

SAMUEL C. CERTO

# Supervision

*Concepts and Skill Building*

T H I R D E D I T I O N



# Supervision

## *Concepts and Skill Building*

THIRD EDITION

**Samuel C. Certo**

*Crummer Graduate School of Business at Rollins College*



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### SUPERVISION: CONCEPTS AND SKILL BUILDING

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Manager, new book production: *Melanie Salvati*  
Freelance design coordinator: *Laurie J. Entringer*  
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# Preface

Welcome to supervision in the 21st century! Never before have supervisors faced such exciting challenges or had the potential to earn such high salaries for meeting challenges. Your career as a supervisor will be very dynamic, interesting, and both personally and monetarily rewarding.

As with the second edition, this book prepares students to be supervisors and is based on the premise that the supervisor's job has never been more intricate than it is today. Modern organizations need professional supervisors due to such constantly changing variables as the nature of the workforce, the Internet and computer technology, and competition and organizational direction. With such constantly changing circumstances in mind, *Supervision: Concepts and Skill Building* has been developed to help students learn how to be successful supervisors. This new title reflects the commitment in this new edition to discuss important supervision concepts *and* to provide to students foundational skills to help apply these concepts.

The continuing success of the first and second editions of this book reinforces my personal philosophy about what constitutes a high-quality supervision text: A worthwhile supervision text must contain important theoretical material but also facilitate student learning and the instructional process. The following sections explain the many new and updated elements of this edition that reflect this philosophy even more so than in previous editions.

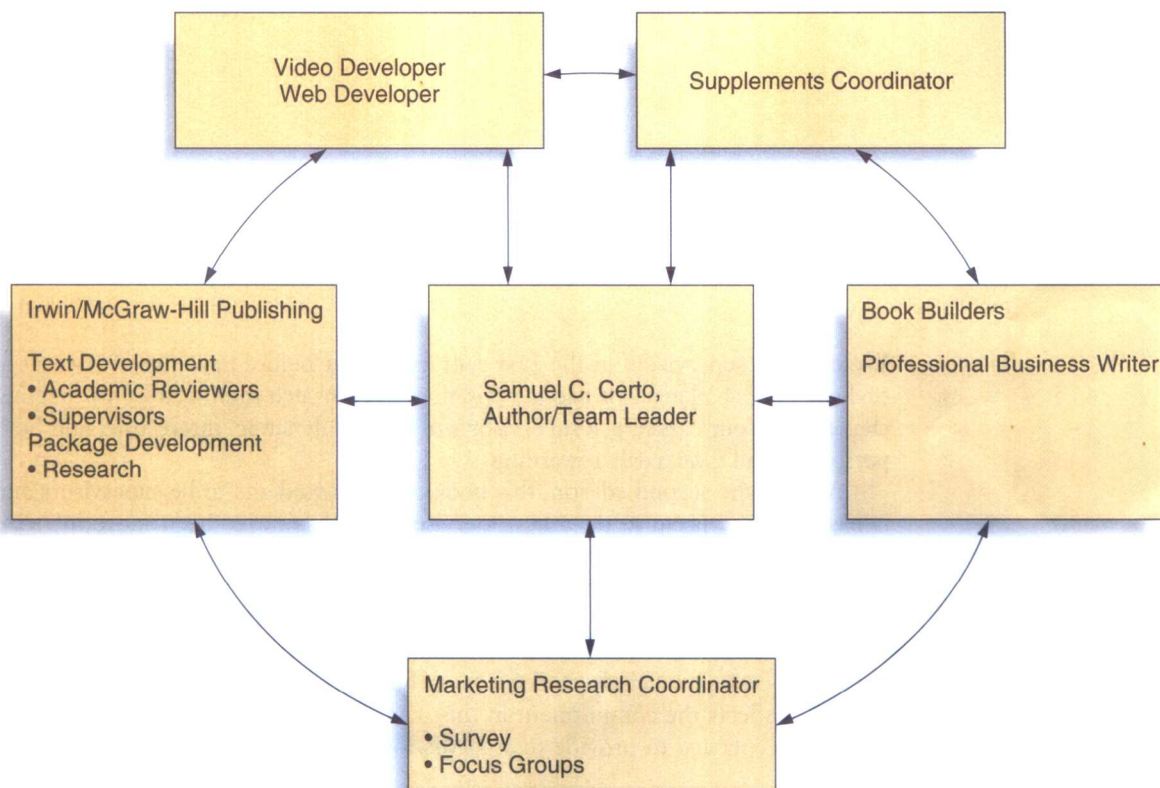
## Overview of Text Development

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### *The Foundation*

The previous editions of this text provided a solid foundation for the third edition. This third edition has evolved from careful and conscientious planning. For this edition, a survey was mailed to instructors of supervision courses as well as supervisors nationwide to gather information about what would be needed to develop the highest-quality supervision learning package available in the marketplace. The main themes generated from the results of this survey were summarized and presented to a focus group around the country for refinement and expansion. Supervision professors and practicing supervisors then acted as individual reviewers to help fine-tune the book plan, and they were the final advisers before writing began. As a special new component for this edition, we involved a web services company early in the revision process to plan how to best design and integrate

FIGURE A

**Supervision: The Professional Team**

Internet ancillaries. An illustration depicting the focus of various professionals during the development of this text is presented in Figure A.

### *The Third Edition*

*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 third edition while pinpointing new text features and relevant reviewer comments.

Part One, “What Is a Supervisor?” consists of the first chapter, “The Role of the Supervisor.” Chapter 1 is aimed at providing the student with a thorough introduction to supervision before embarking on a more detailed study of the supervision process. *Reviewer highlight: There seems to be a purpose, like an appetizer before a meal, not to get you “stuffed,” but rather to entice you for what is to come.*

Part Two, “Modern Supervision Challenges,” covers areas in which supervisors will have to meet important contemporary organizational challenges. Chapter 2, “Ensuring High Quality,” Chapter 3, “Working with Teams,” and Chapter 4,

"Meeting High Ethical Standards," discuss the supervisor's critical role in the organizational quest for building quality into all phases of operations, the characteristics and types of groups and teams and their importance in supervision, and the relationship between ethics and supervision. Chapter 5, "Using Modern Technology," gives students an understanding of important technological advances in supervision and an appreciation of how these advances might affect the supervision process. New important material has been added to this chapter reflecting recent Internet developments and how they relate to supervision. Chapter 6, "Managing Diversity," is an important new chapter in this edition that focuses on how diversity can affect the supervision process. Major topics include defining diversity, prejudice, stereotypes, sexism, and ageism. A new boxed feature in each chapter called "Supervision and Diversity" (explained more fully on page x) ensures that this diversity theme is carried throughout the book. Major supervisory challenges are presented early in the text so that students can focus on them at the beginning of the course and reflect on them as they read the rest of the book. *Reviewer highlight: I really like that the chapter on ethics is featured near the front of the book, rather than near the end as it seems to be in most other books.*

Part Three, "Functions of the Supervisor," comprises four chapters. Chapter 7, "Reaching Goals and Objectives," is a combination of the planning and control functions of a supervisor. Chapter 8, "Organizing and Authority," focuses on organizing and delegating. Chapter 9, "The Supervisor as Leader," and Chapter 10, "Problem Solving and Decision Making," give students insights about how supervisors relate to people as leaders, the kinds of problems and decisions that supervisors face, and possible steps for solving the problems and making the decisions. *Reviewer highlight: Chapter 10 is well organized and very comprehensive, discussing many more things than I am used to seeing in an introductory management textbook on this subject. There is a wonderful flow starting with the basics and branching off to special tools that are available.*

Part Four, "Skills of the Supervisor," discusses important abilities that supervisors must have to be successful. These abilities include communication (Chapter 11), motivating employees (Chapter 12), improving productivity (Chapter 13), supervising "problem" employees (Chapter 14), managing time and stress (Chapter 15), and managing conflict and change (Chapter 16). These chapters focus on how supervisors can share information in organizations, motivate workers, attend to special-needs workers and how to deal with various problems this might present, understand what stress is and how it relates to supervision, and become familiar with conflict and change and use them to enhance supervisory success. The material in this part stresses the practical aspects of the skills presented in the chapters and emphasizes helping students to actually build these skills. *Reviewer highlight: Chapter 15 is the first text I've seen that mentions the important point that a supervisor's own behavior can be a source of stress for employees.*

The text concludes with Part Five, "Supervision and Human Resources." Chapter 17, "Selecting Employees," focuses on the process of choosing the right person to fill an open position and the sources, methods, and legal issues that must be considered. Chapter 18, "Providing Orientation and Training," discusses the process of orienting new employees, developing skills in employees, and evaluating training methods. Chapter 19, "Appraising Performance," discusses the importance of a systematic performance appraisal and provides several appraisal methods, while Chapter 20, "The Impact of the Law," emphasizes supervision and health and safety in the workplace along with a discussion of the role of unions. *Reviewer highlight: Chapter 17 is one of the best chapters in this book.*

## Overview of Text Learning System

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The pedagogy for each chapter of this text has been designed to make the study of supervision interesting, enjoyable, effective, and efficient. Special pedagogical improvements in this edition described in the following sections are particularly exciting.

### *New to This Edition*

***The Supervisor and the Internet*** New to this edition, each chapter contains this boxed feature, which illustrates how the supervisor and the Internet can interface. Each box emphasizes a modern supervision issue relevant to chapter content and discusses a related practical Internet application. For example, Chapter 1 describes how Sharon Mitzman took advantage of the Internet to create online marketing and ordering for her company, Forget Me Knot Gift Baskets.

***Supervision and Diversity*** New to this edition, each chapter contains this boxed feature, which illustrates an important diversity issue related to chapter content and emphasizes how modern supervisors can deal with the issue. For example, Chapter 17 describes the challenge that many expectant mothers face when interviewing for a new job and the laws that prevent against such discrimination.

### *Key Features*

***Chapter Quotations*** The quotes that begin each chapter are drawn from business experts, historical figures, and company policies. They are specifically chosen to help frame the topics presented in the chapters, and the identities and affiliations of those quoted are provided. Each chapter has a new quote in this edition. The quote that opens Chapter 3 (on teamwork) reads as follows:

“Teamwork means focusing on the team’s success, realizing that ultimately the team’s success is your success. It also means that you succeed by helping other members of the team to succeed.”—from Intuit’s list of 10 core values

***Chapter Outlines*** The Chapter Outlines provided at the beginning of each chapter are tools that students can use to preview the chapter and review the material prior to testing. These outlines can also be used to help students understand the relationship of certain topics to other chapter topics.

***Learning Objectives*** The key points of the chapter’s content form the basis for the Learning Objectives. This list of Learning Objectives serves as a guide for studying the material and also as a means of organizing the material both in the Summary at the end of the chapter and in the *Instructor’s Manual*.

***Opening Vignettes*** The chapter opening vignettes are episodes primarily about actual supervisors on the job, and all are new to this edition. For example, Chapter 10 opens with a story about the supervisors at Hallmark Cards who have tried to find ways to encourage creative thinking among their staff by changing the office environment.

**Margin Definitions** Key terms are defined in the margins. Students can use these definitions to test their understanding of the terms and to find the places where important concepts are discussed.

**Tips from the Firing Line** In each chapter, this boxed feature highlights practical guidelines that can help students be successful supervisors. Many of these boxes have been updated in the third edition to provide more current examples of real-world situations. For example, the “Tips from the Firing Line” box in Chapter 16 discusses appropriate strategies for supervisors to use when reacting to employees shouting at them in a conflict situation.

**Meeting the Challenge** In each chapter, this boxed feature addresses current challenges faced by supervisors as they conduct their work each day and sets forth an example of someone who has managed challenge well. Again, many of these boxes have been updated to give the students the most current information available. For instance, in Chapter 6, we learn about the physically disabled guest relations team at Red Lobster restaurants and the steps this department has taken to allow these workers to perform to full capacity by using special software and the ability to telecommute for their jobs.

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

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

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

**Review and Discussion Questions** These questions test understanding of the chapter concepts. These questions can be used independently by students or by instructors as a method of reviewing the chapters.

**A Second Look** This is a special feature of the Review and Discussion Questions that returns to the scenario presented in the chapter-opening vignette. A Second Look asks students to respond to questions by applying the chapter’s concepts to that opening scenario. For instance, Does the creativity described at Hallmark Cards and Joe Designer mean letting employees do whatever they want? How can you apply some of the techniques described in the opening story?

**Skills Module** As discussed earlier, a new commitment of this edition is to further emphasize student skills in applying supervision concepts. New to this edition and consistent with this skills focus is the Skills Module at the end of each

chapter. Each Skills Module contains a number of elements that instructors can use as a formal part of a course to develop students' application abilities. Students can also use the elements independently. The elements are:

**Cases.** The concluding pages of each chapter contain a short case that further applies the chapter's concepts to various supervision situations. Questions following each case provoke students' thinking and help them to synthesize ideas. This feature also can be used independently by students or instructors for course assignments or classroom discussion. For instance, in Chapter 12, the case describes how the introduction of a new incentive plan for the employees helped to improve the sales of Billy Ross's RV dealership, Super 1, near Atlanta.

**Exercises.** There are two types of exercises at the end of chapters. Class Exercise sections suggest activities to be done during class sessions. Team-Building Exercises provide recommendations for group activities. At the end of each part, Video Exercises summarize the videos that correspond to each part of the book and ask the student to apply concepts by answering brief questions.

**Self-Quizzes.** Each chapter contains short, engaging, self-assessment quizzes, which help students to see the kinds of supervisors they can be. For instance, Chapter 5 includes a test to determine what kind of technology-use policy you will need in your next supervisory position.

**Glossary** Terms and definitions are gathered from each chapter and provided at the end of the book in the Glossary, which provides ready reference for students and instructors. To encourage student review, the text pages where the terms are first defined and discussed are included.

### *The Supervision Video Series: A Special Learning Feature*

A series of videos has been developed especially for *Supervision* to help engage students in the learning process and show actual supervisors at work. These tapes have been carefully planned and scripted to illustrate key areas in the text.

**Video 1: The Role of the Supervisor** LaVan Hawkins is a highly successful manager, entrepreneur, and founder of Urban City foods. This video illustrates his rise to success and the supervision skills he uses with his employees and customers.

**Video 2: Modern Supervision Challenges** Southwest Airlines is the only company ever to win the coveted Triple Crown from the Department of Transportation for best on-time performance, best baggage-handling record, and fewest customer complaints. You will see in this video program how Southwest Airlines' use of teamwork has helped them win the distinction of being one of the 10 best companies to work for in the United States.

**Video 3: Functions of the Supervisor** In this video program, you will see how effective leadership at every level of the organization was instrumental in orchestrating Marshall Industries' phenomenal restructuring and turnaround. You will meet Gordon Marshall, the company's founder; Robert Rodin, president; Mike Lelo, warehouse manager; and Humberto Hernandez, kitting assembler.

**Video 4: Skills of the Supervisor** This video introduces some commonsense rules for successfully negotiating employment interviews, business meals, the work environment, and business meetings.

**Video 5: Supervision and Human Resources** Classroom and on-the-job training are two of the most common methods of training. Karen Lohss, professional trainer at LaMarsch & Associates, will demonstrate how she applies both techniques when training visually impaired supervisors.

All of the videotapes are available free to each school using *Supervision: Concepts and Skill Building*.

### *Ancillaries*

One of my objectives is to provide the best teaching package available. I hope you have seen evidence of this in the description of the text and video series. But there is more—additional instructional materials are available to further enrich the supervision learning experience. A description of each ancillary and its highlights follows.

**Supervision Internet Study Guide** The *Supervision Internet Study Guide* is the first of its type to accompany a supervision text, and it represents a valuable and progressive new thrust in supervision education. The primary objective of creating the *Supervision Internet Study Guide* was to provide a more impactful learning instrument than a traditionally printed study guide. In addition, since the *Supervision Internet Study Guide* is available free for student use, it helps students to control the accelerating costs of supervision learning materials.

As its name suggests, the *Supervision Internet Study Guide* is an assortment of Internet-based learning activities that you can use to enhance the quality of your supervision education. Basically, the study guide contains a number of true/false, multiple-choice, and short-answer essay questions that students can use to test their understanding of a chapter after it is studied. After students respond to a question, they can get immediate access to the correct answer to the question by following simple directions. Through this process, students can assess their understanding of chapter content and improve this understanding as their answers are evaluated. The *Supervision Internet Study Guide* will evolve over time to include other types of learning activities useful for supervision students.

The *Supervision Internet Study Guide* is not in this book or in any bookstore; instead, it is on the Internet. The material that you are now reading is meant only as an introduction to the *Supervision Internet Study Guide*. The *Supervision Internet Study Guide* assumes that you know how to access and search for locations on the Internet. The web site address of the *Supervision Internet Study Guide* is linked to the author of this text, Professor Samuel C. Certo: <http://www.samcerto.com>.

Once you have arrived at this address, you will get simple instructions about how to use the study guide. You can use the *Supervision Internet Study Guide* as a formal part of your study indicated by your instructor or as an informal part of your study to enhance your understanding of the concepts in this book.

In the *Supervision Internet Study Guide*, students are provided an e-mail feedback form that will go to the author of this text. Professor Certo always welcomes comments and suggestions for improvement from students and professors who use his learning materials.

**Test Bank and Computerized Test Bank** We all know the importance of a high-quality *Test Bank* in teaching. The development of such a *Test Bank* to accompany the third edition of *Supervision* was of the utmost importance. The *Test Bank* includes more than 2,000 questions and is available both in printed form and in computerized format. Each chapter includes multiple-choice questions with miniature cases to allow application of the principles, true/false questions, short essay questions, and matching questions. Additionally, a prepared quiz is provided for each chapter and can be duplicated or used as a transparency. Each question in the *Test Bank* includes the answer, the corresponding text page where the answer can be found, and the rationale for the answer. All questions are graded by level of difficulty and are organized according to the text learning objectives for consistency with the entire teaching package.

Questions that students can access in the *Supervision Internet Study Guide* appear in a separate section at the end of the *Test Bank*. Instructors can encourage students to use the *Supervision Internet Study Guide* by informing students that some questions from the Internet will be included on exams. Sylvia Ong of Paradise Valley Community College is the author of the *Test Bank*.

**Instructor's Manual** Each chapter of the *Instructor's Manual* is organized according to the text learning objectives. Part I provides a quick summary for each chapter. Part II, "Teaching the Concepts by Learning Objectives," includes the following for each learning objective:

1. Key terms and their definitions from the text.
2. Teaching notes. These notes describe the focus of the text section where the learning objective is discussed and point out areas where the student might become confused. Suggestions for clarifying the material are provided.
3. Fresh examples not used in the text are provided and are frequently supported by supplementary transparencies or handouts.
4. A new exercise also is provided, and details on using the exercise and the anticipated results are included.

Part III, "Notes on the Boxed Features," provides a synopsis of the "Meeting the Challenge," "Tips from the Firing Line," "Supervision and Diversity," and "The Supervisor and the Internet" boxes. Some teaching tips are also included on how to utilize these materials in your lectures.

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

Part V provides answers and solutions to the end-of-chapter exercises and cases, including the Self-Quizzes, Team-Building Exercises, and Skills Modules.

Throughout the *Instructor's Manual*, each transparency is referenced in the chapter next to the area of possible use and highlighted in the margin.

Dr. Amit Shah of Frostburg State University is the author of the *Instructor's Manual*.

**Transparency Masters** We are all familiar with the need for supplemental overheads of exhibits not in the text that are clear, legible, and useful even in large classrooms. As a result, we designed a transparency package to meet those criteria. The package includes all figures and tables from the text, adjusted for use as transparencies to maximize readability. All transparencies include teaching notes that describe the transparency and outline the key points for the student to notice.

Experience indicates that the highest-quality supervision courses expose students to appropriate concepts, give students an opportunity to apply these concepts to solve problems, and provide an opportunity for students to learn from their experiences.

The teaching package for the third edition of *Supervision* has been designed to allow flexibility in emphasizing any or all of these components in your supervision course. I sincerely wish you well in building your course around *Supervision: Concepts and Skill Building*. Have a great class!

## Acknowledgments

I extend my sincere thanks to all the members of the *Supervision* team who helped craft this fine teaching package. A special thanks to the reviewers of the second edition as their comments and suggestions helped us shape this revision:

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<i>St. Louis Community College at Meramac</i>	<i>Front Range Community College</i>
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<i>Kalamazoo Valley Community College</i>	<i>Baker College</i>
Brad Gilbreath	
<i>New Mexico State University</i>	

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### Reviewers

James Day  
*Grambling State University*  
 Medhat Farooque  
*Central Arizona College*  
 Debbie Jansky  
*Milwaukee Area Technical College*  
 Bonnie Johnson  
*Fashion Institute of New York*  
 Vincent Kafka  
*Effective Learning Systems*  
 Corinne Livesay  
*Mississippi College*  
 Lynda Massa  
*Santa Barbara Business College*  
 James Mulvihill  
*Mankato Technical Institute*  
 Sylvia Ong  
*Scottsdale Community College*  
 Smita Jain Oxford  
*Commonwealth College*  
 Carl Sonntag  
*Pikes Peak Community College*  
 Barbara Whitney  
*St. Petersburg Junior College*

### Focus Group Participants

Dick Brigham  
*Brookhaven College*  
 Arnold Brown  
*Purdue University North Central*  
 Randy Busch  
*Lee College*  
 Gloria Couch  
*Texas State Technical Institute*  
 Richard Gordon  
*Detroit College of Business*  
 Ruby Ivens  
*Lansing Community College*  
 James Kennedy  
*Angelina College*  
 Russell Kunz  
*Collin County Community College,*  
*Spring Creek*  
 Sue Kyriazopoulos  
*DeVry Institute of Technology*  
 Allen Levy  
*Macomb Community College Center*  
 John Maloney  
*College of DuPage*  
 Kim McDonald  
*IPFW*

Steven Pliseth  
*University of Wisconsin, Platteville*  
 Charles Riley  
*Tarrant County Community College*  
 Ralph Schmitt  
*Macomb Community College South*  
 David Way  
*Galveston College*  
 Dan Yovich  
*Purdue University North Central*

### **Survey Respondents**

Raymond Ackerman  
*Amber University*  
 Rex Adams  
*Southside Virginia Community College, Daniels*  
 Musa Agil  
*Cape Fear Community College*  
 Linda Alexander  
*Southeast Community College, Lincoln*  
 Gemmy Allen  
*Mountain View College*  
 Scott Ames  
*North Lake College*  
 E. Walter Amundsen  
*Indiana University Southeast*  
 Paul Andrews  
*Southern Illinois University*  
 Solimon Appel  
*College for Human Services*  
 Bob Ash  
*Rancho Santiago College*  
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 James Bakersfield  
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*Drury College, Springfield*  
 Laurence Barry  
*Cuyamaca College*  
 Perry Barton  
*Guinnett Area Technical*  
 Becky Bechtel  
*Cincinnati Technical College*  
 Kenneth Beckerink  
*Agricultural and Technical College*  
 Gina Beckles  
*Bethune-Cookman College*

Jim Beeler  
*Indiana Vocational and Technical College, Indianapolis*  
 Robert Bendotti  
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*Park College*  
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*Angelina College*  
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*South Mountain Community College*  
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*West Connecticut State University*  
 Gary Bumbarner  
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 Kick Bundons  
*Johnson County Community College*  
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*Lee College*  
 Oscar S. Campbell  
*Athens State College*  
 Marjorie Carte  
*D. S. Lancaster Community College*  
 Joseph Castelli  
*College of San Mateo*  
 James Chester  
*Cameron University*  
 William Chester  
*University of the Virgin Islands*  
 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 Connors  
*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*  
Beatrice Davis  
*Santa Fe Community College*  
Irmagard Davis  
*University of Hawaii,  
Kapiolani Community College*  
Richard De Luca  
*Bloomfield College*  
Edwin Deshautelle, Jr.  
*Louisiana State University at Eunice*  
Richard Deus  
*Sacramento City College*  
Ruth Dixon  
*Diablo Valley College*  
Leroy Drew  
*Central Maine Technical College*  
Janet Duncan  
*City College of San Francisco*  
Ron Eads  
*Labette Community College*  
Patrick Ellsberg  
*Lower Columbia College*  
Earl Emery  
*Baker College, Flint*  
Roland Eyears  
*Central Ohio Technical College*  
Tom Falcone  
*Indiana University*  
Jim Fatina  
*Triton College*  
Jack Fleming  
*Moorpark College*  
Lee Fleming  
*El Centro 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*  
Autrey Gardner  
*Industrial Technology Department,  
Warren Air Force Base*  
David Gennrich  
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*Mohawk Valley Community College*  
Tim Gocke  
*Terra Technical College*  
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*Detroit College of Business, Dearborn*  
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*Pennsylvania State University, Behrend*  
Valerie Greer  
*University of Maryland*  
James Grunzweig  
*Lakeland Community College*  
James Gulli  
*Citrus College*  
Bill Hamlin  
*Pellissippi State Technical College*  
Willard Hanson  
*Southwestern College*  
James Harbin  
*East Texas State University*  
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*Normandale Community College*  
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*Sullivan County Community College*  
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*West Los Angeles College*  
Edward L. Harrison  
*University of South Alabama*

- Paul Hedlund  
*Barton County Community College*  
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 Barbara Logan  
*Albuquerque Technical-Vocational  
 Institute*
- Rosendo Lomas  
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 Robert McDonald  
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 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  
*Fashion Institute of Design and  
 Merchandising, Los Angeles*  
 Eugene Meyers  
*Western Kentucky University*  
 Charles Miller  
*Los Angeles Southwest College*  
 Dominick Montileone  
*Delaware Valley College*  
 Wayne Moorhead  
*Brown Mackie College*  
 Peter Moran  
*Wisconsin Indianhead Technical College*  
 Ed Mosher  
*Laramie County Community College*  
 Donald Mossman  
*Concordia College*  
 John Mudge  
*Community College of Vermont, Rutland*  
 James Mulvihill  
*South Central Technical College*

Hershel Nelson	Richard Riley
<i>Polk Community College</i>	<i>National College</i>
John Nugent	Michael Rogers
<i>Montana Technical College</i>	<i>Albany State College</i>
Randy Nutter	Robert Roth
<i>Geneva College</i>	<i>City University, Bellvue</i>
Cruz Ortolaza	Larry Runions
<i>Catholic University of Puerto Rico</i>	<i>North Carolina Vocational Textile</i>
Joseph Papenfuss	Henry Ryder
<i>Westminster College, Salt Lake City</i>	<i>Gloucester County College</i>
Mary Papenthien	Larry Ryland
<i>Milwaukee Area Technical College</i>	<i>Lurleen B. Wallace Junior College</i>
John Parker	Duane Schecter
<i>Manchester Community College</i>	<i>Muskegon Community College</i>
James Peele	S. Schmidt
<i>Carl Sandburg College, Galesburg</i>	<i>Diablo Valley College</i>
Joe Petta	Irving Schnayer
<i>Regis College</i>	<i>Peralta Laney College</i>
Bonnie Phillips	Greg Schneider
<i>Casper College</i>	<i>Waukesha County Technical College</i>
Martha Pickett	Arthur Shanley
<i>University of Arkansas at Little Rock</i>	<i>Milwaukee School of Engineering</i>
Barbara Pratt	Margie Shaw
<i>Community College of Vermont</i>	<i>Lake City Community College</i>
Robert Priester	Allen Shub
<i>Madison Area Technical College</i>	<i>Northwestern Illinois University</i>
Barbara Prince	Pravin Shukla
<i>Cambridge Community College Center</i>	<i>Nash Community College</i>
John Pryor	Clay Sink
<i>Northern Nevada Community College</i>	<i>University of Rhode Island</i>
Marcia Ann Pulich	Ron Smith
<i>University of Wisconsin-Whitewater</i>	<i>DeKalb Institute of Technology</i>
Margaret Rdzak	Steve Smith
<i>Cardinal Stritch College</i>	<i>Mid State Technical College</i>
William Redmon	Wanda Smith
<i>Western Michigan University</i>	<i>Ferris State University</i>
Anron Reichers	Carl Sonntag
<i>Ohio State University</i>	<i>Pikes Peak Community College</i>
Charles Reott	Marti Sopher
<i>Western Wisconsin Technical Institute</i>	<i>Cardinal Stritch College</i>
Peter Repcogle	Jerry Sparks
<i>Orange County Community College</i>	<i>Cannon International Business College</i>
Richard Rettig	David Spitler
<i>University of Central Oklahoma</i>	<i>Central Michigan University</i>
Harriett Rice	Richard Squire
<i>Los Angeles City College</i>	<i>Northwest Technical College</i>
Robert Richardson	Dick Stanish
<i>Iona College</i>	<i>Tulsa Junior College</i>
Charles Riley	Gene Stewart
<i>Tarrant County Junior College</i>	<i>Brookhaven College</i>

John Stout  
*University of Scranton*  
 Art Sweeney  
*Troy State University*  
 Sally Terman  
*Scottsdale Community College*  
 Sherman Timmons  
*University of Toledo*  
 Don Tomal  
*Purdue University*  
 Donna Treadwell  
*Johnson County Community College*  
 Ron Tremmel  
*Rend Lake College*  
 Guy Trepanier  
*Iona College*  
 John Tucker  
*Purdue University*  
 Bill Tyer  
*Tarrant County Junior College*  
 Robert Ulbrich  
*Parkland College*  
 Diann Valentini  
*Fashion Institute of Technology*  
 Steven Vekich  
*Washington State Community College*  
 Michael Vijuk  
*William Rainey Harper College*  
 Charles Wall  
*Bakersfield College*  
 Kathy Walton  
*Salt Lake City Community College*  
 Robert Way  
*Milwaukee Area Technical College*  
 Rick Webb  
*Johnson County Community College*  
 Ronald Webb  
*Messiah College Grantham*  
 Alan Weinstein  
*Canisius College*  
 Bill Weisgerber  
*Saddleback College*  
 Julia Welch  
*University of Arkansas Medical School*  
 Floyd Wente  
*St. Louis Community College*  
*at Florissant Valley*  
 Ron Weston  
*Contra Costa College*  
 Charles Wetmore  
*California State University, Fresno*

Jerry Wheaton  
*North Arkansas Community College*  
 Luther White  
*Central Carolina Community College*  
 Michael White  
*University of Northern Iowa*  
 Sara White  
*University of Kansas Medical Center*  
 Barbara Whitney  
*St. Petersburg Junior College*  
 Tim Wiedman  
*Thomas Nelson Community College*  
 Stephen Winter  
*Orange County Community College*  
 Arthur Wolf  
*Chestnut Hill College*  
 Barry Woodcock  
*Tennessee Technological University*  
 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*  
 Fred Ziolkowski  
*Purdue University*  
 Karen Zwissler  
*Milwaukee Area Technical College*  
**Application Exercises Contributors**  
 E. Walter Amundsen  
*Indiana University Southeast*  
 Stanley A. Braverman  
*Chestnut Hill College*  
 Bruce L. Connors  
*Kaskaskia College*  
 James E. Fatina  
*Triton College*