MAN 3344 Principles of Supervision
Course Syllabus

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<th>First, Last Name:</th>
<th>Campus Phone:</th>
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<tr>
<td>Course Section:</td>
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<td>Lecture Hours:</td>
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<td>40 Clock Hours</td>
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<td>Prerequisites:</td>
<td>Lab/Clinic Hours:</td>
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Course Description
A study of various aspects of the supervisor's job including work planning, organizing, leadership, decision making, and effective communication.

Course Outcomes
1. Outline the functions of a supervisor.
2. Analyze the challenges of supervising employees.
3. Evaluate the skills of a supervisor.

Required Textbook(s)

Online Resources

**Everest Learning Resources:** [http://learningresources.everest.edu/](http://learningresources.everest.edu/)

- Find general resources, including online almanacs, article databases, encyclopedias, dictionaries, and tutorials.
- Find resources by program for your specific program of study, including allied health, business, information technology, justice, nursing, and trades.

**Library and Information Resources Network:** [http://www.lrn.net/services.shtml](http://www.lrn.net/services.shtml)
- The LIRNcenter requires a password. Contact your instructor to obtain a password.
APA Style

Papers that you write in your program of study must follow the guidelines set by the American Psychological Association (APA): http://apastyle.apa.org.

Purdue Online Writing Lab

Visit the Online Writing Lab (called OWL) whenever you have an APA question. OWL can be accessed at: http://owl.english.purdue.edu/owl/resource/560/01/.

Student Commitment

For every one hour spent in class, students are assigned approximately two hours of out-of-class activities for an average weekly commitment of 10-12 total hours (e.g., four hours in-class plus eight hours out-of-class equals a 12 hour weekly commitment).

Course Policies

1. Attendance
   Grades and understanding of course content are dependent upon consistent study and attendance. Students are expected to designate a minimum of two hours of out-of-class study and assignments for every one hour of in-class instruction for this course.

   Each week of coursework includes time spent in class and completion of all out-of-class assignments. See the school catalog and instructor for further attendance policies.

   Makeup Policy: Makeup policy is at the discretion of the instructor.

2. Academic Dishonesty/Plagiarism
   In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty.

   Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:
   - Copying work from any source.
   - Assisting, or allowing another to assist you, in academic dishonesty.
   - Any attempt to share answers during a test or in submitting an assignment.
   - Any attempt to claim work, data, or creative efforts of another as your own.
   - Resubmitting graded assignments for use in multiple classes (recycling your work).
   - Knowingly providing false information about your academic performance to the college.
   - Copying and pasting others’ work into assignments without using quotation marks and citing the source in APA format.

   Plagiarism
   - Papers that you write in your program of study must follow the guidelines set by the American Psychological Association (APA). Using another’s intellectual creation without permission or without giving appropriate credit is the academic equivalent of theft.

   Consequences of Academic Dishonesty/Plagiarism
   All violations of academic policy are documented and made a part of the student's academic record. When academic dishonesty is confirmed, the student will immediately be notified of the incident, which

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may result in one or more of the actions listed below:
- Reduction in assignment grade on which the violation occurred
- No credit on the assignment, paper, test, or exam on which the violation occurred
- A failing grade for the course
- Suspension or dismissal from the college

Please see the current course catalog for full details.

3. Referencing Nonacademic Resources
In many of your classes, you will conduct research. Please note: the use of research documents must remain at an academic or scholarly level. Web sites such as Wikipedia and Ask.com are not credible sources because they are not necessarily written by academic experts; they may be written by nonacademic individuals, and are potentially inaccurate or biased.

4. Add/Drop
Please refer to the current school catalog policies for schedule changes, add/drop processes, and deadlines.

5. Course-specific policies are provided by the instructor

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<thead>
<tr>
<th>Grade Categories</th>
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<td>Professionalism</td>
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<td>100</td>
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<tr>
<td>Class Discussions</td>
<td>30%</td>
<td>300</td>
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<tr>
<td>Individual Work</td>
<td>60%</td>
<td>600</td>
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<tr>
<td><strong>Total:</strong></td>
<td>100%</td>
<td><strong>1000</strong></td>
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<th>Letter Grade</th>
<th>Point Scale</th>
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<tr>
<td>A</td>
<td>90-100%</td>
<td>Superior</td>
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<tr>
<td>B</td>
<td>80-89%</td>
<td>Above average; good</td>
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<td>C</td>
<td>70-79%</td>
<td>Average; standard</td>
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<td>D</td>
<td>60-69%</td>
<td>Below standard</td>
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<td>F</td>
<td>59% or lower</td>
<td>Failure</td>
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## Week One

### Week 1 - Part 1 of 2

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<tr>
<th>Course Outcome</th>
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<th>Learning Activities</th>
<th>Graded Activities</th>
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<tbody>
<tr>
<td>Outline the functions of a supervisor</td>
<td>Explain the demand and rewards of being a supervisor and the contributions of the four schools of management thought.</td>
<td>In these uncertain times, supervisory work has become more complex and, therefore, more demanding. A supervisor’s professional and interpersonal skills are constantly challenged as he or she tries to balance the needs of the organization and the needs of the individual employee. Sometimes the solutions to these conflicts are not easy, and everyone involved may not be fully satisfied.</td>
<td>Class Discussion (30 points) This week's discussion focuses on why companies should appreciate a diverse workforce. Supervisors should embrace diversity, as this will often increase productivity and achieve organizational goals. Four particular approaches to management are discussed in the text. After reviewing the different approaches, consider how you have, or could, apply them in your work. Please respond to all of the following:</td>
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<td>Population trends suggest that the workforce will continue to increase in diversity. What are some advantages of greater diversity?</td>
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<td>What challenges does a diverse workforce pose to the supervisor? What would you expect to find rewarding about addressing these challenges?</td>
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<td>Select one management approach. Think of an instance where you used the approach in your work, you might have applied the approach or you witnessed the approach. Why do you think it was the most appropriate approach to the situation?</td>
</tr>
</tbody>
</table>

1. **Reading:** In *Supervision:*

### Course Outcome
Outline the functions of a supervisor

### Instructional Objectives
Describe the managerial roles of the supervisor

### Learning Activities
The five major managerial functions (planning, organizing, staffing, leading, and controlling) are common to all managerial positions, although the emphasis on each function may vary. These functions are described as a continuous flow, that is, the functions flow into each other and each affects the performance of the others.

1. **Reading**: In *Supervision:*

2. **Lesson Presentation**: Complete the following:
   - View the presentation titled “The Managerial Functions.” *
   - View the presentation titled “Supervising in Uncertain Times.”

3. **Class Activity**:
   - Complete the Crossword Puzzle. [http://academic.cengage.com/resourcuploads/crossword_puzzle/1111969795_31009](http://academic.cengage.com/resourcuploads/crossword_puzzle/1111969795_31009)

4. **Preparation for Week 2**: In *Supervision:*

### Graded Activities
**Individual Work (30 points)**
Most organizations have some supervisors who appear to be under constant pressure and continuously do the same work as their subordinates. They are getting by, although they feel overburdened. Other supervisors appear to be on top of their jobs, and their departments run smoothly in an orderly fashion.

Write a paper in which you respond to the following:

- What are the eight major classifications of management skills?
- Which skills do you feel you are strong in? Why?
- Which skills do you feel you could improve in? Why?

Assignment should be two pages in length.

Save your document with a file name that includes your name_course code-section number_title.
- For example: JaneSmith_MAN3344-12_Week1.docx.

Submit your individual work at the beginning of Week 2.
## Week Two

### Week 2 - Part 1 of 3

<table>
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<tr>
<th>Course Outcome</th>
<th>Instructional Objectives</th>
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<th>Graded Activities</th>
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</table>
| Outline the functions of a supervisor | Analyze the channels of communication available to the supervisor | Organizations have formal and informal channels of communication. Formal channels of communication operate downward, upward, and horizontally. These communication channels primarily link people and departments in order to accomplish organizational objectives. The informal channel in an organization is called the grapevine. Most grapevines carry rumors as well as facts, and can give supervisors valuable insights into how their fellow employees feel about their jobs and the organization. | Class Discussion (30 points) With the Internet and social media, informal communications can be the norm for some organizations. It’s often easy to lose sight of what is an appropriate communications model. Please respond to all of the following:  
- Should a supervisor participate in informal communication? If so, when? If not, why not?  
- When do you think formal communication is a necessity? What might a supervisor do to ensure that appropriate communications models are being followed?  

Working individually, prepare a one-page, handwritten summary of today’s class discussion and submit it for grading. You may add new thoughts or your perspective on the discussion if desired. Assure that your work is neat and legible. |

### Week 2 - Part 2 of 3

<table>
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<tr>
<th>Course Outcome</th>
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</table>
| Outline the functions of a supervisor | Describe ways supervisors can overcome communication barriers | Several steps help supervisors overcome most communication barriers. First, supervisors should adequately plan and prepare what they wish to communicate. Second, supervisors should gather adequate feedback during the communication process to ensure the message was received as intended. During face-to-face communication the supervisor can | Individual Work 1 (30 points) This chapter discusses a number of barriers to effective communication. A supervisor should be familiar with these common barriers, and be prepared to deal with them.  

After reviewing the barriers to effective communication, write a report discussing examples of these |
observe the receiver's verbal and nonverbal responses, and can ask the receiver to restate the message. For written communication, the supervisor can obtain feedback by asking a colleague to comment on the message before it is sent and by discussing it with receivers after it is sent to check understanding.

1. **Reading:** In *Supervision*:

2. **Lesson Presentation:** Complete the following:
   - View the presentation titled “Communication: The Key to Effective Supervisory Management.”

3. **Class Activity:** Complete the Personal Skill Builder 3-1: Do You Know How You Spend Your Time? activity on page 93 of the text. Record your responses and reflect on them as you learn more about effective communication this week.

communication issues that you have observed. Your report should address the following:

- Which communication barrier did you observe?
- What were the circumstances?
- How was the issue resolved?
- What could have been done to prevent the problem?

Assignment should be one page in length.

Save your document according to the instructions provided in Week 1.

Submit your individual work at the beginning of Week 3.

### Week 2 - Part 3 of 3

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<tr>
<th>Course Outcome</th>
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<tbody>
<tr>
<td>Outline the functions of a supervisor</td>
<td>Describe how supervisors can effectively resolve issues with their own managers</td>
<td>On occasion, the effective supervisor requires the assistance of upper management in the resolution of problems. The supervisor’s success will rest, in part, on his or her ability to get information from and to share information with upper management. In communicating upward, the supervisor should be assertive and plan how he or she will use emotional intelligence to convince or inform the boss.</td>
<td><strong>Individual Work 2 (30 points)</strong> There are 15 suggestions for managing meetings with the boss presented in this chapter. Face-to-face communication is the best, because either party can ask questions to clarify misunderstandings. After reviewing the suggestions, identify an issue that you need to discuss with your boss and develop a plan for meeting with him or her. Your plan should include the following:</td>
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<td>- The reason for the meeting.</td>
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<td>- A description of how you would</td>
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http://academic.cengage.com/resou rce_uploads/crossword_puzzle/111 1969795_31011

2. **Preparation for Week 3:** In *Supervision:
- Read Chapter 4, “Principles of Motivation,” pages 102-119.

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| Outline the functions of a supervisor | Identify personal and situational factors that may cause employee job dissatisfaction | Satisfaction is an emotional state of affective response toward various factors associated with one's work. Job satisfaction surveys vary greatly in their statistics, but the conclusions are the same. Economic, political, social, and personal factors may influence the findings, but unlike those factors, working conditions and other work-related factors probably contribute greatly to the dissatisfaction. | **Individual Work 1 (30 points)** Job satisfaction is influenced by factors that come from within an individual and from the environment around them. Read the Personal Skill Builder 4-3: Employee Satisfaction activity on page 137 in the text. Write a paper in which you respond to the following questions:  
- Why do the perceptions of employees vary?  
- Identify two or three factors that might account for the differences.  
- What three tips would you give each of the site managers?  
Assignment should be one to two pages in length.  
Save your document according to the instructions provided in Week 1.  
Submit your individual work at the beginning of Week 4. |
| Reading: In *Supervision:*  
- Read Chapter 4, “Principles of Motivation,” pages 102-119. |

| Class Activity: Think of a time that you accomplished something that made you very proud. What caused you to behave that way? Next, think of a time that you did something that made you ashamed. What caused you to behave that way? How do you explain why people behave the way they do? Record your responses in a journal |

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and reflect on them as you learn more about motivation throughout this week.

### Week 3 - Part 2 of 2

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<tbody>
<tr>
<td>Outline the functions of a supervisor</td>
<td>Describe the different theories relating to motivation</td>
<td>Maslow’s Hierarchy of Needs, Herzberg’s Motivation-Hygiene Theory, Expectancy Theory, and Equity Theory all highlight different aspects of human behavior and provide insights for managers regarding possible supervisory strategies.</td>
<td>Individual Work 2 (30 points)</td>
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<td>Motivation is a willingness to exert effort toward achieving a goal, stimulated by an individual need. Several of the theories of motivation are based on fulfillment of needs.</td>
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<td>Read the Personal Skills Builder 4-1: What Call Would You Make? activity on page 136 in the text. Write a paper answering the three questions posed.</td>
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<td>Assignment should be one page in length.</td>
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<td>Save your document according to the instructions provided in Week 1.</td>
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<td>Submit your individual work at the beginning of Week 4.</td>
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<td>1. <strong>Reading:</strong> In <em>Supervision</em>:</td>
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<td>• Review Chapter 4, “Principles of Motivation,” pages 120-141.</td>
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<td>2. <strong>Lesson Presentation:</strong> Complete the following:</td>
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<td>• View the presentation titled “Principles of Motivation.”</td>
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<td>3. <strong>Class Activity:</strong></td>
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<td>• Complete Activity 2: Create a list of generic suggestions for dealing with people who make your life difficult. Reflect on how your suggestions might be effective in the work setting.</td>
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<td>5. <strong>Preparation for Week 4:</strong> In <em>Supervision</em>:</td>
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<tr>
<td>Analyze the challenges of supervising</td>
<td>Explain the importance of problem-solving and decision-making skills for a manager</td>
<td>All supervisors must make decisions on how to solve problems every day, so the ability to choose between alternatives is one of the most important skills a supervisor can possess. This skill can be learned and must be practiced.</td>
<td><strong>Class Discussion (30 points)</strong>&lt;br&gt;When problems arise, supervisors should take the time to learn about them. Go through the decision making process, and make an appropriate recommendation. Please respond to all of the following:&lt;br&gt;- Create your own definition of the decision making process. Why should supervisors write problem statements when defining the problem? What pitfalls should supervisors avoid at each step of the process?&lt;br&gt;- What factors should a supervisor consider when developing and evaluating alternatives in the decision-making process? To what degree should the ethical tests come into play? Working individually, prepare a one-page, handwritten summary of today’s class discussion and submit it for grading. You may add new thoughts or your perspective on the discussion if desired. Assure that your work is neat and legible.</td>
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<td>employees</td>
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### Week 4 - Part 2 of 3

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<tbody>
<tr>
<td>Analyze the challenges of supervising</td>
<td>Describe the basic steps of the decision making process</td>
<td>There are seven basic steps to the decision making process. Each step is important to developing an appropriate solution to a problem. However, the amount of time spent on each step varies according to the nature of the problem, the importance of the problem, and the information available.</td>
<td><strong>Individual Work 1 (30 points)</strong>&lt;br&gt;Mangers have the primary responsibility in most decision making process. However, if they involve employees, the decisions made can be more effective. Employees can help in any step of the decision making process, from problem identification</td>
</tr>
</tbody>
</table>
1. **Reading**: In *Supervision*:

2. **Lesson Presentation**: Complete the following:
   - View the presentation titled “Decision Making and the Supervisor.”

3. **Class Activity**: Complete Personal Skill Builder 5-2: Self-Assessment of Problem Solving Skills on page 162 of the text. Reflect on your responses as you learn about decision making throughout the week.

   - Identify a major decision you have made in your life. For example, why did you decide to go to college? Why did you choose the college you selected? How did you select a major?
   - Explain how you applied the steps in the decision making process. What other factors might you have considered?

Assignment should be one to two pages in length.

Save your document according to the instructions provided in Week 1.

Submit your individual work at the beginning of Week 5.

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### Course Outcome

Analyze the challenges of supervising employees

### Instructional Objectives

Describe the consequences of a supervisor making hasty decisions

### Learning Activities

If supervisors make hasty decisions, they may not consider all the available information. They may be putting a bandage on a problem that is far larger than they realize, or they may recommend an inappropriate solution that could have deleterious repercussions.

1. **Class Activity**: Complete the following:
   - Complete the Crossword Puzzle. [http://academic.cengage.com/resourcuploads/crossword_puzzle/1111969795_31013](http://academic.cengage.com/resourcuploads/crossword_puzzle/1111969795_31013)

### Graded Activities

**Individual Work 2 (30 points)**

The waffler never makes a decision. Often this person is referred to as indecisive or a fence sitter.

- Read the Team Skill builder 5-2: Dealing with People that Make Your Life Difficult – The “Indecisive” Waffler activity on page 163 of the text.
- Conduct an Internet search to identify two or three sources of information for coping with a “waffler.”
- Write a paper to summarize your findings. Discuss how the waffler compares to a hasty person.

Assignment should be one page in length.

Save your document according to the instructions provided in Week 1.
2. **Preparation for Week 5:** In *Supervision:*
   - Read Chapter 6, “Positive Discipline,” pages 166-199.

Instructions provided in Week 1.
Submit your individual work at the beginning of Week 5.

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### Week Five

#### Week 5 - Part 1 of 2

<table>
<thead>
<tr>
<th>Course Outcome</th>
<th>Instructional Objectives</th>
<th>Learning Activities</th>
<th>Graded Activities</th>
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</thead>
<tbody>
<tr>
<td>Analyze the challenges of supervising employees</td>
<td>Describe the rationale behind positive discipline</td>
<td>Positive discipline is the condition that exists when employees generally follow the rules and meet the standards of the organization. It allows organizations to meet their objectives without constant disciplinary actions.</td>
<td>Class Discussion (30 points)</td>
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</tbody>
</table>
|                                         |                                                      | 1. **Reading:** *In Supervision:*
|                                         |                                                      |   - Read Chapter 6, “Positive Discipline,” pages 166-199.                         |                                                        |
|                                         |                                                      | 2. **Class Activity:** Develop a list of requirements and considerations you believe are most essential for ensuring that a disciplinary action taken against an employee has just cause basis. Reflect on your list as you learn more about positive discipline this week. |                                                        |

The optimal reaction to discipline is acceptance of responsibility for the wrongdoing and a change in behavior by the employee with no severe side effects, such as loss of morale, disruption of other employees, or a negative portrayal of the company to customers or external business associates.

Please respond to *all* of the following:
- Discuss the relationship between discipline and morale. Evaluate the following statement: “Discipline should be directed against the act and not against the person.” How does this statement support positive discipline?
- Why should supervisors be unafraid to confront disciplinary situations when they occur?

Working individually, prepare a one-page, handwritten summary of today’s class discussion and submit it for grading. You may add new thoughts or your perspective on the discussion if desired. Assure that your work is neat and legible.

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### Week 5 - Part 2 of 2

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<tr>
<th>Course Outcome</th>
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<th>Learning Activities</th>
<th>Graded Activities</th>
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<tbody>
<tr>
<td>Analyze the challenges of</td>
<td>Identify approaches for</td>
<td>The disciplinary process is intended not to punish or seek revenge but to</td>
<td><strong>Individual Work (30 points)</strong></td>
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<td>supervisors</td>
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In today’s virtual environment, we
supervising employees ensuring the proper action for just cause improve employees’ behavior. When a problem arises, the supervisor should investigate the situation, conduct investigatory interviews, maintain self-control, communicate the disciplinary action to the offending employee in private, and keep the violation relevant for an appropriate period of time.

1. **Reading**: In *Supervision*:

2. **Lesson Presentation**: Complete the following:
   - View the presentation titled “Positive Discipline.”

3. **Class Activity**:
   - Complete the Crossword Puzzle.
     http://academic.cengage.com/resource_uploads/crossword_puzzle/1111969795_31014
   - Review the Key Terms Flashcards

4. **Class Activity 2**: Reflect on the following: During a major exam, you notice that the student sitting across the aisle from you is apparently cheating. It appears that he (your school’s star athlete) is using his cell phone to get information to answer the questions. What should you do, if anything? Why? If he is caught and confesses to the “crime,” what should the discipline be? Record your responses and re-evaluate them as you learn more about positive discipline this week.

5. **Preparation for Week 6**: In *Supervision*:

...often hear about a system being hacked, a company’s software being breached, private/personal information being pirated, and caches of files being stolen. Cybercrime and hacktivism are realities of the 21st Century. Disciplinary actions taken in these cases need to ensure appropriate action for just cause.

   - Read the Personal Skill Builder 6-1: Disciplinary Action Needed? activity on page 195 in the text.
   - Using the Internet, search for an example of computer/information technology policies and practices that address the disciplinary actions appropriate in these situations.
   - Identify an approach for ensuring just cause.

Assignment should be one to two pages in length.

Save your document according to the instructions provided in Week 1.

Submit your individual work at the beginning of Week 6.
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<tr>
<th>Course Outcome</th>
<th>Instructional Objectives</th>
<th>Learning Activities</th>
<th>Graded Activities</th>
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<tbody>
<tr>
<td>Analyze the challenges of supervising employees</td>
<td>Describe the role of vision and mission statements in the strategic planning process and how all management functions depend on planning</td>
<td>Strategic planning begins with the creation of a mission statement, which reflects the organization’s basic philosophy, purpose, and reason for being. Often, the mission statement is the yardstick by which the company’s performance and results are measured. Planning involves establishing objectives based on the current situation and forecasts of the future and determining the actions needed to achieve the objectives. Planning must be the first managerial function, because without a plan, none of the other functions can be meaningfully implemented.</td>
<td>Individual Work 1 (30 points) Management by objectives (MBO) is a process by which supervisor and subordinate jointly determine what is to be done. Basically, the supervisor and the employee must together decide on specific, measurable objectives that fit within the organization’s vision and mission statements. You are the entrepreneur of a new company in which you need to develop a strategic plan establishing the goals, objectives, mission statement, vision. Write a paper detailing your company’s goals, objectives, mission, and vision. Additionally, discuss how you would incorporate the MBO approach into your management practices. Assignment should be one and one half to two pages in length. Save your document according to the instructions provided in Week 1. Submit your individual work at the beginning of Week 7.</td>
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</tbody>
</table>

1. **Reading:** In Supervision:  

2. **Class Activity:** Complete the Personal Skill Builder 7-Thinking Outside the Box activity on page 243 of the text. Record your responses and reflect on them as you learn more about supervisory planning this week.  

3. **Lesson Presentation:** Complete the following:  
   - View the presentation titled “Supervisory Planning.”  

4. **Class Activity 2:** Complete Personal Skill Builder 7-2: Getting Control over Organizational Success on page 243 in the text. Record your responses and reflect on them as you learn more about supervisory planning this week.
## Week 6 - Part 2 of 2

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<th>Course Outcome</th>
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<th>Graded Activities</th>
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</table>
| Analyze the challenges of supervising employees | Explain the importance of and process for crisis management | Every company risks crisis; supervisors must prepare for the unexpected. Crisis management planning involves identifying the unthinkables, developing a plan for dealing with them, developing contingency plans, forming crisis teams, and simulating crisis drills. | **Individual Work 2 (30 points)**
Supervisors should foster an organizational atmosphere of learning, where response time is immediate and apologies are given when warranted. Supervisors must use their information-getting and information-giving skills to help employees prepare for and address crises. |
| | | | Complete the Personal Skill Builder 7-1: Prior Planning activity on page 243 of the text. Write a paper answering questions a through c. |
| | | 1. **Reading:** In *Supervision*:
| | | 2. **Class Activity:** Complete the following:
| | | • Complete the Crossword Puzzle. http://academic.cengage.com/resou rc_upload/crossword_puzzle/111 1969795_31015
| | | 3. **Preparation for Week 7:** In *Supervision*:
| | | • Read Chapter 8, “Supervisory Principles for Organizing,” pages 250-279. |

## Week Seven

### Week 7 - Part 1 of 3

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<tr>
<th>Course Outcome</th>
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<th>Learning Activities</th>
<th>Graded Activities</th>
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</table>
| Evaluate the skills of a supervisor | Describe the impact of the informal organization and informal group leaders | Informal work groups can constructively or negatively influence a department’s operations and accomplishments. Supervisors should group employees so that those most likely to work well together work on | **Class Discussion (30 points)**
The informal organization makes the formal organization come alive. The informal organization consists of informal networks. These networks can help the supervisor if they influence |
| | | | |
the same assignments. They should also attempt to gain the cooperation of the informal group leaders in furthering departmental objectives.

1. **Reading:** In *Supervision*:
   - Read Chapter 8, “Supervisory Principles for Organizing,” pages 250-279.

2. **Class Activity:** Complete the Personal Skill Builder 8-3: Thinking Outside the Box activity on page 275 of the text.

Employees to perform at higher levels or they can hinder performance if they interfere with supervision.

Please respond to all of the following:
- What are the advantages of an informal organization? What are the challenges?
- How can the supervisor foster cooperation with informal groups and their leaders?
- How can the leader(s) of the informal organization help the supervisor achieve departmental goals? How can they hinder their attainment?

Working individually, prepare a one-page, handwritten summary of today’s class discussion and submit it for grading. You may add new thoughts or your perspective on the discussion if desired. Assure that your work is neat and legible.

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<th>Course Outcome</th>
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</table>
| Evaluate the skills of a supervisor   | Explain the unity-of-command and the span-of-management principles | Unity of command means that each employee has only one immediate supervisor. Such a clearly defined authority relationship simplifies the flow of formal communications, as they normally flow upward and downward through the chain of command. | **Individual Work 1 (30 points)**

Span of control describes the number of subordinates who report directly to each manager. A wide span of control means that one manager has many subordinates. A narrow span of control means that one manager has few subordinates. It is important that a balance be maintained to utilize management appropriately and to ensure unity of command.

Write a paper that explains the span-of-management principles and discusses the advantages and disadvantages of the project management structure.

- Describe what needs to be done so that the unit-of-command is not violated.
- Describe how unity of command is affected by span of management.
Assignment should be one page in length.

Save your document according to the instructions provided in Week 1.

Submit your individual work at the beginning of Week 8.

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<th>Course Outcome</th>
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<tbody>
<tr>
<td>Evaluate the skills of a supervisor</td>
<td>Describe departmentalization and alternative approaches for grouping activities and assigning work</td>
<td>Departmentalization is the process of grouping activities and people into distinct organizational units. Supervisors often find that they must redeploy employees and other resources in existing departments to accomplish tasks, instead of creating entirely new departments.</td>
<td><strong>Individual Work 2 (35 points)</strong> An organization chart clarifies authority relationships, the span of supervision, the division of work, and departmentalization. It probably does not adequately portray the working relationships between the employees. Consider this scenario. A company develops, produces, and sells a variety of products throughout the world. Sales have been growing about 5 percent per year. Projections reveal that no new employees will need to be added in the foreseeable future.</td>
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<td>1. <strong>Class Activity:</strong> Complete the following:</td>
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<td>2. <strong>Preparation for Week 8: In Supervision:</strong></td>
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<td>• Read Chapter 9, “The Supervisor’s Role in Preparing Employees for Success,” pages 280-316.</td>
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<td>• Construct an organizational chart for this company using job titles and employees listed in Team Skills Builder 8-2: Reorganizing a Company on page 276 of the text.</td>
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<td>• Include rationale for why you constructed the structure the way you did.</td>
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<td>Assignment should be two pages in length.</td>
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<td>Save your document according to the instructions provided in Week 1.</td>
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<td>Submit your individual work at the beginning of Week 8.</td>
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<td>Evaluate the skills of a supervisor</td>
<td>Describe the process for preparing new employees for success</td>
<td>Supervisors should carefully identify the functions of jobs under their control as well as the qualifications required to perform them. Observing present employees is one way to start; asking employees about their own jobs helps clarify appropriate tasks and requirements. Supervisors can use this information to onboard new employees and ensure that they understand their new role.</td>
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<td>1. <strong>Reading:</strong> In <em>Supervision</em>:</td>
<td><strong>Class Discussion (30 points)</strong></td>
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<td>• Read Chapter 9, “The Supervisor’s Role in Preparing Employees for Success,” pages 280-316.</td>
<td>Human resources departments should assist and advise line supervisors, especially on equal opportunity and other legal matters. Line supervisors should have a large role in defining qualifications and job descriptions of employees in their own departments. Without specific interaction between the supervisor and the human resources department, new employees are apt to lose out on the dynamics of successful employment.</td>
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<td>2. <strong>Class Activity:</strong></td>
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<td>• Recall your first day on your current or most recent job. Record your feelings and describe the type of orientation you received. Reflect on your responses as you learn more about the supervisor’s role in preparing employees for success. Identify ways in which the organization could have done a better job of bringing you “on board.”</td>
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<tr>
<td>Evaluate the current employees and The supervisor, current employees, and</td>
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<td></td>
<td><strong>Individual Work (35 points)</strong></td>
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The selection process often begins with initial résumé or application screening and an interview. Preparing for an employee selection interview involves studying all available information, including reference checks; preparing appropriate and legal questions; and ensuring that an interview location with adequate privacy is secured.

First impressions often are lasting. Many employees are disappointed by their experiences during the first few days on a job. A supervisor should have a definite plan for orienting new employees so that they quickly become effective and accepted members of the departmental team.

- Review the “You Make the Call” case study on page 281 of the text.
- Develop a paper summarizing the interview questions, performance tests, and potential accommodations you might consider. Identify whether these should be a factor in your decision to hire Fuller. Explain why this documentation is important in the hiring process.
- Discuss the approaches a supervisor may take in onboarding this new employee. Enumerate training and development approaches that may be available.

Assignment should be one to two pages in length.

Save your document according to the instructions provided in Week 1.

Submit your individual work at the beginning of Week 9.
## Week Nine

### Week 9 - Part 1 of 3

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</table>
| Evaluate the skills of a supervisor | Describe the role of leadership at the supervisory level | Leadership is the ability to guide and influence the opinions, attitudes, and behavior of others. If a supervisor must rely on the authority of a title to get work done, that supervisor is not positively influencing employees. The real test of leadership is whether subordinates follow. | **Class Discussion (30 points)** President Truman defined leadership as the ability to get people to do what they don’t like to do and to like it! Warren Bennis categorized four things that people want from their leaders—direction, trust, hope, and results. Stephen Covey believes that the principle of alignment is essential for developing high trust. James Kouzes and Barry Posner believe that successful leaders exhibit a series of five practices—challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Please respond to all of the following:  
- How would you define leadership at the supervisory level? If there is one person (living or dead) that you would really like to follow, who would that be? Why would you want to follow that particular person? What characteristics of servant-leadership did that person exhibit?  
- Think of a person that you would not have wanted to follow. Why? How would knowledge of the characteristics of servant-leadership have helped this person to be a better leader?  
- In your opinion, what perceptual factors distinguish followership from non-followership? | |
|                |                          | 1. **Reading:** In *Supervision*:  
|                |                          | 2. **Class Activity:** Complete Exercises 3 and 4 in the Personal Skill Builder 10-3: Look in the Mirror activity on page 357 of the text. Journal your responses and reflect on them as you learn more about supervisory leadership and the management of change this week. | |
|                |                          | Working individually, prepare a one-page, handwritten summary of today’s class discussion and submit it for grading. You may add new thoughts or your perspective on the discussion if necessary. | |
## Week 9 - Part 2 of 3

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</table>
| Evaluate the skills of a supervisor | Describe the three major components of the delegation process | The delegation process is one way to empower employees. It gives them greater responsibility and authority to do certain tasks. Employees who accept delegated tasks must also be accountable for those tasks, that is, they must do the job as required. | Individual Work 1 (30 points)  
The delegation process involves three components: (1) assigning duties to subordinates, (2) granting authority, and (3) creating responsibility on the part of the employee to perform the assigned duties satisfactorily. In the delegation process, the supervisor is still ultimately responsible to his or her own boss for everything that happens in the department.  
Write a paper that answers the following questions:  
- Why are the concepts of responsibility, authority, and accountability closely related?  
- Why can’t a supervisor’s personal accountability be delegated? Why are many supervisors reluctant to delegate?  
- What benefits typically accrue to a supervisor who learns to delegate?  
Assignment should be one page in length.  
Save your document according to the instructions provided in Week 1.  
Submit your individual work at the beginning of Week 10. |

## Week 9 - Part 3 of 3

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</table>
| Evaluate the skills of a supervisor | Compare the autocratic approach to supervision with the participative | The autocratic approach/supervisory style requires supervisors to detail specific instructions and then closely watch employees to ensure compliance. This style generally relies | Individual Work 2 (30 points)  
Autocratic (close) supervision is based on Theory X assumptions about employees; participative management and general supervision stem from |

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on formal authority, threats, pressure, and close control. In the participative approach, the supervisor allows employees to influence and share organizational decision making.

1. **Reading:** In *Supervision:

2. **Class Activity:** Complete the following:

3. **Preparation for Week 10:** In *Supervision:

**Week Ten**

**Week 10 - Part 1 of 3**

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<tr>
<td>Analyze human resource management strategies</td>
<td>Describe the form and function of the different types of work groups as well as factors that influence morale</td>
<td>Work groups form for a variety of reasons. Groups commonly form for companionship and identification, for behavioral guidelines, for problem solving, or for protection from outside forces (such as supervisors). Work groups are important because they satisfy individual employee needs in some way, and they give the supervisor insight into employees' needs and</td>
<td><strong>Individual Work 1 (25 points)</strong> There are four major classifications of work groups: command groups, task groups, friendship groups, and special interest groups. Employees often belong to more than one group. Some studies suggest that a supervisor has a better chance of influencing an employee’s behavior when he or she is a member of a work group working together as</td>
</tr>
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motivations.

1. **Reading:** In *Supervision:*

2. **Class Activity:** Complete the Personal Skill Builder 11-2: Team Assessment activity on page 391 in the text. Journal your responses and reflect on them as you learn more about managing work groups, teamwork, morale, and counseling this week.

3. **Lesson Presentation:** Complete the following:
   - View the presentation titled “Managing Work Groups: Teamwork, Morale, and Counseling.”

Write a paper that responds to the following:

- What are some of the most common reasons for forming work groups? What are some factors that make a work group cohesive? Is work group cohesiveness always desirable?
- Consider a team (work group) of which you are presently a member.
- Describe the group dynamics of this team. Use Tuckman and Jensen’s stages of group development to identify the current stage of the group.

Assignment should be one to two pages in length.

Save your document according to the instructions provided in Week 1.

Submit your individual work at the beginning of Week 11.

### Week 10 - Part 2 of 3

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</table>
| Analyze human resource management strategies | Describe the role of employee morale in the productivity of teams | High employee morale makes workers more satisfied, more confident, more enthusiastic, and more likely to work to the extent of their abilities. This appears to lead to greater productivity, although studies about this have not been conclusive. Interestingly, high morale and teamwork do not necessarily go together; teamwork may be high during a recession even though morale might be low. | **Class Discussion (30 points)**

Employee morale is essentially the state of mind of employees. It is a composite of feelings and attitudes of individuals and groups toward their work, their environment, their supervisors, and the organization. Morale affects everyone in an organization, and it is contagious whether it is good or bad. Employee morale unquestionably has a major impact upon team performance; it also is related to company loyalty and turnover.

Please respond to all of the following:
- What are the differences between the external factors and the internal factors influencing employee...
3. **Class Activity:** Recall a time that you were asked to work on a project with a team. Journal your responses to the following questions and reflect on them as you learn more about managing work groups, teamwork morale, and counseling this week.

- Were you satisfied with the solution your team developed?
- How did the team arrive at the solution?
- Did anyone do more or less than their share of the work?
- What were the patterns of communication within the group?

morale? Provide some examples of how this might impact team performance. What should a supervisor do to minimize the influence of external factors on team performance?

- Discuss the impact of downsizing on team performance. What internal and external factors should be considered?

Working individually, prepare a one-page, handwritten summary of today’s class discussion and submit it for grading. You may add new thoughts or your perspective on the discussion if desired. Assure that your work is neat and legible.

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<tbody>
<tr>
<td>Analyze human resource management strategies</td>
<td>Explain the supervisor’s responsibilities for providing counsel to his or her workers</td>
<td>Supervisors often must deal with on-the-job performance problems that are the result of employees’ personal problems. If left unattended, these problems may decrease morale and impact quality and productivity.</td>
<td><strong>Individual Work 2 (30 points)</strong> Employee assistance programs (EAPs) have been established in many large companies. Few small firms find it cost-effective to implement such programs. Small firms may be willing to help an employee obtain professional counseling or other assistance, but they usually do this on an ad hoc, occasional basis, rather than through an elaborate or formal program. Supervisors can refer employees to the EAP that need assistance with personal and non-job related issues. When non-job related concerns are addressed, employees are likely to be more productive on the job. Search the Internet and locate three examples of employee assistance programs from different types and sizes of business. Write a paper that responds to the following:</td>
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1. **Reading:** In *Supervision*


2. **Class Activity:** Complete the following:

   - Complete the Crossword Puzzle. [Link](http://academic.cengage.com/resource_uploads/crossword_puzzle/1111969795_31019)
   - Review the Key Terms Flashcards. [Link](http://websites.swlearning.com/cgi-wadsworth/course_products_wp.pl?fid=M41&product_isbn_issn=1111969795&chapter_number=11&resource_id=6&altname=Glossary)
3. **Class Activity:** Recall a time that you were asked to work on a project with a team. Journal your responses to the following questions and reflect on them as you learn more about managing work groups, teamwork morale, and counseling this week.
   - Were you satisfied with the solution your team developed?
   - How did the team arrive at the solution?
   - Did anyone do more or less than their share of the work?
   - What were the patterns of communication within the group?

4. **Preparation for Week 11:** In *Supervision:*
   - Compare and contrast the programs.
   - Imagine you are a supervisor in one of these businesses. Give an example of how you might use the employee assistance program as you counsel an employee.

Assignment should be one to two pages in length.

Save your document according to the instructions provided in Week 1.

Submit your individual work at the beginning of Week 11.

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### Week Eleven

**Week 11 - Part 1 of 2**

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</table>
| Analyze human resource management strategies | Clarify the supervisor’s role in creating budgets, which serve as control devices | Supervisors usually don’t participate in budgeting for the firm as a whole, but their input is important for development of the departmental budget. Supervisors, and all managers, must learn how to plan for budgets, work within those limitations, and use them for control purposes. | **Class Discussion (30 points)**
The supervisor is an important level in management as they directly manage employees. Supervisors often have a good understanding of the fiscal needs of their department. However, they do not always have comprehensive knowledge about the organization’s finances as a whole. Please respond to *all* of the following:

- To what degree should supervisors be permitted to prepare budgets for their departments?
- What are the advantages and disadvantages of allowing employees to participate in the budget-making process? |

1. **Reading:** In *Supervision:*

2. **Lesson Presentation:** Complete the following:
   - View the presentation titled “Fundamentals of Controlling.”
Working individually, prepare a one-page, handwritten summary of today’s class discussion and submit it for grading. You may add new thoughts or your perspective on the discussion if desired. Assure that your work is neat and legible.

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<th>Graded Activities</th>
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<tbody>
<tr>
<td>Analyze human resource management strategies</td>
<td>Describe the relationship between the controlling function and other managerial functions</td>
<td>Supervisors should remember that the controlling function is performed simultaneously with the other managerial functions of planning, organizing, staffing, and leading. Such performance is illustrated by the use of standing plans, MBO, performance appraisals, and positive disciplinary actions.</td>
<td>Individual Work (30 points) Controlling is determining whether or not employees are adhering to established plans and meeting objectives, and taking corrective action where necessary. Controlling not only seeks to determine if performance has met predetermined objectives or standards, but also points toward the planning and accomplishment of future objectives. Write a paper that responds to the following: - Define the managerial controlling function, and discuss its relationship to the other managerial functions. Why do many people view controls negatively? - Define and discuss each of the following primary steps in the control process: o Setting standards o Checking performance against standards o Taking corrective action Assignment should be two pages in length.</td>
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<td>Save your document according to the instructions provided in Week 1. Submit your individual work at the beginning of Week 12.</td>
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1. **Class Activity:** Complete the following:  
   - Complete the Crossword Puzzle. [Link](http://academic.cengage.com/resourc_uploads/crossword_puzzle/1111969795_31021)  
   - Review the Key Terms Flashcards. [Link](http://websites.swlearning.com/cgi-wadsworth/course_products_wp.pl?fid=M41&product_isbn_issn=1111969795&chapter_number=13&resource_id=6&altname=Glossary)  

2. **Class Activity 2:** Complete the Personal Skills Builder 13-3: Preparing a Budget activity on page 467 of the text. Journal your responses and reflect on them as you learn more about the supervisor’s role in creating budgets this week.

3. **Preparation for Week 12:** In *Supervision:*  
   - Read Chapter 14, “Performance Management,” pages 472-505.
## Week Twelve

### Week 12 - Part 1 of 3

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<tbody>
<tr>
<td>Analyze human resource management strategies</td>
<td>Identify a supervisor’s performance management responsibilities</td>
<td>Performance management consists of all those things a supervisor must do to enable an employee to achieve organizational objectives. Ongoing communication is the key to performance management. 1. <strong>Reading:</strong> In <em>Supervision</em>:  - Read Chapter 14, “Performance Management,” pages 472-505. 2. <strong>Lesson Presentation:</strong> Complete the following:  - View the presentation titled “Performance Management.”</td>
<td><strong>Class Discussion (30 points)</strong> Appraising employee performance on a regular basis has an important influence on an employee’s performance. Coaching is an ongoing task that gives employees instruction and suggestions. Promotion of employees is generally based on recognition of past performance. Please respond to all of the following:  - What is the purpose of a performance management system? How does appraising, coaching, promoting, and compensating employees fit into the system?  - What are some of the factors that most frequently are included on employee performance appraisal forms?  - Why should performance appraisal forms include space for supervisors to write comments about the employee being evaluated? Working individually, prepare a one-page, handwritten summary of today’s class discussion and submit it for grading. You may add new thoughts or your perspective on the discussion if desired. Assure that your work is neat and legible.</td>
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### Week 12 - Part 2 of 3

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<th>Graded Activities</th>
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<tr>
<td>Analyze human resource management strategies</td>
<td>Describe the benefits of promotion from within</td>
<td>Promotion from within a firm often makes a lot of sense. Such promotions are great incentives to employees, who may see the potential for promotion as a reason to work harder. In addition,</td>
<td><strong>Individual Work 1 (25 points)</strong> Promotion from within a firm is a common and logical practice. It gives employees incentives to perform better while providing the firm with a steady</td>
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when there are qualified candidates within a firm, the costs and risks associated with searching for and training new employees do not have to be incurred.

1. **Reading: In Supervision:**
   - Read Chapter 14, “Performance Management,” pages 472-505.

2. **Class Activity:** Complete the following:

3. **Lesson Presentation:** Complete the following:
   - View the presentation titled “Performance Management.”

Supply of trained personnel who understand the organization.

Read the Personal Skills Builder 14-4: Betty the Scatterbrain activity on page 502. Write a paper that responds to the following:

- What suggestions would you make to John Peters on how to deal with Wilma?
- If Wilma applied for a different job in the organization, how would you respond? What type of position might Wilma be suited for? What would be the benefits of hiring from within in this case?

Assignment should be one to two pages in length.

Save your document according to the instructions provided in Week 1.

Submit your individual work by the end of the week.

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| Analyze human resource management strategies | Identify the five approaches to conflict resolution | Occasional complaints and disagreements are a normal part of any supervisory position. Remember, you can never satisfy everyone. There will always be some people who, by their very nature, will be difficult to work with. Thus, supervisors should regularly handle employee complaints, conflicts, and difficult people in a professional and systematic manner, whether the firm is represented by a union or not. | **Individual Work 2 (30 points)**
|                                        |                                                        | The potential for conflict occurs any time two people work together. Probably the most beneficial aspect of conflict is that it can force two employees who are in disagreement to discuss their perspectives and work collaboratively to rectify the situation. Individuals can use the principles of open communication to explore win-win alternatives. | Review the “You Make the Call” case study on page 507. Write a paper that responds to the questions posed in the Personal Skills Builder 15-2: Angel’s Complaint on page 528. |

|                                       |                                                        | 2. **Lesson Presentation:** Complete                                                |                   |

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the following:

- View the presentation titled “Resolving Conflicts in the Workplace.”

Assignment should be two to three pages in length.

Save your document according to the instructions provided in Week 1.

Submit your individual work by the end of the week.