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**MASTER SYLLABUS**

**2020-2021**

A. Academic Division: Business, Industry and Technology

B. Discipline: Business Administration

C. Course Number and Title: BUSM1030 Supervision

D. Course Coordinator: Lynn Jones

Assistant Dean: Toni Johnson, PhD

Instructor Information:

* Name: Click here to enter text.
* Office Location: Click here to enter text.
* Office Hours: Click here to enter text.
* Phone Number: Click here to enter text.
* E-Mail Address Click here to enter text.

E. Credit Hours: 3

F. Prerequisites: ENGL 0040 (minimum grade of C-) or qualifying placement test score

G. Syllabus Effective Date: Fall, 2020

H. Textbook(s) Title:

*Supervision, Concepts and Practices of Management*

* Authors: Leonard
* Copyright Year: 2015
* Edition: 13th
* ISBN #: 978-1285-8663-76

1. Workbook(s) and/or Lab Manual: None

J. Course Description: This course is an introduction to the supervisor’s role in management. Challenges for supervisors include: planning and problem solving; organizing, staffing, training; leading; and working with individuals and teams along with controlling costs and improving results. Supervision provides a basic understanding of the new role requirements in business organizations. A strong focus of this class is application of sound supervisory principals through role-plays and hands-on practice with real-world scenarios.

K. College-Wide Learning Outcomes

| **College-Wide Learning Outcomes** | **Assessments - - How it is met & When it is met** |
| --- | --- |
| Communication – Written |  |
| Communication – Speech |  |
| Intercultural Knowledge and Competence |  |
| Critical Thinking |  |
| Information Literacy |  |
| Quantitative Literacy |  |

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

| **Outcomes** | | **Assessments – How it is met**  **& When it is met** |
| --- | --- | --- |
| **Life As a Supervisor:** | | |
| 1. Explain the demands and rewards of being a supervisor in a way that reflects the ever-changing environment of corporate/business fluctuations, workplace diversity, globalization, and societal pressures. | Exams/quizzes throughout the semester but primarily assessed on exam during 1st 4 weeks. | |
| **Knowing Self – Supervisor Emotional Intelligence:** | | |
| 1. Construct a self-awareness analysis addressing the student’s current skills, knowledge and abilities as they relate to being a supervisor within a manufacturing and service business so that current strengths and weaknesses are identified as well as future personal growth needs. | Written self-assessment including 100% of required information (student’s current skills, knowledge and abilities as they relate to being a supervisor within a student selected industry so that current strengths and weaknesses are identified as well as future personal growth needs) – due during weeks 12 – 16. | |
| **Communication Skills:** | | |
| 1. Define communication to include major channels that are available to the supervisor. | Exams/quizzes throughout the semester but primarily assessed on exam during 1st 4 weeks. | |
| 1. Given a workplace scenario needing communicated to employees, develop a written memo and a spoken/verbal message that is accurately interpreted by team members. | Completion of a written memo and a spoken message accurately interpreted by team members. Due prior to week 4. | |
| 1. Identify barriers to effective communication and list possible strategies for overcoming such barriers. | Exams/quizzes throughout the semester but primarily assessed on exam during 1st 4 weeks; role-plays throughout the semester. | |
| 1. Given a brief scenario for a meeting, develop a brief agenda and facilitate a team through accomplishing the agenda within provided time restrictions. | Completion of a written agenda included within a memo. Memo due during weeks 8 – 12. Group role-play requiring facilitating the meeting announced in the memo – due during weeks 8 - 12. | |
| **Working in Teams:** | | |
| 1. Given a team-based scenario, lead a team through the scenario reflecting application of techniques for maintaining employee morale. | Group role-play completed during weeks 12 – 16. | |
| 1. Explain the importance, limitations and methods for counseling employees. | Exams/quizzes throughout the semester but primarily assessed on exam prior to week 12. Role-plays throughout the semester. | |
| 1. Define planning and list the steps in the planning process. | Exams/quizzes throughout the semester but primarily assessed on exam prior to week 12. Role-plays throughout the semester. Team-based planning activity completed by Week 16. | |
| 1. Differentiate the use of standing plans (policies, procedures, methods, and rules) and single-use plans (budgets, programs, and projects). | Exams/quizzes throughout the semester but primarily assessed on exam prior to week 12. Role-plays throughout the semester. Team-based planning activity completed by Week 16. | |
| 1. Given a business production scenario, calculate staffing and time requirements necessary for compliance with the scenario’s controls (math will be addition, subtraction, multiplication, and division only). | Completion of calculation scenario prior to week 12. | |
| **Problem Solving:** | | |
| 1. List the steps in the decision-making process and when given a scenario (problem) methodically apply each step to the stated scenario. | Exams/quizzes throughout the semester but primarily assessed on exam prior to week 16. Role-plays throughout the semester. | |
| 1. Compare and contrast two or more alternatives to a workplace problem by completing an Internet search for possible solutions (use of a Library research database is required)   . | Graded classroom discussion, successful acquisition of 2 valuable sources from the library databases prior to week 16. | |
| **Discipline:** | | |
| 1. Explain the importance of positive discipline within an organization. | Exams/quizzes throughout the semester but primarily assessed on exam during weeks 4 - 8; Role-plays throughout the semester. | |
| 1. Identify disciplinary situations that violate standards of conduct and explain the need to confront these situations appropriately. | Exams/quizzes throughout the semester but primarily assessed on exam during weeks 4 - 8; Role-plays throughout the semester. | |
| 1. List the steps in a progressive discipline system with a special focus on consistency and documentation. | Exams/quizzes throughout the semester but primarily assessed on exam during weeks 4 - 8; | |
| **Appraisal, Coaching, and Performance Management:** | | |
| 1. Define performance management and clarify the supervisor’s role within the process. | Exams/quizzes throughout the semester but primarily assessed on exam during weeks 8 - 12; role-plays throughout the semester. | |
| 1. Conduct an appraisal interview following a scenario that will include a sensitive situation that requires a coaching approach. | Completion of performance appraisal form after conducting a brief scenario-based appraisal interview prior to week 16. | |
| 1. Explain the concepts and techniques in preparing a written employee appraisal (using an established form). | Completion of performance appraisal form after conducting a brief scenario-based appraisal interview prior to week 16. Exams/quizzes throughout the semester but primarily assessed on exam during weeks 8 - 12; Classroom discussion and role-plays throughout the semester. | |
| **Managing Conflict:** | | |
| 1. Explain the supervisor’s role at the initial step in complaint/conflict resolution to include identifying/contrasting available “styles” that supervisors may use in approaching conflict. | Exams/quizzes throughout the semester but primarily assessed on exam during weeks 12 - 16; role-plays throughout the semester. | |
| 1. Identify guidelines for conflict resolution. | Exams/quizzes throughout the semester but primarily assessed on exam during weeks 12 - 16; role-plays throughout the semester. | |
| 1. Explain the impact a labor union has on a supervisor and the parent organization. | Exams/quizzes throughout the semester but primarily assessed on exam during weeks 12 - 16; role-plays throughout the semester. | |
| **Employee Relations:** | | |
| 1. Describe the supervisor’s role in maintaining good employee relationships. | Exams/quizzes throughout the semester but primarily assessed on exam during weeks 12 - 16; role-plays throughout the semester. | |
| 1. Explain the supervisor’s role in grievance procedures. | Exams/quizzes throughout the semester but primarily assessed on exam during weeks 12 - 16; role-plays throughout the semester. | |

M. Topical Timeline (subject to change):

Topic 1: Supervising Today (environment and trends impacting supervisors)

Topic 2: Supervisors as Managers (management functions, authority, power, and coordination)

Topic 3: Communication (channels, methods, barriers, and communication upward)

Topic 4: Motivation (understanding motivation and human behavior, dealing with difficult people, Theory X and Theory Y)

Topic 5: Problem Solving (using a decision making process)

Topic 6: Disciplining Employees

Topic 7: Supervisory Planning

Topic 8: Organizing

Topic 9: Staffing

Topic 10: Performance Management (performance appraisal)

Topic 11: Leadership Approaches

Topic 12: Managing Teams and a Diverse Workforce

Topic 13: Conflict Resolution

N. Course Assignments:

At a minimum, the following activities will be part of every offering of this course:

1. Textbook reading – students are expected to read 1 chapter per week. All current textbook chapters (11th Edition) will be included (tests/quizzes will be graded covering textbook readings).
2. Written communication – completion of multiple typed memos (e.g., results from supervisor interview and communication to employees announcing a meeting) (assignment is graded).
3. SKA Career Exercise – completion of a skills, knowledge and abilities self analysis (assignment is graded).
4. Performance Appraisal – completion of type-written performance appraisal evaluating another person’s performance. A performance appraisal interview will be role played (assignment is graded).
5. Math/computation – completion of a business scenario requiring basic math (addition, subtraction, multiplication, and division) to calculate staff requirements (assignment is graded).
6. Research – use of the Bromfield Library research databases to look up a solution to a supervisory problem (e.g., LexisNexis Academic) (assignment is graded).
7. Outside/Career Content – acquisition of an outside publication related to this class’s content (e.g., Human Resources Magazine, SuperVisor Magazine) – must review two articles from the chosen publication (assignment is graded).
8. Team-based planning activity – students will work in teams to accomplish an assigned task prior to the end of the quarter (assignment is graded).
9. Role-play – students will participate in multiple role-plays related to the learning objectives (e.g., dealing with conflict with employees) (assignment is graded).

O. Recommended Grading Scale:

|  |  |  |  |
| --- | --- | --- | --- |
| **NUMERIC** | **GRADE** | **POINTS** | **DEFINITION** |
| 93–100 | A | 4.00 | Superior |
| 90–92 | A- | 3.67 | Superior |
| 87–89 | B+ | 3.33 | Above Average |
| 83–86 | B | 3.00 | Above Average |
| 80–82 | B- | 2.67 | Above Average |
| 77–79 | C+ | 2.33 | Average |
| 73–76 | C | 2.00 | Average |
| 70-72 | C- | 1.67 | Below Average |
| 67–69 | D+ | 1.33 | Below Average |
| 63-66 | D | 1.00 | Below Average |
| 60-62 | D- | 0.67 | Poor |
| 00-59 | F | 0.00 | Failure |

P. Grading and Testing Guidelines:

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Q. Examination Policy:

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R. Class Attendance and Homework Make-Up Policy:

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S. Classroom Expectations:

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T. College Procedures/Policies:

**Important information regarding College Procedures and Policies can be found on the** [**syllabus supplement**](http://catalog.ncstatecollege.edu/mime/download.pdf?catoid=5&ftype=2&foid=3) **located at**

[**http://catalog.ncstatecollege.edu/mime/download.pdf?catoid=5&ftype=2&foid=3**](http://catalog.ncstatecollege.edu/mime/download.pdf?catoid=5&ftype=2&foid=3)