

Second Edition



Athletic Training Management



Concepts and Applications

James M. Rankin, PhD, ATC
Christopher D. Ingersoll

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ATHLETIC TRAINING MANAGEMENT: CONCEPTS AND APPLICATIONS SECOND EDITION

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This book is printed on acid-free paper.

3 4 5 6 7 8 9 0 QPF/QPF 0 9 8 7 6 5 4 3

ISBN 0-07-092143-1

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Compositor: *Interactive Composition Corporation*
Typeface: *10/12 Photina*
Printer: *Quebecor Printing Book Group/Fairfield, PA*

Library of Congress Cataloging-in-Publication Data

Rankin, James Michael.

Athletic training management : concepts and applications / James M. Rankin,
Christopher D. Ingersoll. — 2nd ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-07-092143-1 (alk. paper)

1. Athletic trainers. I. Ingersoll, Christopher D. II. Title.

RC1210.R36 2001

617.1'027—dc21

00-035485

CIP

www.mhhe.com

Preface

Athletic Training Management: Concepts and Applications was conceived while preparing a self-study for the University of Toledo athletic training education program in 1988. We knew we had to have an organization and administration course in the curriculum. For years we haunted the book dealers' section in the exhibits at the NATA Annual Meeting and the District IV meeting asking if anyone had an organization/administration text specific to athletic training. Finally Vicki Malinee of Mosby said, "No one has. Would you be interested in writing one?" The rest, as they say, is history. The outline of the first edition closely followed the competencies in place at that time.

Since the first edition was completed, we felt there were areas that we could improve. The first chapter is one that we feel strongly needs to be looked at by athletic trainers, but the first attempt was difficult reading. Examples throughout seemed to be geared to the college athletic training environment, if there were athletic training examples at all. We have worked hard to improve situations like this throughout the text.

Much has happened in athletic training education (and in the athletic training profession, for that matter) in the intervening five years since the first edition. The NATA Education Council was formed in 1998. CAAHEP is now the accrediting body for entry-level athletic training education programs. The internship programs are being phased out, primarily due to the superiority of classroom instruction combined with clinical education in the accredited programs as demonstrated by significantly higher passing rates on the NATABOC certification examination.

The explosion in the clinical setting that began in the late 1980s continues to this day. Women are

becoming a greater force with each passing year. Our next NATA president is Julie Max from California State University-Fullerton in District 8. Women are becoming more of a presence in professional sports. Athletic trainers are working in increasing numbers in the industrial setting. We are becoming a major voice that cannot be denied any longer as key players in the health care of athletes and active people.

WHO IS IT WRITTEN FOR?

Athletic Training Management: Concepts and Applications is designed for the upper-division undergraduate or graduate athletic training student. Special care was taken to make the text a useful addition to the practicing athletic trainer's and sports medicine professional's library as well. Although a reasonably intimate knowledge of athletic training is assumed, other professionals who supervise athletic trainers will also find the book useful.

NEW TO THIS EDITION

The text has been arranged into the broad categories of Personnel Management, Facilities, Operations, Legal Issues, and Information Technology. Chapter 7, "Designing Athletic Training Facilities," has been brought forward in the text, giving students time to complete design projects in the semester before things get hectic in the last two weeks as they always do.

Practice Setting: Where Do We Work?

There has been a great expansion of the coverage of the various practice settings in chapters dealing

with the sports medicine team (with a stronger emphasis on clinics, industrial settings, Olympics, and professional sports), facilities management, insurance, and legal issues.

How to Get a Job

In the first edition, chapter 4 covered recruiting the sports medicine team. It has now been divided into two chapters: chapter 3, “The Sports Medicine Team,” and chapter 4, “How to Get a Job.” There is a stronger hands-on emphasis now placed on developing the materials needed to apply for a job, and how to prepare for a job interview.

Legal Issues

Legal issues now comprise two chapters for the second edition. Chapter 15 covers legal issues and chapter 16 examines risk management. The legal issues section focuses on credentialing, standards of practice, and negligence. The whole issue of using standards of practice, either from state practice acts or from national or regional governing bodies, is explored with particular emphasis on using the standards to establish the duty to act. Athletic trainers must take care to work within the scope of practice permitted by their state credential and practice acts.

Chapter 16, “Risk Management,” looks at the principles of risk management and explores some specific cases involving athletic trainers and tort law. These cases are all public domain information, published in either federal or state appeals court proceedings, and they show the scope of exposure that athletic trainers have in today’s market. While names have been abbreviated to emphasize the case concepts, the correct citations are present with each case, enabling the student to go to the source material for more information. Students also need to understand that cases become part of case law through the appeals process. (If a case is only heard in a district court and ends there, that case is not published in law books. The case then becomes a file folder in the court’s and attorney’s records only.)

Insurance and Third-Party Reimbursement

A new chapter has been added on third-party reimbursement. Third-party reimbursement means athletic trainers must become familiar with CPT coding of therapeutic procedures and ICD-9 classifications for medical conditions. Nothing in the CPT codes restricts use by licensed healthcare professionals, including athletic trainers. As athletic training is credentialled in more states, more athletic trainers will bill for services as other licensed healthcare professionals do now.

Information Technology

Chapters have been added on hardware, software, and using the Internet and the Web to retrieve and use information. Modern recordkeeping, communications, and information storage all require the use of a computer. Various components of systems are discussed with an eye toward helping the reader evaluate his or her own needs and be able to make the best use of the resources available for computers.

Pedagogy

- *For Critical Thought* case studies are presented at the beginning of every chapter and include possible resolutions at the ends of the chapters.
- Bulleted summaries reinforce key concepts for test preparation.
- Websites are presented with each chapter to direct students to additional resources.

ORGANIZATION

Part One—Personnel Management

- Chapter 1, “Development of Management Theories,” explores classical management theories and relates them to athletic training. Of particular note are the sections examining preferred work environment and preferred management style.

- Chapter 2, “Personnel Motivation and Evaluation,” focuses on motivational theories and how they relate to athletic training. The second part of the chapter covers the evaluation of personnel. There has been extensive revision of the presentation of the motivational theorists from the first edition.
- Chapter 3, “The Sports Medicine Team,” identifies those professionals who should be part of the sports medicine team in the various practice settings. Particular emphasis is given to the roles of athletic trainers in clinics, industrial athletic training, Olympics, and professional sports. Once it has been established who should be on the team, the focus of the chapter shifts to putting together a job description and searching for the right person for the team.
- Chapter 4, “How to Get a Job,” gives students solid practical information to use to find where the jobs are, how to put together materials to apply for a job, keys to look for that identify the ideal job, and interview skills.
- Chapter 5, “Managing Change, Conflict, and Burnout,” contains a review of group conflict, including an individual’s response within a group context, organizational change, and the recognition and management of burnout.

Part Two—Facilities

- Chapter 6, “Athletic Training Facilities Management,” examines facilities problems, including personnel assignments, the population served, hours of operation, and policies and procedures manuals. Particular emphasis is placed on the clinical education of student athletic trainers in the various practice settings.
- Chapter 7, “Designing Athletic Training Facilities,” is a primer on the clinical focus areas found in athletic training rooms. Working with architects, concept plans, floor plans, and construction blueprints, as well as electrical, plumbing, and HVAC plans are discussed.

Part Three—Operations

- Chapter 8, “Medical Records,” reviews record keeping in the various practice settings. The NATABOC Standard of Practice for record keeping is emphasized, along with expanded sections on SOAP notes and confidentiality.
- Chapter 9, “Insurance,” covers athletic medical insurance in colleges and universities, and to a lesser extent in high school settings. Emphasis is placed on second-dollar insurance plans. Catastrophic insurance and liability insurance are also discussed.
- Chapter 10, “Third-Party Reimbursement,” explores the relationship developing in the profession of athletic training with the managed health care industry. Utilization of CPT codes and ICD-9 codes are introduced, along with procedures for filing claims and handling denied claims. The importance of third-party reimbursement to athletic trainers is discussed.
- Chapter 11, “Financial Management,” explores the world of budgeting for athletic trainers. How to set up a purchase plan, how to bid, and the differences between categories in a line-item athletic training budget are discussed.
- Chapter 12, “Emergency Care Planning,” addresses standard operating procedures and emergency care. The importance of writing out the plan and practicing it monthly are emphasized.
- Chapter 13, “Organizing and Administering Preparticipation Physical Examinations,” explores the components of a preparticipation examination with an emphasis on the areas to be covered and specificity for each sport. New to this chapter is an added emphasis on cardiovascular screening.
- Chapter 14, “Public Relations,” discusses public relations and marketing as they relate to the profession of athletic training and the public consciousness. The concept document of the 1999 NATA Public Relations Plan is included as an appendix at the end of the chapter.

Part Four—Legal Issues

- Chapter 15, “Athletic Training Practice,” concentrates on the credentialing of athletic trainers, bringing together various organizations’ standards statements to establish a standard of practice, and negligence. Using standards to define duty to act enables state practice acts and national organizations’ standards-of-practice statements to be the arbiters in court.
- Chapter 16, “Risk Management,” explores the interrelationship of risk management strategies with court cases that demonstrate what happens when there is either a real or perceived breakdown in risk management.

Part Five—Information Technology

- Chapter 17, “Computer Hardware,” looks at the common hardware platforms available for computers today. More emphasis is placed on the components of the system than on the specifics of the components.
- Chapter 18, “Computer Software,” explores common computer applications such as word processing, spreadsheets, databases, virus checkers, record-keeping software, and web editing software.
- Chapter 19, “The Internet,” explores the use of the Internet and the Web for communications via e-mail and discussion groups and for information retrieval.

PEDAGOGY

Chapter objectives and key terms are found at the beginning of each chapter; references are provided at the end of each chapter. These features help to reinforce the content and direct the reader to other relevant resources.

For Critical Thought. New to the second edition, this feature opens each chapter with a detailed case study. After reading the chapter content, an additional “For Critical Thought” section concludes the chapter and discusses some of the possible resolutions to the opening case study.

Summaries. New to the second edition, these appear at the end of each chapter to reinforce key concepts.

Glossary. A detailed glossary of all key terms is presented at the end of the book.

Applications for Consideration. At the end of each chapter, there are from one to three short problems that emphasize the key concepts of the chapter and challenge the reader to find solutions to the problems presented.

Websites. In this second edition, each chapter concludes with a list of one to eight websites. Every effort is made to insure that these are accurate. With so many web pages introduced and abandoned each week on the Web, some of these pages might not function. Government web pages are more likely to function over extended periods of time.

ACKNOWLEDGEMENTS

During the six years that the first edition of *Athletic Training Management: Concepts and Applications* was in development, many people assisted us. The staff at Mosby-Yearbook was both supportive and patient during the development stages of the book. In particular, we appreciated Vicki Malinee, who provided the initial support that gave us the courage to proceed, and Michelle Turenne, who made it happen.

With this second edition, now with McGraw-Hill, we began the process with a different creative team, but arrived with Michelle again, which made everything easy because she understands athletic training so well. She is also understanding of our “anal retentiveness.”

With the first edition, several people openly shared their ideas and expertise, which shaped and improved the material during the earlier stages of development. We are very grateful to them. They included:

Bob Stahara, ATC, PT
Jefferson Hospital Sports Medicine
Pittsburgh, Pennsylvania

Greg Gamble, M.A., ATC
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Jim Busser, Ph.D.
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For the second edition we must include the following people who made significant contributions to the overall project:

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We are also indebted to the staff at the NATA office, particularly Ellen Satlof, Susan Briggs, and Suzanne Cracraft, who were always willing to help us get important information.

From the first edition, many of our students read sections and offered suggestions. In addition, significant assistance came from many of our colleagues. This second edition also benefited from the generous help of others.

The publisher's reviewers provided excellent suggestions to help make this text more usable and comprehensive. Our sincere thanks to:

first edition

Robert Moss, Ph.D., ATC
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Kalamazoo, Michigan

Gretchen Schlabach, Ph.D., ATC
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DeKalb, Illinois

Clint Thompson, M.A., ATC
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Our families willingly surrendered numerous hours of time to support our efforts with this text. Our love and appreciation to Barbara, Joey, and Mary Rankin, and to Mary, Kayla, T.J., and Tommy Ingersoll.

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PART ONE

Personnel Management

- 1** Development of Management Theories
- 2** Personnel Motivation and Evaluation
- 3** The Sports Medicine Team
- 4** How to Get a Job
- 5** Managing Change, Conflict, and Burnout

CHAPTER 1

Development of Management Theories

After reading this chapter, you should be able to:

- Evaluate the type of leader you would be comfortable working with on the job.
- Describe the historical development of modern management theories.
- Identify contemporary management theories.
- Describe the difference among the historical theories and contemporary management theories.
- Evaluate the types of supervisors you work with and how each type affects working conditions.

Key Terms

scientific management
human relations management
leadership studies
zone of indifference
McGregor's Theory X and Theory Y
Management by Objectives
Leadership (Managerial) Grid
human resources management
Total Quality Management
situational leadership

FOR CRITICAL THOUGHT: *Leadership Styles*

1. Absenteeism—Gregg, Melendez, Johnson
2. Equipment purchase for football athletic training room and Olympic sports athletic training room
3. Maintenance
4. Preseason physical exams—coordination with Megasports Clinic

The Monday morning staff meeting to review the previous week and plan the current week begins at three separate sites. The person in charge of the meeting proceeds through the agenda.



At the first site, the person in charge has devised a solution to be implemented by the employees. For the three employees who have problems being at work, either they will eliminate the problem by the end of the week or they will be seeking employment elsewhere. When discussing absenteeism, it also becomes apparent that someone has been following employees around to check on their time outside the athletic training room they were assigned to. Phone calls were made to other parts of the clinic to confirm that the athletic trainer actually went to that part of the building to perform a therapy technique requiring equipment only available there. No message, just checking up to see that the employee

was not wasting company time. The manager also informs the staff that three new ultrasound units have been purchased for the football team, even though the athletic training room used for Olympic sports has none. One of the football team's ultrasound units will be moved over after the season is finished. It will be recalibrated if funds are available, or before the next football season. Preseason physical examinations for all fall and winter sports other than football, soccer, and volleyball are set for the Sunday of Labor Day weekend. That is the only time the football staff athletic trainers are available until November. They are simply too busy to schedule another time. That is the way it is in this authoritarian setting.

Another job site has the same meeting. The person in charge of this meeting goes over the same agenda, lists the problems of the week and informs the employees that management wants the problems to go away at once. Each area supervisor must take care of discipline on his/her own initiative. There is currently no company-wide policy. Management believes that each athletic training room can set its own requirements as long as the policy does not sabotage any other area and as long as that area does not bother top management with the mundane details. There is considerable anguish over whether football needs any more equipment when the other athletic training rooms have so little. The manager suggests that the two supervising athletic trainers from football and Olympic sports should go into another room and work out a solution. They should not come out until they have made up, and not tell management what they are going to do, just do it. There are no funds for maintenance, so do not ask. Take any money you need from another line in your budget, but do not bother the senior staff with the details. No corrections, suggestions, or help will be

forthcoming from management. The laissez-faire style of management appears very close to anarchy.

A third job site has the same meeting. The person in charge of this meeting goes over the same agenda and has prepared a short list of problems. The person then asks the workers if they have any additions. When the list is complete, the person in charge of the meeting requests input and solutions from the workers that will be considered by the group as a whole, modified with the input of the group, and implemented by the group that created the solutions with the guidance of management. Apparently all patients are being treated within acceptable time limits, and outcomes assessment has been positive. There does not appear to be a need to check up on workers, and the manager in charge praises the workers' diligence in patient care. Senior management requests information on absenteeism and discovers that two of the three employees have child care problems. One of the employees has inquired about the possibility of a six-month job sharing arrangement with another person, both being part-time, after which the employee would go back to full-time. Senior management approves such an arrangement and the clinic is no longer short-staffed for part of the day. The third staff member's spouse was involved in an automobile accident, and she requests an unpaid leave of absence until her spouse can take care of himself. Again, the request is granted, and part-time help is obtained from a graduate intern from a nearby university. A discussion of the reasons for the comprehensive nature of the athletic program is included so that everyone will understand that health care applies to all athletes, not just those in major money-making sports. Agreement is reached that one of the ultrasound units will go to the Olympic sports site, but that football can send

over athletes for treatment when all of their equipment is in use. Since almost all of the staff athletic trainers cover home football games, this also provides an opportunity for those staff members not assigned to football to become familiar with some of the athletes. This participatory approach works, because the athletic trainers make it work. They respect and support each other and the job they perform.

The cultural setting of organizations and how the management style evolved is rarely studied in athletic training education programs. Corporate culture has been defined as a set of shared beliefs and values that the members of an organization have concerning the function and existence of the organization.⁷ The significance is that corporate culture influences the behavior of everyone in the organization.

When people are looking for a job as an athletic trainer, one of the considerations needs to be the organizational culture and how the individual's personality will fit into that environment. To understand this concept, some study of the evolution of management theory is required. Bridges and Roquemore⁴ stated that more than 98 percent of all first-time managers in all types of organizations obtain their first supervisory positions without first having any management training. Interestingly enough, when our students have been presented with the alternative styles from the case study, they almost universally choose to work in an agency with a democratic or participatory style of management. Yet when given an instrument that assesses their personal belief structure and what type of manager they would be, the overwhelming majority are closer to the authoritarian position. Few ever identify with the laissez-faire view. (See box 1-1.)

The word *management* is derived from the Italian *maneggiare* meaning to control or train.¹² Management and administration are not synonymous. Administration may be seen as the broader term,

encompassing both policies and procedures, whereas management is specific and deals with accomplishing goals.

Administrative and leadership skills are needed for organizing people and processes to reach the goals of the organization.³² There has long been confusion about whether the term *administration* refers to the attainment of desired goals or whether *leadership* is a better term. Lipham²¹ states that administration means using existing procedures to complete the desired goals, whereas leadership involves using new policies and procedures to the same end.

Certo,⁶ when identifying the difference between management and leadership, defines management as the broader term, encompassing behavioral as well as nonbehavioral issues. Leadership is defined as emphasizing only behavioral issues. The terms are not necessarily mutually exclusive. Current personnel administration and management approaches contain elements from many sources; therefore it is important to provide a historical overview of some principal theories.

SCIENTIFIC MANAGEMENT

Frederick Taylor

Modern management began in 1911 with the concept of **scientific management** developed by Frederick Taylor.³⁸ Taylor believed that management could use the scientific method to create a mathematical model in which money was the incentive to induce people to perform jobs.

In Taylor's scientific management, each worker became an impersonal cog in a machine. There was a strong emphasis on production through establishing a single "correct way" to perform a task that was taught to the workers. The workers were selected for their ability to follow the rules regardless of circumstances. The result was production at the expense of dehumanizing the workers. Scientific management did not allow for motivating factors such as recognition, prestige, power, self-esteem, or a sense of achievement.

If Taylor had been an athletic trainer, there would be only one way to tape an ankle or one protocol for performing joint mobilization on a

■ What Kind of Organization Design Do You Want to Work for? *Box 1-1*

Do you have an idea of what type of organization you would like to work for? Most likely you have given it some thought, but your focus has probably been on the type of job or maybe its location. What about the personality of the organization? How much consideration have you given to the culture you would work best in? For this exercise, first complete the questions below and score them. Then, in your group, compare responses to the following questions: Are there group members who prefer to work in large bureaucratic organizations? Who prefer to work in smaller companies? Discuss with your group members why you feel that type of organization will best suit you. Also, imagine that you work in an organization whose culture is opposite your preference. How might that affect your work? Discuss with your class members.

For each of the following statements, circle the level of agreement or disagreement that you personally feel:

SA = Strongly agree D = Disagree
A = Agree SD = Strongly disagree
U = Uncertain

- | | | | | | |
|--|----|---|---|---|----|
| 1. I like being part of a team and having my performance assessed in terms of my contribution to the team. | SA | A | U | D | SD |
| 2. No person's needs should be compromised in order for a department to achieve its goals. | SA | A | U | D | SD |
| 3. I prefer a job where my boss leaves me alone. | SA | A | U | D | SD |
| 4. I like the thrill and excitement of taking risks. | SA | A | U | D | SD |
| 5. People shouldn't break rules. | SA | A | U | D | SD |
| 6. Seniority in an organization should be highly rewarded. | SA | A | U | D | SD |
| 7. I respect authority. | SA | A | U | D | SD |
| 8. If a person's job performance is inadequate, it's irrelevant how much effort he or she made. | SA | A | U | D | SD |
| 9. I like things to be predictable. | SA | A | U | D | SD |
| 10. I'd prefer my identity to come from my professional expertise rather than from the organization that employs me. | SA | A | U | D | SD |

Scoring: For items 5, 6, 7, and 9, give yourself -2 for each SA, -1 for A, 0 for U, +1 for D, and +2 for SD. For items 1, 2, 3, 4, 8, and 10, reverse the scoring (+2 for SA, +1 for A, and so forth). Add up your total.

What the Assessment Means. Your score will fall somewhere between +20 and -20. The higher your score (positive), the higher your preference for small, innovative, flexible, team-oriented cultures, which are most likely to be found in research units, team-based structures, small businesses, or boundaryless organizations. Negative scores, on the other hand, indicate that you would be more comfortable in a stable, rule-oriented culture. This is synonymous with large companies and government agencies.

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