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## COURSE SYLLABUS

**Term: Summer 2019 - Group 164**

**Course: Supervision Management (ORMN 443)**

### **Instructor Information:**

<b>Instructor Name</b>	William P. Hanna
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### **Course Information:**

<b>Course Dates:</b>	May 28, June 4, 11, 18, 25
<b>Time:</b>	6:00 PM CT
<b>Classroom:</b>	Merrillville – Geminus Center
<b>Prerequisites:</b>	None
<b>Required Books and Materials:</b>	<i>Supervision Today, 8th Edition, Robbins, Stephen P. and De Cenzo, David A., c.2016, Prentice Hall.</i> <i>Strengths Finder 2.0, Rath, Tom, c.2007, Gallup Press</i>

### **Learning Outcomes/ Competencies:**

Students will:

- Increase their level of supervisory knowledge, comprehension, and application
- Increase their understanding of the factors that will influence their own personal development and the factors that will influence supervisors in the 21<sup>st</sup> century
- Understand the purposes of downsizing, TQM, and reengineering and their impact on supervisory personnel and those they supervise
- Understand how ethics, diversity, and cultural variables influence supervisory and employee behaviors
- Be able to evaluate planning, controls, and different types of decision making and their usefulness to supervisors
- Understand the principles of organizing an effective department, staffing it with the right people, and evaluating their performance
- Be able to understand the importance of motivation, leadership, and communication to the supervisory position
- Be able to assess conflict, politics, and negotiation strategies to determine useful strategies/techniques that a supervisee can utilize
- Be able to identify methods for coping with stress, change, and difficult employees

This course meets the following learning objectives for the **Organizational Management Program**:

1. Demonstrate knowledge of the historical and philosophical foundations of various management and leadership models and be able to apply such models in an organizational setting. .
2. Be able to articulate a personal philosophy of management and apply that philosophy in actual organizational settings.
3. Be able to apply research skills and appropriate quantitative methods in order to evaluate and address real world problems in organizations.
4. Be able to critically and reflectively evaluate and engage in ethical issues in Organization Management, particularly questions of social responsibility and professional decision-making.
5. Be able to create a logical argument and communicate ideas at a professional level both orally and in written form.

**Course Description:**

Supervision Management introduces the student to the fundamentals and challenges supervisors face today. Today's business climate demands that organizations and their supervisors be innovative, flexible, adaptive, and capable of exhibiting the skills needed to be successful in an ever changing work environment. In addition, effective supervisors must possess the leadership and team skills necessary to supervise an increasingly diverse workforce. This course explores topics such as leadership, motivation, team dynamics, organizational structure, culture, conflict, communication, decision making, planning and labor relations. The course will emphasize the distinctions between the various levels of management. We will examine team dynamics and effectiveness, trust and how it is built or destroyed, conflict and how it is managed in different situations.

**Learning Strategies:**

Learning strategies for Supervision Management have been designed with adult learners in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students. The activities and assignments in this course build on the shared experience of every class member. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of the course.

**Experiential Learning Opportunities:**

Known as one of the most effective books on management, *Supervision Today* helps students build an understanding of supervising through real-life concepts, examples, and practice. It's lively,

conversational tone and full-color design engages students and helps capture the reality and excitement of the supervisor’s job. Using a “student-friendly” approach, *Supervision Today* covers the essential and traditional elements of managing others with a strong focus on applied and practical skills. The Eighth Edition continues to be rich in instructional aids and experiential opportunities. Concentrating on the evolving roles supervisors must embrace in the current work environment, *Supervision Today* includes new information on employee engagement; sustainability; technological advances; work, life, and family balance; workplace diversity; supervising global teams; and more.

**Assessment:**

**Points:**

Text Exams (3 @ 100 points each)	300 points
<i>Strengths Finder 2.0</i> Quiz	25 points
<i>Strengths Finder 2.0</i> Personal Assessment	25 points
Attendance/Participation (10 points/class attended)	<u>50 points</u>
<b>Total Points</b>	<b>400 points</b>

**Grading Scale**

100 – 92: A	91 – 90: A-	
89 – 88: B+	87 – 82: B	81 – 80: B-
79 – 78: C+	77 – 72: C	71 – 70: C-
69 – 68: D+	67 – 62: D	61 – 60: D-
59 and below	F	

**Class Assignments:**

Week	Assignments
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>Prior to class</b> - Read Chapters 1, 2 and 3 in <i>Supervision Today</i> - Read Pages 3-13 in <i>Strengths Finder 2.0</i></li> <li>• <b>In class</b> - Review and discuss assigned Chapters 1-3 - Discuss “personal assessment” assignment for <i>Strengths Finder 2.0</i> (due Week-3)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• <b>Prior to class</b> - Read Chapters 4, 5 and 6 in <i>Supervision Today</i> - Read Pages 15-31 in <i>Strengths Finder 2.0</i></li> <li>• <b>In class</b> - Review and discuss assigned Chapters 4-6 - Take Exam #1 - Chap’s. 1-6 (25 Multiple Choice questions x 4 points each)</li> </ul>

3	<ul style="list-style-type: none"> <li>• <b>Prior to class</b> - Read Chapters 7, 8 and 9 in <i>Supervision Today</i> - Complete <i>Strengths Finder 2.0</i> Personal Assessment</li> <li>• <b>In class</b> - Turn in Strengths Finder 2.0 Personal Assessment - Review and discuss assigned Chapters 7-9 - Take <i>Strengths Finder 2.0</i> Quiz (Pages 3-31) (12 Multiple Choice questions x 2 points each)</li> </ul>
4	<ul style="list-style-type: none"> <li>• <b>Prior to class</b> - Read Chapters 10, 11 and 12 in <i>Supervision Today</i></li> <li>• <b>In class</b> - Review and discuss assigned Chapters 10-12 - Take Exam # 2 (Chap's. 7 - 12)</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Prior to class</b> - Read Chapters 13, 14 and 15 in <i>Supervision Today</i></li> <li>• <b>In class</b> - Review and discuss assigned Chapters 13-15 - Take Exam #3 (Chapters 13, 14 and 15) - Complete Course Evaluations</li> </ul>

**Note: When taking tests, students may refer to their personal in-class, hand-written notes only. All other materials, books, electronic devices and other personal belongs should be removed from your workspace prior to the beginning of the test.**

<b>Responsibilities</b>	
<b>Attending Class</b>	Due to the short nature of an accelerated course, students are expected to attend all five classes. As such, please be aware of the following rules: <ul style="list-style-type: none"> <li>• Any absence for any reason will result in a 20-point deduction from the <i>Attendance/Participation</i> portion of your grade.</li> <li>• If for any reason you miss more than 1 class, you must withdraw from the course and retake it at a later date.</li> </ul>
<b>Turning In Your Work</b>	There is one outside assignment (StrengthsFinder 2.0 Report) due at the beginning of Week 3. <b>Partial credit will not be given for submitting the Report after the due date.</b> If you fail to bring it to class, or if you miss the class, you may email it to me by midnight that night to receive full credit.
<b>Using Electronic Devices</b>	Electronic devices can only be used in class for course-related purposes. Cell phones must be turned off or turned to vibrate.
<b>Participating in Class</b>	<b>To respect everyone's time, class will begin at 6 p.m. sharp.</b> You should be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading.
<b>Doing Your Own Work</b>	If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.  Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of

	each of these manuals, and there are brief checklists in your Student Handbook and Planner.  <b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.
<b>Withdrawing from Class</b>	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

<b>Resources</b>	
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at (219) 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at (219) 473-4349.
<b>CCSJ Alerts:</b>	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a> .  In addition, you can check other media for important information, such as school closings:  <b>Internet:</b> <a href="http://www.ccsj.edu">http://www.ccsj.edu</a> <b>Radio:</b> WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 <b>TV Channels:</b> 2, 5, 7, 9, 32

## Emergency Procedures

### MEDICAL EMERGENCY

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

## **FIRE**

### **EMERGENCY ACTION**

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

## **BUILDING EVACUATION**

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

## **IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
  2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
  3. As soon as practical, move onto the stairway and await emergency personnel.
  4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells.
- Inform professors, and/or classmates of best methods of assistance during an emergency.

## **HAZARDOUS MATERIAL SPILL/RELEASE**

### **EMERGENCY ACTION**

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

## **TORNADO**

### **EMERGENCY ACTION**

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

## SHELTER IN PLACE

### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

## BOMB THREATS

### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

## TERRORISM AND ACTIVE SHOOTER SITUATIONS

### EMERGENCY ACTION

1. Call 911 and report intruder.

## RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.