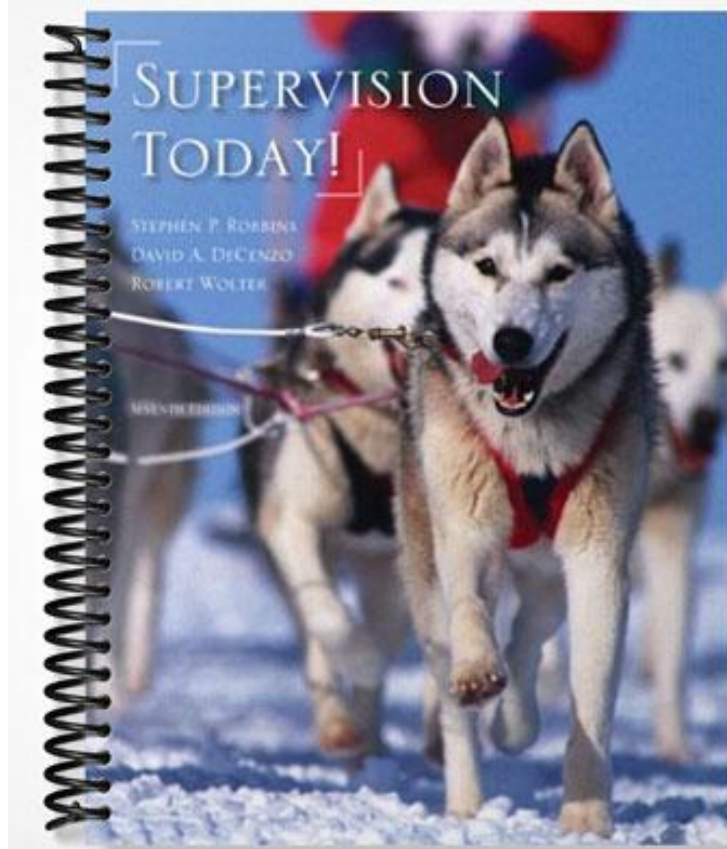


TEST BANK



Test Bank
to accompany

Supervision Today!

7th Edition

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PEARSON

Chapter 1

EXAM

NAME: _____

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MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

1) A systematic grouping of people brought together to accomplish some specific purpose is called a(n): 1) _____

- A) coach.
- B) manager.
- C) stockholder.
- D) organization.
- E) joint venturer.

2) Common characteristics that are found in every organization include the following EXCEPT FOR: 2) _____

- A) it has a purpose.
- B) is grouped into a systematic structure
- C) it is comprised of people.
- D) it has been organized by a union.

3) Titles of typical top management positions include the following EXCEPT: 3) _____

- A) district manager.
- B) president.
- C) chairman of the board.
- D) chief executive officer.
- E) senior vice-president.

4) Organizations develop a systematic structure that defines the various roles of members. This may include the following EXCEPT FOR: 4) _____

- A) creating informal cliques.
- B) giving some members supervisory responsibility over other members.
- C) writing job descriptions.
- D) creating rules and regulations.
- E) forming work teams.

5) The Taft-Hartley Act stated that any person who can do which of the following is a supervisor? 5) _____

- A) Hire
- B) Lay off
- C) Transfer
- D) Suspend
- E) All of the above

6) Organizations may be divided in the following distinct levels EXCEPT FOR: 6) _____

- A) operative employees.
- B) middle managers.
- C) supervisors.
- D) board of directors.
- E) top management.

7) The controlling function includes all of the following EXCEPT FOR: 7) _____

- A) monitoring.
- B) correcting.
- C) resolving.
- D) comparing.

8) The bottom level in the pyramid is occupied by: 8) _____

- A) first-line supervisors.
- B) operative employees.
- C) middle management.
- D) top-level management.
- E) board of directors.

9) In the role of coach, the supervisor is expected to: 9) _____

- A) know all aspects of their employee's jobs.
- B) know how to listen to, guide, train, and assist.
- C) be highly skilled at every specific job tasks.
- D) keep employees in line.

10) Individuals who reflect a group of people responsible for establishing the organizations overall objectives and developing the policies to achieve these objectives are called: 10) _____

- A) operative employees.
- B) supervisors.
- C) middle-managers.
- D) first-level managers.
- E) top-management.

11) The management function which involves monitoring activities to ensure that targets are being met is called _____. 11) _____

- A) leading
- B) planning
- C) directing
- D) organizing
- E) controlling

12) Another way to think of supervisors are: 12) _____

- A) first-level managers.
- B) board of directors.
- C) top-level management.
- D) middle managers.
- E) operative management.

13) Even though supervisors may perform operative tasks, they are still part of management. This was made clear by the passing of the: 13) _____

- A) 1935 Wagner Act.
- B) 1947 Taft-Hartley Act.
- C) 1932 Norris-La Guardia Act.
- D) 1991 Civil Rights Act.
- E) 1959 Landrum-Griffin Act.

14) The process of getting things done, effectively and efficiently, through and with other people is called: 14) _____

- A) organizing.
- B) directing.
- C) controlling.
- D) leadership.
- E) management.

15) In the definition of management the term representing the primary activities supervisors perform is called: 15) _____

- A) efficient.
- B) policy.
- C) direct.
- D) effective.
- E) process.

16) When supervisors are performing tasks correctly, and they are concerned with the relationship between inputs and outputs, this relationship is called: 16) _____

- A) coordinating.
- B) efficiency.
- C) controlling.
- D) organization.
- E) planning.

17) When a supervisor is concerned with completing activities and achieving goals, this is called: 17) _____

- A) controlling.
- B) effectiveness.
- C) planning.
- D) coordinating.
- E) efficiency.

18) Being a good supervisor means being concerned with both attaining goals and: 18) _____

- A) organizing and downsizing the organization.
- B) coaching and mentoring hard physical assets.
- C) controlling people and being unstructured.
- D) creating job sharing with dysfunctional occurrences.
- E) doing so as efficiently as possible.

19) The management process consists of the following functions EXCEPT FOR: 19) _____

- A) leading.
- B) controlling.
- C) coordinating.
- D) organizing.
- E) planning.

20) The planning function performed by managers includes the following EXCEPT FOR: 20) _____

- A) defining an organization's goals.
- B) influencing and motivating behavior.
- C) developing a comprehensive hierarchy of plans to integrate and coordinate activities.
- D) establishing an overall strategy for achieving these goals.

- 21) The organizing function includes all of the following EXCEPT FOR: 21) _____
- A) coordinating results to achieve objectives.
 - B) comparing performance against predetermined work standards.
 - C) dividing work into manageable components.
 - D) determining what tasks will be done.
- 22) The following are different viewpoints of the supervisor's role in management EXCEPT FOR: 22) _____
- A) just another worker.
 - B) a figurehead.
 - C) a key person.
 - D) a person in the middle.
 - E) a behavioral specialist.
- 23) Supervisory positions are recruited from all of the following EXCEPT FOR: 23) _____
- A) colleges and universities.
 - B) board of directors.
 - C) within the ranks of employees.
 - D) other firms.
- 24) The following are reasons for employers to promote from within the ranks of operative employees to first-line managers EXCEPT FOR: 24) _____
- A) knowing the people they will be supervising.
 - B) familiarity with company policy.
 - C) job knowledge and experience.
 - D) opposition to management.
- 25) The major problems nineteen new supervisors experienced in their first year on the job include the following EXCEPT FOR: 25) _____
- A) that their initial view of the manager as boss was incorrect.
 - B) handling customer returns.
 - C) being unprepared for the demands and ambiguities they would face.
 - D) the administrative duties.
 - E) being unprepared for the "people challenges" of their new job.
- 26) Researcher Robert Katz, identified the following critical management competencies EXCEPT FOR: 26) _____
- A) technical.
 - B) conceptual.
 - C) division of work.
 - D) political capabilities.
 - E) interpersonal.
- 27) The interpersonal competence for a first-line manager would include the ability to: 27) _____
- A) communicate well.
 - B) motivate others.
 - C) understand employees needs.
 - D) work well with people.
 - E) all of the above.

28) The mental ability managers must have in order to analyze is called: 28) _____

- A) technical.
- B) interpersonal.
- C) conceptual.
- D) motivate.

29) The mental ability managers must have in order to analyze and diagnose complex situations is called: 29) _____

- A) decision competence.
- B) conceptual competence.
- C) directive competence.
- D) technical competence.
- E) interpersonal competence.

30) The importance of conceptual competence increases as managers move up in the organization because of the: 30) _____

- A) type of problems and decisions that managers make at different levels.
- B) narrow job description one performs.
- C) decision-making becoming more routine.
- D) problems becoming more structured.
- E) broader span of control.

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

31) One characteristic operative employees share is they generally don't manage or oversee the work of any other employee. 31) _____

32) Supervisors oversee the work of middle managers and sometimes do the very same tasks. 32) _____

33) An organization is a systematic grouping of people brought together to accomplish some specific purpose. 33) _____

34) All managers perform the functions of leading and controlling. To what degree depends on their level of management in the organization. 34) _____

35) The supervisor's job has, and will continue to have, decreasing importance and simplicity in the future because of the responsibility for introducing and implementing changes. 35) _____

36) Consistent with the belief that one of the most important abilities needed by supervisors is strong interpersonal skills, we often think of them as behavioral specialists. 36) _____

37) The technical demands of operative employees tend to be related to knowledge of industry and a general understanding of the organization's process and products. 37) _____

38) First-level managers perform both operative tasks and managerial work. 38) _____

39) A skill is the ability to demonstrate a system and sequence of behavior that is functionally related to attaining a performance goal. 39) _____

40) As supervisor you must support the organization and wishes of management above you and even though you might disagree with those wishes you must be loyal to the organization. 40) _____

SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.

- 41) Those responsible for establishing the organization's overall objectives and developing the policies to achieve those objectives are _____.
- 42) _____ have job titles such as vice president for finance, director of sales, division manager, group manager, unit manager, and school principals.
- 43) _____ are employed in overseeing the work of operative employees and may engage in operating tasks with their employees.
- 44) Supervisors require _____, the ability to apply specialized knowledge or expertise.
- 45) Since supervisors deal with input resources that are scarce (money, people, equipment) they must be concerned about using these resources _____.
- 46) The management process has four functions: _____, _____, _____, and _____.
- 47) It is part of a manager's job to direct and coordinate people in the organization. Performing this activity is the _____ function of management.
- 48) The process of measuring performance, comparing objectives, and correcting deviations is part of the _____ function in the management process.
- 49) Today's supervisors have an ambiguous role and may operate as _____, _____, _____, and _____.
- 50) The ability to work well with people, understand their needs, communicate well, and motivate others constitutes _____.
- 51) Supervisors spend more time on training and developing their employees than do other managers and this requires them to have a greater _____ of their employee's jobs.
- 52) Promoting from within acts as an _____ and provides incentive for employees to work hard and excel.
- 53) Organizations that successfully promote from the ranks select employees with adequate _____ skills and provide them with _____ training early in their new assignments.
- 54) As a supervisor, you must continue your education because it helps you and it sets an example for employees that _____.
- 55) Strong _____ abilities help managers make good decisions.
- 56) The ability of a supervisor to enhance his or her power, build a power base, and establish the "right" connections in the organization describes their _____.
- 57) _____ and _____ competencies increase in importance as managerial responsibility rises, while _____ competence declines in importance as individuals rise in the organization.
- 58) _____ abilities are critical to success at all levels of management.
- 59) The higher one climbs the organization's hierarchy, the more critical _____ becomes because resource allocation decisions are made at higher levels in an organization.

60) A _____ is a system of behavior that can be applied in a wide range of situations.

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

61) Identify and explain the four functions of management.

62) Describe the different roles of a supervisor.

63) According to the text, a study of supervisors in sales and marketing encountered a number of surprises. Summarize the major difficulties they faced in mastering their new identities.

64) Identify the competencies all managers must possess. Which competency is critical for all levels of management? Explain.

65) Describe critical areas for a supervisor to have success in performing one's job.

ANSWER KEY

- 1) D page 4
- 2) D page 5
- 3) A page 5
- 4) A page 5
- 5) E page 6
- 6) D page 5
- 7) C page 7
- 8) B page 5
- 9) B page 10
- 10) E page 5
- 11) E page 7
- 12) A page 6
- 13) B page 6
- 14) E page 6
- 15) E page 6
- 16) B page 6
- 17) B page 6
- 18) E page 7
- 19) C page 7
- 20) B page 7
- 21) B page 7
- 22) B page 8
- 23) B page 11
- 24) D page 11
- 25) B page 12
- 26) C page 13
- 27) E page 16

- 28) C page 16
- 29) B page 16
- 30) A page 17
- 31) TRUE page 5
- 32) FALSE page 5
- 33) TRUE page 4
- 34) TRUE page 8
- 35) FALSE page 9
- 36) TRUE page 8
- 37) FALSE page 14
- 38) TRUE page 6
- 39) TRUE page 18
- 40) TRUE page 19
- 41) top management page 5
- 42) Middle managers page 5
- 43) supervisors page 5, 6
- 44) technical competence page 14
- 45) efficiently page 6
- 46) planning, organizing, leading, controlling page 7
- 47) leading page 7
- 48) controlling page 7
- 49) trainer, advisor, mentor, facilitator, coach page 8
- 50) interpersonal competence page 16
- 51) technical knowledge page 17
- 52) employee motivator page 11
- 53) technical, supervisory page 11
- 54) learning matters page 19
- 55) conceptual page 16

56) political competence page 16

57) Conceptual, political, technical page 17

58) Interpersonal page 17

59) political competence page 18

60) skill page 18

61) page 7

The management functions are planning, organizing, leading, and controlling. The planning function defines an organization's goals, establishes an overall strategy for achieving these goals, and develops a comprehensive hierarchy of plans to integrate and coordinate activities. The organizing function divides work into manageable components and coordinates results to achieve objectives. The leading function directs and coordinates the employees. The controlling function monitors the activities and performance of the organization and makes corrections when necessary.

62) page 8

Key person - Supervisors serve as the critical communication link in the organization's chain of authority.

Person in the middle - Supervisors must interact and reconcile the opposing forces and competing expectations from higher management and workers.

Just another worker - This role of supervisors is reinforced when their decision-making authority is limited, when they're excluded from participating in upper-level decisions, and when they perform operating tasks alongside the same people they supervise. This is perceived particularly by upper-level managers.

Behavioral specialist - Supervisors need strong interpersonal skills. Supervisors must be able to understand the varied needs of their staff and be able to listen, motivate, and lead.

63) page 11-13

Supervisors were incorrect concerning their initial view of the manager as "boss". They felt more like a trouble-shooter, a juggler, and a quick-change artist. They were unprepared for the demands and ambiguities they would face. These supervisors were surprised by the unrelenting workload and pace of being a manager. They realized technical expertise was no longer the primary determinant of success or failure. They had to acquire managerial competence by getting things done through others. They also realized a supervisor's job comes with time-consuming administrative duties. Finally, they were not prepared for the "people challenges" of their new job. The most demanding skill they had to learn was managing people.

64) page 13-17

The competencies managers must possess are technical, interpersonal, conceptual and political. Interpersonal abilities are critical for all levels of management because managers get things done through other people. They spend much of their time in leading-function activities to achieve their objectives.

65) page 19

Critical areas of success for a supervisor include personal issues such as loyalty to the organization. Education is an important critical area for a supervisor to continue to update his or her skills. Another critical area would include the legitimate power a supervisor has been given to direct the activities of others. Finally, the need to recognize that organizational members are different in their talents and who they are.

Instructor's Manual

to accompany

SUPERVISION TODAY!

SEVENTH EDITION

Stephen P. Robbins

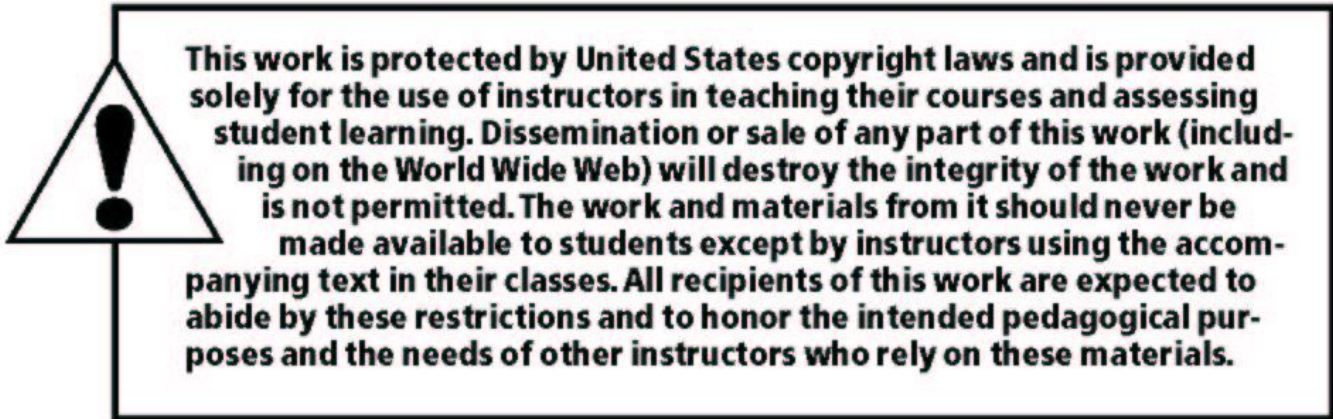
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PART ONE: DEFINING SUPERVISION AND SUPERVISORY CHALLENGES

CHAPTER 1 SUPERVISION DEFINITIONS

ORGANIZATIONS AND THEIR LEVELS

**What Common Characteristics Do All Organizations Have?
What Are the Organizational Levels?**

THE MANAGEMENT PROCESS

**What Is Management?
What Are the Four Management Functions?
Do Management Functions Differ by Organizational Levels?**

CHANGING EXPECTATIONS OF SUPERVISORS

**What Roles Do Supervisors Play?
Are Supervisors More Important in Today's Organizations?
Does a Supervisor Need To Be a Coach?**

TRANSITION FROM EMPLOYEE TO SUPERVISOR

**Where Do Supervisors Come From?
Is the Transition to Supervisor Difficult?
Do You Really Want To Be a Supervisor?**

SUPERVISOR COMPETENCIES

**What Is Technical Competence?
How Do Interpersonal Competencies Help?
What Is Conceptual Competence?
Why Must One Have Political Competence?
How Do Competencies Shift by Managerial Level?**

FROM CONCEPTS TO SKILLS

**What Is a Skill?
What Else is Critical for Me to Know about Supervising?**

SOLUTIONS TO REVIEW AND DISCUSSION QUESTIONS

DEVELOPING YOUR SUPERVISORY SKILLS: GETTING TO KNOW YOURSELF SELF-ASSESSMENT EXERCISES

SUGGESTED ANSWERS TO THINKING CRITICALLY CASE STUDIES

ADDITIONAL ACTIVITIES

CHAPTER 1 SUPERVISION DEFINITIONS

Responding to a Supervisory Dilemma: Organizations are changing and the traditional organizational structure is still evident, but some organizations are changing the traditional structure. Google uses a cross-functional organizational structure that is more of a team approach to management and is structured horizontally. Maintaining a small company feel and providing customizable employee benefit programs are important parts of Google's success.

ORGANIZATIONS AND THEIR LEVELS

Organization: A systematic grouping of people brought together to accomplish some specific purpose.

- **Examples**
 - Your college or university.
 - Sororities and fraternities.
 - Charities.
 - Retailers and wholesalers.
 - Sports teams.

What Common Characteristics Do All Organizations Have?

- **Purpose**
 - Typically expressed in terms of goal or goals.
- **People**
 - It takes people to establish the purpose and to make the goal a reality.
- **Systematic structure**
 - Defines roles of members, sets limits on their work behavior.

Notes: _____

What Are the Organizational Levels?

**See: Exhibit 1-1 Levels in the traditional organizational pyramid.
PowerPoint 1-1**

- **Top management**
 - A group of people responsible for establishing an organization's overall objectives and developing the policies to achieve those objectives.
- **Middle managers**
 - All employees below the top-management level who manage other managers; responsible for establishing and meeting specific departmental or unit goals set by top management.

- **Supervisors**
 - Part of an organization’s management team, supervisors oversee the work of operative employees and are the only managers who don’t manage other managers.
 - May also be referred to as first-level managers
 - **Operative employees**
 - Employees who physically produce an organization’s goods and services by working on specific tasks.
- As defined by Taft-Hartley Act (Labor-Management Relations Act, 1947): A supervisor is any person who can “...hire, suspend, transfer, lay off, recall, promote, discharge, assign, reward, or discipline other employees while using independent judgment.”

Notes: _____

THE MANAGEMENT PROCESS

What Is Management?

See: **Exhibit 1-2: Efficiency versus effectiveness.**
PowerPoint 1-5

- **Management**
 - The process of getting things done, effectively and efficiently, through and with other people.
- **Process**
 - The primary activities supervisors perform.
- **Efficiency**
 - Doing a task right; also refers to the relationship between inputs and outputs.
- **Effectiveness**
 - Doing the right task; goal attainment.

Notes: _____

What Are the Four Management Functions?

See: Exhibit 1-3: Management functions.
PowerPoint 1-6

- **Planning**
—Defining organizational goals, establishing an overall strategy for achieving these goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities.
- **Organizing**
—Arranging and grouping jobs, allocating resources, and assigning work so that activities can be accomplished as planned; determining which tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and when decisions are to be made.
- **Leading**
—Motivating employees, directing activities of others, selecting the most effective communication channel, and resolving conflicts among members.
- **Controlling**
—Monitoring an organization's performance and comparing performance with previously set goals. If significant deviations exist, getting the organization back on track.

Notes: _____

Do Management Functions Differ by Organizational Levels?

- **Top management**
—Focuses on long-term, strategic planning and structuring the overall organization.
- **Supervisors**
—Focus is on short-term, tactical planning and structuring jobs of individuals and work groups.

Notes: _____

CHANGING EXPECTATIONS OF SUPERVISORS

See: PowerPoint 1-6 and 1-7

- **Then (Seventy or so years ago)**
 - Supervise closely, discipline when the rules are broken, admonish employees to “Shape up or ship out!”
- **Now (Contemporary organizational view)**
 - Trainer, advisor, mentor, facilitator, coach.

Notes: _____

What Roles Do Supervisors Play?

See: PowerPoint 1-9

- **Key person**
 - The critical link in the organization’s chain of authority.
- **Person in the middle**
 - The reconciler (buffer) between the opposing forces and competing expectations of higher management and workers.
- **Just another worker**
 - Because they perform tasks alongside the same people they manage, supervisors are often thought of as no more than operatives themselves.
- **Behavioral specialist**
 - Supervisors must be able to understand the varied needs of their staff and be able to listen, motivate, and lead.

Notes: _____

{REFER STUDENTS TO COMPREHENSION CHECK 1-1.}

Are Supervisors More Important in Today’s Organizations?

- **As change agents**
 - To cut costs and increase productivity.
 - Continuous quality improvement.
 - Introduction of work teams.
 - Flexible work hours.
 - Accident-prevention and stress-reduction programs.

- **Fewer middle managers**
 - Will significantly expand responsibilities for supervisors.
 - “Lean and mean” continues to be a major theme for the best corporations.
 - Organizations are particularly thinning their ranks among middle management and staff-support personnel.
- **As trainers**
 - Training becoming more important than ever before as organizations seek to improve productivity.
 - Many new employees are poorly prepared for work or have language or communication deficiencies.
 - Technology requiring additional skill training among current employees.
 - Supervisor will carry the primary burden for identifying these skill deficiencies, designing appropriate training programs, and even providing the training.

Notes: _____

Does a Supervisor Need To Be a Coach?

- **The boss**
 - Traditional “authority figure” to keep employees in line.
 - Decide.
 - Direct.
 - Order.
 - Control.
- **The coach**
 - They must develop their employees, clarify responsibilities and goals, motivate employees to higher levels of performance, and represent their workgroup’s interests within the organization.
 - Listen.
 - Guide.
 - Train.
 - Assist.

Notes: _____

THE TRANSITION FROM EMPLOYEE TO SUPERVISOR

Where Do Supervisors Come From?

See: **PowerPoint 1-10**

- **Within the ranks of their current employers**
 - Source of many new supervisors.
 - Employees know how the operations function.
 - Understand how things are done in the organization.
 - Abilities are known to management.
 - Acts as an employee motivator.
- **New college graduates**
 - Both two- and four-year colleges.
 - With additional organizational training, can readily step into first-line management.

Is the Transition to Supervisor Difficult?

See: **PowerPoint 1-11**

- **Initial view of manager as “boss” incorrect**
 - Still have to work—a lot!
 - Now you’re a troubleshooter, juggler, and quick-change artist.
 - Problem solver, decision-maker, resource allocator.
- **Unprepared for the demands and ambiguities**
 - Unrelenting workload/pace.
 - Simultaneous problems with constant interruptions.
- **Technical expertise no longer primary determinant of success or failure**
 - Now you have to get things done through others.
 - Technical “know-how” not enough anymore.
 - Now you have to motivate others to high performance.
- **Supervisor’s job comes with administrative duties**
 - Paperwork and exchange of information were time consuming.
- **Weren’t prepared for the “people challenges”**
 - Managing people is the most demanding skill of all.
 - Dealing with personal problems, counseling, providing leadership.

Notes: _____

Do You Really Want To Be a Supervisor?

See: **Something to Think About** (and promote class discussion.) Becoming a Supervisor

- **Factors to consider**

- Longer work hours, including possibility of having to come in on “off” days.
- Seemingly endless pile of paperwork to complete.
- May actually reduce your pay; i.e., you don’t get paid overtime pay now.
- Still, a rewarding and exciting career.

Notes: _____

SUPERVISOR COMPETENCIES

See: Exhibit 1-4: How competency demands vary at different levels of management.
News Flash! The Supervisor’s Role in Modern Organizations
PowerPoint 1-12 and 1-13

What Is Technical Competence?

- **Specialized knowledge or expertise**

- Ability to understand technical aspects of the job.
- Ability to understand what each worker does.

Notes: _____

How Do Interpersonal Competencies Help?

- **Ability to work well with people**

- Understand.
- Communicate
- Motivate.

Notes: _____

What Is Conceptual Competence?

- **Mental ability to analyze and diagnose complex situations**

- To see the organization as a complex system of many related parts.
- To give the supervisor a broad perspective.
- To enhance problem-solving and decision-making capabilities.

Notes: _____

Why Must One Have Political Competence?

- **Political Competence**
 - The ability to enhance power.
 - To build a power base.
 - To establish the “right” connections.

Notes: _____

How Do Competencies Shift by Managerial Level?

- **Technical Competencies**
 - Have greatest relevance for first-level managers.
 - Decline in importance as individuals rise in the organization.
- **Interpersonal Competencies**
 - Critical at all levels of management.
 - Particularly critical for supervisors because they spend so much time in leading activities.
- **Conceptual Competencies**
 - Increase in importance as managerial responsibility rises.
 - The higher the position in an organization, the more problems faced that are of a complex, ambiguous, or ill-defined nature, which require custom-made solutions.
- **Political Competencies**
 - Increase in importance as managerial responsibility rises.
 - Middle and top managers concerned with resource allocation; i.e., “fighting” for their piece of the organizational pie.
 - To develop alliances, support one project over another, or influence situations.

Notes: _____

FROM CONCEPTS TO SKILLS

What Is a Skill?

See: Exhibit 1-5: Key supervisory skills

- **Skill**

- The ability to demonstrate a system and sequence of behavior that is functionally related to attaining a performance goal.
- No single action constitutes a skill.
- A system of behavior that can be applied in a wide range of situations.
- In aggregate, they (per Exhibit 1-5) form the competency base for effective supervision.

Notes: _____

What Else Is Critical for Me to Know About Supervising?

- **You are part of management**

- You support the organization and the wishes of your managers.
- You are loyal to the organization.
- You develop the respect of your employees, as well as your peers and boss.
- You continually keep your skills and competencies up-to-date.

- **You have legitimate power**

- You direct the activities of others.
- You have authority to act and to expect others to follow your directions.
- Instead of the “iron fist,” you must develop interpersonal skills.

- **You’ll be supervising a diverse workforce**

- Be sensitive to their needs.
- Recognize their different talents.
- Be tolerant and empathetic to them as individuals.

Notes: _____

{REFER STUDENTS TO COMPREHENSION CHECK 1-2.}

ENHANCING UNDERSTANDING SUMMARY

COMPREHENSION: REVIEW AND DISCUSSION QUESTIONS

SOLUTIONS TO REVIEW AND DISCUSSION QUESTIONS

1. What differentiates supervisory positions from all other levels of management?

Supervisors oversee the work of operatives. They are the only level of managers who do not manage other managers. Additionally, unlike other managers, supervisors often do many of the same tasks as the operatives they manage.

2. Is the owner-manager of a small store with three employees an operative employee, a supervisor, or a top manager? Explain.

Most likely, he or she will be all three; as supervisor, the owner-manager will make sure the day-to-day operations are performed. As middle manager, the administrative duties normally assigned to middle management will be done by the owner-manager. And, because he or she, as owner, has developed, and continues to develop, strategies and objectives as well as policies to achieve those objectives, the owner-manager is also top management.

3. What specific tasks are common to all managers, regardless of their level in the organization?

Planning, organizing, leading, and controlling are the functions all managers must engage in (the Management Process). The emphasis given to each varies according to the level of management.

4. Contrast time spent on management functions by supervisors versus top management.

Planning activities increase as one moves up the management ladder. Top managers are concerned with strategic, long-term planning, while supervisors are more concerned with short-term, tactical planning. Organizing activities increase in importance at higher levels of management, centering on overall organization design, while supervisors are more concerned with individual and work group designs. Leading activities are most important at the supervisory level of management and decrease in importance at higher levels, and controlling activities are most important at higher levels of management.

5. “The best rank-and-file employees should be promoted to supervisors.” Do you agree or disagree with this statement? Explain.

Being a good rank-and-file worker does not mean you’re going to be a good manager. In fact, quite often just the opposite is true. Supervisors are usually chosen from the ranks because of their demonstrated ability to get the job done. But doing the job is not the same as making sure the job gets done. This takes management skills.

Directing other people’s activities and behavior is crucial for supervisory success. Without these skills, rank-and-file workers will have difficulty in managing other people.

6. Why is conceptual competence more important for top managers than for first-level supervisors?

Conceptual skills include the ability to analyze and diagnose complex situations. Top managers are in a position to see the “big picture” and, because they are responsible for strategic planning, their activities are more broadly defined, as they affect the entire organization. Supervisors, on the other hand, are in the trenches. They are more concerned with the technical skills needed to help workers get the job done.

7. A supervisor is both “a key person” and “just another worker.” Explain this phenomenon.

Supervisors must play many roles and wear many hats. As part of the management team, the supervisor is in the organization’s formal chain of authority; i.e., the link between upper management and rank-and-file employees. At the same time, supervisors are in the trenches, concerned with the day-to-day activities crucial to the accomplishment of organizational objectives. For this reason, they are often perceived as just another worker.

DEVELOPING YOUR SUPERVISORY SKILLS:

GETTING TO KNOW YOURSELF SELF-ASSESSMENT LIBRARY 3.4 EXERCISES

How Motivated Am I to Manage?

Overview

As the analysis notes, not everyone is motivated to perform managerial functions. The instrument looks at six components that have been found to be related to managerial success, especially in larger organizations. If you receive a high score, the bureaucracy is for you and a low score; small entrepreneurial firms are more suited to you.

This instrument is interesting in light of the evolution of even larger organizations to working as teams or in a virtual reality. Because of the changing nature of organizations from learning organizations to flat structures, the approach to management is altered to one of coaching rather than directing. Whether one is drawn to being a manager will depend to a large extent on the structure of the organization.

Teaching Notes

A relevant issue is the reality that concept of manager is quite different in a knowledge-based world than it has been in the last 4,000 or so years. Managers are to orchestrate, but the individuals or teams are more self-managing than in any time in human history that we know of. The concept of manager means that one needs knowledge that is special to being a manager. For years, whether you knew about managing or not, the road to promotion and more money was, and for many organizations still is, being a manager. Many people love their specialty and truly hate managing. They may miss their hands-on work that they went to school in the first place to acquire or they may just not be suited personality wise to manage or they may be afraid because they

know nothing about managing and don't know how to do it. These and a host of other issues have made managing a complex and difficult issue for many managers.

Some companies have solved the problem by creating two tracks: one for managers and one for those who wish to remain in their technical field. Each can be promoted and receive more pay, thus enabling a choice. This system is seemingly better for both the individual and the organization. The individual is more likely to like her or his work and have a stronger commitment to the company, and the organization taps into those who truly want to manage. If they just want to and are not particularly adept, training is available because any new manager needs to keep up with the field and be managed her or himself.

Exercises

1. Discuss what it is to be a manager.

- **Learning objectives:**

To illustrate what a job in management actually involves and that management is not for everyone.

- **Preparation/time allotments:**

This should be about a 20-minute class discussion.

- **Advantages/disadvantages/problems that might arise**

A younger class may not have much management experience. They also tend to assume that everyone wants to be a manager at some point in their careers. Point out to them that management is a specific career, with a separate set of skills required for success. It should not be viewed as a reward for good performance in a technical field.

2. Ask the students if they want to managers. If no, why not and what are they anticipating in an organization to advance their careers? And if yes, what is their conception of what that will mean to them as individuals and to their careers?

- **Learning objectives:**

To illustrate what a management job actually involves, and to explore if that is the type of job they would be interested in.

- **Preparation/time allotments:**

This should be about a 15-minute class discussion.

- **Advantages/disadvantages/problems that might arise:**

Point out to them that management today is a separate field, and that they still can achieve career goals without actually being a manager. This is especially true given the technical nature of work. This does not mean that they should ignore management principles, because most competent workers eventually will have to manage. Tie this in with a discussion of the current state of organizations and work.

Internet Links

1. <http://www.eatyourcareer.com>
EatYourCareer.com is a website dedicated to helping people create the nourishing professional experiences they deserve
2. http://www.providersedge.com/docs/leadership_articles/Age_of_Social_Transformation.pdf
Peter Drucker has seen much of the evolution of management in the 20th century and has written insightfully about management then and now. Here is a wonderful article, "The Age of Social Transformation." Please read the article and then be prepared to discuss his points in class as they relate to your career and to the career of manager.

What's My Basic Personality?

Overview

Personality is a unique set of attributes that every human being has. It is quite often the first thing that we notice about a person when we meet them. We immediately assess and judge them based on the attributes identified in this self-assessment exercise. For example, you are taking an interview for a new job. You have done your homework and researched the company's history, its corporate earnings, and expected earnings; checked with others who are familiar with the company's culture and attitudes toward employees; and have researched the trade magazines such as *Fortune*, *Fast Company*, and *Business Week* on how the company is being managed in the 21st century. You have also visited the company's website and made assumptions as to what type of "personality" would best fit into the company. You realize that this is the company for you and the job for you. Your personality appears to fit right in, and you are hopeful the interviewers will agree. But so as not to leave too much to chance, you rehearse your interview with friends with like personalities so you can show off your own personality to the best advantage. On the day of the interview, you dress the part, act the part, and "hit a home run" in the interview from your perspective. Your personality seemed to mirror that of the panel of interviewers, making you very comfortable and able to "do" a good interview. The next day you receive a call from the company human resources department offering you the job. It appears your assessment, at least on the surface, was correct, and you should be able to do well in this culture.

In this situation you have used your personality in a positive way to achieve your goal. Had you done your research and found a mismatch between your personality and the company's culture, you might have either passed up an interview or failed miserably in the interview from both your perspective and the company's. In *Built to Last*, by Collins and Porras, they discovered that many companies, as part of long-term success, have very strong cultures that in many ways dictate a certain personality type if one is to be successful. For example, if you work at 3M, a high score on *Openness to Experience* would be an almost necessary personality attribute or trait, because the culture is built around innovation, change, and creativity. At Nordstrom's, there is a cult like culture that demands an adherence to the "Nordy" spirit and culture, so high scores on extraversion and agreeability are essential traits to possess. If you are low on either of these, the

Nordstrom culture is probably not the place for you. Knowing your own personality and the culture of the company can save both parties much time, effort, and money if the culture is strong and has fairly specific expectations around behavioral patterns.

Teaching Notes

Scotsman Robert Burns in “Ode to a Louse” (that is lice in a woman’s bonnet as seen in church) writes the following lines (they are originally in the English of the times so this is a loose translation): “Would the power God give us to see ourselves as others see us; it would from many a blinder free us and foolish notion.” Understanding the impact of one’s personality on others is part and parcel of this quote and essential to finding a successful match between an organization, a person, and the person’s career choice. It is both economically and psychological cost effective for both the company and the potential employee if from the beginning there is some sense of “fit.” The students can use this exercise to see where they are in their personality evolution at this point. That is, although personality is relatively set in many ways, extraordinary events (wars, encouragement in class with the right timing, experiencing something that changes one’s world view) can change a personality.

In many instances there is not a perceived match between the employee and the culture, but something in the new employee changes enough to adapt to the situation. Again, drawing from *Built to Last*, Merck, a drug company, has the overall goal of serving humanity. It is a very socially responsible company. Many employees in our society may never have realized this dimension of organizations’ roles in our society or given it much thought either way. But once in this culture, developing drugs to help humankind is the guiding managerial framework. This does bring profit, but that is not the overarching goal. A scientist may find this a wonderful place to work that they had not necessarily always thought about. If the scientist is more interested in money, they would be better off joining a company that believes that the responsibility of a company is to its stockholders first and foremost, so profit is the guiding factor.

Exercises

1. Students are to form teams of three to six people, depending on the size of the class. They are to discuss the importance of personality from both the perspective of the prospective employee and management.
 - **Learning objectives:**
To familiarize students with the role that personality plays at work, and to introduce the concept of there being multiple perspectives on this topic
 - **Preparation/time allotments:**
This is a good icebreaker exercise at the start of the course. Make sure students are familiar with the basic definition of personality, and also try to create groups that have at least one practicing manager in them. This should take about 30–45 minutes.

- **Advantages/disadvantages/problems that might arise:**
It might be difficult to generate a discussion if the exercise is done prior to the students reading the material or doing enough assessments to understand themselves. Also, the exercise is most effective if there are practicing managers in the class that can give management's perspective on the issue.
- 2. Debate the concepts of personality as a fixed or changing set of traits that people possess.
 - **Learning objectives:**
To introduce the controversial topic of what personality really means, which traits are stable, and which traits can be learned.
 - **Preparation/time allotments:**
This exercise is most effective after the basic concept of personality has been covered. They should understand the differences between traits, states, and behavior.
 - **Advantages/disadvantages/problems that might arise:**
Point out that psychologists have different views on this topic, and that they will not come to one "right" answer. Rather, this gives them a flavor for how things are debated and discussed in this field.
- 3. In the same groups, have the students discuss their results on the personality test and what the implications may be for them in terms of a career.
 - **Learning objectives:**
To apply a personality assessment to the workplace, analyzing it in the context of career implications.
 - **Preparation/time allotments:**
This exercise will take about an hour, depending on the size of the group. It will be more effective if the students have already completed a group activity so that they will be comfortable enough sharing information about themselves.

They should also understand the basic concepts of survey design, such as validity. This is to make sure they don't put too much weight on how they scored on a tool, especially early on in the course.
 - **Advantages/disadvantages/problems that might arise:**
This is a great icebreaker exercise to be used during the first part of the course. Students really enjoy talking about themselves, especially when it relates to a really important topic to them, such as their career. Also, make sure they understand that they are not required to reveal anything about themselves that they are uncomfortable revealing. Our personality and how we are wired are very personal to some people. Plus, it is inherent in many individuals to wish that they

were different, thus, they may at first feel “inferior” to those that may have traits that they wish that they had.

- **Suggestions/handouts for the instructor**

Make sure everyone gets a chance to talk about themselves. You might announce when it is time to move on to the next person.

Make sure that they also understand that personality is only a part of management. Students should not feel like a career path is off limits to them simply because they scored a certain way on an assessment tool.

4. Students with like scores join into a group and do a case analysis provided by the instructor. After the groups have discussed the case, then they can present it and see if there are great differences in their interpretation based on personality traits.

- **Learning objectives:**

To provide students with a tangible, real-world application of how personality impacts our thoughts and behaviors when analyzing a problem or a situation.

- **Preparation/time allotments:**

Students should have at least a week to prepare the case. You could give them some class time to discuss the case in groups, and then present it during the next class period. The case can consist of any story that will generate different opinions. It is ideal if it is based upon business, such as the effects of a plant closing in a small town, but also could take the form of a newspaper editorial, or findings from an empirical study.

- **Advantages/disadvantages/problems that might arise:**

You may have groups analyzing the case in the same way. If so, you could discuss whether this was because of similar personalities, or the way the case was designed.

- **Suggestions/handouts for the instructor (if relevant):**

Choose a case that is fairly easy to read, but easy to generate discussions. Editorials are good, along with controversial business stories, such as one on “ethical lapses” of managers. You are trying to show how our personalities affect our decision making and our interpretation of events.

You could design this around an organization that the students will be studying later on in the course. This is a good way to integrate the assignments across different management topics.

Internet Links

1. <http://www.WetFeet.com> Welcome to WetFeet, a site that tackles the age-old question: What do I want to do when I grow up? This site gives you industry guides, and salary wizards give you the facts on hundreds of careers, as well as advice,

articles, and a discussion board to ease a transition from one's current status. This site may be able to help you find the companies that fit your personality.

2. <http://www.yourpersonality.net/>
These online pages guide you through a rich resource of sites on a variety of personality subjects. Please click on and take a personality test. Be prepared to compare the results from this test with the other personality tests you take.
3. <http://www.ship.edu/~cgboeree/perscontents.html> Here is an incredibly rich resource on personality theories. Please click on an area such as Buddhist Psychology or one of the many theorists listed. Read the material presented. Then write a four- to five-page analysis of personality and how a good knowledge of personality assists management in being more effective managers.

What's My Jungian 16-Type Personality?

Overview

Just as the prior assessment instrument gave feedback on personality traits, so does this instrument. As noted, this is a very popular personality framework that classifies people in a number of categories. Many of the points made in the prior overview on management hold with this instrument in helping people find where they might fit in terms of organizational culture and career expectations.

If a person likes to work alone and is introverted, being an employee or manager in a company such as Saturn, which is built on teams, would not be a good fit for either. If a person is INTP, then Merck may be a good match. If you are INTJ, you might think about reading *Inc.* magazine and becoming an entrepreneur. However, a word of good sense: People do often change as circumstances do. If you are a 20-something, your personality is still forming. If you are a 50-something, much of your personality is formed and will typically only be altered if some major event such as being "downsized" occurs. If the status quo is stable for either the 20- or 50-somethings, the personality may be more stable. In these times of incredible change, the status quo seems unlikely. You may wish to keep this workbook and take it over the years, keeping your results each time and comparing them.

Teaching Notes

Students can use this instrument to help them with their major in conjunction with career choices. We often choose a career without really knowing what the forces are that shaped the choice. Often it is external in terms of wanting a job to make money or following in a direction that friends and parents have encouraged or any of a variety of forces. This instrument can allow the students access to assessing their own internal personality classification at this point in their learning. It may or may not be helpful or followed. It is up to the student to make use of the tool. They may wish to ignore it if it runs counter to what they already think about themselves or reject it because it runs against what they want to be like. You might wish to note that all instruments, although carrying some validity, are not like formulas that if not followed "may blow up the chemistry lab." They are indicators of something, which is not set in stone.

Exercises

1. Students can compare and contrast “What’s My Basic Personality?” with this assessment in groups of three to four. They can then share their impressions with the class as a whole.
 - **Learning objectives:**
To have students become familiar with both the 16 categories of the assessment, and to have them see how these categories manifest themselves in actual people.
 - **Preparation/time allotments:**
Have students take the test and score it prior to class. Each student should have five to ten minutes to discuss their personality with the rest of the group.
 - **Advantages/disadvantages/problems that might arise:**
Students may not agree with the category that they are in. In general, this can be caused by some scores being borderline between two categories. Discuss how this is a side effect of surveys, and to simply categorize individuals into 16 categories is only one small part of personality at work.
 - **Suggestions/handouts for the instructor:**
Make sure the discussion revolves around actual behaviors that students can see and observe. For example, if they say they are highly extroverted, have them give tangible examples, such as how much they enjoy meeting new people at parties. Make sure to translate this into concrete career examples. For example, politicians that are extroverted probably enjoy fund-raising dinners, and most likely would be successful at these dinners.
2. Students may want to administer the assessment to friends and then have a discussion. This would be especially helpful in a group setting such as with a club or sorority/fraternity, sports team, etc.
 - **Learning objectives:**
To show students how people with similar interests may have similar personalities.
 - **Preparation/time allotments:**
The assessment should be done outside of class. You could either have a paper to turn in regarding the findings, a class discussion, a group discussion, or a formal presentation.
 - **Advantages/disadvantages/problems that might arise:**
Sometimes it is hard to predict personalities based upon similar interests, especially with these 16 categories. Individuals on a sports team may be widely diversified. If so, steer the discussion towards the value of understanding individual differences and not stereotyping based upon an assessment tool.

3. Read about an organization in your text. Then try to apply the principles of the Jungian 16-Type Personality assessment to assess what is going on.
 - **Learning objectives:**
To apply the Jungian framework to actual organizations.
 - **Preparation/time allotments:**
This could also serve as a discussion item in class, a paper, or a formal presentation.
 - **Advantages/disadvantages/problems that might arise:**
It is sometimes difficult to analyze an organization from a micro-perspective without stereotyping. It is easy, for example, to assume that computer programmers are introverted, when this may or may not be the case.

Internet Links

1. http://www.marketpsych.com/personality_test.php
Locate the Investor Personality Test, click on it and find out your investment personality.
2. <http://www.careerbuilder.com/> This is a much-expanded job search engine. It often comes up with opportunities not found on other top sites. Try going to this site and looking for companies that fit your personality style. In a one- to two-page impression piece, describe the companies and why you think they would fit your personality.

What's My Emotional Intelligence Score?

Overview

At one time emotions were to be left at the door of companies. If we think back to Weber's ideal type, Weber built in impersonality into one of the six major factors in structuring an ideal bureaucracy. But as sociologist Charles Perrow would note, we will never find the ideal bureaucracy because people and people who run bureaucracies "track a lot of emotional mud" into work. But contrary to prior concern about emotions (again there can be a gender issue here) tapping into emotional intelligence can be very useful to a company. EI has to do with a person's ability to succeed in coping with environmental demands and pressures. There are two elements are hallmarks in our organizations in the 21st century.

Creativity and innovation are demands in a global, competitive environment. Those who rank high on EI have the ability to accurately perceive, evaluate, express, and regulate emotions and feelings. Think of a brainstorming session, a crisis, and the discovery of an unknown factor that must be ferreted out. These are all situations when a person with a high EQ might be the best on in charge of a group. These are non-programmed situations that are happening everyday in the dot-com world and the world of technology in general, as well in our more traditional firms. EQ has come of age.

Teaching Notes

This is a good place to have students compare their scores on the Self-Assessments to see if there is a pattern developing for them. You could then discuss what the implications of a pattern or lack thereof are for a future manager.

Exercises

1. You might wish to have a discussion or give a short lecture on IQ and why it has dominated our evaluation of students and others. You might wish to point out the old adage that the C students become the CEO because they are not as busy working hard for A's but are learning the fine art of socializing and politicking. Then have students discuss what effect they think IQ has had and what effect EQ might have on them and on organizations.
 - **Learning objectives:**
To discuss the role that EQ & IQ have on them personally.
 - **Preparation/time allotments:**
This should be about a 20-minute exercise.
 - **Advantages/disadvantages/problems that might arise:**
Be careful with the students that score low on this. As with IQ, in our society this has a negative connotation. For those students that score really low, have them look at individual questions and determine which scores will naturally improve as their experience improves.
2. Debate IQ and EQ.
 - **Learning objectives:**
To compare the two constructs of EQ & IQ.
 - **Preparation/time allotments:**
This should be about a 20-minute exercise.
 - **Advantages/disadvantages/problems that might arise**
You may have many students that have not taken an IQ test. If so, they still should be able to discuss it conceptually. Also, with EQ, you might have them discuss which of the dimensions of EQ are learnable, and which ones they think are more trait-like.

Internet Links

1. http://www.queendom.com/tests/iq/verbal_iq_a_access.html.
This assessment measures your verbal abilities and gives you an opportunity to learn new vocabulary with the *Verbal-Linguistic Intelligence Test*. Please take the test and then be prepared to discuss the instrument in class as it might relate to EQ.
2. http://www.queendom.com/tests/minitests/procrastination_short_access.html.

Find the search bar and look for the procrastination test. Take the test and then relate the results to how being or not being a procrastinator might impact your emotional IQ. Be prepared to discuss in class.

SUGGESTED ANSWERS TO THINKING CRITICALLY CASE STUDIES

CASE 1.A: Transition to Supervisor

1. If you envision transitioning into a supervisory position, what can you do to ensure you don't end up like Tristan?

Becoming a manager does not necessarily require you to abandon the relationships you enjoyed before becoming a manager. If you had common interest outside of work before you became a supervisor, there is no reason the social association cannot continue. However, your relationships with operative employees are bound to naturally change. You are now a supervisor and, as such, your priorities are not the same as those of operatives. Chapter 1 points out the fact that, as a supervisor, you will have to play many roles and wear many different hats. Can anyone successfully wear the hat of both management and labor?

2. What supervisory competencies should you work to develop? Why?

Successful supervisors must possess four critical competencies: technical, interpersonal, conceptual, and political competencies. Supervisors require technical competence—the ability to apply specialized knowledge or expertise. It's difficult, if not impossible, to supervise employees with specialized skills effectively if you don't have an adequate understanding of the technical aspects of their jobs. The ability to work well with employees, understand employee needs, communicate well, and motivate others—both individually and in groups—constitutes interpersonal competence. Strong conceptual abilities allow a supervisor to see that the organization is a complex system of many interrelated parts strong conceptual abilities help managers make good decisions. Political competence is the supervisor's ability to enhance his or her power, build a power base, and establish the “right” connections in the organization.

3. Which of the four management functions do you believe most supervisors need help with? Why do you think this is the case?

A technical job allows the individual to directly exercise his or her skill and expertise on the job. Individuals working in a technical capacity are often responsible only for themselves in the workplace. Supervisors, on the other hand, carry the responsibility of an entire product line or division, for example, including all employees. Supervisors also likely share greater input in the organizational planning process. The ability to work well with people, understand their needs, communicate well, and motivate others—both individually and in groups—constitutes **interpersonal competence**. Many people are

technically proficient but interpersonally incompetent. Supervisors must have good interpersonal skills to communicate, motivate, negotiate, delegate, and resolve conflicts.

4. The role of supervisor can be considered a first step toward management. What are the benefits and potential disadvantages of pursuing a management career?

Individuals in management may make more significant contributions in the planning process and have more direct input into the overall daily operations of the organization. In addition, members of management play a more direct role in motivating workers and, perhaps, in shaping organizational culture. On the other hand, managers are often required to work long hours. They are responsible for the overall legal and ethical actions of the organization, as well as responsible for the organization's efficiency and profitability. Managers often "wear a lot of hats" and often face role overload.

CASE 1.B: Leading the A-Team

1. List as many of Karen's responsibilities as you recall. Prioritize the list. Explain why you placed certain items at the top of the list and others at the bottom.

Planning. Scheduling the activities of 12 employees.

Organizing. Assigning the variety of tasks; moving employees from one task to another, as needed.

Leading. Using interpersonal skills to assure a happy work force; taking special care to make sure her employees are pleased with their work; customer service and employee issues; keeping employees apprised of changes that may be occurring; "springing" for after-work pizza; keeping upper management informed.

Controlling. Certifying all work is done properly; handling all money transactions; inventory and financial control; tally of the day's business activities and receipts.

Priorities: Karen spends most of her time in leading functions. Equally important, though not as numerous, are her activities which relate to the organizing function. The work must be assigned and tasks delegated. Generally speaking, supervisors spend the least amount of their time on controlling activities. However, in Karen's case, control is a vital part of responsibility. This is not uncommon in small businesses.

2. Describe the supervisory functions that Karen performs. Do you believe some functions are more important than others? Explain.

Karen performs all of the functions of management; planning, organizing, leading, and controlling. In her small business capacity, the supervisor is usually involved in all four functions. That's because in most small businesses, the supervisor fulfills the responsibilities of all; top, middle, and first-level.

3. How can Karen avoid problems she may encounter supervising her employees while still pleasing her boss? What can she do to foster good relationships with her boss? With her employees?

It is unlikely Karen will be able to avoid any and all of the problems she may face. Conflicts are bound to crop up. However, what she is doing now will certainly help keep things running smoothly. She is keeping both her boss and her employees informed. In her role as key person she is communicating with them. As person in the middle, she keeps her boss apprised of all employee issues that come up. As just another worker, she helps out whenever and wherever she can, and as behavioral specialist, she used her interpersonal skills to lead and motivate her employees. All of these are couched in the skills discussed in Chapter 1.

ADDITIONAL ACTIVITIES

1. Ask each student to describe the organizational pyramid at his or her current or previous job, paying particular attention to the numbers of supervisors at each level, their interactions with each other, and the types of competencies that are most critical at each level.
2. Management focus differs by organizational level. Top management focus is strategic, or long term. Middle management focus is intermediate. First-level management focus is operational, or day-to-day. The goals and objectives of the first-level support the goals and objectives at the middle level; middle management goals support the goals of top management. As individuals, our various levels of goals are connected similarly. Ask each student to examine one of his or her strategic goals, discussing how his or her intermediate goals must be achieved to support that strategic goal. Then, ask each student to describe some day-to-day goals that support those intermediate goals.

