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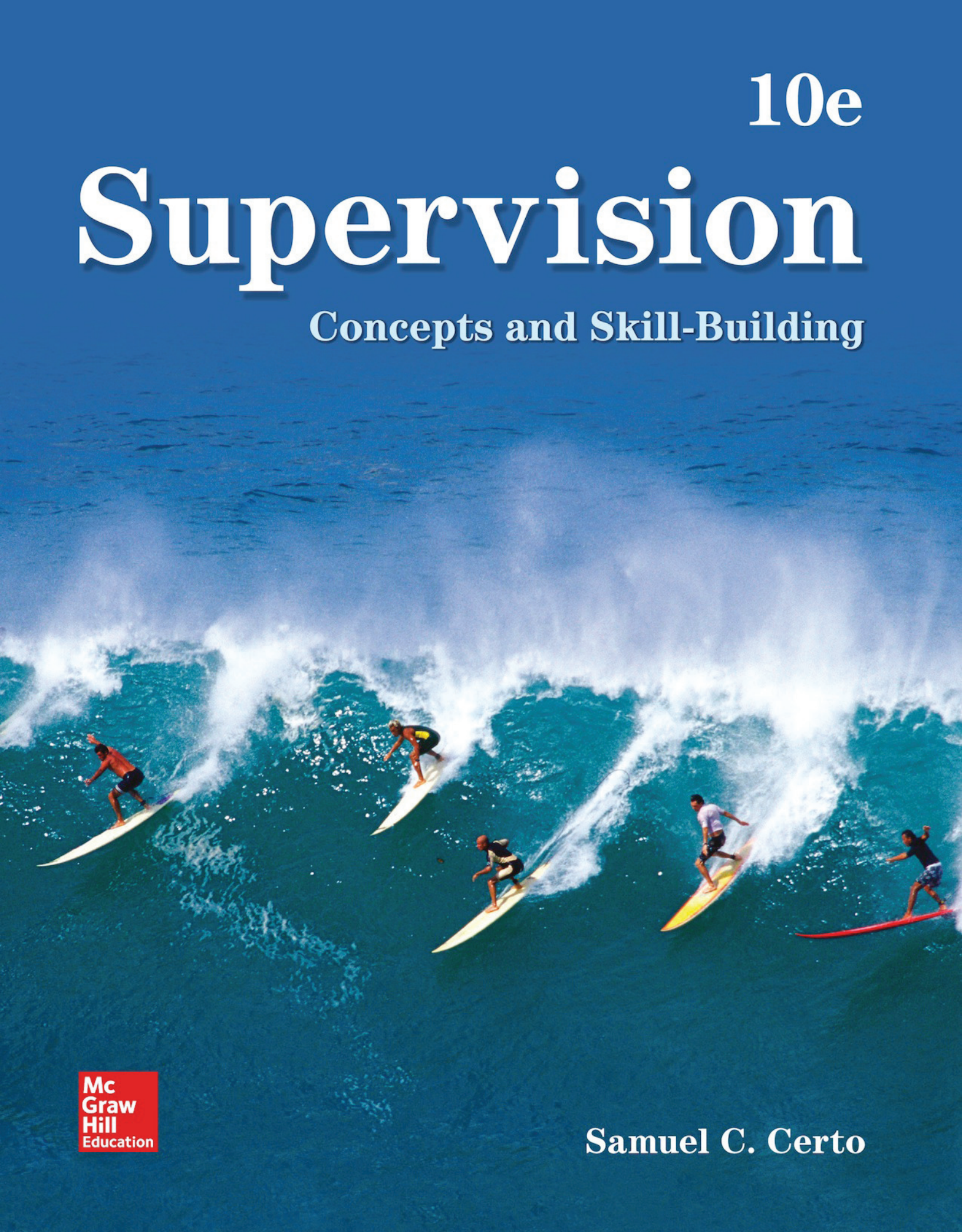
Supervision

Concepts and Skill-Building



Mc Graw Hill Education

Samuel C. Certo

Tenth Edition

Supervision

CONCEPTS AND SKILL-BUILDING

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Crummer Graduate School of Business

Rollins College

Mc Graw Hill Education

SUPERVISION: CONCEPTS AND SKILL-BUILDING, TENTH EDITION

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To Mimi

A source of my strength, encouragement, friendship, and love throughout my life!

Preface

There is no doubt that today's supervisors play a critical role in enhancing the success of modern organizations. As with all previous editions, this book prepares students to be supervisors. As with all previous editions, concepts in this latest edition contain traditionally proven as well as cutting-edge supervision ideas and tools.

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

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

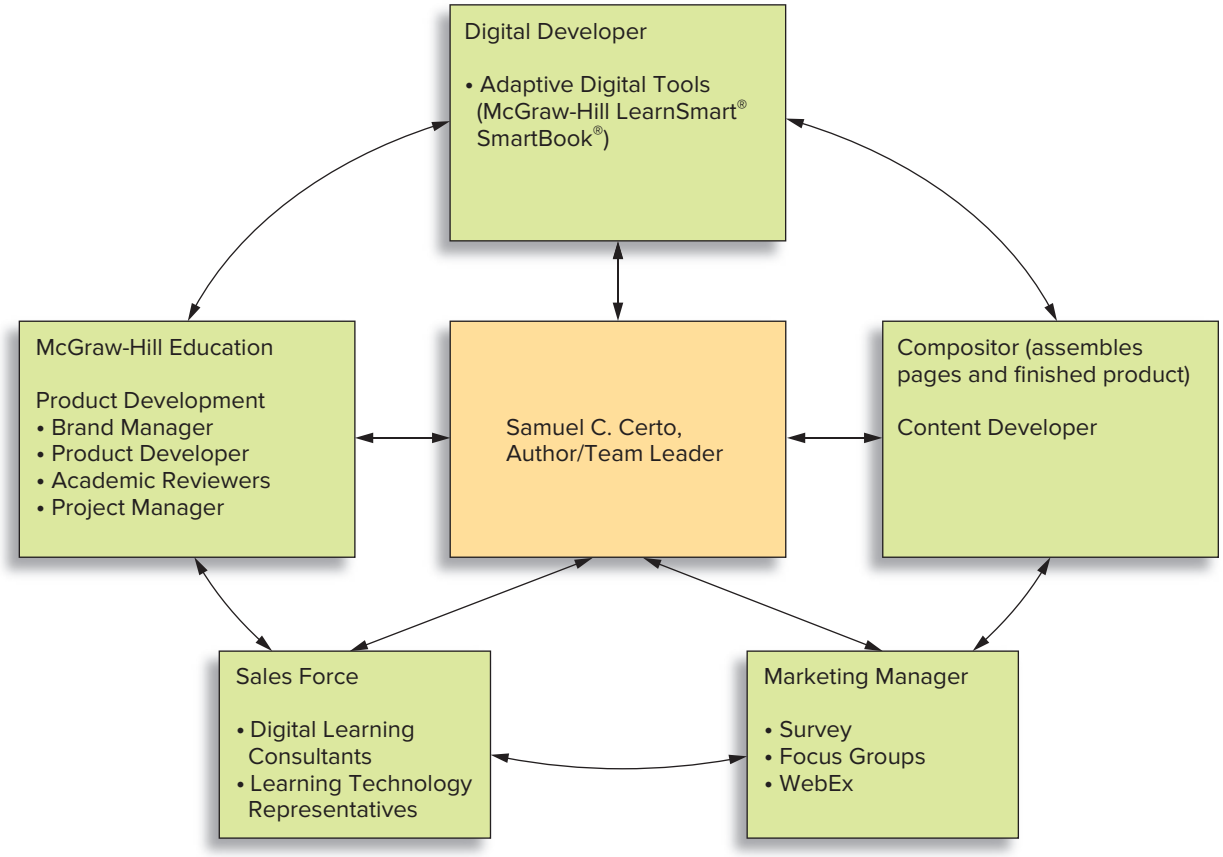
Overview of This New Text

Thanks to both students and professors for your kind words and encouragement over the years! *Supervision* has helped hundreds of thousands of students across the globe to prepare for supervisory roles in organizations. The continued and growing success of this book accounts for my firm commitment to publish a high-quality supervision text that contains important theoretical yet practical material as well as facilitates the student learning and instructional processes. The following sections outline in detail how this new edition presents important, practical supervision theory and accomplishes this facilitation.

The Foundation

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

FIGURE A | *Supervision:* The Professional Team



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

The Tenth Edition—Sustaining a Successful Tradition

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

The Core of This Revision

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

Part One, "What Is a Supervisor?" consists of the first two chapters, "Supervision: Tradition and Contemporary Trends" (Chapter 1) and "The Supervisor as Leader" (Chapter 2). Chapter 1 opens with a new "A Supervision Challenge" that focuses on supervising remote workers. This chapter also includes a new Meeting the Challenge exercise that refers back to the Supervision Challenge. For the tenth edition, the leadership chapter has been moved forward in the text from Chapter 8 to Chapter 2 to reflect the critical nature of the supervisor who must lead employees to meet these challenges and achieve organizational goals. Chapter 2, begins with a new "A Supervision Challenge" that uses an example from Kraft Foods to illustrate how company history can be used to inspire employees. New coverage also focuses on various approaches to leadership, how desirable leadership traits vary in different cultures around the world, and how to be a good, ethical role model to employees.

Part Two, "Modern Supervision Challenges," covers areas in which supervisors will have to meet important contemporary organizational challenges. Chapter 3, "Groups, Teams, and Powerful Meetings," includes new examples of how to make meetings more productive, encourage participation, and save time. New coverage in this chapter includes a new Problem-Solving case on fitting in with an established team, and a new skills exercise that provides an agenda and asks students to run a meeting based on that agenda. Chapter 4, "Corporate Social Responsibility, Ethics, and Sustainability," includes an updated "A Supervision Challenge" that discusses the sales scandal at Wells Fargo branches, and new examples of sustainable companies. This chapter also includes a new Problem-Solving case that focuses on the water crisis in Flint, Michigan as a failure of ethical responsibility. Chapter 5, "Managing Diversity," focuses on how diversity can affect the supervision process. Major topics include new coverage and examples of handling unconscious bias in the workplace, and new examples of multiple generations in the workplace.

Part Three, "Functions of the Supervisor," contains three chapters. Chapter 6, "Reaching Goals: Plans and Controls," includes a new "A Supervision Challenge" on UPS, a new Meeting the Challenge feature, and a new "Supervisor as Leader" box about employees' time management. Chapter 7, "Organizing and Authority," includes a new "Supervisor as Leader" box about effective delegation, and a new Problem-Solving case that discusses Volkswagon emissions fraud. Chapter 8, "Problem Solving, Decision Making, and Creativity," begins with a new "Supervision Challenge" on Dirty Lemon, an online beverage company. This chapter also includes a new Meeting the Challenge feature and a new Problem-Solving case about encouraging creativity at work. Chapter 8 also contains a revised discussion of determining probabilities. Chapter 9, "Ensuring High Quality and Productivity," includes a new "Supervisor as Leader" box on Oprah Winfrey and productivity, and a new Problem-Solving case about Pal's Sudden Service.

Part Four, "Skills of the Supervisor," includes the following four chapters: "Communication: Theory and Modern Media" (Chapter 10), "Motivating Employees" (Chapter 11), "Problem Employees: Counseling and Discipline" (Chapter 12), "Managing Time and Stress" (Chapter 13), and "Managing Conflict, Change, and Politics" (Chapter 14). Chapter 10 contains discussion about clothing and workspace as sources of nonverbal messages. This chapter also includes a new "Supervisor as Leader" box about using social media, and offers a new role-play exercise for practicing communication skills. New coverage for Chapter 11 includes examples of motivational techniques and a new "Supervisor as Leader" box that focuses on building trust. Chapter 12 includes a new "Supervisor as Leader" box about writing warning letters, and introduces a new Problem-Solving case based on Mark Giangreco's suspension from WLS-TV in Chicago. This chapter also introduces a new Class Skills exercise about suspensions for TV anchors. Chapter 13 discusses promoting health and wellness in its new "Supervisor as Leader" box, and includes a revised time log illustration. Chapter 14 features a new "A Supervision Challenge" that discusses the topic of coaching millennials. This chapter also includes a revised Meeting the Challenge feature.

The text concludes with Part Five, "Supervision and Human Resources." This part begins with Chapter 15, "Selecting Employees," which contains new coverage on the benefits of difficult interviews, job sites that may discriminate against older works, and "ban the box" legislation. This chapter includes a new "Supervisor Challenge" that discusses the use of social media in recruiting, and a new example of Snapchat as a hiring tool at McDonald's (Australia). Chapter 16, "Providing Orientation and Training," offers updated discussion of the role of technology in orientation and training. It also introduces a new "Supervisor as Leader" box on being a mentor, and a new Problem-Solving case on training employees as part of an emergency response plan. Chapter 17, "Appraising Performance," begins with a new "Supervisor Challenge" on trends in performance appraisal at IBM. This chapters also includes a new Problem-Solving case on appraising Millennials.

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

Overview of Text Learning System

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

Chapter Outlines

The chapter outlines provided at the beginning of each chapter are tools students can use to preview the chapters and review the materials before testing. These outlines also can be used to help students understand the relationship of certain topics to other chapter topics.

Learning Objectives

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

A Supervision Challenge

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

Margin Definitions

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

Supervision Examples

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

Learning Highlights

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

Supervision and Ethics

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

Supervisory Skills

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

Practical Advice for Supervisors

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

Supervision and Diversity

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

Supervision: New Trends

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

NEW TO THIS EDITION: Supervisor as Leader

This new Learning Highlight focuses on how supervisiors function as leaders in organizations. Real supervisors in real supervisory leadership roles lend insights about how supervisors should lead. As with all Learning Highlights, the Supervisor as Leader feature will appear intermittently throughout the book.

Summary

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

Photos, Figures, and Tables

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

Skills Module

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

Part One: Concepts

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

Part Two: Skill-Building

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

Meeting the Challenge. This activity asks students to respond to questions by applying the chapter's concepts to the opening scenario. For instance, the new opening scenario for Chapter 7, "How Do You Get Things Done When There Are No Managers?" is based on activities at a real-life company–Zappos. The "Meeting the Challenge" feature for this chapter asks students to discuss the challenges this company and its employees will face as changes to work groups are implemented.

Problem-Solving Case. Next, each chapter contains a short case that further applies the chapter's concepts to various supervision situations. Specially designed questions for each case ask students to focus on solving a supervision problem. For example, the case in Chapter 12, "Suspension of a Sportscaster," asks students to determine the right of the station to discipline the sports anchor.

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

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

Glossary

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

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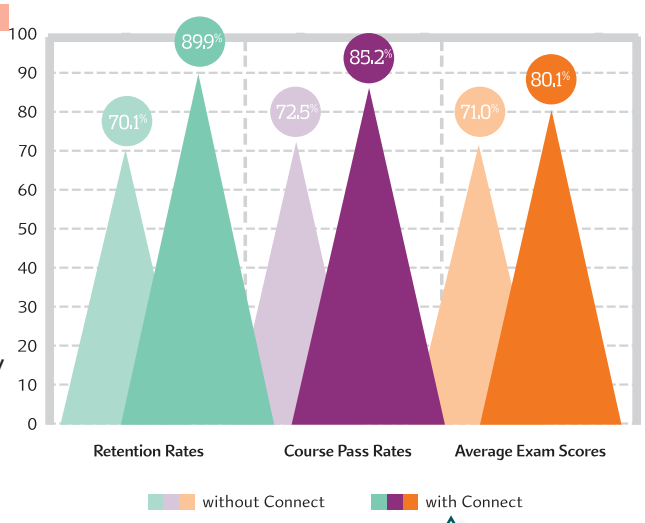

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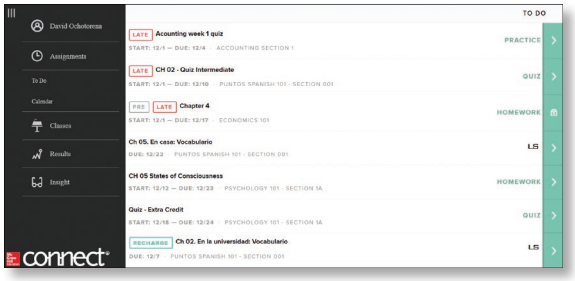

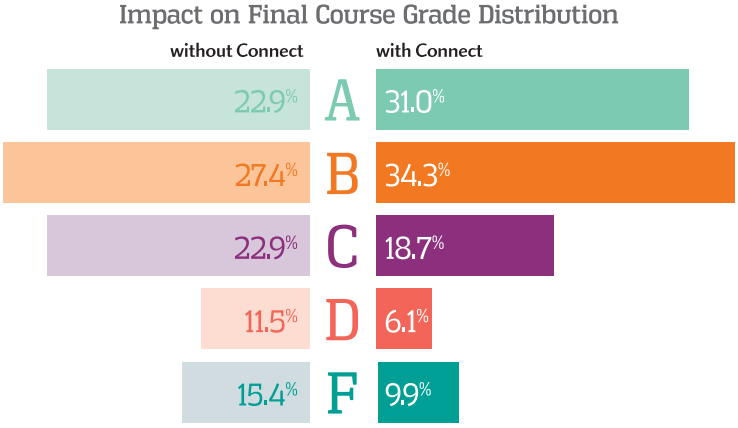

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Manager's Hot Seat

In today's business world, it is important for a supervisor to be aware of situations that may arise with employees. These segments show how a real manager handles difficult, unscripted situations in the workplace. Improvised scenarios reveal how issues such as diversity in hiring, sexual harassment, organizational change, and project management really shape the way business is done. These videos are assignable in Connect and offer the perfect way to expose students to the interpersonal side of supervisory work in organizations.

Self-Assessment

Self Assessments provide students with insight into their personal beliefs, values, skills, and interests in relation to the content covered in the text. These are assignable directly through Connect.

Instructor Library

Connect's instructor library serves as a one-stop, secure site for essential course materials, allowing you to save prep time before class. The instructor resources found in the library include:

- **Instructor's Manual** conveniently provides instructors with an overview of each chapter, covering key terms, learning objectives, lecture notes, and supplemental exercises to use both inside and outside the classroom.
- **Test Bank** conveniently provides instructors with an overview of each chapter, covering key terms, learning objectives, lecture notes, and supplemental exercises to use both inside and outside the classroom. The Test Bank questions are categorized by topic, learning objective, level of difficulty, Bloom's Taxonomy, and accreditation standards (e.g., AACSB).
- **PowerPoint Presentations** A full suite of color PowerPoint slides distills key concepts and objectives from each chapter in the book.

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Assurance of Learning Ready

Many educational institutions today focus on the notion of *assurance of learning*, an important element of some accreditation standards. *Supervision* is designed specifically to support instructors' assurance of learning initiatives with a simple yet powerful solution. Each test bank question for *Supervision* maps to a specific chapter learning objective listed in the text. Instructors can use our test bank software, EZ Test and EZ Test Online, to easily query for learning objectives that directly relate to the learning outcomes for their course. Instructors can then use the reporting features of EZ Test to aggregate student results in similar fashion, making the collection and presentation of assurance of learning data simple and easy.

AACSB Tagging

McGraw-Hill Education is a proud corporate member of AACSB International. Understanding the importance and value of AACSB accreditation, *Supervision* recognizes the curricula guidelines detailed in the AACSB standards for business accreditation by connecting selected questions in the text and the test bank to the six general knowledge and skill guidelines in the AACSB standards. The statements contained in *Supervision* are provided only as a guide for the users of this textbook. The AACSB leaves content coverage and assessment within the purview of individual schools, the mission of the school, and the faculty. While the *Supervision* teaching package makes no claim of any specific AACSB qualification or evaluation, we have within *Supervision* labeled selected questions according to the six general knowledge and skills areas.

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Most of all, I'm very grateful for gifts from God that enable me to carry out projects of this nature.

Samuel C. Certo

About the Author

©Samuel C. Certo

Dr. Samuel C. Certo is the Emeritus Dean and Steinmetz Professor of Management at the Roy E. Crummer Graduate School of Business at Rollins College. He has been a professor of management for more than 20 years and has received prestigious awards, including the Award for Innovative Teaching from the Southern Business Association, the Instructional Innovation Award granted by the Decision Sciences Institute, and the Charles A. Welsh Memorial Award for outstanding teaching at the Crummer School. Dr. Certo has received the Bornstein and Cornell awards at Rollins College for the significant contribution of his scholarship in enhancing the worldwide reputation of Rollins College.

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Supervision

CONCEPTS AND SKILL-BUILDING

chapter one | Supervision: Tradition and Contemporary Trends

learning objectives

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

1.1 Define what a supervisor is.

1.2 Summarize research findings that have led to basic ideas of what managers should do.

1.3 Describe the basic types of supervisory skills.

1.4 Describe how the growing diversity of the workforce affects the supervisor's role.

1.5 Identify the general functions of a supervisor.

1.6 Explain how supervisors are responsible to higher management, employees, and co-workers.

1.7 Describe the typical background of someone who is promoted to supervisor.

1.8 Identify characteristics of a successful supervisor.

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A Supervision Challenge

SUPERVISING REMOTE WORKERS

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Have you ever thought about how rewarding it might be to do your job remotely, perhaps even at home, away from the hustle and stress of the office? Offsite work does offer some benefits. There is no commute, no dress code, plenty of coffee, and very likely fewer meetings and more flexible hours. And every day is Bring Your Pet to Work Day.

However, if you are the supervisor and your subordinates are the ones working remotely, you face some unique challenges. Simply because they are out of sight, workers may believe they are out of mind and begin underperforming, thinking it will go unnoticed. Because they are not in daily contact with their colleagues, their commitment to the team may flag. They may miss deadlines, fail to do their part in team projects, respond to communications late or not at all, and lose touch with the overarching goals of your department and the organization.

As the supervisor of remote employees, you're not powerless to manage their performance or even to positively influence their attitude toward work and satisfaction with their job. The first thing to realize is that the same work and professional standards apply to remote and onsite workers, so you can hold the same expectations for your entire team. Remote workers should be given the same goals and deadlines, the same check-in requirements, the same degree of personal oversight, and of course, the same amount of feedback and rewards as those with whom you work side by side. Your responsibility is to establish these guidelines for everyone and communicate them clearly and often, along with the consequences of not measuring up.

Offsite workers do face special challenges of their own, such as loneliness, loss of motivation, and a sense that they've been forgotten and their contributions aren't recognized or don't matter. Your job as supervisor includes helping them deal successfully with these problems. Keep in touch—by phone or videoconference rather than by messaging or e-mail—and set up a weekly or other regular schedule for these personal chats. Maintain your subordinates' personal connections to others in the workplace by sharing news and information they might not be getting otherwise. Make sure you use inclusive language to avoid the impression that your team consists of "us" (on site) and "them" (off site). When your remote employees do something praiseworthy, make your praise specific and be sure they know you're letting everyone hear about it, including your own manager.

Take a positive attitude toward setbacks, and use plenty of encouragement to get offsite people back on track. If your team occupies different time zones, be as readily available as you can, even if it means occasionally putting in an extra-long day to accommodate different employees' needs. Make sure your subordinates know you're there to help when they need you, and share your energy to keep them motivated. Their loyalty will be your reward.

1. What traits do you think can help a supervisor successfully manage remote workers?
2. What traits would you as a supervisor look for when hiring subordinates to work remotely?

Sources: Based on Rebecca Knight, "How to Manage Remote Direct Reports," *Harvard Business Review,* February 10, 2015, https://hbr.org/2015/02/how-to-manage-remote-direct-reports, accessed March 1, 2017; Mark Murphy, "6 Traits of Leaders Who Successfully Manage Remote Employees," *Forbes,* June 10, 2016, https://www.forbes.com/sites/markmurphy/2016/06/10/6-traits-of-leaders-who-successfully-manage-remote-employees/#2484111b4032, accessed March 1, 2017; Lisa Wirthman, "5 Tips for Managing Remote Employees," *Forbes,* December 4, 2015, https://www.forbes.com/sites/adp/2015/12/04/5-tips-for-managing-remote-employees/#77c4b87ffa67 ; accessed March 1, 2017.

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

supervisor
A manager at the first level of management.

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

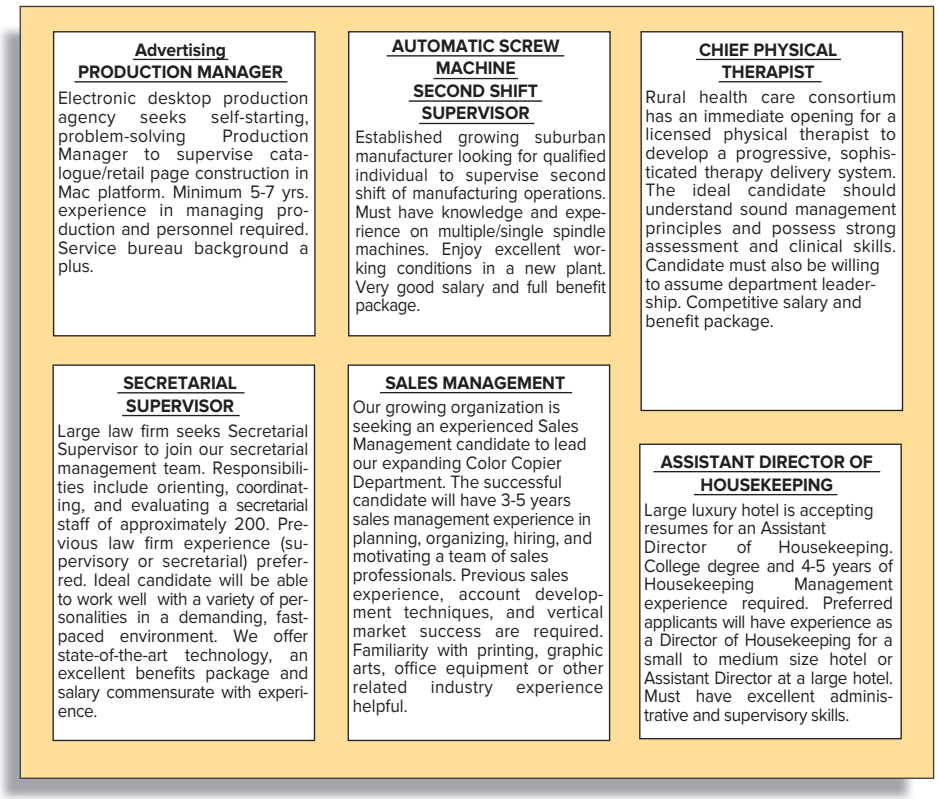
The basic job of a manager is to see that an organization meets its goals, yet there are distinctions. For the top executives of an organization, managing is about making sure that the organization's vision and business strategy will allow it to meet its goals through the years ahead. Managing at the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

LO1.1 ▶ Define what a supervisor is.

Supervision: A Historical Perspective

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

FIGURE 1.1 | A Sampling of Supervisory Positions to Be Filled
These job advertisements illustrate the need to read advertisements carefully to determine if you would or would not be a good fit for a position. Not all of them have "supervisor" in the title, but each requires supervisory skills.



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

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

Supervisors Should Focus on Efficiency

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

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

Supervisors Should Focus on Functions to Be Performed

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

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

Supervisors Should Focus on People

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

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

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

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

Types of Supervisory Skills

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

Classic Understanding of Management Skills

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

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

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

human relations skills
The ability to work effectively with other people.

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

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

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

decision-making skills
The ability to analyze information and reach good decisions.

Decision-making skills involve the ability to analyze information and reach good decisions. Someone with strong decision-making skills can think objectively and creatively. Chapter 8 provides a more detailed look at how to make decisions effectively.

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

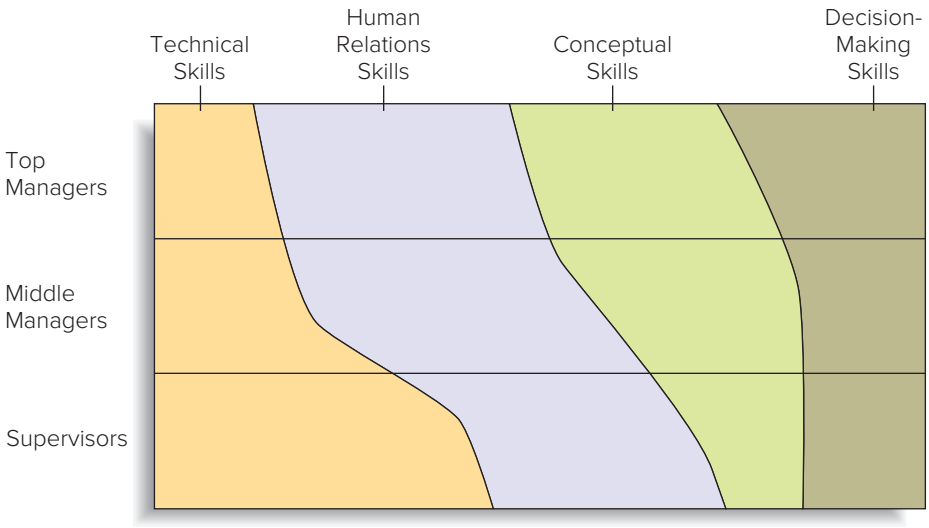

FIGURE 1.2 | Relative Importance of Types of Skills for Different Levels of Managers

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

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

Modern View of Management Skills

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

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

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

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

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

TABLE 1.1 | Skills of Successful Managers

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

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

Supervising a Diverse Workforce

Good human relations skills are especially important in today's environment because of the increasing diversity of the U.S. workforce.[4] In 1980, just over half (51 percent) of the workforce consisted of white men;[5] this group's share of the workforce is expected to fall to 42.8 percent by 2020.[6] While the share of white men in the workforce declines, the share of black, Hispanic, and Asian workers is expected to rise. (See the accompanying "Supervision and Diversity" to learn more about Hispanics, the largest ethnic group.) Women are entering the workforce at almost the same rate as men, and they now make up more than 47 percent of the adult labor pool.[7] In addition, the segment aged 55 years and over is expected to represent more than 25.2 percent of the U.S. population by 2020.[8]

Opportunities and Challenges

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

SUPERVISION AND DIVERSITY

THE LARGEST ETHNIC MINORITY GROUP

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

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

While the broad ethnic group "Hispanic" actually includes great diversity, supervisors may benefit from recognizing some cultural norms that are common among Hispanic workers. One is a tendency to stress personal relationships. Hispanic workers may rely heavily on personal contacts to locate a new job and may respond well to goals and rewards set for the whole group. They generally appreciate face-to-face instruction and hands-on training to learn new skills. Hispanic workers may talk with one another while working more than workers from some other cultures do.

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

Sources: Nestle Professional, "The Hispanic Workforce," *Mix*, www.nestleprofessional.com, accessed November 7, 2008: and EthnoConnect, "Ten Myths about Latina Workers," *EthnoConnect News*, www.ethnoconnect.com, accessed November 7, 2008.

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

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

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

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

Subtle Discrimination

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