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CHAPTER 2
SUPERVISION CHALLENGES

CHAPTER OUTCOMES AND LEARNING OBJECTIVES

Objective 2-1. Explain how globalization affects supervisors.
Objective 2-2. Describe how technology is changing the supervisor's job.
Objective 2-3. Explain the concept of e-business and e-commerce.
Objective 2-4. Identify the significant changes that have occurred in the composition of the workforce.
Objective 2-5. Explain why corporations downsize.
Objective 2-6. Understand the concept of continuous improvement and identify its goals.
Objective 2-7. Describe why supervisors must be able to "thrive on chaos."
Objective 2-8. Define *ethics*.

GLOBAL COMPETITIVENESS

Is There Such a Thing as "Buy American?"
How Does Globalization Affect Supervisors?

TECHNOLOGY ENHANCEMENTS

What Is Technology?
How Does Technology Change the Supervisor's Job?

E-BUSINESS AT WORK

What Is an E-Business?
What Changes Can Supervisors Expect from E-Business?

WORKING IN A DIVERSE ORGANIZATION

What Is Workforce Diversity?
How Does Diversity Affect Supervisors?

CHANGING HOW BUSINESS OPERATES

Why Are Organizations Doing More With Less?
Why the Emphasis on Continuous-Improvement Programs?
How Does Work Process Engineering Differ from Continuous Improvement?
What Are the Supervisory Implications of Downsizing, Contingent Workforces, Continuous-Improvement Programs, and Work Process Engineering?

THRIVING ON CHAOS

FROM CHAOS TO CRISIS

THE GOOD AND PROFITABLE ORGANIZATION

What Is a Socially Responsible Organization?
How Do We Act Responsibly?
What Is Ethics?

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COMPREHENSION: REVIEW AND DISCUSSION QUESTION SOLUTIONS

DEVELOPING YOUR SUPERVISORY SKILLS

GETTING TO KNOW YOURSELF SELF-ASSESSMENT EXERCISES

BUILDING A TEAM

COMMUNICATING EFFECTIVELY

THINKING CRITICALLY CASE STUDY SUGGESTED ANSWERS

ADDITIONAL ACTIVITIES

CHAPTER 2
SUPERVISION CHALLENGES

Responding to a Supervisory Dilemma: There are two conflicting perspectives regarding surfing the Internet while at work: (1) that time wasted costs employers billions of dollars, and (2) that occasional diversions from the work are necessary to refresh workers and to stimulate their creativity, thus actually boosting the employer's "bottom line." As a supervisor, combating web surfing or cyberloafing can be a difficult task. While the supervisor could make the job more interesting, provide breaks to use the Internet, and establish clear guidelines for employee's Internet usage, employees will, most likely, still go online at their own discretion.

- **Change**
  - —Global market competitiveness
  - —Technology enhancements
  - —Workforce diversity
  - —Continuous-improvement programs
  - —Downsizing
  - —Ethics

GLOBAL COMPETITIVENESS

Objective 2-1. Explain how globalization affects supervisors.

Is There Such a Thing as "Buy American?"

See: Something to Think About (and promote class discussion) **Who Owns What?**

- **Organizations no longer constrained by national borders**
  - —McDonald's
  - —KFC
  - —Ford and General Motors
  - —Exxon, Coca-Cola, and AFLAC

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- **"Buy American"**
  —Public slow to accept the fact that organizations have become increasingly global in their perspectives
  —National borders no longer define corporations
  —Many so-called foreign products are made in the United States

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How Does Globalization Affect Supervisors?

- **Parochialism**
  —Americans see things solely through their own eyes and from their uniquely American perspective
  —We view our practices as being better than the practices of other countries
  —Major challenge is a cultural one—recognizing that all countries have different values, morals, customs, and laws

- **Cultural environments**
  —Values, morals, customs, and laws of countries

- **Geert Hofstede's Study**
  See: Exhibit 2-1: Countries with similar cultural characteristics.
  News Flash! The Cultural Variables

  —Individualism v. Collectivism
  —High- v. Low-Power Distance
  —High- v. Low-Uncertainty Avoidance
  —Quantity v. Quality of Life

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TECHNOLOGY ENHANCEMENTS
Objective 2-2. Describe how technology is changing the supervisor's job.

- **Change and newness**
  —Fax machines, cellular phones, and personal digital assistant
  —E-mail, modem, and the Internet
  —Electronic communications, optical character and voice recognition, and storage and retrieval databases

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- **Need for new skills**
  —A continually evolving requirement
  —High-tech world requires high-tech skills and knowledge
  —Those who embrace knowledge and continuously learn new skills will be the ones who survive in the high-tech world

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What Is Technology?

- **Technology**
  —Any equipment, tool, or operating method designed to make work more efficient

- **Technological advances**
  —Involve integrating technology with any process for changing inputs into outputs
  —Robotics
  —ATM and electronic bill-paying systems
  —Making custom products with state-of-the-art technology
  —Technological advancements provide better, more useful information

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How Does Technology Change the Supervisors Job?

- **Direct effects**
  —More complete information more quickly than ever before
  —Better planning, faster decision-making, and clearer definition of what has to be done
  —Ability to monitor work activities on an as-they-happen basis
  —Enhances effectiveness and efficiency
  —Ability to supervise employees in remote locations

- **Telecommuting**
  —Linkage of a remote worker's computer and modem with those of coworkers and management at an office
  —Made it possible for employees to be located anywhere in the global village

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E-BUSINESS AT WORK
Objective 2-3. Explain the concept of e-business and e-commerce.

What Is an E-Business?

- **E-Business**
  —A comprehensive term describing the way an organization does its work by using electronic linkages with its key constituents to achieve its goals efficiently and effectively

- **E-Commerce**
  —The standard label to describe the online buying and selling of products or services

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What Changes Can Supervisors Expect from E-Business?

- **Difficulty in recruiting employees**
  —Screening candidates to ensure they fit into the culture of e-business firms

- **Difficulty in motivating employees**
  —Employees susceptible to distractions
  —E-business employees may have different salary expectations than traditional employees
  —**Cyberloafing—**Lost productivity time as a result of an employee using the Internet at work for personal reasons

- **Changed communication**
  —Traditional communication forms are changing, and going through "chain of command" is no longer typical
  —Employees can communicate instantly anytime, with anyone, anywhere, and their supervisors may not be aware of what is being said

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{REFER STUDENTS TO COMPREHENSION CHECK 2-1.}

WORKING IN A DIVERSE ORGANIZATION
Objective 2-4. Identify the significant changes that have occurred in the composition of the workforce.

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What Is Workforce Diversity?

See: Exhibit 2-2: Value stereotypes for several generations of workers.

- **Workforce diversity**
  - —Males, females, whites, blacks, Hispanics, Asians, American Indians, people with disabilities, homosexuals, heterosexuals, and the elderly
  - —The single most important human resource issue in organizations today may be adapting organizational policies and practices in light of increasing workforce diversity

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How Does Diversity Affect Supervisors?

- **Implications**
  - —Supervisors must remake organizations to accommodate different lifestyles, family needs, and work styles
  - —New work schedules to accommodate single parents, working parents, and couples maintaining commuter relationships
  - —Child/elder care and other individualized benefits
  - —Adaptable career-planning programs
  - —Sensitivity training to understand and appreciate people who are different
  - —New motivation techniques

- **Mature workers**
  - —Born prior to 1946, shortly after the Great Depression
  - —Security oriented and committed to work ethic
  - —Sometimes viewed as the foundation of the work force
  - —Seen as having obsolete skills, being inflexible, and set in their ways

- **Baby boomers**
  - —Born between 1946 and 1964
  - —Largest group in the work force
  - —Regarded as career climbers
  - —Viewed as ambitious to a fault, workaholics, and unrealistic in their views
  - —May retire in mass

- **Generation X**
  - —Born between 1965 and 1980
  - —Less commitment, less rule-bound, and more into own gratification
  - —Intolerant of baby boomers and their attitudes
  - —Viewed as selfish and not willing to play by the rules

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- **Generation Y**
  —Born between 1981 and 2002
  —Want to be treated as colleagues rather than subordinates
  —Want to be guided with a friendly but firm hand
  —Big on open communication, and want to give and receive feedback readily
  —Want their ideas and opinions to be taken seriously
  —Want supervisors to recognize and fix problems, and reward performance in real-time

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CHANGING HOW BUSINESS OPERATES
Objective 2-5. Explain why corporations downsize.

- **Most obvious changes**
  —Downsizing
  —Continuous improvement
  —Work process engineering
  —Thriving on chaos

Why Are Organizations Doing More With Less?

- **Downsizing**
  —Reduction in workforce and reshaping of operations
  —Creation of "lean and mean" organizations
  —Goals are greater efficiency and reduced costs
  —Often caused by takeovers—both friendly and unfriendly
  —Allows organizations to respond more quickly to environmental changes
  —Often results in lowered employee morale
  —Negatively impacted potential financial gains

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Why the Emphasis on Continuous-Improvement Programs?
Objective 2-6. Understand the concept of continuous improvement and identify its goals.

See: Exhibit 2-3: The foundations of continuous improvement.

- **Continuous improvement**
  —The Japanese call it "kaizen"

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—Driven by customer needs and expectations
—Includes everyone involved with an organization (internal and external)
—Improves the quality of everything the organization does

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How Does Work Process Engineering Differ from Continuous Improvement?

- **Continuous improvement**
  —Focuses on incremental change
  —May keep an organization behind the times

- **Work process engineering**
  —Radical or quantum change
  —Can lead to major gains in cost or time-cutting, or improved service
  —Can help to meet challenges that technology changes foster

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What Are the Supervisory Implications of Downsizing, Contingent Workforces, Continuous-Improvement Programs, and Work Process Engineering?

- **Downsizing and supervisors**
  —Both former and current employees may feel anger, frustration, and resentment
  —Employees who remain may be less loyal to the company
  —Motivation problems for those left who feel less secure and less committed
  —Increased competition among employees
  —Increased workloads and longer workdays as those left are required to pick up the slack caused by the layoffs

- **Contingent workforces**
  —Shift from traditional full-time jobs
  —Converting permanent jobs into contingent jobs
  —May not identify with the organization
  —May lack commitment and motivation to the organization
  —Supervisors must find new ways to motivate

- **Continuous-improvement programs and supervisors**
  —Supervisors must define what quality means to their unit
  —Definition must be communicated to every employee
  —Everyone involved may now have input into how work is best done

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—Bottlenecks can be eliminated
—Increased quality can result in higher levels of job security and job satisfaction

- **Work process engineering and supervisors**
  —Work process engineering changes the way businesses operate
  —It changes the way supervisors operate
  —Can cause confusion and anger
  —Can require development of new skills
  —Can create opportunities, more authority, better compensation, and rewards

- **Employee loyalty and engagement**
  —Marginal employees may exhibit loyalty by remaining
  —Not the ultimate measure of effectiveness
  —Improve practices leading to engagement
  —Identify strategic issues and core HR practices

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THRIVING ON CHAOS
Objective 2-7. Describe why supervisors must be able to "thrive on chaos."

- **Constant and chaotic change**
  —New laws, regulations, and competitive threats
  —New opportunities and technology
  —Changing customer needs
  —Will require flexibility, adaptability, and quicker decision-making
  —Supervisors will have to learn to work smarter

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FROM CHAOS TO CRISIS

- **Subtly declining situation may not be obvious initially**

- **Warning signs of crisis:**
  —Performance declines
  —Budget deficiencies
  —Cumbersome policies
  —Fear of conflict and risks
  —Tolerance of work incompetence
  —Poor communication within the department

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- **Recognize signs of stress**

- **Effectiveness in handling disasters includes good communication and having a plan in place**

- **Anticipate catastrophes and disasters**

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THE GOOD AND PROFITABLE ORGANIZATION

- **Organizational ends**
  —To survive

- **Organizational means**
  —Is just obeying the law enough, or should organizations go beyond that?

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What Is a Socially Responsible Organization?

- **Social responsibility**
  —The obligation organizations have to society
  —Goes beyond the law and profit making
  —Considers goals that are good for society

- **Social obligation**
  See: Exhibit 2-4: Social obligation versus social responsiveness

  —The foundation of a business's social involvement
  —A business has fulfilled its social obligation when it meets its economic and legal responsibilities and no more
  —Does only the minimum that the law requires

- **Social responsiveness**
  —Adds a moral obligation
  —Businesses should do those things that make society better, and avoid doing things that make it worse
  —Requires businesses to determine what is right or wrong, and thus seek fundamental truths

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How Do We Act Responsibly?

- **Questionable issues a supervisor might face**
  —Should you tell the truth all the time?
  —Is it right to bend the rules to your company's advantage?
  —Does "anything go" as long as you don't get caught?

- **Ethical dilemma**
  —Requires supervisors to define right and wrong conduct
  —Many dilemmas will be caused by the pressure to cut costs and increase productivity
  —Employees will take their cue from the supervisor; if they cheat, so will the employees

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What Is Ethics?
Objective 2-8. Define ethics.

- **Ethics**
  —The rules or principles that define right or wrong conduct
  —Can be enhanced by rules, policies, job descriptions, or strong cultural norms that frown on unethical behavior
  —Can be corrupted by an organization and its culture that permits or encourages unethical practices

- **Codes of ethics**
  —A formal document that states an organization's primary values and ethical rules it expects employees to follow

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{REFER STUDENTS TO COMPREHENSION CHECK 2-2.}

ENHANCING UNDERSTANDING

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SUMMARY

COMPREHENSION: REVIEW AND DISCUSSION QUESTIONS

SOLUTIONS TO REVIEW AND DISCUSSION QUESTIONS

2-1. Do you believe that globalization has had the effect of making U.S. organizations more responsive to their customers? Explain.
Learning Objective: 2-1
AACSB tag: 7
Aggressive foreign competition has forced American organizations to pay more attention to the demand for better, higher-quality products. Both quality and service are expectations that consumers are becoming more and more vocal about. American companies are fully aware that they must listen, just as their foreign competitors are listening.

2-2. "Technology improvements sometimes hinder supervisory effectiveness." Do you agree or disagree? Support your position.
Learning Objective: 2-1
AACSB tag: 7
Disagree: Information systems and automation make planning and controlling easier by providing supervisors with quality information that enables them to formulate better plans, make faster decisions, and monitor work activities on an "as-they-happen" basis.
Agree: Technology and automation are making organizations flatter, as better information systems result in the need for fewer and fewer levels of management. The resulting increase in spans of control is requiring supervisors to assume ever-increasing responsibilities, while reducing the number of opportunities to advance up the management hierarchy.

2-3. What supervisory effects does e-business have for supervisors?
Learning Objective: 2-2, 2-3
AACSB tag: 7
Supervisors must realize that e-businesses tend to have a special culture, including informality in the workplace, a focus on team spirit, pressure to complete projects timely, and a 24/7 work mentality. Especially challenging might be the motivating of employees, who tend to be susceptible to distractions—such as cyberloafing—in an e-business environment.

2-4. What is workforce diversity, and what challenges does it create for supervisors?
Learning Objective: 2-4
AACSB tag: 6, 7
The predominantly white, male heterosexual work force is a thing of the past. Females, African Americans, Hispanics, Asian Americans, and Native Americans, the disabled, homosexuals, and heterosexuals are today's work force. Adopting organizational policies and practices for dealing with them is one of the greatest human resource challenges ever to face American managers. Supervisors are going to have to accept all others, alike or unalike, in terms of what is wanted and needed to get the work done. Different lifestyles, family needs, and work styles are going to have to be managed and accommodated. Supervisors will have to be trained to deal with all of the diverse groups.

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2-5. What advice would you give to a friend who doesn't understand downsizing, but knows that her company is going to be laying off employees in about three months?
Learning Objective: 2-5
AACSB tag: 2, 3, 7
The "business as usual" approach of just a few decades ago simply does not work anymore. Companies are being forced by competition, both foreign and domestic, to become more efficient and to reduce costs so they themselves can become more competitive. Downsizing is one way to accomplish this. As painful as downsizing is, without it the very survival of the organization could be in jeopardy.

2-6. Describe the difference between continuous-improvement programs and work process engineering.
Learning Objective: 2-6
AACSB tag: 3
Continuous-improvement programs focus on incremental changes in the workplace; they are a constant approach to "make things better." Work process engineering, on the other hand, focuses on radical change, or an overall change in direction; this approach allows the organization to quickly react to dynamic environmental changes.

2-7. How can learning to manage chaos better prepare supervisors for their jobs in the next decade?
Learning Objective: 2-7
AACSB tag: 7
Tomorrow's successful supervisors will be those who have learned to adapt to the chaos of constant change and uncertainty. They will be working in an environment changing at an unprecedented rate and pace of change. This will require them to be flexible and smarter, to be better and faster decision-makers, to manage resources more efficiently, and to be prepared for constant and massive, even revolutionary, change.

2-8. Can organizations be socially responsible and still be profitable? If you think so, cite some examples of companies you believe fit this profile and describe what they are doing.
Learning Objective: 2-8
AACSB tag: 3, 7
Yes. There are many examples of organizations that go beyond doing just what is legal. They are also concerned about doing what is right. They encourage recycling, develop personnel policies to encourage sensitivity toward diversity, do not pollute, and pursue long-term goals that are good for society.

2-9. Is it ethical to cheat on an exam if you know that it will not affect another student's grade ,and you are guaranteed that you won't get caught? Why or why not?
Learning Objective: 2-8
AACSB tag: 2, 7
Answers to this question will vary, but generally students who follow the guidelines outlined in the text will agree that cheating on a test is unethical, regardless of the outcome.

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2-10. Identify the characteristics and behaviors of what you would consider an ethical supervisor.
Learning Objective: 2-8
AACSB tag: 2, 7
Again, answers will vary. Honesty, fairness, integrity, adhering to company-prescribed ethical policies may all be listed as probable elements. It might be interesting to observe the answers of students who are employed as part-time, service-oriented employees, and those who are employed in career-type organizations.

DEVELOPING YOUR SUPERVISORY SKILLS: GETTING TO KNOW YOURSELF SELF-ASSESSMENT LIBRARY 3.4 EXERCISES

Am I Likely to Become an Entrepreneur? (I. E. 4.)

Overview

The instrument was developed to assess the proactive personality. That is, it identifies the differences among people in the extent to which they take action to influence their environment. The research indicates that a proactive personality is positively associated with entrepreneurial intentions.

Entrepreneurs are an interesting group of individuals. They do not take the inordinate risks that most people associate with them. They take a risk on themselves. Their ideas are usually so solid, that although it may fail, it has a good chance of success. Entrepreneurs also like the fun of starting a business, but often get bored once it is going well. Some then sell it to the employees and go on to another venture. There is the tale of one entrepreneur who retired in his middle 30s. Planning to golf every day and relax, by the second day of golfing he was bored. So he started another company and was much happier. He also did not want his kids to think that you did not need to work in life, even if you are rich. He did not feel that a golfing father was the only model he wanted to be for his children.

Teaching Notes

The concept of entrepreneur has two synonyms in the thesaurus: capitalist and industrialist. It is a French word. It might be an interesting discussion in class as to what the students think an entrepreneur is today, and if there are better or more accurate synonyms. If we look at most of the successful dot-com companies, or new technology companies, or even GM, IBM, or Ford, we see they were started by entrepreneurs who were capitalists and industrialists. What about the origins of Microsoft, Apple, Sun Microsystems, Yahoo, Amazon.com, E-bay, SAS, Starbucks, Southwest, and millions of other contemporary companies? What is different about these entrepreneurs, or are they no different than the traditional entrepreneurs who started organizations in the first 70 years of the 20th century?

Exercises

1. You might want your students to do some research on entrepreneurs in *Inc*. magazine. They could select an example, read up on the person, and then report the findings

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back to class. Once everyone has reported, maybe a new definition of entrepreneur might arise from the total findings.

- **Learning objectives:**
  To illustrate how actual entrepreneurs approach business.

- **Preparation/time allotments:**
  Give them about a week to prepare a report. Have students deliver a 10-minute presentation to the class. You can also do this in groups.

- **Advantages/disadvantages/problems that might arise:**
  Make sure each group is analyzing a different entrepreneur. You might also want to point them towards specific items to look for, such as how each entrepreneur approaches personal planning.

2. Have a discussion with the whole class or in small groups concerning who wants to be an entrepreneur and who does not and why.

   - **Learning objectives:**
     To illustrate what entrepreneurship really is in the context of work.

   - **Preparation/time allotments:**
     This should be about a 20-minute class discussion.

   - **Advantages/disadvantages/problems that might arise:**
     Make sure students really understand the definition of entrepreneurship. It is different than being creative, coming up with new ideas, or being able to follow through. Sometimes it is seen as a negative if someone is not "entrepreneurial" in nature, when really this is not the case.

Internet Links

1. http://www.queendom.com/tests/access_page/index.htm?idRegTest=2287
   Look back to Assessment I. E. 4. and compare the results with those you get on the Entrepreneurship Aptitudes Test . Now relate those results to the new information you have acquired. You may want to reassess your previous perceptions or take the test again and see if there are differences in the scores.

2. http://www.queendom.com/tests/access_page/index.htm?idRegTest=713
   Resilience of many kinds is needed if you are going to be an entrepreneur. Find the search bar and look for the *Resiliency Test*. Take the test and relate the findings to your desire to be an entrepreneur. Then please write a one- to two-page analysis of being an entrepreneur and yourself.

Am I Well Suited for a Career as a Global Manager? (III. B. 5.)

Overview

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The analysis notes that the instrument is designed to assess the dimensions associated with success as an international executive. They include general intelligence, business knowledge, interpersonal skills, commitment, courage, cross-cultural competencies, and the ability to learn from others.

This instrument is very important in our world of globalized competition. Many students will end up working in a company that is transnational. They will probably be assigned to another nation for some period of time. If they stay stateside, they will still be dealing with people from other cultures. In fact, the reality of working with other cultures is a sure thing in the United States. Think of Los Angeles, San Francisco, Seattle, Boston, Atlanta, Miami, Houston, and New York. You are always dealing and working with diversity in these cities, and in almost every other larger city in the United States. In effect, we have globalization right in our own back yard. And our students will need to be adept at understanding, honoring, and working with people that are different from them in many ways. This is perhaps the greatest challenge that most managers and employees face whether here or around the globe.

Teaching Notes

This may be a good place to talk about the globalization of companies in terms of how the students think about relocating to Sri Lanka, Indonesia, Thailand, Brazil, Chile, Costa Rica, France, Sweden, Germany, Italy, Egypt, Israel, the Congo, Nigeria, South Africa, Poland, Belarus, Russia, Japan, Australia, Canada, and Denmark. They could do research on a country that intrigues them and then present their findings in class.

If you have students that have lived in another nation for a period of time, been raised in another culture, or have newly immigrated relatives, you might have them share what these nations are like in comparison to the United States, including the roles of management.

Exercises

1. Discuss the implications of the global economy to the United States economy.

   - **Learning objectives:**
     To illustrate how the global economy impacts U.S. organizations.

   - **Preparation/time allotments:**
     This should be about a 15-minute class discussion.

   - **Advantages/disadvantages/problems that might arise:**
     Make sure you have plenty of examples to discuss with the students. They may not have much to offer if you have not covered international business, or if they don't have much global experience. You might also discuss how seemingly local organizations need to think globally. Discuss this in the context of how U.S. organizations have to consider outsourcing, for example.

2. Ask the students to do research on a company that has combined two countries. Have them focus on the potential cultural clashes around management. Then have them

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discuss their findings in class. Airbus is a possibility in that it involves four European nations.

- **Learning objectives:**
  To illustrate the management challenges associated with cultures merging.

- **Preparation/time allotments:**
  Allow the students 2-weeks to do the research. Allow about 10 minutes for each group to discuss their findings with the entire class.

- **Advantages/disadvantages/problems that might arise:**
  Make sure you assign them the organizations to look at. This way, you will insure that they are examining mergers within two different cultures. Also, remind them to focus on the management issues specifically. Many of these case studies focus on other business topics, such as product quality, design, or marketing.

Internet Links

1. http://www.asktheemployer.com
   Here is a great site for many career-related issues. The site provides an opportunity to create a professional profile and sign up with an online mentor. There is also a good deal of advice about surviving and prospering in organizations. Please visit this site and then write a two- to three-page impression piece on the professions today.

2. http://pessoal.sercomtel.com.br/assis/English/Glossaries%20&%20Resources/Miscellanea/Virtual%20Desk/1netiq/Netiq.html
   This is the site of Business Netiquette International that provides a quick-hit guide to online manners for the international travelers. Be prepared to discuss in class.

3. http://www.ita.doc.gov
   This is the site of the International Trade Administration's information-packed resources with the goal of helping U.S. business succeed globally. Please be prepared to discuss in class.

4. http://www.globalvolunteers.org
   Not sure what you want to do after college? Log on to this site and see about volunteering for a project in another nation. Experience in this form might help you decide what you want to do with your career.

What Are My Attitudes Toward Workplace Diversity? (I. B. 4.)

Overview

One of the most important and broad-based challenges currently facing organizations is adapting to people who are different. While globalization focuses on differences between people from different countries, workplace diversity addresses difference among people within given countries. Organizations are becoming a more heterogeneous mix of people in terms of gender, age, race, ethnicity, or sexual

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orientation. A diverse workforce includes women, people of color, the physically disabled, senior citizens, and gays and lesbians. Managing this diversity has become a global concern. It's not just an issue in the United States, but also in Canada, Australia, South Africa, Japan, and Europe. For instance, managers in Canada and Australia have to adjust to large influxes of Asian workers. The "new" South Africa is increasingly characterized by blacks holding important technical and managerial jobs. Women, long confined to low-paying temporary jobs in Japan, are moving into managerial positions. The European Union cooperative trade arrangement, which opened up borders throughout much of Western Europe, increased workforce diversity in organizations that operate in countries such as Germany, Portugal, Italy, and France.

Teaching Notes

We used to take a melting-pot approach to differences in organizations; assuming people who were different would somehow automatically want to assimilate. But we now recognize that employees don't set aside their cultural values, lifestyle preferences, and differences when they come to work. The challenge for organizations, therefore, is to make their environment more accommodating to diverse groups of people by addressing the different lifestyles, family needs, and work styles of employees. The melting-pot assumption is being replaced by one that recognizes and values differences.

Haven't organizations always included members of diverse groups? Yes, but they were a small percentage of the workforce and were, for the most part, ignored by large organizations. Moreover, it was assumed that these minorities would seek to blend in and assimilate. For instance, the bulk of the pre-1980s U.S. workforce was made up of male Caucasians working full-time to support an unemployed wife and school-aged children. Now such employees are the true minority!

Exercises

1. As a class discussion, have the group discuss ways in which they have been discriminated against in the past. What effects did this have on them? What are the solutions to this?

    - **Learning objectives:**
      Illustrate by example the effect of discrimination on people.

    - **Preparation/time allotments:**
      This should be about a 20-minute class discussion.

    - **Advantages/disadvantages/problems that might arise:**
      Try to keep the focus on organizational examples, such as someone being viewed as too young for a current job. Remember, the point is to give examples and discuss, not to try and solve or justify any type of discrimination.

2. Form student groups and assign them the task of interviewing people within the HR departments of their organization. Have them ask how organizations manage diversity through recruiting and selection. If they don't have an HR department, have them discuss with others in their organization the benefits of increased diversity, such as

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different ideas, unique perspectives, etc. Have them report their findings back to the class.

- **Learning objectives:**
  To illustrate how diversity impacts organizations in a positive way.

- **Preparation/time allotments:**
  Give the students about two weeks to conduct the interviews. They can then either present their findings to the class, or turn it in as a paper.

- **Advantages/disadvantages/problems that might arise:**
  Remember to have students focus on the positive side of diverse organizations. The focus should not be about discrimination or lawsuits against the company, but rather on how a diverse organization is more creative and can generate quality solutions to problems.

Internet Links

1. http://www.ibisconsultinggroup.com/diversity-e-learning/
   This is a consulting firm that offers diversity training. Click on the above link to see what types of training sessions they offer. Do you think these types of training would work in your organization? If not, why? Are there other topics that should be addressed? Write a two-page paper on this, and report your findings to the class.

2. http://www.diversityinc.com/
   Please browse around the site and be prepared to discuss current events related to diversity.

3. http://career-advice.monster.com/in-the-office/workplace-issues/why-diversity-counts-business-case/article.aspx?WT.mc_n=CRMUS001134
   Sondra Thiederman reminds students of the critical nature of diversity in the article, "Why Diversity Counts: The Business Case." Go to the website to read the article then answer the following questions.
   1. To whom does diversity matter?
   2. Bottom line, why does Thiederman say diversity counts?
   3. What are some of the programs that Pfizer has implemented to address diversity?

How Do My Ethics Rate? (I. D. 2.)

Overview

Ethics has become a greater topic of discussion since the 1960s. Whether we have a more ethical business climate and businesses is another issue. Whatever the case, people within organizations and those who sit in judgment on organizations in our society are concerned with the moral and ethical state of the union. This makes sense when we open a newspaper or see on the nightly news that Ford and Firestone knew about the problems with the design of the Explorer and with the Firestone tires years prior to

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disclosing that there was any problem. The reason given by both was that the federal laws did not require international problems of this sort to be reported. It was in Europe that there had been complaints about the Explorer and its tires, and yet the management of both firms decided to keep mum. What does this say about the ethics of our society? One company is American and the other Japanese. What does it say about both companies? They fell out with each other when the problems came to light accusing each other of the problems, rather than cooperating to solve them.

The Ford-Firestone case is just one in a long line of ethical and socially irresponsible actions of companies. But it does raise the issue. What is ethics and how do our companies define the term? And do we really care?

Teaching Notes

There have been many cases of ethical problems in companies. Have your students read up on one of them such as the Firestone Case, Exxon Valdez, Dalcon Shield, breast implants, black lung disease, Love's Canal, *e coli* in meat and Jack in the Box, Beech-Nut and apple juice, Enron, or any other issue they find during research, or one you are interested in. Then each group can act out the internal decision making for the company playing each of the parts of the decision makers. Then the class can discuss why good men and women can make bad decisions.

Exercises

1. Divide the class in any number of ways that groups differ (gender, age, work experience), and have them watch a video case on ethics. These are available in most media centers. Use that as a starting point to discuss specific ethical issues. Compare and contrast the results.

   - **Learning objectives:**

   Apply different ethical perspectives to a specific ethical case.

   - **Preparation/time allotments:**

   This depends upon how long and in what depth the case is that you are using. Make sure you set aside enough time for all students to participate.

   - **Advantages/disadvantages/problems that might arise:**

   Make sure the focus remains on ethical frameworks, and the different perspectives that affect how managers make decisions. Although many cases illustrate right and wrong, the focus should be on how ethics impacts the outcomes, not whether an individual's viewpoint is right or wrong.

2. Have a class discussion on what they think ethics means in the 21st century.

   - **Learning objectives:**

   Apply ethical theory to current organizations.

   - **Preparation/time allotments:**

   This should be about a 20-minute class discussion.

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- **Advantages/disadvantages/problems that might arise:**
  Draw upon the more experienced workers for this discussion. They will have a better perspective on how things used to be. Also, bring in the current examples of ethical failings, and compare them to previous events.

Internet Links

1. http://www.scu.edu/ethics/practicing/decision/approach.html.
   Welcome to Santa Clara University and its Approaching Ethics website. Please browse around the site and be prepared to discuss the concepts and realities of ethical thinking and behavior in class.

2. http://www.eben-net.org/
   Welcome to the European Business Ethics Network. Please browse around the site. Then write a three- to four-page analysis comparing the European approach to ethics with the American approach.

How Committed Am I to My Organization? (III. B. 2.)

Overview

The instrument measures one's level of commitment to an organization. Commitment was clearly an all-encompassing reality in the days before portable pensions and the acceptance of moving from job to job. In the veterans' day, one stayed in a job for one's whole career. They were and are much more formal than the subsequent generations. A veteran wants respect, and with it will be a loyal, hardworking employee. He will also wear a suit and tie with comfort.

The boomers also stayed with organizations, but were born into very changing times (1946–1964). The world had been at war, and was on the brink of an unpopular war (Vietnam) and a civil rights struggle of wide proportion. Bill Clinton and Bill Gates are both boomers. Boomers are usually team oriented, customer oriented, love working long hours, love meetings, and collective decision making. They live to work as opposed to members of Generation X who work to live.

Identifiable generational traits will in many ways shape your commitment to organizations.

Teaching Notes

The instrument addresses one's relationship to the job in terms of staying or going, and behavior towards the organization such as willingness to go the extra mile or be absent as much as possible. You might want to discuss with the students how they feel about commitment to an organization in an age when job-hopping is quite acceptable, and even desirable.

You might explain that starting in the Silicon Valley, people used to regularly "walk across the street" to another company for a new job and usually better wages. Companies were like revolving doors as knowledge, not seniority, became power. You can ask students what their career plans are, and if they would feel comfortable changing

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jobs often. The instrument relates back to other instruments that asked what type of structure are you most comfortable with and other issues of choosing stability or change.

Exercises

1. Discuss students' commitment to work in general. Then ask them if they have ideas on where they would like to work. Give them an assignment to research the organization, and see if they can ascertain the level of commitment required by the organization.

    - **Learning objectives:**
      Illustrate the concept of organizational commitment in a real work setting.

    - **Preparation/time allotments:**
      The concept of commitment to work in general is also often times called job involvement. You might discuss this with them first. Give them a couple of weeks to research organizations, and have them report back to the class.

    - **Advantages/disadvantages/problems that might arise:**
      Make sure that they understand that low levels of commitment don't necessarily imply laziness or other negative attributes. Individuals just have different priorities, and this is not a bad thing. It may be a bad thing if they want to choose an organization that requires high commitment or long hours, and that is not what they want.

2. What does the concept of commitment mean in 2015? What did it mean in 1905 or 1955 or 1975? What will it mean in 2025? The students can either research these periods or come to class ready to discuss the changing concept of organizational commitment, or you can provide the basics and ask them to discuss the implications for managing organizations.

    - **Learning objectives:**
      Illustrate ways in which the concept of organizational commitment has changed over time.

    - **Preparation/time allotments:**
      You may want to hand out business articles from a specific time period to help them get started. This can either be an outside research project, or a group project to be presented in class.

    - **Advantages/disadvantages/problems that might arise:**
      Make sure you bring out the variables that caused the shifts in commitment. For example, in the early 1930s, the labor movement was just gaining momentum, and in this decade, commitment has dropped due to downsizing and technology. Discuss with the class why commitment is dropping in today's organizations, and why organizations continue to do things that reduce commitment further.

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Internet Links

1. http://personality-project.org/personality.html
   Welcome to The Personality Project—Overview. Here is a fascinating page on personality that relates to the concept of commitment. Please read the information here and then analyze it related to commitment in a two- to three-page piece. Be prepared to discuss in class.

2.http://www.bop.gov/resources/research_projects/published_reports/prison_mgmt/oreprcamp_pj1.pdf
   This link details a study that was done on organizational commitment and turnover. Browse through this file, as it is a good example of how knowledge is created in the field of management. You might use your search engine to find other related studies on this topic.

BUILDING A TEAM

Learning Objective: 2-4
AACSB tag: 6

2-11. An Experiential Exercise: Working with Diversity

Step 1. Discuss the three generational groups. Frame the discussion around these questions. A. What do you believe each group values in life? B. What do you believe each group wants from their job? C. What do you believe each group expects from their supervisor? D. Identify two characteristics that best describe each group.

Step 2. Have each group share its responses to the questions. Identify the similarities and differences existing between the views of the groups. Discuss how these perceptions reflect how we all see people differently. Compare and discuss the characteristics listed for the student's age bracket with the characteristics listed for the other age groups. Discuss what this implies about the perceptions of diverse workers.

Responses will vary according to the maturity and experience level of the students. Acting as a discussion facilitator, instructors should carefully guide the discussion and keep students focused on actual generations differences and issues as opposed to an evaluative discussion of the relative merits of each generational group.

COMMUNICATING EFFECTIVELY

2-12. Provide a two- to three-page write-up on an e-commerce business (e.g., Barnes & Noble or Gap) and the effect e-commerce is having on the operation of the business. Emphasize the way the business has had to change to become an e-commerce business and the benefits that have accrued. End your paper with a discussion on the effect e-commerce has had on supervisors in this business.

Learning Objective: 2-3
AACSB tag: 3, 7

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Responses will vary according to the maturity and experience level of the students. Instructors should carefully review responses to keep them focused on the business aspect of the question instead of an evaluative response to the business situation.

2-13. Faced with a traumatic crisis, supervisors may be required to take some drastic measures. Identify one organization that has experienced a catastrophe. Discuss the nature of the tragedy and what the organization did to assist the affected employees.
Learning Objective: 2-7
AACSB tag: 2, 3, 7
Responses will vary according to the maturity and experience level of the students. Instructors should carefully review discussion responses to keep them focused on the ethical consideration instead of the emotional response to the tragedy under discussion.

SUGGESTED ANSWERS TO THINKING CRITICALLY CASE STUDIES

CASE 2-A: Work–Life Balance

2-14. Obviously, Julie has a problem—an ethical problem. Should she spend the weekend working in her office (which the bank fully expected) or should she spend the weekend with her family (who were desperately in need of her attention)? Support your position.
Learning Objective: 2-8
AACSB tag: 2
Answers will vary among students due to differences in personal experience with working parents as well as experiences of those students who are parents. A good response will carefully weigh the personal and professional consequences of a particular course of action.

2-15. If Julie spends the weekend working, should she later initiate an executive discussion of the bank's espoused values and principles in regard to issues of work–life balance for their employees? Support your position.
Learning Objective: 2-4
AACSB tag: 7
As an executive with first-hand experience dealing with issues of work-life balance, Julie is in an excellent position to get this topic on the agenda. Julie should approach this as a situation to explore gender diversity issues as well as personal and professional responsibility.

2-16. If Julie opts to spend the weekend with her family, what should she expect in terms of workplace reaction, and how should she prepare to defend her family-oriented ethical decision?
Learning Objective: 2-4, 2-8
AACSB tag: 2, 7
As an executive, Julie is going to face considerable backlash at work if the acquisition process suffers as a result of her decision to spend the weekend with her family as she promised. Questions about her loyalty to the organization and her long-term commitment to the company will place her on the defensive if she chooses to place family above the organization. Even if she focuses on the importance of maintaining a healthy family relationship, she is likely to be viewed

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as ineffectual in her executive role if she allows family to come before business in this high-stakes situation.

CASE 2-B: Ethical Considerations

2-17. What is Marilyn's responsibility to her present employer regarding her knowledge that several employees are planning to seek positions with the new company?
Learning Objective: 2-8
AACSB tag: 2
A significant number of employees leaving the company could have a dramatic impact on the company. Therefore, Marilyn has an obligation to relay this potentially adverse information to her employer. Even if the employees wind up staying with their current employer, that they are even discussing the possibility of leaving in such large numbers should be discussed with Marilyn's employer.

2-18. How should Marilyn reply to the recruiter who is asking her to come in for an interview? Does this constitute an ethical decision for her?
Learning Objective: 2-8
AACSB tag: 2, 7
Even if Marilyn were satisfied in her current job, looking into opportunities with the new firm would do no harm. Such activity does not indicate a lack of loyalty; instead, Marilyn may learn to appreciate her current job even more. It is in Marilyn's right to research the job market and to discuss potential job opportunities as they arise. None of this presents a major ethical issue to Marilyn.

2-19. Is it ethical for one company to receive funds to move into an area when other companies struggle to keep jobs from going offshore or from being lost to automation?
Learning Objective: 2-8
AACSB tag: 2, 3, 7
Such a question is difficult to answer. Tax incentives and special funds are often given to those firms that are considering locating to a certain area as an enticement, and to those firms that complement the current competitive environment in a geographic area. The economic base of the city in this case may have come to rely less on the textile field; changing the focus to other areas. Or, monetary incentives may not have prevented the textile jobs from leaving. There are a number of possible factors not outlined in the case that could alter students' assessments.

ADDITIONAL ACTIVITIES

1. In this activity, students will apply the principles of continuous improvement. Students should consider three (3) areas of their current job, or of some other organization in which they are involved, that they feel could be improved. The improvement might lead to a reduction in cost, an increase in operational efficiency, greater ease in which a job function is carried out, etc. Students should discuss these areas, what changes they would implement, the time frame in which the change would occur, and what results might be expected.

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2. Identify acts of social responsibility among local businesses. Students shall discuss the acts of social responsibility, what good will likely result from them, and what they would do/would have done differently had they been the manager at each local business.

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