



Institute of Certified
Professional Managers



Certified Supervisor Certification



Institute of Certified Professional Managers

ICPM is the largest management certifying body in the United States doing business globally

ICPM has a successful track record of training and certifying managers that spans over four decades. With over 12,000 managers and leaders certified worldwide, the Institute of Certified Professional Managers is the largest management certifying body in the United States, doing business globally. Both managers and employers benefit from the CM certification which is recognized internationally as a valid indicator of managerial competency and leadership potential.

The Institute of Certified Professional Managers (ICPM) was founded in 1974 by two trade associations focused on developing managers and leaders, the National Management Association (NMA) and the International Management Council (IMC).



ICPM was created to provide a formal program of management training to first line supervisors and to enhance recognition of management as a profession. A grant from the George R. Brown Foundation funded the Institute which originated at Trinity University in San Antonio, Texas. In 1977, ICPM moved to the National Management Association's (NMA) headquarters in Dayton, Ohio. Several years later, at the bequest of ICPM board member and JMU management professor Lester Bittel, the Institute moved to Harrisonburg, Virginia where it resides today as a business center of the James Madison University College of Business (COB).



ICPM's Mission, Vision and Values

Mission

The Institute of Certified Professional Managers advances managerial excellence internationally by identifying and validating core competencies through professional development and certification.

Vision

For the Certified Manager® (CM®) certification to be the most valued and sought after management credential in the world.

Values

Ethics: The Institute models the ICPM Code of Ethics which underlies the CM® certification.

Credibility: The Institute's experience, professional affiliations, and high quality products and services deliver value to its clients.

Leadership: ICPM aspires to be internationally recognized as 'the' leader in management development and certification.



Overview

The CS certification has been designed to help you understand and work efficiently and effectively with people and processes in your organization. The CS is the result of a comprehensive analysis of the management profession, which identified the knowledge, skills and abilities that are required for competent supervision.

CS Content Areas

- Planning and setting objectives
- Leading and motivating
- Organizing and controlling
- Quality control
- Problem solving and ethical decision making
- Managing groups and teams
- Staffing, training and appraising performance
- Managing diversity
- Customer service
- Communication
- Accounting and finance

Eligibility

Eligibility is based on a point system that takes both education and work experience into account. Minimum qualifications are a high school diploma (or equivalent), and several years of work experience. US Military personnel who have achieved a rank of E3 or higher are automatically qualified.

Exam Specifications

The CS exam consists of 90 multiple-choice questions and must be completed within 2 hours (120 minutes). You must take the CS exam within 12 months after you apply. The exam may be taken online anytime, on any computer, and must be proctored.

Exam Results

Exam results are shown immediately on-screen and confirmed by email. ICPM processes exam grades monthly and provides detailed feedback help test takers address areas of weakness through additional study and professional development.

Learning Materials

Applicants receive a copy of the CS book and access to e-Learning content. The book provides knowledge and skills you can put to work immediately. E-Learning includes PowerPoints, quizzes, practice exams and more. These materials will help tailor the learning experience to your needs and get you ready for the CS exam.



Program Topics

Chapter-1: The Supervisor's Role in Creating a Positive Workplace

Chapter-2: Planning and setting Goals and Objectives

Chapter-3: Problem Solving and Making Ethical Decision

Chapter-4: Organizing Work, Groups and team

Chapter-5: Staffing Training and Appraising Employees

Chapter-6: Delivering First Rate Customer Service

Chapter-7: Leadership Skills, Styles and Qualities

Chapter-8: Effective Employee Communication

Chapter-9: Motivating People at Work

Chapter-10: Understanding Accounting and Finance

Chapter-11: Control- Monitoring and Improving Results

Chapter-12: Managing Diverse Workforce



Chapter-1: The Supervisor's Role in Creating a Positive Workplace

Learning Objectives:

After studying this chapter, you should be able to:

1. Describe the nature of the supervisor's position in a management team.
2. Identify the key principles of management and explain how the supervisory role differs from other levels of management.
3. Describe the major competencies supervisors are expected to bring to their work, the resources supervisors must manage, and the results to be obtained from them.
4. Discuss the need for balancing a concern for output and a concern for the people who perform the work, while avoiding the tendency to abuse supervisor's power.
5. Discuss the general expectations employees have for their jobs, and explain how and why different people have different perceptions of the nature of their work.

Outline

I. Members of a Unique Team

- A. What is management? Why is it important?
- B. Where do supervisors fit in the management process?
- C. How do managers differ by organizational level?
- D. Do employees ever do the work of supervisors?

II. A Body of Knowledge from Which to Draw

- A. How can a supervisor become a manager?
- B. How can you make a successful transition to a supervisory role?
- C. What are the basic principles of management?
- D. How do supervisory job roles differ from those at other levels of management?
- E. How do time horizons differ?

III. Many Competencies Required

- A. Where do new supervisors come from?
- B. How does the transition into supervision take place?
- C. What personal characteristics does higher management look for in selecting supervisors?
- D. What main supervisory behaviors are associated with results?
- E. What two major end results are supervisors seeking?
- F. What do supervisors need to know about systems?
- G. How is supervisory performance judged by higher management?

IV. A Concern for Both Work and People

- A. Supervisor balance: What does it mean?
- B. What's a normal day in the life of a supervisor?
- C. What kinds of pressures do new supervisors face?
- D. Workplace bullying: What is it and what are its effects?

V. Understanding Employee Expectations and Perceptions

- A. How widespread is employee job satisfaction?
- B. What do today's workers expect from their jobs?
- C. What should supervisors call subordinates and why does it matter?
- D. What should supervisors know about employees in general?
- E. What causes employees to perceive similar kinds of work differently?
- F. What programs or systems can improve employees' perceptions of their work environment?

Chapter-2: Planning and setting Goals and Objectives

Learning Objectives:

After studying this chapter, you should be able to:

1. Explain the importance and benefits of planning and know how to interpret a company's policies.
2. Create a properly written objective statement for a department supervisor, making sure that it is specific, measurable, attainable, relevant, and time-oriented.
3. Explain the planning process and the differences between long-range and short-range plans and between standing and single-use plans.
4. Understand the basic concepts and benefits of Project Management and tools that supervisors can use to facilitate planning.

Outline

I. Road Maps of an Organization

- A. Who is primarily responsible for high-level organizational planning? Are these tasks part of a supervisor's workload?
- B. How far ahead should supervisors plan their work?
- C. Plans, planning, policies, goals: What is the difference?
- D. Are there any benefits from all this planning?
- E. What is meant by company policy?
- F. Is policy always in writing?
- G. Should a supervisor deviate from organizational policy?

II. Goal Setting

- A. Why must goals come before plans?
- B. With what kinds of goals are supervisors usually concerned?
- C. How can goals be made more compelling?
- D. What are the benefits, pitfalls, and prerequisites of goal-setting?

III. The Planning Process

- A. Once goals have been set, how does the planning process proceed?
- B. How does planning relate to management by objectives?
- C. Should a supervisor's plans be flexible or rigid?
- D. In what way are plans or programs usually classified?
- E. Do these four types of plans cover both regular situations and crises, too?
- F. What is a good way to evaluate your plans and projects?
- G. How do controls relate to plans?

IV. What is Project Management?

- A. Project Management
 - B. Why project management?
 - C. Benefits of project management
 - D. Managing the project
- E. Project management tools

Chapter-3: Problem Solving and Making Ethical Decision

Learning Objectives:

After studying this chapter, you should be able to:

1. Recognize and define a problem or a potential problem.
2. List the nine steps in problem solving and decision making that lead to the removal of a problem's cause.
3. Discuss the rational and intuitive approaches to decision making and explain cost-benefit analysis, decision trees, and ABC analysis.
4. Increase your creativity through the free association of ideas and differentiate between creativity and brainstorming.

Outline

I. Problems: Cause and Effect

- A. What, exactly is a problem?
- B. What causes a problem?
- C. How can you recognize a problem or a potential problem?

II. Systematic Problem Solving

- A. How are problems solved?
- B. What is the connection between problem solving and decision making?
- C. Should you approach problem solving systematically?
- D. When should you solve problems on your own, and when should you go to others for help?
- E. Where does ethics fit into the process of decision making?

III. Common Ethical Issues in Business

- A. Ethical Issue
- B. Common ethical issues in business include:

IV. Ethical Decision Making

- A. What is ethical decision making?
- B. Benefits of ethical decision making.
- C. Ethical decision-making strategies

V. Decision Making: Rational and Intuitive

- A. How can you recognize the need for a decision?
- B. How systematic must the decision-making process be?
- C. Are decisions based on intuition as good as those based on logic?
- D. What is meant by mathematical decision making?
- E. How can supervisors make use of decision trees?
- F. What is meant by cost-benefit analysis?
- G. What is a programmed decision?
- H. When should you engage in group decision making?
- I. What can be done to make your decisions more effective?

VI. Using Creativity to Solve Problems

- A. Exactly what is creative thinking?
- B. What isn't creative thinking?
- C. How important is creativity in decision making?
- D. What is the best way to generate innovative ideas on your own?
- E. What is the difference between brainstorming and creative thinking?

Chapter-4: Organizing Work, Groups and team

Learning Objectives:

After studying this chapter, you should be able to:

1. Describe the Organizing Process and how formal and informal organizations differ.
2. Identify some common types of organizational structures and how they affect the span of control.
3. Discuss the pros and cons of groups and the characteristics of strong groups.
4. Describe the keys to inviting group participation and holding productive group meetings.
5. Describe the stages of team development.

Outline

I. Organizing for Effectiveness

- A. What is an organization?
- B. What is the distinction between organizing and an organization?
- C. Why do firms organize in the first place?
- D. Are all organizations formal?
- E. How does the organizing process proceed?

II. Types of Organizational Structures

- A. Which is the most basic organizational structure?
- B. How is a line-and-staff organization formed?
- C. What is the difference between line and staff groups?
- D. In what other ways may organizations be structured?
- E. The matrix organization: What's it all about?
- F. How do you distinguish between a centralized organization and a decentralized one?
- G. How wide should a supervisor's span of control be?
- H. What purpose is served by charts of an organization's structure?
- H. What purpose is served by charts of an organization's structure?
- J. Are there ethical issues involved in restructuring?

III. Authority, Responsibility, and Accountability

- A. Are authority and responsibility the same thing?
- B. Where does your organizational authority come from?
- C. What other sources can you draw on for getting things done?
- D. Should a distinction be drawn among authority, responsibility, and accountability?

IV. Delegation

- A. When should you delegate some of your work?
- B. How can you do a better job of delegating?
- C. What tasks should not be delegated?
- D. What should you tell employees about jobs delegated to them?
- E. Why should employees accept a delegated job?
- F. When can delegating go wrong?

V. Relating Structure to Culture

- A. What is the relationship of the chain of command to the structure of the organization?
- B. How does structure relate to organizational culture?
- C. How do you learn about the organization's culture?
- D. What are the benefits of a strong culture?
- E. How does a supervisor fit into culture management?

VI. Group Dynamics

- A. Group Dynamics
- B. Why are group relations so important today?
- C. What is the major difference between a group and a team?
- D. Which groups take priority: the formal or the informal ones?
- E. What causes employees to create their own informal groups?
- F. How do a group of employees differ from a single employee in the group?
- G. What makes some groups stronger than others?
- H. Do informal groups ever cause problems for a supervisor?

VII. Group Participation

- A. How can a supervisor set goals with the work group and invite its involvement?
- B. What makes group participation effective?
- C. How often can you expect group participation to work in your behalf?
- D. What are the keys to conducting successful group participation meetings?
- E. Where do group decision meetings go astray?
- F. What can a group leader do to make meetings more productive?

VIII. Developing Cooperative Teams

- A. What are the signs that a group of workers is not acting as a team?
- B. What are the indicators that teamwork is present?
- C. What can you do to help a collection of individuals work as a team?
- D. Can teams develop to the point where they don't need active supervisory leadership?
- E. Virtual teams. What are they?
- F. Are there any predictable patterns in the evolution of a team?

IX. Resolving Conflict in Groups

- A. Is conflict in teams good or bad?
- B. Where are the main sources of conflict in an organization?
- C. How does competition differ from conflict?
- D. What is a good way to handle conflict in your department?

X. Securing Cooperation

- A. Why do some people not cooperate?
- B. What actions can you take to prevent or resolve conflict?
- C. What is the best way to avoid misunderstanding and gain willing cooperation?

Chapter-5: Staffing Training and Appraising Employees

Learning Objectives:

After studying this chapter, you should be able to:

1. Discuss the supervisor's role in human resource management as it regards staffing, training, and employee performance appraisal.
2. Explain how a supervisor achieves effective staffing and what tools are available to facilitate this objective.
3. Outline the formats and structures used to interview job candidates.
4. Identify employment laws and practices that supervisors must follow to ensure fair and unbiased hiring.
5. Describe the methods available to train employees and when each should be used.
6. Discuss the tools and techniques used to evaluate employees and why evaluation and feedback are important elements of performance management.

Outline

I. Staffing

- A. The staffing function of management involves securing and developing people to perform the jobs created by the organizing function.
- B. The goal of staffing is to obtain the best available people for the organization and to develop the skills and abilities of those people.
- C. Obtaining the best people generally involves forecasting personnel requirements and recruiting and selecting new employees.
- D. Developing the skills and abilities of an organization's employees involves employee development as well as the proper use of promotions, transfers, and separations.

II. Job Analysis

- A. A job analysis is the process of determining the pertinent information relating to the nature of a specific job.
- B. The end products of a job analysis are a job description and a job specification.
- C. Skills inventory
- D. Human Resource Planning (HRP)
- E. Forecasting
- F. Transition

III. Recruitment

- A. Recruitment is the process of seeking and attracting a supply of people from which qualified candidates for job vacancies can be selected.
- B. The amount of recruitment an organization must do is determined by the difference between the forecasted human resource needs and the talent available within the organization.
- C. Internal Recruitment
- D. External Recruitment

IV. Selection

- A. The selection process involves choosing from those available the individuals most likely to succeed in the job.
- B. The selection process depends on proper human resource planning and recruitment.

- C. The objective of the selection process is to match the requirements of the job with the qualifications of the individual.
- D. Who makes the decision?
- E. Selection procedure
- F. Testing
- G. Background and Reference Checks

V. Employment Interview

- A. The employment interview is used by virtually all organizations, and is an important step in the selection process.
- B. All questions asked during an interview must be job-related.
- C. Equal employment opportunity legislation has placed limitations on the types of questions that can be asked during an interview.
- D. Types of interviews
- E. Problems in conducting interviews
- F. Conducting effective interviews
- G. Personal judgment

VI. Training: Process and Purpose

- A. How important is education and training today?
- B. Will employees learn without being trained?
- C. What are the key steps in a systematic approach to training?
- D. What is the primary purpose of training?
- E. How do you know that training is needed?
- F. How can you keep track of an individual's training needs and achievements?
- G. Are employees likely to accept the results of a needs analysis?

VII. A Training Partnership

- A. Why is a supervisor responsible for training employees?
- B. When does a good supervisor begin training an employee?
- C. Who should perform the training?
- D. If supervisors are responsible for training, what's the role of a company's training department?

VIII. Obtaining Results from Training

- A. What are the direct and indirect costs of training?
- B. What benefit can a supervisor expect from training?
- C. How will you know if training has been successful?
- D. How can a supervisor increase the probability that training will transfer to the job?
- E. How should you modify training for new entrants to the workforce?
- F. How do training and development relate to the idea of performance management?
- G. Types of training
- H. Types of Development

IX. Performance Appraisal and Feedback

- A. Performance Appraisal
- B. Performance Feedback
- C. Performance appraisal and feedback contribute to effective management of human resources in several ways:
- D. Types of performance appraisal
- E. Who appraises performance?
- F. Effective performance feedback
- G. Should a supervisor keep a written record of what transpires during an appraisal interview?
- H. What ethical issues are involved in appraisals?

Chapter-6: Delivering First Rate Customer Service

Learning Objectives:

After studying this chapter, you should be able to:

1. Define customer service and identify the supervisor's role in customer service.
2. Describe the important of each of the key components of the customer service environment.
3. Recognize the elements that contribute to a successful service culture and explain how they support a customer-centric organization.
4. Describe the causes of service breakdowns and how they can be prevented.
5. Explain why customers defect and the impact it has on an organization.
6. Discuss the pros and cons of using technology to facilitate customer service delivery.

Outline

I. Defining Customer Service

- A. Customer Service
- B. Customer-focused Organization
- C. Internal and External Customers

II. Key Components of a Customer Service Environment

- A. Customer Service Environment
- B. The Customer
- C. Organizational Culture
- D. Human Resources
- E. Deliverables
- F. Delivery Systems
- G. Service

III. Defining a Service Culture

- A. Service Culture
- B. Service philosophy or mission
- C. Policies and Procedures
- D. Tools for service measurement

IV. What Is a Service Breakdown?

- A. Service Breakdown
- B. Wants, Needs and Expectations

V. Who Are Difficult Customers?

- A. Difficult Customers
- B. Stereotyping
- C. Handling difficult customers

VI. Reasons for Customer Defection

- A. Customer Defection
- B. Reasons for customer defection
- C. Diversity

VII. Strategies for Preventing Dissatisfaction and Problem Solving

- A. Strategies for Preventing Dissatisfaction
- B. Make positive initial contact
- C. Think like the customer
- D. Pamper the customer, Respect the customer
- F. Exceed expectations, Advantages and disadvantages of technology

Chapter-7: Leadership Skills, Styles and Qualities

Learning Objectives:

After studying this chapter, you should be able to:

1. Describe the essential skills of leadership, and explain the for parts of emotional intelligence.
2. Recognize the various leadership styles, and explain the benefits and prerequisites of a participative approach and the three reasons for its potential failure.
3. Discuss the factors a leader should consider when selecting a leadership style, and explain two models for choosing a style of a situational basis.
4. Discuss the leader's responsibility for being an effective follower, actions for helping employees become self-leaders, and the impact of substitutes of leadership.

Outline

I. Leadership Defined

- A. What is leadership?
- B. Are good leaders born or made?
- C. How much do a supervisor's personality and emotional intelligence have to do with leadership?
- D. Much has been written about charisma. Is that important in a leader?
- E. What personal skills does leadership require?
- F. How important is it for employees to trust that their supervisor will act ethically?

II. Leadership Styles and Concepts

- A. What is meant by "styles" of leadership, and which are the most basic?
- B. What are the prerequisites for using a participative style?
- C. What formal programs can encourage employee participation?
- D. If participative management is so good; why does it sometimes fail?

III. Selecting an Appropriate Style

- A. What factors might affect the choice of a leadership style?
- B. What is the particular significance of the contingency approach?
- C. Which style of leadership, on average, will get the best results?
- D. Should your leadership approach vary according to an employee's maturity level?

IV. Leaders and Followers

- A. Can supervisors afford to focus exclusively on their leadership role?
- B. What responsibility do supervisors have toward helping their employees develop as leaders?
- C. Supervisors can't be present all the time. Are there substitutes for their leadership while they're gone?
- D. How do new attitudes and skills in the contemporary workforce affect leadership behavior?
- E. Can leaders always be popular with the people they supervise?
- F. What can a supervisor do to exhibit humility?

Chapter-8: Effective Employee Communication

Learning Objectives:

After studying this chapter, you should be able to:

1. Explain the process of communication, including the major steps essential for its success.
2. Choose appropriate spoken and written methods (including social media) for communicating with individuals and groups of employees.
3. Assess the quality of your nonverbal communication skills and identify how to be a better listener.
4. List the major communication guidelines that help create positive working relationships.
5. Use your knowledge of the communication process to make others, instructions, and requests for acceptable to employees.

Outline

I. The Communication Process

- A. What is the meaning and significance of the term communication?
- B. How does communication affect results?
- C. What is the communication process?
- D. Some people talk about three-dimensional communication. What are they referring to?
- E. What are the essential ingredients of effective feedback?
- F. Some supervisors report receiving 360-degree feedback. What is that?

II. Methods of Communication

- A. How can you choose which communication method to use?
- B. How can person-to-person communication be conducted effectively?
- C. Spoken Communication
- D. Written Communication
- E. What can you do to communicate most effectively with groups of employees?
- F. Is any one method of communication better than another?
- G. How should a supervisor use the company grapevine as a means of communication?

III. Nonverbal Communication

- A. What kinds of communications are likely to speak louder than words?
- B. What other forms of nonverbal behavior should I pay attention to?
- C. Body language. What's that?
- D. How Important is Listening?

IV. Communication Guidelines

- A. What kinds of things should I tell my boss?
- B. How should I adapt my communications to fit my employees?
- C. What can you do to help people understand what you mean?
- D. Are there ethical issues that supervisors should consider in their communications?

V. Orders, Instructions, and Requests

- A. How are orders and instructions linked to the communication process?
- B. How can you get the best results from the instructions and orders you issue?
- C. When should you request that an employee do something?
- D. Avoiding trouble when issuing orders

Chapter-9: Motivating People at Work

Learning Objectives:

After studying this chapter, you should be able to:

1. Recognize some of the factors that influence the development of each individual's unique personality.
2. Describe the major needs that employees typically have, and explain how they influence motivation and behavior.
3. Explain the differences between satisfaction and dissatisfaction, and discuss how a supervisor can affect the contributing factors.
4. Understand the concepts of expectancy theory; drives for achievement, power, and affiliation; and the impact of equity and inequity on employee motivation and morale.
5. Discuss the ways in which money and recognition can be used to reinforce desirable employee behaviors.
6. Identify the elements found in a people-centered approach to job design and explain how, when they are used to empower employees, they provide motivation and improve the quality of work life.

Outline

I. The Importance of Individuality

- A. What determines an individual's personality?
- B. What are the major dimensions of personalities?

II. A Powerful Pattern of Motivation

- A. What do employees want from life—and work?
- B. Which employee needs are the most powerful?
- C. How are needs related to goals?

III. Satisfaction and Dissatisfaction

- A. In what ways can a job satisfy a person's needs?
- B. What causes satisfaction? What causes dissatisfaction? Why should supervisors recognize the difference?

IV. Achievement, Expectancy, and Equity

- A. What important drives do employees typically have?
- B. In addition to having their needs and drives satisfied, what other factors are important to

V. Motivation and Rewards

- A. How does money relate to the motivational concepts discussed earlier?
- B. How should supervisors supplement pay with personal recognition and performance feedback?

VI. Motivation in the Work Itself

- A. How can work be tailored to provide the greatest motivation for the persons who perform it?
- B. What are the basic dimensions on which job design focuses?
- C. What is the role of empowerment in employee motivation?
- D. How are jobs changed through redesign programs?
- E. Where does the biggest payoff come from in job redesign?
- F. What is meant by employee engagement? How is it brought about?
- G. What are some ethical issues in motivation?

Chapter-10: Understanding Accounting and Finance

Learning Objectives:

After studying this chapter, you should be able to:

1. Demonstrate the role that accounting and financial information play for a business and its stakeholders.
2. List the steps in the accounting cycle and distinguish between accounting and bookkeeping.
3. Explain how the major financial statements differ and how to effectively use the information they contain.

Outline

I. The Role of Accounting Information

- A. What is Accounting?

II. The Accounting Cycle

- A. What does the accounting cycle include?
- B. Using technology in accounting

III. Understanding Key Financial Statements

- A. What are financial statements?
- B. The fundamental accounting equation
- C. The Balance Sheet
- D. Classifying Assets
- E. Liabilities and owners' equity accounts
- F. The Income Statement
- G. Revenue
- H. Cost of goods sold (cost of goods manufactured)
- I. Operating Expenses
- J. Net Profit or Loss
- K. The statement of cash flows
- L. The need for cash flow analysis

Chapter-11: Control- Monitoring and Improving Results

Learning Objectives:

After studying this chapter, you should be able to:

1. Understand the dual nature—judgmental as well as problem solving and decision making—of the supervisor's role in carrying out the control function.
2. Define and recognize a control standard, and explain and evaluate the sources and bases of those standards.
3. Discuss the four steps of the control process, be alert of the dangers of overcontrol and undercontrol, and explain the three major types of controls.
4. Explain the meaning of quality, why it needs to be controlled, and how a number of methods and programs can help achieve it.
5. Discuss employee resistance to controls and explain some of the ways to reduce it.

Outline

I. A Dual Role

- A. What is the basic purpose of a supervisor's control function?
- B. How much does control rely on the information system, and how much on the supervisor?
- C. What are the supervisor's roles in the control process?
- D. How does controlling relate to coaching?
- E. In what way are controls linked to plans?

II. Control Standards

- A. What is a control standard?
- B. Where do control standards come from? Who sets them?
- C. On what information are control standards based?

III. The Control Process and Its Targets

- A. How is the control process carried out?
- B. How much control should be applied to a process, and where?
- C. To what extent is control automatic?
- D. What specific kinds of organizational controls are most likely to apply to supervisory actions?
- E. Where do budget fit into this picture?
- F. Do supervisors spend all their time controlling?

IV. Quality and the Supervisor

- A. Commitment to quality? How inclusive must it be?
- B. Where does total quality management fit in?
- C. Benchmarking? What's that?
- D. How does the six sigma approach to quality work?
- E. How does root cause analysis help control quality?
- F. How can you get employees more interested in productivity and quality?

V. Handling Employee Resistance

- A. The human element in the control process: How important is it?
- B. What key characteristics of the control process are important to include?
- C. How can you soften employee resistance to controls?
- D. Is it feasible to encourage self-control?

Chapter-12: Managing Diverse Workforce

Learning Objectives:

After studying this chapter, you should be able to:

1. Discuss the nature and workplace implications of a culturally diverse society.
2. Identify and interpret the major equal employment opportunity legislation, explain the intent of affirmative action plans, and describe the role of the Equal Employment Opportunity Commission.
3. Discuss the importance of women in the workplace and their difficulties in advancing from their traditional roles, including related subjects such as job evaluation, comparable worth,
4. Discuss the unique values and characteristics of each generation of workers. Explain the legal and social aspects of an employee's right to privacy and the impact this had on a supervisor's right to manage.

Outline

I. A Diverse Workforce

- A. What is the general makeup of the workforce today?
- B. Is workforce diversity focused on ethnic and gender differences?

II. The Legal Basis

- A. In the eyes of U.S. law, who is a minority employee?
- B. What is the role of stereotyping in discrimination?
- C. What is the legal basis for equal employment opportunity programs?
- D. Where does affirmative action apply?
- E. In investigating EEO discrimination charges, what areas are most sensitive?
- F. What is meant by reverse discrimination?
- G. What is the ADA, and how does it affect a supervisor?
- H. Who is covered by the Family and Medical Leave Act (FMLA) of 1993?
- I. Who are the hard-core unemployed?
- J. What is the role of testing in preventing discrimination?

III. Women in the Workplace

- A. How important are women to national productivity?
- B. But what about compensation for women? C. Barriers Women Face
- D. Why doesn't job evaluation put an end to this discrimination in pay?
- E. What is meant by comparable worth?
- G. Should you treat men and women differently at work?
- H. What is sexual harassment?
- I. How should I respond to a complain of harassment?
- J. How can I prevent the harassment of my employees?

IV. Younger and Older Workers

- A. What differences in the workforce are a function of age?
- B. What can a supervisor do to better motivate and manage young workers?
- C. When is a worker considered older? , D. What are the chief assets of older workers?
- E. How can you best help experienced employees learn a new task?
- F. How can you best motivate Boomers?

V. Special Problems in a Changing Environment

- A. What are the ways in which an employee's rights to privacy may be threatened?
- B. When can lie detectors and drug tests be used?
- C. To what extent does the concern for protected employees and employee rights affect a supervisor's right to manage?