ABOUT THE AUTHORS

STEPHEN P. ROBBINS received his Ph.D. from the University of Arizona. He previously worked for the Shell Oil Company and Reynolds Metals Company, and has taught at the University of Nebraska at Omaha, Concordia University in Montreal, the University of Baltimore, Southern Illinois University at Edwardsville, and San Diego State University. He is professor emeritus in management at San Diego State.

Dr. Robbins is the world’s best-selling textbook author in the areas of management and organizational behavior. His books have sold more than 7 million copies, and have been translated into 20 languages. His books are currently used at more than 1,500 United States colleges and universities, as well as in hundreds of schools throughout Canada, Latin America, Australia, New Zealand, Asia, Europe, and the Middle East. His research interests have focused on conflict, power, and politics in organizations; behavioral decision making; and the development of effective interpersonal skills. His articles on these and other topics have appeared in numerous academic journals.

Dr. Robbins also participates in masters track competitions. Since turning 50 in 1993, he’s won 23 national championships and 14 world titles in sprints—from 60 meters to 400 meters. He was inducted into the U.S. Masters Track & Field Hall of Fame in 2005.

DAVID A. DECEZNO received his B.A. in economics from the University of Maryland, College Park, and his M.A. with an emphasis on labor economics and Ph.D. in industrial relations from West Virginia University. He has worked as an assistant professor at the University of Baltimore; a corporate trainer/employee development specialist with Blue Cross Blue Shield of Maryland; a professor, scholar, and an administrator in various capacities at Towson University in Baltimore; and dean of the Wall College of Business at Coastal Carolina University. Since 2007, he has served as president of Coastal Carolina University, where he has implemented a comprehensive strategic planning process, assured fiscal accountability through policy and practice, and promoted assessment and transparency throughout the university.

Dr. DeCenzo is the author or co-author of nearly 30 textbooks that are used widely at colleges and universities across the United States and throughout the world. His articles have been published in scholarly journals such as the Harvard Business Review and Indiana University’s Business Horizons, as well as in numerous professional publications.

Dr. DeCenzo has served as a member of several academic associations and on many boards for local, community, and corporate organizations. He is a member of the board of directors for the North Eastern Strategic Alliance, Myrtle Beach Regional Economic Development Center, Conway Chamber of Commerce, South Carolina Sea Grant Consortium, and AVX Corp., among others. He is chair of the Council of Presidents for comprehensive public universities in South Carolina and of the NCAA’s Committee on Institutional Performance, and is a member of the NCAA Division I President Forum.

ROBERT M. WOLTER received A.S. and B.S. degrees in organizational leadership and supervision from Purdue University in 1995 and 1997, respectively. He received a M.S. in adult education from Indiana University in 2002. He holds the position of senior lecturer in the Department of Technology Leadership and Communication at Indiana University Purdue University Indianapolis, where he works in the Organizational Leadership (OLS) program in the Purdue School of Engineering and Technology.

Mr. Wolter co-developed an OLS video course/workbook that ran on public TV for five years. With an interest in human behaviors in organizations, as well as the application of leadership techniques, he has been teaching at all levels of the undergraduate program for over 16 years. He earned the Indiana University Trustees Teaching Award five times, and received the IUPUI Wisner-Stoelk Outstanding Faculty Award three times.

Mr. Wolter’s working background is in the field of automotive technology, and he was an Automotive Service Excellence (ASE)-certified Master Technician for many years. Prior to coming to IUPUI, he taught automotive technology in a private post-secondary vocational technical institute for 13 years.
# BRIEF CONTENTS

## PART 1  
### Defining Supervision and Supervisory Challenges  
1

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Supervision Fundamentals</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Supervision Challenges</td>
<td>28</td>
</tr>
</tbody>
</table>

## PART 2  
### Planning, Organizing, Staffing, Controlling, and Decision Making  
59

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Planning and Goal Setting</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Organizing</td>
<td>88</td>
</tr>
<tr>
<td>5</td>
<td>Staffing and Recruiting</td>
<td>118</td>
</tr>
<tr>
<td>6</td>
<td>Controlling</td>
<td>148</td>
</tr>
<tr>
<td>7</td>
<td>Problem Analysis and Decision Making</td>
<td>178</td>
</tr>
</tbody>
</table>

## PART 3  
### Motivating, Leading, Communicating, and Developing  
207

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Motivating Followers</td>
<td>208</td>
</tr>
<tr>
<td>9</td>
<td>Leading Followers</td>
<td>238</td>
</tr>
<tr>
<td>10</td>
<td>Communicating Effectively</td>
<td>264</td>
</tr>
<tr>
<td>11</td>
<td>Developing Groups</td>
<td>292</td>
</tr>
</tbody>
</table>

## PART 4  
### Appraisal, Safety, Negotiation, Change, and Labor Relations  
317

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Performance Appraisal</td>
<td>318</td>
</tr>
<tr>
<td>13</td>
<td>Workplace Health and Safety</td>
<td>346</td>
</tr>
<tr>
<td>14</td>
<td>Conflict, Politics, Discipline, and Negotiation</td>
<td>374</td>
</tr>
<tr>
<td>15</td>
<td>Change Management</td>
<td>404</td>
</tr>
<tr>
<td>16</td>
<td>Supervision and Labor</td>
<td>424</td>
</tr>
</tbody>
</table>

**POSTSCRIPT: PERSONAL DEVELOPMENT**  
447

**ANSWERS TO COMPREHENSION CHECKS AND CROSSWORD PUZZLES**  
454

**GLOSSARY**  
463

**INDEX**  
472
## Contents

**Preface**  
ix

**Part 1**  
Defining Supervision and Supervisory Challenges  
1

**Chapter 1**  
Supervision Fundamentals  
2

- Key Concepts  
- Chapter Outcomes and Learning Objectives  
- Responding to a Supervisory Dilemma  
- Organizations and Their Levels  
  - What Common Characteristics Do All Organizations Have?  
  - What Are the Organizational Levels?  
- The Management Process  
  - What Is Management?  
  - What Are the Four Management Functions?  
  - Do Management Functions Differ by Organizational Levels?  
- Changing Expectations of Supervisors  
  - What Roles Do Supervisors Play?  
  - Are Supervisors More Important in Today's Organizations?  
  - *Comprehension Check 1-1*  
  - Is Sustainability Important to a Supervisor?  
  - Does a Supervisor Need to Be a Coach?  
- Transition from Employee to Supervisor  
  - Where Do Supervisors Come From?  
  - Is the Transition to Supervisor Difficult?  
  - Do You Really Want to Be a Supervisor?  
- Supervisory Competencies  
  - *Something to Think About (and Promote Class Discussion)*  
  - Becoming a Supervisor  
  - News Flash! The Supervisor's Role in Modern Organizations  
  - What Is Technical Competence?  
  - How Do Interpersonal Competencies Help?  
  - What Is Conceptual Competence?  
  - Why Must One Have Political Competence?  
  - How Do Competencies Shift by Managerial Level?  
- From Concepts to Skills  
  - What Is a Skill?  
  - What Else Is Critical for Me to Know About Supervising?  
  - Why Study Supervision?  
  - *Comprehension Check 1-2*  
- Enhancing Understanding  
  - Summary  
  - Comprehension: Review and Discussion Questions  
  - Key Concept Crossword  
- Developing Your Supervisory Skills  
  - Getting to Know Yourself  
  - Building a Team
## Content Overview

### Mentoring Others 24
- Communicating Effectively 25
- Thinking Critically 25

### Chapter 2: Supervision Challenges 28

#### Key Concepts 28

- **Chapter Outcomes and Learning Objectives** 29
- **Responding to a Supervisory Dilemma** 30
- **Global Competitiveness** 30
  - Is There Such a Thing As “Buy American”? 31
  - How Does Globalization Affect Supervisors? 32
  - *Something to Think About (and Promote Class Discussion) Who Owns What?* 32
- **Technology Enhancements** 33
  - *News Flash! The Cultural Variables* 34
  - What Is Technology? 35
  - How Does Technology Change the Supervisor’s Job? 35
- **E-Business at Work** 36
  - What Is an E-Business? 36
  - What Changes Can Supervisors Expect From E-Business? 37
- **Comprehension Check 2-1** 40

#### Working in a Diverse Organization 40

- What Is Workforce Diversity? 40
- How Does Diversity Affect Supervisors? 41

#### Changing How Business Operates 42

- Why Are Organizations Doing More with Less? 43
- Why the Emphasis on Continuous-Improvement Programs? 43
- How Does Work Process Engineering Differ From Continuous Improvement? 44
- What Are the Supervisory Implications of Downsizing, Contingent Workforces, Continuous-Improvement Programs, and Work Process Engineering? 44

### Part 2: Planning, Organizing, Staffing, Controlling, and Decision Making 59

#### Chapter 3: Planning and Goal Setting 60

- **Key Concepts** 60
- **Chapter Outcomes and Learning Objectives** 61
CHAPTER 4

Organizing 88

Key Concepts 88
Chapter Outcomes and Learning Objectives 89
Responding to a Supervisory Dilemma 90
What Is Organizing? 92
Basic Organizing Concepts 92
What Is Work Specialization? 92
What Is the Span of Control? 93
Something to Think About (and Promote Class Discussion) Return to Yesteryear 94
What Is the Chain of Command? 95
What Is Authority? 96
News Flash! Obeying Authority 96
Where Are Decisions Made? 98
What Are the Five Ways to Departmentalize? 99
Comprehension Check 4-1 101
From Departmentalization to Structure 102
Contents

A Simple Structure 102
The Functional Structure 103
The Divisional Structure 103
Matrix Structure 103
Project Structure 104
Team-Based Structure 105
The Boundaryless Organization 105
The Learning Organization 107
Organizing Your Employees 107
How Do You Identify the Tasks to Be Done? 108
What Is the Purpose of Job Descriptions? 108
Empowering Others Through Delegation 108
What Is Delegation? 109
Isn’t Delegation Abdication? 110
Comprehension Check 4-2 110
Enhancing Understanding 112
Summary 112
Comprehension: Review and Discussion Questions 112
Key Concept Crossword 113
Developing Your Supervisory Skills 114
Getting to Know Yourself 114
Building a Team 114
Delegating 114
Communicating Effectively 115
Thinking Critically 115

CHAPTER 5

Staffing and Recruiting 118
Key Concepts 118
Chapter Outcomes and Learning Objectives 119
Responding to a Supervisory Dilemma 120
The Human Resource Management Process 121
The Legal Environment of HRM 122
Something to Think About (and Promote Class Discussion) Is It Safe? 124
Employment Planning 125
How Does a Supervisor Conduct an Employee Assessment? 125
How Are Future Employee Needs Determined? 125
Recruitment and Selection 125
Where Do Supervisors Look to Recruit Candidates? 125
How Does a Supervisor Handle Layoffs? 127
Is There a Basic Premise to Selecting Job Candidates? 127
How Effective Are Tests and Interviews As Selection Devices? 129
News Flash! The Realistic Job Preview 131
Preparation for the Interview 131
Interview Questions You Shouldn’t Ask 132
Interview Questions You Should Ask 132
Comprehension Check 5-1 133
Orientation, Training, and Development 133
How Do You Introduce New Hires to the Organization? 133
What Is Employee Training? 134
Performance Appraisals 136
Compensation and Benefits 136
How Are Pay Levels Determined? 136
Why Do Organizations Offer Employee Benefits? 137
Current Issues in Human Resource Management 137
Workforce Diversity 137
The Workplace: Reasonable Grounds for Romance? 137
What Is Sexual Harassment? 138
## Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 6</td>
<td>Controlling</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>Problem Analysis and Decision Making</td>
</tr>
</tbody>
</table>

### How Do “Survivors” Respond to Layoffs?  
*Comprehension Check 5-2*  
Enhancing Understanding  
Summary  
Comprehension: Review and Discussion Questions  
Key Concept Crossword  
**Developing Your Supervisory Skills**  
Getting to Know Yourself  
Building a Team  
Interviewing  
Communicating Effectively  
Thinking Critically  

### CHAPTER 6  
Controlling  
Key Concepts  
Chapter Outcomes and Learning Objectives  
Responding to a Supervisory Dilemma  
The Control Process  
How Do You Measure Actual Performance?  
How Do You Compare Results with Standards?  
When Should Corrective Action be Taken?  
Types of Controls  
What Is Preventive Control?  
When Are Concurrent Controls Used?  
What Is Corrective Control?  
The Focus of Control  
What Costs Should You Control?  
**News Flash! On the Rocks**  
*Comprehension Check 6-1*  
Why Pay Attention to Inventories?  
What Is Value Chain Management?  
Why the Focus on Quality?  
What Are the Characteristics of Effective Controls?  
Can Controls Create Problems?  
Contemporary Control Issues  
Is Employee Theft Increasing?  
**Something to Think About (and Promote Class Discussion) Out with E-Mail**  
What Is the Sarbanes–Oxley Act?  
Do Controls Need to Be Adjusted for Cultural Differences?  
Enhancing Understanding  
Summary  
Comprehension: Review and Discussion Questions  
Key Concept Crossword  
**Developing Your Supervisory Skills**  
Getting to Know Yourself  
Building a Team  
Establishing Budgets  
Communicating Effectively  
Thinking Critically  

### CHAPTER 7  
Problem Analysis and Decision Making  
Key Concepts  
Chapter Outcomes and Learning Objectives  
Responding to a Supervisory Dilemma  
The Decision-Making Process
How Do You Identify the Problem?  181
How Do You Collect Relevant Information?  181
How Do You Develop Alternatives?  182
How Do You Evaluate Each Alternative?  182
How Do You Select the Best Alternative?  183
How Do You Implement the Decision?  183
How Do You Follow Up and Evaluate?  184

Decision Tools  184
What Are the Conditions of Decision Making?  184
What Is the Expected Value Analysis?  184
How Are Decision Trees Useful?  185
What Is Marginal Analysis?  186

Decision-Making Styles  186
What Are the Four Decision-Making Styles?  186
What’s the Point of These Four Decision-Making Styles?  187

Comprehension Check 7-1  189

Problems Versus Decisions  189
News Flash! Daily Delivery Decisions at UPS  189
How Do Problems Differ?  190
What Is the Difference Between Programmed and Non-Programmed Decisions?  191

Group Decision Making  191
What Are the Advantages of Group Decisions?  191
Are There Disadvantages to Group Decision-Making?  192
Is There a Guide for When to Use Group Decision-Making?  193
How Can You Improve Group Decision-Making?  193

Something to Think About (and Promote Class Discussion) Making Good Decisions  194

Global Diversity in Decision-Making  195
Design Thinking in Decision-Making  196
Big Data in Decision-Making  197
Ethics in Decision-Making  198
What Are Common Rationalizations?  198
What Are the Three Views on Ethics?  199
Is There a Guide to Acting Ethically?  200

Comprehension Check 7-2  200

Enhancing Understanding  201
Summary  201
Comprehension: Review and Discussion Questions  201
Key Concept Crossword  202

Developing Your Supervisory Skills  203
Getting to Know Yourself  203
Building a Team  203
Becoming More Creative  203
Communicating Effectively  204
Thinking Critically  204

Part 3  Motivating, Leading, Communicating, and Developing  207

CHAPTER 8  Motivating Followers  208
Key Concepts  208
Contents

Something to Think About (and Promote Class Discussion) Growing New Leaders 248
Leadership Behaviors and Styles 249
  What Is Task-Centered Behavior? 250
  What Are People-Centered Behaviors? 250
  What Behavior Should You Exhibit? 250
Effective Leadership 251
News Flash! National Culture Could Affect Your Leadership Style 252
Contemporary Leadership Roles 252
  Do Credibility and Trust Really Matter? 252
  Why Are Credibility and Trust Important? 253
  What If You Play Favorites? 254
  How Can You Lead Through Empowerment? 254
  Why Should Supervisors Engage Their Employees? 255
Leadership Issues Today 255
  What Are Transactional and Transformational Leaders? 255
  What Is Team Leadership? 256
  What Is E-Leadership? 257
  Is Leadership Always Relevant? 257
Comprehension Check 9-2 258
Enhancing Understanding 259
  Summary 259
  Comprehension: Review and Discussion Questions 259
  Key Concept Crossword 260
Developing Your Supervisory Skills 261
  Getting to Know Yourself 261
  Building a Team 261
  Mentoring Others 261
  Communicating Effectively 262
  Thinking Critically 262

CHAPTER 10

Communicating Effectively 264
Key Concepts 264
Chapter Outcomes and Learning Objectives 265
Responding to a Supervisory Dilemma 266
What Is Communication? 268
The Communication Process 268
Methods of Communication 269
  How Do You Communicate Orally? 269
  Why Do You Use Written Communication? 270
Something to Think About (and Promote Class Discussion) What Is the Best Method to Communicate Bad News? 270
  Do Women and Men Communicate Differently? 271
  Is Electronic Communication More Efficient? 271
  What Issues Are Created By Instant Messaging and Text Messaging? 272
  How Does Nonverbal Communication Affect Your Communication? 273
  What Is the Grapevine? 273
Barriers to Effective Communication 275
  How Does Language Affect Communication? 275
  What Did you Say? 276
  Did You Get My Message? 276
  Do You See What I See? 276
  What Do Roles Have to Do with Communication? 277
  Is There a Preferred Information Medium? 277
Comprehension Check 10-1 277
  How Does Honesty Affect Communication? 278
## How Can You Improve Your Communication Effectiveness? 279

**News Flash! Twitter... Social Benefit Or Social Disaster?** 280

### A Special Communication Skill: Active Listening 282

- The Importance of Feedback Skills 283
- What’s the Difference Between Positive Feedback and Feedback for Improvement? 283
- How Do You Give Effective Feedback? 283

**Comprehension Check 10-2** 285

### Enhancing Understanding 286

- Summary 286
- Comprehension: Review and Discussion Questions 286
- Key Concept Crossword 287

### Developing Your Supervisory Skills 288

- Getting to Know Yourself 288
- Building a Team 288
- Active Listening 289
- Communicating Effectively 290
- Thinking Critically 290

## CHAPTER 11 Developing Groups 292

### Key Concepts 292

- Chapter Outcomes and Learning Objectives 293
- Responding to a Supervisory Dilemma 294
- What Is a Group? 295
- Why Do People Join Groups? 295
- Understanding Informal Workgroups 296
- What Are Norms and How Do They Affect Work Behavior? 296
- **News Flash! Solomon Asch and Group Conformity** 297
- Are Cohesive Groups More Effective? 298
- What Is an Emergent Leader? 298
- How Can Informal Groups Be Helpful? 298
- Are There Ways to Influence the Informal Workgroup? 299

**Comprehension Check 11-1** 299

- The Increasing Use of Teams 300
- What Are the Different Types of Work Teams? 300
- Turning Groups into Teams 301
- The Five-Stage Model of Group Development 301
- A Model of Development for Deadline-Driven Ad Hoc Groups 303
- How Do You Build Effective Teams? 304

### Team Challenges for Supervisors 305

- What Obstacles Exist in Creating Effective Teams? 305

**Something to Think About (and Promote Class Discussion) Fast Times!** 306

- How Can Team Obstacles Be Overcome? 307

### Contemporary Team Issues 308

- Why Are Teams Central to Continuous-Improvement Programs? 309
- How Does Workforce Diversity Affect Teams? 309
- What Challenges Exist When Supervising Global Teams? 310
- When Are Teams Not the Answer? 311

**Comprehension Check 11-2** 311

### Enhancing Understanding 312

- Summary 312
- Comprehension: Review and Discussion Questions 312
- Key Concept Crossword 313

### Developing Your Supervisory Skills 314

- Getting to Know Yourself 314
- Building a Team 314
News Flash! Status in Organizations 386
The Disciplinary Process 387
  What Types of Discipline Problems Might You Face? 388
  Is Discipline Always the Solution? 388
  Basic Tenets of Discipline 389
  How Do You Lay the Groundwork for Discipline? 389
  How Do You Make Discipline Progressive? 390
  What Factors Should You Consider in Discipline? 392
  What About the Law? 392
Negotiation 393
  How Do Bargaining Strategies Differ? 393
  How Do You Develop Effective Negotiation Skills? 394
Something to Think About (and Promote Class Discussion) Hand Me a Towel 395
Comprehension Check 14-2 396
Enhancing Understanding 397
  Summary 397
  Comprehension: Review and Discussion Questions 397
  Key Concept Crossword 398
Developing Your Supervisory Skills 399
  Getting to Know Yourself 399
  Building a Team 399
  Six Steps to Resolve Conflict 400
  Disciplining an Employee 400
  Communicating Effectively 401
  Thinking Critically 402

Chapter Management 404
Key Concepts 404
Chapter Outcomes and Learning Objectives 405
Responding to a Supervisory Dilemma 406
  News Flash! This Changes Everything 407
The Forces for Change 408
  What Are the External Forces Creating a Need for Change? 408
  What Are the Internal Forces Creating a Need for Change? 408
  How Can Supervisors Serve as Change Agents? 409
Two Views of the Change Process 409
  What Is the Traditional View of Change? 409
  What Is the Contemporary View of Change? 410
  Will You Face a World of Constant and Chaotic Change? 410
  Why Do People Resist Change? 411
  How Can You Overcome Resistance to Change? 412
Something to Think About (and Promote Class Discussion) Robot Doc 413
Comprehension Check 15-1 413
Stimulating Innovation 414
  How Are Creativity and Innovation Related? 414
  What Is Involved in Innovation? 415
  What Is Disruptive Innovation? 415
  How Can a Supervisor Foster Innovation? 416
Comprehension Check 15-2 417
Enhancing Understanding 418
  Summary 418
  Comprehension: Review and Discussion Questions 418
  Key Concept Crossword 419
Developing Your Supervisory Skills 420
  Getting to Know Yourself 420
  Building a Team 420
New to This Edition

We have been pleased with the response to the previous edition of the textbook. Reviewers and current adopters tell us that the content is solid and that the skill-building exercises work well in the classroom. For the ninth edition, we have concentrated on refining the presentation and addressing the evolving roles that supervisors are asked to embrace in today’s workplace. Significant additions to the ninth edition include the following:

Chapter 1
New section “Why Study Supervision?”

Chapter 2
Updates on Contingent Workforces

Chapter 3
Updates on Six Sigma Quality

Chapter 4
Updates on Teleworking
New Case Study “Push the Magic Button”

Chapter 5
New Case Study “Attracting the Perfect Candidate”

Chapter 6
Updates on Cost Reduction
Updated “Something to Think About – Out With E-mail”

Chapter 7
New “News Flash! – Daily Delivery Decisions at UPS”
New “Something to Think About – Making Good Decisions”
New section “Global Diversity in Decision Making”
New Case Study “Simply Orange Decisions”

Chapter 8
New “News Flash! – Making it Rain . . . at Gravity”
Updates on Employee Recognition Programs
New Case Study “Naturally Motivated”

Chapter 9
New “Something to Think About – Growing New Leaders”
New Case Study “Insane Leadership Legacy”

Chapter 10
New “Something to Think About – What is the Best Method to Communicate Bad News?”
Updates on Communication
Preface

Chapter 11
New Case Study “An Rx for Improved Teamwork in the Health-Care industry”

Chapter 12
New “Something to Think About – An Unfair Performance Review”
New “News Flash! – The Anytime Feedback Tool at Amazon”
New Case Study “Accentuate the Positive!”

Chapter 13
New Responding to a Supervisory Dilemma
Updates on OSHA Enforcement Actions
Updates on Workplace Violence
New Case Study “When Stress Kills”

Chapter 14
New Case Study “Dealing with Conflict at Nomura Holdings Inc.”

Chapter 15
New “News Flash! – This Changes Everything”
New section “What is Disruptive Innovation?”
New Case Study “Poor Performance Forces a Make Over at Avon”

Chapter 16
New “Something to Think About – A Bitter Taste at the Coffee House”
New Case Study “A Slap Shot at USA Hockey”

Postscript
New section “Once You Get a Job Be Proactive and Find Yourself a Mentor”

Solving Teaching and Learning Challenges

Welcome to the ninth edition of Supervision Today!. We continue to present this book in a way that our users have found useful. Many of you helped make the previous editions of this book a resounding success. In this edition, we continue that trend and make your reading experience even better.

In our quest to make this the most complete supervision text currently available, we’ve taken into account feedback from our readers. We continue to present a book that focuses on the basic elements of supervision—one that covers the essential and traditional concepts in effectively supervising employees; that has a strong applied, practical, and skill focus; and that is user friendly.

Most of us understand concepts better when we can relate them to our everyday lives. In this edition, we help you build an understanding of supervising through real-life concepts, examples, and practice. We believe that when you have an opportunity to apply what you are learning—in an educational setting that encourages risk taking—you will perform more effectively on the job. Moreover, in the process you will build your supervisory skills portfolio!

We recognize that the supervisor’s job continues its rate of dramatic change. Supervisors are working with a more diverse workforce in terms of race, gender, and ethnic background. Supervisors’ jobs are constantly affected by technological changes, a more competitive marketplace, and corporate restructuring and workflow redesign. Despite all of these changes, supervisors still need to understand the traditional elements of directing the work of others and the specific skills required: goal setting, budgeting, scheduling, delegating, interviewing, negotiating, handling grievances, counseling employees, and evaluating employees’ performance.
A good supervision text must address both traditional and contemporary issues. We believe we’ve done this by focusing on relevant issues and by including lots of examples and visual stimuli to make concepts come alive. The full-color design format captures visually the reality and the excitement of the supervisor’s job. We’ve also spent years developing a writing style that has been called “lively, conversational, and interesting.” That’s just another way of saying that you should be able to understand what we’re saying and feel as though we’re actually in front of you giving a lecture. Of course, only you can judge this text’s readability. We ask you to read a few pages at random. We think you’ll find the writing style both informative and lively.

Developing Employability Skills

Today it’s not enough simply to know about supervision; you need skills to succeed in your supervisory efforts and in a rapidly changing job market. You should be aware of your career options and how to go about developing a variety of skills. To focus on developing your supervisory abilities, we offer our skill component in the Enhancing Understanding and Developing Your Supervisory Skills sections at the end of each chapter, which include the following features:

- Summary
- Comprehension: Review and Discussion Questions
- Key Concept Crossword
- Getting to Know Yourself
- Building a Team
- A step-by-step description of how to develop your skills in the area discussed in that chapter
- Communicating Effectively
- Thinking Critically

These features are designed to help you build analytical, diagnostic, team-building, investigative, and writing skills. We address these skill areas in several ways. For example, we include experiential exercises to develop team-building skills; cases to build diagnostic, analytical, and decision-making skills; and suggested topical writing assignments to enhance writing skills.

Summary

Just as Chapter Outcomes and Learning Objectives clarify where you are going, chapter summaries remind you where you’ve been. Each chapter of this book concludes with a concise summary organized around the opening chapter outcomes and learning objectives.

Comprehension: Review and Discussion Questions

These questions reinforce chapter content. If you have read and understood the content of a chapter, you should be able to answer the review questions, which are drawn directly from the material in the chapter. The discussion questions, on the other hand, tend to go beyond comprehension of chapter content. They’re designed to foster higher-order thinking skills. The discussion questions enable you to demonstrate that you not only know the facts in the chapter but can also use those facts to deal with more complex issues.
Key Concept Crossword Crossword puzzles using the key concepts from each chapter provide another way to reinforce comprehension on a level and in a way that you may enjoy. Answers are provided in the Solutions section at the end of the book.

Getting to Know Yourself Before you can effectively supervise others, you must understand your current strengths as well as areas in need of development. To assist in this learning process, we encourage you to find and complete self-assessments.

Building a Team These exercises give you an opportunity to work as a team, learning and practicing the supervisory skills introduced in the chapter. By combining your new knowledge and natural talents, you will be able to practice a supervisory activity and assess your own progress.

Chapter Topic How-To Focus This section gives step-by-step instructions on how to develop a skill directly related to a topic addressed in the chapter.

Communicating Effectively In this feature, suggested writing projects help you develop writing skills. Projects can also become presentations to reinforce verbal and presentation skills.

Thinking Critically: Case Analyses Each chapter concludes with two case studies designed to make you think critically as you make decisions regarding a supervisory issue. These cases enable you to apply your knowledge to solve problems faced by supervisors. For this edition, 11 of the cases have been replaced and updated with new topical situations dealing with current workplace issues.

Instructor Teaching Resources

Before you start a journey, it’s valuable to know where you’re headed so you can minimize detours. The same holds true in teaching with a text. To make learning more efficient, we continue to include the following features to enhance your interactions with students.

Chapter Outcomes and Learning Objectives Each chapter opens with a list of outcomes and learning objectives that describe what students will be able to do after reading the chapter. These outcomes and learning objectives are designed to focus student’s attention on the major issues in each chapter. Each outcome and learning objective is a key learning element.

Key Concepts Each chapter contains a list of the key concepts addressed in the chapter. These terms represent critical comprehension areas. And through the Key Concept Crossword, students can get feedback on how well they’ve understood the key concepts.
Responding to a Supervisory Dilemma  These interesting chapter-opening stories focus on an issue regarding a topic that will be discussed in the chapter. Although they have value, these vignettes are often overlooked. To address this problem, and to focus heavily on supervisory issues, all of our opening vignettes are posed as situational dilemmas. No matter where students may work as a supervisor, at some point in their career they will be faced with a difficult issue. Usually the issue is one that goes beyond simply following the law. These opening vignettes are designed to encourage students to think about what they may face and to begin to develop a plan of action for handling workplace dilemmas.

Margin Notes  Key concepts identified at the beginning of each chapter are set in boldface when they first appear in the chapter. The marginal note defines the term for quick reference.

NEWS FLASH!

**THE SUPERVISOR’S ROLE IN MODERN ORGANIZATIONS**

For years, the role of the working or front-line supervisor has been considered by many organizations to be little more than a stepping-stone into management. Business and management schools devoted their attention primarily to teaching principles and theories applicable to upper management. Many professors figured their graduates would hold down beginning supervisory roles for a short period and then move into something more challenging. How things have changed!

Today’s organizations are complex. Some of the complexity is a result, in part, of the following:

- A more culturally diverse workforce than ever before.
- Implementation of quality and productivity programs such as ISO certification and Six Sigma, just-in-time and lean manufacturing, and organizing work using self-directed teams.
- Enforcing the ever-growing number of employment laws pertaining to hiring and dismissal, antidiscrimination, sexual harassment, disability accommodation, workplace violence, Family and Medical Leave Act (FMLA) of 1993, Occupational Safety and Health Administration (continued)

News Flash!  Because of the popularity of these vignettes in previous editions, we continue to include them in this new edition. Each vignette presents an issue that highlights a distinction between traditional and contemporary supervisory roles. Each chapter contains a news flash item specific to the topics included in the chapter.

**Something to Think About**  Supervisors make many decisions every day. Some decisions present clear answers based on legal and company rules and regulations. Other resolutions may not be so obvious. Students need to evaluate and think through a number of variables to develop an answer or course of action. These sections are excellent class discussion starters, and are included in each chapter to focus on the presented topics.

Focus on Comprehension  Second-level headings are presented in the form of questions. Each of these questions was carefully written to reinforce understanding of specific information. After reading a chapter (or a section), students should be able to return to these headings and answer the question. If students are unable to answer a question or are unsure of their response, instructors will know exactly what sections students need to reread or review, or where to place more of their effort. All in all, this format provides a self-check on student reading comprehension.
Comprehension Check

This is a quick “Are-you-understanding-what-you’re-reading?” feature. In each chapter, there are two Comprehension Checks with objective questions. These questions are answered in the “Solutions” section at the end of the book and offer quick feedback on whether students have understood what they read. If students have problems answering these questions correctly, instructors can direct them to reread specific sections before moving on to new material in the book. Of course, not every element of the chapter’s material can be tested, and simply answering these questions correctly does not guarantee comprehension. But answering these questions correctly can indicate that students are making progress and that learning has taken place.

Thinking Critically

Critical thinking is also an important outcome. Several years ago, training organizations began taking a hard look at themselves. Typically, they found that their programs needed to expand language-based skills, knowledge, and abilities across the curriculum. What outcomes did this achieve? In essence, it indicated the need for all training programs to cover the basic skill areas of communication, critical thinking, computer technology, globalization, diversity, and ethics and values. This edition of Supervision Today! continues this feature to help students acquire these key skills by upgrading levels of thinking from knowledge to comprehension and, finally, to application. We convey relevant supervisory knowledge, give students an opportunity to reinforce their comprehension, and demonstrate to the instructor how they can apply the concepts.

Instructor Resource Center

By visiting www.pearsonhighered.com/irc, instructors can access a variety of print, digital, and presentation resources available with this text in downloadable format. Registration is simple and gives instructors immediate access to new titles and new editions. As a registered faculty member, you can download resource files and receive immediate access to, and instructions for, installing course management content on your campus server. In case you ever need assistance, Pearson’s dedicated technical support team is ready to help with the media supplements that accompany this text. Visit http://support.pearson.com/getsupport for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available for download to adopting instructors:

<table>
<thead>
<tr>
<th>Supplements available to instructors at <a href="http://www.pearsonhighered.com/irc">www.pearsonhighered.com/irc</a></th>
<th>Features of the Supplement</th>
</tr>
</thead>
</table>
| Instructor’s Manual authored by Barbara S. Faries from Mission College, Santa Clara, CA | • Chapter-by-chapter summaries  
• Examples and activities not in the main book  
• Discussion questions  
• Example questions  
• Additional exercises  
• Solutions to all questions and problems in the book |
<table>
<thead>
<tr>
<th>Supplements available to instructors at <a href="http://www.pearsonhighered.com/irc">www.pearsonhighered.com/irc</a></th>
<th>Features of the Supplement</th>
</tr>
</thead>
</table>
| **Test Bank**  
authored by Barbara S. Faries from Mission College, Santa Clara, CA | 800 multiple-choice, true/false, short-answer, and graphing questions with these annotations:  
- Correct answer  
- Difficulty level (1 for straight recall, 2 for some analysis, 3 for complex analysis)  
- Type (Multiple-choice, true/false, short-answer, essay)  
- AACSB learning standard (Analytical Thinking; Reflective Thinking; Application of Knowledge)  
- Page reference |
| **Computerized TestGen®** | TestGen allows instructors to:  
- Customize, save, and generate classroom tests  
- Edit, add, or delete questions from the Test Item Files  
- Analyze test results  
- Organize a database of tests and student results |
| **PowerPoints Presentations**  
authored by Jeffrey Anderson from Ohio University College of Business | • Slides include all the figures, tables, maps, and equations in the textbook.  
• PowerPoints meet accessibility standards for students with disabilities. Features include, but not limited to:  
  - Keyboard and Screen Reader access  
  - Alternative text for images  
  - High color contrast between background and foreground colors |
Acknowledgements

Writing a textbook is often the work of a number of people whose names generally never appear on the cover. Yet without their help and assistance, a project like this would never come to fruition. We’d like to recognize some special people who gave so unselfishly to making this book a reality.

We want to thank the users of previous editions and students who provided a number of suggestions for this revision. To all who provided us feedback, please know that we take your comments and suggestions seriously. We review each comment and see how it might be incorporated into the text. Unfortunately, in a few instances, although the comments and suggestions were absolutely on target, sometimes adding specific information isn’t feasible. That’s not to say that we discounted what you said, but we had to balance the focus of the book with the feedback given.

Finally, we’d like to add personal notes.

From Steve’s corner: To my wife, Laura Ospanik. Laura continues to be a phenomenal source of ideas and support. For that I am grateful.

From Dave’s corner: I want to give special thanks to my family, who give me the encouragement and support to do my job. Each of you is special to me in that you continue to bring love and warmth into my life. Terri, Mark, Meredith, Gabriella, and Natalie, thank you. You continue to make me proud to be part of your lives.

From Rob’s corner: I want to thank my wife, Sheila, for encouraging and supporting me in my work on the ninth edition of Supervision Today! I also thank my granddaughters Kennedy, Katherine, and Caroline for demonstrating the love of learning this book is meant to inspire. I continue to be grateful for the opportunity to be part of this learning endeavor.

Now that we’ve explained the ideas behind the text, we’d like to extend an open invitation. If you’d like to give us some feedback, we encourage you to contact us.

Send your correspondence to Dave DeCenzo at E. Craig Wall, Sr. College, Coastal Carolina University, P.O. Box 269154, Conway, SC 29528-6054. Dave is also available via e-mail at ddecenzo@coastal.edu. Alternatively, you may contact Rob Wolter at spv2day@iupui.edu. Either way, we welcome your feedback!

We hope you enjoy reading this book as much as we enjoyed preparing it for you.

Steve Robbins
Dave DeCenzo
Rob Wolter