Supervision - Concepts and Practices of Management 14th edition Leonard Solutions Manual

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Solution and Answer Guide

LEONARD, SUPERVISION: CONCEPTS AND PRACTICES OF MANAGEMENT, 14E, 2025, 9780357719008; CHAPTER 1: THE SUPERVISORY CHALLENGE

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ANSWERS TO WHAT HAVE YOU LEARNED?

1. Please interview one practicing manager/supervisor in an organization or industry that you are not really familiar with. Ask them to identify the one thing they like best about being a supervisor, then ask the manager to describe the most difficult aspect of his or her job. Compare your findings with those of another student. What are the similarities? Differences?

   Answer: This is a good opportunity for students to work as a team and to learn new information built on students' industry experience. There will be similarities and differences in their responses; however, they should articulate more similarities than differences. If someone is anticipating a job or career change, this also gives the student an opportunity to learn first-hand about the organization.

2. Based on your findings from question 1: What are some of the advantages to being a supervisor? What are some disadvantages?

   Answer: In addition to more status and a higher salary, supervisors have the opportunity to learn first hand about the impact of the decisions they make. They can gain personal satisfaction and a feeling of accomplishment by doing things others

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thought impossible. It can be a valuable experience that will allow one to find his/her own strengths.

Instructors should also discuss the pressures that supervisors experience in contemporary supervisory management. Some supervisors might find that the transition to supervision is difficult as peer relationships change. Others may find the long hours without overtime pay and the increased crises and pressures stressful. Despite these, most supervisors find their positions to be rewarding, primarily because of the opportunities to be a significant part of decision making and activities that are vital to the success of a firm. Also, most middle and top managers get their initial managerial experiences in supervisory positions. The lessons learned in supervision are important and applicable if a supervisor hopes to move up the managerial hierarchy.

3. From the standpoint of the supervisor, what is the significance of the following?

- Taylor's scientific management
- Fayol's functions of management
- The Hawthorne studies
- Behavioral science
- The quantitative/systems approaches

Answer: Frederick Taylor has long been referred to as the "father of scientific management." His contributions focused upon the importance of managerial planning and the utilization of engineering principles to determine the most efficient ways to perform work. Taylor believed, however, that workers should be rewarded according to their productivity, and he was not the totally insensitive person that some writers have described him to be. The significance of Taylor's contribution is that it recognizes that each job is comprised of tasks. These tasks require behavioral steps or activities in order to be accomplished. Each task has a best way in which it can be done. The job of the supervisor is to analyze each task and find the best way to get it done. This is accomplished by matching the job requirements of the task to capabilities of the worker and teaching them the best way to do it. It is important that the supervisor stresses to the employee what is expected of them and that they are rewarded for their accomplishments. At the same time, he did not believe that workers should have much input in the planning and organizing of their tasks.

Henri Fayol identified principles of management that he believed were universal, and he developed the functional (or process) approach for the study of management. The functional approach for study and analysis of management, which has been adopted in this text, provides a systematic way to comprehend the complexities and dynamic nature of any management position.

The Hawthorne studies provided the first major research evidence concerning the importance of work groups and the motivation of employees in influencing output and efficiency. Although somewhat controversial, the Hawthorne studies stand as an important effort that focused attention upon the importance of work groups as they influence employees' behavior. The lessons from Hawthorne are still relevant. If they

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are to accomplish the objectives of their work units, supervisors must be sensitive to employee attitudes and work group considerations.

The Hawthorne studies led the way for numerous behavioral science studies focusing on behavior of people in organizations. In particular, contributions from psychology, sociology, and organizational behavior have brought many valuable insights about the behavior of individuals and groups at work and how supervisors can approach employees in efforts to obtain more positive motivation from them.

Quantitative/systems approaches are primarily mathematical and computer-science-oriented. When a decision maker faces a situation where major parameters of the problem can be quantified or placed in a computer model, these approaches can be useful in arriving at a so-called "optimal" decision. Most supervisory decisions do not lend themselves to quantification.

4. Of those factors or trends projected to reshape the workplace and the economy, how might the changes over the next year or two affect you, your lifestyle, and the work of your organization? Which will create the greatest challenge for supervisors? Why?

   Answer: Some of the major factors and trends affecting the role of the supervisor has been described in Chapter 1. Figure 1.7 lists the federal employment legislation affecting supervisors. Students should be urged to explain the significance of these legislations. The concept of diversity has been emphasized as one that will be a major element in all supervisory and management concerns. Several factors have emerged since the dawn of the new millennium. Increased competition, terrorist threats, incivility in society and the workplace, depressed corporate profits, declining trust in business leaders, bankruptcies, and other technological, economic, sociological, political, and environmental issues will impact the workplace. The greatest challenge will be for supervisors to balance the needs of the organization with those of the employees. Creating a positive work environment that gets people of various backgrounds to function as a single unit will be crucial.

5. Some people have postulated that the "hand of government should be invisible" in the marketplace. What are some arguments for having the federal, state, and/or local governments regulate business?

   Answer: The invisible hand phrase was introduced by Adam Smith where he indicated that an economy could work well in a free market scenario where there are no regulations by government. There are various arguments for having the federal, state, and/or local governments regulate business.

   In some scenarios, especially those where a consumer is buying a product for his/her own use a free market may be suitable. Competing suppliers may also prosper by serving the demand in the best way. But in a field such as medicine, some amount of regulation may be required to ensure safety of the patients. Here the consumers cannot be experts. Another positive is that some local governments provide incentives to encourage businesses to become greener, and so on, which may not be possible in a free market situation.

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6. At the end of the day, how do you measure whether you have been successful or not?

Answer: A discussion of this question by a group of college students will probably draw more controversy than the typical end-of-chapter discussion. It has been found that students' responses are often on the far ends of a continuum. Their own values, experiences, and other factors will strongly influence their responses.

Instructors have found that the typical 20-year-old student becomes frustrated with this question because he or she wants the "correct" answer. There is none. This question requires students to look in the mirror and decide what is "really important" to them. The answer is highly personalized. Some students believe that money is the only thing that matters. The accumulation of material possessions is their prime measure of success. One of the authors of the text likes to ask his students the following question: "Do you know someone who buys things they don't need with money they don't have to impress people they don't even like?" Some of them know someone who fits that description. Some students believe that success is measured by their deeds or what they have accomplished—in other words, what they have done and how they did it. A few students contend that success is feeling good about oneself.

Webster defines *success* as (1) a degree or measure of succeeding, (2) favorable or desired outcome, (3) the attainment of wealth, favor, or eminence. Thus, success is relative to one's experiences, environment, and perceptions.

Answers to Personal Skill Building

Personal Skill Builder 1-1: What Call Did You Make?

Review this chapter's opening You Make the Call!

1. Make a complete list of the major concerns that face Ava Martin as she begins this new assignment.
2. Prioritize the items on your list.
3. Review the three major concerns you have listed, then write suggestions that might help Ava Martin deal with those concerns.
4. FOOD FOR THOUGHT QUESTION Why is it important for new supervisors such as Ava Martin to make a list of concerns that they may face in their new assignment?

Answer: In this Personal Skill Builder, students should refer to the opening You Make The Call section, make a list of the major concerns that face Ava Martin and prioritize them. Students should then give suggestions for the three major concerns that they have mentioned. They should also think about why it is important for new supervisors such as Ava Martin to make a list of concerns that they may face in their new assignment.

Personal Skill Builder 1-2: Making a difference.

After reading this chapter, we want you to think about four people that we think have made a difference in the world during the twenty-first century:

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- Steve Jobs-an American entrepreneur, marketer, and inventor who was the cofounder and CEO of Apple, Inc.
- Nelson Mandela-a South African anti-apartheid revolutionary, politician, and philanthropist who served as president of South Africa from 1994 to 1999
- Warren Buffett-an American business magnate, investor, and philanthropist
- Oprah Winfrey-an American media entrepreneur

Choose one of the following websites (or any other reputable site) to learn more about their lives and how they made or are making a difference in the world.

a. https://www.google.com/search?q=steve+jobs&oq
b. https://www.google.com/search?q=nelson+ mandela&oq
c. https://www.google.com/search?q=warren+ buffett&oq
d. https://www.google.com/search?q=oprah+winfrey&oq

1. What differences have they made in the world?
2. Based upon your research, what skills did they use (or are using) to make these differences?
3. What did they do or are doing to engage others to get off the bench and get in the game?
4. What did you learn after reading about this person's achievements that will help you meet challenges in the days ahead?

Answer: In this Personal Skill Builder students should choose one person from the following four people who have made a difference in the twenty first century—Steve Jobs, Nelson Mandela, Warren Buffett, and Oprah Winfrey. They should search online from a reputable site to learn more about his life and how he is making a difference in the world. The students should then discuss what differences he has made in the world, the skills he used to achieve this, what he is doing to get people off the bench and in the game, and also how he has taught them to meet challenges in the future.

Personal Skill Builder 1-3: Assessing Your Toolbox—What Do I Need to Get into Supervision?

Before you begin this exercise, you are encouraged to carefully read this chapter.

Each employee brings a "toolbox" to work each day. The toolbox consists of skills, knowledge, abilities, and experiences. Below, we have listed two supervisory jobs. Carefully read each one and then pick the one that most interests you. Then:

1. Make a list of the requirements (skills, knowledge, abilities, experiences) needed for the job.
2. Make a list of your strengths (SKAs) and compare them with the requirements for each job.
3. Determine what you need to do to add to your toolbox (i.e., sharpen your saw) to improve your chances of getting the job.
4. Outline a plan for adding those essential ingredients to your toolbox.
5. Explain how you will put the plan into action.
6. Refer to your plan once a week to assess your progress, and make changes as

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necessary.

7. These were actual advertisements appearing in online ads. Increasingly, firms are using the web. For the sake of this exercise, we have used letters rather than the actual organization contact. Select the one that you are most interested in, and write a cover letter expressing your interest in the position. Your instructor may want to review your cover letter as a graded assignment or have you share it with a classmate–you critique their cover letter while they critique yours. In the latter case, make constructive and cogent suggestions.
8. If you have not done so, develop a résumé. Refer to the suggestions on writing a résumé given earlier in this chapter.
9. Develop a list of questions you would ask if you were selected for a job interview.
10. Visit your college placement office to seek out the services it provides students. Start your journey now–work to develop the skills and expertise desired by employers.

Answer: Before the students begin this skills application, they should be encouraged to carefully read the section titled as 'Getting into Supervision' in Chapter 1. Each employee brings a "toolbox" to work each day. The toolbox consists of skills, knowledge, abilities, and experiences.

Two supervisory jobs have been listed in the PSB. Ask the students to carefully read each one and then pick the one that most interests them. Then ask them to make a list of the requirements, their strengths, what needs to be added to their "toolbox." Ask them to outline a plan for adding those essential ingredients, their idea to convert their plan into action, and ask them to refer to their plan once in a week to assess their progress, and make changes as required.

Present the following advertisements to the students:

Opening #1: Supervisor Wanted

A manufacturer of plastic containers for the food industry has a third-shift production supervisor position to fill. This position will direct the daily activities of hourly production personnel to accomplish production, safety, and quality goals. The successful candidate will possess strong people skills and good communication skills and will demonstrate leadership and problem-solving techniques. An associate degree with a minimum of two years' experience in a manufacturing environment is required for this position. Experience in the plastics industry would be a plus. We offer a competitive wage and benefits package. Interested candidates should send their résumés and salary histories to ABC@abc.net

Opening # 2: Restaurant—Management Trainee Position

A rapidly growing restaurant chain with operations in ten southeastern states is looking for motivated people to join our management training program. Previous customer service experience is required. Our extensive training program is one of the best in the nation. We are seeking dynamic, motivated, detail-oriented persons who have the potential to lead their own teams in our facilities. Must be well-organized, have the ability to multitask, and be able to work without supervision. We offer a competitive salary, vacation incentives, weekly bonuses, and promotion opportunity after 90 days. Send cover letter, résumé, and three references to DEF@xxx.net

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Ask the students to select one of these advertisements to write a cover letter expressing their interest in the position. It could either be a graded assignment or students could critique one another's cover letters, giving constructive suggestions. The students should develop a list of questions they would ask if they were selected for a job interview. Ask them to also visit the college placement office to see what services it provides students.

Most students will see this activity primarily as an opportunity to gather career information. For them, the ability to gather and use information is the key to future success. Others will live by the adage—"It's not WHAT you know, but WHO you know."

Instructors could also ask their students to identify the job ad that most appeals to them and the job ad that least appeals to them. What becomes clear is that the job ad that appeals to one person does not appeal to others.

The students should be asked to develop resumes. Perhaps, the college placement office or career services will help them develop their resumes. Maybe the school has a short course in resume writing—encourage them to develop their resumes as soon as possible.

Personal Skill Builder 1-4: Technology Tools—What's in Your Toolbox?

To take full advantage of the Technology Tool activities that are included at the end of each chapter of the text, the authors encourage you to engage in a quick technology self-assessment to ensure you have the basic tools necessary to access and complete the activities. As directed by your instructor, complete and submit the questionnaire below. If you are unsure of how to answer any of the questions, arrange a time to meet with a member of your institution's IT help desk to receive guidance in securing the software necessary to access the internet, open portable document file (PDF) documents and compose, save, and submit documents using a word processor.

1. Do you have access to an internet connection?
2. What is the name of your internet browser?
3. Can you find information using a search engine such as Google or Yahoo?
4. Can you download and save files, such as documents or PDFs, from the internet?
5. What is the name of the program that opens PDFs?
6. Do you have a PDF reader program on your computer?
7. Do you have Microsoft Word or comparable word processing software on your computer?
8. Does your word processing software have automatic grammar and spell check functions? (If the software does have that function, please make sure it is turned on and that you use it when composing any written work).
9. Can you save files to your hard drive or a removable storage device, such as a CD or a flash drive?
10. Can you log into your student e-mail account and read and send e-mail messages?
11. Can you attach a file to an e-mail message?

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12. If this course is web-based or web-enhanced, what is the website address (URL) for your online course room or learning management system (LMS)?
13. Can you upload a file to your online course room or LMS?
14. What is the name of the technology help center at your institution?
15. What is the website for the technology help center at your institution?
16. What is the phone number for the technology help center at your institution?
17. What is the e-mail address for the technology help center at your institution?
18. Do you have other specific technology questions related to this course for which you would like assistance to find answers?

Answer: In this PSB students are encouraged to engage in a quick self-assessment of their technology to ensure they have the basic tools necessary to access and complete the activities. The students have to fill a questionnaire containing 18 questions. The questions test the students' knowledge about their basic understanding of the Internet, the technology help center at their institution, and so on. In case students are unsure of how to answer any of the questions, they could arrange a time to meet with a member of the institution's information technology (IT) help desk to receive guidance in securing the software necessary to access the Internet, open PDF documents and compose, save, and submit documents using a word processor.

Answers to Team Skill Building

Team Skill Builder 1-1: You Make the Call

This chapter's You Make the Call! can be used as a team role-play exercise. We recommend dividing the class into groups of three for this exercise. If you have an odd number, let one or two students fill the role of an observer recorder.

One student can play the role of Ava Martin, another Mai Brock, and another should be Aamir Manu, the hospital administrator. Refer to Personal Skill Builder 1-1. Each student in the group should list the major concern that they had on their list. Working as a group, develop strategies that Ava should use to deal with her concerns.

1. Working as a group, are your suggestions for Ava's concerns better than the ones that you individually developed?
2. Thinking back upon your group experience, did all of you participate equally? Did a leader emerge? If so, who was the leader of your group and why were the rest of you willing to allow that person to become the leader?
3. The previous supervisor in the ER department was somewhat autocratic. Based upon your group experiences, why was this leader's style not appropriate for the ER department?
4. Ava is an admired manager. Each of you in the group should identify your most admired manager and share what it was that they did that made you admire them. Does Ava have some of those same characteristics?

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5. As a group, write a paragraph describing what you learned from this skill application. If time permits, the instructors may have students share those to determine what commonalities there are within a class.

Answer: In this activity, the opening You Make the Call can be used as a team role play exercise. The class could be divided into groups of three for this. If there is an odd number then one or two students could fill the role of an observer recorder.

One student can play the role of Ava Martin, another Mai Brock, and another should be Aamir Manu, the hospital administrator. The students could refer to Personal Skill Builder 1-1. Each student in the group should list the major concern that they had on their list. Working as a group, the students should develop strategies that Ava should use to deal with her concerns.

The students are also required to answer some questions related to their group experience about leadership style. They should also write a paragraph about what they learned from this activity.

TEAM SKILL BUILDER 1-2: THE BEST COMPANIES TO WORK FOR!

In 2022, Korn Ferry and Fortune identified "The World's Most Admired Companies" (Korn Ferry, "The World's Most Admired Companies" (2022), https://www.kornferry.com/insights/this-week-in-leadership/fortune-worlds-most-admired-companies-2022).

The top 10 were Apple, Amazon.com, Microsoft, Pfizer, Walt Disney, Berkshire Hathaway, Alphabet, Starbucks, Netflix, and JPMorgan Chase.

NOTE TO INSTRUCTORS. We suggest that you divide your students into groups of 3-8 for this Team Skill Builder.

Each student in the group should select one of the aforementioned companies, and get sources of information about their chosen company from the web.

1. Based upon what you learned about your chosen company, how would you describe their current management philosophy?
2. What does the leader of the company do to guide employees to be the best they can be?
3. Assume that you were to shadow the CEO of this company for a day. What do you think you would learn?
4. What challenges do you think the company is facing today?
5. Would you like to work for the company? Why or why not?

After you have answered these questions for your chosen company, share your findings with the other members of your group.

Working together as a group, write a two-page paper explaining the advantages of seeking a job in these organizations. Your final paragraph should identify three things that you learned that will help you get a job in one of these companies.

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Answer: The instructors could divide the students into groups of 3–8 for this Team Skill Builder. Each student in the group should select one of the aforementioned companies, and go to the Web to get sources of information about their chosen company. The students should then answer questions related to—the company's management philosophy, what the leader of the company does to guide employees to be the best, what they would learn if they shadowed the CEO of the company for a day, what challenges the company is facing presently, and whether they would like to work for the company.

After students have answered these questions for their chosen company, they should share their findings with the other members of the group. Working together as a group, they should write a two-page paper explaining the advantages of seeking a job in these organizations. Their final paragraph should identify three things that they learned that will help them get a job in one of these companies.

TEAM SKILL BUILDER 1-3: FOOD FOR THOUGHT

Over the last ten years, minimum wage has been a popular subject for political debate. Several states have already passed legislation for wage increases. In 2023, the hourly minimum wage in 23 states rose to account for cost-of-living changes or as part of efforts to meet a $15 an hour wage.

We suggest that you review Alicia Wallace, "New Year's Pay Boost: These States Are Raising Their Minimum Wage," *CNN* (December 31, 2022), https://www.cnn.com/2022/12/31/economy/minimum-wage-increases-2023/index.html; Paul Davidson, "Minimum Wage is Going Up in 23 States as $15 an Hour Gains Steam. Is Your State One of Them? *USA Today* (December 22, 2022), https://www.usatoday.com/story/money/2022/12/22/minimum-wage-raise-23-states/10940440002/; and other articles about the pending wage increase.

Students working together in groups of 3 to 6 should respond to the following questions:

1. What impact will higher wages have on employee satisfaction?
2. What impact will the minimum wage increase have on the price of products?
3. What impact will the increase in minimum wages have on unemployment?
4. After sharing your thoughts on these questions, as a group, write a 60-word paper identifying why the group agrees or disagrees with the proposed wage increase.

Answer: Working together in groups of 3 to 6 students should respond to questions about—the impact higher wages will have on employee satisfaction, the impact that the minimum wage increase will have on the price of products, and the impact that the increase in minimum wages will have on unemployment. The students should also write a 60-word paper identifying why the group agrees or disagrees with the proposed wage increase.

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Instructor Manual

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Purpose and Perspective of the Chapter

The purpose of this chapter is to equip readers with a comprehensive understanding of the supervisory role in the modern era. It delves into the evolving demands and rewards of supervision, elucidates the key contributions of various management schools of thought, and analyzes the multifaceted impact of economic, demographic, political, and social trends on supervisory responsibilities. Furthermore, it underscores the necessity for continuous professional growth and development among supervisors and provides insights into pathways for entering supervisory positions.

Chapter Objectives

The following objectives are addressed in this chapter:

1. Explain the demands and rewards of being a supervisor in the twenty-first century.
2. Describe the contributions of four schools of management thought.
3. Identify at least five of the economic, demographic, political, and social trends that will affect supervisors.
4. Explain why supervisors must continually grow and develop as professionals.
5. Recognize ways for getting into a supervisory position.

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What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Updated learning objectives
- Additional information on Corporate Culture and Ethical Conduct added
- Added examples about the COVID-19 pandemic, crypto-currency, ecommerce sales, and multiple political, economic, and scientific current events
- Updated information about unemployment rates, job-seeking rates, temporary employment rates, hourly minimum wage, and labor force demographics
- New web links added to resources
- Updated endnotes with additional sources for further study

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CHAPTER OUTLINE

In the outline below, each element includes references (in parentheses) to related content. "CH.##" refers to the chapter objective; "PPT Slide #" refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center); and, as applicable for each discipline, accreditation or certification standards ("BL 1.3.3"). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 1 (PPT Slide 2).

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I. What Does It Mean to Be a Supervisor in Uncertain Times? (01.01, PPT Slides 3–7)
   a. Supervisors are first-level managers who oversee entry-level and other departmental employees.
   b. Working supervisors, when supervisory work is performed by individuals who may not officially or legally be considered part of management.

II. Schools of Management Thought (01.02, PPT Slides 8–14)
   a. The Scientific Management Approach
   b. The Functional Approach
   c. The Human Relations/Behavioral Approach
   d. The Quantitative/Systems Approaches

III. Factors and Trends Affecting the Role of the Supervisor (01.03, PPT Slides 15–28)
   a. Population and Workforce Growth
   b. Changing Age Patterns
   c. Women in the Workforce
   d. Immigrants in the Workforce
   e. Barriers for Women and Minorities
   f. Educational Preparation
   g. Occupational and Industry Trends
   h. Changing Technology and Business Conditions
   i. Global Challenges
   j. Work Scheduling and Employment Conditions

IV. Corporate Culture and Ethical Conduct (01.04, PPT Slides 29–36)
   a. Social Responsibility, Corporate Culture, and Ethical Conduct
   b. Governmental and Societal Issues
   c. Workplace Incivility and People Who Make Life Difficult
   d. The Three E's—Engagement, Empowerment, and Employee Participation in Decision-Making
   e. Supervision: A Professional Perspective
   f. Getting into Supervision

V. Where to Look for Information (01.05, PPT Slides 37–39)
   a. Make Yourself Invaluable

VI. Summary

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