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**COURSE TITLE: MANAGEMENT OF AGRICULTURAL EXTENSION
PERSONNEL**

AEM 507

MANAGEMENT OF AGRICULTURAL EXTENSION PERSONNEL

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MODULE 1: INTRODUCTION

Unit 1 Concept and Meaning of Management

Unit 2 Objectives of Personnel Management in Extension

Unit 3 Role of Management in Agricultural Extension

UNIT 1: CONCEPT AND MEANING OF MANAGEMENT

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Concept of Management
 - 3.1.1 Leading by Example
 - 3.1.2 Management as a Programme
 - 3.2 Meaning of Management
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

There is the common saying that to fail to plan is to plan to fail. This affects all spheres of life, including management in agriculture. This is as the nation being largely agrarian needs to develop the agricultural sector in order to be able to feed the teeming population as well as provide raw materials for the industries. The extent to which the personnel used in agricultural development are managed will be a function of good and effective planning. It is therefore important that the act of leading personnel in all sectors, and especially in the agricultural sector

is mastered by agriculturists so that the sector will not end up being the one that fails to plan and thus plans to fail.

This course unit is therefore designed to equip you with the concept and definition of management in ensuring that you have the required skills of a good manager and will thus end up being among those that will help to manage the personnel that are used in agriculture, especially in the field of agricultural extension in the nearest future. Thus, understanding the crux of management of agricultural extension personnel is a key to strategic planning in agricultural extension. This course is therefore designed to equip you for the task.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- Stimulate your desire for management;
- Understand the concept of management;
- Equip yourself on the meaning of management;
- Plan management activities for your organization.

3.0 MAIN BODY

3.1 Concept of Management

Management originates from the old French word *ménagement* "the art of conducting, directing", as well as from Latin word *manu agere* "to lead by the hand". It characterizes the process of leading and directing all or part of an organization through the deployment and manipulation of human, financial, material, intellectual or intangible resources. (wikipedia.org/wiki/Management). This definition is interesting because it traces the root meaning back to the latin phrase meaning "to lead by the hand". Leading by the hand implies giving direction that is stronger than just a passing suggestion, yet still fairly gentle in approach.

3.1.1 Leading by Example

Leading by the hand implies that the person doing the leading is first going where the follower is being led. The leader is not asking the follower to do something he is not willing to do himself. It is also regarded as the guidance and control of action required to execute a program. This implies that some individuals are charged with the responsibility of conducting a program (www.ojp.usdoj.gov/BJA/evaluation/glossary/glossary_m.htm).

3.1.2 Management as a Programme

Management also refers to a "program". This implies that for management to be effective, there needs to be some type of defined approach or system in place. The system becomes the plan, while management is guiding others in following that plan. The organizational process thus includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results. Management also includes recording and storing facts and information for later use or for others within the organization. Management functions are not limited to managers and supervisors. Every member of the organization has some management and reporting functions as part of their job (home.earthlink.net/~ddstuhلمان/defin1.htm).

This definition is more in-depth and is tailored towards business-like management. It consists of three primary activities. First, management establishes a plan. This plan becomes the road map for what work is going to be done. Second, management allocates resources to implement the plan. Third, management measures the results to see how the end product compares with what was originally envisioned. Most management failings can be attributed to insufficient effort occurring in one of these three areas. The definition goes on to talk about how management is responsible for measuring details that may not be required presently, but may be useful later on. These measurements often help determine the objectives in the planning stage (Appleby, 1981). When management is following this type of sequence, it becomes a continuing cycle. Plan, execute, and measure. The measurements become the basis for the next planning stage and so on.

3.2 Meaning of Management

Management is the activity of getting things done with the aid of people and other resources (wps.prenhall.com/wps/media/objects/213/218150/glossary.html). This perception of management focuses on management as the process of accomplishing work through the efforts of others. Skilled managers can accomplish much more through others than they can through their own single efforts. A good manager is thus not the one that can do all by him/herself but one that can make people do all.

Management is also the effective utilisation and coordination of resources such as capital, plant, materials, and labour to achieve defined objectives with maximum efficiency (www.ecbp.org/glossary.htm). This perceives management as focusing not only on the people but the entire range of resources necessary to follow a plan in order to achieve efficiency. Management according to Ogunbameru (2004) is not just getting from point A to point B. It is getting there by choosing the best possible path.

4.0 CONCLUSION

In this unit, you have learnt about the concept and meaning of management. This includes the role of management as involving leading by example as well as management as a programme.

The meaning of management has also been explained as the utilization and coordination of resources to achieve objectives with maximum efficiency. It has exposed you to how you can use management to make a difference in directing affairs in organizations to achieve results that will lead to agricultural development.

5.0 SUMMARY

In this unit, you have learnt that;

- Management originated from both the French word *ménagement* "the art of conducting, directing", as well as from the Latin word *manu agere* "to lead by the hand"
- That management involves leading by example, as the person doing the leading is first going where the follower is being led.
- That management as a programme guides people in following a laid down plan.
- That management is the effective utilization and coordination of people and resources to achieve set goals.

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Describe the concept of management.
2. How does management ensure the leading of people by example?
3. Describe how management as a programme helps people to follow set plan.
4. How will you as a manager mobilize people and resources to achieve your organization's set goals.

7.0 REFERENCES/FURTHER READINGS

Appleby, R. C (1981): *Management in Action*, New Zealand, Pitman Publishing

Ogunbameru, B. O. (2004): *Organizational Dynamics*, Ibadan, Spectrum Books Ltd. Ibadan, p. 577

wikipedia.org/wiki/Management

www.ojp.usdoj.gov/BJA/evaluation/glossary/glossary_m.htm

home.earthlink.net/~ddstuhlman/defin1.htm

wps.prenhall.com/wps/media/objects/213/218150/glossary.html

www.ecbp.org/glossary.htm

UNIT 2 OBJECTIVES OF PERSONNEL MANAGEMENT IN EXTENSION

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Objectives of Management
 - 3.2 Implications of Management
 - 3.3 Management as a Process
 - 3.4 Management in Agricultural Extension
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

The need for a broad understanding of management as well as the objectives it set out to achieve needs to be properly understood by all concerned about agricultural development, especially students that are being groomed to be future managers. This unit thus attempt to set out the objectives of management by bringing out its implications in order for good understanding. Thus, the way management relates the managers with the people and resources they have to manage as well as the process of management becomes imperative. This is also more important in the context of agricultural extension where the soul of agricultural development in the country is molded. This is because the bulk of farmers that feed the nation, and in fact more than 60 percent are peasant farmers who are the direct clientele of agricultural extension.

2.0 OBJECTIVES

It is expected that at the end of this unit, you should be able to:

- Understand the implications of management
- Describe management as a process
- Explain management in agricultural extension

3.0 MAIN BODY

3.1 Objectives of Management

The major objectives of management are to plan, organize, lead and control. Planning is the process of setting goals and deciding how best to achieve them, while organizing is the process of allocating and arranging human and non-human resources so that plans can be carried out successfully. Leading is the process of influencing others to engage in the work behaviours necessary to reach organizational goals. Controlling on the other hand is the process of regulating organizational activities so that actual performance conforms to expected organizational standards and goals (Ogunbameru, 2001).

Planning is more important for top managers than for middle or first-line managers. This is so because top managers are responsible for determining the overall direction of the organization, a charge that requires extensive planning. Leading on the other hand is more important for first-line supervisors than for managers at higher levels. Management thus aims to ensure that leadership at all levels put in all it takes to achieve the aims of the extension organization.

3.2 Implications of Management

Management can be described as:

1. The process of getting activities completed efficiently with and through other people;
2. The process of setting and achieving goals through the execution of five basic management functions: planning, organizing, staffing, directing, and controlling; that utilize human, financial, and material resources (www.crfonline.org/orc/glossary/m.html).

The first description looks at the fact that management is getting work done through other people, while the second divides management into five components. These components are all parts of the three components (plan, execute, measure) that was considered earlier. However the more detailed description helps show the activities that occur in each of the three phase definition. These can thus be said to be the objectives that management attempt to serve. It is thus important that the process attribute of management is considered.

3.3 Management as a Process

Management is also the process of planning, leading, organizing and controlling people within a group in order to achieve goals. Management in this case addresses accomplishing work through other people (Ogunbameru, 2004). This definition stresses the activities that are necessary for reaching particular goals as the process of achieving the objectives of the organization by bringing together human, physical, and financial resources in an optimum combination and making the best decision for the organization while taking into consideration its operating

environment

(www.ucs.mun.ca/~rsext/business1000/glossary/M.htm). In this case, the different components that managers need to control in order to achieve objectives were considered. One differentiator of this definition is the way it considers the operating environment as part of what a manager must understand. It is also referred to as the role of conducting and supervising a business (www.becbiz.com.au/glossary.htm). This is a broad definition of management that does not consider management as something that can take place outside of a business.

3.4 Management in Agricultural Extension

Agricultural Extension management or administration is an important aspect or a precondition for agricultural development efforts because it caters for the management of people and resources for the achievement of the objectives of agricultural development. It is perhaps for those reasons that the department of agric extension services sometimes referred to as the technical services division of the Agricultural Development Projects are administered as separate entities within the government. If any organization has to succeed, it must be properly managed, administered and supervised (Aromolaran, 2000). This is why all modern organizations use management/administrative processes to accomplish their goals. It is for these reasons that the study of management of agricultural personnel becomes important for the overall development of expertise.

4.0 CONCLUSION

This unit has assisted you to understand the implications of management as it assists to utilize people and resources to achieve results. It has also explained the concept of management as a process and how it is important in management of agricultural personnel in agricultural extension.

5.0 SUMMARY

This unit has acquainted you with:

- The implications of management.
- The fact that management is a process of planning, leading, organizing and controlling people within a group in order to achieve goals.
- The fact that good management in agricultural extension is a precondition for agricultural development.

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Explain the implications of management
2. List the processes involved in management
3. Describe how management in agricultural extension can aid agricultural development.

7.0 REFERENCES/FURTHER READINGS

Aromolaran, E. A (2000): *Fundamentals of Management* Lagos, BLV Print Tech., p. 153

Ogunbameru, B. O (2001): *Practical Agricultural Administration*. Lagos, Kuntel Publishing House. P. 163

Ogunbameru, B. O. (2004): *Organizational Dynamics*, Ibadan, Spectrum Books Ltd. Ibadan, p. 577

www.crfonline.org/orc/glossary/m.html

www.ucs.mun.ca/~rsexty/business1000/glossary/M.htm

www.becbiz.com.au/glossary.htm

Unit 3 THE ROLE OF MANAGEMENT IN AGRICULTURAL EXTENSION

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Roles of Management
 - 3.1.1 Role in Problem Solving
 - 3.1.2 Role in Development
 - 3.1.3 Role in National Welfare
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Management plays several roles in facilitating the running of organizations. The roles are important that they cannot be done without if success is to be achieved in the running of such organization. This is particularly the case in agricultural projects generally, and agricultural extension in particular. The roles include those of problem solving, that of sustained development as well as role in national welfare.

Understanding of these roles will assist students to appreciate better what values good management of agricultural personnel hold for the overall development of the agricultural sector in a country like Nigeria that is agrarian in nature.

2.0 OBJECTIVES

By the end of this unit, students should be able to:

- Stimulate their interest in management

- Appreciate the role of management in problem solving
- Be exposed to the developmental role of management
- Understand the role of management in national welfare

3.0 MAIN BODY

3.1 Roles of Management

Management has been variously described as the act of using people and resources to achieve the objective of an organization. It thus plays important roles in the development of organizations in effort at achieving the overall development of communities. In agricultural extension, it plays the roles in effort at agricultural development through problem solving. It is a known fact that if the problems confronting the agricultural sector are effectively tackled, the nation has the potential to feed the whole world as it is reported that up to 60 percent of Nigerians are involved in agriculture and agricultural related activities in the country. It is thus important that those roles played by management are examined.

3.1.1 Role in Problem Solving

Professional administrative management in agriculture and extension is slowly emerging as a special class of discipline. Professional managers and personnel managers are beginning to show up as a leading group in our fast urbanizing and industrializing society distinct from labour and separate from ownership. Production depends on them and they also try to manipulate consumption patterns through advertisements, technology transfer innovativeness, etc. This phenomenon in industry and the private sector in general has now permeated agriculture where management and administrative competence have become rare commodities for which the employer is prepared to pay (Aromolaran, 2000). Today's Nigerian agriculture is greatly beset with a large number of problems. These problems are more administrative than technical. The impression is often given that technical research and new practices are available, that funds are expended, but the desired result is hardly achieved because of the lack of professional managers capable of administering the extension and other supporting services. If this misconception is to be corrected, agricultural extension must train and develop managers and administrators for the ascribed role in administration.

3.1.2 Role in Development

Most human endeavor requires organization described sometimes as the planned structures of an enterprise. Agricultural extension, like all other endeavors require this (planned) structure. It involves deliberate attempt to desirable relationship, ways in which decisions are made, activities to be performed are lined up, lines of authority are indicated, level of accountability and degrees of reward and punishment established. It is formalized through a group of people working together in a concerted way to achieve a pre-determined objective (Dahama, 1976). It is in this context that the importance of Agricultural extension emerges, essentially because agricultural extension occupies a key position of power and influence in the agricultural development process

of the country. Therefore, to carry out these key roles and sustain its key position of power and influence, it must be properly managed.

3.1.3 Role in National Welfare

Agricultural extension contributes to national welfare and therefore, its proper administration and effective management is imperative for its success in this role context. National welfare is predicated on a well clothed, housed and satisfied society capable of defending itself and keeping the wheels of development on an upward spiral. Agricultural management sustains this role of national welfare through the sustenance of a well developed agricultural and food production capability through a well administered agricultural extension service manned by competent and dedicated staff. A development of staff motivation, dedication and preparedness for selfless service is achievable through administration and efficient management of extension systems.

4.0 CONCLUSION

In this unit you have attempted to learn about the roles that management play in agricultural extension organizations. You have learnt that management helps to solve the problem of service provision and service utilization in agricultural extension. Its roles in development hand national welfare have also been explained to bring out its importance in agricultural development.

5.0 SUMMARY

In this unit you have learnt that;

- It is not enough to have technical research and new practices being available, as well as funds are expended, but there must be good management in order to achieve agricultural development
- Management ensures a planned structure aimed at achieving development in all organizations, especially extension.
- Staff motivation enhances dedication which is brought about by good management in efforts at achieving national welfare.
- Management helps extension to achieve a well developed agricultural and food production capability by competent and dedicated staff.

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. How can management help to solve the problem plaguing agriculture in the country?
2. Explain how management can help to play the role of management in the nation's agricultural sector.
3. What is the relationship between management and national welfare?

7.0 REFERENCES/FURTHER READINGS

Aromolaran, E. A (2000): *Fundamentals of Management* Lagos, BLV Print Tech., p. 153

Dahama, O. P (1976): *Extension and Rural Welfare*, India, Ram Prasad and Sons: AGRA – 3. P.
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MODULE 2: SCOPE AND FUNCTIONS OF PERSONNEL MANAGEMENT

Unit 1 Conditions for Effective Extension Management

Unit 2 Goals and Functions of Management

UNIT 1 CONDITIONS FOR EFFECTIVE MANAGEMENT

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Conditions for Effective Extension Management
 - 3.1.1 A National Policy Embodied in Legislation
 - 3.1.2 Underlying Philosophy
 - 3.1.3 Availability of Information
 - 3.1.4 Source of Manpower Development
 - 3.1.5 Availability of Ancillary Services
 - 3.1.6 Conducive Environment
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Extension management require some conditions for it to be effective in efforts at achieving agricultural development in the country. This is because management can not occur in a vacuum. It has to operate in an environment in which all the ingredients required for success are available. Such environment should be that of policy framework that will protect the participant in the process of management. Even when the policy environment is favorable, it is important that

other factors that will make the cooked soup complete and palatable are in place. It is then that extension management can effectively achieve its set goal of agricultural development.

2.0 OBJECTIVES

By the end of this unit students should be able to understand

- The necessary conditions that will make extension management to be effective
- The relationship between the respective conditions required for effective extension management
- The role that conducive environment play in extension management

3.0 MAIN BODY

3.1 Conditions for Effective Extension Management

Even though effective management ensures an effective extension services, this cannot be achieved in the absence of other essential factors. Such factors must emphasize the policy environment as well as the physical environment. This is as there is little magic the best of managers can perform in a situation of an environment that is not conducive (Appleby, 1981). Consequently, an effectively administered extension service will result if only the following conditions exist:

3.1.1 A National Policy Embodied in Legislation

Such a policy must establish the educational role of the extension system and its relationship to other areas of agricultural and rural development. Therefore, no formal organization can succeed unless it is backed by law. That policy must enunciate the purpose of the organization as well as the modalities for accomplishing that purpose.

3.1.2 Underlying Philosophy

Successful extension management presupposes a philosophy of extension management embodying the concept of *human resources development* as a major goal. Every organization derives its objective and goals from its basic philosophy. In agricultural extension, it is believed that if you want to produce more and better food, you should produce more and better farmers and finally think of how you can support them with better planting materials and input services.

3.1.3 Availability of Information

Effective management of an extension service is premised on access to good source of reliable information required for the solution of problems of information required for the solution of problems of rural people. Therefore, administrative success can only be achieved if such an information base about rural people and the scientific information to be transferred is available. This enhances the credibility of the extension administrator such that when he speaks, people want to listen.

3.1.4 Source of Manpower Development

For Agricultural extension administration to succeed, it must have a source of trained people adequate to supply the personnel needs of the extension service and other related systems. Such source could be from colleges of agriculture, polytechnics and universities. This is because the minimum requirement for agricultural extension personnel in Nigeria is a Diploma in Agriculture or related fields. The trainings should also be such that provide the type of knowledge that equips the trainees ready for the jobs required of them on the field.

3.1.5 Availability of Ancillary Services

Adequate ancillary services must be provided. According to Ogunbameru (2004), these ancillary services include farm services such as seed supply, tractor hiring, credit, transportation, marketing etc, without which extension management will be largely ineffective. It is one thing to convince the farmers to use improved seeds, it is another thing for the farmers to be able to access the improved seeds when needed. As an example, the problem of availability and affordability has seriously affected the use of fertilizers in the country.

3.1.6 Conducive Environment

An environment conducive to agriculture and rural development, including such things as incentive for production such as credit, appropriate land tenure, conducive economic atmosphere, political stability etc which assures the producer of a fair price for his produce and a fair share of government benefits accruing from improvements in his farming practices. A conducive environment can do what several persuasions will not be able to achieve.

4.0 CONCLUSION

In this unit you have attempted to learn about the conditions that are germane for effective extension management to be achieved. This ranges from a policy framework, to an underlying philosophy that guides the operation of extension. Also, there must be source of manpower and information as well as ancillary services for effective extension management to be achieved in efforts at achieving sustainable agricultural development.

5.0 SUMMARY

In this unit you have learnt that:

- A policy legislation in the context of a sound guiding philosophy is appropriate for an effective extension management
- The sources from which information are obtained as well as the source of training of manpower help to determine how effective extension management will be
- A conducive environment helps to determine the state of extension management in any country
- That ancillary services are important ingredients towards achieving an effective extension management

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Explain the role played by policy legislation in effort at achieving effective extension management
2. What are the ancillary services required for management of extension services to be effective?
3. Mention the factors that must be present before we can say that an environment is conducive for extension management

7.0 REFERENCES/FURTHER READINGS

Appleby, R. C (1981): *Management in Action*, New Zealand, Pitman Publishing

Ogunbameru, B. O. (2004): *Organizational Dynamics*, Ibadan, Spectrum Books Ltd. Ibadan, p.

UNIT 2 GOALS AND FUNCTIONS OF MANAGEMENT

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Essence of Management
 - 3.1.1 The 'What' of Management
 - 3.1.2 The 'How' of Management
 - 3.1.3 The 'Why' of Management
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Management involves organization which presupposes that goals and objectives that are achievable are set and that machineries are put in motion towards achieving them. The machineries must be able to address the questions of what has to be done, how is it going to be done and why is it going to be done. If these three questions are well considered and appropriate solutions are found for them before the commencement of an endeavor, then management will achieve the purpose for which the organization is set up.

There is the common saying that failing to plan is planning to fail. Also, organization is the soul of any business and any business endeavor that is not well organized will find it difficult to succeed. The acts of motivating and controlling personnel ensure that men and resources are utilized to achieve the goals set for an organization. It is thus important that these functions are well articulated and clarified before the commencement of any management endeavor in order to achieve success.

2.0 OBJECTIVES

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

- Understand the very essence for which management is discharged
- Answer the question of what is the goal of management and what level of achievement is acceptable
- Understand the how of management
- Explain why some management theories are to be used in some situations while some others will not be appropriate for that situation.
- The basic functions that management perform in extension

3.0 MAIN BODY

3.1 Essence of Management

Management may be described as the guidance, leadership and control of human and non-human resources towards the achievement of a pre-determined organizational goal.

The essence of management is the belief that objectives are achievable more effectively through organization, that is, by interrelating sub-divisions of work and allocating them to men and women who are placed in a position of authority so that work may be better organized and accomplished.

Ogunbameru (2004) asserted that this description of management presupposes 3 different approaches:

3.1.1 The 'what' of management

This involves the management/administrative tasks that must be performed and the level of achievement that is acceptable. Often times, this approach reflects the subject matter content of management. This involves planning, organizing, staffing, directing, and controlling. These tasks should be performed in manners that will bring grandeur to the business of management if success will be achieved, especially in the nations' agricultural development.

3.1.2 The 'how' of management

This relates directly to the methods and processes of management. The methods and processes involve the theories that are employed in management activities as well as the manners in which management functions are supervised and controlled.

3.1.3 The 'why' of management

This relates to the behavioral science approach which explains why some patterns of management are more successful than others. As an example, when is it require to use theory X

or Y and not theory Z and why is a particular theory more applicable to a situation than the other. All these issues need be resolved in any organization where management functions are being utilized so that the much desired goals of management can be achieved.

These three approaches are internally related and should be applied consistently in achieving the goals of management. The what, how and why of management should therefore be addressed in all management situations so that the effort will achieve the desired results.

3.2 Functions of Management

Management operates through various functions, often classified as planning, organizing, leading/motivating and controlling. These functions indicate the direction in which management goes in order to achieve the set goals. The functions are all important and are interrelated (Akinsorotan, 2007). The functions are variously described in efforts at explaining the activities involved in management.

3.2.1 Planning

This involves deciding what needs to happen in the future (today, next week, next month, next year, over the next five years, etc.) and generating plans for action. It is the road map that indicates the direction an organization will go in the course of management. It thus specifies what has to be done before the other, how it has to be done and who will get each task in the specified plan executed. The plans so generated are used to direct the affairs of the organization.

3.2.2 Organizing

These are the activities carried out to make optimum use of the resources required to enable the successful carrying out of plans. This involves decision making on who is in the best position to carry out an activity and which resources are to be utilized in effort at achieving the set goals. Organizing is important in management as it involves decision on the optimum use of resources to achieve the goals set for the organization. It is not enough to have the required resources but if they are not well organized, the plans set out for achieving the goals of the organization will not be realizable. The optimal use of resources determines the efficiency of any organization.

3.2.3 Leading/motivating

The act of leading and motivating involves exhibiting skills in these areas for getting others to play an effective part in achieving plans. Leadership provides direction for an organization and one way of achieving efficient leadership is to ensure that personnel are well motivated on their personal self realization and the fulfillment in the work environment. Leading and motivation thus go hand in hand to make staff put their best into effort at achieving the goals set for an organization.

3.2.4 Controlling

This involves monitoring, that is, checking progress against plans. The plans set for an organization may be followed to specification or there may be deviation in the process of execution. It is controlling or monitoring that ensures that the plans are religiously followed. It also leads to timely realization of the need to amend set plans if need be. The plans may need modification based on feedback. Controlling helps to monitor implementation of plans. This helps to identify those plans that must be pursued to conclusion as against those that need to be modified. Whatever will be the decision is based on the feedback obtained from effective monitoring.

CONCLUSION

In this unit you have gone through the questions that need to be answered in order to achieve the goals of management. The questions include the what of management which involves the tasks that have to be achieved, the how of management which affects the methods and processes, as well as the why of management which includes the approach that explains why some patterns in management are more successful than the others.

The functions of management range from planning, to organizing as well as leading/motivation. You have learnt that when plans are set, you need resources and personnel to be able to actualize the plans. If these functions are not effectively coordinated, it will be difficult to actualize the plans that have been set. You have also learnt that controlling helps to monitor implementation of plans to ensure that the organization does not derail from the plans. It has also been added that monitoring helps to know which plans have to be amended in the course of execution as a result of timely feedback.

5.0 SUMMARY

You should have learnt in this unit that:

- The management/administrative tasks that must be performed and the level of achievement that is acceptable has to be well specified in order to achieve the goal of management
- The methods and processes of management which involves the theories that are employed must be clear and able to achieve the goals that have been set for management
- That some patterns of management are more successful than others in specific situations and thus need to be understood.
- Planning is an essential function of management

- The need to make optimum use of the resources required to enable the successful carrying out of plans is organizing
- It is important to lead personnel towards achieving the goals set for an organization through adequate motivation
- Monitoring through checking progress against plans is known as controlling as a management function

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Mention the theories that make the methods and processes of management achieve its goals
2. Why are some patterns of management more successful than others?
3. List the management/administrative tasks that must be performed to achieve the goals of management
4. Describe the function of planning
5. Explain why leadership and motivation are two sides of a coin.

7.0 REFERENCES/FURTHER READINGS

Ogunbameru, B. O. (2004): *Organizational Dynamics*, Ibadan, Spectrum Books Ltd. Ibadan, p.

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MODULE 3: PRINCIPLES OF PERSONNEL MANAGEMENT

- Unit 1 Management Theories
- Unit 2 Classification of Agricultural Extension Management Theories
- Unit 3 Theory XYZ

Unit 1 MANAGEMENT THEORIES

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Management Theories
 - 3.2 Purpose of Agricultural Extension Theories
 - 3.2.1 Basis for Research
 - 3.2.2 Guide for Administrative Action
 - 3.2.3 Guide for Application of New Knowledge
 - 3.2.4 Basis for Planning and Execution
 - 3.2.5 Help Understanding, Prediction and Adjustment
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Management theories are formulated to help in explaining how responsibilities are assigned in work situations. It specifies relationships between managers and other personnel in effort at achieving efficiency in work situations. It serves some purposes which include being a basis for research, a guide for administrative action, a guide for application of new knowledge, as well as

being a basis for planning and execution. It also helps the understanding, prediction and adjustment of a work situation.

2.0 OBJECTIVES

By the end of this unit the students should be able to:

- Briefly describe management theories
- Explain the purpose of agricultural extension management theories

3.0 MAIN BODY

3.1 Management Theories

The methods of allocating work and ascribing responsibilities through centralized or otherwise authority is guided by basic principles which have now been formulated by administrative behaviour specialists designated as theories. In management, a theory may be described as a set of assumptions from which a set of basic principles and laws may be derived (Ogunbameru, 2004). It embodies an explicit and objective statement integrating isolated body of data into a coherent and consistent framework. It thus permits the specification of relationships between islands of empirical data and logical extrapolation from obtained relationships or erstwhile un-investigated phenomenon. Management theories are thus body of knowledge that are designed to serve specific purposes (Appleby, 1981).

3.2 Purpose of agricultural extension management theories

In agricultural extension, theories according to Aromolaran (1998) serve principally the following purposes:-

3.2.1 Basis for Research

It provides a basis for research, that is, an instrument with which the administrator's behaviour and the supervisory response of administrators, managers, supervisors and workers can be measured and investigated in complex organizations.

3.2.2 Guide for Administrative Action

It provides a guide for administrative and organizational action. Extension staff behaviour differs under different administrations or administrative structures and incentives. This explains why some administrative sectors succeed where others fail.

3.2.3 Guide for Application of New Knowledge

Theory provides a guide for the application of new knowledge. New ways of doing things in an organization are generated either through research or repeated practice, both of which to some extent are based on theories and basic assumptions. The application of this new knowledge leads to greater efficiency and higher worker productivity.

3.2.4 Basis for Planning and Execution

Theory provides a basis for decision making, project implementation and action as well as reorganization in order to have improvement in getting work done.

3.2.5 Help Understanding, Prediction and Adjustment

Theory helps the understanding, predicting and adjusting of management behaviour more systematically to the work environment and the structure of the extension service.

4.0 CONCLUSION

In this unit you have been able to learn about management theories as methods of allocating work and ascribing responsibilities. Theories serve specialized purposes in agricultural extension such as being basis for research and being basis for planning and execution. A good understanding of management theories will help students and practitioners in mastering the art of management in agricultural extension and other organizations.

5.0 SUMMARY

In this unit you have learnt that

- A management theory may be described as a set of assumptions from which a set of basic principles and laws may be derived
- Agricultural extension management theories serve as basis for research
- Understanding, predicting and adjusting of management behavior can be enhanced through management theories
- Theory provides a basis for decision making, project implementation and action

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Define the concept management theory
2. List four purposes that management theories serve
3. How does management theory provide a basis for research?
4. Explain how new knowledge is generated through management theory

7.0 REFERENCES/FURTHER READINGS

Appleby, R. C (1981): *Management in Action*, New Zealand, Pitman Publishing

Aromolaran, E. A (1998): *Office Administration and Management*, Lagos, Concepts Publications, p. 154

Ogunbameru, B. O. (2004): *Organizational Dynamics*, Ibadan, Spectrum Books Ltd. Ibadan, p.

UNIT 2 CLASSIFICATION OF AGRICULTURAL EXTENSION MANAGEMENT THEORIES I

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Classification of Agricultural Extension Management Theories
 - 3.1.1 Functional Theory
 - 3.1.2 Decision Making Theory
 - 3.1.3 Social Process theory
 - 3.1.4 Fusion Theory
 - 3.1.5 Human Relations Theory
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Several authors have put ideas together to develop management theories that explain the ways and manners the business of management are being conducted and the explanations that can be adduced for the different ways personnel behave in work situations as well as how managers perceive and respond to those situations. The management theories that are germane to agricultural extension practice are discussed in this unit and their import buttressed.

2.0 OBJECTIVES

By the end of this unit the students should be able to

- Explain the functional theory
- Understand how the decision making theory explains management
- Describe the merits of the human relations theory
- Distinguish the difference between the fusion theory and the social process theory

3.0 MAIN BODY

3.1 Classification of Agricultural Extension Management Theories

While several classification of theory may exist, those most relevant to extension management/administration include the following:

1. Functional theory
2. Decision making theory
3. Human relations theory
4. Fusion theory
5. Social process theory
6. Theory XYZ

3.1.1 Functional Theory: This was credited to Fredrick Taylor. The theory sometimes referred to as an administrative process theory tends to explain management behaviour in terms of administrative process and function of behavior (Appleby, 1981). It is a form of functional specialization. It stresses that an organization has position incumbent and functions which the manager performs, that is, in any organization. There are positions and responsibilities, tasks and duties which must be assigned to individuals appointed to those positions. The function of management is to ensure that these duties, tasks and responsibilities are adequately understood and effectively performed by all and sundry, including the manager himself. It suggests that the functions of the manager under this theory includes: (1) planning, (2) organizing, (3) staffing, (4) directing, (5) coordinating, (6) managing and supervising and (7) reporting.

Collectively, the proponents of the functional theory prescribe a division of labour based on functional specialization. Some of the basic concepts derived from the functional theory include the following:

1. Specialization leads to efficiency: Extension personnel become acquainted with specific roles when there is specialization. They thus become efficient in the tasks they perform over time that the organization benefits there from at the end of the day. A specialist in crop becomes more efficient than will a generalist in crop.
2. Staff arrangement which shows established hierarchy of authority is easier to operate. This makes staff know the line of command and be more responsive.
3. A limited span of control consistent with the manager's psychological span of interest is essential for performance. A span of control is the number of people that is attached to one supervisor. It is believed that span of control helps to control under-utilization.
4. The delegation of authority must be commensurate with responsibility so that subordinates can act on the instructions of the manager. The subordinates have better access to their superiors and so can get tasks performed with dispatch.
5. Job evaluation by supervisors should be based on predetermined criteria of performance. The subordinates know what is expected of them and what will not be acceptable.

3.1.2 Decision Making Theory: Even though functional theory is relatively acceptable to most management theorists, it however has its disadvantages. Consequently, a series of principles were enunciated, out of which the decision – making theory evolved. It grew out of the desire to overcome some of the limitations of the functional theories. The intent was to develop a set of concepts that permit the description of discrete decisions in an administrative environment.

Therefore, the decision making theorists suggested that the most important aspect of management is rational decision making ability. From this position, they described management as the process of rational decision making and suggested that the success of an organization can be measured by the aggregate correctness of its decisions. Decision making in itself is however affected by the following conditions:

1. The decision making environment – there is usually an environment conducive to collective responsibility for collective decision making and or individual decision making. Where this environment is not supportive, decisions taken could be faulty. The extension organization must ensure that the decision making environment is conducive for goal attainment.
2. The decision maker himself – the decision maker must not be indecisive. He must be forthright (straight forward, credible). He must be flexible without being autocratic. He must be rational and must be able to stand his grounds.
3. The goal or end to be served. The seriousness of a decision is determined by its end or its outcome (goal). When the goal of a decision is flimsy and unimportant, decisions tend to be snappy, but where the consequences of a decision are far reaching, greater thought are put into it and complex information seeking is undertaken.
4. The choice of the decision itself. The selection of an alternative from a combination of alternatives most appropriate to the resolution of the problem must be properly considered. The decision must reflect the selection of the best alternative out of the whole series of alternatives that best suit the solution that the manager wants to pursue. Consequently, he must be aware that there is no problem with only one solution.

3.1.3 Social Process Theory: The social process theory while accepting the utility of the functional and decision making theories suggests that both theories do not adequately explain management/administrative conditions in the work environment. That rather, they see an administrative organization as a social field, embodying a number of variables which include persons and organizations as well as their motives, attitudes, beliefs, sentiments, jobs and activities, the physical work setting as well as informal and formal sub units, all of which comprise and influence a complex whole. In this framework, the component variables tend to use their distinctiveness and find real meaning in terms of human behaviour and the operation of the total system. The social process theory therefore emphasizes these inter-relationships among the parts rather than each component part operating in isolation. The essence is that the manager/administrator should ensure that this relationship is in perfect harmony (Aromolaran, 1998). To accomplish this harmony, the theory suggests the following:

1. Consistency in individual and organizational goals implemented through a structure of status and role expectancy that enables both to achieve their aims. The extension organization must ensure consistency in individual and organizational goals through effective staff motivation.
2. A conducive physical work environment, that is, job specificity and situation which may be internal or external to job performance, but which ensure effective social interaction, exchange of ideas and functional socialization which enhances performance.
3. Linkage processes, essentially two way communication between super-ordinates and sub-ordinates as well as within subordinates.
4. Goals of the organization: This provides the basis for purposeful behaviour and desire to perform. Where the goals are not well understood, the status and role expectations are most likely not be effectively enacted.
5. The individual expectations, needs and desires for belonging to the organization.

3.1.4 Fusion Theory: The proponents of the fusion theory focused on the problems of integrating or fusing individual goals and organizational objectives. They based their theory on a dual concept of socialization and personalization. Socialization is the process by which an organization attempts to structure the individual to become an agent for the accomplishment of its objectives. On the other hand, personalization is the process by which an individual tries to use the organization as the medium through which to achieve his personal objective. Consequently, the fusion theorists suggest that employers and their prospective employees appear to be in a state of apparent conflict. The purpose of management therefore, is to minimize this conflict and reduce the problems therefore. They suggest that this conflict is not a zero-sum game because both the individual and the organization often benefit. The greatest benefit accrue to both parties when near complete fusion is achieved, and this is the point at which the individual achieves maximum expression of its personality possible and the organization has its demands and expectations fulfilled at the highest possible level. A good manager is the one who keeps the fusion growing and continuously enlarges the area of intersection to the extent possible. The more the intersection, the better it is for both the individual and the organization. The key words in the fusion theory are socialization, personalization, individual goals and organizational objectives. The extension organization must therefore ensure a fusion in individual goals, organizational objectives, socialization and personalization.

3.1.5 Human Relations Theory: The origin of the human relations theory derives from the reaction to scientific management enunciated by a man called Fredrick Taylor. This theory was justified on the popular belief that a fair wage was the primary motivating factor to work for effective performance. This premise (the fair wage concept) soon failed as it was observed that as employee's wages rose beyond subsistence income levels, they sought ego satisfaction, self actualization, recognition and non-monetary rewards (fringe benefits). There was therefore a need to come up with alternative explanation for this transient behaviour, and the human relations theory provided such an explanation. Even though the functional theory and the

scientific management approach were originated in the 15th century, they continued to operate and were well used to manipulate workers in both developed and developing countries. Recently, and following from a body of knowledge, the human relations theory has tried to justify behaviour of contemporary man by developing a set of principles and ideas which seek non-monetary strategy of reward systems to boost employee morale, efficiency and satisfaction on the job in order to increase productivity for the organization.

The human relations theory argues against the position which sees workers as a unit of production and in its place suggests the individual worker as a dynamic being whose behaviour characteristics change under varying conditions of the social structure in which he and others are a part. The theory proposes that organizational behaviour depends not only on the methods or the equipment that are provided, but also on the skills of the manager in providing an environment conducive to maximum productivity by his personnel. The core elements of the theory may be summarized as follows:

1. That the amount of work accomplished by a worker is determined not only by his physical capacity but is accelerated by his social capacity to interact. Extension organizations must thus ensure that the social environment is conducive for goal attainment.
2. That non-economic (non-wage) factors play a central role in determining the motivation and happiness of the worker.
That the highest specialization is by no means the most efficient form of division of labour. Job description which is functional, as well as job enrichment such as job rotation both combine to form good human relations.
3. They suggested that workers do not react to managers as individuals but as members of informal groups exerting social pressure and control, in order to achieve their individual needs, so they organize into labour unions.
4. The human relation theorists emphasize the need of communication between the ranks and file of management with the workers, as well as participating decision making and democratic leadership. In essence, they theorized that the best manager, administrator and or supervisor should be:
 - i. Employee oriented – to take the interest of the employees seriously.
 - ii. He should delegate responsibility
 - iii. He should provide the necessary freedom for his employees to perform.
 - iv. He should be one who can motivate and inspire his employees to higher levels of performance.

4.0 CONCLUSION

The functional theory is a form of functional specialization which stresses that an organization has position incumbent and functions which the manager performs. The decision making theory sees the most important aspect of management as rational decision making ability and posited that the success of an organization can be measured by the aggregate correctness of decisions. The social process theory emphasizes inter-relationships among physical work setting, informal and formal sub units and that the parts rather than each component part must be in perfect

harmony. The fusion theory fuses individual goals and organizational objectives while the human relations theory emphasized the fair wage concept.

5.0 SUMMARY

In this unit you have learnt that

- Management theories are developed to explain factors that explain why managers and personnel act the way they do in workplace
- Decision making theory is an improvement on the functional theory
- Social process and fusion theories consider the role that several factors play in explaining organizational behavior.
- Human relations theory emphasizes the fair wage concept.

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Explain the functional theory in management
2. What are the similarities and differences between the functional theory and the decision making theory
3. How does management theory provide a basis for research?
4. Explain how new knowledge is generated through management theory

7.0 REFERENCES/FURTHER READINGS

Appleby, R. C (1981): *Management in Action*, New Zealand, Pitman Publishing

Aromolaran, E. A (1998): *Office Administration and Management*, Lagos, Concepts Publications, p. 154

Unit 3 CLASSIFICATION OF AGRICULTURAL EXTENSION MANAGEMENT THEORIES II

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Theory XYZ
 - 3.1.1 Theory X
 - 3.1.2 Theory Y
 - 3.1.3 Theory Z
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

The attitude that individuals put up in work situations are functions of what their aspirations are as well as how well they feel the work environment assists them to achieve those aspirations. They tend to put in their best when they feel such is acknowledged effectively and tend to put in the minimal effort when they feel their best will not be appreciated. They thus tend to divide their loyalty when they feel threatened and devote their whole loyalty when they feel appreciated. The work environment as well as the individual's aspirations are thus important factors in determining how well people get their assigned work done.

2.0 OBJECTIVES

By the end of this unit you should be able to

- Explain the similarities and differences between theories X and Y
- Understand how theory Z explains management
- Describe the interrelationships between theories X, Y and Z
- Distinguish between the situations in which each of theories X, Y and Z are appropriate

3.0 MAIN BODY

3.1 Theory XYZ: Theories X and Y are the brainchild of a gentleman called McGregor Douglas. McGregor tried to use a scientific management orientation as well as the human relations theory to predict and explain the behaviour of the worker on his job. Consequently, he developed some basic assumptions about the behaviour of man in relation to the concept of administration and management. These basic assumptions he referred to as theory X and Y (Aromolaran, 1998).

3.1.1 Theory X:

Under theory X, he assumed that the average man:

1. Hates work
2. In order for the average man to work, he must be coerced, controlled, directed, and if necessary, threatened to perform at desired level.
3. That the average man avoids responsibility and prefers to be told what to do, as he does not like to be held accountable and punished for whatever was not done appropriately (Hence the common slogan 'I am directed to do it'). He suggested that what was needed in administration was a set of generalizations which:
 - i. make human behaviour more correctly predictable
 - ii. increase the ability of individuals to control the behaviour of other individuals.

He concludes by asserting that much of the traditional administrative and managerial styles, policies and practices are based on these pervasive and all-inclusive assumptions about the nature of man.

The overriding principle in his theory was that control and direction could be achieved through the exercise of power (Appleby, 1981). He also concedes that as economies develop and wages increase above subsistence level, theory X becomes difficult to justify. He then postulated an alternative to theory X which is theory Y.

3.1.2 Theory Y:

In contrast to theory X, McGregor postulated a new set of assumption which is more consistent with the state of knowledge about human behaviour in contemporary times (Aromolaran, 2000).

These set of assumptions include:

1. The average man has a positive attitude towards work and that when his level of performance is less than desirable level, it could be because he lacks the necessary incentives and resources necessary to do so.
2. That the average man will exercise self control and self direction on the job. In essence, he does not like to be told how to accomplish his tasks all the time. He has sufficient self personal initiative and whenever he fails to accomplish tasks at acceptable levels, it was either he was not told what to do in a clear manner or he was not given the necessary supportive facilities to get the work done.

3. The third characteristic of theory Y is that commitment to organizational goal and therefore desire for higher levels of performance is a function of the rewards associated with it.
4. That the average man learns under conducive conditions not only to accept responsibility, but he seeks it (satisfactory + permissive work environment).
5. That the capacity to exercise a high level of creativity, imagination and ingenuity in the solution of organizational problems is widely distributed in the population. In essence, McGregor recommends an administrative process which emphasizes the principle of mutual responsibility and shared objectives between the administrative management and workers recognizing interdependence between all members of the organization. Secondly, he suggests interdependence between all members of the organization and its clientele group and that either is indispensable for a satisfactory achievement of the organisation's goals.

3.1.3 Theory Z

Theory Z takes the position that the organization and the individual are in a state of perpetual conflict because of the dual position of the individual in a given organization, both as a producer and as a consumer of resources. It means that individuals who work in a given organization tend to suck the organization dry by seeking maximum benefits, even though he recognizes that he will not survive if the organization goes dead from low production.

Therefore, the theory suggests that the role of administration in organization is to collate the aggregate demand of individual workers as consumers and organize production to satisfy that demand, bearing in mind the need for a surplus, referred to sometimes as profit, impact or effectiveness under normal conditions. The implication is that the employer should make sure that each employee works for his salary and more.

4.0 CONCLUSION

Theory Y is the opposite of theory X. While theory X assumes that an average individual hates work and will not want to take responsibility, theory Y suggests that an average individual loves work and likes to take responsibilities. It submits that when an individual does not perform an assigned task correctly, it is as a result of the fact that the instruction to carry out the task was not clear. Theory Z on the other hand shows the interplay between the employer and the employee. That an average employee will want to maximize his gains from an organization, and that it is the extent to which the organization is able to make the employee work for his or her pay that determines how successful the organization is.

5.0 SUMMARY

In this unit you have learnt that

- Theory X perceives an average individual as hating job
- Theory Y views an average individual as loving job and thus wants to take responsibility
- Theory Z shows the usual interplay between the interest of individuals in an organization and that of the organization that employed them

- That theory X becomes in-operational as economies develop and wages increase above subsistence level

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Explain the role of theory X in management
2. What are the similarities and differences between theories X and Y?
3. When does theory X become irrelevant?
4. Explain how theory Z perceives the interplay between individual employees' goal and that of the organization for which they work

7.0 REFERENCES/FURTHER READINGS

Appleby, R. C (1981): *Management in Action*, New Zealand, Pitman Publishing

Aromolaran, E. A (1998): *Office Administration and Management*, Lagos, Concepts Publications, p. 154

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MODULE 4: PERSONAL QUALITIES OF A GOOD EXTENSION PERSONNEL MANAGER

Unit 1 Competencies in agricultural extension management

Unit 2 Basic Core Competencies required in agricultural extension management

UNIT 1 COMPETENCIES IN AGRICULTURAL EXTENSION MANAGEMENT

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Competences in Agricultural Extension
 - 3.1.1 Competencies for Achieving Tasks
 - 3.1.2 Managerial and Administrative Competencies
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

The basic knowledge, attitudes, skills and behaviors which are required for the effective performance of managerial duties are referred to as competencies. The extent to which managerial functions are performed effectively is dictated by the competencies that the manager possess. Managers that are vast in the competencies required for their job performance succeed, while those that are lacking in the required competencies fail to achieve the targets set for their organizations. It is thus important that managers imbibe the requisite competencies needed for them to succeed in the art of management.

2.0 OBJECTIVES

By the end of this unit you should be able to

- Explain the competencies required in agricultural extension management for achieving tasks
- List the managerial and administrative competencies

3.0 MAIN BODY

3.1 Competencies in agricultural extension management

A competency is a sufficient quantity of knowledge, skill and ability to accomplish a particular task or purpose. Competencies are defined as the basic knowledge, attitudes, skills, and behaviors that contribute to excellence in extension education programs. Many extension systems identify and define specific core competencies. In agricultural extension, the required competencies for achieving tasks are as explained below

3.1.1 Competencies for achieving tasks

Each extension professional needs to possess the following competencies for task achievement (Appleby, 1981):

- Personal strength: This helps to get job done to conclusive level. It is difficult for an individual that does not possess strength to bring out the strength in others.
- Capabilities as an educator: This is important as the thrust of extension is education and information
- Capabilities in information technology: The low extension agent-farmer ratio require the use of information technology to reach more farmers at a time and update one's knowledge
- Expertise in their academic specialty: Credibility is a function of expertise and trustworthiness, and anyone who is not credible through displaying expertise will lose the confidence of farmers.

Employees are the most valuable assets of the extension system (Ogunbameru, 2004). To enhance the effectiveness of the extension employee and increase extension's professional value, it is recommended that development and training opportunities must focus on areas relating to core competencies. In doing so, extension will increase its capability to better serve customers by effectively working within communities to determine needs. This is important in developing and delivering educational programs that address these needs, and in creating successful individual and group accomplishments.

3.1.2 Managerial and administrative competencies

The managerial and administrative competencies that should be possessed by extension personnel should centre on:

- Integrity- This enhances the worth value of extension personnel.
- Fairness and sound judgement- This helps to develop empathy in extension personnel
- Good health- It helps in the discharge of responsibilities as health is wealth
- Decisiveness- Extension personnel are usually found in conditions where they have to make decisions. Being decisive and not wavering will help extension programme to maintain its hold.
- Faithfulness- It is important that extension personnel are faithful to their responsibilities on the job.
- Courage- This imbues the spirit to forge ahead even when the environment is not conducive
- Initiative- Being initiative helps to proffer solutions to problems that arise in the course of execution of projects, which are usually not planned for.
- Versatility- The non-formal nature of agricultural extension education demands that an extension personnel is versatile to retain credibility
- Sense of humour- Ability to make rural household members receptive to information in the face of their pressing household problems demand display of sense of humour
- Credibility- This is a function of trustworthiness which must be reinforced by knowledge of the subject matter
- Ability to cooperate and work with others- Extension work is a team work and can not be done by any individual in isolation from others.

4.0 CONCLUSION

In the unit you have attempted to learn about the definition of competencies and how they apply to agricultural extension, the competencies required for performing agricultural extension tasks, as well as the managerial and administrative competencies that are important in ensuring that the personal attributes of a good extension manager is imbibed by all in extension work in order to achieve tangible results.

5.0 SUMMARY

In this unit you have learnt that;

- A sufficient quantity of knowledge, skill and ability to accomplish a particular task or purpose in agricultural extension is referred to as competency
- Four competencies are required for achieving tasks which bother on personal strength, capability as an educator, capability in information technology and expertise in academic specialty
- Managerial and administrative competencies include integrity, fairness and sound judgement, good health, decisiveness, fairness and courage

6.0 TUTOR – MARKED ASSIGNMENT

1. Define competency in agricultural extension
2. What are the four competencies required for achieving tasks ?
3. Explain the managerial and administrative competencies desired in agricultural extension management

7.0 REFERENCES

Appleby, R. C (1981): *Management in Action*, New Zealand, Pitman Publishing

Ogunbameru, B. O. (2004): *Organizational Dynamics*, Ibadan, Spectrum Books Ltd. Ibadan, p.

UNIT 2 BASIC CORE COMPETENCIES REQUIRED IN AGRICULTURAL EXTENSION MANAGEMENT

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Basic Core Competencies
 - 3.1.1 Information and Education Delivery
 - 3.1.2 Interpersonal Relations
 - 3.1.3 Knowledge of Organization
 - 3.1.4 Leadership
 - 3.1.5 Organizational Management
 - 3.1.6 Professionalism
 - 3.1.7 Subject Matter
 - 3.1.8 Community and Social Action Processes
 - 3.1.9 Diversity/Pluralism/Multiculturalism
 - 3.1.10 Educational Programming
 - 3.1.11 Engagement
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Core competencies are important personal qualities of a good extension personnel manager. They are required to be possessed for the efficient performance of the tasks and duties that an

extension personnel manager has to discharge. Among the core competencies, some are basic that are even more demanded. The values of those basic core competencies therefore need to be explored so that the goals of the extension organization can be achieved. Such competencies range from knowledge and delivery, attitude and disposition as well as ability to carry people along through empathizing with them.

2.0 OBJECTIVES

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

- Explain each basic core competencies required as personal qualities by a good extension personnel manager

3.0 MAIN BODY

3.1 Basic Core Competencies

The eleven basic core competencies required in agricultural extension management as *adapted from North Carolina Cooperative Extension* include the following:

3.1.1 Information and Education Delivery

This involves the mastery of communication skills (such as written and verbal), application of technology, and delivery methods for supporting educational programs and guiding behavior change among extension learners. This will enhance the credibility of the extension organization.

3.1.2 Interpersonal Relations

This involves the ability to successfully interact with diverse individuals and groups to create partnerships, networks, and dynamic human systems. This is as a successful extension programme must effectively carry along all stakeholders (Ogunbameru, 2004).

3.1.3 Knowledge of Organization

An understanding of the history, philosophy, and contemporary nature of the extension organization will assist the manger to achieve resounding success in extension activities. It is good knowledge of extension organization that will make the manager appreciate the goals of the organization and buy into it.

3.1.4 Leadership

This involves the ability to influence a wide range of diverse individuals and groups positively. This will assist extension managers to achieve the much needed multiplier effect in extension education (Aromolaran, 1998).

3.1.5 Organizational Management

This is the ability to establish structure, organize processes, develop and monitor resources, and lead change to obtain educational outcomes effectively and efficiently. Knowledge of organizational management helps in entrenching the structure of the organization

3.1.6 Professionalism

Professionalism involves the demonstration of behaviors that reflect high levels of performance, a strong work ethic, and a commitment to continuing education and to the mission, vision, and goals of extension. This will entrench credibility and trustworthiness.

3.1.7 Subject Matter

This involves the mastery of a scientific discipline, a research body of knowledge, or a technical proficiency that enhances individual and organizational effectiveness. This is important as it is not possible to give what one does not have.

3.1.8 Community and Social Action Processes

This is the ability to identify and monitor variables and issues important to the vitality of communities (e.g., demographics, economics, human services, environmental, etc.), and the ability to use and apply these variables to program prioritization, planning, and delivery. This is important as extension must work with the people where they reside (Appleby, 1981).

3.1.9 Diversity/Pluralism/Multiculturalism

This involves the awareness, commitment, and ability to include one's own as well as the other's different cultural perceptions, assumptions, norms, beliefs, and values. This shows that a good extension manager must imbibe empathy in all his/her dealings with clientele.

3.1.10 Educational Programming

This is the ability to plan, design, implement, evaluate, account for, and market significant extension education programs that improve the quality of life of extension learners. This is important as good planning is the crux of every extension organisation's activities.

3.1.11 Engagement

This is the ability to recognize, understand, and facilitate opportunities and to broker the necessary resources that best respond to the needs of individuals and communities. Thus, development must be community driven.

4.0 CONCLUSION

In this unit you have attempted to learn about how important the information and education delivery, interpersonal relations, knowledge of organization, leadership prowess, organizational management, professionalism, knowledge of subject matter, good community and social action processes, appreciation of diversity, educational programming and community engagement are in the discharge of the responsibilities of a good extension personnel manager.

5.0 SUMMARY

In this unit you have learnt that

- Knowledge of information and education delivery is important for a good extension personnel manager
- A good personnel manager must have good human relations and leadership prowess
- There must be sound knowledge of organization and subject matter for an extension personnel manager to succeed in his or her work
- Appreciation of diversity as well as ability to enhance community engagement are important in the discharge of extension work

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Mention the core competencies that are required by a good extension personnel manager
2. Of the core competencies, which ones relate to relationship with the people and their environment
3. Which of the core competencies have to do with the personal traits to be imbibed by the extension personnel manager?

7.0 REFERENCES/FURTHER READINGS

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MODULE 5: FUNCTIONS OF A PERSONNEL DEPARTMENT I

Unit 1 Personnel Management Processes

Unit 2 Planning

Unit 3 Organizing

UNIT 1 PERSONNEL MANAGEMENT PROCESSES

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Personnel Management Processes
 - 3.1.1 Planning
 - 3.1.2 Organizing
 - 3.1.3 Staffing
 - 3.1.4 Directing/Controlling
 - 3.1.5 Coordinating
 - 3.1.6 Reporting
 - 3.1.7 Budgeting
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

The exercise of authority over subordinates requires adequate planning and organization of actions and activities. These are known as personnel management processes. The processes

involve the planning, organizing, staffing, directing/controlling, coordinating, reporting and budgeting for the extension organization. These series of activities are the functions that a personnel department is expected to perform in efforts at achieving successful extension management.

2.0 OBJECTIVES

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

- Identify or list the personnel management processes
- Describe the personnel management process

3.0 MAIN BODY

3.1 Personnel Management Processes

Personnel management is the exercise of authority over persons sometimes referred to as subordinates. Often times, the theories of management determine administrative behaviour or explain the outcome of administrative behaviour. In order for management and administration to occur and the theories of management to apply, some basic processes must be put in place. Sometimes, the word organization refers to an agency and then management/administration is applied as the process for managing that agency. Concurrently, organizing infers putting human and material resources together to ensure the achievement of the purpose for which the agency is established. This is the process of management. It is the way the tools of administration are handled that ensures how an organization achieves its aims or fails to do so. These tools which provide the process of administration include the following:

1. Planning
2. Organizing
3. Staffing
4. Directing/Controlling
5. Coordinating
6. Reporting
7. Budgeting

3.1.1 Planning

This is working out a broad detail about what needs to be done and the methods for doing them in order to accomplish the purpose set for a given programme of the extension service.

3.1.2 Organizing

This involves the establishment of a formal structure of authority through which work subdivision are arranged, defined and coordinated for the achievement of a pre-determined goal. It sometimes refers to the assemblage of facilities and materials that are required for the accomplishment of a given task (Appleby, 1981).

3.1.3 Staffing

This is the personnel function of recruitment, selection, placement, development of staff and maintenance of favourable conditions of work.

3.1.4 Directing/Controlling

This is the administrative task of making decisions and incorporating them into specific circulars, general orders and instruction etc. as the operational guideline within the extension system.

3.1.5 Coordinating

This implies securing the interrelatedness of all sections and units within the extension system and outside of it to ensure harmony in the achievement of extension goals.

3.1.6 Reporting

This involves keeping all those to whom the extension system is responsible well informed about what is going on.

3.1.7 Budgeting

This is fiscal planning, accounting and control. It includes the management of advance proposal management of financial releases etc. It is the instrument for seeking fund, disbursing funds, allocating time and managing staff time expenditure. We thus have financial budgeting as well as time budgeting (Aromolaran, 1998).

4.0 CONCLUSION

In this unit you have attempted to learn about the processes of personnel management which is the exercise of authority over persons sometimes referred to as subordinates. You have also attempted to learn that these processes involve the planning, organizing, staffing, directing/controlling, coordinating, reporting and budgeting for the extension organization.

5.0 SUMMARY

In this unit you have learnt that

- The efficient exercise of authority over subordinates is the main task of a good personnel management
- Planning, organizing and directing are important management processes in ensuring that extension organizations achieve their set goals
- Efficient staffing, reporting as well as staff and time budgeting are important for using subordinates to achieve desired goals

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Mention the processes involved in personnel management
2. In the exercise of authority over subordinates, which of them ensures that the right person is put at the right position among the subordinates?
3. Describe the importance of time and staff budgeting

7.0 REFERENCES/FURTHER READINGS

Appleby, R. C (1981): *Management in Action*, New Zealand, Pitman Publishing

Aromolaran, E. A (1998): *Office Administration and Management*, Lagos, Concepts Publications, p. 154

UNIT 2 PLANNING

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Planning
 - 3.1.1 Concept of Planning
 - 3.2 Reason for Planning
 - 3.3 Levels of Planning
 - 3.3.1 Strategic Planning
 - 3.3.2 Tactical Planning
 - 3.3.3 Contingency Planning
 - 3.4 Leadership
 - 3.5 Objectives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Planning which is the process of organizing events designed for achieving the goals set for an organization demands that the courses of action intended to achieve those goals are clearly specified. Also, the level at which the planning is done determines who does it, how it is done and to what depth is it gone. All these help to make the activities set to be carried out to achieve goals by the organization are clear to all. This is important in planning in extension organizations like in all other organizations to achieve effective management.

1.0 OBJECTIVES

By the end of this unit you should be able to

- Stimulate your interest in the concept of planning
- Appreciate the reason for planning
- Explain the different levels at which planning is done
- Appreciate the role of leadership in planning
- Be exposed to the need for setting clear objectives in planning

3.0 MAIN BODY

3.1 PLANNING

Concept of Planning

Planning in any organization occurs in different ways and at all levels. A top-level manager, say the manager, of a manufacturing plant, plans for different events than does a manager who supervises, say, a group of workers who are responsible for assembling modular homes on an assembly line. The plant manager must be concerned with the overall operations of the plant, while the assembly-line manager or supervisor is only responsible for the line that he or she oversees (Aromolaran, 2000).

Planning could include setting organizational goals. This is usually done by higher-level managers in an organization. As a part of the planning process, the manager then develops strategies for achieving the goals of the organization. In order to implement the strategies, resources will be needed and must be acquired. The planners must also then determine the standards, or levels of quality, that need to be met in completing the tasks.

This infers deciding in advance what needs to be done as well as the most efficient way of doing it. It covers a wide range of activities and decisions, including the following:

1. The clarification of objectives
2. Establishment of policy
3. The mapping out of programmes and extension campaigns.
4. The determination of specific methods and procedure
5. Fixing day to day schedules of work and activities
6. Taking action
7. Monitoring of individual activities and
8. Evaluation of overall achievement

3.2 Reason for Planning

Once a plan is adopted, the extension manager goes ahead to implement it. He begins to give instructions, written and verbal, to his subordinates as to what needs to be done. He mapping out of programmes and extension campaigns. Consequently, the extension manager assumes an administrative leadership role in the implementation of the plan. In this respect, he provides guidance, sometimes through instructions, control or sometimes through the provision of resources and ensuring that they are used correctly (Dahama, 1976).

3.3 Levels of Planning

In general, planning can be strategic planning, tactical planning, or contingency planning. The level at which planning is being done determines the depth and the extent of the plans. The types and their characteristics are as discussed as follows:

3.3.1 Strategic planning

This is long-range planning that is normally completed by top-level managers in an organization. Examples of strategic decisions that managers make are: who the customer or clientele should be, what products or services should be sold, and where the products and services should be sold.

3.3.2 Short-range or tactical planning

This is done for the benefit of lower-level managers, since it is the process of developing very detailed strategies about what needs to be done, who should do it, and how it should be done. To return to the previous example of assembling modular homes, as the home is nearing construction on the floor of the plant, plans must be made for the best way to move it through the plant so that each worker can complete assigned tasks in the most efficient manner. These plans can best be developed and implemented by the line managers who oversee the production process rather than managers who sit in an office and plan for the overall operation of the company. The tactical plans fit into the strategic plans and are necessary to implement the strategic plans.

3.3.3 Contingency planning

This allows for alternative courses of action when the primary plans that have been developed do not achieve the goals of the organization. In today's economic environment, plans may need to be changed very rapidly. Continuing with the example of building modular homes in the plant, what if the plant is using a nearby supplier for all the lumber used in the framing of the homes and the supplier has a major warehouse fire and loses its entire inventory of framing lumber. Contingency plans would make it possible for the modular home builder to continue construction by going to another supplier for the same lumber that it can no longer get from its former supplier (Ekpere, 1990).

3.4 Leadership

This is provided sometimes through checking performances and evaluating achievements. As mentioned earlier, a sound plan starts with a clear statement of objectives or recognition of a specific goal to be achieved. It may be more realistic for the extension manager to express his planned statement to infer 30 percent increase in maize yield per hectare or 20 percent increase in the number of farmers in the local government area who have planted an improved cassava variety. Such a clear statement of intent provides

1. A vital linkage in the planning process and aids decentralization, as individuals at different levels of the organization are guided by the same basic premise (statement of fact or statement of intent and objective assumption).
2. Secondly, clear statement of intent provides a basis for voluntary coordination, individual motivation as well as essential elements in the process of control.

3.5 Objectives

Objectives can be broad or specific. They can be of singular or multiple purposes, but in all cases, a clear statement of purpose universally accepted and understood within an organization is the most important guarantee for an effective management (Akinsorotan, 2007).

To be meaningful, objectives must be more than mere words. They must be implementable and attract the commitment and dedication of those who were employed to work on them. Therefore, most plans in agriculture and indeed agricultural extension must be realistic and the projections conservative. In extension management, most assumptions deal with social conditions and human behavior, both of which are highly unpredictable. If the operational conditions change substantially, a plan could lose its value. However, this can be rectified with real planning to meet the new situation. In general, planning is expensive and its real value can hardly be justified in monetary terms. In the long run however, there is often high management payoff to all the planning processes in agricultural extension. A plan may be broad or it may be specific. It may be long, perceptive or short term. It may be a standing plan or a running plan. Irrespective of whichever it is, it must always provide a guide to the extension effort. It is always better to plan than not to do so. This is because it helps the extension system and worker to correct all possible errors that could have been made if there was no plan.

4.0 CONCLUSION

In this unit you have attempted to learn about the concept of planning as well as the different levels at which planning is done. You have also learnt about the roles of leadership in planning and execution of the plans. The importance of setting clear and achievable objectives in planning in planning has also been stressed and why plans must be made to achieve the commitment and dedication of those employed to implement them.

5.0 SUMMARY

In this unit you have learnt that

- Planning involves clarification of objectives as well as mapping out of programmes and extension campaigns
- It involves mapping out of programmes and extension campaigns for achieving organization goals
- Planning is done at strategic, tactical or contingency levels.
- Planning succeeds when extension managers provide leadership
- Stating clear objectives to be achieved is a key factor in planning

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Describe the concept of planning
2. Explain the different levels at which planning is done
3. Why is it important that objectives set in planning are clear and achievable?
4. How is leadership important in planning?

7.0 REFERENCES/FURTHER READINGS

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Ekpere, J. A (1990): *Agricultural Extension: A Searchlight of the Nigerian Small Farmer*. University of Ibadan Lecture Series, Delivered on behalf of the Faculty of Agriculture and Forestry. Ibadan, University of Ibadan Press. P. 94

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UNIT 3 ORGANISING

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Organizing
 - 3.2 Issues Addressed by Organizing
 - 3.3 Essence of Organizing
 - 3.4 Departmentation
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

The act of organizing involves the grouping of similar activities together, that is, dividing and grouping the work that must be done, including general management and personnel management, into individual jobs. It also involves defining the established relationships between individuals that occupy positions and performing the tasks of specific job. It is thus a means of delineating the activities involved in executing the responsibilities of an organization in a way that will ensure that all personnel play their part easily and correctly in ways that will help achieve organizational goals.

2.0 OBJECTIVES

It is expected that at the end of the unit you should be able to

- Explain the term organizing
- Describe the issues addressed by organizing
- Understand the essence of organizing
- Explain the term departmentation

3.0 MAIN BODY

3.1 ORGANISING

This is the grouping into management units, the activities necessary to implement a plan, as well as defining the relationship among the executive and staff in such units. It becomes functional through an organizational chart. Organizing refers to the way the organization allocates resources, assigns tasks, and goes about accomplishing its goals. In the process of organizing, managers arrange a framework that links all workers, tasks, and resources together so the organizational goals can be achieved (Ogunbameru, 2004). The framework is called organizational structure. Organizational structure is shown by an organizational chart. The organizational chart that depicts the structure of the organization shows positions in the organization, usually beginning with the top-level manager (normally the President or the General Manager) at the top of the chart. Other managers are shown below the President.

There are many ways to structure an organization. It is important to note that the choice of structure is important for the type of organization, its clientele, and the products or services it provides—all of which influence the goals of the organization (Newman, 1976).

In agricultural extension, the management process of organizing consists of:

1. Dividing and grouping the work that must be done, including general management and personnel management, into individual jobs.
2. Defining the established relationships between individuals that occupy positions and performing the tasks of specific job.

Together, the above two conditions define the job description in an organized manner.

3.2 Issues Addressed by Organizing

The primary issues that the organizing process address in management includes:

- (a) How activities should be subdivided into groups for purposes of management. This suggests what departments need to be created and
- (b) What criteria should be used in assigning responsibilities to departments?
- (c) It also seeks to understand what divisions need to be created.

Consequently, in a typical Ministry of Agriculture and Natural Resources, it is this rationalization, that is, the desirability of assigning jobs, tasks and responsibilities by specialization that leads to the organizing of the ministry into divisions such as agriculture, fisheries, veterinary medicine etc. Each of these divisions is further subdivided into sections or units such as annual crops, tree crops etc (Williams, 1978).

3.3 Essence of Organizing

The essence of this organization is that:

- a. It facilitates control – It is easy to control activities in an organization if the line of command is clear.
- b. It aids coordination – Organizing indicates the relationship between one unit and the other and thus aids coordination.
- c. It secures adequate attention – Attention is secured if the number of people that a manager has to control is limited as this aids a focused attention.
- d. It aids recognition of local conditions – The local conditions are taken into consideration in the act of organizing in an extension organization.
- e. It reduces administrative costs - This is because it provides for unity of command as well as lead to defined line of authority.

3.4 Departmentation

This is the grouping of similar activities together to form a unit. It can be easily done in simple organizations, but it is not quite easy in complex organizations (Akinsorotan, 2007). Organizations could be departmented on the following basis:

- a. It could be functional: This is where the major functions are used to classify the units.
- b. It could be geographical: This is a situation where there are several branches in the different parts of the state or locality. The cardinal points of north, east, south and west, or even their combinations can be used to describe the units.
- c. It could be on the basis of product or service: In large organizations where different products are handled, a particular product can be used to classify the organization, e.g. those that produce cocoa drink and those that produce kola drink.
- d. It could be on the basis of customer. This is on the basis of those that patronize the unit e.g. children, men, women in hospitals or sections in Departmental stores.
- e. It could be on the basis of process or equipment: This is on the basis of process of production or the equipment used.

It should be noted that more than one method could be employed in a particular organization in effort at achieving good organization.

4.0 CONCLUSION

This unit has enabled you to understand what organizing is all about and the essence of organizing. It has also explained the issue of departmentation in organizing as well as the issues that are addressed in organizing. These issues are important in order to achieve sustainable organizing of extension organizations.

5.0 SUMMARY

This unit has acquainted you with

- The goal of organizing in an organization
- How activities should be subdivided into groups for the purpose of management
- Criteria to be used for assigning responsibilities to Departments
- An understanding of divisions that need to be created

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Mention the three issues that are addressed in organizing
2. List the five essence of organizing
3. Mention the five bases that can be used to departmentalize an organization.

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MODULE 6: FUNCTIONS OF A PERSONNEL DEPARTMENT II (STAFFING)

Unit 1	Staffing
Unit 2	Predicting personnel/staff needs and staff selection
Unit 3	Staff Recruitment and placement
Unit 4	Staff Appraisal or Evaluation
Unit 5	Personnel Training and Development

UNIT 1 STAFFING

CONTENT

1.0	Introduction
2.0	Objectives
3.0	Main Body
3.1	Staffing
3.2	The Management Function of Staffing
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Readings

1.0 INTRODUCTION

It is important that while effort is made to prepare good plans for an organization, effort is made to ensure that the staff/personnel that are employed to implement the plans are those that have good capacity and understanding of the goals and workings of the organization. This is important so that the work of management will be easy and ensure that round pegs are put in round holes. This ensures that the dynamism required in extension activities are brought into it and the demand nature required of extension activities are entrenched so that the goals of extension of helping people to help themselves is achieved by the organization.

2.0 OBJECTIVES

At the end of this unit you should be able to

- Understand the concept of staffing
- Explain the management function of staffing

3.0 MAIN BODY

3.1 Staffing

It is generally considered that the success of any human endeavour is closely related to the quality of personnel who perform the task necessary for the achievement of its goals as well as the conditions which affect the personnel's physical and mental well being. Consequently, in agricultural extension, it has become an acceptable fact that the quality of staff is one of the most important factors essential for its success. The problem which the extension administrator faces therefore is how to secure, develop, utilize and retain the services of highly qualified staff in the effective implementation of extension work programmes. This helps extension personnel develop their latent abilities while applying their skills and talents in the best interest of the extension organization (Appleby, 1981). The extension manager will not only be improving the general efficiency of staff, but will also be making it possible for them to actualize their personal aspirations as well as achieve higher professional satisfaction.

3.2 The management functions of staffing

The management function of staffing includes the following:

1. Predicting personnel/staff needs – This involves planning on the caliber and level of staff that are required to achieve the goals of the organization. It is the pre-determining of which personnel are required by the organization and the qualities and qualifications they must possess.
2. Personnel/Staff recruitment – This involves the selection of people that possess the best criteria for filling the positions that have been penciled down. Recruitment is usually done by the organization, or the services of management agencies can be employed to effect the recruitment.
3. Personnel/Staff screening and selection – Selection is the act of selecting a round peg to fill a round hole, and not selecting a square peg to fill a round hole.
4. Personnel/Staff appointment, orientation and placement – It is important that once staff are appointed, they are taken through orientation before they are placed in positions where they will carry out the organization's responsibilities. Effective orientation assists them to be able to play their assigned roles effectively (Aromolaran, 1998).

5. Personnel/Staff performance appraisal and evaluation – Performance appraisal helps to ensure that the role performance of staff measures up to the expectation of the organization as specified in the organization’s plan (Aromolaran, 2000).
6. Personnel/Staff development and training – Continuous development of staff through regular training help to keep them abreast of developments in their work schedule and assists the organization to achieve sustained progress. It is thus important that an extension organization cultivates the habit of regular staff training and development.

4.0 CONCLUSION

In this unit you have learnt about the importance of employing the service of competent staff to man the activities of extension organizations in different cadres. The various actions involved in ensuring effective staffing have been itemized in effort at ensuring that an organization achieves its goals. The quality of staff is thus an important factor essential for organizations’ success and so how they are engaged becomes important.

5.0 SUMMARY

In this unit you have learnt that

- The success of any human endeavour is closely related to the quality of personnel who perform the task necessary for the achievement of set goals
- The conditions which affect the personnel’s physical and mental well being determine their job performance
- Recruitment, selection, placement, appraisal and development of staff affect the extent to which personnel see themselves as being part of the organization’s vision.

6.0 TUTOR – MARKED ASSIGNMENT (TMA)

1. Describe the processes that make up staffing in personnel management
2. How does staffing determine the achievement of set goals by organizations?
3. Discuss how the physical and mental well being of personnel affect their job performance.

7.0 REFERENCES/FURTHER READINGS

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UNIT 2 PREDICTING PERSONNEL/STAFF NEEDS AND STAFF SELECTION

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Predicting personnel/ staff needs
 - 3.2 Meaning of staff selection
 - 3.3 Aids to staff selection
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Efforts to predict staff needs are premised on the need to plan for the future. Such plans are ingredients for ensuring the sustainability of staffing in any organization. The prediction should be such that the maximum capacity to be achieved by the organization is envisaged, and appropriate staff need to take care of the organizational responsibility are well prepared for. Prediction of staff need should determine which of the staff would be programme staff, that is, those to be employed for the duration of the programme as well as career staff, that is, those to be permanent and stay on up till their retirement from the organization that employed them.

Staff selection is very important in any organization. The extent to which it is properly done determines the efficiency and effectiveness that can be achieved by the organization. The extent to which the different aids of staff selection are utilized affect the staff turn-over rate, how effective the staff would be as well as how committed they would be to such organization.

2.0 OBJECTIVES

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

- Explain the essence of predicting personnel/staff needs
- Describe staff selection and what it entails

3.0 MAIN BODY

3.1 Predicting Personnel/Staff Needs

The prediction of staff needs in agricultural extension should be based on the programmes and objectives of agricultural extension. Oftentimes, in the process of project formulation, estimate of future staff needs are made. In general, however, the staffing function in any on-going extension establishment must include prediction of social trends and economic development which could impact on the number of farm families that must be reached and therefore the number of extension personnel that the extension system require. The most important aspect of staffing is a staffing decision which according to Akinsorotan, (2007) is guided by either of two approaches:

1. Programme staffing: This essentially involves employing staff to carry out specific tasks, with emphasis on its performance on short term basis. This typology is represented by staff appointed under contract terms.
2. Career staffing: This involves employment of staff on a permanent or pensionable basis.

Whatever the method used, it must be remembered that extension staff are employed to perform specific tasks. Therefore, an analysis of the job requirement is very important for communicating responsibilities, training, performance appraisal, and self development as a basis for improving the individual as he progresses on the job.

3.2 Meaning of staff selection

Staff selection involves selecting an individual to fill a job position from among a large number of applicants; the extension manager has in mind what the job for which he is selecting an individual entails. He should also know what qualities are required for that individual to satisfactorily perform the tasks required of the position. His task, therefore is to screen as many applicants as necessary to select those who are most qualified and have the best aptitude for the job from among the applicants.

3.3 Aids to staff selection: There are several aids to staff selection:

1. Application form: Application forms are used to get the details of prospective staff, their antecedents and how best they will fit into the goals of the organization. Application ensures that it is only those that have innate interest and would be willing to work towards the goal achievement of the organization will apply. Application forms require prospective applicants to indicate their referees who would provide information on the applicants. Application forms serve as basis for short listing of intending staff that have good potentials that can be explored by the organization. Only candidates that beg to apply for job in an organization are considered for jobs in such organizations.
2. Reference letter – This is a report written by someone who knows the applicant very well (a referee), recommending the applicant for a given job. The referee is required to express

the competencies possessed by the applicant in the context of the job that is being applied for.

3. Telephone conversation – This is used in most private sector jobs, particularly at the upper managerial levels. It ensures that there is prior conversation with the prospective staff. This is used to create rapport and iron out issues that need to be sorted out with dispatch.
4. Personal interviews: Personal interviews are the final point at which staff to be recruited are determined. Personal interviews may be written and or oral. In most of the cases, written interviews are used to prune down the number of applicants to a manageable level in situations where the number of applicants are many, while oral interview are the final points where the prospective employers have direct interaction with the applicant to determine suitability. Personal interviews are conducted to test the competencies of the applicant and determine suitability for jobs.
5. Tests – This may be aptitude tests or intelligence tests. These tests are beginning to be more and more popular. They are either conducted by the organization or are contracted to management firms who do this for a fee. Such tests are used to prune down the number of applicants to a manageable level before the final personal interviews are conducted. These tests help to determine the aptitude and intelligence of applicants and determine their suitability to be considered for personal interviews.

4.0 CONCLUSION

In this unit you have learnt that predicting staff needs should be based on objectives of agricultural extension and purpose of the programme. Also, staffing decision should be based on whether the staffing is programme or career based. Therefore, the aim of any extension programme should be properly spelt out so that staffing will be done accordingly. This unit has emphasized that staff selection is about selecting the best applicant among several applicants to fill a job position with the use of some aids like application forms, tests etc. It is therefore crucial for an extension manager know how to select the best applicant that will perform the task satisfactorily using the best combinations of qualities.

5.0 SUMMARY

At the end of this unit, you have learnt that

1. Staffing in extension work should be based on the economic development and social trends that will impact the lives of rural families positively.
2. Choosing extension staff can either be programme or career oriented.
3. Staff selection involves the selecting of an individual to fill a job position from among a large number of applicants.

4. Application forms, reference letter, personal interviews, telephone conversation and tests are some of the aids to staff selection.

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. Explain the essence of predicting personnel/staff needs in extension work.
2. What are the two approaches that guide staff decision?
3. Explain what staff selection entails
4. Describe some aids to staff selection
5. What is the significance of reference letter in staff selection process?

7.0 REFERENCES AND FURTHER READINGS

Akinsorotan, A. O (2007): *Elements of Agricultural Extension Administration*, Ibadan, Bounty Press Ltd. Ibadan. 142pp

Unit 3 STAFF RECRUITMENT

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Staff recruitment and job description
 - 1.2 Factors to be considered in staff recruitment
 - 1.3 Staff placement
 - 4.0 Conclusion
 - 5.0 Summary
 - 6.0 Tutor-Marked assignment(TMA)
 - 7.0 References/Further Readings

1.0 INTRODUCTION

Staff recruitment involves the delineation of staff and the job they had to perform on the job. Such delineation should clearly clarify the job description and how it is to be executed, as well as factors to consider in staff recruitment. The job description should be such that indicate clarity of purpose in a manner that the officer occupying the position will know what has to be done, how it is to be done and what goal the organization expects of him to achieve in effort at achieving the general goal of the organisation. The synergy required must be well specified.

2.0 OBJECTIVES

It is expected that at the end of this unit you should be able to:

- Describe staff recruitment and job description
- Explain the need for staff placement
- Identify the factors to be considered in staff recruitment

1.0 MAIN BODY

1.1 Staff recruitment and job description

The aim of staff recruitment is to fill vacancies with the best available people. For it to be effective, it must be a planned and continuous process, and should be done on the basis of an up-to-date job description. A job description is a brief statement on the description of the purpose and objectives of the job, and it should include:

- (a) The title of the position and the job: The title must be clear and self implying.
- (b) Duties to be performed: This must be unambiguous and clearly clarified with the goal that is set to be achieved.
- (c) Responsibilities involved: What tasks has to be performed, what those tasks would demand from the officer to discharge them, as well as what resources would be required. and
- (d) Characteristics and abilities needed: The characteristics and abilities required must be explicit to the extent that the employee would be able to appreciate the demands of such office (Aromolaran, 2000).

For these reasons, the recruitment process must ensure that the most qualified people are in fact those who are employed, and it should be continuous because of staff turnover (due to retirements, deaths etc.).The usual source of staff recruitment for higher positions in the extension organization is usually within the extension organization through promotions, re-deployment and transfers. However, for lower positions, external sources such as schools and colleges of agriculture, universities as well as other sources become important (Akinsorotan, 2007).

3.2 Factors to consider in staff recruitment

Several factors are important in staff recruitment, but the following are most critical:

1. Ability to perform – This can be assessed through hypothetical interrogation of the prospective personnel in order to see how he handles the problems.
2. Technical and professional competence, education and actual ability in the performance of the job, assuming that the technical professional competence and educational background inculcates the skill to perform.
3. Interest in agricultural extension as an organization, a profession and a career: This is important as it will aid the motivation of the staff.
4. Working relations and attitudinal factors: Good attitude is more important than the skills needed to carry out a task as a skillful person will not be able to perform well if he/she does not have the right attitude.
5. Ability to organize and plan: This is important as organization and planning are the basis of management in agricultural extension.
6. Professional interest in professional improvement and future growth: The interest of an individual will help them achieve personal development which is very important in all management activities as they are dynamic and require continuous development on the part of the officer (Aromolaran, 1998).

3.3 Staff placement

This is essentially staff deployment (Appleby, 1981). It is important because of the need to:

1. Make the best use of available staff by recruiting the best right people for the right jobs.
2. Proper placement helps to ensure that goals which are to be achieved are within reasonable reach of individuals placed on the job.
3. When a new staff is employed in the extension organization, he is entering a totally new work environment, and therefore he needs to be placed in a position compatible with his personal capabilities from where he can progress through promotion and increased salary, as well as through increased responsibility and authority.

1.0 CONCLUSION

This unit has helped you to know that for staff recruitment to be effective, it has to be a planned and continuous process. Job description should be made available for staff recruitment which must include title of the job, position of the job, duties to be performed, characteristics and abilities needed. The most critical factors to be considered in staff recruitment are ability to perform well, technical and professional competence, interest in agricultural extension as a career and profession, working relations and professional improvement.

2.0 SUMMARY

This unit must have acquainted you with:

1. The fact that staff recruitment has to be a continuous process because of occurrences of retirement and deaths
2. The relevance of recruiting staff for higher positions from within the organization and lower positions from external sources such as schools, universities and colleges of agriculture.
3. Factors to be considered in staff recruitment.

3.0 TUTOR-MARKED ASSIGNMENT(TMA)

1. Explain why staff recruitment in extension establishment has to be a continuous process.
2. Describe what job description entails.
3. What are the necessary factors that will ensure a successful staff recruitment exercise?

4.0 REFERENCES/FURTHER READINGS

Appleby, R. C (1981): *Management in Action*, New Zealand, Pitman Publishing

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Unit 4 STAFF APPRAISAL OR EVALUATION

CONTENT

1.0 Introduction

2.0 Objectives

3.0 Main body

3.1 Purpose of staff appraisal

3.2 Advantages of staff appraisal

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/Further Readings

1.0 INTRODUCTION

Staff appraisal is the process and purpose of assessing the performance of staff on a continuous basis in a manner that the activities of such staff are evaluated. This is with the intent of determining the performance of such staff on the job. The purpose of appraisal and the advantages that are derivable from such appraisal needs to be understood so that effort to conduct such appraisal with yield meaningful result.

2.0 OBJECTIVES

At the end of this unit you should be able to

- Describe what staff appraisal is.
- Be exposed to purpose of staff appraisal
- List the advantages of staff appraisal.

3.0 MAIN BODY

3.1 Staff appraisal

This is the continuous process of assessing the extent to which the personnel employed to accomplish specific tasks efficiently and effectively utilize resources at their disposal to get work done. It is the responsibility of all managers and administrators to guide this process at every level of operation for the benefit of both the extension service and the extension worker (Appleby, 1981). It should attempt to determine present and potential performance as well as provide for motivation. Traditionally, a negative appraisal should not be a basic reason for punitive action, but should provide a guide for correcting action, staff guidance

and counseling. Positive appraisal, of course, should be appropriately rewarded through promotion, salary increment, letters of commendation etc.

3.2 Purpose of Staff Appraisal: Staff appraisal is undertaken for several reasons in the extension service, some of which include the following:

1. Identify areas of employee's weakness so as to determine the areas of training.
2. It provides a basis for salary adjustments and increases.
3. It helps to identify staff who should be promoted.
4. It provides a basis for professional development and improvement (Aromolaran, 1998).

3.3 Advantages of Staff Appraisal:

1. To the personnel or employee himself – It provides an assessment, aids motivation and provides incentives that assist the employee to attain a different level of performance, irrespective of whether the appraisal is negative or positive. Where it is positive, it directly influences increased (higher level of) performance, and if negative, could provide an impetus or urge for change (Aromolaran, 2000).
2. To the employer – It enhances the confidence of management in its ability to determine staff weaknesses and provide programmes for correcting them. It also aids the identification of hidden talents and enhances overall staff development and utilization.

4.0 CONCLUSION

Staff appraisal is the process of assessing the extent to which the personnel employed to accomplish specific tasks efficiently and effectively utilize resources at their disposal to get work done. Negative appraisal should provide a guide for correcting action, staff guidance and counseling. Positive appraisal on the other hand should follow with it promotion, salary increment, letter of recommendation and further trainings for the employee.

5.0 SUMMARY

In this unit you should have learnt that

1. Staff appraisal is crucial at all levels of operation for the benefit of the extension service and extension worker.
2. Staff appraisal is undertaken for salary increment, staff promotion and professional development and improvement.
3. Both the employee and employer benefits from staff appraisal exercise.

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. Explain staff appraisal

2. What are the reasons for undertaken staff appraisal?
3. Describe the advantages of staff appraisal both to the employer and employee.

7.0 REFERENCES/FURTHER READINGS

Appleby, R. C (1981): *Management in Action*, New Zealand, Pitman Publishing

Aromolaran, E. A (1998): *Office Administration and Management*, Lagos, Concepts Publications, p. 154

Aromolaran, E. A (2000): *Fundamentals of Management* Lagos, BLV Print Tech., p. 153

Unit 5 PERSONNEL TRAINING AND DEVELOPMENT

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main body
 - 3.1 Types of training
 - 3.1.1 Pre service training
 - 3.1.2 Orientation training
 - 3.1.3 On the Job training
 - 3.1.4 In-service training
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Personnel training and development is very important in effort at getting the best out of staff. The aim to be achieved determines the type of staff development to embark on. Staff development can be pre-service, usually to equip staff for the job before they are placed on the job. There is also orientation training which is used to acquaint them with a job environment as well as on the job training which should be a continuous exercise. In service training is also a form of personnel training that is used in staff development. The type of training that is embarked upon is a function of the needs of the staff as well as the requirements of the tasks they have to perform on the job.

2.0 OBJECTIVES

At the end of this unit you should be able to

- Explain the concept of personnel training and development.
- Explain types of training in agricultural extension

3.0 MAIN BODY

3.1 Personnel Training

Personnel training and development as a process of management is the continuous process of ensuring growth in the individual extension worker, both mentally and professionally. In order for the extension personnel to perform at a high level of efficiency, he must continue to acquire information and knowledge formally and informally (Appleby, 1981). Sometimes, the areas of training and the training needs may be determined through staff appraisal. The purpose of training is to ensure that the individual personnel develop a feeling of belonging by getting appropriately acquainted with subject matter and knowledge base required for a given job. Secondly, training helps him to develop desirable attitudes and work habits. In general, training is provided to enhance staff competence and enable him carry out the functions of his position.

3.2 Types of Training

Training can be classified in various ways. The most often applied in agricultural extension includes the following:

1. Pre- Service Training
2. Orientation Training
3. On the job Training
4. In-Service Training

3.1 Pre-Service Training: The very first step in the development of extension service training is the pre-service training which is in essence, the training that is acquired before the individual is employed in the extension service. This training may be provided in schools and colleges of agriculture, polytechnics, colleges of education and similar training centres which operate curriculum in technical agriculture. At the middle management and top levels, pre-service trainings are provided by universities' faculties of agriculture, related faculties (those in zoology are being employed in fisheries division, and those in botany are employed in forestry division, particularly in the area of ecology), and in recent times, by the universities of agriculture.

3.2 Orientation Training: The next step, usually beyond the pre-service training is orientation training. Training provided during or through orientation is usually organized and conducted for the following purposes:

- (i) Getting the employee/personnel to know the organization for which he will work through acquaintance with its staff and programmes. This is essential in making him feel a part of that organization.
- (ii) To let him know, recognize and accept that his specific job in the extension service is as important as any other's in the overall achievement of the extension goal.

(iii) To help him develop attitudes and work habit.

(iv) The most important is to outline for him a programme which covers a description of his job, his rights on the job, the services expected from him as well as the conditions of his employment.

Orientation training therefore, should provide the extension personnel with what he needs to know to be able to work for the extension service. This is because he finds himself in a new work environment in which he is likely to get lost if he is not properly oriented. Beyond orientation, the extension worker is placed or deployed on the job and continuous training remains imperative.

3.3 On the job Training: This is essentially the kind of training provided by the extension supervisor to extension personnel in order to continuously enhance their performance on the job. It is generally best provided through close supervision, auto suggested solutions to problems, frequent extension personnel – supervisor interaction, administrative support, commendation for work well done and overall counseling (Aromolaran, 2000).

3.4 In service Training: Usually, in-service training is provided to personnel who are on permanent employment with the extension service. Most extension organizations have a definite policy on extension training. Such policy is implemented under:

1. In service Training without pay: This is usually for staff who are not confirmed, and therefore, are not qualified for this facility. Also, if the particular course that a given extension personnel wants to undergo has no direct connection with the extension service delivery system, he may have approval to undertake such in-service training without pay.
2. In-service training with pay: This is approved for confirmed staff of the extension service for a training which the extension service perceives as necessary and relevant in enhancing the performance of individual extension personnel on his job.

However, whether in-service training is with or without pay, it should have the following characteristics (Aromolaran, 1998):

- (a) In-service training policy must provide a clear statement of intent to train and the purpose for training, that is, to promote people when they return from in-service training or they remain where they were.
- (b) It must assign the responsibility of training to a particular staff or unit within the extension service.
- (c) It should specify the types of training which all recruits are expected to undergo.
- (d) It must provide a method for determining in-service training and their priorities.
- (e) It must provide a technique for evaluating in-service training programmes and staff.
- (f) It must include incentives and recognition for the trained.

4.0 CONCLUSION

This unit has been able to establish that personnel training will facilitate the growth and development in individual extension worker. The aim of training is to ensure that employee develop a sense of belonging and desirable attitudes to his job. It also provides staff competence in performing the functions of his position. Trainings in agricultural extension can be done in various ways, Pre-service, Orientation, on- the job and In-service training.

5.0 SUMMARY

In this unit, you should have learnt that

1. For an extension personnel to perform up to task, he must get adequate information formally or informally which can be achieved through series of trainings.
2. Personnel training and development is a continuous process of ensuring growth in the individual extension worker, both mentally and professionally.
3. Training is essential for an extension worker so as to develop self competence and desirable attitude towards his work.

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. Describe the purpose of personnel training and development.
2. Explain the four types of training in Agricultural extension
3. What are the characteristics of In-service training?

7.0 REFERENCES/FURTHER READINGS

Appleby, R. C (1981): *Management in Action*, New Zealand, Pitman Publishing

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Module 7: FUNCTIONS OF A PERSONNEL DEPARTMENT III

Unit 1 –Directing and Coordinating

Unit 2 - Budgeting and Reporting

Unit 1 DIRECTING AND COORDINATING

CONTENT

1.0 Introduction

2.0 Objectives

3.0 Main body

3.1 Significance of directing

3.2 Process of directing

3.3 Concept of coordinating

3.4 Reasons for coordinating

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/further Readings

1.0 INTRODUCTION

Directing is a form of supervision that makes people perform tasks to specification. The process of directing is such that personnel are made to know what has to be done, how it is to be done and what goal is designed to be attained. Directing can either be by exercising the authority of making people perform tasks or of directing by empowering people to direct in effort at achieving specified goals. Whatever method is appropriate is a function of the context in which personnel have to be directed and the facilities that can be deployed.

Coordination involves institutionalized cooperation among the personnel of an organization through effective communication. Coordination is done at the different levels of the organization by facilitating team work. These help to prevent waste and conflict, and thereby bringing about cordial working relationship among personnel in an organization. It helps to bring people together in a conducive working environment.

2.0 OBJECTIVES

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

- Be exposed to the significance of directing in agricultural extension work.
- Explain the process of directing.
- Explain the concept of coordinating
- List the reasons for coordinating

3.0 MAIN BODY

3.1 Significance of directing in agricultural extension work

Directing is an important aspect of supervision and it implies getting those over whom authority is exercised to perform tasks according to specifications. It involves compliance with instructions, follow through acceptance of standard practice, explanation and consultative action. It assumes that the supervisor is close to direct, instruct and where necessary, train to ensure appropriate behaviour. Directing and controlling are two important processes of management, implying the way or how the extension manager issues instructions to his subordinates and indicates what should be done. Without directing and proper control, nothing will happen in an organization. In agricultural extension, the staff occupying the lowest level of the administrative hierarchy carries the real burden of actual performance in achieving the extension objectives. Consequently, there is the need for him or her to be guided, directed, and to some extent, controlled, if the supervisor's expectation of performance is to be achieved. In all situations of directing and controlling, instructions must be clear, precise and relevant to the work environment. Directing is the process that many people relate to managing. It is supervising, or leading workers to accomplish the goals of the organization. In many organizations, directing involves making assignments, assisting workers to carry out assignments, interpreting organizational policies, and informing workers of how well they are performing. To effectively carry out this function, managers must have leadership skills in order to get workers to perform effectively (Williams, 1978).

Some managers direct by empowering workers. This means that the manager doesn't stand like a taskmaster over the workers barking out orders and correcting mistakes. Empowered workers usually work in teams and are given the authority to make decisions about what plans will be carried out and how. Empowered workers have the support of managers who will assist them to make sure the goals of the organization are being met. It is generally thought that workers who are involved with the decision-making process feel more of a sense of ownership in their work, take more pride in their work, and are better performers on the job.

By the very nature of directing, it should be obvious that the manager must find a way to get workers to perform their jobs. There are many different ways managers can do this in addition to empowerment, and there are many theories about the best way to get workers to perform

effectively and efficiently. Management theories and motivation are important topics and are discussed in detail in other articles.

3.2 Process of Directing

The process of directing assumes that the sender of instructions has power and authority to control things the way he wants them.

The process of directing has several components, some of which include the following:

1. Determining the target of performance, that is, the client to be served, number of farm families to be reached and the number of assistants to employ. This determination is essential to prevent the misdirecting of effort.
2. Give details of what performance level is expected of workers and acceptable to supervisors.
3. The use of sanctions should be clarified, prior to performance.
4. Ascertain willingness to serve and acceptance of responsibility, that is, obtain acceptance for compliance.

In all cases, instructions must be within the psychological levels achievable in line with the inputs given individual extension workers to motivate him to get work done. This is because compliance is perhaps the most important single reason for non performance of the extension worker because it is explained and dismissed often as being due to inadequate administrative support and input provided to the extension worker (Newman, 1976).

The directing activity is usually initiated by the manager or supervisor, normally one step above the actors who carry out the instructions. Oftentimes, the step of communicating instructions between the senior and the subordinate is ignored. The problem therefore comes from the highest level without using the former communication link.

3.3 The concept of coordination

Coordination may be described as institutionalized cooperation, that is, cooperation systematized by defined roles and procedures for the avoidance of conflicting decisions and for joint planning. It may also be concerned with the consistency of parallel decisions. For effective coordination to occur in agricultural extension, there must be effective communication which operates both as a prerequisite to and an aim of communication. Coordination takes place at different administrative levels in the extension service in each state as well as between states and at the national level. At the lower levels, it is commonly the coordination of work programmes and planning for work. At higher levels, however, it focuses mainly on ensuring that adequate facilities (without excess provision of gaps) are available from where a choice can be made to meet the needs of the individual extension worker and his farmer clientele group. In all cases, effective delegation of decision making is generally necessary to ensure effective coordination. In agricultural extension, this means that all important duties interrelating various units and parts in a given extension structure are properly synchronized, that is, not putting the cart before the horse as in the case of fertilizer supply and application to ensure the achievement of desired goals. In effect, everybody must be seen as working together in harmony.

3.4 Reasons for Coordination

Coordination is essential in extension services because:

1. It prevents waste (in resources, time): Resources should be deployed in a way that waste is reduced to bearest minimum through efficient appropriation. This ensures that maximum benefit is derived from such resources as deployed (Ogunbameru, 2004).
2. It prevents conflict in decision making: Coordination ensures that good lines of command are delineated such that personnel will not have to cross their paths. This helps to prevent conflict and in the process foster good working relationship.
3. It draws together personnel (staff) with different skills and interests in a systematized manner: This ensures that synergy is achieved through making individuals work together for the general benefit of the organization.
4. It enhances conducive work environment: This is achieved when personnel understand the importance of not only their task but also that of others and why they have to work together to achieve success. Coordination ensures harmony, thereby enhancing conducive work environment.

4.0 CONCLUSION

This unit concluded that for an agricultural organization to be successful, directing and control should be done, especially for lower level officers that will need to know what to do and how to do it. For effective directing, a manager or supervisor must have leadership skills that will enhance its ability to perform to task. Also, managers must determine the target performance, clarify the use of sanctions and details of performance level expected from workers for proper directing.

This unit emphasized that coordination is seen as institutionalized cooperation. i.e cooperation systematized by defined roles and procedures for the avoidance of conflicting decisions and for joint planning. It also ensures that important duties interrelating various units and parts are properly synchronized to achieve the set goals. Coordination prevents waste of time and resources, prevents conflict in decision-making and enhances conducive work environment.

5.0 SUMMARY

In this unit you have learnt that:

1. Directing is supervising or leading workers to accomplish the goals of an organization.
2. Managers or directors should interpret organizational policies, inform workers of how well they are performing and assist them to carry out assignment when there is need for it.

3. Certain processes should be followed for the motive behind directing to be achieved.
4. Describing coordination is important in agricultural extension work.
5. Reasons for coordination needs to be understood in agricultural extension work

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. Explain directing.
2. Describe the processes involved in directing.
3. Explain Coordination
4. Why is coordination necessary in agricultural extension?

7.0 REFERENCES/FURTHER READINGS

Ogunbameru, B. O. (2004): *Organizational Dynamics*, Ibadan, Spectrum Books Ltd. Ibadan, p. 577

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Unit 2 BUDGETING AND REPORTING

CONTENT

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Need for Budgeting

3.2 Reporting

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/Further Readings

1.0 INTRODUCTION

Budgeting is a process of fiscal planning that is used in the coordination of organizations. It includes personal requirements of staff, the operational costs as well as the time needs of extension organizations. Budgeting helps in prediction as it specifies the needs and how they are to be appropriated in organizations in order to achieve efficiency and effectiveness in the business of managing extension organizations.

2.0 OBJECTIVES

At the end of this unit you should be able to

- Explain budgeting
- State the need for budgeting
- Explain reporting procedures

3.0 MAIN BODY

This involves the whole process of fiscal planning in the extension service, including the determination of financial releases, financial appropriation etc. It includes all activities of the manager in which he/she requests and account for money required for the operation of the extension service. It includes an explicit elaboration of previous commitment as well as systematic prediction of future financial needs. Usually, budgeting includes personnel requirements such as personal emoluments (salary), operational costs as well as time needs.

3.1 Need for budgeting

Budgeting serves a number of purposes, some of which include the following:

1. Prediction and anticipation: Budgeting helps to predict and anticipate the financial and time needs of the organization. This helps to forge a direction for the organization by determining what is available and what has to be mobilized in resources in order to achieve the goals of the organization.
2. Provides a reflection of actual times for each of the activities covered: The time required for the achievement of responsibilities is important as it determines the time frame for goals that are to be achieved.
3. It provides a basis for controlling the purse, and in this context, sometimes, forms the basis for coordination: Budgeting assists to control the purse of the organization and thereby assist to achieve effective coordination (Williams, 1978).
4. It provides a basis for accountability: Accountability is an important virtue in achieving success by organizations. Budgeting helps to be accountable as it specifies what resources have to be expended and how they are to be expended.
5. It is a management tool because it helps in organizing fiscal and financial officers and their duties in ensuring prudent management of funds. In agric extension, budgets are usually of one year duration.

3.2 REPORTING

This is keeping those to whom the administrator is responsible informed as to what is going on, and thus includes keeping himself and his subordinates informed through records, research and inspection. Reporting involves documentation of progress recorded based on feedbacks from monitoring. Reporting is done to track progress, as a feedback tool, for buy-in of stakeholders, for corrective measures and for planning purposes. Reporting is thus done for planning, monitoring, control, corrective inputs and as pre-emptive measures. Reporting should be done as at when required. Every untimely report is potentially useless. Some reports might present the actual solution to solve a project problem (Newman, 1976). Other reports may record historical information that will be useful to assist in future decision making.

3.3 Steps in reporting

Reporting is done by considering the following points

1. Determine the scope of the report: The scope of a report determines the ramifications it will take. It is therefore important that the scope of a report to be prepared before machinery is set in motion towards its preparation.
2. Consider the audience; The audience for whom a report is to be written determine the language style and depth of the report. In agricultural extension work, a report that is to be made available to farmers is not expected to be as detailed as the one that is prepared for extension managers.

3. Gather your information: Information gathering is very important in report writing. A report must give good background for the issues and cases that are being reported. The depth of the information that is gathered paints the picture of the problem that is being addressed (Ogunbameru, 2004).
4. Analyse your information; Analysis of the information gathered gives light to how good the reporting will be. It is therefore a good information analysis that can lead to good reporting. The extent to which the information gathered is analysed in extension work determines the ability to which solutions are proffered to identified problems.
5. Determine the solution: The acceptable solutions will have to be obtained from the available alternatives derived from information analysis. The issue of priority setting in the face of available alternatives must therefore be considered in good reporting.
6. Organise your report: Organisation is an important tool in good reporting. The well articulated ideas in a report determines how well it will be received and the extent to which such report can serve useful purpose.

3.4 Clues for good report writing

A good report writing must provide identifying information as well as define the project or problem in form of the purpose of the report. It should give the background and the supporting data. The conclusions and recommendations must be stated in manner that makes it derivable from the body of the report. The headings must be descriptive, parallel and ensure good transition. Such reports should be accurate and objective. Materials should be presented free from personal feelings or prejudice. Ensure use of impersonal style to avoid weakening the objectivity of reporting (Akinsorotan, 2007).

4.0 CONCLUSION

This unit explains that budgeting is a fiscal planning which entails determination of financial releases and appropriations. It is all activities of the manager in which he request and account for money required for the operations of extension services. Budgeting is necessary for prediction/anticipation of future financial needs and basis for accountability.

5.0 SUMMARY

In this unit, you have learnt that

1. Describe Budgeting
2. State the need for budgeting

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. What is Budgeting?
2. Discuss the need for budgeting.

8.0 REFERENCES/FURTHER READINGS

Akinsorotan, A. O (2007): *Elements of Agricultural Extension Administration*, Ibadan, Bounty Press Ltd. Ibadan. 142pp

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Module 8: PROBLEMS CONFRONTING AN EXTENSION PERSONNEL MANAGER (SUPERVISION AND CONTROL)

Unit 1-Supervision

Unit 2-Control

Unit 3-Managerial Skills

Unit 1 SUPERVISION

CONTENT

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Role of the Supervisor

3.2 Basic Principles of Supervision

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/Further Readings

1.0 INTRODUCTION

Supervision involves working with a group of people over whom authority is exercised in such a way as to achieve their greatest combined effectiveness. The extent to which supervision is effectively done determines the success of the extension organization. It is thus important that the role of the supervisor is understood so that it will be easy to perform such role. The principles guiding supervision has to be handy for one to be effective and efficient in supervision. A supervisor thus needs to master the art as supervision is the art of management.

2.0 OBJECTIVES

At the end of this unit you should be able to

- Describe the concept of supervision in agricultural extension.
- Discuss the role of a supervisor
- Identify the basic principles that guides Supervision

3.0 MAIN BODY

3.1 Concept of supervision

Supervision is the all-embracing concept that ties together the basic principles of management and administration. Each step in the processes of administration requires supervision to succeed. Supervision may be described as the art of working with a group of people over whom authority is exercised in such a way as to achieve their greatest combined effectiveness in getting work done. The key words in that description include the concept of authority, combine effectiveness and coordination. It is an art because different supervisors perform differently in different work environment. However, as an activity, it involves the provision of administrative leadership, guidance and the delegation of authority necessary for the satisfactory accomplishment of the agency's goal and employee objectives. Therefore, it is the activity that helps the individual to achieve his individual objective as well as those of the organization. Most supervisors, therefore, tend to be work oriented by being nice to individual employees and ministering to their welfare in getting them to perform effectively on the job. Some other supervisors are more job oriented, and consequently are more interested in getting work done and caring less about the workers' feelings. The successful supervisor must fuse both objectives i.e. being both worker and job oriented (Akinsorotan, 2007).

3.2 Role of the Supervisor: In most work environments, particularly in the extension service, the roles of the supervisor are to ensure that work is accomplished, instructions carried out and directives implemented in accordance with specifications. His task ranges from that of monitoring and evaluating performance, to human relations, as well as providing support for his subordinates to implement the tasks of their various job descriptions. Much more specifically, the role of the supervisor includes the following;

1. The coordination of extension personnel and work in different locations at different levels within a given area.
2. Providing information and communication links between staff that he supervises and managers, ensuring that directives and instructions are clear, well understood and capable of being implemented.
3. Provision of administrative and logistic support to extension personnel at lower levels of the organisation. Administrative support implies the idea of making decision within the administration to suit the realities of lower staff position as away of shielding them and getting their confidence. Logistic support on the other hand includes those material facilities and equipment that makes the extension personnel's job much more pleasant and easier.
4. Interpreting programme and project policies at the intermediate level and providing information for policy formulation at the management level.
5. Monitoring and appraising productivity and or performance of programmes, projects and the extension personnel/workers.
6. Planning staff development and training
7. Ensuring good work environment conducive to expected levels of performance
8. Applying sanctions, rewards and punishment where necessary to ensure performance and compliance, in accordance with agreed standards (Newman, 1976).

In order for the extension supervisors to perform these roles, they need to learn and acquire specific competencies, skills and abilities in technical agriculture, human relations and conceptual content, that is, ability to look at problems and think out solutions, i.e. seeing beyond one's nose.

3.3 Basic Principles of Supervision

Supervision is a complex activity, usually not so easy to undertake. Therefore, its success is determined by a number of factors, often times referred to as principles. Supervision is undertaken in the extension system as a purposeful activity which proceeds by giving a clear conception of what has to be done and prescribes how it can best be achieved. Effectiveness within the extension service is ensured only through the application of some basic principles of supervision. These include:

1. That supervision is more effective when all extension personnel in the service have a clear understanding of the purpose of supervision, of what his job consist of, and what level of performance is acceptable. This implies that every level of the extension service has some measure of supervisory responsibility.
2. Supervision is more effective when the supervisor has the authority to carry out his responsibility on the job. This delegated authority is more effective when exercised in a democratic manner and autocratically only when the situation demands.
3. Supervision is more effective when it is based on the understanding and acceptance of cooperation through shared ideas, efforts and experiences of all members of staff.
4. Supervision is more effective when the supervisor is self confident, shows enthusiasm and takes initiative in directing the efforts of others in striving towards the achievement of the extension service objectives.
5. Effectiveness of the supervisor is enhanced when all supervisors have common insights, understanding and willingly accept a team work approach and collaboration.
6. Supervision is more effective when the supervisor recognizes individual differences in extension workers' personality as well as capability and go on to assist them in recognizing same and helping them to make desired changes.
7. Supervision is more effective when it provides for creative thinking and self expression of those being supervised.
8. Effective supervision requires creative criticism of poor work and recognition of good work (Ogunbameru, 2004).
9. Supervision is more effective when extension workers are given opportunity to show that they can accept greater responsibility.
10. Effective supervision is related to the degree to which a supervisor can develop in the supervisee a spirit of loyalty to the organization as well as to fellow workers.

3.4 Elements and processes of supervision

The concept of supervision is associated with middle level management task. The essential processes in enacting their role include:

1. **Planning:** This involves planning for self development and development of the subordinates. It should be used by extension managers to ensure that achieving the goals

of the organization is at the will of managers and their subordinates. Manpower development therefore becomes very important to achieve effective supervision. It is only when everyone possess the competence to discharge the responsibilities assigned to them that the goals can be achieved.

2. **Organising:** Supervision is effective when there is proper use of time and the understanding of responsibilities. There must therefore be good organization for the management role of supervision to be effectively realized.
3. **Controlling:** This helps to ensure that the job is done as planned. Good control facilitates supervision as it clearly states the reward for a job well done. Controlling is thus an important element of supervision as it helps to ensure strict adherence to assigned tasks.
4. **Communication:** This involves the sharing of ideas about the goals and specific tasks earmarked for the attainment of the goals of the extension organization. It is effective when there is mutual understanding of the message that is communicated by both extension managers and their subordinates. There must therefore be convergence in meaning by all role players for there to be effective communication. Any breakdown in communication will adversely affect the organization negatively as the goals may not be achieved.
5. **Assigning responsibilities and delegating duties:** duties and responsibilities must be assigned while there must be effective delegation of duties for supervision to be effective. Delegation should also be made with authority for the goals of the extension organization to be achieved.
6. **Self appraisal and accepting responsibilities for work done:** The extension manager must do self appraisal in supervision. There must also be the grace to accept responsibilities so that there will be cohesion in role performance (Williams, 1978).

In extension services, the function of the extension supervisors should include induction of new workers into the service. It should also include training of extension workers on the job, especially on the normal routine operations and standards on the what, how and when to do basic things. Supervisors should train extension workers on how to secure and develop leaders, contact extension officers and train the trainers to multiply the effort of field extension officers. They should assist extension workers in modifying and improving known extension teaching methods. They assist extension workers and farmers by coordinating their duties with those of subject matter specialists (SMSs) and other extension personnel. Supervisors must assist extension workers to determine progress and accomplishment through evaluation.

3.5 Conditions necessary for effective supervision

For supervision to be effective in extension service, Adereti et al (2008) indicated that the following conditions are necessary:

1. There must be clear understanding of the objective and role of a supervisor in the organization
2. A supervisor should have the authority to carry out his responsibilities or functions. Supervision without authority will not achieve the desired result. It will at best result in the similitude of a toothless bulldog.

3. Cooperative shared ideas, experiences and efforts between the supervisor and the supervisee is essential for effective supervision. This can be achieved through effective communication.
4. A supervisor and his team must have a common insight into understanding of the objectives and goals, and willingly accept the team work pattern to supervision.
5. Supervision is enhanced where there is adequate vertical and horizontal communication between the supervisor and his supervisee.
6. Opportunity to practice the task for which one is being supervised enhances supervisory activities.
7. Effective supervision is related to the degree to which the supervisor has specialized knowledge, skill and understanding to perform the various supervisory functions.
8. Supervision is more effective when it provides for a comprehensive and systematic evaluation of the extension organisation's programmes and personnel.

4.0 CONCLUSION

Supervision involves the provision of administrative leadership, guidance and the delegation of authority necessary for the satisfactory accomplishment of organizational and employees goals. A good supervisor must ensure coordination of extension personnel and work in different locations at different levels in an area, plan staff training and development and ensure that work environment is conducive. For successful supervision, principles of supervision must be well followed.

5.0 SUMMARY

In this unit you have learnt that

1. Supervision may be described as the art of working with a group of people over whom authority is exercised in such a way as to achieve their greatest combined effectiveness in getting work done.
2. Supervision is more effective when extension workers are given opportunity to show that they can accept greater responsibility.
3. One of the roles of a supervisor is to ensure that work is accomplished, instructions carried out and directives implemented in accordance with specifications.

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. Discuss the roles of a good supervisor.
2. For effective supervision in extension services, some principles need to be followed. Explain five.
3. Describe what supervision entails.

7.0 REFERENCES/FURTHER READINGS

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Unit 2 CONTROL

CONTENT

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Types of Control

3.2 Principles of effective control

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/Further Readings

1.0 INTRODUCTION

Control involves the measurement and correction of the performance of subordinates. It is used in agricultural extension services to obtain the best from the performance of such subordinates. It involves setting standards and monitoring performance. Control can either be budgetary or non-budgetary. Effective control implies that some basic principles must be adhered to in order to achieve the goals of the organization. If control is not effective, the resources committed to the organization can not be guaranteed to give the required result.

2.0 OBJECTIVES

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

- Explain the concept of control in agricultural extension services.
- Explain what control involves
- Discuss the two types of control.
- Identify the principles of effective control

3.0 MAIN BODY

3.1 The concept of control

Control is the measurement and correction of the performance of subordinates to make sure that the objective of the enterprise and the plans devised to attain them are accomplished efficiently and economically.

Control involves

1. Setting standards
2. Measuring performance against standards
3. Feedback of result
4. Correcting deviations from standard

The controlling function involves the evaluation of activities that managers must perform. It is the process of determining if the company's goals and objectives are being met. This process also includes correcting situations in which the goals and objectives are not being met. There are several activities that are a part of the controlling function.

Managers must first set standards of performance for workers. These standards are levels of performance that should be met. For example, in the modular home assembly process, the standard might be to have a home completed in eight working days as it moves through the construction line. This is a standard that must then be communicated to managers who are supervising workers, and then to the workers so they know what is expected of them.

After the standards have been set and communicated, it is the manager's responsibility to monitor performance to see that the standards are being met. If the manager watches the homes move through the construction process and sees that it takes ten days, something must be done about it. The standards that have been set are not being met. In this example, it should be relatively easy for managers to determine where the delays are occurring. Once the problems are analyzed and compared to expectations, then something must be done to correct the results. Normally, the managers would take corrective action by working with the employees who were causing the delays. There could be many reasons for the delays. Perhaps it isn't the fault of the workers but instead is due to inadequate equipment or an insufficient number of workers. Whatever the problem, corrective action should be taken.

Standards are an expression of planning goals and may be of many kinds, including physical (numbers produced) and monetary. Some goals cannot easily be expressed in quantitative form, such as morale of a group, and may be measured only in a qualitative manner.

The more jobs move away from the assembly lines, the more difficult and more important, becomes their control.

3.2 Types of control

1. Budgetary control, stated in financial and non financial terms

The importance of budgets and fiscal control stem from the fact that human and physical resources cannot be utilized without funds, the sourcing, spending and records of the materials produced. Budgeting is concerned with prediction and projection of what is likely to happen financially in an organization. Operating budgets include sales, production and control which is thought of as a plan or forecast of the 'profit objective of the extension organisation's operations. A budget is a formulation of plans of income and expenditure for a given future period, expressed in quantitative and qualitative terms. Financial budgets include capital and expenditure budgets. It involves allocation of resources for the running of the establishment. The budget converts to monetary terms, the time of the people, equipment and facilities needed to to get the job done.

2. Non-budgetary control: This involves allocation of units of production such as litres of milk, meters of cloth to be produced and so on. Non-budgetary control is the process of appropriating resources in the organization. In an extension organization, the way teaching materials and communication documents are apportioned is the non-budgetary control. How well the materials are appropriated determines how well the goals of the organization are achieved (Williams, 1978; Ogunbameru, 2004; Akinsorotan, 2007).

3.3 Principles of effective Control

Effective control implies those that obey the following principles:

1. Control must be set according to the nature of the job to be performed. The job to be performed would determine the control as the control required for a small extension organization will differ from that of a large organization. Thus, tertiary service organizations will require more complex control than primary organizations.
2. Deviation should be reported immediately: This indicates that deviations discovered in the course of project monitoring should be reported immediately for effective control and necessary adjustments.
3. Control must conform to the pattern of the organization: The pattern of the organization should dictate the type and level of control to be utilized. Any control that does not conform to the pattern of the organization that is being controlled will not achieve the goals of the endeavour.
4. Control should show exceptions at selected points: There should always be exceptions to rules and such exceptions must be identified and specified by the type of control put in place. Also, the points at which the exceptions will hold must be clearly specified (Newman, 1976).
5. Control should be flexible and economical in operation: Flexibility must be built into the control process to take care of changing situations as well as other contingencies. The flexibility must be in terms of economy and operations. The flexibility ensures that changes in situations will not derail the control process.

6. Control should be simple to understand and should indicate corrective action: A good control is never complex. It must be simple to facilitate comprehension by all. This will help all the stakeholders, including the managers and supervisees to fall effectively into the control mechanism. There must also be corrective action for discrepancies identified in order to make the control measures implementable.

4.0 CONCLUSION

This unit stressed the importance of setting standards of performance for workers which must be monitored by the manager to make sure that they are met. Control is the measurement and correction of the performance of subordinates to make sure that the objective of the enterprise and the plans devised to attain them are accomplished efficiently and economically. Also, control must be set according to the nature of the job and must conform to the pattern of the organization.

5.0 SUMMARY

In this unit you have learnt that

1. Control is necessary so as to be able to accomplish the objective of an organization.
2. Some basic principles like, having control that is simple to understand and economical in operation need to be followed for effective control to be actualized.
3. Control involves setting standards, measuring performance against standards, feedback of result and correcting deviations from standard.

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. Enumerate the principles of effective control.
2. Explain why control is necessary in an agricultural extension establishment.
3. Mention the two types of control

7.0 REFERENCES/FURTHER READINGS

Akinsorotan, A. O (2007): *Elements of Agricultural Extension Administration*, Ibadan, Bounty Press Ltd. Ibadan. 142pp

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Unit 3 MANAGERIAL SKILLS

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Communication skills
 - 3.2 Listening habits
 - 3.3 Report writing skills
 - 3.4 Human skills
 - 3.5 Computer skills
 - 3.6 Time management skills
 - 3.7 Technical skills
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Managerial skills are skills expected to be possessed by a successful manager. Such skills must include communication, listening, report writing, human, time management and technical skills. It is desirable that a good extension manager must possess these skills in order to be able to achieve meaningful results in executing the goals of the organization. The success of an extension manager is thus the extent to which these skills can be executed in the contemporary world.

2.0 OBJECTIVES

At the end of this unit you should be able to

- Explain different skills that an effective manager must possess.

3.0 MAIN BODY

3.1 Managerial skills required in an organisation

To be an effective manager, it is necessary to possess many skills. Not all managers have all the skills that would make them the most effective manager. As technology advances and grows, the skills that are needed by managers are constantly changing. Different levels of management in

the organizational structure also require different types of management skills (Akinsorotan, 2007). Generally, however, managers need to have communication skills, human skills, computer skills, time-management skills, and technical skills.

- 3.1 Communication Skills:** Communication skills fall into the broad categories of oral and written skills, both of which managers use in many different ways. It is necessary for a manager to orally explain processes and give direction to workers. It is also necessary for managers to give verbal praise to workers. Managers are also expected to conduct meetings and give talks to groups of people.
- 3.2 Listening habit:** An important part of the oral communication process is listening. Managers are expected to listen to their supervisors *and* to their workers. A manager must hear recommendations and complaints on a regular basis and must be willing to follow through on what is heard. A manager who doesn't listen is not a good communicator (Ogunbameru, 2004).
- 3.3 Report writing skills:** Managers are also expected to write reports, letters, memos, and policy statements. All of these must be written in such a way that the recipient can interpret and understand what is being said. This means that managers must write clearly and concisely. Good writing requires good grammar and composition skills. This is something that can be learned by those aspiring to a management position.
- 3.4 Human Skills:** Relating to other people is vital in order to be a good manager. Workers come in about every temperament that can be imagined. It takes a manager with the right human skills to manage this variety of workers effectively. Diversity in the workplace is commonplace. The manager must understand different personality types and cultures to be able to supervise these workers. Human skills cannot be learned in a classroom; they are best learned by working with people. Gaining an understanding of personality types can be learned from books, but practice in dealing with diverse groups is the most meaningful preparation.
- 3.5 Computer Skills:** Technology changes so rapidly that it is often difficult to keep up with the changes. It is necessary for managers to have computer skills in order to keep up with these rapid changes. Many of the processes that occur in offices, manufacturing plants, warehouses, and other work environments depend on computers and thus necessitate managers and workers who can skillfully use the technology. Although computers can cause headaches, at the same time they have simplified many of the tasks that are performed in the workplace (Williams, 1978).
- 3.6 Time-Management Skills:** Because the typical manager is a very busy person, it is important that time be managed effectively. This requires an understanding of how to allocate time to different projects and activities. A manager's time is often interrupted by telephone calls, problems with workers, meetings, others who just want to visit, and other seemingly uncontrollable factors. It is up to the manager to learn how to manage time so that work can be completed most efficiently. Good time-management skills can be learned, but managers must be willing to prioritize activities, delegate, deal with interruptions, organize work, and perform other acts that will make them better managers.
- 3.7 Technical Skills:** Technical skills are more closely related to the tasks that are performed by workers and are different from computer skills. A manager must know what the workers who are being supervised are doing on their jobs or it will be difficult for him to

provide assistance to them. For example, a manager who is supervising accountants needs to know the accounting processes; a manager who is supervising a machinist or machine operator must know how to operate the equipment; and a manager who supervises the construction of a home must know the sequence of operations and how to perform them.

4.0 CONCLUSION

It is pertinent for an effective manager to have several skills that will help him to discharge his duties efficiently. A good manager must be able to relate well with all his workers and subordinates as human skills can be developed by good interpersonal relationship. Allocating time for different activities and tasks is the responsibility of a good manager that desires to have results for his endeavours.

5.0 SUMMARY

In this unit you have learnt that

1. Different levels of management in the organizational structure require different types of management skills.
2. The manager must understand different personality types and cultures to be able to supervise his workers and subordinates
3. Managing time effectively will go a long way to make the manager more productive.
4. It is necessary for managers to have computer skills in order to keep up with the rapid changes happening in the world.

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. State the relevance of computer skills in agricultural management
2. Explain any five managerial skills you have learnt.

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Module 9: DUTIES OR TASKS OF A PERSONNEL MANAGER

Unit 1-Tasks of a Personnel Manager

Unit 2-Principles of Bureaucracy and Organisation

Unit 3-Characteristics of Bureaucracy

Unit 1 Tasks of a Personnel Manager

CONTENT

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Principles guiding the task of a personnel manager

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment (TMA)

7.0 References/Further Readings

1.0 INTRODUCTION

The tasks of a personnel manager include division of work, authority and responsibility, discipline, ensuring unity of command and direction, subordination of individual interest as well as remunerating the staff of the organization appropriately. These tasks will not only have to be performed but be seen to be performed in order for the organization to achieve its set aims and objectives.

2.0 OBJECTIVES

At the end of this unit you should be able to

- Discuss the principles guiding the task of a personnel manager

3.0 MAIN BODY

The duties or tasks of a personnel manager are fundamental. These tasks serve as guidelines for decisions and actions of managers. They are derived through observation and analysis of events which managers have to face in actual practice. The principles include the following:

1.1 Division of Work -

The specialization of the workforce, creating specific personal and professional development within the labour force and therefore increasing productivity; leads to specialization which increases the efficiency of labour. By separating a small part of work, the workers' speed and accuracy in its performance increases. This principle is applicable to both technical as well as managerial work and is therefore desirable in every extension organization (Ogunbameru, 2004; Akinsorotan, 2007).

1.2 Authority and Responsibility-

The issue of command is followed by responsibility for their consequences. Authority means the right of a superior to give order to his subordinates; while responsibility means obligation for performance. This principle suggests that there must be parity between authority and responsibility. They are co-existent and go together, and are two sides of the same coin.

1.3. Discipline-

Discipline refers to obedience, proper conduct in relation to others, respect of authority, etc. It is essential for the smooth functioning of all organizations. This is because discipline is the soul of any organization, including extension organizations.

1.4. Ensuring Unity of Command -

This principle states that every subordinate should receive orders and be accountable to one and only one superior. If an employee receives orders from more than one superior, it is likely to create confusion and conflict. Unity of Command also makes it easier to fix responsibility for mistakes. It is important in extension organizations to ensure efficient delivery of extension services.

1.5. Unity of Direction -

All those working in the same line of activity must understand and pursue the same objectives. All related activities should be put under one group, and there should be one plan of action for them. They should also be under the control of one manager. It seeks to ensure unity of action, focusing of efforts and coordination of strength in extension services.

1.6. Subordination of Individual Interest

The management must put aside personal considerations and put company objectives first. Therefore, the interests of goals of the organization must prevail over the personal interests of individuals. That is only when the objectives of every extension organization can be effectively achieved since it is a highly social endeavor.

1.7. Remuneration -

Workers must be paid sufficiently as this is a chief motivation of employees and therefore greatly influences productivity. The quantum and methods of remuneration payable should be fair, reasonable and rewarding of effort put into the organization. In extension organizations, this should include reimbursement for mobility.

1.8. The Degree of Centralization -

The amount of power wielded by the central management depends on company size. Centralization implies the concentration of decision making authority at the top management. Sharing of authority with lower levels is called decentralization. The organization should strive to achieve a proper balance for effective extension delivery.

1.9. Scalar Chain -

Scalar Chain refers to the chain of superiors ranging from top management to the lowest rank. The principle suggests that there should be a clear line of authority from top to bottom linking all managers at all levels. It is considered a chain of command.

1.10. Order –

Social order ensures the fluid operation of an organization through authoritative procedure. Material order ensures safety and efficiency in the workplace. Hence, social and material order must be maintained in every good extension organization.

1.11. Equity -

Employees must be treated kindly, and justice must be enacted to ensure a just workplace. Managers should be fair and impartial when dealing with employees. An environment of fairness goes a long way to entrench job security.

1.12. Stability of Tenure of Personnel -

The period of service should not be too short and employees should not be moved from positions frequently. An employee cannot render useful service if he is removed before he becomes accustomed to the work assigned to him. This is important in extension work as clientele get

used to their field extension personnel and will love to take instructions from him. Frequent movement disrupts the equilibrium.

1.13. **Initiative -**

Using the initiative of employees can add strength and new ideas to an organization. Initiative on the part of employees is a source of strength for the organization because it provides new and better ideas. Employees are likely to take greater interest in the functioning of the organization if their initiatives are recognized (Newman, 1976; Williams, 1978).

1.14. **Esprit de Corps -**

This refers to the need of managers to ensure and develop morale in the workplace; individually and communally. Team spirit helps develop an atmosphere of mutual trust and understanding. These can be used to initiate and aid the processes of change, organization, decision making, skill management and the overall view of the management function.

Fayol also divided the management function into five key roles:

- To organise
- To plan and forecast (Prevoyance)
- To command
- To control
- To coordinate

4.0 **CONCLUSION**

Tasks of a personnel manager are fundamental to any establishment and they serve as guidelines for decisions and actions of managers. An environment of fairness and equity must be encouraged in an organization. Also, the principle of scalar chain should be adopted which suggest that there should be a clear line of authority from the top to bottom linking all managers at all levels.

5.0 **SUMMARY**

In this unit you should have learnt that

1. Authority means the right of a superior to give order to his subordinates; while responsibility means obligation for performance.
2. Discipline is the soul of any organization, including extension organizations.
3. Employees are likely to take greater interest in the functioning of the organization if their initiatives are recognized.

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. What is the importance of unity of command in agricultural extension organizations?
2. Describe ten principles guiding the task of a personnel manager.

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Unit 2 PRINCIPLES AND CHARACTERISTICS OF BUREAUCRACY & ORGANIZATION

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Organisation/Bureaucracy
 - 3.2 Types of domination in bureaucracy
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References/Further Readings

1.0 INTRODUCTION

Bureaucracy is seen as “red tape” and inefficiency as experienced in large organizations. However, as a sociological concept, bureaucracy refers to a type of formal organization or administrative apparatus based upon rational principles backed up by legal sanctions and existing in a legal framework. Domination in bureaucracy can either be charismatic, traditional, patrimonial, feudal or legal.

Bureaucracy has some characteristics which has to do with division of labour, authority structure, as well as position and role of individual members in the organization. These have to be effectively coordinated in order to achieve meaningful impact in an extension organization. It is therefore expedient that these are understood in order to achieve organizational growth and development.

2.0 OBJECTIVES

At the end of this unit you should be able to

- Explain formal organization and bureaucracy
- Discuss types of domination in bureaucracy
- Explain the main features of bureaucracy

3.0 MAIN BODY

3.1 Organization/bureaucracy:

A formal organization is a social unit that is established in a more or less deliberate manner for the attainment of a specific goal. This is in contrast to some social units such as friendship groups or neighborhood clubs that seem to emerge in a spontaneous and unplanned manner. It may also be defined as system of coordinated activities of a group of people working cooperatively towards a common goal under authority and leadership. The purposive design (planned efforts) and goal specificity inherent in both definitions are two crucial criteria for differentiating formal organizations (e.g. MANR, Universities, the ADPs, Trade Unions, Political parties etc.) from other social groupings.

Bureaucracy in everyday usage connotes “red tape” and inefficiency as experienced in large organizations. However, as a sociological concept, bureaucracy has a less pressurative or derogatory, and a more neutral meaning. It refers to a type of formal organization or administrative apparatus. A rational legal bureaucracy is based upon rational principles backed up by legal sanctions and existing in a legal framework.

As conceptualized by Max Weber, bureaucracy is based on one of three types of domination. Generally, there are three types of domination based on different systems of belief that legitimate the exercise of power and the resultant administrative apparatus.

3.2 Types of domination

3.2.1 Charismatic domination – under this type of domination, the leader is believed to have special qualities or “gifts” that form the basis of his domination or authority over a set of people. Therefore, the belief in these qualities legitimizes power in the charismatic type of domination.

3.2.2 Traditional types of domination - basis of legitimization of the traditional type is the belief in the sacredness of tradition, respect for the old and established ways of doing things. The traditional ruler commands domination by virtue of his inherited status. His orders are personal, but bound by custom. Subjects obey him out of respect for his traditional status or royalty. When this domination is exercised over several people, two types of administrative apparatus may emerge i.e.

3.2.2.1 Patrimonial administration: Here, the officials are the rulers’ personal servants, relatives or favourites. They depend on the ruler for remunerations.

3.2.2.2 Feudal administration: The officials here are not personal servants or dependants, but they are allies and take oath of obliging to the ruler. This kind of arrangement is contractual. However, the allies have their own jurisdiction and administrative domain (Olubadan and Baales). They do not depend on the ruler for remunerations.

3.2.3 Legal Type of Domination: This is not based on possession of special qualities or inherited status. It is based on the belief in the rightness of law. The ruled obey the ruler because he occupies the position by following certain rules agreed upon by both the ruled and the ruler. The typical administrative apparatus in this set up is referred to as bureaucracy.

3.3 Features of bureaucracy

From the previous discussion, it is obvious that not all organizations are bureaucratic. Max Weber points out that there are four main issues with respect to bureaucracy, that is:

1. Division of labour
2. Authority structure
3. Position and role of the individual member
4. Roles that regulate the relations between organizations and organization members.

Though several features have been attributed to bureaucratic organizations, some of the main features are:

3.3.1 Division of Labour (specialization): A highly developed division of labour and specialization is a paramount feature of bureaucracy. Detailed and precise division, definitions of duties and responsibilities are spell out for each office or position. This way, a limited number of task is assigned to each office (Akinsorotan, 2007).

3.4 Impersonal Relationship: Bureaucratic organizations have rational and impersonal relation or subordinate/super-ordinate relationship. Loyalty is impersonal, that is, a subordinate is loyal to his superior's position, not to the specific person who occupies the position (Newman, 1976).

These two characteristics deal with the organization itself. A look at the role and status of its members reveal the following:

3.5 Qualification: Recruitment into a bureaucracy is based on formal qualifications which are used as necessary implications for the possession of adequate technical knowledge to meet the special demands of the job. Particularistic considerations such as family position or political affiliation are not prerequisite for recruitment.

3.6 Promotion: This is based on elaborate system of seniority and achievement.

3.7 Clear-cut separation between private and public spheres of the bureaucrat's life.

3.8 Documentation: All administrative acts, policies, roles are always in writing.

3.9 Scalar principles: Bureaucracy has scalar principles, that is, chain of command or hierarchy. Bureaucracy is therefore a system of control based on rational rules. The rules are meant to design and regulate the organization on the basis of technical knowledge and with the aim of achieving maximum efficiency. Bureaucratic administration may be described summarily in this regard as an exercise of control on the basis of knowledge. The general picture given this far is that of an ideal type of bureaucracy. It is ideal because the characteristics are not found in concrete organizations in their extreme forms described above.

4.0 CONCLUSION

Formal organisation may be defined as system of coordinated activities of a group of people working cooperatively towards a common goal under authority and leadership. Bureaucracy is a formal organisation based upon rational principles backed up by legal sanctions and existing in a legal framework. Red tapism is always found alongside with bureaucracy with rules and procedures guiding all form of activities.

Bureaucracy is a system of control based on rational rules and procedures but mostly its characteristics are not found in most formal organizations. The main features of bureaucracy are division of labour, authority structure, position and role of individual member and roles that regulate the relations between organizations and organization members. Recruitment in bureaucracy is based on sound moral and academic qualifications.

5.0 SUMMARY

In this unit you have learnt that

1. Bureaucracy occurs in most formal organizations.
2. Charismatic, traditional and legal are types of domination which are based on different systems of belief that legitimate the exercise of power and the resultant administrative apparatus.
3. A formal organization is a social unit that is established in a more or less deliberate manner for the attainment of a specific goal.
4. Bureaucracy is based on formal rules and procedures.
5. The main characteristics of bureaucracy are division of labour, authority structure, impersonal relationship, formal rules and procedures and strict adherence to formal instructions.

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. Explain Bureaucracy and its relevance in agricultural extension services.
2. Discuss types of domination as evident in bureaucracy.

7.0 REFERENCES/FURTHER READINGS

Akinsorotan, A. O (2007): *Elements of Agricultural Extension Administration*, Ibadan, Bounty Press Ltd. Ibadan. 142pp

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Module 10: EXPANSION OF PERSONNEL MANAGER

Unit 1 Key Components of Classical Organisational Theories

Unit 2 Management thought

UNIT 1 Key Components of Classical Organisational Theories.

CONTENT

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Components of an organization

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment (TMA)

7.0 References/Further Readings

1.0 INTRODUCTION

An organization has the scalar and functional process of operation. The structure, line organization, staff organization, span of control and division of labour will have to be delineated for it to achieve its set goals. This becomes expedient as the way an organization is structured determines the maximum level of performance it can achieve.

2.0 OBJECTIVES

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

- Describe the components of organizational chart
- Explain the concept of centralization and decentralization in agricultural extension services.

3.0 MAIN BODY

3.1 Components of organizational chart

From a classical perspective, an organization is concerned with its design and structure, not with the people. In this regard, reference is usually made to the ever present organizational chart or organogram.

The four key components inherent in this perspective are:

1.1 Scalar and functional process: The division of labour is achieved by 2-processes, that is, scalar and functional. Scalar process refers to the hierarchy or chain of command of the organization. Essentially, it has to do with the amount of responsibility and authority assigned to each person e.g ministry top level management i.e Commissioner, Director General; middle level management - levels 10-12; second level supervisors (Agricultural Officers and Agricultural Superintendents) - level 8 & 9 ; frontline workers, Extension Workers and Field Officers. Functional process refers to the specific job performed by each employee in an organization e.g. in MANR; we have technical staff, clerical staff, finance staff, cleaners etc. In universities, we have administrative staff, cleaners, academic staff, technicians etc (Akinsorotan, 2007).

1.2 Structure: Structure refers to the relationships and roles that exist in the organization. The structure enables the organization to meet its objective effectively in an orderly manner.

There are 2 types of structures in organizations, that is, line organization and staff organization.

3.2.1: The line organization deals with chains of command and the primary function of the organization. It can be identified by looking at the organizational chart. The primary function of agricultural extension is to disseminate information and educate farmers. The university's primary function is to educate students and do research, while a supermarket sells objects.

3.2.2: The staff organization is a supplement to the line function. It basically advises and services the line function. It is mostly administrative in function (Ogunbameru, 2004).

1.3 Span of Control: This involves the number of persons supervised. The span of control refers to the number of employees a manager can effectively supervise. As the number of employees increases, the number of possible interrelationships increases geometrically. Span of control influences the shape of an organization. A wide span leads to a squat or flat organization. A narrow span of control leads to a tall organization. Tall organizations with multiple levels increase the number of organization channels and the possibility of information distortion. Flat organizations on the other hand reduce the number of channels messages have to go through but also reduce the number of face to face contact. This might result to a situation of communication overload on the manager.

1.4 Division of Labour: This refers to how the work of an organization is divided amongst the available human resources.

3.2 The concept of centralization and decentralisation

Centralization is more likely in tall organizations, while decentralization may result for flat organizations. In centralization of authority, few people are involved, so decision making may be expedited. However, morale amongst workers may be low. Decentralization however may result in high morale as most employees are given the opportunity to contribute to decision making. The decision making process may be slow as so many individuals have to interact.

Agricultural extension management/administration is an important aspect or a precondition for agricultural development efforts because it caters for the management of people and resources for the achievement of the agricultural development objectives. It is perhaps for those reasons

that the department of agricultural extension services, sometimes referred to as the technical services division of the Agricultural Development Projects is administered as separate entities within the government. If any organization has to succeed, it must be properly administered, managed and supervised. All modern organizations use administrative processes to accomplish their goals. It is for these reasons that the study of management of agricultural extension personnel becomes important for the overall development of expertise.

1.0 CONCLUSION

Scalar process refers to the hierarchy or chain of command of the organization while functional process refers to the specific job performed by each employee in an organization. Structure in an organization helps in fulfillment of set goals and objectives. The span of control refers to the number of employees a manager can effectively supervise which control and influences the shape of an organization. A wide span leads to a squat or flat organization. A narrow span of control leads to a tall organization. It is crucial that in agricultural extension organizations, adequate number of employees should be allotted to a supervisor or manager for effective administration and management.

2.0 SUMMARY

In this unit you have learnt that

1. Structure refers to the relationships and roles that exist in the organization.
2. Division of labour refers to how the work of an organization is divided amongst the available human resources.
3. Scalar and functional processes has to do with the amount of responsibility and authority assigned to each person in an organization.

3.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. Explain the importance of span and control in organizational components.
2. Discuss scalar and functional processes in agricultural organizations.
3. Describe the components of organizational chart/structure.

7.0 REFERENCES/FURTHER READINGS

Akinsorotan, A. O (2007): *Elements of Agricultural Extension Administration*, Ibadan, Bounty Press Ltd. Ibadan. 142pp

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Unit 2 Management Thought

CONTENT

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Classical thought

3.2 Behavioural management thought

3.3 Contemporary management thought

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment (TMA)

7.0 References/Further Readings

1.0 INTRODUCTION

The management thought that is utilized in an organization is a function of the goals to be achieved and the type of line of command to exploit. The management thought can be classical, where organized methods are used in order to find solutions to problems in the workplace. It can also be behavioural where management is viewed from a social and psychological perspective rather than being mechanistic. Management thought can also be contemporary, where Systems theorists believe that all parts of the organization must be related and that managers from each part must work together for the benefit of the organization. The type of management theory used is premised on the leaning of the managers of the organization. Personnel management in agricultural extension is thus an art and a science.

2.0 OBJECTIVES

At the end of this unit you should be able to

- Describe the theories of management from different schools of thought.
- Understand the weakness of Classical thought that brought about behavioural management thought.
- Explain the contemporary management thought

3.0 MAIN BODY

There are many views of management, or schools of management thought, that have evolved over the years. What follows is a brief discussion of some of the theories of management that have greatly affected how managers manage today (Ogunbameru, 2001).

3.1 Classical Thought: The classical school of management thought emerged throughout the late 1800s and early 1900s as a result of the Industrial Revolution. Since the beginning of time, managers have needed to know how to perform the functions discussed earlier. The Industrial Revolution emphasized the importance of better management as organizations grew larger and more complex. As industry developed, managers had to develop systems for controlling inventory, production, scheduling, and human resources. It was the managers who emerged during the Industrial Revolution, many who had backgrounds in engineering, who discovered that they needed organized methods in order to find solutions to problems in the workplace.

Classical management theorists thought there was one way to solve management problems in the industrial organization. Generally, their theories assumed that people could make logical and rational decisions while trying to maximize personal gains from their work situations. The classical school of management is based on scientific management which has its roots in Henri Fayol's work in France and the ideas of German sociologist Max Weber. Scientific management is a type of management that bases standards upon facts. The facts are gathered by observation, experimentation, or sound reasoning. In the United States, scientific management was further developed by individuals such as Charles Babbage (1792–1871), Frederick W. Taylor (1856–1915), and Frank (1868–1924) and Lillian Gilbreth (1878–1972).

3.2 Behavioral Management Thought: It was because the classical management theorists were so machine-oriented that the behavioralists began to develop their thinking. The behavioral managers began to view management from a social and psychological perspective. These managers were concerned about the well-being of the workers and wanted them to be treated as people, not as part of the machines (Ekpere, 1990; Dahama, O. P (1976)).

Some of the early behavioral theorists were Robert Owen (1771–1858), a British industrialist who was one of the first to promote management of human resources in an organization; Hugo Munsterberg(1863–1916), the father of industrial psychology; Walter Dill Scott (1869–1955), who believed that managers need to improve workers' attitudes and motivation in order to increase productivity; and Mary Parker Follett (1868–1933), who believed that a manager's influence should come naturally from his or her knowledge, skill, and leadership of others.

In the behavioral management period, there was a human relations movement. Advocates of the human relations movement believed that if managers focused on employees rather than on mechanistic production, then workers would become more satisfied and thus more productive laborers. Human relations management supported the notion that managers should be paternalistic and nurturing in order to build work groups that could be productive and satisfied.

The behavioral science movement was also an important part of the behavioral management school. Advocates of this movement stressed the need for scientific studies of the human element of organizations. This model for management emphasized the need for employees to grow and develop in order to maintain a high level of self-respect and remain productive workers. The earliest advocates of the behavioral science movement were Abraham Maslow (1908–1970), who developed Maslow's hierarchy of needs, and Douglas McGregor (1906–1964), who developed Theory X and Theory Y. These theories are discussed in depth in other units.

3.3 Contemporary Management Thought: In more recent years, new management thoughts have emerged and influenced organizations. One of these is the socio-technical system. A system is a set of complementary elements that function as a unit for a specific purpose. Systems theorists believe that all parts of the organization must be related and that managers from each part must work together for the benefit of the organization. Because of this relationship, what happens in one part of the organization influences and affects other parts of the organization.

Another contemporary approach to managing involves contingency theories. This approach states that the manager should use the techniques or styles that are most appropriate for the situation and the people involved. For example, a manager of a group of Ph.D. chemists in a laboratory would have to use different techniques from a manager of a group of teenagers in a fast food restaurant.

This is often the downfall of managers. They have no plan or system. As a result their actions seem random to the people they are managing and this leads to confusion and disappointment. This is why it is so important for business managers to have an employee manual. Without the employee manual providing direction, managers will struggle to be fair and balanced in their dealings with employees.

4.0 CONCLUSION

This unit has been able to stress that classical management theorists assumed that there was one way to solve management problems in an industrial organization and people could make logical and rational decisions while trying to maximize personal gains from their work situations. It was because the classical management theorists were so machine-oriented that brought about the behavioural management thought. They are concerned about the well-being of the workers and wanted them to be treated as people, not as part of the machines. Contemporary management thought emphasize that the manager should use the techniques or styles that are most appropriate for the situation and the people involved.

4.0 SUMMMARY

In this unit you have learnt that

1. As industry developed, managers had to develop systems for controlling inventory, production, scheduling and human resources as stressed by the classical thought.
2. During the behavioral management period, there was a human relations movement that believed that if managers focused on employees rather than on mechanistic production, then workers would become more satisfied and thus more productive laborers.
3. Systems theorists believe that all parts of the organization must be related and that managers from each part must work together for the benefit of the organization.

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. Describe the three theories of management as discussed in this unit.
2. Explain the strength of behavioural management thought over classical thought.

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