

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Supervisory Practices
CODE NO. : BUS234 **SEMESTER:** 3
PROGRAM: Business (2035)
AUTHOR: J.Cavaliere
DATE: June 2004 **PREVIOUS OUTLINE DATED:** New
APPROVED:

	_____	_____
	DEAN: P. Gibbons	DATE

TOTAL CREDITS: 4
PREREQUISITE(S): None
HOURS/WEEK: 3

Copyright ©2004 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact
School of Business
(705) 759-2554, Ext. 656

I. COURSE DESCRIPTION:

The goal of this course is to prepare students to be effective supervisors. The scope of the course will stress that supervision is working with people to inspire, empower and develop them so that they become better and more effective in their working roles. The skills learned by students are applicable to different types of organizations, profit and not-for-profit including manufacturing, service, governmental and entrepreneurial firms.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify supervisory management roles and challenges

Potential Elements of the Performance:

- Explain where supervisors come from.
- Clarify the different relationships supervisor have with others.
- Discuss the emerging position of supervisors.
- Identify current trends challenging supervisors.

2. Understand the importance of delegating authority and empowering employees.

Potential Elements of the Performance:

- Recognize the importance of delegation.
- Identify the roles of various parties in achieving effective delegation.
- Understand why some supervisors are reluctant to delegate.
- Indicate ways to increase empowerment.

3. Understand the communication process model.

Potential Elements of the Performance:

- Describe the five components of the communication model.
- Explain the different ways in which nonverbal communications influence supervisory communication.
- Identify the three formal flows of communication in an organization.
- Identify five specific actions supervisors can take to improve their communications.
- Show how a supervisor can use feedback to improve communication.

4. Identify strategies used to manage change, enhance group development and team building.

Potential Elements of the Performance:

- Compare and contrast the reactive approach to change and the proactive approach.
- Understand planned change.
- Identify the stages of group development.
- Compare the advantages and limitations of groups.
- Determine the variables that determine a group's effectiveness.
- Explain what is involved in partnering and why it is successful.
- Describe how to work with self-managing work groups.

5. Utilize facilitation skills and manage effective meetings.

Potential Elements of the Performance:

- Explain the four basic purposes of meetings.
- Explain the process of consensus decision making in meetings.
- Differentiate between the leader-controlled approach and the group-centered approach used in meetings.
- Describe the actions a supervisor can take before, during and after a meeting to make it effective.
- Define group facilitation.
- Differentiate between process consultation and other models of consultation.

6. Identify the Coaching skills required for higher performance.

Potential Elements of the Performance:

- Explain the concept of coaching.
- Identify the four major coaching concepts.
- Describe important skills used in coaching.
- Explain the extent to which a supervisor should counsel an employee about personal problems.

7. Understand the concepts used by supervisors to manage conflict, stress and time.

Potential Elements of the Performance:

- Identify the causes of conflict.
- Describe principled negotiation.
- Describe both the costs and the benefits of stress.

- Explain the major causes of stress.
 - Describe methods to effectively manage time.
8. Describe the concepts used by the supervisor to exercise control.

Potential Elements of the Performance:

- Define control and explain how it relates to planning.
 - Describe the three types of control systems.
 - Identify the four steps in the control process.
 - Explain the importance of strategic control points.
 - Discuss management by exception.
 - Discuss the impact of technology on control.
9. The supervisor's role in controlling productivity, quality and safety.

Potential Elements of the Performance:

- Explain the concept of productivity.
- Describe the steps supervisors can take to increase productivity.
- Differentiate between total quality and quality control.
- Describe the supervisor's role in promoting safety.

III. TOPICS:

1. Supervisory roles and challenges.
2. Delegating authority and employee empowerment.
3. Communication.
4. Group and team development.
5. Facilitation and meetings.
6. Coaching for higher performance.
7. Managing conflict, stress and time.
8. Exercising control.
9. Controlling productivity.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Supervisory Management, 6e, Mosley, Megginson, Pietri; Thompson South Western Publishers.

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests:

Test # 1: Learning outcomes 1, 2 & 3. Text reference chapters: 1, 5, 6.

Test # 2: Learning outcomes 4, 5 & 6. Text reference chapters: 9,10, 11

Test # 3: Learning outcomes 7, 8 & 9. Text reference chapters: 12,13,14

Each test will be weighted as follows:

Test # 1: 34%

Test # 2: 33%

Test # 3: 33%

Total 100%

Supplementary Test:

A supplementary test will be administered at the end of the semester. The supplementary test will replace the lowest failed test or missed test. **No rewrite of any missed test is allowed during the regular semester.** Students who have attended 80% of the regular semester classes will have the opportunity to write the supplementary test only if they have failed a test or missed a test during the regular semester. Attendance is critical to successful completion of this course.

The following semester grades will be assigned to students in postsecondary courses:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations	

	with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 493 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.