INTER AMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS
ECONOMIC AND ADMINISTRATIVE SCIENCES DIVISION
MBA PROGRAM

SYLLABUS – INTERNET COURSE

I. GENERAL INFORMATION:

Course Title: SUPERVISION AND LEADERSHIP
Code Number: BADM 6090
Credits: 3
Term:
Professor: Dr. Olga Maldonado Moll
Office Hours:
Phone Number:
E-Mail Address:

II. DESCRIPTION:

Behavioral science research related to the functions and duties of management personnel with emphasis on line supervision. Role playing in supervisory problems.

III. OBJECTIVES

At the end of the course the students will be able to:

1. Describe supervision and the role of the supervisor in directing a diverse staff.
    1.1   Define the concept of supervisor
    1.2   Explain the functions of a supervisor
    1.3   State the diverse types of supervisory skills
    1.4   List the characteristics of an effective supervisor
    1.5   Describe the types of groups in the workplace and their characteristics
    1.6   Explain the stages in the development of groups
    1.7   Explain how supervisors can achieve effective teamwork
    1.8   Define the concept of ethics
    1.9   Discuss the impact of culture on ethical standards
    1.10   Explain how to make ethical decisions
    1.11   Define the concept of diversity
    1.12   Describe the major diversity issues in today's workplace

2. Define management functions and responsibilities in a business organization.
    2.1   Explain the role of the supervisor in the planning process
    2.2   Explain the characteristics of effective goals and objectives

2.3   List the steps in the organizing process
2.4   Identify basic organizational structures
2.5   Distinguish authority and power
2.6   Differentiate staff and line authority
2.7   Explain the purpose and importance of delegating
2.8   Explain the purpose of the control function
2.9   List the steps in the control process
2.10 List the characteristics of effective controls

3. Define leadership and the role of leadership in the supervisory function
   3.1   Distinguish among the different types of leadership
   3.2   Explain the relationship between leadership and personality
   3.3   Describe the different leadership styles
   3.4   List the criteria for choosing leadership styles
   3.5   Discuss the concept of contingency leadership
   3.6   Explain the importance of developing and maintaining good employee/supervisor relationship

4. Describe environmental elements that support the development of positive work climates
   4.1   Explain the importance of effective decision making in organizations
   4.2   Discuss the guidelines for making individual and group decisions
   4.3   Explain how the supervisor can develop creative working environments favorable to decision-making processes
   4.4   Describe the communication process
   4.5   Explain the importance of listening in the communication process
   4.6   List communication barriers and how to avoid them
   4.7   Describe different types of organizational communications
   4.8   Explain how motivation and performance are related
   4.9   Explain the importance of compensation as a motivational tool
   4.10 List diverse types of employee problem behavior
   4.11 Explain effective discipline methods
   4.12 Describe the support that management and human resource departments should provide supervisors when dealing with problem employees
   4.13 Identify stressors in the workplace and their consequences
   4.14 Explain how can organizations help supervisors and employees deal with stress
   4.15 Discuss different types of conflict and the strategies for managing conflict
   4.16 Describe how supervisors should deal with conflict
   4.17 Define organizational change and its sources
   4.18 Explain how can supervisors deal with resistance to change

5. Describe the human resources management tasks related to the supervisory function and the legal issues involved in workplace dynamics
   - 5.1 Explain the role of the supervisor in the selection process
   - 5.2 Discuss the steps in the selection process and how job descriptions and specifications improve the selection process
   - 5.3 Discuss the requirements of antidiscrimination laws and how they affect the selection process
   - 5.4 Explain the purpose of the orientation process
   - 5.5 List the steps in the training process
   - 5.6 Explain how to evaluate training effectiveness
   - 5.7 Discuss the different types of performance appraisals
   - 5.8 Explain how to prevent discrimination and bias in performance appraisals
   - 5.9 Describe safety and health concerns in the workplace and how to address them
   - 5.10 Discuss the basic dispositions of the OSHA
   - 5.11 Explain the supervisor's role in the collective bargaining process
   - 5.12 Discuss the supervisor's role in sexual harassment events
   - 5.13 State the main laws regulating fair employment practice

IV. COURSE CONTENTS:

A. Foundations of Supervision
   1. Modern Supervision Challenges
   2. Productivity
   3. Teamwork
   4. Ethics
   5. Diversity
B. Functions of the Supervisor
   1. Goal Achievement
   2. Organizing
   3. Leadership
   4. Problem Solving and Decision Making
C. Skills of the Supervisor
   1. Communication
   2. Motivation
   3. Counselling and Discipline
   4. Time Management
   5. Stress Management
   6. Conflict Management
   7. Change Management
   8. Supervision and Human Resources
   9. Personnel Selection
   10. Orientation
   11. Training
   12. Performance Appraisal

13. Supervision Legislation: Health and Safety, Labor Relations, Fair Employment

V. LEARNING ACTIVITIES:

A. Assignments

Assignments consist of a self analysis and short discussion questions.

1. Self Analysis:

This learning activity consists of self tests that help students determine and/or confirm personality traits, values, attitudes and skills. This knowledge will enable students to better understand themselves and their own behavior within groups and organizations.

2. Discussion questions

The short essay questions provide students the opportunity to review critical supervision and leadership concepts. Their aim is to confirm that students master supervision and leadership theory and are prepared to apply this knowledge to real life and/or hypothetical situations within working environments.

B. Case Analyses

Case problems are designed to give the student an opportunity to apply theoretical concepts and principles to a true-life situation. When reading a case, follow these steps to help you think through the problem and prepare a logical analysis:

1. Recognize the real problem:

Read the entire case to understand what it is about. List the key facts. Examine those facts and try to isolate the symptoms and define the causes.

2. Determine what organizational concepts and issues are involved:

Define the issues and the theories that may be applied to the specific situation.

3. After evaluating the causes and the principles, decide on possible courses of action to correct the situation:

List all possible actions and analyze each one in terms of its chance of correcting the situation, how it may solve the problem;

how feasible is the action; what problems may arise in implementing the action; what happens if it fails, what problems may arise even if the action corrects the situation.

The written report to be submitted should be prepared according to the following outline:

> Background & Summary of Relevant Facts
> Problem Identification
> Suggested Course of Action
> Justification for Recommended Action Plan

The solution provided for the case studies should be supported by bibliography on supervision and leadership issues, theories, and models.

D. Group Exercises

Group exercises provide the students an opportunity to analyze and apply supervision and leadership theories, concepts and principles while experiencing group dynamics.

E. Peer Evaluations

An evaluation form is provided so that each student will inform about the collaboration/contribution provided by each classmate in the group dynamics. These evaluations are important and strictly confidential between each student and the professor.

Course Requirements:

The lessons must be completed by the deadlines. Student must work on each lesson within the time frame provided for it. Students must complete all the study sessions included in the Table of Contents icon and posted on the Calendar. Students must report each study session learning activities according to the detailed instructions included in each study session.

The student will augment the lesson plan with additional readings, as needed, to expand and clarify his/her knowledge of the topics.

As part of the grading process for class participation, group exercises and corresponding discussion forums will be scheduled and posted on the Discussion section. They will be based on the application of Supervision and Leadership theories and concepts to the general organizational environment. Participation in group exercises and interactive discussions among students is required to earn full credit.

VI. EVALUATION

Evaluation Criteria	Punctuation	% of Final Grade
Assignments		
Self Analysis	100	25%
Short Essay Questions	100	
Case Analyses	300	25%
Group Exercises	600	25%
Peer Evaluation	100	10%
Final Test	100	15%

Grade Definitions

A = An excellent performer who actively participates in class discussions. Has sharp insight into the material and presents thoughtful ideas and questions. Writes logically and clearly. Integrates concepts and information learned at this and other courses. Exceeds the minimum requirements of the course.

B = Grasps subject matter at a level considered to be good or very good. Actively participates in class discussions. Writes well and produces high quality work. Demonstrates a relatively high level of knowledge and understanding of class material.

C = Demonstrates some comprehension of the subject matter but accomplishes only the minimum requirements. Displays little or no initiative. Communicates at a barely acceptable level.

F = Quantity and quality of work is below average and not acceptable.

VII SPECIAL NOTES

A. **Special Accommodations**

Students who require special accommodations must request these services at the beginning of the course as soon as they notice that they need help. Students can access this service with Professor Jose Rodriguez, Coordinator of Students with Special Needs at the Guidance and Counseling Office on the first floor at Metro's Student Center.

B. Plagiarism

Plagiarism, dishonesty, fraud and any other type of manipulation or inappropriate behavior related with academic performance are unacceptable in our institution. Disciplinary actions will be taken on students found guilty of such practice as established in Chapter V, Article 1, Section B.2 of the Student's Rules and Regulations handbook.

http://metro.inter.edu/servicios/documentos/reglamentosestudiantes2006.pdf

Inter American University has very strict regulations regarding plagiarism (using the ideas or words of others without giving proper credit), so it is important that you specifically read Chapter 5, Article 1, Section B.2c of the Student' Rules and Regulations Handbook. This section clearly explains what plagiarism is. In addition, it explains the types of sanctions students are exposed to when they commit it.

C. Use of Electronic Devices

Cellular (mobile) telephones and any other electronic device that could interrupt the teaching-learning process or disrupt a milieu favorable for academic excellence will be deactivated. Critical situations will be dealt with in an appropriate manner. The use of electronic devices that permit the accessing, storing or sending of data during tests or examinations is prohibited.

VIII. LEARNING RESOURCES

Textbook:

Supervision: Concepts and Skill Building, 6th Ed. Certo, Samuel C. (2008). NY: McGraw-Hill/Irwin.

Audiovisual and Electronic Resources:

www.mhhe.com/certo6e -- Certo's Online Learning Center

IX. BIBLIOGRAPHY

Books:

Supervision: Concepts and Practices of Management. (2009). Leonard, E. & Hilgert, R.L. OH: Cincinnati: South Western.

Supervision Today, 6th Ed. (2010). Robbins, S.P., DeCenzo, D.A. & Wolter, R. NJ: Upper Saddle River: Prentice Hall.

Supervision: Key Link to Productivity, 9th Ed. (2007). Rue, L. & Byars, L. NY:

McGraw-Hill/Irwin.

Human Relations: Interpersonal, Job-Oriented Skills. (2008). DuBrin, A.J. NJ:
    Upper Saddle River: Prentice Hall.

Leadership: Research Findings, Practice and Skills. (2010). DuBrin, A.J. OH:
    Cincinnati: Southwestern.

The Leadership Challenge, 4th Ed. (2008). Kouzes, J.M. & Posner,B.Z. NJ:
    Hoboken: John Wiley & Sons.

The 7 Habits for Managers: Managing Yourself, Leading Others, Unleashing
    Potential. Compact Disk (2007). Covey, S.R. UK: Simon & Schuster.

Journals and Newspapers:
    Academy of Management Journal
    Academy of Management Review
    Caribbean Business
    Fortune
    Forbes
    Harvard Business Review
    Human Resource Management
    Human Resource Management Review
    Journal of Applied Behavioral Science
    Journal of Applied Business Research
    Journal of Applied Management
    Journal of Applied Behavioral Science
    Journal of Applied Psychology
    Journal of Business Ethics
    Journal of Management Studies
    Journal of Management Development
    Journal of Organizational Computing
    Journal of Social Psychology
    Management Today
    Management Science
    New York Times
    Organizational Behavior and Human Performance
    Organizational Dynamics
    Personnel
    Personnel Administration
    Personnel Journal
    Personnel Management
    Personnel Psychology
    Psychological Bulletin
    Public Administration Review
    Sociological Methodology
    Sociological Methods and Research

Training and Development (Journal)

Electronic Resources:
Society of Human Resources Management -- www.shrm.org
Organizational Behavior Division of the Academy of Management --
www.buec.udel.edu/OBWeb/
Equal Employment Opportunity Commission -- www.eeoc.gov
Environment Protection Agency -- www.epa.gov
Occupational Health and Safety Commission -- www.osha.gov
US Office of Government Ethics -- www.usoge.gov
Corporate Watch -- www.corpwatch.org/trac/globalization
Center for Innovation in Public Responsibility -- www.cicr.net

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