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SUPERVISORY MANAGEMENT

The Art of Inspiring,
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Developing People

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LLF Supervisory Management: The Art of Inspiring, Empowering, and Developing People, 10e

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This edition is dedicated to Emily, Meredith, and Caroline.





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Preface

The goal of this tenth edition of *Supervisory Management* continues to be that of preparing students to be effective supervisors and leaders. As in the prior edition, the common thread throughout this text is that supervision is working with people to inspire, empower, and develop them so that they become better and more effective in their working roles. Although coverage is provided of the management functions of planning, organizing, staffing, and controlling, the largest number of chapters is directly devoted to leading. Seven of the text's 16 chapters are leadership focused, including a chapter solely devoted to leadership, as well as chapters on communication; motivation; group development and team building; meetings and facilitation skills; coaching for higher performance; and managing conflict, stress, and time. These all are essential supervisory leadership tools.

As authors with strong real-world consulting backgrounds, almost all of our research and consulting has involved thousands of team leaders and supervisors in many for-profit and not-for-profit organizations, including service, manufacturing, governmental, and entrepreneurial firms. We have found some of the most exemplary, creative, and exciting practices of supervision and leadership in these environments. Many of the examples in this book, including interviews, examples, and cases, are taken from our interactions with leaders in real organizations. We pass these experiences on to you, continuing to appreciate Kurt Lewin's statement that "nothing is as practical as good theory."

Like the previous edition, the tenth edition, aligns closely with the federal government's report of the Secretary's Commission on Achieving Necessary Skills (SCANS) requirements for workplace competencies. Specifically, skill-building exercises will help students develop their abilities in five key areas: identifying, organizing, planning, and allocating resources; working with others; acquiring and evaluating information; understanding complex interrelationships; and working with a variety of technologies. Additionally, the text provides students with a three-part foundation of skills and personal qualities needed for job performance. Our text was the first supervisory text to use icons in the end-of-chapter Skill Builder exercises to identify the SCANS competencies and skills targeted for development. This edition strives to maintain a workplace context and a practical emphasis throughout.

What's New in the Tenth Edition

This edition reflects a number of changes intended to keep its skills focus timely, fast paced, and relevant to the action-oriented environments facing today's supervisors.

- *Broader examples of supervisory/organizational settings.* In this edition, we have sought to provide balanced coverage of supervisory practices in the service, manufacturing, and not-for-profit sectors, in large, medium, and smaller entrepreneurial firms. For example, the Chapter 2 opening preview highlights the challenges and successes of Strategic Wealth Specialists, a growing financial services firm, while Chapter 4 focuses on leading and supervising in a merchandising retail environment—Walmart. The end-of-chapter cases provide broader coverage ranging from entrepreneurial ventures to service businesses, such as those in Chapters 3, 7, 11, and 13. Students and those who are presently supervisors reading this book will appreciate that many more of the supervisory concepts presented apply to supervisors of all organizations.

- *Significant revisions and coverage of new topics.* The challenges that supervisors face in working in today's diverse, technology-driven, and continuously changing organizational environment are emphasized throughout the book. The chapters have been updated and content rewritten to include a number of new or significantly revised topics, including leadership, employee engagement, coaching and diversity, creativity, benefits of employee mentoring, legal issues, electronic communication technology, employee training, and control techniques. The chapters have been updated with new actual organizational examples and statistics.
- *Greater emphasis on skill development.* As in previous editions, chapter-ending Skill Builder exercises enable students to cultivate much-needed abilities for the workplace. Through the use of icons, instructors and students can see how each exercise correlates to the federal government's SCANS competencies. This system helps students effectively strategize a means to developing skills in each area and achieving competency in all five SCANS competencies.
- *Diversity coverage.* Throughout this book's chapters, emphasis is placed on the challenges supervisors and leaders face in managing a workforce that is increasingly diverse. Such diversity is included throughout the text, ranging from supervisory challenges in communicating with the growing number of Hispanic workers whose English-speaking skills are limited to issues that arise when dealing with a temporary workforce. In addition to traditional coverage of diversity issues ranging from gender to ethnicity and race, this edition also examines diversity issues posed by the different generations of workers—Traditionalists, Baby Boomers, Gen X, Gen Y, and the emerging Gen Z. Numerous examples and photos in each chapter reflect the diverse nature of the supervisor's work environment.
- *Continuing Emphasis on Ethics.* Although ethics is the central topic in Chapter 3 (Decision Making, Problem Solving, and Ethics), it is a key concept that is addressed as well throughout the book.

Features of the Book

We continue to strive to make the book reader-friendly. To facilitate understanding and retention of the material presented, each chapter contains these features:

- *Learning Objectives.* Each chapter begins with a statement of Learning Objectives. Icons identifying the Learning Objectives appear throughout the text material. The Chapter Review also is organized by Learning Objectives.
- *Opening Preview Case.* An Opening Preview Case sets the stage for each chapter by illustrating one or more major topics to be covered in the chapter. This piques students' interest in the chapter. Nine of the new edition's opening cases are either updated or new. Specifics from the opening case often are referred to within the chapter to reinforce key concepts discussed.
- *Key Terms and Phrases.* New terms and phrases are highlighted as each is introduced in a chapter. Marginal notes highlight definitions when they first appear in each chapter; the end of each chapter features an alphabetical listing of all key terms.
- *Text Enhancing Exhibits/Photos.* Numerous exhibits and photos add insights into the major concepts found in each chapter. They also give the text an inviting, reader-friendly appeal. We have added new exhibits to the tenth edition. Our goal is to inject these strategically so that they enhance, rather than fragment, the chapter's continuity. Exhibits may be informational, such as Exhibit 1-11: "Changing Views of the Supervisor's Job"; skills-oriented, such as Exhibit 7-7: "Ways to Apply Expectancy Theory"; or assessment-oriented, such as Exhibit 6-15: "Rate Your Listening Habits."

- *Stop and Think.* Stop and Think questions appear several times within each chapter, allowing students to test their understanding of concepts as they learn new material. This feature also helps improve students' study routines by serving as a simplified self-study guide. Some instructors report that they use Stop and Think questions as a basis for class discussion.
- *Chapter Review, and Questions for Review and Discussion.* The Chapter Review and the Questions for Review and Discussion encourage students to reflect upon what they have read in a way that will help them better understand and learn the material. Each Chapter Review highlights answers to the Learning Objectives identified at the beginning of each chapter.
- *Skill Builder Exercises.* Skill Builder Exercises appear at the end of each chapter; each relates to the federal SCANS requirements followed by many schools. The eighth edition was the first supervisory textbook to use SCANS icons to help teachers and students easily identify the competencies targeted by each Skill Builder Exercise and ensure that students are developing skills in all five key areas. The tenth edition continues this practice.
- *Cases.* Cases located at the end of each chapter can be used to synthesize the chapter concepts and stimulate the practice of supervision. Of the book's 16 chapters, several new cases are provided in this edition.

Instructional Resources

Ancillary Material

- *Instructor's Manual.* The *Instructor's Manual* streamlines course preparation with its presentation of chapter outlines, teaching suggestions, and lecture notes correlated with the PowerPoint slides, as well as solutions to all end-of-chapter questions, Skill Builder exercises, and case questions.
- *Test Bank.* The Supervisory Management test bank is composed of multiple-choice, true/false, and essay questions. When used with the Cognero software provided on the instructor Web site, test preparation is a cinch. Instructors can add or edit questions, instructions, and answers, and can select questions by previewing them on the screen and selecting them randomly or by number. All questions have been correlated to the text's Learning Objectives to ensure students meet the course criteria.
- *PowerPoint slides.* A comprehensive set of PowerPoint slides assists instructors in the presentation of the chapter material and enables students to synthesize key concepts.

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1

Supervisory Management Roles and Challenges

LEARNING OBJECTIVES

After reading and studying this chapter, you should be able to:

1. Explain why management is needed in all organizations.
2. Describe the different levels of management.
3. Discuss what managers do.
4. Explain the basic skills required for effective management.
5. Explain where supervisors come from.
6. Clarify the different relationships supervisory managers have with others.
7. Discuss the emerging position of supervisory managers.
8. Discuss some trends challenging supervisors.

Supervisors are linking pins who are members of, and link or lock together, independent groups within an organization.

—Rensis Likert



Ariel Skelley/DigitalVision/Getty Images

Many supervisors in positions like Jackie Schultz's face the common challenge of achieving results through the efforts of others.

CHAPTER OUTLINE

- ◆ The Need for Management
 - What Is Management?
 - Levels of Management
- ◆ What Do Managers Do?
 - Functions Performed by Managers
 - How the Functions Are Related
 - Roles Played by Managers
- ◆ Skills Required for Effective Management
 - Conceptual Skills
 - Human Relations Skills
 - Administrative Skills
 - Technical Skills
- ◆ The Transition: Where Supervisors Come From
- ◆ Supervisory Relationships
 - Personal Relationships
 - Organizational Relationships
- ◆ The Emerging Position of Supervisory Managers
- ◆ Some Current Trends Challenging Supervisors
 - Dealing with a More Diverse Workforce
 - Emphasizing Team Performance
 - Coping with Exploding Technology
 - Adjusting to Occupational and Industry Shifts
 - Meeting Continued Global Challenges
 - Improving Quality and Productivity
 - Improving Ethical Behavior
 - Responding to Crises

Preview

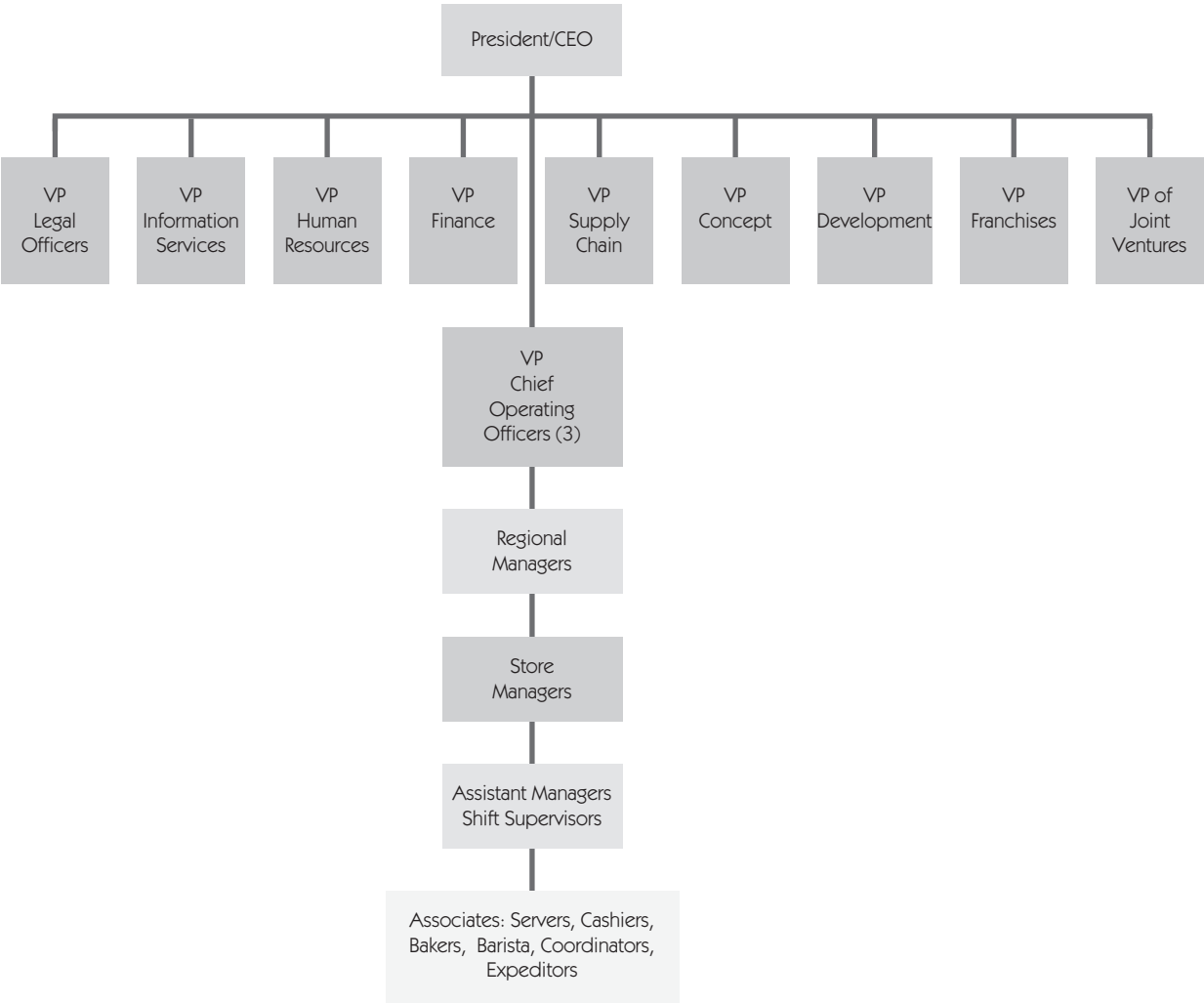
JACKIE SCHULTZ, PANERA BREAD SUPERVISOR With sales volume of more than \$5 billion, 100,000 associates, and 2,040 bakery-cafes, Panera Bread continues to outperform in the casual dining industry. With its mission statement “A loaf under every arm,” CEO/owner Ronald Shaich states that the centerpiece of Panera’s vision is the highest quality experience for its customers—quality ingredients, quality preparation, quality presentation, and quality service. Let’s take a closer look within one of its stores to see how it happens.

Jackie Schultz joined Panera in one of its Southeast stores as an associate (as Panera employees are called) while a high school senior. A quick learner, she cross-trained for multiple associate jobs (Panera has nine areas of certification) and, within six months, was named an associate trainer. A year later, she was promoted to shift supervisor and training specialist. Her supervisory role is the focus of this case.

As one of three supervisor/managers who report to the overall store manager (Exhibit 1-1), Jackie has prime responsibility for the associates’ delivery of Panera quality to the restaurant floor. Associates in Jackie’s store are a diverse group: The 21 employees are mostly under 25, with the youngest being 17 and the oldest nearly 50. Thirteen of the

EXHIBIT 1-1

Partial Organization Chart for Panera Bread



21 employees are females, 13 are white, seven are African American, and one is Asian. Twenty associates work full time (25 or more hours), one works part time, seven attend college, all are high school graduates or equivalent, and three are parents.

As a supervisor, the core of Jackie’s daily job is making sure Panera’s commitment to quality is reflected in her associates’ job performance. To control quality, Panera has standardized procedures for all important store activities. Its stores have consistent procedures for baking, food/beverage displays, customer greeting, order taking, cashiering, handling food, preparation and placement of food on a tray, kitchen and store sanitation, cleanliness, and others. Name an activity that is related to quality within the store, and Panera has an in-place procedure to achieve it.

Our associates are well trained and highly motivated in keeping up their performance. The challenge comes when we’re short-handed or really busy. We often have large groups come in—tennis players participating in national/regional tournaments at local courts, or

sometimes we get a busload of tourists or a high school group, such as cheerleaders. That's when our quality is tested. I will be right in there with my associates, on the line myself as needed, having someone redo a customer's order, clean a spill in the dining area, or bus a table. Regardless of how busy the store is, it's important for our customer's experience to be great. Greeting with a smile and making the connection is what we're about. We want to provide an everyday oasis for all of our customers.

Schultz wears a number of hats during the typical day, which is characterized by many different activities and multitasking—coordinating, communicating with, and encouraging associates; pitching in and helping on the line as needed; visiting customers; handling phone calls; meeting with a supplier or a corporate visitor; and meeting with her own general manager. Some store manager meetings may be formal, regarding such topics as new Panera policies to be relayed to associates or discussing food costs, new products, or profitability. Schultz may initiate a meeting with her own manager to get a question answered, to nominate an associate for special recognition, or to mention problems or concerns. She also spends time in her training role, encouraging and helping associates cross-train for certification in different associate jobs, as this is one objective that upper management has for each store. The certification system is completed by associates online, in the store. “I encourage my associates to be certified in as many areas as they can, as it helps them understand the whole store concept, which makes them more valuable, and, in fact, earns them more money.” Jackie’s certification in all nine store areas enhances her own credibility as a supervisor.

Recognition plays an important part in associates’ buy-in to the Panera concept. There are formal recognition forms, such as a hat pin for reaching certification, formal “Wow” recognition by the store manager for special performance, and recognition with gift certificates at the three or four meetings attended by all employees, called “Bread Bashes.” Schultz believes strongly in giving praise and recognition on her shift, especially when she sees someone doing something special.

I'm really big on verbal praise. It might be a “Thank you for helping that couple,” to praise for an associate who without being asked brings an elderly couple's food to their table, or a “Wow, I loved the way your bakery display is so clean, organized, and has a waterfall effect.” Recognition is especially important for new associates. I'm glad that I was an associate before I went into management. I know where they're coming from, what they appreciate, and how different everyone is. For example, I understand associates' different learning styles, such as visual, auditory, and hands-on. Visual learners can pick things up from a computer screen or out of a book of drawings and illustrations. To others you may be able to explain it, and they'll get it. Others learn best by actually doing it. It's important for a supervisor to clue into their preferences.

Looking back at how her management style has changed over the past four years, Jackie feels that she was perhaps too “soft” when she first assumed the supervisor role at age 18, and that being that young was a disadvantage. She recalls discussing with her dad the fact that associates seemed to test her authority quickly following her promotion to supervisor. He said, “Jackie, you’re the youngest, you’ve not been there long, you’re a female, you’re 4’10”, and you also happen to be half Asian. What do you expect?” Now she feels at ease in her role, enjoys leading others, and has no trouble being assertive as called for, as when discussing an associate’s tardiness or failure to follow a procedure or even when having to give a written reprimand. Her biggest assets are her communication skills, sensitivity to others, and technical expertise.

Jackie sums up her supervisory role as similar to that of a coach/facilitator in helping associates perform at their best. Many associates have developed a special relationship with

organization

A group of people working together in a structured situation for a common objective.

operations

Producing an organization's product or service.

marketing

Selling and distributing an organization's product or service.

1. *Explain why management is needed in all organizations.*

financing

Providing or using funds to produce and distribute an organization's product or service.

management

Working with people to achieve objectives by effective decision making and coordination of available resources.

human resources

The people an organization requires for operations.

repeat customers. She states, "We've had customers send cards or gifts for special occasions to our associates, like when they've graduated, gotten married, or had a baby. Our store is a special place."¹

This case illustrates well the many aspects of a supervisor's job and some of the major challenges that supervisors face. Note that

1. Jackie performs a broad set of duties, ranging from scheduling work, to assigning tasks, coordinating workflow, monitoring performance, training, providing recognition, and disciplining when necessary.
2. She interfaces with people from multiple groups, including her associates, fellow supervisors, manager, corporate personnel, suppliers, and customers.
3. She uses a variety of skills, including her interpersonal skills, computer expertise, and technical skills/understanding of the primary tasks performed by associates.

Jackie faces a common challenge of supervisors—obtaining results through others. In a sense, her effectiveness is determined by how successful her personnel are. One way of looking at the supervisor's job, then, is to think of it in terms of "helping your people be as good as they can be." This preview case indicates some of the many factors that affect the work of supervisors and managers at all organizational levels, such as the need for excellent communication skills, the use of technology, and recognition of workforce diversity. At no time has the job of supervision been recognized as being so important. Likewise, at no time has it been more challenging. In reading this material, you will be introduced in more depth to the roles and challenges of being a supervisor.

The Need for Management

Whenever a group of people work together in a structured situation to achieve a common objective, they form an **organization**. The organization may be a student group, a business firm, a religious group, a governmental institution, a military unit, a sports team, or a similar group. The main objective of such organizations is to produce a product or provide a service. Other organizational objectives may be to provide satisfaction to members, employment and benefits to workers, a product to the public, and/or a return to the owners of the business (usually in the form of a profit). To reach these objectives, management must perform three basic organizational activities: (1) **operations**, or producing the product or service; (2) **marketing**, or selling and distributing the product; and (3) **financing**, or providing and using funds. These activities must be performed in almost all organizations, be they large corporations or small entrepreneur shops, whether they operate for profit or not for profit.

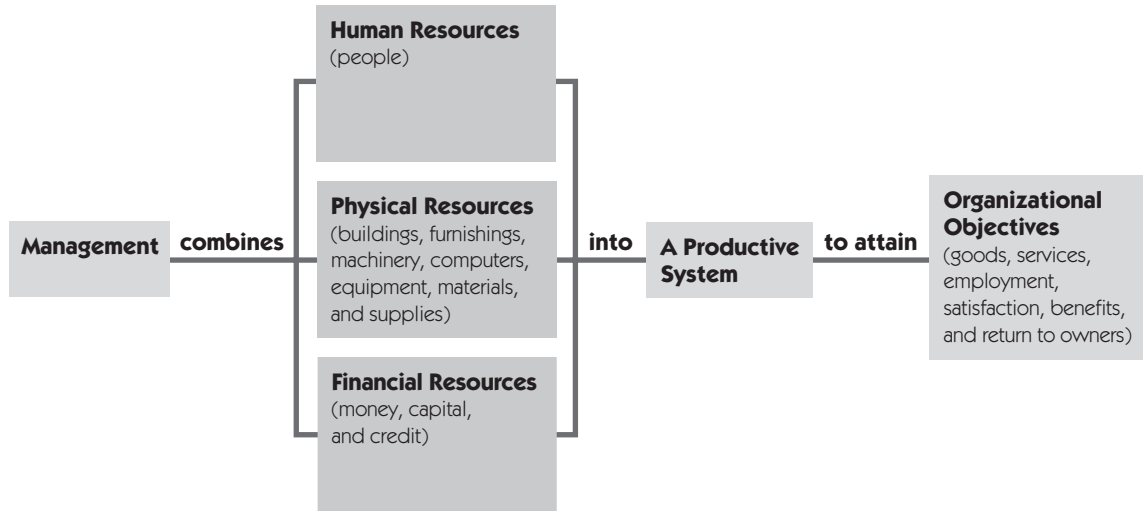
What Is Management?

Organizations are the means by which people get things done. People can accomplish more working together than they can achieve alone, but to combine and coordinate the efforts of the members of the organization, the process of management is required. Without management, people in the group would go off and try to reach the organization's objectives independently of other group members. If small organizations lacked management, the members' efforts would be wasted. If management were absent in larger, more complex organizations, objectives would not be reached and chaos would result. In summary, **managers are needed in all types of organizations**.

Management can be defined as the process of working with and through people to achieve objectives by means of effective decision making and coordination of available resources. The basic resources of any organization are **human resources**, which are the

EXHIBIT 1-2

How Management Combines the Organization's Resources into a Productive System

**physical resources**

Items an organization requires for operations.

financial resources

The money, capital, and credit an organization requires for operations.

people involved; **physical resources**, which include buildings, furnishings, machinery, computers, equipment, materials, and supplies; and **financial resources**, such as money, capital, and credit. Exhibit 1-2 shows *the vital task of management: combining resources and activities into a productive system to attain organizational objectives*.

Consider this situation:

Pete Bolton, entrepreneur, operates a one-person shoe repair shop. Pete performs all the necessary activities, including repairing shoes, serving customers, ordering equipment and supplies, maintaining equipment, keeping records, paying bills, and borrowing money. He does it all. Would you say that Pete is performing management?

Our position is that he is not. On the one hand, he certainly employs **physical** and **financial resources**. On the other hand, while he does interact with customers, they are not an employed resource because they do not perform work. The only **human resource** that Pete utilizes is himself. Now consider a new scenario for Pete:

Business is so good that Pete leases the adjacent office and removes the wall, creating five times more floor space for the shop. He hires four employees: Three perform shoe repairs and one is a counter clerk/repairer. Whereas in the first situation he was a doer, performing all activities himself, in the second situation Pete must manage, guide, and direct others who perform tasks. The skills required for Pete to perform successfully in the new situation differ markedly from those required in the first. Pete must now perform "management."

This simple example explains why many individuals perform successfully in nonmanagement positions such as entrepreneurs, technicians, operators, and professionals but often fail when placed in positions of supervision. The material you are reading will help you succeed in the second situation!

Levels of Management

Except in very small organizations, the different levels of management are usually based on the amount of responsibility and authority required to perform the job. Individuals at higher levels of the organization have more authority and responsibility than those at

2. Describe the different levels of management.



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authority

Given the right to act in a specified manner in order to reach organizational objectives; the right to tell others how to act to reach objectives.

responsibility

Occurs when key tasks associated with a particular job are specified. The obligation of an employee to accept a manager's delegated authority.

top management

Responsible for the entire or a major segment of the organization.

middle management

Responsible for a substantial part of the organization.

Supervisors help their employees learn, grow, and develop so that company objectives can be reached.

lower levels. **Authority** is the right to tell others to act or not act in order to reach objectives. **Responsibility** is the obligation that is created when an employee accepts a manager's delegated authority.

Large organizations usually have at least three levels of management, plus a level of operative employees. These levels are generally referred to as (1) **top management**, (2) **middle management**, and (3) **supervisory management**. In large organizations, there may be multiple levels of top and middle management.

STOP AND THINK

In the chapter preview, for example, note that five levels of management exist at Panera Bread. The president/CEO and vice president levels comprise top management, the regional managers and store managers comprise middle management, and supervisors comprise the supervisory management level.

Exhibit 1-3 shows that authority and responsibility increase as one moves from the nonmanagerial level into the managerial ranks and then into the higher managerial levels. The titles and designations listed are only a few of those actually used in organizations.

Although the duties and responsibilities of the various management levels vary from one organization to another, they can be summarized as follows. **Top management** is responsible for the overall operations of the entire organization or oversees a major segment of the organization or a basic organizational activity. **Middle management** is responsible for a substantial part of the organization (perhaps a program, project, division, plant, store, or department).

EXHIBIT 1-3

How Management Authority and Responsibility Increase at Higher Levels

**supervisory management**

Controls operations of smaller organizational units.

Finally, **supervisory management** has control over the operations of a smaller organizational unit (such as a production line, operating unit, office, or laboratory). Managers in this last group, such as Jackie Schultz of Panera Bread (see chapter preview), are in charge of nonmanagerial or rank-and-file employees, and are the managers with whom most employees interact.

Our focus is primarily upon the first level of managers, who may be called *supervisory managers* or simply *supervisors*. This group is the organization's primary link with most of its employees. A recent Gallup study found managers are responsible for "at least 70% of the variance in employee engagement."² Another study of 17,000 federal agency employees concluded that "frontline supervisors" are important determinants of federal agency performance: "they are key figures in building and sustaining an organization culture that promotes high performance and they influence many factors of agency performance and effectiveness."³ In some organizations, the term "team leader" may be used interchangeably with "first-line supervisor." In other organizations, it refers to a position quite different from that of a supervisor. For example, in organizations that use self-directed work teams, the work team itself performs many functions considered "supervisory" or "managerial," such as planning, scheduling, and evaluating its own work, and assigning tasks to members. "The team leader of such a group is a working team member who facilitates the team's effectiveness by encouraging members, helping resolve problems, scheduling and leading team meetings, serving as the team's spokesperson with other organizational groups, and so on. Although these types of team leaders lack the formal authority of a traditional supervisor, their roles are similar in many ways."⁴

What Do Managers Do?

It is now time to see what managers do that makes them so necessary to an organization's success. We first examine the functions managers perform, and then look at some roles managers play. Note at this point that not all managers spend the same amount of time performing each management function or playing each role.

3. Discuss what managers do.

managerial functions

Broad classification of activities that all managers perform.

planning

Selecting future courses of action and deciding how to achieve the desired results.

Functions Performed by Managers

Managerial functions are the broad classification of activities that all managers perform. There is no single, generally accepted classification of these functions, but we believe that five separate but interrelated basic functions must be performed by any manager at any level in any organization. Successful managers perform these functions effectively; unsuccessful ones do not. The functions are

- 1. Planning
- 2. Organizing
- 3. Staffing
- 4. Leading
- 5. Controlling

As shown in Exhibit 1-4, these functions reflect a broad range of activities.

Planning Planning involves selecting goals and future courses of action and deciding how to achieve the desired results. It also encompasses gathering and analyzing information to make these decisions. Through planning, the manager establishes goals and objectives and determines methods of attaining them. All other basic managerial functions depend on planning because it is unlikely that they will be successfully carried out without sound and continuous planning.

Organizing Deciding what activities are needed to reach goals and objectives, deciding who is to perform what task, dividing human resources into work groups, and assigning

EXHIBIT 1-4
The Management Functions in Action

PRIMARY FUNCTION	EXAMPLES
Planning	Determining resources needed Setting daily, weekly, monthly performance objectives Developing work schedules Anticipating and preparing for problems before they occur
Organizing	Making sure members understand roles and responsibilities Deciding who is best suited to perform a given task Assigning tasks to team members Coordinating members' activities
Staffing	Interviewing and selecting potential employees Securing needed training to upgrade members' skills Helping employees grow and develop through coaching, job rotation, broadening of assignments
Leading	Communicating relevant information to members Coaching, encouraging, supporting members Praising, recognizing, rewarding for work well done Building employee acceptance of change
Controlling	Observing and monitoring employee performance Ensuring employee compliance with standards, procedures, rules Identifying and resolving crises, problems that occur Following up to ensure implementation of decisions

organizing

Deciding what activities are needed to reach goals and dividing human resources into work groups to achieve them.

staffing

Recruiting, training, promoting, and rewarding people to do the organization's work.

leading

Guiding, influencing, and motivating employees in the performance of their duties and responsibilities.

controlling

Comparing actual performance with planned action and taking corrective action if needed.

roles

Parts played by managers in the performance of their functions.

each group to a manager are tasks that make up the **organizing** function. Another aspect of organizing is bringing together the physical, financial, and human resources needed to achieve the organization's objectives.

Staffing The process of recruiting, selecting, training, developing, promoting, and paying and rewarding people to do the organization's work is called **staffing**. This basic function is sometimes regarded as a part of the organizing function, but we think it is important enough to be considered separately.

Leading The **leading** function involves guiding, influencing, and motivating employees in the performance of their duties and responsibilities. It consists of coaching and empowering employees, facilitating their activities, communicating ideas and instructions, and motivating employees to perform their work efficiently. Typically, middle managers and supervisory managers spend a larger proportion of their time in leading—that is, “working with their people directly”—than do top managers.

Controlling The **controlling** function involves comparing actual performance with planned standards and taking corrective action, if needed, to ensure that objectives are achieved. Control can be achieved only by setting up standards of performance, checking to see whether they have been achieved, and then doing what is necessary to bring actual performance in line with planned performance. This function must be executed successfully to ensure that the other management functions are effectively performed.

How the Functions Are Related

Although the five management functions must be performed by managers in all types of organizations and at all management levels, they may be performed in different ways and given different emphasis by various managers. One or more functions may be stressed over another at a particular level. For example, planning is done most often by top management, and leading and controlling are common among supervisory managers. Yet the functions are interrelated, interactive, and interdependent, as shown in Exhibit 1-5. Although they may be performed in any order, the functions tend to be performed in the sequence indicated by the numbers in the exhibit.

Roles Played by Managers

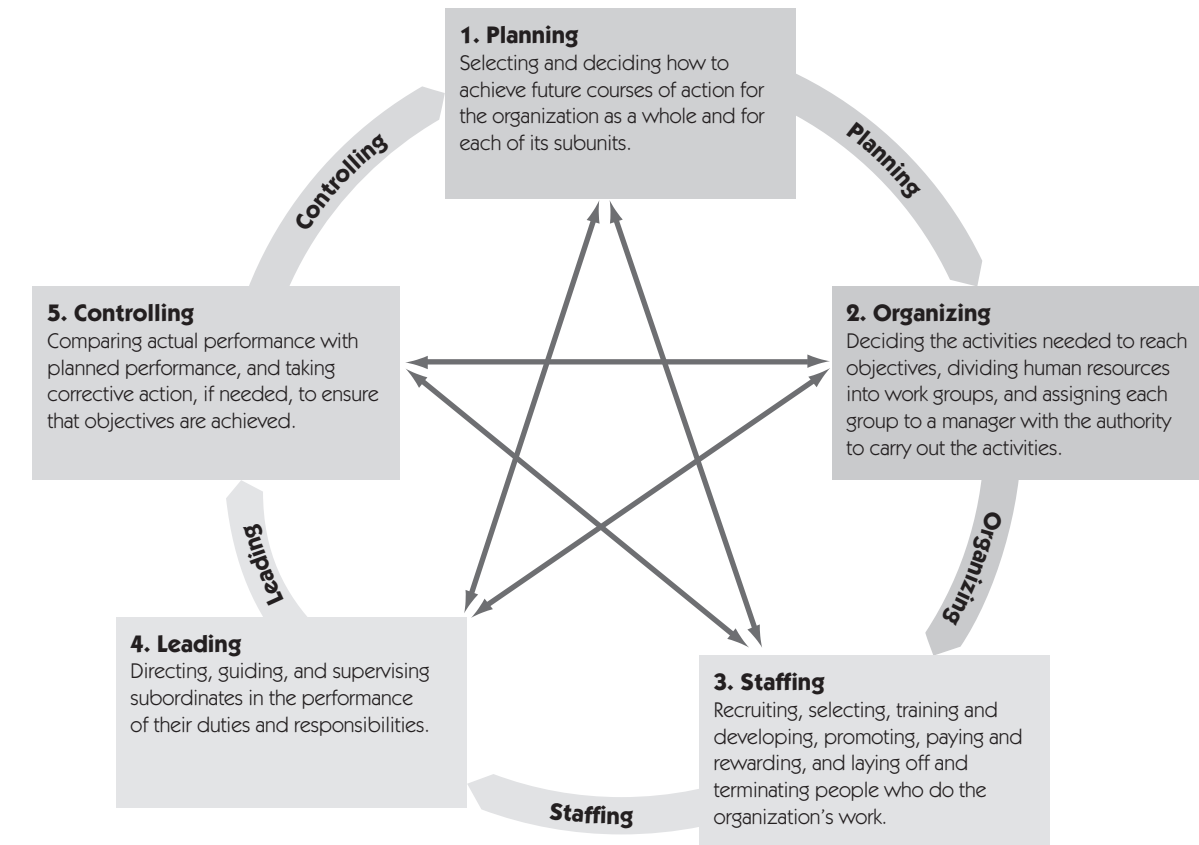
The preceding discussion of the management functions might lead you to believe that the manager's job is orderly, well organized, systematic, and harmonious, but this is just not so. In performing these functions, managers engage in a great many varied, disorganized, fragmented, and often unrelated activities. These activities may last for a very short time or may extend over a longer period.

In carrying out these activities, managers play **roles** as if they were actors, and these roles change rapidly and frequently. A landmark management study identifies 10 roles, grouped as follows: (1) interpersonal roles, (2) informational roles, and (3) decision-making roles.⁵ Exhibit 1-6 shows how each might be carried out by a supervisor like Jackie Schultz (chapter preview).

Like managerial functions, these roles are given varying degrees of emphasis by managers in different organizations and at different levels in the same organization. Managers vary in how they interpret the roles, the time they devote to them, and the importance they assign to them. With training and experience, supervisors can learn to perform these duties effectively.

EXHIBIT 1-5

How the Management Functions Are Related



Skills Required for Effective Management

4. Explain the basic skills required for effective management.

You may be wondering at this point what basic skills managers need to perform the managerial functions and play the managerial roles most effectively. Although many skills are needed, a few of the most common ones are as follows:

1. Conceptual skills
2. Human relations skills
3. Administrative skills
4. Technical skills

The relative importance of these skills varies according to the type of industry in which managers work, the organization to which they belong, their level in the managerial ranks, the job being performed, and the employees being managed. Exhibit 1-7 shows an estimate of the relative importance of these skills at different management levels.

conceptual skills

Mental ability to become aware of and identify relationships among different pieces of information.

Conceptual Skills

Conceptual skills involve the ability to acquire, analyze, and interpret information in a logical manner. All managers need to understand the environments in which they operate, as well as the effects of changes in those environments on their organization. In other

EXHIBIT 1-6Roles Played by
Managers

ROLE	WHAT IS INVOLVED	EXAMPLES
INTERPERSONAL ROLES		
Figurehead	Representing the unit as its symbolic head.	Greeting department visitors; attending meetings and ceremonies; representing company on community boards.
Leader	Helping personnel reach organizational and personal goals.	Motivating, encouraging, supporting associates; providing feedback about performance; building morale.
Liaison	Maintaining relationships between the unit and outsiders.	Meeting with departmental heads, supervisors, suppliers, and customers.
INFORMATIONAL ROLES		
Monitor	Seeking out useful information that is especially relevant for the unit/organization.	Attending professional meetings; learning about forthcoming changes.
Disseminator	Providing relevant information to appropriate organization members.	Routing reports and information to employees and others; copying departmental head on memos sent to employees.
Spokesperson	Representing employees to supervisors and vice versa; representing the unit to others.	Representing the department at weekly meetings; speaking out against changes that adversely affect employees.
DECISION-MAKING ROLES		
Entrepreneur	Tackling problems; seeking changes to improve unit.	Introducing new equipment; encouraging improved methods; promoting innovation by employees; taking risks.
Disturbance handler	Responding to crises/problems that arise.	Resolving employee conflicts; soothing employees' resistance to change.
Resource allocator	Allocating the unit's resources.	Preparing a budget; deciding which associates receive new equipment, which are offered overtime work.
Negotiator	Negotiating differences with employees, managers, and outsiders.	Negotiating with a difficult customer; bargaining for favorable terms with employees, other departments, own department head, and others; getting better terms from a supplier.

Source: "Roles Played by Managers" adapted from *The Nature of Managerial Work* by Henry Mintzberg. Copyright © 1973 by Henry Mintzberg. Reprinted by permission of Henry Mintzberg.

STOP AND THINK

Which roles are being performed when Jackie Schultz of Panera Bread (see chapter preview) performs each of the following tasks?

1. Visits a competitor store, Atlanta Bread Company, to observe its operations.
2. Reconciles a situation with a customer who is unhappy with his meal/service.
3. Meets with store manager to voice her and her associates' disapproval of a new policy regarding overtime pay.
4. Compliments an associate for special service to a customer.

HISTORICAL INSIGHT

Taylor's "Scientific Management" and Fayol's "Management Principles"

Historically, evidence of early management practice is easy to find. It was required to organize and build the Roman Empire and other civilizations. China's Great Wall, Egypt's pyramids, and other massive architectural feats stand today as concrete examples of successful management. The same can be said of the great amount of planning and organization required in building massive, effective organizations, including governments, religious institutions, and armies.

Early approaches to managing consisted primarily of trial and error. Businesses were small, entrepreneurial ventures with personal oversight by owners or foremen, each of whom achieved efficiency in his or her own most effective way. In the mid-1800s, the advent of the factory system changed that approach. Inventions of machinery and tools caused production to shift from "made by hand" to "made by machine" and enabled mass production. In the United States, the expansion of transportation (railroads) and communications (telegraph, telephone, and postal systems), the

development of Western frontiers, and the building of mechanized plants created larger organizations and the need for more systematic management. It was during this changing of the organizational landscape toward larger organizations in both the United States and Europe that two key figures, American Frederick W. Taylor (1856–1915) and Frenchman Henri Fayol (1841–1925), began careers that would lead them to be considered major pioneers in management. Both were engineers, but their careers focused on two distinct management areas: Taylor at the operating level, Fayol at the executive level.

Taylor and Scientific Management. Taylor's business career took him through positions of physical laborer, foreman, head engineer, and private consultant until his death in 1915 at age 59. It was during his work at Midvale Steel, a large Philadelphia foundry, and later at Bethlehem Steel that he began to research ways to improve efficiency. Operating in a production

FPG/Staff/Archive Photos/Getty Images



Taylor and Fayol were pioneers in the study of management in early 20th-century mass production work environments like this 1917 Detroit aircraft factory.

environment with few substantiated “rules of thumb,” Taylor systematically conducted numerous experiments involving efficiency. These included time study; determining physical weight loads that workers could efficiently handle during a day; efficiencies of equipment, such as optimum shovel head size; and many others. His theme was that through proper work methods, workers could produce more work while earning higher pay, benefiting both employers and workers. Taylor’s systematic approach was called “Scientific Management,” and through papers presented at professional meetings and word of successful applications, his system gained much recognition. He was elected head of the prestigious American Society of Mechanical Engineers, became a consultant, taught courses at Harvard, and traveled extensively, presenting his new gospel of efficiency. He spawned a number of other “efficiency” associates who themselves gained national popularity, including Carl Barth (inventor of the slide rule), Frank Gilbreth (motion study), and Henry Gantt (production charts).

Taylor’s books, *Shop Management* and *Principles of Scientific Management*, laid the groundwork for his system. His “Scientific Management” distinctly shaped management practice during the critical period when American industry was shifting from smaller, manager-owner firms to larger-scale operations. Ford Motor Company, for example, used Taylor’s ideas in building its Highland Park, Michigan, plant, which opened in 1910.

Fayol and Management Principles. Like Taylor, Frenchman Henri Fayol began his career in technical work when, following his graduation as a mining

engineer, he joined a large iron mining/foundry operation, Commentary-Fourchambault, in 1860. Earning a reputation for developing ways to fight underground fires, Fayol was promoted to several management positions and, in 1888, was named managing director, today’s equivalent of CEO. When he took over, the company was in severe financial straits and its key mineral/ore deposits severely depleted. Fayol succeeded in turning the company’s fortunes around. It was during his long experience as a top manager of a full-scale, fully integrated enterprise of 9,000 employees that Fayol developed his ideas about management. Unlike Taylor’s operational focus, Fayol built a theory of management from the perspective of an executive. He felt that management was sufficiently important that it should be studied and theories developed; then, this being done, it could be taught and studied in universities. The body of management theory he developed included “principles” of management, including principles for planning, organizing, staffing, and controlling. He felt that all managers in all organizations must perform certain basic management functions, very similar to the functions just presented in this chapter.

Like Taylor, Fayol was a writer and paper presenter at meetings. His major work, *General and Industrial Management*, was published in 1916, nine years before his death in 1925. Unfortunately, it was not until the 1940s that an English translation of his book would lead to proper recognition of his work in the United States. Many of Fayol’s ideas form the framework for contemporary management theory, most notably those dealing with the planning and organizing functions.

Sources: Frederick W. Taylor, *The Principles of Scientific Management* (New York and London: Harper and Brothers, 1911); Henri Fayol, *General and Industrial Management*, trans. Constance Storrs (New York: Pitman, 1949; originally published in French, 1916); Daniel Wren, *The Evolution of Management Thought*, 3rd ed. (New York: John Wiley and Sons, 1987), especially Chapters 7, 11, and 12, which discuss Taylor, and Chapter 10, which discusses Fayol.

words, managers should be able to “see the big picture.” Top managers particularly need strong conceptual skills because changes affecting the organization tend to be more important at their level than at other managerial levels. About one-third of their time is spent using conceptual skills.

Human Relations Skills

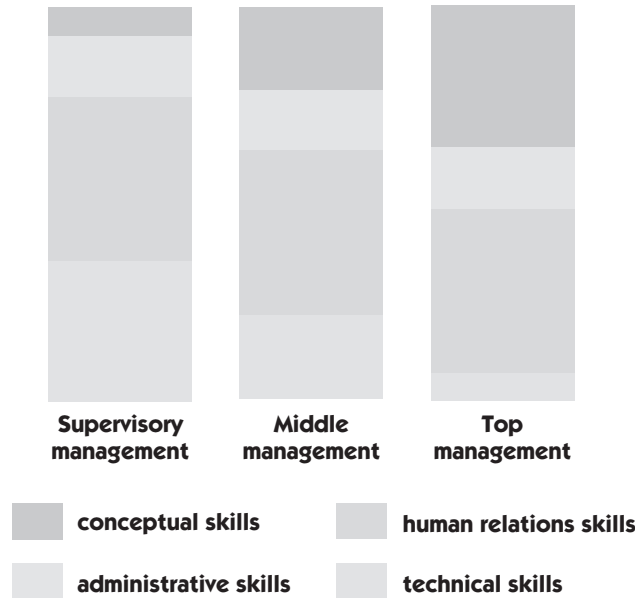
Human relations skills consist of the abilities to understand other people and to interact effectively with them. These skills are most needed in performing the leading function because they involve communicating with, motivating, leading, coaching, empowering, and facilitating employees, as well as relating to other people. These skills are important in dealing not only with individuals, but also with people in groups and even with relationships among groups. These skills are important to managers at all levels, but especially to supervisory managers, who spend almost one-half of their time using human relations skills.

human relations skills

Understanding other people and interacting effectively.

EXHIBIT 1-7

The Relative Importance of Managerial Skills at Different Managerial Levels



Recall that Jackie Schultz (chapter preview) considered her human relations skills to be one of her biggest strengths as a supervisor.

Administrative Skills

Administrative skills are the skills that permit managers to use their other skills effectively in performing the managerial functions. These skills include the ability to establish and follow policies and procedures and to process paperwork in an orderly manner. By lending *coordination*, *order*, and *movement* to tasks, administrative skills underlie the ability some people have to “make things happen” and “get things done.” These skills are very similar to those possessed by good students, who are well organized and get things done efficiently.

Technical Skills

Technical skills include understanding and being able to supervise effectively the specific processes, practices, or techniques required to perform specific duties. Technical skills are more important for supervisors than for top managers because supervisors are closer to the actual work being performed. They must often tell—or even show—employees how to perform a job, as well as know when it is done properly.

A head nurse in a hospital, for example, must have some degree of technical understanding of proper equipment use, nursing procedures, medication, chart maintenance, and other important aspects of a nurse’s job. We are not saying that the head nurse or any other supervisor must necessarily be a technical expert, but that a supervisor needs a basic understanding of the work being done to perform the managerial functions and roles effectively.

The four skills we have just discussed form the basis for a wide variety of important management actions. For example, effective time management requires **conceptual** and **administrative** skills to prioritize activities and efficiently dispose of required paperwork; being an effective trainer requires the **technical** skills or an understanding of the subject matter and the **human relations** skills of being sensitive and able to communicate

administrative skills

Establishing and following procedures to process paperwork in an orderly manner.

technical skills

Understanding and being able to supervise effectively specific processes required.



Ariel Skelley/Blend Images/Jupiter Images

Supervisors often use both their human relations and their technical skills in discussions with employees.

emotional intelligence (EI)

The capacity to recognize and accurately perceive one's own and others' emotions, to understand the significance of these emotions, and to influence one's actions based on this analysis; an assortment of skills and characteristics that influence a person's ability to succeed as a leader.

effectively with a trainee; political know-how requires *conceptual* and *human relations* skills to identify the potential implications of actions and to build strategic relationships.

More recently, the concept of *emotional intelligence* has become a popular way to view a specialized skill set involving people's emotions. It involves use of both conceptual and human relations skills. **Emotional intelligence, or EI** as it is often referred to, is the capacity to recognize and accurately perceive one's own and others' emotions, to understand the significance of these emotions, and to influence one's actions based on this analysis. Examples of emotional intelligence might be controlling one's anger when under duress, reading an employee's facial expressions and body language as expressions of disappointment or anger, or perhaps ending a team meeting because of diminished energy/interest by participants. Studies of emotional intelligence have linked it with leadership success. You will learn more about emotional intelligence in Chapter 6.⁶

In summary, effective supervisory management requires all of the skills—conceptual, human relations, administrative, and technical. The appropriate mix, however, depends on the level of management and the circumstances surrounding the managerial situation.

STOP AND THINK

Which of the four skills are reflected when a supervisor performs these tasks?

1. Prepares a to-do list for next week.
2. Completes paperwork required for an employee to attend a training seminar.
3. Conducts a weekly performance review meeting with a new employee.
4. Completes her unit's daily performance report.

5. Explain where supervisors come from.

The Transition: Where Supervisors Come From

Each year, several hundred thousand nonmanagers become supervisors or managers. Skilled operators or technicians become supervisors, teachers become principals, ministers become pastors, nurses become head nurses, and salespeople become sales managers. Most of these positions are filled by current employees.

Internal promotions make sense for at least three reasons. First, an inside candidate understands the organization and its culture. In addition, if promoted within the same department, he or she will know the tasks required, the personnel, fellow supervisors, and likely the new boss. Second, management has firsthand knowledge of the employee's record of accomplishment and can use this as a predictor of success. Third, to promote someone internally serves as a reward and as an incentive for those employees who have an interest in management and demonstrate management potential.

Unfortunately, organizations commonly make two crucial mistakes when selecting supervisors. One is to automatically select the best present performer. Although the best performer may have excellent technical skills, as you saw earlier, other skills, especially human relations skills, are also important.⁷ Frequently, outstanding technical performers have unreasonably high expectations or little patience with nonproducers. Moreover, they may find it difficult to let go of their old positions, at which they were so good. Instead, they continue to perform their unit's operating work, neglecting the supervisory responsibilities of their position.

One of the authors was scheduled to interview a maintenance supervisor of a large paper manufacturer. His assistant informed the author that he was running late for the interview because of an equipment breakdown. An hour or so later he entered the office, sleeves rolled up, with grease covering his hands. "Sorry about missing the appointment; I'll be right with you after I wash up," he said. The author learned from this supervisor's crew that for this supervisor, almost every breakdown was a "major one." He micromanaged, insisted on being notified of every development, and continually took over his technicians' jobs, especially the most challenging ones. His crew members had little opportunity for skill development and little initiative. As one stated, "Our best work is done when he [the supervisor] is out of the plant, like on vacation." Note in Exhibit 1-8 that micromanagement/failure to delegate is one of the primary reasons supervisors/managers fail.

Another crucial mistake made by organizations stems from inadequately preparing the employee to assume a supervisory position. Unfortunately, it is common to hear a supervisor say that the transition to supervisor went like this: "When I left work on Friday, I was a lab technician. With absolutely no training or warning, on Monday morning I learned I was a lab supervisor." Ideally, an organization should take great care when identifying potential candidates for supervisory positions and, once candidates are chosen, should help new supervisors make the transition. Before a permanent position is assigned, promising potential supervisors can be identified, assessed, and trained. Thus, such candidates may fill in as temporary supervisors when the supervisor is absent because of illness or vacation or may occupy a "lead" position that actually entails some supervisory responsibility. Fortunately, organizations are doing a much better job nowadays of identifying people with supervisory potential and preparing them through appropriate training to help them make a successful transition.

Supervisory Relationships

If we are to understand the role of supervisory managers in organizations, we must look at some of the relationships they have with different individuals and groups. For example, supervisors are legally a part of management and interact upward with other members of management. However, they are often not accepted as peers by those managers, who come from outside the organization—usually with more education—and have higher social

6. Clarify the different relationships supervisory managers have with others.

EXHIBIT 1-8**Why Supervisors and Managers Fail**

There are many reasons why supervisors and managers fail to be effective. Formal research about manager failure has focused on “derailment,” referring to managers selected by their organizations for a rapid advancement but who don’t make the grade. Typically, it is people issues, such as items 1 and 2 below, that bring them down. In our own experiences in conducting manager/supervisor training workshops, we typically ask attendees to identify bosses they’ve had who have been ineffective. The list below shows common reasons given.

Ten Reasons Supervisors/Managers Fail

1. Insensitive to others; dominating, intimidating, bullying style.
2. Feeling of superiority; arrogant, cold, indifferent to employees.
3. Unwilling to listen.
4. Unable to get people to work as a team.
5. Betrayal of team’s trust—deceptive, untruthful, manipulative.
6. Micromanagement; failure to delegate.
7. Out for self; overly political, not sharing credit, pushing one’s own career.
8. Too nonassertive; hands-off; won’t address performance problems/issues.
9. Lack of technical skill/understanding.
10. Boss-related issues; unable to get along, overdependence, unwilling to disagree.

Sources: Also see Robert D. Ramsey, “The Most Important Skills for Today’s Supervisors,” *Supervision*, November 2007, pp. 3–6; Chuck Williams, *Management* (Mason, OH: Thomson South-Western, 2008), pp. 14–15; E. Van Velsor and J. Brittain, “Why Executives Derail: Perspectives across Time and Cultures,” *Academy of Management Executive*, November 1995, pp. 62–72.

relationships network

The major individuals and groups with whom the supervisor interacts.

status and position. Before their promotion, supervisors typically worked as peers with those they now supervise.

The three major types of relationships that supervisors have, as shown in Exhibit 1-9, are (1) personal, (2) organizational, and (3) external. These comprise the supervisor’s **relationships network**, the major individuals and groups with whom the supervisor interacts.⁸

Personal Relationships

At one time, it was believed that managers and employees left their personal problems at home when they entered the workplace. We now recognize that people bring their problems—as well as their pleasures—to their jobs. Supervisors’ relationships with their families and their friends determine their attitudes and frame of mind as they perform managerial duties. Their attitudes, in turn, influence the relationships they have with other people, both inside and outside the organization.

Organizational Relationships

Within the organization, supervisory managers have varied and often conflicting relationships with several organizational entities. As shown in Exhibit 1-10, these are the supervisor’s employees, the supervisor’s peer group supervisors, the union steward (if the company is unionized), and the supervisor’s managers.

Supervisor-to-Employee Relationships Supervisory managers must relate to their own employees and to people from other units who perform some type of service for them. As Exhibit 1-10 illustrates, a manager-to-employee relationship exists where the supervisor facilitates and directs nonmanagerial personnel.

Relationships with Peer Supervisors and Union Steward There are essentially two sets of horizontal relationships: those with other supervisory managers and those with the union steward or other representative(s) of the employees. Supervisors need

the feeling of support and reinforcement that comes from associating with other supervisors who are considered their equals or peers. Yet the relationship can result in competition or even conflict if they seek to be promoted to the same job at the next higher level.

EXHIBIT 1-9
The Supervisor's Network of Relationships

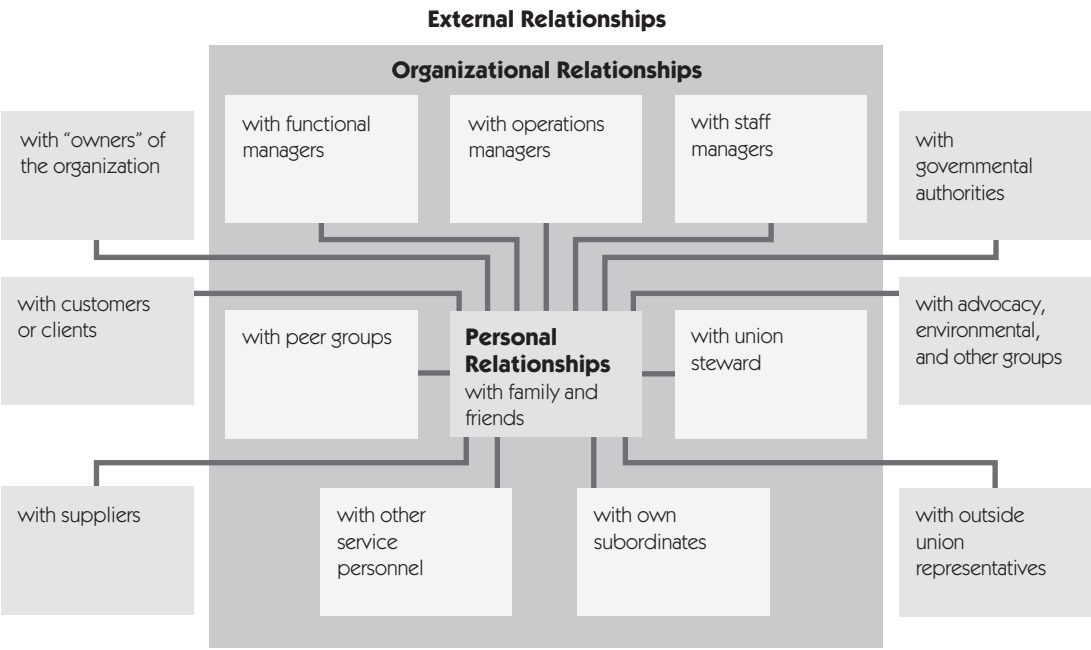
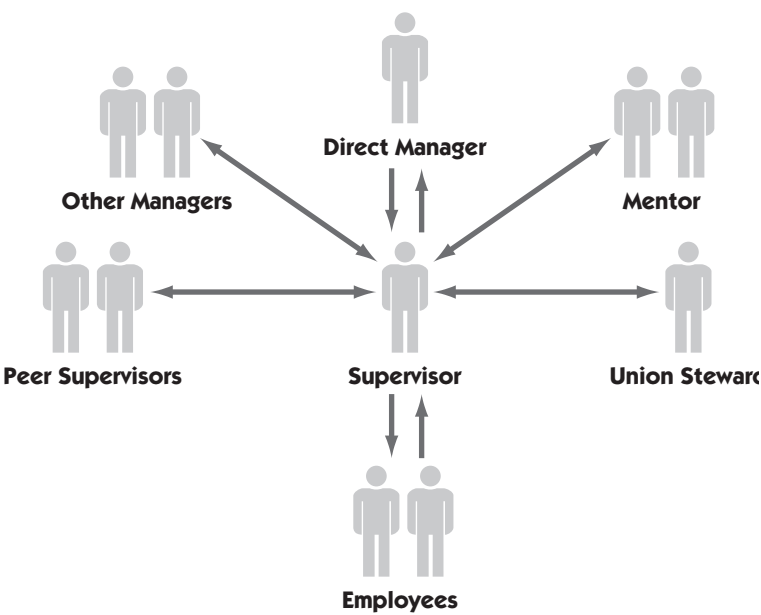


EXHIBIT 1-10
The Flow of Supervisors' Organizational Relationships



union steward

A union member elected by other members to represent their interests in relations with management.

mentor

An experienced manager who acts as an advocate and teacher for a younger, less-experienced manager.

7. Discuss the emerging position of supervisory managers.

In a unionized organization, employees select a **union steward** to represent them in their dealings with management. Although the steward is a supervisor's peer—legally, if not organizationally—he or she does represent the supervisor's employees. Therefore, the association between the supervisor and the union steward may be competitive or even combative. This association provides supervisors with a challenge but also can be frustrating. For example, a supervisor will probably attempt to motivate employees to improve productivity, whereas a union steward may encourage them to maintain the status quo for fear that their jobs will be eliminated.

Supervisor-to-Manager Relationships Supervisors have a *reverse* manager-to-employee relationship with their immediate manager. As a result of downsizing, reengineering, empowering, and similar new managerial approaches, this relationship is being upgraded. In addition to a supervisor's direct manager, staff managers in other departments, such as legal and research, also may tell supervisors what to do. Functional executives, such as the controller and the human resource manager, also may interact with supervisors in handling certain activities. Often, supervisors have an upper manager who serves as **mentor** and acts as advocate, teacher, and advice giver.

External Relationships Supervisory managers also must deal with people outside the organization. Some of the people who must be served or catered to are the owners of the business, customers or clients, suppliers, higher-level union representatives, governmental authorities, and leaders of environmental and advocacy groups. These relationships can be quite difficult and frustrating for supervisors, who represent their organizations but usually do not have the authority to make decisions and enforce them.

The Emerging Position of Supervisory Managers

Peter Drucker, world-renowned management consultant, author, and academic, correctly predicted over 30 years ago that important changes in the role of supervisors would occur as a result of organizations' quest for improved quality. He noted that top management, of necessity, would conclude that the commitment and involvement of rank-and-file employees in improving quality would make them central in leading the quality charge. The result would be greater authority or empowerment for rank-and-file employees to make key decisions on their own, including such things as planning, determining the resources needed to perform their jobs best, and interfacing directly with people who affect their job, such as customers, suppliers, and service department personnel. Under this scheme, Drucker reasoned, the supervisory role would shift. No longer would supervisors effectively manage by fear and the pressure of "my way or the highway" management. Instead, they would assume supportive, facilitating roles as leaders, teachers, and coaches.

Several other trends have fueled the shift in supervisory roles that Drucker predicted. One is the trend toward leaner organizations with fewer levels of management. Another is organizations' present commitment to helping employees at all levels grow and develop. The resulting shift in the role of supervisory managers looks like that shown in Exhibit 1-11.

STOP AND THINK

Does Jackie Schultz's style as a supervisor (see chapter preview) fit the traditional or emerging view of the supervisor's job?

EXHIBIT 1-11
Changing Views of
Supervisor’s Job

TRADITIONAL VIEW OF SUPERVISOR’S JOB	EMERGING VIEW OF SUPERVISOR’S JOB
Supervisor-focused work unit	Team-focused work unit
Dominant role	Supportive role
Technical skills emphasis	Facilitation skills emphasis
Seeking stability	Encouraging change
Telling, selling skills	Listening skills
Personal responsibility for results	Shared responsibility for results
Personal problem solving	Team problem solving
Narrow, vertical communication	Broader, horizontal, external communication
Fear, pressure used to motivate employees	Pride, recognition, growth used to motivate employees
Autocratic decision style	Participative decision style

No matter what type of role supervisors play, their goals are the same—getting out production, maintaining quality, holding down costs, maintaining high morale, and otherwise serving as management’s representative while also acting as a spokesperson for employees. Although the knowledge and skills required today to perform most supervisory jobs have greatly increased from, say, 35 years ago, the central objective has remained the same—to obtain quality and quantity production while maintaining good human relationships.

A study of supervisors in two plants within the same company illustrates this point.⁹ One plant followed traditional organizing practices: The supervisor had authority to supervise, to determine working conditions, to plan the work and schedule it, and to control it. In the other plant, “team advisors” were used instead of supervisors, with the focus being on facilitation rather than traditional direction of the work teams. As it turned out, “exceptional” and “average” supervisors at both plants, whether they were called supervisors or team advisors, exhibited characteristic behaviors.

“Exceptional” supervisors

1. Were competent, caring, and committed both to getting the job done and to supporting their employees.
2. Pushed for high quality, provided clear direction, and motivated employees with timely, accurate feedback.
3. Willingly shared information with personnel, even if the system didn’t require it.
4. Were committed to teamwork and employee participation in the department’s decisions.
5. Shared skills and knowledge willingly and saw their role as one of coach rather than driver.
6. Understood what was involved beyond their own units, from the broader perspectives of the plant.
7. Took the initiative in implementing changes and new approaches.

Supervisors considered only “average” in the two differently organized plants also exhibited similar behaviors. These supervisors

1. Set narrowly defined goals and had more specific performance standards.
2. Were less attuned to the plant’s overall goals and focused more narrowly on their own unit.

3. Provided less information or feedback about performance to their work groups.
4. Were less flexible, less innovative, and less willing to change.
5. Maintained tighter controls and were uncomfortable practicing participative management.

Note that the “exceptional” supervisors exhibited behaviors that were more consistent with the emerging view of the supervisor’s job (Exhibit 1-11).

Some Current Trends Challenging Supervisors

8. *Discuss some trends challenging supervisors.*

As shown earlier, today’s supervisors must be prepared to adjust to the many current trends that will challenge their best performance. Among the more significant of these trends are (1) dealing with a more diverse workforce, (2) emphasizing team performance, (3) coping with exploding technology, (4) adjusting to occupational and industry shifts, (5) meeting global challenges, (6) improving quality and productivity, (7) improving ethical behavior, and (8) responding to crises.

Dealing with a More Diverse Workforce

Diversity refers to the wide range of characteristics that distinguish employees, such as sex, age, race, ethnic origin, and other factors. At no time in history has the U.S. workforce been so diverse, and this trend is expected to continue. Comments here focus only on broad trends regarding gender, race, ethnicity, and age.

According to the U.S. Department of Labor, in 2014, males represented 53 percent of all U.S. workers. However, the shifting U.S. population calls for decreasing numbers of males. Hispanic employment will grow substantially and is projected to represent 80 percent of the total growth in the labor force through 2050. Asian employment over that same period is expected to double in size, adding 9 million workers, and African-American employment will increase by 6.4 million. Overall, women will account for 47 percent of the total

diversity

Refers to the wide range of distinguishing employee characteristics, such as sex, age, race, ethnic origin, and other factors.

David Joel/The Image Bank/Getty Images



More diverse work groups are becoming the norm in today’s organizations.

glass ceiling

Invisible barrier that limits women from advancing in an organization.

empowerment

Granting employees authority to make key decisions within their enlarged areas of responsibility.

team advisors

Share responsibility with team for cost, quality, and prompt delivery of products.

workforce by 2024.¹⁰ Although men and women are entering the workforce at about the same rate, men, who have been in the workforce longer, are retiring at a faster rate. Thus, like racial and ethnic minorities, women will continue to occupy many types of jobs and positions that were previously the domain of men, including supervisory and management positions.

Providing opportunities for women is particularly challenging, as there appears to be a **glass ceiling** in many organizations. These ceilings are considered invisible barriers that limit the advancement of women into higher levels of the organization. Thus, supervisors will be expected to design programs to attract and develop women and minority employees and to provide them with a full range of opportunities for growth and development, the same as they do for all other employees.

Along with changes in gender, race, and ethnicity, the workforce is aging, as is the rest of the U.S. population. Those in the 55-or-older age group made up 19.5 percent of the 2010 workforce, but their number will increase and comprise 25.2 percent by 2020. In addition to an aging workforce, one of the biggest potential challenges for today's supervisors is managing so many different generations, each with different needs, motives, and styles. For example, Baby Boomers born between 1946 and 1964 are driven and competitive, and live to work; whereas Gen X individuals, born between 1965 and 1977, are independent, skeptical, and effective relationship builders. On the other hand, Gen Y or Millennials born after 1977 are technologically savvy, prefer a work-life balance, and enjoy working in teams. Gen Z, with their own unique characteristics, are the next generation to enter the workforce. Anecdotal evidence based on one author's training and development experiences suggests that supervisors are increasingly finding their ability to blend so many different generations into a well-functioning unit is one of their greatest challenges.¹¹ Being able to effectively manage such diverse individuals requires greater supervisory skills than was the case with the more homogeneous work groups of past decades.

Emphasizing Team Performance

As organizations seek to equip employees to function on their own, less direct supervision is required. This **empowerment** results in supervisors increasingly working with work groups or teams. These teams make suggestions for improvements in activities to make things run smoothly and to accomplish goals effectively.

When supervisors work with these teams, their roles are changed. No longer are they "bosses"; instead, they become leaders, facilitators, or **team advisors**, who share responsibility with the team for maintaining cost, quality, and prompt and effective delivery of products. Therefore, supervisors must provide further training to their teams to manage the production process more effectively.

Coping with Exploding Technology

Most working Americans now earn their living by creating, processing, utilizing, and distributing information, and the technology revolution shows no sign of slowing. As innovations in technology have displaced thousands of workers who used different skills, new opportunities are opening up for those who have the required education, training, and temperament. Conversely, employees with outdated skills are being replaced in the workplace.

Information technologies continue to revolutionize how organizations function, affecting how tasks are performed, customers served, and people supervised.

Jackie Schultz (chapter preview) uses the Panera Bread intranet daily to access menu and product information, view her store's performance, and help train her associates. Panera's corporate software system can help forecast the number of customers based on historical data and even local weather forecasts. She uses e-mail and text messaging to communicate with her own manager and corporate personnel, in addition to associates and suppliers.

The primary effect of exploding technology on supervisors will be the need to keep personally abreast of changes that can potentially improve effectiveness, improve training of employees, and overcome employees' resistance to change. Change brings with it uncertainty, and because most people resist that which is uncertain, overcoming employee resistance to technological change becomes an increasing part of the supervisor's job.

Adjusting to Occupational and Industry Shifts

The previously mentioned technological advancements, along with cultural and marketing changes, have resulted in shifts in occupation and industry mixes. First, emphasis on the traditional industries has declined, with a concurrent shift toward more people-related activities such as services and marketing. Along with these shifts, many organizations have been **reinventing** themselves, dramatically changing their size, organizational structure, and markets. Many of the large companies also have been **reengineering** their activities. A common reengineering approach is to ask, "If we blew this place up and started over, what would we do differently to improve cost, quality, service, or speed? What should we eliminate? What can we do that would make things easier for our customers?" Not only are manufacturing companies reengineering, but so are many service companies, such as Best Buy and Taco Bell. These and other activities resulted in another trend, called **downsizing**, in which an organization strives to become leaner and more efficient by reducing its workforce and consolidating departments and work groups.

During the recession that began in 2008, downsizing became necessary as organizations adapted to the resulting decreased demand for services and products. However, organizations also downsize to become more efficient. Results often include eliminating 10 to 20 percent—or more—of a company's jobs, especially at the management level. This means that frontline workers—and their supervisors—must handle more diverse tasks, think more creatively, and assume more responsibility. On the downside, those same people must work harder and therefore are under more pressure.

In an effort by organizations to avoid health care expenses and other costs associated with maintaining a large workforce, and to aid in transitions during downsizing, temporary workers have been in much demand.¹² However, with the economic recovery under way, temporary employment figures may level off or decline as economic confidence rises.¹³ Even so, supervisors face numerous challenges when integrating temporaries into their teams of permanent employees, who often view temporaries as obstructing their own overtime, commissions, or higher pay. Temporaries, knowing their assignment is only for a few days, weeks, or months, typically know little about the organization and often show little inclination to be included as team members.

Meeting Continued Global Challenges

As business activities have become more global, those interested in supervisory management need to understand that they may have to operate in a one-world market. In fact, we estimate that up to one-half of all college graduates will work in some type of international activities in the future. Although we usually think of product exports as autos, movies, or computers, exports of financial information and other services are growing even faster.

A result of the global challenge is the large number of U.S. businesses, such as Magnavox, Wilson Sporting Goods, Uniroyal, and others, that are foreign owned. This changing ownership may lead to differing cultures and management styles, especially at supervisory levels. U.S. production facilities also have moved to Mexico, China, and other countries where low wages and high productivity lead to a competitive advantage. When supervisors move to those areas to supervise local workers, or when a foreign company acquires a domestic company, supervisors must learn to adapt to cultural differences and find ways to adjust to nontraditional styles.

reinventing

Organizations dramatically changing such elements as their size, organizational structure, and markets.

reengineering

"It means starting over. . . . It means asking and answering this question: If I were creating this company today, given what I know and given current technology, what would it look like?" Rethinking and redesigning processes to improve dramatically cost, quality, service, and speed.

downsizing

Eliminating unnecessary levels of management; striving to become leaner and more efficient by reducing the workforce and consolidating departments and work groups.

Improving Quality and Productivity

No organizational theme has run deeper in the past decade than has the search for improved quality and productivity. Global competition has been the primary force behind this interest. The view of quality being embraced today reflects a comprehensive organizational approach to customer satisfaction through continuous improvement in organizational processes.¹⁴ Almost all major firms, similar to that of Panera Bread (chapter preview), have adopted some form of quality management focus that addresses not only such processes as product design and manufacturing, but also marketing, purchasing, human resource management, and others. The supervisor, as management's direct link with employees, plays an important role in an organization's quality initiatives. It is the supervisor who is challenged to find ways to gain employee commitment to high-quality performance.

Equally important as achieving better quality is achieving improved productivity, which is a measurement of the amount of input needed to generate a given amount of output. Because productivity is the basic measurement of the efficiency of people and processes, it becomes a challenge for supervisors to improve through having people work better and smarter.

Improving Ethical Behavior

The downfall of major organizations, such as Enron, Arthur Andersen, Tyco, WorldCom, HealthSouth, Bernard L. Madoff Investment Securities, Daewoo, Lehman Brothers, AIG, and Countrywide, has dramatically called attention to the issue of organization ethics. Although the problems in these companies resulted primarily from the behaviors of upper-level managers, the vulnerability of organizations to ethical misdeeds was clearly exposed. The result is that organizations have raised the “ethics” bar for all employees and management levels—including supervisors—for a wide range of issues, not just financial ones.



AP Images/Richard Vogel

Many U.S. production facilities have relocated to other countries. This trend will likely extend into the foreseeable future and will continue to have an effect on management ideologies and style.

ethical dilemmas

Situations in which the supervisor is not certain of the correct behavior.

These include accuracy and truthfulness in reporting results, reporting employee discrimination and sexual harassment, responsibility for supporting employee development, and due vigilance in reporting what can be viewed as unethical requests and behavior by others.

In this environment, supervisors will likely continue to face **ethical dilemmas** in which they are not sure of the correct action in a given situation involving themselves or their employees.¹⁵

Responding to Crises

Dealing with crises—events that have a major negative or potentially negative impact on entire organizations or on individual managers or supervisors—has always been part of managerial life. Recently, however, the scope of such events has been dramatically increasing. As the first management interface with operating employees, supervisors are particularly challenged to maintain production and morale during such times.

One such crisis was the collapse of the U.S. and global credit markets in 2008 and the economic recession that followed. Major corporations were humbled, including Citibank, Merrill Lynch, Lehman Brothers, General Motors, Chrysler, Circuit City, and many others, large and small. Consider the impact on employees of the auto companies, their suppliers, and their dealerships—uncertainty as to which brands, plants, and dealerships would remain viable. Downsizings have occurred throughout many large industries and organizations, such as PepsiCo, Dow Chemical, Boeing, GE, and Disney, as well as smaller organizations. However, crises also take other forms, such as mergers and acquisitions, illegal mismanagement, and even acts of terrorism or natural disasters. The World Trade Center attacks of September 11, 2001, resulted in the indirect or direct loss of 55,000 jobs. Hurricane Katrina, which hit Louisiana, Mississippi, and Alabama in 2005, negatively affected 145,000 businesses and 2.5 million employees.¹⁶

Add to these extraordinary crises those associated with technological outages, equipment breakdowns, job accidents, incidents of workplace violence, and sudden loss of key suppliers/customers, and one can view the supervisor's role as increasingly one of addressing workplace crises.

Final Note: The Supervisor and Leading

In the pre-1990 years, managers who were adept at planning, organizing, staffing, and controlling—and not so effective in leading—could function effectively. Unlike the relatively stable environment then, today's management challenges make effective "leading" essential. Managers and supervisors must do more with fewer personnel, integrate more diverse team members, ask personnel to reach increasingly higher performance levels, and continuously implement change. No longer do they rely on authority as the primary means to achieve these goals, but on influence and persuasion. In short, their leadership is being tested at much higher levels than ever before, and the results have not been satisfactory, according to many critics of U.S. business, who say, "We need more leaders and fewer managers." What they really mean, given the new, dynamic environment, is that we need managers at all levels who are better at performing leadership.

As highlighted in the opening case with Jackie Schultz, supervisory leadership is essential to Panera Bread's success. One recent study conducted by *Stock Advisor*, in which they asked their investing members to rate Panera Bread based on the purchase experience and the quality of the food, found that 90 percent of respondents categorized their experience as "very good" or "amazing," while 70 percent selected "very good." In an effort to enhance the customer experience, Panera Bread has invested over \$120 million in an initiative called Panera 2.0 that provides customers with digital ordering and customization

options. Enhanced digital technologies in the kitchen ensure the customized orders are accurate, improving operational efficiencies. Customers can skip the lines and go directly to a “fast lane” kiosk to pick up their order. Panera 2.0 is improving the customer experience, resulting in increased satisfaction. With Panera projected to continue to grow over the next 10 to 12 years, supervisory leadership will continue to be a key indicator of its overall success.¹⁷

Note the title of this book: *Supervisory Management: The Art of Inspiring, Empowering, and Developing People*. While coverage is provided of the other four management functions—planning, organizing, staffing, and controlling—the largest number of chapters are devoted to leading. These include a chapter on leadership itself as well as chapters on communicating, motivating, coaching, resolving conflict, implementing change, and managing teams, all of which are essential leadership tools.

● Chapter Review

1. *Explain why management is needed in all organizations.*

Management is needed whenever people form organizations. An organization is a group of people in a structured situation with a common purpose. People form organizations because they realize they can achieve more by working together than they can alone.

Management is the process of working through people to achieve objectives by making effective decisions and by coordinating the development and use of scarce human, financial, and physical resources.

2. *Describe the different levels of management.*

Large organizations usually have at least three levels of management. Top management oversees the overall operations—or a major segment of the organization or one of the basic organizational activities; middle management is responsible for a smaller part, such as a division or department; and supervisory management controls a smaller organizational unit.

3. *Discuss what managers do.*

Managers at all levels do essentially the same things, but to different degrees. First, they perform the same functions—namely, planning, organizing, staffing, leading, and controlling. In performing these functions, managers engage in many varied and often unrelated activities that require them to play different roles. In playing interpersonal roles, a manager may act as a figurehead, a leader, or a liaison between different groups. Informational roles include acting as a monitor, disseminator, and/or spokesperson. Finally, decision-making roles require the manager to be an entrepreneur, a disturbance handler, a resource allocator, and/or a negotiator.

4. *Explain the basic skills required for effective management.*

Effective managers need various skills to perform their functions and play their roles. Conceptual skills are needed in acquiring, interpreting, and analyzing information in a logical manner. Human relations skills involve understanding other people and interacting effectively with them. Administrative skills provide the ability to get things done by using other skills effectively. Technical skills consist of understanding and being able to supervise the processes, practices, or techniques required for specific jobs in the organization.

5. *Explain where supervisors come from.*

By far most supervisory positions are filled through internal promotion. This has several advantages. Insiders understand the organization and its culture, and when

promoted within their own department, the tasks, personnel, and other supervisors are familiar as well. Managers know something about the potential supervisor's capabilities through his or her record of accomplishment. In addition, internal promotion serves as a reward and incentive for present employees who desire to move up. Organizations can help to ensure a successful transition to supervision by identifying, assessing, and training potential supervisors and observing how they perform in temporary supervisory assignments.

6. Clarify the different relationships supervisory managers have with others.

Supervisory managers are involved in at least three sets of relationships. First, they have personal relationships with their families and friends. Second, they have sometimes conflicting organizational relationships with lower-level employees, fellow supervisors, and higher levels of management. Third, they have external relationships with outsiders, such as business owners, customers or clients, suppliers, union representatives, governmental authorities, and leaders of environmental and advocacy groups.

7. Discuss the emerging position of supervisory managers.

The role of supervisory managers has drastically changed during the past 25 years. In the traditional role, supervisors had strong technical expertise, had much authority over employees, and were key problem solvers. Pressure was often the tool used to motivate employees. The emerging role of supervisors has resulted from organizational trends toward greater organizational emphasis on quality, empowerment of employees, downsizing of management ranks, and commitment to employees' growth and development. These trends have given employees authority to plan their own work, to determine the resources they need, and to resolve job problems themselves. While still responsible for achieving results, supervisors have shifted toward leading, facilitating, and supporting employees, in contrast to the dominant, authority-laden traditional role.

8. Discuss some trends challenging supervisors.

As the supervisory position grows in importance, it is becoming more complex because of many trends that are challenging supervisors' abilities to perform their jobs. The more important trends challenge supervisors to (1) deal with a more diverse workforce, (2) emphasize team performance, (3) cope with exploding technology, (4) adjust to occupational and industry shifts, (5) meet global challenges, (6) improve quality and productivity, (7) improve ethical behavior, and (8) respond to crises.

Key Terms

organization, p. 6
operations, p. 6
marketing, p. 6
financing, p. 6
management, p. 6
human resources, p. 6
physical resources, p. 7
financial resources, p. 7
authority, p. 8
responsibility, p. 8
top management, p. 8
middle management, p. 8

supervisory management, p. 9
managerial functions, p. 10
planning, p. 10
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conceptual skills, p. 12
human relations skills, p. 15
administrative skills, p. 16
technical skills, p. 16

emotional intelligence (EI), p. 17
relationships network, p. 19
union steward, p. 21
mentor, p. 21
diversity, p. 23
glass ceiling, p. 24
empowerment, p. 24
team advisors, p. 24
reinventing, p. 25
reengineering, p. 25
downsizing, p. 25
ethical dilemmas, p. 27

Discussion Questions

1. Why do people form organizations?
2. Identify the five functions every manager must perform and briefly explain each.
3. Why is management needed in organizations?
4. What are the three levels of management found in most large organizations? Describe each, giving its responsibilities.
5. Identify the four skills that managers need. Can someone be weak in one of these skill areas and still function effectively as a supervisor? Explain.
6. How are most supervisory positions filled? Explain why this is so.
7. What are the three types of supervisory relationships? Explain.
8. Identify each of the trends challenging today's supervisors and explain how each affects supervisors.
9. What are some reasons why "leading" is such a critical skill for supervisors and managers today?

Skill Builder 1.1



Information



Technology



Analysis of Supervisor/Management Job Descriptions

The purpose of this exercise is to have you view some actual job descriptions for supervisory/management positions as listed by real organizations.

Instructions:

1. Think about a supervisory/management position that interests you. The position must be a first-line supervisor/manager position of your choice. In addition, you may include the type of industry in your search, such as banking supervisor, nursing supervisor, recreation manager, hotel maintenance supervisor, etc.
2. Visit Monster.com at <http://www.monster.com>.
3. Type the name of the supervisory/management position in the "Search Jobs" box. You may leave blank the "U.S. Locations" box, which will result in a nationwide search. Clicking "Search" will likely result in numerous listings, depending on how general or specific your "Search Job" supervisory/management listing was.
4. Scroll the listings, viewing job titles and the names of the organizations for which there are position vacancies. Find a position/organization that looks of interest, and click the job title. You will then find the company's job description for the position.
5. Select and print out job descriptions for three different organizations, noting the differences in responsibilities, duties, and requirements. What conclusions about supervision/management and the organizations can be drawn from these?
6. Write a report, one-half to one page in length, to your instructor, commenting on the differences noted. Include printouts of the three job listings.
7. Be prepared to discuss your results in class, individually or in teams, as determined by your instructor.

Skill Builder 1.2



The Personal Interest Inventory

Directions:

Each of the following questions is worth a total of 3 points. For each question, assign more points to the response you prefer and fewer points, in order of preference, to the others. For example, if one response receives 3 points, the other two must receive 0; if one receives 2 points, then the others must receive 1 and 0; or each may receive 1 point. Enter your scores in the Score Matrix.

Information



1. Which activity interests you most?
 - ☐ a. Working with your hands
 - ☐ b. Working with people
 - ☐ c. Reading books
2. Which skills would you invest time in learning?
 - ☐ a. Research and writing
 - ☐ b. Organizing and leading
 - ☐ c. Crafts and art
3. Which job activities would you enjoy most?
 - ☐ a. Counseling and coaching
 - ☐ b. Building and doing
 - ☐ c. Thinking and planning
4. Which trait is most characteristic of you?
 - ☐ a. Helper
 - ☐ b. Doer
 - ☐ c. Scholar
5. Which would you most enjoy doing?
 - ☐ a. Talking with people
 - ☐ b. Writing a book
 - ☐ c. Building a house
6. How do you prefer to use your spare time?
 - ☐ a. Outdoor projects
 - ☐ b. Social activities
 - ☐ c. Thinking
7. Which of these traits is most important to you?
 - ☐ a. Physical coordination
 - ☐ b. Ability to deal with people
 - ☐ c. Mental ability
8. Which jobs most reflect your interests?
 - ☐ a. Teacher, social worker, counselor
 - ☐ b. Engineer, surveyor, craftsman
 - ☐ c. Researcher, historian, author
9. Which ability is your strongest?
 - ☐ a. Communication skills
 - ☐ b. Creative thinking
 - ☐ c. Physical skills
10. Which tasks do you perform best?
 - ☐ a. Operating and maintaining
 - ☐ b. Communicating and motivating
 - ☐ c. Developing and planning
11. Which occupation interests you most?
 - ☐ a. Pilot
 - ☐ b. Judge
 - ☐ c. Politician
12. Which of the following is most interesting to you?
 - ☐ a. Helping others
 - ☐ b. Thinking things through
 - ☐ c. Using your hands
13. Which skills could you learn with the least effort?
 - ☐ a. Leading and negotiating
 - ☐ b. Artwork and handicrafts
 - ☐ c. Language and theoretical reasoning
14. What tasks appeal to you most?
 - ☐ a. Developing new theories
 - ☐ b. Helping people with problems
 - ☐ c. Developing a skill
15. What assignment appeals to you most?
 - ☐ a. Working with ideas
 - ☐ b. Working with people
 - ☐ c. Working with things
16. Which is your greatest attribute?
 - ☐ a. Creativity
 - ☐ b. Competence
 - ☐ c. Sensitivity
17. For which occupation do you have a natural talent?
 - ☐ a. Counselor
 - ☐ b. Builder
 - ☐ c. Scientist
18. Which subject interests you most?
 - ☐ a. Practical arts
 - ☐ b. Philosophy
 - ☐ c. Human relations

19. To which group would you prefer to belong?

- _____ a. Scientific society
- _____ b. Outdoor group
- _____ c. Social club

20. How do you like to work?

- _____ a. In a group, discussing and recommending solutions
- _____ b. Alone, using ideas and theories
- _____ c. Alone, using tools and materials

SCORE MATRIX

QUESTION	THINGS	PEOPLE	IDEAS
1.	a.	b.	c.
2.	c.	b.	a.
3.	b.	a.	c.
4.	b.	a.	c.
5.	b.	c.	a.
6.	a.	b.	c.
7.	a.	b.	c.
8.	b.	a.	c.
9.	b.	c.	a.
10.	a.	b.	c.
11.	a.	c.	b.
12.	b.	c.	a.
13.	b.	a.	c.
14.	c.	b.	a.
15.	c.	b.	a.
16.	c.	a.	b.
17.	b.	a.	c.
18.	a.	c.	b.
19.	b.	c.	a.
20.	c.	a.	b.
	TOTAL	TOTAL	TOTAL

Instructions: The Personal Interest Inventory should give you some insight into the strengths you would bring to a management position. If you enjoy an activity, it is likely to be something that you do well. The three areas shown in the Score Matrix—things, people, and ideas—correspond to the following skills, which managers must use in doing their job:

- Things: Technical skills
- People: Human relations skills
- Ideas: Conceptual skills

1. After scoring your inventory, break into groups of three to five and discuss your profiles. To what extent are they similar? Different? Are any of the areas dominant in the group? Underrepresented? Discuss.

2. Generalize about the kinds of supervisory jobs that might call for
 - a. High technical skill
 - b. High human relations skill
 - c. High conceptual skill
3. Are your answers on this inventory consistent with the type of management job that you have in mind? If there are inconsistencies, what do they mean?

Source: Based on an exercise designed by Billie Stockton, Anita Bullock, and Anne Locke, Northern Kentucky University, 1981.

Skill Builder 1.3



Information



Effective and Ineffective Supervisors

Instructions:

1. Think of all the supervisors for whom you've ever worked—part time or full time. If you have not worked for a supervisor, consider some of your teachers or perhaps a coach.
2. Select two—one who was most effective and one who was least effective—and list the behaviors of each.
3. In groups of three to five classmates, share your lists and discuss. Were there common behaviors? Select a spokesperson to present your discussion results to the class.

Skill Builder 1.4

Information



Do You Have the Makings to Become a Great Supervisor?

Based on what you learned from the exercise about effective supervisors, do you believe that you have the makings of a great supervisor? Do you have the desire to become a great supervisor? Assuming that you do, what are your strengths and weaknesses that would assist or hinder you in becoming a successful supervisor? Brainstorm and create a separate list for each.

Reflect on your lists and prioritize your top three strengths and top three weaknesses. How did you come to possess each one? How can you ensure that you will be able to maintain your strengths as you work on completing this course/your degree? Be specific. If you were to select one weakness to work on improving this term, which one would it be, and what specifically can you do to make strides in this area? The last aspect of your improvement plan should include a self-evaluation at the end of this term to assess your progress in this area.

CASE 1.1

COACH X: EFFECTIVE HOSPITAL ADMINISTRATOR*

Assume that you are a member of the search committee that is evaluating applicants for the position of administrator of a 300-bed, community-owned hospital in your city. In examining the applicants' resumes, you note that most have had experience in health care settings, many having previous experiences as administrators or assistant administrators.

One application, however, is quite different. It is from one of the most successful college football coaches in the country, someone we will call X. Being a sports fan, you have seen this person many times on national television as his teams have consistently placed in the top 10 NCAA ratings. He has won five national championships in the past 15 years. His school leads major colleges in athlete graduation rates; throughout his 30-year coaching career, his programs have not been charged with a single NCAA violation. He has won the national coach-of-year title four times. He has mentored countless assistant coaches, who themselves have become successful. His former players have been among the NFL's biggest stars. He has charisma and is a gifted motivational speaker. No one is more highly respected in the profession. Serving also as athletic director during the past five years, he oversees a \$57 million budget and 400 employees, and the university's athletic department is one of the most profitable in the country. His university's sports teams annually win the award given to the university having

the best overall team performance across all sports. He has served with distinction as head of the National Association of College Coaches and is often selected to represent his peer coaches on significant NCAA issues. Presidents Bush and Obama have named him to important presidential commissions. He often has been courted by Democrats and Republicans as an easily winnable gubernatorial or U.S. Senate candidate. Why is he interested in the position of head administrator of the hospital? In his application, he states that it was always his ambition to change careers by age 55. While acknowledging his lack of experience in the health care field other than through hospital stays with family, players, and friends, he would love the challenge of hospital management.

Instructions:

1. Respond to the following question: Would X be someone whom you would consider as a viable potential candidate for the hospital administrator position, despite his limited technical expertise? _____ Yes _____ No Why?
2. Suppose that the position being sought was that of supervisor of the hospital's computer technology department. Would your answer be the same? Why?
3. In groups of four to six, discuss your answers, and be prepared to report highlights of your discussion to the overall class.

*Any association of Coach X as presented in this case with a real person or persons is coincidental.

Notes

1. Since our initial interview with Jackie Schultz in 2009, her career with Panera has continued to advance. In 2012, she was promoted to training manager for Panera store locations in a two-state area, a position she held at the time of our most recent interview. Additionally, since joining Panera part time as a high school senior in 2004, she has completed both undergraduate and graduate degrees. Sources: Management bio. (n.d.), <https://www.panerabread.com/en-us/company/about-panera/management-bios.html>; Interviews with Jackie Schultz by Paul Pietri, January 16, 2013,

- and May 28, 2009. For more information about Panera, see B. Kowitt, "Founder's Bold Gamble on Panera," *Fortune*, August 2012, pp. 9–21; C. Hajim, "Not by Bread Alone," *Fortune*, July 2006, p. 126.
2. "State of the American Manager: Analytics and Advice for Leaders," Gallup (n.d.), <http://www.gallup.com/services/182216/state-american-manager-report.aspx>.
 3. G. A. Brewer, "In the Eye of the Storm: Frontline Supervisors and Federal Agency Performance," *Journal of Public Administration Research and Theory* 15, no. 4 (2005), p. 519.