

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 supervisors 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. Effective leadership
Controlling Productivity

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Supervisory Management, 7e, 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: 8, 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.

An in class participation grade of 15% will be awarded.

One Case Study will be weighted at 25% 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:

Grade	Definition	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

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.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

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. Assignments may be submitted in advance; normally assignments. Assignments will not be accepted after the stated deadline.

It is the student's responsibility to ensure that the professor receives the completed assignment. Do not place the assignment 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.

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.

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.

Cell Phones must be turned off during class. If a student does not follow this policy they will be asked to leave the classroom.

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.