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Rehabilitation Administration Literature: 30+ Years of Role and Function

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**Rehabilitation Administration Literature:
30+ Years of Role and Function**

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Introduction

Over the past 30+ years, attention and information related to rehabilitation administration in the literature has been consistently compared to other areas of rehabilitation, i.e., counseling, vocational evaluation and work adjustment. More recently other areas of rehabilitation administration, e.g., private sector rehabilitation and supported employment have received considerable attention in the literature. Riggan et al.(1988) suggest that new ground was broken with the premiere and continued publication of the Journal of Rehabilitation Administration (JRA) in 1977. All literature on the traditional areas of rehabilitation, administrative theory, professional management, personnel concerns, fiscal management, mental health, program planning, and evaluation have been included in this publication. A cursory review of the literature in other rehabilitation journals reveals that articles related to administration have been authored by academicians as well as practitioners. These articles have been published in over a dozen rehabilitation journals, including JRA as well as rehabilitation-related articles in other human service, or even business journals. This selected bibliography seeks to consolidate all literature related to rehabilitation administration published since 1970.

Bibliographic sources include: *Journal of Applied Rehabilitation Counseling*, *Journal of Counseling and Development* (formerly the *Personnel and Guidance Journal* 1970-1984), *Journal of Disability Policy Studies*, *Journal of Job Placement*, *Journal of Rehabilitation*, *Journal of Rehabilitation Administration*, *Journal of Rehabilitation Psychology*, *Rehabilitation Counseling Bulletin*, *Rehabilitation Education*, *Rehabilitation Literature* (1970-1986), *Vocational Evaluation and Work Adjustment Bulletin*, *Australian Journal of Rehabilitation Counseling*, *The Academy of Management Journal*, *The Academy of*

Management Executive, and *The Academy of Management Review*, and occasionally, articles in such publications as *Rehabilitation Today*, *American Counselor*, and *The Rehabilitation Professional* are included.

Previous Reviews

Several rehabilitation administration literature reviews have been undertaken during the past 30 years, with 1983, 1984, 1988, 1991, 1997, and 1998 being the most recent. In the first effort by Riggart, Beardsley, and Riggart (1983), the authors sought to develop a format for classifying reviewed literature based on the roles, functions and training needs of rehabilitation administrators. Using roles and functions identified by Matkin, Sawyer, Lorenz, and Rubin (1982), Riggart et al. (1983) were able to classify literature within content areas.

Benson, Gaesser, Janes and Phillips (1984), in a subsequent review, analyzed and indexed the contents of seven years of JRA to provide a useful reference for educators and practitioners. According to Benson et al. (1984), those efforts, which included subject, title, and author indexes were designed to provide an "orderly method for finding an article or editorial written by a specific author or related to a specific subject" (p. 155). In a 1988 effort, Riggart, Crimando, Bordieri, Hanley-Maxwell and Benschhoff (1988) consolidated and indexed the literature reviews of Riggart et al. (1983) and Benson et al. (1984).

In 1991 Mount and Schumacher determined the primary content areas that current rehabilitation administrators perceived as needed in a graduate curriculum. Williamson, Evenson, and Perry outlined the worker roles and competencies for baccalaureate rehabilitation service providers, and Barrett, Flowers, Crimando, Riggart and Bailey, in 1997, reviewed the entire scope of human resource development for rehabilitation administrators.

These works were followed by the 1998 efforts of Edwards who detailed the work activities of middle managers in rehabilitation facilities. All of these studies of the last 30+ years have provided the basis of the role and functions of rehabilitation administrators and supervisors, and hence the table of contents herein.

Justification

Periodic reviews of the literature related to administration are essential for rehabilitation administrators as they carry out their roles as administrators. The need for current and future administrators - as well as educators and practitioners - to be well prepared (i.e., informed and aware of resources and training information available for their staff and students) is clear given studies over the past decade on the rapidly expanding and changing roles and responsibilities for rehabilitation professionals.

Surveys by McDonald and Lorenz (1977) and Sawyer and Shumacher (1980) have suggested that more than 50% of rehabilitation administrators had relatively little administrative training prior to being named to their positions. Menz (1983) projected that between 1980 and 1990 administrative/supervisory personnel in rehabilitation facilities would be among the top six areas of greatest need for new personnel. Administration, according to Menz (1989), was projected to be the eighth fastest growing area of rehabilitation. Other studies by Matkin (1982), and Sullivan (1982) found that rehabilitation practitioners advance to supervisory levels rapidly in their careers, often within 18 months. These data are supported further by Emener (1983), who estimated that one-third of the graduates of Master's level rehabilitation counseling education programs are involved in upward mobility paths within five years of entering the profession.

This earlier research supports the need for prepared and competent rehabilitation administrators in terms of the growing number of leaders becoming necessary in rehabilitation administration. Other trends and challenges in rehabilitation service delivery also support the need for the preparedness of rehabilitation administrators.

Legal accountability and responsibility, according to Matkin (1980), are important issues for professionals in rehabilitation settings, especially in the light of the Americans with Disabilities Act, The Civil Rights Act of 1991, and the 1992 Rehabilitation Act Amendments. Individualized Written Rehabilitation Plans (IWRP), for example, mandated as part of the 1973 Rehabilitation Act (P. L. 93-112) along with emphasis on client advocacy changed the way rehabilitation services were programmed and delivered.

The Americans with Disabilities Act (ADA), 1990; Civil Rights Act (CRA), 1991; Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), 1996; Rehabilitation Act Amendments (RA), 1998; Workforce Investment Act (WIA), 1998; and the Ticket to Work and Work Incentives Improvement Act (TWWIIA), 1999 are changing the face of rehabilitation service delivery in the current era, and will continue to challenge rehabilitation administrators as well. In a two-part Special Issue series [22(3) & 22(4), 1991] in the Journal of Applied Rehabilitation Counseling (JARC) Maki and Riggan, as editors, provided a historical and contemporary foundation and direction for personal and professional interaction within the scheme of human services as concerns policy, law, and jurisprudence. Of particular relevance to rehabilitation administrators are discussions of disability policy, the federal legislative process, key disability and rehabilitation legislation, and judicial interpretations. Implication for involved leaders followed in the second special

with emphasis on ethical responses, critical values, impact on practice, and the role, function, and responsibilities of rehabilitation consumers and professionals in disability policy and law.

Because minorities have been traditionally under-represented in the delivery of vocational rehabilitation services, the Rehabilitation Act Amendments of 1992 include mandates that have implications for rehabilitation administrators and service delivery. The Amendments not only emphasize placement in competitive employment and a requirement for defining qualifications of rehabilitation professionals, but the focus of Section 21 stresses the need for outreach to traditionally under-served populations for participation in vocational rehabilitation and independent living programs. The Amendments denote specific strategies for such outreach: (a) active recruitment of minority populations to the field and practice of Vocational Rehabilitation, and (b) provision of financial support to Historical Black Colleges for the preparation of minorities for Vocational Rehabilitation.

Not only do the Amendments emphasize placement in competitive employment, the need for a definition of qualifications, and minority recruitment, now vocational rehabilitation agencies, as part of the individualized written rehabilitation plan (IWRP) must provide a list of services and providers available to clients. The client can then choose from that list which services are appropriate as part of their IWRP. All of these issues imply that rehabilitation administrators require a myriad of competencies to be efficient and effective in their positions.

One such competency is the management of diversity within the organization, as managers need to understand the people that they manage (Riggar, Eckert, & Crimando, 1993). The difficulty for administrators arises when "attempting to accept, understand, and utilize the cultural diversity of the individual rehabilitation professionals within the

organization while at the same time establishing a corporate culture that transforms all the 'varieties' of human resources into an effective, efficient and innovative workforce" (Riggart, Eckert, & Crimando, 1993, p. 53).

This effective use of human resource potential within an organization is crucial, especially in these times of downsizing, streamlining, and in general, doing more with less. The effective management of diversity is one means of supporting effective human resource development (HRD). Riggart, Crimando and Pusch (1993) write, "the most critical component of any rehabilitation organization is not its physical facilities, buildings, equipment or location, nor is it the sophistication of computer services, high-tech machines or streamlined procedures. The most critical component of any agency or facility is the staff" (p. 38).

A key factor in the realization of human resource development is the empowerment of the staff within that organization. Rehabilitation administrators, after establishing an empowering climate, will have to play a variety of roles in order to provide employees with the direction, support, resources and knowledge necessary for employees to feel empowered (Barrett, Crimando, & Riggart, 1993). Effective and empowering administrators are leaders, mentors (Viranyi, Crimando, Riggart & Schmidt, 1992), facilitators, communicators, resource developers/distributors, recruiters, and evaluators (Barrett, Crimando, & Riggart, 1993). As evaluator, it is essential that administrators be competent to implement efficient and effective performance appraisal (Bordieri, Crimando, Riggart, & Schmidt, 1992) and discipline systems (Barrett, Crimando, & Riggart, 1994) in the organization as part of a productive HRD plan. In order to be prepared to play the evaluator role and other such roles, rehabilitation administrators must be well-versed in the literature that examines these issues.

Among those required work roles Edwards (1999) recently noted educational efforts for middle managers in rehabilitation facilities. She identified Entrepreneur, Disturbance Handler/Negotiator, Resource Allocator/Financial Control, Strategic Assessment, Operations, Interpersonal Relations, Communications, and Monitor. Proposed curriculum development toward education efforts falls within the 1983 utilized table of contents herein. In this orientation, current research supports past literature and provides information about transitioning into the new millennium. Packard and Kauppi (1999) are consistent with past literature in asserting that democratic leadership high in relationship and supportive behaviors continues to produce the most efficacious results.

All such trends and issues that challenge rehabilitation administrators continue to be addressed and queried in the literature. This comprehensive review of literature related to rehabilitation administration expedites the information gathering and disseminating process, making references readily available to rehabilitation administrators. Current computer databases of the literature are not as comprehensive in the area of rehabilitation administration as they might be, making this monograph even more necessary. This valuable resource will help leaders in rehabilitation to meet these challenging trends and issues.

Classification Scheme

The categorization of literature herein is not simply the result of author opinion but based on the variety of previous reviews that have been published and noted in this introduction and in the review enclosed. Most specifically, the 1983 classification of the literature by Riggan, Beardsley, and Riggan provided the original format/framework for the table of contents continued to date. While studies since that time, as indicated, have added or deleted various components in the arena of training needs and functional characterizing

rehabilitation administrators roles, the basic classification of over a decade ago still remains usable and applicable today. On that basis the present classification scheme reflects the past/tradition of rehabilitation administration and management while allowing for involvement and inclusion of new requirements and mandates of today's administrators.

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ADMINISTRATIVE THEORY

Administrative Theory

- Alonso, R., & Autry, L. H. (1977). Rehabilitation administration: Creativity and accountability. *Journal of Rehabilitation Administration, 1*(4), 4-10.
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Winter, M. S. (1976). The rehabilitation team: A catalyst to risky rehabilitation decisions? *Rehabilitation Counseling Bulletin*, 19(4), 580-598.

ADMINISTRATIVE THEORY

Systematic Thinking/Time Management

Systematic Thinking/Time Management

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ADMINISTRATIVE THEORY

Demographics

Demographics

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ADMINISTRATIVE THEORY

General Theory-Change

General Theory-Change

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PROFESSIONAL MANAGEMENT

Careers/Career Development

Careers/Career Development

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PROFESSIONAL MANAGEMENT

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Motivation/Merit

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HUMAN RESOURCES CONCERNS

Attitudes/Discrimination

Attitudes/Discrimination

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HUMAN RESOURCES CONCERNS

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Stress

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Burnout

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HUMAN RESOURCES CONCERNS

Job Satisfaction

Job Satisfaction

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Programs

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State/Federal

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Training-University

Training-University

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PROGRAM EVALUATION AND PLANNING

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Training-Short Term

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Rights/Discrimination

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MARKETING SERVICE

MARKETING SERVICE

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