

**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 BBA, MBA

**DATE:** June 2005 **PREVIOUS OUTLINE DATED:** June 2004

**APPROVED:**

	<b>DEAN: C. Kirkwood</b>	<b>DATE</b>
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**TOTAL CREDITS:** 4

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

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**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 at 20% for a total of 60% of the Final Grade.**

**Two Case Studies will be weighted at 20% for a total of 40% of the Final Grade.**

**Missed Tests and Assignments not submitted by the Due Date will be assigned a grade of zero.**

### Tests

Students can expect tests to be practical in nature. Tests will be multifaceted (there will be a variety of measurement devices). Test material may include video supplements, handout material and library reserve readings.

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

<b>Grade</b>	<b>Definition</b>	<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.

**Attendance:**

Students are expected to attend all scheduled classes. Attendance will be taken for each class on a sign in basis starting shortly after the semester begins. Students will be advised when the process is to begin.

**In all cases, attendance of less than 80% of the scheduled classes is not acceptable.**

**Submitting Assigned Work:**

All assignments, projects, questions, etc. must be submitted to the professor at the beginning of class on the due date. Once the class starts, any assignment, etc. which has not been submitted will be considered late. If no class is scheduled on the due date, students are required to deliver the assignments, etc. to the professor's office, by the deadline time. Assignments, etc. may be submitted in advance; normally assignments, etc. will not be accepted after the stated deadline. If a student wishes consideration for a late submission, he/she must make this request in a formal typed letter (hard copy) providing an explanation. If the assignment is accepted late, a penalty will be assessed. Assignments, etc. will not be accepted late once those which were submitted on time have been graded and returned to students..

**It is the student's responsibility to ensure that the professor gets his/her completed assignment, etc. Do not place the assignment, etc. in the professor's mailbox and do not deliver it to his/her office during class.**

**Return of Students' Work:**

Tests, quizzes, assignments, etc. will be returned to students during one of the normal class times. Any student not present at that time must pick up his/her test, etc. at the professor's office within three weeks of that class. Tests, etc. not picked up within the three weeks will be discarded. End of semester tests, etc. will be held for three weeks following the end of the semester. If they have not been picked up within that three-week period, they will be discarded.

Students are required to retain their tests, quizzes, assignments, etc. in the event that there is a disagreement with the mark received and the mark recorded by the professor. If the student is not able to present the instrument in question, the professor's recorded mark will stand.

**Classroom Decorum:**

Students will respect the diversity and the dignity of those in the classroom. Student will respect the professor's right and duty to teach and students' right to learn without interference. Students who cause any interference with the objectives of the class will be asked to leave the classroom and will not be permitted to return until he/she commits in writing, typed, (a formal letter) that he/she will conduct themselves appropriately in the classroom. This letter will be addressed to the professor.

If a student is asked to leave the classroom a second time, he/she must make an appointment with the Dean who will decide if the student will be permitted to return to class. The Dean will be given a copy of the above letter.

In the event that a student is asked to leave the classroom a third time, he/she will not be permitted back to the classroom for the rest of the semester. The Dean will also decide if any other action needs to be taken.

Students attending this class do so to study Small Business Management. Therefore, no other activity will be permitted. Student's who wish to engage in other activities will be asked to leave the classroom, as described above.

Other inappropriate behaviour includes, but not limited to, sleeping in class, or appearing to be sleeping in class, putting feet (foot) on the furniture, writing on the furniture, talking or otherwise communicating privately with other students, have a cell phone on during class, etc.

It is the professor's intention to maintain proper classroom decorum at all times in order to provide the best possible learning and teaching environment.

Only those who are properly registered in this course or those invited by the professor are permitted in the classroom.



