Supervision Concepts and Skill Building 10th edition Certo Solutions Manual

SKU: 9781260028782-SOLUTIONS

Chapter 02
The Supervisor as Leader

I. Chapter Overview

Learning Objectives

2.1 Discuss the possible link between personal traits and leadership ability.
8.2 Explain democratic vs. authoritarian leadership.
8.3 Explain major leadership theories.
8.4 Identify criteria for choosing a leadership style.
8.5 Explain how supervisors can develop and maintain good relations with their employees, managers, and peers.

Supervisors must be leaders. Leading is the management function of influencing people to act or not act in a certain way. This chapter describes a variety of leadership styles and discusses how to give directions. It also discusses how supervisors can effectively relate with the various people in an organization.

To find out whether people are natural leaders, researchers have looked for traits commonly found in effective leaders. Although research has been inconsistent, the conclusion is that traits alone do not predict success as a leader. Traits that are often suggested as useful include a sense of responsibility, self-confidence, high energy level, empathy, internal locus of control, and a sense of humor.

Leadership styles are categorized in several ways. When categorized by the amount of authority retained by the supervisor, supervisors can be authoritarian, democratic, or laissez-faire. Another way to look at differences in leadership styles is to consider what supervisors focus on in making decisions and evaluating accomplishments. Supervisors may focus on the task at hand (task-oriented approach), the people involved (people-oriented), or on both.

The contingency theories of leadership like Fiedler's contingency model, life cycle theory, and the path-goal theory of leadership are based on the view that the best style of leadership depends on the situation. According to Fiedlers' contingency model, the performance of a particular leadership style depends on three characteristics of the situation: leader–member relations, task structure, and the position power of the leader. Hershey-Blanchard's life cycle theory suggests that the leadership style should reflect the maturity of the followers. The path–goal theory of leadership suggests that the primary activities of a leader are to make desirable and achievable rewards available to organization members who attain organizational goals and to clarify the kinds of behavior that must be performed to earn those rewards. Servant and entrepreneurial leadership styles are relevant to different situations. Servant leadership style is well suited for leaders whose primary task is to serve people around them while entrepreneurial leadership is based on the attitude that the leader is self-employed.

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The text discusses the factors that should be kept in mind when selecting a leadership style. These factors include characteristics of the leader, the subordinates, and the situation itself.

Successful supervisors need to work effectively and maintain good relations with their employees, boss, and peers. With employees, supervisors should set a good example, be ethical, and develop trust. Supervisors should give their boss loyalty, cooperation, information, and results and be aware of and respond to the boss's style. With peers, supervisors should keep competition fair and as friendly as possible and offer support or criticism in a constructive way.

A Supervision Challenge: Kraft Leaders Unify Employees

Teaching notes:

The opening case discusses the takeover and subsequent transition of Cadbury by Kraft Foods. The case presents the following two questions.

1. Are there other ways you might utilize leadership in situations involving unhappy employees?

   Students will suggest various examples. One example may be a supervisor who continues to exhibit a positive attitude even though everyone is upset over a recent change to the internal phone system.

2. Can you use the leadership theories and principles from this chapter to avoid the pitfalls of using company history as a leadership tool?

   Students may present various examples or suggestions. Some may be that a democratic leadership style would allow Cadbury employees to voice their concerns and feel they are being heard. Needed is a manager scoring a 9,9 on the managerial grid, having both a high concern for people and production. Cadbury staff may feel unsettled after the takeover and need extra concern from leaders. According to Fiedler's contingency theory, a relationship oriented leader would perform best.

The case is again referred to in the Skills Module – Part Two: Skill-Building exercise at the end of the chapter.

II. Teaching the Concepts by Learning Objectives

Learning Objective 2.1: Discuss the possible link between personal traits and leadership ability.

1. Key Terms:

   Leading: Influencing people to act or not act in a certain way

   Internal Locus of Control: The belief that you are the primary cause of what happens to yourself

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2. Teaching Notes:

Leading is the management function of influencing people to act or not act in a certain way. Management consultants Herb Greenberg and Patrick Sweeney say managing involves *implementing* ideas (putting them into action), whereas leading focuses on *initiating* ideas (getting them started). A leader inspires that willingness by instilling in employees a sense of common purpose, a belief that together they can achieve something worthwhile.

Effective leaders are those who are able to influence follower attitudes and behaviors toward outcomes that are important for the organization. To find out whether people are natural leaders, social scientists have studied the personalities of effective leaders, looking for traits they hold in common. Presumably, such traits would be predictors of good leadership. Some traits that might be considered significant are the following:

- *Sense of responsibility*—a person who is promoted to a supervisory position is given responsibility for the work of others as well as for his or her own performance. Supervisors must be willing to take this responsibility seriously and be aware that they are responsible for their actions 24 hours a day, seven days a week.
- *Self-confidence*—a supervisor who believes in his or her ability to get the job done will convey confidence to employees.
- *High energy level*—many organizations expect supervisors to put in long hours willingly to handle the variety of duties that come with the job.
- *Empathy*—in settling disputes, answering questions, and understanding needs, supervisors should be sensitive to the feelings of employees and higher management. Supervisors who have difficulty understanding what makes people tick will be at a disadvantage.
- *Internal locus of control*—an **internal locus of control** is the belief that you are the primary cause of what happens to yourself. Those with an internal locus of control are thought to be better leaders because they try harder to take charge of events.
- *Sense of humor*—people with a good sense of humor are more fun to work with and work for.

3. Teaching examples to discuss the possible link between personal traits and leadership ability:

There are many books on leadership. They provide diverse reasons of leadership success including personal traits, structural systems, and behavioral explanations. Stephen R. Covey, in *The 7 Habits of Highly Effective People,* looks at personal characteristics or habits. An argument is made for deep fundamental truths that act as guidelines to deal with a wide variety of situations. The seven habits are not separate but act together to provide a basis of behavior or action. A review of the seven habits provides additional support for many of the characteristics presented in the text.

The seven habits are summarized below. However, if Covey's work is used as a basis for the lecture it may be useful to read more of the book. There are excellent examples to illustrate the principles.

Habit 1—be proactive. This refers to the taking of responsibility to make things happen.

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Habit 2—begin with the end in mind. Start with a clear picture of where you are going and what the destination will look like. It also implies you know where you are right now.

"Begin with the end in mind" is based on the principle that all things are created twice. There's a mental or first creation, and a physical or second creation to all things.

Habit 3—put first things first. This principle is based on two factors–importance and urgency. Priority is given to those things that are important and working toward the position where there is sufficient time to avoid high urgency. This is achieved by minimizing the unimportant things.

The Time Management Matrix

	Urgent	**Not Urgent**
Important	**I** **Activities** Crises Pressing problems Deadline-driven projects	**II** **Activities** Prevention, PC activities Relationship building Recognizing new opportunities Planning, recreation
Not Important	**III** **Activities** Interruptions, some calls Some mail, some reports Some meetings Proximate, pressing matters Popular activities	**IV** **Activities** Trivia, busy work Some mail Some phone calls Time wasters Pleasant activities

Habit 4—think win/win. This principle means that agreements or solutions are mutually beneficial. A supervisor's success is not achieved at the expense of another person.

Habit 5—seek first to understand, then to be understood. First listen with the intent to understand. Empathetic listening gives you the data for understanding. This is the key to effective interpersonal communications.

Habit 6—synergize. Synergy is the essence of principle-centered leadership. Simply defined, the whole is greater than the sum of its parts.

Habit 7—sharpen the saw. This habit makes the other habits possible.

4. Exercise for discussing the possible link between personal traits and leadership success.

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Split class into teams of three members each. Each team should be asked to pick and represent one industry. The teams should then discuss the personal traits that are most important for leadership success in the industry that they represent. Are there industry-specific personal traits important for leadership?

Learning Objective 2.2: Explain democratic vs. authoritarian leadership.

1. Key Terms:

Authoritarian Leadership: A leadership style in which the leader retains a great deal of authority

Democratic Leadership: A leadership style in which the leader allows subordinates to participate in decision making and problem solving

Laissez-faire Leadership: A leadership style in which the leader is uninvolved and lets subordinates direct themselves

2. Teaching Notes:

If an individual has worked for more than one boss, chances are that they have experienced more than one leadership style. Some supervisors instinctively lead in a way they are comfortable with; others adopt their leadership style consciously. However, a supervisor who is aware of the basic types of leadership theories is probably in the best position to lead in ways that will get the desired results.

One way to describe leadership styles is in terms of how much authority the leader retains. To describe the possibilities on whether employees control their own work or whether the supervisor does it, management theorists refer to authoritarian, democratic, and laissez-faire leadership.

- With authoritarian leadership, the leader retains a great deal of authority, making decisions and dictating instructions to employees.
- Some supervisors share more authority than authoritarian supervisors do. With democratic leadership, the supervisor allows employees to participate in decision making and problem solving.
- At the opposite extreme from authoritarian leadership is laissez-faire leadership. A laissez-faire manager is uninvolved and lets employees do what they want.

Another way to look at differences in leadership styles is to consider what supervisors focus on in making decisions and evaluating accomplishments. In general terms, leaders may be task oriented or people oriented.

- A task-oriented leader is one who focuses on the jobs to be done and the goals to be accomplished.
- A people-oriented leader is concerned primarily with the well-being of the people he or she

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manages. This type of leader emphasizes issues such as morale, job satisfaction, and relationships among employees.

Researchers Robert R. Blake and Jane S. Mouton recommend that supervisors and other managers be strong in both leadership orientations. They developed a Managerial Grid®, shown in Figure 2.2 identifying five styles of leadership by managers. Along one axis is the manager's concern for people and along the other is the manager's concern for production. Blake and Mouton's research led them to conclude that productivity, job satisfaction, and creativity are highest with a (9, 9), or team management, style of leadership.

3. Teaching examples to describe leadership styles that a supervisor might adopt.

The following are situations where authoritarian, democratic, and laissez-faire style are used or might be appropriate.

- Authoritarian style of leadership—organizations or departments that require a regimented method of performance, quick response, or employees need a lot of direction. The military, and military-type organizations such as correction facilities, would be an example. Firefighting would be another. This style would also be appropriate in organizations where employees require a lot of direction, such as a fast-food restaurant where there is high turnover of personnel.
- Democratic style of leadership—organizations and departments that require input from employees for problem solving or product and process improvement. This style works in organizations where there is a highly skilled work force, especially if it requires teamwork to complete work effectively. An example may be companies that supply the auto industry with parts and materials. These companies are being driven by competitive forces to improve quality and reduce prices through continuous improvement.
- Laissez-faire style of leadership—organizations or departments that require innovative employees where creativity is important. Examples include research and development departments, software companies, and design departments. Beauty salons might be another type of company where this style of leadership works best.

4. Exercise to describe leadership styles that a supervisor might adopt.

Figure 2.2 "The Managerial Grid" in the text illustrates the managerial grid developed by Blake and Mouton. Use this grid to identify management styles. To apply this model of leadership, supervisors identify where their current style of leadership falls on the managerial grid, then determine the kinds of changes they must make to adopt the (9, 9) style, which is high in concern for both people and production.

Ask students to identify two or three firms they are familiar with. After scoring these firms on their concern for production and concern for people, use the Managerial Grid to locate the leadership style of the firm.

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Learning Objective 2.3: Explain major leadership theories.

1. Teaching Notes:

A common view of the Contingency theories of leadership is that the best style of leadership depends on the circumstances.

Fiedler's contingency model. According to Fred Fiedler, each leader has a preferred leadership style, which may be relationship oriented or task oriented. Whether relationship-oriented or task-oriented leaders perform better depends on three characteristics of the situation:

- Leader–member relations refers to the extent to which the leader has the support and loyalty of group members.
- Task structure describes any specified procedures that employees should follow in carrying out the task.
- Position power refers to the formal authority granted to the leader by the organization.

Fiedler recommends that a leader determine whether his or her preferred leadership style fits the situation. If the leader's preferred style does not fit, Fiedler says, the leader should try to change the characteristics of the situation.

Paul Hersey and Ken Blanchard developed a model called the *life cycle theory*. Unlike Fiedler's model, however, the Hersey-Blanchard theory assumes that the leader's behavior should adapt to the situation. Specifically, the leadership style should reflect the maturity of the followers, as measured by traits such as ability to work independently.

Leaders should adjust their degree of task and relationship behavior in response to the growing maturity of their followers. As followers mature, leaders should move through the following combinations of tasks and relationship behavior:

- High task and low relationship behavior
- High task and high relationship behavior
- Low task and high relationship behavior
- Low task and low relationship behavior

The *path–goal theory of leadership* suggests that the primary activities of a leader are to make desirable and achievable rewards available to organization members who attain organizational goals and to clarify the kinds of behavior that must be performed to earn those rewards.

According to the theory of path–goal leadership, a leader should exhibit the following behaviors:

- Directive behavior—directive behavior involves telling followers what to do and how they are to do it.
- Supportive behavior—supportive behavior involves recognizing that above all, followers are human beings. Therefore, it's important to be friendly and encouraging to followers.
- Participative behavior—participative behavior involves seeking input from followers about methods for improving business operations.
- Achievement behavior—achievement behavior involves setting a challenging goal for a

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follower to meet, and expressing confidence that the follower can meet this challenge.

Servant leadership involves putting other people's needs, aspirations, and interests above your own. In fact, a servant leader deliberately chooses to serve other people.

More recent research on servant leadership has indicated that a servant leader meets the following description:

- *A good listener*
- *Empathic*
- *Healing*
- *Aware*
- *Persuasive*

Entrepreneurial leadership is based on the attitude that the leader is self-employed. An entrepreneurial leader skillfully fills the following roles:

- Visionary
- Problem solver
- Decision maker
- Risk taker

2. Teaching examples to explain contingency theories of leadership:

   The contingency models are not inconsistent with the categories of leadership styles in Learning Objective 2.2. As noted above, a supervisor seldom exhibits purely one type of leadership style.

   A simple example of how the Hersey-Blanchard model can be interpreted is to look at the needs and response of the supervisor to a new employee.

   - The new employee needs a lot of help in learning the job. High task and low relationship behavior-provide the technical training associated with the job.
   - The new employee has been trained and is working on the job. High task and high relationship behavior coach and follow-up on the technical parts of the job and feedback to maintain self-esteem during a time when employees may feel unsure of themselves.
   - The new employee is coming along and seems to have mastered the technical part of the job. He or she may not have the speed or skill level of a more experienced employee. Low task and high relationship-most of the attention is aimed at assuring the employee he or she is doing what is expected and is satisfactory as an employee.
   - The new employee is now up to speed, has mastered the technical part of the job, and feels comfortable doing the job. Low task and low relationship behavior-the supervisor can reduce the amount of both the task and relationship behavior focused on this employee.

3. Exercise to explain contingency theories of leadership.

   Refer to the "Exercise" below for Learning Objective 2.4, on page 2-10. Identify criteria for choosing a leadership style. The exercise includes an application of contingency theories of leadership.

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Learning Objective 2.4: Identify criteria for choosing a leadership style.

1. Teaching Notes:

Due to sources of variation such as personality type and cultural values, different leaders prefer different styles of leading.

To some extent at least, a supervisor gets the best results using the leadership style with which he or she feels comfortable. That comfort level depends on characteristics such as the following:

- *The manager's values*—what is most important to the supervisor in carrying out his or her job? Is it the department's contribution to company profits? The employees' or the manager's own growth and development? A manager concerned about developing employees is most likely to involve them in making decisions.
- *Level of confidence in employees*—the more confident the supervisor is in employees, the more he or she will involve them in planning and decision making.
- *Personal leadership strengths*—effective leaders capitalize on their strengths.
- *Tolerance for ambiguity*—when the supervisor involves employees in solving problems or making decisions, he or she cannot always be sure of the outcomes. Supervisors differ in their level of comfort with this uncertainty, which is called *ambiguity*.

Here are some characteristics that should influence the choice of the supervisors in deciding what kind of supervision employees want:

- *Need for independence*—people who want a lot of direction will welcome authoritarian leadership.
- *Readiness to assume responsibility*—employees who are eager to assume responsibility will appreciate a democratic or laissez-faire styles of leadership.
- *Tolerance for ambiguity*—employees who are tolerant of ambiguity will accept a leadership style that gives them more say in solving problems.
- *Interest in the problem to be solved*—employees who are interested in a problem and think it is important will want to help solve it.
- *Understanding of and identification with goals*—employees who understand and identify with the organizational or departmental goals will want to play an active role in deciding how to meet those goals.
- *Knowledge and experience*—employees with the knowledge necessary to solve a problem are more apt to want to help find a solution.
- *Expectations*—some employees expect to participate in making decisions and solving problems.

Characteristics of the situation include:

- *Type of organization*—organizations often lend themselves to one leadership style or another. If the organization expects supervisors to manage large numbers of employees, a democratic leadership style may be time-consuming and relatively challenging.
- *Effectiveness of the group*—regardless of the characteristics of individual employees, some groups are more successful in handling decisions than others.

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- *The problem or task*—the work group or individual employees can easily reach a solution to relatively simple problems, but the supervisor should retain greater control of complex or difficult problems.
- *Time available*—an authoritarian leader is in a position to make decisions quickly. Group decision making usually requires more time for discussion and the sharing of ideas.

2. Teaching examples for identifying criteria for choosing a leadership style:

   Refer to Figure 2.3 "Fiedler's Contingency Model of Leadership" from the text to illustrate how different characteristics will justify a leadership style depending on the variation in the characteristics. Figure 2.3 lists most of the characteristics in this learning objective with the extreme ends of the continuum listed under either authoritarian or democratic leadership. This chart is meant to be representative, not conclusive. Remind students that again they are looking at one variable at a time and not the possible combinations that exist in organizations.

   To include students in a discussion about situations and leadership style, ask them for knowledge or experience in organizations that exemplify some of the comparisons.

3. Exercise for identifying criteria for choosing a leadership style:

   This exercise is designed to give students a feel for how some of the characteristics discussed in the text dictate the most effective leadership style that a leader might choose. Included are characteristics of supervisors, employees, and the situation or organization.

   This exercise can be done in the classroom as a small group exercise or as homework for individual students. If done in the classroom, allow about 15 minutes for students to read, discuss, and decide on the appropriate leadership style. To use the exercise:
   Make a copy of Form 2.4 on page 2-11 "What Leadership Style is Best?" for each student.
   - Explain to the students they are to determine the best leadership style at this time. For some of the descriptions, a different leadership style may be appropriate at a later time.
   - Discuss the choices made with the entire class.
   - Answers are on page 2-12 of the Instructor's Manual.

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Form 2.4
What Leadership Style is Best?

What type of leadership style–authoritarian, democratic, or laissez-faire–would be best for the following situations" Explain why.

1. There are several new cashiers in the sales staff. This is bad news for Jose, the supervisor. It would be easier if they were all in the same area, but they are widely dispersed throughout the store. Fortunately, they are inexperienced so he will not have to untrain any bad practices. He had high confidence that they would learn fast and soon be on their own.

2. Rashell was happy to see how the major projects of her department, a large graphic arts department of an advertising department, were progressing. She felt very fortunate that the employees of the department were talented and quickly assumed responsibility for the new jobs. Of course, she had been working hard for five years to develop the staff. She had a right to be proud.

3. Larry hoped the evening would be a quiet one with few emergencies. He had been on the job only for four months and he still was not as familiar with all of the procedures. Larry supervised a group of volunteers on "hot lines" for a crisis center. They were great people to work with, but many lacked the confidence that would take the heat off from him during busy times.

4. Martha had been with the company for 15 years. She looked out over her department and wished the employees would assume more responsibility for their jobs and the future of the company. They seemed to be interested in one thing—the end of the day. The company was trying to develop improvement teams. But Martha had little confidence in the employees' ability to work in teams. They did their jobs, but when they reorganized the department last year to put teams together and to increase production and quality, they acted like a bunch of cats each going their own way.

5. Fidencio, the supervisor of receiving for a large department store, was pleased with his recent performance review. His department was rated very efficient. He was thankful for the employees he supervised and he told them how pleased he was with their hard work. His employees were always the first to volunteer for whatever came along. They would always take over when someone was out sick. Even in a crisis, like when the sales items didn't come in until hours before the sale started, he could count on them.

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Answers to Form 2.4 What Leadership Style Is Best?

What type of leadership style–authoritarian, democratic, or laissez-faire–would be best for the following situations? Explain why.

1. There are several new cashiers in the sales staff. This is bad news for Jose, the supervisor. It would be easier if they were all in the same area, but they are widely dispersed throughout the store. Fortunately, they are inexperienced so he will not have to untrain any bad practices. He had high confidence that they would learn fast and soon be on their own. *(Authoritarian. The employees are new and inexperienced and they are scattered throughout the store.)*

2. Rashell was happy to see how the major projects of her department, a large graphic arts department of an advertising department, were progressing. She felt very fortunate that the employees of the department were talented and quickly assumed responsibility for new jobs. Of course, she had been working hard for five years to develop the staff. She had a right to be proud. *(Laissez-faire. The department is creative and employees are talented and assume responsibility. They don't need much supervision.)*

3. Larry hoped the evening would be a quiet one with few emergencies. He had been on the job only for four months and he still was not as familiar with all of the procedures. Larry supervised a group of volunteers on "hot lines" for a crisis center. They were great people to work with, but many lacked the confidence that would take the heat off from him during busy times. *(Authoritarian. Volunteers are not confident in their ability, and Larry doesn't have confidence in them. A crisis may need a very quick decision, and Larry is ultimately responsible. He is also not very confident in his own ability in this situation.)*

4. Martha had been with the company for 15 years. She looked out over her department and wished the employees would assume more responsibility for their jobs and the future of the company. They were good workers but they seemed to be interested in one thing—the end of the day. The company was trying to develop improvement teams. They did their jobs, but when they reorganized the department last year to put teams together to increase production and quality, they acted like a bunch of cats each going their own way. *(Authoritarian. It would be better if the conditions were right for team involvement and a democratic leadership style, but the conditions call for an authoritarian style. There is low interest in involvement or responsibility, and employees don't work well as a group.)*

5. Fidencio, the supervisor of receiving for a large department store, was pleased with his recent performance review. His department was rated very efficient. He was thankful for the employees he supervised and he told them how pleased he was with their hard work. His employees were always the first to volunteer for whatever came along. They would always take over when someone was out sick. Even in a crisis, like when the sales items didn't come in until hours before the sale started, he could count on them. *(Democratic. Employees want to be involved and he had confidence in them.)*

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Learning Objective 2.5: Explain how supervisors can develop and maintain good relations with their employees, managers, and peers.

1. Teaching Notes:

Leading is clearly an application of human relationship skills and is perhaps the most important measure of whether the supervisor excels at relations with his or her employees. Supervisors need good relationship skills for other relationships as well. They need to work effectively with their manager and peers and be positive about themselves.

Ways to get along with almost anyone include projecting a positive attitude, taking an interest in other people, and helping out. A supervisor who is liked and respected by employees will inspire them to work harder and better. But this does not mean that the supervisor should be friends with employees. Instead, the supervisor should consistently treat them in a way that reflects his or her role as a part of management.

To set a good example for employees, the supervisor should follow all the rules and regulations that cover employees. The supervisor should be impartial in the treatment of employees. Supervisors also should be ethical, that is, honest and fair.

Employees will be reluctant to take a chance on pursuing the supervisor's vision unless they feel they can trust the supervisor. Therefore, building trust is an essential part of leadership. Building trust takes time and effort, yet the supervisor can lose it with a single unreasonable act. The most important way to build trust is to engage in fair, predictable behavior. The supervisor should fulfill promises and give employees credit when they do something well. Keeping the lines of communication open also builds trust.

No matter how good you are at planning, organizing, and leading, your ability to get along with your manager can determine the course of your career at a particular organization. That may not always seem fair, but your manager is the person who usually decides whether you will be promoted, get a raise, or even have a job next week. A manager who likes to work with you is more likely to take a favorable view of your performance.

Although every manager is different, most expect certain kinds of behavior from the people they manage. As summarized in Figure 2.6, a supervisor can reasonably assume that the manager expects the following:

- *Loyalty* means the supervisor says only positive things about company policies and about his or her manager.
- *Cooperation* means the supervisor works with others in the organization to achieve organizational goals.
- *Communication* means the manager expects the supervisor to keep him or her informed about the department's performance.
- *Results* means the supervisor should see that the department meets or exceeds its objectives.

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One can better meet one's manager's expectations if one understands him or her as an individual. Observe how the manager handles various situations, try to determine his or her leadership style, and notice what issues are of most importance to your manager. As much as possible, one should adapt one's own style to match his or her manager's when with this person. Also, ask one about the manager's expectations are for them and how one's performance will be measured.

Despite one's best efforts, one may find that they are dissatisfied with your manager. It happens to many people at some point in their career. If one is unhappy, begin by considering the source of the problem. Most interpersonal problems arise from the behavior and attitudes of two people, so determine what changes you can make to improve the situation.

If one cannot improve the situation enough by changing one's own behavior, one should talk to his or her manager, stating the types of actions you are dissatisfied with and how those actions are affecting you. If one cannot resolve the problem, one best bet is probably to hunt for another job.

If one gets along well with your peers in the same and other departments, they will help you look good and get your job done. Their resentment or dislike for you can cause an endless stream of problems. Therefore, supervisors need to cultivate good relations with their peers.

Sometimes one's peers will be competing with you for raises, bonuses, or promotions. Remember that the more you can cooperate, the better you will all look.

2. Teaching examples to explain how supervisors can develop and maintain good relations with their employees, boss, and peers:

One of the most important tasks of the supervisor is meeting the department and organizational goals. Meeting the goals is intimately tied to the relationships the supervisor develops within the organization. Simply put, this means effectively managing your employees by using both relationship and technical skills. The outcome will affect the relationship with your boss. Success in meeting the goals will make both the employee and the boss look good; failure will make the employee and the boss look bad.

Since departments do not act alone in the success or failure to meet goals, it is important that supervisors get the support necessary from others. This is especially true when there are problems to be solved. Manufacturing companies may find quality problems in the departments that produce parts. The cause of the problem may be the purchase and receiving of poor quality material. By working together, departments can identify material characteristics necessary for quality results and purchase material with these characteristics in the future. Neither the purchasing nor the production department can solve this problem alone. Another source of material problems may be in the storage of raw materials. If another department handles this, then that department should be included in the solution to the problem also.

Relationships with employees:

Gunther Heinz was the new supervisor of accounting in the local hospital. Smoking was not

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allowed in hospital offices, so he held meetings with employees in the smoking lounge to "kill two birds with one stone." He did not take any other breaks. He was surprised when his boss told him he had had complaints about him taking too many breaks. Gunther was also surprised to find that the employees were angry about sitting in the smoking lounge. Gunther explained he was using the time to bring them up to date on the latest instruction. Why were they unhappy? He was making good use of his time.

Think of one's relationship with one's employee as a long-term investment. In the short term may get the work done with demands, hostility, threats, and scare tactics, but what will be the long-term effect of this type of behavior? Think about the golden rule of supervision: Do unto others as they want to be done unto. Provide the tools, information, and support for one's employees to do a good job. Let them know they can depend on one by their actions. Provide a role model of the expected behavior. If you return late from coffee breaks, one can be sure one's employees will follow their example.

Relationships with the boss:

One can be successful in reaching the department's goals but unsuccessful with one's boss. Kim Wong, a supervisor in an electronics service company, was proud of herself. Productivity in her department was the highest in the company. She had tried a new method of replacing all suspected components rather than wasting time doing extensive and unnecessary testing. Sure it cost a little more, but she was sure her boss would appreciate her effort. She was surprised when her boss was unhappy and told her to go back to the old way.

One cannot take for granted that being a good supervisor in the eyes of your employees will guarantee your success in the eyes of the boss. One must actively seek to understand what his or her boss expects and what he or she thinks of them and their performance. Failure to understand the importance of meeting the expectations of the boss can result in loss of wages, promotions, better assignments, and ultimately their job.

People tend to like people who are like them. It helps to be aware of one's boss's characteristics and style. In your boss's presence, mirror his or her preferences and style. Sometimes one can't be like your boss. If there is a wide difference in age, education, and background, one cannot change what you are. On the other hand, don't emphasize the differences. For example, if one's boss is much older than one, then refrain from remarks that emphasize one's relative youth. If one's boss has no formal education and one is formally educated, refrain from emphasizing theory over experience.

Relationships with peers:

Supervisors should not neglect their relationship with their peers. It takes the combined effort of everyone to attain the organizational goals. Failure to recognize the interdependency of the departments in meeting organizational goals may result in reaching one department's goals at the expense of another department.

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Peers can help a supervisor in many ways. Gunther was bewildered by the smoking problem. He had just moved here from another state. He had always worked for a hospital and understood the smoking issues, but he was trying to be helpful to his employees and not waste time. He turned to his peers to find out the expectations of others in the hospital. They clued him in. Take quick smoke breaks, not too many, and one shouldn't take anyone else in with them.

There are many specific interpersonal relation techniques. Several are covered in the text In addition, take the initiative to learn about these and any others that will help you be successful with the members of your organization.

3. Exercise to explain how supervisors can develop and maintain good relations with their employees, boss, and peers:

Getting along with others is a necessary component of success for the supervisor. New supervisors and students may have taken interpersonal relationships for granted in the past. There are many instruments available to identify personal characteristics. In the future they may be asked to fill out a questionnaire to determine their strengths and weaknesses as defined by the company.

The exercises suggested are meant to sensitize students to what they are and how that may be different than what is expected. Recognizing differences may help them adjust behavior to meet the expectations of bosses and others. The exercises are not intended to be personality or style indicators.

- Recognize differences between an employee and his or her boss. This exercise can be used as homework or as a small group exercise in the classroom. If used as a small group exercise, each student should fill out the chart characteristics for him- or herself. Arrange for a photocopy of Form 2.6, page 2-17, "How Are You Different?" for each student.
    - Have students compare themselves to their boss. If they are not employed, the instructor of the class can be used for the comparison.
    - Determine specific actions to be taken by the supervisor or student to minimize differences where they occur. It is useful to have others in the group discuss ways to minimize differences.
    - Discuss with the entire class some of the ways students would minimize differences between employees and their boss.

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Form 2.6
How Are You Different?

Characteristic	You	Boss	Action If Different	Risk If Different
Age				
Gender				
Culture				
Style				
Communication: Preferred method to receive information				
Sense of humor				
Willingness to risk				
Willingness to change				
Grooming habits: Style of dress				
Other (list)				
Other (list)				

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III. Answers to Review and Discussion Questions

1. Describe the six traits that researchers believe may indicate a good leader. However, research has *not* established a clear link between personality traits and leadership success. What other factors do you think might contribute to success or failure?

   The traits that researchers believe may indicate a good leader include a sense of responsibility; self-confidence (a person believes in his or her ability to get the job done); high energy level (willing to work hard, take on challenges); empathy (ability to understand others); internal locus of control (the belief that one is the primary cause of what happens to oneself); and sense of humor.

   Student answers will vary. However, some students may focus on issues covered throughout the chapter: leadership style, circumstances, human relations, and so forth.

2. Claire Callahan supervises the camping department of a large outdoor equipment store. The store manager (Callahan's boss) has given her the objective of increasing sales by 10 percent during the next quarter. Choose one of the three leadership styles (authoritarian, democratic, or laissez-faire). Then state three or more steps that Callahan might take to influence her employees to meet the new sales objective.

   Student answers will vary. If she's authoritarian, she will probably dictate instructions to her employees, such as requirements for working longer hours, scripts for new sales pitches to customers (for instance, while they are at the cash register), and the like. If she's democratic, she may hold a staff meeting to get ideas from employees on how to increase sales, and then help them choose the most workable ideas and implement them. If she's laissez-faire, she may fail to meet the objectives.

   She might take the following steps to influence her employees to meet the new sales objective:
   - Post the new goal where employees can see it, or hold a staff meeting to inform them of the goal.
   - Use rewards (cash, if available, or at least recognition) to spur employee productivity.
   - Use competition as a tool for motivating employees by asking the employees to compete against other departments or other stores in the vicinity.

3. Ann Wong is the accounts payable supervisor at an insurance company. During a time of layoffs, she decides to adopt a more people-oriented leadership style than the style she normally uses. What does this change mean?

   Ann will become less task oriented, a style that focuses on the jobs to be done and the goals to be accomplished, and more people oriented, a leadership style that focuses on the well-being of the people managed such as morale, job satisfaction, and relationships among people in the department. This change might help Ann because layoffs usually result in low employee morale and that, in turn, affects productivity.

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4. Do you think it is more realistic to expect supervisors to adjust the situation to meet their preferred leadership style, as suggested by Fiedler's contingency model of leadership, or to adjust their leadership style to fit the situation, as suggested by the life cycle theory of leadership? Explain your reasoning.

   In the short term, the supervisor should adjust leadership style to fit the situation. There are many variables in the situation that may have to be changed. Some of the conditions may be beyond the control of the supervisor. In the long run, the supervisor may be able to develop employees and have some impact on the organization, so they may be able to change the situation to better fit their preferred style.

5. Do you think it would be more satisfying to be a path-goal leader, a servant leader, or an entrepreneurial leader? Explain your thoughts.

   Student answers will vary. It is understandable that different situations require different approaches. The path–goal theory of leadership suggests that the primary activities of a leader are to make desirable and achievable rewards available to organization members who attain organizational goals and to clarify the kinds of behavior that must be performed to earn those rewards. This leadership style is especially relevant in organizations where employees are highly skilled, employee turnover is relatively low, and supervisor-employee relationships are good. Servant leadership involves putting other people's needs, aspirations, and interests above your own. The servant leader's primary task is to serve the people around them, rather than lead. A servant leadership style is most likely to fit well and be satisfying for a leader in a non profit organization. Entrepreneurial leadership is based on the attitude that the leader is self-employed. In other words, entrepreneurial leadership involves believing that one plays a very important role at a company rather than an unimportant one. An entrepreneurial leadership is most likely to work best and provide satisfaction to a leader in a rapidly growing startup organization.

6. In which of the following situations would you recommend the supervisor use an authoritarian style of leadership? In which situations would you recommend a democratic style? Explain your choices.

   - The supervisor's manager says, "Top management wants us to find ways to reduce the environmental impact of all our activities." Each department has wide latitude in how to accomplish this.

     Democratic. The democratic style invites input from employees within the department.

   - A supervisor is uncomfortable in meetings and likes to be left alone to figure out solutions to problems. The supervisor's employees believe that a good supervisor is able to tell them exactly what to do.

     Authoritarian. The supervisor likes to work out solutions to problems by him-or herself. The employees also believe that the supervisor is responsible for telling them exactly what to do.

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- A shipment of hazardous materials is on its way to a warehouse. The supervisor is responsible for instructing employees in how to handle the materials when they arrive later that day.

  Authoritarian. There is not much time to get ready to receive the hazardous materials. Both the lack of time and the type of material call for a take-charge style.

7. Identify the leader relationships error in each of the following situations. Suggest a better way to handle each.

   - Carole Fields's boss compliments her on the report she submitted yesterday. She says, "It was no big deal."

     Thank him or her for being observant. It's nice to hear the boss is satisfied. Carole now has a benchmark to judge future work.

   - When Rich Peaslee was promoted to supervisor, he told the other employees, "Now, remember, I was one of the gang before this promotion, and I'll still be one of the gang."

     While the supervisor can be friendly, he or she is no longer one of the gang. The tasks, attitudes, are different from those of the employee. The employee may be removed physically and psychologically from management, but the supervisor is management.

   - The second-shift supervisor observes that the first-shift employees haven't left their work areas clean for the last three days. He complains to his manger about the lax supervision on the first shift.

     The supervisor from the second shift must communicate to the first-shift supervisor what is happening and how it affects his or her department before going to the boss. Going to the boss first will antagonize the other supervisor and the boss probably does not want to get involved in housekeeping problems.

8. Carla Santos doesn't get along with her new manager; the two have disliked each other since the day they met. Santos was transferred to a new department when the previous supervisor left the company, so neither she nor her manager actually chose to work together. Santos doesn't want her job as a supervisor to be jeopardized by an unpleasant relationship. What steps might she take to improve the situation?

   Answers will vary. Some students may focus on making sure Carla is loyal, cooperative, communicates information, tries to get results, and tries to learn more about her boss. Others might emphasize that Carla should examine her own behavior, talk with her boss about the problem, even look for a new job if necessary.

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IV. Skill-Building

Meeting the Challenge

Reflecting back to the chapter's opening case, consider how the leadership theories and principles from this chapter might help supervisors lead employee through a difficult period such as a corporate merger, acquisition, or other major change.

1. What leadership behaviors and actions should the supervisor model in order to set a good example for employees to follow?

   To set a good example for employees, the supervisor should follow all the rules and regulations that cover employees. They use the supervisor's behavior as a benchmark for how they should act. If a supervisor takes long lunch breaks, employees will either think that the use of the supervisor's time is unimportant or believe that the company unfairly lets managers get away with violating rules.

2. What leadership behaviors and actions should the supervisor model in order to set a good example for employees to follow and to create a positive work environment?

   Building trust is an essential part of leadership. Conviction is important for establishing trust because seeing conviction in a leader energizes the followers. The most important way to build trust is to engage in fair, predictable behavior. The supervisor should fulfill promises and give employees credit when they do something well. Keeping the lines of communication open also builds trust.

Problem-Solving Case: Leadership Training on the Program at Insight Communications

Suggested Answers to Case

1. Insight Communications promoted employees with good technical skills into supervisory positions and then taught them leadership skills. Is this the best way for supervisors to lead well? Why or why not?

   Student answers will vary. Promoting employees with good technical skills into supervisory positions and then teaching them leadership skills is a better way for Insight to get supervisors to lead well than say, appointing supervisors who have exemplary leadership skills but have minimal technical expertise. Nevertheless, Insight could improve upon this strategy by first training groups of employees with leadership potential, testing their leadership skills, and then promoting them to supervisory positions. This will ensure that only those employees who have both good technical skills and a natural flair for leadership get promoted to such positions further improving the effectiveness of the training program.

2. Identify three principles of leadership from this chapter that you think would be most important to include in the training for supervisors. Briefly explain why you selected these principles.

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Student answers will vary. The training for supervisors at Insight should include the following:

- Identify and encourage development of personal traits in employees that help in leadership success.
- Identify the most effective leadership style in context of Insight and the particular role that the supervisors will perform. Train employees on how to adopt the leadership style and how to stay flexible in terms of the leadership style and choose a style that best meets the requirements of a particular situation.
- Train employees on how to maintain relationships with subordinates, peers, bosses, and customers in order to be effective leaders.

3. Supervisor Matt Stephens felt that he knew more about leading, and managers see improved performance in the trained supervisors' teams. If you were one of supervisors, how else would you be able to tell if you were leading effectively?

   Student answers will vary. Apart from measuring performance, another way of finding out if a supervisor is leading effectively is to analyze employee morale and employee turnover rates.

Assessing Yourself: Could You Be a CEO?

The quiz offers the students an opportunity to see whether they can be a CEO based on the qualities/criteria offered in the quiz such as marriage, education, age, industry, etc.

Class Skills Exercise: Practicing Leader Relations Principles

The answers to this exercise depend on the examples students come up with to demonstrate the items on the checklist.

Building Supervision Skills: Leading a Team

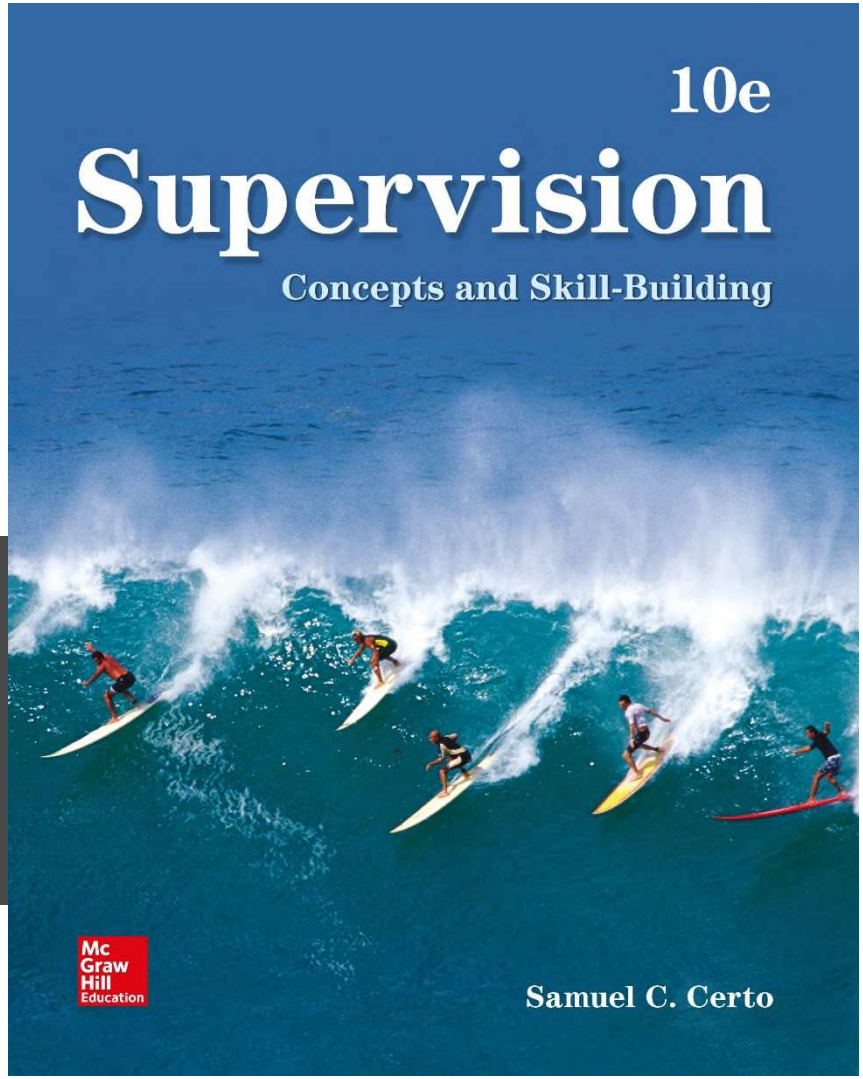
This exercise provides a means for students to try out some of the new knowledge they've acquired in the chapter.

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Chapter 2

The Supervisor as Leader



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Learning Objectives

- Discuss the possible link between personal traits and leadership ability
- Explain democratic versus authoritarian leadership
- Explain major leadership theories
- Identify criteria for choosing a leadership style
- Explain how supervisors can develop and maintain good relations with their employees, managers, and peers

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Leadership

Leading: The management function of influencing people to act or not act in a certain way

Characteristics of a successful leader

- Sense of responsibility
- Self-confidence
- High energy level
- Empathy
- **Internal locus of control**
- Sense of humor

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Leadership Theories

Authoritarian leadership

- Leadership style in which the leader retains a great deal of authority

Democratic leadership

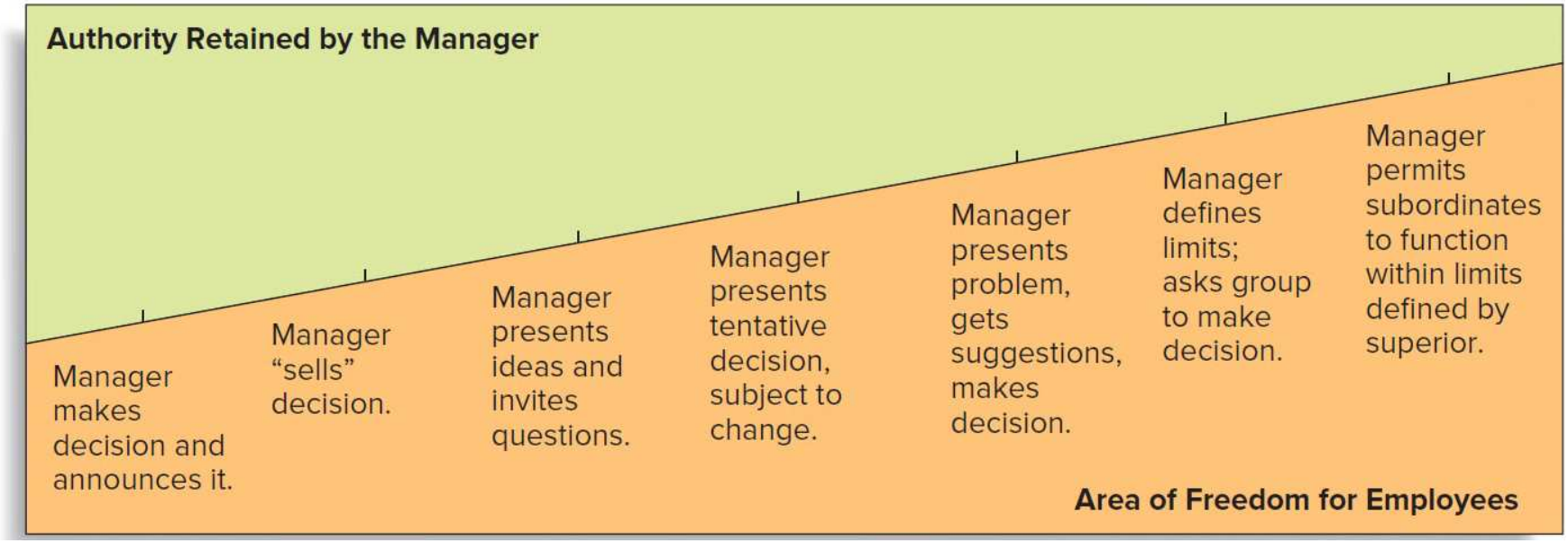
- Leadership style in which the leader allows subordinates to participate in decision making and problem solving

Laissez-faire leadership

- Leadership style in which the leader is uninvolved and lets subordinates direct themselves

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Figure 2.1: Possibilities for Retaining Authority



Source: Adapted from Robert Tannenbaum and Warren Schmidt, "How to Choose a Leadership Pattern," *Harvard Business Review*, May–June 1973.

Jump to Figure 2.1: Possibilities for retaining authority, Appendix

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The Managerial Grid

Types of leaders

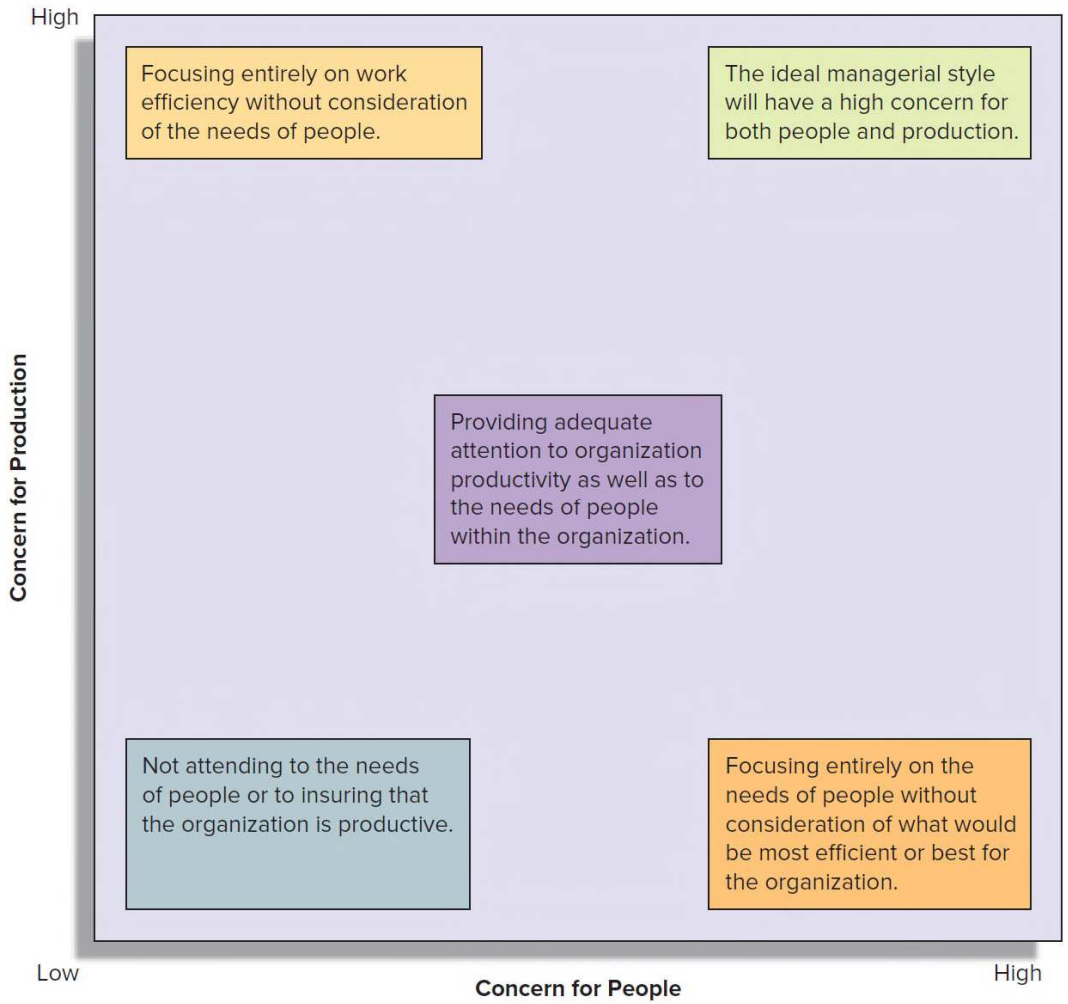
- Task-oriented leader: Focuses on the jobs to be done and the goals to be accomplished
- People-oriented leader: Primarily concerned with the well-being of the employees being managed

Supervisors contribute to positive results when they:

- Help employees see their work as meaningful
- Give them resources to get the job done
- Appreciate the accomplishments of the employees

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Figure 2.2: The Managerial Grid



Jump to Figure 2.2: The Managerial Grid, Appendix

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Contingency Theories of Leadership, 1

Fiedler's Contingency Model

- Each leader has a preferred leadership style, which may be relationship oriented or task oriented
- Performance depends on three characteristics of the leadership situation
  - Leader and member relations
  - Task structure
  - Position power of the leader
- Recommends that a leader determine whether his or her preferred leadership style fits the situation
  - If not, the leader should try to change the characteristics of the situation

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Fiedler's Contingency Model of Leadership, 1

Leader-Member Relations	Good	Good	Good	Good
Task Structure	Structured	Structured	Unstructured	Unstructured
Leader Position Power	Strong	Weak	Strong	Weak
Which Leader Performs Better?	**Task-Oriented Leader**	**Task-Oriented Leader**	**Task-Oriented Leader**	**Relationship-Oriented Leader**

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Fiedler's Contingency Model of Leadership, 2

Leader-Member Relations	Poor	Poor	Poor	Poor
Task Structure	Structured	Structured	Unstructured	Unstructured
Leader Position Power	Strong	Weak	Strong	Weak
Which Leader Performs Better?	**Relationship-Oriented Leader**	**Relationship-Oriented Leader**	**Task- or Relationship-Oriented Leader**	**Task-Oriented Leader**

Source: Adapted from Fred E. Fiedler, "Engineer the Job to Fit the Manager," *Harvard Business Review*, September–October 1965.

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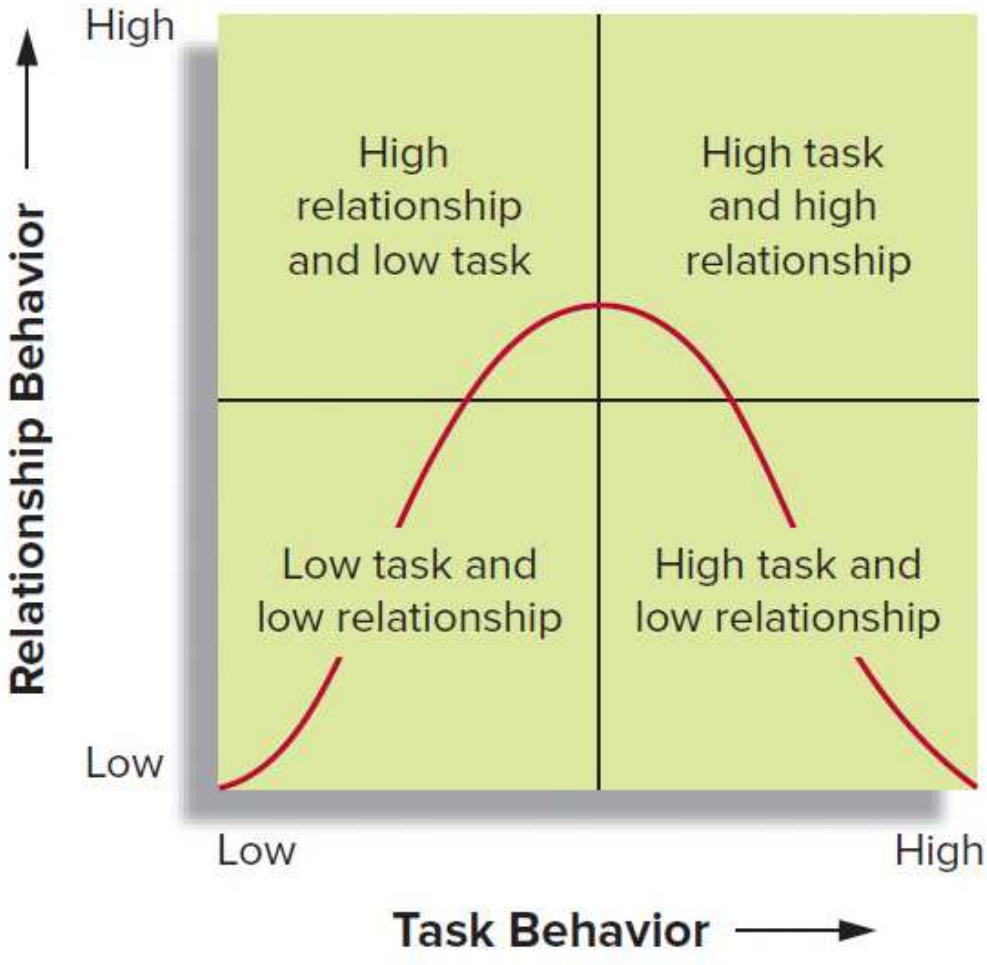
Contingency Theories of Leadership, 2

Life cycle theory or Hersey-Blanchard theory

- Assumes that the leader's behavior should adapt to the situation
- Leadership style should reflect the maturity of the followers, as measured by traits such as ability to work independently
- As their followers mature, leaders should adjust the degree of task and relationship behavior in response to the growing maturity of their followers

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Figure 2.4: Model of the Life Cycle Theory of Leadership



Jump to Figure 2.4: Model of the Life Cycle Theory of Leadership, Appendix

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Path-Goal Theory, 1

Primary activities of a leader are to:

- Make desirable and achievable rewards available to organization members who attain organizational goals
- Clarify the kinds of behavior that must be performed to earn those rewards

Leaders should exhibit the following behaviors:

- **Directive behavior**: Telling followers what to do and how to do it
- **Supportive behavior**: Recognizing that above all, followers are human beings

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Path-Goal Theory, 2

- **Participative behavior**: Seeking input from followers about methods for improving business operations
- **Achievement behavior**: Setting a challenging goal for a follower to meet and expressing confidence that the follower can meet this challenge

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Servant Leadership

Putting other people's needs, aspirations, and interests above one's own

Servant leader is:

- A good listener
- Empathetic
- Healing
- Aware
- Persuasive

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Entrepreneurial Leadership

Leaders believe that one plays a very important role at a company rather than an unimportant one

- Fill the following roles:

  - Visionary
  - Problem solver
  - Decision maker
  - Risk taker

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Choosing a Leadership Style, 1

Supervisors should consider the following to identify the most effective style:

- Characteristics of the leader
  - Manager's values
  - Level of confidence in employees
  - Personal leadership strengths
  - Tolerance for ambiguity
- Characteristics of the subordinates
  - Need for independence
  - Readiness to assume responsibility
  - Tolerance for ambiguity

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Choosing a Leadership Style, 2

- Interest in the problem to be solved
- Understanding of and identification with goals
- Knowledge and experience
- Expectations

- Characteristics of the situation
  - Type of organization
  - Effectiveness of the group
  - Problem or task
  - Time available

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Supervisors' Relationships with Their Employees, 1

Supervisors who are liked and respected by employees will inspire them to work harder and better

Supervisors as role models

- When employees evaluate an organization, they look at supervisors' behaviors and use those behaviors as a guide for how they should act
- Supervisors should follow all the rules and regulations that cover employees
- Supervisors should be ethical and impartial

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Supervisors' Relationships with Their Employees, 2

Developing trust

- The most important way to build trust is to engage in fair, predictable behavior
- Supervisors should fulfill promises and give employees credit when they do something well
- Supervisors should keep the lines of communication open

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Supervisors' Relationships with Their Managers

Learn about the manager

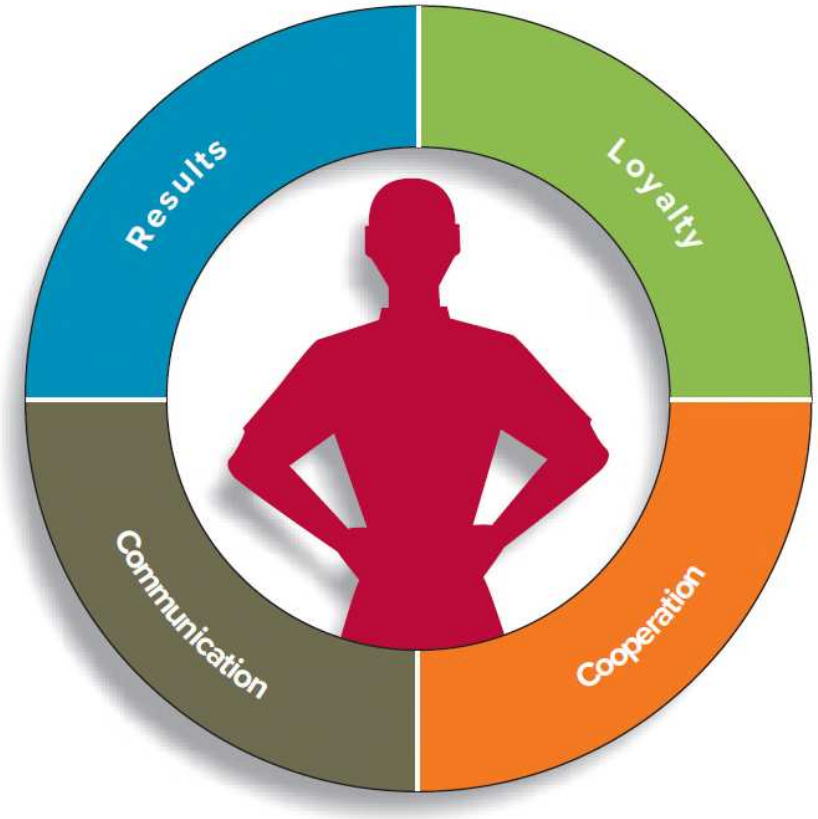
Ask about the manager's expectations

If a supervisor is dissatisfied, he or she should:

- Consider the source of the problem
- Talk to his or her manager
- Hunt for another job

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Figure 2.6: What Managers Expect of Supervisors



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Supervisors' Relationships with Their Peers

Competition

- Should be fair and friendly
- The more supervisors cooperate with peers, the better they will look

Criticism

- If a co-worker must be criticized, go directly to that person and point out the problem
- Focus on the problem and its consequences to the organization, not on the personalities involved

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APPENDICES

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Figure 2.1: Possibilities for Retaining Authority, Appendix

It is represented in the form of a rectangular box. An upward-sloping line runs across the rectangle and divides it into two unequal parts.

The upper half is labeled authority retained by the manager, and the lower half is labeled area of freedom for employees.

The diagonal line has seven markings. Starting from the left, the markings read manager makes decision and announces it; manager "sells" decision; manager presents ideas and invites questions; manager presents tentative decision, subject to change; manager presents problem, gets suggestions, makes decision; manager defines limits; asks group to make decision; and manager permits subordinates to function within limits defined by superior.

The image shows that the area of freedom for employees is inversely proportional to the authority retained by the manager.

Jump back to Figure 2.1: Possibilities for Retaining Authority

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Figure 2.2: The Managerial Grid, Appendix

The x-axis is labeled concern for people, and the y-axis is labeled concern for production. Low concern for both people and production involves not attending to the needs of people or to insuring that the organization is productive. Low concern for people and high concern for production involve focusing entirely on work efficiency without consideration of the needs of people. High concern for people and low concern for production involve focusing entirely on the needs of people without consideration of what would be most efficient or best for the organization. High concern for people and high concern for production denote that the ideal managerial style will have a high concern for both people and production. Medium concern for both people and production involves providing adequate attention to organization productivity as well as to the needs of people within the organization.

Jump back to Figure 2.2: The Managerial Grid

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Figure 2.4: Model of the Life Cycle Theory of Leadership, Appendix

It has a rectangle that is divided into four quadrants by a horizontal and a vertical axis. The vertical axis is labeled relationship behavior, and its values range from low to high. The horizontal axis is labeled task behavior, and its values range from low to high. The top-left quadrant is labeled high relationship and low task, the top-right quadrant is labeled high task and high relationship, the bottom-right quadrant is labeled high task and low relationship, and the bottom-left quadrant is labeled low task and low relationship. A bell-shaped curve begins at the point where the values on both the vertical and the horizontal axes are low. The values increase gradually to a point that is a little above the point of intersection of the axes and then decrease gradually to reach a point where the value on the horizontal axis is high and the value on the vertical axis is low.

Jump back to Figure 2.4: Model of the Life Cycle Theory of Leadership

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