

CHAPTER 2

The Managerial Functions

LEARNING OBJECTIVES

1. Identify the difficulties supervisors face in fulfilling managerial roles.

Supervisors play more than one role at the same time, which can be rather difficult. To employees, supervisors are management, but supervisors are subordinates to their own bosses in higher management. Supervisors are colleagues of the supervisors of other departments and they must coordinate and cooperate with each other. Finally, supervisors must have good working knowledge of the jobs being performed in their departments, and, of course, they must have the ability to manage.

2. Explain why effective supervisors should have a variety of skills.

People are often selected for supervisory positions based on their technical competence, seniority, past performance, or willingness to work hard. To be an effective supervisor, however, one must possess many additional skills in order to get their work done through others as opposed to doing it themselves. The effective supervisor needs to possess technical skills to perform the jobs in his or her area of responsibility; human relations skills such as open-mindedness to work with and through people; communication skills to give and get information; administrative skills to plan, organize, and coordinate the activities of a work group; conceptual skills to obtain, interpret, and apply the information needed to make sound decisions; a leadership style to foster collaboration, trust, and empathy in order to engage the work group; the political skills necessary to work through the hidden rules of the organizational game; and emotional intelligence skills to help guide their behavior and thinking in ways that enhance results.

3. Define management and discuss how the primary managerial functions are interrelated.

Although there are numerous definitions of management, the authors have defined management as the process of getting objectives accomplished with and through people.

The five major managerial functions (planning, organizing, staffing, leading, and controlling) are common to all managerial positions, although the emphasis on each function may vary. These functions are described as a continuous flow, that is, the functions flow into each other and each affects the performance of the others.

4. Discuss the important characteristics of the supervisor as team leader.

Team leaders must possess the skills already described, but they must also want to be a part of change. Developing a work environment where team members have a shared purpose and common goals is essential.

5. Explain the difference between management and leadership.

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The evolution of management thought has gone through a number of changes. These changes have been primarily in the way various management techniques are accomplished. The manager still plans, organizes, staffs, leads, and controls. One underlying theme that does seem to prevail is that management is getting things done through people while leadership focuses on aligning people behind the vision and strategies (providing direction) and empowering people to make it happen. While the distinction may be blurred, it should be noted that leadership is more than wielding power and exercising authority.

6. Discuss the concept of authority as a requirement of any managerial position.

Authority is the legitimate or rightful power to lead others and is delegated from top management through middle management to supervisors. Although most supervisors prefer to utilize approaches for enhancing employee performance other than just reliance on authority, all supervisors must be delegated appropriate authority to manage their departments.

7. Distinguish among the types of power potentially available to the supervisor.

There are two ways that power is frequently characterized. In the first, there are two types of power: position power (power derived from the formal rank one holds in the chain of command) and personal power (power derived from the person's skill, knowledge, or ability and how others perceive them).

The second way in which power is characterized was by researchers French and Raven, who believed that power arises from five sources: 1) reward power, the ability to grant rewards, 2) coercive power, using threats of punishment and discipline, 3) legitimate power, relying on position or rank, 4) expert power, having knowledge or valuable information that others need, and 5) referent or charismatic power, influencing others because of some tangible or intangible aspect of the personality.

8. Explain the need for coordination and cooperation and how they depend on the proper performance of the managerial functions.

Coordination is the synchronization of employees' efforts and the organization's resources toward achieving goals. Coordination is not a separate managerial function but an outcome that is generated when a manager properly performs the managerial functions.

Cooperation is the willingness of individuals to work with and help one another. While helpful, cooperation by itself may not be sufficient to accomplish a task. Coordination is also required in order to successfully complete most projects.

9. Explain why and how labor unions affect the management functions.

Supervisors are key to good union/management relations because they apply the labor agreement from day to day. The labor agreement outlines a framework from which supervisors must manage their departments. It also gives employees a formal mechanism for challenging a supervisor's actions.

PowerPoint Presentation Slides 2-2 and 2-3, Learning Objectives

LECTURE OUTLINE

I. The Person in the Middle

As first-level managers, supervisors are the principal link between higher management and entry-level employees. Supervisors must also cooperate and coordinate with supervisors in other departments.

Requirements for supervisors are (a) a good working knowledge of the jobs to be performed, and (b) managerial competence.

PowerPoint Presentation Slide 2-4, The Person In The Middle

II. Managerial Skills Make the Difference

Effective supervisors manage so that they get the job done through their people rather than doing it themselves.

Supervisors are frequently selected not for their managerial skills but for their seniority, past performance, willingness to work hard, or for past technical skills. This practice might not lead to the best supervisors.

Managerial skills needed by supervisors include the following:

1. **Technical skills:** the ability to perform the jobs within the supervisor's area of responsibility.
2. **Human relations skills:** the ability to work with and through people.
3. **Communication skills:** the ability to give – and get – information.
4. **Administrative skills:** the ability to plan, organize, and coordinate activities.
5. **Conceptual skills:** the ability to obtain, interpret, and apply information.
6. **Leadership skills:** the ability to engage followers in all aspects of the organization.
7. **Servant leadership** is the notion that the needs of followers are looked after so they can be the best they can be.
8. **Political skills:** the ability to understand how things get done outside of formal channels.
9. **Emotional intelligence skills:** the ability to intelligently use your emotions.

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Answers to what you have learned? Question 1

Skill Builder 2-2: Attributes of a Successful Manager

PowerPoint Presentation Slide 2-5, Effective Supervisors Must...

PowerPoint Presentation Slide 2-6, Figure 2.1, Making Your Mark as a New Supervisor

PowerPoint Presentation Slide 2-7, Critical Managerial Skills

A. Managerial Skills Can Be Learned and Developed.

Heredity plays a role in intelligence, but good managers can develop their skills through practice, training, effort, and experience.

Supervisors should use multiple coaches and mentors, and learn from “the best.”

Supervisors must avoid some common mistakes in order to get the job done the right way the first time, and stay on the path of continuous improvement.

Personal Skill Builder 2-1: Great CEOs Put Themselves Last, Or Do They?

PowerPoint Presentation Slide 2-8, Managerial Skills Can Be Learned and Developed

III. Functions of Management

Management: getting objectives accomplished with and through people.

Enabler: the person who does the things necessary to enable employees to do the best possible job. (Reference Figure 2.3.)

Discussion Question 4

PowerPoint Presentation Slide 2-9, Functions of Management

PowerPoint Presentation Slide 2-10, Figure 2.3, Supervisor’s Multiple Roles as Enabler

A. The Managerial Functions are the Same in All Managerial Positions

Regardless of industry or level of an individual, people in all supervisory positions perform the same basic managerial functions (planning, organizing, staffing, leading, and controlling)

B. Planning

Planning: To determine what should be done in the future. This is the first and most important managerial function. Each supervisor must take the time to plan carefully, or that supervisor will be confronted with one crisis after another. No supervisor’s planning can be delegated to anyone else.

Discussion Question 2

C. Organizing

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Organizing: To arrange and distribute work among members of the work group to accomplish the organization's goals.

D. Staffing

Staffing: the tasks of recruiting, selecting, orienting, training, appraising, promoting, and compensating employees. In some firms, the human resources department and/or top management take on many of the responsibilities associated with staffing, but the supervisor has the day-to-day responsibility for the essential aspects of staffing.

E. Leading

Leading: the managerial function of guiding employees toward accomplishing organizational objectives. Leading (directing, motivating, influencing) is the day-to-day process around which all supervisory performance revolves.

F. Controlling

Controlling: to ensure that actual performance is in line with intended performance and taking corrective action.

G. The Continuous Flow of Managerial Functions.

There is a close and continuous relationship between the five managerial functions (planning, organizing, staffing, leading, and controlling). (Reference Figure 2.3.)

PowerPoint Presentation Slide 2-11, Figure 2.3 Circular Concept

PowerPoint Presentation Slide 2-12, Managerial Functions

IV. The Supervisor as Team Leader

Team-based organizational structures focus on customer satisfaction, productivity, profitability, and continuous improvement.

Reasons for increased use of teams:

Given the complexity of jobs and information, it is nearly impossible for managers to make all the decisions. In many cases, the person closest to the job is the one who should decide.

The focus on quality and customer satisfaction has increased attention on the importance of each employee's work.

The shift from a homogeneous workforce to a diverse one requires managers to work effectively with multiple employee perspectives.

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There is a growing realization that an autocratic, coercive management style does not necessarily result in productive, loyal employees. The fact that people support what they help create is behind the team approach.

People are demanding strong voices in their work lives, as well as meaningful work, respect, and dignity.

PowerPoint Presentation Slide 2-13, The Supervisor as a Team Leader

V. Managers and Leaders: Are They Different?

A good manager is not necessarily a good leader and vice versa. According to John Kotter, a good manager keeps the current organization running by performing the functions of planning, budgeting, staffing, controlling, and problem solving. A good leader is a visionary who empowers his or her workers to achieve long-term goals and strategies. To achieve the most success, a good manager will also be a good leader.

Answers to what you have learned? Question 3

PowerPoint Presentation Slide 2-14, Managers and Leaders: Are They Different?

PowerPoint Presentation Slide 2-15, Figure 2.4 Who Does What?

VI. Managerial Authority

Authority: the legitimate right to direct and lead others. Granted to the position an individual holds, rather than to one specific individual who could take it to any other position; managerial authority is the power to order subordinates and to act.

Managerial authority includes the right and power to reward subordinates with raises and punish them with disciplinary action (including discharging subordinates from the company), subject to company guidelines.

Acceptance theory of authority: theory that holds that the manager only possesses authority when the employee accepts it.

PowerPoint Presentation Slide 2-16, Managerial Authority

A. Avoiding Reliance on Managerial Authority

Most successful supervisors avoid using their authority as a "club," but rather motivate workers with other approaches that foster mutual trust and respect.

B. Delegating Authority

Delegation: the process of entrusting duties and related authority to subordinates.

PowerPoint Presentation Slide 2-17, Avoiding Reliance on Managerial Authority; Delegating

VII. Power – The Ability to Influence Others

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Behavioral scientists believe that a manager's power comes from two sources:

Position power: power derived from the formal rank a person holds in the chain of command.

Personal power: power derived from the person's skill, knowledge, and abilities and how others perceive that person.

PowerPoint Presentation Slide 2-18, Power-The Ability to Influence Others

French and Raven believe that power arises from five sources:

- a. *Reward power:* the ability to grant rewards
- b. *Coercive power:* using threats of punishment and discipline
- c. *Legitimate power:* relying on position or rank.
- d. *Expert power:* having knowledge or valuable information.
- e. *Referent or charismatic power:* influencing others because of some tangible or intangible aspect of the personality.

It seems that supervisors who use expert and referent power effectively have the greatest potential for achieving organizational goals.

PowerPoint Presentation Slide 2-19, Sources of Power

VIII. Coordination

Coordination: the synchronization of employees' efforts and the organization's resources toward achieving goals. Coordination is not a separate managerial function, but it is fostered whenever a manager performs any of the five managerial functions. Coordination is a direct result of good management.

Coordination is typically more difficult to achieve at the executive level than at the supervisory level because executives have to coordinate not only the individuals in one department, but in several departments and levels.

A. Cooperation as Related to Coordination

Cooperation: the willingness of individuals to work with and help one another.

Although cooperation is helpful, cooperation without coordination may not be enough to get the job done.

PowerPoint Presentation Slide 2-20, Coordination and Cooperation

B. Attaining Coordination

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Coordination becomes more complex as the number of people, activities, and positions increases. If employees are encouraged to specialize in some task, they may forget or be indifferent to the idea that their actions affect other departments and that will further complicate coordination efforts.

Networking: individuals or groups linked together by a commitment to shared purpose.

C. Coordination as Part of the Managerial Functions.

Proper attention to coordination within each of the five managerial functions contributes to overall coordination. By involving employees in departmental planning at initial stages, supervisors typically have a better chance for achieving coordination.

D. Coordination with Other Departments.

1. Cooperation and Coordination—Easier Said Than Done

Coordination depends on the supervisor's coordination and team-building skills. Organizational changes are creating an increased need for coordination, but competition among supervisors may impede these efforts.

Answers to what you have learned? Question 5

Team Skill Builder 2-3: Role Play Application

Personal Skill Builder 2-5: Think Outside the Box

PowerPoint Presentation Slide 2-21, Attaining Coordination

PowerPoint Presentation Slide 2-22, Cooperation and Coordination

IX. Labor Unions are Part of Supervisory Concerns

NOTE: In the eleven previous editions there was always a separate chapter focusing on the Supervisor and the Labor Unions. Many users have relayed to the author there is too much material to cover in a normal term so they did not have time to cover the chapter on labor unions or they did not cover that material because they are in work areas that are not highly unionized. Thus, in this edition, I have blended the most important aspects of Union-Management Relations throughout the text. However, I would like to point out that labor unions are an important part of many supervisors' experiences and that government employment, the most highly unionized segment of society, is expected to grow in the next five years. Labor unions are not going to go away and may, under the current administration, grow and become more active.

Note: See Appendix to the Chapter 2 Instructors Manual for further information on "A Supervisor's Guide to the National Labor Relations Act (Wagner Act) of 1935, As Amended."

Most employees in the private sector of the U.S. workforce have legal rights to join or not to join labor unions under the National Labor Relations Act.

Austerity: Harsh and severe times requiring a tightening of the belt and budget.

Labor union/labor organization: legally recognized organization that represents employees and negotiates and administers a labor agreement with an employer.

Labor agreement: negotiated document between union and employer that covers the terms and conditions of employment for represented employees.

A. Complying with the Labor Agreement

Supervisors are obligated to manage their departments within the framework of the labor agreement. As such, they should be trained on the contents of the agreement and seek assistance from higher-level management or human resources when they have questions.

*Answers to what you have learned? Question 6
PowerPoint Presentation Slide 2-23, Labor Unions*

B. Adjusting for the Union

Labor agreements do not change the supervisor's duties, but those managerial duties must be done within the confines of the labor agreement. Such confines may create some limitations on their authority, but supervisors must learn to minimize the effects of these contractually imposed requirements.

Just or proper cause: standard for disciplinary action requiring tests of fairness and elements of normal due process, such as proper notification, investigation, sufficient evidence, and a penalty commensurate with the nature of the infraction.

Disciplinary action is a managerial responsibility and a right but it must meet the just-cause standard.

PowerPoint Presentation Slide 2-24, Labor Unions; Just Cause

C. Relating Supervisory Decision Making to the Labor Agreement

Grievance: formal complaint presented by the union to management that alleges violation of the labor agreement.

Arbitrator: person selected by the union and management to render a final and binding decision concerning a grievance.

D. Maintaining Employees' Compliance with the Labor Agreement

Supervisors must understand that unionized employees have divided and dual loyalties concerning their unions and their employers. Supervisors must act whenever employees do not comply with the provisions of the labor agreement, and must apply the labor agreement fairly and consistently.

Team Skill Builder 2-4: Attitudes about Labor Unions
PowerPoint Presentation Slide 2-25, Grievance; Arbitrator
PowerPoint Presentation Slide 2-26, Key Terms

ANSWERS TO WHAT YOU HAVE LEARNED

1. Identify the major managerial skills every supervisor needs. Why are these skills important?

Although supervisors must possess many managerial skills, these can be broadly classified under the following headings: technical, human relations, communications, administrative, conceptual, leadership, political, and emotional intelligence. The definitions in the text are concise and self-explanatory. Individuals who become supervisors are often strong in their technical preparation and knowledge, but are lacking or unprepared in the other aspects and skills needed for effective supervisory management. Usually technical skills are given greater emphasis when a person is selected to fill a supervisory position. For many job situations, it is vital that supervisors have a thorough understanding of the jobs to be supervised. However, most experienced supervisors soon learn that knowing how to get results through people is more important than one's technical skills.

Whether political skills are essential for effective supervision is open to debate. Yet it is true that in most organizations a supervisor needs to be aware of organizational behavior patterns, know those who have authority and influence, and know the "rules of the game" in order to play the game.

2. It is often said that planning is the most important managerial function. Do you agree? Why or why not?

Figure 2.3 in the text illustrates the circular concept of management functions. The circular concept shows that the managerial functions flow continuously into each other and that there is no clear demarcation among them. Although there is considerable disagreement concerning how many managerial functions do exist – and what they should be labeled – it is generally agreed that the flow of the managerial process starts with the critical function of planning. Whether or not the planning function is the "most important managerial function" has been debated by management scholars and practitioners.

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All of the managerial functions are important and interconnected. Since planning is recognized as the initiating function of management, it may be viewed as the most “crucial” or “strategic” function, if not the most important overall.

The authors contend that all managers perform essentially the same managerial functions whether they work in a manufacturing firm, a retail store, a bank, a government agency, a church, or a food-distribution center. Every organization must have a vision of where it wants to be at some future point in time. We remind our students that an organization by definition is “an artificial person.” As such, the organization does not determine where it wants to go; individuals in the organization do that. Organizing, staffing, leading, and controlling will still take place without planning, but will do so in a haphazard fashion.

3. Stephen Covey observed that “Effective leadership is putting first things first. Effective management is discipline, carrying it out.” Do you agree? Why or why not? What distinction have you observed between management and leadership? Why is the distinction important for one who desires to be a supervisor or team leader?

While there is clearly not a right or wrong answer to this question, in making the case for whether there is a distinction or not, the student should consider not only the thoughts of Covey, Bennis, and Kotter, but also the text’s definitions of management and leadership and assumptions about the type of organization, the work to be done, and the people involved.

Leadership characteristics identified are closely associated with those items that align corporate objectives, embody trust, challenge people to excel, and go beyond what is thought possible. Students will borrow from the ideas presented in this chapter and assemble their own distinction. Traditionally, management has relied on authority and leadership has relied on having followers.

Increasingly, organizations are becoming team-based. Teams are a means to an end – and that end is superior performance to what team members would achieve working as individuals. Generally, workers view team leaders as one of them, and they will support whatever they help to create. Team leaders become “coaches” who listen to their “athletes” and implement the best decision. Instructors may want to ask students to distinguish how the characteristics depicted in Figure 2.4 are relevant to their work experiences.

Chapter 11 will discuss leadership and leadership styles in greater detail. Instructors may want to pose the following questions:

- a. Who is someone that you would want to be your leader? (We set the constraint that the person must be someone with whom everyone else in the class can identify.)
- b. Why would you want to follow that person?

Our experience is that many students will not answer the question, in part, perhaps because there is a leadership vacuum in our society today. Some people in prominent leadership positions have recently fallen from grace. We often ask our students to read Peter Drucker’s article, “Not Enough Generals Were Killed!” *Forbes ASAP* (April 8, 1996), p. 104+, prior to beginning an in-depth discussion of leadership.

Being a professor in 2011 is far different from my experiences in the 1971, for example. As I recall, students were more willing to “get off the bench and into the game” for social issues they felt a passion

for. Then and now, I ask the same question: “Who would you like to be a follower of?” “Would you be willing to take a semester off and work in a volunteer capacity for that person’s cause?” I still have students that would make that commitment for what they believe to be a “just and worthy cause.” In April 2009, for example, hundreds of our students along with several staff members and a handful of faculty were involved in a *Cancer Society Relay for Life*. I give thanks for those that make a commitment to help others, encourage others to get involved, and lead by personal example.

4. We suggest that supervisors should view themselves as enablers. The logical extension of this notion would be that the supervisor clarify the objectives that must be obtained, provide the training and tools needed to complete the task, and get out of the way. Should “management by getting out of the way” be an appropriate philosophy of management? Why or why not?

The general purpose of this question is to get students to “think outside the box.” Traditionally, management has been defined as the process of getting things accomplished with and through people by guiding and motivating their efforts toward common objectives. To this end, we believe that the term *enabler* more closely defines the role of the 21st century manager. The chapter’s Supervisory Tips box further clarifies the things that effective supervisors should do.

Many of our students have grasped the concept of what we are trying to develop here. If – and it is a mighty big IF – the supervisor does all of those things contained in the Supervisory Tips box, then the employee is fully equipped to accomplish the organizational objectives effectively and efficiently. Under these conditions, it is appropriate for the supervisor to get out of the way. A note of caution: Only when employees buy into the goals and objectives and have the willingness, motivation, and ability to do the job should the supervisor get out of the way.

In the many times we have used this question, the discussion always gets around to what is meant by “getting out of the way.” We respond by asking them what they think it means or if they have known of a manager who manages by “getting out of the way.” While responses vary based on the student’s experience level, two distinct trends develop. One group usually takes the position that if you do not watch people closely they will not do the necessary work. Others contend that they work best alone and without close supervision. Many examples will be used to illustrate and support their positions. Hopefully, your students like ours will come to the realization that people are different and no one style of management works in all situations and for all people.

5. What are the obstacles that the supervisor may encounter when trying to gain cooperation by coordinating the department’s various activities? What could a mentor(s) or coach do to help a supervisor understand how cooperation, coordination, and communication have to work together to attain a satisfactory end result?

Rapid change and organizational growth both complicate the activity of attaining cooperation by coordination. In addition, the human element of work adds additional problems. Not only do employees bring their “baggage cart” with them to work (i.e., personal off-the-job issues), but they are rewarded for individual performance and are therefore often indifferent to how their work may affect other departments. Meanwhile, supervisors often have higher career aspirations and eventually want to be promoted to higher-level jobs. The reality is that the competition among supervisors may impede cooperation efforts.

Supervisors can achieve coordination by building networks that consist of people both inside and outside the organization who are focused on attaining common objectives. Additionally, they may wish to

discuss plans and job assignments with their employees. When the employees are involved on the front-end, cooperation tends to improve. It is vital that supervisors consider coordination when building a team, assigning duties, and determining authority relationships. It is equally important to monitor and correct along the way. Coordinating – within or across departments – ultimately depends on a supervisor’s coordination and team-building skills.

6. What might be some reasons that cause some employees to feel the need to join a labor union?

Unionization in this country has been historically and emotionally volatile. Employees who have had family members in a union often feel a strong need to support the union philosophy. In today’s climate of austerity, some employees may feel that joining a union will increase their opportunity to influence an organization’s policies, procedures, and actions. Employees who are frustrated with their job often believe that there is power and safety in numbers. A union is thought to give employees power in dealing with top management. The strength and influence of labor unions have declined considerably in recent years; however, unions continue to be a major influence in workers’ rights and negotiations.

ANSWERS TO SKILL BUILDERS

PERSONAL SKILL BUILDER 2-1: PROBLEMS AND MORE PROBLEMS

1. Why do you suppose that a physician like Dr. Bingi acted as Susan alleged?

This appears to be a situation where sexual attraction is the dominant force. Dr. Bingi is attracted to Susan and has decided to act upon his emotions. It could also hinge on the fact that Bingi is a doctor and feels that because of his position of power that he is free to say or do what he wants. Supervisors have power because of the positions they occupy. Position power increases as a person advances up the organizational hierarchy. Supervisors derive personal power from their relationships with others. Subordinates’ perceptions of the supervisor’s SKAs play an integral role in the supervisor’s ability to influence those subordinates. Theorists French and Raven identify five sources of power: reward, coercive, legitimate, expert, and referent or charismatic. Perhaps Bingi’s believes that he has charismatic power.

2. If you were Clay Sherzer, how would you respond to Susan’s allegations?

I would let Susan know that these are serious accusations and ask her to make an appointment to see me as soon as the current crisis was over so that her allegations could be documented.

3. Suppose that Clay responded to Susan in this way: “Susan, you are an attractive and capable woman and I can see why Dr. Bingi would be attracted to you.” In your opinion, which of the eight managerial skills did Clay not use well? What is rationale for your answer?

Technical skills: The ability to perform the jobs in the supervisor’s area of responsibility.

Leadership skills: The development of a leadership style that emphasizes collaboration, trust, and empathy; engages followers in all aspects of the organization; and helps followers to better themselves—that is, **servant leadership**.

Student answers will probably cite these two managerial skills are not being used well by Clay. Technically, Clay is responsible to respond to Susan and her allegations, and also she needs to feel that she can trust him and that he has empathy for her frustration with Bingi and the stress that it is causing her.

4. How might Dr. Bingi’s actions impact the maintenance and housekeeping team cohesiveness, ability to work together, and Clay’s leadership in effectively supervising the department?

Because Bingi is a physician, his behavior is creating a hostile work environment not only for Susan but possibly others in the maintenance and housekeeping department. Whenever a person in a position of power makes unwanted advances toward an employee, the employee(s) can feel threatened in their work environment. Some employees were encouraging Susan to take advantage of Bingi’s advancements which might create even more tension for Susan and her relationships with those employees. Clay’s leadership is at stake if he does nothing about the situation and encourages Susan to accept Bingi’s attraction to her.

PERSONAL SKILL BUILDER 2-2: GREAT CEOs PUT THEMSELVES LAST, OR DO THEY?

This introductory skills application allows students to investigate the experiences of those who lead the best organizations. (A note of caution: Sometimes a particular organization will suffer a severe setback and disappear. Hypothetically, if one were to look at the Fortune listing for 1969 and compare it with the one for 2011, there would be a dramatic difference in what companies were listed in the top ten. In 1966, Sam Walton had not even dreamed up Wal-Mart and no one had ever heard of Bill Gates or Microsoft.)

Hopefully, this skill builder will help your student learn how the leaders of the best apply the principles of management and leadership to “enable” their people to help the organization achieve success. Students are asked to identify specific desirable behavior that these leaders exhibit. I suggest that you survey your students to see if there is a consensus of which behaviors these leaders exhibit.

PERSONAL SKILL BUILDER 2-3: THINK OUTSIDE THE BOX

This is the first in a series of skills applications that were adapted with permission from QCI International’s *Timely Tips for Teams*, a monthly Internet newsletter. I would encourage you to subscribe to *Timely Tips for Teams*. Go to <http://www.qci-intl.com.htm>. There is no cost and each issue has lots of suggestions and references for teams and quality initiatives.

This skill builder is an exercise in reading the instructions and doing what is asked. My students really get upset with me because I did not tell them that *the triangles do not have to be of equal size*. But then they didn’t ask me! I have found that students will focus their efforts on building five triangles or equal size. Building four equal-sized triangles can be easily done by only moving three matches. However, the students’ mission was to make five triangles.

The answer is: (1) Take the far left match (or far right – your choice as to which side you start on. But it helps if you take all the matches from the same side) and place that match on top (horizontally) between the right and center triangles. (2) Take the bottom left match and place it at about a 60-degree angle connecting it with the far right-hand side match. (3) Take the last remaining match from the original far left triangle and connect it at approximately a 60-degree slope to the left side of the original center triangle. Now you have four equal-sized triangles consisting of three matches each and one large triangle consisting of the six outer matches.

If you enjoyed this skill builder, do an Internet search for “match stick teasers” and you will find many more of these.

TEAM SKILL BUILDER 2-1: ROLE-PLAY APPLICATION

(Note: See Appendix to the Chapter 2 Instructor’s Manual for the IM ROLE-PLAY CHECKLIST 1, which may be used as-is or adapted to meet your classroom needs.)

I have included many role-play exercises in this edition to help students apply the principles they have learned and hone their communication and decision-making skills. These are designed as activities that can be done in class. Please refer to the section “How to Use the Role-Play Exercises” before assigning this exercise.

As a result of this activity, participants are expected to learn more about themselves as individuals and learn how others respond to them in group situations. If given specific assignments, the observers gain greater skill at providing feedback and information to others.

This skills application relates to the chapter’s opening You Make the Call! Because of time constraints, I use this skills application as a discussion tool. I ask students to write out – in 25 words or less – what one tip they would offer Clay Sherzer to help him do the right thing. It is important that students have reviewed the NLRA to determine if Clay’s behavior in the employee lounge has violated the law.

TEAM SKILL BUILDER 2-2: ATTRIBUTES OF A SUCCESSFUL MANAGER

An analysis of successful supervisors will generally reveal a consistent list of skills, knowledge, or abilities. During the discussion that follows, you may want to list those attributes on the board or overhead. As mentioned in the text, successful supervisors will have a blend of human relations skills and technical skills. Students will identify clarifying goals, providing encouragement and positive feedback on performance, dealing fairly with employees, maintaining a sense of humor, helping employees, praising efforts, and the like. The factors that influence the students' perception of successful supervision are the human relations skills.

Increasingly, students are identifying supervisors who develop a work climate or environment of mutual trust and respect and are genuinely interested in them as individuals as their most admired managers.

ANSWERS TO SUPERVISION IN ACTION QUESTIONS

Video Clip: Fruit guys: Strategic Human Resource (HR)

1. In your opinion, how did the Fruit Guys effectively use good management practices to be the best they can be?

The most strategic initiative that Fruit Guys employed “to be the best they can be” was rethinking their business model. Initially, the company was in a boom economy, and when the dot.com wave crashed in 2001, so did the Fruit Guys. The CEO learned from his mistakes and embraced sustainability and feasibility as his goals. The realities of the economic downturn gave him an opportunity to grow his business by empowering others in the organization through delegating and growing responsibilities. His mission was to create a culture built on trust by establishing an organizational chart that changed as the company changed. He learned that “good drive” or “heart and desire” by employees was not enough to sustain the organization; he had mistaken interest for qualifications; consequently, he implemented a personality test to select new hires who had the same core values as the organization. In the true spirit of entrepreneurialism, his personal goal was employee talent development.

2. Building a customer-oriented workforce is the goal of every tourism, hospitality, and food service business. How are strategic HR principles and practices being applied to help Fruit Guys promote a customer-service culture?

Chris, as CEO, is the visionary in the organization; however, it takes a team effort to build a customer-oriented workforce. Five Core Competencies were developed to grow the company and its employees. Were you (1) respectful? (2) responsive? (3) realistic? (4) personally responsible? and will you be, (5) positively remembered? By developing these core competencies, the Fruit Guys applied principles and practices of ethics, decision-making, and opportunity to promote a customer-service culture internally and externally in the organization.

3. See Figure 2-1 Making Your Mark as a New Supervisor. Assume you were a supervisor for Fruit Guys. Which of the ideas presented in Figure 2.1 would be the most help to you in doing your job?

Hopefully, students will embrace all of the concepts of making your mark as a new supervisor and be challenged by rank-ordering ideas. However, for most new supervisors, having a checklist to follow would be the most helpful in developing supervisory skills. The checklist in Figure 2-1 cites examples from various chapters of the text which will help students understand and appreciate that making your mark as a new supervisor will take numerous strategies, commitments, and time while simultaneously focusing on the employee’s heart and targeting organizational goals.

CHAPTER 2 IM APPENDIX

Supervisor's Guide to the National Labor Relations Act (Wagner Act) of 1935, As Amended

What is a labor organization?

“The term ‘labor organization’ means any organization of any kind, or any agency or employee representation committee or plan, in which employees participate and which exists for the purpose, in whole or part, of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work” [Section 2(5)].

What are employee rights under the NLRA?

“Employees shall have the right to self-organization, to form, to join, or assist labor organizations, to bargain collectively through representatives of their own choosing, and to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection” [Section 7]. Section 7 also says that employees may “refrain from any or all such activities.”

What are considered unfair labor practices?

“It is unlawful for an employer to (1) interfere with, restrain, or coerce employees in the exercise of their rights under the law; (2) dominate or interfere with the formation or administration of a labor organization or contribute financially to it; (3) discriminate in regard to the hire or tenure of employment or any term or condition of employment to encourage or discourage membership in any labor organization; (4) discharge or discriminate against an employee because he/she filed charges or gave testimony under the NLRA; and (5) refuse to bargain in ‘good faith’ with representatives of the employees” [Section 9].

What is the National Labor Relations Board (NLRB), and what are its responsibilities?

“The NLRB is a federal agency responsible for administering and enforcing the NLRA. When the NLRB receives authorization cards indicating that 30 percent or more of the eligible employees are willing to be represented by the union, it will conduct a secret ballot election. Under the Taft-Hartley Act, the NLRB will conduct union decertification elections when 30 percent or more of the employees request it. If a majority of the employees voting in the representation election desire to be represented by a union, the NLRB will certify that union as the ‘sole bargaining representative.’”

The NLRB receives charges of unfair labor practices, investigates, conducts hearings, and renders decisions. Sometimes, these decisions to remedy unfair labor practices are appealed through the judicial system. The Taft-Hartley Act also specified certain actions of the labor organization that can constitute unfair labor practices.

SOURCE: Excerpted with permission from Edwin C. Leonard, Jr., and Roy A. Cook, *Human Resource Management: 21st Century Challenges* (Mason, OH: Thomson Custom, 2005), pp. 158-59. Also visit the National Labor Relations Board (NLRB) web site for a complete presentation of the NLRA (http://www.nlr.gov/about_us/overview/national_labor_relations_act.aspx) or the Bureau of National Affairs (BNA) web site (<http://www.bna.com/products/labor/lelw.htm>).

Chapter 2 The Managerial Functions

IM ROLE-PLAY CHECKLIST 1

(Based in part on *Figure 15-3: Suggestions for resolving conflicts*. See text page 539.)

- a. Who took responsibility for bringing the problem to the table?
- b. How long did it take them to identify the real issue?
- c. Did the initiator focus on the most important issue?
- d. Did anyone acknowledge that there was an element of fear and anxiety in his or her participation while discussing the issue?
- e. Was there evidence of a willingness to develop mutual trust among the participants?
- f. How were facts and information introduced into the discussion?
- g. Was there a concerted effort to get all participants to agree that the facts and information were accurate?
- h. Was there an attempt to value and respond to diverse opinions?
- i. Was the conversation focused on the real issue(s)?
- j. How did the group handle issues they were not able to solve in this meeting?
- k. What were specific illustrations that would show that the group attempted to understand diverse viewpoints and reach consensus?
- l. How were fallback options (other alternatives) introduced?
- m. How did the group reach closure?
- n. What provisions were made for follow-up?
- o. What did you learn from this role-play exercise?

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