

GLOBAL
EDITION



Supervision Today!

EIGHTH EDITION

Stephen P. Robbins • David A. DeCenzo • Robert M. Wolter



ALWAYS LEARNING

PEARSON

Eighth Edition
Global Edition

Supervision Today!

Stephen P. Robbins

*San Diego State University
San Diego, California*

David A. DeCenzo

*Coastal Carolina University
Conway, South Carolina*

Robert M. Wolter

*Indiana University Purdue University Indianapolis (IUPUI)
Indianapolis, Indiana*

PEARSON

Boston Columbus Indianapolis New York San Francisco Amsterdam
Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Vice President, Business Publishing: Donna Battista
Editor-in-Chief: Stephanie Wall
Acquisitions Editor: Dan Tylman
Program Manager Team Lead: Ashley Santora
Program Manager: Claudia Fernandes
Editorial Assistant: Linda albelli
Vice President, Product Marketing: Maggie Moylan
Director of Marketing, Digital Services and Products:
Jeanette Koskinas
Executive Product Marketing Manager: Anne Fahlgren
Field Marketing Manager: Lenny Ann Raper
Senior Strategic Marketing Manager: Erin Gardner
Project Manager Team Lead: Judy Leale
Project Manager: Ilene Kahn
Senior Acquisitions Editor, Global Edition: Steven Jackson
Senior Project Editor, Global Edition: Daniel Luiz
Media Producer, Global Edition: M. Vikram Kumar
Senior Manufacturing Controller, Production, Global Edition: Trudy Kimber

Operations Specialist: Diane Peirano
Creative Director: Blair Brown
Senior Art Director: Janet Slowik
Text Designer: Integra Software Services
Cover Designer: Lumina Datamatics
Cover Photo: Jules_Kitano/Shutterstock
VP, Director of Digital Strategy & Assessment:
Paul Gentile
Manager of Learning Applications: Paul Deluca
Digital Editor: Brian Surette
Digital Studio Manager: Diane Lombardo
Digital Studio Project Manager: Robin Lazrus
Digital Studio Project Manager: Alana Coles
Digital Studio Project Manager: Monique Lawrence
Digital Studio Project Manager: Regina DaSilva
Full-Service Project Management and Composition:
Integra Software Services/George Jacob

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate page within text.

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England

and Associated Companies throughout the world

Visit us on the World Wide Web at:
www.pearsonglobaleditions.com

© Pearson Education Limited 2016

The rights of Stephen P. Robbins, David A. DeCenzo, and Robert M. Wolter to be identified as the authors of this work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

Authorized adaptation from the United States edition, entitled Supervision Today!, 8th edition, ISBN 978-0-13-388486-9, by Stephen P. Robbins, David A. DeCenzo, and Robert M. Wolter, published by Pearson Education © 2016.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without either the prior written permission of the publisher or a license permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

All trademarks used herein are the property of their respective owners. The use of any trademark in this text does not vest in the author or publisher any trademark ownership rights in such trademarks, nor does the use of such trademarks imply any affiliation with or endorsement of this book by such owners.

ISBN 10: 1-292-09678-0
ISBN 13: 978-1-292-09678-0

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library.

14 13 12 11 10 10 9 8 7 6 5 4 3 2 1

Typeset in Sabon Lt Std by Integra Software Services Pvt. Ltd.

Printed and bound by Printpack in Malaysia.

Brief Contents

part 1 Defining Supervision and Supervisory Challenges 23

CHAPTER 1 Supervision Fundamentals 24
CHAPTER 2 Supervision Challenges 48

part 2 Planning, Organizing, Staffing, Controlling, and Decision Making 81

CHAPTER 3 Planning and Goal Setting 82
CHAPTER 4 Organizing 110
CHAPTER 5 Staffing and Recruiting 140
CHAPTER 6 Controlling 170
CHAPTER 7 Problem Analysis and Decision Making 200

part 3 Motivating, Leading, Communicating, and Developing 229

CHAPTER 8 Motivating Followers 230
CHAPTER 9 Leading Followers 260
CHAPTER 10 Communicating Effectively 286
CHAPTER 11 Developing Groups 314

part 4 Appraisal, Safety, Negotiation, Change, and Labor Relations 341

CHAPTER 12 Performance Appraisal 342
CHAPTER 13 Workplace Health and Safety 370
CHAPTER 14 Conflict, Politics, Discipline, and Negotiation 398
CHAPTER 15 Change Management 430
CHAPTER 16 Supervision and Labor 450

POSTSCRIPT: PERSONAL DEVELOPMENT 473

ANSWERS TO COMPREHENSION CHECKS AND CROSSWORD PUZZLES 479

GLOSSARY 488

INDEX 499

Contents

PREFACE 17

part 1

Defining Supervision and Supervisory Challenges 23

CHAPTER 1

Supervision Fundamentals	24
Key Concepts	24
Chapter Outcomes and Learning Objectives	25
Responding to a Supervisory Dilemma	26
Organizations and Their Levels	26
What Common Characteristics Do All Organizations Have?	27
What Are the Organizational Levels?	27
The Management Process	28
What Is Management?	28
What Are the Four Management Functions?	29
Do Management Functions Differ by Organizational Levels?	30
Changing Expectations of Supervisors	30
What Roles Do Supervisors Play?	30
<i>Comprehension Check 1-1</i>	31
Are Supervisors More Important in Today's Organizations?	31
Is Sustainability Important to a Supervisor?	32
Does a Supervisor Need to Be a Coach?	33
Transition from Employee to Supervisor	33
Where Do Supervisors Come from?	34
Is the Transition to Supervisor Difficult?	34
Do You Really Want to Be a Supervisor?	36
Supervisory Competencies	36
<i>Something to Think about (and promote class discussion)</i>	
<i>Becoming a Supervisor</i>	37
What Is Technical Competence?	37
<i>News Flash! The Supervisor's Role in Modern Organizations</i>	38
How Do Interpersonal Competencies Help?	39
What Is Conceptual Competence?	39
Why Must One Have Political Competence?	39
How Do Competencies Shift by Managerial Level?	40
From Concepts to Skills	41
What Is a Skill?	41
What Else Is Critical for Me to Know about Supervising?	41
<i>Comprehension Check 1-2</i>	42
Enhancing Understanding	43
Summary	43
Comprehension: Review and Discussion Questions	43
Key Concept Crossword	44

CHAPTER 2

Developing Your Supervisory Skills	45
Getting to Know Yourself	45
Building a Team	45
Mentoring Others	45
Communicating Effectively	46
Thinking Critically	46
Supervision Challenges	48
Key Concepts	48
Chapter Outcomes and Learning Objectives	49
Responding to a Supervisory Dilemma	50
Global Competitiveness	51
Is There Such a Thing as “Buy American”?	51
How Does Globalization Affect Supervisors?	52
<i>Something to Think about (and promote class discussion)</i>	
<i>Who Owns What?</i>	52
Technology Enhancements	53
<i>News Flash! The Cultural Variables</i>	54
What Is Technology?	55
How Does Technology Change the Supervisor’s Job?	56
E-Business at Work	56
What Is an E-Business?	56
What Changes Can Supervisors Expect from E-Business?	57
<i>Comprehension Check 2-1</i>	60
Working in a Diverse Organization	60
What Is Workforce Diversity?	60
How Does Diversity Affect Supervisors?	61
Changing How Business Operates	63
Why Are Organizations Doing More with Less?	64
Why the Emphasis on Continuous-Improvement Programs?	64
How Does Work Process Engineering Differ from Continuous Improvement?	65
What Are the Supervisory Implications of Downsizing, Contingent Workforces, Continuous-Improvement Programs, and Work Process Engineering?	66
Thriving on Chaos	68
From Chaos to Crisis	69
The Good and Profitable Organization	69
What Is a Socially Responsible Organization?	70
How Do We Act Responsibly?	71
What Is Ethics?	71
<i>Comprehension Check 2-2</i>	73
Enhancing Understanding	74
Summary	74
Comprehension: Review and Discussion Questions	75
Key Concept Crossword	76
Developing Your Supervisory Skills	77
Getting to Know Yourself	77
Building a Team	77
Guidelines for Acting Ethically	77
Communicating Effectively	78
Thinking Critically	78

part 2

Planning, Organizing, Staffing, Controlling, and Decision Making 81

CHAPTER 3

Planning and Goal Setting	82
Key Concepts	82
Chapter Outcomes and Learning Objectives	83
Responding to a Supervisory Dilemma	84
What Is Formal Planning?	85
Productivity	85
What Is Productivity?	85
<i>News Flash! The Downsides of Planning</i>	86
Why Is Productivity Important to the United States?	87
Planning and Level in the Organization	88
What Is the Breadth of Planning?	88
How Do Planning Time Frames Differ?	88
How Are Plans and Supervisory Levels Linked?	89
Can Continuous-Improvement Programs Be a Help in Planning?	89
Key Planning Guides	91
What Are Standing Plans?	91
What Are Single-Use Plans?	92
<i>Comprehension Check 3-1</i>	93
<i>Something to Think about (and promote class discussion) From the Past to the Present</i>	97
Goal Setting	98
How Were Goals Set in Years Past?	98
What Is the Key to Making Goal Setting Effective?	98
Why Might Goal Setting Work for You?	99
Self-Fulfilling Prophecy for Your Followers	99
Balanced Scorecard: The Natural Evolution of Goal Setting?	100
A Special Case of Planning: The Entrepreneurial Supervisor	100
What Is Entrepreneurship?	101
Do Entrepreneurs Possess Similar Characteristics?	101
How Do Entrepreneurs Recruit and Retain Employees?	102
What Supervisory Issues Are Faced by Entrepreneurs?	103
How Do Entrepreneurs Compare with Traditional Supervisors?	103
<i>Comprehension Check 3-2</i>	104
Enhancing Understanding	105
Summary	105
Comprehension: Review and Discussion Questions	105
Key Concept Crossword	106
Developing Your Supervisory Skills	107
Getting to Know Yourself	107
Building a Team	107
Setting Goals	107
Communicating Effectively	108
Thinking Critically	108

CHAPTER 4

Organizing	110
Key Concepts	110
Chapter Outcomes and Learning Objectives	111
Responding to a Supervisory Dilemma	112
What Is Organizing?	114
Basic Organizing Concepts	114
What Is Work Specialization?	114

What Is the Span of Control?	115
<i>Something to Think about (and promote class discussion)</i>	
<i>Return to Yesteryear</i>	116
What Is the Chain of Command?	117
What Is Authority?	118
<i>News Flash! Obeying Authority</i>	118
Where Are Decisions Made?	120
What Are the Five Ways to Departmentalize?	121
<i>Comprehension Check 4-1</i>	123
From Departmentalization to Structure	124
A Simple Structure	124
The Functional Structure	125
The Divisional Structure	125
Matrix Structure	125
Project Structure	126
Team-Based Structure	127
The Boundaryless Organization	127
The Learning Organization	129
Organizing Your Employees	130
How Do You Identify the Tasks to Be Done?	130
What Is the Purpose of Job Descriptions?	130
Empowering Others through Delegation	131
What Is Delegation?	132
Isn't Delegation Abdication?	132
<i>Comprehension Check 4-2</i>	133
Enhancing Understanding	134
Summary	134
Comprehension: Review and Discussion Questions	134
Key Concept Crossword	135
Developing Your Supervisory Skills	136
Getting to Know Yourself	136
Building a Team	136
Delegating	136
Communicating Effectively	137
Thinking Critically	138
CHAPTER 5	
Staffing and Recruiting	140
Key Concepts	140
Chapter Outcomes and Learning Objectives	141
Responding to a Supervisory Dilemma	142
The Human Resource Management Process	143
The Legal Environment of HRM	144
<i>Something to Think about (and promote class discussion) Is It Safe?</i>	146
Employment Planning	147
How Does a Supervisor Conduct an Employee Assessment?	147
How Are Future Employee Needs Determined?	147
Recruitment and Selection	147
Where Do Supervisors Look to Recruit Candidates?	147
How Does a Supervisor Handle Layoffs?	149
Is There a Basic Premise to Selecting Job Candidates?	150
How Effective Are Tests and Interviews as Selection Devices?	151
<i>News Flash! The Realistic Job Preview</i>	153
Preparation for the Interview	153
Interview Questions You Shouldn't Ask	154
Interview Questions You Should Ask	154
<i>Comprehension Check 5-1</i>	155

- Orientation, Training, and Development 155
 - How Do You Introduce New Hires to the Organization? 155
 - What Is Employee Training? 156
- Performance Appraisals 158
- Compensation and Benefits 158
 - How Are Pay Levels Determined? 158
 - Why Do Organizations Offer Employee Benefits? 159
- Current Issues in Human Resource Management 159
 - Workforce Diversity 159
 - The Workplace: Reasonable Grounds for Romance? 159
 - What Is Sexual Harassment? 160
 - How Do “Survivors” Respond to Layoffs? 162
 - Comprehension Check 5-2* 163
- Enhancing Understanding** 164
 - Summary 164
 - Comprehension: Review and Discussion Questions 164
 - Key Concept Crossword 165
- Developing Your Supervisory Skills** 166
 - Getting to Know Yourself 166
 - Building a Team 166
 - Interviewing 167
 - Communicating Effectively 167
 - Thinking Critically 168

CHAPTER 6

- Controlling** 170
 - Key Concepts 170
 - Chapter Outcomes and Learning Objectives 171
 - Responding to a Supervisory Dilemma 172
 - The Control Process 173
 - How Do You Measure Actual Performance? 174
 - How Do You Compare Results with Standards? 175
 - When Should Corrective Action Be Taken? 177
 - Types of Controls 178
 - What Is Preventive Control? 178
 - When Are Concurrent Controls Used? 179
 - What Is Corrective Control? 179
 - The Focus of Control 180
 - What Costs Should You Control? 180
 - News Flash! On the Rocks* 181
 - Comprehension Check 6-1* 182
 - Why Pay Attention to Inventories? 183
 - What Is Value Chain Management? 184
 - Why the Focus on Quality? 185
 - What Are the Characteristics of Effective Controls? 186
 - Can Controls Create Problems? 187
 - Contemporary Control Issues 189
 - Is Employee Theft Increasing? 190
 - Something to Think about (and promote class discussion) Out with E-Mail* 190
 - What Is the Sarbanes–Oxley Act? 191
 - Do Controls Need to Be Adjusted for Cultural Differences? 192
 - Comprehension Check 6-2* 193
- Enhancing Understanding** 194
 - Summary 194
 - Comprehension: Review and Discussion Questions 194
 - Key Concept Crossword 195
- Developing Your Supervisory Skills** 196
 - Getting to Know Yourself 196

	Building a Team	196
	Establishing Budgets	196
	Communicating Effectively	197
	Thinking Critically	197
CHAPTER 7	Problem Analysis and Decision Making	200
	Key Concepts	200
	Chapter Outcomes and Learning Objectives	201
	Responding to a Supervisory Dilemma	202
	The Decision-Making Process	203
	How Do You Identify the Problem?	203
	How Do You Collect Relevant Information?	204
	How Do You Develop Alternatives?	204
	How Do You Evaluate Each Alternative?	204
	How Do You Select the Best Alternative?	205
	How Do You Implement the Decision?	206
	How Do You Follow Up and Evaluate?	206
	Decision Tools	206
	What Are the Conditions of Decision Making?	206
	What Is the Expected Value Analysis?	207
	How Are Decision Trees Useful?	207
	What Is Marginal Analysis?	208
	Decision-Making Styles	208
	What Are the Four Decision-Making Styles?	208
	What's the Point of These Four Decision-Making Styles?	209
	What Common Errors Are Committed in the Decision-Making Process?	209
	<i>Comprehension Check 7-1</i>	211
	Problems Versus Decisions	211
	<i>News Flash! Global Decision Making</i>	212
	How Do Problems Differ?	212
	What Is the Difference between Programmed and Nonprogrammed Decisions?	212
	Group Decision Making	213
	What Are the Advantages of Group Decisions?	213
	Are There Disadvantages to Group Decision Making?	214
	Is There a Guide for When to Use Group Decision Making?	215
	How Can You Improve Group Decision Making?	215
	<i>Something to Think about (and promote class discussion) The Value of Diversity in Decision Making</i>	216
	Design Thinking In Decision Making	217
	Big Data In Decision Making	217
	Ethics in Decision Making	218
	What Are Common Rationalizations?	219
	What Are the Three Views on Ethics?	219
	Is There a Guide to Acting Ethically?	220
	<i>Comprehension Check 7-2</i>	221
	Enhancing Understanding	222
	Summary	222
	Comprehension: Review and Discussion Questions	222
	Key Concept Crossword	223
	Developing Your Supervisory Skills	224
	Getting to Know Yourself	224
	Building a Team	224
	Becoming More Creative	225
	Communicating Effectively	225
	Thinking Critically	226

part 3

Motivating, Leading, Communicating, and Developing 229

CHAPTER 8

Motivating Followers	230
Key Concepts	230
Chapter Outcomes and Learning Objectives	231
Responding to a Supervisory Dilemma	232
What Is Motivation?	233
Understanding Individual Differences	234
Can Personality Measures Predict Practical Work-Related Behaviors?	234
Do You Need to Develop Your Emotional Intelligence to Improve Your Supervision Skills?	235
The Early Theories of Motivation	235
How Do You Focus on Needs?	235
Do Supervisors Focus on the Nature of People?	236
What Effect Does the Organization Have on Motivation?	237
<i>Comprehension Check 8-1</i>	238
Contemporary Theories of Motivation	239
What Is a Focus on Achievement?	239
How Important Is Equity?	240
Do Employees Really Get What They Expect?	241
<i>Something to Think about (and promote class discussion) Motivated to Do What?</i>	242
How Do You Create an Atmosphere in Which Employees Really Want to Work?	243
Designing Motivating Jobs	244
Motivation Challenges for Today's Supervisors	246
What Is the Key to Motivating a Diverse Workforce?	246
Should Employees Be Paid for Performance or Time on the Job?	247
How Can Supervisors Motivate Minimum-Wage Employees?	248
How Are Contingent Workers Motivated?	249
What's Different in Motivating Professional and Technical Employees?	249
What Can a Supervisor Do to Improve Employees' Work-Life Balance?	250
<i>News Flash! Maintaining Motivation on the Shoe Leather Express</i>	251
How Can Managers Use Employee Recognition Programs?	252
How Can Employee Stock Ownership Plans Affect Motivation?	253
<i>Comprehension Check 8-2</i>	253
Enhancing Understanding	254
Summary	254
Comprehension: Review and Discussion Questions	254
Key Concept Crossword	255
Developing Your Supervisory Skills	256
Getting to Know Yourself	256
Building a Team	256
Designing Jobs That Motivate	256
Communicating Effectively	257
Thinking Critically	258

CHAPTER 9

Leading Followers	260
Key Concepts	260
Chapter Outcomes and Learning Objectives	261
Responding to a Supervisory Dilemma	262
Understanding Leadership	263
Are Leaders Born or Made?	263
What Are the Traits of Successful Leaders?	263

What Is This Thing Called Charisma?	264
What Is Visionary Leadership?	266
<i>Comprehension Check 9-1</i>	267
How Do You Become a Leader?	268
Why Does a Leader Need Technical Skills?	268
How Do Conceptual Skills Affect Your Leadership?	268
How Do Networking Skills Make You a Better Leader?	268
What Role Do Human Relations Skills Play in Effective Leadership?	269
<i>Something to Think about (and promote class discussion) Growing Leaders</i>	270
Leadership Behaviors and Styles	270
What Is Task-Centered Behavior?	271
What Are People-Centered Behaviors?	272
What Behavior Should You Exhibit?	272
Effective Leadership	272
<i>News Flash! National Culture Could Affect Your Leadership Style</i>	274
Contemporary Leadership Roles	274
Do Credibility and Trust Really Matter?	274
Why Are Credibility and Trust Important?	275
What If You Play Favorites?	276
How Can You Lead through Empowerment?	276
Why Should Supervisors Engage Their Employees?	277
Leadership Issues Today	277
What Are Transactional and Transformational Leaders?	277
What Is Team Leadership?	278
What Is E-Leadership?	279
Is Leadership Always Relevant?	279
<i>Comprehension Check 9-2</i>	280
Enhancing Understanding	281
Summary	281
Comprehension: Review and Discussion Questions	281
Key Concept Crossword	282
Developing Your Supervisory Skills	283
Getting to Know Yourself	283
Building a Team	283
Mentoring Others	283
Communicating Effectively	284
Thinking Critically	284

CHAPTER 10

Communicating Effectively	286
Key Concepts	286
Chapter Outcomes and Learning Objectives	287
Responding to a Supervisory Dilemma	288
What Is Communication?	290
The Communication Process	290
Methods of Communication	291
How Do You Communicate Orally?	292
Why Do You Use Written Communication?	292
<i>Something to Think about (and promote class discussion)</i>	
<i>Do Women and Men Communicate Differently?</i>	292
Is Electronic Communication More Efficient?	293
What Issues Are Created by Instant Messaging and Text Messaging?	293
How Does Nonverbal Communication Affect Your Communication?	294
What Is the Grapevine?	295
Barriers to Effective Communication	296
How Does Language Affect Communication?	296
What Did You Say?	297

Did You Get My Message?	297
Do You See What I See?	297
What Do Roles Have to Do with Communication?	297
<i>Comprehension Check 10-1</i>	298
Is There a Preferred Information Medium?	299
How Does Honesty Affect Communication?	300
How Can You Improve Your Communication Effectiveness?	300
<i>News Flash! Twitter... Social Benefit or Social Disaster?</i>	301
A Special Communication Skill: Active Listening	304
The Importance of Feedback Skills	304
What's the Difference between Positive Feedback and Feedback for Improvement?	305
How Do You Give Effective Feedback?	305
<i>Comprehension Check 10-2</i>	307
Enhancing Understanding	308
Summary	308
Comprehension: Review and Discussion Questions	308
Key Concept Crossword	309
Developing Your Supervisory Skills	310
Getting to Know Yourself	310
Building a Team	310
Active Listening	311
Communicating Effectively	312
Thinking Critically	312
CHAPTER 11	
Developing Groups	314
Key Concepts	314
Chapter Outcomes and Learning Objectives	315
Responding to a Supervisory Dilemma	316
What Is a Group?	317
Why Do People Join Groups?	317
Understanding Informal Workgroups	318
What Are Norms and How Do They Affect Work Behavior?	318
<i>News Flash! Solomon Asch and Group Conformity</i>	319
Are Cohesive Groups More Effective?	320
What Is an Emergent Leader?	320
How Can Informal Groups Be Helpful?	321
Are There Ways to Influence the Informal Workgroup?	321
<i>Comprehension Check 11-1</i>	321
The Increasing Use of Teams	322
What Are the Different Types of Work Teams?	323
Turning Groups into Teams	323
The Five-Stage Model of Group Development	324
A Model of Development for Deadline-Driven Ad Hoc Groups	326
How Do You Build Effective Teams?	327
Team Challenges for Supervisors	328
What Obstacles Exist in Creating Effective Teams?	328
<i>Something to Think about (and to promote class discussion) Fast Times!</i>	329
How Can Team Obstacles Be Overcome?	330
Contemporary Team Issues	331
Why Are Teams Central to Continuous-Improvement Programs?	331
How Does Workforce Diversity Affect Teams?	332
What Challenges Exist When Supervising Global Teams?	332
When Are Teams Not the Answer?	333
<i>Comprehension Check 11-2</i>	334
Enhancing Understanding	335
Summary	335

Comprehension: Review and Discussion Questions	335
Key Concept Crossword	336
Developing Your Supervisory Skills	337
Getting to Know Yourself	337
Building a Team	337
Developing Your Coaching Skills	338
Communicating Effectively	338
Thinking Critically	338

part 4

Appraisal, Safety, Negotiation, Change, and Labor Relations 341

CHAPTER 12

Performance Appraisal	342
Key Concepts	342
Chapter Outcomes and Learning Objectives	343
Responding to a Supervisory Dilemma	344
The Purpose of Employee Performance Appraisals	346
When Should Appraisals Occur?	346
What Is Your Role in Performance Appraisals?	347
What Are the Legal Issues in Performance Appraisals?	350
Are There Appropriate Criteria for Appraising Performance?	350
How Do You Gather Performance Data?	351
Performance Appraisal Methods	351
What Are the Absolute-Standards Measurements?	351
How Do You Use Relative Standards?	354
<i>Comprehension Check 12-1</i>	355
Objectives	356
Potential Problems in Performance Appraisals	356
What Is Leniency Error?	356
How Do Halo Errors Affect Appraisals?	357
What Is Similarity Error?	357
What Is Recency Error?	357
<i>Something to Think about (and promote class discussion) Evaluating Students</i>	357
How Does Central Tendency Error Affect Appraisals?	358
Are You Inclined to Use Inflationary Pressures?	358
How Can You Overcome the Hurdles?	358
Responding to Performance Problems	361
<i>News Flash! Performance Appraisals in Contemporary Organizations</i>	361
What Do You Need to Know about Counseling Employees?	362
Is Your Action Ethical?	362
<i>Comprehension Check 12-2</i>	363
Enhancing Understanding	364
Summary	364
Comprehension: Review and Discussion Questions	364
Key Concept Crossword	365
Developing Your Supervisory Skills	366
Getting to Know Yourself	366
Building a Team	366
Conducting a Performance Evaluation	366
Communicating Effectively	367
Thinking Critically	368

CHAPTER 13

Workplace Health and Safety	370
Key Concepts	370
Chapter Outcomes and Learning Objectives	371
Responding to a Supervisory Dilemma	372
The Occupational Safety and Health Act	374
What Are the OSHA Enforcement Priorities?	374
How Does a Supervisor Keep OSHA Records?	375
What Are the OSHA Punitive Actions?	377
Does OSHA Work?	378
<i>Comprehension Check 13-1</i>	380
Job Safety Programs	380
What Causes Work-Related Accidents?	380
How Can Accidents Be Prevented?	381
How Do Supervisors Ensure Job Safety?	381
<i>News Flash! Causes of Workplace Violence</i>	382
A Special Case of Safety: Workplace Violence	382
Maintaining a Healthy Work Environment	384
How Do You Create a Smoke-Free Environment?	385
<i>Something to Think about (and promote class discussion) Save Lives, Save Money: Make Your Business Smoke-Free</i>	385
What Are Repetitive Stress Injuries?	386
Stress	387
Are There Common Causes of Stress?	387
What Are the Symptoms of Stress?	387
How Can Stress Be Reduced?	388
Helping the Whole Employee	388
Where Did EAPs Come from?	389
Why Provide Wellness Programs?	389
<i>Comprehension Check 13-2</i>	390
Enhancing Understanding	391
Summary	391
Comprehension: Review and Discussion Questions	391
Key Concept Crossword	392
Developing Your Supervisory Skills	393
Getting to Know Yourself	393
Building a Team	393
Developing Safety Skills	394
Communicating Effectively	395
Thinking Critically	395

CHAPTER 14

Conflict, Politics, Discipline, and Negotiation	398
Key Concepts	398
Chapter Outcomes and Learning Objectives	399
Responding to a Supervisory Dilemma	400
What Is Conflict?	401
Is All Conflict Bad?	401
Where Do Conflicts Come from?	402
How Do You Manage Conflict?	402
What Resolution Techniques Can You Use?	402
Which Conflicts Do You Handle?	404
How Do You Choose the Appropriate Resolution Technique?	404
How Do You Stimulate Conflict?	405
How Cautiously Should You Proceed in Stimulating Conflict?	406
<i>Comprehension Check 14-1</i>	407
Understanding Organizational Politics	407
What Is Politics?	407

Why Does Politics Exist in Organizations?	408
Can You Play Politics and Still Be Ethical?	409
How Do You Know When You Should Play Politics?	409
<i>News Flash! Status in Organizations</i>	410
The Disciplinary Process	411
What Types of Discipline Problems Might You Face?	412
Is Discipline Always the Solution?	413
Basic Tenets of Discipline	413
How Do You Lay the Groundwork for Discipline?	413
How Do You Make Discipline Progressive?	415
What Factors Should You Consider in Discipline?	416
What about the Law?	416
Negotiation	417
How Do Bargaining Strategies Differ?	417
How Do You Develop Effective Negotiation Skills?	419
<i>Something to Think about (and promote class discussion)</i>	
<i>Hand Me a Towel</i>	420
<i>Comprehension Check 14-2</i>	421
Enhancing Understanding	422
Summary	422
Comprehension: Review and Discussion Questions	422
Key Concept Crossword	423
Developing Your Supervisory Skills	424
Getting to Know Yourself	424
Building a Team	424
Six Steps to Resolve Conflict	425
Disciplining an Employee	426
Communicating Effectively	427
Thinking Critically	428
CHAPTER 15	
Change Management	430
Key Concepts	430
Chapter Outcomes and Learning Objectives	431
Responding to a Supervisory Dilemma	432
<i>News Flash! EA Sports</i>	433
The Forces for Change	434
What Are the External Forces Creating a Need for Change?	434
What Are the Internal Forces Creating a Need for Change?	434
How Can Supervisors Serve as Change Agents?	435
Two Views of the Change Process	435
What Is the Traditional View of Change?	436
What Is the Contemporary View of Change?	436
Will You Face a World of Constant and Chaotic Change?	437
Why Do People Resist Change?	437
How Can You Overcome Resistance to Change?	438
<i>Something to Think about (and promote class discussion) Robot Doc</i>	439
<i>Comprehension Check 15-1</i>	440
Stimulating Innovation	441
How Are Creativity and Innovation Related?	441
What Is Involved in Innovation?	442
How Can a Supervisor Foster Innovation?	442
<i>Comprehension Check 15-2</i>	444
Enhancing Understanding	445
Summary	445
Comprehension: Review and Discussion Questions	445
Key Concept Crossword	446

Developing Your Supervisory Skills 447

- Getting to Know Yourself 447
- Building a Team 447
- Innovation in the Workplace 447
- Communicating Effectively 448
- Thinking Critically 448

CHAPTER 16

Supervision and Labor 450

- Key Concepts 450
- Chapter Outcomes and Learning Objectives 451
- Responding to a Supervisory Dilemma 452
- What Is Labor Relations? 452
 - Why Do Employees Join Unions? 454
- Labor Legislation 456
 - The Wagner Act 456
 - The Taft-Hartley Act 457
 - Other Laws Affecting Labor–Management Relations 457
 - Comprehension Check 16-1* 458
- How Are Employees Unionized? 459
 - News Flash! When the Union Arrives* 460
- Collective Bargaining 461
 - What Are the Objective and Scope of Collective Bargaining? 461
 - What Is the Collective Bargaining Process? 462
 - What Happens When Agreement Cannot Be Reached? 464
 - Something to Think about (and promote class discussion)*
 - Can Boeing Shift the Work?* 466
 - Comprehension Check 16-2* 467
- Enhancing Understanding 468**
 - Summary 468
 - Comprehension: Review and Discussion Questions 468
 - Key Concept Crossword 469
- Developing Your Supervisory Skills 470**
 - Getting to Know Yourself 470
 - Building a Team 470
 - Resolving a Grievance 471
 - Communicating Effectively 471
 - Thinking Critically 472

POSTSCRIPT

Personal Development 473

- Introduction 473
- What Is a Career? 474
 - How Do I Make a Career Decision? 474
 - Can I Increase My Chances for Getting into the Organization? 475
 - Where Can I Find Jobs Advertised on the Internet? 475
- Preparing a Résumé 475
- Excelling at the Interview 476
- Some Suggestions for Developing a Successful Career 477
- A Final Word 478

ANSWERS TO COMPREHENSION CHECKS AND CROSSWORD PUZZLES 479

GLOSSARY 488

INDEX 499

Preface

Welcome to the eighth edition of *Supervision Today!* We continue to present this book in a way that our users have found useful. Many of you helped make the previous editions of this book a resounding success. In this edition, we continue that trend and make your reading experience even better.

In our quest to make this the most complete supervision text currently available, we've taken into account feedback from our readers. We continue to present a book that focuses on the basic elements of supervision—one that covers the essential and traditional concepts in effectively supervising employees; that has a strong applied, practical, and skill focus; and that is user friendly. This new edition continues to be rich in instructional aids and experiential opportunities. Let's highlight some of these elements: specifically, the basis for the content, the new features, and the “student-friendly” approach of this edition.

Foundations of the Eighth Edition

Most of us understand concepts better when we can relate them to our everyday lives. In this edition we help you build an understanding of supervising through real-life concepts, examples, and practice. We believe that when you have an opportunity to apply what you are learning—in an educational setting that encourages risk taking—you will perform more effectively on the job. Moreover, in the process you will build your supervisory skills portfolio!

We recognize that the supervisor's job continues its rate of dramatic change. Supervisors are working with a more diverse workforce in terms of race, gender, and ethnic background. Supervisors' jobs are constantly affected by technological changes, a more competitive marketplace, and corporate restructuring and workflow redesign. Despite all of these changes, supervisors still need to understand the traditional elements of directing the work of others and the specific skills required: goal setting, budgeting, scheduling, delegating, interviewing, negotiating, handling grievances, counseling employees, and evaluating employees' performance.

A good supervision text must address both traditional and contemporary issues. We believe we've done this by focusing on relevant issues and by including lots of examples and visual stimuli to make concepts come alive. The full-color design format captures visually the reality and the excitement of the supervisor's job. We've also spent years developing a writing style that has been called “lively, conversational, and interesting.” That's just another way of saying that you should be able to understand what we're saying and feel as though we're actually in front of you giving a lecture. Of course, only you can judge this text's readability. We ask you to read a few pages at random. We think you'll find the writing style both informative and lively.

What's New for the Eighth Edition?

We have been pleased with the response to the previous edition of the textbook. Reviewers and current adopters tell us that the content is solid and that the skill-building exercises work well in the classroom. For the eighth edition we have concentrated on refining the presentation and addressing the evolving roles that supervisors are asked to embrace in today's workplace. Significant additions to the eighth edition include the following:

- Sustainability in chapter 1
- Update on the importance of supervisors in chapter 1

- Motivating contingent workers in chapters 2 and 8
- Workplace diversity updates in chapters 2, 5, 8 and 1
- Supervisory issues faced by entrepreneurs in chapter 3
- Recruiting and retaining employees in an entrepreneurial environment in chapter 3
- Project structure for teams in chapter 4
- Teleworker updates in chapter 4
- Virtual and network organizations in chapter 4
- Workplace romance in chapter 5
- Adjusting controls for cultural differences in chapter 6
- Big data in decision making in chapter 7
- Design thinking in decision making in chapter 7
- Using employee recognition programs in chapter 8
- Work life and family balance updates in chapter 8
- Employee engagement in chapter 9
- Problem-solving, self-managed, cross-functional, and virtual work teams in chapter 11
- Supervising global teams in chapter 11
- Paired comparison appraisal in chapter 12

Key Features of the Eighth Edition

Before you start a journey, it's valuable to know where you're headed so you can minimize detours. The same holds true in reading a text. To make learning more efficient, we continue to include the following features.

Chapter Outcomes and Learning Objectives Each chapter opens with a list of outcomes and learning objectives that describe what you will be able to do after reading the chapter. These outcomes and learning objectives are designed to focus your attention on the major issues in each chapter. Each outcome and learning objective is a key learning element.

Key Concepts Each chapter contains a list of the key concepts addressed in the chapter. These terms represent critical comprehension areas. And through the Key Concept Crossword you can get feedback on how well you've understood the key concepts.

Responding to a Supervisory Dilemma These interesting chapter-opening stories focus on an issue regarding a topic that will be discussed in the chapter. Although they have value, these vignettes are often overlooked. To address this problem, and to focus heavily on supervisory issues, all of our opening vignettes are posed as situational dilemmas. No matter where you may work as a supervisor, at some point in your career you will be faced with a difficult issue—one that goes beyond simply following the law. These opening vignettes are designed to encourage you to think about what you may face and to begin to develop a plan of action for handling workplace dilemmas. For this edition three of the opening vignettes are new, which offers a contemporary view of workplace dilemmas.

Margin Notes Key concepts identified at the beginning of each chapter are set boldface when they first appear in the chapter. The marginal note defines the term for quick reference.

News Flash! Because of the popularity of these vignettes in previous editions, we continue to include them in this new edition. Each vignette presents an issue that highlights a distinction between traditional and contemporary supervisory roles. Each chapter contains a news flash item specific to the topics included in the chapter and two are new.

Something to Think About Supervisors make many decisions every day. Some decisions present clear-cut answers based on legal and company rules and regulations. Other resolutions may not be so obvious. You need to evaluate and think through a number of variables to develop an answer or course of action. These sections are excellent class discussion starters and are included in each chapter to focus on the presented topics.

Focus on Comprehension We continue to present our second-level headings in the form of questions. Each of these questions was carefully written to reinforce understanding of specific information. After reading a chapter (or a section), you should be able to return to these headings and answer the question. If you can't answer a question or are unsure of your response, you'll know exactly what sections you need to reread or review, or where to place more of your effort. All in all, this format provides a self-check on your reading comprehension.

Comprehension Check This is a quick “Are-you-understanding-what-you’re-reading?” feature. In each chapter there are two Comprehension Checks with objective questions (which are answered in the “Solutions” section at the end of the book beginning on page 479) that offer quick feedback on whether you’ve understood what you’ve read. If you have problems answering these questions correctly, you should reread those sections before moving on to new material in the book. Of course, not every element of the chapter’s material can be tested—nor can simply answering these questions correctly guarantee comprehension. But answering these questions correctly can indicate that you are making progress and that learning has taken place.

Thinking Critically Critical thinking is also an important outcome. Several years ago, training organizations began taking a hard look at themselves. Typically, they found that their programs needed to expand language-based skills, knowledge, and abilities across the curriculum. What outcomes did this achieve? In essence, it indicated the need for all training programs to cover the basic skill areas of communication, critical thinking, computer technology, globalization, diversity, and ethics and values.

This edition of *Supervision Today!* continues this feature to help you acquire these key skills by upgrading levels of thinking from knowledge to comprehension and, finally, to application. We convey relevant supervisory knowledge, give you an opportunity to reinforce your comprehension, and demonstrate how you can apply the concepts.

END-OF-CHAPTER FEATURES: A SKILL-FOCUSED APPROACH

Today it's not enough simply to know about supervision; you need skills to succeed in your supervisory efforts. So we've maintained our skill component in the Enhancing Understanding and Developing Your Supervisory Skills sections at the end of each chapter, which include the following features:

- Summary
- Comprehension: Review and Discussion Questions
- Key Concept Crossword
- Getting to Know Yourself
- Building a Team
- A step-by-step description of how to develop your skills in the area discussed in that chapter
- Communicating Effectively
- Thinking Critically

These features are designed to help you build analytical, diagnostic, team-building, investigative, and writing skills. We address these skill areas in several ways. For example, we include experiential exercises to develop team-building skills; cases to

build diagnostic, analytical, and decision-making skills; and suggested topical writing assignments to enhance writing skills.

Summary Just as Chapter Outcomes and Learning Objectives clarify where you are going, chapter summaries remind you where you've been. Each chapter of this book concludes with a concise summary organized around the opening chapter outcomes and learning objectives.

Comprehension: Review and Discussion Questions These questions reinforce chapter content. If you have read and understood the content of a chapter, you should be able to answer the review questions, which are drawn directly from the material in the chapter. The discussion questions, on the other hand, tend to go beyond comprehension of chapter content. They're designed to foster higher-order thinking skills. The discussion questions enable you to demonstrate that you not only know the facts in the chapter but can also use those facts to deal with more complex issues.

Key Concept Crossword Crossword puzzles using the key concepts from each chapter provide another way to reinforce comprehension on a level, and in a way, that you may enjoy. Answers are provided in the Solutions section at the end of the book beginning on page 479.

Getting to Know Yourself Before you can effectively supervise others, you must understand your current strengths as well as areas in need of development. To assist in this learning process, we encourage you to complete these self-assessments from the Prentice Hall Self-Assessment Library 3.4, which can be packaged with the textbook.

Building a Team These exercises give you an opportunity to work as a team, learning and practicing the supervisory skills introduced in the chapter. By combining your new knowledge and natural talents, you will be able to practice a supervisory activity and assess your own progress.

Chapter Topic How-To Focus This section gives step-by-step instructions on how to develop a skill directly related to a topic addressed in the chapter.

Communicating Effectively In this feature, suggested writing projects help you develop writing skills. Projects can also become presentations to reinforce verbal and presentation skills.

Thinking Critically: Case Analyses Each chapter concludes with two case studies designed to make you think critically as you make decisions regarding a supervisory issue. These cases enable you to apply your knowledge to solve problems faced by supervisors. For this edition 28 percent of the cases have been replaced and updated with new topical situations dealing with current workplace issues.

Supplemental Materials

FOR THE INSTRUCTOR

At the Instructor Resource Center, www.pearsonglobaleditions.com/Robbins, instructors can access a variety of print, digital, and presentation resources available with this text in downloadable format. Registration is simple and gives instructors immediate access to new titles and new editions. As a registered faculty member, you can download resource files and receive immediate access to and instructions for installing course management content on your campus server. In case you ever need assistance,

our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit <http://247.pearsoned.com> for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available for download to adopting instructors:

- Instructor's Resource Manual
- Test Bank
- TestGen® Computerized Test Bank
- PowerPoint Presentation

Acknowledgments

Writing a textbook is often the work of a number of people whose names generally never appear on the cover. Yet, without their help and assistance, a project like this would never come to fruition. We'd like to recognize some special people who gave so unselfishly to making this book a reality.

We want to thank the users of previous editions and students who provided a number of suggestions for this revision. To all who provided us feedback, please know that we take your comments and suggestions seriously. We review each comment and see how it might be incorporated into the text. Unfortunately, in a few instances, although the comments and suggestions were absolutely on target, sometimes adding specific information isn't feasible. That's not to say that we discounted what you said, but we had to balance the focus of the book with the feedback given.

Finally, we'd like to add personal notes.

From Steve's corner: To my wife, Laura Ospanik. Laura continues to be a phenomenal source of ideas and support. For that I am grateful.

From Dave's corner: I want to give special thanks to my family, who give me the encouragement and support to do my job. Each of you is special to me in that you continue to bring love and warmth into my life. Terri, Mark, Meredith, Gabriella, and Natalie, thank you. You continue to make me proud to be part of your lives.

From Rob's corner: I want to thank my wife, Sheila, for encouraging and supporting me in my work on the eighth edition of *Supervision Today!* I also thank my granddaughters Kennedy, Katherine, and Caroline for demonstrating the love of learning this book is meant to inspire. I continue to be grateful for the opportunity to be part of this learning endeavor.

An Invitation

Now that we've explained the ideas behind the text, we'd like to extend an open invitation. If you'd like to give us some feedback, we encourage you to contact us.

Send your correspondence to Dave DeCenzo at E. Craig Wall, Sr. College, Coastal Carolina University, P.O. Box 269154, Conway, SC 29528-6054. Dave is also available via e-mail at ddecenzo@coastal.edu. Alternatively, you may contact Rob Wolter at spv2day@iupui.edu. Either way, we welcome your feedback!

We hope you enjoy reading this book as much as we enjoyed preparing it for you.

Steve Robbins
Dave DeCenzo
Rob Wolter

Pearson wishes to thank the following people for their work on the content of the Global Edition:

Contributors:

Steven Ng Kok Toong, Segi University, Malaysia

Reviewers:

Noor Hazlina Ahmad, Universiti Sains Malaysia

Zoltan Buzady, CEU Business School

Hasliza Abdul Halim, Universiti Sains Malaysia

Humphry Hong, Hong Kong Polytechnic University

Defining Supervision and Supervisory Challenges

Part 1 introduces you to the world of work and the functions of a supervisor. Emphasis in this section is placed on supervisory roles and the skills needed to be successful in today's ever-changing work environment. Supervisory positions are also being influenced by a number of environmental factors. What these factors are and how they affect the supervisory function are discussed.

Chapter 1 ■ Supervision
Fundamentals

Chapter 2 ■ Supervision
Challenges

1

CHAPTER

Supervision Fundamentals

Key Concepts

After completing this chapter, you will be able to define these supervisory terms:

- conceptual competence
- controlling
- effectiveness
- efficiency
- employee engagement
- first-level managers
- interpersonal competence
- leading
- management
- management functions
- middle managers
- operative employees
- organization
- organizing
- planning
- political competence
- process
- skill
- supervisors
- supervisory competencies
- sustainability
- technical competence
- top management

Chapter Outcomes and Learning Objectives

After reading this chapter, you will be able to:

- 1-1. Explain the difference among supervisors, middle managers, and top management.
- 1-2. Define *supervisor*.
- 1-3. Identify the four functions in the management process.
- 1-4. Explain why the supervisor's role is considered ambiguous.
- 1-5. Describe the four essential supervisory competencies.
- 1-6. Identify the elements that are necessary to be successful as a supervisor.

Acestock/Alamy



Responding to a Supervisory Dilemma



Eric Carr/Alamy

Organizations are changing, but are organizations changing their traditional structures? By and large, the answer is no, traditional organizational structures are still evident today. However, some organizations are changing the traditional organizational structure to appeal to potential employees. One such company is Google. According to *Fortune* magazine, Google ranks in the top five best places to work and has ranked so for five consecutive years.¹ What makes this organization so different from others? Why are employees flocking to organizations such as Google?

The traditional organizational pyramid has operative employees at the bottom of the triangle, supervisors above them, middle managers above supervisors, and top management above all (see Exhibit 1-1). This structure is a vertical approach to management in which the decision making is done at the top and orders are sent down to the operational employees at the bottom of the organizational hierarchy. Operative employees do not have much say in the organization's operations.

Google uses a cross-functional organizational structure combined with a unique philosophy. Their cross-functional organizational structure is more of a team approach to management and is structured horizontally. According to Google.com, they purposely maintain “an open culture often associated with startups, in which everyone is a hands-on contributor and feels comfortable sharing ideas and opinions.”² Google's benefits package also plays a major part in attracting employees. Google states that, from employee retirement funds to their free lunch and dinner program, they strive to offer customizable programs that suit the needs of each of their employees. What more could an employee want?

Which organizational structure do you think works best and why? Do you think the vertical structure works better in some cases, whereas the horizontal structure works better in others? Would you prefer a more relaxed working environment or do you prefer something more structured?

This book is about the millions of supervisors working in today's dynamic organizations and the jobs they do in helping their organizations reach their goals. This book will introduce you to the challenging activities and the rapidly changing world of supervision today!

OBJECTIVE 1.1

Explain the difference among supervisors, middle managers, and top management.

OBJECTIVE 1.2

Define *supervisor*.

organization

A systematic grouping of people brought together to accomplish some specific purpose.

Organizations and Their Levels

Supervisors work in places called **organizations**. Before we identify who supervisors are and what they do, it's important to clarify what we mean by the term *organization*. An organization is a systematic grouping of people brought together to accomplish some specific purpose. Your college or university is an organization. So are supermarkets, charitable agencies, churches, neighborhood gas stations, the Indianapolis Colts football team, Nokia Corporation, the Australian Dental Association, and Cedars-Sinai Hospital. These are all organizations because each comprises specific common characteristics.

¹Fortune, “100 Best Companies to Work for,” *CNN Money*, 2014, <http://money.cnn.com/magazines/fortune/best-companies> (accessed May 23, 2014).

²Google, “Our Culture,” Google.com, <http://www.google.com/intl/en/about/company/facts/culture> (accessed May 23, 2014).

WHAT COMMON CHARACTERISTICS DO ALL ORGANIZATIONS HAVE?

All organizations, regardless of their size or focus, share three common characteristics. First, every organization has a purpose. The distinct purpose of an organization is typically expressed in terms of a goal or set of goals that the organization hopes to accomplish. Second, each organization is composed of people. It takes people to establish the purpose and to perform a variety of activities to make the goal a reality. Third, all organizations develop a systematic structure that defines the various roles of members and that often sets limits on members' work behaviors. This may include creating rules and regulations, giving some members supervisory responsibility over other members, forming work teams, or writing job descriptions so that organizational members know their responsibilities.

Although organizations and their structures vary widely, often adapting to the environment in which the organization operates, we can show—in most traditional organizations—an organization's structure as a pyramid containing four general categories (see Exhibit 1-1).

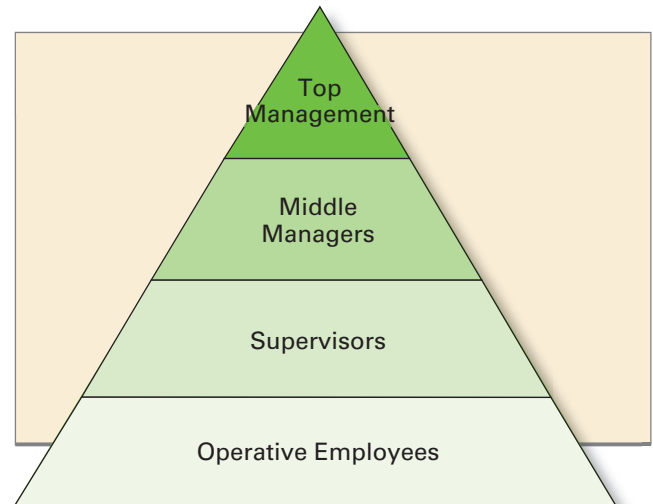


Exhibit 1-1

Levels in the traditional organizational pyramid.

WHAT ARE THE ORGANIZATIONAL LEVELS?

Generally speaking, organizations can be divided into four distinct levels: operative employees, supervisors, middle managers, and top management. Let's briefly look at each level.

The base level in the pyramid is occupied by **operative employees**. These employees physically produce an organization's goods and services by working on specific tasks. The counter clerk at Burger King, the claims adjuster at Progressive Insurance, the assembly-line worker at the Toyota auto plant, and the UPS representative who delivers your packages are examples of operative employees. This category may also include many professional positions: doctors, lawyers, accountants, engineers, and information technology specialists. The common feature these operative workers share is that they generally don't manage or oversee the work of any other employee.

Now turn your attention to the top two levels in Exhibit 1-1. These are traditional management positions. **Top management** is a group of people responsible for establishing the organization's overall objectives and developing the policies to achieve those objectives. Titles of typical top management positions in business firms include chair of the board, chief executive officer, president, and senior vice-president. Among nonprofit organizations, top management may have such titles as museum director, superintendent of schools, or governor of a state. **Middle managers** include all employees below the top management level who manage other managers. These individuals are responsible for establishing and meeting specific goals in their particular department or unit. Their goals, however, are not established in isolation. Instead, the objectives set by top management provide specific direction to middle managers regarding what they are expected to achieve. Ideally, if each middle manager meets their goals, the entire organization meets its objectives. Examples of job titles held by middle managers include vice-president of finance, director of sales, division manager, group manager, district manager, unit manager, or high school principal.

Let's again return to Exhibit 1-1. The only category that we haven't described is **supervisors**. Like top and middle managers, supervisors are also part of an organization's management team. What makes them unique is that they oversee the work of operative employees. Supervisors, then, are the only managers who don't manage other managers. Another way to think of supervisors is as **first-level managers**. That is, counting from the bottom of the traditional pyramid-shaped organization, supervisors represent the first level in the management hierarchy.

operative employees

Employees who physically produce an organization's goods and services by working on specific tasks.

top management

A group of people responsible for establishing an organization's overall objectives and developing the policies to achieve those objectives.

middle managers

All employees below the top management level who manage other managers and are responsible for establishing and meeting specific departmental or unit goals set by top management.

supervisors

As part of an organization's management team, supervisors oversee the work of operative employees and are the only managers who don't manage other managers. *See also* first-level managers.

first-level managers

Managers who represent the first level in the management hierarchy. *See also* supervisors.

What kinds of titles are likely to tell you that someone is a supervisor? Though names are sometimes deceiving, people with job titles such as assistant manager, department head, department chair, head coach, foreman, or team leader are typically in supervisory positions. An interesting aspect of supervisors' jobs is that they may engage in operating tasks with their employees. The counter clerk at Burger King may also be the shift supervisor. The claims supervisor at Progressive may also process claim forms. It is important to recognize that even though they perform operative tasks, supervisors are still part of management. That was made clear in 1947, when the U.S. Congress passed the Taft-Hartley Act. This act specifically excluded supervisors from the definition of *employee*. Moreover, the Taft-Hartley Act stated that any person who can “hire, suspend, transfer, lay off, recall, promote, discharge, assign, reward, or discipline other employees while using independent judgment is a supervisor.” Because first-level managers usually have this authority, the fact that they also engage in the same kind of work that their employees perform in no way changes their management status. In reality, they are still expected to perform the duties and responsibilities associated with the management process.

OBJECTIVE 1.3

Identify the four functions in the management process.

management

The process of getting things done, effectively and efficiently, through and with other people.

process

The primary activities supervisors perform.

efficiency

Doing a task right; also refers to the relationship between inputs and outputs.

effectiveness

Doing the right task; goal attainment.

The Management Process

Just as organizations have common characteristics, so, too, do managers at all levels of the organization. Although their titles vary widely, there are several common elements to their jobs—regardless of whether the supervisor is a head nurse in the Heart Center unit of the Washington Hospital Center who oversees a staff of eleven critical-care specialists, or the chief executive officer of the 82,000-plus-member Exxon Corporation. In this section, we look at these commonalities as we discuss the management process and what managers do.

WHAT IS MANAGEMENT?

The term **management** refers to the process of getting things done, effectively and efficiently, through and with other people. Several terms of this definition warrant some discussion: *process*, *efficiently*, and *effectively*.

The term **process** in the definition of management represents the primary activities that supervisors perform. We call these the management functions. The next section describes these functions.

Efficiency means doing the task right and refers to the relationship between inputs and outputs. If you get more output for a given input, you have increased efficiency. You also increase efficiency when you get the same output with fewer resources. Because supervisors deal with input resources that are scarce—money, people, and equipment—they are concerned with efficient use of these resources. Consequently, supervisors must be concerned with minimizing resource costs.

Although minimizing resource costs is important, it isn't enough simply to be efficient. A supervisor must also be concerned with completing activities. We call this **effectiveness**. Effectiveness means doing the right task. In an organization, this translates into goal attainment. Exhibit 1-2 shows how efficiency and effectiveness are interrelated. The need for efficiency has a profound effect on the level of effectiveness. It's easier to be effective if you ignore efficiency. For instance, you

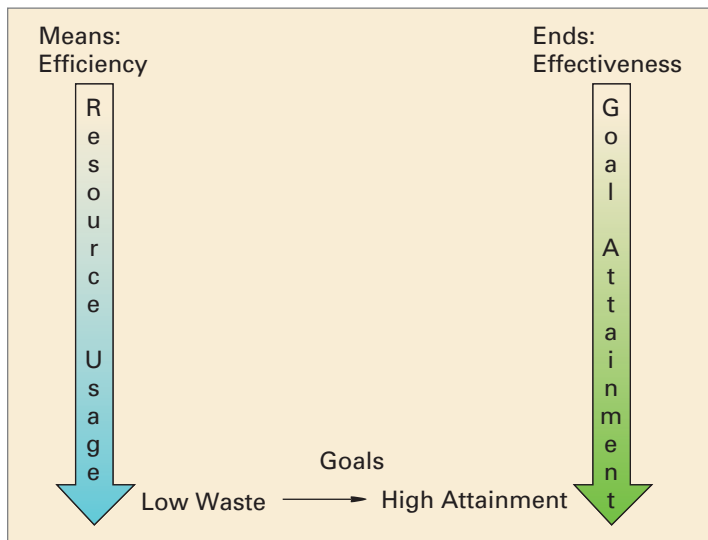


Exhibit 1-2

Efficiency versus effectiveness.

could produce more sophisticated and higher-quality products if you disregard labor and material input costs—yet that would more than likely create serious financial problems. Consequently, being a good supervisor means being concerned with both attaining goals (effectiveness) and doing so as efficiently as possible.

WHAT ARE THE FOUR MANAGEMENT FUNCTIONS?

In the early part of the twentieth century, a French industrialist named Henri Fayol wrote that all managers perform five **management functions**: They plan, organize, command, coordinate, and control.³ In the mid-1950s, two professors at UCLA used the functions of planning, organizing, staffing, directing, and controlling as the framework for their management textbook.⁴ Most management textbooks continue to be organized around management functions, though these have generally been condensed to the basic four: planning, organizing, leading, and controlling (see Exhibit 1-3).

Because organizations exist to achieve some purpose, someone has to define that purpose and the means for its achievement. A manager is that someone. The **planning** function encompasses defining an organization's goals, establishing an overall strategy for achieving these goals and developing a comprehensive hierarchy of plans to integrate and coordinate activities. Setting goals keeps the work to be done in its proper focus and helps organizational members keep their attention on what is most important.

Managers also have to divide work into manageable components and coordinate results to achieve objectives. This is the **organizing** function. It includes determining which tasks will be done, who will do them, how the tasks will be grouped, who will report to whom, and when decisions will be made.

We know that every organization contains people and that part of a manager's job is to direct and coordinate the activities of these people. Performing this activity is referred to as the **leading** function of management. When managers motivate employees, direct the activities of others, select the most effective communication channel, or resolve conflicts among members, they're engaging in leading.

The final function managers perform is **controlling**. After the goals are set, the plans formulated, the structural arrangements determined, and the people hired, trained, and motivated, something may still go amiss. To ensure that things are going as they should, a manager must monitor the organization's performance. Actual performance must be compared with the previously set goals. If there are any significant deviations, it's the manager's responsibility to get the organization back on track. This process of monitoring, comparing, and correcting constitutes the controlling function.

management functions

Planning, organizing, leading, and controlling.

planning

Defining an organization's goals, establishing an overall strategy for achieving these goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities.

organizing

Arranging and grouping jobs, allocating resources, and assigning work so that activities can be accomplished as planned; determining which tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and when decisions are to be made.

leading

Motivating employees, directing activities of others, selecting the most effective communication channel, and resolving conflicts among members.

controlling

Monitoring an organization's performance and comparing performance with previously set goals. If significant deviations exist, getting the organization back on track.

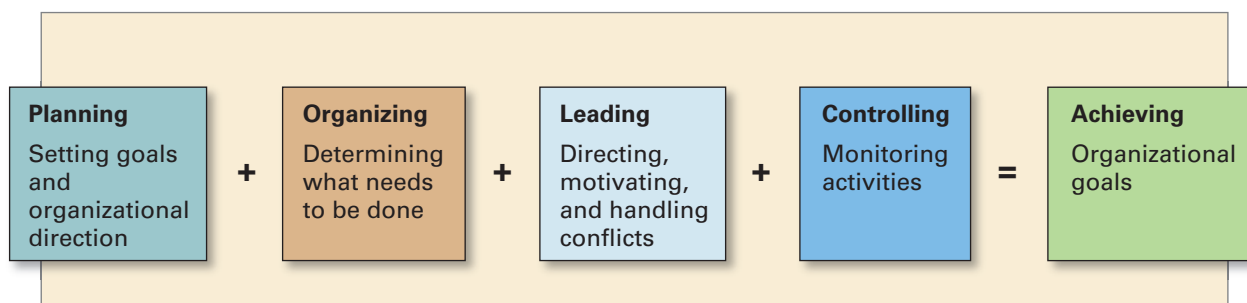


Exhibit 1-3

Management functions.

³H. Fayol, *Industrial and General Administration* (Paris: Dunod, 1916).

⁴H. Koontz and C. O'Donnell, *Principles of Management: An Analysis of Managerial Functions* (New York: McGraw-Hill, 1955).

DO MANAGEMENT FUNCTIONS DIFFER BY ORGANIZATIONAL LEVELS?

A manager's level in an organization affects how these management functions are performed. A supervisor in the sales department at Black & Decker won't do the same kind of planning as Black & Decker's president. That's because although all managers perform the four management functions, there are important differences relating to their level. Typically, top management focuses on long-term strategic planning such as determining what overall business a company should be in. Supervisors focus on short-term, tactical planning such as scheduling departmental workloads for the next month. Similarly, top management is concerned with structuring the overall organization, whereas supervisors focus on structuring the jobs of individuals and workgroups.

OBJECTIVE 1.4

Explain why the supervisor's role is considered ambiguous.

Changing Expectations of Supervisors

Seventy years ago, if you had asked a group of top executives what they thought a supervisor's job was, you would have gotten a fairly standard answer. They would describe a man (which it was likely to be back then) who forcefully made decisions, told employees what to do, closely watched over those employees to make sure they did as they were told, disciplined them when they broke the rules, and fired those that didn't "shape up." Supervisors were the bosses "on the operating floor," and their job was to keep the employees in line and get the work out.

If you ask top executives that same question today, you'll find a few who still hold to the supervisor-as-boss perspective, but you'll also hear executives describe today's supervisor using terms such as *trainer*, *adviser*, *mentor*, *facilitator*, or *coach*. In this section, we look at some of these changing expectations of supervisory managers.

WHAT ROLES DO SUPERVISORS PLAY?

The supervisor's job is unique in that it bridges the management ranks with the operating employees. No one else in the organization can make that claim. Yet because of this uniqueness, supervisors have an ambiguous role. Each of the following offers a different viewpoint of the supervisor's role:⁵

Key person: Supervisors serve as the critical communication link in the organization's chain of authority. They are like the hub of a wheel around which all operating activities revolve.

Person in the middle: Because they are "neither fish nor fowl," supervisors must interact and reconcile the opposing forces and competing expectations from higher management and workers. If unresolved, this conflicting role can create frustration and stress for supervisors.

Just another worker: Some people, particularly upper-level managers, see supervisors as "just another worker," rather than as management. This is reinforced when their decision-making authority is limited, when they're excluded from participating in upper-level decisions, and when they perform operating tasks alongside the same people they supervise.

Behavioral specialist: Consistent with the belief that one of the most important abilities needed by supervisors is strong interpersonal skills, they are looked at as behavioral specialists. To succeed in their jobs, supervisors must be able to understand the varied needs of their staff and be able to listen, motivate, and lead.

⁵Based on J. Newstrom and K. Davis, *Organizational Behavior: Human Behavior at Work*, 9th ed. (New York: McGraw-Hill, 1993), 239.