Focus on Administration: An Internship Experience

Cheryl Lynn Holmes
Western Michigan University

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FOCUS ON ADMINISTRATION: AN INTERNSHIP EXPERIENCE

by

Cheryl Lynn Holmes

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Specialist in Education

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Each staff member of the Dairy Council of Michigan who participated so willingly under my administrative direction in the development of a Management By Objective system, Plan of Work, and job descriptions for the Dairy Council of Michigan.

Cheryl Lynn Holmes
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CHAPTER I

THE ORGANIZATION: ITS STRUCTURE
AND OPERATING PROCEDURES

Introduction

This chapter examines the organizational structure and operating procedures of the Dairy Council of Michigan to provide a setting to analyze the administrative position of the Executive Director of the Dairy Council of Michigan. The Dairy Council of Michigan's organizational affiliation with the National Dairy Council and the United Dairy Industries Association, yet separate governing body and funding as an organization, need to be understood to more clearly analyze the administrative processes and decisions of the Executive Director.

To facilitate knowledge of the organizational structure and operating procedures of the Dairy Council of Michigan, discussion will center on the following aspects of the organization:

1. Historical Overview

2. Organizational Structure
   A. United Dairy Industries Association
   B. National Dairy Council
   C. Dairy Council of Michigan

3. Operating Procedures
   A. Span of Control
   B. Budget
   C. Relationship to Other Nutrition Agencies
Historical Overview

In 1913, at a National Dairy Show in Chicago, a group of dairy industry leaders organized the Council of the National Dairy Show. When some of the cattle were infected with hoof and mouth disease at the 1914 Dairy Show, this new association acted and saved all the show animals from destruction. Having demonstrated the value of industry-wide cooperation, a group of dairy leaders met to discuss matters affecting the dairy industry. At this conference a decision was made to broaden the work of the Council of the National Dairy Show to include "promotion and protection" of the entire dairy industry.

The name of the organization was changed to the "National Dairy Council" and Articles of Incorporation were filed on December 10, 1915. The first Board of Directors of the National Dairy Council consisted of representatives from milk producers, milk processors, ice cream manufacturers, butter manufacturers, breed associations, and dairy equipment manufacturers.

America's entry into World War I in 1917 and the threat of a nationwide decrease in the consumption of dairy products was believed to be a medical problem by Dr. E. V. McCollum. Through the efforts of McCollum and the National Dairy Council, the War Food Administration reversed its policy regarding the rationing of dairy foods.

In 1918, McCollum met with the Board of Directors of the National Dairy Council to ask their help in educating the general public about the nutritional values of dairy products in the human diet. This
recommendation was adopted by the Board of Directors. The adoption of this proposal determined the future purpose and intent for the National Dairy Council. The initial National Dairy Council objective to promote the nutritional values of milk soon expanded to promote nutrition education in its entirety through the schools and professional health leaders.

The National Dairy Council's expansion to include the promotion of all nutritious foods as important in the American diet resulted in three major divisions in the Council: (a) nutrition research, (b) nutrition education and communications, and (c) advertising of dairy products as valuable, nutritious components of the American diet. Dissension arose between the advertising division and the other two divisions. Eventually, the advertising division separated from the National Dairy Council and formed a separate, nonprofit agency entitled, "The American Dairy Association."

With two agencies to fund, a trend emerged in which the dairy processors and producers began to select only one of the two agencies to support. This created the need for an umbrella agency which would collect and distribute the funds from the dairy industry and allocate on a percentage basis to the two units.

The umbrella agency formed to distribute the funds between the two agencies, and to make the decision regarding the percentage of monies to be allocated to each agency, was the United Dairy Industries Association. The board of directors of this newly formed umbrella agency represented both the producers and processors of the dairy industry. A limited number of these board members could serve as
members of the board of directors with the United Dairy Industries Association and their choice of either the National Dairy Council or the American Dairy Association. The number of board members allowed to serve in multiple capacities was limited by the established by-laws of the United Dairy Industries Association so that a fair representation was made possible of the producers and processors in the United States.

Growth and demands for services by the American public resulted in the formation of 34 affiliated Dairy Council units throughout the country. These individual Dairy Council units also had increasing demands for services throughout the regions in the country each unit represented. To meet this need 93 area offices were formed, each under the auspices of a Dairy Council unit direction. These offices serve 44 states.

National Dairy Council receives monies from these affiliated units in the form of annual dues. The National Dairy Council does not serve as a governing board, but rather as a service organization. It provides nutrition research, educational materials, and administrative guidelines to the affiliated Dairy Council units.

Organizational Structure

Organizational structure is defined by Hall (1976), in his text, Organization: Structure and Process, as having two major functions. First of all, organizations are designed to reduce or regulate the influence of individual variations on the organization. Secondly, structure is the setting in which power is exercised, decisions are
made and the activities carried out.


The United Dairy Industries Association, the National Dairy Council, and the Dairy Council of Michigan are all organized in the same format. Each consists of a Board of Directors with established offices and defined functions. Each organization employs salaried executives to carry out the policies as established by the Board of Directors.

The Board of Directors of the United Dairy Industries Association can consist of members from the National Dairy Council Board of Directors. The National Dairy Council Board of Directors may also have representatives from the Dairy Council units, such as the Dairy Council of Michigan.

The Dairy Council of Michigan by-laws require that there be between 18 and 22 members of the Board of Directors, representing equally producers and processors of milk products. The structure includes: President of the Board, Vice-President, Secretary, Treasurer, and several committees. The Presidency is a 2-year term of office. It rotates between producers and processors. The members of the Board of Directors are selected by the nomination process. A letter is mailed to every Dairy Council of Michigan sponsor soliciting nominations for Board members. New Board members are recommended by the company from which they are employed.
The Executive Director of the Dairy Council of Michigan is a salaried executive, responsible to the Board of Directors of the Dairy Council of Michigan for the management of the organization consistent with Board policies, agreements with the National Dairy Council as an affiliate unit member, and sound administrative practices. The Executive Director must communicate with the Board of Directors and meet with Board committees to identify needs and establish policy for the organization. The Executive Director is the immediate supervisor of all professional staff and the administrative assistant, and is the major decision-maker with all support staff under the direction of the administrative assistant. The Executive Director has the responsibility and power to make most of the decisions directly effecting the Dairy Council of Michigan. The Board of Directors does retain authority to approve total funds allocated for salary increases for all personnel and to set the gas mileage reimbursement rates for all personnel in the organization.

It is the responsibility of the Executive Director to identify which pending decisions and issues other than salary and gas mileage rates are important for the Board of Directors to actively serve as advisors or total decision-makers for the organization, and which items may best be resolved without Board input. The Executive Director believed that this philosophy of management worked successfully for her. She clarified that if the Board of Directors were not satisfied with the organization’s performance or functioning, the Board of Directors would most likely resume greater responsibility in the decision-making process.
Each of the professional staff of the Dairy Council of Michigan is responsible for the nutrition education programming in specified geographic areas of the state. These geographic areas are designated based on many factors. The major rationale for present geographic assignments include: (a) population density, (b) amount of fluid milk production per capita (support monies available dependent on milk production/sales in specified areas of the state), and (c) politics of various major producers and/or processors at the time geographic areas were established.

Operating Procedures

Span of Control

The Dairy Council of Michigan professional staff and administrative assistant are directly responsible to the Executive Director. There are no layers of managers one must function with or through to reach the top executive. Support staff, while immediately responsible to the administrative assistant, have direct access to the Executive Director of the organization.

The span of control, or the ideal number of subordinates who report directly to the supervisor, is a topic of controversy in the managerial schools of science. In the Dairy Council of Michigan, the Executive Director has a span of control over 13 professional staff, the administrative assistant, and a personal secretary. If one considers the direct access of all seven support staff to the Executive Director, the span of control becomes 22!
Different theorists present differing rationales of the optimal span of control of subordinates to supervisors. One scientist recommended that a manager should have no more than six immediate subordinates. Another scientist, Graicunas, derived a mathematical formula which determined the potential number of personal relationships within a manager's immediate unit of supervision dependent on the number of subordinates to be supervised. According to the formula, if the Dairy Council of Michigan supervisor managed 15 staff members, there would be more than 24,708 possible relationships with subordinates. If the Executive Director increased supervision to 18 or more subordinates, the possible relationships exceed 2,359,602 (Filley, House, & Kerr, 1976). This mathematical process was an attempt to prove that a span of control of more than five subordinates increases management complexity tremendously.

The controversy of the optimal span of control continues with other theorists stating that too many variables need to be accounted for to make any realistic statement regarding optimal span of control. Items that need to be considered include: (a) the extent that work standardization is possible, (b) degree of subordinate work is interrelated, (c) supervisor and subordinate competency, (d) activities besides supervising staff the manager is accountable for personally, (e) how much staff is dispersed from one central location, and (f) dissimilarity of activities being supervised (Filley et al., 1976).

In actual studies of companies and spans of controls practiced, much variation was discovered. Some organizations seemed to operate successfully with wide spans of control. It was discovered that there
is a tendency to increase the number of hierarchical levels as a company grows. This is a case in point for a need to have a limited span of control. But, other factors were also identified as important considerations. Group cohesiveness and member consensus is critical for success with a wide span of control. Yet, as group size increases, the possibilities of cohesiveness decreases. Group size also effects the quality of member participation. As a group size increases, members have a tendency to feel less directly involved in the task process. As groups become larger, demands on the leader become more complex and exacting. It is also known that the long chain of command that often results with company growth can reduce morale. The individual begins to perceive of self as a cog in the wheel, or as a number, rather than an important component in the company (Filley et al., 1976).

This optimal span of control controversy has many other research factors that could be considered. However, the major pros and cons have been presented. The Dairy Council of Michigan present structure, with the span of control ranging from 15 to 22 subordinates, exceeds the preferred level of 6 to 8 subordinates per supervisor. Theoretically it would seem preferable to create another position which would divide management of staff responsibility, creating at least one more link in the hierarchical structure.

Practically, staff morale appeared high and satisfaction prevalent among staff members regarding their belief of how well they are supervised. Individuals believed that the supervisor was very aware of their individual work, achievements, successes, and failures. The
supervisor was available and had an "open door" policy for staff. There seemed to be a much greater feeling of negation toward creating another level of management than one would expect considering the supervisor's work load. Perhaps, then, the answer lies not in a definite optimal number for span of control, but a greater emphasis on assessing the personality type, managerial ability, and amount of time a supervisor is willing and able to give to the supervision task. If the individual can successfully supervise 15 to 22 staff members, then it is a viable system under present conditions.

Budget

The Dairy Council of Michigan is funded by processors and producers of milk in the state of Michigan. Processors of milk in Michigan are contributors to the Dairy Council of Michigan based on the sale of fluid milk. Producer organizations contribute to the Dairy Council of Michigan by matching the funds contributed by the processors. If the "matched funds" do not represent one-twelfth of the yearly budget, the producer organizations make up the deficit.

Milk sales are known to vary sharply depending on the season of the year. A projection of budget is estimated annually and adjustments are made monthly. If an increase in projected budget is required, the percentage of assessment per sponsor (processor and producer organization) is needed.

The monies allocated to the Dairy Council of Michigan are budgeted by the Executive Director of the Dairy Council. Final approval is given by the Dairy Council of Michigan Board of Directors.
The budget is divided into the following categories: (a) income and (b) expenses: program activities, program direction, program operation, and office operation. Within these categories are numerous subcategories of needs for which monies are allocated based on projected costs. Certain items are "fixed" expenses, such as the office operation. The monies needed to support six area offices and the headquarter office, parking space, office supplies, telephone answering services, and bills, are not flexible. Costs are predetermined by leases, established billing prices for the telephone answering services and so forth. These prices are variable depending on cost increases from lease to lease in the office space and with rising prices in office operation.

The total sum of available monies after fixed expenses must be identified. Then, a careful review of the previous year's budget allocation for program activities, direction, and operation is conducted to determine how well monies were projected to cover anticipated expenses. The Executive Director then must compare the projected year's plan of work, number of staff, inflation, and other costs to this past budget. If the projected year is similar in operation, the budget needs only to be reviewed in comparison to projected costs and inflation rates for the same services for the previous year. If the funds are sufficient, money is allocated and the budget is completed. It is then presented to the Board of Directors for final approval. If monies are not sufficient based on projected inflation and costs, programs are reviewed and a method of limiting expenses explored.
One area of the budget, staff salary, increases annually whenever possible. The Executive Director, in presenting the need to the Board of Directors for salary increases, uses the following decision-making criteria:

1. How much money can the Dairy Council of Michigan budget withstand?
2. Salary trends in the state and nation for similar jobs and educational training.

In discussing the budget and decision-making criteria used in budget analyses and in working with the Board of Directors, the Executive Director indicated the importance of background preparation in presenting the case for funds based on "proof" of need and facts that support needs. She also advised critically reviewing and analyzing what is most likely to be the highest amount of money considered reasonable by the majority of the Board of Directors when asking for increases in fund allocations. This involved awareness of trends in the state, across the nation, government guidelines, and practices in each of the dairy industry groups represented on the Board of Directors. She stated that it was not likely the Board would support large salary increases for the Dairy Council of Michigan staff if their own industry staff is on a plan to follow government guidelines of small salary increases. This can be accomplished only with careful planning, good strategies, and proof of need.
The Executive Director stated that this budget allocation process of reviewing each component part against the previous year's functioning is the one recommended by the National Dairy Council and has been utilized by the Board of Directors for several years. It is familiar to the Board of Directors and will not change in the near future.

Ideally, the Executive Director believes the budget should be determined by identifying the total estimated costs of each major program conducted by the Dairy Council of Michigan, including cost of materials, the average of the staff salaries for the length of time it takes to prepare for and to conduct a specific program, the cost of gas mileage, office time, and the average telephone costs. Then, present the need for the most effective programs to the Board of Directors to gain support and approval of the program. In this method of budget allocation, proposed nutrition education programs can be compared to one another for effectiveness, industry support, and total cost.

With milk sales as a variable, as well as the unknown spiral of inflation, the Executive Director advised that one should take special care to incorporate the inflation index in determining future funding needs. If this is incorporated, one usually comes close to one's proposed budget. If extra monies are not requested, one will most likely not meet one's budget demands as anticipated.
Relationship to Other Nutrition Agencies

Dairy Council of Michigan does not exist as the only nutrition education agency in the state. Cooperation with other agencies, yet a need to maintain unit identity and reputation for outstanding service/expertise requires careful consideration and balance. The objective of the Dairy Council of Michigan is to promote nutrition education, with priority goals of providing education materials and in-service programs to educators in the state. Other agencies may be involved in nutrition education with a different target group of individuals or objectives. To combine resources with another agency may further the Dairy Council interests of providing nutrition education, sharing expertise with other agency staff, limiting expenses, and supporting that reputable agency as a nutritionally sound nutrition organization. However, to combine resources too frequently can result in the loss of the Dairy Council of Michigan's identity as an outstanding nutrition education resource within itself.

Currently, increasing attention and concern for improved health via better nutritional intake has encouraged and assisted in the recognition of the need for well defined goals and a system of evaluation for all nutrition education agencies. With limited funds and many services and needs identified, agencies are working harder to compliment rather than simply compete in nutrition services offered to the American public. Yet, nutrition is a controversial subject as well, and with controversy there usually follows some conflict. Awareness of agencies, their goals and objectives, regarding the
subject of nutrition, becomes even more essential when evaluating the possibilities of combined agency programming.

Summary

This chapter focused on the organization, its structure and operating procedures, in an effort to better understand the administrative job role of the Executive Director of the Dairy Council of Michigan. Special attention was given to the three operating procedures: span of control exercised by the Executive Director, the budget, and the relationship of the Dairy Council of Michigan to other nutrition agencies. This special attention was given because of the unique aspects of these three procedures. Span of control exercised by the Executive Director was much larger than recommended by most theorists in the managerial sciences, yet was perceived to be effective and desired by the majority of the professional staff of the Dairy Council of Michigan. The budget was seen as unusual due to the source of funding and the method of allocating these funds. Combining Dairy Council of Michigan resources with other nutrition agencies was discussed due to the many services and needs identified by the American public, limited funds and staff in most nutrition agencies. Combination of resources was seen as a potential to offset the many demands and funding difficulties. It was also identified as a problem for most agencies due to the threat of lost identity as a reputable agency in itself.

Chapter II presents information which assist in analyzing and evaluating the role of the Executive Director of the Dairy Council of
Michigan. This chapter focuses on the purpose of the administrative position, the basic functions of the manager, and leadership style exhibited.
CHAPTER II

AN ANALYSIS OF THE ADMINISTRATIVE ROLE
OF THE EXECUTIVE DIRECTOR OF THE
DAIRY COUNCIL OF MICHIGAN

Introduction

This chapter presents an analysis of the administrative role of
the Executive Director of the Dairy Council of Michigan; its purpose,
basic management functions, and selected leadership style. This
administrative role is examined according to academic principles pre­
sented by recognized theorists in the field of Education Leadership
and Administration.

Purpose of the Administrator

Drucker, in the text, Management of Organizations, identified
the overall purpose of the administrator as: "The task of creating
a true whole that is larger than the sum of its parts, a production
entity that turns out more than the sum of the resources put into it"
(Hicks & Guillett, 1976, p. 187).

Boles and Davenport (1975), in the text, Introduction to Educa­
tion Leadership, further defines the purpose of the administrator as,
"expected to achieve production while preserving the organizational
structure, meeting group members' needs and maintaining morale" (p. 16).

The theoretical statements made by Drucker and Boles and Daven­
port describing the purpose of the administrator of an organization
are both very definitive of the beliefs and attitudes exhibited by the Executive Director of the Dairy Council of Michigan. These beliefs and attitudes were presented in discussion and in observation with the Board of Directors, professional staff, support staff, and other agencies. The Executive Director described the administrative role as supporting and promoting the value of the organization and the established organizational structure. The Executive Director further discussed the need for change within the organization to meet new demands, societal standards, and method of operation. She stressed that the basic, underlying structure and purpose of that organization must be upheld by its administrators.

The importance of achieving established production levels of the organization were presented by the Executive Director. In the view of this director, achieving production was best accomplished when the professional staff worked together as a cohesive body supporting each other and working cooperatively with one another. This environment of cooperation and support then provided the administrator a means of utilizing individual talents and interests while maintaining total staff morale.

A cohesive unit was best maintained, in the view of the Executive Director, by creating an environment of competition for an organization with other agencies rather than a high level of competition from within the agency itself. This administrator believed that if competitive value was directed towards the promulgation of the agency, staff morale would remain high. Also, the individual's needs for recognition and utilization of specific talents were enhanced by
the removal of intra-staff competition. Both the organization and the individual were at best production levels when the competition remained at a low level within the organization itself.

A "mutual benefit" concept was believed by the Executive Director to incorporate the dual values of the importance of the individual to the organization and the organization to the individual. The organization was perceived as dependent on the quality and performance of the individual staff members. Equally, individuals were dependent, to an extent, on the organization to provide a setting to utilize these talents and provide experiences to further their growth professionally.

Management Functions

The basic functions of management are identified by Hicks and Guillett (1976), in their text, *Management of Organizations*, as "creating planning, organizing, motivating, communicating and controlling the human behavior in an organization" (p. 189).

The Executive Director of the Dairy Council of Michigan, in reviewing these six management functions presented by Hicks and Guillett, believed that the administrative function best incorporated five of the six functions listed. The first function identified, "creating," was seen as an end result or by-product of the other five management functions. She believed that the creation aspect of the management function was best defined by Drucker. Drucker identified the purpose of the administrator as ”creating a true whole that is larger than the sum of its parts, a production entity that turns out more than the
sum of the resources put into it" (Hicks & Guillett, 1976, p. 187). Creation as a function in and by itself, was not an individual act, but rather the sum of all the management functions.

Much of the Executive Director's work time was perceived to be spent in planning and organizing meetings for the Board of Directors and Executive Committees of the Board of Directors. The total operations of the organization, the major goals and plan of work, required careful planning and organizing.

The Executive Director also discussed that much time was spent motivating staff. She identified various means of motivating professional staff of the Dairy Council. Motivators utilized included: (a) assigning individuals to special projects to develop new materials or programs, (b) approving state and national conference attendance, and (c) giving recognition to an individual personally, to other staff members and the Board of Directors.

Communication was identified by Hicks and Guillett (1976) as one of the six major management functions. They further clarified the communication process in their text, Management of Organizations, as: "the interaction and relationship among the members of the organization. No coordinated, organized activity can occur without communication among the units of the organization" (p. 188).

The organizational structure of the Dairy Council of Michigan, with its seven offices located throughout the state and only one or two individual staff members housed in six of these seven offices, requires frequent communications from the Executive Director and individual members. These communications provide a sense of belonging,
assist in developing positive relationships between the members and to coordinate activities.

Controlling behavior of determined, intelligent, and highly skilled professional staff members is not easily accomplished, according to the comments made by the Executive Director. A professional staff member must have, in the opinion of the Executive Director, certain qualitative behaviors such as integrity, loyalty to the organization, enthusiasm, and belief in the value of one's work to be successful in this agency. Behavior can be controlled by the use of praise to promote a particular desired behavior, or lack of praise to eliminate unwanted behaviors, according to the Executive Director. As a result of this philosophy, a controlling, directive style of management was seldom used by the Executive Director. Yet, she was often quoted as saying, "I am the final decision-maker!" From this respect, behavior is controlled by her ultimate decision for or against a behavior or idea of a staff member. The Executive Director often was seen utilizing "personal discussion" as a technique with a staff member if a behavior were not desirable and elimination critical to future job employment.

Another method used to control behavior was the Executive Director's consistency in fulfilling the expectations of the staff for the administrative position. Staff were given a basis from which to make decisions by the consistency of responses and attitudes exhibited by the Executive Director. Hall, in his text, Organizations: Structure and Process, supports this method of controlling behavior. He states: "The leadership role demands that, in addition to the position held,
the leader behave in such a way that the expectations of the followers are fulfilled" (Hall, 1976, p. 241).

The six individual management functions as described by Hicks and Guillett (1976) are further elaborated upon in this statement:

The manager is simultaneously responsible for several of these six organizational tasks at one time, and will likely perform all six functions several times throughout one day. The combination of functions will vary from task to task and the degree in the accomplishment in any organizational goal. (p. 189)

This simultaneous use of the six major management functions were observed many times, and in many different combinations. For example, at a staff meeting, the Executive Director would at times serve as a major communicator of ideas and information, at other times a motivational source, and at yet other times a quiet organizer within the group setting. With the Board of Directors, the Executive Director's management functions became much more those of planning, organizing, and communicating accomplishments and needs of the organization. The management function was dependent upon the situation and the need of the individuals with whom the Executive Director was interacting.

**Leadership Style**

Leadership has come to focus on two contrasting styles or approaches to the leadership/management role. These are the authoritarian (task) and supportive (socioemotional) approaches. These approaches are characterized by Hall as follows:

The supportive leader is characterized by employee-oriented, democratic behavior, use of general supervision and consideration of employees. The authoritarian leader is much more likely to rely on the power
of one's position and to be more punishment-centered. (Hall, 1976, p. 243)

The leadership style of the Executive Director is best described as supportive. This description is based upon personal observation of this Executive Director and discussions with her. The Executive Director, in statements made consistently throughout various interviews and in observations, was employee-oriented and considerate of the individuals who work under her leadership. If a staff member expressed a concern or discouragement with a particular job assignment, the Executive Director was quick to perceive this attitude and either discuss the problem with the employee or create a situation which provided greater satisfaction. She was very concerned that the employees were reasonably satisfied and content with their work. A democratic style of decision-making was used whenever it was feasible. The Executive Director provided options and let the staff discuss or comment upon choices before a decision was reached. If a decision was one which was not appropriate for a democratic choice, the director did exercise her given authority and made the decision. If this decision concerned the staff, the decision was discussed, but staff knew it was not open for negotiation.

The very nature of the organizational structure provided a setting for general supervision rather than close supervision. Each staff member established their own daily schedules of work, and submitted on a weekly and/or monthly basis to the Executive Director for approval. The headquarter office is physically separated from six area offices by long distances throughout the state. From this
geographic positioning, it would not be feasible for the Executive Director to closely supervise daily routines of each professional staff member.

Filley et al., in their text, discuss findings that supportive leadership is consistently related to several indicators of subordinate satisfaction and productivity such as, "having less intragroup stress and more cooperation; lower turnover and grievance rates; a leader viewed as more desirable and productivity greater" (Filley et al, 1976, p. 399).

In a review of this description by Filley et al., Hall states that the data is conflicting, especially in the area of increased productivity. Yet, the weight of evidence is that the supportive leadership style does lead to more positive attitudinal responses on the part of subordinates. (Hall, 1976, p. 244)

As was mentioned by Filley et al., the supportive leadership style is consistently related to low turnover rates and low grievances. Turnover rates are exceptionally low in the Dairy Council of Michigan. Forty percent of the staff have been with the company for 9 or more years, and many of the remaining staff have been employed for 3 or more years. Grievance cases were nonexistent in terms of formal complaints filed with the administration or the courts. Any minor disagreements or dissatisfactions were the typical complaints of "too low salary" or "insufficient benefits."

Productivity was high when comparing staff performance to previous years, and in comparison to many other similar size Dairy Council organizations in the United States. The number of programs conducted,
creativity expressed in new program development and the increased media coverage attested to this fact.

Cooperation between most staff members appeared to be high based on the number of additional work projects initiated between staff members without directive from the Executive Director. Often staff cooperated on a project of mutual interest to explore its feasibility and then presented the idea to the Executive Director for support and/or approval to continue the project. If staff were not cooperative, this mutual sharing of interests and program development without explicit Executive Director assignment would not have been seen.

Boles and Davenport (1975) clarify that leadership style is "dependent, in terms of task orientation, with the level of maturity of one's followers. As the level of maturity of one's followers increases, appropriate leadership behavior requires less and less structure" (pp. 241-242).

This need for relatively higher levels of maturity in one's followers to best utilize the supportive leadership style can be seen in the Dairy Council organization. When new staff members entered the organization, much more directive leadership style was seen on the part of the Executive Director. The greater one's knowledge of the company and ability to work independently, the less directive and task oriented was the leadership style of the Executive Director. For the few members of the organization who needed the higher levels of direction and feeling of support, the Executive Director's style of leadership did become more directive and concerned with task accomplishment.
Filley et al. (1976) conclude that supportive leadership behavior is most effective when the following criteria are present:

1. Decisions are not routine in nature.

2. Decisions need not be made rapidly, allowing time for subordinates to participate in the decision-making process.

3. Subordinates feel a strong need for independence.

4. Subordinates see themselves as able to contribute to the decision-making process.

5. Subordinates are confident of their ability to work without reassurance of close supervision. (p. 405)

Much of the criteria given by Filley et al. did exist in the Dairy Council of Michigan's daily operation. The Executive Director was constantly faced with new decisions that either had not been made before or were not part of the routine of the usual decisions encountered on a daily basis. For example, the Dairy Council recently became much more involved with controversial topics in the field of nutrition such as the safety of food additives, the value of mega-vitamins, and dietary cholesterol intake. Previously, the Dairy Council staff targeted on methods of teaching nutrition to educators and seldom introduced highly controversial topics. This new trend to target on issues in nutrition as well as methods of teaching nutrition was not a routine decision for the Executive Director. The Council's recent testimony on junk foods at a legislative hearing was another example of a nonroutine decision to involve the agency in actual governmental hearings and proceedings.

Filley et al. identified the need for subordinates to want independence while working rather than close supervision for most effective
use of the supportive leadership style. The Executive Director believed this was true, to the extent that those staff members who felt a need for independence would most often experience frustration under a close supervisory behavioral style. The Executive Director also explained that difficulty arises in the use of this style when an individual may perceive oneself as desiring little supervision, but is not actually capable of functioning in the best interests of the organization unless closely supervised. This posed difficulty for the Executive Director who felt most comfortable with the supportive leadership style, but must function under a more directive style with subordinates who need close supervision.

The more practical and desirable leadership style is, according to Filley et al. (1976), "contingent upon many factors, including the forces of the manager, forces on the subordinates, and the forces within the situation" (p. 406). It is further elaborated by Filley et al. (1976) that:

The manager's behavior will be influenced by the many forces operating within his own personality, and will perceive his leadership problems in a unique way based on his background, knowledge and experience. Among the important interval forces are: 1) value system of the leader, 2) confidence in subordinates, 3) leadership inclinations of most comfortable style, and 4) feelings of security in an uncertain situation. (p. 404)

The use of the supportive leadership style by the Executive Director was based on her perceived style of "most comfort personally" and the recognition of the needs of the majority of the subordinates. The professional staff had relatively high needs for independence, a desire to make decisions and were interested in work-related problems.
The staff had an understanding and identification of organizational goals, and set expectations regarding organizational policies. For the minority of members who needed the greater directive style of leadership, the Executive Director did provide the sense of direction and support required for these individuals to best function.

Wexley and Yukl (1975) summarized this need for understanding of the forces which determine best leadership style as:

The critical environmental pressures that surround the manager are those which stem from the organization, the work group, the nature of the problem and the pressures of time. The greater the understanding the manager has of these factors, the greater the likelihood he can best select an appropriate leadership style for greatest effectiveness of the immediate and long range goals within the established limits. (p. 122)

From the numerous observations and discussions with the Executive Director of the Dairy Council, it appeared that her awareness of the many environmental pressures, including the organization, the workers, the types of problems, and the pressures of time, were very astute. The selections made for most effective management within a given context and knowledge of self, which worked best for her as an individual considering her personality profile and management perceptions, were most often positive choices for the organization and her subordinates.

Summary

This chapter presented an analysis of the administrative role of the Executive Director of the Dairy Council of Michigan. The purpose of an administrator, basic management functions carried out on a day-to-day basis, and leadership style were examined according to academic
principles established by recognized theorists in the field of Education Leadership and Administration. The perceptions of the Executive Director of the purpose of the administrative job role, basic management function, and preferred leadership style were presented. Observations of the Executive Director by the intern and discussion with both the Executive Director and other professional staff members of the Dairy Council of Michigan were stated and compared with recommended academic principles given by recognized theorists.

Chapter III focuses on the actual administrative experience of the internship. This internship experience was designed to provide an opportunity to utilize theoretical knowledge gained in the Department of Education Leadership at Western Michigan University with practical application in the organizational setting. To develop administrative skills three projects were identified as needed by the organization and of educational value for me as an intern. These three projects are discussed in detail in Chapter III.
CHAPTER III

THE ADMINISTRATIVE EXPERIENCE

Introduction

This chapter focuses on the actual administrative experience of the internship. This internship experience was designed to provide an opportunity to utilize theoretical knowledge gained in the Department of Education Leadership at Western Michigan University with practical application in the organizational setting. To develop administrative skills, three projects were identified as needed by the organization and of educational value to me as an intern. The three identified projects were:

1. Develop a Management By Objective system for the professional staff of the Dairy Council of Michigan.


3. Develop job descriptions for each professional staff member of the Dairy Council of Michigan based on the Management By Objective system.

These three projects were selected based on the organization’s recognized need for written goals and objectives, a more formalized process of determining yearly work for each staff member and a need for written job descriptions for each of the professional staff positions: (a) Program Directors, (b) Coordinator of Program Directors, (c) Coordinator of Professional Programs, (d) Communications Coordinator, and (e) Executive Director.
It was determined by the University Advisor of the intern and the Executive Director of the Dairy Council of Michigan that the development of these three written documents would provide an opportunity to incorporate academic principles learned in actual coursework from the Department of Education Leadership with actual administrative experience. Each of the three identified projects required the intern gain an understanding of the organization's structure and operating procedures, a knowledge of major goals and objectives, and the need to work with professional staff in a leadership capacity.

Development of a Management By Objective System

A Management By Objective system is described in the text, *Managerial Process and Organizational Behavior*, by Filley et al. (1976) as:

A method of implementing compatible objectives at all organizational levels. Management By Objectives involves the setting of specific organizational objectives for a future time period. Objectives for each position are designed to complement each other vertically in the hierarchy and horizontally and laterally across the organizational span. With concrete and compatible objectives, positions throughout the organization can better contribute to overall objectives. (p. 319)

Filley et al. (1976) further elaborate that,

Management By Objectives features joint goal setting between those at each level of management and those at the next higher level. The expression of objectives is in quantifiable terms, such as dollars, units and percentages, and the subsequent measurement and comparison of actual performance with the agreed upon objectives. (p. 319)

A Management By Objective system was established for the Dairy Council of Michigan for professional staff. To begin the development of these objectives, it was necessary to first review existing written
documents of the Dairy Council of Michigan and those distributed by the National Dairy Council. A review of existing information revealed that the Dairy Council of Michigan was currently utilizing the four major goal statements of the national Dairy Council. These four goals were reviewed by the Executive Director and each professional staff member. It was decided by all reviewers that the National Dairy Council goals were similar in content to that which was perceived as desirable by the Dairy Council of Michigan. Only some changes in wording were recommended.

Following this review of the existing written data on goals and objectives from both the Dairy Council of Michigan and the National Dairy Council, it was announced by the Executive Director at a staff meeting that I would be given authority to work with each member to design a Management By Objective system, Plan of Work, and job descriptions for each professional staff member. All professional staff were to work under my direction. The Executive Director stressed the need for these documents and her support of my leadership in this assignment.

Each professional staff member was mailed a copy of the revised goal statements for the Management By Objective system. Meetings were established with each professional staff member and the Executive Director. The purpose of these meetings were twofold. First of all, it provided an opportunity for me to identify individual staff member's concerns and needs related to this new company document. Secondly, it was the first major opportunity for each staff member to participate in the development of this new Management By
At this meeting each staff member was asked to review the revised goal statements and identify objectives for each of these goals that were felt to be important. For each of these objectives, the professional staff member was asked to give an estimate of an acceptable level of accomplishment for the total staff.

Upon completion of each interview, suggestions were made in writing for the Management By Objective system. Subsequently, a review of all staff suggestions was compiled and ideas were implemented into a Management By Objective format. This initial draft was then given to the Executive Director of the Dairy Council of Michigan for review and commentary.

The proposed draft of the Management By Objective system was presented to the professional staff at the spring staff meeting. Using a Nominal Group Technique Process (see Appendix B), each of the individual staff members were asked to participate in reviewing the proposed document. This Nominal Group Technique Process was selected as it structured staff discussion to provide an opportunity for each staff member to respond individually and to form a group consensus for these individual responses.

Suggestions were compiled and needed revisions of the proposed Management By Objective system were made. Upon completion of these revisions, the document was submitted to the Executive Director for approval. In reviewing the draft, an additional minor change was made and the draft was accepted (see Appendix C).
Plan of Work

Upon completion of this Management By Objective system, it was recognized that a simple method of computing one's work accomplishments was needed. Telephone discussions were held with each professional staff member. It was decided that a yearly Plan of Work form was needed. The purpose of this yearly Plan of Work form was three-fold:

1. To assist each professional staff member in formulating a year's plan of work for their designated geographic area which met no less than the minimum objectives established by the Dairy Council of Michigan.

2. Serve as a guide in promoting, accepting or rejecting work commitments for a given year.

3. Serve as an evaluation tool for the staff member and the Executive Director of the Dairy Council of Michigan.

The format of this Plan of Work consisted of five major components. Component one identified required work activities and the minimum level of accomplishment for each of these listed activities. Professional staff were then provided an opportunity to list their proposed number of accomplishments for each activity. Further space was given for the professional staff member to compute actual accomplishment at the midyear point. At the end of the total work year, the professional staff member was allotted space to compute total work accomplishment for each activity. The Executive Director was also given space to critique the staff member's work accomplishments and make recommendations for improvement, if needed. (See Appendix D.)
McConkey (1975), in his book *MBO for Nonprofit Organizations*, identifies that,

MBO has all but eliminated the traditional job description which catalogued what the company required of the job, not the manager of the job. The emphasis in MBO descriptions is on the manager because the system recognized that it is the man who makes the job in the managerial ranks. (p. 25)

It was recognized that each professional staff member received a detailed statement of the job within the Management By Objectives document. However, it was determined by the Executive Director and the intern that there were occasions when it was helpful for the company to have a brief summary statement of each job role for professional staff. For example, when other agencies requested information on a specific job role, that agency did not wish to read an entire document for the Dairy Council of Michigan! Also, when an interview was established with a potential employee, the Executive Director did not wish to give a compilation of company objectives for professional staff. It was recognized that a summary statement of the job was appropriate and a necessary tool.

Job descriptions were developed for each of the professional staff positions: (a) Program Director, (b) Coordinator of Program Directors, (c) Coordinator of Professional Programs, (d) Communications Coordinator, and (e) Executive Director. Each job description followed the same format. This format identified the position title, title of immediate supervisor, city location of the position, and geographic area that position is responsible for serving. The job
descriptions each contained the identical mission statement of the Dairy Council of Michigan and a list of the major responsibilities for that particular job position (see Appendices E-I).

**Summary**

This chapter focused on the actual administrative experience of the internship. The internship experience was designed to provide an opportunity for the intern to utilize theoretical knowledge gained in the Department of Education Leadership at Western Michigan University with practical application in the organizational setting. To accomplish this goal, three projects were identified as needed by the organization and of educational value for me as an intern. These three identified projects were:

1. Development of a Management By Objective system for the professional staff of the Dairy Council of Michigan.


3. Development of job descriptions for each professional staff member of the Dairy Council of Michigan based on the Management by Objective system.

Each of these three projects required the intern to gain an understanding of the overall structure and operating procedures of the organization, a knowledge of the major goals and objectives of the organization, and the ability to work in a leadership capacity with professional staff.

Chapter IV provides a summary and discussion of the internship experience: its purpose and the actual experiences encountered. The
perceived value of the internship, both in the present position of the intern and future career aspirations, are explored.
CHAPTER IV

SUMMARY, DISCUSSION, AND CONCLUSION

Introduction

This chapter provides a summary and discussion of the internship experiences: its purpose and the actual experiences encountered. The perceived value of this internship, in both the present position of employment and future career aspirations of the intern, will be discussed.

Summary

The internship experience provided by the Executive Director of the Dairy Council of Michigan was designed to provide actual administrative experience which would utilize theoretical knowledge gained from coursework in the Department of Education Leadership at Western Michigan University. This internship consisted of three major components: (a) observation of the Executive Director of the Dairy Council of Michigan in numerous work activities, (b) discussion and analysis of these observations with the Executive Director and the university advisor of the intern, and (c) an actual administrative experience designed to develop the intern's skills in utilizing theoretical knowledge in a work setting.
Discussion

This internship gave much insight into the complexities of the administrative role, and the tremendous responsibilities the administrator must manage on a daily basis for the total organization. I gained a tremendous appreciation for the total combination of skills a successful administrator must have in command, such as the ability to plan, organize, motivate others, and control human behavior within the organization.

I became much more aware of the need for an administrator to understand each aspect of the organization: its organizational structure, operating procedures, and the interrelationship of the organization with other affiliated agencies. It became apparent that the administrator must understand each of these components to make the best decisions for the organization and its employees.

Three projects were established to utilize the theoretical knowledge gained in coursework in the Department of Education Leadership with actual administrative experience. These three projects were:

1. Development of a Management By Objective system for the professional staff of the Dairy Council of Michigan.


3. Development of job descriptions for each professional staff member of the Dairy Council of Michigan based on the Management By Objective system.

From this experience of developing a Management By Objective system, Plan of Work, and job descriptions, I discovered that the set of
skills needed to best accomplish the established tasks were twofold. First, one must have knowledge of the actual Management By Objective system and the necessary procedures to be followed in its development and implementation. Secondly, I discovered that utilizing theoretical knowledge with staff required skill in the areas of administration and human relations.

To develop a Management By Objective system for the Dairy Council of Michigan, a series of steps were followed. First, the entire process to develop this system was planned. Introduction of this system to the professional staff, the advantages of the system for both staff and the organization, and reason for the adoption of this system for the company were stated. Second, the process to develop the Management By Objective system was organized. Time deadlines were established for each component part of the plan, such as meetings with individual staff members, development of a rough draft, final revisions, and implementation. Next, staff were given information and asked to participate in various activities.

To involve staff effectively in designated activities it was necessary to develop motivational techniques and to identify an acceptable leadership style to control behavior. This was the greatest challenge for me in the internship experience. The development of skills to motivate staff and control behavior to achieve a desired end result demanded much thought and development of new skills.

The first motivational problem I faced was the creation of a positive attitude toward the total Management By Objective system. The problem was compounded in that the Management By Objective system...
was not perceived as advantageous by the professional staff. Rather, it was seen as a much more structured approach to management than had been previously experienced. Also, minimum performance standards were to be identified for the first time for professional staff.

To offset this negative attitude towards the proposed Management By Objective system it was necessary to explain thoroughly and persuasively the advantages of the system to the individual. Previously many staff had indicated it would be helpful to have more precise methods of determining one's level of accomplishment. This aspect was presented as a major value to the professional staff. It was also explained that each professional staff member would meet annually with the Executive Director of the Dairy Council of Michigan to review performance and to establish the next year's program of work. The program of work would contain many flexibilities and choices for individual selection within the Management By Objective system.

Once the support of the majority of the staff was achieved for the Management By Objective system, it was necessary to gain the professional staff cooperation to work on the development of this system with me as designated leader. This was a new experience for the professional staff, who had previously only been required to follow directives from the Executive Director. The project would not have been successful or possible if the staff had decided not to accept me as an official leader. The directive to accept my leadership had been given by the Executive Director in a staff meeting. However, if individuals had decided personally not to cooperate as completely as possible, the leadership would not have been effective.
Resistance to my leadership was experienced by the intern from only 2 of 13 professional staff members. One individual had not been performing to company standards. She was most resistant to both my leadership and the development of this Management By Objective system. The system threatened her job security by the establishment of minimal levels of performance. Verbally she indicated that all was acceptable and she would cooperate. But, from voice tone, lack of eye contact, and nervous hand movements, it was obvious that both the proposed Management By Objective system and my leadership threatened her. She was given many opportunities to provide input and to discuss minimal levels of accomplishment before standards were set, but seldom offered any opinions.

Another staff member who had much more experience in the company expressed frustration and anger by her sharp criticism of the proposed objectives. This staff member was not accepting of my established leadership position for this project, and knew that her rejection would pose problems in the total staff acceptance of the new system. My first recourse was to meet with all other professional staff prior to establishing a meeting with this staff member. My hope was that other senior members of the staff would not only accept the system, but appear enthusiastic. This appeared to work, as the conflict was resolved and this individual gave excellent contributions to the development of the Management By Objective system.

From the experience of working with staff to develop the Management By Objective system, Plan of Work, and job descriptions, I discovered that the greatest challenge and skill for me was in the area
of motivating staff. The actual organizing of a project and identifying its value to the organization was not such a difficult process as the motivating of staff and consistency of behavior needed for the leader to establish a sense of cooperation, enthusiasm, and security. This belief is supported by Boles and Davenport (1975) in the text, *Introduction to Education Leadership*. They stated, "the leader is expected to achieve production while preserving the organizational structure, meeting group member needs and maintaining morale" (p. 241).

These three basic components identified by Boles and Davenport are necessary for the leader's success. Of the three identified components, two are concerned with human relationships. The successful administrator is able to work with all these three components to form that exceptional organization identified by Drucker as, "a production entity that turns out more than the sum of the resources put into it" (Hicks & Guillett, 1976, p. 189).

**Conclusion**

This internship provided an opportunity to observe an administrator in several work situations, discuss with the administrator the decisions and behaviors observed, and provided an administrative experience which utilized theoretical knowledge with practical application. The internship gave much needed insight into the complexities of the administrative role, and the tremendous responsibilities the administrator carried on a daily basis for the total organizational process: the actual functioning of the organization and the resultant effect of decisions made for group members and their morale.
The openness and willingness of the administrator in explaining her job role as Executive Director of the Dairy Council of Michigan, and her ability to analyze with me as an intern the decisions that were made, behaviors exhibited and their impact, made this experience one of much greater value than previously anticipated. The support of the Executive Director during the administrative experience of developing a Management By Objective system, Plan of Work, and job descriptions was given consistently throughout the process, but advice was given only when explicitly requested.

The university advisor provided helpful clarification of the actual behaviors and experiences observed as related to the academic training previously received. She also gave invaluable insight into the development of the Management By Objective system, Plan of Work, and job descriptions.

From this experience, I have decided that I have much yet to learn as an administrator if I am to successfully lead an organization to its higher achievement levels. I feel that I do have potential in developing the needed skills for ultimate success in this job role. This internship provided an excellent referent base from which to further these skills.

However, from this experience I have also learned that I might need an intermediate management position from that which I now hold and that of the Executive Director role. The position most desirable for the present state of my skills, both academically and in actual experience, might be the Coordinator of Educational Materials and Programming for an agency. This would utilize my knowledge in
educational materials and programming and would provide an opportunity to coordinate other staff members. Ultimate responsibility for the organization would not be dependent upon my now limited skills.

Presently, my job role does not demand coordination of staff, or responsibility for their performance. I do serve in many leadership capacities in committees and local and state-wide organizations. The motivational skills and better understanding of the administrative role of planning and organizing both information and individuals will be most useful. As chairperson of many of these organizations, people must be both motivated to perform and managed in an administrative capacity.


APPENDICES
Appendix A
Projected Nature of Internship Experience

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<tr>
<th>Objectives</th>
<th>Experiences and Contacts</th>
<th>Terminal Skills</th>
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<tr>
<td><strong>Conceptual</strong></td>
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</table>
| The intern will gain an understanding of the total organization; its structure and operating procedures, relationship to the National Dairy Council and other nutrition related agencies. | Discussion with executive director and review of existing related documents regarding:  
A. General Operating Structure  
   1. Budget (general overview)  
   2. Staff Assignments  
      (a) Territories  
      (b) Committee Work  
      (c) Special Projects  
B. Relationship to National Dairy Council  
C. Relationship with other nutrition agencies | Demonstrated knowledge of the total organization and its operating procedures through written analysis, chart developed of Dairy Council's relationship to National Dairy Council and other nutrition agencies; analysis of Dairy Council structure to other academic examples found in readings. |
| The intern will increase understanding of the administrative role of the executive director of a statewide nutrition education organization. | Discussion with and observation of executive director related to:  
A. Professional Staff  
B. Support Staff  
C. Board of Directors  
D. Other Agencies | Written analysis of the role of executive director as existent compared to academic descriptions of ideal. |
Appendix A—Continued

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<tr>
<th>Objectives</th>
<th>Experiences and Contacts</th>
<th>Terminal Skills</th>
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<tr>
<td><strong>Conceptual</strong>—Continued</td>
<td>The intern will have total responsibility for utilization and direction of professional staff in the development of job descriptions and a Management By Objectives system for the Dairy Council of Michigan.</td>
<td>The final end product of the Management By Objectives and job description will be the documents reflecting the experience of having acted in a management capacity; written analysis will accompany document describing administrative skills of responsibility acquired or lacking.</td>
</tr>
<tr>
<td>The intern will gain insight into the rewards and difficulties of having total responsibility for company decisions and policies.</td>
<td>The intern will discover personal strengths, weaknesses and suitability for the administrative role.</td>
<td>Self-analysis of intern's desire for and abilities in the administrative role; written analysis.</td>
</tr>
<tr>
<td>Total internship experience:</td>
<td>Total internship experience:</td>
<td></td>
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<tr>
<td>A. Utilization and direction of human resources</td>
<td>A. Utilization and direction of human resources</td>
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<tr>
<td>B. Participation at Board of Directors' meeting</td>
<td>B. Participation at Board of Directors' meeting</td>
<td></td>
</tr>
<tr>
<td>C. Development of needed documents:</td>
<td>C. Development of needed documents:</td>
<td></td>
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<tr>
<td>1. Job Descriptions</td>
<td>1. Job Descriptions</td>
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<tr>
<td>D. Observation of administrator at work in every-day setting</td>
<td>D. Observation of administrator at work in every-day setting</td>
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## Human Relations

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<th>Objectives</th>
<th>Experiences and Contacts</th>
<th>Terminal Skills</th>
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<tr>
<td>The intern will become familiar with social/psychological skills needed by the administrator when interacting with the Board of Directors.</td>
<td>Observation of Executive Director and Board of Directors at meeting intern attends.</td>
<td>Chart developed of each board member's interaction and interaction of the Executive Director to gain clarity and insight into board/director interpersonal relationships. Accompanying chart will be written description of intern's perceptions of interactions and possible reasons for the interactions.</td>
</tr>
<tr>
<td>The intern will become familiar with social/psychological skills needed by the administrator when interacting with professional staff.</td>
<td>Observation of Executive Director with individual professional staff members, small group committee meetings and at total staff meeting.</td>
<td>Written analysis of human relations skills Executive Director exhibited at each of meetings intern observes.</td>
</tr>
<tr>
<td>The intern will become familiar with social/psychological skills needed by the administrator when interacting with administrative assistant and support staff.</td>
<td>Observation of Executive Director with each support staff member.</td>
<td>Written analysis of human relations skills Executive Director exhibited with support staff.</td>
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## Objectives Experiences and Contacts Terminal Skills

### Human Relations—Continued

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<th>Objectives</th>
<th>Experiences and Contacts</th>
<th>Terminal Skills</th>
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<tr>
<td>The intern will gain knowledge and practice in the utilization of motivational techniques needed in obtaining staff interest and support when working on assignments not part of usual work or area of special interest.</td>
<td>Observation of and discussion with Executive Director regarding special skills needed with nutrition related agencies.</td>
<td>Flow chart developed to indicate skills and agencies when utilized.</td>
</tr>
<tr>
<td>The intern will increase knowledge and practice in the utilization of motivational techniques needed in obtaining staff interest and support when working on assignments not part of usual work or area of special interest.</td>
<td>Use of various known and to be learned motivational skills in utilization of professional staff input with the development of: (1) Job Descriptions (2) Management By Objectives</td>
<td>Written analysis of personality type and motivational technique used, if any.</td>
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</table>

### Technical Skills

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<th>Objectives</th>
<th>Experiences and Contacts</th>
<th>Terminal Skills</th>
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<tbody>
<tr>
<td>The intern will develop actual administrative skills.</td>
<td>Observation of Executive Director in a variety of administrative roles.</td>
<td>Better understanding and knowledge of the functions of an administrator as related to Board of Directors, professional and support staff and to company itself, as demonstrated</td>
</tr>
<tr>
<td>Objectives</td>
<td>Experiences and Contacts</td>
<td>Terminal Skills</td>
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| **Technical Skills—Continued** | **Participation with administrator in various management settings.**<br>(1) Board meeting<br>(2) Staff meeting | **in written analysis of observations, participation experiences, charts and verbal discussions with Executive Director and university supervisor.**
| Actual conducting of administrative duties:<br>(1) Participation at Board meeting<br>(2) Development of Job Descriptions<br>(3) Development of Management By Objective system | | **Demonstrate increased proficiency in the leadership role as seen in directing of professional staff for two projects (MBO and Job Descriptions).**
| | | **Synthesis of existing company materials and beliefs into workable Management By Objective system utilizing learned academic principles.**


Appendix B

DAIRY COUNCIL OF MICHIGAN

Nominal Group Technique (N.G.T.)
A new process for group input and decision making
Created by Andre Delbecq and Andrew VanDeVen

I. Overview

1. Nominal Group Technique is a process that brings persons together and uses some discussion guidelines to generate ideas. It encourages idea input by each individual. It allows a group to reach a decision about which ideas are most important, and it can be done in one meeting.

2. The N.G.T. process involves three phases:
   (a) A "nominal phase" includes 1) the silent listing of ideas in writing by each individual in the group, 2) sharing in round-robin fashion of the ideas written by each individual, 3) the recording of ideas until all members of group have no further ideas to share. The ideas are to be listed quickly, without discussion.

   (b) A "discussion phase" which is not free-wheeling. Instead, each idea is given attention. The person suggesting an idea is given the opportunity to clarify or explain the idea. Others can add support or nonsupport, in turn. The round-robin discussion of ideas insures input by all group members without domination by any one.

   (c) A "voting phase" in which each individual privately and in writing ranks or rates items numerically. The group decision is based on the pooled outcome of individual votes. This form of voting insures that each member has equal impact in the group's decision process.

3. If the group is large, it can be split into several "working subgroups." Each subgroup goes through the three phases. When a subgroup has voted its outcome, it can explain its outcome and reasons to the other subgroups. After each subgroup has made its presentation, a final vote can be taken. Based on the new level of information, each person in the several subgroups privately and in writing ranks or rates the items numerically. The overall group decision is the pooled outcome of all votes by all members of the subgroups.

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II. Challenge

1. That is the area of concern within which the crucial question is raised? It is the desire to

   1) 
   2) 

2. Determine the following question:

3. This same question will be addressed, in turn, by
"Idea Generation Worksheet" for Nominal Phase—
Phase I

You have been provided with the question:

Please write down (in brief form) your ideas or suggestions. List 1, 2, or 3 suggestions that you think are important and why.

* Your first idea or suggestion:

  Why important:

* Your second idea or suggestion:

  Why important:

* Your third idea or suggestion:

  Why important:

Note. Your facilitator will ask you to report out your ideas for each problem and your group will record it. If someone has given your first idea, go to your second. After all ideas are recorded, you will be given a chance to explain yours in Phase II.
"Scratch Sheet" for Table Discussion Phase—
Phase II

The person serving as recorder has listed on large sheets the ideas or suggestions you and others at your table generated about.

Now, as each idea is briefly discussed by the person who suggested it, you may wish to make notes that will help you later when you rank the ideas.

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B.
C.
D.
E.
F.
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I.
J.
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L.
M.
N.
O.
P.
Q.
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S.
"Voting Worksheet" for Voting by Table—
Phase III

The facilitator will now ask you to vote in silence on the importance of each idea your table members have identified as important. Please rank your items by priority. Give a rank vote of "5" to the ideas you now view as of high importance, a rank vote of "3" to the ideas you view as of average importance, and a rank vote of "1" to the ideas you view as of low importance.

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<th>Item on Large Sheet</th>
<th>Rank Vote (5 or 3 or 1)</th>
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"Scratch Sheet" for Large Group Discussion

The workshop leader has listed in front of the room the top ideas or suggestions from each table. Now as each top idea is briefly discussed by the persons from the table involved, you may wish to make notes that will help you later in your voting or ranking of top ideas.

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"Voting Worksheet" for Voting on Top Suggestions of the Several Tables

The workshop leader will now ask you to vote in silence on the importance of each idea contributed by the several tables and listed at the front of the room. Please rank this new list of ideas by priority, giving a rank vote of "5" to the ideas you now view as of high importance, a rank vote of "3" to the ideas you view as of average importance, and a rank vote of "1" to the ideas you view as of low importance.

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<tr>
<th>Items Listed in Front of Room</th>
<th>Rank Vote (5 or 3 or 1)</th>
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Appendix C

Management By Objectives
Three Year Plan

GOAL I: DISSEMpolate DOCUMENTED NUTRITION INFORMATION PROMOTING THE NUTRITIONAL VALUE OF A BALANCED DIET.

Education

1. Each program director of the Dairy Council of Michigan will provide a minimum of _____ preschool nutrition education workshops for educators for a twelve month period of time.

2. Each program director of the Dairy Council of Michigan will provide a minimum of _____ elementary nutrition education workshops for educators within a twelve month period of time.

3. Each program director of the Dairy Council of Michigan will provide a minimum of _____ middle/secondary nutrition education workshops for educators within a twelve month period of time.

4. The Dairy Council of Michigan, through its coordinator of program directors and program directors, will provide school food service personnel with nutrition education workshops upon request and/or approval of the Executive Director.

5. The Dairy Council of Michigan, through its coordinator of program directors and program directors, will create and develop nutrition education programs and materials for Pre-K-12 educators based on documented nutrition information which promotes the nutrition value of a balanced diet. Materials and programs developed will be upon request and/or approval of the Executive Director.

6. Each newly created program or material developed by a program director of the Dairy Council of Michigan will be reviewed according to the established criteria by the coordinator of program directors prior to use with educators or other program participants.

7. The Dairy Council of Michigan, through its coordinator of health professionals, coordinator of program directors and program directors, will act as a resource for education, health, nutrition and home economics departments of Michigan colleges and universities by providing nutrition in-service programs and materials upon request of the college each year.

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8. The Dairy Council of Michigan, through its program staff, will provide material order forms upon request of the educator to promote the use and distribution of documented nutrition materials and multi-media kits.

9. The Dairy Council of Michigan, through its program directors and coordinator of program directors, will provide documented nutrition information or promotional materials at priority exhibits each year upon the request and/or approval of the Executive Director.

Health Professionals

1. The Dairy Council of Michigan, through its coordinator of professional programs and program directors with the approval and/or request of the coordinator of professional programs or the Executive Director, will create and develop programs for health professionals based on documented nutrition information. Review of the program will be based on established criteria by the coordinator of professional programs.

2. The Dairy Council of Michigan, through its coordinator of health professional programs or the program director with the request and/or approval of the coordinator of professional programs or the Executive Director, will provide health professionals with nutrition in-service programs according to annually determined priorities.

3. The Dairy Council of Michigan, through its program staff, will provide material order forms upon request of a health professional to promote the use and distribution of documented nutrition materials and multi-media kits.

4. The Dairy Council of Michigan, through its program staff, will cooperate with other nutrition and health education organizations to present or sponsor nutrition programs for health professionals at the request/approval of the coordinator of professional programs or the Executive director according to annually determined priorities. Example agencies include: cooperative extension service, county health departments, medical and dental societies, medical/dental schools.

5. The Dairy Council of Michigan, through its program staff, will assist in promotion of nationally recognized food related programs on approval/request of the Executive Director according to annually determined priorities. Example programs include: National Nutrition Week, Breakfast Month, National Dental Health Week.
6. The Dairy Council of Michigan, through its program staff, will exhibit at various health professional meetings to provide documented nutrition information or promotional materials at priority exhibits each year upon request or approval of the Executive Director according to annually determined priorities.

**Media**

1. The Coordinator of Communications of the Dairy Council of Michigan will coordinate state-wide media activities, according to annually determined priorities.

2. The Coordinator of Communications of the Dairy Council of Michigan will promote newspaper, radio, television and magazine coverage in each of the annually determined priority media businesses.

3. The Coordinator of Communications of the Dairy Council of Michigan will coordinate the development of materials for media use throughout the state according to annually determined priorities.

4. The Coordinator of Communications of the Dairy Council of Michigan will disseminate media materials state-wide, such as: Dr. In The Kitchen, Nutrition News, mini-messages, according to annually determined priorities.

5. The Coordinator of Communications will provide newspapers throughout the Dairy Council of Michigan area with nutrition columns for publication. The mailing list for this newspaper distribution will be annually updated by the program director of each territory within the Dairy Council of Michigan area and given to the Coordinator of Communications.

6. The Dairy Council of Michigan, through its program staff, will serve as a guest on various television programs in designated areas upon request/approval of the television studio and the Executive Director of the Dairy Council of Michigan, according to annually determined priorities.

7. The Dairy Council of Michigan, through its program staff, will serve as a guest on various local radio programs in their designated territories upon request/approval of the radio stations and the Executive Director, according to annually determined priorities.

8. The Dairy Council of Michigan, through its program staff, will provide newspaper articles to newspapers in their designated areas upon request/approval of the Dairy Council of Michigan, according to annually determined priorities.
9. Each out-state program director of the Dairy Council of Michigan will provide National Dairy Council public service films to all local television studios when the public service announcements are received in the office.

10. Each program staff member of the Dairy Council of Michigan will contact _____ newspaper or magazine editors in their designated territory to promote the coverage of a nutrition education program conducted by the program director or to feature the Dairy Council of Michigan as a public service nutrition education organization in the community.

Consumers

1. The coordinator of professional programs, the coordinator of program directors, and each program director of the Dairy Council of Michigan will provide nutrition education programs for consumers in amounts not less than _____ for the total program possibilities listed below on an annually determined basis:

   (a) All Day Programs
       1. Nutrition Caravan
       2. Nutrition Shoppe
       3. Other: ____________________________

   (b) Parent Groups
       1. Expectant parents
       2. Organized parent associations

   (c) Weight Control Groups

   (d) Senior Citizens/Leaders

   (e) Others:

2. The Dairy Council of Michigan, through its coordinator of program directors, coordinator of professional programs and program directors, will create and develop materials and programs for consumers based on documented nutrition information which promotes the value of a nutritionally balanced diet. Materials and programs will be evaluated by the coordinator of program directors according to established criteria. Materials and programs will be developed according to annually determined priorities with request/approval of the Executive Director.

3. The Dairy Council of Michigan, through its program staff, will cooperate with other nutrition and health education organizations to present or sponsor nutrition programs for consumers at the request/approval of the Executive Director. Example agencies...
include: cooperative extension service, supermarkets, banks, credit unions.

4. The Dairy Council of Michigan, through its program staff, will provide consumers with material order forms upon request of the consumer to promote the use of documented nutrition materials.

5. The Dairy Council of Michigan, through its program staff, will exhibit at priority consumer meetings to provide documented nutrition information or promotional materials each year upon request/approval of the Executive Director according to annually determined priorities.

GOAL II: SUPPORT THE NUTRITIONALLY SOUND FOOD PROGRAMS TO HELP PUBLICIZE THE NUTRITIONAL VALUE OF FOODS IN THE AMERICAN DIET.

1. The Dairy Council of Michigan, through its program staff, will assist in the development of policy positions of professional organizations and consumer groups upon request/approval of the organization and the Executive Director of the Dairy Council of Michigan, according to annually determined priorities. Example organizations include: The American Dietetic Association, the Home Economics Association, civic organizations, nutrition coalitions.

2. The Dairy Council of Michigan, through its program staff, will promote and support the value of health and nutrition organizations by participating as active members and in leadership capacities, according to annually determined priorities.

3. The Dairy Council of Michigan, through its coordinator of program directors and program directors, upon request of school personnel, will assist with the incorporation of food and nutrition programs into a school curriculum with the approval/request of the Executive Director, according to annually determined priorities.

4. The Dairy Council of Michigan, through its coordinator of professional programs, coordinator of program directors, and program directors will assist with the incorporation of nutrition education into the curriculum of professional schools and educational institutions upon the approval and/or request of the Executive Director, according to annually determined priorities. Examples of professional schools and educational institutions include: medical, dental, nursing.

5. The Dairy Council of Michigan, through its coordinator of professional programs, coordinator of program directors, and
program directors, will provide nutrition education input to state government and educational institutions upon request of the institution or the request/approval of the Executive Director according to annually determined priorities.

6. The Dairy Council of Michigan, through its coordinator of professional programs and program staff with approval and/or request of the coordinator of professional programs or the Executive Director will provide testimony at nutrition hearings when determined expedient by the Executive Director for the promotion of optimal nutrition education.

GOAL III: USE ACCEPTED BUSINESS PRACTICES.

1. The Dairy Council of Michigan program staff will utilize appropriate business practices as identified in the Dairy Council of Michigan policies found in the policy manual.

2. The Dairy Council of Michigan program staff will keep accurate records on the designated office forms reporting and communicating work planned, work accomplished, and workshop contacts made to the Executive Director at the established time and in the format indicated.

3. The Dairy Council of Michigan program staff will utilize appropriate business practices by evaluating possible programs to be conducted against objectives of the company as established and acknowledged by the organization.

4. The Dairy Council of Michigan, through its program staff, will attend, serve as speakers or exhibit at dairy industry meetings upon request of the dairy industry and/or the Executive Director.

5. Each member of the program staff of the Dairy Council of Michigan will meet with the Executive Director for the purpose of discussing the coming year's Plan of Work and for evaluating the previous year's work:
   (a) During the first year of Dairy Council of Michigan employment as a program director the staff member's work responsibilities will be concentrated in the area of workshops for teachers of elementary and preschool children and parents of preschool children, or as directed by the Executive Director.
   (b) During each succeeding year of employment, each program director of the Dairy Council of Michigan will discuss with the Executive Director a Plan of Work. Priority shall be given to elementary education workshops, with the balance of the member's work distributed among responsibilities as stated in the organization's objectives.
6. The program staff of the Dairy Council of Michigan will keep abreast of nutrition and education information by reading current professional journals and books, attending conferences and in-service sessions, and sharing information with staff via in-house communication tools according to annually determined priorities as established by the Executive Director.

7. Each program staff member of the Dairy Council of Michigan is responsible to report new information gained from conferences attended and paid for by the Dairy Council of Michigan to all program staff via the in-house newsletter.

8. The program staff of the Dairy Council of Michigan will keep records of contacts for future program director's use and company reference, and will return phone calls and mail requests as promptly as possible.

9. Each program staff of the Dairy Council of Michigan will be responsible to ask participants of workshops conducted by that program staff to evaluate the program on designated evaluation forms and will provide these forms to the Executive Director. These evaluations will be used as a guideline to evaluate revision needs of programs, reporting to the Board of Directors and as a basis for staff improvement.

10. The Dairy Council of Michigan program staff will participate in the organization's committees and events upon request of the Executive Director according to annually determined priorities.

11. The Dairy Council of Michigan will provide opportunity for program staff to attend nutrition education meetings according to annually determined priorities.

12. The Dairy Council of Michigan will provide orientation and training through the coordinator of program directors and coordinator of professional programs for new program staff personnel.

13. The Dairy Council of Michigan will provide program staff with current reference materials.
Appendix D

DAIRY COUNCIL OF MICHIGAN

Plan of Work

The Purpose:

1. To assist each program staff member in formulating a year's Plan of Work for their designated area.

2. Serve as a guide in promoting, accepting or rejecting work commitments for a given year.

3. Serve as an evaluation tool for the staff member and the Executive Director.

Format:

Column 1: Some activities are listed with indicated acceptable numbers of minimum accomplishment. (See: DCM Objectives.) Other activities are listed without a stated minimum. Program staff members are to include programs with stated minimums and a selection of programs without stated minimums.

Column 2: Program staff member lists proposed numbers of accomplishment for each activity and lists other work plans.

Column 3: Program staff member computes accomplishment for each listed item at a mid-year point.

Column 4: Program staff member records actual total number of accomplishments for each activity for that year.

Column 5: Executive Director uses for critique at the end of a specified period of time.
# Plan of Work

**Name** ___________________________     **Date** ___________________________

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<thead>
<tr>
<th>ACTIVITIES WITH MINIMUM NUMBERS ACCEPTABLE</th>
<th>Negotiated Number</th>
<th>Midyear Check</th>
<th>Numbers Completed</th>
<th>EXECUTIVE DIRECTOR'S CRITIQUE</th>
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<td><strong>Education</strong></td>
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<td>1. Preschool Educator's Workshop (_____)</td>
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<td>_____ Good Beginnings</td>
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<td>2. Elementary Educator's Workshops (_____)</td>
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<td>_____ FOOD... Your Choice</td>
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<td>_____ Words To Eat</td>
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<td>_____ Adventures in Foods</td>
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<td>_____ Toothtown, U.S.A.</td>
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<td>_____ New Challenges</td>
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<td>_____ Other: _______________</td>
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<td>5. College and University</td>
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<td>Student Teacher Workshops</td>
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<td>9. Education Exhibits</td>
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<td>13. Present/sponsor programs with other health agencies</td>
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<td>14. Promote nationally recognized food programs</td>
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<td>16. Assist in development of policy positions of professional organizations</td>
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<td>17. Participate as a member in health professional organizations</td>
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<td>18. Provide testimony at nutrition hearings</td>
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<td>19. Assist with incorporation of nutrition education in professional school curriculums</td>
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## Plan of Work—Continued

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<td><strong>Media</strong></td>
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<tr>
<td>20. Serve as a guest on educational or commercial television programs</td>
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<td>21. Serve as a guest on radio programs</td>
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<td>22. Write newspaper, magazine articles</td>
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<td>23. Contribute to the staff newsletter</td>
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<td>24. Distribute public service announcements to local television studios</td>
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<td><strong>Media—Continued</strong></td>
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<tr>
<td>25. Contact newspapers in local areas to cover DCM workshops or special programs (___)</td>
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**Consumer**

| 26. Provide nutrition education programs for parent groups (___) |                   |              |                  |                               |
|                                                               |                   |              |                  |                               |
|                                                               |                   |              |                  |                               |

| 27. Provide nutrition education programs for weight control groups (___) |                   |              |                  |                               |
|                                                               |                   |              |                  |                               |
|                                                               |                   |              |                  |                               |

| 28. Provide nutrition education programs for organized general consumer groups, such as Nutrition Caravan (___) |                   |              |                  |                               |
|                                                               |                   |              |                  |                               |
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### Plan of Work—Continued

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<td><strong>Consumer—Continued</strong></td>
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<td>29. Development of programs for consumers</td>
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<td>30. Development of materials for consumers</td>
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<td>31. Exhibit for consumers</td>
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<td><strong>General Responsibilities</strong></td>
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<td>32. Participate in health/nutrition</td>
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<td>organizations as active members (____)</td>
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<td>General Responsibilities—Cont.</td>
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<tr>
<td>33. Assist in development of nutrition policy positions for educational, professional or consumer groups</td>
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<td>34. Provide nutrition input to state government and educational institutions upon request</td>
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<td>35. Adhere to policies of the Dairy Council of Michigan</td>
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<td>SPECIAL PROJECTS</td>
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Appendix E

DAIRY COUNCIL OF MICHIGAN

Job Description

POSITION TITLE: Program Director
TITLE OF IMMEDIATE SUPERVISOR: Executive Director
LOCATION: _________________________________________
COUNTIES SERVED: _____________________________
____________________________________________

DAIRY COUNCIL OF MICHIGAN PURPOSE:
To contribute to the achievement of optimal health by providing
leadership in nutrition research and nutrition education based
on the concept of a balanced diet, in accordance with scientific
recommendations.

MAJOR RESPONSIBILITIES OF A PROGRAM DIRECTOR:

1. Initiates, plans, conducts and evaluates pre-K-12 Dairy Council
of Michigan approved nutrition education workshops for educa­
tors and affiliated professionals such as school nurses and
school food service personnel in accordance with annually deter­
mined unit priorities.

2. Serve as a resource/consultant in nutrition education to Michi­
gan schools, colleges and universities, professional health re­
lated associations and agencies with designated territory.

3. Initiates, plans, conducts and evaluates nutrition education
workshops for consumers in designated area.

4. Instigates contact with and participation in various mass media
activities within designated area to promote the value of a bal­
anced diet and the role of the Dairy Council of Michigan in the
community.

5. Initiates, plans, conducts and evaluates special projects upon
the approval of the Executive Director, in accordance with unit
plans and objectives.

6. Keeps abreast of current research related to nutrition and edu­
cation by reading, attending conferences, in-service training
and attending scheduled staff meetings.

7. Prepare reports and keep records in accordance with policy
manual stipulations.

8. Accepts and completes additional assignments as designated by
the Executive Director.
Appendix F

DAIRY COUNCIL OF MICHIGAN

Job Description

POSITION TITLE: Coordinator of Communications
TITLE OF IMMEDIATE SUPERVISOR: Executive Director
LOCATION:
AREA SERVED: ________________________________________

DAIRY COUNCIL OF MICHIGAN PURPOSE:
To contribute to the achievement of optimal health by providing leadership in nutrition research and nutrition education based on the concept of a balanced diet, in accordance with scientific recommendations.

MAJOR RESPONSIBILITIES OF A COORDINATOR OF COMMUNICATIONS:

1. Coordinates state-wide media activities in accordance with unit plans and objectives.

2. Coordinates the development of materials for media use throughout the state.

3. Promotes newspaper, radio, television and magazine coverage in priority media areas as determined annually by unit plans and objectives.

4. Disseminates media materials state-wide, such as Dr. In The Kitchen newspaper series and mini-messages for radio and television.

5. Initiates, plans, conducts and evaluates special projects upon the approval of the Executive Director, in accordance with unit plans and objectives.

6. Keeps abreast of current research related to nutrition and communications by reading, attending conferences, in-service training and attending scheduled staff meetings.

7. Prepares reports and keeps records in accordance with policy manual stipulations.

8. Accepts and completes additional assignments as designated by the Executive Director.
POSITION TITLE: Program Coordinator  
TITLE OF IMMEDIATE SUPERVISOR: Executive Director  
LOCATION: Detroit Office  
AREA SERVED: City of Detroit  
State of Michigan  

DAIRY COUNCIL OF MICHIGAN PURPOSE:  
To contribute to the achievement of optimal health by providing leadership in nutrition education based on the concept of a balanced diet, including milk and milk products, in accordance with scientific recommendations.  

MAJOR RESPONSIBILITIES OF PROGRAM COORDINATOR:  

1. Creates and develops nutrition education materials and programs for pre-K-12 educators.  
2. Evaluates materials and programs developed by program directors for pre-K-12 educators.  
3. Provides orientation and training for new program staff personnel.  
4. Initiates, plans, conducts and evaluates special projects upon the approval of the Executive Director, in accordance with unit plans and objectives.  
5. Serves as a resource/consultant in nutrition education to Michigan schools, colleges and universities, professional health related associations and agencies throughout the state of Michigan.  
6. Coordinates information for program staff.  
7. Initiates, plans, conducts and evaluates pre-K-12 Dairy Council of Michigan approved nutrition education workshops for educators, affiliated professionals and consumers in accordance with annually determined priorities.  
8. Instigates contact with and participation in various mass media activities to promote the value of a balanced diet and the role of the Dairy Council of Michigan in the community.  
9. Keeps abreast of current research related to nutrition and education.
10. Prepares reports and keeps records in accordance with policy manual stipulations.

11. Accepts and completes additional assignments as designated by the Executive Director.
Appendix H

DAIRY COUNCIL OF MICHIGAN

Job Description

POSITION TITLE: Coordinator of Health Professional Program

TITLE OF IMMEDIATE SUPERVISOR: Executive Director

LOCATION: Detroit Office

AREA SERVED: Wayne, Oakland, and Macomb Counties

State of Michigan

DAIRY COUNCIL OF MICHIGAN PURPOSE:
To contribute to the achievement of optimal health by providing leadership in nutrition education based on the concept of a balanced diet, including milk and milk products, in accordance with scientific recommendations.

MAJOR RESPONSIBILITIES OF COORDINATOR OF HEALTH PROFESSIONAL PROGRAM:

1. Initiates, plans, conducts and evaluates Dairy Council of Michigan approved nutrition education workshops for health professionals in accordance with annually determined priorities.

2. Evaluates materials and programs developed by program directors for health professionals and affiliated health professionals.

3. Serves as a resource/consultant in nutrition education to professional schools and educational institutions for the state of Michigan.

4. Initiates, plans, conducts and evaluates special projects upon request/approval of the Executive Director in accordance with plans and objectives of the Dairy Council of Michigan.

5. Keeps abreast of current research related to nutrition and education.

6. Prepares reports and keeps records in accordance with policy manual stipulations.

7. Accepts and completes additional assignments as designated by the Executive Director.
Appendix I

DAIRY COUNCIL OF MICHIGAN

Job Description

POSITION TITLE: Executive Director
TITLE OF IMMEDIATE SUPERVISOR: Board of Directors
LOCATION: Detroit Office
COUNTIES SERVED: State of Michigan

DAIRY COUNCIL OF MICHIGAN PURPOSE:
To contribute to the achievement of optimal health by providing leadership in nutrition education based on the concept of a balanced diet, including milk and milk products, in accordance with scientific recommendations.

MAJOR RESPONSIBILITIES OF EXECUTIVE DIRECTOR:

1. Communicates with Board of Directors and the dairy industry.
2. Establishes effective working relationships with community leaders—health professionals, educators, consumers and media personnel.
3. Keeps current with developments in the field of nutrition education and with the dairy industry.
5. Employs, supervises and evaluates staff.
6. Develops, implements and enforces employee policies and standards.
7. Establishes and/or approves program priorities, methods of implementation and evaluation.
8. Establishes and/or approves office procedures.
9. Assumes final responsibility for staff's work and physical facilities in all offices of the Dairy Council of Michigan.