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A STUDY OF CRITICAL GENERIC AND SPECIALIZED COMPETENCIES  
CORRELATED WITH EFFECTIVE PERFORMANCE OF MANAGERS  
IN SELECTED HUMAN SERVICE AGENCIES

A Dissertation Presented

By

L. DENTON CREWS

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

February, 1986

Education

L. Denton Crews

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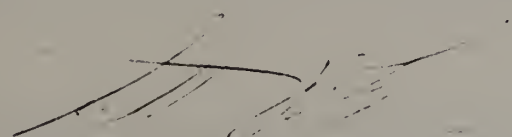
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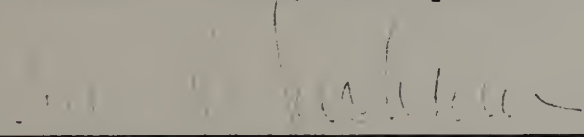
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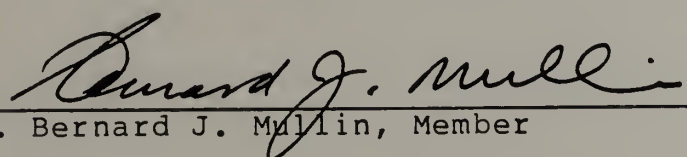
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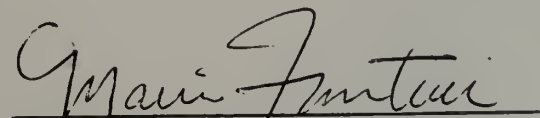
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ABSTRACT

A STUDY OF CRITICAL GENERIC AND SPECIALIZED COMPETENCIES  
CORRELATED WITH EFFECTIVE PERFORMANCE OF MANAGERS  
IN SELECTED HUMAN SERVICE AGENCIES

February, 1986

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The study was designed to assess the generalized and specific competencies required for successful performance among administrators of human service agencies and to demonstrate an efficient model for the process. Two applications were anticipated from the study: (1) to assist employing organizations in determining the types of persons who are likely to be effective in specific managerial jobs, and (2) to assist training institutions in determining curriculum and training requirements for the development of managers in human service agencies.

The study utilized a three step process: (1) identification of comparison groups of highly competent and less competent managers in human service agencies, (2) determination of the competencies perceived as related to successful job performance, and (3) selection of competencies discrim-



inating highly successful from less successful job performance.

The identification of competent and average administrators utilized a peer nomination process in which groups of managers who were acquainted with each other and their work selected 36 managers perceived as successful and 33 managers perceived as only satisfactory in their job performance. An expert panel developed a comprehensive list of 191 competencies. These competencies were rated in relation to criterion measures of job success. The final list contained 89 competencies, including knowledge, skills, and personal characteristics.

Using a self-report checklist procedure, the list of 89 competencies was submitted to the two groups of most effective and least effective managers. Fifty of these managers responded with a self-assessment on each of the 89 competencies using the scale (1) little or no experience, (2) some familiarity, (3) used knowledge or ability, (4) used knowledge or ability with good results, and (5) recognized as superior.

The results were analyzed on the basis of t-tests and 38 job elements were discovered to have high significance levels of differentiation between the two population groups. The discriminant analysis technique yielded a function which provided a maximum separation between the performance groups with a set of 16 job elements.

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# C H A P T E R I

## INTRODUCTION

The Perfectability of Man! Ah heaven, what a dreary theme! The perfectability of the Ford car! The perfectability of which man? I am many men. Which of them are you going to perfect? I am not a mechanical contrivance. Education! Which of the various me's do you propose to educate, and which do you propose to suppress?

The ideal self! Oh, but I have a strange and fugitive self shut out and howling like a wolf or a coyote under the ideal windows. See the red eyes? This is the self which is coming into his own.

The perfectability of man, dear God! When every man as long as he remains alive is himself a multitude of conflicting men. Which of these do you choose to perfect at the expense of every other?

-D. H. Lawrence

### General Statement

The attempt of social scientists to perfect and predict human behavior presents an attractive target for skepticism (Lawrence, 1951). The recent movement toward competency-based credentials for the professions is by definition an attempt to identify the skills and abilities that produce desired outcomes, to train persons in the skills and abilities, and to assess the acquisition of these skills and abilities. Few movements create greater expectations and require more accountability than competency-based credentialism in postsecondary education.



The determination of competence is no longer a matter of intuition. Competence must be judged on the basis of qualities related to performance, observable behaviors, and measurable outcomes. While there may not be total agreement in postsecondary education, there does appear to be a consensus that competency-based education is desirable, can be taught, and can be measured. The disagreement is about how to identify the competencies and how to measure their attainment. The issue is especially important in postsecondary education because of the added-value requirement of job relatedness in competency-based education.

The purpose of this study was to demonstrate the utility and reliability of a method for identifying critical competencies correlated with effective performance of managers in selected human service agencies. The study was designed to test an analytical framework integrating job analysis and competency identification for a specific profession, management in human services, which could also prove useful in other professions.

### Significance of the Study

A systematic study of competencies related to effective managerial performance in human service agencies is expected to have significance for two immediate audiences: postsecondary institutions engaged in the training of human

service managers and human service agencies engaged in selecting, developing, and promoting human service managers. In addition, there is a wider audience for which the study should have significance. The model demonstrated by the study could be applied to the identification of competencies for training institutions and employing organizations in fields other than human services.

The significance of the study for postsecondary institutions offering programs for managers in human services is related to the need for a valid rationale for the chosen curriculum. A curriculum and courses based on competencies related to systematically identified job requirements is preferable to intuitively derived requirements. If the competencies are also related to successful, as compared with barely acceptable, job performance, the curriculum will be even more preferable.

The study is also important to agencies engaged in the selection, training, and promotion of human service administrators. The most sophisticated hiring practices, involving weighted selection criteria, still require a basis for criteria selection. A list of competencies produced by research and related to successful managerial performance could supply the needed rationale. Such a list should prove useful also as a basis for planning training programs and for awarding promotions.

The potential benefits of the study for a wider audience pertain to the methodology utilized. A systematic process for competency identification related to successful job performance that has validity and is economically administered can serve training institutions and employing organizations in fields other than human services. Training institutions, especially vocational, technical, professional, and graduate schools, must continually update existing curricula as well as develop new programs of study. Employing organizations, especially in the non-profit sector where resources for research are scarce, must update existing job requirements, develop new jobs, establish hiring and promotion standards, and provide training in critical areas. Additionally, professional associations and certification agencies in the professions must maintain state-of-the-art standards for admitting and licensing candidates for professional practice. For a variety of institutions and organizations, the publication of a valid and economic model for competency identification should be useful.

#### General Problem

In the field of human services, with its wide range of demands and opportunities, managers cope with an array of challenges often without the training and personal develop-

ment related to those challenges. Unfortunately, little is known about what constitutes good managerial performance. Were such information known, selection and hiring efforts would yield good managers, training programs would produce them, and promotion policies would reward them.

In "Testing for Competence Rather Than for 'Intelligence'," McClelland (1973), voicing his concern about the direction the testing movement was taking, advanced an argument for empirical studies of knowledges, skills, and other personal characteristics directly related to real-world outcomes, as opposed to single variables such as intelligence, to predict what a person could do or how successful he would be in life. This argument implied that a study of competence in human service management must resolve the problem of discovering criterion-referenced competency measures which are predictive or reflective of real-world requirements for job success.

#### Specific Aspects of General Problem

A systematic attempt to identify competencies of human service managers related to successful job performance must deal with at least three specific sub-problems: the variances among management positions in the field, the inconsistency among performance standards for the positions, and the scarcity of resources for administering or applying perfor-

mance standards for managerial positions. The first two problems are research problems. The third problem is a utility problem, a factor which arises due to the focus of the study on a research method that can be replicated in training institutions and employing organizations. It is within the scope of the study to address all three of the problems.

The problem of variances among management positions in the field of human services is similar to other fields. It is similar because in almost any major field there are specializations. In human services, the specializations include such areas as mental health, social service, juvenile work, and elderly care. Obviously, the responsibilities of human service managers will differ according to the area of specialization. The problem imposed is one of how to address the differences. It is useful to note that Klemp (1977) found in using the Job Competency Assessment process that the amount of specialized knowledge one demonstrates in a content area is generally unrelated to superior performance in an occupation and is often unrelated even to marginally acceptable performance. This fact offers some encouragement that managerial competencies can be identified that are generalizable across the specialized sub-fields in human services.

The problem of inconsistency among performance standards for managerial positions in human services

pertains not only to positions at different levels within an organization but to those at the same level (e.g. chief executive officers). In some organizations, managerial success is measured in broad outcomes. Hard outcome measures include revenues generated, clients served, or product quality. In other organizations, the measures may be performance evaluation criteria. These are usually applied by supervisors and sometimes by subordinates or clients. In the case of training institutions, the performance standards may be knowledge tests or skill demonstrations. The problem is how to identify competency measures of managers with sufficient uniformity to apply to positions across the field of human services. The use of an instrument that identifies competency measures reliably related to job success would seem to offer the potential for greater uniformity in setting performance standards.

The problem of scarcity of resources for identifying and applying performance standards for managerial positions is a factor for consideration by both training institutions and employing organizations. Unless the analysis of jobs and the identification of competency measures is to be accomplished by professional associations or endowed institutions, it is unrealistic to assume that individual institutions and organizations will have the capacity for developing and maintaining effective and reliable procedures for the analysis. It is more likely that organizations will

simply use intuition or inadequate data rather than rigorously acquired information. It would seem that a methodology is required that is systematic and reliable, while at the same time efficient and attractive for user organizations.

### Purpose of the Study

#### General Purpose

The purpose of the study was to test an approach to identifying generic and specialized competencies that correlated with superior performance among managers in the field of human services and to document a systematic approach to competency identification that could be replicated by training institutions and employing organizations. The study focussed on research questions related to the problem and sub-problems described in the previous section. The research questions addressed three major issues in identifying job competencies: whether the competencies could be identified at a usable level, whether the identified competencies would correlate with effective or superior performance, and whether the methodology used for competency identification could be conducted efficiently and remain useful. The three questions are stated explicitly and amplified below.

## Research Questions

1. Are generic and specialized competencies among managers in the field of human services identifiable at a usable level? The essence of this question is whether a population of diverse managers in the field of human services demonstrates collectively a set of knowledges, skills, and personal characteristics. The resulting competencies would be deemed usable if they were determined by successful performers to be required at least for minimal job performance in human service management. The competencies also would be deemed usable if they were sufficiently specific to measure job performance. This means that the identified competencies should not be so broad as to include almost any type of behavior (e.g. the ability to think) nor so specific as to deal with small and trivial aspects of work (e.g. to be able to locate the light switch). Between such extremes, there should be a range of usable job standards for human service managers. They would be usable as hiring qualifications, performance appraisal items, or curricula for training.

2. Do certain generic and specialized competencies among managers in human service agencies correlate with effective or superior performance? Within the broad range of competencies associated with human service management, it would seem that certain competencies would emerge as significantly correlated with superior job performance. A



more optimistic expectation would be that some competencies would even predict superior job performance. The more generic competencies might especially be correlated with effective job performance since they could be expected to apply across the sub-fields of human services. The degree of correlation between job competencies and job performance would be judged on the basis of criterion validity scores and predictive validity scores.

3. Can a methodology for identifying competencies related to successful managerial performance in the field of human services be conducted efficiently and remain useful as an approach? Because the more sophisticated approaches to competency identification are complex and costly to administer, a simpler methodology could be expected to have utility in a variety of settings. The two settings with which this study is concerned are training institutions and employing organizations in the field of human services. Both types of organizations could be expected to make use of the methodology if the methodology were to be demonstrated as both useful and efficient. To be efficient means to produce the desired effect with a minimum of effort, expense, or waste. This definition should serve as the evaluative measure of the attempt to answer the question of whether a methodology can be implemented efficiently.

## Clarification and Delimitations of the Study

### Basic Assumptions

While any study rests on a variety of assumptions, there are two major assumptions in this investigation. The first major assumption is that competencies are the most useful form of expression of requirements for job performance. It is assumed that while many training institutions and employing organizations may still use cognitive tests, degree requirements, and length of employment as qualification standards, the evidence is overwhelming that these qualification standards do not predict job performance. The alternative that is increasingly gaining attention is the competency-based approach to job qualifications and performance analysis.

The second major assumption is that competencies predicting successful job performance are more useful than competencies merely identified with job performance. The task analysis approach to jobs, even when competency-based, results in extensive lists of job requirements and tells very little about what is required for successful job performance and nothing about the people in the jobs. The job specific tasks identified with job performance can still be used as threshold requirements for a job, but it is the knowledge, skill, and personal characteristics that predict successful job performance which ultimately is most useful

for the hiring, promotion, and training of managers in human services.

### Definition of Terms

To facilitate the reading of this study and enhance the clarity, terms are defined below that either were unique to the language in the literature or were operationalized in the implementation of the study.

1. Competencies are knowledges, skills, attitudes, or personal characteristics which are required in order to perform the job.

2. Generic means that the competency is broad and will manifest itself in numerous job related actions or behaviors, often across different job settings.

3. Specialized means that the competency is task, situation, or job level specific. Specialized competencies are more narrowly focussed than generic competencies.

4. Effective performance is the qualitative attainment of specific outcomes or results required by the job and the appropriate execution of procedures and policies expected by the organization.

5. Correlated means that there is evidence which indicates that possession of the competency is closely and naturally related with effective performance in the job; a high degree of correlation may be interpreted as predictive of effective performance.

6. Managers are individuals who have charge of, direct, or conduct the administrative affairs of an organization; the term is used in this study usually to refer to senior level, chief executives of organizations.

7. Human service agencies are social and welfare organizations whose purpose is to provide client-oriented services for various segments of society through preventive, rehabilitative, or maintenance programs; they are usually non-profit, small, and dependent on public and private funding and client payments. The field of human services comprises a broad range of sub-fields such as elderly services, youth services, mental health, retardation, corrections, rehabilitation, and community action. Agencies that offer more than one type of human service are often called multi-service agencies.

### Delimitations

The restrictions imposed on this study were made necessary by the purpose of the study which was to test an approach to the identification of managerial competencies that would be usable by training institutions and employing organizations in human services. The particular delimitations are described below.

1. The study of managerial competencies was restricted to human service agencies in the state of Massachusetts. The research models considered for the study required an

environment in which the managers to be studied were members of associative groups in which they would be knowledgeable of one another. It was felt that a state association of human service managers could best provide an associative environment while also providing an adequate population base for the study.

2. The population selected for the study was senior level managers rather than managers in general. The standard levels of management in ascending order are the supervisory level, middle level, and upper level. The upper level management category was selected because it is the plateau to which most managers at other levels aspire. The competencies associated with successful performance among senior executives could appropriately be used at the other levels of management as hiring and promotional standards and as the basis for training programs.

3. The model selected for the research design imposed a restriction on the results of the research. Whereas some methodologies, such as the Job Competency Assessment process (Boyatzis, 1982), produce an in-depth analysis of underlying competencies that are causally-related to successful job performance, the process is complex and expensive to administer. Such models would not satisfy the purpose of the study to document an approach that is efficient for use by training institutions and employing organizations.

## Limitations

There were identifiable consequences of the delimitations imposed on the study. The resulting limitations were the following.

1. The results from the analysis of data in the study would not likely be generalizable to other populations. It was not expected that the competencies identified among human service managers would necessarily characterize managers in other fields of work. This seemed to be an acceptable limitation since the direct findings of the study were intended only for the use of the immediate population. However, the methodology of the study was intended to be useful to other institutions and organizations and was considered to be replicable in settings other than the field of human services.

2. The study was not likely to elicit causally-related competencies leading to successful job performance but rather would identify competencies that were correlated with successful job performance. This limitation did not necessarily prevent the identified competencies from being predictive of effective performance. It did mean, however, that if one wished to know what were the underlying elements that actually caused or produced the skill or behavior manifested by the competent manager it would be necessary to use a more sophisticated tool of research.

## Organization of the Dissertation

The dissertation is organized into five chapters. Chapter I, Introduction to the Study, introduces the subject of the study, describes its significance to training and employing institutions, states the purpose of the study, and clarifies the assumptions and limitations of the study.

Chapter II, Review of the Literature, traces the evolutionary line of competency identification studies. This chapter also examines the types of approaches used in competency identification and the types of studies that have been conducted with respect to managerial performance in the field of human services.

Chapter III, Method of the Study, describes the design of the study, the steps of the methodology, the rationale for the selection of the instruments, and the statistical analyses conducted at the various steps. This chapter also examines the literature pertaining to the specific instruments used in the study.

Chapter IV, Results of the Study, reports the findings of the final and major phase of the study, the comparison of the two performance groups along the dimensions identified as job elements or competencies.

Chapter V, Conclusions and Recommendations, discusses the major findings and suggests areas for future research.

C H A P T E R     I I  
R E V I E W   O F   T H E   L I T E R A T U R E

The literature reviewed indicated two factors relevant to this study. First, there has been an absence of studies of managerial competencies in the field of human services. Second, there has been a limited choice of valid instruments for assessing competencies related to successful job performance.

Managerial Competencies in Human Services

The review of the literature in such subject areas as competence or skill of administrators in human services and related fields yielded very little useful data. It is typical of the studies that do exist that a survey has been conducted among practicing professionals to determine what is perceived as important for administrative success. Examples of this approach may be cited for managerial competence analysis in adult education (Minuk, 1982), public human services (Ezell, 1980), university leadership (Skipper, 1977), health occupations (Hole, 1977), and school administration (Demeke & Berg, 1977). The fact that most of these studies do not fall within the definition of human services used for this study suggests the dearth of research available. Even more important, the designs of the studies,



dependent as they are on surveys, perceptions, interviews, and ratings, suggest inadequate validity analyses.

The competency research that is available in the field of human services pertains to the worker rather than the manager. Two studies have been made of mental health workers resulting in a list of competencies for training (McPheeters & King, 1969; Coombs, 1971). The state of Illinois obtained an extensive list of knowledges and skills required in human services through contracted research (Illinois Bureau of Employment Security, 1971). The College of Human Services of New York City sponsored an investigation of competencies for human service workers (McClelland & Dailey, 1974). And the state of Massachusetts sponsored research on the validation of a human service worker test (McClelland & Klemp, 1974). While all of these studies involved elaborate research designs, especially those conducted by David C. McClelland and McBer and Company, they focussed on the human service worker rather than the manager.

#### Instruments for Competency Identification

The review of the literature pertaining to instruments for competency identification indicates a trend of evolving methodology. The traditional method of identification has been to perform one of the variety of types of job function

analyses. Fine and Wiley (1971) developed instruments for classifying jobs according to continuous job requirements. Although the approach generates lists of countless skills for particular kinds of jobs, it does not identify critical and differentiating characteristics of the job performer.

Flanagan and Burns (1955) developed an alternative to the task orientation approach in job function analysis. By having supervisors maintain written critical incidents when an employee performed particularly well or poorly, a list could be developed of skills and abilities associated with effective performance. The problem with the method was that it depended exclusively on the subjective judgment of supervisors.

Primoff's (1975) Job Element Analysis is a model for identifying critical and quantifiable skills and abilities using a systematic and statistically sophisticated analytical process. In the job element rating procedure, a listing of major elements and subelements is developed, experts rate the elements in relation to job success, and criterion groups, one-half of whom are considered to be excellent in job performance and one-half considered satisfactory, are rated on their self-reported ability to perform the elements of the job. The primary advantages of the Job Element Analysis approach are its method of validation, which is based on a comparison of superior versus average performers, and its efficiency of administration. Its limitation

is that it is reliant on expert judgment.

McBer and Company (Boyatzis, 1982) have developed a new personnel procedure, Job Competence Assessment. The methodology involves the identification of criterion samples of superior and average job performers and interviewing the performers using an in-depth "Behavioral Event Interview" technique. This interview technique was developed by David C. McClelland and his colleagues at McBer and Company (McClelland, 1976). It was derived from Flanagan's (1954) Critical Incident Method. The transcribed interviews, based on critical situations the performers have encountered on their jobs, are content analyzed to identify characteristics and behaviors which distinguish superior from average job incumbents. Testing and validation procedures are used to measure the presence of competencies causally related to behaviors reported in the interviews. The Job Competence Assessment process has been utilized extensively by McBer and Company and offers the advantages that it examines the person in the job and not just the job itself, it identifies competencies causally related to performance and not just a list of characteristics, and it can be validated in terms of performance data. Its disadvantages are its complexity and extensive administrative requirements.

The evolutionary line of approaches to job assessment has occurred in the context of extensive research on managerial behavior (see Campbell, et al., 1970, for a

comprehensive review). The research varies in methods used and types of results. It is sometimes based on observations and studies of people over a number of years (McGregor, 1960); sometimes it is research designed to determine the characteristics of competent managers (Blake & Mouton, 1964).

### Summary

The examination of the literature, as described above, confirmed the selection of the population group for this study. There did not appear to be a significant study of the competencies required for managers in human service agencies. The review of literature did confirm the availability of instruments for identifying job competencies. However, some of the instruments appeared to lack adequate means of validation, some appeared to be unsuitable for discriminating between successful and average performers, and some appeared exceedingly complex for administration by training institutions and employing organizations. It was concluded that Primoff's (1975) Job Element Analysis would be the instrument most amenable to the requirements of the study but would need modifications in its design, especially in order to identify criterion groups of superior and average performers with an acceptable degree of reliability.

C H A P T E R     I I I  
M E T H O D   O F   T H E   S T U D Y

The approach to the study was drawn from a review of the literature and a selection of research instruments that appeared most appropriate to the problem specified for study. In general terms, the approach was to identify the most effective performers in human service management, determine what they actually did that distinguished them from individuals whose performance was less satisfactory, and select the discriminating competencies through comparison of superior versus average performers. The research design actually consisted of four major components: the peer nomination process to identify the superior and average performers; the job element analysis to identify the competencies correlated with successful performance; the self-report checklist procedure to select the distinguishing competencies; and the methodology evaluation to assess the applicability of the approach for training institutions and employing organizations in human services. These four components are described below.

The study was carried out over a six month period and was sponsored jointly by the Massachusetts Council of Human Service Providers (MCHP), Boston, Massachusetts, a statewide association of human service agencies, and Lesley College Graduate School, Cambridge, Massachusetts.

## Peer Nomination Process

### Rationale for the Peer Nomination Process

The peer nomination process was selected as the best means of identifying a criterion group of human service managers, half of whom would be superior performers and half of whom would be average or poor performers. The utility of peer assessments for this purpose has been documented (Lewin & Zwany, 1976). Peer assessments appeared to be usually more valid than assessments obtained from other sources, tended to correlate closely with supervisor ratings and work output measures, and were resistant to changes in group composition but were susceptible to interpersonal biases. Of the three methods of peer assessment--peer nomination, peer rating, and peer ranking--peer nomination has been the subject of most research and appears to have had the highest validity and reliability (Kane & Lawler, 1978).

Research has shown that the peer nomination technique has the property of early identification of group members who constitute the two extremes of the leadership distribution (Wherry & Fryer, 1949). It has been shown that the minimum group size in which to conduct peer nominations is 10 (Smith, 1967). It has also been shown that very little time is required for peers to spend working together in order for accurate evaluations to be made and that face-to-face interaction is not required for obtaining valid

prediction of peer ratings by groups of "observer peers" (Lewin, Dubno, and Akula, 1971). Hollander (1954) reported reliable leadership nominations after only four to five days of interaction. A study by Passini and Norman (1966) using subjects with no prior acquaintanceship nor any opportunity to interact with one another yielded results similar to prior studies which had used samples of intimate associates.

#### Selection of the Population Group

The peer nomination process was carried out within the membership of an association of professional human service managers, the Massachusetts Council of Human Service Providers. The MCHP was established in 1976 to represent the non-profit agencies which provided a variety of human services under contract to the Commonwealth of Massachusetts. The agencies were represented by their chief executives, called agency directors or executive directors.

The organization was selected for three reasons. First, it was important to obtain a list of managers which was reasonably reflective of the diversity of the field of human services. The MCHP was composed of members from every major sub-field in human services such as mental health, retardation, child welfare, day care, rehabilitation, elder services, corrections, and drug and alcohol treatment. The number of agencies providing services in each of the

sub-fields was related to the overall amount of services provided statewide in the sub-fields. As shown in Figure 1, the member agencies represented a broad span of human services.

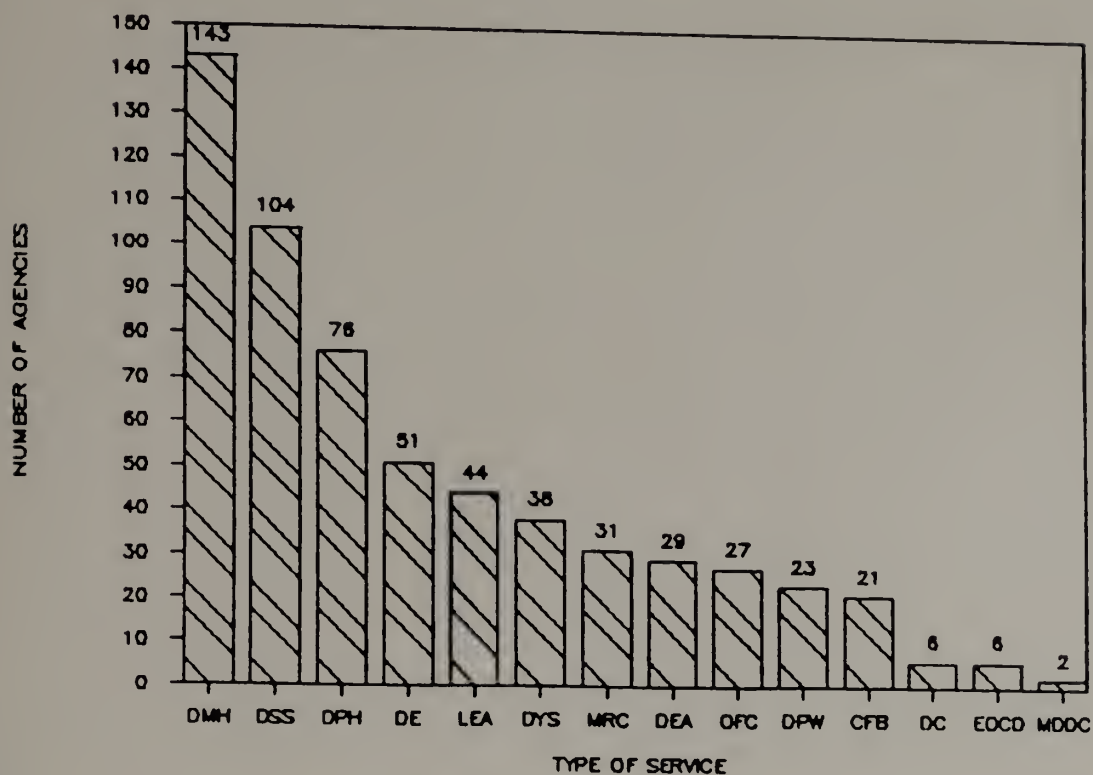
Second, it was important that the managers of the human service agencies knew each other at the local or regional level. The MCHP membership was divided into seven regions, plus an additional category labeled "other" which was comprised of out-of-state members. The statewide membership of the Council was 340. The smallest region was composed of 38 members and the largest was 78. Meetings and other events held at the regional level ensured that many of the agency heads within a region were likely to know each other and their work, where associative relationships provided the equivalent of a peer group. It was expected that in each region there would be at least 10 persons who knew each other sufficiently to respond to the peer nomination process. Figure 2 shows the number of agency members per region in the Council.

Third, it was important that the agencies managed by executive directors represented a range of sizes from small to large. The membership of the Council was reasonably well balanced across the size categories, as Figure 3 suggests.

The research project was endorsed by the Executive Committee and the Board of Directors of the MCHP. This

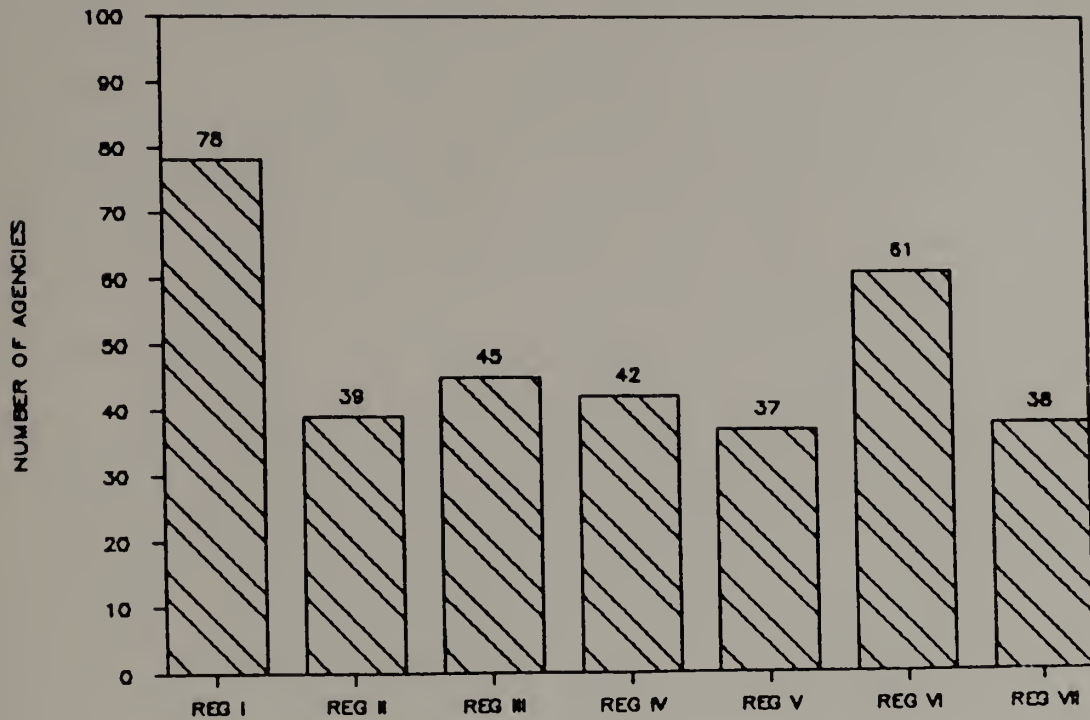


FIGURE 1  
 NUMBER OF MEMBER AGENCIES BY TYPE OF SERVICE,  
 MASSACHUSETTS COUNCIL OF HUMAN SERVICE PROVIDERS



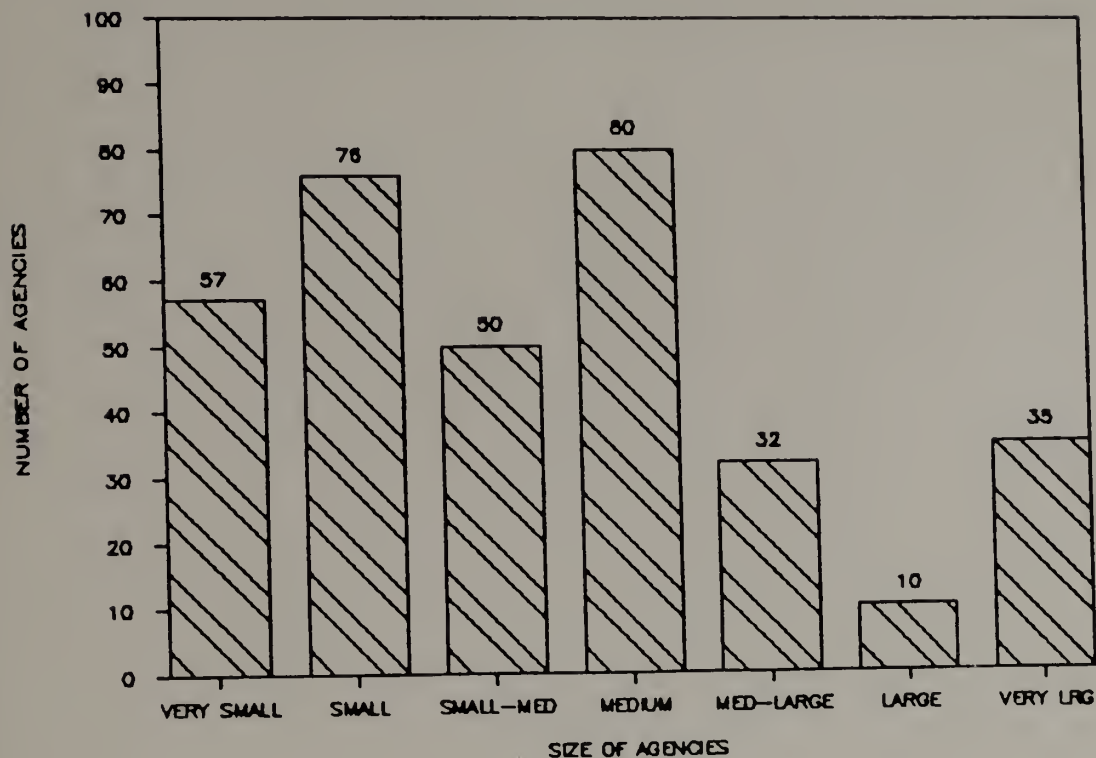
(Type of service is represented by agency funding sources: DMH=Department of Mental Health, DSS=Department of Social Services, DPH=Department of Public Health, DE=Department of Education, LEA=Local Education Authority, DYS=Division of Youth Services, MRC=Massachusetts Rehabilitation Commission, DEA=Department of Elder Affairs, OFC=Office for Children, DPW=Department of Public Welfare, CFB=Commission for the Blind, DC=Department of Corrections, EOCD=Executive Office of Communities and Development, and MDCC=Massachusetts Developmental Disabilities Council.)

FIGURE 2  
NUMBER OF AGENCY MEMBERS BY REGION,  
MASSACHUSETTS COUNCIL OF HUMAN SERVICE PROVIDERS



(Regions are geographic subdivisions of the Commonwealth of Massachusetts.)

FIGURE 3  
 NUMBER OF AGENCY MEMBERS BY SIZE,  
 MASSACHUSETTS COUNCIL OF HUMAN SERVICE PROVIDERS



(Size of agencies is represented by level of external funding: Very Small = Less than \$100,000, Small = 100,000 to 250,000; Small-Medium = 250,000 to 500,000; Medium = 500,000 to 1 million; Medium-Large = 1 million to 1.5 million; Large = 1.5 million to 2 million; Very Large = More than 2 million.)

endorsement permitted access to the membership lists of the Council which were reviewed to determine the extent of data and the currency of records. It was determined that the data base was adequate for the study since the membership files contained 340 in-state agency applications and renewal records which provided current information on the agency type, its director, services provided, regional location, and size. The data from the membership records were reviewed, updated where necessary, and entered into a computerized data base management program. The records were reorganized by region in order to conduct the peer nomination process at the regional level. A copy of the membership form which served as the source for the data base is included in Appendix A.

#### Selection of Comparison Groups

The population of 340 agency heads was divided into regional subgroups where affiliate relationships would most likely occur. The structure used for regional subgrouping was the regional divisions map developed by the state for its human services delivery systems. A map showing the regional subdivisions is included as Appendix B. It was determined that nominations of most effective and least effective managers could be obtained in each region where peer managers knew each other and were asked to nominate only those whom they knew sufficiently well to nominate. It

was further determined that nominations should be obtained only from agency heads who had been in their positions at least three months and who were sufficiently active in the MCHP or similar associations to nominate their colleagues.

Development of the nomination ballot. A nomination ballot was prepared to identify the most effective and the least effective groups of managers in each region. The ballot was designed to elicit from each respondent the three most effective and the three least effective managers known to them in their regions. The questions posed on the nomination ballot were the following:

1. Which executive directors of agencies in your region do you consider to be the most effective in both leadership and administrative ability relative to other members of the association? Please name the best three, excluding yourself, based on your current knowledge.

2. Which executive directors of agencies in your region do you consider to be the least effective in leadership and administrative ability relative to other members of the association? Remember, the nomination of least effective managers does not necessarily mean they are ineffective managers. Please name three, excluding yourself, based on your current knowledge.

The nomination ballot also included a statement about its use for research purposes only and about the means of protecting confidentiality. It requested a statement of

the length of time the respondent had been an active member of the association. On the back side of the ballot, there was a complete list of the executive directors and agencies in that region. A sample nomination ballot is included as Appendix C.

In order to ensure that the peer nomination process and the subsequent steps in the study were adequately designed to protect respondents from the possibility of harm, a precaution was taken. A description of the peer nomination process and an abstract of the study were submitted to the Office of Research Protection, U.S. Public Health Service, Bethesda, Maryland, with a request for review of the means to be used for the protection of human subjects. A written reply was received from the Office of Research Protection indicating that the research data, if made known outside the survey, would not place respondents at risk of personal harm and therefore qualified for an exemption from further regulation. The original correspondence and reply pertaining to the exemption from the Protection of Human Research Subjects Policy are included as Appendix D.

Pre-test of the ballot. A pre-test of the ballot was conducted with a small association of 14 human service managers in one of the regions. The ballots were completed during a regularly scheduled meeting of the association. They were scored immediately and an assessment of the

process followed. Generally, the respondents found the ballots to be easily and quickly completed. They did suggest however that some of the language be modified and that names be provided on the back of the ballot. Both suggestions were incorporated in the final nomination ballot.

Nomination procedure. The nomination ballots, prepared separately for each region, were mailed to the 340 executive directors who were members of the Massachusetts Council of Human Service Providers. Each ballot was accompanied by a letter of endorsement from the MCHP and a brief statement of explanation from the researcher. A stamped return envelope was also enclosed. Respondents were requested to write on the ballot the names of the three most effective and the names of the three least effective managers in their region, selected from the list of regional members of the association contained on the back side of the ballot.

Responses to the peer nomination process were received over a four week period. One week after the initial ballot was mailed to the participant list a postcard was sent as a follow-up reminder to return the ballots to the researcher. Three weeks after the initial ballot a second letter, replacement ballot, and return envelope were mailed to the participant list. At the end of the four week period, a total of 153 or 45% of the nomination ballots had been

returned. Table 1 shows the number of respondents to each survey instrument.

Most respondents nominated managers in the two categories requested, most effective and least effective, as shown in Table 2. Of the 153 respondents, 56% nominated persons in both categories. Twenty-six percent of the respondents nominated candidates exclusively in the most effective category. Eighteen percent recorded no nominations on their ballots. Ballots with no nominations and those from respondents with less than 3 months of active membership in the association were discarded. Ballots with nominations in the requested categories were retained for later use in the study. The number of useful ballots was 120.

Scoring of nomination ballots. The scoring of the peer nominations was accomplished by a simple summation of the frequency of nominations for each candidate in the two categories, most effective and least effective managers. The frequency scores were computed by summing the number of nominations for each candidate in each category. When a candidate received nominations in two categories, the smaller number was subtracted from the larger number and the result listed in the appropriate category. The number of candidates matched to numbers of nominating votes is shown in Table 3. It was decided arbitrarily by the researcher to accept all candidates with three or more nomination votes in



TABLE 1  
 NUMBER OF RESPONDENTS TO SURVEY INSTRUMENTS  
 USED IN PEER NOMINATION PROCESS

Survey Instrument	Date of Mailing	Number of Respondents
First Ballot and Letter	Prior to first week	101
Postcard Follow-up	End of first week	30
Second Ballot and Letter	End of third week	<u>22</u>
		153

TABLE 2  
 NUMBER OF NOMINATIONS BY RESPONDENTS  
 IN MOST EFFECTIVE AND LEAST EFFECTIVE CATEGORIES  
 OF THE PEER NOMINATION PROCESS

Nominations per Category		Number of Respondents	Percentage of Respondents
Most Effective	Least Effective		n = 153
3	3	46	30 %
1-2	1-2	40	26 %
1-3	0	40	26 %
0	1-3	0	0
0	0	<u>27</u>	<u>18 %</u>
		153	100 %

TABLE 3  
 NUMBER OF NOMINEES BY FREQUENCY OF NOMINATION

Region	Frequency of Nomination						
	7+	6	5	4	3	2	1
Most Effective Nominees							
I	2	1	0	2	4	4	15
II	0	0	1	1	0	3	9
III	0	0	0	1	2	4	11
IV	0	0	2	0	3	5	8
V	0	0	0	0	2	3	10
VI	2	2	0	3	4	3	10
VII	0	0	1	0	3	4	7
LEAST EFFECTIVE NOMINEES							
I	1	0	0	3	4	2	6
II	0	0	0	1	0	2	9
III	0	0	0	1	1	2	5
IV	0	0	0	1	3	2	5
V	0	0	0	0	1	1	5
VI	0	1	2	3	4	4	4
VII	0	0	1	2	4	5	5

a category. The results of using this selection process was a criterion group of 69 human service managers, 36 of whom were ranked as superior performers and 33 of whom were ranked as average or poor performers.

### Job Element Analysis

The purpose of conducting a job element analysis was to derive from expert practitioners a weighted list of characteristics that human service managers perceived as important for distinguishing superior from average performers and for segregating those characteristics required by anyone on the job. Primoff (1975) developed the job element analysis process for the Personnel Research and Development Center in the U.S. Civil Service Commission. It has been used extensively in the field of job analysis and empirically validated (Primoff, 1973).

### Rationale for the Job Element Method

The job element method was designed to identify the behaviors that are significant for job success and to develop examinations that rate people accurately and fairly. The job element method is used by the U.S. Office of Personnel Management for identifying systematically the behaviors that are significant for job success and using the identified elements in job examinations. The procedure

was selected for this study because of its high degree of reliability, validity, and cost effectiveness.

The reliability of the job element method has been established by studies conducted over a period of twenty years. Primoff (1970) found the reliability of raters of job elements to be .92 when six subject matter experts were used. Other reliability studies have shown correlation values identifying job elements ranging from .81 to .87 among independent raters.

The validity of the job element method is a function of the instruments employed to assess each particular knowledge, skill or ability identified. Validity studies of the job element method have relied on the use the J-coefficient statistical technique to obtain synthetic validity evidence by obtaining cumulative research evidence relating to tests and job-relevant elements and computing the predictive validity of a test battery for a particular job. Using this method, validity coefficients have been obtained ranging from .23 to .49 (Primoff, 1976).

The cost effectiveness of the job element method was demonstrated in a report prepared for the U.S. Office of Personnel Management in which the documentation of the job element procedure was reviewed and it was concluded that "available cost data showed the job element analysis method to be among the least costly of job analysis methods" (Primoff, 1975).

There were three components or steps in the job element method used in this study. They were: selection of the panel of subject matter experts, generation of the job elements, and analysis of the job elements.

#### Use of Subject Matter Experts

The panel of subject matter experts was selected and assembled in order to generate a comprehensive list of job elements, or competencies, necessary for performing the work of a human service manager.

Panel selection. The selection of the panel was based on a set of criteria designed to identify 10-12 individuals who through supervision or experience as expert managers knew the requirements of the job and who represented the various segments of the field of human services. The specific criteria used for selection were the following: (a) competence in management, (b) commitment to developing standards for proficiency, and (c) openness toward different ways of defining proficiency. The criterion of competence in management was satisfied by being nominated as an effective manager. All of the panelists were either nominated by peers or by supervisors as effective managers. The criterion of commitment to standards of proficiency was satisfied by the willingness of the candidates to serve as panelists for a two day session and to complete a written job element analysis afterwards. It was felt that the

panelists' commitment to professionalism as a motivating factor in their participation would facilitate the completion of an exhaustive list of job elements. The criterion of openness to different ways of defining competence would ensure that the panel could focus on methods other than formal credentials and length of experience as requirements for job success. Each panelist was interviewed by the researcher to ensure the consistent application of this criterion. Upon satisfaction of the three criteria, the selection of panelists was finally influenced by the consideration of its representativeness. It was felt desirable for the composition of the panel to be broadly representative of the major sub-fields of human services. Accordingly, it was decided to select at least one panelist from each of the following: children's services, youth programs, mental health, mental retardation, senior programs, substance abuse, community development, and corrections. A roster of panelists is included in Appendix E.

Panel procedure. The preparation of the panel consisted of providing each member with a brief overview of the process to be read in advance. The purpose of this preparation was to assure that each person knew what to expect. The letter sent to each panelist indicated that the panel would be convened on the campus of Lesley College in Cambridge, Massachusetts over a two-day period.

The facilitator for the project was selected on the basis of his past experience in conducting panels in the process of identifying job competencies. While a facilitator with skills in group leadership could have led the panel effectively, it was felt that prior experience in job analysis methods would improve the scope and quality of the results. The role of the facilitator was to elicit from the panel a comprehensive list of job elements required for managing human service agencies.

The panel session was held in a large, well lighted, open classroom. The panelists were seated at tables arranged in a single row, in the shape of a crescent and facing a large blank wall. Behind the panelists there was adequate room for walking and stretching, a refreshment table, and a few chairs for observer guests. Between the panelists and the wall stood the facilitator. The wall would serve to hold the job elements as they were identified by panelists, written on 8 1/2 by 11 inch cards, and placed in rows which began with the major domains to which the elements were assigned.

The session began with a statement of the background and purpose of the research project. Panelists were introduced to each other. The generation of job elements was stimulated with the question, "What abilities, knowledges, skills, and personal characteristics are necessary for the job of human services manager?" The panelists were

asked first of all to list the major areas or domains of competency. These large, categorical areas, called major elements, were written on the cards and appended to the wall in a column at the far left. Once these were developed, the panelists were asked to begin suggesting the specific elements that were required for each of the major elements. The resulting elements were written on cards and appended to the wall to the right of the related major elements.

By the end of two days, the wall was filled with major elements and sub-elements. The facilitator had been persistent in asking for elements and sub-elements, in asking for clarifying language, and in asking whether anything more should be added. The end of the session was declared when the panelists agreed that the list was exhaustive and that more time would not likely yield useful additions.

#### Generation of Job Elements

The result of the panel procedure was a list of 14 major elements and 191 sub-elements. An unedited compilation of the elements, identified by letters, A-M, and the sub-elements, identified by numbers, 1-191, as produced by the panel, is included in Appendix F. The 14 major elements, as well as the sub-elements, were intended to complete the sentence, The Human Service Worker must be



able to....

- a. demonstrate commitment to the mission of the agency,
- b. plan activities,
- c. lead others,
- d. arrange for evaluations,
- e. manage resources (primarily financial),
- f. manage human resources,
- g. manage self,
- h. communicate,
- i. demonstrate knowledge of the industry (human services),
- j. comply with laws,
- k. work with boards,
- l. organize public information,
- m. do fund raising, and
- n. enjoy the job.

The major elements identified by the panel were, for the most part, related to traditional domains of management, e.g. planning, financial management, human resource management, leadership, communication, and fund raising. Two major elements, however, did not seem related to customary managerial competency: manage self and enjoy the job. The panel felt that these two categories, with the several sub-elements identified for each, represented critical areas for successful performance in human service management.

## Analysis of Job Elements

The next step in the job element method was to conduct an analysis of the elements and sub-elements generated by the panel. The purpose of the analysis was to determine which items, in the opinion of the panel, were likely to pick out successful human service managers.

Preparation of the job element blank. The panelists were requested to assist in rating the list of job elements and sub-elements using a format called the job element blank. Each element was to be rated in terms of categories that pertain to job success. Panelists were to indicate the degree of relationship between each element and job success in the following four categories:

Barely Acceptable: What relative portion of even barely acceptable workers are good in the element?

Superior: How important is the element in picking out the superior worker?

Trouble: How much trouble is likely if the element is ignored when choosing among applicants?

Practical: Is the element practical? When it is demanded, to what extent can job openings be filled?

For each of the 191 job elements listed on the job element blank, panelists were asked to mark four columns, one for each criterion. The marks to be used in each column were +, √, or Ø. The meanings of the marks were specified for each criterion:

Significance for even barely acceptable work

- + = All have it
- ✓ = Some have it
- ∅ = Almost none have it

Importance for selecting superior workers

- + = Very important
- ✓ = Valuable
- ∅ = Does not differentiate

Trouble likely if the characteristic is ignored

- + = Much trouble
- ✓ = Some trouble
- ∅ = Safe to ignore

Practical extent to which job openings can be filled if the characteristic is demanded

- + = All openings
- ✓ = Some openings
- ∅ = Almost no openings

The ten panelists completed their assessments of all of the elements and the job element blanks were collected for scoring. The rating form for this step, the job element blank, is included in Appendix G.

Scoring of the job element blanks. The purpose of scoring the job element blanks was to determine the elements that best seemed to select superior workers, from the perspective of the panelists. To accomplish the scoring, values were assigned to each of the marks employed in the

job element blank: a plus (+) was counted as 2, a check (✓) was counted as 1, and a zero (0) was counted as 0.

The ballots were checked for completeness and clarity. Uncertainties in interpreting marks were resolved by making contact with the raters. A computer program for scoring the job element blanks and calculating values was converted by the researcher from Fortran to Basic and modified to fit the requirements of the project. A copy of the program is included in Appendix H.

The first step in scoring was to calculate group sums for each element under each of the four columns representing the four criteria. Using the values assigned to the marks, the group sums were calculated for each element, transmuted to a scale of 0-100 by dividing the actual group sum by the maximum possible group sum (Number of raters x 2) and multiplying by 100 to remove the decimal. In this manner, group sums were calculated for each element in the four columns: Barely Acceptable (B), Superior (S), Trouble Likely (T), and Practical (P). The formula for this calculation was as follows:

$$\frac{(B \text{ or } S \text{ or } T \text{ or } P)}{n \times 2} \times 100$$

The meanings of the scores were implicit in their definitions. A high Barely Acceptable value indicated that most barely acceptable workers were satisfactory in the element. A high Superior value indicated that the element

was important in selecting superior individuals. A high Trouble Likely value indicated that the element was to be considered a threshold requirement for individuals. A high Practical value indicated that it was not unreasonable to expect the presence of the element in applicants for the job.

The second step in scoring the job element blanks was to calculate the Item Index (IT) for each element. The purpose of the Item Index was to find the elements that were expected to select superior workers. The calculation was based on three of the criteria: Superior, Trouble Likely, and Practical. The method of calculation was to modify the Superior values by the Practical values through multiplying the two ratings ( $S \times P$ ). To the resulting product, a weight was added for the extent to which trouble would be likely if the element was ignored ( $T$ ). The group sum scores for the Item Index were transmuted to a scale of 0-100 by dividing the actual group sums by the maximum possible group sum (Number of raters  $\times$  6) and multiplying by 100 to remove the decimal. In this manner, an Item Index was calculated for each element. The formula used for this calculation was as follows:

$$\frac{(S \times P) + T}{n \times 6} \times 100$$

The Item Index was used as a measure of the extent to which an element was perceived as a useful factor in

selecting superior managers. A high Item Index, between 50 and 100, indicated that the element seemed to differentiate superior workers, was practical to expect in managers, and was an important requirement since trouble was likely without it.

The third step in scoring the job element blanks was to calculate the Total Value (TV) for each element. The purpose of the Total Value was to determine the degree to which an item represented a broad quality, one that comprised the greatest range of ability between barely acceptable workers and superior workers, while also being practical to expect in managers. The calculation of the Total Value was based on the maximum differentiation between Superior on the one hand and Barely Acceptable on the other. The method of calculation was to add the value for Superior to the the Item Index and subtract the values for Barely Acceptable and Practical (IT + S - B - P). The group sum scores for the True Value were transmuted to a scale of 0-150 by dividing the actual group sums by the logical base for the group sum (Number of raters x 4) and multiplying by 100 to remove the decimal. The formula for the calculation is as follows:

$$\frac{IT + S - B - P}{n \times 4} \times 100$$

The True Value was used to reflect the spread between Barely Acceptable and Superior as well as the practicality of expecting the element to characterize managers. A high

True Value, between 100 and 150, indicated that the element was represented the greatest range between Barely Acceptable and Superior, would cause much trouble if neglected, and was practical to expect in managers.

The results of the calculations for B, S, T, P, IT, and TV are given for each of the 191 elements in Table 16, in Appendix I.

Selection of Significant Elements. The remaining task in the Job Element Analysis was to select the elements that were most likely to pick out superior human service managers. This operation was based on the utilization of the Item Index scores and the True Value scores.

All items with a True Value between 100 and 150 were categorized as major elements. Due to the broad range of ability they represented, they could not be used as elements. However, they were examined for relatedness to the 14 major categories identified by the panel and incorporated into the wording of these categories. There were five items which were so treated.

All items with an Item Index between 50 and 100 were tentatively classified as elements, having sufficient power to select superior workers but also representing a sufficiently narrow range of ability to be capable of measurement. There were 92 such elements, however three were perceived to be redundant and were combined with other elements. In the final list, there were 89 elements.

Two changes were made in the final listing of elements which should be noted. One change was the elimination of one of the major categories, Arrange for Evaluations. Only two of the original 13 elements were accepted on the basis of their Item Index scores. Both of these pertained more to the category, Plan Activities, than Arrange for Evaluations. Consequently, the elements were transferred to the planning category and the evaluation category was eliminated. The second change was in the addition of wording to some of the elements. Respondents to the job element blanks sometimes raised questions and made suggestions for clarification. One or more word additions were made in 18 instances.

The result of the completion of the job element analysis was a list of 89 elements in 13 major categories which were perceived to pick out superior human service managers. These were to serve as the basis of the final component of the study, the self-report checklist. The resulting list of significant job elements was the following:

- A        DEMONSTRATE COMMITMENT TO THE MISSION OF THE AGENCY
- 1        Foster ownership of agency mission statement by  
         broad-based participation
  - 2        Establish measurable goals and objectives that  
         flow from the mission statement
  - 3        Review programs to see if they address mission  
         as stated



- 4 Change the mission statement to address new community needs
- 5 Provide for continuity of purpose in agency programs
- 6 Advocate the mission of the agency to state, local, and federal agencies
- 7 Advocate for clientele of agency

B PLAN ACTIVITIES

- 8 Set priorities among projects and activities
- 9 Balance internal and external demands in selecting activities
- 10 Consider financial implications when planning projects and activities
- 11 Consider time allocations for activities
- 12 Consider staff allocations for activities
- 13 Identify problems during the planning process
- 14 Set goals and objectives for agency
- 15 Evaluate outcomes of goals and objectives
- 16 Develop a corrective action plan
- 17 Develop action or implementation plans

C LEAD OTHERS

- 18 Function consistently and dependably
- 19 Be a symbol of agency values
- 20 Demonstrate concern for others
- 21 Recognize and appreciate talents of staff
- 22 Support and defend staff when appropriate

- 23 Maintain visibility with staff
- 24 Establish clear expectations for staff
- 25 Reprimand inappropriate staff performance
- 26 Manage conflict

D MANAGE RESOURCES

- 27 Read and interpret numerical information
- 28 Prepare a budget
- 29 Monitor the budget
- 30 Generate revenue
- 31 Manage cash flow
- 32 Balance agency needs with budget
- 33 Provide for client-related services (e.g. food, medical, clothing)
- 34 Provide for client documentation and record keeping
- 35 Comply with legal and contractual agreements
- 36 Practice cost effectiveness

E MANAGE HUMAN RESOURCES

- 37 Determine staffing levels
- 38 Develop personnel policies and procedures
- 39 Recruit staff
- 40 Develop job descriptions
- 41 Develop compensation and benefit plans
- 42 Manage labor relations
- 43 Provide for staff supervision
- 44 Establish staff meeting agendas

## F        MANAGE SELF

- 45        Deal with stress
- 46        Identify time demands
- 47        Delegate effectively
- 48        Establish informal lines of communication
- 49        Look for fresh perspectives
- 50        Know yourself
- 51        Understand your management style
- 52        Use assertiveness skills
- 53        Demonstrate ego strength
- 54        Surround oneself with appropriate support staff
- 55        Take appropriate risks
- 56        Demonstrate flexibility and adaptability

## G        COMMUNICATE

- 57        Listen
- 58        Speak with clarity
- 59        Influence others through communication
- 60        Function in small groups
- 61        Select appropriate mode of communication
- 62        Anticipate consequences of all communications

## H        DEMONSTRATE KNOWLEDGE OF THE INDUSTRY

- 63        Demonstrate experience in the field of human  
          services
- 64        Talk to other professionals
- 65        Observe work processes and products in one's  
          agency and other agencies

## I COMPLY WITH LAWS

- 66 Adhere to laws affecting the operation of corporations
- 67 Comply with reporting requirements
- 68 Take appropriate action concerning legal liability responsibilities of the agency
- 69 Comply with all labor laws
- 70 Comply with all benefit laws
- 71 Seek specific legal advice
- 72 Comply with regulatory requirements
- 73 Comply with zoning and building laws and regulations
- 74 Comply with human rights and privacy laws
- 75 Comply with tax laws

## J WORK WITH BOARDS

- 76 Set up board agendas
- 77 Interact with board and committees
- 78 Assist in selecting and orienting new board members

## K ORGANIZE PUBLIC INFORMATION

- 79 Establish inter-agency contacts
- 80 Develop public relations activities

## L DO FUND RAISING

- 81 Identify potential funding sources
- 82 Develop fundraising strategies
- 83 Raise operating funds

- 84      Raise capital funds
- M      ENJOY THE JOB
- 85      Balance personal and professional activities
- 86      Demonstrate a sense of humor
- 87      Develop opportunities for personal and profes-  
         sional growth
- 88      Interact with peers
- 89      Cope with problems

#### Self-Report Checklist Procedure

With a refined list of 89 job elements thought to be useful in picking out superior human service managers, the next step in the study was to determine which of the elements actually differentiated between superior and poor managers. For this step, the self-report checklist procedure was used.

#### Rationale for the Method

The self-report checklist procedure was incorporated by Primoff (1975) into the job element analysis method as one of the means of job examining. The results of self-rating on the identified job elements were used along with achievements and test scores to achieve more accurate evidences of job performance. In the process of investigating the procedure, it was discovered that the self-report

checklist correlated highly with the other methods of examining.

Studies of the validity of self-assessment procedures have demonstrated a statistical relationship between self-assessments and independent measures of the knowledges, skills, or abilities that are the focus of self-assessments. For example, Primoff's (1978) review cited several studies in which self-assessment of spelling, word-meaning, and multiplication correlated significantly ( $p$  less than .01) with conventional tests of the same abilities. The correlation coefficients were .44, .50, and .40, respectively. On a supervisory level, McKinney, Kundin, and Englehardt (1974) found that sanitation foreman applicants could validly assess their supervisory knowledge, first aid and safety knowledge, and their skill in completing records and reports.

In studies of the self-assessment procedure, two factors have been discovered to affect the size of the correlation between a self-rating and another rating or test: a) a common understanding by raters and by constructors of the elements to be rated or tested, and, b) the extent of a common base for rating (Primiff, 1978). For purposes of this study, it was decided that a pre-test of the self-report checklist would be used to reduce the potential differences in the subjective base of self-ratings.

Reliability estimates of self-assessment procedures generally have not been calculated because most ratings are single assessments of very different abilities. Test-retest estimates have been inappropriate because the raters and the dimensions are hardly the same at the time of retest, and there is always the possibility that the self-assessments are simply recalled from one time to the next. Inter-rater agreement is also meaningless since self-assessment involves only one rater. Despite these limitations, some studies have attempted reliability estimates with favorable results. However, given the paucity of research in this area, it has been recommended that at least one additional item be used to assess each dimension besides the self-assessment procedure (Epko-Ufot, 1979).

The use of two measures of job performance would have improved the quality of this study without question. However, the suggestion was rejected since one of the criteria for the methodology of the study was its efficiency of administration. The use of other measures, such as observations, tests, and supervisory ratings would have increased the administrative requirements of the checklist procedure and diminished the likelihood of its use in other settings. The self-report checklist was thought to be sufficiently valid for the purposes of the study, and its reliability could be surmised from the magnitude of the validity coefficients.

## Preparation of the Self-Report Checklist

Development of the self-report checklist. The self-report checklist was designed as a forced-choice self-rating instrument in which each of the 89 job elements identified in the job element analysis procedure would be assessed. For each job element, the respondent was asked to select the statement that best characterized his or her knowledge, experience, or ability level in the element. The five choices were the following:

- A. I have had little or no experience in this as a human services manager,
- B. I have some familiarity with this as a human services manager,
- C. I have used my knowledge or ability in this,
- D. I have used my knowledge or ability in this with good results, and
- E. I am recognized as superior in this by other human service managers.

In addition to the self-ratings on the 89 job elements, respondents were asked to indicate on the instrument the number of years of experience as an agency head, the approximate number of staff members employed by the agency, and the primary service-related focus of the agency. The purpose of including these items in the instrument was to permit the statistical analysis of responses to the job elements using as variables length of experience, agency



size, and type of service provided. The major variable, level of managerial effectiveness, was ascertained by color coding the instrument--one color for respondents in the "most effective" category and another color for respondents in the "least effective" category. A copy of the self-report checklist instrument is included in Appendix J.

Pre-test of the checklist instrument. A pre-test of the self-report checklist instrument was conducted with a group of 21 mid-level human services managers enrolled in a graduate program management course. The instruments were handed out and completed within a regularly scheduled class period. They were scored manually and the instrument was evaluated in the same session. Generally, the respondents found the multiple-choice scale to be commonly understood. However, there was discussion on the wording of 14 of the 89 job elements. Differences in understanding were resolved by modifying the language of 12 of the elements. The language of the remaining two elements were not deemed to cause sufficiently different understanding to warrant changes. All changes in language were reviewed by two members of the panel that initially suggested the elements to ensure that the original meaning had not been altered.

#### Use of the Checklist Procedure

Survey of comparison groups. The self-report checklist was mailed to the 36 managers selected in the most

effective category and the 33 managers selected in the least effective category. The instrument was accompanied by a letter of explanation and a stamped return envelope.

Responses were received over a five-week period. Ten days after the initial checklist was mailed, follow-up telephone calls were made. Ten days later, a second letter, self-report checklist, and return envelope were mailed to each person. Additional follow-up calls were made to managers in the least effective category since they had responded in substantially fewer numbers than managers in the most effective category. At the end of the five week period, there had been returned a total of 53, or 77% of the forms, of which there were 28 in the superior category and 25 in the average or poor category. Three of the forms were discarded, two from the superior group and one from the poor group. In each instance, the reason for discarding a form was missing data. The final number of usable responses was 50, with 26 in the most effective category and 24 in the least effective category. Table 4 shows the number of respondents to the self-report checklist procedure.

Scoring of checklist responses. The scoring of the self-report checklist responses was accomplished by the use of statistical techniques designed to select the discriminating variables, in this case to be selected from the 89 job elements, that best distinguished between the two groups of

most effective and least effective managers. The first step was to conduct descriptive analyses to compute mean scores and calculate the n's for each variable. Frequency scores were used to examine the distributional characteristics such as central tendency and dispersion.

The second step was to use t-tests to compute the significance of the difference in the means of each variable for the two groups of managers. The purpose was to determine which job elements produced a significant difference between the most effective and least effective performers. The null hypothesis stated that the two populations would have the same means. The level of significance chosen for rejecting the null hypothesis was the commonly accepted level of .05 probability. Probability levels of .05 and smaller would be accepted as indicative of or signifying a difference between the two populations. It was decided to use the commonly accepted level of .055-.10 probability as the degree of near significance. Two-tailed tests based on pooled variance estimates, with corrections for unequal cell sizes, were used to select the job elements that produced a significant difference between the two groups.

T-tests were also used to compare the significance of the difference in means of each variable for the group of most effective managers in the subgroups (a) men and women, (b) managers of small agencies and large agencies, and (c) managers with few and with many years of executive experi-

TABLE 4  
 NUMBER OF RESPONDENTS TO SELF-REPORT CHECKLIST

Survey Activity	Number of Respondents	
	Most Effective Category	Least Effective Category
First checklist	21	11
First telephone call	3	3
Second checklist	3	5
Second telephone call	1	6
Total response	28	25
Checklists discarded	-2	-1
Total usable responses	26	24

ence. It was decided not to compute t-scores for the group of least effective managers since the test would not yield data useful to the research questions addressed by the study.

The third statistical method applied was discriminant function analysis. The purpose of this step was to obtain a set of variables, or job elements, that together best distinguished between the most effective and least effective groups. Discriminant analysis provided the opportunity for successively entering the discriminating variables through

a step-wise technique selecting a "best" set of discriminating variables. The variables entered were the discriminating variables identified as significant by t-tests. The criterion used to control the step-wise selection was the minimum Wilks' lambda. The discriminant analysis technique was used to produce a set of job elements that maximally differentiated between the most effective and least effective human service managers.

### Utility Evaluation

Upon the completion of the data collection and the statistical analyses of the data, two panels were assembled to review the process and outcomes. One panel consisted of three program directors of graduate school curricula in human services. Another panel consisted of six directors of human service agencies. Both panels were selected by the researcher as representative of their respective professions, graduate level curriculum development in human services and agency administration in human services. The purpose of the evaluation was to determine the perceived utility in future iterations of the process for identifying competencies related to job performance that could be used either by training institutions or employing organizations.

The panels were presented with a summarization of the steps of the process used in the study and the final

results of the study. They were then asked to respond to three questions:

1. Is it important to identify competencies that relate to successful performance in your professional field?
2. Given a how-to-do-it manual, what is the likelihood of your institution or organization using the competency identification method either to develop curricula for training or standards for hiring and promotion?
3. If your answer is unlikely, under what circumstances would your institution or organization be likely to use the method?

A copy of the evaluation instrument is included in Appendix K.

## C H A P T E R     I V

### RESULTS OF THE STUDY

The statistical analyses of the performance groups, most effective managers and least effective managers, yielded performance data for the two groups on each of the 89 job elements. The analyses also yielded performance data on the subgroups within the most effective category of managers, including the subgroups divided by gender, length of executive experience, and size of agency managed.

The results of several tests of statistical significance are reported in this chapter. It is useful to note that of all possible relationships to managerial effectiveness tested in the study, 52% of the tested relationships were significant or near significant in the predicted direction, and none were significant or near significant in a direction opposite to that predicted.

#### Analysis of the Sample Used in the Study

The sample of managers and organizations used in this study was not random. The organizations were selected from the field of human services and the managers were selected on the basis of a peer nomination process. The two groups of managers selected, one group of most effective managers and the other group of least effective managers, included

both men and women, managers with few as well as many years of administrative experience, representatives of small as well as large organizations, and representatives of six major categories or types of human service agencies. The descriptive data about the sample population was obtained from the information provided in the self-report checklist phase of the study.

Of the 50 self-report checklist respondents, there were 37 men and 13 women. The ratio of men to women respondents was approximately equal to the original sample ratio (48:21). However, in the self-report checklist response, the ratio of most effective and least effective male respondents, 17:20, was the reverse of the ratio of most effective and least effective female respondents, 9:4.

The numbers of years of managerial experience among the respondents were distributed fairly evenly across a range of 2 to 35 years. However, the number of managers with administrative experience under ten years was equal in both populations, while the numbers of managers with experience above 10 years and those above 15 years were considerably higher for the most effective group than for the least effective group, 11 versus 8 and 6 versus 1, respectively.

The sizes of the agencies headed by the managers ranged from 4 employees to 300 employees. The number of most effective managers heading small to medium agencies (less than 50 employees) was 8 and the number of least



effective managers heading such agencies was 15, while the number of most effective managers heading medium to large agencies (more than 50 employees) was 18 and the number of least effective managers heading such agencies was 9.

The sample of respondents represented six major sub-fields of human services: multi-service agencies, child welfare, mental health, retardation, corrections, youth service, and health. The range of representation of the self-report checklist sample approximated the range of the original sample and that of the original population from which the original sample was drawn. The exception to representativeness in the number of health agencies was accounted for by the assumption that health professionals probably associate more with each other than with human service professionals. Nevertheless, the numbers of most effective and least effective respondents within the sub-fields of human services were considered too small for further analysis or use in the study.

As shown in Table 5, the analysis of the sample used in the study yielded several important findings, although because the sample was not random and was relatively small the findings must be considered with caution. In the sample, there were more men than women, however a higher percentage of women than men were nominated and responded in the most effective category. The number of years of administrative experience tended to be greater for the most

TABLE 5  
THE SELF-REPORT CHECKLIST SAMPLE

Classification	Number of People	Performance Groups	
		Most Effective	Least Effective
Total sample	50	26	24
Years of experience			
1 - 5	12	5	7
6 - 10	19	10	9
11 - 15	12	5	7
16 - 35	7	6	1
Size of agency			
4 - 25	12	2	10
26 - 50	6	6	5
51 - 100	16	9	4
101 - 200	12	6	4
201 - 300	4	3	1

TABLE 5 (CONTINUED)

Classification	Number of People	Performance Groups	
		Most Effective	Least Effective
Type of agency			
Multi-service	15	7	8
Child welfare	8	5	3
Mental health	13	7	6
Retardation	6	4	2
Corrections	2	1	1
Youth service	4	2	2
Health	2	0	2
Gender			
Men	37	17	20
Women	13	9	4

effective population than the least effective. Finally, the average size of agencies managed appeared larger for the most effective than for the least effective administrators.

### Analysis of Significant Job Elements

The analysis of significant job elements was carried out in two stages. In the first analysis, t-tests were computed for the entire population sample in order to compare the significance of the means for most effective and least effective manager groups. In the second analysis, t-tests were computed only for the most effective manager group in order to compare the following subgroup performance levels: men and women managers, managers of small agencies and large agencies, and managers with few and with many years of executive experience.

The list of job elements developed by the panel of subject matter experts and reduced and refined by the job element method was classified in 13 categories, each of which represented a domain of job competence. The analysis of t-tests for the 89 job elements within the 13 domain categories indicated that some of the domains contained many significant job elements while other domains contained very few or none of the job elements that significantly differentiated superior from poor human service managers.

### Analysis of Entire Sample

The analysis of the entire population sample showed that several of the job domains tended to differentiate the most effective from the least effective managers. The

domains with a sizable number of job elements demonstrating significant or near significant differentiation levels were the following six: commitment to mission, plan activities, lead others, manage self, communicate, and enjoy the job. The domains with very few differentiating elements (only one element with a significant probability level) were the following three: manage human resources, demonstrate knowledge of the industry, and comply with laws. The domains with no differentiating elements were the following four: manage resources (financial and administrative resources), work with boards, organize public information, and do fund raising. A list of job domains with the corresponding numbers of significant job elements derived from the t-tests is shown in Table 6.

### Analysis of Subgroups

The analysis of the subgroups within the most effective manager category showed a number of differences between the subgroup samples. A comparison of Tables 7, 8, and 9 shows that the major differences appeared in the subsample of most effective managers with few and with many years of executive experience. Managers with more experience tended to be differentiated from managers with less experience in two job domains which in the larger sample did not differentiate the most effective and least effective managers. The two differentiating domains were the follow-

TABLE 6

JOB DOMAINS WITH SIGNIFICANT JOB ELEMENTS: ENTIRE SAMPLE  
OF MOST EFFECTIVE AND LEAST EFFECTIVE MANAGERS

Domain Categories	Number of Job Elements		
	Original List	Significant	Near Significant
A. COMMITMENT TO MISSION	7	4	2
B. PLAN ACTIVITIES	10	6	1
C. LEAD OTHERS	9	5	0
D. MANAGE RESOURCES	10	0	0
E. MANAGE HUMAN RESOURCES	8	1	1
F. MANAGE SELF	12	12	0
G. COMMUNICATE	6	5	0
H. DEMONSTRATE KNOWLEDGE OF THE INDUSTRY	3	1	0
I. COMPLY WITH LAWS	10	1	0
J. WORK WITH BOARDS	3	0	1
K. ORGANIZE PUBLIC INFORMATION	2	0	0
L. DO FUND RAISING	4	0	0
M. ENJOY THE JOB	5	3	2
TOTAL NUMBER OF ELEMENTS	89	38	7

TABLE 7

JOB DOMAINS WITH SIGNIFICANT JOB ELEMENTS: SUBGROUP SAMPLE  
OF MOST EFFECTIVE MANAGERS BY SEX

Domain Categories	Number of Job Elements		
	Original List	Significant	Near Significant
A. COMMITMENT TO MISSION	7	0	0
B. PLAN ACTIVITIES	10	0	0
C. LEAD OTHERS	9	1	0
D. MANAGE RESOURCES	10	0	0
E. MANAGE HUMAN RESOURCES	8	0	0
F. MANAGE SELF	12	0	2
G. COMMUNICATE	6	0	0
H. DEMONSTRATE KNOWLEDGE OF THE INDUSTRY	3	0	1
I. COMPLY WITH LAWS	10	0	1
J. WORK WITH BOARDS	3	0	0
K. ORGANIZE PUBLIC INFORMATION	2	0	0
L. DO FUND RAISING	4	1	0
M. ENJOY THE JOB	5	3	2
TOTAL NUMBER OF ELEMENTS	89	5	6

TABLE 8

JOB DOMAINS WITH SIGNIFICANT JOB ELEMENTS: SUBGROUP SAMPLE  
OF MOST EFFECTIVE MANAGERS BY LEVEL OF EXECUTIVE EXPERIENCE

Domain Categories	Number of Job Elements		
	Original List	Significant	Near Significant
A. COMMITMENT TO MISSION	7	2	1
B. PLAN ACTIVITIES	10	3	2
C. LEAD OTHERS	9	0	1
D. MANAGE RESOURCES	10	2	0
E. MANAGE HUMAN RESOURCES	8	0	2
F. MANAGE SELF	12	2	2
G. COMMUNICATE	6	0	1
H. DEMONSTRATE KNOWLEDGE OF THE INDUSTRY	3	0	1
I. COMPLY WITH LAWS	10	6	4
J. WORK WITH BOARDS	3	2	1
K. ORGANIZE PUBLIC INFORMATION	2	0	0
L. DO FUND RAISING	4	1	1
M. ENJOY THE JOB	5	0	0
TOTAL NUMBER OF ELEMENTS	89	18	16



TABLE 9

JOB DOMAINS WITH SIGNIFICANT JOB ELEMENTS: SUBGROUP SAMPLE  
OF MOST EFFECTIVE MANAGERS BY SIZE OF AGENCY

Domain Categories	Number of Job Elements		
	Original List	Significant	Near Significant
A. COMMITMENT TO MISSION	7	0	1
B. PLAN ACTIVITIES	10	0	3
C. LEAD OTHERS	9	0	1
D. MANAGE RESOURCES	10	0	0
E. MANAGE HUMAN RESOURCES	8	0	0
F. MANAGE SELF	12	0	2
G. COMMUNICATE	6	0	0
H. DEMONSTRATE KNOWLEDGE OF THE INDUSTRY	3	0	0
I. COMPLY WITH LAWS	10	1	1
J. WORK WITH BOARDS	3	0	0
K. ORGANIZE PUBLIC INFORMATION	2	0	0
L. DO FUND RAISING	4	0	0
M. ENJOY THE JOB	5	1	0
TOTAL NUMBER OF ELEMENTS	89	2	8

ing: comply with laws and work with boards. In one other job domain there were differentiating elements which distinguished the more experienced from the less experienced managers. This domain was: manage resources (financial and administrative resources).

At the same time, there were three job domains which did not appear to differentiate managers with various levels of executive experience but which had differentiated the larger sample of most effective and least effective managers. These non-differentiating domains were the following: lead others, communicate, and enjoy the job.

The analysis of subgroups showed almost no differences in job domain differentiation of effective managers by sex or agency size.

### Interpretation of Results

Of the original 89 job elements tested, there were 38 with levels of significance at or below .05 and seven with levels of near significance for differentiating between the two performance groups, most effective and least effective managers. In addition, there were another five job elements with high levels of significance and six with near significance for differentiating between the various subgroups. A list of the job elements with mean scores and significance levels of t-tests for the two performance groups and the three subgroups are shown in Tables 10-13.

TABLE 10  
 MEAN PERFORMANCE LEVELS FOR THE ENTIRE SAMPLE  
 OF HUMAN SERVICE MANAGERS

Job Elements	Performance Groups		Signifi- cance Level of T-Tests
	Superior n=26	Poor n=24	
A. COMMITMENT TO MISSION			
1. Foster mission ownership	3.42	2.54	.001
2. Establish goals/objectives	3.04	2.29	.010
3. Review programs	2.81	2.58	n.s.
4. Change mission	2.85	2.21	.056
5. Provide continuity	3.35	2.75	.002
6. Advocate mission	3.58	2.50	.000
7. Advocate for clientele	3.15	2.63	.076
B. PLAN ACTIVITIES			
8. Set priorities	3.08	2.58	.026
9. Balance decisions	3.15	2.67	.049
10. Consider finances	3.46	3.08	.077
11. Consider time allocation	2.77	2.50	n.s.
12. Consider staff allocation	2.96	2.62	n.s.
13. Identify problems	3.08	2.54	.033
14. Set goals and objectives	3.35	2.83	.004
15. Evaluate outcomes	2.73	2.38	n.s.

TABLE 10 (CONTINUED)

Job Elements	Performance Groups		Signifi- cance Level of T-Tests
	Superior	Poor	
16. Develop corrective action	3.19	2.50	.003
17. Develop action plan	3.31	2.46	.001
C. LEAD OTHERS			
18. Function consistently	3.58	2.96	.006
19. Symbolize agency values	3.62	2.92	.002
20. Demonstrate concern	3.58	3.33	n.s.
21. Recognize staff talents	3.46	2.88	.001
22. Support staff	3.65	3.13	.009
23. Maintain visibility	3.00	3.00	n.s.
24. Establish expectations	3.31	2.88	.044
25. Reprimand performance	3.00	2.88	n.s.
26. Manage conflict	3.12	2.75	n.s.
D. MANAGE RESOURCES			
27. Interpret numbers	3.12	2.96	n.s.
28. Prepare budgets	3.19	3.33	n.s.
29. Monitor budgets	3.19	3.25	n.s.
30. Generate revenue	3.23	2.88	n.s.
31. Manage cash flow	2.96	3.04	n.s.

TABLE 10 (CONTINUED)

Job Elements	Performance Groups		Signifi- cance Level of T-Tests
	Superior	Poor	
32. Balance budget needs	3.31	3.13	n.s.
33. Provide client services	2.31	2.21	n.s.
34. Provide for client records	2.31	2.58	n.s.
35. Comply with contracts	3.15	2.96	n.s.
36. Practice cost effectiveness	3.04	2.92	n.s.
E. MANAGE HUMAN RESOURCES			
37. Determine staff levels	3.07	2.75	.191
38. Develop personnel policies	3.27	2.54	.011
39. Recruit staff	2.96	2.79	n.s.
40. Develop job descriptions	2.81	2.71	n.s.
41. Develop salaries/benefits	2.81	2.58	n.s.
42. Manage labor relations	2.73	2.46	n.s.
43. Provide staff supervision	3.23	2.83	.062
44. Establish meeting agendas	3.08	2.79	n.s.
F. MANAGE SELF			
45. Deal with stress	3.12	2.42	.003
46. Identify time demands	3.19	2.17	.000
47. Delegate effectively	3.42	2.63	.000

TABLE 10 (CONTINUED)

Job Elements	Performance Groups		Signifi- cance Level of T-Tests
	Superior	Poor	
48. Communicate informally	3.54	2.79	.000
49. Find fresh perspectives	3.27	2.71	.010
50. Know yourself	3.42	2.92	.011
51. Know your management style	3.46	2.92	.009
52. Use assertiveness skills	3.53	2.70	.000
53. Demonstrate ego strength	3.65	2.92	.000
54. Hire good support staff	3.65	2.96	.001
55. Take appropriate risks	3.38	2.75	.011
56. Be flexible and adaptable	3.50	2.88	.002
G. COMMUNICATE			
57. Listen	3.23	2.96	n.s.
58. Speak with clarity	3.54	3.04	.012
59. Communicate with persuasion	3.58	3.21	.040
60. Function in small groups	3.50	3.00	.002
61. Select right communication	3.19	2.63	.003
62. Anticipate consequences	3.00	2.54	.046
H. DEMONSTRATE KNOWLEDGE OF THE INDUSTRY			
63. Demonstrate experience	3.73	3.46	n.s.

TABLE 10 (CONTINUED)

Job Elements	Performance Groups		Signifi- cance Level of T-Tests
	Superior	Poor	
64. Talk to other professionals	3.54	3.08	.022
65. Observe other agencies	3.00	2.79	n.s.
I. COMPLY WITH LAWS			
66. Adhere to corporation laws	3.08	2.96	n.s.
67. Meet reporting requirements	3.19	3.04	n.s.
68. Prevent legal liability	3.31	3.13	n.s.
69. Comply with labor laws	2.77	2.83	n.s.
70. Comply with benefit laws	2.77	2.79	n.s.
71. Seek legal advice	3.42	2.92	.045
72. Comply with regulations	3.12	2.83	n.s.
73. Comply with zoning/building	3.04	2.67	n.s.
74. Comply with human rights	3.08	2.83	n.s.
75. Comply with tax laws	2.92	2.88	n.s.
J. WORK WITH BOARDS			
76. Set up board agendas	3.42	3.21	n.s.
77. Interact with board	3.38	3.17	n.s.
78. Select new members	3.15	2.67	.055

TABLE 10 (CONTINUED)

Job Elements	Performance Groups		Signifi- cance Level of T-Tests
	Superior	Poor	
K. ORGANIZE PUBLIC INFORMATION			
79. Establish contacts	3.12	2.83	n.s.
80. Develop activities	2.65	2.38	n.s.
L. DO FUND RAISING			
81. Identify sources	2.73	2.33	n.s.
82. Develop strategies	2.23	2.04	n.s.
83. Raise operating funds	2.12	2.17	n.s.
84. Raise capital funds	1.88	1.75	n.s.
M. ENJOY THE JOB			
85. Balance personal activities	3.27	2.91	.065
86. Demonstrate sense of humor	3.58	3.00	.003
87. Develop growth opportunity	3.23	2.88	.077
88. Interact with peers	3.50	2.92	.004
89. Cope with problems	3.38	2.88	.016



TABLE 11  
COMPARISON OF THE MEAN PERFORMANCE LEVELS BY SEX  
OF THE MOST EFFECTIVE GROUP OF MANAGERS

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Men n=17	Women n=9	
A. COMMITMENT TO MISSION			
1. Foster mission ownership	3.35	3.56	n.s.
2. Establish goals/objectives	3.05	3.00	n.s.
3. Review programs	2.88	2.67	n.s.
4. Change mission	2.88	2.78	n.s.
5. Provide continuity	3.41	3.22	n.s.
6. Advocate mission	3.59	3.56	n.s.
7. Advocate for clientele	3.00	3.44	n.s.
B. PLAN ACTIVITIES			
8. Set priorities	3.18	2.89	n.s.
9. Balance decisions	3.24	3.00	n.s.
10. Consider finances	3.41	3.56	n.s.
11. Consider time allocation	2.88	2.56	n.s.
12. Consider staff allocation	3.06	2.78	n.s.
13. Identify problems	3.24	2.78	n.s.
14. Set goals and objectives	3.24	3.56	n.s.
15. Evaluate outcomes	2.82	2.56	n.s.

TABLE 11 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Men	Women	
16. Develop corrective action	3.29	3.00	n.s.
17. Develop action plan	3.29	3.33	n.s.
C. LEAD OTHERS			
18. Function consistently	3.65	3.44	n.s.
19. Symbolize agency values	3.59	3.66	n.s.
20. Demonstrate concern	3.65	3.44	n.s.
21. Recognize staff talents	3.35	3.67	n.s.
22. Support staff	3.41	4.11	.004
23. Maintain visibility	3.00	3.00	n.s.
24. Establish expectations	3.18	3.56	n.s.
25. Reprimand performance	2.94	3.11	n.s.
26. Manage conflict	3.24	2.88	n.s.
D. MANAGE RESOURCES			
27. Interpret numbers	3.18	3.00	n.s.
28. Prepare budgets	3.24	3.11	n.s.
29. Monitor budgets	3.24	3.11	n.s.
30. Generate revenue	3.29	3.11	n.s.
31. Manage cash flow	2.94	3.00	n.s.
32. Balance budget needs	3.24	3.44	n.s.

TABLE 11 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Men	Women	
33. Provide client services	2.00	2.89	n.s.
34. Provide for client records	2.18	2.56	n.s.
35. Comply with contracts	3.12	3.22	n.s.
36. Practice cost effectiveness	3.06	3.00	n.s.
E. MANAGE HUMAN RESOURCES			
37. Determine staff levels	3.00	3.22	n.s.
38. Develop personnel policies	3.29	3.22	n.s.
39. Recruit staff	2.88	3.11	n.s.
40. Develop job descriptions	2.76	2.89	n.s.
41. Develop salaries/benefits	2.94	2.56	n.s.
42. Manage labor relations	2.88	2.44	n.s.
43. Provide staff supervision	3.29	3.11	n.s.
44. Establish meeting agendas	3.06	3.11	n.s.
F. MANAGE SELF			
45. Deal with stress	3.12	3.11	n.s.
46. Identify time demands	3.24	3.11	n.s.
47. Delegate effectively	3.35	3.56	n.s.
48. Communicate informally	3.47	3.67	n.s.
49. Find fresh perspectives	3.41	3.00	.059

TABLE 11 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Men	Women	
50. Know yourself	3.47	3.33	n.s.
51. Know your management style	3.59	3.22	n.s.
52. Use assertiveness skills	3.41	3.78	n.s.
53. Demonstrate ego strength	3.53	3.88	.071
54. Hire good support staff	3.59	3.78	n.s.
55. Take appropriate risks	3.47	3.22	n.s.
56. Be flexible and adaptable	3.47	3.55	n.s.
G. COMMUNICATE			
57. Listen	3.24	3.22	n.s.
58. Speak with clarity	3.53	3.56	n.s.
59. Communicate with persuasion	3.53	3.67	n.s.
60. Function in small groups	3.53	3.44	n.s.
61. Select right communication	3.29	3.00	n.s.
62. Anticipate consequences	3.00	3.00	n.s.
H. DEMONSTRATE KNOWLEDGE OF THE INDUSTRY			
63. Demonstrate experience	3.76	3.67	n.s.
64. Talk to other professionals	3.59	3.44	n.s.
65. Observe other agencies	3.18	2.67	n.s.

TABLE 11 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Men	Women	
I. COMPLY WITH LAWS			
66. Adhere to corporation laws	3.18	2.89	n.s.
67. Meet reporting requirements	3.18	3.22	n.s.
68. Prevent legal liability	3.24	3.44	n.s.
69. Comply with labor laws	2.88	2.56	n.s.
70. Comply with benefit laws	3.12	2.11	.066
71. Seek legal advice	3.47	3.33	n.s.
72. Comply with regulations	3.24	2.89	n.s.
73. Comply with zoning/building	3.18	2.78	n.s.
74. Comply with human rights	3.06	3.11	n.s.
75. Comply with tax laws	3.06	2.67	n.s.
J. WORK WITH BOARDS			
76. Set up board agendas	3.35	3.56	n.s.
77. Interact with board	3.35	3.44	n.s.
78. Select new members	3.12	3.22	n.s.
K. ORGANIZE PUBLIC INFORMATION			
79. Establish contacts	3.29	2.78	n.s.
80. Develop activities	2.88	2.22	n.s.

TABLE 11 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Men	Women	
L. DO FUND RAISING			
81. Identify sources	2.94	2.33	n.s.
82. Develop strategies	2.41	1.89	n.s.
83. Raise operating funds	2.29	1.78	n.s.
84. Raise capital funds	2.00	1.67	n.s.
M. ENJOY THE JOB			
85. Balance personal activities	3.41	3.00	n.s.
86. Demonstrate sense of humor	3.65	3.44	n.s.
87. Develop growth opportunity	3.41	2.89	.049
88. Interact with peers	3.59	3.33	n.s.
89. Cope with problems	3.41	3.33	n.s.

TABLE 12  
 COMPARISON OF THE MEAN PERFORMANCE LEVELS BY EXECUTIVE  
 EXPERIENCE OF THE MOST EFFECTIVE GROUP OF MANAGERS

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 8 Years n=14	Above 8 Years n=12	
A. COMMITMENT TO MISSION			
1. Foster mission ownership	2.65	3.58	.001
2. Establish goals/objectives	2.48	3.00	.088
3. Review programs	2.55	2.95	n.s.
4. Change mission	2.23	3.05	.015
5. Provide continuity	2.94	3.26	n.s.
6. Advocate mission	2.94	3.26	n.s.
7. Advocate for clientele	2.77	3.11	n.s.
B. PLAN ACTIVITIES			
8. Set priorities	2.74	3.00	n.s.
9. Balance decisions	2.77	3.16	n.s.
10. Consider finances	3.16	3.47	n.s.
11. Consider time allocation	2.55	2.79	n.s.
12. Consider staff allocation	2.65	3.05	.083
13. Identify problems	2.65	3.11	.078
14. Set goals and objectives	3.00	3.26	n.s.

TABLE 12 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 8 Years	Above 8 Years	
15. Evaluate outcomes	2.35	2.89	.025
16. Develop corrective action	2.65	3.21	.022
17. Develop action plan	2.61	3.37	.003
C. LEAD OTHERS			
18. Function consistently	3.13	3.53	.092
19. Symbolize agency values	3.19	3.42	n.s.
20. Demonstrate concern	3.35	3.63	n.s.
21. Recognize staff talents	3.23	3.11	n.s.
22. Support staff	3.35	3.47	n.s.
23. Maintain visibility	3.10	2.84	n.s.
24. Establish expectations	2.97	3.32	n.s.
25. Reprimand performance	2.97	2.89	n.s.
26. Manage conflict	2.84	3.11	n.s.
D. MANAGE RESOURCES			
27. Interpret numbers	2.90	3.26	n.s.
28. Prepare budgets	3.19	3.37	n.s.
29. Monitor budgets	3.13	3.37	n.s.



TABLE 12 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 8 Years	Above 8 Years	
30. Generate revenue	2.94	3.26	n.s.
31. Manage cash flow	2.77	3.37	.026
32. Balance budget needs	3.03	3.53	.030
33. Provide client services	2.23	2.32	n.s.
34. Provide for client records	2.48	2.37	n.s.
35. Comply with contracts	2.90	3.32	n.s.
36. Practice cost effectiveness	2.84	3.21	n.s.
E. MANAGE HUMAN RESOURCES			
37. Determine staff levels	2.74	3.21	.066
38. Develop personnel policies	2.74	3.21	n.s.
39. Recruit staff	2.74	3.11	n.s.
40. Develop job descriptions	2.65	2.95	n.s.
41. Develop salaries/benefits	2.52	3.00	n.s.
42. Manage labor relations	2.45	2.84	n.s.
43. Provide staff supervision	3.00	3.11	n.s.
44. Establish meeting agendas	2.77	3.21	.058
F. MANAGE SELF			
45. Deal with stress	2.65	3.00	n.s.

TABLE 12 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 8 Years	Above 8 Years	
46. Identify time demands	2.55	2.95	n.s.
47. Delegate effectively	2.77	3.47	.002
48. Communicate informally	3.06	3.37	n.s.
49. Find fresh perspectives	2.94	3.11	n.s.
50. Know yourself	3.13	3.26	n.s.
51. Know your management style	3.06	3.42	n.s.
52. Use assertiveness skills	3.10	3.21	n.s.
53. Demonstrate ego strength	3.26	3.37	n.s.
54. Hire good support staff	3.13	3.63	.023
55. Take appropriate risks	2.90	3.37	.076
56. Be flexible and adaptable	3.06	3.42	.093
G. COMMUNICATE			
57. Listen	3.06	3.16	n.s.
58. Speak with clarity	3.19	3.47	n.s.
59. Communicate with persuasion	3.42	3.37	n.s.
60. Function in small groups	3.23	3.32	n.s.
61. Select right communication	2.94	2.89	n.s.
62. Anticipate consequences	2.74	2.84	n.s.

TABLE 12 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 8 Years	Above 8 Years	
H. DEMONSTRATE KNOWLEDGE OF THE INDUSTRY			
63. Demonstrate experience	3.48	3.79	.083
64. Talk to other professionals	3.32	3.12	n.s.
65. Observe other agencies	2.87	2.95	n.s.
I. COMPLY WITH LAWS			
66. Adhere to corporation laws	2.84	3.32	.088
67. Meet reporting requirements	2.94	3.42	.055
68. Prevent legal liability	3.06	3.47	.085
69. Comply with labor laws	2.45	3.37	.005
70. Comply with benefit laws	2.48	3.26	.031
71. Seek legal advice	2.90	3.63	.004
72. Comply with regulations	2.65	3.53	.002
73. Comply with zoning/building	2.61	3.26	.042
74. Comply with human rights	2.68	3.42	.005
75. Comply with tax laws	2.68	3.26	.075
J. WORK WITH BOARDS			
76. Set up board agendas	3.19	3.53	.080

TABLE 12 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 8 Years	Above 8 Years	
77. Interact with board	3.10	3.58	.022
78. Select new members	2.68	3.32	.013
K. ORGANIZE PUBLIC INFORMATION			
79. Establish contacts	2.84	3.21	n.s.
80. Develop activities	2.39	2.74	n.s.
L. DO FUND RAISING			
81. Identify sources	2.39	2.79	n.s.
82. Develop strategies	1.87	2.58	.053
83. Raise operating funds	1.97	2.42	n.s.
84. Raise capital funds	1.48	2.36	.028
M. ENJOY THE JOB			
85. Balance personal activities	3.06	3.16	n.s.
86. Demonstrate sense of humor	2.86	3.37	n.s.
87. Develop growth opportunity	3.00	3.16	n.s.
88. Interact with peers	3.19	3.26	n.s.
89. Cope with problems	3.06	3.26	n.s.

TABLE 13

COMPARISON OF THE MEAN PERFORMANCE LEVELS BY SIZE OF  
AGENCIES OF THE MOST EFFECTIVE GROUP OF MANAGERS

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 50 Empl n=8	Above 50 Empl n=18	
A. COMMITMENT TO MISSION			
1. Foster mission ownership	2.83	3.09	n.s.
2. Establish goals/objectives	2.56	2.75	n.s.
3. Review programs	2.67	2.72	n.s.
4. Change mission	2.33	2.66	n.s.
5. Provide continuity	2.83	3.19	.091
6. Advocate mission	2.78	3.22	n.s.
7. Advocate for clientele	2.89	2.91	n.s.
B. PLAN ACTIVITIES			
8. Set priorities	2.56	3.00	.056
9. Balance decisions	2.72	3.03	n.s.
10. Consider finances	3.06	3.41	n.s.
11. Consider time allocation	2.67	2.63	n.s.
12. Consider staff allocation	2.61	2.91	n.s.
13. Identify problems	2.61	2.94	n.s.
14. Set goals and objectives	3.00	3.16	n.s.

TABLE 13 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 50 Empl	Above 50 Empl	
15. Evaluate outcomes	2.28	2.72	.073.
16. Develop corrective action	2.56	3.03	.059.
17. Develop action plan	2.72	3.00	n.s.
C. LEAD OTHERS			
18. Function consistently	3.33	3.25	n.s.
19. Symbolize agency values	3.39	3.22	n.s.
20. Demonstrate concern	3.61	3.38	n.s.
21. Recognize staff talents	3.33	3.09	n.s.
22. Support staff	3.44	3.38	n.s.
23. Maintain visibility	3.28	2.84	.077
24. Establish expectations	3.00	3.16	n.s.
25. Reprimand performance	2.83	3.00	n.s.
26. Manage conflict	2.78	3.03	n.s.
D. MANAGE RESOURCES			
27. Interpret numbers	2.89	3.13	n.s.
28. Prepare budgets	3.33	3.22	n.s.
29. Monitor budgets	3.22	3.22	n.s.

TABLE 13 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 50 Empl	Above 50 Empl	
30. Generate revenue	2.83	3.19	n.s.
31. Manage cash flow	2.89	3.06	n.s.
32. Balance budget needs	3.28	3.19	n.s.
33. Provide client services	2.11	2.34	n.s.
34. Provide for client records	2.56	2.38	n.s.
35. Comply with contracts	3.01	3.06	n.s.
36. Practice cost effectiveness	2.89	3.03	n.s.
E. MANAGE HUMAN RESOURCES			
37. Determine staff levels	3.00	2.88	n.s.
38. Develop personnel policies	2.78	3.00	n.s.
39. Recruit staff	2.94	2.84	n.s.
40. Develop job descriptions	2.72	2.78	n.s.
41. Develop salaries/benefits	2.56	2.78	n.s.
42. Manage labor relations	2.50	2.66	n.s.
43. Provide staff supervision	3.00	3.06	n.s.
44. Establish meeting agendas	2.83	3.00	n.s.
F. MANAGE SELF			
45. Deal with stress	2.67	2.84	n.s.

TABLE 13 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 50 Empl	Above 50 Empl	
46. Identify time demands	2.50	2.81	n.s.
47. Delegate effectively	2.89	3.13	n.s.
48. Communicate informally	3.11	3.22	n.s.
49. Find fresh perspectives	2.89	3.06	n.s.
50. Know yourself	3.11	3.22	n.s.
51. Know your management style	3.06	3.28	n.s.
52. Use assertiveness skills	2.83	3.31	.057
53. Demonstrate ego strength	3.17	3.38	n.s.
54. Hire good support staff	2.89	3.56	.002
55. Take appropriate risks	2.83	3.22	n.s.
56. Be flexible and adaptable	2.94	3.34	.062
G. COMMUNICATE			
57. Listen	3.00	3.16	n.s.
58. Speak with clarity	3.11	3.41	n.s.
59. Communicate with persuasion	3.33	3.44	n.s.
60. Function in small groups	3.22	3.28	n.s.
61. Select right communication	2.83	2.97	n.s.
62. Anticipate consequences	2.67	2.84	n.s.



TABLE 13 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 50 Empl	Above 50 Empl	
H. DEMONSTRATE KNOWLEDGE OF THE INDUSTRY			
63. Demonstrate experience	3.44	3.69	n.s.
64. Talk to other professionals	3.39	3.28	n.s.
65. Observe other agencies	2.89	2.91	n.s.
I. COMPLY WITH LAWS			
66. Adhere to corporation laws	2.89	3.09	n.s.
67. Meet reporting requirements	3.00	3.19	n.s.
68. Prevent legal liability	2.94	3.38	.072
69. Comply with labor laws	2.44	3.00	n.s.
70. Comply with benefit laws	2.56	2.91	n.s.
71. Seek legal advice	2.78	3.41	.016
72. Comply with regulations	2.83	3.06	n.s.
73. Comply with zoning/building	2.61	3.00	n.s.
74. Comply with human rights	2.78	3.06	n.s.
75. Comply with tax laws	2.61	3.06	n.s.
J. WORK WITH BOARDS			
76. Set up board agendas	3.39	3.28	n.s.

TABLE 13 (CONTINUED)

Job Elements	Performance Subgroups		Signifi- cance Level of T-Tests
	Under 50 Empl	Above 50 Empl	
77. Interact with board	3.39	3.22	n.s.
78. Select new members	2.89	2.94	n.s.
K. ORGANIZE PUBLIC INFORMATION			
79. Establish contacts	3.00	2.97	n.s.
80. Develop activities	2.56	2.50	n.s.
L. DO FUND RAISING			
81. Identify sources	2.39	2.63	n.s.
82. Develop strategies	2.00	2.22	n.s.
83. Raise operating funds	2.44	1.97	n.s.
84. Raise capital funds	1.83	1.81	n.s.
M. ENJOY THE JOB			
85. Balance personal activities	2.94	3.19	n.s.
86. Demonstrate sense of humor	3.00	3.47	.023
87. Develop growth opportunity	2.89	3.16	n.s.
88. Interact with peers	3.11	3.28	n.s.
89. Cope with problems	2.94	3.25	n.s.

### Commitment to Mission Domain

Commitment to mission is a job domain in which human service managers not only develop an understanding of the agency's purpose but foster the organization's commitment to that purpose. The commitment to mission provides continuity in the organization while providing the opportunity to modify either the direction of the organization or the mission itself. The mission is the basis for organizational goals and activities.

Four of the seven job elements in this domain appeared significantly related to managerial effectiveness, while two additional elements demonstrated near significance in relation to managerial effectiveness. The elements which were higher for most effective managers than least effective managers were the following:

1. Foster ownership of agency mission statement by broad-based participation (mean score 3.42 versus 2.54),
2. Establish measurable goals and objectives that flow from the mission statement (mean score 3.04 versus 2.29),
5. Provide for continuity of purpose in agency programs (mean score 3.35 versus 2.75), and
6. Advocate the mission of the agency to state, local, and federal agencies (mean score 3.58 versus 2.50).

Within the most effective manager category, there were two job elements which appeared significantly related to the length of executive experience, while one element demonstrated near significance in relation to length of executive experience. The elements which were higher for managers with many years of experience than with few years of experience were the following:

1. Foster ownership of agency mission statement by broad-based participation (mean score 3.58 versus 2.65), and
4. Change the mission statement to address new community needs (mean score 3.05 versus 2.23).

There were no job elements significantly related to differences in sex, and only one element with near significance in relation to differences in agency size.

#### Plan Activities Domain

The plan activities domain requires human service managers to be able to establish priorities among activities and develop specific action plans for their implementation. It also includes being able to identify problems and take corrective actions. This domain includes planning, problem solving, and decision making.

Six of the ten job elements in this domain appeared significantly related to managerial effectiveness, while one additional element demonstrated near significance in

relation to managerial effectiveness. The elements which were higher for most effective managers than least effective managers were the following:

8. Set priorities among projects and activities (mean score 3.08 versus 2.58),
9. Balance internal and external demands in selecting activities (mean score 3.15 versus 2.67),
13. Identify problems during the planning process (mean score 3.08 versus 2.54),
14. Set goals and objectives for agency (mean score 3.35 versus 2.83),
16. Develop a corrective action plan (mean score 3.19 versus 2.50), and
17. Develop action or implementation plans (mean score 3.31 versus 2.46).

Within the most effective manager category, there were three job elements which appeared significantly related to the length of executive experience, while two elements demonstrated near significance in relation to length of executive experience. The elements which were higher for managers with many years of experience than with few years of experience were the following:

15. Evaluate outcomes of goals and objectives (mean score 2.89 versus 2.35),

16. Develop a corrective action plan (mean score 3.21 versus 2.65), and
17. Develop action or implementation plans (mean score 3.37 versus 2.61).

There were no job elements significantly related to differences in sex, and only two elements with near significance in relation to differences in agency size.

#### Lead Others Domain

Lead others is a job domain in which the human service manager must be effective in relationships with others. The leader is able to establish clear expectations for staff members, recognize their talents, support their efforts to implement the expectations, and function consistently in these relationships.

Five of the nine job elements in this domain appeared significantly related to managerial effectiveness. The elements which were higher for most effective managers than least effective managers were the following:

18. Function consistently and dependably (mean score 3.58 versus 2.96),
19. Be a symbol of agency values (mean score 3.62 versus 2.92),
21. Recognize and appreciate talents of staff (mean score 3.46 versus 2.88),

22. Support and defend staff when appropriate (mean score 3.65 versus 3.13), and
24. Establish clear expectations for staff (mean score 3.31 versus 2.88).

Within the most effective manager category, one job element was significantly related to differences in sex. The element which was higher for women than men was the following:

22. Support and defend staff when appropriate (mean score 4.11 versus 3.41).

There were no job elements significantly related to differences in length of executive experience, although there was one element with near significance. There was also one element with near significance in relation to difference in agency size.

#### Manage Resources

The manage resources domain refers primarily to the management of financial resources. The human service manager is required to be able to prepare budgets, monitor expenses, generate revenue, and provide for general administrative efficiency.

There were no job elements in this domain significantly related to managerial effectiveness, and none which demonstrated near significance.

Within the most effective manager category, however, there were two job elements which appeared significantly related to the amount of executive experience. The elements which were higher for managers with many years of experience than with few years of experience were the following:

31. Manage cash flow (mean score 3.37 versus 2.77),  
and
32. Balance agency needs with budget (mean score 3.53 versus 3.03).

There were no job elements significantly related to differences in sex, and only one element with near significance in relation to differences in agency size.

#### Manage Human Resources

The manage human resources domain is concerned with the development and maintenance of the agency staff. The human service manager is expected to have a knowledge of personnel administration, including personnel policies, compensation plans, and job descriptions. The manager also is involved in planning staff levels, recruitment, supervision, labor relations, and staff meetings.

Only one of the eight job elements in this domain appeared significantly related to managerial effectiveness, with one additional element demonstrating near significance in relation to managerial effectiveness. The element which was higher for most effective managers than least effective



managers was the following:

38. Develop personnel policies and procedures (mean score 3.27 versus 2.54).

There were no job elements significantly related to differences in length of executive experience, although there were two elements with near significance. There were no job elements significantly related to differences in sex or to differences in agency size.

#### Manage Self Domain

The manage self domain includes a range of job elements that pertain to leadership style and personal strength. Leadership style involves the ability to delegate, establish informal contacts, and demonstrate flexibility. Personal strength involves being assertive and risk taking, reducing stress, and managing time demands.

All twelve job elements in this domain appeared significantly related to managerial effectiveness. The elements which were higher for most effective managers than least effective managers were the following:

45. Deal with stress (mean score 3.12 versus 2.42),
46. Identify time demands (means score 3.19 versus 2.17),
47. Delegate effectively (mean score 3.42 versus 2.63),

48. Establish informal lines of communication (mean score 3.54 versus 2.79),
49. Look for fresh perspectives (mean score 3.27 versus 2.71),
50. Know yourself (mean score 3.42 versus 2.92),
51. Understand your management style (mean score 3.46 versus 2.92),
52. Use assertiveness skills (mean score 3.53 versus 2.70),
53. Demonstrate ego strength (mean score 3.65 versus 2.92),
54. Surround oneself with appropriate support staff (mean score 3.65 versus 2.96),
55. Take appropriate risks (mean score 3.38 versus 2.35), and
56. Demonstrate flexibility and adaptability (mean score 3.50 versus 2.88).

Within the most effective manager category, there were two job elements which appeared significantly related to the length of executive experience, while two elements demonstrated near significance in relation to length of executive experience. The elements which were higher for managers with many years of experience than with few years of experience were the following:

47. Delegate effectively (mean score 3.47 versus 2.77), and

54. Surround oneself with appropriate support staff (mean score 3.63 versus 3.13).

There was one job element which appeared significantly related to agency size, with two elements which demonstrated near significance. The element which was higher for managers of large agencies than small agencies was the following:

54. Surround oneself with appropriate support staff (mean score 3.56 versus 2.89).

There were no job elements significantly related to differences in sex, and only two elements with near significance.

#### Communicate Domain

The communicate domain suggests primarily the competency of oral communication: to be able to speak with clarity and persuasion and be able to gauge audience response correctly. This domain also involves the ability to lead or participate effectively in small groups and to use appropriately a variety of communication modes.

Five of the six job elements in this domain appeared significantly related to managerial effectiveness. The elements which were higher for most effective managers than least effective managers were the following:

58. Speak with clarity (mean score 3.54 versus 3.04),
59. Influence others through communication (mean score 3.58 versus 3.21),

60. Function in small groups (mean score 3.50 versus 3.00),
61. Select appropriate mode of communication (mean score 3.19 versus 2.63), and
62. Anticipate consequences of all communications (mean score 3.00 versus 2.54).

Within the most effective manager category, there were no job elements significantly related to the length of executive experience, to differences in sex, or to differences in agency size.

#### Demonstrate Knowledge of the Industry

The domain, demonstrate knowledge of the industry, refers to the manager's knowledge of the human service industry. It is expected that managers know the content of the field of human services, especially since most of them began their careers as workers in the field. This specialized knowledge is sometimes referred to as "technical knowledge."

Only one of the three job elements in this domain appeared significantly related to managerial effectiveness. The element which was higher for most effective managers than least effective managers was the following:

64. Talk to other professionals (mean score 3.54 versus 3.08).

Within the most effective manager category, there were no job elements significantly related to the length of executive experience, to differences in sex, and to differences in agency size.

### Comply with Laws

This job domain describes the areas of legal compliance with which the human service manager must be concerned. The areas include: corporate law, contract law, labor law, zoning and building laws, privacy laws, and tax laws. The domain also involves the appropriate use of legal counsel.

Only one of the ten job elements in this domain appeared significantly related to managerial effectiveness. The element which was higher for most effective managers than least effective managers was the following:

71. Seek specific legal advice (mean score 3.42 versus 2.92).

Within the most effective manager category, there were six job elements which appeared significantly related to the length of executive experience, while four elements demonstrated near significance in relation to length of executive experience. The elements which were higher for managers with many years of experience than with few years of experience were the following:

69. Comply with all labor laws (mean score 3.37 versus 2.45),

70. Comply with all benefit laws (mean score 3.26 versus 2.48,
71. Seek specific legal advice (mean score 3.63 versus 2.90),
72. Comply with regulatory requirements (mean score 3.53 versus 2.65),
73. Comply with zoning and building laws and regulations (mean score 3.26 versus 2.61), and
74. Comply with human rights and privacy laws (mean score 3.42 versus 2.68).

There was one job element which appeared significantly related to agency size, and one element which demonstrated near significance. The element which was higher for managers of large agencies than small agencies was the following:

71. Seek specific legal advice (mean score 3.41 versus 2.78).

There were no job elements significantly related to differences in sex, and only one element with near significance.

#### Work with Boards

The work with boards domain involves the development and support of all board activities. It is primarily the role of the executive director of the human service agency to interact with the board and board committees.

There were no job elements in this domain significantly related to managerial effectiveness, and only one which demonstrated near significance.

Within the most effective manager category, however, there were two job elements which appeared significantly related to the length of executive experience, and one with near significance. The elements which were higher for managers with many years of experience than with few years of experience were the following:

77. Interact with board and committees (mean score 3.58 versus 3.10), and
78. Assist in selecting and orienting new board members (mean score 3.32 versus 2.68).

There were no job elements significantly related to differences in sex or to differences in agency size.

#### Organize Public Information

This domain involves the establishment of media contacts and the generation of public relations activities.

There were no significant relationships to managerial effectiveness among the job elements in this domain.

#### Do Fund Raising

Fund raising is a job domain in which human service managers must be somewhat effective, since agency revenues usually depend on external funding. Fund raising involves

the identification of sources, use of strategies, and knowledge of types of funds.

There were no job elements in this domain significantly related to managerial effectiveness. Within the most effective manager category, however, there was one job element which appeared significantly related to the length of executive experience, and one with near significance. The element which was higher for managers with many years of experience than with few years of experience was the following:

84. Raise capital funds (mean score 2.36 versus 1.48).

It should be noted, however, that the mean scores were not high either for managers with many years of experience or few years of experience.

#### Enjoy the Job Domain

This unique domain provides balance to all the others. Its elements appear to be directed toward expanding one's perspective in management and finding pleasure in the role of being manager. The manager who is competent in this domain maintains a healthy personal life, has good humor, and develops meaningful relationships with peers.

Three of the five job elements in this domain appeared significantly related to managerial effectiveness, while two additional elements demonstrated near significance in



relation to managerial effectiveness. The elements which were higher for most effective managers than least effective managers were the following:

86. Demonstrate a sense of humor (mean score 3.58 versus 3.00),
88. Interact with peers (mean score 3.50 versus 2.92), and
89. Cope with problems (mean score 3.38 versus 2.88).

Within the most effective manager category, there was one job element which appeared significantly related to the size of the agency. The element which was higher for managers of large agencies than of small agencies was the following:

86. Demonstrate a sense of humor (mean score 3.47 versus 3.00).

There was also one job element which appeared significantly related to differences in sex. The element which was higher for men than women was the following:

87. Develop opportunities for personal and professional growth (mean score 3.41 versus 2.89).

There were no job elements significantly related to differences in length of agency experience.

### Analysis of Discriminating Job Elements

The discriminant analysis procedure was initiated with the entry of the 38 variables, or job elements, identified as having high significance levels. Step-wise calculations were completed in 26 steps. The technique yielded one function (a set of 16 job elements) which provided a maximum separation of the performance groups (most effective and least effective managers), taking into account the effect of all the elements on each other. The standardized canonical discriminant coefficients are shown in Table 14.

A comparison based on the discriminant function of the performance classification predicted by the job elements to the actual performance classification of the managers in the study is shown in Table 15. The selected set of job elements correctly classified 96.2% of the managers. The prediction underestimated the performance classification of 3.8% of the managers and overestimated the performance classification of 0% of the managers. This suggests that the prediction based on the set of 16 job elements has a high degree of accuracy.

The purpose of the discriminant function analysis was to determine the degree of accuracy in predicting performance group classification based on the entire set of job elements in the context of each other. The method utilized

TABLE 14  
RESULTS OF THE DISCRIMINANT FUNCTION ANALYSIS

N = 50

Job Elements	Standardized Canonical Discriminant Coefficients
COMMITMENT TO MISSION	
1. Foster mission ownership	-.443
2. Establish goals/objectives	1.156
6. Advocate mission	.541
PLAN ACTIVITIES	
8. Set priorities	.603
13. Identify problems	-.631
LEAD OTHERS	
19. Symbolize agency values	-.338
21. Recognize staff talents	1.653
22. Support staff	-.812
24. Establish expectations	-.666
MANAGE SELF	
46. Identify time demands	1.355
49. Find fresh perspectives	.387
51. Know your management style	-.958
54. Hire good support staff	.966

TABLE 14 (CONTINUED)

Job Elements	Standardized Canonical Discriminant Coefficients
COMMUNICATE	
58. Speak with clarity	.998
62. Anticipate consequences	-.308
ENJOY THE JOB	
88. Interact with peers	-.545

TABLE 15

COMPARISON OF PREDICTIONS BASED ON JOB COMPETENCIES  
AND ACTUAL PERFORMANCE

Actual Group Classification	N	Predicted Group Classification	
		Most Effective	Least Effective
Most Effective	26	25 96.2%	1 3.8%
Least Effective	24	24 100%	0 0%

took into account the degree of association of the elements after each element was stepped into the analysis. The result is that the list of 16 job elements in the discriminant function is not as important to the analysis as the predictive accuracy of the entire set. It is quite likely, therefore, that while the integrated set of job elements appear effective in differentiating superior from poor managers, they do not represent the complete list of elements related to effective performance of managers in the field of human services.

#### Analysis of Utility Evaluation

Upon completion of the data collection and the statistical analysis of the data, the results were reviewed by two panels: a panel of graduate school administrators in human services and a panel of agency heads in human services. The two panels produced the following assessments of the methodology and products of the study.

The six graduate school administrators who reviewed the methodology and products indicated that they attached importance to the identification of competencies as a basis for curriculum development and that it was somewhat likely that they would use the model employed in this study. The conditions under which it was most likely that the model would be used included the following: (1) that the graduate

school had established a clear mission emphasizing the quality of its offerings, and (2) that the graduate school resources would permit the release of a faculty member for half-time during one semester to implement the model.

The eight human service agency managers who reviewed the methodology and products agreed that the results of the process were useful. They felt that the results would be used primarily for two purposes: (1) as a public relations tool to explain that good management does occur in the relatively complex environment of human services; and (2) as a basis for training programs. The agency heads felt that the model would probably not be replicated in individual agencies, but that an association of agencies could and would use the model to identify not only managerial competencies but those of other job positions as well.

It was concluded from the informal evaluation process by the two potential user groups that the model for identifying competencies related to successful management in human services was sufficiently useful and efficient in its administration to warrant future iterations.

## C H A P T E R     V

### CONCLUSIONS AND RECOMMENDATIONS

Which of these do you choose to perfect at the expense of every other?

-- D.H. Lawrence

This study investigated a wide range of job elements identified by an expert panel as related to successful management in the field of human services. The purpose of the study was to determine which characteristics of managers were related to effective performance in a variety of human service organizations.

#### Conclusions

Of the 89 job elements grouped in 13 job domains and initially hypothesized to relate to managerial effectiveness, 38 elements in six job domains were found to be significantly related to managerial effectiveness. It was also found that some of the job elements differentiated significantly between managers with many and with few years of executive experience, but very few of the elements differentiated between men and women or between managers of large and small agencies. The major results were as follows:

1. Effective managers demonstrated significantly

more commitment to mission than least effective managers. The differentiating elements were: foster mission ownership, establish goals and objectives, provide continuity, and advocate mission.

2. Effective managers demonstrated significantly more ability to plan activities than least effective managers. The differentiating elements were: set priorities, balance decisions, identify problems, set goals and objectives, develop corrective action plan, and develop action plan. Experienced managers demonstrated significantly more of the element, evaluate outcomes, than less experienced managers.
3. Effective managers demonstrated significantly more ability to lead others than least effective managers. The differentiating elements were: function consistently, symbolize agency values, recognize staff talents, support staff, and establish expectations.
4. Effective managers demonstrated significantly more ability to manage self than least effective managers. The differentiating elements were: deal with stress, identify time demands, delegate effectively, communicate informally,



find fresh perspectives, know yourself, know your management style, use assertiveness skills, demonstrate ego strength, hire good support staff, take appropriate risks, and be flexible and adaptable.

5. Effective managers demonstrated significantly more ability to communicate than least effective managers. The differentiating elements were: speak with clarity, communicate with persuasion, function in small groups, select the right communication mode, and anticipate consequences.
6. Effective managers demonstrated significantly more ability to enjoy the job than least effective managers. The differentiating elements were: demonstrate sense of humor, interact with peers, and cope with problems.
7. Effective managers were not significantly differentiated from least effective managers by the ability to manage human resources, except in one job element, developing personnel policies and procedures.
8. Effective managers were not significantly differentiated from least effective managers by their knowledge of the human services industry, except in one job element, talk to other professionals.

9. Effective managers were not significantly differentiated from least effective managers by the ability to manage financial and administrative resources. However, experienced managers demonstrated significantly more of the elements, balance budget needs and manage cash flow, than less experienced managers.
10. Effective managers were not significantly differentiated from least effective managers by the job domain, comply with laws, except in one element, seek legal advice. However, experienced managers demonstrated significantly more of the following job elements than less experienced managers: comply with labor laws, comply with benefit laws, seek legal advice, comply with regulations, comply with zoning and building laws, and comply with human rights laws.
11. Effective managers were not significantly differentiated from least effective managers by the ability to work with boards. However, experienced managers demonstrated significantly more of the following job elements than less experienced managers: interact with board and select and orient new members.
12. Effective managers were not significantly

differentiated from least effective managers by the ability to organize public information.

13. Effective managers were not significantly differentiated from least effective managers by the ability to do fund raising.

Analysis of the combined effect of the 89 job elements by discriminant analysis resulted in a set of 16 elements that provided a maximum separation of the performance groups, most effective and least effective managers. The elements or competencies were: foster mission ownership, establish goals and objectives, advocate mission, set priorities, identify problems, symbolize agency values, recognize staff talents, support and defend staff, establish clear expectations, identify time demands, find fresh perspectives, know your management style, hire good support staff, speak with clarity, anticipate consequences of all communications, and interact with peers. The results indicated that the set of competencies had predictive accuracy by correctly classifying 96% of the managers.

The conclusions of the study were two-fold: that 38 of the identified job elements tended to differentiate successful from less successful managerial performance, and that the set of 16 job elements, when taken together as a set, provided the maximum separation between the performance groups.

There were three research questions to be addressed by the study. First, are generic and specialized competencies among managers in the field of human services identifiable at a usable level? This question was answered at the conclusion of the session with the expert panel. There were 191 job elements identified across the various segments of the human services industry. Of these, 89 job elements were judged to be useful in differentiating superior human service managers. The 89 job elements, grouped in 13 job domains, clearly serve as generic and specialized competencies among managers in the field of human services.

Second, do certain generic and specialized competencies among managers in human service agencies correlate with effective or superior performance? The results of the study indicated that six of the thirteen job domains were significant and that 38 of the 89 job elements were significant. Furthermore, the discriminant analysis technique yielded a set of 16 job elements that provided a maximum discrimination between the most effective and least effective manager groups.

Third, can a methodology for identifying competencies related to successful managerial performance be conducted efficiently and remain useful as an approach? The evaluation of the methodology by academicians and practitioners indicated that the procedure has utility both for training institutions and employing institutions. The results are

perceived by representatives of both institutions as useful, although it is recognized that the process requires a commitment of personnel and at least a half-year for completion.

A word of caution is in order regarding the summary and potential application of the findings from this study. First, the study was designed to determine the generic qualities of successful human service managers. While an attempt was made to obtain a representative sample of managers, the population may not have fully represented the entire populations from which they came. Therefore, generalizing from these findings beyond a certain point may not be appropriate. Second, the study was an attempt to determine the significant job elements or competencies that relate to successful performance in human service management. While a comprehensive array of elements was used in the study, no attempt was made to identify underlying behaviors or causally related characteristics. Additional competencies, therefore, could be identified through research designed to examine what precedes and leads to the presence of the characteristics identified in this study.

### Recommendations

The significance of the study ultimately depends on what use is made of the findings. The primary potential

users are employing agencies and training institutions. Both of these organizations can use the findings of the study without further research. Employing agencies can use the identified competencies as standards for hiring managers. Training institutions can use the competencies as the basis for full or partial courses, seminars, and workshops for the professional development of managers. However, the utility of the findings would be greatly enhanced by further research and development. The following recommendations are offered in order to enhance the applications of the study.

1. The 38 discriminating managerial qualities identified in the study should be validated by examining the actual performance of successful managers. While the results of the self-report checklist procedure used in the study tend to correlate with actual performance data, the results would be more useful with validation procedures. Such a step in the research design would strengthen the predictive value of the competency identification method, although it would also increase the cost and time required for the research. This would not only produce evidence of validation but produce a wealth of data for the training and professional development of managers. Documentation methods to demonstrate validity might include specially designed tests and exercises, unobtrusive observations, and critical incidents.

2. The job element method and self-report checklist procedures should be applied to other subsample populations such as executive directors in specific fields of human services (e.g. elder services) and private or proprietary agency directors, and to other levels of human service managers such as mid-level managers and supervisory level managers. The subsamples already studied can be compared to other subsamples in order to ascertain significant differences among various groups of managers. Differences can be expected to appear among executives in specific fields of human services and between proprietary and nonprofit agency heads due to the unique characteristics of those fields and agencies. One interesting area for further investigation is the determination of the degree of importance attached to competencies relating to specific knowledge in human services as compared to more generic competencies such as leadership or human resource management. Differences can also be expected between managers at various levels--senior, middle, and supervisory. Some elements may appear consistently among successful managers at all levels while others may characterize primarily one level or another. In expanding the research to these new populations, the same research design can probably be used, however larger samples may be required. Also, the expert panel should probably be enlarged and the members representing the additional population samples should be asked to generate competencies

related to their respective fields in human services.

3. The managerial competency method should be developed into a set of guidelines that can be used by agencies, associations, training institutions, and governmental organizations for identifying competencies in similar or other job settings. The research design for this study was developed as a reasonably efficient method that might be utilized both by employing and training organizations. However, to realize its potential for use in such organizations, the method will need to be documented and disseminated in practical, step-like procedures that can be replicated in other settings. Copies of instruments and techniques for analysis should be included with the procedures. Sample results should be provided. Sample end products, such as curricula or job qualification lists, might also be useful.

4. Training and assessment materials, such as exercises and cases, should be developed in relation to the major competency areas and some of the specific job competencies identified in the study. The major function of the research was to identify the job elements that would predict successful managerial performance among managers in human service agencies. The logical next step in the research would be to develop training and assessment materials targeted on the identified competencies. Training materials could be developed for the generic job domains as well as



the specific competencies. Actual curricula could be developed. Cases could be documented using examples of "better and worse practice." Specific exercises could be designed to teach the specific competencies. Assessment instruments could be developed for entry and exit assessments in training and education programs. Such instruments could also be used to assess candidates' job qualifications as part of the application and hiring process.

The major recommendations for further study are the validation of the competencies identified, comparative analysis of additional managerial populations, documentation of the competency identification method in a set of guidelines, and the development of training and assessment materials for the general job domains and specific competencies. The pursuit of such additional study would clearly enhance the ability of employing agencies and training institutions to make maximum use of a formal model for empirically determining competencies related to successful managerial performance in human service agencies.

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APPENDICES

APPENDIX A

MEMBERSHIP FORM USED BY  
MASSACHUSETTS COUNCIL OF HUMAN SERVICE PROVIDERS





# Massachusetts Council of Human Service Providers

## MEMBERSHIP APPLICATION NEW \_\_\_ RENEWAL \_\_\_

(Please type or print)

1. AGENCY NAME: \_\_\_\_\_

2. AGENCY ADDRESS: \_\_\_\_\_

3. DIRECTOR: \_\_\_\_\_ 4. PHONE NO.: \_\_\_\_\_

5. THE AGENCY IS (please check one):

- a.  Private charitable organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, which provides human services to persons who are disadvantaged, handicapped, disabled, discriminated against or otherwise economically, vocationally, socially, physically or mentally at-risk.
- b.  Association of providers of human services which is interested in and supportive of the purposes of the Corporation.

6. PLEASE CHECK THOSE STATE AGENCIES WITH WHICH YOU CONTRACT AND INDICATE THE TYPE OF SERVICE(S) YOU PROVIDE:

- |  |  |
|--|--|
| <input type="checkbox"/> Commission for the Blind      | <input type="checkbox"/> Department of Public Welfare                                |
| <input type="checkbox"/> Department of Corrections     | <input type="checkbox"/> Employment & Training                                       |
| <input type="checkbox"/> Department of Education       | <input type="checkbox"/> Homeless shelters   |
| <input type="checkbox"/> Local Education Authorities   | <input type="checkbox"/> Department of Social Services                               |
| <input type="checkbox"/> Department of Elder Affairs   | <input type="checkbox"/> Day care  |
| <input type="checkbox"/> Home health care corporations | <input type="checkbox"/> Group care  |
| <input type="checkbox"/> Department of Mental Health   | <input type="checkbox"/> Protective services for children<br>(abuse and foster care) |
| <input type="checkbox"/> Mental health services        | <input type="checkbox"/> Respite care  |
| <input type="checkbox"/> Mental retardation services   | <input type="checkbox"/> Other (please specify): _____                               |
| <input type="checkbox"/> Children's services           | _____  |
| <input type="checkbox"/> Department of Public Health   | _____  |
| <input type="checkbox"/> Alcoholism                    | <input type="checkbox"/> Department of Youth Services                                |
| <input type="checkbox"/> Drug rehabilitation           | <input type="checkbox"/> Mass. Rehabilitation Commission                             |
| <input type="checkbox"/> Early intervention            | <input type="checkbox"/> Office for Children   |
| <input type="checkbox"/> Family health care            |  |

7. ARE YOU A UNITED WAY AGENCY?  Yes;  No  
If so, which United Way? \_\_\_\_\_

8. OTHER ASSOCIATIONS: Please indicate other professional, advocacy and provider associations of which you are a member: (e.g., MASASP, ACMHSP, MARC, MAMH, MASA) \_\_\_\_\_

9. MEMBERSHIP FEE SCHEDULE

(please check fee which applies to your current budget level):

Agency Budget	Dues	Agency Budget	Dues
<input type="checkbox"/> \$0-99,999	\$ 75.	<input type="checkbox"/> \$1,000,000-1,499,999	\$ 500.
<input type="checkbox"/> \$100,000-249,999	150.	<input type="checkbox"/> \$1,500,000-1,999,999	700.
<input type="checkbox"/> \$250,000-499,999	200.	<input type="checkbox"/> \$2,000,000 and above	1,000.
<input type="checkbox"/> \$500,000-999,999	300.		

10. If your agency is eligible for membership under section 5a above, we must have on file a copy of the agency's letter from the Internal Revenue recognizing exemption from tax. Please send us a copy of your IRS letter with this form.

11. WE WISH TO JOIN THE COUNCIL:

- a. We first became interested in the Council because of: \_\_\_\_\_ human service advocacy; \_\_\_\_\_ information; \_\_\_\_\_ insurance; \_\_\_\_\_ group purchase ( \_\_\_\_\_ office supplies; \_\_\_\_\_ food; \_\_\_\_\_ other)
- b. Enclosed with this form is our check for \$ \_\_\_\_\_ for calendar year.
- c. Mail to: Massachusetts Council of Human Service Providers, Inc.  
19 Temple Place, Suite 400  
Boston, MA 02111

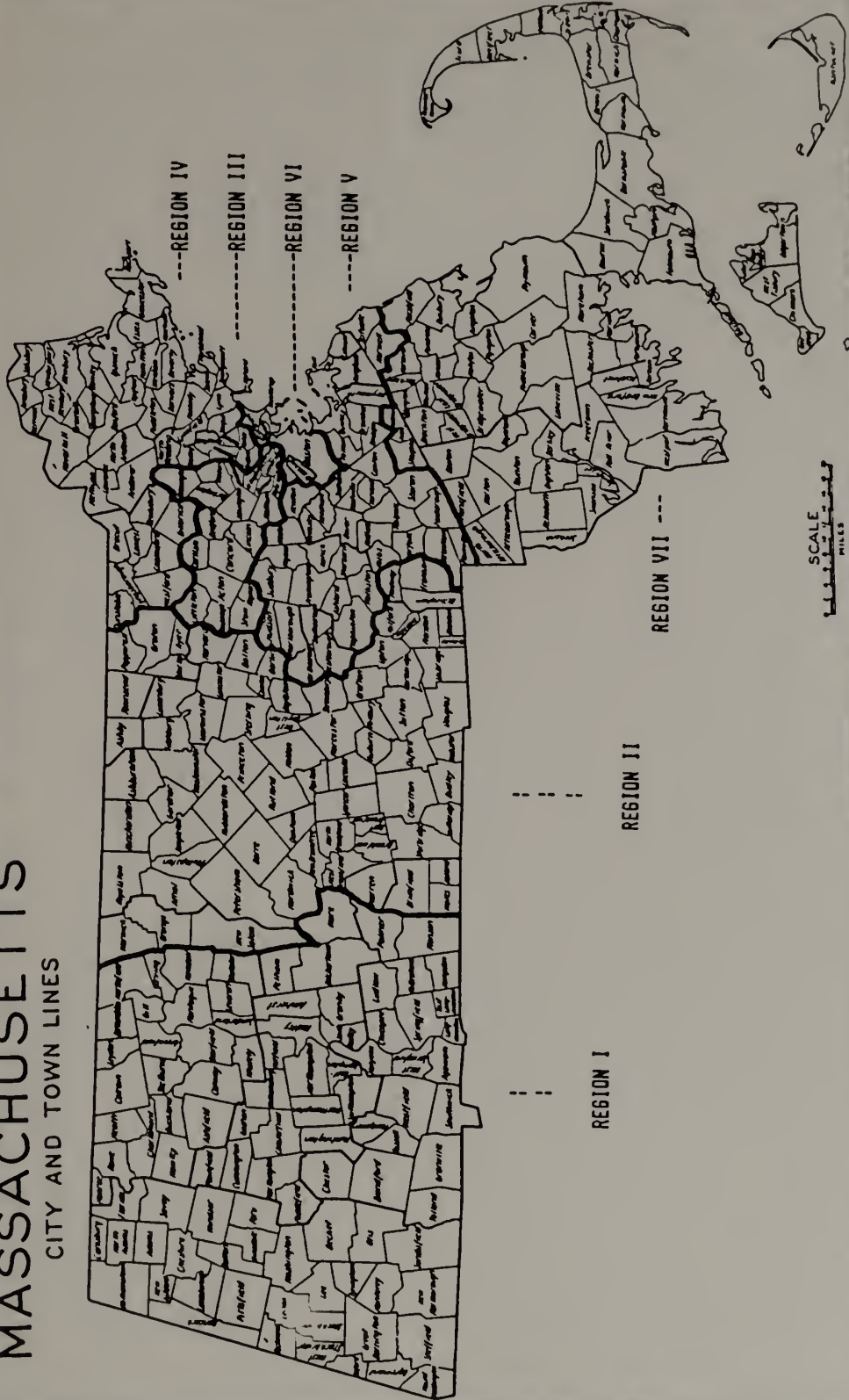
12. CHECK HERE if you do NOT want your agency name and address made available to purchasers of the MCHSP mailing list \_\_\_\_\_

APPENDIX B

MAP OF MASSACHUSETTS SHOWING REGIONAL SUBDIVISIONS

# MASSACHUSETTS

CITY AND TOWN LINES



## APPENDIX C

SAMPLE BALLOT USED IN PEER NOMINATION PROCESS  
FOR MOST EFFECTIVE AND LEAST EFFECTIVE MANAGERS

MANAGERIAL QUALITIES NOMINATION BALLOT

Instructions

The purpose of the study is to identify the general and specific competencies that contribute to superior performance in managing human service agencies. This questionnaire is for research purposes only. Nominations will be kept in strict confidence by the principal investigator with all names coded numerically and protected from identification. Data collection and participation will not affect nominees in any way.

Please complete the information requested, using names from the back of this ballot. Seal it in the envelope and mail to: Denton Crews, 29 Everett Street, Cambridge, Mass.

-----

Questions

1. Which executive directors of agencies in your region do you consider to be the most effective in both leadership and administrative ability relative to other members of the association? Please name the best three, excluding yourself, based on your current knowledge.

Name \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

2. Which executive directors of agencies in your region do you consider to be the least effective in leadership and administrative ability relative to other members of the association? Remember, the nomination of least effective managers does not necessarily mean they are ineffective managers. Please name three, excluding yourself, based on your current knowledge.

Name \_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

3. How long have you been an active member of the association?

Less than 3 months \_\_\_\_\_ More than 3 months \_\_\_\_\_

APPENDIX D

CORRESPONDENCE PERTAINING TO THE EXEMPTION FROM  
THE PROTECTION OF HUMAN RESEARCH SUBJECTS POLICY



## DEPARTMENT OF HEALTH &amp; HUMAN SERVICES

Public Health Service

National Institutes of Health  
Bethesda, Maryland 20205  
Building : 31  
Room : 4B09  
(301) 496- 7041

December 31, 1984

Dr. L. Denton Crews  
Associate Professor of Management  
The Graduate School  
Lesley College  
29 Everett Street  
Cambridge, Massachusetts 02238

Dear Professor Crews:

This is in reference to your December 19 letter which included an abstract of the study discussed earlier in the week via telecon.

The study, as proposed, deals with the gathering of data of an "everyday" nature in the concerns of managerial effectiveness. It does not appear that such data, if made known outside the survey would place the respondent at risk of employability or risk of revealing sensitive information of a personal nature regarding managerial performance.

Given the aims and survey procedures described in the abstract, it would appear that the study qualifies for an exemption under 45 CFR 46.101(b)(3).

Thank you for the opportunity to review the proposal.

Sincerely,

A handwritten signature in cursive script that reads "J. R. Marches".

J. R. Marches, Ph.D.  
Regional Coordinator  
Office for Protection  
from Research Risks  
Office of the Director

Enclosure

The Graduate School

# LESLEY COLLEGE

December 18, 1984

Dr. Joseph Marches  
Office of Research Protection  
Public Health Service  
National Institutes of Health  
Building 31, Room 4B09  
Bethesda, Maryland 20205

Dear Dr. Marches:

It was a pleasure to talk with you the other day to discuss my proposed research. I have now examined the final regulations pertaining to "HHS Policy for the Protection of Human Research Subjects," as contained in the Federal Register dated January 26, 1981.

I am writing this letter in order to present a concise statement of the research (an abstract is attached) and to request a written opinion regarding the applicability of HHS policy to this project.

It appears that the research project may be excluded from the requirement of HHS policy on the basis of section 46.101, paragraph (b)(3), which exempts survey procedures under conditions when minimal risk is anticipated and the privacy of response information is protected. Minimal risk is expected in the sense that the possibility of harm resulting from the peer nomination procedure (i.e. the nomination of superior and average job performers by peers through written ballot) is no greater than that encountered in daily life. The privacy of response information is protected in that all ballots will be sent directly to the principal investigator (myself), coded numerically for subject nominees upon receipt, and thereafter maintained in strict confidence in such a manner that subjects cannot be identified directly or through identifiers linked to subjects.

I would appreciate your assessment of the proposed exemption from the requirements of the HHS Policy for the Protection of Human Research Subjects.

Sincerely,



L. Denton Crews  
Associate Professor of Management

:gr



APPENDIX E

ROSTER OF PANELISTS FOR THE JOB ELEMENT PROCESS

## ROSTER OF PANELISTS

## MANAGERIAL QUALITIES RESEARCH PROJECT

Richard Bond, Executive Director, Boston Children's Service Association, 867 Boylston Street, Boston, Mass.

Maurice J. Boisvert, Executive Director, Youth Opportunities Upheld, Inc., 507 Main Street, Worcester, Mass.

Rev. John Cronin, Executive Director, Massachusetts Council Voluntary Child Care Agencies, P.O. Box 204, Swansea, Mass.

John J. Drew, Deputy Director, Action for Boston Community Development, 178 Tremont Street, Boston, Mass.

Matthew Johnsen, Executive Director, Massachusetts Association for Retarded Citizens, 217 South Street, Waltham, Mass.

Joe Leavey, Executive Director, Communities for People, Inc., 690 Beacon Street, Boston, Mass.

William G. Lyttle, Executive Director, The Key Program, Inc., 670 Old Connecticut Path, Framingham, Mass.

John McManus, Executive Director, Massachusetts Council of Human Service Providers, Inc., 19 Temple Place (Suite 400), Boston, Mass.

Neal A. Shifman, Executive Director, Massachusetts Association of Substance Abuse Providers, 19 Temple Place (#400), Boston, Mass.

Dean Tegeler, Executive Director, South Shore Day Care Services, 25 Brow Avenue, Braintree, Mass.

Eugene Thompson, Executive Director, North Suffolk Mental Health Association, 301 Broadway, Chelsea, Mass.

Susan Wayne, Executive Director, Justice Resource Institute, 132 Boylston Street, Boston, Mass.

## SUPPORT PERSONNEL

Denton Crews, Researcher  
Jack Harris, Facilitator  
Bob O'Connell, Recorder  
Barbara Mutz, Recorder

APPENDIX F

JOB ELEMENT LIST GENERATED BY EXPERT PANEL

## JOB ELEMENT LIST GENERATED BY EXPERT PANEL

- A. DEMONSTRATE COMMITMENT TO THE MISSION OF THE AGENCY
- 1 Develop an agency mission statement
  - 2 Foster ownership of mission statement by broad-based participation
  - 3 Review programs to see if they address mission as stated
  - 4 Modify the organization to fit the mission
  - 5 Establish measurable goals and objectives that flow from the mission statement
  - 6 Provide for continuity of purpose
  - 7 Advocate the mission of the agency to state, local, and federal agencies
  - 8 Change the mission statement to address new community needs
  - 9 Advocate for clientele
- B. PLAN ACTIVITIES
- 10 Set priorities
  - 11 Balance internal and external demands
  - 12 Consider financial implications
  - 13 Consider time allocations
  - 14 Consider staff allocations
  - 15 Identify problems
  - 16 Set goals and objectives

- 17 Evaluate outcomes
  - 18 Develop action plans
  - 19 Structure the planning process
  - 20 Update planning activities
- C. LEAD OTHERS
- 21 Model roles for staff
  - 22 Function consistently and dependably
  - 23 Be a symbol of agency values
  - 24 Demonstrate concern for others
  - 25 Motivate employees
  - 26 Recognize and appreciate talents of staff
  - 27 Support and defend staff when appropriate
  - 28 Maintain visibility with staff
  - 29 Make your staff proud of you
  - 30 Educate staff, community, and others
  - 31 Demonstrate charisma
  - 32 Challenge others
  - 33 Establish clear expectations for staff
  - 34 Reprimand inappropriate staff performance
  - 35 Manage conflict
  - 36 Permit mistakes
  - 37 Encourage entrepreneurial program development
  - 38 Influence public policy and policymakers
  - 39 Be a visionary
  - 40 Be a politician

## D. ARRANGE FOR EVALUATIONS

- 41 Review agency goals and objectives
- 42 Arrange for external peer evaluations
- 43 Conform to internal and external measurements
- 44 Make subjective evaluations of the agency and its programs
- 45 Set up internal evaluation of programs
- 46 Set up outcome evaluations
- 47 Set up system for client evaluation of services
- 48 Understand evaluation methodology
- 49 Develop a corrective action plan
- 50 Implement the corrective action plan
- 51 Arrange for annual audit
- 52 Establish internal financial controls
- 53 Monitor the audit process

## E. MANAGE RESOURCES

- 54 Read and interpret numerical information
- 55 Manipulate and report numerical information
- 56 Determine the information to be generated by the computer
- 57 Read and interpret computer printouts
- 58 Determine computer printout format
- 59 Prepare a budget
- 60 Monitor the budget
- 61 Generate revenue

- 62 Manage cash flow
  - 63 Manage capital funds
  - 64 Manage capital plant
  - 65 Design and maintain facilities
  - 66 Modify facilities
  - 67 Develop purchasing policies
  - 68 Coordinate inventory control
  - 69 Provide for appropriate insurance
  - 70 Design appropriate management reports
  - 71 Balance agency needs with budget
  - 72 Provide for purchase system
  - 73 Provide for client-related services (e.g. food,  
medical, clothing)
  - 74 Provide for client documentation and recordkeeping
  - 75 Comply with legal and contractual agreements
  - 76 Interact with boards
  - 77 Develop and implement fund investment strategies
  - 78 Practice cost effectiveness
- F. MANAGE HUMAN RESOURCES
- 79 Conceptualize staff training programs
  - 80 Encourage continuing education
  - 81 Determine staffing levels
  - 82 Develop organizational charts
  - 83 Develop personnel policies
  - 84 Recruit staff

- 85 Develop job descriptions
- 86 Develop compensation and benefit plans
- 87 Instill in staff ownership, commitment, and loyalty to mission of the agency
- 88 Manage labor relations
- 89 Develop support system for agency (e.g. volunteers)
- 90 Provide for staff supervision
- 91 Establish meeting agendas
- 92 Develop agency policy and procedures
- 93 Develop and monitor appropriate workloads
- 94 Develop a staff recognition system
- 95 Develop a performance appraisal system
- 96 Utilize consultants
- 97 Provide for orientation of staff
- 98 Begin and end meetings on time
- 99 Encourage program staff creativity
- 100 Follow up on meetings

G. MANAGE SELF

- 101 Deal with stress
- 102 Identify time demands
- 103 Structure your schedule
- 104 Delegate
- 105 Use appropriate technology to maximize time
- 106 Establish informal lines of communication
- 107 Use discretionary time constructively



- 108 Not take self too seriously
- 109 Look for fresh perspectives
- 110 Get comfortable with your perks
- 111 Develop self-care activities
- 112 Develop a life separate from job
- 113 Know yourself
- 114 Seek feedback
- 115 Understand your management style
- 116 Evaluate and update your management style
- 117 Possess courage
- 118 Use assertiveness skills
- 119 Demonstrate ego strength
- 120 Develop appropriate compensation package for self
- 121 Surround yourself with appropriate support staff
- 122 Take appropriate risks
- 123 Avoid undue influence from personal biases and prejudices
- 124 Demonstrate flexibility and adaptability

#### H. COMMUNICATE

- 125 Listen
- 126 Conceptualize ideas
- 127 Speak with clarity
- 128 Analyze your audience
- 129 Play roles
- 130 Communicate "real" feelings

- 131 Use non-verbal skills
  - 132 Influence others
  - 133 Avoid jargon
  - 134 Make public presentations
  - 135 Write position papers
  - 136 Write memos and letters
  - 137 Write grant applications
  - 138 Train others to write
  - 139 Function in small groups
  - 140 Select appropriate mode of communication
  - 141 Select appropriate communicator
  - 142 Develop institutional communication system
  - 143 Anticipate consequences of all communications
- I. DEMONSTRATE KNOWLEDGE OF THE INDUSTRY
- 144 Demonstrate experience in the field
  - 145 Talk to other professionals
  - 146 Observe work process and product in your agency and other agencies
  - 147 Read appropriate journals, newspapers, etc.
  - 148 Participate in professional organizations
  - 149 Publish, teach, and make professional presentations
- J. COMPLY WITH LAWS
- 150 Adhere to laws affecting the operation of corporations
  - 151 Comply with reporting requirements

- 152 Take appropriate action concerning legal liability responsibilities of the agency
- 153 Comply with all labor laws
- 154 Comply with all benefit laws
- 155 Seek specific legal advice
- 156 Comply with regulatory requirements
- 157 Comply with zoning and building laws and regulations
- 158 Comply with human rights and privacy laws
- 159 Demonstrate basic understanding of contract law
- 160 Demonstrate understanding of labor relations, negotiations, and arbitrations
- 161 Comply with tax laws
- 162 Arrange for periodic legal review of agency documents and activities
- 163 Conform to limitations on lobbying

K. WORK WITH BOARD

- 164 Set up board agenda
- 165 Interact with board committees
- 166 Provide for board training
- 167 Assist in selecting and orienting new board members
- 168 Develop appropriate board committee structure
- 169 Evaluate the board
- 170 Provide for minutes to be taken and distributed

## L. ORGANIZE PUBLIC INFORMATION

- 171 Develop brochures
- 172 Develop newsletters
- 173 Develop annual reports
- 174 Make proposals available for public distribution
- 175 Establish media contacts
- 176 Establish inter-agency contacts
- 177 Develop public relations
- 178 Develop community awareness of agency
- 179 Educate community about your agency services

## M. DO FUND RAISING

- 180 Identify potential funding sources
- 181 Develop fundraising strategies
- 182 Raise operating funds
- 183 Raise capital funds
- 184 Raise endowment funds

## N. ENJOY THE JOB

- 185 Balance personal and professional activities
- 186 Demonstrate a sense of humor
- 187 Develop opportunities for personal/professional growth
- 188 Interact with peers
- 189 Attend conferences and workshops
- 190 Celebrate your victories
- 191 Cope with problems

APPENDIX G

JOB ELEMENT BLANK

## MANAGERIAL QUALITIES RESEARCH PROJECT

## JOB ELEMENT BLANK

NAME OF RESPONDENT \_\_\_\_\_ DATE \_\_\_\_\_

Instructions: For each competency or job element below, please indicate the extent to which it meets the criteria in the four columns (B, S, T, & P). Mark each column with +, /, or o.

JOB ELEMENT:	(B) BARELY ACCEPTABLE WORKERS	(S) TO PICK OUT SUPERIOR WORKERS	(T) TROUBLE LIKELY IF NOT CONSI- DERED	(P) PRACTICAL. DEMANDING THIS ELEMENT WE CAN FILL
The Human Service Manager must be able to...	+ All have it ✓ Some have it o Almost none have it	+ Very important ✓ Valuable o Does not differentiate	+ Much trouble ✓ Some trouble o Safe to ignore	+ All openings ✓ Some openings o Almost no openings

- A. DEMONSTRATE COMMITMENT TO THE MISSION OF THE AGENCY
- A.1 Develop an agency mission statement
- A.2 Foster ownership of mission statement by broad-based participation
- A.3 Review programs to see if they address mission as stated
- A.4 Modify the organization to fit the mission
- A.5 Establish measurable goals and objectives that flow from the mission statement
- A.6 Provide for continuity of purpose
- A.7 Advocate the mission of the agency to state, local, and federal agencies
- A.8 Change the mission statement to address new community needs
- A.9 Advocate for clientele
- B. PLAN ACTIVITIES
- B.1 Set priorities
- B.2 Balance internal and external demands
- B.3 Consider financial implications
- B.4 Consider time allocations
- B.5 Consider staff allocations
- B.6 Identify problems

JOB ELEMENT:	(B) BARELY ACCEPTABLE WORKERS	(S) TO PICK OUT SUPERIOR WORKERS	(T) TROUBLE LIKELY IF NOT CONSI- DERED	(P) PRACTICAL. DEMANDING THIS ELEMENT WE CAN FILL
The Human Service Manager must be able to...	+ All have it ✓ Some have it ○ Almost none have it	+ Very important ✓ Valuable ○ Does not differentiate	+ Much trouble ✓ Some trouble ○ Safe to ignore	+ All openings ✓ Some openings ○ Almost no openings

- B.7 Set goals and objectives
- B.8 Evaluate outcomes
- B.9 Develop action plans
- B.10 Structure the planning process
- B.11 Update planning activities
- C. LEAD OTHERS
- C.1 Model roles for staff
- C.2 Function consistently and dependably
- C.3 Be a symbol of agency values
- C.4 Demonstrate concern for others
- C.5 Motivate employees
- C.6 Recognize and appreciate talents of staff
- C.7 Support and defend staff when appropriate
- C.8 Maintain visibility with staff
- C.9 Make your staff proud of you
- C.10 Educate staff, community, and others
- C.11 Demonstrate charisma
- C.12 Challenge others
- C.13 Establish clear expectations for staff
- C.14 Reprimand inappropriate staff performance
- C.15 Manage conflict
- C.16 Permit mistakes
- C.17 Encourage entrepreneurial program development
- C.18 Influence public policy and policymakers
- C.19 Be a visionary
- C.20 Be a politician

JOB ELEMENT:	(B) BARELY ACCEPTABLE WORKERS	(S) TO PICK OUT SUPERIOR WORKERS	(T) TROUBLE LIKELY IF NOT CONSI- DERED	(P) PRACTICAL. DEMANDING THIS ELEMENT WE CAN FILL
The Human Service Manager must be able to...	+ All have it ✓ Some have it o Almost none have it	+ Very im- portant ✓ Valuable o Does not differ- entiate	+ Much trouble ✓ Some trouble o Safe to ignore	+ All openings ✓ Some openings o Almost no openings

## D. ARRANGE FOR EVALUATIONS

- D.1 Review agency goals and objectives
- D.2 Arrange for external peer evaluations
- D.3 Conform to internal and external measurements
- D.4 Make subjective evaluations of the agency and its programs
- D.5 Set up internal evaluation of programs
- D.6 Set up outcome evaluations
- D.7 Set up system for client evaluation of services
- D.8 Understand evaluation methodology
- D.9 Develop a corrective action plan
- D.10 Implement the corrective action plan
- D.11 Arrange for annual audit
- D.12 Establish internal financial controls
- D.13 Monitor the audit process

## E. MANAGE RESOURCES

- E.1 Read and interpret numerical information
- E.2 Manipulate and report numerical information
- E.3 Determine the information to be generated by the computer
- E.4 Read and interpret computer printouts
- E.5 Determine computer printout format
- E.6 Prepare a budget
- E.7 Monitor the budget
- E.8 Generate revenue
- E.9 Manage cash flow
- E.10 Manage capital funds
- E.11 Manage capital plant



JOB ELEMENT:	(B) BARELY ACCEPTABLE WORKERS + All have it ✓ Some have it o Almost none have it	(S) TO PICK OUT SUPERIOR WORKERS + Very im- portant ✓ Valuable o Does not differ- entiate	(T) TROUBLE LIKELY IF NOT CONSI- DERED + Much trouble ✓ Some trouble o Safe to ignore	(P) PRACTICAL, DEMANDING THIS ELEMENT WE CAN FILL + All openings ✓ Some openings o Almost no openings
The Human Service Manager must be able to...				
E.12	Design and maintain facilities			
E.13	Modify facilities			
E.14	Develop purchasing policies			
E.15	Coordinate inventory control			
E.16	Provide for appropriate insurance			
E.17	Design appropriate management reports			
E.18	Balance agency needs with budget			
E.19	Provide for purchase system			
E.20	Provide for client-related services (e.g. food, medical, clothing)			
E.21	Provide for client documentation and record- keeping			
E.22	Comply with legal and contractual agreements			
E.23	Interact with boards			
E.24	Develop and implement fund investment strate- gies			
E.25	Practice cost effectiveness			
F.	MANAGE HUMAN RESOURCES			
F.1	Conceptualize staff training programs			
F.2	Encourage continuing education			
F.3	Determine staffing levels			
F.4	Develop organizational charts			
F.5	Develop personnel policies			
F.6	Recruit staff			
F.7	Develop job descriptions			
F.8	Develop compensation and benefit plans			
F.9	Instill in staff ownership, commitment, and loyalty to mission of the agency			
F.10	Manage labor relations			

JOB ELEMENT:	(B) BARELY ACCEPTABLE WORKERS + All have it ✓ Some have it o Almost none have it	(S) TO PICK OUT SUPERIOR WORKERS + Very im- portant ✓ Valuable o Does not differ- entiate	(T) TROUBLE LIKELY IF NOT CONSI- DERED + Much trouble ✓ Some trouble o Safe to ignore	(P) PRACTICAL. DEMANDING THIS ELEMENT WE CAN FILL + All openings ✓ Some openings o Almost no openings
The Human Service Manager must be able to...				
F.11	Develop support system for agency (e.g. volunteers)			
F.12	Provide for staff supervision			
F.13	Establish meeting agendas			
F.14	Develop agency policy and procedures			
F.15	Develop and monitor appropriate workloads			
F.16	Develop a staff recognition system			
F.17	Develop a performance appraisal system			
F.18	Utilize consultants			
F.19	Provide for orientation of staff			
F.20	Begin and end meetings on time			
F.21	Encourage program staff creativity			
F.22	Follow up on meetings			
6.	MANAGE SELF			
6.1	Deal with stress			
6.2	Identify time demands			
6.3	Structure your schedule			
6.4	Delegate			
6.5	Use appropriate technology to maximize time			
6.6	Establish informal lines of communication			
6.7	Use discretionary time constructively			
6.8	Not take self too seriously			
6.9	Look for fresh perspectives			
6.10	Get comfortable with your perks			
6.11	Develop self-care activities			
6.12	Develop a life separate from job			
6.13	Know yourself			

JOB ELEMENT:	(B) BARELY ACCEPTABLE WORKERS	(S) TO PICK OUT SUPERIOR WORKERS	(T) TROUBLE LIKELY IF NOT CONSI- DERED	(P) PRACTICAL, DEMANDING THIS ELEMENT WE CAN FILL
The Human Service Manager must be able to...	+ All have it ✓ Some have it o Almost none have it	+ Very important ✓ Valuable o Does not differentiate	+ Much trouble ✓ Some trouble o Safe to ignore	+ All openings ✓ Some openings o Almost no openings

- 6.14 Seek feedback
- 6.15 Understand your management style
- 6.16 Evaluate and update your management style
- 6.17 Possess courage
- 6.18 Use assertiveness skills
- 6.19 Demonstrate ego strength
- 6.20 Develop appropriate compensation package for self
- 6.21 Surround yourself with appropriate support staff
- 6.22 Take appropriate risks
- 6.23 Avoid undue influence from personal biases and prejudices
- 6.24 Demonstrate flexibility and adaptability
- H. COMMUNICATE
- H.1 Listen
- H.2 Conceptualize ideas
- H.3 Speak with clarity
- H.4 Analyze your audience
- H.5 Play roles
- H.6 Communicate "real" feelings
- H.7 Use non-verbal skills
- H.8 Influence others
- H.9 Avoid jargon
- H.10 Make public presentations
- H.11 Write position papers
- H.12 Write memos and letters
- H.13 Write grant applications

JOB ELEMENT:	(B) BARELY ACCEPTABLE WORKERS	(S) TO PICK OUT SUPERIOR WORKERS	(T) TROUBLE LIKELY IF NOT CONSI- DERED	(P) PRACTICAL. DEMANDING THIS ELEMENT WE CAN FILL
The Human Service Manager must be able to...	+ All have it ✓ Some have it o Almost none have it	+ Very im- portant ✓ Valuable  o Does not differ- entiate	+ Much trouble ✓ Some trouble o Safe to ignore	+ All openings ✓ Some openings o Almost no openings
H.14 Train others to write				
H.15 Function in small groups				
H.16 Select appropriate mode of communication				
H.17 Select appropriate communicator				
H.18 Develop institutional communication system				
H.19 Anticipate consequences of all communications				
I. DEMONSTRATE KNOWLEDGE OF THE INDUSTRY				
I.1 Demonstrate experience in the field				
I.2 Talk to other professionals				
I.3 Observe work process and product in your agency and other agencies				
I.4 Read appropriate journals, newspapers, etc.				
I.5 Participate in professional organizations				
I.6 Publish, teach, and make professional presenta- tions				
J. COMPLY WITH LAWS				
J.1 Adhere to laws affecting the operation of corporations				
J.2 Comply with reporting requirements				
J.3 Take appropriate action concerning legal liability responsibilities of the agency				
J.4 Comply with all labor laws				
J.5 Comply with all benefit laws				
J.6 Seek specific legal advice				
J.7 Comply with regulatory requirements				
J.8 Comply with zoning and building laws and regulations				
J.9 Comply with human rights and privacy laws				
J.10 Demonstrate basic understanding of contract law				

JOB ELEMENT:	(B) BARELY ACCEPTABLE WORKERS + All have it ✓ Some have it o Almost none have it	(S) TO PICK OUT SUPERIOR WORKERS + Very im- portant ✓ Valuable o Does not differ- entiate	(T) TROUBLE LIKELY IF NOT CONSI- DERED + Much trouble ✓ Some trouble o Safe to ignore	(P) PRACTICAL. DEMANDING THIS ELEMENT WE CAN FILL + All openings ✓ Some openings o Almost no openings
The Human Service Manager must be able to...				
J.11	Demonstrate understanding of labor relations, negotiations, and arbitrations			
J.12	Comply with tax laws			
J.13	Arrange for periodic legal review of agency documents and activities			
J.14	Conform to limitations on lobbying			
K.	WORK WITH BOARD			
K.1	Set up board agenda			
K.2	Interact with board committees			
K.3	Provide for board training			
K.4	Assist in selecting and orienting new board members			
K.5	Develop appropriate board committee structure			
K.6	Evaluate the board			
K.7	Provide for minutes to be taken and distributed			
L.	ORGANIZE PUBLIC INFORMATION			
L.1	Develop brochures			
L.2	Develop newsletters			
L.3	Develop annual reports			
L.4	Make proposals available for public distribution			
L.5	Establish media contacts			
L.6	Establish inter-agency contacts			
L.7	Develop public relations			
L.8	Develop community awareness of agency			
L.9	Educate community about your agency services			
M.	DO FUND RAISING			
M.1	Identify potential funding sources			
M.2	Develop fundraising strategies			

JOB ELEMENT:	(B) BARELY ACCEPTABLE WORKERS	(S) TO PICK OUT SUPERIOR WORKERS	(T) TROUBLE LIKELY IF NOT CONSI- DERED	(P) PRACTICAL. DEMANDING THIS ELEMENT WE CAN FILL
The Human Service Manager must be able to...	+ All have it ✓ Some have it o Almost none have it	+ Very im- portant ✓ Valuable o Does not differ- entiate	+ Much trouble ✓ Some trouble o Safe to ignore	+ All openings ✓ Some openings o Almost no openings
M.3	Raise operating funds			
M.4	Raise capital funds			
M.5	Raise endowment funds			
N.	ENJOY THE JOB			
N.1	Balance personal and professional activities			
N.2	Demonstrate a sense of humor			
N.3	Develop opportunities for personal and profes- sional growth			
N.4	Interact with peers			
N.5	Attend conferences and workshops			
N.6	Celebrate your victories			
N.7	Cope with problems			

APPENDIX H

JOB ELEMENT VALUES COMPUTER PROGRAMS

## JOB ELEMENT VALUES COMPUTER PROGRAM #1

## DATA INPUT

```
100 REM JOB ELEMENT VALUES PROGRAM
110 REM CONVERTED TO BASIC FEBRUARY 1985
120 REM CODE EACH PLUS AS +, EACH CHECK AS /, EACH 0 AS 0
130 DIM E$(200)
135 DIM C$(200),D$(200),F$(200),G$(200)
140 DIM NB(540), NS(540), NT(540), NP(540), NBT(540),
    NST(540), NTT(540)
150 DIM NPT(540), NPPRT(540), NSPT(540), T$(50), IRK(200,30)
155 X=1
160 OPEN "A:ELEMENTS" FOR OUTPUT AS #1
170 PRINT "OUTPUT FILE NAME IS A:ELEMENTS"
180 PRINT "BE SURE TO CHANGE THE NAME IN THE PROGRAM IF YOU
    DO NOT WANT TO DESTROY THE DATA ON THE FILE"
200 PRINT "KEY IN THE TITLE FOR THE REPORT"
210 INPUT T$
220 PRINT "KEY IN THE NUMBER OF ELEMENTS "
230 INPUT I
240 PRINT "YOU KEYED IN " I " AS THE NUMBER OF ELEMENTS"
250 PRINT "IS THIS CORRECT? Y OR N"
260 INPUT A$
270 B$=MID$(A$,1,1)
280 IF B$="N" GOTO 220
```



```
285 Z=I
290 PRINT "DO YOU WANT TO SUPPLY ELEMENT NAMES? Y OR N"
300 INPUT A$
310 B$=MID$(A$,1,1)
320 IF B$="N" GOTO 370
330 FOR J=1 TO I
340 PRINT "INPUT ELEMENT NAME FOR ELEMENT NUMBER " J
350 INPUT E$(J)
360 NEXT J
370 PRINT "KEY IN JOB NUMBER"
380 INPUT N
400 PRINT "KEY IN PAGE NUMBER OF DATA"
410 INPUT P
420 PRINT "KEY IN RATER NUMBER"
430 INPUT R$
455 L=1
456 I=Z
460 FOR J=L TO I
470 PRINT "INPUT RATING OF ELEMENT NUMBER " J " " E$(J) "
      B,S,T,P"
480 INPUT C$(J),D$(J),F$(J),G$(J)
485 NB(J) = -1
490 IF C$(J)="+" THEN NB(J)=2
500 IF C$(J)="/" THEN NB(J)=1
510 IF C$(J)="0" THEN NB(J)=0
520 IF NB(J) < 0 OR NB(J) > 2 GOTO 700
```

```
525 NS(J) = -1
530 IF D$(J)="+" THEN NS(J)=2
540 IF D$(J)="/" THEN NS(J)=1
550 IF D$(J)="0" THEN NS(J)=0
560 IF NS(J) < 0 OR NS(J) > 2 GOTO 700
565 NT(J) = -1
570 IF F$(J)="+" THEN NT(J)=2
580 IF F$(J)="/" THEN NT(J)=1
590 IF F$(J)="0" THEN NT(J)=0
600 IF NT(J) < 0 OR NT(J) > 2 GOTO 700
605 NP(J) = -1
610 IF G$(J)="+" THEN NP(J)=2
620 IF G$(J)="/" THEN NP(J)=1
630 IF G$(J)="0" THEN NP(J)=0
640 IF NP(J) < 0 OR NP(J) > 2 GOTO 700
680 GOTO 800
700 PRINT "ERROR IN INPUTTING ELEMENT " J " " E$(J)
710 PRINT "PLEASE RE-ENTER.  + OR / OR 0"
730 GOTO 470
800 NEXT J
900 PRINT "          ";T$
910 PRINT "PAGE NUMBER ";P
920 PRINT "RATER NUMBER ";R$
930 PRINT "JOB NUMBER ";N
950 PRINT "ELEMENT", "ELEMENT"
951 PRINT "NUMBER", "NAME", "B"; " "; "S"; " "; "T"; " "; "P"
```

```
952 FOR I=1 TO Z
955 PRINT I,E$(I),C$(I);" ";D$(I);" ";F$(I);" ";G$(I)
960 NEXT I
970 PRINT "ARE THERE ANY CORRECTIONS - Y OR N"
980 INPUT A$
990 B$=MID$(A$,1,1)
1000 IF B$="Y" GOTO 1100
1002 IF X > 1 GOTO 1045
1010 WRITE #1,T$,Z,N
1020 FOR I=1 TO Z
1030 WRITE #1,E$(I)
1040 NEXT I
1045 WRITE #1,"RATER",R$,"PAGE",P
1050 FOR I=1 TO Z
1060 WRITE #1,I,C$(I),D$(I),F$(I),G$(I)
1070 NEXT I
1080 GOTO 1880
1100 PRINT "KEY IN ELEMENT TO BE CORRECTED"
1110 INPUT L
1115 I=L
1120 GOTO 460
1880 PRINT "ARE THERE ANY MORE FORMS TO ENTER? Y OR N"
1885 INPUT A$
1890 B$=MID$(A$,1,1)
1895 IF B$="N" GOTO 3000
2000 X=X+1
```

```
2010 GOTO 400
3000 PRINT "TOTAL NUMBER OF RATERS = ";X
3010 WRITE #1,"TOTAL RATINGS",X
4010 END
```

JOB ELEMENT VALUES COMPUTER PROGRAM #2

REPORT

```
10 REM JOB ELEMENT VALUES PROGRAM
20 REM CONVERTED TO BASIC FEBRUARY 1985
30 REM CODE EACH PLUS AS +, EACH CHECK AS /, EACH 0 AS 0
40 DIM E$(200)
45 DIM C$(200),D$(200),F$(200),G$(200)
50 DIM NB(540), NS(540), NT(540), NP(540), NBT(540),
    NST(540), NTT(540)
60 DIM NPT(540), NPPRT(540), NSPT(540), T$(50), IRK(200,30)
70 OPEN "A:ELEMENT" FOR INPUT AS #1
75 OPEN "A:REPRTOUT" FOR OUTPUT AS #2
80 INPUT #1,T$,Z,Y
90 FOR I=1 TO Z
100 INPUT #1,E$(I)
110 NEXT I
112 INPUT #1,A$,R
114 IF A$="TOTAL RATINGS" THEN 3121
```

```
116 IF A$="RATER" THEN 119
118 GOTO 112
119 INPUT #1,P$,P
170 FOR J=1 TO Z
180 INPUT #1,U,C$(J),D$(J),F$(J),G$(J)
490 IF C$(J)="+" THEN NB(J)=2
500 IF C$(J)="/" THEN NB(J)=1
510 IF C$(J)="0" THEN NB(J)=0
530 IF D$(J)="+" THEN NS(J)=2
540 IF D$(J)="/" THEN NS(J)=1
550 IF D$(J)="0" THEN NS(J)=0
570 IF F$(J)="+" THEN NT(J)=2
580 IF F$(J)="/" THEN NT(J)=1
590 IF F$(J)="0" THEN NT(J)=0
610 IF G$(J)="+" THEN NP(J)=2
620 IF G$(J)="/" THEN NP(J)=1
630 IF G$(J)="0" THEN NP(J)=0
650 K1=1
660 IF NP(J)=2 THEN K1=0
670 IF NP(J)=0 THEN K1=2
3000 REM CALCULATE TOTALS
3010 NPPRT(J) = NPPRT(J) + K1 * NS(J)
3020 NBT(J) = NBT(J) + NB(J)
3030 NST(J) = NST(J) + NS(J)
3040 NTT(J) = NTT(J) + NT(J)
3050 NPT(J) = NPT(J) + NP(J)
```

```
3060 NSPT(J) = NSPT(J) + NS(J) * NP(J)
3070 NEXT J
3100 N = N+1
3120 GOTO 112
3121 PRINT T$
3122 PRINT
3123 PRINT "ELEM      B      S      T      P      TV
      IT      TR"
3124 PRINT
3125 PRINT #2, T$
3126 PRINT #2,
3127 PRINT #2, "ELEM      B      S      T      P      TV
      IT      TR"
3128 PRINT #2,
3130 FOR J = 1 TO Z
3135 A$ = " "
3140 KTVT = NSPT(J) + NST(J) + NTT(J) - NBT(J) - NPT(J)
3150 ITT = NSPT(J) + NTT(J)
3160 ITRT = NPPRT(J) + NST(J) + NTT(J) - NBT(J)
3170 IBS1 = 2 * N
3180 IBS2 = 4 * N
3190 IBS3 = 6 * N
3200 JB = (100 * NBT(J)) / IBS1
3210 JS = (100 * NST(J)) / IBS1
3220 JT = (100 * NTT(J)) / IBS1
3225 JP = ((100 * NPT(J)) / IBS1)
```

```

3230 JTV = ((100 * KTVT + IBS1)/IBS2)
3240 JIT = ((100 * ITT + IBS3 / 2) / IBS3)
3250 JTR = ((100 * ITRT + IBS1) / IBS2)
3260 PRINT USING "###          ";J;JB;JS;JT;JP;JTV;JIT;JTR
3262 PRINT #2,USING "###          ";J;JB;JS;JT;JP;JTV;JIT;JTR
3270 IF JTV - 1 < 0 THEN 3290
3280 GOTO 3300
3290 JTV=1
3300 IF JTV - 150 > 0 THEN 3370
3310 IRK(JTV,1) = IRK(JTV,1) + 1
3320 MM = IRK(JTV,1) + 1
3330 IF (MM.GT.29) GOTO 3360
3340 IRK(JTV, MM) = J
3350 GOTO 3370
3360 IRK(JTV,2) = 0
3370 NEXT J
3390 PRINT T$
3392 PRINT #2,T$
3410 PRINT " RANKINGS"
3411 PRINT #2," RANKINGS"
3420 KLN = 1
3430 MM2 = 150
3435 PRINT " TOTAL "
3436 PRINT #2," TOTAL "
3440 PRINT " VALUE          FREQ          ELEMENTS  - - - - -
      - - - - -"

```

```
3442 PRINT #2," VALUE      FREQ      ELEMENTS  - - - - -
      - - - - -"
3450 FOR I=2 TO 150
3460 MM3 = IRK(MM2,1)
3470 IF (MM3 < 30) GOTO 3500
3480 M4 = 2
3490 GOTO 3520
3500 M4 = MM3 + 1
3510 IF MM3 = 0 GOTO 3570
3520 PRINT USING " ####      ";MM2;IRK(MM2,1);IRK(MM2,2);
      IRK(MM2,3);IRK(MM2,4)
3522 PRINT #2,USING " ####      ";MM2;IRK(MM2,1);IRK(MM2,2);
      IRK(MM2,3);IRK(MM2,4)
3530 KLN = KLN + 1
3540 GOTO 3570
3570 MM2 = MM2 - 1
3580 NEXT I
3620 END
```



APPENDIX I

TABLE OF RATINGS OF JOB ELEMENTS  
BY EXPERT PANEL

TABLE 16  
 RATINGS OF JOB ELEMENTS BY EXPERT PANEL

ELEM	B	S	T	P	TV	IT	TR
1	40	70	65	60	53	46	83
2	25	90	80	55	93	59	116
3	30	90	75	55	88	57	111
4	10	65	65	40	66	39	101
5	25	85	95	55	93	61	121
6	30	70	75	55	71	52	88
7	45	70	70	65	63	56	71
8	30	90	75	60	91	61	106
9	60	80	70	60	66	57	76
10	50	90	95	70	93	72	98
11	35	90	75	60	88	61	103
12	60	80	80	55	68	57	86
13	50	80	65	60	66	54	81
14	45	80	65	60	71	56	81
15	50	90	85	60	86	64	101
16	50	80	80	60	71	57	91
17	35	85	80	45	81	52	113
18	40	80	70	55	73	54	91
19	40	70	50	55	53	44	71
20	35	60	60	50	46	39	76
21	30	95	80	60	101	66	111

ELEM	B	S	T	P	TV	IT	TR
22	35	70	70	70	68	57	73
23	30	80	65	65	81	59	83
24	50	65	75	75	58	59	61
25	35	90	90	70	101	72	101
26	35	80	70	70	81	62	81
27	35	90	80	65	96	67	98
28	45	75	70	75	66	59	73
29	30	55	50	50	41	36	66
30	40	70	60	60	58	49	73
31	15	65	55	45	58	37	91
32	25	60	40	55	43	36	66
33	40	80	75	60	78	59	88
34	30	75	85	55	81	57	98
35	30	90	85	55	96	62	113
36	45	75	65	55	61	49	83
37	45	50	35	50	21	29	46
38	25	65	60	60	61	47	76
39	10	70	60	40	68	39	103
40	40	70	70	50	61	47	86
41	50	90	75	50	78	56	103
42	20	50	35	50	31	27	61
43	50	65	55	55	43	42	66
44	45	65	70	55	48	44	81
45	35	75	65	55	66	49	88

---

ELEM	B	S	T	P	TV	IT	TR
46	20	70	55	30	56	31	106
47	30	60	45	40	43	32	73
48	35	55	45	40	33	29	68
49	35	75	70	55	68	51	90
50	40	75	70	55	66	51	88
51	60	55	80	65	38	49	61
52	45	65	80	55	56	49	83
53	40	55	50	55	33	36	61
54	45	75	80	55	68	54	91
55	40	75	75	50	66	49	96
56	25	65	55	45	51	36	88
57	40	55	50	50	33	34	63
58	20	45	30	35	26	21	58
59	50	80	90	80	88	76	73
60	50	85	85	75	88	72	81
61	45	85	90	55	86	62	103
62	50	75	85	60	73	61	83
63	35	65	65	45	58	44	81
64	40	60	65	55	56	49	63
65	40	55	50	40	36	32	66
66	35	50	45	40	28	27	63
67	40	45	30	55	16	27	38
68	40	30	40	50	6	24	31

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ELEM	B	S	T	P	TV	IT	TR
69	45	50	70	50	38	41	63
70	30	60	60	45	48	37	81
71	35	80	80	55	78	56	101
72	45	45	45	55	18	31	46
73	50	65	70	65	53	52	66
74	50	70	70	70	61	57	66
75	40	85	90	55	86	61	108
76	45	85	85	65	88	67	91
77	20	55	40	45	41	31	68
78	40	70	70	60	61	51	81
79	30	80	60	45	68	44	101
80	50	60	45	60	31	37	56
81	50	80	80	70	81	67	76
82	55	60	50	70	33	44	48
83	45	80	75	65	76	61	83
84	40	90	90	65	98	71	101
85	55	60	65	70	43	51	53
86	40	65	65	65	56	51	68
87	20	100	90	45	108	61	141
88	25	85	90	45	88	54	126
89	45	45	45	60	18	32	43
90	50	85	95	65	91	71	93
91	40	70	60	65	61	52	68

---

ELEM	B	S	T	P	TV	IT	TR
92	40	70	80	60	68	56	83
93	45	65	70	55	51	46	78
94	25	65	45	50	53	39	73
95	35	70	65	55	63	49	81
96	40	55	40	60	31	36	51
97	45	60	60	60	46	46	61
98	35	35	40	55	11	26	38
99	30	85	65	50	76	49	106
100	50	70	70	55	53	47	81
101	45	90	90	60	88	64	108
102	45	75	70	55	63	51	86
103	45	80	60	55	63	49	86
104	50	90	85	45	81	56	113
105	25	55	40	40	38	29	68
106	45	75	60	60	61	51	76
107	35	80	55	55	66	47	88
108	50	75	65	50	56	46	86
109	30	85	65	50	78	51	103
110	45	35	25	65	-5	22	23
111	55	45	50	60	16	34	41
112	55	60	60	70	38	47	53
113	35	90	75	65	88	62	101
114	45	100	95	55	103	69	121

ELEM	B	S	T	P	TV	IT	TR
115	30	80	70	50	76	51	101
116	25	75	60	40	63	39	103
117	35	90	75	40	78	47	123
118	45	70	65	70	56	52	71
119	45	70	65	75	58	56	66
120	50	50	40	75	18	37	36
121	35	90	85	55	91	61	113
122	35	80	75	50	73	51	103
123	45	75	75	45	66	49	93
124	35	95	95	45	98	61	131
125	45	90	90	65	96	71	98
126	45	100	85	60	101	69	111
127	45	75	75	60	68	56	83
128	45	75	70	50	63	49	88
129	35	70	60	45	56	41	88
130	50	65	60	50	46	42	71
131	45	60	50	55	38	39	61
132	40	90	90	55	93	64	111
133	40	50	40	55	23	31	51
134	50	70	70	55	56	49	78
135	40	55	50	45	36	34	63
136	45	60	60	60	43	44	63
137	45	65	50	55	46	42	63

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ELEM	B	S	T	P	TV	IT	TR
138	25	55	50	30	41	27	81
139	45	65	70	60	56	51	71
140	45	75	70	60	68	56	78
141	50	60	65	55	41	42	68
142	40	60	70	50	46	41	81
143	30	90	85	40	88	52	128
144	50	75	80	70	68	61	78
145	55	70	60	70	53	54	58
146	55	80	65	55	61	51	83
147	45	60	50	60	38	41	58
148	50	55	45	60	26	36	51
149	30	55	35	35	33	26	66
150	50	80	85	60	76	61	91
151	55	70	75	65	61	57	68
152	45	80	85	55	76	57	98
153	50	70	80	50	61	51	86
154	55	70	80	55	58	52	81
155	45	75	75	65	71	59	78
156	50	75	80	65	71	61	78
157	55	75	80	55	66	56	83
158	50	70	75	55	58	51	81
159	35	60	60	50	48	41	73
160	30	70	75	40	63	42	103

---



ELEM	B	S	T	P	TV	IT	TR
161	45	75	85	55	71	56	93
162	35	60	60	50	51	42	71
163	50	60	70	60	48	49	63
164	45	65	60	70	53	52	58
165	45	80	80	55	76	57	93
166	25	60	50	50	46	36	76
167	45	70	70	60	61	52	76
168	40	70	65	50	58	46	83
169	20	65	55	45	56	37	88
170	55	55	65	65	38	47	51
171	35	60	60	55	48	42	71
172	35	65	65	60	56	47	76
173	35	65	60	55	51	42	78
174	40	45	40	55	18	29	46
175	40	70	65	45	58	44	86
176	55	80	80	65	73	62	81
177	35	75	80	60	73	56	93
178	35	70	70	55	61	47	88
179	40	70	60	55	61	49	73
180	45	80	80	65	81	64	83
181	40	75	75	60	73	57	83
182	40	75	75	55	71	54	88
183	40	75	70	50	68	51	88

---

ELEM	B	S	T	P	TV	IT	TR
184	30	60	45	35	43	31	76
185	40	80	80	55	78	57	96
186	45	80	70	60	68	54	88
187	40	85	75	60	83	61	93
188	55	80	70	65	68	59	76
189	55	60	50	60	31	39	56
190	50	70	50	65	46	46	63
191	40	90	85	60	91	64	106

---

APPENDIX J

SELF-REPORT CHECKLIST

## MANAGERIAL QUALITIES RESEARCH PROJECT

The purpose of this questionnaire is to identify job elements that are most important in the management of human service agencies.

For each job element listed below, please circle the letter (A,B,C,D, or E) under the column that best characterizes your knowledge, experience, or ability level in the element:

- A. I have had little or no experience in this as a human services manager
- B. I have some familiarity with this as a human services manager
- C. I have used my knowledge or ability in this
- D. I have used my knowledge or ability in this with good results
- E. I am recognized as superior in this by other human service managers

The data requested is for research purposes only and will not affect respondents in any way.

JOB ELEMENTS OF HUMAN SERVICES MANAGERS		A	B	C	D	E
		LITTLE OR NO EXPERIENCE	SOME FAMILIARITY WITH THIS	USED MY KNOWLEDGE OF THIS	HAD GOOD RESULTS IN THIS	RECOGNIZED AS SUPERIOR IN THIS
<b>A</b>	<b>DEMONSTRATE COMMITMENT TO THE MISSION OF THE AGENCY</b>					
1	Foster ownership of agency mission statement by broad-based participation	A	B	C	D	E
2	Establish measurable goals and objectives that flow from the mission statement	A	B	C	D	E
3	Review programs to see if they address mission as stated	A	B	C	D	E
4	Change the mission statement to address new community needs	A	B	C	D	E
5	Provide for continuity of purpose in agency programs	A	B	C	D	E
6	Advocate the mission of the agency to state, local, and federal agencies	A	B	C	D	E
7	Advocate for clientele of agency	A	B	C	D	E
<b>B</b>	<b>PLAN ACTIVITIES</b>					
8	Set priorities among projects and activities	A	B	C	D	E
9	Balance internal and external demands in selecting activities	A	B	C	D	E
10	Consider financial implications when planning projects and activities	A	B	C	D	E
11	Consider time allocations for activities	A	B	C	D	E
12	Consider staff allocations for activities	A	B	C	D	E
13	Identify problems during the planning process	A	B	C	D	E
14	Set goals and objectives for agency	A	B	C	D	E
15	Evaluate outcomes of goals and objectives	A	B	C	D	E
16	Develop a corrective action plan	A	B	C	D	E
17	Develop action or implementation plans	A	B	C	D	E

JOB ELEMENTS OF HUMAN SERVICES MANAGERS		A LITTLE OR NO EXPERIENCE	B SOME FAMILIARITY WITH THIS	C USED MY KNOWLEDGE OF THIS	D HAD GOOD RESULTS IN THIS	E RECOGNIZED AS SUPERIOR IN THIS
<b>C LEAD OTHERS</b>						
18	Function consistently and dependably	A	B	C	D	E
19	Be a symbol of agency values	A	B	C	D	E
20	Demonstrate concern for others	A	B	C	D	E
21	Recognize and appreciate talents of staff	A	B	C	D	E
22	Support and defend staff when appropriate	A	B	C	D	E
23	Maintain visibility with staff	A	B	C	D	E
24	Establish clear expectations for staff	A	B	C	D	E
25	Reprimand inappropriate staff performance	A	B	C	D	E
26	Manage conflict	A	B	C	D	E
<b>D MANAGE RESOURCES</b>						
27	Read and interpret numerical information	A	B	C	D	E
28	Prepare a budget	A	B	C	D	E
29	Monitor the budget	A	B	C	D	E
30	Generate revenue	A	B	C	D	E
31	Manage cash flow	A	B	C	D	E
32	Balance agency needs with budget	A	B	C	D	E
33	Provide for client-related services (e.g. food, medical, clothing)	A	B	C	D	E
34	Provide for client documentation and record keeping	A	B	C	D	E
35	Comply with legal and contractual agreements	A	B	C	D	E
36	Practice cost effectiveness	A	B	C	D	E
<b>E MANAGE HUMAN RESOURCES</b>						
37	Determine staffing levels	A	B	C	D	E
38	Develop personnel policies and procedures	A	B	C	D	E
39	Recruit staff	A	B	C	D	E
40	Develop job descriptions	A	B	C	D	E
41	Develop compensation and benefit plans	A	B	C	D	E
42	Manage labor relations	A	B	C	D	E
43	Provide for staff supervision	A	B	C	D	E
44	Establish staff meeting agendas	A	B	C	D	E

JOB ELEMENTS OF HUMAN SERVICES MANAGERS		A LITTLE OR NO EXPERIENCE	B SOME FAMILIARITY WITH THIS	C USED MY KNOWLEDGE OF THIS	D HAD GOOD RESULTS IN THIS	E RECOGNIZED AS SUPERIOR IN THIS
F	MANAGE SELF					
45	Deal with stress	A	B	C	D	E
46	Identify time demands	A	B	C	D	E
47	Delegate effectively	A	B	C	D	E
48	Establish informal lines of communication	A	B	C	D	E
49	Look for fresh perspectives	A	B	C	D	E
50	Know yourself	A	B	C	D	E
51	Understand your management style	A	B	C	D	E
52	Use assertiveness skills	A	B	C	D	E
53	Demonstrate ego strength	A	B	C	D	E
54	Surround oneself with appropriate support staff	A	B	C	D	E
55	Take appropriate risks	A	B	C	D	E
56	Demonstrate flexibility and adaptability	A	B	C	D	E
6	COMMUNICATE					
57	Listen	A	B	C	D	E
58	Speak with clarity	A	B	C	D	E
59	Influence others through communication	A	B	C	D	E
60	Function in small groups	A	B	C	D	E
61	Select appropriate mode of communication	A	B	C	D	E
62	Anticipate consequences of all communications	A	B	C	D	E
H	DEMONSTRATE KNOWLEDGE OF THE INDUSTRY					
63	Demonstrate experience in the field of human services	A	B	C	D	E
64	Talk to other professionals	A	B	C	D	E
65	Observe work processes and products in one's agency and other agencies	A	B	C	D	E
I	COMPLY WITH LAWS					
66	Adhere to laws affecting the operation of corporations	A	B	C	D	E
67	Comply with reporting requirements	A	B	C	D	E
68	Take appropriate action concerning legal liability responsibilities of the agency	A	B	C	D	E
69	Comply with all labor laws	A	B	C	D	E

JOB ELEMENTS OF HUMAN SERVICES MANAGERS		A LITTLE OR NO EXPERIENCE	B SOME FAMILIARITY WITH THIS	C USED MY KNOWLEDGE OF THIS	D HAD GOOD RESULTS IN THIS	E RECOGNIZED AS SUPERIOR IN THIS
70	Comply with all benefit laws	A	B	C	D	E
71	Seek specific legal advice	A	B	C	D	E
72	Comply with regulatory requirements	A	B	C	D	E
73	Comply with zoning and building laws and regulations	A	B	C	D	E
74	Comply with human rights and privacy laws	A	B	C	D	E
75	Comply with tax laws	A	B	C	D	E
<b>J WORK WITH BOARDS</b>						
76	Set up board agendas	A	B	C	D	E
77	Interact with board and committees	A	B	C	D	E
78	Assist in selecting and orienting new board members	A	B	C	D	E
<b>K ORGANIZE PUBLIC INFORMATION</b>						
79	Establish inter-agency contacts	A	B	C	D	E
80	Develop public relations activities	A	B	C	D	E
<b>L DO FUND RAISING</b>						
81	Identify potential funding sources	A	B	C	D	E
82	Develop fundraising strategies	A	B	C	D	E
83	Raise operating funds	A	B	C	D	E
84	Raise capital funds	A	B	C	D	E
<b>M ENJOY THE JOB</b>						
85	Balance personal and professional activities	A	B	C	D	E
86	Demonstrate a sense of humor	A	B	C	D	E
87	Develop opportunities for personal and professional growth	A	B	C	D	E
88	Interact with peers	A	B	C	D	E
89	Cope with problems	A	B	C	D	E

1. How many years have you been an agency head? \_\_\_\_\_
2. What is the approximate number of staff members employed by your agency? \_\_\_\_\_
3. What is the primary focus of your human service agency (e.g. elder affairs, mental health, etc.)? \_\_\_\_\_

APPENDIX K

UTILITY EVALUATION FORM



EVALUATIONMANAGERIAL QUALITIES COMPETENCY IDENTIFICATION METHOD

The purpose of this evaluation form is to learn whether the methodology for identifying competencies related to successful managerial performance in the field of human services represents an efficient and useful approach to the development of curricula in a professional training institution or the development of hiring and promotion standards in a human service agency.

1. Is it important to identify competencies that relate to successful performance in your professional field?

Very important  
 Somewhat important  
 Important  
 Somewhat unimportant  
 Very unimportant

2. Given a how-to-do-it manual, what is the likelihood of your institution or organization using the competency identification method either to develop curricula for training or standards for hiring and promotion?

Very likely  
 Somewhat likely  
 Likely  
 Somewhat unlikely  
 Very unlikely

If your answer is unlikely, under what circumstances would your institution or organization be likely to use the method?

\_\_\_\_\_

\_\_\_\_\_

NAME \_\_\_\_\_

INSTITUTION TYPE: \_\_\_\_\_ Professional training institution  
 \_\_\_\_\_ Employing organization or agency  
 \_\_\_\_\_ Association of agencies



