

赤诚图文信息有限公司 策划
ITP 国际出版公司 授权

管理系列

监督 管理

(第七版)

Supervision
Concepts and Practices
of Management

(Seventh Edition)

(英文版)

Raymond L. Hilgert
Edwin C. Leonard, Jr.

世界财经与管理教材大系



东北财经大学出版社

图书在版编目 (CIP) 数据

监督管理：第七版：英文/（美）海格特（Hilgert, R.L.）等著 .—大连：东北财经大学出版社，1998.3

（世界财经与管理教材大系·管理系列）

ISBN 7 - 81044 - 390 - 9

I . 监… II . 雷… III . 监督—管理学—英文 IV .C93-03

中国版本图书馆 CIP 数据核字 (98) 第 05814 号

辽宁省版权局著作权合同登记号：图字 06—1998—74 号

Reymond L. Hilgert, Edwin C. Leonard, Jr.: Supervision Concepts and Practices of Management, Seventh Edition

Copyright © 1998 by South-Western College Publishing, an ITP Company

All Rights Reserved. Authorized edition for sale in P. R. China only.

本书英文影印版由 ITP 国际出版公司授权东北财经大学出版社在中国大陆境内独家出版发行，未经出版者书面许可，不得以任何方式抄袭、复制或节录本书的任何部分。

版权所有，侵权必究。

东北财经大学出版社出版

（大连市黑石礁尖山街 217 号 邮政编码 116025）

东北财经大学出版社发行

北京万国电脑图文有限公司制版 东北财经大学印刷厂印刷

开本：787×1092 毫米 1/16 字数：1 060 千字 印张：43.25 插页：2

1998 年 4 月第 1 版

1998 年 4 月第 1 次印刷

策划编辑：方红星

封面设计：韩 波

定价：68.00 元

ISBN 7 - 81044 - 390 - 9/F·1075

出版者的话

但凡成事，均缘于势。得势则事成，失势则事不顺。顺势而行，如顺水行舟；借势而动，如假梯登高；造势而为，如太空揽月。治学、从政、经商、置业，均不可一日失势。势者，长处、趋势也。

今日中国，是开放的中国；当今世界，是开放的世界。改革开放，大势所趋，势不可挡。经济开放、文化开放、政治开放，世界需要一个开放的中国，中国更要融入开放的世界。借鉴国际惯例，学习他人之长，已经到了不可不为之时。

借鉴国际惯例，学习他人之长，已属老生常谈，但学什么、如何学、以何为蓝本为众多志士仁人所关注。可喜的是，由赤诚图文信息有限公司精心策划，ITP、McGraw-Hill及Simon & Schuster等国际出版公司特别授权，东北财经大学出版社荣誉出版的“世界财经与管理教材大系”现已隆重面世！她以“紧扣三个面向，精选五大系列，奉献百部名著，造就亿万英才”的博大胸襟和恢弘气势，囊括经济学、管理学、财务与会计学、市场营销学、商务与法律等财经、管理类主干学科，并根据大学教育、研究生教育、工商管理硕士（MBA）和经理人员培训项目（ETP）等不同层次的需要，相应遴选了具有针对性的教材，可谓体系完整，蔚为大观。所选图书多为哈佛、斯坦福、麻省理工、伦敦商学院、埃维商学院等世界一流名校的顶尖教授、权威学者的经典之作，在西方发达国家备受推崇，被广为采用，经久不衰，大有“洛阳纸贵”之势。

借鉴国际惯例，毕竟只是因势而动；推出国粹精品，才是造势而为。在借鉴与学习的同时，更重要的是弘扬民族精神，创建民族文化。“民族的，才是国际的”。我们提倡学他人之长，但更希望立自己之势。

势缘何物，势乃人为。识人、用人、育人、成人，乃人本之真谛。育人才、成能人，则可造大势。育人、成人之根本在教育，教育之要件在教材，教材之基础在出版。换言之，人本之基础在书本。

凡事均需讲效益，所谓成事，亦即有效。高效可造宏基，无效难以为继，此乃事物发展之规律。基于此，我们崇尚出好书、出人才、出效益！

东北财经大学出版社

1998年4月



Preface

.....

TO THE INSTRUCTOR

If there is one constant in today's business world, it is change. Wholesale changes in technologies, in organizational and competitive structure, and in the social, economic, and political environments all seem to be accelerating more rapidly than ever before. To operate successfully in this changing environment, organizations need supervisors with the managerial skills and creativity to turn uncertainty into opportunity. We prepared this 7th edition of *Supervision: Concepts and Practices of Management* to equip students with the knowledge and skills they need to become and succeed as supervisors in the present and future business world.

.....

A TEXT THAT IS SKILLS-FOCUSED

The 7th edition has been thoroughly revised and updated from its predecessor, while retaining its thrust as a comprehensive single source and leading textbook on supervisory management. We have focused the text on helping students develop supervisory skills they can really use. While learning important supervisory management concepts, they will also learn how to be supervisors—how to apply the principles of management in the real world.

The text is introductory in that it assumes no previous management knowledge. However, it presents challenging material in language that students can understand. The concepts are presented in direct, practical terms. It is not intended as a book for academic theoreticians.

A major goal of the book is to help the student, the potential supervisor, or the newly appointed supervisor analyze the many problems that confront supervisors, and the book offers practical advice for their solutions. For experienced supervisors, the text is intended to refresh their thinking, widen their horizons, and challenge them to examine how they are relating to employees, other supervisors, and higher management.

Materials for this text have been drawn from writings and research of scholars in management, leadership, and the behavioral sciences and from reported experiences of many supervisors, managers, and administrators. In addition to the authors' own experiences in management, the text reflects our backgrounds in teaching supervisory management courses, in participating in many stimulating discussions in supervisory development programs, and in consulting for numerous organizations.

TEXT FEATURES

Current/New Topics and Concepts

All chapters have undergone major revisions and updating which in part reflect many suggestions of reviewers and adopters of previous editions. In particular, we have extensively updated material on organizational structure, motivation, communication, ethics, supervisory leadership, positive discipline, supervision of a diverse workforce, performance appraisal, and group dynamics and work teams. Among the many current/new topics and concepts discussed in the 7th edition are:

- strategic and operational planning
- organizational downsizing (restructuring) and its impact
- ethical tests in decision making
- employee empowerment
- total quality management (TQM)
- participative management and the collaborative workplace
- self-managed (self-directed) work teams
- supervising a diverse workforce and compliance with applicable legal protections
- the supervisor as coach and facilitator
- employee demotivators, stress, and workplace violence
- resolving complaints and alternative forms of conflict resolution
- workplace spirituality and wellness programs
- employment and labor legislation which require supervisory understanding and application

An Integrated Teaching and Testing System

We have organized the text and supplements around the learning objectives to enhance a comprehensive teaching and testing system. Each text chapter begins with a series of learning objectives covering the key concepts. The objectives then appear in the text margins, identifying where each objective is fulfilled. The key concepts are reinforced at the end of the chapter, where they are summarized under their learning objectives.

The integrated system creates a close tie between the text and the Instructor's Manual that accompanies the text. Since both are organized around the learning objectives, you can customize your lectures and exams to emphasize the concepts that you feel your students need most. The extensive lecture outlines in the Instructor's Manual identify the materials that fulfill each objective so that you can be sure your lectures cover the key concepts. Similarly, an extensive test bank of objective questions in the Instructor's Manual is keyed to the text's learning objectives for the instructor's convenience in preparing course examinations.

"You Make The Call" Opening Problems

To stimulate student interest, we begin each chapter with an opening scenario entitled "You Make The Call." Each scenario presents a real-world supervisory situation that students will learn to handle from studying the chapter. These caselike scenarios, written in the second person, draw students personally into a problem situation and ask them to decide what to do. At the conclusion of the chapter, a section entitled "What Call Did You Make?" appears just before the chapter summary. Here we show students how to approach the problem in the scenario using the concepts they just learned in the chapter. Students can then compare their own approaches and decisions to those suggested by the authors and perhaps also by you, their instructor. By applying chapter concepts to these opening problems and then comparing their results to those provided, students are also learning how to tackle the end-of-part cases.



Contemporary Issues Boxes

To better comprehend today's business world, students need to recognize and understand complex issues facing supervisors now and in the future. In our "Contemporary Issues" boxes within each chapter, we present issues and debate surrounding selected current management and supervisory topics, such as:

- the changing workplace (Chapter 1)
- management by wandering around (Chapter 3)
- stretching organizational demands and objectives for performance attainment (Chapter 5)
- employee decision making and the need for trust (Chapter 6)
- time pressures and the "overloaded" American (Chapter 8)
- contrasting views on empowerment and decentralization (Chapter 10)

- the revitalization of labor unions (Chapter 12)
- the contingent (temporary) workforce (Chapter 13)
- the link between performance and compensation (Chapter 14)
- spirituality and values in the work setting (Chapter 16)
- the affirmative action debate (Chapter 17)
- alternative dispute resolution (ADR) procedures (Chapter 18)
- legal pitfalls in employee codes of conduct (Chapter 20)

These contemporary issues tend to be controversial and include areas of contention concerning application of supervisory principles in current business practice. A majority of these boxes cite specific company examples.

Skills Applications

To develop skills, students need practice. Therefore—as in the previous edition—we have provided three skills applications projects at the end of each chapter. These are hands-on tasks which require students to apply what they have learned. Some projects ask students to compare their own experiences with those of practicing supervisors. Others provide opportunities for small group work within or outside of class, or require self-assessment, library, or Internet research; interviews with practicing supervisors; and other interesting applications.

Cases

Instructors all over the country have told us that our case studies are excellent tools for teaching and learning supervisory skills. In response to this enthusiasm, we have increased the number of cases in the 7th edition, and we revised some of the previous cases in light of recent issues and trends. Of the total of 63 cases, 18 (almost 30 percent) are new to this edition. Because the cases involve concepts from more than one chapter, they appear at the end of each major text part. To help you identify when to use each case, the lecture outlines in the Instructor's Manual suggest case choices next to the chapter coverage where they most apply.

Most of the cases are short—some are less than a page each. Yet they are challenging without being overwhelming for students. The cases are based on actual experiences of supervisors in numerous work environments. End-of-case discussion questions help students focus their thinking. For this 7th edition, we have expanded commentaries on the case questions in the Instructor's Manual to provide helpful guidance in implementing the cases and evaluating student responses.

New to this edition are *optional Internet assignments*, which are attached to at least one case for each of the text's six parts, and also to certain discussion questions within the chapters. These optional assignments provide opportunities for students to search the Internet for current information that may be associated with or included within the concepts of the case and text. Internet assignments are identified by an icon in the margin as shown here. Students are thus urged to further apply their critical thinking and analysis of the case toward broader aspects of current business information.



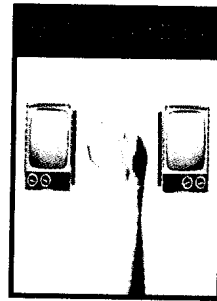
You can use the cases in several ways: as fuel for class or seminar discussions, as written homework assignments, or as examinations. Case assignments are an excellent way for students to practice their skills on real supervisory problems and to assess their ability to apply what they have learned.

Video Cases

Today's students like the stimulation of visual presentations. To meet this need in the 7th edition, video segments are combined on one easy-to-use video tape, which is available free to adopters.

The Skill Development Modules Video. Each video contains eight segments—only a few minutes each—with each segment depicting an ineffective and a more effective way of handling a particular supervisory situation. The *Skill Development Modules* are identified by an icon at the margin as shown here.

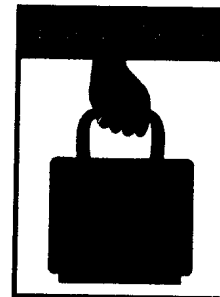
- Module 3:1: Communication
- Module 4:1: Motivation
- Module 5:1: Delegation
- Module 6:1: Decision Making
- Module 8:1: Planning and Time Management
- Module 11:1: Meeting Management and Facilitation
- Module 13:1: Employee Selection and Interviewing Protocol
- Module 14:1: Coaching



Questions for discussion are provided that require students to integrate the text material into their answers. The Instructor's Manual contains a complete description of each module, including running time, plus all the information you need to integrate the Skill Development Modules into your class presentation.

The Business Link Video. To enhance your lectures, bring topics to life, and invoke lively class discussions, South-Western College Publishing has teamed up with LEARNet to provide an informative and entertaining presentation of the issues facing real companies.

- Program 1: Diversity in Business
- Program 2: Management by Wandering Around
- Program 3: Motivation
- Program 4: Teamwork
- Program 5: Ethics in Business
- Program 6: Managing Change
- Program 7: Costs of Quality
- Program 8: Controlling



The accompanying Instructor's Manual, available to adopters, provides descriptions of each program and other information to help you integrate the videos in the classroom.

Other Pedagogical Features

In addition to the features previously described, the text provides a number of other features to enhance student learning. Among these are:



Marginal Definitions. In an introductory supervision course, students need to learn the language of business. Therefore, we have placed concise definitions of all key terms in the margins of the text, accompanied by the icon shown, where they are first introduced. The key terms and their definitions are also compiled in a glossary at the end of the book for quick reference.

Summary Points. The major chapter concepts are summarized at the end of each chapter, organized around the learning objectives. By reviewing these summaries, students can quickly identify areas where they need further review. Then, using the learning objectives in the text margins, they can easily locate the discussion of the concepts they want to review.

Questions for Discussion. The end-of-chapter discussion questions are designed to help students check their understanding of chapter material.

Key Terms. All key terms are listed at the end of the chapter, with page numbers to make the explanations of the terms easy to find.

SUPPLEMENTS TO EASE THE TEACHING LOAD

Instructor's Manual

Instructors always have more to do than there are hours in a day. To make your class preparations easier, we have developed an expanded Instructor's Manual. First, the manual contains extensive lecture outlines which form the core of the integrated teaching system. These outlines provide ample materials for faster and easier lecture preparations, including references to supplementary materials next to the chapter concepts to which they apply. You will be provided suggestions for when to show each transparency, use the cases, bring in the discussion of the chapter's boxed features, and more—all organized around the learning objectives. The outlines also contain discussion suggestions for the transparencies, "You Make the Call" features, and "Contemporary Issues" boxes.

In addition to the lecture outlines, the comprehensive Instructor's Manual includes:

- An expanded test bank of objective questions, including new application questions, all keyed to the learning objectives. The test bank contains at least 50 true/false and multiple-choice questions with answers for each chapter. These test bank questions are also available to adopters on computer disks (either 5½" or 3½" format).
- Summaries of key concepts by learning objective.
- Commentaries on all cases, which will help you guide discussions or evaluate students' written analyses.
- Commentaries on the Skills Development Module video cases.
- Commentaries on the Skills Applications, including suggested solutions and follow-up approaches.
- Commentaries on the Business Link video series.
- Solution guidelines for all end-of-chapter discussion questions.
- A bibliography of additional published resources.

Acetate Transparencies

Available and free to adopters is a set of colorful acetate transparencies, all closely correlated to the text presentation. All are originals—not simply reproductions of text illustrations. All were carefully designed to be attractive to students as well as easy to read and apply.

ACKNOWLEDGMENTS

In developing this text and supplementary materials, we are indebted to so many individuals that it is impossible to give all of them credit. Special thanks go to those organizations, supervisors, and managers who provided materials for the cases, exercises, applications projects, and certain illustrations. We appreciate the contributions of the following professors who reviewed the previous text and who offered numerous helpful suggestions and comments:

Larry P. Butts
State Technical Institute at Memphis

Janice M. Feldbauer
Austin Community College

John B. Ginnetti
Delaware Valley College

Bob Kegel
Cypress College

Claire Mariucci
College of St. Mary

D. J. Sheridan
Bucks County Community College

We are extremely grateful to Professor Elizabeth Elam of St. Francis College in Fort Wayne, Indiana, who had the primary responsibility for organizing and developing extensive components of the Instructor's Manual to accompany the text.

We have our South-Western production editor, Shelley Brewer, and Laura Cleveland of WordCrafters Editorial Services, Inc., to thank for their help in guid-

ing our efforts on this edition. In addition, this edition reflects the past work of Cinci Stowell and Randy Haubner of South-Western College Publishing Co.

We acknowledge the following for allowing us to adapt their solely or jointly authored cases for inclusion in this edition: Sherry Hockemeyer, Indiana University Purdue University Fort Wayne (*Bang! Bang! Bang!*, Chapter 3's "You Make the Call"); Elinor Rahm, Central Missouri State University (*The Altered Suggestion*/Case 4-12); and John Vollmer, Indiana University Purdue University Fort Wayne (*The Depressed Designer*, Case 5-8).

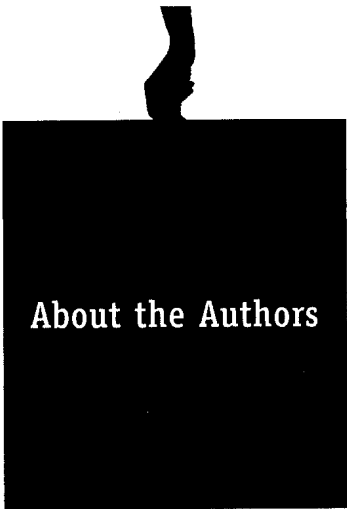
We express our appreciation to Kathy Kristof-Chapman, a graduate student at Washington University who assisted in developing several new cases and case instructional materials. Similarly, we recognize Carol Taylor, a student at Indiana University Purdue University, Fort Wayne (IPFW), whose classroom-prepared case was adapted for inclusion in this edition as Case 1-8, *Abusive Rumors*. And we extend a special thanks to IPFW students Christine Beckstedt, Rob Peters, Tara Schrader, and Lisa Waters for their analysis and inputs into the end-of-the-chapter questions, skills applications, skills development modules, Internet activities, and video programs.

We gratefully acknowledge the word-processing services of Karen Busch of the Washington University staff, whose efforts contributed greatly to keeping this project on schedule.

We also gratefully acknowledge the prior contributions of the late Dr. Theo Haimann, co-author of previous editions of this text.

Finally, we acknowledge the support of our spouses, Bernice and Ginger, who have become good friends while we prepared this and the previous edition. Their encouragement and patience during these periods have been invaluable.

Raymond L. Hilgert
Edwin C. Leonard, Jr.



About the Authors

Dr. Raymond L. Hilgert currently is Professor of Management and Industrial Relations at the Olin School of Business of Washington University. He graduated from Westminster College, Fulton, Missouri, with a Bachelor of Arts Degree, and received his Master's and Doctor's degrees from Washington University. His business experience includes management positions at Southwestern Bell Telephone Company and a market research position with an advertising company. Dr. Hilgert has taught at Washington University for over 30 years, and he has served as an Assistant Dean and Director of Management Development Programs. He has published some 85 articles in management, business, and academic journals and has co-authored five books on human resources management, supervision, and collective bargaining, three of which are in their fourth, seventh, and eighth editions.

Dr. Hilgert is a member of the Academy of Management, the Industrial Relations Research Association, the Society for Human Resource Management, the American Compensation Association, and the American Management Association. He has participated in or directed numerous management, supervisory, and business ethics programs and seminars. Dr. Hilgert is an arbitrator certified by the Federal Mediation and Conciliation Service, and he holds the Senior Professional in Human Resources (SPHR) accreditation from the Personnel Accreditation Institute. He has received a number of teaching awards from students at Washington University.

Dr. Edwin C. Leonard, Jr., currently is Professor of Business Administration at Indiana University Purdue University Fort Wayne. He received his Bachelor's, Master's, and Doctor's degrees from Purdue University. Since joining the faculty some 30 years ago, he has held a variety of faculty and administrative positions, including serving as chair of the Management and Marketing Department in the School of Business and Management Sciences. Dr. Leonard has designed and conducted workshops and seminars for thousands of supervisors and managers. These programs often are customized to meet specific organizational needs. Dr. Leonard also is associated with a major full-service training and consulting firm.

Dr. Leonard's primary research interests are in the areas of employee involvement, teaming, organizational climate and leadership, human resource management interventions, and case development. He has published in a variety of academic and professional journals, instructional supplement manuals, and proceedings. His professional memberships include the American Evaluation Association, the Midwest Society for Human Resources/Industrial Relations, the Society for Case Research (SCR), the Organizational Behavior Teaching Society, the Indiana Academy of the Social Sciences, and the World Association for Case Method Research & Application (WACRA).

Dr. Leonard was the recipient of the National University Continuing Education Association's Service Award for Continuing Education for the Professions, and he has received the Award of Teaching Excellence from the Indiana University School of Continuing Studies. Dr. Leonard has received "best paper" and "distinguished case" awards from various organizations.

Brief Contents

Part 1: Supervisory Management Overview

- 1 The Supervisory Challenge 2
- 2 The Managerial Functions 29
- 3 Communication: The Vital Link in Supervisory Management 53
- 4 Motivational Principles as Applied to Supervision 81
- 5 Leadership and Delegation: Supervisory Strategies for Getting Work Done 110

Part 1 Cases 139

Part 2: Planning

- 6 Decision Making and the Supervisor 152
- 7 Essentials of Planning 175
- 8 Supervisory Planning and Time Management 209

Part 2 Cases 235

Part 3: Organizing

- 9 Principles of Organizing 246

- 10 Supervisory Organizing at the Departmental Level 273

- 11 Meetings, Committees, and Leading Meetings 291

- 12 The Labor Union and the Supervisor 310

Part 3 Cases 329

Part 4: Staffing

- 13 The Supervisor and Employee Recruitment, Selection, Orientation, and Training 346

- 14 Performance Appraisal and Managing the Outcomes of Performance Appraisal 380

Part 4 Cases 416

Part 5: Leading

- 15 Supervisory Leadership and the Introduction of Change 432

- 16 Building Effective Work Teams and Maintaining Morale 456

- 17 Supervising Diversity 485

18 Resolving Conflicts in the Workplace 512
Part 5 Cases 534

Part 6: Controlling

19 Fundamentals of Controlling 552
20 Positive Discipline 579
Part 6 Cases 534

**Appendix: Partial Listing of Federal Employment
Legislation That Impacts Supervisors 625**

Glossary 628

Endnotes 636

Index 653

Photo Credits 660

Contents

PART 1 SUPERVISORY MANAGEMENT OVERVIEW

Chapter 1 The Supervisory Challenge 2

Why Would Anyone Want to Be a Supervisor? 3

Historical Perspective 6

Scientific Management 7 The Functional Approach 8 Human Relations/Behavioral School
8 Quantitative Approach 9

Factors and Trends Affecting the Role of the Supervisor 9

Population and Workforce Growth 10 The Aging of America 12 Women in the Workforce
and Related Issues 12 Growth of Racial Minorities in the Workforce 13 Greater
Opportunities for Women and Minorities 14 Educational Preparation 15 Occupational
and Industry Trends 16 Changing Technology and Business Conditions 17 Global
Challenges 17 Work Scheduling and Employment Conditions 19 Ethical Issues and
Corporate Culture 20 Other Governmental and Societal Issues 21 Empowerment and
Employee Participation in Decision Making 22

Supervision: A Professional Perspective 23



Chapter 2 The Managerial Functions 29

The Person in the Middle 30

Managerial Skills Make the Difference 30

The Need for Technical Competence in Supervision 31 Managerial Skills Can Be Learned and Developed 32 Benefits from Better Supervisory Management 32

Functions of Management 33

The Managerial Functions Are the Same in All Managerial Positions 33 Managerial Functions Relative to Time and Position 36

The Supervisor as Team Leader 37

Managerial Authority 39

Avoiding Reliance on Managerial Authority 40 Delegating Authority 40

Coordination 41

Cooperation as Related to Coordination 42 Attaining Coordination 42

Getting into Supervision 44

Chapter 3 Communication: The Vital Link in Supervisory Management 53

Need for Effective Communication 54

Effective Communication Requires a Two-Way Exchange 55 Effective Communication Means Better Supervision 56

Channels of the Communication Network 57

Formal Channels 57 Informal Channels—The Grapevine 60

Methods of Communication 63

Behavior Is Communication 63 Oral and Written Communication 64 A Picture Is Worth a Thousand Words 66

Barriers to Effective Communication 67

Language and Vocabulary Differences 67 Status and Position 68 Resistance to Change or New Ideas 68 Perceptual Barriers 69 Insensitive Words and Poor Timing 69

Overcoming Barriers to Effective Communication 71

Preparation and Planning 72 Using Feedback 72 Direct and Clear Language 73 A Calm Atmosphere 73 Taking Time and Effort to Listen 74 Repetition of Messages 75 Reinforcing Words with Action 75

Chapter 4 Motivational Principles as Applied to Supervision 81

Determinants of Human Behavior 82

Determinants of Personality 83 Recognizing Human Differences and Similarities 86