Dedication

To all those who have or will serve as first-line recreational therapy managers and those who have or will practice as clinicians but appreciate the value of sound management practices.
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This book provides students and practitioners with perspectives on the management of recreational therapy heretofore unavailable to them. Following an introduction to management, reasons for the study of management, and understandings of the healthcare environment, in-depth coverage is given to the five basic functions of management: planning, organizing, staffing, influencing, and controlling. In addition, chapters are provided on key concepts related to the management of recreational therapy programs. Included are chapters on internship supervision, clinical supervision, volunteer management, and managing marketing.

The final chapter in the book is unique in that it contains areas of substantial importance to managers that have received little attention in the recreational therapy literature. Topics encompassed are workplace politics, the transition to first-line management, professional etiquette, how to work with your supervisor, networking concepts, stress and burnout, supporting research, and the benefits of mentoring and how to establish a mentorship program. Many of the management concepts apply to middle level managers, but the focus of our book is on first-line recreational therapy managers and the areas of management identified by the National Council for Therapeutic Recreation Certification (NCTRC).

We wished to provide a book that is readable and easy to follow. We believe we have done so by following a format for each chapter that lists objectives for the chapter, gives definitions of key terms used within the chapter, and ends with a conclusion or summary of the chapter. We also wished for the book to be as inexpensive for students as possible. Sagamore Publishing agreed and has produced the book in paperback to reduce its cost.

Thanks are extended to Joe and Peter Bannon of Sagamore Publishing, who believed in the unique contribution our book could bring to recreational therapy. And our appreciation goes to Amy Dagit for her excellent editorial assistance and Marissa Willison for her work on layout and cover design. Thanks also to Susan Davis for her continuing support.

Instructors using the book in their courses may obtain an Instructor’s Guide from Sagamore Publishing at http://www.sagamorepub.com/resources. Included in the Instructor’s Guide are possible learning activities for each chapter. Also available to instructors are examination questions for each chapter and PowerPoint slides that illustrate all tables and figures that appear within the book, as well as PowerPoint slides that the authors have developed to enhance the suggested learning activities found in the Instructor’s Guide.

David R. Austin, Ph.D., FDRT, FALS
Bryan P. McCormick, Ph.D., CTRS, FDRT, FALS
Marieke Van Puymbroeck, Ph.D., CTRS, FDRT

About the Authors

**David R. Austin**, Ph.D., FDRT, FALS is Professor Emeritus of Recreational Therapy in the Department of Recreation, Park, and Tourism Studies at Indiana University Bloomington.

**Bryan P. McCormick**, Ph.D., CTRS, FDRT, FALS is Professor of Recreational Therapy in the Department of Recreation, Park, and Tourism Studies at Indiana University Bloomington.

**Marieke Van Puymbroeck**, Ph.D., CTRS, FDRT is Professor of Recreational Therapy and Coordinator of Recreational Therapy in the Department of Parks, Recreation, and Tourism Management at Clemson University.
Chapter 1
Introduction to Management

Objectives

- Provide reasons why a student preparing to become a recreational therapist should study management.
- Define the term management.
- Define the term leadership.
- Explain the relationship between leadership and management.
- List the types of power managers and leaders may employ.
- Identify leadership styles managers may adopt.
- Explain what is meant by the term supervisor or first-line manager.
- Become interested in learning about management theories, principles, and practices.

Key Terms

- **Leadership**: Involves influencing the beliefs, opinions, and actions of others.
- **Management**: The art and science of accomplishing goals through people or, simply put, getting things done through people while performing the functions of planning, organizing, staffing, influencing, and controlling.
- **Manager**: A generic term describing anyone overseeing the work of others from supervisors (also termed first-line managers) to middle managers up to senior managers.
- **Supervisor or first-line manager**: The terms supervisor and first-line manager are synonymous and refer to the first level of management in which the individual oversees those who directly deliver services. Occasionally, the term front-line manager is used in the management literature to refer to the first level of management.
- **Legitimate power**: A type of power bestowed on those in positions of authority, such as management personnel.
- **Authoritarian leadership**: An autocratic top-down leadership style in which managers order or direct employees (known as Theory X).
- **Participative leadership**: A leadership style that encourages employees to participate in decision making (known as Theory Y).
Why Study Management?

The reason for students pursuing professional preparation in recreational therapy (RT) to study management may not be clear initially. Management may not seem to be a topic of concern for healthcare professionals, such as recreational therapists, who strive to help clients achieve improved health and well-being. Management may even be viewed negatively. It may seem that it only relates to students in the business school concerned with how corporations increase productivity and profits.

Yet the contention of the authors of this text is that management is integral in preparing RT professionals. First, recreational therapists at all levels can use management knowledge and skills. Management skills are valuable in many professional endeavors of recreational therapists. For example, in instances (e.g., long-term care) in which there is only a sole recreational therapist, that individual manages aide-level staff and volunteers as well as performs other functions, such planning and evaluating the program and preparing budgets for equipment and supplies. Richeson (2015) explained that recreational therapists in geriatric care are asked to perform any number of roles, one of which is a supervisor or first-line manager:

Recreational therapists in long-term care settings often are asked to take on the role of department directors. This role includes supervisory and managerial responsibilities such as organizing multiple projects, motivating staff, coaching individual persons and teams, assessing individual skills and weaknesses, hiring and developing staff, fostering accountability and ownership, delegating responsibility, prioritizing tasks, earning trust and respect, and communicating with peers and superiors. (p. 199)

At one time, recreational therapists only had to have clinical skills, but today not only in long-term care but also in all types of settings, they may be called upon to do more. For instance, even when recreational therapists are a part of a department of recreational therapists, they may be called upon to perform management functions for

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- **Theory Z**: A leadership theory developed by the Japanese that reflects Japanese cultural traditions and values that seem compatible with a paternalistic approach to leadership.
- **Bureaucratic leadership**: A controlling, by-the-book management approach in which managers emphasize the enforcement of policies, rules, procedures, and orders for upper management.
- **Situational leadership**: A flexible and adaptive leadership style in which managers respond to the contingencies at hand.
- **Laissez-faire leadership**: A hands-off leadership style that may be applied with strong work teams but may lend itself to misuse by incompetent or lazy managers.
a particular area of the department’s services, such as supervising the aquatic therapy program or adventure therapy program.

A second reason to gain understandings of management is that recreational therapists often have opportunities to advance into supervisory positions as first-line managers. Because most organizations do not provide adequate orientation programs for new supervisors (McConnell, 2014), prior management training gained while completing bachelor’s or master’s degrees in RT will serve recreational therapists well by giving them the background to make career advancement possible.

Finally, equipped with knowledge of management, recreational therapists realize that good management practices are necessary to ensure a constructive environment in which to help clients achieve their goals. Well-run organizations positively affect the abilities of recreational therapists to do their job of bringing about therapeutic outcomes. With a background in management, recreational therapists will have an appreciation for and understanding of working within a system that follows sound management practices. In short, recreational therapists with knowledge of management can better grasp the big picture of an organization and understand the roles of managers within the structure so they have a comprehension of how the organization functions and how to best fit into and succeed within it.

The National Council for Therapeutic Recreation Certification (NCTRC) certainly endorses the inclusion of the organization and management of RT services as a part of the professional preparation of recreational therapists and lists a number of management tasks (e.g., personnel, intern, and volunteer supervision and management; budgeting and fiscal responsibility) as required knowledge areas for the NCTRC exam (NCTRC, 2014).

Specifically, two of the NCTRC Standards of Knowledge, Skills, and Abilities for the CTRS are to (1) “have a basic understanding of the published standards of practice for the profession of therapeutic recreation [or recreational therapy] and the influence that such standards have on the program planning process” and (2) “possess a broad understanding of organizing and managing therapeutic recreation [or recreational therapy] services including, but not limited to, the development of a written plan of operation and knowledge of external regulations, resource management, components of quality improvement, as well as basic understanding of staff/volunteer management” (NCTRC, 2014, pp. 29–30).

The NCTRC (2014) conducted a job analysis of tasks performed and areas of knowledge required of CTRSs that provides the knowledge base for therapeutic recreation/recreational therapy (TR/RT) practice and “forms the basis of the NCTRC exam content. . . .” (p. 26). Among those areas the NCTRC identifies as skills and areas of knowledge under the category of Management of TR/RT Services are the following: (a) comply with standards and regulations (e.g., government, credentialing, agency, professional); (b) conduct an initial and/or ongoing organizational needs assessment for TR/RT service delivery (e.g., populations served, internal and external resources); (c) prepare and update comprehensive TR/RT written plan of operation (e.g., programs, risk management, policies and procedures); (d) confirm that programs are consistent with agency mission and TR/RT service philosophy and goals; (e) recruit, train, educate, supervise, and evaluate professionals, paraprofessionals, and/or
volunteers (e.g., plan in-service training, develop staffing schedules); (f) provide staff development and mentorship; (g) develop, implement, and/or maintain TR/RT internship program in accordance with legal requirements and professional guidelines; (h) prepare, implement, evaluate, and monitor TR/RT service annual budget; (i) support research programs or projects; (j) prepare and report quality improvement data; and (k) write summary reports of TR/RT services (NCTRC, 2014, p. 27).

Thus, students wish to study RT management for a number of reasons, including preparing to become a CTRS. In this chapter, the reader will become acquainted with management, how leadership relates to management, and leadership styles used by managers. As a result, it is hoped that the reader will gain (a) a basic understanding of what management is about and (b) an interest in learning more about management.

“Reading a book about management isn’t going to make you a good manager any more than a book about guitar will make you a good guitarist, but it can get you thinking about the most important concepts.”

Drew Houston

Defining Management

Various definitions of management are listed in the literature. Darr (2011) presented the following definition of management:

Management or managing has four main elements. It is (1) a process comprised of interrelated social and technical functions and activities (2) that accomplishes organizational objectives, (3) achieves these objectives through use of people and other resources, and (4) does so in a formal organizational setting. (p. 8)

Grohar-Murry and Langan (2011) wrote this when defining management:

Management is considered a discipline and a process. Management, as a process, uses both interpersonal and technical aspects through which objectives of an organization (or part of it) are accomplished efficiently and effectively by using human, physical, financial, and technical resources. The management role is dedicated to facilitating the work in the organization through one’s own efforts and the efforts of others. (p. 148)

Similarly, Dunn (2002) wrote:

The term management has been defined in many ways, generally as a process of coordinating and integrating human, technical, and other resources to accomplish specific results. A more meaningful definition for our purposes (within healthcare management) is the process of getting things done through and with people by directing and motivating the efforts of individuals toward common objectives. (p. 12)

These definitions of management explain that there are a number of elements involved in management including human, technical, physical, and financial resources,
and each focuses on management accomplishing the objectives of the organization through the efforts of the manager and the personnel the manager is directing and motivating. Some definitions focus exclusively on management being the accomplishment of objectives with and through people. Bleich and Kosiak (2007) defined management “as the work of any individual who guides others through a series of routines, procedures, or predefined practice guidelines” (p. 6). Even more succinct is this definition of management supplied by McConnell (2014): “Management is getting things done through people” (p. 6).

Based on the definitions of management presented, it may be concluded that a central dimension in management involves overseeing the work of others to reach the organization's goals. The emphasis on the element of managers' interactions with those with whom they work logically leads to the conclusion that management is largely a social enterprise. Torkildsen (2005) indicated as much when he wrote this: “Management—in the simple idiom of today—is getting things done with and through people, and as such management is a social process” (p. 371).

Thus, management clearly involves the social dynamic of overseeing the work of others to reach the organization's goals. Perhaps at one time this was accomplished by “bosses” who employed authoritarian management styles in which they barked orders for underlings to carry out. McConnell (2014) indicated that such a management style is not appropriate and will not work today. He wrote: “Given today's generally enlightened workforce, today's supervisors must be leaders. They are the primary source of answers, instructions, assistance, and guidance for the employees who report to them” (p. 7).

Ambrose and Gullatte (2011) provided a statement that not only defines management, but also includes the importance of the element of leadership brought out by McConnell (2014). Their statement is a good means to sum up this segment on defining management and leads to the topic of leadership and management. They wrote:

Management is the art and science of executing or getting goals accomplished through people. The differences between leadership and management are often blended by a fine distinction. McCrimmon (2010) simplified the distinction: Managers execute, while leaders direct. Successful managers are skilled at planning, organizing, monitoring, supervising, and coordinating people and activities. On the other hand, they also are skilled at leadership—thinking strategically, challenging the status quo, envisioning future direction, and inspiring, coaching, and empowering people so that they want to go in that direction. (Ambrose & Gullatte, 2011, p. 2)

Leadership and Management

As Ambrose and Gullatte (2011) indicated, management and leadership are not the same even though they are related, because the best managers possess leadership qualities. Nevertheless, the terms management and leadership are sometimes used to mean the same thing (Arikian, 2010; Sullivan, 2012). As discussed in the segments that follow, the terms have separate meanings.
Management

Managers are formally appointed to their positions of authority within an organization. Thus, managers have a legitimate source of power (see Table 1.1) having been delegated authority because of their positions. In their positions, managers are expected to execute specific functions to meet their responsibility for effectively accomplishing the goals outlined for them by the organization (Marquis & Huston, 2009). The specific functions of management involve planning, staffing, organizing, influencing, and controlling. (These five aspects are discussed in detail in Chapter 4.) In short, management involves the work of managers, who have the responsibility to get things done by carrying out basic management functions with and through those with whom they work.

Leadership

Leadership involves influencing the beliefs, opinions, and actions of others or, as put by Ambrose and Gullatte (2011), “leadership is a process of persuasion and example by which one inspires and engages others in achieving a shared vision” (p. 2). Similarly, Bannon (1999) characterized leadership as the ability to influence and motivate people toward achieving identified goals. In his words, “a leader is a person who has influence with people, which causes them to listen and agree on common goals, to follow that person’s advice, and to go into action toward these goals” (Bannon, 1999, p. 388). Writing about leadership in nursing, Cherry (2011) wrote: “Leadership is a combination of intrinsic personality traits, learned leadership skills, and characteristics of the situation. The function of a leader is to guide people and groups to accomplish common goals” (p. 335).

The emphasis of leaders is on interpersonal relationships through which they influence followers. They focus on gathering information, encouraging group processes, giving feedback, and empowering others (Marquis & Huston, 2009). Of course, the best leaders successfully influence the behaviors of followers, and as Cherry (2011) and Sullivan (2012) make clear in the segment that follows, the ability to influence is a key to good management.

The Relationship of Leadership and Management

It is apparent that leadership and management differ but are closely connected. Cherry (2011) and Sullivan (2012) each summed up the relationship between leadership and management. Cherry wrote:

Although leadership and management are intertwined and it is difficult to discuss one without the other, these concepts are different. Leadership is the ability to guide or influence others, whereas management is the coordination of resources (time, people, supplies) to achieve outcomes. People are led, whereas activities and things are managed. Leaders are able to motivate and inspire others, whereas managers have assigned responsibility for accomplishing the goals of an organization. A good manager should also be a good leader, but this may not always be the case. A person with good management skills may not have leadership ability. Similarly persons with leadership abilities may not have good management skills. Leadership
and management skills are complementary; both can be learned and developed through experience and improving skills in one area will enhance abilities in the other. (p. 336)

Sullivan (2012) similarly wrote:

All good managers are also good leaders—the two go hand in hand. However, one may be a good manager of resources and not be much of a leader of people. Likewise, a person who is a good leader may not manage well. Both roles can be learned; skills gained can enhance either role. (p. 41)

From the accounts of Cherry (2011) and Sullivan (2012), management and leadership clearly differ. Management deals with accomplishing the organization’s goals. The process of goal attainment, however, typically involves people fulfilling tasks. This is when leadership comes into play. Good managers have good leadership skills through which they influence staff to get things done efficiently and effectively.

In short, management and leadership are intertwined. Management gets things done. Leadership provides a means by which to get things done through others. The best managers have good leadership skills.

Management and leadership skills can be learned and enhanced. That is what this book is about, the development of management and leadership skills, with its focus specifically directed toward enhancing the management and leadership skills of recreational therapists.

In the remainder of this chapter, concepts basic to understanding the dynamics of leadership within management are presented. First covered are the types of power available to those in management positions. This is followed by a brief discussion of leadership styles that may be assumed by those in management positions.

### Power in Management and Leadership

Yoder-Wise (2011) stated: “Influence is the process of using power” (p. 179). Grohar-Murry and Langan (2011) wrote: “The force needed to meet goals and get things done is power” (p. 130). Managers may rely upon a number of types of power to influence staff to achieve the organization’s goals. It is important that managers understand and are able to apply the dynamics of power to influence positive outcomes from staff. For example, supervisors are given legitimate power by nature of being put in places of authority by higher level managers. Those bestowed authority as managers will also likely hold reward power and coercive power. Managers who possess good leadership qualities are likely to have referent or expert power. Referent power is gained by possessing a winning personality and being someone whom others like because of qualities of being open and friendly. Expert power is obtained by those with admired skills and abilities, such as a recreational therapist who has a reputation as being a master clinician. The most effective managers know how to exercise each type of power and do not rely exclusively on one (Friedman, 2011). Sources and examples of power are listed in Table 1.1.
Managers may adopt a number of leadership styles. These are briefly introduced in this chapter and are covered in greater detail in Chapter 8. What follows largely draws upon McConnell’s (2014) presentation of leadership styles. Although the expression leadership styles is employed in the literature, these approaches could be termed management styles because they are adopted by managers and some rely on directing employees rather than on leading them.

**Authoritarian Leadership (Theory X)**

McConnell (2014) described the controlling nature of authoritarian leadership style, which minimizes the degree of involvement by subordinates:

Leaders who use this style are often described as task-oriented, paternalistic, or autocratic. They “run a tight ship,” and they order or direct their employees. This style is also referred to as top-down or “I” (the leader comes first) management (also referred to as Theory X). (p. 211)
Participative Leadership (Theory Y)

McConnell (2014) described participative leadership as follows:

Participative leaders believe that people want to work and are willing to assume responsibility. They believe that, if treated properly, people can be trusted and will put forth their best efforts. Participative leaders motivate by means of internal factors (for example, task satisfaction, self-esteem, recognition, and praise). They explain why things must be done, listen to what employees have to say, and respect their opinions. They delegate wisely and effectively. (p. 212)

Theory Z Leadership

Ironically, the third leadership style as presented by McConnell (2014) is not related to authoritarian leadership (also referred to as Theory X) and participative leadership (referred to as Theory Y). McConnell explained Theory Z leadership as follows:

Unrelated to Theory X and Theory Y, Theory Z was labeled as such primarily to distinguish it from authoritarian leadership. Originated by the Japanese, Theory Z is characterized by employee participation and egalitarianism. It features guaranteed employment, maximum employee input, and strong reliance on team mechanisms such as quality circles. (p. 213)

Bureaucratic Leadership

McConnell (2014) described bureaucratic leadership (perhaps better termed bureaucratic management because the manager directs rather than influences) as follows:

Terms descriptive of this style include rules-oriented, by-the-book management, and “they” management (essentially impersonal). Bureaucratic managers act as monitors or police. They enforce policies, rules, procedures, and orders from upper management. They tend to be buck-passers who take little or no responsibility for directives and who often experience near-paralysis of thought and action when encountering a situation for which no rule exists. (p. 213)

“Leadership styles have evolved in the past few decades. The biggest shift has been a move from the old-school traits that we have traditionally been taught to value, such as authoritativenss, strategic thinking, and bottom-line decision-making, to a greater emphasis on humility, vulnerability, transparency, selflessness, and authenticity.”

(T. Spaulding, 2015, p. 54)
Situational Leadership

McConnell (2014) coined the phrase “different strokes for different folks leadership” to describe situational leadership because this leadership style is flexible and adaptive as it is based on the contingencies at hand.

Here is how McConnell (2014) described situational leadership:

As the name suggests, flexible leaders adapt their approach to the specific situations and to the particular needs of different members of the team. As employees gain experience and confidence, the leadership style changes from highly directive to supportive (from task-related to people-related). For example, two new employees may start work on the same date. If one has had previous experience and the other has had none, different directive styles are needed. A show-and-tell approach is required for the novice, but the same may not be appropriate for the experienced person. (pp. 213–214)

Laissez-Faire Leadership

McConnell (2014) used terms such as “hands-off,” “fence-straddling,” and “absentee” to describe laissez-faire leadership. He wrote: “Laissez-faire managers avoid giving orders, solving problems, or making decisions. They are physically evasive and are sometimes nowhere to be found when needed. Verbally, they are often masters of double-talk” (p. 214).

Which Leadership Style to Apply

From the review of the various leadership styles, it is apparent that no single leadership style is appropriate for all situations. But knowing the options available will help the recreational therapist select from the available styles to fit the situation. It is probable that recreational therapists will have a primary leadership style but will modify their usual style to meet the situation. Many in healthcare have favored participative management as an approach. For example, Muller (1995) wrote: “The need and demand for the highest-quality management of all health care delivery activities requires a participative management approach” (p. 15). Furthermore, many RT managers likely will generally employ a participative management style because of the humanistic and optimistic perspective that they tend to embrace. This style fits well when working with skilled and educated professionals who enjoy being part of a collaborative in which they are involved in decision making. Yet a firm, autocratic style will be required in some instances, such as when dealing with safety or regulatory issues or when supervising unskilled staff who are not well prepared to participate in decision making and who would probably not be comfortable doing so (Dunn, 2002; Zimmerman, 2002). Because of its flexible nature, situational leadership is well suited to both instances when a collaborative, collegial approach is called for as well as when a more directive approach is needed. Thus, it would seem situational leadership may have application in RT.

The astute manager will be able to use any of the leadership styles or a mixture of them when needed. Dunn (1998) concluded: “Employing the appropriate style will largely determine the degree to which the leader can influence others in the performance of a task. This is what leading is all about” (p. 151).
Supervisor or First-Line Manager

Whichever leadership styles recreational therapists put into practice will most likely be employed when taking on the role of a supervisor or first-line manager because most management positions open to recreational therapists are supervisory in nature. The terms supervisor and first-line manager are synonymous and refer to the first level of management in which the individual oversees those who directly deliver services. A typical position is supervisor of an RT department. Larger RT departments may have supervisors who provide the direct supervision of staff and who report to a departmental director. In these instances, those in supervisory positions would be considered to be first-line managers and the director would likely be considered to be a middle manager. The primary focus of this text will remain on supervisors or first-line managers.

Dunn (2016) indicated three essential skills are necessary for supervisors or first-line managers. First, the good supervisor or first-line manager must understand the clinical and technical work performed within the service area (e.g., RT unit or department). Second, the supervisor or first-line manager needs to possess human relations skills to perceive how to work well with staff and how to motivate them. Third, the supervisor or first-line manager needs the conceptual skills to comprehend the big picture of how all the parts of the organization work together, to grasp how to coordinate them.

Cadwell (2006) contrasted the differences between staff and first-line managers. These are listed in Table 1.2.

Table 1.2
Differences Between Staff and First-Line Managers

<table>
<thead>
<tr>
<th>Staff</th>
<th>First-Line Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus on their specific job skills</td>
<td>• Focus on supervising staff</td>
</tr>
<tr>
<td>• Contribute to the department’s success</td>
<td>• Are willing to work overtime and on a scheduled day off if needed</td>
</tr>
<tr>
<td>• Do the work</td>
<td>• Share information with others</td>
</tr>
<tr>
<td>• Work on specific priorities</td>
<td>• Motivate and develop other employees</td>
</tr>
<tr>
<td>• Are most concerned about the quality of their own work</td>
<td>• Are effective team builders</td>
</tr>
<tr>
<td></td>
<td>• Maintain a positive attitude even when circumstances would make it easy to be negative</td>
</tr>
<tr>
<td></td>
<td>• Work a specified number of hours</td>
</tr>
<tr>
<td></td>
<td>• Receive information from others</td>
</tr>
<tr>
<td></td>
<td>• Are personally motivated and satisfied</td>
</tr>
<tr>
<td></td>
<td>• Are effective team members</td>
</tr>
<tr>
<td></td>
<td>• Have a good attitude, but can “get away” with having a bad attitude from time to time</td>
</tr>
</tbody>
</table>

Summary

The purpose of the chapter was to introduce students studying RT to concepts of management and the need for them to gain understandings of management theories and principles. After a presentation on why RT students should study management, discussion followed on the terms management and leadership and their relationship to one another. Coverage was then given to the types of power managers may employ. Next, there was an extensive review of a number of leadership styles managers may adopt. The chapter concluded with a discussion of possible application of leadership styles by recreational therapists and an explanation that most management positions open to recreational therapists will be supervisory or first-line management positions.

As a result of this chapter, the authors of this text hope that RT students will understand that management involves more than what they may have considered to be the mundane functions of management (i.e., planning, organizing, staffing, influencing, and controlling) and that it has an important social component as well. The authors of this text desire that this initial chapter will “whet the appetites” of RT students to learn more about management.

References


