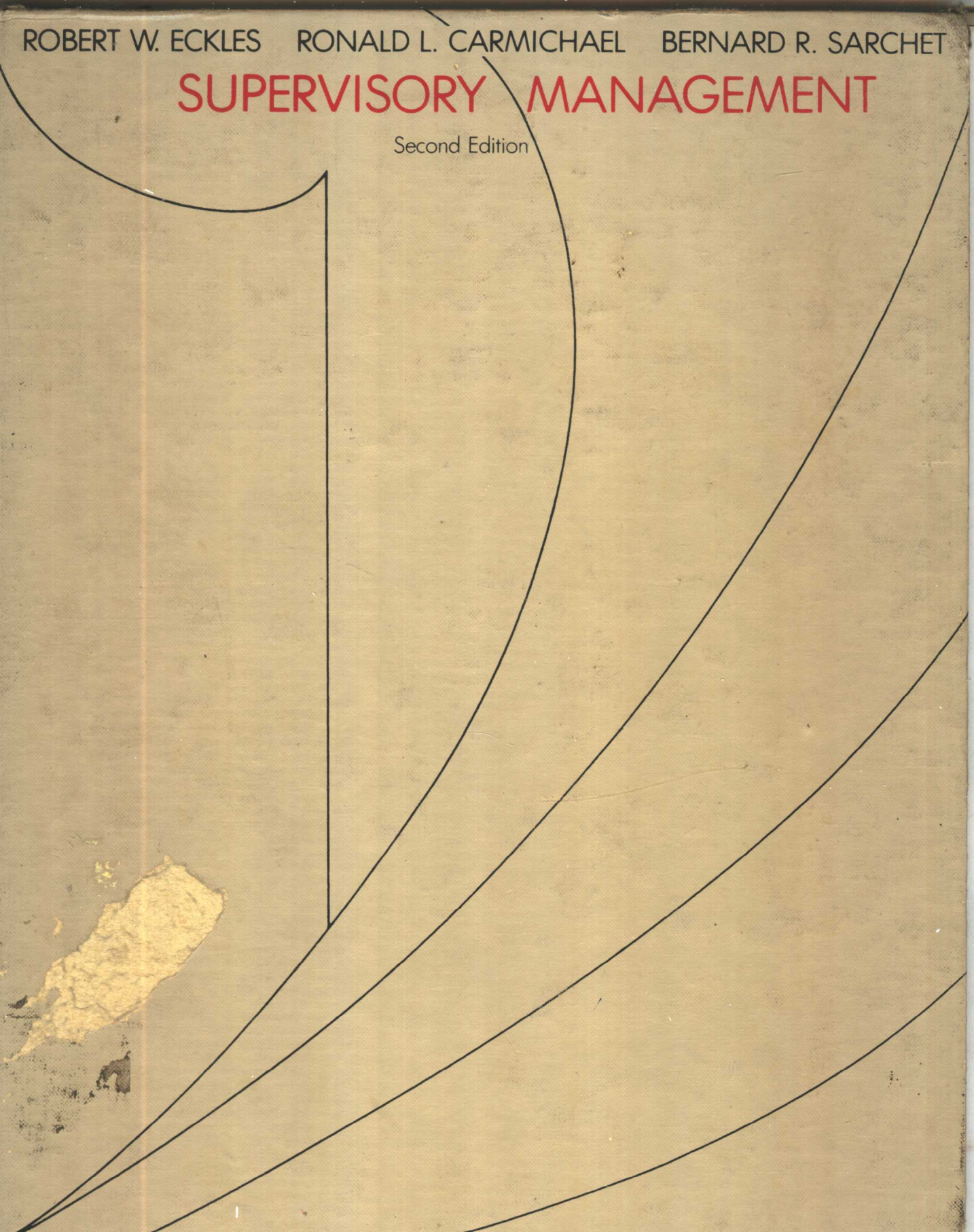ROBERT W. ECKLES   RONALD L. CARMICHAEL   BERNARD R. SARCHET

SUPERVISORY MANAGEMENT

Second Edition

Supervisory Management

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Preface

Job boredom, employee dissatisfaction, lowering productivity, and the need for more effective and well-trained supervision are more pronounced today than ever before. More workers throughout the world enjoy a higher standard of living and consequently expect more respect and efficiency from their supervisors.

Organizations throughout the world have become more sophisticated in the last decade, and the new, emerging supervisors of the 1980s have been accepted by progressive organizations. This has placed a greater burden on the newly appointed supervisors who must have the updated training to insure their success. This edition updates the concepts presented in the first edition in a more logical sequencing of the chapters.

This edition includes two new chapters on productivity and time management, Chapters X and XVI, respectively. Both subjects are interrelated and emphasize the serious need for American public and private sectors to increase productivity to compete effectively with foreign manufacturers. The supervisor is at the heart of this productivity crisis and Chapters X and XVI stress this need and its probable resolution.

All other chapters have been updated, condensed, reorganized, and/or rewritten. Some of the new material includes the emphasis on the work of supervisors at all levels rather than only first-line, including the planning and organization processes. Newer techniques of flextime, and the four-day week are included in the section on job design. We show how the quality-of-life program offsets job boredom. Motivating the worker includes newer theories. Using the computer is covered since it has become such an integral part of supervision. Personal characteristics have been overhauled and reorganized. Transactional analysis has been added to the communications chapter since its use has become a commonplace technique. Training and development has been rewritten to reflect organizational development processes. Labor relations has been updated along with safety and health, which reflects the latest activities of OSHA.

Only four of the first-edition incidents remain the same. The rest are new or greatly revised and updated. The new incidents are more comprehensive and more substantive, permitting students and instructors to receive more "hands on" treatment of the chapter concepts and techniques. As in the previous edition, these incidents are real-world experiences.

The questions for discussion have been added to and completely revised.

We appreciate very much the efforts of many users of the first edition who submitted suggestions to improve the book, many of which sugges-

tions have been incorporated into this edition. Reviewers who have made the most significant contributions for this edition were Professor G. Schneider, Austin Community College, and Professor T. D. Cramer, Fullerton College. We again thank our typists who have performed admirably in the face of adversity so that a clean copy could be submitted to the publisher. We are very grateful to Rita Hughes, Gerry McKay, and Betty Lindsey.

We also thank all who have contributed to this edition. But, in spite of our efforts, all errors that still remain are our sole responsibility.

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CHAPTER

I

Supervisory Responsibilities Within the Organization

LEARNING OBJECTIVES

- *To see the differences between management and supervision.*
- *To understand the universality of supervisory management.*
- *To see the need for effective supervision.*
- *To appreciate the challenges of supervision.*
- *To know the technical and human aspects of supervision.*
- *To see how the supervisor fits into the organization.*
- *To appreciate supervisory goals and responsibilities.*

Introduction

The terms "management" and "supervisor" are often used interchangeably so it is necessary to clarify the semantical difference right away. *Managers* create and try to maintain an internal environment in an organization so that other people can perform their jobs more efficiently to meet organizational goals. A manager performs managerial functions of >planning, organizing, activating, communicating, and control over people, jobs or positions, technology, capital goods, and time. *Supervisors-* 1st *level* are managers whose functions emphasize leadership, coordinating, activating, motivating, and controlling people.

DIFFERENCES BETWEEN MANAGEMENT AND SUPERVISION

The major difference between a manager and a supervisory manager, then, is the focus of the effort. Managers may manage all types of organi-

zations including a laboratory, a chemical plant, or a power generation plant where few people may work because of high capital intensity or automation. Supervisors must perform all the functions of a manager in addition to being a leader of people. But whenever the leadership of people becomes the dominant factor, then supervisory management has to be stressed.

Using the people variable as the major differentiating factor between a manager and a supervisor is very significant and warrants the treatment of supervisory management apart from general management. A manager in a library department can order books, borrow books, and discard unwanted books without being overly distracted by people problems. A supervisory manager in a governmental office or the business office of a university whose responsibility is to maintain orderly workflows cannot discard people and their needs if they expect to be productive. Obviously, supervisory management can refer to the management of people at all levels of an organization. However, in many organizations, the supervisor frequently refers to the first- or second-line manager. In this book supervisory management refers to all levels of management that focus primarily on the management of people and their resources. This includes line managers, administrative or staff managers, and central or corporate management levels.

UNIVERSALITY OF SUPERVISORY MANAGEMENT

Every organization regardless of its purposes, objectives, politics, resources, societal importance, or size has need for supervision. This includes hospitals, universities, schools, junior colleges, community colleges, factories, local, state and federal governmental units, retail stores, wholesalers, mines, mills, and agribusiness organizations. Wherever people are involved in a workflow or have goals that need to be achieved, supervisory management is not only necessary, but absolutely mandatory.

THE NEED FOR EFFECTIVE AND EFFICIENT SUPERVISION

The first-line supervisor is in the best position of any manager to know and to understand what is happening in his or her department or work unit. They have the closest contact with the men or women who are actually producing the company's products or services. Therefore supervisors must understand people, so that they can lead and motivate workers on a day-to-day basis in order to meet the needs of both the company and the employees.

Management has spent a great deal of time and money trying to find out what makes people work more effectively, thereby increasing productivity at lower costs. Every few years new theories and methods have been tried. In the 1940s managers tried to relieve the worker of financial worry so that work could be improved. Wage rates increased but production (output per man-hour) increased at a modest 2-3 percent. During the 1950s security became the answer to increased production. Millions of dollars were poured into fringe benefits such as improved retirement programs and hospitalization, but production or output per man-hour increased at a modest 2-4 percent. In the 1960s the slogan was to make the worker part of the overall company team. Bowling leagues and softball teams flourished; house organs carried newsy bits of information and baby pictures. Stock purchase plans were introduced. A 3 percent increase in production was realized.

In the 1970s the blue-collar labor force increased by only 9.8 percent between 1968 and 1977 whereas white-collar workers jumped 27 percent in the same period registering a 1.6 productivity rate. The latter part of the 1970s actually experienced a decline in productivity. However, the emphasis placed on white-collar productivity helped to reduce this trend. Many managers believe that continually refining the productivity of the blue-collar worker while ignoring the white-collar worker is analogous to swatting flies while elephants rampage.

Productivity is not a problem solely for blue- or white-collar workers. Evidence has been uncovered that productivity is directly tied to managers as well. Savin Corporation produces copiers in Japan, California, and Connecticut. They have found that their one plant in Japan and one of their two plants in California, run by Japanese, are more efficient than their other California plant and their Connecticut plant, both run by American managers.[1] Savin offers this as proof that Japanese managers are beating American managers at their own business since the United States has prided itself at being the wellhead of management and marketing expertise. Savin Corporation contends that Americans can produce as good a quality product as the Japanese but the difference is in attention to detail, the respect for quality and productivity, and pride in their workmanship.[2] The difference between Japanese and American managers, according to Savin's president is the discipline that takes place on the part of management, their expectations of top quality, and their insistence that everything be done right the first time. Supervisory managers at all levels are responsible for encouraging and demanding this care and attention to detail and quality. With a tougher competitive battle looming on the horizon supervisors have a much more significant role

[1]"Rising One . . . Japan 'Outmanaging' U.S. in Production Game," L. A. Times-Washington Post Service, *Evansville Courier*, March 26, 1980, p. 37.
[2]Ibid.

to play in achieving organizational goals, their own development, and the development of their people. The critical productivity activator many organizations use is the supervisor who manages so that people can produce.

THE CHALLENGE OF SUPERVISION

Good supervision is extremely difficult to practice, and any successful organization requires good to excellent supervision. The graveyards of business and industrial organizations are littered with firms that did not have good supervision. Supervisors are the people who make things happen. They are the ones who manage the employees working to develop and complete products and/or services.

The supervisory skill of *leadership* and its relationship to employee motivation and productivity has not always been fully understood. The confusion stems from the belief that if you are a supervisor, the position and the authority that can be exercised in the position automatically designates the supervisor as the leader. Better-educated employees of today expect and deserve good leadership. The work group wants to follow a leader rather than be driven by a *"boss."* Therefore the successful supervisor aspires to become an excellent leader of men or women. Any supervisor can become a more effective leader if he or she sincerely desires and attempts to develop his or her managerial, technical, and human understanding skills.

THE MODERN SUPERVISOR

The development of the modern supervisor has paralleled the historical changes in society's image of the worker–manager relationship from the humble beginnings of master–slave, to the modern supervisor. The modern supervisor must be well-educated, technically well trained, and be an efficient *leader* of people to meet the competitive market demands of high quality output at the least cost. A high quality management program requires a well-trained supervisor who understands people, supervising people, supervisory skills, organizational behavior, teamwork, developing people to develop themselves, generating support from their superiors, time management, and the technical aspects of the work to be done.

SUPERVISION AND THE ORGANIZATION

The supervisor's position in the overall organization can provoke both misunderstanding and uncertainty. Middle and top management people

have their clear allegiance to specific organization. Workers have an allegiance to the union, if applicable. However, first-line supervisors tend to be between the two groups. This places the supervisor in a strange dilemma in that he has part of his allegiance as a manager to the company, and part of his allegiance as an ex-worker to his work group. One of the peculiar responsibilities of the supervisor is that he or she is the only manager who manages nonmanagement people. The one exception to this particular statement would be a manager of professional staff people. In addition to their particular problems, responsibilities of the first-line supervisor are, indeed, very important and very significant to the well-being and efficient operation of the entire organization.

In the remainder of this chapter we explore the problems the supervisor faces within the total organization. This material will include the first-line supervisor's responsibility toward technical efficiency, the human aspects of the job, in addition to his responsibilities to the company, to himself, and to the employees.

THE MANY FACES OF A SUPERVISOR

The first-line supervisor is expected by his superiors to be both a *production specialist* and a *human specialist*. He is expected to produce so that his production meets predetermined quotas. But in the process, the supervisor must be a human specialist and able to work with and through people by understanding, motivating, and satisfying their needs.

Before we investigate the technical and human aspects of the job, we should review the five different concepts concerning how the first-line supervisor's position has been, and is, viewed by some within the organization. These roles are (1) the key person in the organization, (2) the person in the middle, (3) the marginal person, (4) another worker, and (5) a human relations specialist. However, in certain companies, one or a variation of these five roles would be actually practiced. Whether the single or multiple roles are practiced would depend on the chore.

KEY PERSON   The "*Key person* in the organization" role tends to make the supervisor someone who is in control of his or her work. Top management people expound about the supervisor as being a person who is in complete control of his or her operation. The supervisor interprets management policy to the worker level but is the key person in getting it done.

PERSON IN THE MIDDLE   The second role, *the person in the middle*, emphasizes the serious dilemma of the supervisor. He or she is caught between opposing social forces of both the formal and informal group, between management and the worker and, as expressed earlier, between being affiliated with a specific

group and not being affiliated. Since the supervisor can become the victim of circumstances, he may not be able to manage the situation. Therefore this type of person feels very insecure and becomes the scapegoat of both management and the worker.

MARGINAL PERSON

The third role is called the *marginal person*. Here the supervisor is pictured as the one who is left out. He has the marginal job. He controls only when *regular* management is not around. For example, the night-shift supervisor can exercise a degree of control when other management people are not around at night. The night shift is out of the mainstream of daytime activities, and seldom do "regular managers" appear at night.

ANOTHER WORKER

The fourth perspective of the supervisor is the role as *another worker*. He or she is seen as only a manager in name. This supervisor is an elevated worker who doesn't possess any more qualities of a supervisor than any other worker. Workers tend to view an ex-worker promoted to first-line supervisor from this same perspective. Obviously, this view could be detrimental during stress periods.

HUMAN RELATIONS SPECIALIST

The fifth and last role is the *human relations specialist*. Here, the supervisor interacts with staff people, workers, and his or her immediate superior. The specialist becomes a strong component of the entire system. However, this supervisor is seen as a specialist or staff person rather than as a line person responsible for decision making. The supervisor is people oriented and merely carries out orders from above.

THE KEYSTONE OF THE ORGA-NIZATION

None of the above roles explains the supervisor's responsibilities within the organization; however, they do shed some light into the black box, and they do illustrate the images actually followed in many companies.

A down-to-earth but realistic picture of forces that interact with the supervisor (foreperson) within the organization has been diagrammed by F. J. Roethlisberger, as illustrated in Figure 1-1. As can be seen, the supervisor (foreperson) is interacting with a number of people. He or she is in the middle reacting with other supervisors who are requesting cooperation. Technical specialists are interacting with the supervisor as far as standards of performance and evaluation of technological change are concerned. His or her immediate supervisor is interacting with the foreperson concerning the company's policies, rules, regulations, instructions, and orders. The immediate supervisor demands explanations and information of "how come," because that supervisor is interacting with top management people up the line. The shop steward is interacting with