

EFFECTIVE SUPERVISION

*Training for Supervisors at
Brigham Young University–Idaho*



A Training Guide for Employees
(See also: www.byui.edu/hr)

EFFECTIVE SUPERVISION

*Training for Supervisors at
Brigham Young University–Idaho*

© 2007, 2004, 2002, 2001
Brigham Young University–Idaho

BYU–Idaho Human Resources
240 Kimball Building
Rexburg, ID 83460-1670
(208) 496-1130

Email comments or suggestions to: training@byui.edu

TABLE OF CONTENTS

INTRODUCTION

I. Introduction	2
-----------------------	---

HIRING

I. Procedure for Filling an Administrative or Staff Position	3
II. Interviewing	4
III. Sample “Offer Letter”	6

POLICIES AND PROCEDURES

I. Introduction to Policies and Procedures	7
II. Overview of Campus Policies and Procedures	7

SAFETY

I. Resources	8
II. General Procedures	8

SALARY STRUCTURE

I. Compensation Philosophy	9
II. Establishment of Salary Ranges	9
III. Job Descriptions	10

SUPERVISORY SKILLS

I. Duties of a Supervisor	11
II. Traits of an Excellent Supervisor	13
III. Interpersonal Relations Skills	14
IV. Stepping Up to Supervisor	17
V. Time Management	18
VI. Problem Solving	20
VII. Delegation	21
VIII. Giving Corrective Feedback	24
IX. Change: Mastering Personal Change	27
X. Change: Your Responsibilities as a Supervisor	30
XI. Employee Health and Wellness	32

References	34
Recommended Reading	35



I. INTRODUCTION

As a *supervisor* you will have some additional duties that the *non-supervisory* workers will not have. You will be required to analyze and control work processes. You will be responsible for understanding and implementing the policies and procedures of BYU-Idaho. And you will be responsible for training, motivating, delegating, and disciplining the people that you supervise.

This program has been created to assist the employees who supervise other employees. It will address some of the fundamental principles of supervision. These principles will benefit you as you understand and apply them. Internalizing these principles takes time, practice, and patience. To help facilitate change, it is beneficial to keep reminders of key processes nearby. As you periodically review these reminders and practice them, in time you will adopt them, and these thoughts and behaviors will become second nature to you.

As you master the fundamental principles of supervision you will grow personally and your job as a supervisor will likely become more comfortable and much more gratifying. We encourage you to utilize the resources that are available to you in this workbook, as well as in other places (i.e. books, magazines, websites, co-workers, etc.), and enjoy your job as a supervisor.

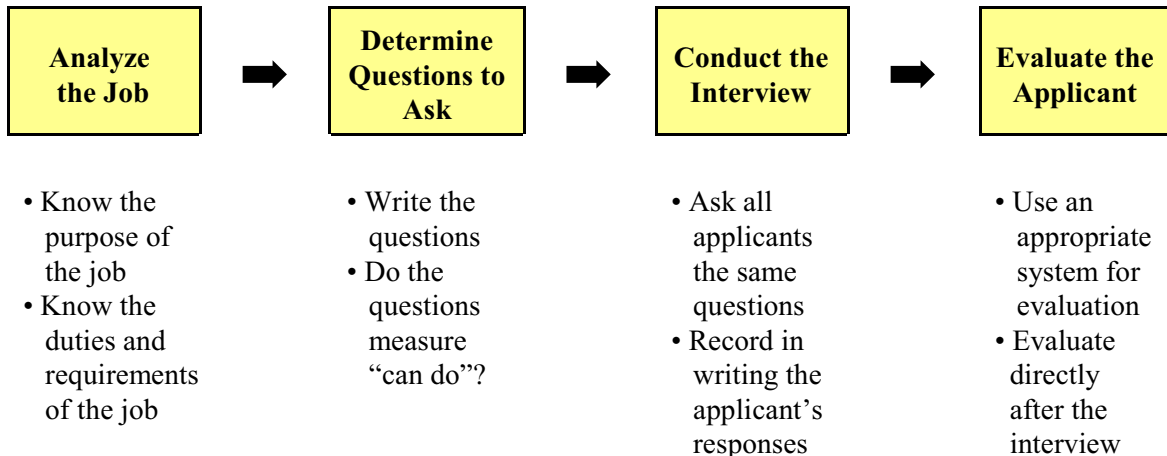
HIRING

I. PROCEDURE FOR FILLING AN ADMINISTRATIVE OR STAFF POSITION

- Notify Human Resources of the vacancy (or new approved position).
- Complete a PERSONNEL REQUISITION FORM (including necessary signatures) and send it to Human Resources. (The form is available on the Human Resources website.)
- Human Resources approves the form (after verifying FTE and job description) and sends it to the appropriate Vice President for review by President's Council.
- The approved form is returned to Human Resources. The Employment Coordinator will coordinate the posting process with the hiring manager.
- During the posting period the Employment Coordinator screens applicants based on the position requirements and input from the hiring manager.
- After the posting closes the Employment Coordinator meets with the hiring manager to review appropriate interviewing and hiring practices and to provide a briefing on applicants.
- Once final candidates are selected:
 - For administrative positions, the Employment Coordinator performs an ecclesiastical clearance before candidates are contacted for interviews.
 - For staff positions, candidates can be contacted for interviews (ecclesiastical clearance is performed later since there are no travel expenses for BYU-Idaho).
- In performing final interviews:
 - Administrative interviews are conducted by the hiring manager, the Employment Coordinator, and other individuals invited to participate in the hiring process.
 - Staff interviews are conducted by the hiring manager and other individuals invited to participate in the hiring process.
- After interviews are complete, participating employees provide input to the hiring manager (often in a council meeting) to assist him/her with the candidate selection.
- After a candidate is selected:
 - For administrative hires, Human Resources approves an offer and the hiring manager makes a verbal offer.
 - For staff hires, the hiring manager provides the name to the Employment Coordinator who performs an ecclesiastical clearance. After receiving a clearance, Human Resources approves an offer and the hiring manager makes a verbal offer.
- After receiving a verbal acceptance, the hiring manager sends an official offer letter to document the conditions of employment. A copy of this letter is sent to Human Resources. Offer letters must cover specific information. A sample letter is available from the Human Resources.
- The hiring manager contacts the other final candidates to let them know the position has been filled.
- On or before the first day of work, the new employee reports to the Human Resources office to complete employment paperwork and to schedule the new employee orientation.

II. INTERVIEWING

A. The Interview Process



B. Employment Law

Various federal laws that regulate employment practices include (but are not limited to):

- Fair Labor Standards Act of 1938; 1985 Revision.
- Equal Pay Act of 1963.
- Civil Rights Act of 1964; 1991 (Title VII).
- Equal Employment Opportunity Act of 1972.
- Education Amendments of 1972 (Title IX).
- Vocational Rehabilitation Act of 1973.
- Vietnam Era Veterans Readjustment Act of 1974.
- Age Discrimination in Employment Act (ADEA) Amendment of 1986.
- Immigration Reform and Control Act (IRCA) of 1986.
- Americans with Disabilities Act of 1990 (Title I).

It is illegal to discriminate in employment based on:

- Age, gender, race, or national origin.
- Marital status.
- Pregnancy, childbirth, or number of children.
- Disabilities (where the person can perform the essential functions of the job).
- Veteran status.
- Arrests or convictions where such does not relate to the job.
- Religion (exception: private religious organizations).

C. Examples of Illegal Interview Questions

- Are you married?
- Are you pregnant?
- Do you plan on having children?
- How old are you?
- Are you from around here?
- Where do your parents live?
- Do you have any disabilities?
- Do you have any health problems or take any medication?
- Is your husband employed? Where?

D. Sample Questions to Ask

- Tell me a little about yourself.
- Why do you want this job?
- What jobs have you enjoyed the most? The least? Why?
- What are your major strengths? Weaknesses?
- What do your supervisors tend to criticize most about your performance?
- How would you describe yourself?
- What major problem have you encountered at work? How did you deal with it?
- What are your long-term goals?
- Are you able to perform the essential functions of this job?

(References: BYU–Idaho Internships and Career Services, *Interviewing*; and Ron Fry, 101 Great Answers to the Toughest Interview Questions)

E. Types of Interviewing

- *Open-Ended Questions*
(Examples: Why do you want this job? What are your major strengths?)
- *Behavior-Based Questions*
(Examples: Give me an example of a time when... How did you... What did you...)
- *Situation-Based Questions*
(Example: What would you do in this situation...)
- *Competency-Based Questions*
(Examples: Typing test, computer skills test, electronic circuitry test.)

(Reference: BYU–Idaho Internships and Career Services, *Interview Styles*)

III. SAMPLE “OFFER LETTER”

<BYU–Idaho letterhead>

<Date>

<Full Name>

<Street Address>

<City, State ZIP>

Dear <first name>:

This letter confirms our verbal offer of employment and your acceptance to work in the <department name> as a(n) <official position title> to begin on <start date>. The compensation for this <full-time or part-time> position will be <annual salary or hourly wage>. In keeping with the practice of the Board of Trustees of the Church Educational System, we ask that you not disclose your salary to anyone other than a spouse (or for private financial transactions).

On your start date, please plan to arrive at <building and office> at <time>. Your first day will include a visit to Human Resources (HR) at 240 Kimball (208-496-1130) to complete necessary paperwork and receive an employee orientation and benefit overview. Spouses are welcome to attend (please coordinate the time directly with HR). Bring original forms of personal identification, such as a driver’s license and social security card, with you. If you do not have these forms of identification available, contact the Human Resources office before your arrival to determine suitable alternatives.

[IF EMPLOYEE IS RELOCATING, INCLUDE THIS PARAGRAPH.]

As you relocate to this area, we would like you to know that Sister Sue Clark, wife of President Kim B. Clark, has organized a welcoming committee for spouses; feel free to contact Alynda Kusch (208-656-0900) or Kerri Andersen (208-359-2547) with any questions. Additional information is also available on the University website at www.byui.edu/hr/resourcesnew.htm.

We look forward to welcoming you into the BYU-Idaho family. Please contact me if I can be of assistance as you prepare to begin your service with the University.

Sincerely,

<Supervisor’s Name>

<Supervisor’s Title>

POLICIES AND PROCEDURES

I. INTRODUCTION TO POLICIES AND PROCEDURES

- A. Why do organizations have policies and procedures?
- B. Policies and procedures are established to help direct behavior within an organization. They are also a means of protection to the organization and those employed within the organization. When they are established and used properly, they become tools that make the job of the supervisor and the employee easier.
- C. How are policies and procedures developed?
- D. “A policy is a guide to decision making – a sort of boundary. It’s a way to provide consistency among decision makers.... Supervisory managers fit into the policy picture in two key ways. First, they play an important part in implementing organizational policies that have been established by higher management. Second, they create policies within their departments as guidelines for their own work groups....
- “Policies established by upper-level managers should be put into writing, since they must be enforced at operating levels by supervisors. Supervisory policies... however, may be communicated orally.” (*Reference: Donald Mosley, et al, Supervisory Management, 1993*)
- E. What is your role regarding BYU–Idaho policies and procedures?

II. OVERVIEW OF CAMPUS POLICIES AND PROCEDURES

For a current list of campus policies, please see the Human Resources website.

I. RESOURCES

The Safety Office at BYU–Idaho is located in the Physical Plant building. The office oversees the training and enforcement of safety policies and procedures on campus. They have a very beneficial web site that can be found on the BYU–Idaho homepage. Included on their web site are the forms needed to file an injury report. For more information please contact them directly.

A. What is a supervisor’s duty regarding safety?

II. GENERAL PROCEDURES

A. Work-Related Injury or Illness Required Reporting Procedure

Whenever any full or part-time faculty, staff, administrator, or student employee of the University is injured while on the job or becomes ill due to the work environment the following procedure shall be followed:

1. The employee’s supervisor should be notified immediately, regardless of the severity of the injury or illness.
2. Employees who work on or near the main campus who sustain serious or life threatening injuries should be transported directly to the Madison Memorial Hospital Emergency Room. All other work-related injuries or illnesses should be treated at the BYU–Idaho Health Center during its normal business hours. When the Health Center is closed, employees may report to a local physician’s office or to Madison Memorial Hospital.
3. Employees who work or travel outside of the Rexburg area and sustain a work-related injury or illness should report directly to the nearest available hospital or emergency medical facility if treatment is required.
4. In any event, the University Safety Office shall be notified as soon as possible by phone or written report form so proper documentation can be promptly prepared. A report form signed by the victim shall be completed for every work related injury or illness regardless of severity.

SALARY STRUCTURE

[*Please note:* Personal salary information is to be kept confidential.]

I. COMPENSATION PHILOSOPHY

BYU–Idaho, under the direction of the President of the Church and the Board of Trustees, adopts a conservative, yet fair, philosophy regarding the salaries of its employees. BYU–Idaho has been asked to keep employee salaries at approximately the “market average” for each particular job. As a result, there will exist people in the surrounding area who are paid *higher* than the employees at BYU–Idaho, and people in the area who are paid *lower* than the employees at BYU–Idaho. Salaries are designed to be fair and generous, but are generally not going to be identical to industry leaders.

BYU–Idaho is required to manage the affairs of the University in an economical manner and to comply with recognized business practices. As a result, some job assignments at BYU–Idaho will be compensated higher than others. This is not an expression of an employee’s personal worth, only a reflection of average market values for various positions.

II. ESTABLISHMENT OF SALARY RANGES

Each administrative and staff job at BYU–Idaho has a *Job Description* which is kept on file in the Human Resources office. Each *Job Description* has been evaluated and assigned a point value by the *Job Evaluation Committee* here on campus. Point values are established using the nationally recognized *Hay System* which rates each job on a rigorous and detailed scale. Some of the items considered when rating jobs are:

- Job duties.
- Level of accountability.
- Supervisory duties.
- Education required for the position.
- Human relations skills required for the position.
- Budget.

After a point value for the job is determined, a salary range is established. The salary range is calculated by combining the *Hay point* and the *market average for that job*. Salary surveys are performed each year to determine the *market average* for the various jobs at BYU–Idaho. In all, the establishment of Hay points and salary ranges is taken very seriously by the administration at BYU–Idaho and by the Board of Trustees.

III. JOB DESCRIPTIONS

(Reference: BYU–Idaho Policy 2-4)

A. Job Descriptions and Job Audits

1. *Descriptions on File.* Human Resources maintains a file of approved job descriptions.
2. *Responsibility to Prepare and Update Descriptions.* Division and department heads have the responsibility to see that job descriptions are written for newly created positions. When job duties change significantly, the job description should be changed as soon as possible, but not later than six months after the change.
3. *Use of Job Descriptions.* Job descriptions are used to determine the value of each job in order to assign a specific salary and to explain job expectations to the employee. It is essential, therefore, that each description accurately describe the essential functions and duties of the job.
4. *Required before Hiring.* New personnel can be recruited and hired only if current job descriptions are on file in Human Resources.
5. *Job Audits.* Division and department heads should periodically review the job descriptions for the positions reporting to them to see that they accurately describe the duties being performed. Updates on job descriptions should be sent to Human Resources. An audit of each position against its job description will be conducted under the direction of Human Resources as needed.

B. Job Titles

The Job Evaluation Committee is responsible for approving employee job titles, including any special descriptive titles, to see that titles are used consistently throughout the organization.

C. Job Evaluation

Job evaluation is the process used to determine the relative value of a specific job as compared with other jobs on campus. The results of the evaluations are used in conjunction with salary surveys to establish the salary range for each position. Salary ranges relate to the responsibilities, duties, and skills required to successfully perform the job and not to the qualifications of the person currently occupying the position.

Any change in major duties assigned to a position should be coordinated with Human Resources to assess any possible impact on the salary range.

D. Exempt and Non-Exempt

The determination to classify a position as exempt or non-exempt is governed by legal requirements set forth in the Fair Labor Standards Act. Human Resources will make these decisions by comparing the job with the tests outlined in the Fair Labor Standards Act.

SUPERVISORY SKILLS

I. DUTIES OF A SUPERVISOR

When undertaking the role of a supervisor it is important to understand that a *supervisor* has different duties and roles than those of *general laborers*. To function effectively as a *supervisor*, it is important to understand what those differences are. When you understand the differences and effectively fill your role as a supervisor you:

- Find personal satisfaction and growth.
- Help those under your supervision to find fulfillment.
- Provide a key service to the institution by harnessing the energy and talents of a variety of people to accomplish the overall business of the institution.

A. What are the duties of a *general laborer*?

B. What are the duties of a *supervisor*?

C. Duties of a Supervisor (sample list)

- Staffing (interviewing, hiring, writing and updating job descriptions, etc.).
- Understanding and complying with employment laws (equal pay, discrimination, sexual harassment, disability, etc.).
- Understanding, communicating, and enforcing organizational policies and procedures.
- Budgeting and financial management.
- Reporting (verbally and through writing).
- Record keeping and paperwork.
- Reading reports, memos, mail, and information briefs.
- Attending relevant meetings.
- Problem solving.
- Analyzing and streamlining work processes.
- Communicating with supervisor, employees, customers, and public (verbally and through writing).
- Public relations.
- Responding to complaints.
- Delegating.
- Training and developing employees.
- Ensuring employee safety.
- Giving corrective feedback (formal and informal).
- Disciplining and discharge of employees.
- Planning and goal setting.
- Organizing.
- Coordinating, assigning, and overseeing work projects.
- Holding regular meetings (to communicate information, set work goals, resolve problems, etc.).
- Employee relations and morale.
- Motivating, rewarding, and recognizing employees.
- Providing necessary resources for employees to succeed.
- Orientation of new employees (rules, policies, benefits, duties, co-workers, etc.).
- Professional development (via conferences, training meetings, on-the-job training, etc.).

II. TRAITS OF AN EXCELLENT SUPERVISOR

A. What are some traits that you have *liked* and *disliked* about your previous supervisors?

Essentially, becoming an excellent supervisor involves three things:

- Identifying the traits of excellent supervisors, as well as those of poor supervisors.
- Taking personal inventory of your own strengths and weaknesses.
- Putting a plan into action to develop the traits of an excellent supervisor.

After having identified the traits of excellent supervisors, it is critical to perform some self-analysis. This entails taking an honest, yet compassionate, look at yourself and identifying the areas where you are strong and the areas where you need improvement. Becoming a great supervisor is not something that magically happens. It takes information, insight, self-awareness, and a great deal of effort.

After you have identified the areas where you need improvement – it is necessary to *set goals* for improvement. *Identifying* areas where you need improvement is one thing, *making changes* in those areas is another. Change takes courage, commitment, and practice.

B. What are some areas you need to improve upon? What are some *specific* things you can do to improve in those areas?

Helpful activities for developing supervisory skills include:

- Attending relevant supervisory training seminars.
- Reading books on supervision.
- Taking classes or university courses on supervision.
- Asking an experienced supervisor that you respect to mentor you.
- Observing excellent supervisors and trying to follow their example.

In all, great supervisors are not “born” – they develop over time through education and experience. When being promoted to a supervisory position, you are given additional power and control; and it is your responsibility to learn to use that power and control to build people and to build the institution for which you work.

III. INTERPERSONAL RELATIONS SKILLS

A. Read the following items and objectively rate yourself on a scale of 1-5 where:

- 1 = *Poor*
- 2 = *Below Average*
- 3 = *Average*
- 4 = *Above Average*
- 5 = *Excellent*

Topic and (-) Examples	Rate Yourself	Topic and (+) Examples
<u>Poor Listening Skills</u> <ul style="list-style-type: none"> • takes over conversations • frequently interrupts others • prejudges • “tunes out” others • is unaware of the thoughts and feelings of others 	◀ 1 ... 2 ... 3 ... 4 ... 5 ▶	<u>Excellent Listening Skills</u> <ul style="list-style-type: none"> • gives others full attention • takes the necessary time to hear and understand others • watches for non-verbal cues • verifies understanding • is open-minded
<u>Non-Constructive Feedback</u> <ul style="list-style-type: none"> • is overly critical • is indirect or unclear • is insensitive • demeans or embarrasses the co-worker or subordinate 	◀ 1 ... 2 ... 3 ... 4 ... 5 ▶	<u>Constructive Feedback</u> <ul style="list-style-type: none"> • is direct and clear • is timely in approach • is sensitive to feelings • maintains the dignity of those involved
<u>Inflexibility</u> <ul style="list-style-type: none"> • is too rigid or stubborn • is unwilling to yield • controls all aspects of a project or situation • insists on always being “right” 	◀ 1 ... 2 ... 3 ... 4 ... 5 ▶	<u>Flexibility</u> <ul style="list-style-type: none"> • is workable • is adaptive • is open-minded • allows appropriate latitude • accepts feedback gracefully • doesn’t mind being “wrong”
<u>Passive</u> <ul style="list-style-type: none"> • is overly dependant • is overly submissive • avoids all confrontation • is timid <u>Aggressive</u> <ul style="list-style-type: none"> • is quarrelsome • is confrontative • is demanding • is pushy or overbearing 	◀ 1 ... 2 ... 3 ... 4 ... 5 ▶	<u>Assertive</u> <ul style="list-style-type: none"> • states needs and feelings • defends own ideas, yet remains cooperative • stands up for self • is not afraid of saying “no” when appropriate • is kind and respectful of others’ needs and feelings • is true to self, while respecting others

<u>Uncooperative</u> <ul style="list-style-type: none"> • is overly independent • is “headstrong” • is stubborn • is argumentative 	◀ 1 ... 2 ... 3 ... 4 ... 5 ▶	<u>Cooperative</u> <ul style="list-style-type: none"> • works well with others • is supportive • collaborates with co-workers • is a “team player”
<u>Negative Attitude</u> <ul style="list-style-type: none"> • is frequently negative or “grumpy” • tends to be pessimistic • focuses on the negative • is disagreeable 	◀ 1 ... 2 ... 3 ... 4 ... 5 ▶	<u>Positive Attitude</u> <ul style="list-style-type: none"> • is amiable and friendly • tends to be optimistic • is cheerful • is encouraging • is pleasant to be around
<u>Disloyalty</u> <ul style="list-style-type: none"> • likes to gossip • “backbites” supervisor • violates confidences • violates trust • participates in rumors 	◀ 1 ... 2 ... 3 ... 4 ... 5 ▶	<u>Loyalty</u> <ul style="list-style-type: none"> • keeps confidences • keeps promises • is trustworthy • supports supervisor • disregards hearsay
<u>Inappropriate Use of Power and Control</u> <ul style="list-style-type: none"> • uses threats to control • is inconsiderate of the needs and feelings of others • is overly controlling or dominating • intimidates or bullies others • is careless with power 	◀ 1 ... 2 ... 3 ... 4 ... 5 ▶ <i>(see Moroni 7:43-48, and D&C 121:34-46)</i>	<u>Appropriate Use of Power and Control</u> <ul style="list-style-type: none"> • is approachable • considers the impact before using power or authority • treats people with kindness and respect • uses persuasion • is patience
<u>Irresponsibility</u> <ul style="list-style-type: none"> • lacks commitment • is unreliable • always has an excuse • tends to abandon projects before they are finished • wants everything to be easy • is frequently unprepared 	◀ 1 ... 2 ... 3 ... 4 ... 5 ▶	<u>Responsibility</u> <ul style="list-style-type: none"> • accepts responsibility • is reliable and can be depended upon • keeps his/her word • follows through on assignments • tends to be very productive
<u>Disrespect for Others</u> <ul style="list-style-type: none"> • is judgmental • is mean and hurtful • is rough, harsh, or abrasive • is careless • is rude and insensitive • is slow to forgive • is generally described as being “hard on people” 	◀ 1 ... 2 ... 3 ... 4 ... 5 ▶	<u>Respect for Others</u> <ul style="list-style-type: none"> • is courteous and thoughtful • is kind • is gracious • apologizes when appropriate • is forgiving • is considerate of the needs and feelings of others

<p><u>Unskilled Conflict Resolution</u> <i>Aggressive Approach:</i></p> <ul style="list-style-type: none"> • is argumentative • seems to enjoy “the conflict” more than “the resolution” • uses aggression to control the conflict <p><i>Passive Approach:</i></p> <ul style="list-style-type: none"> • totally avoids all conflict • is too accommodating • tends to agree to anything • is too acquiescing and submissive 	<p>◀ 1 ... 2 ... 3 ... 4 ... 5 ▶</p>	<p><u>Skilled Conflict Resolution</u></p> <ul style="list-style-type: none"> • is assertive in the situation • has the ability to diffuse tense situations • addresses problems in an open, clear, and direct manner • maintains the dignity of those involved • has a “win-win” approach • considers the other person’s point of view • admits when he/she is wrong • compromises when appropriate
<p><u>Ill-Mannered</u></p> <ul style="list-style-type: none"> • is tactless • is inattentive to social matters • tends to offend people • is unrefined • is not perceptive to subtle cues • is insensitive to others 	<p>◀ 1 ... 2 ... 3 ... 4 ... 5 ▶</p>	<p><u>Well-Mannered</u></p> <ul style="list-style-type: none"> • is responsive to social etiquette • is thoughtful • is considerate of others • recognizes non-verbal cues and reacts appropriately • handles delicate situations with sensitivity and skill
<p><u>Inability to Negotiate</u></p> <ul style="list-style-type: none"> • has difficulty reaching an agreement with another • is too passive <u>or</u> too aggressive • lacks the ability to compromise • lacks the skills to handle conflict with a “win-win” approach 	<p>◀ 1 ... 2 ... 3 ... 4 ... 5 ▶</p>	<p><u>Ability to Negotiate</u></p> <ul style="list-style-type: none"> • can discuss items openly • bargains well • transacts business in a smooth and professional manner • has a “win-win” approach and is sensitive to the needs of the other party
<p><u>Unsociable</u></p> <ul style="list-style-type: none"> • is uneasy in social settings • lacks the ability to engage in “small talk” • is unresponsive • is uptight and difficult to talk with • is unapproachable 	<p>◀ 1 ... 2 ... 3 ... 4 ... 5 ▶</p>	<p><u>Sociable</u></p> <ul style="list-style-type: none"> • is able to talk easily with others • is agreeable • is approachable • is gracious • is friendly • can put people at ease

B. Highlight specific items on the previous survey to personally address.

IV. STEPPING UP TO SUPERVISOR

Some supervisors are appointed from within the ranks of general laborers. Because of their expertise, leadership skills, and ability to work with people, oftentimes they are chosen to lead their peers. Yet, being chosen to supervise a group in the midst of former peers can be very challenging.

For example, as a supervisor you are responsible for giving assignments, setting work tempo, giving feedback, and disciplining. These things are difficult to accomplish with subordinates who were recently your peers. But you, as the new supervisor, have an additional responsibility now – that of a supervisor. You now have the added responsibility and obligation of making decisions that guide and affect others.

As a supervisor, you are responsible for taking charge and setting the direction for your work unit. You will have the challenge of maintaining a fair and equal relationship with your subordinates. You will need to avoid “playing favorites,” “chumming,” or gossiping. You will also be required to give allegiance to your boss, as well as to the goals of the institution. Being negative about the institution or individuals in supervisory positions above you will not only engender negativity, but will destroy your own power as a supervisor and leader among your co-workers.

Overall, realizing that you are no longer “just one of the guys” is very beneficial. This does not suggest that you are unfriendly or unsociable, only that you now have the additional duties of a supervisor. In addition, it is helpful to realize that while being a supervisor does have its challenges, it can also be very fulfilling and enjoyable – especially if you learn the skills of effective supervision.

A. How do you communicate your new role to your subordinates, including your expectations and boundaries?

V. TIME MANAGEMENT

How well do you use your time? Have you ever actually stopped to think about it? Many of us go through our days and weeks keeping *very* busy (sometimes too busy), yet never confront and accomplish the things that matter the most to us. We live in a time when information and opportunities exist in abundance. But simply “keeping busy” does not mean that we are doing what is important or that we have meaning in our lives.

It is important to consider that we cannot accomplish *everything*. It is a simple fact of life – one to which we would quickly admit, yet not necessarily exhibit in our behavior. In general, we usually try to accomplish the impossible – “having it all” and “doing it all.” We can work ourselves to exhaustion and yet not be very happy or content. In the words of President Thomas S. Monson: “There is more to life than increasing speed.” (*Reference: Church News*)

Consider the following time management concepts:

A. Goals, Plans, and “To-Do” Lists

What is the difference between goals, plans, and “to do” lists? Essentially:

Goal	→	• an ending point, target, or final objective (can be long-term or short-term)
Plan	→	• a method for proceeding toward a goal (for example: an outline)
“To-Do” List	→	• a list of day-to-day items that need to be done to accomplish your overall plans and goals. (is usually very specific)

Keep in mind that this process is adaptable to each individual and that there is no need to over-complicate things. Try to do what works for you. At minimum, consider writing things down and keeping yourself organized.

One method which is very inexpensive and simple is to carry a pocket calendar and a pad of paper. An expensive and fancy calendar or planner, although beneficial in some ways, is not necessary for an individual to be organized and productive. For example, your system may look something like this:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3 x 5 CARD (FRONT)

<u>GOALS</u>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<u>PLANS</u>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

3 x 5 CARD (BACK)

<u>TO-DO LIST</u>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<u>PRIORITIZE ITEMS</u>	
1 = Must Do	
2 = Should Do	
3 = Nice to Do	

VI. PROBLEM SOLVING

A. Six Steps to Effective Problem Solving

1. *Identify the Problem or Issue*

- Ask: “What is the problem?”

2. *Decide Who to Involve*

- Issues to consider when deciding who to involve: confidentiality, resources, and time.
- Ask: “Who do I need to involve in this decision or problem?”

3. *Research the Situation*

- Gather information.
- Focus on the facts, not hearsay.
- Realize that this process may take hours, or even days or months.
- Be thorough; generally speaking, the more information you gather, the better the decision.
- Answer the question: “What is the cause of this problem?”

4. *Generate Ideas that May Solve the Problem*

- Brainstorm ideas.
- List and rate the ideas.
- List the “pros” and “cons” of your top choices.
- Ask: “What could I lose or gain by choosing this option?”
- Ask “What if?” questions.
- Delay the decision if necessary. Don’t make rash decisions, especially when the outcome has a great deal of impact on a person, a group of people, or on the organization.

5. *Make a Decision and Implement It*

- Put the idea into motion.
- Assign tasks and arrange a time to follow-up.

6. *Follow-Up*

- Evaluate the decision.
- Make any necessary adjustments.

VII. DELEGATION

A. Case Study: The Do-It-Yourself Manager

“Joanne was a capable and enthusiastic professional. She was promoted to manage a group of five professionals doing work very similar to her own past assignment.

“She began her new position thinking, “I was promoted because of my excellent performance in past assignments. Therefore, I must have greater expertise than any of my subordinates and can probably do most of the work better and faster than they can. I will train them when I have time, but right now I had better concentrate on getting the work out.”

“Joanne did not pass on any major assignments to her employees; she did the work herself. As time passed, her hours of work increased steadily and she was less and less available to her peers – and to her own supervisor, with whom coordination was important. Her employees were given only the most routine work, received no training, and actually knew very little about major projects in progress. One actually resigned because of the lack of challenge and personal growth. Joanne was too busy to replace him.

“Finally, after 60 days, Joanne’s supervisor called her in to discuss her performance. What would you have said to Joanne if you had been her supervisor?” (*Reference*: Robert B. Maddux, Delegating for Results, 1997)

Additional Questions to Consider:

- What are some of the *advantages* of promoting an excellent laborer to a supervisory position?
- What are some of the *disadvantages* of promoting an excellent laborer to a supervisory position?
- What role does “training” play in the delegation process?
- Did Joanne’s supervisor know how to delegate? Explain.

B. Why is it important for a supervisor to delegate?

C. Why do supervisors fail to delegate?

D. Why Supervisors Fail to Delegate

- Since supervisors are held accountable for results, some of them hesitate to delegate out of fear that their employees will make mistakes.
- Some supervisors believe that when they delegate, they surrender some of their power, thus decreasing their authority.
- Some supervisors have a personality that makes them want to dominate things completely. We see this trait in the way some parents raise their children.
- Some supervisors do not delegate because of a lack of trust in others.
- Some supervisors do not delegate because they are insecure and are afraid that their subordinates will do so well that they will be recognized and promoted ahead of them.
- In some cases, some supervisors realize that employees do not have the ability or maturity to handle tasks without close supervision.

(Reference: Donald C. Mosley, et al, Supervisory Management, 1993)

E. What Is Delegation?

“Delegating is the assignment of tasks and responsibilities to help employees make their best contribution to the overall productivity of your department. When you delegate you become a teacher.... Delegating takes time, patience, and follow-up to ensure it is done right.

“A supervisor must learn how to evenly distribute tasks, tap the special creativity of each individual, and, when appropriate, rotate responsibilities among different employees. Proper delegation keeps employees motivated, increases productivity, and frees the supervisor to perform [other] activities.” (Reference: Elwood N. Chapman, The New Supervisor, 1992)

F. Delegation Is Not

- Being bossy, controlling, or overly critical
- Merely giving permission or handing out assignments
- Giving employees “dirty work” that you do not want to do

G. Quote: “Remember, you are a manager, not an individual contributor. It is your job to utilize your human resources effectively to accomplish organizational goals.... The more you develop your people, and the more you delegate to them, the more they can help you identify key results areas and meet objectives. Let go of tasks that rightfully belong to your employees. That includes troubleshooting and problem solving in their areas of responsibility. Be sure they are properly trained and help them when they flounder, but by all means give them a chance to do the job for which they were hired.” (Reference: Robert B. Maddux, Delegating for Results, 1997)

H. Steps for Effective Delegation

1. *Identify Work Items that Can Be Delegated*

- Decide what to delegate and to whom to delegate it.
- Be sensitive to the skills and abilities of your subordinates.
- Be sensitive to the workloads of your subordinates.
- Remember that not all items can or should be delegated. For example:
 - ▶ Praise and recognition
 - ▶ Budgeting and financial planning
 - ▶ Discipline and discharge of employees
 - ▶ Understanding, communicating, and enforcing organizational policies and procedures.

2. *Give the Assignment to the Employee*

3. *Communicate Your Expectations*

- Clearly communicate your overall expectations (i.e. dates, quality, etc.).
- Give the subordinate a clear vision of the end goal.
- Solicit questions. Be sure he/she clearly understands the assignment.
- Set up a specific time for follow-up.

4. *Provide Training When Necessary*

- Oftentimes, subordinates will need feedback and guidance to become proficient at a particular task.
- One of the primary goals of delegation is to develop your subordinates. Remember to be patient and provide the necessary training for them to succeed.

5. *Follow-up*

- Provide feedback.
 - ▶ Give corrective feedback in an appropriate manner.
 - ▶ Provide *positive* feedback as well as *negative* feedback.
- Make adjustments as necessary.

VIII. GIVING CORRECTIVE FEEDBACK

As a supervisor you have the responsibility of guiding the efforts of the employees that you supervise. This will entail giving them corrective feedback from time to time. While this may be a little uncomfortable at first, it need not be discouraging for you or the other person.

A. How would the Savior give corrective feedback?

B. Scriptural Reference

(Doctrine and Covenants 121:39-43; *italics added to verses 39, 41, 43*)

39. We have learned by sad experience that *it is the nature and disposition of almost all men, as soon as they get a little authority, as they suppose, they will immediately begin to exercise unrighteous dominion.*

40. Hence many are called, but few are chosen.

41. *No power or influence can or ought to be maintained by virtue of the priesthood, only by persuasion, by long-suffering, by gentleness and meekness, and by love unfeigned;*

42. By kindness, and pure knowledge, which shall greatly enlarge the soul without hypocrisy, and without guile –

43. Reproving betimes with sharpness, when moved upon by the Holy Ghost; and then *showing forth afterwards an increase of love* toward him whom thou hast reproved, lest he esteem thee to be his enemy;

C. Definitions

(Reference: Webster's New World Dictionary, © 1970)

- Reprove = admonish, correct, advise, point out error
- Betimes = early; promptly or quickly
- Sharpness = set forth with clarity (i.e. clear, unmistakable, plain, easy to understand) (versus *harsh* = severe, strict, rough, coarse, unsparing)

D. Steps for Giving Corrective Feedback

1. *Develop the Courage to Address the Issue*

- Don't assume that people will detect subtle cues.
- Don't assume that people can "read your mind."
- Think through what you are going to say; you'll be less inclined to say something to your detriment or the detriment of the other person.
- If appropriate, consult with a trusted advisor on what to say.

2. *Set Up a Time to Meet with the Person*

- Meet with the person in private.
- Consider the timing of your approach.
- Be patient with the overall situation, even though you will likely want to resolve things as quickly as possible.
- Example of what to say: "I've got a concern that I would like to discuss with you. Do you have a minute?"

3. *Start Out the Discussion on a Positive Note*

- Point out positives about the situation and about the person.
- Positive reinforcement gives reassurance that your intent is honorable.
- Quote: "A spoonful of sugar makes the medicine go down." (*Reference*: from the movie *Mary Poppins*)
- Example of what to say: "I really appreciate you work on this project...."

4. *Define the Problem*

- Be honest, but kind (remember, the goal is to *build* people).
- Be careful to not get emotionally "carried away."
- When expressing your views, be careful not to exaggerate. State the facts, and do so as compassionately as possible.
- Example of what to say: "I've got a concern with.... Here is what I have seen...."

5. *Explain How You Would Like the Situation Altered*

- In preparation, ask yourself "How do I want this person to behave?" and "What specifically do I want to see happen?" in this situation.
- Example of what to say: "This is what I would like to see happen...."

6. *Solicit a Response*

- Let the person express himself/herself. (Remember, you may not possess all the facts or be seeing the situation correctly.)
- Defend your position where necessary.
- Example of what to say: “What do you think?”

7. *Negotiate*

- Be flexible.
- Be open-minded. (Realize that *you* may be partly at fault.)
- Be sensitive to the other person’s weaknesses.
- Compromise where appropriate.
- Reiterate your point and your ideas for a positive resolution to the problem.

8. *End on a Positive Note*

- Help the person maintain his/her dignity (i.e. to “save face”). (If you embarrass or humiliate the person, odds are much greater that he/she will retaliate and that the situation will be more volatile and destructive.)
- Remember to nourish the relationship, as you will probably be associating with this person in the future.
- Example of what to say: “I apologize if this has created any undo stress. I appreciate the opportunity of working with you. Thank you for taking the time with me.”

9. *Follow-up*

- Continue to address the situation where appropriate.
- Be committed to working through the problem, even if it takes an extended amount of time to resolve.
- Realize that your relationship with that person may be a little awkward and uncomfortable for a time, but be patient. Invest in the relationship and remember that strong and rewarding relationships take time and effort.
- Repeat steps 1-8 if necessary.

10. *Keep the Situation Confidential*

- Don’t gossip or “talk behind the other person’s back.” (The real test of charity is compassion “in absentia” – i.e. when the other person is absent from the conversation.)
- Discuss the matter with trusted advisors only.

IX. CHANGE: MASTERING PERSONAL CHANGE

A. Definition of Change

(Reference: Webster's New World Dictionary, 1970)

- derived from the Indo-European base *kamb* which means “to bend”
- to become different
- to modify, transform, or convert

B. In general, how do people react to change? Examples?

C. Why do we often resist change?

D. What are the advantages and disadvantages of change?

E. Quotes to Consider

- There is nothing permanent except change. (Heraclitus)
- We are restless because of incessant change, but we would be frightened if change were stopped. (Lyman Lloyd Bryson)
- Men are anxious to improve their circumstances, but are unwilling to improve themselves; they therefore remain bound. (James Allen)
- Any change, even a change for the better, is always accompanied by drawbacks and discomforts. (Arnold Bennett)
- There is nothing wrong with change, if it is in the right direction. (Winston Churchill)
- Things do not change, we do. (Henry David Thoreau)

F. Steps for Addressing Personal Change

1. *Calm Yourself Emotionally*

- Change can upset us emotionally in varying degrees.
- Don't "bottle up" your emotions. Find an appropriate way to express your feelings. For example: take a walk, exercise, or express your feelings to a friend.
- Be careful not to become bitter. Acknowledge your feelings, then act in a positive manner toward resolution or adaptation.

2. *Identify Your Concerns and Challenges*

- Write your concerns and challenges on a sheet of paper.
- Be careful not to exaggerate the situation. Keep things in perspective.

3. *Develop a Plan for Addressing Your Concerns and Challenges*

- List specific things that need to be accomplished to resolve the problem or adapt to the situation.
- Be sensitive to your limitations.
 - ▶ Recognize that some things take time to achieve.
 - ▶ Do not demand more from yourself than you have the ability to accomplish.

4. *Act – Set Things into Motion*

- Begin working your plan.
(Setting things into motion may take confronting some of your fears.)
- Be patient and continue to work at it.

5. *Surround Yourself with Positive and Supportive People*

- Where necessary, rely on your friends for emotional support.
- Associate with people who try to resolve problems in a positive and constructive manner.
- Be careful not to "fall in" with people who are negative and pessimistic.
(Negative and pessimistic people are often more concerned with complaining [a subtle form of rebellion to an idea] than solving the problem.)

G. Points to Consider

- At the onset of change, you will most likely experience a feeling of *less* control in your life, which is normal. These feelings will subside as you adapt to the new situation.
- Do that which is reasonable and appropriate to control your surroundings (see Genesis 1:28 – “subdue the earth”), but recognize that you cannot control all things, e.g. people.
- Try to adapt quickly to the new situation and do your best in the circumstances in which you find yourself.
- Where appropriate, protect yourself and stick up for your own needs.
- Be patient. It may take six months or even a year or more to adjust to the change, especially when the change is significant.

X. CHANGE: YOUR RESPONSIBILITIES AS A SUPERVISOR

As a supervisor, you have the responsibility to guide those you supervise through organizational and departmental change. Part of your responsibility is to make the process of change as smooth as possible. How the change is approached will make a considerable difference in how well it is received. And while there will always exist some who fight change, your approach will make a significant difference in whether you succeed or fail.

A. Steps for Addressing Change with Subordinates

1. Prepare Thoroughly Before Introducing the Change

- Don't "wing it." Do your homework before announcing or initiating the change. Thoroughly research the proposed change – including possible obstacles and outcomes.
- Prepare subordinates for your message, i.e. "prepare the soil."
- Part of your strategy should include obtaining people's cooperation.

2. Communicate the Proposed Change

- Communicate clearly what the change will be.
- Communicate that which is *fixed* and that which is *flexible*.
- Express to them how they will be affected by the change.
- Convey the upcoming challenges and benefits.
- Ask for their cooperation.

3. Request People's Thoughts and Reactions

- Listen and empathize. Allow your subordinates to express themselves – to be heard. (*Note:* Empathizing does not translate into abandoning your plans for the department or organization, or endorsing others' negativity).
- Be supportive and reassuring. Change creates a lot of anxiety within individuals who are affected by the change.
- Reiterate your position if necessary.
- Don't be enticed into an argument over the proposed change.
- Be open to input. People may have some sound ideas that may help to shape the change.
- Request people's ideas to help facilitate a smooth change (Asking for people's ideas also encourages them to buy into the change, as well as provide you with ideas on how to successfully navigate the change.).
- Don't make promises that you cannot keep.

4. *Summarize and Close the Meeting*

- Summarize the proposed change and request their assistance in making it happen smoothly.

5. *Initiate the Change*

- Set the change into motion, i.e. give assignments, allocate funds, etc.
- Anticipate rough spots that will need to be worked through.

6. *Make Adjustments to Your Plans as Needed*

- Don't assume that your work is finished with the announcement of the change. Be ready to work to make the proposed change successful.

7. *Continue to Update People Throughout the Transition*

- Continue to update and support people through the transition process.
- Consider giving people subsequent opportunities to voice their concerns.
- Continue to reassure people and facilitate a smooth change.

B. Points to Consider

- Expect resistance. It is a natural part of the process of change.
- Be sensitive to *all* the people who are affected by the change (i.e. family, associates, colleagues, community members, etc.) and how it will affect them.
- Don't rush things or try to force the change process. Remember that it takes time for some processes to be implemented and for some individuals to adjust.
- Be honest. People will learn the truth eventually; and if you are dishonest, you will lose their trust.
- Try not to overwhelm people. People can only handle so much at one time.
- Provide retraining to help people learn their new roles and responsibilities.

C. Quote: "Change is like a rock thrown into a pond. It ripples through your life causing disruption, excitement, distress, and sometimes crisis." (*Cynthia Scott*)

XI. EMPLOYEE HEALTH AND WELLNESS

Employee health and wellness is a key aspect of individual job satisfaction and productivity. Many times organizations pay a considerable price for employee illness through employee turnover, job burnout, inefficiency, worker's compensation, etc. And although employee health and wellness is primarily the responsibility of the employee, organizations can have a significant influence on an employee's health and wellness. As a supervisor, be mindful of the needs of your employees and provide opportunities for them to develop and/or maintain good health.

Employee health and wellness includes such things as:

1. Physical Health

- Cardiovascular fitness (aerobic endurance).
- Physical strength and endurance (muscular strength).
- Flexibility (range of motion).
- Body composition (body fat; fat-to-lean ratio).
- Adequate and restful sleep.
- Proper nutrition.
- Appropriate use of prescriptions drugs, over-the-counter drugs, vitamins, etc.
- Proper medical care.

2. Mental/Intellectual Development

- Study and learning.
- Development of knowledge and skill in a variety of areas, i.e. biology, human physiology, communication, family science, leadership, finance, etc.

3. Emotional Health

- Stress management.
- Hobbies and interests.
- Recreational activities.
- Assertiveness.
- Self-confidence and self-acceptance.
- Sense of control over one's life.
- Human Relations skills.
- Management of long-term illnesses, disabilities, etc.
- Relating to relatives, friends, and associates who are experiencing health-related problems.
- Death and dying (grief and loss).

4. *Spirituality*

- Relationship with God.
- Relationship with others.
- Forgiveness of self and others.
- Prayer.
- Study.
- Worship (church and temple).
- Personal righteousness.
- A sense of peace.

5. *Sociality*

- Interpersonal relationship skills.
- Social skills.
 - ▶ Communication (verbal, non-verbal, written, etc.).
 - ▶ Small talk.
 - ▶ Humor.
 - ▶ Leadership skills.
 - ▶ Negotiation skills.
 - ▶ Assertiveness.
 - ▶ Flexibility.
 - ▶ Small and large group interaction.

6. *Family Relations*

- Husband/wife relationship (interpersonal relationship skills).
- Parenting skills.
- Relationships with extended family members.

7. *Financial Management*

- Vocational preparation, progress, and excellence.
- Budgeting.
- Living within your means.
- Debt reduction and elimination.
- Financial planning, i.e. insurance, retirement savings, property management.

REFERENCES

- Albrecht, Karl (1988). At America's Service. NY: Warner Books.
- Ballard, M. Russell (1997). Counseling with Our Councils. Salt Lake City, UT: Deseret Book.
- Bracey, Hyler, et al, (1990). Managing from the Heart. NY: Dell Publishing.
- Bridges, William (1991). Managing Transitions. NY: Addison-Wesley.
- CareerTrack. Boulder, CO.
- Chapman, Elwood (1992). The New Supervisor. Menlo Park, CA: Crisp Publications.
- Clewis, John, et al (1985). Performance Appraisal: An Investment in Human Capital. Washington, D.C.: College and University Personnel Association.
- Fry, Ron (1991). 101 Great Answers to the Toughest Interview Questions. Cincinnati: South-Western Educational Publishing.
- Hallman, G. Victor, et al (1985). Personal Financial Planning. NY: McGraw-Hill.
- Herzberg, Frederick (1993). The Motivation to Work. Transaction Publications.
- Maddux, Robert (1997). Delegating for Results. Menlo Park, CA: Crisp Publications.
- Maslow, Abraham (1970). Motivation and Personality. NY: Addison-Wesley.
- McGregor, Douglas (1960). The Human Side of Enterprise. NY: McGraw-Hill.
- Mosley, Donald, et al (1993). Supervisory Management: The Art of Empowering and Developing People. Cincinnati: Southwestern Publishing.
- Parlay International. Emeryville, CA.
- Scott, Cynthia, et al (1989). Managing Personal Change. Menlo Park, CA: Crisp Publications.
- Zenger-Miller. San Jose, CA.

RECOMMENDED READING

(Alphabetical Order)

21 Irrefutable Laws of Leadership, The (John Maxwell)
80/20 Principle, The (Richard Koch)
At America's Service (Karl Albrecht)
Balanced Scorecard, The (Robert Kaplan and David Norton)
Change Masters (Rosabeth Moss Kanter)
Classic Drucker (Peter Drucker)
Competitive Strategy (Michael Porter)
Counseling with Our Councils (M. Russell Ballard)
Crucial Confrontations (Kerry Patterson, et al)
Crucial Conversations (Kerry Patterson, et al)
Difficult Conversations (Douglas Stone, et al)
Discovering the Soul of Service (Leonard Berry)
Essential Drucker, The (Peter Drucker)
Execution: The Discipline of Getting Things Done (Larry Bossidy, et al)
Fine Art of Small Talk, The (Debra Fine)
Flight of the Buffalo, The (James Belasco)
Getting Things Done (David Allen)
Good to Great (Jim Collins)
Guide to Workplace Law (American Bar Association)
Harvard Business Review on ... (various topics)
How to Say No without Feeling Guilty (Patti Breitman)
How to Win Friends and Influence People (Dale Carnegie)
Ice to the Eskimos: How to Market a Product Nobody Wants (Jon Spoelstra)
Innovation: The Five Disciplines for Creating ... (Curtis Carlson and William Wilmot)
Innovator's Dilemma, The (Clayton Christensen)
Innovator's Solution, The (Clayton Christensen and Michael Raynor)
Leader in You, The (Dale Carnegie)
Maslow on Management (Abraham Maslow)
Maximum Success (James Waldroop, et al)
Nuts! Southwest Airlines' Crazy Recipe for ... Success (Kevin Freiberg and Jackie Freiberg)
Power of Positive Confrontation, The (Barbara Pachter)
Righteous Influence (Lee Tom Perry)
Seven Habits of Highly Effective People, The (Stephen Covey)
Spiritual Roots of Human Relations, The (Stephen Covey)
Stepping Up to Supervisor (Marion Haynes)
Time Tactics of Very Successful People (Eugene Griessman)
Time Trap, The (Alec MacKenzie)
What Management Is (Joan Magretta and Nan Stone)
Winning through Innovation (Charles O'Reilly and Michael Tushman)