I. COURSE DESCRIPTION

A. The role of the supervisor. Includes managerial functions as applied to leadership, counseling, motivation, and human relations skills.

B. BMGT 1301 is a required course for an Associate in Applied Science Degree in Applied Management, Business Management, and Office Management and may be used as an elective in other programs.

C. This course is occupationally related and serves as preparation for a career in general business management.

D. Prerequisites: None

E. Alpha numeric coding used throughout this syllabus denotes integration of the Secretary’s Commission on Achieving Necessary Skills (SCANS) occupational competencies (CA, B, C1, 2, etc.) and foundation skills (FA, B, C1, 2, etc.) for this course. The instructor will ensure the designated SCANS competencies and skills are addressed in the course. A detailed description of each competency/skill is contained in “A SCANS Report for America 2000,” Executive Summary, furnished.

II. LEARNING OUTCOMES

Upon successful completion of this course, BMGT 1301, the student will be able to:

A. Explain the role, characteristics and skills of a supervisor.
B. Identify the principles of management at the supervisory level.
C. Explain the human relations skills necessary for supervision.
D. Explain motivational techniques.
E. Cite examples of how motivational techniques can be used by a supervisor in a working environment.
F. The following SCANS competencies and foundation skills will be covered in this course:
1. Foundation Skills
   a. Basic Skills
      (1) Reading (FA1)
      (2) Writing (FA2)
      (3) Listening (FA4)
      (4) Speaking (FA5)
   b. Thinking Skills
      (1) Decision Making (FB2)
      (2) How to Learn (FB5)
   c. Personal Qualities
      (1) Responsibility (FC1)
      (2) Self-esteem (FC2)
      (3) Sociability (FC3)
      (4) Self-management (FC4)
      (5) Integrity/honesty (FC5)

2. Competencies
   a. Resources
      (1) Time (CA1)
   b. Interpersonal Skills
      (1) Team Work (CB1)
      (2) Teaches Others (CB2)
   c. Information
      (1) Acquires/uses (CC1)
      (2) Organizes/maintains (CC2)
      (3) Interprets/communicates (CC3)

III. INSTRUCTIONAL MATERIALS
The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS
A. Reading Assignments: Read text assignments prior to class and be prepared to discuss the text material, answering instructor questions orally with well-organized thoughts and ideas. (CC3, FA1, FA5)

B. Class Attendance: No unexcused absences or “cuts” will be allowed. You are responsible for all work covered in class during an absence, even in cases where you were able to satisfy the instructor that the absence was unavoidable. Students are required to be in class on time and to stay the full length of the class or an absence will be noted. (FC1, FC4)
V. EXAMINATIONS

A. Scheduled Examinations (CC1 & 2)
   1. There may be up to four major scheduled examinations.
   2. Each of the exams will cover material assigned in a specific unit of instruction. The final exam will be comprehensive.
   3. Students who miss a major scheduled examination do not have an automatic right to a make-up examination.
   4. The type of examination questions to be given will be specified by the instructor during unit reviews.

B. Unscheduled Examinations:
   1. The instructor may administer unscheduled exams and quizzes as he/she feels are appropriate.
   2. The point value or percentage value in the determination of final grade scores will be determined by the instructor and announced to the class at the beginning of the semester.
   3. Students who miss an unscheduled examination do not have an automatic right to take a make-up exam.

C. Case study and Oral Presentation (Discussion Board) (FA2, FA5): Each student may be required to prepare a written analysis of a text case assigned by the instructor. The write-up will consist of a short (one or two paragraphs) synopsis of the case and discussion answers to the case questions. The case study must be typed in format prescribed by the instructor. The case will also be presented orally (2-3 minutes) to the class.

VI. SEMESTER GRADE COMPUTATIONS

A. Central Texas College grading system is as follows:

<table>
<thead>
<tr>
<th>Numerical Value</th>
<th>Grades</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A - Superior</td>
<td>4</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B - Above Average</td>
<td>3</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C - Average</td>
<td>2</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D - Passing, but unsatisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Below 60</td>
<td>F - Failure</td>
<td>0</td>
</tr>
<tr>
<td>I - Incomplete</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>W - Withdrawal</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows.

<table>
<thead>
<tr>
<th>Session Length</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-week session</td>
<td>Friday of the 8th week</td>
</tr>
<tr>
<td>8-week session</td>
<td>Friday of the 6th week</td>
</tr>
<tr>
<td>5-week session</td>
<td>Friday of the 4th week</td>
</tr>
</tbody>
</table>

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of "W" provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. Administrative Withdrawal:

1. An administrative withdrawal may be administered by the instructor when the student has been absent an excessive number of times, as defined in the current Central Texas College Catalogue and or other published amendatory documentation. In such case, the student may be dropped from the course with the grade of “F”.

2. The student is responsible for maintaining his/her own attendance record so that he/she may be aware of a pending administrative withdrawal by instructor.
C. **Incomplete Grade**: The College catalog states, “an incomplete grade may be given in those cases where the student has completed the majority of the course work, but because of personal illness, death in the immediate family, or military orders, approval from the instructor is required before the grade of “I” for Incomplete is recorded.

A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. **Cellular Phones and Beepers**: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. **Americans With Disabilities Act (ADA)**: Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.

G. **Civility** (FC3) Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Honesty and Integrity** (FC5) All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

1. Plagiarism: The taking of passages from writing of others without giving proper credit to the sources.
2. Collusion: Using another’s work as one’s own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
3. Cheating: Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and will be subject to disciplinary action.
VIII. **ALTERNATIVE COURSE STRUCTURE FOR BGMT 1301, SUPERVISION**

(FA1, FA2, FA4, FA5; FB1, FB2, FB3, FB5, FB6; FC1 through FC5; CA1, CA3, CA4; CB1, CB2, CB4, CB5, CB6; CC1 through CC3; CD1, CD2)

A. In order to experience practical applications in team building and to gain some supervisory experience, each student will have the opportunity to serve as a “supervisor” for a period of time during the course. Each student will be a member of a team which will be comprised of four members, with each team member being the “supervisor” for one fourth of the course. The teams will be formed in a random manner.

B. The team’s production goal is at least 92% by each team member on each unit examination. Class time will be made available for the team to prepare for his own team during these times. Obviously, teams may meet together outside of class as each team feels that such meetings may be necessary.

C. On each unit exam, each of the three team members will submit an exam paper. The average score of these papers will be the “supervisor’s” score for that unit exam. The “supervisor” will not submit an exam paper, but will submit a performance appraisal on each of the three team members. This will be called the “supervisor’s evaluation” and will be turned in on a form which the instructor will give to the “supervisor” during the unit exam. The results of the “supervisor’s evaluation” will be kept in strict confidence throughout the semester.

D. Consequently, in the preparation for each unit exam, each team will have a new “supervisor. Although each team may select its “supervisors” in any order, it is recommended that the team consider its first “supervisor” from the standpoint of actual experience, the number of business/management courses, or some other factor related to working with and through people.

E. Students who have made at least 92% on each unit examination (including their score as a supervisor) may be exempt from the final exam. The final exam is a requirement for all other students. In those instances in which a student’s final exam score is higher than the unit exam score received while serving as a “supervisor,” the higher final exam score will be used to replace that unit exam score.
F. The following information is given for grade computation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Introductions</td>
<td>50 points</td>
</tr>
<tr>
<td>Course Procedures Exam</td>
<td>50 points</td>
</tr>
<tr>
<td>MindTap Interactive Chapter Assignments</td>
<td>150 points</td>
</tr>
<tr>
<td>MindTap Chapter Quizzes</td>
<td>150 points</td>
</tr>
<tr>
<td>Exams</td>
<td>600 points</td>
</tr>
<tr>
<td>Total</td>
<td>1000 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>800-899</td>
<td>700-799</td>
<td>600-699</td>
<td>0-599</td>
<td></td>
</tr>
</tbody>
</table>
IV. FEEDBACK

A. FEEDBACK: Feedback is the return of data/information about the result of a process and is an important part of the learning process. Feedback in the course will be provided via test scores, graded assignments, and/or instructor evaluation of the students’ progress. You are encouraged to take advantage of the many avenues for feedback available to you. For example, office hours are established primarily to provide the student access to the instructor to discuss academic guidance. I am also generally available before and after class to meet with you. E-mail is another easily available medium to obtain feedback. Additional feedback may be provided at the discretion of the instructor or on your request.

B. RESPONSIBILITY FOR LEARNING:

1. INSTRUCTOR: As your instructor I will organize and present the course material in a manner designed to facilitate the learning process. I will evaluate your progress periodically via writing assignments, oral presentations, and exams and provide feedback on your performance via exam scores, exam critiques, and critique of your writing assignments, etc. I am also available before and after each class period and during office hours to discuss your performance and answer questions.

2. STUDENT: As the student you are ultimately responsible for your success in this course. It is your responsibility to attend class regularly, prepare for class by reading assigned text material, participate in class discussions, ask questions when required to improve your understanding, prepare for and complete exams, and complete all other assignments.
X. COURSE OUTLINE

A. **Unit One**: Supervisory Management Overview and Challenges

1. **Learning Outcomes**: Upon successful completion of this unit, the student will be able to:

   a. Recognize that we are in difficult times.
   b. Explain the demands and rewards of being a supervisor.
   c. Describe the contributions of four schools of management thought.
   d. Identify the economic, demographic, political, and social trends that will affect supervisors.
   e. Explain why supervisors must continually grow and develop as professionals.
   f. Recognize ways for getting into a supervisory position.
   g. Identify the difficulties supervisors face in fulfilling managerial roles.
   h. Explain why effective supervisors should have a variety of skills.
   i. Define management and discuss how the management functions are interrelated.
   j. Discuss the important characteristics of the supervisor as a team leader.
   k. Explain the difference between management and leadership.
   l. Discuss the concept of authority and power as it relates to being a good supervisor.
   m. Explain the need for coordination and cooperation and how they lead to good performance.
   n. Identify how labor unions affect the management functions.
   o. Define planning and explain why all management functions depend on planning.
   p. Explain how visioning and mission statements provide the foundation for strategic planning.
   q. Discuss the need for well-defined organizational goals and objectives, particularly as they relate to the supervisor.
   r. Describe the supervisor's role in synchronizing his or her plans with organizational plans.
   s. Summarize management by objectives (MBO).
   t. Identify the major types of standing and single-use plans and explain how these plans help supervisory decision making.
   u. Describe how the supervisor plans for efficient and effective resource use.
   v. Explain the key advantages of planning for quality.
   w. Recognize the importance of planning for the unthinkable (crisis management).
   x. Define the concept of workforce diversity and identify the major categories of legally protected employees and general guidelines for supervising a diverse workforce.
   y. Explain the issues involved in supervising racial or ethnic minority employees.
z. Discuss factors that are particularly important when supervising female employees.

aa. Identify and discuss the legal and other considerations of supervising employees with physical and mental disabilities.

bb. Discuss the considerations of supervising older workers and managing an intergenerational workforce.

c. Summarize examples of religious accommodation.

d. Describe the unique challenges of supervising globally dispersed employees.

e. Recognize several pressures faced by supervisors who are members of protected groups.

ff. Explain the issue of reverse discrimination.

g. Explain how to best supervise a diverse workforce.

2. **Learning Activities:** Read Chapters 1-4. The student will achieve these objectives through lectures, case studies, class discussions, working the material in the textbook, and working with their teams. (CA1, CA3 & 4; CB1 & 2, CB4 & 5, CB6; CC1, CC3; CD1 & 2, FA1, FA2, FA4, & 5; FB1-3, FB5 & 6; FC1 FC5)

3. **Unit Outline:** Follow the sequence of unit learning outcomes.

**B. Unit Two:** Essentials of Effective Supervision

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:
   
a. Define leadership, explain its importance at the supervisory level, and describe elements of contemporary leadership thought.

b. Outline the importance of trust in the leadership process and the effects of lack of trust on employee engagement and productivity.

c. Discuss the critical nature of ethics in informing leaders' behaviors and influencing followers and organizational culture.

d. Explain the delegation process and describe its three major components.

e. Discuss why some supervisors do not delegate, and describe the benefits of delegation.

f. Compare the autocratic (authoritarian) approach to supervision with the participative approach.

g. Explain the role of followers in the leadership process and differentiate between different types of followers.

h. Define communication and explain its importance in today's culture.

i. Discuss the implications of the new communications age.

j. Analyze the channels of communication available to the supervisor.

k. Identify and discuss the barriers to effective communication.

l. Describe ways to overcome communication barriers.

m. Explain how supervisors can better manage meetings with their own managers.
n. Recognize personal and situational factors that may cause employee job dissatisfaction.
o. Identify and discuss reasons people behave the way they do.
p. Describe the various motivational theories and appreciate their importance.
q. Explain how one might use the motivational theories to manage their own lives and the performance of others.
r. Identify ways to more effectively cope with people who make your life difficult.
s. Describe how the ABCs can be used to shape behavior.
t. Compare the assumptions and applications of Theory X and Theory Y in supervision.
u. Explain how job redesign, multitasking, and participative management can be used to develop employee SKAs.
v. Explain the importance of problem-solving and decision-making skills.
w. Describe and apply the basic steps and skills involved in the decision-making process.
x. Identify and describe various decision-making styles.
y. Discuss why a supervisor should not make hasty decisions.
z. Identify approaches for introducing change to employees and for proposing change to higher-level managers.

2. Learning Activities: Read Chapters 5-8. The student will achieve these objectives through lectures, case studies, class discussions, working the material in the textbook, and working with their teams. (CA1, CA3 & 4; CB1 & 2, CB4 & 5, CB6; CC1, CC3; CD1 & 2, FA1, FA2, FA4, &5; FB1-3, FB5 & 6; FC1 FC5)

3. Unit Outline: Follow the sequence of unit learning outcomes.

C. Unit Three: Organizing, Staffing, Managing and Measuring for Success

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:

a. Describe the organizing function of management.
b. Discuss the impact of the informal organization and informal group leaders and how supervisors should deal with them.
c. Explain the unity-of-command and the span-of-management principles and their applications.
d. Identify why a supervisor should strive for the "ideal" organizational structure and work toward this objective.
e. Compare and contrast departmentalization and alternative approaches for grouping activities and assigning work.
f. Analyze the implications of downsizing for restructuring and suggest alternatives.
g. List the major factors contributing to organizing effective meetings, especially the supervisor's role.
h. Identify the importance of self-organizing, that is, effective use of your time and talents.
i. Discuss the interaction between the supervisor and the human resources department in empowering employees for success.
j. Describe actions the supervisor should take to prepare for the selection process.
k. Identify what the supervisor can do to ensure that the most qualified applicant is chosen.
l. Describe the hiring process and the importance of documentation.
m. Explain how to conduct an effective onboarding program.
n. Explain approaches to training and the supervisor's role in employee development.
o. Describe the form and function of the different types of work groups and the unique relevance of each to the supervisory role.
p. Explain the relevance of research findings about work groups.
q. Distinguish the relationships between employee morale, engagement, teamwork and productivity, and identify factors that influence employee engagement.
r. Discuss techniques for assessing employee morale, including observation and employee attitude surveys.
s. Explain why counseling is an important part of the supervisor's job.
t. Identify programs that organizations use to help employees with personal and work-related problems.
u. Describe the roles and responsibilities of a supervisor in a system of performance management.
v. Summarize the management tasks required in the performance appraisal process and describe the purposes of a formal appraisal system.
w. Explain the factors, techniques, and challenges involved in measuring and documenting performance.
x. Discuss the process of conducting a sound appraisal meeting.
y. Give examples of coaching strategies that can be used as follow-up to performance appraisal.
z. Identify the benefits and challenges of a promotion-from-within policy.
aa. Discuss the supervisor's role in employee compensation and outline the goals of an effective compensation program.
2. Learning Activities: Read Chapters 9-12. The student will achieve these objectives through lectures, case studies, class discussions, working the material in the textbook, and working with their teams. (CA1, CA3 & 4; CB1 & 2, CB4 & 5, CB6; CC1, CC3; CD1 & 2, FA1, FA2, FA4, & 5; FB1-3, FB5 & 6; FC1 FC5)

3. Unit Outline: Follow the sequence of unit learning outcomes.

D. Unit Four: Controlling and Managing Performance and Conflict

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:

   a. Describe the nature and importance of the managerial controlling function.
   b. Discuss the characteristics of effective controls and their importance based on time factors.
   c. Identify the essential steps in the control process.
   d. Explain the supervisor’s role in creating budgets and using them as a control device.
   e. Analyze the supervisor’s role in maintaining cost consciousness and in responding to higher-level managers’ orders to reduce costs.
   f. Explain how the controlling function is closely related to the other managerial functions.
   g. Recognize that handling disagreements and conflicts in the workplace is a component of supervision.
   h. Describe strategies for addressing bullying in the workplace.
   i. Identify and contrast five styles that are inherent in conflict-resolution approaches.
   j. Distinguish between supervisory handling of employee complaints in any work setting and grievances in a unionized situation.
   k. Explain the major distinctions between grievance procedures, complaint procedures, and alternative dispute resolution (ADR) procedures.
   l. Describe the supervisor's role at the initial step in resolving a complaint or grievance.
   m. Analyze and explain supervisory guidelines for resolving complaints and grievances effectively.
   n. Discuss the basis of positive discipline in an organization.
   o. Identify disciplinary situations that violate standards of conduct and discuss the need to confront those situations appropriately.
   p. Identify approaches that ensure proper action for just cause.
   q. Describe and discuss the application of progressive discipline.
   r. Explain the "hot stove rule" approach to discipline.
s. Discuss the need to document disciplinary actions and to provide the right of appeal.

t. Differentiate between the "discipline without punishment" approach and other alternatives to progressive discipline.

u. Recognize the importance of "fairness" in the disciplinary process.

department in helping the supervisor with problem employees.

Learning Activities: Read Chapters 13-15. The student will achieve these objectives through lectures, case studies, class discussions, working the material in the textbook, and working with their teams. (CA1, CA3 & 4; CB1 & 2, CB4 & 5, CB6; CC1 -3, CD1 & 2, FA1 & 2, FA4, &5; FB1-3, FB5 & 6; FC1 FC5)

Unit Outline: Follow the sequence of unit learning outcomes.