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Supervisory Management

The Art of Inspiring, Empowering, and Developing People

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Donald C. Mosley Jr., Ph.D.

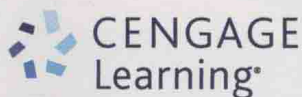
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**Supervisory Management: The Art of
Inspiring, Empowering, and Developing
People, Ninth Edition**

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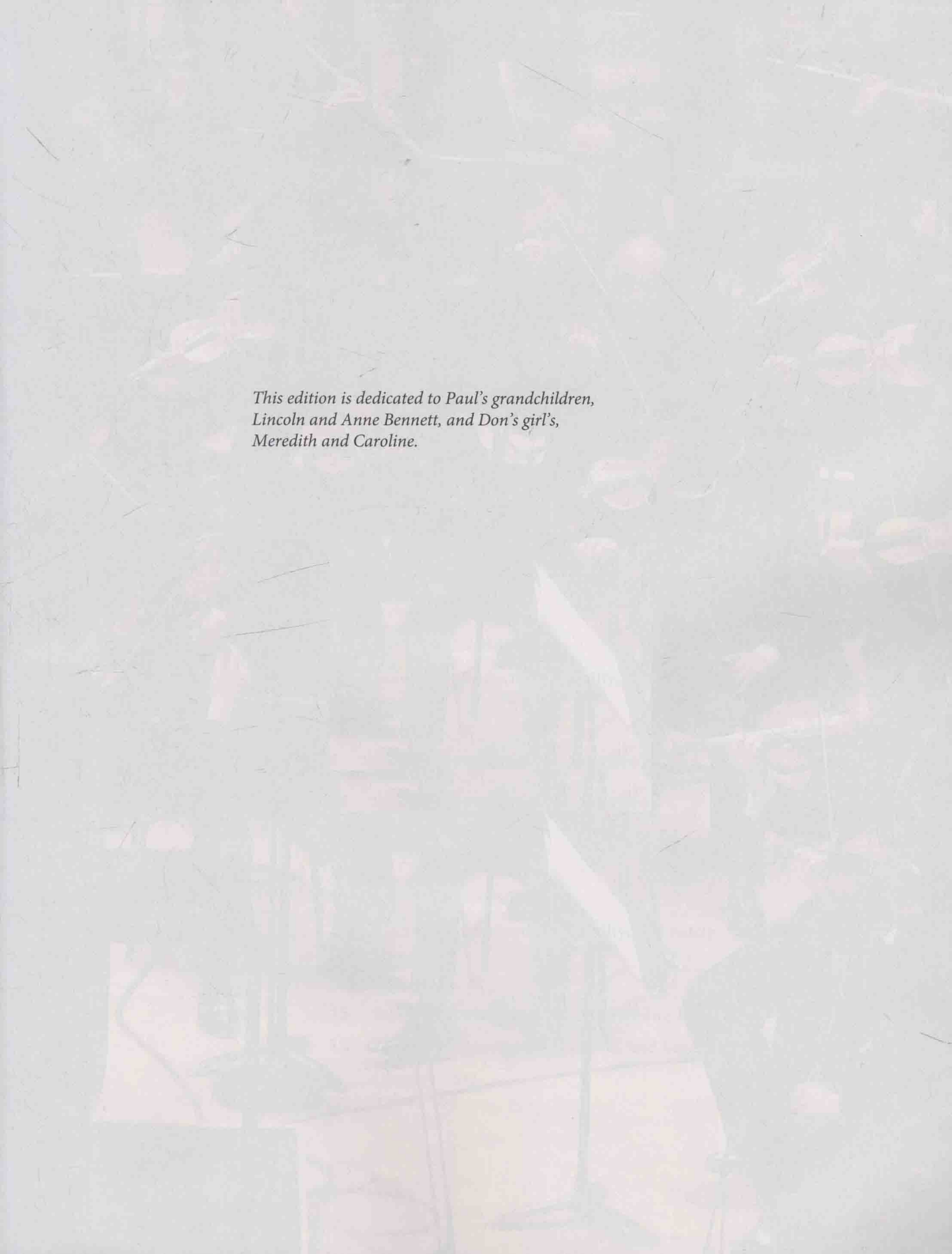
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*This edition is dedicated to Paul's grandchildren,
Lincoln and Anne Bennett, and Don's girl's,
Meredith and Caroline.*





Preface

The goal of this ninth edition of *Supervisory Management* continues to be that of preparing students to be effective supervisors and leaders. As in the prior edition, the common thread throughout this text is that supervision is working with people to inspire, empower, and develop them so that they become better and more effective in their working roles. Although coverage is provided of the management functions of planning, organizing, staffing, and controlling, the largest number of chapters is directly devoted to leading. Seven of the text's 16 chapters are leadership focused, including a chapter solely devoted to leadership, as well as chapters on communication; motivation; group development and team building; meetings and facilitation skills; coaching for higher performance; and managing conflict, stress, and time. These all are essential supervisory leadership tools.

As authors with strong real-world consulting backgrounds, almost all of our research and consulting has involved thousands of team leaders and supervisors in many for profit and not-for-profit organizations, including service, manufacturing, governmental, and entrepreneurial firms. We have found some of the most exemplary, creative, and exciting practices of supervision and leadership in these environments. Many of the examples in this book, including interviews, examples, and cases, are taken from our interactions with leaders in real organizations. We pass these experiences on to you, continuing to appreciate Kurt Lewin's statement that "nothing is as practical as good theory."

Like the previous edition, the ninth edition, aligns closely with the federal government's report of the Secretary's Commission on Achieving Necessary Skills (SCANS) requirements for workplace competencies. Specifically, skill-building exercises will help students develop their abilities in five key areas: identifying, organizing, planning, and allocating resources; working with others; acquiring and evaluating information; understanding complex interrelationships; and working with a variety of technologies. Additionally, the text provides students with a three-part foundation of skills and personal qualities needed for job performance. Our text was the first supervisory text to use icons in the end-of-chapter Skill Builder exercises to identify the SCANS competencies and skills targeted for development. This edition strives to maintain a workplace context and a practical emphasis throughout.

What's New in the Ninth Edition

This edition reflects a number of changes intended to keep its skills focus timely, fast paced, and relevant to the action-oriented environments facing today's supervisors.

- *Broader examples of supervisory/organizational settings.* In this edition, we have sought to provide balanced coverage of supervisory practices in the service, manufacturing, and not-for-profit sectors, in large, medium, and smaller entrepreneurial firms. For example, the Chapter 3 opening preview highlights the challenges and successes of Mark Zuckerberg, founder of Facebook, while Chapter 4 focuses on leading and supervising in a merchandising retail environment—Walmart the end-of-chapter cases provide broader coverage ranging from entrepreneurial ventures to service businesses, such as those in chapters 2, 7, 8, and 12. Students and those who

are presently supervisors reading this book will appreciate that many more of the supervisory concepts presented apply to supervisors of all organizations.

- *Significant revisions and coverage of new topics.* The challenges that supervisors face in working in today's diverse, technology-driven, and continuously changing organizational environment are emphasized throughout the book. The chapters have been updated and rewritten to include a number of new or significantly revised topics, including empowerment and self-management, leadership, employee engagement, coaching and diversity, creativity, supervisory ethics, benefits of employee mentoring, electronic communication technology, the impact of organizational staffing, employee training, and total quality management. The chapters have been updated with new actual organizational examples and statistics. Based on faculty and student feedback, chapters 14, 15, and 16 were significantly changed to include coverage of employee training, an emphasis on legal issues, and lean manufacturing principles.
- *Greater emphasis on skill development.* As in previous editions, chapter-ending Skill Builder exercises enable students to cultivate much-needed abilities for the workplace. Through the use of icons, instructors and students can see how each exercise correlates to the federal government's SCANS competencies. This system helps students effectively strategize a means to developing skills in each area and achieving competency in all five SCANS competencies.
- *Diversity coverage.* Throughout this book's chapters, emphasis is placed on the challenges supervisors and leaders face in managing a workforce that is increasingly diverse. Such diversity is included throughout the text, ranging from supervisory challenges in communicating with the growing number of Hispanic workers whose English speaking skills are limited to issues that arise when dealing with a temporary workforce. In addition to traditional coverage of diversity issues ranging from gender, ethnicity, and race, this edition also examines diversity issues posed by the different generations of workers—Traditionalists, Baby Boomers, Gen X, and Gen Y. Numerous examples and photos in each chapter reflect the diverse nature of the supervisor's work environment.
- *Continuing Emphasis on Ethics.* Although ethics is the central topic in Chapter 3 (Decision Making, Problem Solving, and Ethics), it is a key concept that is addressed as well throughout the book.

Features of the Book

We continue to strive to make the book reader-friendly. To facilitate understanding and retention of the material presented, each chapter contains these features:

- *Learning Objectives.* Each chapter begins with a statement of Learning Objectives. Icons identifying the Learning Objectives appear throughout the text material. The Chapter Review is also organized by Learning Objectives.
- *Opening Preview Case.* An Opening Preview Case sets the stage for each chapter by illustrating one or more major topics to be covered in the chapter. This piques students' interest in the chapter. Nine of the new edition's opening cases are either updated or new. Specifics from the opening case are often referred to within the chapter to reinforce key concepts discussed.
- *Key Terms and Phrases.* New terms and phrases are highlighted as each is introduced in a chapter. Marginal notes highlight definitions when they first appear in each chapter; the end of each chapter features an alphabetical listing of all key terms.
- *Text Enhancing Exhibits/Photos.* Numerous exhibits and photos add insights into the major concepts found in each chapter. They also give the text an inviting,

reader-friendly appeal. We have added over 15 new exhibits to the ninth edition. Our goal is to inject these strategically so that they enhance, rather than fragment, the chapter's continuity. Exhibits may be informational, such as Exhibit 1-11: "Changing Views of the Supervisor's Job"; skills-oriented, such as Exhibit 7-7 "Ways to Apply Expectancy Theory"; or assessment-oriented, such as Exhibit 6-15: "Rate Your Listening Habits."

- *Stop and Think.* Stop and Think questions appear several times within each chapter, allowing students to test their understanding of concepts as they learn new material. This feature also helps improve students' study routines by serving as a simplified self-study guide. Some instructors report that they use Stop and Think questions as a basis for class discussion.
- *Chapter Review, and Questions for Review and Discussion.* The Chapter Review and the Questions for Review and Discussion encourage students to reflect upon what they have read in a way that will help them better understand and learn the material. Each Chapter Review highlights answers to the Learning Objectives identified at the beginning of each chapter.
- *Skill Builder Exercises.* Skill Builder Exercises appear at the end of each chapter; each relates to the federal SCANS requirements followed by many schools. The eighth edition was the first supervisory textbook to use SCANS icons to help teachers and students easily identify the competencies targeted by each Skill Builder Exercise and ensure that students are developing skills in all five key areas. The ninth edition continues this practice. We have added eight new Skill Builder Exercises to bring the total to 55.
- *Cases.* Cases located at the end of each chapter can be used to synthesize the chapter concepts and stimulate the practice of supervision. Of the book's sixteen chapters, several new cases are provided in this edition.

Instructional Resources

Ancillary Material

- *Instructor's Manual.* The *Instructor's Manual* streamlines course preparation with its presentation of chapter outlines, teaching suggestions, and lecture notes correlated with the PowerPoint slides and videos (see Supervisory Management DVD below), as well as solutions to all end-of-chapter questions, Skill Builder exercises, and case questions.
- *Test Bank.* The Supervisory Management test bank is composed of multiple-choice, true/false, and essay questions. When used with the Cengage software provided on the instructor Web site, test preparation is a cinch. Instructors can add or edit questions, instructions, and answers, and can select questions by previewing them on the screen and selecting them randomly or by number. All questions have been correlated to the text's Learning Objectives to ensure students meet the course criteria.
- *PowerPoint slides.* A comprehensive set of PowerPoint slides assists instructors in the presentation of the chapter material and enable students to synthesize key concepts.

Web site

With the ninth edition of *Supervisory Management*, instructors and students alike have access to a rich array of teaching and learning resources at www.cengage.com/management/mosley. For students, the Web site will include resources such as the Glossary and Key Terms,

while instructors will find the Instructor's Manual, Test Bank, and PowerPoint slides available online.

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Don teaches Management Theory and Practice, Organizational Behavior, and High Performance Organizations at the undergraduate level, as well as the doctoral seminar in Organizational Behavior. He has published in such journals as *Educational and Psychological Measurement*, *Journal of Applied Social Psychology*, *Journal of Business Research*, *Journal of Managerial Issues*, and *Organization Development Journal*. Don is a member of the Academy of Management Association, Southern Management Association, Southwest Academy of Management, and Southwest Case Research Association.

Don thanks his colleague Paul, wife Emily, and daughters Meredith and Caroline, for their encouragement and support as he performed the role of lead author for the ninth edition.

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He has international teaching experience, having taught in Germany and France. His most meaningful consulting experience was an extended involvement to help a major U.S. manufacturer shift its culture. Over a six-year period, he logged 2,000 training hours with all managers and supervisors in the 1,500 employee firm, helping them accept and learn the new skills of empowering, developing, coaching, and facilitating.

Paul's writings reflect his training and design experiences and have appeared in such publications as *Training*, *Organization Development Journal*, *Industrial Management*, *Journal of Business Communication*, *MSU Business Topics*, *Annual Handbook for Consultants*, and others. He enjoys continuing to teach students in the Mitchell College of Business and supervisors and managers in training programs throughout the south.



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