placed squarely on to the files so that the edges are perfectly straight;
- ensure that the correspondence is placed in the correct file and in the correct sequence of dates; the most recent document must be on top;

- avoid bulky files. Correspondence which is old and not currently required should be separated from the current file. Such correspondence can either be destroyed or placed into a 'dead' file. The 'dead' files should be stored away in a store room or store cupboard;
- do not remove individual papers from a file. If an individual paper must be removed, a note stating the date, name of correspondence and name of person holding the paper, should be placed in the file;
- when there is insufficient correspondence from one source to justify opening an individual file, place it in a 'Miscellaneous' file;
- filing should be done daily.

### Personal Records

Personal records are kept in personal files. You should open a personal file for every student and staff member in your institution. The personal file should contain the following information:

- reports on selection interviews;
- copies of appointment forms;
- signed copies of rules and regulations for students in residence;
- personal history;
  - details of next of kin;
  - copies of birth and educational certificates;
- students assessment and performance reports;
- signed records of counselling sessions;
- any correspondence relating to the particular student.



A passport size photograph should be kept in the students' files. It helps you to remember the appearance of each student for future reference.

### Attendance Register

The attendance register is the official record of each student's attendance at prescribed lectures. Each group of students in your training institution should have its own separate register. The register should be kept up-to-date. It should contain the following information:

- the names of each student in the group in question;
- all the subjects to be covered in each year of training;
- space to fill in the topics covered by each student;

- space for signatures of the lecturers for each topic;
- a record of the absences and sicknesses for each student;
- every student's test and end-of-block examination results.



The attendance register may be used by the inspectors of the Health Professions Council. They do this to check that all students who sit for the final examinations have gone through the full course according to the training regulations.

## Official Correspondence

Let us now turn to the records required when mail is sent out or received in the training institution. All letters should be recorded in separate 'mail-in' and 'mail-out' books. The following details should be recorded:

- date of receipt or dispatch;
- name and address of sender or addressee;
- a summary of the subject of the letter.

Date	Name and Address of receiver	Subject of the letter

Fig 5.7 Example of a page from a 'mail-out' book



All mail should bear your office stamp showing the date it was received or dispatched.

## Telephone Calls and Messages

The last records that we will discuss in this unit are the records of telephone calls made. Your school should maintain a telephone book. The book should contain the following details about the calls you make:

- date of telephone call;
- number called and exchange area;
- name of caller;
- status of call - whether official or private;
- signature of caller.

Date	Name of caller	Number called	Exchange area called	Official/private	Signature of caller

Fig 5.8 Example of a page from a telephone book



**Explain the importance of keeping accurate records of all calls made.**

Telephone messages should be recorded immediately they are received. This ensures that you do not forget or distort the message. You can design a telephone message form for use in your training institution. Such a form should contain the following information:

- date and time of call;
- name of person called;
- the message which may consist of special instructions or remarks such as:
  - will call again,
  - return his call,
  - urgent;
- the name of the person receiving message.

**TELEPHONE MESSAGE**

Time of Call \_\_\_\_\_ Date \_\_\_\_\_

Name of Caller \_\_\_\_\_

Name and Address of Firm \_\_\_\_\_

Tel.No \_\_\_\_\_ Ext.No \_\_\_\_\_

Receiver of Call \_\_\_\_\_

MESSAGE

SELF-TEST 2 

Taken by \_\_\_\_\_

Fig 5.9 Example of a telephone message form



**Carry out a small survey in your institution to find out what forms, records and filing systems are used. Make a list of these and collect samples if possible.**

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## SUMMARY

In this unit we discussed some important aspects of the administration of an office. We saw that a budget enables you to allocate resources in order to achieve your objectives. The budgetary process should be participatory, involving all levels of staff in the training institution.

One other essential aspect in the administration of an office is looking after stores and equipment. Proper recording on receiving stores, regular inventory and loss monitoring are important tasks in every training institution.

The records relating to students should also be properly maintained. They constitute the only official record of the progress of every student's training.

Records of correspondence and telephone calls should be closely monitored. You should be able to follow up any letter by citing the date it left your institution. Conversely, any claim that a letter was sent to your institution can be verified in the 'mail-in' book.



## SELF-TEST 5

Do this self-test to see how well you have mastered the information in this unit. Answer all the questions concisely.

1. What are advantages of a budget?

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2. Explain the term 'Board of Survey'.

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3. Why are the 'mail-in' and 'mail-out' books necessary in your training institution?

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4. Explain the procedure to be followed in the handover/takeover of moveable assets.
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5. Describe the process that you should follow when you prepare and submit the estimates of expenditure for your training institution.
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The answer for this self-test are on page 98. Mark your work and correct any mistakes you made.

## Conclusion

The administrative infrastructure can be likened to a machine, or rather a number of different kinds of machines. The successful manager is one who understands the kind of machine in hand and the method of using this machine to best advantage.

In order to be a good manager in your training institution it is essential that you have a sound understanding of the principles involved. You should be able to adapt the principles to the needs of the situation that you find yourself in.

Ensure that the administrative infrastructure of your training institution is properly documented in terms of detailed work plans with specific goals and activities. Everyone should have a detailed job description and any rules and regulations should be well documented.

By accepting the leadership role, you become the initiator and supervisor in your training institution. You must be self-critical and prepared to learn both from feedback from the members of staff and students, and from theoretical and academic study. Learning is a life-long process, and the successful health teacher must always be in the forefront of knowledge.

Before doing the assignment take time to review the entire module. Also go through all the self-tests as they are and check on how well you have understood the content of each unit. Lastly, read each summary for an overview of the main topics covered.

This has been a very practical module. We hope it will help you to organize and run the affairs of your health training institution more smoothly.



## Assignment

Relate the theories of staff motivation that we discussed in this module to a training school situation. Give practical examples. ( 1500 words )



## Answers to Self-Test Questions

### Unit 1

1. Management is the process of planning, organizing, leading, controlling and evaluating. Administration deals with organizing and implementation.
2.
  - Resource and programme planning
  - Provision and maintenance of funds
  - Obtaining and developing staff
  - Improvement of the instructional programme
  - Selection, guidance and counselling of students
  - Relationship with the community and other departments
  - Office administration
3.
  - Student representative council
  - Suggestion boxes
  - Staff meetings
  - Committees
  - Regular consultation
4.
  - People know what is expected of them
  - It is an aid to planning
  - It improves communication
  - It makes individuals more aware of the goals of the institution
  - It makes evaluation easy
5. The prudential principle advocates a strict control of the staff taking into account economy and loyalty while the humanitarian principle implies having feelings for the needs of staff as human beings taking into account the principles of democracy, justice and human relations.

**Unit 2**

1.
  - It emphasizes involvement of staff in planning and decision-making
  - It accommodates friendly and respectful relationships with staff
2. Love, humility, forcefulness, fairness, loyalty, confidence
3.
  - Responsibility - duties assigned to staff
  - Authority - permission to make decisions and to act
  - Accountability- acceptance of praise or blame that goes with performance
    - the delegating person is still answerable
4.
  - Ensures that there is enough time for more demanding tasks
  - Leads to better decisions
  - Speeds up decision-making
  - Helps in the training of staff
  - Improves self-confidence among staff
5.
  - Define the problem
  - Identify objectives
  - Develop alternative options
  - Select most appropriate option
  - Implement selected option
  - Evaluate selected strategy
6.
  - Level of education determines initiativeness and decision-making power
  - Past experiences of the group
  - Relationships within the group
  - Interest of the group in the problem or work in hand
  - Cultural factors
  - Expectations of the group and the way these expectations relate to authority

Unit 3

1. Maslow's hierarchy of needs begins with the lowest level and moves to the highest level. These levels includes the following needs:

- physiological: air, water, food, sex, shelter
- security: safety, order, job security, freedom from or threat
- social: love, affection, feeling of belonging and acceptance
- esteem: self respect, self esteem and achievement
- self actualization: feeling of fulfillment and realization of potential

2.

- Recognition is a satisfier and it enhances motivation
- Working conditions are dissatisfiers improving them may not enhance motivation unless satisfiers like recognition improve as well

3.

- Has negative outlook on staff
- Its approach can result in low motivation
- It is compatible with the authoritarian style of leadership

4.

- Being in touch with staff
- Encouraging innovation
- Making good use of departmental heads
- Showing examples
- Ensuring staff development

5.

- Leniency and severity errors
- Halo effect errors
- Contrast and similarity errors
- Central tendency errors
- Sequential effects error

**Unit 4**

1. Your time table should show:

- Periods
- Tea and lunch breaks
- Days and dates
- Subjects or topics
- Tutor for each period
- At least one study period

2.

- Good rapport
- Adhere to interview plan
- Ask open-ended questions
- Explore significant remarks
- Avoid talking too much

3.

- Date, station and period of stay
- Name of supervisor
- Aspects learnt so far
- Aspects not yet learnt
- Presentation/appearance of students
- Problems faced by students and recommendations
- Problems faced by supervisor and recommendations
- Procedures observed
- General remarks and recommendations

4.

- **The training must be specific to the profession**
- Have a minimum period of training
- Include practical assessments
- Cover the necessary subjects and required number of hours
- Pay the examination fee

5.

- Planning and organizing training activities
- Providing continuity
- As a reference material
- Useful for monitoring and evaluation
- A basis for future planning

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**Unit 5**

1.
    - Helps to identify areas of need
    - Leads to reconsideration of goals and objectives
    - Helps coordination
    - Checks efficiency
    - Encourages careful use of resources
    - Motivates staff
    - Helps to evaluate performance
  
  2.
    - Procedure used to write off items from the moveable assets register
    - Comprises members from other departments together with the head of the institution
    - The Board of Survey meets when there are items that can no longer be repaired economically
  
  3. For future reference:
    - When the letter was sent out or received
    - Where it was going to or coming from
    - What the mail was all about
  
  4.
    - Secure moveable assets register
    - Carry out a physical item inventory
    - Note discrepancies
    - Sign the handover/takeover certificate
  
  5.
    - Initiate the machinery for collecting the data
    - Ask each department to draw a mini budget
    - Arrange a meeting with the heads of departments in the institution
    - Submit the compiled budget to the health services administrator
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