**SECTION I**

SUBJECT AREA AND COURSE NUMBER

BUSN 530

COURSE TITLE

BASIC SUPERVISION

TYPE COURSE

NON-FEE                                         VOCATIONAL

CATALOG COURSE DESCRIPTION

Introduces basic principles which assist the supervisor in increasing productivity, supervising the working climate, employee relationships and the process of utilizing resources.  Also presents techniques to assist the supervisor in employee appraisal, communication skills, group dynamics and the development of an incentive system to foster a creative work environment.  (FT)

LECTURE HOURS                                         LABORATORY HOURS

  3 1/2 hours per week
  (for 8 weeks)

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
   SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
   SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
   SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
   SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

To develop the attitudes and skills necessary to make the transition from subordinate to supervisor; to develop the communication skills necessary to create a positive working environment; to develop the self-management skills necessary for goal setting, time management, and decision making; and to develop the human relations skills necessary to inspire team work and productivity from subordinates.

COURSE OBJECTIVES

At the completion of this course students will be able to:

1. List a minimum of ten characteristics of a good supervisor.
2. Write out a step-by-step action plan for behavioral changes necessary for their own transition from subordinate to supervisor.
3. Name three reasons why a supervisor must work through people to gain productivity.
4. List four factors involved in developing a positive supervisor-employee relationship for productivity.
5. List the five foundations for good human relations and describe a plan for putting them into practice.
6. List four factors which contribute to establishing an effective working climate.
7. Write why the five R's increase effectiveness of counseling.
8. Describe the conditions under which a supervisor should increase delegation of duties.
9. List the five guidelines to be followed in giving a formal appraisal.
10. Use the Formula for Successful Planning to set goals for a sample project.
11. Complete the Supervisor's Time-Waster Assessment Scale and list individual strategies for improving time management.
12. Use the Six-Step Decision-Making Model in a simulated situation.
13. Apply Hersey's Situational Leadership Model to a sample work situation.

**SECTION II**

COURSE CONTENT

1. Getting Into Supervision
   1.1. Characteristics of good supervisor
   1.2. Methods for transition

## COURSE CONTENT AND SCOPE (CONTINUED)

2. Human Relations and Communication
   2.1. Getting productivity through people
   2.2. Supervisor-Employee relationship
   2.3. Five foundations of human relations
   2.4. Creating a working climate
   2.5. Communication effectiveness skills
   2.6. Temperament Type Theory
   2.7. Counseling the problem employee
   2.8. Transactional Analysis and Conflict Management
   2.9. Encouraging self-motivation and assertiveness
   2.10. Hersey Situational Leadership Model - Delegation
   2.11. Training and instructional methods for supervisors
   2.12. Conducting the formal appraisal
3. Self-Management
   3.1. Establishing goals and setting priorities
   3.2. Time management
   3.3. Decision-making
4. Career Development
   4.1. Mistakes to avoid
   4.2. Creating opportunities for growth
   4.3. Planning for upward mobility

## APPROPRIATE READINGS

NONE

## WRITING ASSIGNMENTS

NONE

## OUTSIDE ASSIGNMENTS

NONE

## APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

NONE

## EVALUATION

Students will be evaluated on the basis of two written tests administered after the fourth and eighth class and a final written project submitted at the sixth class. Students will also be graded for level of involvement in case study discussions and role plays.

## METHOD OF INSTRUCTION

The primary methods of instruction will include, but not be limited to; lectures, large and small group discussions, individual written projects, role plays, case study analysis and field trips. Audio-visual aids, such as videotaping of role plays and/or educational videotapes, will supplement chalk board and flip chart use to focus discussion.

## TEXTS AND SUPPLIES

Student Text:

*Supervisor's Survival Kit*; Fourth Edition, Elwood N. Chapman; Science Research Associates, Inc., Chicago

Additional reference texts:

*The Situational Leader...The Other 59 Minutes*; Dr. Paul Hersey, University Associates, San Diego
*Please Understand Me*, Character and Temperament Types; David Keirsey and Marilyn Bates; Prometheus Nemesis Books, Del Mar

Supplies:

The instructor will provide a copy of the course syllabus and relevant handouts.

Students will need to provide a pen/pencil and a notebook.


PREPARED BY __Sally Spitzer (K.M.)_____ DATE __May 11, 1987__

REVISED BY __Instructional Services/SLO's Added_____ DATE ___March 6, 2014__

REVISED BY _____ DATE _____


Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

## REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog