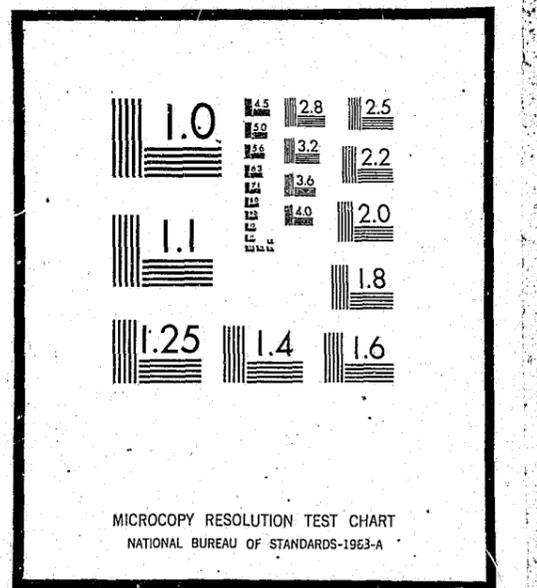


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STATE OF FLORIDA
FLORIDA PAROLE AND PROBATION COMMISSION

FLORIDA PAROLE AND PROBATION
MANAGEMENT BY OBJECTIVES
MANUAL AND GUIDELINES

DIVISION OF PLANNING AND EVALUATION

Sunil B. Nath, Director

June, 1975

Florida Parole and Probation Management
by Objectives Manual and Guidelines
(In Partial Fulfillment of LEAA
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Planning and Evaluation Division
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MANAGEMENT BY OBJECTIVES: DEFINITION

Management by Objectives (MBO) is a systematic planning approach to problem-solving and decision making. It is a procedure which directs supervisors and subordinates toward definite results by planning attainable objectives while simultaneously providing a built-in evaluation mechanism. The primary emphasis of MBO is on obtaining results. Daily activities, techniques, and procedures are deemphasized. The reasoning behind this is that managers often concentrate their efforts on modifying or improving daily activities and tend to ignore overall results.

There are two main ideas underlying the philosophy of MBO. The first is that the manager is the key to the organizational structure. When objectives are not accomplished within the agency, the manager is criticized. MBO is a tool the manager can use to obtain these objectives more effectively and efficiently. By planning attainable work objectives and setting target dates, he obtains criteria to evaluate his success and the success of subordinates objectively. Through discussions of problems with subordinates he can more effectively alleviate these problems through planning.

The second underlying idea of MBO is that subordinates will work harder if they have attainable objectives to aim toward.

"Its theoretical underpinnings are found in Douglas McGregor's celebrated theory 'Y', which proposes the integration of the individual and the organization and suggests that 'man will exercise self-direction and self-control in the service of objectives to which he is committed'. (McGregor, 1962.) (4, p.2).

ADVANTAGES

It is suggested in the 1975 Master Plan of the Florida Parole and Probation Commission that the following "operational benefits which would be gained by implementing Management by Objectives"

- 1) Commission resources will be used to achieve most significant results.
- 2) Internal conflict over resource allocation would be reduced.
- 3) Personnel could be appraised on the basis of results, both by self-appraisal and superior appraisal.
- 4) Weaknesses could be determined and bolstered more quickly.
- 5) Productive personnel would be more equitably rewarded.
- 6) MBO would be conducive to improving dialogue between the Commission, the Legislature and the public which could significantly reduce any mutual distrust. (6,p.156)

These advantages are applicable to other organizations as well.

DIFFICULTIES

Although there are many advantages to MBO, it should be noted that certain problems may arise. One of the general problems that could result with MBO would be if managers held the subordinates responsible for meeting every deadline proposed in the initial plan. Management should be forewarned of the dangers inherent in this attitude. Rarely is a plan 100% accurate. The objectives set forth at the beginning of the year should be considered guidelines. Throughout the year unexpected work will be undertaken and unforeseen problems will arise. Certain revisions will always be necessary.

"Perhaps the most challenging problems which managers and organizations confront are those which require persuading subordinates and organization members to accept change."
(4,p.58) Individuals may feel comfortable with the established methods of supervision. Change forces individuals into a dimension of uncertainty. Change implies that what they have been doing has been "wrong". It may initially create confusion because a new approach has to be learned with a different emphasis than previously. Because of this seemingly inherent nature of individuals to resist change, "Beach and Mahler (Beach and Mahler, 1972) suggest that it may take several years before any real or substantial benefits are seen in the MBO program". (4,p.58)

PUBLIC SERVICES

It has been argued that because MBO was initially designed for profit-oriented businesses, difficulties may arise when

implementing MBO principles in public service organizations. Quantifying objectives in the private sector may be more easily administered because such things as increased sales or return on investments can be measured in terms of dollars and cents or units produced. Although objectives of public services may be less easily quantified, certain measures can be applied. Public services can be perceived as acquiring certain returns on investments, although the "returns" are not definable in monetary terms. For example, one goal of parole and probation is to increase crime prevention at a lower cost to taxpayers. The objective could be to reduce the recidivism rate of ex-offenders by a certain percentage. Then a target date would be set for this objective. The return is not in monetary terms, but it is definable and measurable.

There are also similar concerns of both profit-oriented businesses and public services. Both aim at reducing overhead costs, improving personnel problems such as high turnover rates, and overcoming organizational problems. Thus, even though MBO was designed initially for profit-oriented businesses, it can be successfully applied to public service organizations.

McConkie presents evidence of those public organizations that have adopted MBO in the following list:

"Schools, hospitals, municipal organizations, nursing homes, childcare centers, police departments, government laboratories, military supply systems, post-offices, churches, and numerous volunteer organizations".
(5,p.2)

MBO has also been successfully adapted to the Los Angeles County Probation Department. He continued:

Because of recent endorsement of MBO by the National Advisory Commission of Criminal Justice Standards and Goals, (1973) we can assume that interest in MBO is spreading; indeed, forms of MBO, are currently being employed by the South Carolina Department of Corrections the Florida Division of Corrections, and the Alabama Boys Industrial School in Birmingham. These units are experimenting with modified MBO forms, it is true, and we are learning that although the settings differ, the basic principles of MBO remain the same (5,p.2).

STEPS IN IMPLEMENTING MBO

There are certain steps that can be followed when operationalizing MBO principles. Although there are many variations and modifications that can be applied to these steps, the following will concentrate on the essential elements of implementing MBO and present descriptive examples.

In implementing MBO, the first consideration is writing the overall goals of the organization. This is included in Step I. Step II describes planning objectives that can be employed to aim efforts toward this goal. This step encompasses analyzing past performance and setting tentative objectives based on past performance and unresolved problems. Step III describes setting subobjectives. Step IV includes a list of guidelines for writing and reviewing objectives. Step V considers methods of documenting objectives. Step VI discusses the importance of review sessions throughout the year, and Step VII discusses the relevance of end-of-the-year evaluations. Examples will be taken for the most part from the Research and Evaluation Section of Planning and Evaluation of the Florida Parole and Probation Commission, who are presently applying the MBO principles.*

STEP I - WRITING THE GOAL

The first step in implementing MBO is defining the overall goals of the organization. Regardless of the size of the agency or section, a goal exists. The goal may be presented in a brief paragraph describing the long-range aim of the organization.

Example: The goal of the Research and Evaluation Section is: To measure the effectiveness of the Florida Parole and Probation Commission programs, activities and functions in order to acquire the knowledge and understanding of the dynamics of the services delivered necessary for efficient and effective operation and long-range planning.**

It should be mentioned that each step should be discussed between supervisor and subordinate and agreed upon by both.

*During the fall of 1974, a management analysis study was conducted for the (Florida Parole and Probation) Commission by Florida Technological University. The final report submitted to the Commission noted that the Commission's internally induced problems are, generally, due to a lack of quantifiable and coordinated objectives. The study recommended implementing Management by Objectives. (6,p.155)

The National Council on Crime and Delinquency in the management study conducted for the Commission, also recommended that the principles of Management by Objectives (MBO) be instituted. (6,p.156)

Some areas of the Commission are already operating under the principles of MBO. More than two years ago, Planning and Evaluation began setting measurable objectives in research, planning and statistics. Structured Treatment Programming employs MBO principles, and Field Staff have also become interested in exploring the efficiencies to be derived from implementing MBO. (6,p.157)

**Governor's Adult Correction Plan

STEP II - ANALYZE PAST PERFORMANCE AND SET OBJECTIVES

The second step, is setting objectives that are aimed at the overall goal. The primary consideration in MBO is the "results" the agency wants to achieve. One of the first considerations in identifying these results is to analyze past performance. This analysis can take many forms depending on the work responsibilities of the agency and its complexity. In analyzing past performance, concentration should be on those areas of responsibility that comprised at least 70% of the work effort in the past year. A primary consideration should be whether a past achievement was aimed at the overall goal of the agency. If the result was not relevant to goal achievement, perhaps this should be eliminated. If it was, it should be continued or even expanded within the next year if the budget permits. A second avenue of past performance analysis should be in terms of past problems. Methods of alleviating these problems can be incorporated as objectives. So, the two areas of analysis of past performance should be in terms of past achievements:

1. Were they relevant?
2. Did we accomplish what we set out to accomplish?
3. Should we incorporate it as an objective for next year?

and past problems:

1. What problems have we encountered in the past year?
2. How can they be alleviated?

The following provides some examples of how this analysis can be approached:

Example 1: The Parole and Probation Commission could analyze past performance in terms of the recidivism rate of ex-offenders. Past performance in this realm is relevant, because an overall goal of the Commission is to resocialize ex-offenders into the free society. Much of the work responsibility of the Commission is in the form of supervision of clients (parolees and probationers). Viewing past performance would focus on whether the rate was increasing, decreasing, or stabilizing during the past year. If results indicate that the recidivism rate had increased 3% over the previous year, this may present a source of concern. Efforts to surmount this problem in the coming year may be incorporated into the plans as an objective. The objective could be stated, "To reduce the recidivism rate of ex-offenders by 7%."

Example 2: A personnel department may have experienced an unusually high turnover rate among secretaries. This would not coincide with the department's overall goal of providing stable personnel. The turnover rate might be determined as 20%, for example. The objective for the coming year could be stated, "To reduce the secretarial turnover rate from 20% to 10%".

The two previous examples have been hypothetical. The following example was taken from the Florida Parole and Probation Commission Master Plan.

Example 3: Analysis of past results in the Research and Evaluation (R&E) Section of the Florida Parole and Probation Commission revealed that 5 research/evaluation studies had

been completed in the past year, 3 studies were to be continued into the next year, and 2 more were scheduled to be completed before the end of the year. These results were not in conflict with the overall goal, stated previously. Research and Evaluation set its objective, "To conduct research/evaluation studies of the field activities and operations of the Parole and Probation Commission and prepare staff reports describing the findings and outcomes of these research/evaluation studies." After reviewing past results, the Research and Evaluation Section planned to complete 14 research/evaluation studies by the end of the coming year -- an increase of 180% over the previous year.

STEP III: SETTING SUB-OBJECTIVES

After analyzing past results and setting tentative objectives, it may be necessary to focus on steps to attain these objectives. Questions concerning these steps should include:

1. What minimum acceptable standards will be necessary to achieve these objectives?
2. What methods will be incorporated to attain these results?

The purpose of this step is to delineate those tasks mandatory to the attainment of the objectives. These will be referred to as sub-objectives. (This step should not be considered a time-motion study. It should consume a minority of the time when discussing objective attainment, and for some objectives this delineation will not be necessary.) However, in some cases sub-objectives might be helpful.

Example: The personnel department has tentatively set the objective "To reduce the secretarial turnover rate from 20% to 10%". Two steps could be incorporated to aid in alleviating this problem:

1. Ask personnel to complete a detailed turnover analysis.
2. Exit interview all separating employees to get their reasons for leaving.

Sections II and III have discussed the methods that can be employed to set tentative objectives and sub-objectives. The emphasis has been on analyzing past results and unresolved problems of the agency. The following section will concentrate on suggested guidelines for writing objectives. These guidelines can be helpful in the initial planning stage and can be used as criteria to review the objectives.

STEP IV: GUIDELINES FOR WRITING AND REVIEWING OBJECTIVES:

Guidelines to follow in writing objectives:

1. Objectives should concentrate on a result to be achieved. A suggested format for writing objectives is: to plus an action verb.

Example 1: To perform a research/evaluation study.

Example 2: To reduce the recidivism rate of ex-offenders.

2. State the objective as simply as possible.
3. Quantify the objectives. For example "To reduce the recidivism rate" is vague. A measurable objective should state the percentage decrease that is desired.

Example: To reduce the recidivism rate by 7%.

4. Set a target data for achievement.

Example: To reduce the recidivism rate by 7% by June 31, 1976.

This is one of the most important steps in writing an objective. When a deadline is set, later in the year the objective can be reviewed and determination can be made to ascertain whether the objective was achieved or not.

5. Cost factors should be included for the objective. If specific extra funds will be necessary to accomplish an objective, it should be mentioned. For example, if it will be necessary to implement a new personnel position to produce a proposed increase amount of output, this cost should be included in the objective. If no new costs will be incurred, it may be sufficient to simply state "within the existing budget". According to McConkie, a measurable objective in its entirety should read: to (action verb) (single key result) by (target date) at (cost)
(4,p.31)
6. Write objectives so that they are as attainable and realistic as possible. "To eliminate all recidivism of ex-offenders by June 31, 1976" would be virtually impossible.
7. Write sub-objectives if necessary.

Example 1: - Reduce manufacturing personnel turnover from 20% annual rate to 10% annual rate by December 31.

- Ask personnel to complete a detailed turnover analysis by March 15.
- Initial group planning on Lines A and B by February 1.
- Exit interview all separating employees beginning March 1 to get their reasons for leaving the company.
- Finalize plans for reducing turnover by April 15. (3,p.105)

The first statement, to "Reduce manufacturing personnel turnover...by December 31," is the measurable objective. The four sub-objectives which follow are steps or tasks to accomplish before the objective can be reached.

8. Priorities should be discussed so that it will be clear which objectives are mandatory.

After the objectives are stated, quantified, and target dates are given, copies should be distributed. Each employee should be made aware of his responsibilities in attaining the agreed upon objectives. A list of the responsibilities could be made from a discussion between the employee and the supervisor. For example, a statistician may be responsible for the data collection for 3 studies. The statistician should be made aware of which 3 studies he is responsible, when the data collection should commence, and when it is scheduled to be completed.

Malone and Peterson suggest that each employee should include at least one personal development goal in his objectives. They list examples such as:

Example 1: Attend Chicago seminar on MBO to be conducted March 3-5, and Manufacturing Association Seminar on quality control, June 28-30. (3,p.106)

Example 2: Complete a two week course in speed reading by June 30.

Example 3: Complete adult education course at my local high school by June 1, dealing with quality control statistical procedures. (3,p.109)

STEP V: DOCUMENTING OBJECTIVES:

There are many ways in which objectives can be documented.

Method 1: List the objectives. It was mentioned above that the objective of the Research and Evaluation Section was to complete research/evaluation studies by the end of the coming year. The following is a list of four of the objectives that were considered:

1. To perform a caseload study of parole and probation officers by April 1.
2. To perform a research/evaluation study on the turnover rates of parole and probation officers and para-professionals by April 1.
3. To perform an opinion survey of judges to ascertain their opinions and perceptions of the value of the presentence investigation by April 1.
4. To perform a research/evaluation study to develop a general profile of absconders by April 15.

Of course, this is a partial list. After all the objectives and sub-objectives are listed and their target dates given, a document of this type becomes more difficult to read and less easily reviewed from time to time throughout the year. An outline chart that represents the information vertically may be more easily read.

Method 2: Chart 1 is an example of an outline chart of the Research and Evaluation Section. In this way, more information can be presented in an efficient manner. The Goal column reveals the way in which the objective (stated in the objective column) relates to the overall goal of the agency. The objective column is self-explanatory. The Target column lists to whom or what the objective is aimed. The Target Date column lists the dates of anticipated completion of each objective and sub-objective. (All objectives are to be completed within the existing budget, so this column is unnecessary). Some objectives may require more detailed delineation depending upon the complexity of the agency and/or the objective. Chart 2 is an example of a more detailed outline chart.

Method 3: In many cases, a milestone chart may be beneficial. Chart 3 is an example of a milestone chart. If there are several objectives with different starting and completion dates, this type of chart may be easier to read. This presentation clearly specifies the starting and completion dates of each objective. It can be easily read and reviewed at designated intervals, and the progress of accomplishment readily compared with deadlines.

MEASURABLE OBJECTIVES FOR THE RESEARCH AND EVALUATION SECTION

For Fiscal Year 1975 - 76

GOAL	OBJECTIVE	TARGET	TARGET DATE
<p>4. To determine the effectiveness of the Parole and Probation Commission by measuring the caseloads of Parole and Probation Officers, pointing out needed improvements, and developing a model that will predict the number of officers relative to clients in the future.</p>	<p>A study concerning the client caseloads and investigations of Parole and Probation Officers.</p>	<p>Parole Officer Case-loads</p>	<p>August 1 September 15 October 15 November 15 January 31 April 1*</p>
<p>5. To measure the effectiveness of the Commission by examining turnover rates of Parole and Probation Officers I's and II's and para-professionals.</p>	<p>A study of turnover rates of Parole and Probation Officers I and II to test if age is a determining factor.</p>	<p>Parole and Probation Officer I and II and Para-professional: 1973,74 fiscal year turnover rates</p>	<p>August 1 September 15 October 15 November 15 January 31 April 1*</p>
<p>6. To measure the effectiveness of the various investigations of the Commission by conducting an opinion survey of the judges about these investigations.</p>	<p>Conduct an opinion survey of Judges to ascertain their opinions and perceptions of the value of various (especially pre-sentence) investigations.</p>	<p>Judges</p>	<p>August 1 September 15 October 15 November 15 January 31 April 1*</p>
<p>7. To determine how the Commission could be more effective by studying the profiles of absconders.</p>	<p>A study of the characteristics of absconders in order to develop a profile of these individuals.</p>	<p>Absconders</p>	<p>August 15 September 30 October 31 November 31 February 15 April 15*</p>

*Anticipated Completion Dates

CHART 2 - EXAMPLE OF AN OUTLINE CHART**

MANAGEMENT BY OBJECTIVES -- GOAL SETTING GUIDELINE CHART*

Jackson County Correctional Int. Goals set by Finn B. Paulsen - Director Vocational Training in conjunction with
(division, dept., agency, unit name) (manager or supervisor's name)

Glen Rudd-Trainer for the Fiscal Year August 31, 1976 - September 1, 1977, ending September 1, 1977
(subordinate's name) (time period in which goal is to be accomplished) (termination date of goal period)

No.	Area of Managerial Responsibility	Manager Accountable for Goal Achievement	Basic Problem Area Defined	Goal, Objective, or End Result (the single key accomplishment)	Methods of Communicating Goals to Employees	Interim Evaluation Conferences of Manager and subordinate	Target Completion Date	Interim Measures of Goal Accomplishments	Maximum Cost Factor	Standards of Quantifiability	Does this goal relate to overall agency goals?
1	Vocational Training	Finn B. Paulsen	Too many inmates leaving without adequate or marketable skill training	To increase by 5% the number of inmates returned to society with marketable skills on or before the end of the fiscal year.	1. Goal setting session of manager and trainer 2. Staff meeting discussion 3. Agency newsletter 4. Inter-office Memos	1. Dec. 6, 1976 2. March 15, 1977 3. June 7, 1977 4. _____ → Sept. 1, 1977 (and additionally as required)		1. Comparing percentage of graduates (inmates released) with percentage at same time last year. 2. Supervisor progress reports 3. Class exams and performance exams	Within existing budget	Percentage of qualified inmates released	Yes ✓

*This guideline is designed to help managers in actual goal setting sessions with subordinates. By following this guide, managers will find it easier to set realistic and measurable goals. Notice that the focus of attention is centered in the "what" of goal setting, not in the "how to." The particular example used here spells out the broad agency goal, but the chart's utility further extends to sub-unit objective setting and should be used in sub-unit objective setting. Similar usage can be made of this chart for goal setting in all areas of correctional management. Additional goals can be charted in the remaining horizontal rows, so that any number of desired goals or objectives can be traced.

** (4, page 45)

Chart 3 - Example of a Milestone Chart

Milestone Chart of Activities for the Research and Evaluation Section
for the Fiscal Year 1975-76

ACTIVITIES	1975						1976					
	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Parolees & Probationers										▼		
2. Caseload Study										▼		
3. Personnel Turnover										▼		
4. Judges Survey											▼	

WRITING OBJECTIVES FOR PUBLIC SERVICES:

In Management by Objectives: A Corrections Perspective those "unmanageable" areas in which objective - setting has presented problems are discussed and McConkie gives illustrations of objective - setting in

- "- Public relations,
- Education Programs
- Financial areas, and
- Personnel departments" (4, p.48)

The following sections will capsule ^{ize} his comments.

PUBLIC RELATIONS:

McConkie suggests that setting objectives in the public relations department has been difficult because of the nature of public relations. Public morale is difficult to measure and evaluate. He lists the following objectives as possibilities:

- To increase, within the next 6 months, the public awareness of departmental programs by obtaining 6 two-minute spots on television explaining the need for increased involvement in community based programs.
- To appraise, by December 1, 1976, all member agencies of the SCMTC title unspecified of all training courses to be offered in 1977.
- To improve during this working year our information about capacity by increasing distribution of "Citizens Handbooks" by 10%, "Informat Brochures" by 10%, and the monthly newsletter by 15% over the previous year.
- To inform the public, through the creation of 10 public education programs with a capacity to instruct 500 people within the next year, of how they can protect themselves against crime.

- To create 4 central citizen complaint and service bureaus in Tampa and Miami by the end of April, 1975. (4,p.49)

These possible objectives can be used in modified form for small departments without public relations departments as well.

EDUCATION PROGRAMS:

Planning measurable objectives in education may also appear difficult at first glance. "Once again emphasis on out-put indicators (such as student attendance, budgets, parent and teachers conferences, library use) directs attention to management by objectives." (4,p.50)

The following are suggested by McConkie:

- To increase the training skill level by increasing in-service training by 6% over the previous fiscal year.
- To make available to management personnel 25 selected management texts by November 15, 1975.
- To increase by 4 the number of agency personnel attending professional executive training seminars or workshops during the coming year.
- To reduce by 5% on or before December 31, 1975, the number of inmates not actively pursuing a marketable skill.
- To enroll an additional 15 juveniles in local night school programs before the close of the coming academic year. (4,p.50)

PERSONNEL OBJECTIVES:

McConkie suggests that one problem with setting objectives in the personnel department is that so many other departments are involved. He lists objectives taken from Paul Mali's work (Mali,1972,p.123) for examples of how objectives can be accomplished in personnel. (4,p.52)

- Complete for distribution at the end of the month a 20 page, 10-topic industrial-relations policy manual for newly hired employees.
- Reduce the absenteeism record for next year from 8 to 5 percent.
- Complete training by December, 1976, of 600 supervisors in 2-day seminars on managing by objectives.
- Reduce frequency of grievances by the end of the year from an annual average of 35 to 20.
- Increase outside correspondence answered from 25 to 75 percent within 24 hours.
- Decrease termination rate of clerical employees from 25 to 15 percent.
- To employ at least one trained psychologist or rehabilitation counselor in each of the Federal Institutions within our jurisdiction by January 1, 1975.
- Increase by 10% the number of prisoners involved in education or rehabilitation programs by January 1, 1975. (4,p.52)

STEP VI: REVIEW SESSIONS:

It has been previously mentioned that MBO has a built-in evaluation mechanism. Since results to be obtained are quantified and target dates are given, performance can be reviewed throughout the year at designated intervals. This can be accomplished by scheduled discussions between manager and subordinates to review the success of the agency in attaining the objectives.

The purpose of the review conferences is to measure and compare the objectives with actual results. Malone & Peterson suggest using the target dates as dates to schedule review sessions. If there are several target dates other means of

scheduling review sessions can be employed. Some review sessions may necessarily be spontaneous because of changes in market conditions affecting sales, etc., changes in the budget, personnel turnover, or other unexpected problems that may affect the objectives the agency is working to achieve. Malone & Peterson discuss some of the advantages of review sessions between management and subordinates:

A real advantage in having periodic checks on how the target is progressing is that important feedback is provided to both you and your employee. If the results are "on target", or look as if they will be by the target due date, both you and the subordinate are able to experience the satisfaction of progress. The employee is motivated further to keep trying. If the results look discouraging, however, the sooner you and the employee review the reasons, the better. You may be able to work out better methods for achieving the target, or, if the situation justifies it, you may find it necessary to revise the target to make it more realistic. (3,p.113)

Malone and Peterson also list three steps for objective review planning. They are:

Step 1: Prepare a follow-up calendar at the time the targets and checkpoints are finalized on the signed MBO form.

Each review date specified by the employee should be noted on your calendar, allowing 15 to 30 minutes for review conference with the employee on that date. (3,p.113)

Step 2: Remind the employee of the arrangements.

A few days in advance of the meeting, remind the employee that on that particular date you and he should get together to discuss the results for the target as originally indicated on his planning form. Ask him to prepare a preliminary review of his results or to be prepared to discuss them with you. Verify with him whether the time set aside for the meeting will also be convenient for him. (3,p.114)

Step 3: Make sure the necessary information will be available

All information bearing on his results should be available to both you and the subordinate in advance of the meeting. If his target, for example, calls for results measured in "dollars of sales" or "dollars of expense," then his sales output and expenses will be needed for your review discussion. If the target specifies a ratio or a percentage increase, the data used in calculating the per cent or ratio must be obtained and the actual percentage computed. For example, a target specifying a 10% reduction in unit cost of an item will require review information that shows unit costs at the time of the review period. To save you and the employee some time, it should also preferably include a calculation of the amount of change, increase or decrease, as a percentage figure. (3,p.114)

McConkie distinguishes between oral evaluations and management conferences. Oral evaluations, or what he refers to as "coaching sessions" are conferences between the supervisor and a single employee. He refers to them as coaching sessions, so that they may not be confused with judgement of a subordinate by management. It is to be considered a help session, not a trial. "Coaching refers to the practice of advising, suggesting, counseling, and encouraging; its purpose is to educate, inform, and motivate subordinates". (4,p.72) McConkie feels that frequent oral evaluations between supervisor and each subordinate are important.

The purpose of management conferences is the same as the purpose of oral evaluations. The difference is that a management conference is a group conference between management and subordinates.

Regardless of whether the conference is between the manager and a single subordinate or a group of employees, the overriding considerations should be (1) Are we achieving our objectives on target? (2) Are we meeting our objectives within the budget requirements? (3) What problems have arisen while working toward the objectives? (4) How can these problems be alleviated? If because of unforeseen problems, increased workload, loss of personnel, change in budget, or other problems have arisen target dates should be revised accordingly. Methods should be worked out to alleviate any problems as far as feasible.

STEP VII: YEAR END EVALUATIONS

At the end of the year, two avenues of evaluating the year's activities can be employed. One will consist of a discussion between manager and subordinates of the overall activities that were scheduled for the past year. Questions to cover should include (1) How successful was the agency in achieving the objectives? (2) Which objectives were achieved and which were not? (3) Were they completed by the indicated target date? (4) Were they accomplished within the budget limitations? It should be recalled that it would be unusual for all of the objectives to be accomplished.

If an organization is consistently accomplishing 100% of its objectives, there is probably reason for concern rather than celebration. Objectives are not really effective unless an organization must "stretch" to reach them.

During the last fiscal year, for example, approximately one-fourth of HEW's objectives were only partially achieved and another one-eighth fell far short of expectation. This is probably not an unhealthy balance. (4,p.61)

The discussion should also focus on the problems encountered and methods of alleviating them. These methods should be incorporated into the plan for the following year.

The other evaluation will be performed to assess the accomplishments of individual employees. Questions to cover include 1. Did the employee achieve his work objectives? 2. Did he achieve his personal development objectives? 3. What additional development targets might be most beneficial for him during the ensuing year?* Each question should be discussed between supervisor and subordinate to make recognition of achievements and focus on needed improvements.

*The Research and Evaluation Section is designing Work Standard Evaluation Check Sheets to evaluate work performance for each employee position. Its purpose is to incorporate a more objective means of employee evaluation. Questions concerning quantitative and qualitative work performance are each given 35% of the weight in computing the final score. Attendance and appearance are weighted 20% and 10% respectively.

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