

Preface

The critical contribution that modern supervisors make in generating organizational success is undeniable. Topics contained in this new edition continue to represent both traditionally proven and cutting-edge supervision concepts that serve as practical tools for meeting present-day supervision challenges. The key thrust for this new edition is to enhance the text's usefulness by providing students with a rich mix of practical supervision ideas as well as real-life examples that illustrate how modern supervisors solve contemporary problems. Carefully studying supervision concepts and examples throughout this text will greatly enhance your chances of success and personal rewards as a supervisor.

This new edition, like previous editions, prepares students to be supervisors. Reflecting on the complexities of the supervisor's job, *Supervision: Concepts and Skill-Building* helps students learn what it takes to be a successful supervisor. Overall, this book focuses on discussing important supervision concepts and providing fundamental skills necessary for applying these concepts.

The continuing success of this text continues to reaffirm my belief that a high-quality supervision text must contain important theoretical material as well as facilitate the student-learning and instructional processes. The following sections outline in detail how this new edition presents supervision theory and facilitates these processes.

OVERVIEW OF TEXT DEVELOPMENT

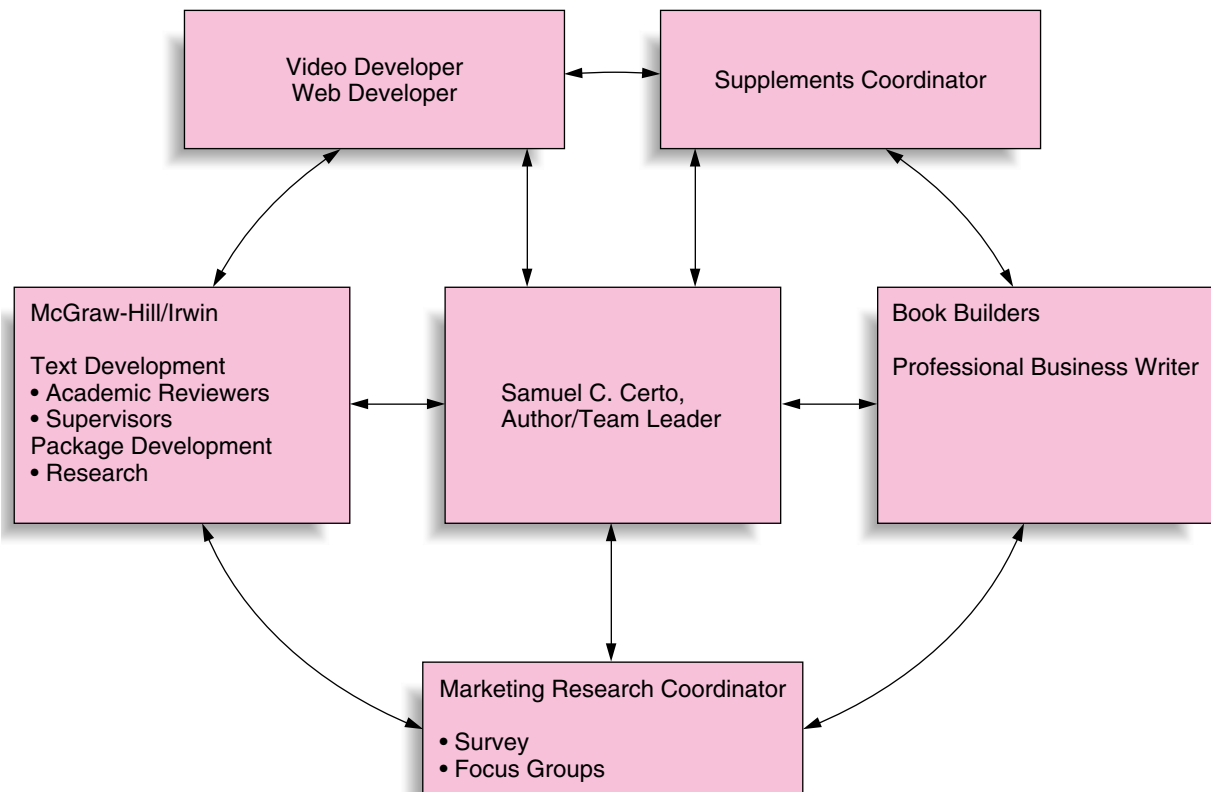
The Foundation

This sixth edition, like all previous editions, is built on a solid theoretical foundation. To generate this foundation, surveys were mailed 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 plan, and they served as final advisers before writing began. Figure A depicts the focus of various professionals during the development of this text.

The Sixth Edition—A Successful Tradition Continues

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." Each part concludes with an exercise that is linked to instructor-accessible videos called the "Manager's Hot Seat Video." The following sections describe the parts and chapters of the sixth edition.

Part One, "What Is a Supervisor?" consists of the first chapter, "Modern Supervision: Concepts and Skills." Chapter 1 aims at providing the student with a thorough introduction to supervision before embarking on a more detailed study of the supervision process. Revision highlights for this chapter include a new opening vignette about gaining acceptance as a new supervisor, with a reflective end-of-chapter case and a new section expanding the discussion about supervisory skills.

FIGURE A *Supervision: The Professional Team*

Part Two, “Modern Supervision Challenges,” covers areas in which supervisors will have to meet important contemporary organizational challenges. Chapter 2, “Ensuring High Quality and Productivity,” depicts how quality and productivity can affect supervision in organizations. Both Chapter 3, “Teamwork: Emphasizing Powerful Meetings,” and Chapter 4, “Meeting High Ethical Standards,” have been updated for this edition. There is added coverage of team building and relationships in Chapter 3. In Chapter 4, coverage of ethics in today’s business world has been added. Chapter 5, “Managing Diversity,” is an important chapter that focuses on how diversity can affect the supervision process. Major topics include defining diversity, prejudice, stereotypes, sexism, and ageism. New coverage has been added regarding the growing number of female leaders in business, the increase of disabled workers in the workforce, and the improvements made to communication technology.

Part Three, “Functions of the Supervisor,” contains four chapters. Chapter 6, “Reaching Goals: Plans and Controls,” combines the planning and control functions of a supervisor. For this edition, an array of new chapter examples, including a focus on banking, goal setting, and planning in the field of construction, have been added to improve the chapter’s richness and pragmatism. Chapter 7, “Organizing and Authority,” emphasizes organizing and delegating. This chapter includes new examples of flexibility and supervisor delegation. Chapter 8, “The Supervisor as Leader,” has added coverage on the differences between a manager

and a leader. Chapter 9, “Problem Solving, Decision Making, and Creativity,” gives students insights about the kinds of problems and decisions that supervisors face, as well as possible steps for solving problems and making decisions. A new opening vignette about problem solving as a 911 dispatcher has been added to this edition.

Part Four, “Skills of the Supervisor,” discusses important abilities that supervisors must have to be successful. These abilities include “Communication” (Chapter 10), “Motivating Employees” (Chapter 11), “Problem Employees: Counseling and Discipline” (Chapter 12), “Managing Time and Stress” (Chapter 13), and “Managing Conflict and Change” (Chapter 14). For this edition, Chapter 11 has been revised to demonstrate creative motivation techniques for employee retention with an emphasis on high standards. Chapter 12 has been improved with more coverage of how constructive criticism and creative solutions can positively affect problem employees. More focus on time management and handling stress characterize this revision of Chapter 13, and a focus on organizational politics and changes in work scheduling is addressed in Chapter 14.

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

The text concludes with new organization in Part Five, “Supervision and Human Resources.” Chapter 18, from the fifth edition, is now Appendix B, which is discussed subsequently. Chapter 15, “Selecting Employees,” focuses on the process of choosing the right person to fill an open position and the sources, methods, and legal issues that must be considered. Chapter enhancements for this revision include an additional focus on hiring practices and skills for interviewing job candidates. Chapter 16, “Providing Orientation and Training,” discusses the process of orienting new employees, developing skills in employees, and evaluating training methods. This edition’s improvements to Chapter 16 include a new opening vignette about the importance of the manager’s commitment to training, along with updated training techniques and tips. Chapter 17, “Appraising Performance,” discusses the importance of a systematic performance appraisal and provides several appraisal methods. Edition enhancements include an added focus on the effectiveness of personal development plans, how different companies use appraisal data, and the relationship between appraisal feedback and performance.

The text ends with Appendix B (new to this edition) and Appendix C, formerly Appendix B. Appendix B, “Supervision Laws: Health and Safety, Labor Relations, Fair Employment” focuses on practical legal information relevant to successful supervision. Appendix C, “Finding a Career Path 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, new pedagogy elements have been added to this edition to further enhance the power of the overall pedagogy. Each pedagogy component is described in the following sections.

Chapter Quotations

New quotes that begin each chapter are drawn from business experts, historical figures, and company policies. Quotes have been chosen specifically to help frame the topics presented in the chapters and are followed by the identities and affiliations of those quoted to help students see the relevance of their study of supervision. For example, the quote that opens Chapter 5 (on managing diversity) reads as follows:

Diversity [is] the art of thinking independently together.
—Malcolm Stevenson Forbes, publisher (1919–1990)

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 the chapter's content form the basis for the learning objectives. The learning objectives serve as a guide for studying the material and as a means of organizing the material in both the summary at the end of the chapter and the instructor's manual.

A Supervisor's Problem

New to this edition, each chapter opens with a vignette, entitled "A Supervisor's Problem," which is an episode about an actual supervisor on the job. As an example of a "Supervisor's Problem," Chapter 1 opens with a story about Tyrone Dugan, a new supervisor in a new environment working hard to prove himself as a capable leader to his employees. Each "Supervisor's Problem" has a corresponding discussion exercise section at the end of the chapter entitled "You Solve the Problem" (see below for details) and an additional exercise, available online to instructors as a follow-up, entitled Appendix D, "How Supervisors Solved Their Problems."

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.

Learning Highlights

Several real-world examples depicting supervisors meeting daily challenges are nested within each chapter. These examples 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 for this edition. The types of highlights appearing throughout the book are described below:

Supervision and Ethics

This feature is designed to illustrate the vital role that ethics plays in being a supervisor. Virtually every phase of supervisory activity can be affected by ethical issues. For example, the new “Supervision and Ethics” feature in Chapter 5 talks of the ethical complications of romantic pursuits between supervisors and subordinates.

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 7 focuses on the art of supervisory delegation.

Tips from the Firing Line

In each chapter, this feature highlights practical guidelines that can help students be successful supervisors. Chapter 12 contains a fresh and thorough look at constructive criticism and how to bestow it effectively as a supervisor.

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 Bertucci’s Brick Oven Ristorante’s actions to attract diverse employees with its commitment to developing employees and promoting from within.

Supervision across Industries

This feature illustrates how the textual content relates to various industries. These boxes, which are spread throughout the text, ensure that students get a full, rich understanding of how supervision concepts can be applied to many different situations. As examples, the text emphasizes real companies in industries like automobiles (Honda Motor Company), construction (Grayson Homes), and supermarkets (Whole Foods).

Summary

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

Figures and Tables

Illustrations and tables are used extensively to clarify and reinforce text concepts.

Key Terms

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

Review and Discussion Questions

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

Skills Module

Skills modules at the end of each chapter reflect an expanded commitment in this edition 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:

You Solve the Problem. New to this edition, this activity asks students to respond to questions by applying the chapter's concepts to the opening scenario. For instance, the opening scenario for Chapter 3, "Supervising Duplisea's Sales Team Is a Long-Distance Effort," is based on a company called CheckFree. The "You Solve the Problem" feature for this chapter asks students to discuss whether team characteristics can be present in a "virtual" team, such as CheckFree.

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, a new case in Chapter 12, "Suspensions of Lexington, Kentucky, Police Officers," asks students to determine the right of the police department to discipline its officers for misconduct while they are off duty.

Knowing 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.

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.

Manager's Hot Seat Videos. In today's business world, it is important for a supervisor to be aware of situations that may arise with employees. These 10 segments show how a real manager handles difficult, unscripted situations in the workplace. These improvised scenarios reveal how issues such as diversity in hiring, sexual harassment, organizational change, and project management really shape the way business is done. Teaching notes in the Group & Video

Resource Manual (information below) provide background information and extensive teaching ideas, and the video questions at the end of each part in the text are helpful for students to test their knowledge of the chapters pertaining to the segments. These videos are the perfect way to expose students to the interpersonal side of supervisory work in organizations. New to this edition, adopting instructors can access this feature online. Also offered as a package, students can purchase special access to the scenarios. Students are able to view the segments and answer integrated questions as they watch. Contact your McGraw-Hill rep for details and to set up an account.

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.

ANCILLARIES

I am extremely pleased with the ancillaries that accompany this new edition. These ancillaries focus on enhancing the student-learning process as well as the capabilities of instructors using this book. A description of each ancillary follows.

Online Learning Center

The sixth edition's Online Learning Center (OLC) (www.mhhe.com/certo6e) gives both students and professors access to a wealth of knowledge. Use our links to professional resources, job-search aids, student questions, video teaching notes, and video case answers. The material from the OLC also can be exported for use in WebCT, Blackboard, and PageOut.

New to this edition's OLC is an additional video section. Our goal is to provide instructors with diverse pedagogy to facilitate the student's learning experience. Included are 10 new videos coupled with each part of the text, complete with thorough teaching notes.

Also new is a resource entitled "How Supervisors Solved Their Problems." This segment contains answers to all of the chapter opening vignettes ("A Supervisor's Problem") and student-generated hypotheses in the end-of-chapter section "You Solve the Problem."

The Group & Video Resource Manual: An Instructor's Guide to an Active Classroom (in print 0073044342 or online at www.mhhe.com/mobmanual)

Authored by Amanda Johnson and Angelo Kinicki, the Group & Video Exercise Resource Manual was created to help instructors create a livelier and more stimulating classroom environment. The manual contains interactive in-class group and individual exercises to accompany the chapters in this text.

This valuable guide is paired with the Manager's Hot Seat Video Web site and includes information and exercises to help instructors integrate the Hot Seat scenarios into their classrooms. For each exercise, the manual includes learning objectives, unique PowerPoint slides to accompany the exercises, and comprehensive discussion questions to facilitate enhanced learning.

Access to the manual can be acquired via the same Web site as the Hot Seat segments. As indicated above, please contact your McGraw-Hill rep for more details.

Instructor Resource CD-ROM (IRCD)

This edition's IRCD is the instructor's one-stop shop to access course materials, including the Test Bank, Instructor's Manual, and Power Point Slides. The IRCD is free to all adopting instructors; talk to your McGraw-Hill rep to get a copy.

The development of a high-quality test bank to accompany the sixth edition of *Supervision* was of the utmost importance. The test bank, written by Dr. Amit Shah of Frostburg State University, includes more than 2,000 questions and is available in both CD-ROM and computerized form on the OLC. Each chapter includes multiple-choice questions, short essay questions, and matching questions. In addition, a prepared quiz is provided for each chapter and can be duplicated or used as a transparency. Each question in the test bank includes the answer, the corresponding text page on which the answer can be found, and the rationale for the answer. All questions are graded according to their level of difficulty and organized according to the learning objectives, for consistency with the entire teaching package.

Instructor's Manual

Each chapter of the instructor's manual is organized according to the text learning objectives. Part One provides a quick summary for each chapter. Part Two, "Teaching the Concepts by Learning Objectives," includes the following resources for each learning objective:

1. Key terms and their definitions from the text.
2. Teaching notes that describe the focus of the text section in which the learning objective is discussed.
3. Examples not used in the text, frequently supported by supplementary handouts.
4. An exercise, plus details on using the exercise and the anticipated results.

Part Three, "Notes on the Boxed Features," provides a synopsis of the "Supervisory Skills," "Tips from the Firing Line," "Supervision across Industries," "Supervision and Ethics," and "Supervision and Diversity" boxes. Some teaching tips are also included regarding how to utilize these materials in your lectures.

Part Four, "Answers to Review and Discussion Questions," provides the answers or suggested answers for each question.

Part Five provides answers and solutions to the end-of-chapter exercises and cases, including the Knowing Yourself quizzes and exercises.

Dr. Amit Shah of Frostburg State University is also the author of the instructor's manual.

PowerPoint Slides

This text comes with a full suite of color PowerPoint slides, created by Dr. Amit Shah of Frostburg State University, that distill key concepts and objectives from each chapter in the book. Professors may present these slides as they lecture to reinforce key themes and/or distribute them as lecture notes. The slides are available on both the instructor's CD-ROM and the OLC.

ACKNOWLEDGMENTS

For the author, the many years of success of *Supervision: Concepts and Skill-Building* have been very gratifying. As with any book, however, the success of this book has been due, in very large part, to the hard work and commitment

of many respected colleagues. I am pleased to be able to acknowledge the input of these professionals. A special thanks to the experts who have provided feedback over the years:

Raymond Ackerman

Amber University

Rex Adams

*Southside Virginia Community College,
Daniels*

Musa Agil

Cape Fear Community College

Linda Alexander

Southeast Community College, Lincoln

Gemmy Allen

Mountain View College

Scott Ames

North Lake College

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Indiana University Southeast

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Waubensee Community College
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Effective Learning Systems

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Bryant & Stratton
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- Dr. Leane B. Skinner**
Auburn University
- Ron Smith**
DeKalb Institute of Technology
- Steve Smith**
Mid State Technical College
- Wanda Smith**
Ferris State University
- Carl Sonntag**
Pikes Peak Community College
- Marti Sopher**
Cardinal Stritch College
- Jerry Sparks**
*St. Louis Community College at
Florissant Valley*
- David Spitler**
Cannon International Business College
- Richard Squire**
Central Michigan University
- Dick Stanish**
Northwest Technical College
- Gene Stewart**
Tulsa Junior College
- George Stooks**
State University of New York—Oswego
- John Stout**
Brookhaven College
- Art Sweeney**
University of Scranton
- Sally Terman**
Troy State University
- Sherman Timmons**
Scottsdale Community College
- Don Tomal**
University of Toledo
- Donna Treadwell**
University of Arkansas at Little Rock
- Ron Tremmel**
Johnson County Community College
- Guy Trepanier**
Rend Lake College
- John Tucker**
Iona College
- Bill Tyer**
Purdue University
- Robert Ulbrich**
Tarrant County Junior College
- Diann Valentini**
Parkland College
- Steven Vekich**
Fashion Institute of Technology
- Susan Verhulst**
Des Moines Area Community College
- Michael Vijuk**
Washington State Community College
- Charles Wall**
William Rainey Harper College
- Joyce Walsh-Portillo**
Broward Community College
- Kathy Walton**
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- John P. Wanous**
Ohio State University
- David Way**
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- Robert Way**
Salt Lake City Community College
- Vincent Weaver**
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- Rick Webb**
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- Rick Weidman**
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- Alan Weinstein**
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- Bill Weisgerber**
Canisius College
- Julia Welch**
Saddleback College
- Floyd Wentz**
University of Arkansas Medical School
- Ron Weston**
Contra Costa College
- Charles Wetmore**
California State University, Fresno
- Jerry Wheaton**
North Arkansas Community College
- Luther White**
Central Carolina Community College
- Michael R. White**
University of Northern Iowa
- Timothy G. Wiedman**
Thomas Nelson Community College
- Stephen L. Winter**
Orange County Community College
- Michael White**
University of Northern Iowa
- Sara White**
University of Kansas Medical Center
- Barbara Whitney**
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- Fred Ziolkowski**
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Obviously, the professionals at McGraw-Hill deserve special recognition. I was fortunate enough to have two fine editors on this project. Kelly Lowery was the editor on this project before being interrupted by maternity leave. Kelly's tenacity and fortitude certainly helped this edition become a reality. John Weimeister, the other editor, did an outstanding job. John's market savvy and support were much appreciated characteristics of his publishing personality. Megan Richter, the editorial assistant, was the indispensable coordinator of this new edition project. Megan monitored all project activities and ensured their timely completion. Several others at McGraw-Hill were indispensable in making this edition a reality. These professionals include Kelly Odom, Marlena Pechan, Michael McCormick, Jillian Lindner, Cathy Tepper, Elisabeth Nevins Caswell, and Tammy Eiermann.

Orlando businessman Charles Steinmetz, a longtime leader in the pest-control industry, has taught me many practical lessons about supervision over the years.

Chuck and his wife, Lynn, recently established the Steinmetz Chair in Management to bolster scholarship at the Roy E. Crummer Graduate School of Business at Rollins College. I feel much honored to be the first holder of the Steinmetz Chair of Management and hope to relate to students the keen business acumen and high moral and ethical standards that have made Charles Steinmetz a world-class entrepreneur and manager. I would like to thank Dr. Craig McAllaster, Crummer Dean, for creating an educational climate in which professionalism in textbook writing can grow and flourish.

From a personal viewpoint, without the love and support of a caring family, I would never be able to complete daunting projects of this nature. My wife, Mimi, is a very special person who is always interested in what I do. She continually reminds me of how important a spiritual, family, and professional balance is to a worthwhile life. Other family members, Brian, Matthew, and Lizzie, Sarah and Drew, and Trevis and Melissa, always show unconditional support. Through Skylar and Lexie, the beginning of our family's next generation, I am continually reminded of the true purpose of our existence.

Samuel C. Certo