

EDWIN C. LEONARD, JR. • KELLY A. TRUSTY



13E

SUPERVISION

CONCEPTS AND PRACTICES
OF MANAGEMENT

Thirteenth Edition

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**Supervision: Concepts and Practices
of Management, 13e**

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Ed Leonard: *A mentor once told me, "You, Ed Leonard, are the richest man in the world because you have family and friends who love you and will do anything for you." I have been truly blessed! May you be blessed as you journey through life!*

Kelly Trusty: *To Tom, Blake, Evan, Jack & Bambi—the greatest support network ever! And, to my students, with encouragement to bloom where you are planted.*

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One thing that has been constant in the early twenty-first century world is change. Widespread changes in technologies, organizational restructuring and economic, social, and political environments have affected every aspect of individual and corporate life. Offshoring, and the “China factor” have become a reality. Globalization is impacting competition, changes in technology and the skills that workers will need in the new digital age, and rising labor costs in the minimum wage and other employee benefits. Every day, the *Wall Street Journal*, *USA Today*, and trade publications feature articles about issues that affect organizations and individuals. Examples include the Affordable Care Act, Union-busting laws, the Target data breach, and RadioShack closing over 1,000 stores nationwide. Individuals and organizations will need to find ways to adapt to the ongoing volatility and uncertainty of our society.

Since the recession in 2008, the U.S. economy has grown at a slow rate. But we have hope that employers will focus on empowering their full-time, contingent and virtual employees to achieve high performance and interact effectively with customers, clients, and other stakeholders. Early in Professor Leonard’s management career, a mentor said, “Every employee is a manager!” That notion is more appropriate today than at any time during his life. The skills, concepts and principles of management presented in this text are relevant for everyone in the workforce. Each and every person will be responsible for supervising someone or something at some time in his or her life. Therefore, we want to make sure that all students are well informed about the challenges of supervision and possess a solid skill foundation so that they can make informed decisions about the right things to do when necessary.

Throughout the 13th edition of *Supervision*, we have focused on ways in which leaders can engage their diverse workforce and effectively facilitate work teams. We believe that throughout the text we have described and demonstrated the supervisory skills that students will need to help them and their organizations meet the challenges of today and tomorrow.

Organization of *Supervision*

Over the years, our students have told us that they need help becoming proficient in analysis, communication, decision-making, leadership, and working with dysfunctional bosses and co-workers, that is conflict resolution skills. To that end, every chapter begins with an opening, “You Make the Call!,” a feature that gives students an opportunity to analyze a real-world situation and ponder courses of action. The Personal and Team Skill-Building activities at the end of each chapter reinforce the chapter’s contents and give students opportunities to apply the skills and content in authentic situations. Students will also have opportunities to

reflect back on the opening “You Make the Call!” features and make decisions about what needs to be done to keep employees, supervisors, and organizations moving in the right direction.

We have reorganized the 15 chapters of this edition of *Supervision: Concepts and Practices of Management* into four parts in order to facilitate the use of the text in a variety of instructional configurations including 8-week, 12-week, 15-week and 16-week course calendars. The parts are configured in the following way:

- Part 1: Supervisory Management Overview and Challenges. This part introduces the fundamentals of management, supervisory planning, and the diverse character of the workforce. We discuss the social, demographic, economic, technological and global challenges that managers will face every day in light of the big ideas and theories that have emerged over the past century to inform management thought. Students are introduced to the functions of management: planning, organizing, staffing, leading and controlling. Strategies for effective planning are presented, followed by the challenges and practices of supervising in a diverse workforce.
- Part 2: Essentials of Effective Supervision. The four chapters detail the key skills of leading, communicating and listening, motivating followers, solving problems and making decisions.
- Part 3: Organizing, Staffing, Managing and Measuring for Success. These four chapters provide the essentials for organizing work, empowering employees for success, building and facilitating effective teams, and improving employee performance.
- Part 4: Controlling and Managing Performance and Conflict. These three chapters provide guidance in establishing and using effective controls, resolving conflicts, and applying positive discipline in order to maintain a high-performing workforce.

Text Features Are Application-Oriented

Our work with organizational behavior, management and leadership students at IPFW and Trine University, as well as with students of public administration at Western Michigan University continues to show us that students learn best when they have many opportunities to apply the concepts and practices of management in real-life contexts. Both of us divide our time among a range of activities that inform the development of the learning activities in the text. We work with private- and public-sector managers and supervisors in a variety of capacities, learning about their managerial challenges, discussing ideas with them, assessing their needs relative to the functions of management and helping them identify best-practice approaches to engage and empower employees. Also having managed employee groups and virtual teams over the past few decades, we have been fortunate to acquire first-hand knowledge of the problems managers face in supervising in a dynamic, complex environment.

We are honored to have the opportunity to share these personal and professional experiences with you by incorporating them into the chapter narratives and learning exercises in this edition of *Supervision*. As has been done in previous editions, the 13th edition of *Supervision* presents the concepts and practices of management from points of view of practicing managers, organizational theorists, employees, business owners and public sector administrators.

The perspectives are presented in ways that enable students to consider the “whys”, “hows” and “what ifs” that real managers face through learning exercises and skill-building activities that have been field tested in classroom situations.

The most important question for an author to ask him or herself, as well as the users of a textbook, when approaching every new edition is “What tools do we want our students to add to their career toolbox as they use this text?” Students need to know the theories that explain management, leadership and behavioral practices so that they can understand why people and processes interact in organizations in the ways they do. Students should also be prepared to identify actionable supervisory situations in the workplace and have the knowledge and skills necessary to respond appropriately. This skills-based text provides a balance of theory and practice in chapter narratives that combines timely, relevant research and authentic examples of management concepts, as well as What Have You Learned higher-level thinking questions, Personal and Team Skill-Builders, critical incidents, opportunities for self-assessment, and a collection of Supervision in Action videos available on the student companion website that present students with many opportunities to sharpen their supervisory skills and put them to work. Some of the features we feel best facilitate student learning include the following:

- **An Integrated Teaching and Testing System.** The text and supplements are organized around Learning Objectives that form a comprehensive teaching and learning system. Each chapter begins with a set of Learning Objectives covering key concepts. The objectives then appear in the text margin, identifying where each objective is addressed. The key concepts are reinforced at the end of each chapter in a series of section summaries arranged by Learning Objective. Organization based on Learning Objectives continues into the supplement package, including the integrated lecture outlines in the Instructor’s Manual, the chapter Power Point decks and the Test Bank.
- **Comprehensive Learning and Practice Activities.** Together with colleagues, students, practicing managers and others, we have prepared a convenient, challenging and realistic set of activities that will engage students in considering and addressing the issues and challenges that supervisors and employees face in today’s workplace. Our goal in the 13th edition is to provide a series of learning activities to intellectually involve students, and, in some situations, to get them emotionally connected to their course work, our text, and the situations they are involved in. Thus, students will have a greater sense of responsibility for their learning.
- **“You Make the Call!” Opening Vignettes.** We begin each chapter with a problem faced by a supervisor or person impacted by a supervisor’s choice of action or inaction, which will stimulate student interest about the chapter topics. Each presents a real supervisory situation that will challenge students to apply the concepts presented in the chapter. These case-like scenarios draw students into a problem and ask them to decide what to do.

At the conclusion of each chapter, in either the Questions for Discussion or specific Skill-Builder activities, students can develop their own approach to the problems in the scenario by applying the concepts they just learned in the chapter. By applying chapter concepts to these opening problems and comparing their analysis and answers to questions we provided, students are more prepared to grapple with the challenging critical incidents presented at the end of each of the four parts of the textbook.




- **Contemporary Issues.** To better comprehend why organizations function the way they do in society, students must recognize and understand the complex issues that supervisors face. Throughout the text, we have integrated real people, real organizations and real situations to help students gain practical knowledge about supervisory and management situations.
- **Supervisory Tips.** Each chapter contains a “Supervisory Tips” box that draws from the authors’ personal experiences, thorough reviews of research presented in business, public sector and academic publications, and discussions with practicing supervisors. These tips, together with skill-building activities, give students guidelines for addressing complex issues.
- **Pedagogical Features.** (1) **Marginal Definitions of Key Terms:** In an introductory supervision course, students must learn management vocabulary. Therefore, we have highlighted in **bold** print key terms where they are first used in the text and we have provided concise definitions in the margins of the text where they are first introduced. The key terms are also listed with the appropriate page number at the end of each chapter. (2) **Summary Points:** Major chapter concepts are summarized at the end of each chapter with reference to the Learning Objectives. By reviewing these summaries, students can quickly identify areas where they may need further review. Then, using the Learning Objectives number, students can easily locate the concepts they want to review. (3) **Questions and Activities:** At the end of each chapter is a series of discussion questions and individual and group exercises designed to help students check their understanding of chapter material and practice implementing key concepts. (4) **References:** The Endnotes section at the end of each chapter contains many current and foundational references. Relevant references are included for all the key concepts introduced in the book, as well as numerous additional sources of information and insights.
- **Skill Builders.** Each chapter contains several Personal and Team Skill Builders, which allow students opportunities to build their analytical thinking skills, including those identified in the “Supervisory Tips” boxes. The Skill Builders include a variety of application, role-play, and critical and creative “thinking outside the box” activities. In addition, all chapters include a “Technology Tool” Skill Builder and several chapters include exercises that introduce students to individuals who make life difficult for others in the workplace, hypothetical supervisors or employees whose behavior may create havoc in the organization. These mini-cases require students to assess and analyze a situation using concepts from the text and suggest solutions. We have found that testing the activities in the classroom helps students develop the competencies needed in today’s fast-paced society.
- **Critical Incidents.** Instructors throughout the country have told us that our critical incidents, abbreviated case studies focusing on a specific supervisory situation or management decision point are excellent tools for teaching and learning supervisory skills. In response to this feedback, we have included 24 critical incidents in this edition, all of which are new or substantially revised. The critical incidents provide additional opportunities for students to engage with the learning objectives and content from their respective sections. Because the critical incidents involve concepts from more than one chapter, six incidents are presented at the end of each of the four parts of the text. Most of the critical incidents are short—some less than a page each—and are challenging without being overwhelming. Each is followed

by discussion questions that help students focus and synthesize their thinking. The critical incidents are based on actual experiences of supervisors and leaders in numerous work environments, and one critical incident in each part involves a highly-visible and well-known organizational or community leader.

The critical incidents can be used in several ways as fuel for class, seminar or online discussion, as written homework assignments, for team analysis and presentation, or as prompts for essay examinations. These assignments are excellent ways for students to practice their skills on a real supervisory problem and to assess their abilities to apply what they have learned.

WATCH FOR THE ICONS

Our goal in the 13th edition of *Supervision* is to provide a series of learning activities through multiple modalities in order to actively involve students intellectually and accommodate a variety of learning styles. As in previous editions, we include icons for each modality to draw your attention to these special learning activities.

- 
Internet Activities. Internet-based exercises require students to search the World Wide Web for information, tools or strategies that may be associated with or included in the learning activity. Look for the “Internet Activity” icon.
- 
Role Play Activities. Several of the skill builders and end-of-part critical incidents have optional role-playing activities that involve small groups of students putting themselves in the place of a supervisor or employees. The “Role Play” icon is used to identify them.
- 
Supervision in Action. Video scenarios captured from authentic organizational environments offer effective, engaging learning opportunities for students. We now provide 15 real-world video vignettes, one for each chapter in the student companion website for this text, located at cengagebrain.com. A “Supervision in Action” icon at the end of each chapter prompts instructors and students to access the videos and accompanying discussion questions and activities online. We encourage use of the videos as catalysts for in-class discussion or enrichment of the online learning environment.

New Perspectives and Expanded Topics

- The character of the text has transitioned to address a wider variety of supervisory environments. According to a 2014 Yconic.com study of over 1,000 millennial workers, nearly half would like to serve in the public sector in some capacity some time during their career. Further, many nonprofit organizations seek managers who can bring entrepreneurial and business skills to bear on pressing social problems, often finding candidates who wish to transition from the private sector. For these reasons, the 13th edition includes examples of supervisory challenges as they occur in all of these contexts and provide opportunities for students to apply concepts to a wide variety of organizational situations.

- New to this edition, we include at the end of each chapter an “Experiential Exercise for Self-Assessment.” We believe that a quote from the 1963 speech prepared for John F. Kennedy, Jr., “Leadership and learning are indispensable to each other,” holds true for all supervisors. In order to succeed in leading workers, supervisors must know their strengths and identify areas in which they can continue to grow. The Experiential Exercises give students opportunities to evaluate their personal and professional skills in order to identify their assets and learn some things that they can do to make themselves more valuable in the workforce and in their communities.
- Throughout organizations, technology is transforming the ways in which workers work and supervisors manage. Accordingly, throughout the text we address these changes by describing supervisory functions that can now be augmented with technology. These changes are often accompanied by challenges, which we discuss as well, particularly the supervisor’s responsibility to balance the demands of incorporating social media into stakeholder engagement efforts with the problem of employees’ time-wasting technology behaviors.
- Also new in this edition, all of the chapters include a “Technology Tool” activity as one of the Personal or Team Skill-Builders. These activities provide students with opportunities to explore technology software applications and software use strategies that align with the functions of management. Business and social sector research tell us that when organizations align technology with their missions and goals, rather than simply using technology because it is available, they can improve the efficiency, effectiveness, quality, and overall performance of their organizations. The Technology Tools will help students identify ways in which they can facilitate this alignment by choosing tools that help organizations do what they’re already doing, better.
- As our society recovers from the most recent economic recession, surveys have found that a lack of trust between workers and managers continues to affect productivity and employee engagement. In Chapter 5 we include an extended discussion of the importance of trust-building actions and behaviors supervisors should use to reverse this trend. Leadership ethics goes hand-in-hand with trust therefore we, provide recommendations to supervisors related to modeling and encouraging ethical behavior with specific mention of Character Counts™ Six Pillars of Character, which can be applied widely to organizations, communities, and personal ethical decisions.
- Followership, a required element in the leadership equation, is discussed in detail in Chapter 5.
- Previous editions’ coverage of employee morale is augmented with new research findings and strategies for increasing employee engagement, a concept that more specifically delineates the extent to which supervisors and the organization play a role in building employee commitment to achieving organizational goals.
- Technology’s inherent problem of data security and the increasing incidence of large-scale organizational data breaches are topics that merit specific mention in discussions of policy planning, positive discipline and resolving conflict.
- Organizational change is now included in Chapter 8 coverage of problem-solving and decision-making. Problem-solving drives the decision-making process; in order to solve a problem, often changes must be made. It is the

supervisor's responsibility to incorporate strategies for effectively facilitating change in order to maintain positive employee morale and engagement.

- Continued challenges of downsizing due to reorganization and the impact of technology are presented in Chapters 9 and 11, particularly the effects of layoffs on remaining workers who often must work through “survivor syndrome”. Suggestions are provided in Chapter 11 for helping workers maintain productivity and morale during necessary transitions.
- The number of workers who telecommute and participate in virtual teams continues to increase. We provide updated suggestions for managing a virtual workforce.

To the Instructor

First and foremost, this is a practitioner text. Using your personal career and life experiences along with the skill-building exercises and other experiential exercises from the text, you can help students identify problems and challenges by tapping into their life and organizational experiences. By coupling these past personal experiences with the concepts presented in the text, students are led to make recommendations for solutions or organizational improvement.

We believe that the greatest gift a professor has to give is to prepare students, inspire them to excel in the classroom, enable them to reach their full potential and encourage them to take risks. We are certain that your legacy will be that you invested wisely in your students, as they will be the ones that make our nation's future even brighter. The 13th edition of *Supervision: Concepts and Practices of Management* will help your students in the learning process and get them to recognize and understand the complex issues supervisors face.

Supplements to Ease the Teaching Load

Instructor's Manual. Instructors always have more to do than there are hours in a day. To make class preparation easier, we have developed a comprehensive Instructor's Manual.

The Instructor's Manual includes suggestions for making the course “come alive” for your students. You will find that the integrated learning system that is found in the main text applies to the supplementary package as well. The Instructor's Manual is organized by Learning Objectives so that you can easily customize your lectures and emphasize the concepts your students need most. The extensive lecture outlines in the manual identify the materials that fulfill each objective so that you can be sure your lectures cover key concepts. In addition to the lecture outlines, the Instructor's Manual includes:

- Solution guidelines for all end-of-chapter discussion questions
- Commentaries on personal and team skill-builders, including suggested solutions and follow-up approaches
- Evaluation tools for assessing student presentation and teamwork contributions
- Commentaries and discussion guides for the “Supervision in Action” video clips

- Full commentaries on all critical incidents that can guide your classroom discussions
- Answers for the critical incident discussion questions that will also help you evaluate student written analyses.

Test Bank. Cengage Learning Testing Powered by Cognero is a flexible, online system that allows you to:

- author, edit, and manage test bank content from multiple Cengage Learning solutions.
- create multiple test versions in an instant
- deliver tests from your LMS, your classroom, or wherever you want.

Thoroughly revised, updated and certified for this edition, our comprehensive test bank contains an ample number of questions so that you can easily create several different versions of exams. Questions are linked to chapter Learning Objectives so that you can tailor your exams to complement your teaching emphasis. The number of multiple-choice questions has been increased, particularly with higher-level, application-based questions. And now, all questions are tagged according to level of difficulty, learning objective, two types of learning outcomes and Bloom's taxonomy so that you can search and find the perfect combination of questions to meet your needs. Test Bank items can be easily integrated with your institution's chosen learning management system (LMS).

PowerPoint® slides created by Niclas Hulting. Again reducing your lecture preparation time, a complete deck of PowerPoint® slides for every chapter will guide students through the key concepts and essential terms presented in the chapter material. The slides are completely correlated to the lecture outlines found in the Instructor's Manual. You can easily edit or add to each slide deck as needed to meet your personal presentation style.

Instructor's Support Web Site. At www.cengagebrain.com, instructors will find the entire suite of supplements—the Instructor's Manual, the PowerPoint® slides, and the Test Bank in various formats. And if you're looking for more critical incidents, you'll find them here! More than 25 cases—including many of your favorites from previous editions—are still available online.

DVD. Perhaps one of the most exciting and compelling bonus features of this program, these short and powerful video clips provide additional insights on the application of course concepts. A new set of video clips offers real-world organizational acumen and valuable learning experiences from an array of organizations.

Supplements for Instructors and Students

Product Support Web site. The flashcards, Learning Objectives, and Glossary are available for quick reference on our complementary student product support Web site. Real-world video clips and corresponding questions and activities are available for viewing and offer valuable learning experiences. Web links and supporting materials corresponding to Experiential Exercises and Technology Tools for each chapter are also available on the student Web site.

To the Student

We both like to greet our new classes with the following questions, “*Right now, what do you feel is the most important issue facing the United States?*” and “*Five*

years after graduation, what do you think will be the most important issue facing the United States?”. Then, we ask the same two questions with a slight variance, “What is the greatest challenge you face today?” and “What is the most important challenge you will face five years after graduation?” Then we ask two other questions, “What do you want to know for when your days on earth have ended?” and “What strategy or plan do you have in place to get where you want to be?” Reaction to those questions have been intense, extensive and varied in both of our classrooms. Not surprisingly, most students cannot grasp the challenges they might be facing in the future.

Historically, we have wanted this book to encourage *you*—the student—to think, communicate, and make decisions, unpleasant as those tasks may be at times. We have found these skills to be the ones that make the difference in the “real world,” whether you work for a major corporation, a family business, a government agency, or a not-for-profit organization.

The Learning Objectives, listed at the beginning of each chapter, are what we expect you to learn or be able to do after completing the assigned readings and associated activities. We suggest that you “read with the end in mind.” Read the Learning Objectives for the chapter, write them down on a sheet of paper or record them on your favorite electronic device; then read the chapter’s summary. You will now have a feel for what the authors think are the most important concepts. Now that you have an overview, read the chapter. We believe that you learn much more when you read with a purpose. Our students have also found it beneficial to make a list of all the key concepts and terms prior to reading the chapter.

Supervision 13th edition was revised first and foremost with you, the student, in mind. Hopefully, your learning will be enhanced, and you will have great success in whatever you choose to do. If you have questions or concerns, you can email us: Professor Leonard, Leonard@ipfw.edu, and Professor Trusty, kelly.a.trusty@wmich.edu.

We hope and pray that you will enjoy the journey as you travel through Supervision 13th edition.

Acknowledgments

In developing *Supervision: Concepts and Practices of Management*, 13th edition, and supplementary materials, we are indebted to so many individuals that it may not be possible to give them all credit.

We know that the authors are only one spoke in the wheel that drives a successful textbook. Simply stated, this edition has come about through the support and encouragement of many people. The authors give special thanks to their family members for their help and gracious encouragement and recognizing that there were things we were not able to do with them because we were doing research and working on the book.

We want to thank the Cengage/South-Western Learning team for their tremendous support and assistance. We especially thank Jennifer King (Managing Content Developer) and Sally Nieman (Sr. Media & Content Developer).

All of the opening *You Make the Calls* and *Critical Incidents* were developed by Professor Leonard. However, over the years, several colleagues have collaborated to present new *You Make the Calls* and *Critical Incidents* for this edition.

We would like to acknowledge all of the students at Trine University, Western Michigan University, and IPFW who were our field testers for the You Make the Calls, the Critical Incidents, the Technology Tools, and the Personal and Team Skill Builders that we have added to this edition.

Finally, we want to thank Barbara Liggett, Director, School of Public Affairs and Administration, Western Michigan University, for all she has done in the last four years to help Kelly Trusty finish her doctorate in 2013. Dr. Leonard would also like to thank Dr. Liggett, for allowing him to serve on Dr. Trusty's doctoral committee.



Photo courtesy of Dr. Edwin Leonard

EDWIN C. LEONARD, JR., PH.D.

Professor Emeritus of Management and Marketing
Doermer School of Business and Management Sciences
Indiana University—Purdue University, Fort Wayne (IPFW)
and
Distinguished Visiting Professor of Leadership
Studies Trine University

Dr. Edwin C. Leonard, Jr. received his bachelor's, master's, and doctoral degrees from Purdue University. After receiving the undergraduate degree, he worked for a construction company as a project manager. After serving in the military, where he taught at the Chemical, Biological, and Radiological Warfare School and served as commander of Headquarters Company, USAG and XVIII Airborne Corps (Fort Bragg, NC), he returned to graduate school.

Beginning in 1966, he held various administrative and faculty positions including manager of the NE Indiana Extension region, chair of the management/marketing department, and acting chair of the School of Public and Environmental Affairs. His primary teaching areas included organizational behavior and leadership, introduction to business/government/society, human resources/industrial relations, and strategic management. He received Emeritus status from

Indiana University in 2004. Currently, he is part of the Core Leadership Faculty and engaged in teaching and course development at Trine University.

Dr. Leonard has designed and conducted workshops and seminars for thousands of supervisors, managers, and executives. He has served as academic advisor and coordinator of Do-it-Best Corp.'s Management Training Course for 33 years. This comprehensive program is for management personnel of one of the nation's largest hardware and building material retailers. From 1970 through 2001, he had his own full-service management consulting firm.

Dr. Leonard's primary research interests are in the areas of employee involvement and motivation, organizational culture, climate and leadership, human resource interventions, and case development. He has published in numerous academic and professional journals, instructional supplement manuals, and conference proceedings. Dr. Leonard has received numerous "best paper" and "distinguished case" awards. His publication list (AACSB—The Association to Advance Collegiate Schools of Business—the national accrediting body for Schools of Business—refers to them as Intellectual Contributions) exceeds 60 since January 2000.

He served as Editor of *The Business Case Journal (BCJ)* for seven years. In addition to *Supervision: Concepts and Practices of Management 13/e*, he has authored or coauthored four other books:

- Edwin C. Leonard, Jr., and Roy A. Cook, *Human Resource Management: 21st Century Challenges*, 1st Edition (Mason, OH: Thomson © 2005)
- Edwin C. Leonard, Jr., Claire McCarty Kilian, and Raymond L. Hilgert, *Labor Agreement Negotiations*, 7th Edition (Mason, OH: Thomson Custom Publishing © 2003)
- Raymond L. Hilgert, Cyril C. Ling, and Edwin C. Leonard, Jr., *Cases, Incidents and Experiential Exercises in Human Resource Management*, 3rd Edition (Houston, TX: Dame Publishing © 2000)
- Edwin C. Leonard, Jr., *Assessment of Training Needs* (Chicago, IL: The U.S. Civil Service Commission © 1973).

One of Dr. Leonard's early articles, "Answers to Your Questions about Case Writing," was reprinted in *The Business Case Journal* (Summer, 2011). An article with Roy Cook, "Teaching Tips: Teaching with Cases," appeared in the January–March 2010 (Volume 10, Number 1) *Journal of Teaching in Travel and Tourism*, (ISSN: 1531-3220). Several of his coauthored cases and critical incidents were adapted with permission for inclusion in the 12th edition of *Supervision*.

Two articles co-authored with Dr. Trusty received the following awards: (1) the *McGraw-Hill/Irwin 2012 Distinguished Paper Award* for their "What to Do With a Druggie?" (2) the Society for Case Research *2011 Best Critical Incident Award* from "Unwelcomed Advances: Female to Male Harassment".

Dr. Leonard has served as president of the Society for Case Research (www.sfcr.org) and the Midwest Society of Human Resources/Industrial Relations (now the Midwest Management Association); as well as president of the Fort Wayne Area Chapter of the Society for Training and Development. During the 21st century, he has served on the board of directors of the Society for Case Research (SCR); the North American Case Research Association (NACRA); and the Management Association.

Dr. Leonard has received many teaching and service awards. Nearest to his heart are those awards he received from various student groups: Services for

Students with Disabilities (DASEL), the International Students Organization (ISO), and IPFW Honors Program. All of these awards were for his outstanding service to students.

He was the recipient of the *Award of Teaching Excellence* from the Indiana University School of Continuing Studies and the *Faculty Service Award* from the National University Continuing Education Association for his outstanding service to the professions.

In addition to inclusion in various “Who’s Who?” Dr. Leonard was elected into *Ordo Honorium* of the Kappa Delta Rho Fraternity. This is a distinct honor bestowed by the Fraternity in recognition of the brother’s outstanding service to their fraternity, their community, and their profession. This is the highest honor the Fraternity bestows on an alumnus.

Professor Ed Leonard received the IPFW Department of Consumer and Family Sciences’ *Hospitarian Award* for his dedication and contributions to the program. The plaque reads “For displaying hospitality with a humanitarian heart.”

In April of 2004, Ed Leonard received *Distinguished Alumni Community Achievement Award* from his alma mater, Purdue University. The award reads “For outstanding dedication to higher education and his community as a teacher, researcher, coach, and advisor”. In 2005, he was inducted into his high school Hall of Fame. In 2009, he was inducted into the IPFW Athletics Hall of Fame for his outstanding contributions as a coach, administrator and supporter.

Dr. Leonard’s contributions to the community go beyond the University and his Church: The Allen County Board of Commissioners bestowed upon him the title of *Honorary County Commissioner*. The proclamation reads as follows: “Whereas, Dr. Leonard, recognizing that all work and no play makes for a colorless educational experience, initiated IPFW’s basketball program (now an NCAA Division 1 program) and expanded its golf program (coached the first and only individual to represent the University in the NCAA Golf Championships), and helped to nurture a healthy economy in Allen County by training quality supervisors and managers; and teaching local businesses strategic management skills; and served as a member of many boards including the Allen County Tax Adjustment Board, the Indiana Labor Wage and Hour Board, March of Dimes/Birth Defects Foundation and the League for the Blind and Disabled as well as serving as chair or co-chair of several scholarship boards; NOW, THEREFORE, the Board of Commissioners of the County of Allen, Indiana hereby bestows upon Dr. Edwin C. Leonard, Jr., the title of **Honorary County Commissioner**.

In June 2014, Dr. Leonard received the Sagamore of the Wabash Award from Governor Michael Pence. The Sagamore of the Wabash Award is given to one who “has endeared himself to the Citizens of Indiana; one who is distinguished by his Humanity in Living, his Loyalty in Friendship, his Wisdom in Council, and his Inspiration in Leadership”.

The Leonard family has endowed five college scholarships for needy and deserving students and created the Leonard Family Advised Fund within the Fort Wayne Community Foundation to provide spiritual and educational opportunities for needy and deserving youth under 14 years of age in Allen County, Indiana.

He and his wife, Ginger, have three children: Lori, Teo (wife Stacie), and Lisa (husband Gary Koss); and two grandchildren, Haley and Tyler Koss. The Leonards spend the winter months at their Jekyll Island, Georgia home.



KELLY A. TRUSTY, PH.D.

Assistant Professor
School of Public Affairs and Administration
Western Michigan University

Dr. Kelly A. Trusty received her bachelor's degree from Purdue University, her master's degree from Ball State University and her doctorate degree from the Western Michigan University School of Public Affairs and Administration. A “pracademic” who began her career as a K-12 gifted and talented coordinator and elementary school teacher, Trusty then moved into the nonprofit sector to lead the growth of a grassroots coalition from a handful of passionate activists to a 501(c)3 corporation with a full paid staff, hundreds of volunteers, and a powerful action network. Her award-winning fieldwork in organizational management, leadership, strategic planning, evaluation and sustainability led to invitations to serve as a consultant to local, state and regional nonprofit, governmental and educational organizations. From 1997 to the present she has operated a consulting practice that focuses on helping organizations build their capacity to create, measure and sustain positive community change.

Moving into the higher education realm after nearly 20 years in the field was a natural transition. Dr. Trusty was invited to invest her expertise and practical experience in creating and directing the Master of Science in Leadership (MSL) program at Trine University, which became the largest graduate program in the institution's history. Along with leading the program, Trusty served as an assistant professor and lead faculty of the Nonprofit Organizational Studies concentration, teaching leadership, nonprofit management, organizational communication and capstone courses. She then returned to her alma-mater, Western Michigan University to teach in the School of Public Affairs and Administration, where her primary teaching areas include nonprofit and public agency leadership and management, human resource administration, grant writing and governance.

Dr. Trusty's research interests include the relationships between nonprofit strategy, technology/mission alignment and organizational outcomes, executive mentoring in the nonprofit environment, and the translational leadership necessary to bridge theory and practice. The conceptual model she developed

to measure the relationships between strategy, IT/mission alignment maturity and nonprofit organizational outcomes, SIMO, is an example of such a bridge. Dr. Trusty's publications bridge community change and leadership theory and practice. She penned weekly columns in the *Journal Review* and *The Paper of Montgomery County* for eight years focusing on community mobilization and high-risk behavior prevention and she has authored award-winning case studies and critical incidents focusing on organizational management and human resources.

Dr. Trusty has presented practical leadership, strategic planning, sustainability, evaluation and teaching strategies at gatherings sponsored by the National Society for Leadership and Success, Trine University, Northwest Indiana Working Smarter Higher Education Consortium, Steuben County Community Foundation, Compassion Pregnancy Centers of Northeast Indiana, WIMC Radio, Montgomery County Division of Family and Children, the League of Women Voters and Indiana Tobacco Prevention and Cessation Agency. She has presented academic papers at a variety of national conferences and annual meetings, including the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), MBAA International, Society for Case Research, Business Society and Government Consortium, and IPFW Annual Teaching Conference.

She was the recipient of the 2012 Trine University Faculty Scholarship award for her case study research, she received the 2012 MBAA International McGraw-Hill/Irwin Distinguished Paper Award for "What to Do With a Druggie?", she received the Society for Case Research Best Critical Incident Award in 2011 for "Unwelcomed Advances: Female to Male Harassment", as well as the Thelma Cummins Vision Award from Cummins Behavioral Health Systems, Inc., the Governor's Commission for a Drug-Free Indiana Promising Practices Award and the Outstanding Indiana Economics Educator Award. She holds membership in Phi Kappa Phi, Kappa Delta Pi and Golden Key National Honor Societies.

Dr. Trusty and her family support educational programming in Haiti that empowers local youth with servant leadership and public service skills they can contribute to the ongoing rebuilding of their country. They also are committed to promoting and supporting the community asset-building value of local youth sports through coaching and fundraising. She and her brown dog, Mackey, also love to garden.



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Supervisory Management Overview and Challenges

The Supervisory Challenge



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After studying this chapter, you will be able to:

- 1** Understand that we are in difficult times.
- 2** Explain the demands and rewards of being a supervisor.
- 3** Describe the contributions of four schools of management thought.
- 4** Identify the economic, demographic, political, and social trends that will affect supervisors.
- 5** Explain why supervisors must continually grow and develop as professionals.
- 6** Recognize ways for getting into a supervisory position.

YOU MAKE THE CALL!



Every chapter in this book begins with a short case section titled “You Make the Call!” After reading each case, decide which decision(s) or course(s) of action the person described in the case should make or take. As you read each chapter, think about how the concepts apply to the opening problem.

You are Charlotte Kelly, evening shift admitting services team leader at Community Medical Center’s Pine Village. The Pine Village facility is located in a small Southern city located about 30 miles from its closest competitor and has 240 beds. (see Figure 1.7, “A sample values and belief statement”). In recent years there have been many changes in the healthcare industry. The implementation of the Affordable Care Act caused many companies to adjust their policies. The Pine Village facility recently announced that 22 positions were being eliminated and that one floor of the hospital was being closed due to the lack of need.

Charlotte, like many others at Pine Village, read the same recent *BusinessWeek* article that said, “In the next few years we will see an expansion of the number of people entering the healthcare system. In fact, by 2016, as many as 30 million more adults will have health insurance. Plus, each day, thousands of baby boomers will become eligible for Medicare.”¹ She knew that more and more people will need care, but their stays in the hospital are only a few days. When her children were born, she was in a hospital for a week; now they may be in a day and out the next. New technology in healthcare has driven up the costs across the board. The article went on to talk about how to compare quality to cost. The Affordable Health Care Act, according to the Kaiser Family Foundation, has seen employers cost shifting, making employees pay a higher portion of the cost of dependent and spouse coverage.²

When you graduated from nursing school 30 some years ago, nursing jobs were plentiful. You began as a cardiac care nurse at a hospital in Greenville, South Carolina, where you met your future husband and began a family. Shortly after your youngest child graduated from high school, your husband was killed in an automobile accident. You moved to Pine Village to be near your sister and her family. As nursing jobs were scarce, Pine Village was looking for someone to be the admitting department’s evening shift team leader, a job you accepted. As a shift team leader, you assumed summary supervisory responsibilities but you were limited in authority and were not part of the hospital’s management team. The admitting department supervisor was Pat Graham.

Shortly after getting the job, you began attending classes at a local community college in the area. You received a certificate in medical records technology and decided to take a couple of courses in supervision and

organizational leadership. One of your favorite professors was Bernie Ray, a middle-aged supervisor at one of the local companies. Mr. Ray usually began each class with a current problem or issue that required students to interact and expand upon their leadership perspectives. The textbook, *Supervision: Concepts and Practices of Management*, had critical incidents where you make the calls that were relevant to most of the people in the class. You liked the “team approach” to learning because your fellow classmates brought a variety of experiences to the class and you learned from each other.

Early Wednesday afternoon, your boss Pat Graham sent you a text message asking you to come in early that day and meet with her in her office. Much to your surprise, Norma Elward, human resource supervisor, and hospital administrator Larry Stuckey were also present. Stuckey began the conversation, “Charlotte we are pleased with the job that you have done as a team leader on the evening shift. You have been an excellent role model and from all reports, have communicated very well with your team members. You have a reputation as being someone who expects a lot and gets positive results because you expect no less from yourself. People tell me that you have encouraged your associates to get involved and to understand how their job performance affects patient care.” Stuckey paused briefly then continued. “Charlotte, we want you to become the ER (emergency room) supervisor effective Monday morning to replace Amy Talmadge. You’ve taken classes in leadership and supervision and you have earned this promotion to our management team. We know that you will be able to handle this new assignment, even though you have not worked in the emergency services department previously.

Pat Graham then said, “Charlotte, because you have done a good job of cross training your associates, we want you to recommend your replacement. Please let us know by this time tomorrow which of your associates you are recommending and why. If you have any questions, I am always here.”

You were exhilarated and a bit sobered by what had happened. “Wow,” you thought to yourself. “This is a culmination of a five-year odyssey. It has been hard, but I knew right from the beginning that I wanted to be a supervisor. Pat Graham has been a great mentor. She shows interest in every employee and in increasing their skills, knowledge, and abilities. I learned a lot from her and also from Mr. Ray’s classes. But I wonder if I have the right stuff for this supervisory and leadership position? And do I really want all the headaches, responsibilities and pressures that this job will create?”

Late on Friday afternoon you reflected on the events of the last two days. You had recommended Ken Morrison and Louise Turner as two possible candidates to replace you. In your opinion, both would be very capable.

You have just learned that Amy Talmadge was fired as the ER supervisor earlier in the day. You know that the ER department had become the butt of many employee jokes, and turnover in the department had been extremely high. Amy had the reputation of being an autocratic, very demanding, and insensitive person. Word had it that she expected her employees to do as she commanded, and at times she was known to criticize and embarrass her employees in public. The ER department consisted of a very

diverse group of employees, and the ER department was operational 24/7. Friday nights, Saturdays, and Sundays were times the ER department had many people show up, and often some of them were brought in by the local police because of alcohol or other substance abuses.

As you sit at your desk contemplating the situation, you think, “I know some things not to do, but I don’t know if I can make this transition to this challenging leadership position. Where do I go from here?”

Disclaimer: The above scenario presents a supervisory situation based on real events to be used for educational purposes. The identities of some or all individuals, organizations, industries, and locations, as well as financial and other information may have been disguised to protect individual privacy and proprietary information. In some cases details have been added to improve readability and interest.

YOU MAKE THE CALL!

1 Understand that we are in difficult times.

What Does It Mean to Be a Supervisor in Uncertain Times?

The opening years of this century have been the most chaotic, uncertain, and unpredictable years in the authors’ lives. Virtually every aspect of contemporary life has undergone major changes during the past few years. The first years of the twenty-first century have certainly been the times that try men’s souls.

What happened yesterday is not relevant unless it can be used as a learning experience. Think back to when you were in the fifth grade. What was your world like? No doubt it was a lot different from your parents’ world. Today, with the technology available, it is very easy to look up various employment, economic, and other demographic statistics to compare our lot in life with that of others and to see how we are progressing from one year to the next. But what else is new? Look at Figure 1.1 to get a glimpse of how things were just 20 years ago.

The twenty-first century will be noted in the future by those who experienced them as “another day of infamy”—except that the day turned into weeks, months, and years. Where were you on September 11, 2001? Do you remember what thoughts went through your mind as you heard the early reports of the planes crashing and the days of uncertainty that followed? What were you doing on April 14, 2007, when a murderer wreaked havoc on the Virginia Tech campus? What were your thoughts as you watched the following events unfold?

November 2009: A U.S. Army Major went ballistic and killed 13 people at Fort Hood, Texas. On April 2, 2014, again at Fort Hood, a soldier killed three soldiers and wounded 16 before killing himself.

April 2010: The BP oil disaster resulted in the largest marine oil spill in history. Eleven men working on the platform were killed, and the 205.8 million gallons of crude oil caused extensive damage to marine and wildlife habitats as well as to the Gulf’s fishing and tourism industries.

January 2011: A college dropout killed six people and wounded 14 in Tucson, Arizona. Among the injured was Congresswoman Gabrielle Giffords.

March 2011: A powerful earthquake rocked Japan, followed by a tsunami resulting in massive devastation and thousands of deaths. At the time, Japan’s economy was challenged by debt, economic stagnation, and depopulation.

July 2012: At the midnight premiere of *The Dark Knight Rises* in Aurora, Colorado, a 22-year-old opened fire, killing 12 and wounding 58.

FIGURE 1.1 The year 1995—What a difference 20 years makes**In the year 1995**

- A postage stamp cost \$0.32.
- A gallon of gas cost \$1.35.
- A new car cost \$12,800.
- The federal government spending was \$1519.13 billion.
- The median household income was \$34,076.
- Unemployment was 5.6%.
- President Bill Clinton invoked emergency powers to extend a \$20 billion loan to help Mexico avert a financial crisis.
- Congress was controlled by Republicans for the first time in 20 years.
- An earthquake in Japan killed 6,434 people while an earthquake in Russia killed over 2,000.
- In February, the Dow Jones closed at 4,033, a new record. In November, the Dow closed at 5,023.
- The first search engine service, Yahoo!, was founded.
- Microsoft released Windows 95.
- 168 people were killed in the Oklahoma City bombing.
- Prodigy Internet service offered access to the World Wide Web.
- eBay was founded.
- In November, the federal government shut down because of a budget standoff between Democrats and Republicans.
- Pope John Paul II visited the United States in a whirlwind tour.
- Fighting resumed in Bosnia and Croatia.
- The Million Man March drew millions of black men to Washington.
- Women held 9.6% of Fortune 500 board seats.
- Forrest Gump won the Best Picture Award.
- O. J. Simpson was found not guilty of murder charges.
- December 16–January 6 (1996): the federal government had another shutdown as budget disagreements continued.

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September 2012: In Minnesota, an employee went on a shooting rampage after losing his job, killing five co-workers and then himself.

December 2012: In Newtown Connecticut, a 21-year-old shot and killed his mother at their home, then drove her car to Sandy Hook Elementary where he killed 20 six- and seven-year-old students and six adults before killing himself.

April 2013: Bombs near the finish line of the Boston Marathon killed three and injured 264 others.³

June 2013: Nineteen Arizona firefighters lost their lives fighting a wildfire northwest of Phoenix.

March 8, 2014: Malaysia Airlines Flight 370 disappeared with 239 souls on board.⁴

March 2014: A catastrophic mudslide destroyed homes and blocked a mile-long stretch of highway in Oso, Washington, killing more than 40.⁵

As you watched the newscasts during the past several years, you had a hard time seeing the “good news” but 10 years ago (February 2004), Mark Zuckerberg created Facebook in his Harvard dorm room. In February 2014, Facebook shares

rose to record levels and to celebrate their 10th anniversary, users were able to create videos from their top posts. A month later, Twitter celebrated its eighth birthday by sending its users back to their first tweets #Twitterisborn. The stock markets continue to break new barriers.

Yet, consumer confidence is low. Oil and food prices continue to rise. The unemployment rate in Detroit is 15.1 percent and the city has billions of dollars in long-term obligations that may never be paid.⁶ Data breaches (hacking) in companies such as Target have caused distrust among shoppers.⁷ Recalls of vehicles by General Motors, Nissan, and Toyota have led to congressional hearings.⁸ As of March 2014, the unemployment rate in the United States has gone down almost one percentage point over the past year but there are still over 10.5 million workers unemployed and the job market remains weak.⁹

For many employees, these past 10 years have been a time of employers imposing work-rule concessions, wage freezes,¹⁰ or pay cuts, and asking them to pay for a larger percentage of their healthcare costs—if they even had healthcare insurance.¹¹ The governors of several states have pushed what some described as a “union-busting strategy” (i.e., right-to-work laws) by trying to make it illegal to require an employee to join a union or remain a member of the union.¹² Along with that, many employees report significant increases in job responsibilities over the past three years.¹³

The news is filled with stories of middle-aged employees who expected to be in their peak earning years but now face the stark reality of looking for work, no doubt in a service industry that pays substantially less than what they made at their previous employment. Manufacturing jobs are no longer the gateway for high-school graduates to enter the middle class,¹⁴ and shifts in shopping trends are causing companies to close their brick-and-mortar stores while trying to increase online sales.¹⁵ A recent Manpower survey reported that 83 percent of employees are actively seeking new job opportunities in 2014.¹⁶ A word of caution: It is easier to find a new job when you already have one.

The search for jobs has become very competitive. Many downsized employees have reverted to temporary work. In March 2014, about 2.8 million workers were currently in temporary or contract positions.¹⁷ Susan Houseman, senior economist at Upjohn Institute for Employment Research, says this current pattern of hiring temporary workers does not fit the historical norm. “It’s typical for temporary hiring to rise initially as the economy recovers, before businesses are ready to commit to hiring full-time employees. Right now we’re seeing something interesting. We’ve seen it surpass its previous highs, so it looks like there could be a structural shift going on, too. There’s a reason to believe we might see some increase in the use of temporary help in general.”¹⁸

There is little doubt that major changes will continue to take place in our society during the coming years, and continuing change will challenge every person in every organization.

2 Explain the demands and rewards of being a supervisor.

Supervisors

First-level managers in charge of entry-level and other departmental employees

If managers and their organizations are to survive, managers at all levels will be at the forefront of planning and coping with trends, factors, and problems requiring attention and more effective management. This book focuses primarily on the first tier of management, which is generally called the supervisory level, or supervisory management. **Supervisors** are first-level managers who are in charge

of entry-level and other departmental employees. In *The Effective Executive*, the management authority Peter F. Drucker defined an executive as “any member of the organization who makes decisions that materially affect the capacity of the organization to perform and obtain results.”¹⁹ Figure 1.2 is a tribute to Drucker and presents an overview of his thoughts and ideas.

FIGURE 1.2 A tribute to Peter F. Drucker, father of modern management

Peter Drucker was a writer, teacher, and consultant specializing in strategy and policy for businesses and not-for-profit organizations. He wrote for most of the contemporary business publications and authored books that set the foundation for this and other texts.

Drucker was born in 1909 in Vienna and was educated there and in England. After working as an economist for an international bank, Drucker came to the United States in 1937. He began his teaching career at Bennington College, taught for more than 20 years at the Graduate Business School of New York University, and was Clarke Professor of Social Studies at Claremont Graduate University. Its Graduate Management School was named after him in 1984. To say that he revolutionized business by systematizing the study of management would be an understatement.

USA Today perhaps said it best: “Peter Drucker, who died Friday, 11 days short of his 96th birthday, was his own best advertisement for the concept of the knowledge worker, which he identified more than 40 years ago; those who work with their minds, and thus own their means of production.”¹ In 1997, Drucker was featured on the cover of *Forbes magazine* under the headline “Still the Youngest Mind,” and *BusinessWeek* called him “the most enduring management thinker of our time.” In 2002, President George W. Bush honored him with the Presidential Medal of Freedom.

In the early 1940s, General Motors invited Drucker to study its inner workings. That experience led to his 1946 book *Concept of the Corporation*. He went on to write more than 30 books. His books and thoughts are available at <http://www.peter-drucker.com/>. A few of Drucker's comments follow:

- A manager is responsible for the application and performance of knowledge.
- Company cultures are like country cultures. Never try to change one. Try, instead, to work with what you've got.
- Efficiency is doing things right; effectiveness is doing the right things.
- In a period of upheaval, such as the one we are living in, change is the norm.
- Making good decisions is a crucial skill at every level.
- The most important thing in communication is hearing what isn't being said.
- The most efficient way to produce anything is to bring together under one management as many as possible of the activities needed to turn out the product.
- Most of what we call management consists of making it difficult for people to get their work done.
- There are an enormous number of managers who have retired on the job.
- Time is the scarcest resource, and unless it is managed, nothing else can be managed.
- We now accept the fact that learning is a lifelong process of keeping abreast of change. The most pressing task is to teach people how to learn.

Sources: Bruce Rosenstein, “Visionary Writer Mined the Mine,” *USA Today* (November 11, 2005), p. B3. Also see William Cohen, “A Class with Drucker—The Lost Lessons of the World's Greatest Management Teacher,” AMACOM, 2007; <http://www.peter-drucker.com/>; <http://www.leadertoleader.org>. It is hard to select from among Drucker's books, but I recommend the following: *The Practice of Management* (New York: Harper Collins Publishing, 1954); *The Effective Executive* (New York: Harper & Row, 1964, 1986); *Management Challenges for the 21st Century* (New York: Harper Collins, 1999); *The Daily Drucker: 366 Days of Insight and Motivation for Getting the Right Things Done* (New York: Harper Collins, 2004).



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Peter Drucker, considered the father of modern management, contributed many important ideas about management theory and practices that are still relevant today

Working supervisors

First-level individuals who perform supervisory functions but who may not be legally or officially be part of management

Most managers and supervisors, whether they are in factories, nursing care units, business offices, the hospitality industry, retail stores, or government agencies, realize that authoritarian direction and close control usually do not bring about the desired results. Managers everywhere will continue to expect supervisors to obtain better performance from their human resources and to do so in a constantly changing environment.

In many organizations, much of the supervisory work is performed by individuals who may not officially or legally be considered part of management. Although these individuals perform many of the supervisory functions discussed in this book, they usually have limited authority and are typically **working supervisors**. Other designations for these individuals include foreman/forewoman, group/team leader, lead person, coach, or facilitator. For brevity, we use the term *supervisor* to identify all first-level individuals who carry out supervisory functions. The concepts and principles discussed in this text generally apply to such individuals, whom we consider to be managers, even though officially or legally they are not part of the recognized management structure.

Most people obtain their first management experience in supervisory management positions. Supervisory work has become more complex, sophisticated, and demanding, and it requires professional and interpersonal skills.²⁰

Although the systematic study of management has largely been a twentieth-century phenomenon—thanks, in part, to Drucker’s contributions—some knowledge of the past is helpful when looking to the future. Furthermore, a brief overview of the major schools, or approaches, to management theories and practices can provide some foundation and perspective for the supervisory concepts and practices presented in this book.

This book is intended for both practicing and potential supervisors, especially students who see the field of management as one of their career choices. At the end of this chapter is a “Supervisory Tips” section that helps those who are seeking supervisory or management positions to identify and discuss some important factors when job hunting. This section includes a number of career tips that are essential for those aspiring to be supervisors. They probably are vital to almost any type of career planning, regardless of one’s choice of position or organization.

3 Describe the contributions of four schools of management thought.

Schools of Management Thought

Management practices can be traced throughout history. The Great Wall of China, the Pyramids of Egypt, the Roman Coliseum, the Eiffel Tower, and the Statue of Liberty all resulted from the application of management principles. Many early schools of thought still influence the way people approach the supervisory task. Although there is no universally accepted theory of management, a common thread runs through the various theories that have been proposed over the years. Each theory attempts to answer the question, “What is the best way to manage the task at hand?” While there is little agreement on the number and nomenclature of the various management theories, four approaches deserve special mention: (1) the scientific management approach, (2) the functional approach, (3) the human relations/behavioral approach, and (4) the quantitative/systems approaches.²¹

THE SCIENTIFIC MANAGEMENT APPROACH

One of the first approaches to the study of management in the twentieth century was the **scientific management approach**, which focused on determining the most efficient ways to increase output and productivity. Frederick Winslow Taylor, the father of scientific management, believed that managers should plan what, when, where, and how employees should produce the product. He felt a manager's job was to perform mental tasks, such as determining the "one best way" to do a job. The employees' jobs, then, would be to perform the physical tasks of their jobs. To this end, Taylor developed certain principles to increase productivity.

Taylor believed that many workers did not put forth their best effort and that, as a result, production often suffered. While observing workers in a steel plant, Taylor was shocked at the lack of systematic procedures, output restrictions among groups of workers, and the fact that ill-equipped and poorly trained workers typically were left on their own to determine how to do their jobs. Taylor believed that engineering principles could be applied to make people perform somewhat like machines—efficiently, mindlessly, and repetitively. By eliminating choice, operations could be standardized. In brief, Taylor's principles of scientific management include the following:

1. Analyze the tasks associated with each job. Use the principles of science to find the one best way to perform the work.
2. Recruit the employee best suited to perform the job; that is, choose the person who has the skills, aptitude, and other attributes to do the job.
3. Instruct the worker in the one best way to perform the job.
4. Reward the accomplishment of the worker. Taylor believed that workers were economically motivated and would, therefore, do the job the way they were instructed if rewarded with money.
5. Cooperate with workers to ensure that the job matches plans and principles.
6. Ensure an equal division of work and responsibility between managers and workers.

Similarly, other leaders of the early twentieth-century scientific management movement focused on determining ways to improve productivity through the systematic study and application of engineering principles. Some of you have seen the classic version or the 2003 version of the movie *Cheaper by the Dozen*, an adaptation of the book of the same name about how the Gilbreths managed their home. Frank and Lillian Gilbreth pioneered the use of time and motion studies of job operations, through which efficient ways to perform a job could be determined and time standards could be developed. These standards would then be used to improve productivity and to compensate employees appropriately.²²

THE FUNCTIONAL APPROACH

In the early 1900s, Henri Fayol, a French industrialist, identified 14 principles of management that he believed could be applied universally. Some writers have referred to this concept as the universality of management, which suggests that basic functions, principles, and their applications in management are similar, regardless of an organization's nature. In general, Fayol believed that a manager's authority should equal that manager's responsibility, and that the direction and flow of authority through an organization should be unified.

Scientific management approach

School of management thought that focuses on determining the most efficient ways to increase output and productivity