This International Student Edition is for use outside of the U.S.

SUPERVISION

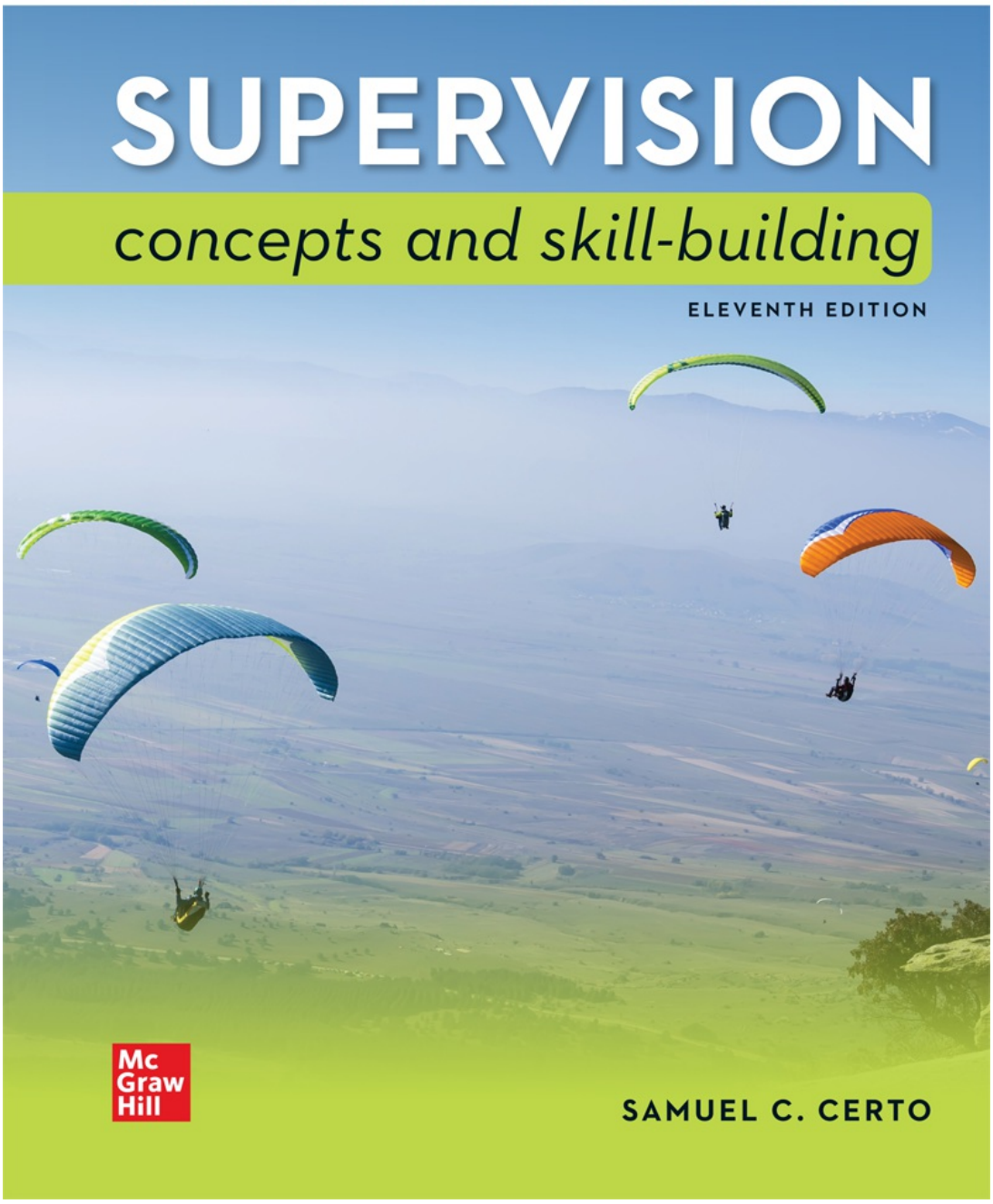
concepts and skill-building

ELEVENTH EDITION

Mc Graw Hill

SAMUEL C. CERTO

This International Student Edition is for use outside of the U.S.



Eleventh Edition

Supervision

CONCEPTS AND SKILL-BUILDING

Samuel C. Certo, PhD

Emeritus Dean and Steinmetz Professor of Management

Crummer Graduate School of Business

Rollins College

SUPERVISION

Published by McGraw Hill LLC, 1325 Avenue of the Americas, New York, NY 10121. Copyright ©2022 by McGraw Hill LLC. All rights reserved. Printed in the United States of America. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw Hill LLC, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LWI 24 23 22 21

ISBN 978-1-265-10530-3
MHID 1-265-10530-8

Cover Image: *zefart/Shutterstock*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw Hill LLC, and McGraw Hill LLC does not guarantee the accuracy of the information presented at these sites.

www.mhhe.com

To Mimi

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

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.

His numerous publications include articles in journals such as *Academy of Management Review*, *Journal of Experiential Learning and Simulation*, and *Training*. He also has written several successful textbooks, including *Modern Management: Concepts and Skills*, a college text now in its 10th edition. Professional books published include *The Strategic Management Process and Digital Dimensioning: Finding the E-Business in Your Business*. Several of his books have been translated into languages like Chinese, Portuguese, Spanish, and Croatian for distribution throughout the world.

Dr. Certo's recent study has focused on leadership and wisdom. His most recent book, *Chasing Wisdom: Finding Everyday Leadership in Business and Life*, emphasizes integrating Biblical and business principles to enhance leadership success. Dr. Certo hosts *Chasing Wisdom Podcasts*, available on iTunes. In his podcasts, Dr. Certo interviews prominent business leaders who discuss how to integrate Biblical and business principles to become wiser leaders. More than 20,000 people listen to Chasing Wisdom Podcasts in more than 240 countries and more than 6,500 cities in the United States.

A past chairman of the Management Education and Development Division of the Academy of Management, he has been honored by that group's Excellence of Leadership Award. Dr. Certo also has served as president of the Association for Business Simulation and Experiential Learning, as associate editor for *Simulation & Games*, and as a review board member of the *Academy of Management Review*. His consulting activities have been extensive, with notable experience on boards of directors of both public and private companies.

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 eleventh 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 depicts the focus of various professionals during the development of this text.

The Eleventh 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 eleventh edition.

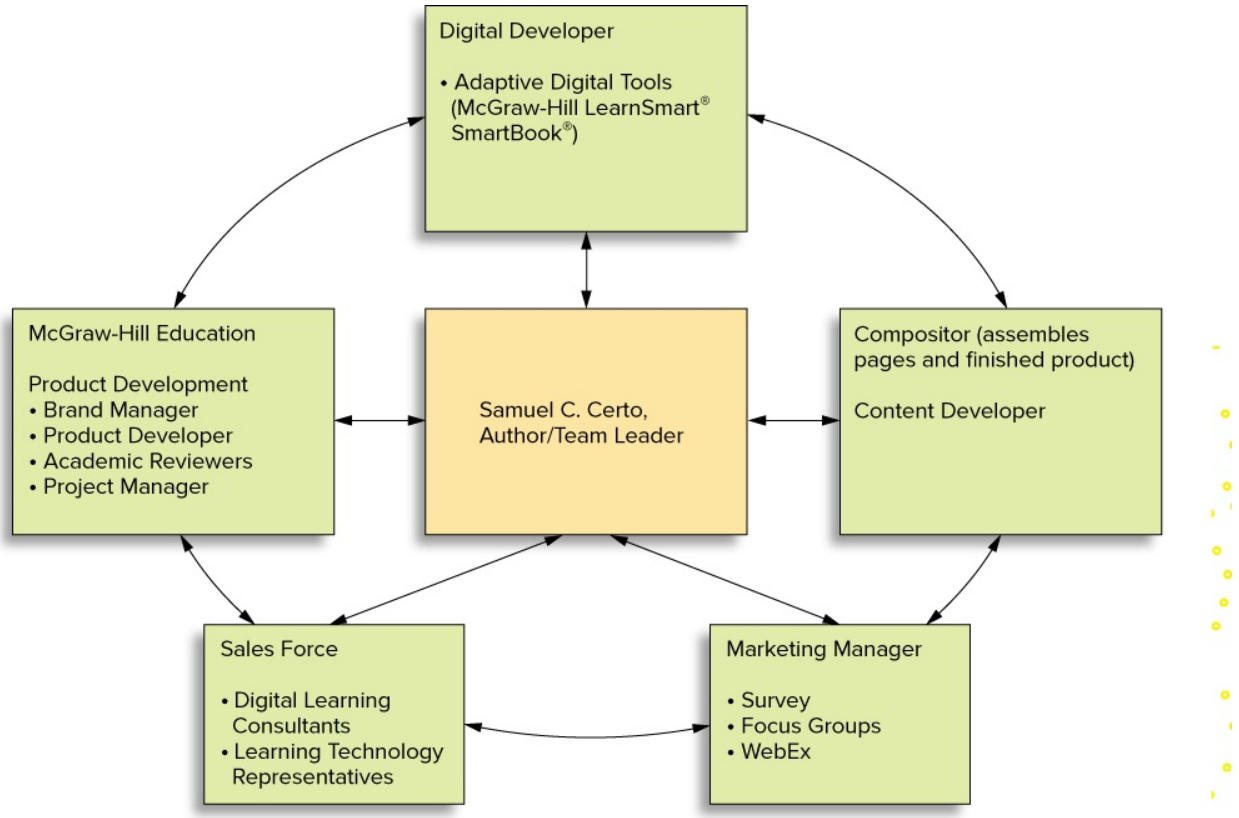


FIGURE A |*Supervision:* The Professional Team

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 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 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 includes new examples and updated employment and demographic projections. This edition retains a change made in the tenth edition, which moved the leadership chapter from Chapter 8 to Chapter 2 to reflect the critical nature of the supervisor who must lead employees to meet new challenges and achieve organizational goals. Chapter 2 also includes fresh examples.

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," begins with a new chapter opener about virtual teams and a new Meeting the Challenge feature that refers back to it. Chapter 4, "Corporate Social Responsibility, Ethics, and Sustainability," also includes a new chapter opener and Meeting the Challenge that discuss ethical behavior on the job. New examples and updated statistics round out this chapter. Chapter 5, "Managing Diversity," includes a new opener about employees on the autism spectrum and accompanying Meeting the Challenge feature, as well as new examples, updated statistics, and a new Problem-Solving Case about Uber's challenges dealing with complaints of sexual harassment.

Part Three, "Functions of the Supervisor," contains three chapters. Chapter 6, "Reaching Goals: Plans and Controls," includes a new Problem-Solving Case about setting "green" goals for public transportation in Everett, Washington. Chapter 7, "Organizing and Authority," includes an updated chapter opener and Meeting the Challenge about Zappos and its innovative holacracy. 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 has been updated with new examples. Chapter

9, “Ensuring High Quality and Productivity,” includes new examples, updated statistics, and a new Figure 9.7.

Part Four, “Skills of the Supervisor,” includes the following five 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 includes a new opener and Meeting the Challenge feature about a miscommunication by the convenience store chain Wawa, as well as a new Problem-Solving Case about a Facebook chatbot created for employees. The chapter also includes new examples and a new Figure 10.4. The opening story about gamification for Chapter 11 has been updated, and a new Problem-Solving Case discusses employee motivation strategies at Tec de Monterrey, a large university in Mexico. New examples and new Figures 11.3 and 11.4 complete the chapter. Chapter 12, now titled “Employee Challenges: Counseling and Discipline,” includes a new chapter-opening story about the “mental health first aid” programs adopted by many firms. This chapter also includes new examples, updated statistics, and a new Figure 12.3. Chapter 13 features a new opener about reducing employee stress at Wegman’s, a grocery chain, and new examples throughout. Chapter 14 includes new examples and an update to Table 14.1.

The text concludes with Part Five, “Supervision and Human Resources.” This part begins with Chapter 15, “Selecting Employees,” which contains new examples, an update about state laws that forbid questions about salary history, and a new Figure 15.3 and new Table 15.3. Chapter 16, “Providing Orientation and Training,” offers new examples and updated Figures 16.1 and 16.4. Chapter 17, “Appraising Performance,” also includes new examples.

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 ways 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.

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.

Practical Advice for Supervisors

This feature highlights practical guidelines that can help students be successful supervisors.

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.

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.

Supervisor as Leader

This feature focuses on how supervisors function as leaders in organizations. Real supervisors in real supervisory leadership roles lend insights about how supervisors should lead. Like 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 the online retailer 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 10, "Facebook Answers Employee Questions with a Chatbot," asks students to recommend ways for the social media giant to communicate with its own employees.

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.

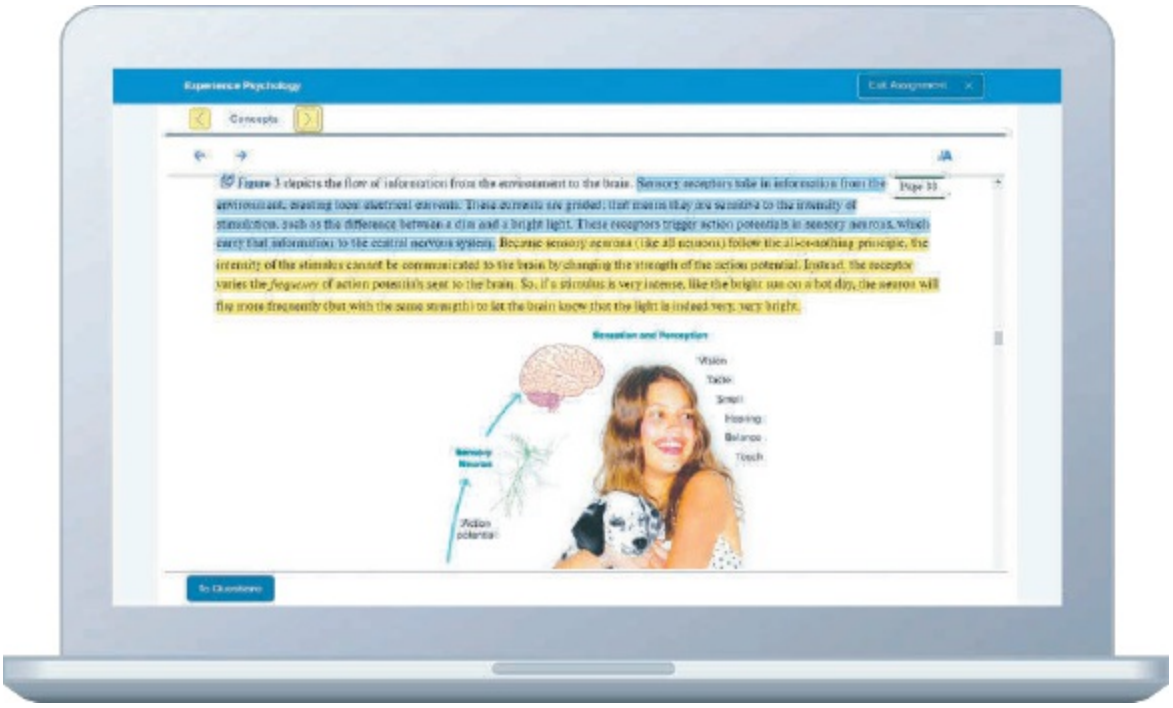
Instructors: Student Success Starts with You

Tools to enhance your unique voice

Want to build your own course? No problem. Prefer to use our turnkey, prebuilt course? Easy. Want to make changes throughout the semester? Sure. And you'll save time with Connect's auto-grading too.

Study made personal

Incorporate adaptive study resources like SmartBook® 2.0 into your course and help your students be better prepared in less time. Learn more about the powerful personalized learning experience available in SmartBook 2.0 at **www.mheducation.com/highered/connect/smartbook**



Laptop: McGraw Hill; Woman/dog: George Doyle/Getty Images

Affordable solutions, added value

Make technology work for you with LMS integration for single sign-on access, mobile access to the digital textbook, and reports to quickly show you how each of your students is doing. And with our Inclusive Access program you can provide all these tools at a discount to your students. Ask your McGraw Hill representative for more information.

Padlock: Jobalou/Getty Images

Solutions for your challenges

A product isn't a solution. Real solutions are affordable, reliable, and come with training and ongoing support when you need it and how you want it. Visit **www.supportateverystep.com** for videos and resources both you and your students can use throughout the semester.

Checkmark: Jobalou/Getty Images

Students: Get Learning that Fits You

Effective tools for efficient studying

Connect is designed to make you more productive with simple, flexible, intuitive tools that maximize your study time and meet your individual learning needs. Get learning that works for you with Connect.

Study anytime, anywhere

Download the free ReadAnywhere app and access your online eBook or SmartBook 2.0 assignments when it's convenient, even if you're offline. And since the app automatically syncs with your eBook and SmartBook 2.0 assignments in Connect, all of your work is available every time you open it. Find out more at **www.mheducation.com/readanywhere**

"I really liked this app—it made it easy to study when you don't have your textbook in front of you."

- Jordan Cunningham, Eastern Washington University

Everything you need in one place

Your Connect course has everything you need—whether reading on your digital eBook or completing assignments for class, Connect makes it easy to get your work done.

Calendar: owattaphotos/Getty Images

Learning for everyone

McGraw Hill works directly with Accessibility Services Departments and faculty to meet the learning needs of all students. Please contact your Accessibility Services Office and ask them to email accessibility@mheducation.com, or visit www.mheducation.com/about/accessibility for more information.

Top: Jenner Images/Getty Images, Left: Hero Images/Getty Images, Right: Hero Images/Getty Images

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.

McGraw-Hill Customer Experience Group Contact Information

At McGraw-Hill Education, we understand that getting the most from new technology can be challenging. That's why our services don't stop after you purchase our products. You can e-mail our Product Specialists 24 hours a day to get product training online. Or you can search our knowledge bank of Frequently Asked Questions on our support website. For Customer Support, call 800-331-5094 or visit www.mhhe.com/support. One of our Technical Support Analysts will be able to assist you in a timely fashion.

Acknowledgments

As 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. For this edition, several colleagues should be recognized for valuable ideas and thoughts:

Jessie Bellflowers
Fayetteville Technical Community College

Audrey Blume
Wilmington University

Irene Church
Muskegon Community College

Mitchell L. Lautenslager
Fox Valley Technical College

John McMahon
State Fair Community College

Steven Nichols
Metropolitan Community College

Veronica Rosas-Tatum
Palo Alto College

Eric B. Terry
Miami Dade College

Thanks also to **Marc Weinstein**, *Florida International University,* for his expert review of Appendix A on supervision laws. In addition, a continuing, special thanks to the experts who have provided feedback over the years:

Raymond Ackerman
Amber University

Joseph Adamo
Cazenovia College

Rex Adams
Southside Virginia Community College, Daniels

Musa Agil
Cape Fear Community College

Linda Alexander
Southeast Community College, Lincoln

Dave Alldredge
Minnesota School of Business

Gemmy Allen
Mountain View College

Scott Ames
North Lake College

E. Walter Amundsen
Indiana University Southeast

Paul Andrews
Southern Illinois University

Lydia Anderson
Fresno City College

Solimon Appel
College for Human Services

Bob Ash
Rancho Santiago College

Glenda Aslin
Weatherford College

Bob Baker
Caldwell Community College

James Bakersfield
North Hennepin Community College

L. E. Banderet
Quinsigamond Community College

Robert Barefield
Drury College, Springfield

Laurence Barry
Cuyamaca College

Perry Barton
Guinnett Area Technical College

Lorraine Bassette
Prince George Community College

Vern Bastjan
Fox Valley Technical College

Becky Bechtel
Cincinnati Technical College

Dr. Patricia Beckenholdt
University of Maryland University College

Kenneth Beckerink
Agricultural and Technical College

Gina Beckles
Bethune-Cookman College

Jim Beeler
Indiana Vocational and Technical College, Indianapolis

Robert Bendotti
Paradise Valley Community College

Jim Blackwell
Park College

Carrie Blair
College of Charleston

David Bodkin
Cumberland University

Arthur Boisselle
Pikes Peak Community College

Robert Braaten
Tidewater Community College

James Brademas
University of Illinois, Urbana

Kevin Bradford
Somerset Community College, KCTCS

Suzanne Bradford
Angelina College

Richard Braley
Eastern Oklahoma State College

Janis Brandt
Southern Illinois University

Stanley Braverman
Chestnut Hill College

Duane Brickner
South Mountain Community College

Dick Brigham
Brookhaven College

Arnold Brown
Purdue University North Central

William Russell Brown
Navarro College

Eugene Buccini
West Connecticut State University

Gary Bumbarner
Mountain Hope Community College

Kick Bundons
Johnson County Community College

Bill Burmeister
New Mexico State University

Randy Busch
Lee College

Oscar S. Campbell
Athens State College

Marjorie Carte
D. S. Lancaster Community College

Joseph Castelli
College of San Mateo

Win Chesney
St. Louis Community College at Meramac

James Chester
Cameron University

William Chester
University of the Virgin Islands

Michael Cicero
Highline Community College

Trinidad M. Callava
University of Miami

Jack Clarcq
Rochester Institute of Technology

Charles Clark
Oklahoma City Community College

Sharon Clark
Lebanon Valley College

Virgil Clark
Sierra College

Jerry Coddington
Indiana Vocational and Technical College, Indianapolis

Bruce Conners
Kaskaskia College

Ronald Cornelius
University of Rio Grande

Gloria Couch
Texas State College Institute

Darrell Croft
Imperial Valley College

Joe Czajka
University of South Carolina

Raven Davenport
Houston Community College

Beatrice Davis
Santa Fe Community College

James Day
Grambling State University

Laura De La Cruz
Dona Ana Community College New Mexico State University

Richard De Luca
University of Hawaii, Kapiolani Community College

Edwin Deshautelle Jr.
Bloomfield College

Richard Deus
Louisiana State University at Eunice

Ruth Dixon
Sacramento City College

Mike Dougherty
Milwaukee Area Technical College

Leroy Drew
Diablo Valley College

Janet Duncan
Central Maine Technical College

Ron Eads
City College of San Francisco

Acie B. Earl Sr.
Black Hawk College

Todd Ecklund
Minnesota School of Business

Patrick Ellsberg
Lower Columbia College

Earl Emery
Lower Columbia College

Tracy Ethridge
Tri-County Technical College

Roland Eyears
Baker College, Flint

Tom Falcone
Central Ohio Technical College

James Fangman
Wisconsin Technical College

Medhat Farooque
Central Arizona College

Jim Fatina
Indiana University

Anthony Favre
Mississippi Valley State University

Janice M. Feldbauer
Austin Community College

Marilee Feldman
Kirkwood Community College

Jack Fleming
Triton College

Lee Fleming
Moorpark College

Charles Flint
San Jacinto College Central

Toni Forcioni
Montgomery College, Germantown

Laurie Francis
Mid State Technical College

Cheryl Frank
Inver Hills Community College

Connie French
Los Angeles City College

Larry Fudella
Erie Community College South

William Fulmer
Clarion University of Pennsylvania

Carson Gancer
Kalamazoo Valley Community College

Autrey Gardner
Industrial Technology Department, Warren Air Force Base

David Gennrich
Waukesha County Technical College

Brad Gilbreath
New Mexico State University

Sally Gillespie
Broome Community College

Catherine Glod
Mohawk Valley Community College

Tim Gocke
Terra Technical College

Richard Gordon
Detroit College of Business, Dearborn

Greg Gorniak
Pennsylvania State University, Behrend

William G. Graham
Palm Beach Community College

Valerie Greer
University of Maryland

James Grunzweig
Lakeland Community College

James Gulli
Citrus College

Peter J. Gummere
Community College of Vermont

Thomas Gush
College of DuPage

Bill Hamlin
Pellissippi State Technical College

Willard Hanson
Southwestern College

James Harbin
East Texas State University

Carnella Hardin
Glendale College

Scott Harding
Normandale Community College

Louis Harmin
Sullivan County Community College

LeeAnna Harrah
Marion Technical College

Lartee Harris
West Los Angeles College

Edward L. Harrison
University of South Alabama

Terika L. Haynes
Fayetteville Technical Community College

Paul Hedlund
Barton County Community College

Dr. Douglas G. Heeter
Ferris State University

Kathryn Hegar
Indiana Vocational and Technical, Terre Haute

J. Donald Herring
State University of New York, Oswego

Charles A. Hill
UC Berkeley Extension

Gene Hilton
Mountain View College

Jean Hiten
Brookhaven College

Roger Holland
Owensboro Community College

Larry Hollar
Cerritos College

Russ Holloman
Catawba Valley Community College

Joshua Holt
Ricks College

Tonya Hynds
Augusta College

Robert Ironside
Indiana University at Kokomo

Ruby Ivens
Lansing Community College

Pearl Ivey
Central Maine Community College

Ellen Jacobs
North Lake College

Debbie Jansky
Milwaukee Area Technical College

Bonnie Jayne
College of St. Mary

Bonnie Johnson
Fashion Institute of New York

Sue Jones
Odessa College

Iris Jorstad
Waubonsee Community College

Vincent Kafkaa
Effective Learning Systems

Ronald C. Kamahele
University of Alaska, Anchorage

Jack E. Kant
San Juan College

Sarkis Kavooyian
Bryant & Stratton

Bernard Keller
Delaware Technical and Community College

Robert Kemp
Pikes Peak Community College

James Kennedy
Angelina College

Howard Keratin
Peralta Laney College

James Kerrigan
Fashion Institute of Technology

Scott King
Stonehill College

Jay Kingpin
EI Centro College

Edward Kingston
University of South Florida

Ronald Kiziah
Piedmont Virginia Community College

Mary Lou Kline
Caldwell Community College

Linda Koffel
Houston Community College NW

Monica T. Krack
Milwaukee Area Technical College

Megan Kragness
University of Minnesota Crookston

Russell Kunz
Collin County Community College, Spring Creek

Sue Kyriazopoulous
DeVry Institute of Technology

Bryan Lach
Alamance Community College

Mitchell Lautenslager
Fox Valley Technical College

Karen Lavender-Edwards
Lansing Community College

Joyce LeMay
Saint Paul College

Les Ledger
Central Texas College

Allen Levy
Macomb Community College Center

Corinne Livesay
Mississippi College

Thomas Lloyd
DeVry Institute of Technology

Barbara Logan
Westmoreland County Community College

Rosendo Lomas
Albuquerque Technical-Vocational Institute

Frances Lowery
Lawrence Technical University

Henie Lustgarten
Brewer State Junior College

Paul D. Lydick
Paul D Camp Community College

Alvin Mack
University of Maryland

Dr. John Mago
Anoka Ramsey Community College

Jon Magoon
Everett Community College

Marvin Mai
Santa Rosa Junior College

John Maloney
College of DuPage

Joseph Manno
Empire College

Gary Marrer
Glendale Community College

Lynda Massa
Santa Barbara Business College

Noel Matthews
Front Range Community College

Edward Mautz
Montgomery College

Ron Maxwell
EI Camino College

Kim McDonald
IPFW

Robert McDonald
Central Wesleyan College

Tim McHeffey
Suffolk County Community College

William McKinney
University of Illinois, Urbana

Joseph McShane
Gateway Technical Institute, Kenosha

Raymond Medeiros
Southern Illinois University

Unny Menon
California State Polytechnic University

Dorothy Metcalfe
Cambridge Community College Center

Eugene Meyers
Fashion Institute of Design and Merchandising, Los Angeles

Charles Miller
Western Kentucky University

Dr. Diane Minger
Cedar Valley College

David Molnar
NE Wisconsin Technical College

Daniel Montez
South Texas College

Dominic A. Montileone
Delaware Valley College

Wayne Moorhead
Delaware Valley College

Peter Moran
Brown Mackie College

Ed Mosher
Wisconsin Indianhead Technical College

Donald Mossman
Laramie County Community College

John Mudge
Concordia College

James Mulvihill
Mankato Technical Institute

David W. Murphy
Madisonville Community College

Hershel Nelson
South Central Technical College

Connie Nichols
Odessa College

John Nugent
Polk Community College

Randy Nutter
Montana Technical College

Sylvia Ong
Scottsdale Community College

Cruz Ortolaza
Geneva College

Smita Jain Oxford
Commonwealth College

Joseph Papenfuss
Catholic University of Puerto Rico

Mary Papenthien
Westminster College, Salt Lake City

John Parker
Milwaukee Area Technical College

Martha Pickett
Casper College

Sarah T. Pitts
Christian Brothers University

Steven Pliseth
University of Wisconsin, Platteville

Barbara Pratt
Sinclair Community College

Robert Priester
Community College of Vermont

Barbara Prince
Madison Area Technical College

John Pryor
Northern Nevada Community College

Marcia Ann Pulich
University of Wisconsin, Whitewater

Margaret Rdzak
Cardinal Stritch College

William Redmon
Western Michigan University

Arnon Reichers
Ohio State University

Charles Reott
Western Wisconsin Technical Institute

Peter Repcogle
Orange County Community College

Richard Rettig
University of Central Oklahoma

David Reva
Kalamazoo Valley Community College

Harriett Rice
Los Angeles City College

Robert Richardson
Iona College

Charles Riley
Tarrant County Junior College

Richard Riley
National College

Michael Rogers
Albany State College

Robert Roth
City University, Bellevue

Larry Runions
North Carolina Vocational Textile

Henry Ryder
Gloucester County College

Larry Ryland
Lurleen B. Wallace Junior College

Mildred Sanders
Jefferson State Community College

Don Saucy
University of North Carolina, Pembroke

Dean D. Saunders
San Jacinto Community College

Duane Schecter
Muskegon Community College

S. Schmidt
Diablo Valley College

Ralph Schmitt
Macomb Community College South

Irving Schnayer
Peralta Laney College

Greg Schneider
Waukesha County Technical College

Arthur Shanley
Milwaukee School of Engineering

Margie Shaw
Lake City Community College

Allen Shub
Northwestern Illinois University

Pravin Shukla
Nash Community College

Clay Sink
University of Rhode Island

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

Margene E. Sunderland
Fayetteville Technical Community 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

Mary Lynn Tripp
Wisconsin Indianhead Technical 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

Mary Vogl-Rauscher
Moraine Park Technical College

Charles Wall
William Rainey Harper College

Joyce Walsh-Portillo
Broward Community College

Kathy Walton
Bakersfield College

John P. Wanous
Ohio State University

David Way
Galveston College

Robert Way
Salt Lake City Community College

Vincent Weaver
Greenville Technical College

Rick Webb
Milwaukee Area Technical College

Ronald Webb
Johnson County Community College

Richard Weidmann
Prince Georges Community College

Alan Weinstein
Messiah College Grantham

Bill Weisgerber
Canisius College

Julia Welch
Saddleback College

Floyd Wente
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

Sara White
University of Kansas Medical Center

Barbara Whitney
St. Petersburg Junior College

Timothy G. Wiedman
Thomas Nelson Community College

Stephen L. Winter
Orange County Community College

Arthur Wolf
Chestnut Hill College

Barry Woodcock
Tennessee Technological University

Joseph Wright
Portland Community College

Michael Wukitsch
American Marketing Association

Catalina Yang
Normandale Community College

Charles Yauger
Arkansas State University

Morrie Yohai
New York Institute of Technology

Teresa Yohon
Hutchinson Community College

James Yoshida
University of Hawaii, Hawaii Community College

Allan Young
Bessemer State Technical College

Marilyn Young
Waukesha County Technical College

Richard Young
Pennsylvania State University

Dan Yovich
Purdue University North Central

Fred Ziolkowski
Purdue University

Karen Zwissler
Milwaukee Area Technical College

Obviously, the professionals at McGraw-Hill deserve special recognition. I was fortunate enough to have a fine editor on this project. Laura Hurst Spell took on this project with enthusiasm and vigor. Gabriela Velasco was the invaluable product developer of this new edition project. She 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 Melissa Leick, Emily Windelborn, Gina Oberbroeckling, and Susan K. Culbertson.

Orlando business executive Charles Steinmetz, a longtime leader in the pest-control industry, has taught me many practical lessons about supervision over the years. My observing Chuck as a member of his board of directors was an invaluable learning opportunity for me. Chuck and his wife, Lynn, 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.

From a personal viewpoint, every author needs love and support from a caring family. My family is nothing but the best in this regard. My wife and best friend, Mimi, leads the way with constant encouragement and even more importantly, is my moral compass.

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

Samuel C. Certo

Brief Contents

part one | What Is a Supervisor? 1

1 Supervision: Tradition and Contemporary Trends 1
2 The Supervisor as Leader 26

part two | Modern Supervision Challenges 51

3 Groups, Teams, and Powerful Meetings 51
4 Corporate Social Responsibility, Ethics, and Sustainability 81
5 Managing Diversity 105

part three | Functions of the Supervisor 129

6 Reaching Goals: Plans and Controls 129
7 Organizing and Authority 161
8 Problem Solving, Decision Making, and Creativity 189
9 Ensuring High Quality and Productivity 217

part four | Skills of the Supervisor 252

10 Communication: Theory and Modern Media 252
11 Motivating Employees 287
12 Employee Challenges: Counseling and Discipline 316
13 Managing Time and Stress 343
14 Managing Conflict, Change, and Politics 374

part five | Supervision and Human Resources

404

15 Selecting Employees 404
16 Providing Orientation and Training 440
17 Appraising Performance 469

Appendices 497

Glossary 529

Index 536

Contents

About the Author IV

Preface V

part one | What Is a Supervisor? 1

Chapter 1

Supervision: Tradition and Contemporary Trends 1

Westend61

Supervision: A Historical Perspective 3

Supervisors Should Focus on Efficiency 4

Supervisors Should Focus on Functions to Be Performed 4

Supervisors Should Focus on People 5

Types of Supervisory Skills 5

Classic Understanding of Management Skills 5

Modern View of Management Skills 6
Supervising a Diverse Workforce 7
Opportunities and Challenges 8
Subtle Discrimination 9
General Functions of the Supervisor 9
Planning 10
Organizing 10
Staffing 10
Leading 11
Controlling 12
Relationships among the Functions 12
Responsibilities of the Supervisor 13
Types of Responsibilities 14
Responsibilities and Accountability 14
Becoming a Supervisor 14
Preparing for the Job 15
Obtaining and Using Power and Authority 16
Characteristics of a Successful Supervisor 17
About This Book 18
Part One: Concepts 19
Summary 19
Key Terms 20
Review and Discussion Questions 20
Notes 21
Part Two: Skill-Building 21

Meeting the Challenge 21

Problem-Solving Case: Refereeing the Referees of the Atlantic Coast Conference 22

Assessing Yourself: Is Supervising Right for You? 22

Class Skills Exercise: Recognizing Management Skills 23

Building Supervision Skills: Defining Your Role as Supervisor 23

Building Supervision Skills: Leading a Team 24

Chapter 2

The Supervisor as Leader 26

Characteristics of a Successful Leader 28

Leadership Theories 29

Democratic vs. Authoritarian Leadership 30

The Managerial Grid 31

Contingency Theories of Leadership 31

Servant Leadership 34

Entrepreneurial Leadership 34

Approaches to Leadership 35

Choosing a Leadership Style 35

Leader Relationships 39

Supervisors' Relationships with Their Employees 40

Supervisors' Relationships with Their Managers 41

Supervisors' Relationships with Their Peers 43

Part One: Concepts 43

Summary 43

Key Terms 44

Review and Discussion Questions 44

Notes 45

Part Two: Skill-Building 46

Meeting the Challenge 46

Problem-Solving Case: Leadership Training on the Program at Insight Communications 46

Assessing Yourself: Could You Be a CEO? 47

Class Skills Exercise: Practicing Leader Relations Principles 49

Building Supervision Skills: Leading a Team 50

part two | Modern Supervision Challenges 51

Chapter 3

Groups, Teams, and Powerful Meetings 51

Shutterstock.com RF

Reasons for Joining Groups 53

Groups in the Workplace 54

Functional and Task Groups 54

Formal and Informal Groups 54

Teamwork in an Organic Organization 55

Getting the Group to Work with You 56

Characteristics of Groups 56

Roles 57

Norms 58

Status 58

Cohesiveness 58

Size 59

Homogeneity 59

Effectiveness 60

Teams 61

Stages of Team Development 61

Benefits of Teamwork 62

Leading the Team 63

Powerful Meetings 66

Reasons for Meetings 66

Formal versus Informal Meetings 67

Preparing for a Meeting 67

Conducting a Meeting 69

Overcoming Problems with Meetings 71

Part One: Concepts 72

Summary 72

Key Terms 73

Review and Discussion Questions 73

Notes 74

Part Two: Skill-Building 75

Meeting the Challenge 75

Problem-Solving Case: Fitting in with an Established Team 75

Assessing Yourself: How Do You Communicate as a Team Leader? 76

Class Skills Exercise: Leading a Meeting 77

Building Supervision Skills: Evaluating Team Performance 78

Corporate Social Responsibility, Ethics, and Sustainability 81
Fundamentals of Corporate Social Responsibility 83
The Davis Model of Corporate Social Responsibility 83
Ethics in the Workplace 84
Benefits of Ethical Behavior 85
Challenges to Ethical Behavior 86
Differing Measures of Ethical Behavior 87
Code of Ethics: An Example at Coca-Cola 89
Integrity Policy: GE's Citizenship 90
Ethical Behavior of Supervisors 90
Making Ethical Decisions 91
Supervising Unethical Employees 92
Treatment of Whistle-Blowers 93
Sustainability 94
Sustainable Organizations 95
Achieving Sustainability 95
Part One: Concepts 97
Summary 97
Key Terms 98
Review and Discussion Questions 98
Notes 99
Part Two: Skill-Building 101
Meeting the Challenge 101
Problem-Solving Case: Flint's Avoidable Water-Quality Disaster 101
Assessing Yourself: How Ethical Is Your Behavior? 102

Class Skills Exercise: Supervising Unethical Employees 103

Building Supervision Skills: Decision Making 104

Chapter 5

Managing Diversity 105

What Is Diversity? 107

A Look at Our Diversity 108

Challenges to Working in a Diverse Society 110

Prejudice and Discrimination 110

Stereotypes 112

Sexism 113

Ageism 115

Accommodation of Disabilities 116

Implications for the Supervisor 117

Advantages of Diversity 117

Communication 118

Diversity Training 119

Legal Issues 121

Part One: Concepts 122

Summary 122

Key Terms 123

Review and Discussion Questions 123

Notes 124

Part Two: Skill-Building 125

Meeting the Challenge 125

Problem-Solving Case: Uber and EEOC Settle Sexual Harassment Investigation 126

Assessing Yourself: Avoiding Unconscious Bias 127

Class Skills Exercise: Managing Diversity 127

Building Supervision Skills: Providing Employee Orientation 128

part three | Functions of the Supervisor 129

Chapter 6

Reaching Goals: Plans and Controls 129

Jose Luis Pelaez Inc/Blend Images

Planning in Organizations 131

Objectives 131

Policies, Procedures, and Rules 134

Action Plans 135

Contingency Planning 135

Management by Objectives 136

The Supervisor as Planner 138

Providing Information and Estimates 138

Allocating Resources 138

Involving Employees 141

Planning with a Team 142

Updating Objectives 143

The Supervisor as Controller 143

The Process of Controlling 144

Types of Control 149

Tools for Control 150
Characteristics of Effective Controls 152
Timeliness 153
Cost Effectiveness 153
Acceptability 153
Flexibility 153
Part One: Concepts 154
Summary 154
Key Terms 154
Review and Discussion Questions 155
Notes 156
Part Two: Skill-Building 157
Meeting the Challenge 157
Problem-Solving Case: City of Everett Bets Big on Green Buses 157
Assessing Yourself: Are You a Planner? 158
Class Skills Exercise: Setting Goals 159
Building Supervision Skills: Controlling a Yacht-Making Operation 160

Organizing and Authority 161
The Structure of the Organization 163
Organization Charts 163
Types of Structures 164
Job Descriptions 169
Authority 170
Line, Staff, and Functional Authority 170
Centralized and Decentralized Authority 171
Power, Responsibility, and Accountability 171
The Process of Organizing 173
Define the Objective 173

Determine the Needed Resources 174
Group Activities and Assign Duties 174
Principles of Organizing 175
Parity Principle 175
Unity of Command 175
Chain of Command 176
Span of Control 176
Delegating Authority and Responsibility 178
Benefits of Delegating 178
Empowerment 179
The Process of Delegating 179
Reluctance to Delegate 182

Part One: Concepts 182

Summary 182

Key Terms 183

Review and Discussion Questions 184

Notes 184

Part Two: Skill-Building 186

Meeting the Challenge 186

Problem-Solving Case: What Went Wrong at Volkswagen? 186

Assessing Yourself: Do You Delegate? 187

Class Skills Exercise: Networking 188

Building Supervision Skills: Delegating 188

Problem Solving, Decision Making, and Creativity 189
The Process of Decision Making 191
The Rational Model 191
Human Compromises 193
Guidelines for Decision Making 197
Consider the Consequences 197
Respond Quickly in a Crisis 198
Inform the Manager 198
Be Decisive yet Flexible 199
Avoid Decision-Making Traps 199
Tools for Decision Making 200
Probability Theory 201
Decision Trees 202
Computer Software 203
Group Decision Making 203
Advantages and Disadvantages 203
Using Group Decision Making 204
Creativity 206
Thinking More Creatively 207
Establishing and Maintaining a Creative Work Climate 208
Overcoming Barriers to Creativity 209
The Scientific Method in Decision Making 210
Part One: Concepts 210
Summary 210
Key Terms 211

Review and Discussion Questions 211

Notes 212

Part Two: Skill-Building 213

Meeting the Challenge 213

Problem-Solving Case: What Makes a Work Environment Creative? 214

Assessing Yourself: How Creative Are You? 214

Class Skills Exercise: Solving Problems Individually and in Teams 215

Building Supervision Skills: Learning from Mistakes 216

Chapter 9

Ensuring High Quality and Productivity 217
Consequences of Poor Quality 219
Limited Resources 220
Higher Costs 220
Types of Quality Control 221
Product Quality Control 221
Process Control 222
Methods for Improving Quality 222
Statistical Quality and Process Control 223
Zero-Defects Approach 224
Employee Involvement Teams 224
Six Sigma 225
Lean Enterprise Philosophy 226
Total Quality Management 227
Quality Standards 229
Guidelines for Quality Control 230
Prevention versus Detection 230
Standard Setting and Enforcement 231
The Productivity Challenge 231
Trends in Productivity in the United States 232
Constraints on Productivity 232
Measuring Productivity 234
Improving Productivity 236
Use Budgets 237
Increase Output 237

Improve Methods 238

Reduce Overhead 239

Minimize Waste 239

Regulate or Level the Work Flow 240

Install Modern Equipment 241

Train and Motivate Employees 242

Minimize Tardiness, Absenteeism, and Turnover 243

Employee Fears about Productivity Improvement 243

Part One: Concepts 244

Summary 244

Key Terms 245

Review and Discussion Questions 246

Notes 247

Part Two: Skill-Building 249

Meeting the Challenge 249

Problem-Solving Case: At Pal's, Quality Is All about Service 249

Assessing Yourself: Test Your Personal Productivity 250

Class Skills Exercise: Defining and Measuring Quality of Service 250

Building Supervision Skills: Improving Performance 251

part four | Skills of the Supervisor 252

Chapter 10

Communication: Theory and Modern Media 252

Yuri Arcurs/E+/Getty Images

How Communication Works 254

The Communication Process 254

Hearing versus Listening 255

Communicating Effectively 256

Communicate from the Receiver's Viewpoint 256

Learn from Feedback 258

Use Strategies for Effective Listening 258

Be Prepared for Cultural Differences 260

Barriers to Communication 261

Information Overload 261

Misunderstandings 262

Biases in Perception 265

Types of Messages 266

Nonverbal Messages 267

Verbal Messages 268

Modern Media and Message Types 270

Choosing the Most Effective Message Type 272

Communicating in Organizations 274

Direction of Communication 274

Formal and Informal Communication 276

Gossip and Rumors 277

Part One: Concepts 278

Summary 278

Key Terms 279

Review and Discussion Questions 279

Notes 280

Part Two: Skill-Building 282

Meeting the Challenge 282

Problem-Solving Case: Facebook Answers Employees' Questions with a Chatbot 282

Assessing Yourself: Are You an Effective Listener? 283

Class Skills Exercise: Communicating Effectively 284

Building Supervision Skills: Interpreting Communications 285

Motivating Employees 287
How Does Motivation Work? 289
Content Theories 289
Process Theories 294
Motivation Theories and the Law 296
Money as a Motivator 297
When Money Motivates 298
Pay Plans Using Financial Incentives 298
Secrecy of Wage and Salary Information 300
How Supervisors Can Motivate 301
Moving Toward Theories Y and Z 301
Making Work Interesting 302
Having High Expectations 303
Providing Rewards That Are Valued 304
Relating Rewards to Performance 305
Treating Employees as Individuals 306
Encouraging Employee Participation 307
Providing Feedback 307
Part One: Concepts 308
Summary 308
Key Terms 309

Review and Discussion Questions 309
Notes 310

Part Two: Skill-Building 312

Meeting the Challenge 312

Problem-Solving Case: Motivating Employees at Tec de Monterrey 312

Assessing Yourself: What Motivates You? 313

Class Skills Exercise: Learning What Motivates Workers 314

Building Supervision Skills: Developing Motivational Methods 314

Employee Challenges: Counseling and Discipline 316
Challenges Requiring Special Action 318
Absenteeism and Tardiness 318
Insubordination and Uncooperativeness 319
Alcohol and Drug Abuse 320
Workplace Violence 320
Theft of Money, Goods, Time, and Information 321
Social Media Behavior 323
Counseling 323
Benefits of Counseling 324
Appropriate Times to Counsel 324
Counseling Techniques 324
Discipline 326
Administering Discipline 326
Positive Discipline 331
Self-Discipline 332
Troubled Employees 333
Identifying the Troubled Employee 333
Confronting the Troubled Employee 334
Aid in and Evaluation of Recovery 335
Sources of Support 335
Part One: Concepts 336
Summary 336
Key Terms 337
Review and Discussion Questions 337

Notes 338

Part Two: Skill-Building 340

Meeting the Challenge 340

Problem-Solving Case: Suspension of a Sportcaster 341

Assessing Yourself: Can You Distinguish between Discipline and Punishment? 341

Class Skills Exercise: Evaluating Disciplinary Action 341

Building Supervision Skills: Handling Performance Problems 342

Chapter 13

Managing Time and Stress 343

Time Management 344

Understanding How You Use Time 345

Planning Your Use of Time 347

Controlling Time Wasters 349

Stress Management 354

Causes of Stress 354

Consequences of Stress 357

Personal Stress Management 359

Organizational Stress Management 361

A Word about Personality 365

Part One: Concepts 366

Summary 366

Key Terms 367

Review and Discussion Questions 367

Notes 368

Part Two: Skill-Building 370

Meeting the Challenge 370

Problem-Solving Case: Do Supervisors Need "Freedom" to Manage Their Time? 370

Assessing Yourself: How Well Do You Use Technology to Manage Time? 371

Class Skills Exercise: Using Time Wisely 373

Building Supervision Skills: Managing Time and Stress 373

Managing Conflict, Change, and Politics 374
Conflict 375
Positive and Negative Aspects of Conflict 376
Types of Conflict 376
Managing Interpersonal Conflict 380
Strategies 380
Initiating Conflict Resolution 382
Responding to a Conflict 383
Mediating Conflict Resolution 384
Change in the Workplace 385
Sources of Change 386
Resistance to Change 387
Implementing Change 388
Proposing Change 391
Organizational Politics and Power 391
Sources of Power 392
Types of Power 392
Political Strategies 394
Building a Power Base 395

Establishing a Competitive Edge 396
Socializing 396
Part One: Concepts 396
Summary 396

Key Terms 397

Review and Discussion Questions 397

Notes 398

Part Two: Skill-Building 400

Meeting the Challenge 400

Problem-Solving Case: National Conflict Resolution Center Helps Find Win–Win Solutions 400

Assessing Yourself: What Is Your Conflict-Handling Style? 401

Class Skills Exercise: Resolving Conflict 402

Building Supervision Skills: Exercising Power to Bring about Change 403

part five | Supervision and Human Resources 404

Chapter 15