

Chapter 2

Organization and Administration: Principles and Practices

Chapter Overview

This chapter one of the lengthiest in this book and certainly one of the most essential chapters in terms of providing the foundation of administration—examines organizations and the employees within them and how they should be managed and motivated. The underlying theme is that administrators must know their people, and the chapter offers a general discussion of organizations, focusing on their definition, theory and function, and structure. Included are several approaches to managing and communicating within organizations.

Chapter Objectives

After reading this chapter, the student will be able to:

- Define organizations and the types of organizations.
- Understand the evolution of organizational theory, including scientific, human relations, systems, and bureaucratic management.
- Understand the major components of organizational structure, such as span of control and unity of command.
- Explain the uniqueness of communication within police organizations.
- Describe the primary components of communication, such as its process, barriers, cultural cues, and upward/downward/horizontal forms.
- Comprehend the primary leadership theories and skills, including the characteristics and skills of America's best leaders.
- Describe the challenges and implications of new generations of workers who will soon be entering the workplace.
- Describe the rights and interests—and legal aspects—concerning both employees and employers regarding employees' personal appearance at the workplace.

Lecture Outline

I. Introduction

- A. This chapter examines how organizations and the employees within them should be managed and motivated.

II. Defining Organizations

- A. Organizations
 1. Social entity
 2. Relatively identifiable boundary
- B. Four different types of formal organizations have been identified by asking the question "Who benefits?"
 1. Mutual benefit associations, such as police labor unions;
 2. Business concerns, such as General Motors;
 3. Service organizations, such as community mental health centers, where the client group is the prime beneficiary; and
 4. Commonweal (e.g., those that exist for the public good or welfare) organizations, such as the Department of Defense and criminal justice agencies, where the beneficiaries are the public at large. The following analogy is designed to help the reader understand organizations.

III. The Evolution of Organizational Theory

- A. Scientific Management

1. POSDCORB, an acronym for planning, organizing, staffing, directing, coordinating, reporting, and budgeting
- B. Human Relations Management
- C. Systems Management
- D. Bureaucratic Management
 1. Rulification and routinization
 2. Division of labor
 3. Hierarchy of authority
 4. Expertise
 5. Written rules
- E. Organizational Inputs/Outputs

IV. Organizational Structure

- A. Primary Principles
 1. Principle of the objective
 2. Principle of specialization
 3. Principle of authority
 4. Principle of responsibility
 5. Principle of definition
 6. Principle of correspondence
 7. Span of control
- B. Span of Control and Unity of Command
 1. Chain of Command
 2. Organizational Pyramid
- C. Closed versus Open Systems

V. Communication within the Organization

- A. Import and Consequence
 1. Communication
- B. Process and Characteristics
 1. Encoding
 2. Transmission
 3. Medium
 4. Reception
 5. Decoding
 6. Feedback
- C. Communicating in Police Organizations: Consequence, Jargon, and the Grapevine
- D. Oral and Written Communication
- E. Other Barriers to Effective Communication
- F. Cultural Cues
- G. External Communications: Use of Social Media

VI. Primary Leadership Theories

- A. What is Leadership?
- B. Trait Theory
- C. Style Theory
 - 1. Autocratic leader
 - 2. Democratic leader
 - 3. Laissez-faire leader
- D. Situational Leadership Theory

VII. Characteristics and Skills of America's Best Leaders

- A. "Good In Their Skin"
- B. Katz's Three Skills
 - 1. Technical skills
 - 2. Human skills
 - 3. Conceptual skills

VIII. Motivating Employees

- A. The Hawthorne Studies
- B. Maslow's Hierarchy of Needs
 - 1. Humanistic school of Psychology
- C. McGregor's Theory X/Theory Y
- D. Ouchi's Theory Z
- E. Herzberg's Motivation-Hygiene Theory
 - 1. Maintenance and hygiene factors
 - 2. Motivational factors
- F. Expectancy and Contingency Theories
- G. Motivation through Job Enrichment

IX. Preparing for Employees Now and in the Future: Generation Y

- A. Changing Demographics and Mind-Set
- B. Coming Challenges
 - 1. Finding them
 - 2. Training them
 - 3. Keeping them
 - 4. Body Art
 - 5. Technology
- C. Becoming a Learning Organization

List of Changes/Transition Guide

- Closed versus open systems; external communications: use of social media; situational leadership theory; Ouchi's Theory Z; motivation through job enrichment; expanded discussion of Generation Y in the workforce.

Additional Assignments and Class Activities

Guest Speakers

Consider inviting a criminal justice administrator to speak to the class about his or her view of effective leadership styles and employee motivation, the challenges posed by having employees of diverse races and ages in the workplace, the problems and benefits resulting from communication in general (and the grapevine in specific), and some of the other matters covered in this chapter.

Other potential guest speakers could include an organizational theorist, a communications specialist, or a specialist in employee motivation.

Class Discussion on the Younger Generations in Law Enforcement

Many, if not all, members of the class will fall into one of the four younger generations discussed in the text. Facilitate a discussion regarding the differences among these groups and the differences in how they view the workplace.

There are several types and styles of leadership discussed in the text. Facilitate a discussion regarding the merits and disadvantages of each.

INDEPENDENT STUDENT ACTIVITIES

1. A case study relating to this chapter, *Targeting Tattoos*, is located in Appendix A. This may be assigned as an individual or group project. Consider having the students (or groups of students) prepare a 5-minute presentation to the class. After all presentations are complete, facilitate a discussion of the issue with the entire class.
2. Students can visit the human resources office of a local law enforcement agency to learn about policies relating to employee appearance issues, such as tattoos and piercings.
3. Place students in groups and assign each group an element or agency of the criminal justice system (police, courts, etc.) Have each group identify elements within that agency that fulfill the various needs outlined in Maslow's hierarchy of human needs. In addition, have them propose additional ways in which the agency might better provide employees with job-related satisfiers.

Suggested Answers to End-of-Chapter Questions

1. Defined as a consciously coordinated social entity, with a relatively identifiable boundary, that functions on a relatively continuous base to achieve a common goal or set of goals. Its function is to achieve the organization's goals. Structures will vary based on the organization's needs.
2. Organizational theory is the study of organizational designs and structures, the relationship of organizations with their external environment, and the behavior of administrators and managers within organizations. Scientific management is a school of management thought that is concerned primarily with the efficiency and output of the individual worker. Human relations management in policing is the idea that management should instill pride and dignity in officers. Systems management combines features of the human relations and scientific management approach. The systems management is designed to bring the individual and the organization together, it attempted to help managers use employees to reach desired production goals. The systems management approach recognized that it was still necessary to have some hierarchical arrangement to bring about coordination, that authority and responsibility were essential, and that overall organization was required. Criminal justice organizations are bureaucracies because they are organized into specialized units, and the people interact within the organization and with external organizations.

3. Span of control is the number of subordinates a chief executive, manager, or supervisor in a criminal justice organization can effectively supervise. Unity of command refers to placing one and only one superior officer in command or control of a situation or an employee.
4. Situational leadership theory assumes that leaders are most effective when they are adaptable. Leadership style is based on the interaction of task behavior and relationship behavior. The four types are telling, selling, participating, and delegating.
5. Theory Y is the management view that people are inherently like to work, seek greater responsibility, and are inherently motivated rather than by punishment. Ouchi's Theory Z further emphasizes the importance of participatory decision making in organizations. Theory Z has core elements that include collective decision making, job security, generalized understanding of organizational goals, emphasis on training, concern for employee's and individual responsibility for shared accomplishments.
6. Communication is the use of words and bodily cues to exchange information and express ideas to another person or group.
7. Answers will vary.
8. Generation Yers tend to be more loyal to agencies when they offer training for leadership positions. Generation Yers tend to be team oriented and technically sound. They expect education opportunities, balanced work and play life, and recognition on the job. They may need a workplace that is fun and flexible.