

Ninth Edition

SUPERVISION

Concepts and Skill-Building

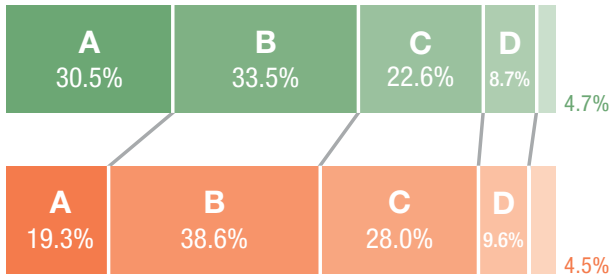
Samuel Certo



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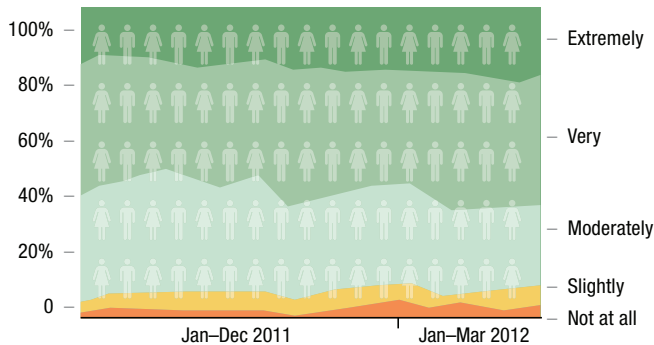
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Ninth Edition

Supervision

CONCEPTS AND SKILL-BUILDING

Samuel C. Certo

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SUPERVISION: CONCEPTS AND SKILL-BUILDING, NINTH EDITION

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To all of my supervisor friends who
have helped sharpen my thoughts
about how they work!

Preface

As with all previous editions, this book prepares students to be supervisors. Supervision continues to be more exciting or challenging than at any other time in our history! Dealing with modern issues like sustainability, a multicultural workforce, social media, and alternative energy supplies provides challenging and stimulating everyday tests for modern supervisors. Competent supervisors have a central role in helping modern organizations to appropriately deal with such critical factors. As a result, competent supervisors are of utmost importance to modern organizations and to society as a whole.

Supervision: Concepts and Skill-Building helps students learn what it takes to be a successful supervisor in today's complex work world. The focus of this new edition continues the tradition of presenting both traditionally proven and cutting-edge supervision concepts as practical tools for meeting present-day supervision challenges. In addition, this text furnishes students with an even richer mix of practical supervision concepts and real-life examples that illustrate how modern supervisors handle contemporary problems. Carefully studying supervision concepts and their relationship to real-world, practical examples throughout this text will greatly enhance a student's chances of gaining success and personal rewards as a supervisor.

Overview of this New Text

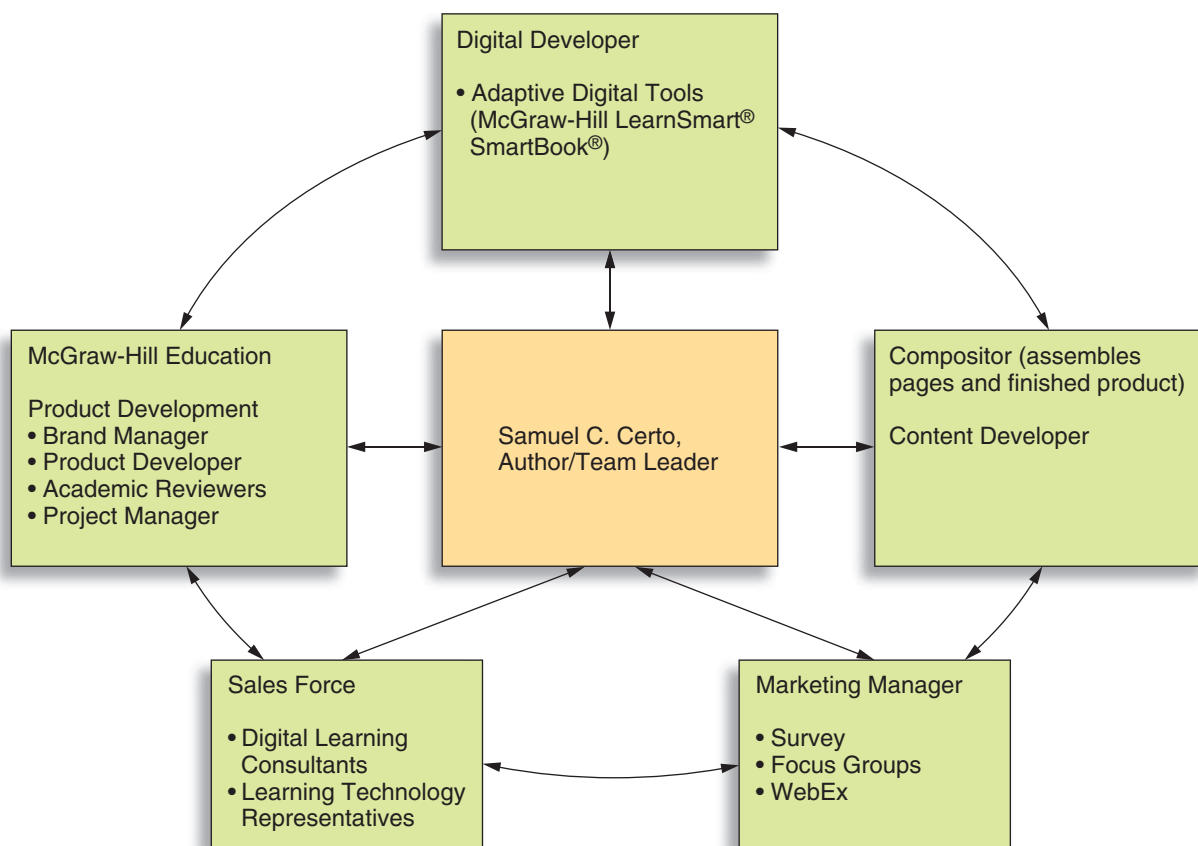
Words can't express my thankfulness for your kind words and encouragement over the years. *Supervision* has helped hundreds of thousands of students across the globe to prepare for supervisory roles in organizations. The persistent success of this book continues to reinforce my opinion that a high-quality supervision text must contain important theoretical yet practical material as well as facilitate the student learning and instructional processes. The following sections outline in detail how this new edition presents important, practical supervision theory and accomplishes this facilitation.

The Foundation

This ninth edition, like all previous editions, is built on a solid theoretical foundation. To generate this original foundation, surveys were sent to instructors of supervision courses as well as supervisors nationwide to gather information about what would be needed to develop the highest-quality supervision learning package available in the marketplace. The main themes generated from the results of this survey were summarized and presented to focus groups around the country for refinement and expansion. Supervision professors and practicing supervisors then acted as individual reviewers to help fine-tune the book as it developed. Figure A, on the following page, depicts the focus of various professionals during the development of this text.

The Ninth Edition—Sustaining A Successful Tradition

Supervision: Concepts and Skill-Building is divided into five main parts: "What Is a Supervisor?" "Modern Supervision Challenges," "Functions of the Supervisor," "Skills of the Supervisor," and "Supervision and Human Resources." The following sections describe the parts and chapters of the ninth edition.

FIGURE A | *Supervision: The Professional Team*

The professional team involved in building this text is extensive. Samuel Certo, the author and team leader, works with the product developers who manage the product and brand, the digital product developers who assemble the adaptive digital tools like McGraw-Hill LearnSmart® and SmartBook®, the compositors who typeset the pages and assemble the final product, the marketing managers who coordinate surveys and focus groups, and the digital learning consultants and learning technology representatives who make up the sales force.

The Core of this Revision

Naturally, the heart of this edition continues the tradition of incorporating current trends in supervision-related research as well as examples of what constitutes more present day challenges for supervisors. Focus on these more modern supervision challenges includes coverage on topics like sustainability, energy management, the green movement, and Internet applications including the use of social media. Rest assured that this new edition is NOT a trendy view of supervision. Instead, this new edition furnishes students with a realistic view of the traditional view of supervisions, modern challenges supervisors face, and the relationship between the two that must be maintained if a supervisor is to be successful in today's world. The following sections highlight several changes for each part of this new edition in more detail.

Part One, "What Is a Supervisor?" consists of the first chapter, "Supervision: Tradition and Contemporary Trends." Chapter 1 opens with a new "A Supervision Challenge" that focuses on ensuring customer satisfaction at Wegmans' supermarkets. Among other topics, this chapter introduces the concept of sustainability and shows how apps for mobile workers can help supervisors to control company activities through mobile devices. This chapter aims at providing the student with a thorough introduction to supervision before embarking on a more detailed study of the supervision process.

Part Two, "Modern Supervision Challenges," covers areas in which supervisors will have to meet important contemporary organizational challenges. Chapter 2,

“Ensuring High Quality and Productivity,” depicts how quality and productivity can affect supervision in organizations. The revised “A Supervision Challenge” for this chapter focuses on quality and productivity at a supermarket called Shearer’s Foods. Timely examples include major product recalls at Johnson and Johnson, using iPads at Hadronics to help supervisors pinpoint activities contributing to poor product quality, and how a hospital in Burbank, California, increased quality of health care by involving employees in the decision-making process. Coverage in this chapter includes updates on productivity trends and coverage of Deming’s 14 points for management and how they contribute to building quality in organizations, as well as a discussion of lean enterprise philosophy and a six sigma approach. Chapter 3, “Groups, Teams, and Powerful Meetings,” includes coverage of how supervisors can use social media like Facebook or LinkedIn to improve work group effectiveness, and how teamwork training can improve performance, as well as coverage of building strong teams by building an array of various skills. New coverage in this chapter includes information on how to promote inclusiveness by embracing diversity in the workplace as well as a revised “A Supervision Challenge.” Chapter 4, “Corporate Social Responsibility, Ethics, and Sustainability,” focuses on defining a sustainable organization as well as discussing how to achieve sustainability in organizations. New coverage includes a new “A Supervision Challenge” that discusses unethical behavior at Wells Fargo branches despite the corporations’ heavy emphasis on ethics as well as a discussion of the importance of giving employees the authority to act ethically and compassionately. Chapter 5, “Managing Diversity,” is an important chapter that focuses on how diversity can affect the supervision process. Major topics include defining diversity, prejudice, stereotypes, sexism, and ageism as well as differentiating between primary and secondary diversity. New data has been entered describing the racial/ethnic makeup of the American workforce from 1990 to 2020, as well as the number of women-owned businesses. The new “A Supervision Challenge” focuses on the question of whether Generation Y employees are unfairly stereotyped, whereas the “Supervision and Ethics” and “Supervision and Diversity” features have both been revised to reflect current information.

Part Three, “Functions of the Supervisor,” contains four chapters. Chapter 6, “Reaching Goals: Plans and Controls,” combines the planning and control functions of a supervisor. Discussion of DuPont’s corporate vision along with strategic goals provides students with a practical example. A revised “A Supervision Challenge” identifies the ways that Meijer, Inc, helps supervisors identify top performers and make corrections for those who fall short while a new “Supervisory Skills” focuses on planning, scheduling, and spending for supervisors in the construction industry. Chapter 7, “Organizing and Authority,” opens with a new “A Supervision Challenge” that focuses on a recent trend to replace hierarchical organizational structure with a holacracy and the pros and cons of this choice. Coverage also includes tall versus flat organizations, as well as learning organizations. A new “Practical Advice for Supervisors” for this chapter explores safety and effectiveness of night workers. A new “Supervision and Diversity” illustrates how Walgreens was able to both improve efficiency and accommodate workers with disabilities at high-tech distribution center. While a new “Supervisory Skills” describes many of the myths about delegation and how to overcome them to be a more effective supervisor. This chapter also includes a discussion of organizational structure, span of control, and delegation. Chapter 8, “The Supervisor as Leader,” has a new “A Supervision Challenge” that uses as example from Kraft Foods to illustrate how company history can be used to inspire employees. New coverage also focuses on various approaches to leadership, how desirable leadership traits vary in different cultures around the world, and how to be a good, ethical role model to employees. Chapter 9, “Problem Solving, Decision Making, and Creativity,” gives students insights about the kinds of problems and decisions that supervisors face, as well as possible steps for solving

problems and making decisions. For practical supervision insights in these areas the new “A Supervision Challenge” discusses the issue of retaining employees in high-stress jobs such as being a 911 dispatcher. Additionally, a new “Supervision and Ethics” probes the question of what unethical decisions you might find ways to justify while a new “Supervisory Skills” delves into how to be a decisive person and make decisions to solve problems. Sections on how to think creatively and using social media to generate new ideas are also included in this chapter.

Part Four, “Skills of the Supervisor,” discusses important abilities that supervisors must have to be successful. These abilities include “Communication: Theory and Modern Media” (Chapter 10), “Motivating Employees” (Chapter 11), “Problem Employees: Counseling and Discipline” (Chapter 12), “Managing Time and Stress” (Chapter 13), and “Managing Conflict and Change” (Chapter 14). This section is filled with new, updated examples of how supervisors maneuver in these skill areas. Chapter 10 opens with a new “A Supervision Challenge” on using iPads for business communication at Hadronics. New coverage focuses on includes avoiding generalizing about people based on their culture, updated data about daily media consumption, a revised “Supervisory Skills” that discusses using graphs and charts to communicate visually, and information about social media, their use in business networking, and their potential hazards to your career. Additionally, a revised “Supervision and Diversity” explores the issues of an employee feeling different from other employees and the potential negative consequences of those feelings. New coverage for Chapter 11 includes a new “A Supervision Challenge” that focuses on using gamification to make work and training activities more appealing and, potentially, more effective. Another point of the chapter can be found in a revised “Supervision and Ethics” that emphasizes that flexible arrangements must be fair and not take advantage of employees. New coverage also includes discussion of how to work with your employees to develop traits that will ready them for promotions as well as why it is important to make sure that your employees receive the credit for the work they do. Chapter 12 opens with a new “A Supervision Challenge” that discusses a court case by a troubled employee against Chevron. Additionally, the chapter contains updated data on absenteeism, workplace violence, and theft in the workplace. New coverage includes acceptable social media behavior for professionals and how to provide constructive criticism regardless of your personal feelings toward someone. Chapter 13 begins with a new “A Supervision Challenge” that focuses on relieving stress in the workplace. It also features a revised “Practical Advice for Supervisors” about how to use mobile devices to save time and a new “Supervision and Ethics” that addresses the issue of treating employees ethically when their jobs involve risks. Added coverage on the relationship between stress and performance has also been added. Chapter 14’s “A Supervision Challenge” tackles the issue of being in a supervisor in the midst of corporate changes, such as reorganizations or buyouts, and the challenges those situations bring. New coverage discusses how to understand and manage a multi-generational workforce. Additional new coverage focuses on implementing change in a work group and encouraging employees to “unfreeze.”

Again in this edition, “Appendix A: Organizational Politics” follows Part Four. This appendix continues to provide students with a special and unique vehicle for learning about the impact of politics on supervision in modern organizations. The material provides a clear definition of organizational politics and discusses various levels of political action as well as political tactics. Also emphasized is a related topic called impression management, along with special coverage of how to manage organizational politics.

The text concludes with Part Five, “Supervision and Human Resources.” Beginning this part, Chapter 15, “Selecting Employees,” overall, focuses on the process of choosing the right person to fill an open position and the sources, methods, and legal issues that must be considered. Added new coverage includes a fresh

“Supervision and Diversity” that discusses promoting diversity in a small business setting. Chapter 16, “Providing Orientation and Training,” discusses the process of orienting new employees, developing skills in employees, and evaluating training methods. This edition includes a new “A Supervision Challenge” that illustrates the fact that successful supervisors make companies successful—and that proper training can lead to successful supervisors. New data on the types of training U.S. companies are investing in is included in this chapter. Additionally, new topics include the need to retrain employees, the benefits of life-long learning, information on certification training, and a discussion of some popular apps to keep your brain active and agile. Chapter 17, “Appraising Performance,” opens with a revised “A Supervision Challenge” that uses a YMCA in Rochester, New York, to illustrate how performance appraisals can be made to matter to employees and to the organization. Overall, the chapter discusses the importance of a systematic performance appraisal and provides several appraisal methods. It includes a focus on how performance appraisal goals should match up with employee ambitions, the relationship between employee performance appraisal and employee effort expended in the job, and the importance of gathering appropriate data to be used in performance appraisals. New material included in a revised “Supervision: New Trends” illustrates how social media can make it easier for employees to receive frequent performance appraisal feedback. Additionally, a completely new “Supervisory Skills” discusses how a self-appraisal can be used as a tool for career advancement.

The text ends with Appendix B and Appendix C. Appendix B, “Supervision Laws: Health and Safety, Labor Relations, Fair Employment” focuses on practical legal information relevant to successful supervision. Appendix C, “The Supervisor’s Career Path: Finding a Career that Fits,” is a rich career resource for students regarding finding that first job, perhaps a supervision job, as well as managing a career. It emphasizes important topics such as setting career goals, preparing for a job search, and interviewing essentials. Internet resources are pinpointed from which students can get help with self-assessments of their personality and skills, résumé building, job-hunting resources, and how to evaluate a good job offer. This appendix is designed to be a vital topic for course discussion as well as a valuable reference guide as students actually begin and manage their careers.

Overview of Text Learning System

Each chapter in this edition continues the tradition of making the study of supervision interesting, enjoyable, effective, and efficient. As you will see, the list of individual pedagogy elements in this new edition has changed somewhat in order to improve the overall pedagogic impact of the book. Each pedagogy component in this new edition is described in the following sections.

One of the main changes for this edition is a dramatic update in book design as a pedagogy tool—a part of the learning system. To heighten student involvement and engagement with the text, this edition features a new color scheme, more photos, updated figures, and a more reader-friendly layout.

New Design!

Certo, Supervision, 9e, is enhancing student engagement through a new visually captivating design. Students will be drawn into the content and remain captivated by the bold colors, layout, and industry photos.

Chapter Outlines

The chapter outlines provided at the beginning of each chapter are tools students can use to preview the chapters and review the materials before testing. These

outlines also can be used to help students understand the relationship of certain topics to other chapter topics.

Learning Objectives

The key points of a chapter's content are highlighted in learning objectives at the beginning of the chapter. The learning objectives serve as a guide for previewing as well as reviewing concepts to be learned.

A Supervision Challenge

Each chapter opens with a vignette, entitled "A Supervision Challenge," which is an episode about an actual supervisor on the job. Each "Supervision Challenge" has a corresponding discussion exercise section at the end of the chapter entitled "Meeting the Challenge" (see below for details). Almost all chapter-opening incidents are new to this edition to keep students current with challenges that modern supervisors face.

Margin Definitions

Key terms are defined in the margins. Students can use these definitions to test their understanding of the terms and find the places where important concepts are discussed.

Supervision Examples

Many examples of supervisors in action are nested within each chapter. Students are able to enrich their study of chapter content by seeing examples of how the concepts being studied arise in real organizations or in the lives of real supervisors.

Learning Highlights

Several extended real-world illustrations depicting supervisors meeting daily challenges are boxed off in each chapter. These illustrations have been carefully chosen and placed within chapters to help make learning via this text more interesting, more applicable, and more lasting. As a result of this highlights program, this book is rich with real-world supervisory experiences. In addition, these highlights have been extensively updated or, in many cases, wholly replaced for this edition. The types of highlights appearing throughout the book are described below:

Supervision and Ethics

This feature is designed to illustrate the vital role that ethics plays in being a supervisor. Virtually every phase of supervisory activity can be affected by ethical issues. For example, the new "Supervision and Ethics" feature in Chapter 4 talks of the need for employees to be given the authority to act ethically and compassionately.

Supervisory Skills

This feature shows students how supervisors use skills to meet current challenges as they conduct their work. These boxes are designed to give students the most current examples available. For instance, the new box in Chapter 14 focuses on the ways supervisors can "unfreeze" their employees and implement necessary changes within their work group.

Practical Advice for Supervisors

This feature highlights practical guidelines that can help students be successful supervisors. Chapter 12 contains a fresh and thorough look at ways to provide constructive criticism.

Supervision and Diversity

Each of these features illustrates an important diversity issue related to the chapter content and emphasizes how modern supervisors can deal with the issue. A new example in Chapter 15 discusses how supervisors can bring diversity to even a small business.

Supervision: New Trends

This feature focuses on developing trends in how supervisors do their jobs. Themes for this feature throughout the book largely focus on new technology available to supervisors that will make them more efficient and effective. Developing technologies like social media and video conferencing are highlighted but not overemphasized.

Summary

Learning objectives are recapped at the end of each chapter via brief summaries of the chapter concepts. This unique format allows students to review what they've learned from each learning objective.

Photos, Figures, and Tables

Photographs, illustrations, and tables are used extensively to clarify and reinforce text concepts.

Key Terms

Each chapter includes a list of key terms. Reading this list can help students review by testing their comprehension of the terms. The number of the page on which a term is first defined is also included in the glossary at the end of the book. These terms are highlighted throughout the book as margin definitions.

Review and Discussion Questions

These questions test understanding of the chapter concepts. They can be used independently by students or by instructors as a method of reviewing the chapters.

Skills Module

Skills modules at the end of each chapter reflect a commitment to emphasize student skills in applying supervision concepts. Each module contains a number of elements that instructors can use as a formal part of a course to develop students' application abilities. Students also can use the elements independently. Each skills module is divided into two parts: concepts and skill-building.

Part One: Concepts

This skills module section focuses on helping students clarify and retain the supervision concepts studied in the chapter. The section contains a summary organized by chapter learning objectives, a list of key terms along with reference page numbers where students can review the meanings of the terms, and review and discussion questions that students can study independently or that instructors can use as the basis for classroom discussion.

Part Two: Skill-Building

This section focuses on helping students develop abilities in applying chapter concepts to solve supervision problems. This section contains:

Meeting the Challenge. This activity asks students to respond to questions by applying the chapter's concepts to the opening scenario. For instance, the new opening scenario

for Chapter 7, “How Do You Get Things Done When There Are No Managers?” is based on activities at a real-life company—Zappos. The “Meeting the Challenge” feature for this chapter asks students to discuss the challenges this company and its employees will face as changes to work groups are implemented.

Problem-Solving Case. Next, each chapter contains a short case that further applies the chapter’s concepts to various supervision situations. Specially designed questions for each case ask students to focus on solving a supervision problem. For example, the case in Chapter 12, “Suspensions of Lexington, Kentucky, Police Officers,” asks students to determine the right of the police department to discipline its officers for misconduct while they are off duty.

Assessing Yourself. Each chapter contains a short, engaging self-assessment quiz, which helps students see the kinds of supervisors they can be. For example, Chapter 5, “Managing Diversity,” presents a questionnaire students can use to explore their age bias. Discussion questions accompanying the quizzes help students more fully explore the self-assessment results to build better insights about themselves. In the Chapter 5 skills module, for example, students are asked to generate a list of common prejudices people might have against older workers.

Class Skills Exercises. A skills exercise is an activity specifically designed to help students develop supervision skills. Each skills module contains two exercises that vary in format and design. Some exercises are designed to be completed by individuals, whereas others are designed to be completed as groups. Most exercises can be used either in class or out of class. For example, the skills exercises for Chapter 6 focus on developing goal-setting skills and controlling skills.

Glossary

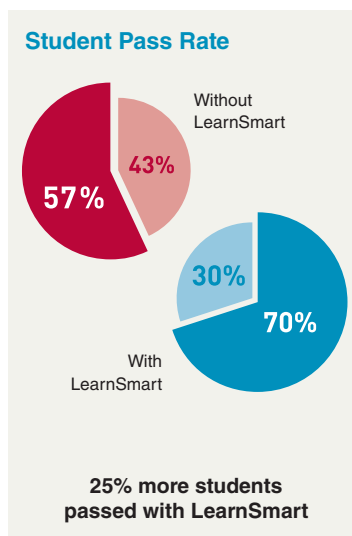
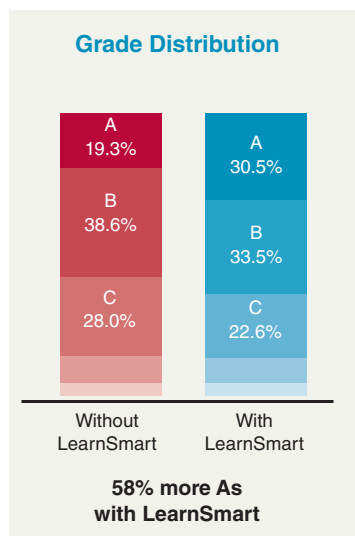
Terms and definitions are gathered from each chapter and listed at the end of the book in the glossary, which provides ready reference for students and instructors. To encourage student review, the text pages on which the terms are defined and discussed are included.



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Sam Certo's *Supervision: Concept's and Skill Building* 9th edition offers you a complete package to prepare you for your course.



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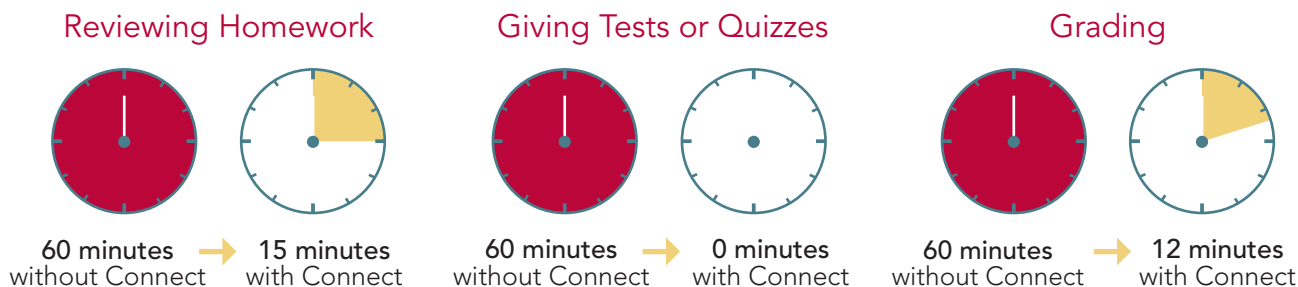
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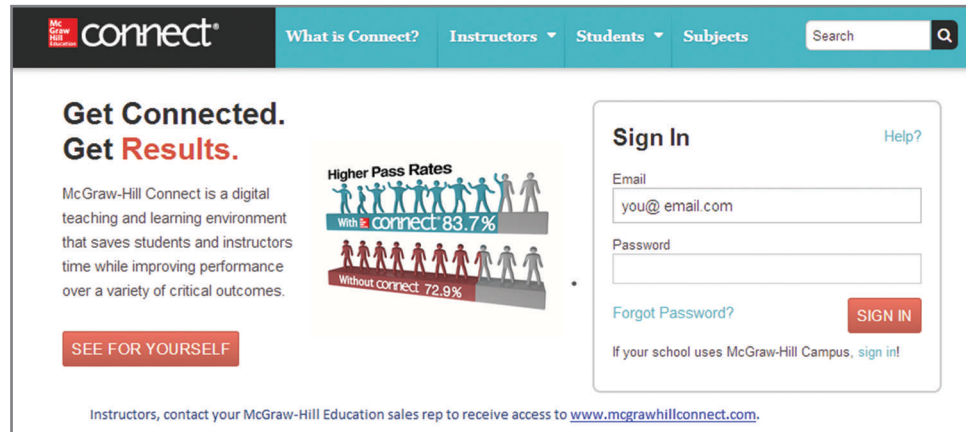
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- **Test Bank** conveniently provides instructors with an overview of each chapter, covering key terms, learning objectives, lecture notes, and supplemental exercises to use both inside and outside the classroom. The Test Bank questions are categorized by topic, learning objective, level of difficulty, Bloom's Taxonomy, and accreditation standards (e.g., AACSB).
- **PowerPoint Presentations** A full suite of color **PowerPoint** slides distills key concepts and objectives from each chapter in the book.
- **Manager's HotSeat** videos are an especially important resource. In today's business world, it is important for a supervisor to be aware of situations that may arise with employees. These 10 segments show how a real manager handles difficult, unscripted situations in the workplace. These improvised scenarios reveal how issues such as diversity in hiring, sexual harassment, organizational change, and project management really shape the way business is done. These videos are

the perfect way to expose students to the interpersonal side of supervisory work in organizations. Students are able to view the segments and answer integrated questions as they watch.



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Samuel C. Certo

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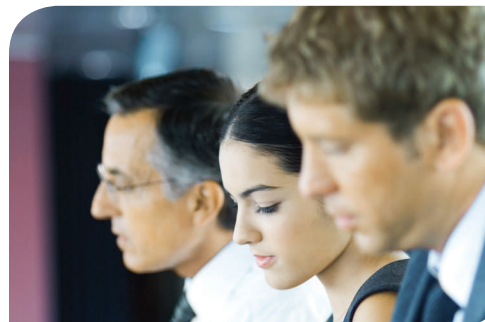
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Supervision

CONCEPTS AND SKILL-BUILDING

chapter one | Supervision: Tradition and Contemporary Trends

learning objectives

After you have studied this chapter, you should be able to:

- 1.1** Define what a supervisor is.
- 1.2** Summarize research findings that have led to basic ideas of what managers should do.
- 1.3** Describe the basic types of supervisory skills.
- 1.4** Describe how the growing diversity of the workforce affects the supervisor's role.
- 1.5** Identify the general functions of a supervisor.
- 1.6** Explain how supervisors are responsible to higher management, employees, and co-workers.
- 1.7** Describe the typical background of someone who is promoted to supervisor.
- 1.8** Identify characteristics of a successful supervisor.



A Supervision Challenge

WEGMANS' SUPERVISORS, SERVICE, AND SUCCESS

Ever wonder what qualities set successful companies apart from others? Often, it's a matter of supervision. In 2014, a survey of *Consumer Reports* readers identified Wegmans as the best supermarket chain in the United States. When comparing Wegmans to other supermarkets, customers rated it superior in service, perishables, prices, and cleanliness. Wegmans' supervisors play a big role in the company's successful ratings, especially when it comes to providing customer service, which Wegmans believes to be the cornerstone of the supermarket's success. As a result, when hiring supervisors and all other personnel, the importance of customer service is written into every job description and considered in every interview. It is not surprising, after such emphasis, that Wegmans' customers expressed such favorable reviews of the service they receive during their shopping experiences. If Wegmans focuses on customer service so heavily, the supermarket needs employees who will make this their primary goal. This is where supervisors come in. They make it a priority to ensure that customers acquire the best supermarket experience possible.

One way that a front-end supervisor strives to keep customers coming back is by monitoring checkout lanes. If wait times become too long, the supervisor must find a solution. Sometimes it is a matter of assigning another employee to open an additional checkout lane. Other times, the supervisor will be the one to hop on the register to help or even bag groceries or run back to a product display to check the price of an item. No job is too small, especially since customers who see the supervisor making efforts to expedite the checkout process are more likely to return, trusting that Wegmans values their time and money.

Front-end supervisors also have to stay available for any questions or concerns that arise. These include queries from employees and customers. A new cashier may need help looking up a produce code, a customer service associate may need supervisory approval for a return. Likewise, a customer may need help finding a product or navigating a cumbersome aisle. Simply being accessible for questions makes the supervisor stand out in regards to customer service commitment. Consider this: a man is shopping with his two young, fussy children and cannot



find the appropriate brand of formula. If the supervisor is available to help, this shopper could easily ask for assistance and be on his way. If no associate appears available to help, this shopper may very well leave the store without making a purchase.

Ultimately, while all Wegmans employees are expected to ensure great customer service, much responsibility falls upon the shoulders of the supervisors. They are, after all, often the first person that a customer sees when they walk in, and the last person they see when they leave. Further, supervisors are usually the person that customers will ask for help or share their frustrations with. Regardless of whether supervisors are working at the service desk, training new employees, bagging groceries, or just walking across the store, they are constantly looking for opportunities to improve the customers' shopping experiences, and, hence, constantly reinforcing Wegmans' successful commitment to customer service.

1. How can supervisors encourage employees to be equally committed to customer service?
2. What personality traits do you think a Wegmans supervisor should have in order to best perform job responsibilities?

Sources: Based on Paige Cooperstein, "Consumer Reports Reveals the 10 Best Supermarkets in America," *Business Insider*, March 28, 2014, <http://www.businessinsider.com/best-supermarkets-in-america-2014-3>; "Northborough, MA Wegmans—Front End Service Team Leader Full-Time (Hourly Assistant Front End Manager / Night Manager)," *US Jobs*, 2012, http://americajobs.blogspot.com/2013/09/northborough-ma-wegmans-front-end.html#U0VKlitzD_KI; "How to be a smarter supermarket shopper: Learn how to get more from your store. Plus, Ratings of 55 grocers nationwide," *Consumer Reports Magazine*, 2014, <http://www.consumerreports.org/cro/magazine/2014/05/how-to-be-a-smarter-supermarket-shopper/index.htm>.

supervisor

A manager at the first level of management

Wegmans’ supervisors’ commitment to employees and customers is significant because supervisors are critically important to their organizations. Supervisors inspire employees to do their best. By motivating employees to perform at their peak, the supervisor enables an organization to benefit from their commitment, talent, and enthusiasm.

A **supervisor** is a manager at the first level of management, which means the employees reporting to the supervisor are not managers. The Taft-Hartley Act embellishes this definition by indicating that a supervisor is “any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward or discipline other employees, or responsibility to direct them, or to adjust their grievances, or effectively to recommend such action, if in connection with the foregoing the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment.”¹ Many different kinds of organizations need supervisors. Figure 1.1 reprints actual advertisements for a variety of supervisory jobs.

The basic job of a manager is to see that an organization meets its goals, yet there are distinctions. For the top executives of an organization, managing is about making sure that the organization’s vision and business strategy will allow it to meet its goals through the years ahead. Managing at the supervisory level means ensuring that the employees in a particular department are performing their jobs so that the department will contribute its share to accomplishing the organization’s goals. Usually, supervisors focus on day-to-day problems and goals to be achieved in one year or less. This chapter introduces what supervisors do and what skills and characteristics they need to be effective.

LO1.1 | Define what a supervisor is.

Supervision: A Historical Perspective

In studying supervision, keep in mind that present-day theories about how to be a supervisor are based upon management and supervision research findings that have continuously evolved over many years. Management research findings are

FIGURE 1.1 | A Sampling of Supervisory Positions to Be Filled

These job advertisements illustrate the need to read advertisements carefully to determine if you would or would not be a good fit for a position. Not all of them have “supervisor” in the title, but each requires supervisory skills.

<p>Advertising PRODUCTION MANAGER Electronic desktop production agency seeks self-starting, problem-solving Production Manager to supervise catalogue/retail page construction in Mac platform. Minimum 5-7 yrs. experience in managing production and personnel required. Service bureau background a plus.</p>	<p>AUTOMATIC SCREW MACHINE SECOND SHIFT SUPERVISOR Established growing suburban manufacturer looking for qualified individual to supervise second shift of manufacturing operations. Must have knowledge and experience on multiple/single spindle machines. Enjoy excellent working conditions in a new plant. Very good salary and full benefit package.</p>	<p>CHIEF PHYSICAL THERAPIST Rural health care consortium has an immediate opening for a licensed physical therapist to develop a progressive, sophisticated therapy delivery system. The ideal candidate should understand sound management principles and possess strong assessment and clinical skills. Candidate must also be willing to assume department leadership. Competitive salary and benefit package.</p>
<p>SECRETARIAL SUPERVISOR Large law firm seeks Secretarial Supervisor to join our secretarial management team. Responsibilities include orienting, coordinating, and evaluating a secretarial staff of approximately 200. Previous law firm experience (supervisory or secretarial) preferred. Ideal candidate will be able to work well with a variety of personalities in a demanding, fast-paced environment. We offer state-of-the-art technology, an excellent benefits package and salary commensurate with experience.</p>	<p>SALES MANAGEMENT Our growing organization is seeking an experienced Sales Management candidate to lead our expanding Color Copier Department. The successful candidate will have 3-5 years sales management experience in planning, organizing, hiring, and motivating a team of sales professionals. Previous sales experience, account development techniques, and vertical market success are required. Familiarity with printing, graphic arts, office equipment or other related industry experience helpful.</p>	<p>ASSISTANT DIRECTOR OF HOUSEKEEPING Large luxury hotel is accepting resumes for an Assistant Director of Housekeeping. College degree and 4-5 years of Housekeeping Management experience required. Preferred applicants will have experience as a Director of Housekeeping for a small to medium size hotel or Assistant Director at a large hotel. Must have excellent administrative and supervisory skills.</p>

important since supervision is management at the lowest level of the organization. Clearly, some early management research findings related to supervision are just as important today as when the actual research was conducted. A few of these early research findings are introduced next. More detail on this research, as well as more recent research, is integrated and discussed throughout.

LO1.2 ► Summarize research findings that have led to basic ideas of what managers should do.

Supervisors Should Focus on Efficiency

Frederick W. Taylor (1856–1915) is often referred to as the “father of scientific management.” Taylor believed that in order to improve efficiency, it is important to consider the best way in which a job could be completed. By applying scientific knowledge to the study of production, it was feasible to maximize efficiency.

While working at the Bethlehem Steel Company, Taylor studied the best way to maximize efficiency for employees whose sole responsibility involved shoveling materials. As he observed the workers while they were performing their job, Taylor considered several factors. First, what kinds of shovels worked best with what materials? Second, was it most productive for workers to shovel 5, 10, 15, 20, 30, or 40 pounds at a time? Third, how quickly can a shovel be pushed into a pile of materials and then pulled out properly loaded? Fourth, how much time is required to swing a shovel backward in order to throw the given horizontal distance at a given height? Taylor also considered the size of each worker, the weight of the materials, and the distance that the materials were to be thrown. He then developed a detailed plan that described the conditions under which employees could be most efficient. Three years after his plan was implemented, the total number of shovelers was reduced from 600 to 140, and the average number of tons shoveled per worker per day rose from 15 to 59. Also, wages increased and the cost of handling a ton of material dropped significantly. Clearly, the application of science to the study of production can result in maximal employee efficiency.

Supervisors Should Focus on Functions to Be Performed

Henri Fayol (1841–1925), a French industrialist, is often regarded as the pioneer of administrative theory. The ideas that he generated relative to general management principles are still considered to be important among contemporary thinkers. Mr. Fayol asserted that all managers have primary management functions to perform in organizations. More detailed information about these functions follows later. These functions include:

- Planning—setting goals for an organization, and developing an overall strategy for achieving the goals.
- Organizing—assigning tasks to specific members of the organization.
- Leading—motivating the employees of the organization to achieve the tasks that were given to them, as well as handling conflicts as they arise.
- Controlling—overseeing the various tasks that are being completed and ensuring that they are done in the expected manner; making sure that things go as planned.

Supervisors Should Focus on People

Because they deal directly with employees and have knowledge about an organization’s customers, supervisors emphasize a people orientation. This focus recognizes that the quality of an organization is often affected by the quality of interactions among its members. Consistent with this approach is the idea that supervisors must recognize that above all, their employees should be treated in a humane fashion. Abraham Maslow (1908–1970), a pioneering psychologist who is perhaps the best-known



The physical safety of workers is one of the most basic considerations for employers.

contributor of the people focus, recognized that people have different sets of needs that are met in a hierarchical pattern. The most basic needs of any human being are physiological needs, such as food and shelter. Once those needs are met, then safety needs must be considered. Safety needs include security of job, family, health, and property. Next on the hierarchy are needs related to love and belonging, including friendship, family, and intimate relationships. The fourth level of the hierarchy includes esteem needs, including self-esteem and confidence. The final part of the hierarchy includes self-actualization, which includes an attitude of acceptance, a lack of racial biases, and creativity. Based upon Maslow's findings, supervisors must help workers to satisfy their personal needs while being productive in organizations.

LO1.3 ▶ Describe the basic types of supervisory skills.

Types of Supervisory Skills

Although a supervisor in a Pizza Hut restaurant and a supervisor in a Ford Motor Company factory work in very different environments, the skills they need to be successful fall into the same basic categories. These categories of skills are used by all levels of managers in all kinds of organizations. Skills developed during a beginning supervisory job will prove useful in every job held throughout a management career.

Classic Understanding of Management Skills

For many years, experts have considered managers' success dependent on three basic categories of skills: technical, human relations, and conceptual. In addition, the application of those skills requires a fourth skill: decision making.

technical skills

The specialized knowledge and expertise used to carry out particular techniques or procedures

Technical skills are the specialized knowledge and expertise used to carry out particular techniques or procedures. A United Way fundraiser's ability to persuade executives to write big checks is a technical skill. A mechanic's ability to bring an automobile engine back to life relies on technical skills. Other technical skills may involve bookkeeping, selling, and many other types of work. To be "technical," skills do not have to be mechanical or scientific; they can involve any work-related technique or procedure.²

human relations skills

The ability to work effectively with other people

Human relations skills are the skills required to work effectively with other people. These skills include the ability to communicate with, motivate, and understand people. Supervisors use their human relations skills to impress their superiors, inspire employees, defuse conflicts, get along with co-workers, and succeed in many other ways.

conceptual skills

The ability to see the relation of the parts to the whole and to one another

Conceptual skills involve the ability to see the relationship of the parts to the whole and to one another. For a supervisor, conceptual skills include recognizing how the department's work helps the entire organization achieve its goals and how the work of various employees affects the performance of the department as a whole.

decision-making skills

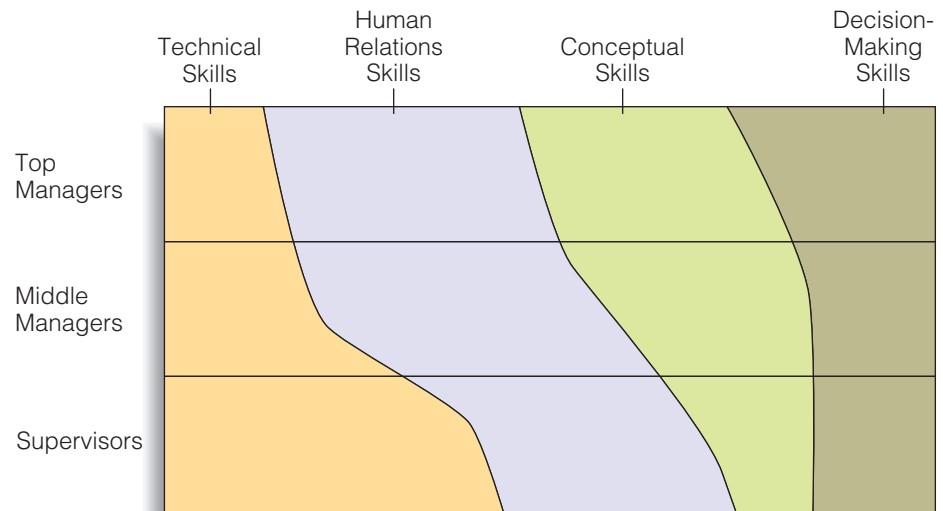
The ability to analyze information and reach good decisions

Decision-making skills involve the ability to analyze information and reach good decisions. Someone with strong decision-making skills can think objectively and creatively. Chapter 9 provides a more detailed look at how to make decisions effectively.

The relative importance of each type of skill depends on the level of management. As shown in Figure 1.2 on the following page, human relations skills are important at every level of management. However, supervisors rely more on

FIGURE 1.2 | Relative Importance of Types of Skills for Different Levels of Managers

The degree to which you need technical skills, conceptual skills, and decision-making skills varies with the level of management. Human relations skills, however, are almost equally significant at all levels of management.



technical skills than do higher-level managers because employees who have a problem doing their jobs go to the supervisor and expect help. Also, top managers tend to rely more on decision-making skills simply because they tend to make more complex decisions.

Modern View of Management Skills

Expanding on the classic view of management skills, current thinkers have taken a fresh look at the activities a manager typically performs.³ This way of thinking starts with a list of activities and then identifies the skills required to carry out those activities successfully. The typical manager's activities fall into three groups:

1. *Task-related activities*: Efforts to carry out critical management-related duties, such as planning, setting objectives for employees, and monitoring performance.
2. *People-related activities*: Efforts to manage people, such as by providing support and encouragement, recognizing contributions, developing employees' skills, and empowering employees to solve problems.
3. *Change-related activities*: Efforts to modify components of the organization, such as monitoring the environment to detect a need for change, proposing new tactics and strategies, encouraging others to think creatively, and taking risks to promote needed changes.

These activities frequently come together in today's fast-moving business environment. Contemporary business demands such as *sustainability* (operating with a minimal impact on the environment) and *social media* (online tools for sharing information) call for new ways of working. Often, managers are at the front lines of understanding how these changes will result in new tasks, enabling employees to develop the needed skills, and encouraging them to embrace change in order to help their companies and careers thrive.

To carry out these activities, supervisors and other managers rely on a diverse set of skills, including those listed in Table 1.1 on the following page. Situations vary, so individual supervisors may need skills beyond those listed here.

To develop the variety of skills needed to be a good supervisor, you should learn and practice the concepts discussed in this book. Get to know good supervisors and managers and observe how they handle situations. Supervisors who continually develop their skills in each area are the ones most likely to be promoted to higher levels of management.

TABLE 1.1 | Skills of Successful Managers

Clarifying roles	Assigning tasks; explaining job responsibilities, task objectives, and performance expectations
Monitoring operations	Checking on the progress and quality of the work; evaluating individual and unit performance
Short-term planning	Determining how to use personnel and other resources to accomplish a task efficiently; determining how to schedule and coordinate activities efficiently
Consulting	Checking with people before making decisions that affect them; encouraging participation in decision making; using the ideas and suggestions of others
Supporting	Being considerate; showing sympathy and support when someone is upset or anxious; providing encouragement and support when a task is difficult or stressful
Recognizing	Providing praise and recognition for effective performance, significant achievements, special contributions, and performance improvements
Developing	Providing coaching and advice; providing opportunities for skill development; helping people learn how to improve their skills
Empowering	Allowing substantial responsibility and discretion in work activities; trusting people to solve problems and make decisions without getting approval first
Envisioning change	Presenting an appealing description of desirable outcomes that the unit can achieve; describing a proposed change with enthusiasm and conviction
Taking risks for change	Taking personal risks and making sacrifices to encourage and promote desirable change in the organization
Encouraging innovative thinking	Challenging people to question their assumptions about the work and consider better ways of doing it
External monitoring	Analyzing information about events, trends, and changes in the external environment to identify threats and opportunities for the work unit

LO1.4 ▶ Describe how the growing diversity of the workforce affects the supervisor’s role.

Supervising a Diverse Workforce

Good human relations skills are especially important in today’s environment because of the increasing diversity of the U.S. workforce.⁴ In 1980, just over half (51 percent) of the workforce consisted of white men;⁵ this group’s share of the workforce is expected to fall to 42.8 percent by 2020.⁶ While the share of white men in the workforce declines, the share of black, Hispanic, and Asian workers is expected to rise. (See the accompanying “Supervision and Diversity” to learn more about Hispanics, the largest ethnic group.) Women are entering the workforce at almost the same rate as men, and they now make up more than 47 percent of the adult labor pool.⁷ In addition, the segment aged 55 years and over is expected to represent more than 25.2 percent of the U.S. population by 2020.⁸

Opportunities and Challenges

Together, these changes mean that supervisors can expect to have more employees who are female, nonwhite, and experienced—perhaps senior citizens holding a job after retirement. Consider Al Aurilio, who supervises workers sorting scrap materials that arrive at the warehouse of Pacific Iron and Metal Company, located in Seattle, Washington. With more than 60 years of experience at the company, Aurilio has become an expert in the metal composition of the items to be sorted, and he willingly shares his knowledge with employees.⁹ As described in subsequent

SUPERVISION AND DIVERSITY

THE LARGEST ETHNIC MINORITY GROUP

Hispanics—immigrants and descendants of immigrants from Latin America—have become the largest ethnic minority group in the United States. More than 1 in 10 U.S. workers are Hispanic, and their share of the workforce is expected to grow. That means many supervisors will have Hispanic employees in the coming years.

A wide variety of Americans wear the label Hispanic. Their origins are diverse, and they include both well-paid professionals and entry-level workers at the low end of the wage scale. The majority of them trace their roots to Mexico, almost one-tenth have a Puerto Rican heritage, and Cubans are the third largest group.

While the broad ethnic group “Hispanic” actually includes great diversity, supervisors may benefit from recognizing some cultural norms that are common among Hispanic workers. One is a tendency to stress personal relationships. Hispanic workers may rely heavily on personal contacts to

locate a new job and may respond well to goals and rewards set for the whole group. They generally appreciate face-to-face instruction and hands-on training to learn new skills. Hispanic workers may talk with one another while working more than workers from some other cultures do.

However, the supervisor may discover that Hispanic workers do not talk much to the supervisor. This difference expresses another value that is often stressed in Hispanic communities: respect for authority. A supervisor might find that many Hispanic employees do exactly as directed, no more and no less, out of respect for the supervisor’s authority in directing them. If the supervisor is hoping employees will offer suggestions and try new ways of working, the supervisor may have to ask specifically for such behavior. Of course, describing expectations clearly is a helpful skill for supervisors to use with employees of any cultural background.

Sources: Based on Nestlé Professional, “The Hispanic Workforce,” *Mix*, www.nestleprofessional.com, accessed November 7, 2008; and EthnoConnect, “Ten Myths about Latina Workers,” *EthnoConnect News*, www.ethnoconnect.com, accessed November 7, 2008.



In any workplace, there is likely to be a diverse group of employees. This requires supervisors to be able to work with a wide variety of people.

chapters, this growing diversity enables supervisors to draw on a greater variety of talent and gain insights into more perspectives than ever before.

Diversity is not a new issue. A tremendous wave of immigration that ended in the early part of the 20th century brought the immigrant population in the United States to 15 percent of the total U.S. population. The inflow of immigrants then subsided until the final decade of the 20th century, and this latest surge continued until its peak in 2006. Today almost one in six workers are immigrants. Of the immigrants coming to the United States today, the share with a college degree has been rising, especially in the eastern United States. Immigrant workers without a high school diploma tend to be concentrated in the western states.¹⁰

Although diversity is not a new issue, the even greater diversity expected in the U.S. workforce of the future—coupled with laws and policies intended to ensure fair treatment of various groups—requires supervisors to work successfully with a much wider variety of people. Some of the people from other backgrounds may be the supervisor’s own managers, partly owing to today’s global economy. When Mike Burch took a job as maintenance supervisor in a then-new Honda Power Equipment Manufacturing plant in North Carolina, management of the Japanese-based company expected him to learn Honda’s ways of operating. Burch, who had barely traveled outside his home state, flew to Japan to experience firsthand Honda’s emphasis on cleanliness and safety. At first, the experience felt strange, but Burch came to respect his Japanese bosses. More than 20 years later, Burch says working for people from another culture has made him more open-minded about people in general. That trait helps Burch manage the diverse group of employees now reporting to him.¹¹

Subtle Discrimination

Today hardly anyone would say that it is all right to discriminate or that a manager should be allowed to give preference to employees of the manager’s race or sex. However, subtle forms of discrimination persist in every workplace, and everybody