

Chapter 01

Supervision: Tradition and Contemporary Trends

1. A manager at the first level of management is called a(n)
- A. top executive.
 - B. middle manager.
 - C. assembly-line worker.
 - D. supervisor.**

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-01: Define what a supervisor is.

Topic: Supervision: A Historical Perspective

Feedback: A supervisor is a manager at the first level of management, which means the employees reporting to the supervisor are not managers.

2. Which of the following acts states that a supervisor is “any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward or discipline other employees, or responsibility to direct them, or to adjust their grievances, or effectively to recommend such action, if in connection with the foregoing the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment?”
- A. The Wagner Act
 - B. The Taft-Hartley Act**
 - C. The Norris–La Guardia Act
 - D. The Fair Labor Standards Act

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-01: Define what a supervisor is.

Topic: Supervision: A Historical Perspective

Feedback: The Taft-Hartley Act states that a supervisor is “any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward or discipline other employees, or responsibility to direct them, or to adjust their grievances, or effectively to recommend such action, if in connection with the foregoing the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment.”

3. Dillon, a new employee at Texcare Inc., reports to Debra, who is at the first level of management. In the context of different levels of management, Debra is most likely
- A. a manager.
 - B. a stakeholder.
 - C. a supervisor.**
 - D. the director.

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 01-01: Define what a supervisor is.

Topic: Supervision: A Historical Perspective

Feedback: In this scenario, Debra is a supervisor. A supervisor is a manager at the first level of management. This means the employees who report to the supervisor are not managers.

4. Which of the following statements is true of managing at the supervisory level?
- A. Supervisors are managers at the second level of management.
 - B. Supervisors are responsible for ensuring that each department contributes to accomplishing the company’s goals.**
 - C. Supervisors need to forecast projects and involve themselves in long-term planning.
 - D. Supervisors need to formulate visions for their companies and develop business strategies.

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.

Topic: Supervision: A Historical Perspective

Feedback: Managing at the supervisory level means ensuring that the employees in a particular department are performing their jobs so that the department will contribute its share to accomplishing the organization’s goals. Usually, supervisors focus on day-to-day problems and goals to be

achieved in one year or less.

5. Which of the following must be a supervisor's primary focus?

- A. Efficiency
- B. Long-term planning
- C. Future-oriented conceptualization
- D. Predictability

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Understand

Difficulty: 1 Easy

Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.

Topic: Supervision: A Historical Perspective

Feedback: A supervisor's main task is to improve efficiency of work to achieve a department's goals. A supervisor must focus on efficiency, functions to be performed, and people.

6. According to Abraham Maslow's hierarchical pattern of needs, the most basic needs of any human being are

- A. safety needs.
- B. physiological needs.
- C. needs related to love and belonging.
- D. esteem needs.

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.

Topic: Supervision: A Historical Perspective

Feedback: According to Abraham Maslow's hierarchical pattern of needs, the most basic needs of any human being are physiological needs, such as food and shelter.

7. According to Abraham Maslow's hierarchical pattern of needs, which of the following is included in the final part of the hierarchy?

- A. Safety needs
- B. Physiological needs
- C. Self-actualization
- D. Self-esteem

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.

Topic: Supervision: A Historical Perspective

Feedback: According to Abraham Maslow's hierarchical pattern of needs, the final part of the hierarchy includes self-actualization, which includes an attitude of acceptance, a lack of racial biases, and creativity.

8. _____, a French industrialist, is often regarded as the pioneer of administrative theory.

- A. Frederick W. Taylor
- B. Henri Fayol
- C. Abraham Maslow
- D. Ivan Pavlov

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.

Topic: Supervision: A Historical Perspective

Feedback: Henri Fayol, a French industrialist, is often regarded as the pioneer of administrative theory. The ideas that he generated relative to general management principles are still considered to be important among contemporary thinkers.

9. _____ is often referred to as the "father of scientific management."

- A. Frederick W. Taylor
- B. Henri Fayol
- C. Abraham Maslow
- D. Ivan Pavlov

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.
Topic: Supervision: A Historical Perspective

Feedback: Frederick W. Taylor is often referred to as the “father of scientific management.” Taylor believed that in order to improve efficiency, it is important to consider the best way in which a job could be completed.

10. Which of the following stages of Maslow’s hierarchy of needs includes an attitude of acceptance, a lack of racial biases, and creativity?

- A.** Self-actualization needs
- B. Physiological needs
- C. Safety needs
- D. Esteem needs

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.
Topic: Supervision: A Historical Perspective

Feedback: According to Maslow’s hierarchy of needs, the self-actualization stage includes an attitude of acceptance, a lack of racial biases, and creativity.

11. Which of the following is true about supervision?

- A. Henri Fayol generated the idea that the application of science to the study of production can result in maximal employee efficiency.
- B. Supervision is management at the highest level of an organization.
- C.** It is important for supervisors to help workers to satisfy their personal needs while being productive in organizations.
- D. The quality of an organization is often independent of the quality of interactions among its members.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Difficulty: 2 Medium
Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.
Topic: Supervision: A Historical Perspective

Feedback: Abraham Maslow recognized that people have different sets of needs that are met in a hierarchical pattern. Based upon Maslow’s findings, supervisors must help workers to satisfy their personal needs while being productive in organizations.

12. Supervisors emphasize people orientation because they

- A. work with conceptualization and policy formation and understand a company’s requirements.
- B. work with other departments to collaborate on achieving tasks.
- C. plan organizational strategies with top management.
- D.** deal directly with employees and have knowledge about an organization’s customers.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Difficulty: 2 Medium
Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.
Topic: Supervision: A Historical Perspective

Feedback: Because they deal directly with employees and have knowledge about an organization’s customers, supervisors emphasize a people orientation. This focus recognizes that the quality of an organization is often affected by the quality of interactions among its members.

13. In the context of the modern view of management skills, what does sustainability refer to?

- A. A supervisor’s responsibility of generating tools that allow information to be shared consistently
- B. An organization’s potential to generate high levels of profit over long periods of time
- C.** A business’s ability to operate with minimal impact on the environment
- D. An overseer’s ability to evaluate employees based on their work efficiency

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: In the context of the modern view of management skills, sustainability refers to a business’s ability to operate with minimal impact on the environment.

14. In the context of the management skills of a successful supervisor, _____ involve the ability to see the relationship of the parts to the whole and to one another.

- A. empowering skills
- B. human relations skills
- C. conceptual skills**
- D. monitoring skills

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: Conceptual skills involve the ability to see the relationship of the parts to the whole and to one another. For a supervisor, conceptual skills include recognizing how a department's work helps the entire organization achieve its goals and how the work of various employees affects the performance of the department as a whole.

15. Mary has worked as a seamstress for 10 years. Her ability to sew flawlessly is an example of her

- A. decision-making skills.
- B. conceptual skills.
- C. motivational skills.
- D. technical skills.**

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: Mary knows the procedures and techniques of sewing, which are technical skills. Technical skills are the specialized knowledge and expertise used to carry out particular techniques or procedures.

16. For a supervisor, conceptual skills include

- A. recognizing how the work of various employees affects the performance of a department as a whole.**
- B. the specialized knowledge and expertise used to carry out particular mechanical, scientific, or work-related techniques or procedures.
- C. communicating with, motivating, and understanding people.
- D. the ability to analyze information and reach good decisions.

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: For a supervisor, conceptual skills include recognizing how a department's work helps an entire organization achieve its goals and how the work of various employees affects the performance of the department as a whole.

17. Which of the following sets of skills is almost equally significant at all levels of management?

- A. Conceptual skills
- B. Human relations skills**
- C. Technical skills
- D. Decision-making skills

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: The degree to which technical skills, conceptual skills, and decision-making skills are required varies with the level of management. Human relations skills, however, are almost equally significant at all levels of management.

18. Supervisors rely more on technical skills than do higher-level managers because

- A. higher-order skills like human relations are of little use to supervisors.
- B. supervisors are expected to deal with technical work only.
- C. their subordinates are generally low in skills and require less human relations skills to manage.
- D. employees who have a problem doing their jobs go to the supervisor and expect help.**

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Difficulty: 2 Medium
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: Supervisors rely more on technical skills than do higher-level managers because employees who have a problem doing their jobs go to the supervisor and expect help.

19. In the context of important managerial skills, the ability to analyze information about events, trends, and changes in the environment to identify threats and opportunities for a work unit is part of the _____ set of skills.

- A. innovative thinking
- B. short-term planning
- C. monitoring operations
- D. external monitoring**

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: In the context of important managerial skills, the external monitoring set of skills requires the ability to analyze information about events, trends, and changes in the external environment to identify threats and opportunities for a work unit.

20. In the context of the skills of successful managers, _____ primarily involves checking on the progress and quality of the work and evaluating individual and unit performance.

- A. monitoring operations**
- B. empowering
- C. consulting
- D. envisioning change

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: Monitoring operations primarily involves checking on the progress and quality of the work and evaluating individual and unit performance.

21. In the context of the skills of successful managers, _____ primarily involves checking with people before making decisions that affect them, encouraging others to participate in decision making, and using the ideas and suggestions of others in decision making.

- A. consulting**
- B. empowering
- C. clarifying roles
- D. envisioning change

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: Consulting primarily involves checking with people before making decisions that affect them, encouraging participation in decision making, and using the ideas and suggestions of others.

22. In the context of the skills of successful managers, being considerate when tasks are difficult and helping employees overcome anxiety and stress is part of the _____ set of skills.

- A. developing
- B. supporting**
- C. empowering
- D. consulting

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-03: Describe the basic types of supervisory skills.

Feedback: In the context of the skills of successful managers, supporting requires being considerate, showing sympathy and support when someone is upset or anxious, and providing encouragement and support when a task is difficult or stressful.

23. Providing praise for significant achievements and effective performance is part of the managerial skill called _____.

- A. developing
- B. supporting
- C. empowering
- D. recognizing**

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: Recognizing involves providing praise and recognition for effective performance, significant achievements, special contributions, and performance improvements.

24. In the context of the skills of successful managers, _____ primarily involves providing coaching and advice, providing opportunities for skill development, and helping people learn how to improve their skills.

- A. supporting
- B. recognizing
- C. empowering
- D. developing**

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: In the context of important managerial skills, developing involves providing coaching and advice, providing opportunities for skill development, and helping people learn how to improve their skills.

25. In the context of the skills of successful managers, _____ primarily involves allowing substantial responsibility and discretion in work activities and trusting people to solve problems and make decisions without getting approval first.

- A. empowering**
- B. developing
- C. supporting
- D. consulting

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: In the context of the skills of successful managers, empowering involves allowing substantial responsibility and discretion in work activities and trusting people to solve problems and make decisions without getting approval first.

26. In the context of the skills of successful managers, presenting an appealing description of desirable outcomes that the unit can achieve and describing a proposed change with enthusiasm and conviction is primarily part of _____.

- A. monitoring operations
- B. short-term planning
- C. encouraging innovative thinking
- D. envisioning change**

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: In the context of the skills of successful managers, envisioning change involves presenting an appealing description of desirable outcomes that the unit can achieve and describing a proposed change with enthusiasm and conviction.

27. In the context of the skills of the successful managers, making sacrifices to encourage and promote desired outcomes in an organization is primarily part of _____.

- A. monitoring operations
- B. taking risks for change**
- C. external monitoring
- D. envisioning change

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: In the context of the skills of successful managers, making sacrifices to encourage and promote desired outcomes in an organization is part of taking risks for change.

28. In the context of the skills of successful managers, _____ primarily involves challenging people to question their assumptions about the work and consider better ways of doing it.

- A. monitoring operations
- B. taking risks for change
- C. encouraging innovative thinking**
- D. envisioning change

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: In the context of the skills of successful managers, encouraging innovative thinking involves challenging people to question their assumptions about the work and consider better ways of doing it.

29. Efforts to carry out critical management-related duties, such as planning, setting objectives for employees, and monitoring performance, can be best categorized as

- A. team-related activities.
- B. change-related activities.
- C. people-related activities.
- D. task-related activities.**

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: Task-related activities are efforts to carry out critical management-related duties, such as planning, setting objectives for employees, and monitoring performance.

30. According to the modern view of management skills, a manager's efforts to empower employees to solve problems and develop their skills are categorized as

- A. task-related activities.
- B. analysis-related activities.
- C. people-related activities.**
- D. change-related activities.

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: People-related activities involve efforts to manage people, such as providing support and encouragement, recognizing contributions, developing employees' skills, and empowering employees to solve problems.

31. Which of the following is a change-related activity?

- A. Setting objectives for employees**
- B. Monitoring performance

- C. Developing employees' skills
- D. Proposing new tactics and strategies

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: Change-related activities involve efforts to modify components of the organization, such as monitoring the environment to detect a need for change, proposing new tactics and strategies, encouraging others to think creatively, and taking risks to promote needed changes.

32. Eleanor, a supervisor at a foundry, is careful about planning tasks and projects. The goals she sets for her employees are aligned with larger organizational plans. She also carefully and consistently monitors their performance. According to the modern view of management skills, Eleanor's efforts would be categorized as _____.

- A. change-related activities
- B. task-related activities**
- C. research-related activities
- D. people-related activities

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: Here, Eleanor's efforts would be categorized as task-related activities. Task-related activities involve efforts to carry out critical management-related duties, such as planning, setting objectives for employees, and monitoring performance.

33. Which of the following managerial skills do supervisors and other managers rely on when they need to assign tasks and explain job responsibilities, task objectives, and performance expectations?

- A. Envisioning change
- B. Taking risks for change
- C. Clarifying roles**
- D. Monitoring operations

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: Clarifying roles involve assigning tasks and explaining job responsibilities, task objectives, and performance expectations. This helps in the delegation of authority.

34. Which of the following managerial skills do supervisors and other managers rely on to determine how to use personnel and other resources to accomplish a task efficiently and determine how to schedule and coordinate activities efficiently?

- A. Short-term planning**
- B. External monitoring
- C. Empowering
- D. Developing

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-03: Describe the basic types of supervisory skills.

Topic: Types of Supervisory Skills

Feedback: Short-term planning involves determining how to use personnel and other resources to accomplish a task efficiently and determining how to schedule and coordinate activities efficiently.

35. Mark is a training manager at Renox Inc. He encourages employees to think critically about the work they have been assigned and enables them to develop new methods of completing their tasks. He also recognizes the achievements of employees who generate innovative solutions to problems and regularly rewards them for their efforts. In the modern view of management skills, Mark's efforts would fall under _____.

- A. change-related activities
- B. culture-related activities
- C. task-related activities
- D. people-related activities**

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: In this scenario, Mark is supportive of his employees, encourages them to solve problems innovatively, and recognizes and rewards their efforts. In the context of the modern view of management skills, his efforts would be categorized under people-related activities. People-related activities involve efforts to manage people, such as by providing support and encouragement, recognizing contributions, developing employees' skills, and empowering employees to solve problems

36. Barry, a customer service executive, finds it difficult to handle an angry customer. He asks his supervisor, Ben, to handle the situation. Ben listens to the customer patiently and apologizes for the inconvenience caused. This calms the customer down. In the context of supervisory skills, Ben primarily used _____ skills to solve the problem.

- A. technical
- B. human relations**
- C. conceptual
- D. decision-making

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: Ben used human relations skills to communicate effectively and understand the customer. Human relations skills are the skills required to work effectively with other people and perform other tasks, such as inspiring employees and defusing conflicts. These skills include the ability to communicate with, motivate, and understand people.

37. Which of the following is an example of the developing skills of successful managers?

- A. Providing coaching and advice**
- B. Providing praise and recognition for effective performance
- C. Being considerate
- D. Checking on the progress and quality of work

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: The developing skills of a manager involve providing coaching and advice, providing opportunities for skill development, and helping people learn how to improve their skills.

38. Ray, a manager at Senzel Inc., wants to implement a new software in the company's processes. This software will help him monitor the productivity of his employees more effectively. However, before implementing the change, he discusses it with lower-level managers to understand the effect it will have on the internal environment of the company. Ray is primarily utilizing _____ skills in this scenario.

- A. developing
- B. consulting**
- C. recognizing
- D. empowering

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: Ray is primarily utilizing consulting skills in this scenario. Consulting skills require checking with people before making decisions that affect them, encouraging participation in decision making, and using the ideas and suggestions of others.

39. Maya, a supervisor at Zelden Inc., focuses on achieving her department's goals on time. She understands that it contributes to achieving the organization's goals. In the context of the classical understanding of management skills, Maya has good _____ skills.

- A. controlling
- B. empowering
- C. technical
- D. conceptual**

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: In this scenario, Maya has good conceptual skills. Supervisors with good conceptual skills have the ability to see the relationship of the parts to the whole and to one another. For a supervisor, conceptual skills include recognizing how the department's work helps an entire organization achieve its goals and how the work of various employees affects the performance of a department as a whole.

40. Gary is a supervisor at a manufacturing company. He keeps accurate records of the company's production rates. He also plans the activities of his employees so that production lines operate at maximum efficiency. In the context of the classical understanding of management skills, Gary's abilities can be categorized under _____.
A. human relations skills
B. decision-making skills
C. technical skills
D. conceptual skills

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: Here, Gary's skills can be categorized as technical skills, because he is skilled at keeping accurate records and work-related techniques. Technical skills are the specialized knowledge and expertise used to carry out particular techniques or procedures. To be "technical," skills do not have to be mechanical or scientific; they can involve any work-related technique or procedure.

41. Michelle is a sales manager at Feuzen Inc. Her job includes analyzing recent trends and evaluating modern technological changes. In this scenario, Michelle is primarily engaged in _____.
A. clarifying roles
B. external monitoring
C. thinking innovatively
D. short-term planning

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: Michelle is primarily engaged in external monitoring. The external monitoring skill involves analyzing information about events, trends, and changes in the external environment to identify threats and opportunities for the work unit.

42. Elizabeth is a supervisor at Marten Inc., a company that sells electronic goods. Steven, a new sales executive at Marten Inc., finds it difficult to communicate effectively with customers. The best way in which Elizabeth can help Steven in the long run is to _____.
A. help him by dealing with customers and making sales herself
B. teach him how to handle customers on his own
C. let experienced employees in the company handle customers
D. set him lower sales targets so that he gets room to develop his skills

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: By teaching Steven how to deal with customers on his own, Elizabeth can help him develop his skills. As a skill of successful managers, developing involves providing coaching and advice, providing opportunities for skill development, and helping people learn how to improve their skills.

43. Aubrey is a supervisor at Air Box Storage, a large web storage company. She pushes her employees to constantly reevaluate the methods they use to complete their tasks and develop better ways of doing them. In the context of the skills of successful managers, which set of skills does Aubrey demonstrate in this scenario?
A. Encouraging innovative thinking
B. External monitoring

- C. Envisioning change
- D. Taking risks for change

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-03: Describe the basic types of supervisory skills.
Topic: Types of Supervisory Skills

Feedback: Encouraging innovative thinking involves challenging people to question their assumptions about the work they do and consider better ways of doing it. In this scenario, Aubrey challenges her employees to constantly evaluate their methods of working and develop better ways of working.

44. Margaret is the only female employee at her workplace, which includes 20 employees. Her suggestions are often overlooked because of this. In the context of diversity of the workplace, this is an example of _____.
- A. a gap in communication
 - B. an empowering issue
 - C. subtle discrimination**
 - D. supporting behavior

AACSB: Diversity
AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-04: Describe how the growing diversity of the workforce affects the supervisor's role.
Topic: Types of Supervisory Skills

Feedback: In this scenario, Margaret faces subtle discrimination at her workplace. Subtle forms of discrimination can include conscious or unconscious stereotyping, ignoring the input from the only woman at a meeting, and mistaking an African American professional for someone with a less prestigious job.

45. Choose a correct statement regarding workforce diversity.
- A. Almost everybody holds some stereotypes that consciously or unconsciously influence their behavior.**
 - B. Questioning negative stereotypes rarely helps supervisors and other managers in improving employee attitudes, and thus should be avoided.
 - C. It is alright for managers to give preference to employees on the basis of their sex.
 - D. Mistaking an African American professional for someone with a less prestigious job cannot be considered a form of discrimination.

AACSB: Analytic
AACSB: Diversity
Accessibility: Keyboard Navigation
Blooms: Understand
Difficulty: 2 Medium
Learning Objective: 01-04: Describe how the growing diversity of the workforce affects the supervisor's role.
Topic: Types of Supervisory Skills

Feedback: Subtle forms of discrimination persist in every workplace, and everybody holds some stereotypes that consciously or unconsciously influence their behavior. The subtle discrimination that results may include ignoring the input from the only woman at a meeting or mistaking an African American professional for someone with a less prestigious job.

46. Chang works as a supervisor at Corpus Inc. He finds that Emily, the only female employee in the office, has difficulties communicating effectively with her colleagues because of subtle discrimination. In the context of dealing with discrimination, Chang must
- A. speak to Emily on a regular basis to alleviate the emotional and psychological effects of discrimination.
 - B. train Emily to deal with discrimination in an effective manner.
 - C. empower Emily with authority so that other employees respect her.
 - D. question negative stereotypes regarding Emily and ask the employees to avoid such remarks.**

AACSB: Diversity
AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-04: Describe how the growing diversity of the workforce affects the supervisor's role.
Topic: Types of Supervisory Skills

Feedback: In this scenario, Chang must question negative stereotypes regarding Emily and ask the employees to avoid such remarks. In case of subtle discrimination, supervisors and other managers can use several tactics to improve attitudes. One of these is to question negative stereotypes. When an employee makes an offensive comment, a supervisor should point out the damage it does and ask the employee to avoid such remarks in the future.

47. Lorenzo works as a supervisor at NovaMachines Corp., a manufacturing firm. He finds that raw materials are being used ineffectively, as a result of which NovaMachines Corp. is incurring losses. He asks his subordinates to make appropriate changes to increase the efficiency of raw material utilization. In this scenario, Lorenzo is primarily engaged in the function of _____.

- A. planning
- B. organizing
- C. controlling**
- D. staffing

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-05: Identify the general functions of a supervisor.

Topic: General Functions of the Supervisor

Feedback: In this scenario, Lorenzo is primarily engaged in the function of controlling. When something goes wrong, a supervisor must find a way to fix the problem or enable employees to do so. Monitoring performance and making needed corrections is the management function of controlling.

48. Deciding on a department's goals and how to meet them most accurately describes the function of

- A. planning.**
- B. leading.
- C. organizing.
- D. controlling.

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-05: Identify the general functions of a supervisor.

Topic: Types of Supervisory Skills

Feedback: A supervisor's job includes determining a department's goals and the ways to meet them. This is the function of planning.

49. Christie works as a supervisor at Rubrics Inc. She is engaged in preparing a budget for her department which includes all the expenditure made on furniture. Which of the following supervisory functions does this most accurately exemplify?

- A. Planning**
- B. Leading
- C. Organizing
- D. Controlling

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-05: Identify the general functions of a supervisor.

Topic: General Functions of the Supervisor

Feedback: Christie is engaged in the function of planning. The planning function involves determining a department's goals and the ways to meet them. The purpose of planning by supervisors is to determine how a department can contribute to achieving an organization's goals. This includes planning how much money to spend.

50. Rhonda is the supervisor of the spare parts department at a car dealership. Her responsibilities include scheduling work for employees, setting deadlines, and delegating work on ordering and counting the inventory. Rhonda's responsibilities can be best categorized as the supervisory function of

- A. leading.
- B. controlling.
- C. organizing.**
- D. planning.

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-05: Identify the general functions of a supervisor.

Topic: General Functions of the Supervisor

Feedback: Rhonda's responsibilities can be categorized as the supervisory function of organizing. Organizing involves setting up a group, allocating resources, and assigning work to achieve goals efficiently. At the supervisory level, organizing usually involves activities such as scheduling projects and assigning duties to employees.

51. The activities involved in identifying, hiring, and developing the necessary number and quality of employees can best be categorized as the management function of

- A. organizing.
- B. staffing.**

- C. controlling.
- D. leading.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-05: Identify the general functions of a supervisor.
Topic: General Functions of the Supervisor

Feedback: In the context of supervisory functions, the staffing function involves identifying, hiring, and developing the necessary number and quality of employees.

52. Influencing employees to act (or not act) in a certain way is a primary part of the management function called
- A. leading.
 - B. planning.
 - C. organizing.
 - D. controlling.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-05: Identify the general functions of a supervisor.
Topic: Types of Supervisory Skills

Feedback: The supervisor is responsible for letting employees know what is expected of them and inspiring and motivating employees to do good work. Influencing employees to act (or not act) in a certain way is the function of leading.

53. A vision will not become a reality unless employees know and want to do their part. _____, as a function of management, is primarily associated with this aspect.
- A. Leading
 - B. Organizing
 - C. Staffing
 - D. Controlling

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-05: Identify the general functions of a supervisor.
Topic: General Functions of the Supervisor

Feedback: Even if a supervisor has the clearest and most inspired vision of how a department and its employees should work, this vision will not become a reality unless employees know and want to do their part. Influencing employees to act (or not act) in a certain way is the function of leading.

54. Monitoring performance and making needed corrections is the management function of
- A. leading.
 - B. planning.
 - C. staffing.
 - D. controlling.

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-05: Identify the general functions of a supervisor.
Topic: General Functions of the Supervisor

Feedback: A supervisor needs to know what is happening in a department. When something goes wrong, the supervisor must find a way to fix the problem or enable employees to do so. Monitoring performance and making needed corrections is the management function of controlling.

55. Sandra works as the supervisor of the accounting department of Welfare Co. She notices that in the month of September, the expenditure on supplies was much more than the planned budget. She looks into the surplus expenditure and finds that she had approved a bulk purchase of supplies to take advantage of a volume discount. Sandra then makes appropriate corrections so that future expenditure on supplies is in line with the planned budget. In this scenario, Sandra is primarily engaged in the management function of _____.
- A. controlling
 - B. organizing
 - C. leading
 - D. staffing

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-05: Identify the general functions of a supervisor.
Topic: General Functions of the Supervisor

Feedback: Sandra is primarily engaged in controlling. When something goes wrong, a supervisor must find a way to fix the problem or enable employees to do so. Monitoring performance and making needed corrections is the management function of controlling.

56. On which of the following sets of management functions do higher-level managers usually spend most of their time?

- A. Staffing and controlling
- B. Planning and organizing**
- C. Staffing and organizing
- D. Organizing and controlling

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-05: Identify the general functions of a supervisor.
Topic: General Functions of the Supervisor

Feedback: In the context of management functions, higher-level managers are responsible for setting the overall direction for an organization; thus, they spend more time on planning and organizing.

57. Supervisors typically spend most of their time

- A. staffing and controlling.
- B. planning and organizing.
- C. staffing and organizing.
- D. leading and controlling.**

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-05: Identify the general functions of a supervisor.
Topic: General Functions of the Supervisor

Feedback: Typically, supervisors spend most of their time leading and controlling, because they work directly with the employees who are producing or selling a product or providing support services. Planning, staffing, and organizing take up less of a supervisor's time.

58. In the context of the controlling function of management, employees are motivated to improve their performance when

- A. they believe that the upper management cannot interfere in day-to-day operations.
- B. they are encouraged to compete with each other when working on the team's goals.
- C. they know what is expected of their department to achieve the goals of the company.
- D. they believe that help and feedback are related to their true skills and performance.**

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Difficulty: 2 Medium
Learning Objective: 01-05: Identify the general functions of a supervisor.
Topic: Becoming a Supervisor

Feedback: In the context of the controlling function of management, when employees believe that help and feedback are related to their true skills and performance, they are more motivated to improve.

59. Organizing draws heavily on a supervisor's conceptual skills, but leading requires good _____ skills.

- A. technical
- B. human relations
- C. conceptual**
- D. decision-making

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Difficulty: 2 Medium
Learning Objective: 01-05: Identify the general functions of a supervisor.
Topic: General Functions of the Supervisor

Feedback: Organizing draws heavily on a supervisor's conceptual skills, but leading requires good human relations skills. The supervisor needs to be aware of and use behaviors that employees respond to as he or she desires.

60. Abigail, a production manager at Teztek Inc., interviews and selects candidates who will work in her team. In this scenario, Abigail is mainly performing the _____ function.

- A. planning
- B. organizing
- C. staffing**
- D. leading

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-05: Identify the general functions of a supervisor.

Topic: General Functions of the Supervisor

Feedback: In this scenario, Abigail is mainly performing the staffing function. A supervisor needs qualified employees to carry out the tasks that he or she has planned and organized. The activities involved in identifying, hiring, and developing the necessary number and quality of employees are known as the function of staffing.

61. Bilal, a supervisor at BrainWare Corp., is given the task of organizing and setting up processes for a new department in his company. This new task will draw heavily on Bilal's _____ skills.

- A. human relations
- B. conceptual**
- C. technical
- D. motivational

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-05: Identify the general functions of a supervisor.

Topic: General Functions of the Supervisor

Feedback: This new task will draw heavily on Bilal's conceptual skills. Organizing draws heavily on a supervisor's conceptual skills. The function of organizing involves determining how to set up a group, allocating resources, and assigning work to achieve goals efficiently.

62. Supervisors spend most of their time leading and controlling because

- A. other functions, like planning and organizing, are of no use to them.
- B. these functions help them effectively deal with higher-level managers.
- C. they communicate directly with the heads of other departments.
- D. they work directly with the employees who are producing or selling a product.**

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 01-05: Identify the general functions of a supervisor.

Topic: General Functions of the Supervisor

Feedback: Supervisors work directly with the employees who produce or sell a product or provide support services. This is the reason why they spend most of their time leading and controlling people.

63. Ranjan, a professor at a university, teaches his management students about the ways to utilize resources and equipment in a job in order to achieve maximum efficiency and effectiveness. In the context of the functions of a supervisor, Ranjan discusses the _____ function.

- A. controlling**
- B. staffing
- C. communicating
- D. leading

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-05: Identify the general functions of a supervisor.

Topic: General Functions of the Supervisor

Feedback: Ranjan instructs his students on the controlling function. Certain aspects of controlling relate back to planning. A good supervisor does not just plan to meet goals, but also finds ways to best utilize the people and the equipment available in order to meet or exceed goals.

64. A supervisor's responsibilities include

- A. communicating only with superiors and subordinates.
- B. conceptualizing projects and tasks.

- C. projecting the future trends of a company.
- D. providing an opportunity for employees to evaluate him or her.**

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.

Topic: Responsibilities of the Supervisor

Feedback: It is the responsibility of a supervisor to provide an opportunity for employees to evaluate him or her.

65. Identify the correct statement regarding supervisory responsibilities.

- A. Supervisors should keep their staff informed and up to date.**
- B. Supervisors should avoid having a sense of humor.
- C. Supervisors should refrain from learning proper hiring practices.
- D. Supervisors should keep vague employee records.

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.

Topic: Responsibilities of the Supervisor

Feedback: One of the responsibilities of supervisors is to keep their staff informed and up to date.

66. The practice of imposing penalties for failing to carry out responsibilities adequately and giving rewards for meeting responsibilities is referred to as

- A. planning.
- B. accountability.**
- C. subtle discrimination.
- D. reliability.

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.

Topic: Responsibilities of the Supervisor

Feedback: Accountability refers to the practice of imposing penalties for failing to carry out responsibilities adequately, and it usually includes giving rewards for meeting responsibilities.

67. Because supervisors are responsible for building morale and carrying employee concerns to the relevant managers, they are expected to serve as a kind of _____ between employees and management.

- A. arbitrator
- B. initiator
- C. strategist
- D. linchpin**

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.

Topic: Responsibilities of the Supervisor

Feedback: Supervisors are expected to serve as a kind of linchpin, or bridge, between employees and management. Thus, their responsibilities include building morale and carrying employee concerns to the relevant managers.

68. Sarah, a supervisor at Zenair Inc., forgets to communicate the organization's sales targets for the day to her employees, which results in low sales performance. In the context of responsibilities of a supervisor, Sarah failed to

- A. be accessible to those under supervision.
- B. keep the staff informed and up to date.**
- C. specialize in her duties.
- D. train her subordinates.

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.

Feedback: In this scenario, Sarah failed to keep her subordinates informed about the organization's targets. Keeping staff informed and up to date is one of the responsibilities of a supervisor.

69. Akira, a supervisor at Weld-on Inc., was required to work in place of his subordinate because of a shortage of personnel in the workforce. He did his work in an effective way. In the context of the responsibilities of a supervisor, Akira was good at

- A.** being able to perform the duties of his subordinate.
- B. adhering to anti-discrimination rules.
- C. keeping in touch with his workplace standards.
- D. providing an opportunity for his employees to evaluate him.

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.

Topic: Responsibilities of the Supervisor

Feedback: Akira was good at performing the duties of his subordinate. One of the important responsibilities of a supervisor is to be able to perform the duties of the employees he or she supervises.

70. Of the 20 sales executives at Orion Sales Inc., James is the only one to be promoted to the position of supervisor. However, he realizes that it will be difficult for him to exercise authority over his subordinates because they see him as a colleague. In order to acquire power, James should

- A. make immediate changes in the department.
- B. associate with top-level managers to learn how to acquire power.
- C.** ask his boss to officially announce his new position in the company.
- D. try to sort out any issues in the department all by himself.

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.

Topic: Responsibilities of the Supervisor

Feedback: James should ask his boss to officially announce his new position in the company. To acquire power upon assuming the job of supervisor, it may help to have the new supervisor's boss make an official announcement of the promotion. When accepting the job, a supervisor can ask his or her boss to announce the promotion at a meeting of the employees.

71. Jia, a sales executive, performs exceptionally well at her work. Bill, Jia's supervisor, gives her monetary incentives for her outstanding performance. Bill is primarily exercising the _____ function of a supervisor.

- A. loyalty
- B.** accountability
- C. fairness
- D. controlling

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.

Topic: Responsibilities of the Supervisor

Feedback: Bill is exercising the accountability trait of a supervisor. Accountability refers to the practice of imposing penalties for failing to carry out responsibilities adequately, and it usually includes giving rewards for meeting responsibilities.

72. Salma is a new supervisor. She realizes that she lacks the necessary human relations skills to perform her job in an effective way. The best way for Salma to learn human relations skills is to

- A. associate with managers.
- B. assign tasks and give feedback to subordinates.
- C.** read performance appraisals and observe the behavior of employees.
- D. utilize authority to get work done.

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.

Topic: Becoming a Supervisor

Feedback: The best way for Salma to learn human relations skills is to read performance appraisals and observe the behavior of employees. A new supervisor can learn about management and supervision through books and observation. He or she can think about ways to carry out the role of supervisor.

73. In the context of performing supervisory duties, the right to do certain things is known as _____.

- A.** authority
- B. accountability
- C. power
- D. monitoring

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.

Topic: Becoming a Supervisor

Feedback: In the context of performing supervisory duties, the right to do certain things is known as authority.

74. In the context of performing supervisory duties, _____ is the ability to do certain things.

- A.** power
- B. authority
- C. accountability
- D. empowerment

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.

Topic: Becoming a Supervisor

Feedback: Power is the ability to do certain things.

75. Which of the following behaviors will allow a newly promoted supervisor to transition smoothly to a position of power?

- A. Focusing on evaluating the success of the whole team rather than of individuals
- B. Making changes quickly to the department to assert authority
- C. Communicating directly with more assertive employees to understand how the department feels
- D.** Encouraging and teaching employees to manage tasks the supervisor handled before being promoted

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.

Topic: Becoming a Supervisor

Feedback: Often, a new supervisor takes on his or her position as a result of promotion. The supervisor can transition smoothly to a position of power by acting in certain ways. One way is to encourage and teach employees to manage tasks the supervisor once handled, which builds a stronger work group and encourages employees to accept authority and responsibility.

76. Bob has been promoted to a supervisory position and will take charge of his work group in six months. He is anxious about his new position. In this scenario, Bob should focus on

- A. handing over all tasks to his subordinates.
- B.** preparing for the job.
- C. seeking a better opportunity elsewhere.
- D. obtaining and using power and authority.

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.

Topic: Becoming a Supervisor

Feedback: Here, Bob should focus on preparing for the job and think about ways to carry out the role of supervisor. One way to combat the anxiety is to prepare for the job. A new supervisor can learn about management and supervision through books and observation.

77. Which of the following would be a new supervisor's most reliable source of getting to know his or her new employees?

- A. The top management
- B.** The performance appraisals of employees

- C. The human resource department
D. The employees themselves

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Understand
Difficulty: 2 Medium
Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.
Topic: Becoming a Supervisor

Feedback: To get to know employees, a supervisor can talk to his or her own manager and read performance appraisals, but the most reliable sources of information are the employees themselves. Particularly in the early days on the job, a supervisor should take time to discuss goals with employees and observe their work habits.

78. Isaac is promoted to the position of supervisor in his company. Later, he notices that Dexter, an employee, is jealous of his promotion, because he was also a candidate for the supervisory position that was given to Isaac. Which of the following steps should Isaac take up in order to solve this issue effectively?

- A. Speak about this issue to top-level executives
B. Try to defuse the conflict by training Dexter to become a supervisor
C. Neglect Dexter's feelings and perform his job with honesty
D. Try to understand Dexter's perspective and ask for his support on important tasks

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.
Topic: Becoming a Supervisor

Feedback: Isaac should try to understand Dexter's perspective and ask for his support in important tasks. A supervisor may learn that one or more employees had been candidates for the supervisor's job and therefore may be jealous. One constructive approach that a supervisor might take to this problem is to acknowledge the other person's feelings, ask for the employee's support, and discuss his or her long-term goals.

79. _____ skills are relatively important for first-level managers. Hence, most supervisors start out working in a department they now supervise.

- A. Conceptual
B. Technical
C. Human relations
D. Decision-making

AACSB: Analytic
Accessibility: Keyboard Navigation
Blooms: Remember
Difficulty: 1 Easy
Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.
Topic: Becoming a Supervisor

Feedback: Most supervisors start out working in a department they now supervise. Because technical skills are relatively important for first-level managers, the person selected to be supervisor is often an employee with a superior grasp of the technical skills needed to perform well in the department.

80. Jinny, a technical assistant at TechCare Inc., loves her job. She takes pride in the fact that she is knowledgeable about her job. However, she associates with very few people at the office and dislikes ordering or requesting others to perform tasks. She finds it difficult to communicate with her superiors. From this scenario, we can infer that Jinny would be a poor supervisor because she lacks _____.

- A. conceptual skills to create strategies
B. motivation to perform her job better
C. the ability to inspire others to achieve their goals
D. the ability to plan her tasks effectively

AACSB: Reflective Thinking
Accessibility: Keyboard Navigation
Blooms: Apply
Difficulty: 3 Hard
Learning Objective: 01-08: Identify characteristics of a successful supervisor.
Topic: Characteristics of a Successful Supervisor

Feedback: In this scenario, Jinny would be a poor supervisor because she lacks the ability to inspire others to achieve their goals. Some employees are happier carrying out the technical skills of their field, whether it is carpentry, respiratory therapy, or financial management. People who prefer this type of work to the functions of managing will probably be happier if they turn down an opportunity to become a supervisor. In contrast, people who enjoy the challenge of making plans and inspiring others to achieve goals are more likely to be effective supervisors.

81. Kathleen, a new supervisor at Fashions Co., finds it difficult to assign difficult tasks to her subordinates. She thinks her subordinates lack enough motivation to perform these jobs. Consequently, she performs the most difficult tasks at Fashions Co. all by herself. In the context of the

characteristics of a successful supervisor, Kathleen lacks

- A. desire for the job.
- B. a positive attitude.
- C.** the ability to delegate.
- D. communication skills.

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-08: Identify characteristics of a successful supervisor.

Topic: Characteristics of a Successful Supervisor

Feedback: Kathleen lacks the ability to delegate. To be successful, supervisors must be able to delegate, that is, give their employees authority and responsibility to carry out activities. Since supervisors tend to have excellent technical skills, delegating may be a challenge.

82. Ray loves his job as a technical service executive. He enjoys being creative when dealing with challenges. Ray is offered a supervisory position in his department because of his performance and enthusiasm. The new position is challenging, but he turns it down because it does not require creativity. In the context of the characteristics of a successful supervisor, Ray lacks

- A. the ability to control his employees.
- B. a positive attitude toward the job.
- C. the sense of loyalty.
- D.** the desire for the job.

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-08: Identify characteristics of a successful supervisor.

Topic: Characteristics of a Successful Supervisor

Feedback: In this scenario, Ray lacks the desire for his job. A successful supervisor must want the job. Some people are happier carrying out the technical skills of their field, whether it is carpentry, respiratory therapy, or financial management. People like Ray, who prefer this type of work to the functions of managing, will probably be happier if they turn down an opportunity to become a supervisor.

83. Jane, a supervisor at MotoDel Inc., often complains about her position in front of her subordinates. This results in poor productivity levels in her team. In the context of the characteristics of a successful supervisor, Jane lacks

- A. fairness in her approach toward subordinates.
- B. the ability to delegate tasks effectively.
- C. communication skills.
- D.** a positive attitude.

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-08: Identify characteristics of a successful supervisor.

Topic: Characteristics of a Successful Supervisor

Feedback: Jane has a negative attitude toward her position, which results in poor performance by her team. A successful supervisor has a positive attitude. Employees tend to reflect the attitudes of the people in charge. When the supervisor's attitude toward work, the organization, and change required by modern trends is positive, employees are more likely to be satisfied with and interested in their work.

84. Jonathan, a new supervisor at Feedz Corp., has problems with assigning authority and tasks to different employees. He finds it difficult to match the skills of the employees with the tasks they perform. This affects the efficiency of his projects. In the context of the characteristics of a successful supervisor, Jonathan lacks

- A. the desire for the job.
- B.** the ability to delegate.
- C. loyalty.
- D. attitude.

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-08: Identify characteristics of a successful supervisor.

Topic: Characteristics of a Successful Supervisor

Feedback: In this scenario, Jonathan lacks the ability to delegate. To be successful, supervisors must be able to delegate, that is, give their employees authority and responsibility to carry out activities. The employees' successes show that the supervisor is able to select and motivate employees as well as delegate effectively.

85. A supervisor's commitment to employees and customers is significant because supervisors
- A. help top management in formulating long-term strategies.
 - B. act as initiators of ideas regarding product innovations.
 - C. play a critical role in cross-department communication.
 - D. inspire employees to do their best.**

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 01-08: Identify characteristics of a successful supervisor.

Topic: Supervision: A Historical Perspective

Feedback: A supervisor's commitment to employees and customers is significant because supervisors are critically important to their organizations. Supervisors inspire employees to do their best. By motivating employees to perform at their peak, the supervisor enables an organization to benefit from their commitment, talent, and enthusiasm.

86. A supervisor imposes strict punishments on employees who frequently arrive late for work but lacks punctuality himself. Which of the following characteristics does he need to become a successful supervisor?

- A. Fairness**
- B. Communication skills
- C. Loyalty
- D. Delegation

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-08: Identify characteristics of a successful supervisor.

Topic: Characteristics of a Successful Supervisor

Feedback: In this scenario, the supervisor needs fairness skills to become a successful supervisor. A good supervisor is fair. One of the aspects of being fair is to follow the rules yourself. The supervisor can set a good example, for instance, by being on time and refraining from doing personal tasks on the job or taking supplies home.

87. The characteristic of successful supervisors that involves listening to what employees have to say is known as

- A. fairness.
- B. communication skills.**
- C. loyalty.
- D. delegation skills.

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-08: Identify characteristics of a successful supervisor.

Topic: Characteristics of a Successful Supervisor

Feedback: Supervisors need to be good communicators. Employees and bosses alike depend on supervisors to keep them informed of what is happening. Employees who receive clear guidance about what is expected of them will not only perform better but also be more satisfied with their jobs. Good communication also includes making contact with employees each day and listening to what they have to say.

88. Assigning work to employees refers to which of the following characteristics of a successful supervisor?

- A. Ability to delegate**
- B. Ability to be fair
- C. Ability to be loyal
- D. Ability to have a positive attitude

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-08: Identify characteristics of a successful supervisor.

Topic: Characteristics of a Successful Supervisor

Feedback: Delegation of authority means giving employees authority and responsibility to carry out activities. A good supervisor must be able to delegate authority effectively.

89. Henry is an engineer in an aerospace company. He has excellent technical skills and enjoys his job, but he lacks interest in making plans and inspiring others to achieve their goals. Due to his superior technical ability, he is offered a promotion to a supervisory position. He turns out to be an unsuccessful supervisor. Which of the following characteristics of a successful supervisor did he lack?

- A. Loyalty

- B. Communication skills
- C. Fairness
- D. Desire for the job**

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-08: Identify characteristics of a successful supervisor.

Topic: Characteristics of a Successful Supervisor

Feedback: Henry lacked a desire for the job. A successful supervisor must want the job. Some people are happier carrying out the technical skills of their field, whether it is carpentry, respiratory therapy, or financial management. People who prefer this type of work to the functions of managing will probably be happier if they turn down an opportunity to become a supervisor.

90. Mark has been promoted to a supervisory position. He explains to the workers what their job is but fails to provide them with feedback about their performance. Due to this, the workers keep making the same mistakes over and over again. Which of the following characteristics of a successful supervisor should Mark have to become a better supervisor?

- A. Loyalty
- B. Ability to delegate
- C. Fairness
- D. Communication skills**

AACSB: Reflective Thinking

Accessibility: Keyboard Navigation

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 01-08: Identify characteristics of a successful supervisor.

Topic: Characteristics of a Successful Supervisor

Feedback: Mark needs to practice better communication skills. Supervisors also need to be good communicators. Employees and bosses alike depend on a supervisor to keep them informed of what is happening. Employees who receive clear guidance about what is expected of them will not only perform better but also be more satisfied with their jobs.

91. In general, employees who report to supervisors are managers.

FALSE

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-01: Define what a supervisor is.

Topic: Supervision: A Historical Perspective

Feedback: A supervisor is a manager at the first level of management, which means the employees reporting to the supervisor are not managers.

92. In an organization whose management is not committed to developing a diverse workforce, supervisors should not indulge in providing advice and coaching to female and nonwhite employees.

FALSE

AACSB: Analytic

AACSB: Diversity

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-04: Describe how the growing diversity of the workforce affects the supervisor's role.

Topic: Types of Supervisory Skills

Feedback: Many supervisors work for organizations that fail to see the advantages of hiring and developing a diverse workforce. Even in an organization whose management is not committed to these goals, supervisors can provide advice and coaching to female and nonwhite employees, helping them get along in the organization.

93. A supervisor's responsibilities include building employee morale and carrying employee concerns to relevant managers.

TRUE

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.

Topic: Responsibilities of the Supervisor

Feedback: Supervisors are expected to serve as a kind of linchpin, or bridge, between employees and management. Thus, their responsibilities include building morale and carrying employee concerns to the relevant managers.

94. Cooperating with co-workers in other departments is one of the responsibilities of a supervisor.

TRUE

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers.

Topic: Responsibilities of the Supervisor

Feedback: One of the important responsibilities of supervisors is to coordinate with co-workers in other departments. They should respond promptly when a co-worker in another department requests information. They should share ideas that will help the organization's departments work together to accomplish common goals.

95. A company can hire a recent college graduate as a supervisor if that person demonstrates the leadership abilities or specialized skills that are required for the position.

TRUE

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.

Topic: Becoming a Supervisor

Feedback: A company can hire a recent college graduate to be a supervisor if he or she demonstrates leadership potential or a specialized skill that will help in the position. Technical and leadership skills are critical for supervisory positions.

96. A new supervisor should make changes to a department quickly and without consulting any of the employees.

FALSE

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.

Topic: Becoming a Supervisor

Feedback: A new supervisor should not rush to make changes in a department but instead should first understand how the department works and what employees expect. Making quick changes without seeking their input can alienate employees and put them on the defensive.

97. Describe management functions according to Henri Fayol.

Henri Fayol (1841–1925), a French industrialist, is often regarded as the pioneer of administrative theory. The ideas that he generated relative to general management principles are still considered to be important among contemporary thinkers. Mr. Fayol asserted that all managers have primary management functions to perform in organizations. These functions include:

- Planning: setting goals for an organization, and developing an overall strategy for achieving the goals
- Organizing: assigning tasks to specific members of the organization
- Leading: motivating the employees of the organization to achieve the tasks that were given to them, as well as handling conflicts as they arise
- Controlling: overseeing the various tasks that are being completed and ensuring that they are done in the expected manner; making sure that things go as planned

AACSB: Analytic

Accessibility: Keyboard Navigation

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do.

Topic: Supervision: A Historical Perspective

98. How should a supervisor manage a diverse workforce? What are the opportunities and challenges?

Good human relations skills are especially important in today's environment because of the increasing diversity of the U.S. workforce. While the share of white men in the workforce declines, the share of black, Hispanic, and Asian workers is expected to rise. Women are entering the workforce at almost the same rate as men. In addition, the segment aged 55 years and over is expected to represent more than 25.2 percent of the U.S. population by 2020.

Together, these changes mean that supervisors can expect to have more employees who are female, nonwhite, and experienced—perhaps senior citizens holding a job after retirement. This growing diversity enables supervisors to draw on a greater variety of talent and gain insights into more perspectives than ever before.

Although diversity is not a new issue, the even greater diversity expected in the U.S. workforce of the future—coupled with laws and policies intended to ensure fair treatment of various groups—requires supervisors to work successfully with a much wider variety of people. Some of the people from other backgrounds may be the supervisor's own managers, partly owing to today's global economy.

AACSB: Analytic
 AACSB: Diversity
 Accessibility: Keyboard Navigation
 Blooms: Understand
 Difficulty: 2 Medium
 Learning Objective: 01-04: Describe how the growing diversity of the workforce affects the supervisor's role.
 Topic: Types of Supervisory Skills

99. Discuss the changes that a person goes through when he or she gets promoted to a supervisory position.

Becoming a supervisor marks a big change in a person's work life. The new supervisor suddenly must use more human relations and conceptual skills and devote more time to planning ahead and keeping an eye on a department's activities.

Also, a change occurs in the supervisor's relationships with the employees in the department. Instead of being one of the crowd, the supervisor becomes a part of management—even the target of blame or anger when employees resent company policies. All these changes are bound to lead to some anxiety. It is natural to wonder whether you are qualified or how you will handle the problems that surely will arise.

AACSB: Analytic
 Accessibility: Keyboard Navigation
 Blooms: Understand
 Difficulty: 2 Medium
 Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor.
 Topic: Becoming a Supervisor

100. How can supervisors be loyal and fair at their work?

Successful supervisors are loyal. As a part of the management team, they must take actions that are best for an organization. This responsibility may include making decisions that are unpopular with employees. In such situations, supervisors must recognize that taking on a supervisory job means they cannot always be "one of the gang."

Successful supervisors are fair. Supervisors who play favorites or behave inconsistently will lose the support and respect of their employees and not be able to lead effectively. Also, when supervisors make assignments and decisions on the basis of whom they like best, they will not necessarily make the assignments and decisions best suited to the organization. Another aspect of being fair is to follow the rules yourself. The supervisor can set a good example, for instance, by being on time and refraining from doing personal tasks on the job or taking supplies home.

AACSB: Analytic
 Accessibility: Keyboard Navigation
 Blooms: Understand
 Difficulty: 2 Medium
 Learning Objective: 01-08: Identify characteristics of a successful supervisor.
 Topic: Characteristics of a Successful Supervisor

| <u>Category</u> | <u># of Questions</u> |
|---|-----------------------|
| AACSB: Analytic | 67 |
| AACSB: Diversity | 5 |
| AACSB: Reflective Thinking | 33 |
| Accessibility: Keyboard Navigation | 100 |
| Blooms: Apply | 34 |
| Blooms: Remember | 46 |
| Blooms: Understand | 20 |
| Difficulty: 1 Easy | 47 |
| Difficulty: 2 Medium | 20 |
| Difficulty: 3 Hard | 33 |
| Learning Objective: 01-01: Define what a supervisor is. | 4 |
| Learning Objective: 01-02: Summarize research findings that have led to basic ideas of what managers should do. | 10 |
| Learning Objective: 01-03: Describe the basic types of supervisory skills. | 31 |
| Learning Objective: 01-04: Describe how the growing diversity of the workforce affects the supervisor's role. | 5 |
| Learning Objective: 01-05: Identify the general functions of a supervisor. | 17 |
| Learning Objective: 01-06: Explain how supervisors are responsible to higher management, employees, and co-workers. | 9 |
| Learning Objective: 01-07: Describe the typical background of someone who is promoted to supervisor. | 12 |
| Learning Objective: 01-08: Identify characteristics of a successful supervisor. | 12 |
| Topic: Becoming a Supervisor | 12 |
| Topic: Characteristics of a Successful Supervisor | 11 |
| Topic: General Functions of the Supervisor | 14 |
| Topic: Responsibilities of the Supervisor | 10 |
| Topic: Supervision: A Historical Perspective | 15 |
| Topic: Types of Supervisory Skills | 38 |