Chapter 1

The Supervisor as Manager

You are now a boss, or soon will be. Being a new supervisor is exciting; there will be challenges, opportunities, and rewards. Your company has invested its trust in you and has expectations of your performance. But how do you feel?

Well, you wouldn't be alone if you felt some apprehension because you are responsible not only for your own work but also for the work of others. The team members that you will be supervising will probably take a wait-and-see attitude until they get to know you. A good approach for a new supervisor is to talk to the previous supervisor and your boss, since they best know the details of the job and the people you will be supervising. Of course there is a caution: What if the previous supervisor was incompetent or had biases? That's why you check carefully with your new boss to get his or her perspective.

Another wise move is to review the files of the employees you will be supervising. By looking over their files and evaluations, you should be able to gain a better understanding of your new employees. The best way to start your first day as a new supervisor is to have your boss introduce you in a formal capacity, followed by a chance for informal interaction.

Ever wonder about the impact that supervisors can have on the success of a hospitality company? Here is an example: On Restaurant Row in one city, one family restaurant has had 12 different busboys in two months. In the restaurant next door, the food is superb one week and terrible the next.

Across town, students at the local community college would rather eat at the local fast-food restaurants than in the school's cafeteria, where the pizza and burgers leave much to be desired. On the outskirts of the city, students at the state university rave about the quality of the food and the tremendous choices they have. Many of the students look for jobs working for the university foodservice.

In many of the city's hospitality operations, the employee turnover rate is high. Every year, they turn over thousands of employees in the industry. Service is poor and guests complain—but then, that's just part of the game, isn't it? Yet several hospitality operations in town have few staffing problems and happy guests.

Throughout the city, a common cry in the hospitality industry is that you just can't get good people these days. People don't work hard the way they used to, they don't do what you expect them to, they come late and leave early or don't show up at all, they are sullen and rude—the complaints go on and on.

Is this true? If it is true, what about those establishments where things run smoothly? Can it be that the way in which the workers are managed has something to do with the presence or absence of problems? You bet it does! And that is what this book is all about. In this chapter, we explore the management aspect of the supervisor's job. After completion of this chapter you should be able to:

- Explain the supervisor's role in decision making, problem solving, and delegation of duties.
- Identify the obligations and responsibilities of a supervisor or executive chef.
- Describe the functions of management.
- Compare and contrast the major theories of people management as they relate to hospitality employees.
- List examples of technical, human, and conceptual skills used by hospitality supervisors.
- List three to five best practices for new supervisors.

The Supervisor's Role

LEARNING OBJECTIVE: Explain the supervisor's role in decision-making, problem solving, and delegation of duties.

In the hospitality industry, almost everything depends on the physical labor of many hourly (or nonmanagerial) workers: people who cook, serve tables, mix drinks, wash dishes, check guests in and out, clean rooms, carry bags, mop floors. Few industries are as dependent for success on the performance of **hourly workers** as the hospitality industry. These employees make the products and they please the guests—or drive them away!

How well these employees produce and serve depends largely on how well they are supervised. If they are not supervised well, the product or the service suffers and the operation is in trouble. It is the people who supervise these employees who hold the keys to the success of the operation.

A **supervisor** is any person who manages employees who make products and/or perform services. A supervisor is responsible for the output of the people supervised—for the quality and quantity of the products and services. A supervisor is also responsible for meeting the needs of employees and the production of goods and services only by motivating and stimulating employees to do their jobs properly. Today's employees are different than they were 10 to 20 years ago; they no longer give their allegiance to the supervisor automatically in exchange for a paycheck. Instead, they give their supervisor the right to lead them.

Usually, a supervisor is the manager of a unit or department of an enterprise and is responsible for the work of that unit or department. In large enterprises, there are many levels of supervision, with the people at the top responsible for the work of the managers who report to them, who, in turn, are responsible for the performance of those they supervise, and so on, down to the frontline supervisor who manages the hourly workers. The **first-line supervisor** and unit manager are the primary focus of this book. Figure 1.1 shows the levels of employees in a large company.

Organizational charts for a large hotel and a large restaurant are shown in Figures 1.2 and 1.3. An **organizational chart** shows the relationship among and within departments. **Line functions** (associates directly involved in producing goods and services) and staff functions (the advisers) are spelled out. The human resource and training departments are examples of staff who advise line departments, such as the food and beverage department, on matters including hiring, disciplining, and training employees.

Using the organization chart, you can also see the various levels of management, with authority and responsibility handed down from the top, level by level. **Authority** can be defined as the right and power to make the necessary decisions and take the necessary actions to get the job done. **Responsibility** refers to the obligation that a person has to carry out certain duties and activities. First-line supervisors represent the lowest level of authority and responsibility, and hourly workers report to them.

Many supervisors—station cooks, for example—also do some of the work of their departments alongside the workers they supervise. Thus, they are typically in close daily contact with the people they supervise and might even at times be working at the same tasks. They are seldom isolated in a remote office but are right in the middle of the action. They are known as **working supervisors** (but as we see later in the text, these supervisors may not qualify as exempt employees).

Each supervisor's job is described in terms of a job title and the scope of the work required, rather than in terms of the people to be supervised. An executive chef, for example, is responsible for all kitchen food production. An assistant executive housekeeper in a hotel is responsible for getting the guests' rooms cleaned and made up. A food and nutrition supervisor in a hospital might be responsible for overseeing the service of patient meals. A restaurant manager or a unit manager in a food chain is responsible for the entire operation. Thus, the focus is placed on the work rather than on the employees. But because the work is done by people, *supervision is the major part of the job*.

As a supervisor, you depend for your own success on the work of others, and you will be measured by their output and their performance. *You will be successful in your own job only to the*

hourly workers
Employees paid on an hourly basis who are covered by federal and state wage and hour laws and are therefore guaranteed a minimum wage.

supervisor
A person who leads and manages employees who are performing services or making products.

first-line supervisor
A supervisor who leads and manages hourly paid employees.

organizational chart
A diagram of a company's organization showing levels of management and lines by which authority and responsibility are transmitted.

line functions
The employees directly involved in producing goods and services.

authority
Possessing the rights and powers to make the decisions and take the requisite actions to get the job done.

responsibility
The duties and activities assigned to a given job or person, along with an obligation to carry them out.

working supervisors
Supervisors who take part in the work itself in addition to supervising.

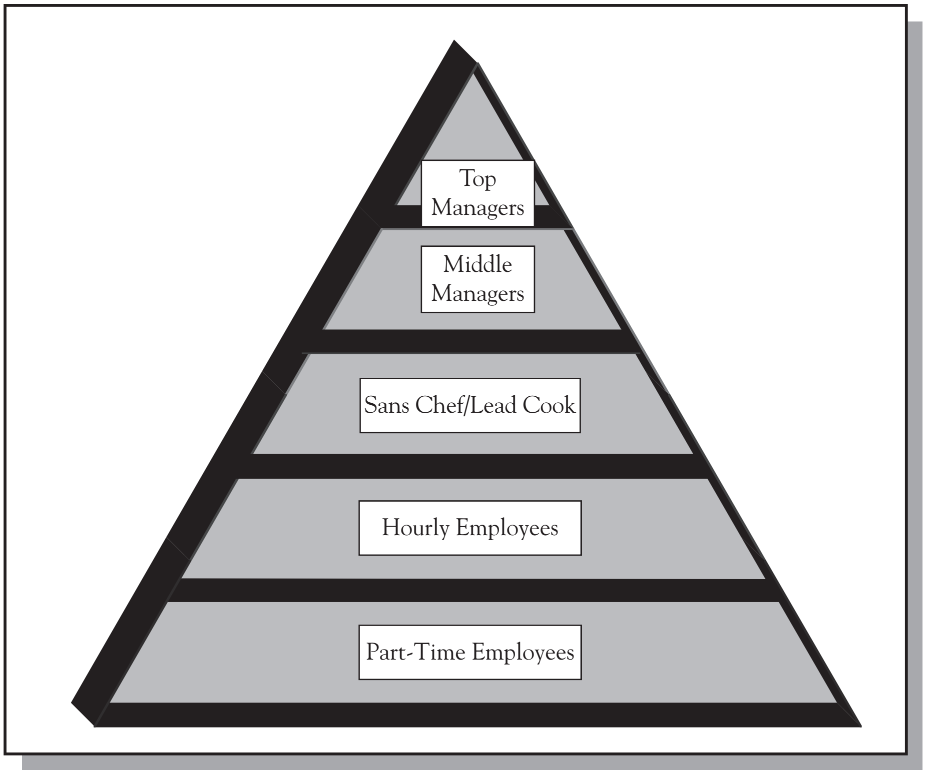

FIGURE 1.1: The levels of employees in a large company.

degree that your team members allow you to be, and this will depend on how you manage them. This will become clearer as you explore this book.

Leading Yourself

LEARNING OBJECTIVE: Evaluate leading yourself and determine how you will lead.

Today, a lot of attention is paid to leadership, so it is critical for a supervisor to lead themselves. Or, simply put, how can you lead others, if you cannot lead yourself. Personal leadership begins with a vision, mission, and goals.

A **vision** is what we aspire to be.

A **mission statement** is how we get to the vision.

Goals are the step-by-step ways to achieve the mission.

vision
The articulation of the mission of the organization in such an appealing way that it vividly conveys what it can be like in the future.

mission statement
Describes the purpose of the organization and outlines the kinds of activities performed for guests.

Goals
Describes the step-by-step ways to achieve the mission.

Remember, you need to believe in something before you can persuade others to believe in it.

Some supervisors begin with a personal credo, which is a set of beliefs that drives thoughts and behaviors. We need to have personal values such as honesty, integrity, ambition, being of service to others, having a service spirit, friendliness, discipline, and dependability. Other necessary ingredients are as follows:

- Purpose—the what and why of something that is being done
- Passion—having the energy to be extremely motivated to achieve the vision, mission and goals
- Character—includes values, passion, caring, trustworthiness, responsibility, and practices.
- Habits—include things like waking up early

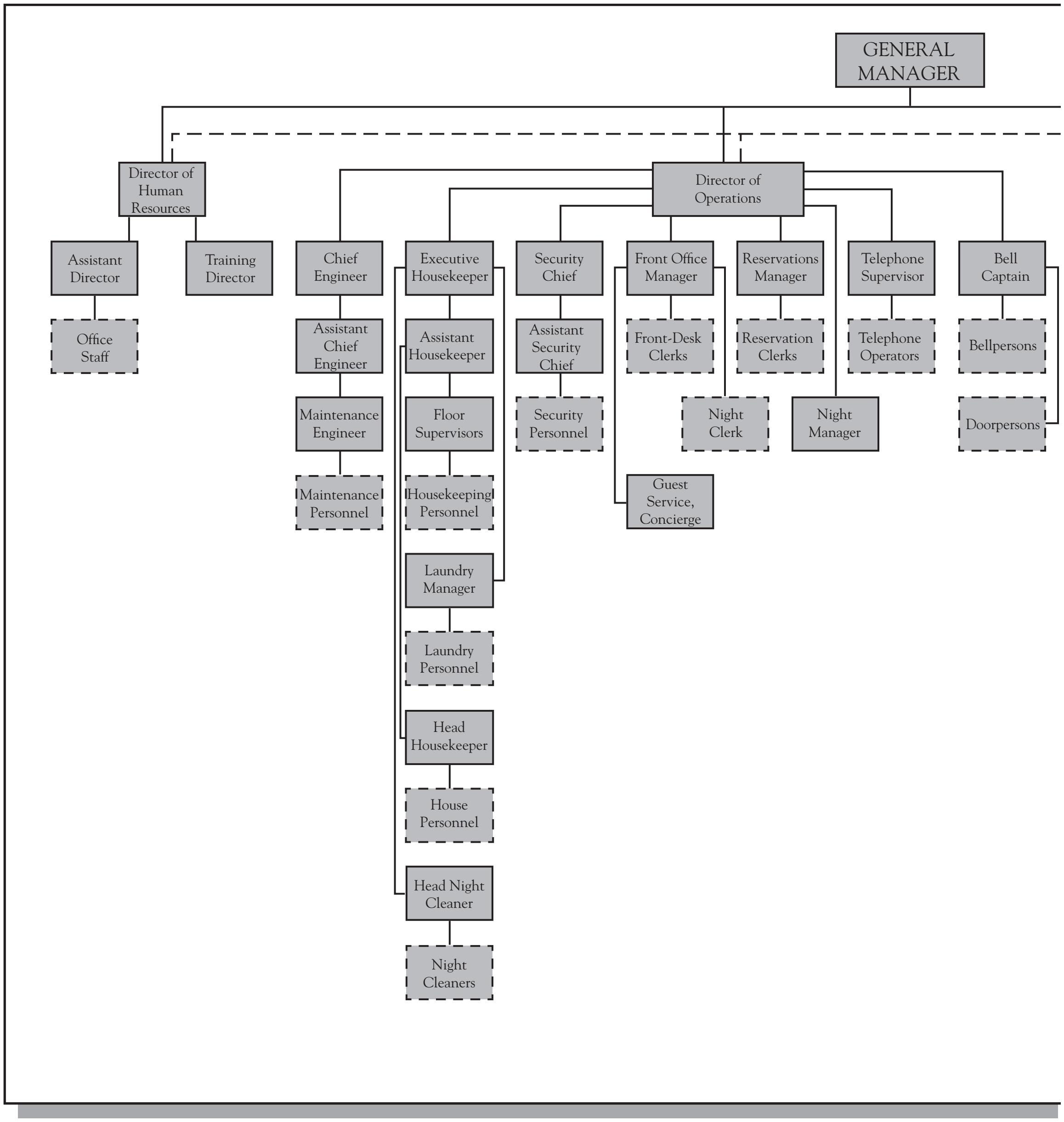

FIGURE 1.2: Organization chart for a large hotel. Boxes with dashed lines indicate hourly workers. Dashed reporting lines indicate staff (advisory) positions.

The line between them is clear-cut; there are no fuzzy edges, no shades of gray. When you become a supervisor, your responsibilities are management responsibilities, and you cannot carry them out successfully unless you maintain a manager's point of view. Now, you will be a part of setting the standards rather than seeking to attain performance goals set by others. You will be held accountable for achieving department goals and keeping your team motivated and productive.

In order to maintain a reputation of excellence, you should realize the importance of being responsible for 10 things:

1. Achieve or exceed the expected results, on time and on budget: planning = determining priorities; organizing = scheduling; motivating = creating a positive work environment; controlling = monitoring and taking corrective action if deviations are outside acceptable limits.

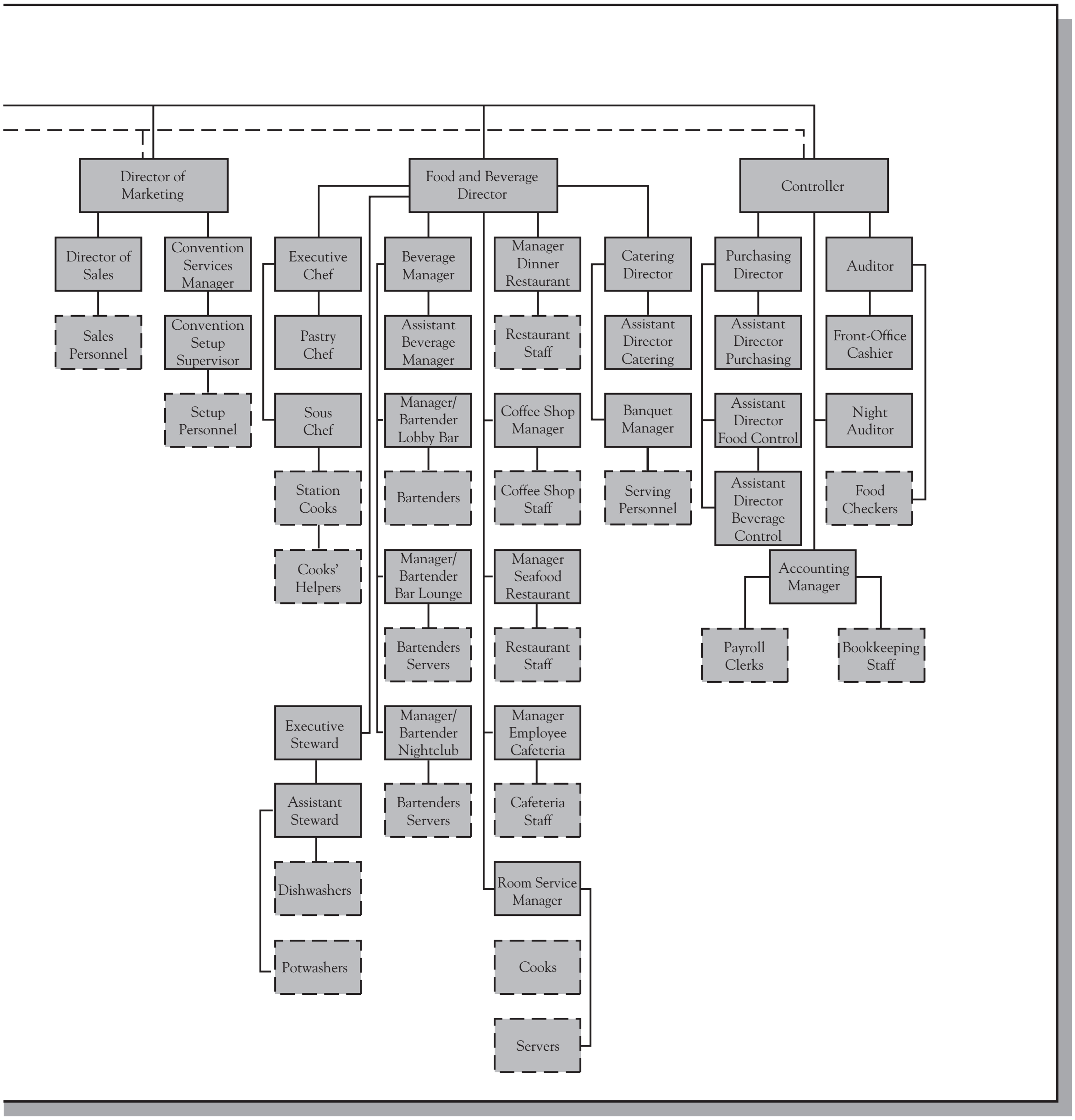

FIGURE 1.2: *(continued)*

2. Communicate effectively.
3. Build a winning team.
4. "Walk your talk" as a leader, setting a good example. Plus, you should be able to do the work of those you supervise.
5. Create a positive work environment.
6. Motivate your team.
7. Work efficiently and effectively with your manager and peers.
8. Coach and mentor your team.
9. Get the resources necessary for your team to do the job.
10. Treat all team members fairly and equally.

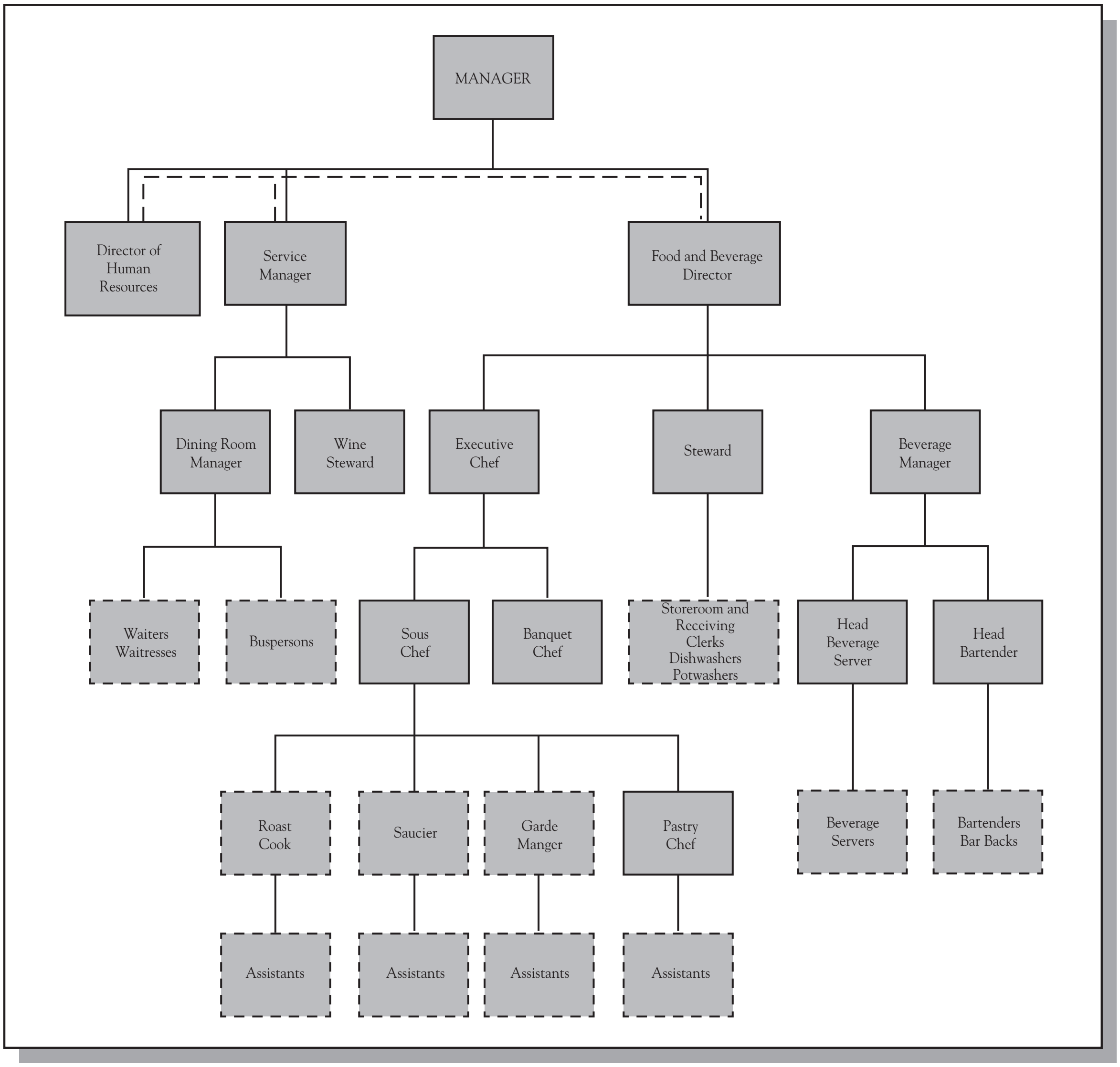

FIGURE 1.3: Organization chart for a large restaurant. Boxes with dashed lines indicate hourly workers. Dashed reporting lines indicate staff (advisory) positions.

Now is a good time to reflect on your past supervisors and see how you would describe them. What made them good or bad supervisors? You could take this supervisor assessment to check on your supervisory skills. Figure 1.4 illustrates a supervisor's assessment.

> No one is more responsible for a business's success than the manager. It takes a lot of savvy to manage a bar or restaurant well, and not just anyone can pull it off. There are some qualities that make up the all-pro manager. For example, all-pro managers not only have a working knowledge of the business they operate but also possess a sound grasp of business in general. A good manager knows his or her market, knows the competition and what it is doing, and responds accordingly. Other all-pro manager traits include a desire to lead, maturity/stability, good money sense, possession of street smarts, and legal knowledge.

Supervisor's Assessment

	1 Great Need for Improvement	2 Need for Improvement	3 Acceptable	4 Good	5 Excellent
1. You know the company's mission and department goals.					
2. You know the tactics to meet goals.					
3. You would include associate input into formulating goals.					
4. You know the policies and procedures.					
5. You are fair, consistent, and treat everyone the same.					
6. You give praise for job well done.					
7. Your associates clearly understand what is expected of them.					
8. You are a good example.					
9. You have enthusiasm for your work.					
10. You are a good listener.					
11. You are a good coach/trainer.					
12. You respect your associates.					
13. You are a good communicator.					
14. You are a good decision maker.					
15. You are passionate about the success of your team/department.					
16. You are a good delegator.					
17. Your team gets the job done on time and on budget.					
18. You are a good motivator.					
19. You give positive reinforcement.					
20. You represent your associates well with management.					

FIGURE 1.4: For best results, compare the supervisor's score with one from the boss and an established score from the associates who are being supervised.

❋ THE SUPERVISOR IN THE MIDDLE

Now that you are a supervisor yourself, you've got owners, managers, and employees all around you. Your philosophy of engagement requires you to take the position that you work for your employees—always making sure they have what they need to do their best work. As a hospitality supervisor, you have obligations to the owners, the guests, and the employees you supervise, which puts you right in the middle of the action (Figure 1.5). To your employees, you represent

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Supervisors have obligations and responsibilities to guests, employees, and employers.

management: authority, direction, discipline, time off, more money, and advancement. As a supervisor, you have the day-to-day responsibility for what goes on in the workplace and for ensuring that the work is carried out in such a way that no one's security, safety, or health is jeopardized. You may also play a critical role in supporting a drug-free workplace program and enforcing the policy.

To the owners and your superiors in management, you are the link with the workers and the work to be done; you represent productivity, food cost, labor cost, quality control, and guest service; you also represent your people and their needs and desires.

To the guests, your output and your employees represent the enterprise: If the food is good, it's a good restaurant; if the doorperson and the desk clerk and the server in the hotel restaurant

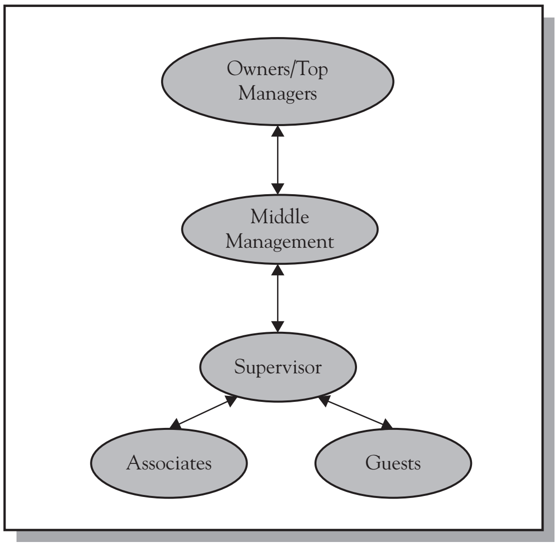
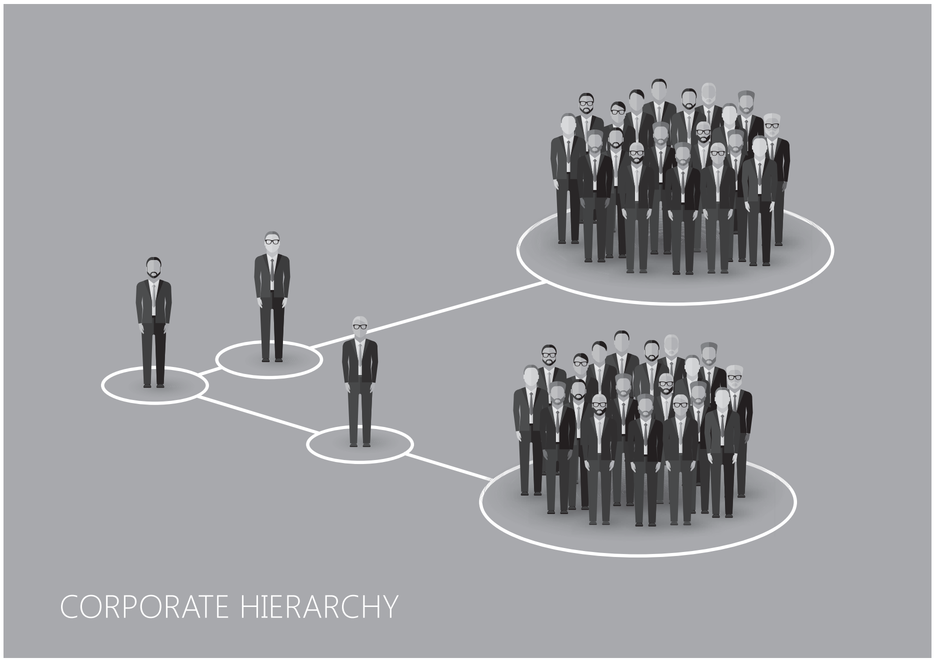


FIGURE 1.5: The supervisor is right in the middle of everything and everybody—the link between top management and employees and guests.



When you become a supervisor, your responsibilities are management responsibilities, and you cannot carry them out successfully unless you maintain a manager's point of view.

provide high-quality service, it's a good hotel. No matter how modest your area of responsibility, it is a tough assignment.

Many new supervisors are promoted from hourly jobs and suddenly find themselves supervising people with whom they have worked side by side for years. You worked and socialized together, and you now find yourself on the other side of that line between management and workers. Now you might be carrying out policies you used to complain about. You might have to work your entire crew on Christmas Day. You might have to discipline your best friend.

It is lonely on that side of the line, and the temptation is great to slip back to your buddies, to the old attitudes, the old point of view. We call this **boomerang management**—going back to where you came from. It doesn't work. You've got to maintain a manager's point of view; you've got to stay in charge.

boomerang management Reverting from management's point of view to the employees' point of view.

There is no compromise. You can empathize with your workers; you can listen and understand. But your decisions must be made from management's point of view, meaning there is a code of conduct—ethics, policies, and procedures—to abide by when making decisions. Your employer expects it, and your people expect it. If you try to manage from your workers' point of view, they will take advantage of you. They really want you to manage.

OBLIGATION TO OWNERS

Your primary obligation to the owners is to make their enterprise profitable. They have taken the risk of investing their money, and they expect a reasonable return on that investment. The major part of your responsibility to them is to run your part of their business to produce that return. That is what they are interested in; that is what they have hired you to do. Remember, you as a supervisor are to run the business as if it were your own.

They also want you to run things *their way*. If they tell you how they want it done, you have an obligation to do it that way, even if you see better ways to do it. They are paying you to do it their way, and you have an obligation to do anything they require that is morally and legally correct.

Suppose that the owners have a system for everything. They don't want you to change anything; they want you to oversee their system. Suppose you don't agree with it. Suppose you think they don't put enough Asian slaw on each plate; you think the guest should have more, and so does the guest. Here, portion control equals cost management using the proper-sized ladle, spoon, or portion scoop. Suppose you see a better way of doing something. You don't take it upon yourself to make a change. You go back to the owner or to your supervisor and you explain your idea and why it would be better. The two of you must agree on what changes, if any, you are going to make.

Suppose the people who hire you don't tell you how they want things done. This happens all too often in the restaurant business; they hire you and put you to work without telling you what to do. They may have definite expectations of you, but they do not verbalize at least 50 percent of what they ought to; they expect you to know what they want. You must find these things out for yourself—ask questions, get things straight.

What are the guidelines and procedures? What authority do you have? Where, if anywhere, do you have a free hand? Since you must manage as they want you to manage, it is your obligation to find out what they want and be sensitive to their expectations. Because of your daily interactions with guests and employees, you also have an obligation to communicate their desires to the owners.

Suppose that you are hired to run a hospital kitchen. Here the emphasis is not on profit; your obligation to follow the system is absolute because the health of the patients is at stake. Patient health is the purpose of the hospital, and food is a basic element in patient care. Every recipe must be followed to the letter and to the quarter ounce. Every grain of salt is important. Every sanitation procedure is critical. You must not change a thing without having the authority to do so.

❋ OBLIGATIONS TO GUESTS

Your second obligation as a supervisor is to the guests. They are the reason a hotel or restaurant exists, and they are the source of its profits. They come to your enterprise by choice. If they are treated well, they might continue to come. If they are not, you will probably never see them again. The importance of customer service seems obvious, yet poor service is all too common, and it is one of the big reasons for failure in the hospitality industry. Most of the people who never come back are responding to poor service or to the fact that an hourly employee was insensitive to their needs.

Consider the following scenario. You are a guest arriving at a hotel after a long and tiring trip, and you tell the desk clerk you have a reservation. She runs your name through her computer and says, "No, you don't have a reservation." How do you feel? You are frustrated and angry because you know you made a reservation. "Well," you ask, "do you have any rooms?" "Yes," she says, "we have rooms, but you don't have a reservation."

Now not only are you frustrated and angry but also you are beginning to feel rejected. "Well," you say, "may I have a room?" She lets you (*lets you*) have a room. As you head to the elevator with your bags in a huff, she says, as though to a bad child, "But you didn't have a reservation!" Will you stay at that hotel again? Not if you can help it.

That desk clerk obviously had not been trained by her supervisor in guest relations. Furthermore, chances are good that she picked up her attitude and behavior from the supervisor. It is very easy, when your mind is on a million other things, to blame the guests for being demanding and unreasonable, and you often feel that if it weren't for the guests, you could get twice as much work done in half the time. You forget that if it weren't for the guests, you would have no work to do. As a manager you must fulfill their needs and desires, and that also means training your people to assume this obligation. Never forget that your employee is a direct reflection of *you*.

In a hotel or restaurant, guests usually encounter only hourly employees. Hotel guests see the desk clerk, the bellperson, the server in the restaurant, and the guest services agent. Restaurant patrons see the host or hostess, servers, and perhaps a bartender or cashier. These hourly employees represent you, they represent the management, and they convey the image of the entire operation.

As a supervisor, you have an obligation to guests to see that your employees are delivering on the promises of service and product that you offer—giving the guests what they came for. And you should be visible in person—guests like to feel that the supervisor or manager cares, and your employees work better when you are present and involved in the action.

In a hospital or nursing facility kitchen, you have an obligation to the patients to see that they get the kind of food the doctor ordered and that it is not only nourishing and germ-free using safety and sanitation procedures (such as HACCP [Hazard Analysis of Critical Control Point] procedures) in place. But the food must also look visually appealing and taste good. The food cannot help the patients recover if they don't eat it.

For many people in hospitals, food is the most important part of their day. They lie in bed with nothing to do, and breakfast, lunch, and dinner become major events. You have an obligation to those patients to speed their recovery by giving your best effort to making their meals a pleasure.

As a supervisor in a school cafeteria, you have an obligation to the students. As a supervisor in a U.S. Army or Navy kitchen, you have an obligation to your country. Wherever you work, you have an obligation to the consumer of the product your workers prepare and to the user of the services your people provide.

❋ OBLIGATIONS TO EMPLOYEES

Your third obligation as a supervisor is to the people you supervise. It is up to you to provide these employees with an environment in which they can be productive for you. This is something you need because you are directly dependent on them to make you successful. You certainly can't do all the work yourself.

The most important value for most employees is the way the boss treats them. They want to be recognized as individuals, listened to, told clearly what the boss expects of them, and why. If they are going to be really productive for you, they want a climate of acceptance, approval, open communication, fairness, and belonging. With most employees today, the old hard-line authoritarian approach simply does not work. You owe it to your employees and to yourself to create a work climate that makes them willing to give you their best.

work climate
The level of morale in the workplace.

A poor **work climate** can cause high labor turnover, low productivity, and poor quality control and can ultimately result in fewer customers—problems that are all too common in restaurants, hotels, and hospitals. It is easy for employers to blame these problems on "the kind of employees we have today" and to look at these employees as a cross they have to bear.

There is an element of truth here: Hotels and restaurants are dependent on large numbers of people to fill low-wage, entry-level jobs that have little interest and no perceived future. Washing pots, busing tables, dishing out the same food every day from the same steam table, lifting heavy bags, mopping dirty floors, cleaning restrooms, straightening up messy rooms left by unheeding customers every single day can become very tiresome. Workers take these jobs either because no special skill, ability, or experience is required, or because nothing else is available.

Some of these people consider the work demeaning. Even though they are doing demanding work that is absolutely essential to the operation, management often looks down on them. They are frequently taken for granted, ignored, or spoken to only when scolded. Given the nature of the work and the attitudes of management and sometimes of other employees, it is no wonder that turnover is high.

Another level of hourly employee is the skilled or semiskilled: the front desk clerk, the cashier, the bartender, the cook, the waiter and waitress. These jobs are more appealing—the money is better, and there is sometimes a chance for advancement. Yet here, too, you often find temporary employees—students, moonlighters, people who cannot find anything in their own fields. They are working there *until* they have enough money for college, they get married and move away, they find a better-paying job—that is, *until something better comes along*. Many employers assume that their employees will not stay long, and most of them do not. Even the best supervisors cannot keep such workers indefinitely. But good supervisors can keep them longer than they might otherwise stay.

The turnover rate for hourly workers in full-service operations varies according to the type of restaurant. Generally, quick-service restaurants have the highest turnover given that most of the positions are non-tipped. Family and full-service restaurants may have a lower turnover rate. Some poorly managed may have a turnover rate of 100 percent. That means that your typical full-service restaurant will lose every one of its hourly employees within a year's time and have to fill every position. If we were to ask employees to explain why they left their jobs, the most frequently cited reasons would likely include bad supervision and management, better opportunities, a better work schedule, and more enjoyable working conditions. What is the turnover rate in your classmates restaurants?

The fact is, though, that two operations hiring from the same labor pool can get radically different results according to the work climate their supervisors create. You can see this in multiunit operations: One unit might be consistently better than the others—one that is cleaner, has a better food cost, has a better labor cost, and has more satisfied guests. It is the supervisor or manager and good employees who make this difference, and usually this supervisor has created a climate in which the employees will give their best.

Hospitality Employees by Generation

There is no valid stereotype of today's hospitality employee. The industry employs people of all ages and backgrounds. You will most likely be supervising people from one of these *generations*:

Generation X
A group of Americans born between 1966 and 1976.

Generation Y
A group of Americans born between 1977 and 2000. Mellennials are "connected" and tech savvy, with gadgets that enable them to multitask. They are used to working in teams and like to make friends at work. Millennial employees work well with a diverse group of coworkers and have a positive attitude about work and prefer frequent and immediate feedback on how they are doing.

Generation Z
A group of Americans born between 1995 and 2012.

Generation X, those born between 1966 and 1976
Generation Y (Millennials), those born between 1977 and 2000
Generation Z, those born between 1995 and 2012

Many of the foodservice workforce, as well as a big presence in hotels, are employees from a group referred to as Generation Y (those born between 1977 and 1994). There are millions of Generation Yers. Generation Xers and Yers will work hard, but they will also make some demands. They want to do work that they consider worthwhile as well as work they enjoy doing. The employees want their supervisors to let them be more involved by listening to them and by allowing them to participate in decision making. Not surprisingly, employees do not want supervisors to bark orders in a militant fashion; they want training and expect management to invest time and money in their training and development. Generation Z, the millions of a rapidly growing group born between the mid-1990s and 2012, will grow up with highly sophisticated expectations of technology and computers.

Growing Diversity in Hospitality Employees

An already-diverse workplace is becoming more diverse than ever. The National Restaurant Association declares that the restaurant industry employs 13.5 million in the United States. That is 10 percent of the overall U.S. workforce. To illustrate the diversity in the industry of restaurant managers, 35 percent speak a language other than English at home and 38 percent are minorities. Of supervisors, 22 percent speak a language other than English at home and minorities make up 37 percent. Of chefs, 45 percent speak a language other than English at home and minorities make up 56 percent. Of cooks, 42 percent speak a language other than English at home and minorities make up 58 percent. Diversity of the hospitality workforce is discussed in more detail in Chapter 5.

Many of today's employees tend to have a higher expectation level and a lower frustration tolerance than employees of past generations. They expect more out of a job than just a paycheck. But even needing that paycheck does not guarantee that a person will work well on the job. That is why it is necessary to have supervisors and managers.

> A lack of leadership is a problem in our industry. Part of the problem is that we're not talking about leadership in our meetings at a unit level. We, as managers, need to realize that people don't want to be managed; they want to be led.[1]

❋ SO WHO'S NUMBER ONE?

There's an expression in the hospitality industry that goes like this: "If you [the supervisor or manager] take care of the employees, the employees will take care of the guests, and the profits will take care of themselves." As a supervisor, your number one concern is your employees. You need to be committed to serving the employees who serve the guest because the way you treat your employees will be reflected in how they treat guests.

When you treat employees the way you want them to treat guests (with consideration, respect, and so on), employees then tend to provide high-quality service. This keeps guests happy and increases the chances of return visits, meaning more business and more money spent. This, in

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The work environment is one of the most important aspects of supervision.

turn, helps build profits and keeps the owners happy. Studies involving various companies show that those who value their employees highly (by providing training, rewards, and so on) have higher guest satisfaction and profitability.

Michael Klauber, owner and general manager of the restaurant Michael's on East, says that with 110 employees, ranging in age from 18 to around 40, his biggest challenge is creating an atmosphere in which people want to work. He places his employees before the guests because if the employees are happy, the guests will be happy.[2]

Functions of Management

LEARNING OBJECTIVE: Describe the functions of management.

manager
One who directs and controls an assigned segment of work in an operation.

Are first-line supervisors really managers? Yes, indeed. A **manager** is a person who directs and controls an assigned segment of the work in an enterprise. Although supervisors often do not have the title *manager* and midlevel managers and top executives in large enterprises may not regard them as part of the management team, supervisors have crossed that line from the employees' side to the management side, and they perform the functions of management in their area of control. So we need to examine the functions of management.

Theoretically, there are four main functions of management:

planning
Looking ahead to chart the best course of future action.

Planning: Looking ahead to chart goals and the best courses of future action. Planning involves, for example, determining who, what, why, when, where, and how work will be done.

organizing
Putting together the money, personnel, equipment, materials, and methods for maximum efficiency to meet an enterprise's goals.

Organizing: Putting together the money, staff, equipment, materials, and methods for maximum efficiency to meet an enterprise's goals. Organizing affects such aspects as operating a restaurant kitchen or hotel room division.

Leading: Interacting and guiding employees about getting certain goals and plans accomplished. Leading involves many skills, such as communicating, motivating, delegating, instructing, supporting, developing, and mentoring employees.

Controlling and evaluating: Monitoring and evaluating results in terms of goals and standards previously agreed upon. These include such things as performance and quality standards, and taking corrective action when necessary to stay on course.

leading
Guiding and interacting with employees regarding getting certain goals and plans accomplished; involves many skills, such as communicating, motivating, delegating, and instructing.

Does this list seem remote and unreal to you? It does to many people who run hotels and foodservice operations, and there is nothing like management experience to upset management theory. A busboy quits, the dishwashing machine breaks down, two servers are fighting in the dining room, the health inspector walks in, an official from the liquor control board is coming at 2:00, and someone rushes up and tells you there's a fire in the kitchen. How does management theory help you at a moment like this?

THE REALITY

controlling
Measuring and evaluating results in terms of goals and standards previously agreed upon, such as performance and quality standards, and taking corrective action when necessary to stay on course.

There is nothing wrong with management theory; it can be useful, even in a crisis. The challenge is how to apply it. In the circus we call the hospitality industry, nothing comes in neat and tidy packages. Supervisors seldom have control over the shape of their day. The situation changes every few seconds; you blink and the unexpected usually happens.

In a foodservice operation you are manufacturing, selling, and delivering a product, all within minutes. In a hotel you may have 5,000 guests one day and 500 the next. You deal with your superiors, you deal with your subordinates, and you deal with your guests, all coming at you from different directions. Salespeople, deliveries, inspectors, guest complaints, and applicants for jobs interrupt you. You are likely to have only a few seconds available when you make many important decisions. Figure 1.6 shows the interactions of a supervisor.

PROFILE Jim Sullivan


Courtesy of Jim Sullivan

I like what I do. Every year, I arrange dozens and dozens of service and sales-building seminars for successful companies around the world. I also help overhaul and redesign manager and server training manuals and programs for a variety of successful chains and independent restaurants. And in doing so, I get to assimilate a wide variety of best practices relating to customer service, employee retention, same-store sales-building, cost controls, and creative management. I also see subtle patterns, trends, and evolutions occurring in hospitality management theory and practice. In case you hadn't noticed, a sea change of behavior is in full swing right now. I'd like to outline and possibly debunk nine customer service myths that used to hold water in our industry and now are losing value as operating principles. Do you agree or disagree with the following points and counterpoints? The way you think about each one may provide a road map for your operation's success in the looming new century.

No. 1: "The customer comes first." Really? Today, you need good employees more than they need you. As Wally Doolin, former chief executive of restaurant chain TGI Friday's parent company, Carlson Restaurants Worldwide, pointed out at the recent Multi-Unit Foodservice Operators confab: "Our employees are our first market." Amen. So, instead of ranking relationships between customers and employees, we should focus on establishing equity instead. In other words, never treat a customer better than you do an employee. Service, like charity, begins at home, and if you're not investing in serving your team as well as you serve your customers, you're headed for trouble, pure and simple.

No. 2: "A satisfied customer comes back." Customer "satisfaction" is meaningless. Customer loyalty is priceless. People don't want to be "satisfied" as customers. Heck, Kmart can "satisfy" customers. They want fun, flair, and memorable experiences. A satisfied customer doesn't necessarily ever come back. As the noted New York restaurateur Danny Meyer says, "Give your guests what they remember and give them something new each time they visit."

No. 3: "We've got to focus on the competition." That's right. But what you may not realize is that your competition is the customer, not other restaurants. So stop looking across the street and focus on the face above the tabletop or at the counter.

No. 4: "Comment cards, social media, Trip Advisor and 'secret' shoppers are popular methods used to accurately measure service." Measuring customer satisfaction in your restaurant merely by tallying mystery shopper scores and comment cards is like judging chili by counting the beans. Measure what matters: Same-store sales increases, higher customer traffic, and lower employee turnover are just as important—if not more so. Mystery shopping is effective, but only if it measures the good as well as the bad and if the "shoppers" are people with hospitality experience who know the subtleties. Quality for your staff first, and they will build a happy customer. A happy customer buys more.

No. 5: "People are our most important asset." That old adage is wrong. The right people are your most important asset. The right people are not "warm bodies." The right people are those servers, cooks, hostesses, or managers who

(continued)

exhibit the desired team and customer service behavior you want, as a natural extension of their character and attitude, regardless of any control or incentive system. Hire the personality; train the skills. Where do you find them? See No. 6.

No. 6: "There's a labor crisis." According to the National Restaurant Association and the Bureau of Labor Statistics, staff turnover was 62.6 percent. Yikes. But where do they go? Is it to other industries or other restaurants? Get straight on this: We don't have a "labor" crisis. We've got a turnover crisis. So the tough question you have to ask yourself about your operation is not, "Are there enough people available to work?" but rather, "Are there enough people available to work who want to work for us?" Make your operation a fun, reputable, and caring place to work.

No. 7: "Invest first in building the brand." Sorry, I disagree. Invest first in people, second in brand, third in bricks and mortar. Mike Snyder, then president of Red Robin International Inc., summed it up this way: "Give me a Weber [barbecue] and a tent in a parking lot along with the best service-oriented people who take care of the customer and each other, and I'll beat the _____ off the restaurant with the multimillion-dollar physical plant every shift."

No. 8: "Information is power." Know the difference between *information* and *communication*. Those two words often are used interchangeably, but in fact mean two different things. Information is "giving out"; communication is "getting through." Training is your secret weapon, but I suspect that much of your training informs more than it communicates. Besides, the belief that information is power leads managers to hoard it, not share it, and that's backward thinking. Sharing information not only enlightens but also shares the burden of leadership and engages the creativity and solutions of the entire team.

No. 9: "We need new ideas to progress." Why do companies always want new ideas? I'll tell you why: Because "new ideas" are easy. That's right. The hard part is letting go of ideas that worked for you two years ago and are now out of date. So before you and your team brainstorm dozens of new ideas that get listed on flip charts, give everyone a warm fuzzy feeling, and are never implemented, allow me to suggest a different angle. The newest and most innovative thing you can do for your business may be to master the "basics" that everyone knows and no one executes consistently. I'm referring to caring behavior, service with flair, and employee appreciation. Because, unlike Nehru jackets and the Backstreet Boys, the basics of great service never go out of style.

In summary, remember that there is no silver bullet for guaranteeing great service and a great team. Maybe Darrell Rolph, chief executive of Carlos O'Kelly's, says it best: "Keep it fresh, keep it focused, and remember to say thank you."

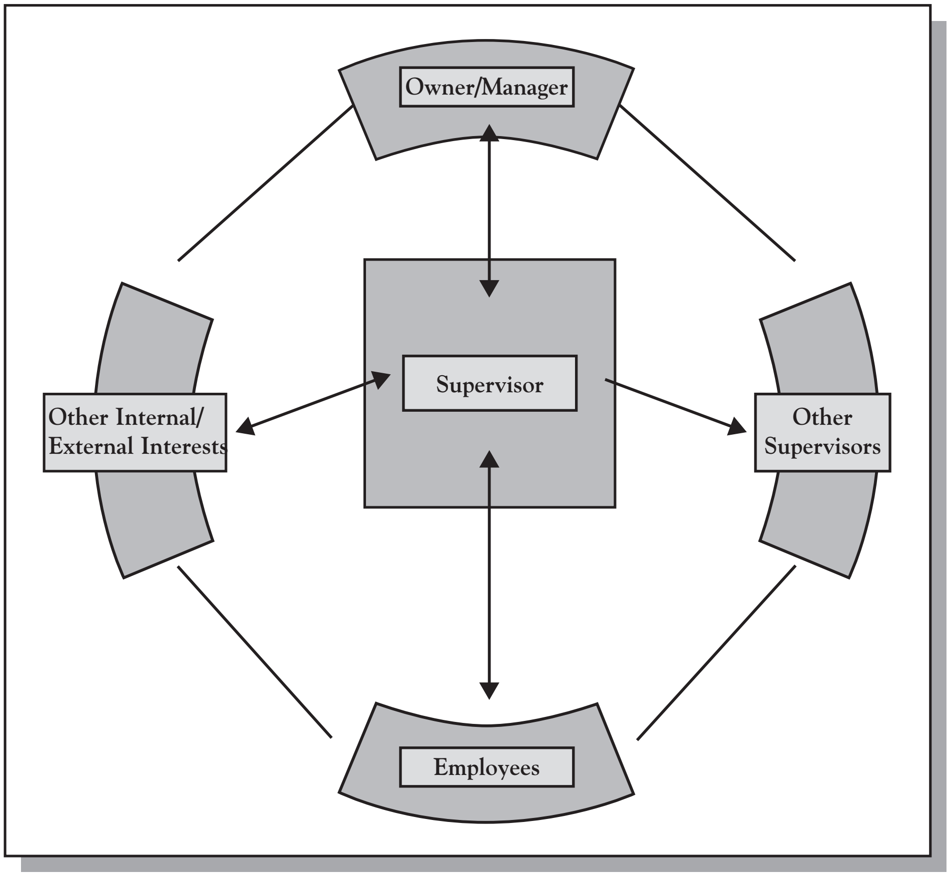

FIGURE 1.6: The interactions of a supervisor.

In such circumstances, supervisors usually react to situations rather than act on them according to a preconceived plan plotted out in the quiet of an office. Managing becomes the ability to adjust actions and decisions to given situations according to the demands of those situations. It is a *flex style of management*, calling on theory, experience, and talent. It is a skill that cannot be taught but has to be developed in supervised experience on the job. It means doing what will be most effective in terms of the three elements involved: *the situation*, *your workers*, and *yourself*. It means developing techniques and applying principles of management in ways that work for you.

Poor interpersonal skills are one of the leading reasons that managers fail. Managers who fail are often poor listeners, can't stimulate their employees, don't give and take criticism well, and avoid conflict.

Managers need to learn how to lead people, just as you do, through supervised experience on the job. They must learn how to convert classroom theories into practical applications that are accepted by the people they supervise. No one can teach you; it is theory, then practice, then experience.

As a flex-style manager reacting to constantly changing situations, your on-the-spot decisions and actions are going to be far better if you too can draw on sound principles of management theory and the accumulated experience of successful managers. In this book, we introduce you to those principles and theories that can help you to work out your own answers as a supervisor in a hotel or foodservice setting. They can provide a background of knowledge, thoughts, and ideas that will give you confidence and a sense of direction as you meet and solve the same problems that other managers before you have met and solved.

Theories of People Management

LEARNING OBJECTIVE: Compare and contrast the major theories of people management as they relate to hospitality employees.

The development of management as an organized body of knowledge and theory is a product of the last hundred years. It was an inevitable outgrowth of the Industrial Revolution and the appearance of large enterprises needing skilled managers and new methods of running a business.

SCIENTIFIC MANAGEMENT

scientific management
Standardization of work procedures, tools, and conditions of work.

One of the earliest developments affecting the management of people was the **scientific management** movement appearing around 1900 and stemming from the work of Frederick Taylor. Taylor's goal was to increase productivity in factories by applying a scientific approach to human performance on the job. Using carefully developed time-and-motion studies, he analyzed each element of each production task. By eliminating all wasted motions, Taylor arrived at the "one best way" to perform the task. In the same way, he established a "fair day's work," which was the amount of work a competent employee could do in one workday using the one best way.

The system Taylor developed had four essential features[3]:

1. Standardization of work procedures, tools, and conditions of work through design of work methods by specialists
2. Careful selection of competent people, thorough training in the prescribed methods, and elimination of those who could not or would not conform
3. Complete and constant overseeing of the work, with total obedience from the employees
4. Incentive pay for meeting the fair day's work standard—the employee's share of the increased productivity

Taylor believed that his system would revolutionize labor–management relations and would produce "intimate, friendly cooperation between management and men" because both would benefit from increased productivity. Instead, his methods caused a great deal of strife between labor and management. Employees who once planned much of their own work and carried it out with a craftsman's pride were now forced into monotonous and repetitive tasks performed in complete obedience to others.

Taylor believed that higher wages—"what they want most"—would make up for having to produce more and losing their say about how they did their work. But his own workers, with whom he was very friendly, did everything they could to make his system fail, including breaking their machines. The craft unions of that day fought Taylor's system bitterly, and relations between management and labor deteriorated. Productivity, however, increased by leaps and bounds, since fewer employees could do more work.

work simplification
The reduction in repetitive tasks to the fewest possible motions, requiring the least expenditure of time and energy.

Another innovator, Frank Gilbreth, carried forward the search for the one best way of performing tasks, or **work simplification**. Using ingenious time-and-motion study techniques, he developed ways of simplifying tasks that often doubled or tripled what a worker could do.[4] His methods and principles had a great impact in foodservice kitchens, where work simplification techniques have been explored extensively.

Taylor's innovations began a revolution in management's approach to production. His theories and methods were widely adopted (although the idea that the employee should share in the benefits of increased productivity seldom went along with the rest of the system). A whole new field of industrial engineering developed in which efficiency experts took over the planning of the work. In this process, the employees came to be regarded as just another element of the production process, often an adjunct to the machine. Their job was to follow the rules, and the supervisors saw to it that they did. This became the prevailing philosophy of people management.

Everything is systematized, and the employee is simply taught to run the machines, follow the rules, and speak given phrases. When the bell rings, the worker turns the hamburgers on the grill. To make a pancake, the worker hits the batter dispenser one time. There is no room for deviation.

Such standardization has many benefits to the enterprise. It maintains product consistency from one unit to the next. It allows the use of unskilled labor and makes training quick, simple, and inexpensive. It is well suited to short-term employees on their first jobs. But such complete standardization does not work in every setting or for all employees. When there is no room for deviation, there is no opportunity for originality, no relief from monotony. In many organizations, this would lead to high turnover with problems in training and morale.

Probably the very nature of the hotel and food businesses makes them unsuitable for totally scientific management. Still, there are important elements of the method that can be used to

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In the foodservice industry you can see the influence of scientific management in some fast-food operations.

increase productivity, achieve consistent results, make customers happy and patients well, increase profit, and make a manager's life much easier, all without making workers into human machines.

For example, you can see scientific management at work in the standardized recipe, the standardized greeting, the standardized hotel registration procedures, and the standardized making of a hospital bed. Scientific management as a whole is practiced in restaurants and hotels far less than it could be. We have the methods and techniques, but we seldom use them. We may have standardized recipes, but except in baking, many cooks never look at them. We may standardize procedures, but we seldom enforce them. We hire in panic and in crisis; we take the first warm body that presents itself and put it to work. We use the magic apron training method: We give the new employee an apron and say, "Go." We assume that anyone knows how to do some of our entry-level jobs. We hang on to inefficient workers because we are afraid that the next ones we hire will be even worse. As for overseeing their work, who has time to do that? Standardization could help alleviate some of the tension that arises when time is tight and human resources are limited.

❋ HUMAN RELATIONS THEORY

In the 1930s and 1940s, another theory of people management appeared—that of the human relations school. This was an outgrowth of studies made at the Hawthorne plant of Western Electric Company.

Researchers testing the effects on productivity of changes in working conditions came up with a baffling series of results that could not be explained in the old scientific management terms. During a prolonged series of experiments with rest periods, for example, the productivity of the small test group rose steadily whether the rest time was moved up or down or was eliminated altogether. Furthermore, employees from the test group were out sick far less often than the large group of regular employees, and the test group worked without supervision. It became obvious that the rise in productivity was the result of something new, not the economic factor of a paycheck or the scientific factors of working conditions or close supervision.[5]

Elton Mayo, the Harvard professor who conducted the experiments, concluded that a social factor, the sense of belonging to a work group, was responsible. Other people had other theories to explain the increased productivity: the interested attention of the researchers, the absence of authoritarian supervision, participation in the planning and analysis of the experiments. People are still theorizing about what **human relations theory** can do. We explore this in later chapters.

human relations theory
A theory that states that satisfying the needs of employees is the key to productivity.

Participative management was the real meaning of the Hawthorne experiments, but everyone agrees that the experiments shifted the focus of human resources to the people being managed. Now, enter the human relations theorists, who stressed the importance of concern for employees as individuals and as members of the work group or team. "Make your employees happy and you will have good workers," they said. "Listen to your people, call them by name, remember their birthdays, help them with their problems."

This was the era of the company picnic, the company newspaper, the company bowling team, the company Boy Scout troop. But happiness, it turns out, does not necessarily make people productive. You can have happy employees who are not productive. There is more to productivity than that. Yet we do need nearly everything the human relations theorist emphasized. It isn't happiness that will make your employees produce; it is your own ability to lead your employees. Some human relations techniques, such as listening and communicating and treating people as individuals, can make you a better leader, and this is the biggest thing that human relations theory can do for you.

❋ PARTICIPATIVE MANAGEMENT

participative management
A system that includes employees in making decisions that concern them.

Building on the new interest in the worker, a trend toward **participative management** developed in the 1960s and 1970s. In a participative system, employees participate in the decisions that concern them. They do not necessarily make the decisions; this is not democratic management by majority vote. The manager still leads and usually makes the final decision, but he or she discusses plans and procedures and policies with the work groups who must carry them out, and considers their input in making final decisions. In taking part in such discussions, employees come to share the concerns and objectives of management and are more likely to feel committed to the action and to being responsible for the results.

Participative management as a total system is probably not suited to the typical foodservice or lodging enterprise. Nevertheless, certain of its elements can work very well. Discussing the work with your people, getting their ideas, and exchanging information can establish a work climate and group processes in which everybody shares responsibility to get results. You might call it *management by communication*.

HUMANISTIC MANAGEMENT

What is likely to work best in the hotel and foodservice industries is selective borrowing from all three systems of management: scientific, human relations, and participative. We need to apply many of the principles of scientific management. We need standardized recipes, we need to train employees in the best ways to perform tasks, and we need systems for controlling quality, quantity, and cost. But one thing we do not need from scientific management is its view of the employee as no more than a production tool.

Here we can adapt many features of the human relations approach. If we treat employees as individuals with their own needs and desires and motivations, we can do a much better job of leading them and we are far more likely to increase productivity overall. From participative management we can reap the advantages of open communication and commitment to common goals, so that we are all working together. The successful manager will blend all three systems, deliberately or instinctively, according to the needs of the situation, the workers, and his or her personal style of leadership. We call this **humanistic management**.

humanistic management
A blend of scientific, human relations, and participative management practices adapted to the needs of the situation, the employees, and the supervisor's leadership style.

Like Frederick Taylor and all the theorists since, today's supervisor is concerned with productivity: getting people to do their jobs in the best way, getting the work done on time and done well. This is an age-old problem: When Pope John Paul II was asked how many people worked for him, he answered, "About half of them."[6] It is sad but human that many people will do as little work as possible unless they see some reason to do better. Often, they see no reason.

This is where leadership comes in: the supervisor interacting with the employees. Look at it as a new form of ROI, not *return on investment* but *return on individuals*. As a supervisor you will succeed only to the degree that each person under you produces; you are judged on the performance, the productivity, and the efficiency of others. The only means for your success is a return on each person who works for you. As a leader you can give them reasons to do better. Use your *I*s: imagination, ideas, initiative, improvement, interaction, innovation, and—why not?—inspiration. It is the personal interaction between supervisor and worker that will do the trick.

Managerial Skills

LEARNING OBJECTIVE: List examples of technical, human, and conceptual skills used by hospitality supervisors.

Management at any level is an art, not a science providing exact answers to problems. It is an art that can be learned, although no one can really teach you. You do not have to be born with certain talents or personality traits. In fact, studies of outstanding top executives have failed to identify a common set of traits that add up to successful leadership, and experts have concluded that successful leadership is a matter of individual style.

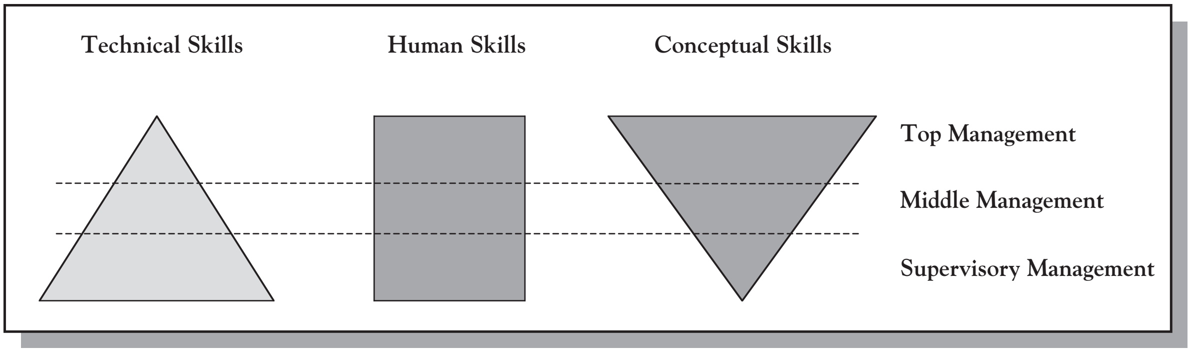

FIGURE 1.7: Levels of technical, human, and conceptual skills required by top, middle, and supervisory managers.

managerial skills
The three sets of skills that a manager needs: technical, human, and conceptual.

technical skill
The ability to perform the tasks of the people supervised.

human skill
The ability to manage people through respect for them as individuals, sensitivity to their needs and feelings, self-awareness, and good person-to-person relationships.

conceptual skill
The ability to see the whole picture and the relationship of each part to the whole.

There are, however, certain **managerial skills** essential to success at any level of management: **technical skill**, **human skill**, and **conceptual skill**. At lower levels of management, technical and human skills are most important because managers here are concerned with the products and the people making them. Conceptual skill is necessary, too, but not to the same degree. In top-management positions in large corporations, conceptual skill is all-important, and the other skills come into play less often (see Figure 1.7).

All these skills can be developed through exercise, through study and practice, and through observation and awareness of one's self and others. We look at them as they apply to supervisors in foodservice and hospitality enterprises. Then we add to the list of skills a fourth essential for managerial success: some personal qualities that will enable you to survive and prosper.

❋ TECHNICAL SKILLS

The kind of technical skill useful to you as a supervisor is the ability to do the tasks of the people you supervise. You need such knowledge to select and train people, plan and schedule the work in your department, and take action in an emergency. Most important, your technical skills give you credibility with your workers. They will be more ready to accept and respect you when they know that you have competence in the work you supervise. If you have been an hourly employee, you may already have the technical skills you need. In large organizations, some supervisors are required to go through the same skills training as the employees.

❋ HUMAN SKILLS

The skill of handling people successfully is really the core of the supervisor's job. Such skill has several ingredients and is not achieved overnight.

First in importance is *your attitude toward the people who work for you*. You must be able to perceive and accept them as human beings. If you don't—if you think of them as cogs in the wheels of production, or if you look down on them because you are the boss and they scrub floors for a living—they will not work well for you or they will simply leave. *They will not let you succeed*.

A second ingredient of human skills is sensitivity, the ability to perceive each person's needs, perceptions, values, and personal quirks so that you can work with each one in the most productive way. You need to be aware that José still has trouble with English, that Rita will cry for days if you speak sharply to her, and that Charlie won't do anything at all unless you almost yell. You need to realize that when Jim comes in looking like thunder and not saying a word, he's mad about something and you had better find a way to defuse him before you turn him loose among the guests. You need to be able to sense when a problem is building by noticing subtle differences in employee behavior.

A third ingredient is self-awareness. Have you any idea how you come across to your employees? You need to be aware of your own behavior as it appears to others. For example, in your concern for quality, you may always be pointing out to people things they are doing wrong. They probably experience this as criticism and see you as a negative person who is always finding fault.


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You need to establish person-to-person relations with individual employees. This will allow you to form a better working relationship with them and allow them to see you as an individual as well as a boss.

If you become aware of your habits and their reactions, you can change your manner of correcting them and balance it out with praise for things well done.

You also need to be aware of your own perceptions, needs, values, and personal quirks and how they affect your dealings with your employees. When you and they perceive things differently, you will have trouble communicating. When you and they have different needs and values in a work situation, you may be working at cross-purposes. Human skills come with practice. You have to practice treating people as individuals, sharpening your awareness of others and of yourself, figuring out what human qualities and behaviors are causing problems and how these problems can be solved. This is another instance in which the flex style of management figures: responding to your people, yourself, and the situation. It is a continual challenge because no two situations are ever exactly alike. The ultimate human skill is putting it all together to create an atmosphere in which your employees feel secure, free, and open with you and are willing to give you their best work.

❋ CONCEPTUAL SKILLS

Conceptual skills require the ability to see the whole picture and the relationship of each part to the whole. The skill comes in using that ability on the job. You might need to arrange the work of each part of your operation so that it runs smoothly with the other parts—so that the kitchen and the dining room run in harmony, for example. Or you may need to coordinate the work of your department with what goes on in another part of the enterprise.

For example, in a hotel the desk clerk must originate a daily report to the housekeeper showing what rooms must be cleaned, so that the housekeeper can tell the cleaning associates to draw their supplies and clean and make up the rooms. When they have made up the rooms, they have to report back to the housekeeping department so that the rooms can be inspected and okayed, and then the housekeeping department has to issue a report back to the desk clerk that the rooms are ready for occupancy.

If you are the front office manager, you must be able to see this process as a whole even though the front desk cares only about the end of it—are those rooms ready? You must understand how the front desk fits into a revolving process that affects not only housekeeping and cleaning personnel but laundry, supplies, storage, and so on, and how important that first routine report of the desk clerk is to the whole process, to everyone involved, to customer service, and to the success of the enterprise.

In departments where everyone is doing the same tasks, conceptual skill is seldom called on, but the more complicated the supervisor's responsibilities, the greater the need for conceptual skill. A restaurant manager, for example, has a great deal of use for conceptual ability since he or she is responsible for both the front and the back of the house as well as the business end of the operation.

Consider what happened to this new restaurant manager. Things got very busy one night, and a server came up to him and said, "We can't get the tables bused." "Don't worry about it," he said, and he began to bus tables. Another server came to him and said, "We can't get the food out of the kitchen quick enough to serve the people." "Don't worry about it," he said, "I'll go back there and help them cook the food." While he was cooking, another server came in and said, "We can't get the dishes washed to reset the tables." "Don't worry about it, I'll wash the dishes," he said. While he was washing the dishes, another server came in and said, "We can't get the tables bused."

And so it went: the tables, the food, the dishes, the tables, the food. At this point, the owner came in and said, "What the hell are you doing?" "I'm washing the dishes, I'm busing the tables, I'm cooking the food, and before I leave tonight I'm gonna empty the garbage," said the manager with pride. "Look at this place!" the owner shouted. "I hired you to manage, not to bus tables and cook and wash dishes!"

That manager had not been able to see the situation as a whole, to move people about, to balance them out where they were needed most: to manage. He had boomeranged back to doing the work himself because it was easier than managing, more familiar than dealing with the whole picture. Supervisors who are promoted from hourly positions often have this problem. When they finally learn to look at the whole picture and deal with it, they have truly attained the management point of view.

❋ PERSONAL SKILLS AND QUALITIES

In addition to managing others, supervisors must be able to manage themselves. This, too, is a skill that can be developed through awareness and practice. It means doing your best no matter what you have to cope with, putting your best foot forward and your best side out, keeping your cool. It means setting a good example; it means self-discipline. You cannot direct others effectively if you cannot handle yourself. It also means having self-control and supporting your own supervisor even when you personally disagree with a decision or action.

Managing yourself also means thinking positively. According to Manz, two different patterns of thinking are opportunity thinking and obstacle thinking.[7] When faced with a challenging situation, **opportunity thinkers** concentrate on constructive ways of dealing with the circumstances, whereas **obstacle thinkers** focus on why the situation is impossible and retreat. Let's say that you are a supervisor and your evening dishwasher calls in sick. If you are an opportunity thinker, you'll look at the work schedule to see who else may be able to fill in and take steps to contact them.

opportunity thinkers
Those who concentrate on constructive ways to deal with a challenging situation.

obstacle thinkers
Those who focus on why a situation is impossible and will retreat from it.

If you are an obstacle thinker, you'll think there's nothing you can do except ask the staff to switch to disposable dishes, even though you know it costs a lot more and the food doesn't look as good. Work on being an opportunity thinker, and if you make mistakes, learn from them and don't make yourself miserable. Everyone makes mistakes, even the people at the top of the organization chart. Guilt and worry will wear you down; self-acceptance and self-confidence will increase your energy.

Your own moods will affect your employees, too; they can run right through your whole department. Your employees watch you more carefully than you think; they can tell if your day is going fine or if you just had a frustrating meeting with your boss. When you get right down to it, your employees need a boss with a consistently positive outlook and attitude on the job.

You need to build a good, strong self-image. You have obligations to yourself as well as to others. Give yourself credit when you are right; face your mistakes when you are wrong and correct them for the future. You need to know yourself well, including your strengths and weaknesses, to work out your personal goals and values as they apply to your job, to know where you stand and where you are going.

In addition to having faith in your own ability to reach goals, you need to believe that employees will perform effectively when given a reasonable chance. You need to realize that you are also responsible for developing your employees through techniques such as coaching and counseling.

Another pair of useful personal qualities are flexibility and creativity. No hospitality manager can survive for long without flexibility—the ability to respond effectively to constantly changing situations and problems, to adapt theory to the reality of the moment, to think creatively because there are no pat answers. You must be able to respond to changes in the industry, too; yesterday's solutions will not solve tomorrow's problems. These again are skills that you can learn and practice; you do not have to be born with them.

Finally, being a supervisor requires high energy levels and the ability to work under great pressure. The time pressure in the hospitality field is unlike that in many other businesses; the meals must be served in a timely fashion; the rooms have to be ready in time for the next guest; a hospital patient who has diabetes needs his snacks at 2:00 p.m. and 8:00 p.m. Much stamina is needed to deal with these pressures.

You need to make a conscious and deliberate decision to be a manager. Here are three questions you must answer:

1. **Do you really want it?** Is there something about being a manager in the hospitality business (or wherever you are) that provides the responsibility, the challenge, and the fulfillment you want from the work you do?
2. **What is the cost?** Without tips or overtime pay, you'll probably make less money than some of your workers do. The hours are long, you'll work on weekends when everyone else is playing, the responsibility is unremitting, and the frustration level is high. You are squarely in the middle of all the hassle: Your employer is telling you, "I want a lower food cost, I want a lower labor cost, and I want this place cleaned up." Your employees are saying, "I can't be here Friday night, that's not my job, get somebody else to do it, and I want more money." The guests are saying, "The food is cold, your service is slow, and your prices are too high." And your family is saying, "You're never home, we never get to go out together, you don't have time to help us with our homework, and what do you mean, *fix you a cheese sandwich*, after you've been down there with all that food all day?" You work with people all day long, and yet it is a lonely job.
3. **Is it worth the cost?** Is the work itself satisfying and fulfilling? Will you learn and grow as a professional and as a person? Are you on the path you want to be on? Do you want to be a manager enough to pay the price?

If your answer is yes, then pay the price—pay it willingly and without complaint; pay it gladly. This may be the most important quality of all—to have the maturity to decide what you want and accept the tough parts with grace and humor; or to see it clearly, weigh it carefully, and decide you are not going that way after all. What do you think? Which is the best management skill?

Tips for New Supervisors

LEARNING OBJECTIVE: List three to five best practices for new supervisors.

As we are beginning to realize, being a new supervisor can be a daunting task, but it can also be a stimulating and rewarding time of personal accomplishment. New supervisors need to be prepared, particularly in the hospitality industry. They need to hit the ground running.

Here are some tips:

- Start as you mean to continue. Set your standards and keep them.
- Develop a game plan with your boss of what you and your employees are to achieve and the best ways to go about it.
- Be you—don't try to be someone else now that you have some authority. Be objective; treat everyone the way you would like to be treated.

- Praise the good work that you and your team have done in the past.
- Your employees have needs—ask how you can help them do a better job.
- Begin getting a feel for the workplace by listening and asking questions. You might see changes that should be made, but don't rush into making hasty decisions from the get-go. It's much better to solicit the ideas and questions from your team.
- Be positive, upbeat, and ready to share the knowledge of your team and encourage everyone's participation.
- Outline the team's strengths, accomplishments, and the challenges ahead. Explain that this will be a *we-and-us* not an *I-and-you* situation because as a team more can be accomplished and obstacles can be overcome.
- Know the company's vision, mission, goals, and strategies.
- Know the company's philosophy and culture.
- Check the organization chart for reporting relationships.
- Check the budget: What are your budgeting responsibilities? What percentage is discretionary and what can be moved from one item to another?
- Know the policies and procedures but don't be afraid to say, "I need to check on that and get back to you." Then do so.
- Set a good example, arrive early, dress appropriately, and do not do personal business on company time. Remember that your behavior, attitude, and work habits will influence your team.

How to Lead Yourself

Reflecting on the question of leadership, one comes to the realization that it begins with oneself.

Leadership begins with personal values, a vision, a mission, and goals. These are usually very personal and reflect who you are in life. Examples of personal values are honesty, integrity, ambition, service to others, service spirit, friendliness, discipline, teamwork, and dependability. Examples of a vision are to become president of a hospitality corporation or to open your own successful restaurant. A personal mission is a statement of purpose—to be the best student or employee that one can be. The goals are how you are going to specifically meet the mission, for example, achieving a certain grade point average or a score on an employee evaluation. Have you thought about what your vision, mission, and goals are in life? Now is a good time to write them down.

a. Leading yourself begins with personal discipline, habits, grit, and drive. Personal discipline is how we conduct ourselves. What do you like to do the more than anything? Does it include being the most productive person you can be? Do you examine your own strengths and weaknesses? Then work on improving the areas of weakness. The author once got a surprise when he was late for a meeting with his general manager; upon offering an apology for being late, the general manager said I can easily tell you how not to be late again. Oh really, the author looked on, and the general manager said "Yes, just get up half an hour earlier!" Lesson learned.

b. Various authors have offered suggestions on habits and qualities for successful leadership and they can be adapted to suit our individual needs. Two well-known authors are Steven Covey and John Maxwell; pick up a book of theirs in the library and enjoy. They suggest that we can lead ourselves by creating a vision, formulating a mission statement, and creating goals. Then, we can make a score card to record our progress toward the goals we set. Try it.

c. Among the habits we can adopt are: creating a schedule and utilizing time management, eating healthy food, exercising, studying, communicating in several ways, reading, learning from mentors, and managing our money wisely. Our drive is both motivated from within us or externally by our wanting something, so we will strive for it. We can work harder than others to reach our goals and become successful in life and career.

d. Our habits and values will indicate our propensity for success in life and careers. Your habits will indicate the likelihood of success. Please write down your habits and values and compare them with your classmates.

e. Other key elements in the success of many individuals are grit, courage, and endurance. Grit encompasses passion, courage, endurance, and motivation and is the perseverance to reach a goal. Remember, it is not necessarily the smartest who wins, but the one with more grit. Finally, always be appropriately professional. The author once took some of his best students to the National Restaurant Show in Chicago and the recommended dress code was business attire. The students met in the lobby, wearing jeans and T-shirts. When told it was business attire, they promptly tucked in their T-shirts. Well, obviously, they were asked to change into proper business attire. Now it is your turn to lead-on. Good luck!

Before you became a supervisor, you were in a position where you were aware of the department's goals and your own responsibilities but your main concern was contributing your part toward the success of the department. Now, however, you are responsible for the work of others and a productive team. Now is the time to determine your priorities and plan the work to be done.

As we progress through this book, we learn more about these other types of successful supervisor behavior. The next chapter examines supervisory leadership.

CASE STUDY: The Good-Guy Supervisor

Three weeks ago, José was promoted from assistant manager to manager of the employee cafeteria at City Hospital. It was a big move up for him, but he had always been a conscientious, hardworking, and loyal employee, and he felt that his promotion was well deserved. He knows the operation backward and forward, having worked both in the kitchen and on the line, and he has always been well liked by his fellow employees, so he figured he would have no problems in the new job. When he took the job, José promised himself that he would never forget how it felt to be an employee and be ordered around, always being told what you're doing wrong, like Debra, the manager before him, used to do. Everyone hated her. He was determined to do things differently and not be such a drill sergeant. He'd be friendly, relaxed, and helpful, and people would do their best for him in return.

But things are not going quite the way he thought they would. Several of the line servers have become very careless about clean uniforms and wearing hairnets, and one of them, Maria, has come in late several times, and he has had to fill in for her on the line. He finally spoke to her about it, but when she told him her problems with her husband, who brings her to work, he could see how it kept happening, and he felt sorry for her. But it is worrying him.

A couple of other things are worrying him, too. Erma, who makes the salads, does not always have them ready on time, and yesterday the lettuce was gritty and several people complained. This morning José helped her wash it, which made her mad, and he couldn't understand that. Dan, the head cook and a good friend, saw the whole thing and laughed at his reaction. "Wise up, José," he said. "You're never gonna make it this way." And he lit a cigarette right in front of José after he took the chicken out of the oven.

Case Study Questions

1. What did Dan mean by his remark?
2. Why was Erma mad?
3. What should José do about Maria? About Erma? About Dan and the smoking, which is strictly against the rules?
4. Why isn't José able to maintain performance standards?
5. If you were José's supervisor, what advice would you have given him before he started on the job? What would you say to him now?
6. Do you think that José's supervisor is in any way to blame for José's problems?
7. What is José doing when he takes Maria's place on the line and helps Erma wash the lettuce?
8. What is the fundamental principle of supervision involved in José's case?

KEY POINTS

1. A supervisor is any person who manages people making products or performing services. A supervisor is responsible for the quality and quantity of the services and products for meeting the needs of employees. Only by motivating and stimulating the employees to do their jobs properly will supervisors produce high-quality products and services.
2. Using an organization chart, you can see line and staff functions, as well as how authority and responsibility are handed down from the top level of management to the first-line supervisors.
3. As a supervisor, you depend for your own success on the work of others, and you will be measured by their output and their performance. You will be successful in your own job only to the degree that your workers allow you to be, and this will depend on how you manage them.
4. As a hospitality supervisor, you have obligations to the owners, guests, and employees. To your employees, you represent management. To the owners and your bosses, you are the link with the employees and the work to be done. You represent productivity, cost control, quality control, and customer service. You also represent your people and their needs and desires. To the guests, your output and your employees represent the company.
5. As a supervisor, you've got to maintain the management point of view. You can't go back to where you came from (boomerang management).
6. As a supervisor, if you take care of the employees, the employees will take care of the customers, and the profits will take care of themselves. Your principal concern is your employees.
7. Some of the most important management activities you will be involved in are planning, organizing, leading, and controlling.
8. Managing is the ability to adjust actions and decisions to given situations. A flex style of management calls on theory, experience, and talent. It is a skill that cannot be taught in a classroom but has to be developed on the job.
9. The successful supervisor will blend principles of scientific management, human relations, and participative management, according to the needs of the situation and the employees, into a style referred to as *humanistic management*.
10. For success, managers need technical skills, human skills, conceptual skills, and certain personal skills.

KEY TERMS

authority
boomerang management
conceptual skill
controlling
first-line supervisor
Generation X
Generation Y
Generation Z
Goals
hourly workers

human relations theory
human skill
humanistic management
leading
line functions
manager
managerial skills
mission statement
obstacle thinkers
opportunity thinkers
organizational chart
organizing
participative management
planning
responsibility
scientific management
supervisor
technical skill
vision
work climate
work simplification
working supervisors

REVIEW QUESTIONS

Answer each question in complete sentences. Read each question carefully and make sure that you answer all parts of the question. Organize your answer using more than one paragraph when appropriate.

1. In one paragraph, describe what a supervisor does. Is a supervisor a manager? Why or why not?
2. Are supervisors exempt or nonexempt employees? What is the difference between the two categories?
3. Describe and explain the necessary change in point of view when an hourly employee becomes a supervisor.
4. Briefly describe a supervisor's responsibilities to owners, guests, and employees. Who should be the most important, and why?
5. Give an on-the-job example of each of the management functions discussed.
6. Compare and contrast the principles of scientific management, human relations theory, and participative management. What elements of each school of thought are appropriate in the hospitality industry?
7. What types of human skills does a supervisor need? Why does a supervisor need human skills?
8. Give three examples of personal skills and qualities that supervisors need.

ACTIVITIES AND APPLICATIONS

1. **Discussion Questions**
   - Describe the process of management through effective communication skills.
   - Do you think it is true that "you just can't get good employees these days"? If so, why can't you? If it isn't true, why do so many managers believe that it is?
   - Why can't a supervisor manage employees successfully from an employee's point of view?
   - Which three human skills do you consider most important in supervising employees at work? Why?
   - Can you think of a situation in which a supervisor is given responsibility for seeing that a certain job gets done but has no authority to see it through?
   - Why is the supervisor called a linking pin?
   - What problems does boomerang management cause?
   - Do you agree that a supervisor's principal priority should be his or her employees? Why or why not?
   - What should be the priority of the hourly employees? Why?

2. Organizational Charts
Bring in organizational charts from various hospitality operations. Working in small groups, identify the number of management levels, the titles of all first-line supervisors, the titles of hourly employees, and any staff functions.

3. Management Functions
Mrs. R. is a manager in a white-tablecloth restaurant. Each of her activities described here are examples of management functions. Identify each management function or functions.

A. Mrs. R. writes out the work schedule for her employees for the next two-week rotation.
B. It is brought to Mrs. R.'s attention that a server has been late enough times to possibly be disciplined. Mrs. R. reviews the records and sits down with the server for a talk.
C. Every day, Mrs. R. observes the dining room to see how her employees are performing.
D. Every day, Mrs. R. greets and chats with many of the restaurant's guests.
E. Mrs. R. works out the next year's budget for her area.
F. Mrs. R. talks with the chef about improving communications between the kitchen and the dining room.
G. Mrs. R. holds a training session for all servers.
H. At the end of the shift, Mrs. R. totals up sales and compares the figure to projections.
I. Two servers want to switch shifts. Mrs. R. decides that they can do so.
J. Mrs. R. is made aware of a problem between the busers and the servers. Mrs. R. starts to gather information about it.

4. Brainstorming
Brainstorm examples of technical, human, and conceptual skills, and also the personal skills and qualities needed by hospitality supervisors.

ENDNOTES

1. Chef Garry Colpitts, University of South Florida Culinary Innovation Laboratory, personal communication, November 13, 2014.
2. Michael Klauber, owner of Michael's on East Restaurant, personal communication, November 13, 2014.
3. *The Principles of Scientific Management*, Copyright © 1911 by Frederick W. Taylor. Published in Norton Library, 1967.
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5. Jeffrey A. Sonnenfeld, "Shedding Light on the Hawthorne Studies," *Journal of Organizational Behavior*, vol. 6, no. 2 (April 1985), pp. 111–130.
6. Gerald Twomey, "Anniversary Thoughts," *America: The National Catholic Weekly* (October 7, 2002). Available at americamagazine.org/content/article.cfm?article_id=2516.
7. Manz, C. C., *Mastering Self-Leadership*, Fifth Edition (Englewood Cliffs, NJ: Prentice-Hall, 2009).