

**Course name: SUPERVISION Number: BMGT 1301**

## **COURSE MASTER SYLLABUS**

### **MANAGEMENT DEPARTMENT**

**CIP CODE AREA:** 52.0201

**COURSE LEVEL:** Introductory (Freshman Level)

**COURSE NUMBER:** BMGT 1301 (WECM Course)

**COURSE TITLE:** Supervision

**CREDIT HOURS:** 3 **CONTACT HOURS:** 3 **LECTURE HRS:** 3 **LAB HOURS:** 0

**PREREQUISITE:** None

**METHOD OF PRESENTATION:** Three hour lecture

**COURSE DISCRIPTION:** A study of the role of the supervisor. Managerial functions as applied to leadership, counseling, motivation, and human skills are examined. Skills: R (SCANS, 1,2,3,4,5,6,7,8)

#### **REQUIRED TEXTBOOKS/ MATERIALS:**

Title: Supervision: Quality and Diversity Through Leadership

Author: Samuel C. Certo

Publisher: 3rd edition, Irwin

**ISBN:**

## SCANS (SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS):

Course SCANS Competencies for

Course name: SUPERVISION Course number: BMGT 1301

Please go to <http://phred.dcccd.edu/~ttg/syllabi/scans.htm> for a complete definition and explanation of SCANS. This list summarizes the SCANS competencies addressed in this particular course.

RESOURCES	INTERPERSONAL	INFORMATION	SYSTEMS
TECHNOLOGY	BASIC SKILLS	THINKING SKILLS	PERSONAL QUALITIES

**INSTRUCTIONAL METHODOLOGY:** See specific instructor's syllabus

### COURSE RATIONALE:

#### **COMMON COURSE LEARNING OBJECTIVES:**

##### **A. The Supervisor and Diversity- The Student will be able to:**

- Define what a supervisor is.
- Describe the basic types of supervisory skills.
- Describe how the growing diversity of the work force affects the supervisor's role.
- Identify the general functions of a supervisor.
- Explain how supervisors are responsible to higher management, employees, and co-workers.
- Describe the typical background of someone who is promoted to supervisor.
- Identify characteristics of a successful supervisor.

##### **B. The Supervisor as Planner- The student will be able to:**

- Identify advantages of planning in organizations.
- Differentiate the types of planning that go on at different levels of the organization.
- Define policies, procedures, and rules.
- Describe the supervisor's role in the planning process.
- List the characteristics of effective objectives.
- Explain why supervisors should involve employees in setting objectives and how they can do this.
- Describe the role of action plans.
- Explain why and how supervisors develop contingency plans.
- Describe the use of management by objectives.

**C. The Supervisor as Organizer and Delegator - The student will be able to:**

**COMMON COURSE LEARNING OUTCOMES:** The student will explain the role, characteristics, and skills of a supervisor and the principles of planning, leading, controlling, staffing, and organizing at the supervisory level. The student will identify and discuss the human skills necessary for supervision; explain motivational techniques and give examples of how they can be utilized by a supervisor, and structure a working environment which will provide a variety of ways for employees to be motivated.

**GRADING SYSTEM:** Your instructor will provide specific information about how you will be graded in this course.

**COURSE POLICIES:** Departmental policies for Incompletes, Attendance, and Withdrawal are as follows:

**Incomplete Policy:** An incomplete (I) will be granted to a student in rare circumstances. Generally, to receive a grade of I, a student must have completed all examinations and assignments to date, be passing, and have personal circumstances that prevent course completion that occur after the deadline to withdraw with a grade of W.

**Attendance Policy:** All students are expected to attend classes. Non-attendance will have an impact on the student's grade.

**Withdrawal Policy:** It is the student's responsibility to withdraw from a course. Instructors are allowed to withdraw students but students must not rely on their instructor to withdraw them if they wish to withdraw.

Austin Community College policies for Academic Freedom, Scholastic Dishonesty, Student Discipline, and Students with Disabilities are as follows:

**Academic Freedom Statement:** Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

**Scholastic Dishonesty Statement:** Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper;

projects, either individual or group; classroom presentations, and homework” (Student Handbook, 2002-2003, p. 32). Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an F in the course and/or expulsion from this institution.

**Student Discipline Statement**: Classroom behavior should support and enhance learning. Behavior that disrupts the learning process will be dealt with appropriately, which may include having the student leave class for the rest of that day. In serious cases, disruptive behavior may lead to a student being withdrawn from the class. ACC's policy on student discipline can be found in the Student Handbook, 2002-2003, p. 32.

**Students with Disabilities Statement**: Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester” (Student Handbook, 2002-2003, p. 14).