

COURSE OUTLINE **Basic Supervisory Management**

Course Description

BA 208. Basic Supervisory Management. 3 hours credit. This course will enable the student to understand the basic functions of supervisors in workplace settings. The student will learn to engage employees, create a productive work environment, and manage the performance of others.

Course Relevance

Immediate supervisors have a significant effect on employee engagement, behavior, performance and productivity. The principles learned in this course will supply the student with knowledge and skills for supervising others in the workplace.

Required Materials

The role of supervisor. (2004-2009). Andover, KS: Business Performance Group.

Understanding yourself and others. (2004-2009). Andover, KS: Business Performance Group.

Effective communication. (2004-2009). Andover, KS: Business Performance Group.

Getting work done through others. (2004-2009). Andover, KS: Business Performance Group.

Performance coaching. (2004-2009). Andover, KS: Business Performance Group.

Performance appraisal and discipline. (2004-2009). Andover, KS: Business Performance Group.

Managing change. (2004-2009). Andover, KS: Business Performance Group.

Creating a productive work environment. (2004-2009). Andover, KS: Business Performance Group.

Personal classic profile. (1997). Minneapolis, MN: Inscape Publishing, Inc.

Supplemental Materials

Russo, E., and Proviano, C. (2002). *Supervisory skills questionnaire.* (2nd ed.). King of Prussia, PA: HRDQ.

Learning Outcomes

The intention is for the student to be able to:

1. Develop an understanding of the supervisor's role.
2. Identify ways to engage employees and improve employee morale.
3. Develop strategies for managing the performance of others.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills

1. Critical thinking
 - Through analysis of case studies involving realistic workplace situations, the student will determine best practices for addressing issues and challenges such as delegating work, establishing performance expectations, and handling poor performance.

Major Summative Assessment Task(s)

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Simulating a supervisor's response to a set of workplace performance challenges based on principles and theories presented in class.
2. Completion of a personal development plan.

Course Content

- I. Skills or Competencies – Actions that are essential to achieve the course outcomes:
 - A. Recognize behavioral styles and comprehend the benefits of adapting style
 - B. Comprehend principles of performance management
 - C. Comprehend theories of employee engagement and motivation
 - D. Appraise case studies

Learning Units

- I. An introduction to supervision
 - A. Supervisor roles and responsibilities
 - B. Effective supervision and productivity
 - C. Recognizing mistakes commonly made by new supervisors
 - D. Self-assessment and personal development plan
- II. Interpersonal skills
 - A. Recognizing and understanding behavioral styles
 - B. Adapting personal style to improve communication and relationships
 - C. Effective communication practices for supervisors
- III. Performance management
 - A. Overview of performance management cycle
 - B. Assigning work and delegating tasks
 - C. Training and developing employees
 - D. Coaching employees to improve performance
 - E. Appraising employee job performance
 - F. Progressive disciplinary action

- IV. Creating a productive work environment
 - A. Theories of motivation
 - B. Understanding employee engagement
 - C. Understanding responses to change in the workplace
 - D. Helping others navigate change
 - E. Implementing strategies to foster engagement and productivity

Learning Activities

Independent and collaborative learning activities including class discussion, self-assessment, role plays, case studies, skill practice, demonstration and action planning will be assigned to assist the student in achieving the intended learning outcomes.

Grade Determination

The student will be graded on completion of in-class assignments and assessment tasks. Grade determinants may include the following: daily work, presentations, class participation, personal improvement plan, and other methods of evaluation employed at the discretion of the instructor.