WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

This course is a practical introduction to and study of management principles and practices. The student will learn the elements needed to manage effectively as well as better understand the decision making process in business. (3 hrs. lect.)

Activities Required at Scheduled Times Other Than Class Times

Completion of chapter quizzes and reading assignments scheduled in the course syllabus.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Understand and be able to apply the basic functions of management (i.e. planning, organizing, staffing, leading, and controlling).
2. Demonstrate and understand the skills necessary to become a successful manager (i.e. technical, human relations, administrative, communications and problem-solving).
3. Describe and recognize the changing nature of the supervisor’s environment including information availability, workforce demographics and managing diversity.
4. Recognize the ethical dilemmas faced by managers and the social responsibilities of businesses.
5. Understand why people resist change and how to develop strategies to reduce the resistance to change.
6.
STUDENT LEARNING OUTCOMES

1. Define supervision.
2. Describe the work of a supervisor.
3. Present the types of skills necessary to perform the job of supervision.
4. State the key reasons for supervisory success.
5. Describe diversity in workplace.
6. Explain the glass ceiling.
7. Explain who is an entrepreneur.
8. Describe a small business.
9. Differentiate between programmed and non-programmed decisions.
10. Discuss the importance of recognition and timeliness in decision making.
11. State the steps followed in the scientific method of decision making.
12. Name several potential advantages and disadvantages of group decision making.
13. List several traps that supervisors frequently fall into when making decisions.
14. Discuss the role that the supervisor plays in establishing a creative environment.
15. Describe several group oriented techniques that can be employed by supervisors to encourage creativity.
16. Itemize some of the more frequently encountered barriers to organizational creativity.
17. Define communication.
18. Describe the interpersonal communication process and noise.
19. Describe problems that could arise from conflicting or inappropriate assumptions made in interpersonal communication.
20. Define semantics, and explain its role in interpersonal communication.
22. Explain how emotions may affect communication.
23. Explain active listening.
24. Explain the concept of feedback in the communication.
25. Describe the grapevine.
26. Define and briefly discuss the e-mail process.
27. Define Internet and Intranet.
28. Discuss two factors that complicate communications in international business activities.
29. Define motivation.
30. Define the traditional approach to motivation.
31. Explain the hierarchy of needs.
32. Discuss the motivation-maintenance approach to motivation.
33. Discuss the preference-expectancy approach to motivation.
34. Explain the reinforcement approach to motivation.
35. State several things that the supervisor can do to affect employee motivation. Discuss the supervisor’s role in introducing change.
36. Explain why employees tend to resist change.
37. Present several things that a supervisor can do to foster employee acceptance of change.
38. Discuss three factors that affect the time it takes to successfully implement a change.
39. List six different strategies that may be used to implement a change.
40. Describe Lewin’s Force Field Analysis theory.
41. Briefly describe four essential principles that organizations must follow to manage innovation.
42. Explain what a learning organization is.
43. Define ethics and discuss what behaviors are considered unethical in the workplace.
44. Explain what a code of ethics is and describe what a code of ethics typically covers.
45. Discuss the role that supervisors play in setting the ethical example of ethical conduct.
46. Identify the three areas that require ethical conduct by supervisors.
47. Summarize the requirements of SOX.
48. Define whistle-blowing.
49. Outline the steps the supervisor should follow when dealing with a dishonest subordinate.
50. Define the term corporate culture and explain how it can affect an organization’s ethical standards.
51. Explain the concept of social responsibility.
52. Describe how a supervisor can positively increase his or her power base.
53. Define organizational politics.
54. Discuss several guidelines that supervisors should follow when socializing with other member of the organization.
55. Describe how an organization plans.
56. Describe the supervisor’s role in the overall planning system of the organization.
57. Discuss the steps in the supervisory planning process - with special emphasis on setting objectives.
58. Identify the SMART criteria for setting objectives.
59. Discuss the role of contingency plans.
60. Differentiate among organizational policies, procedures, and rules.
61. List several common supervisory planning activities.
62. Understand the basic elements of a management by objectives (MBO) system.
63. Identify several common time wasters.
64. Analyze how you actually spend your time on the job.
65. Discuss how to plan your time.
66. Discuss how to optimize your work routine.
67. Identify several areas that typically have a high potential for better time utilization.
68. Discuss three alternative work schedules that can help employees better manage their time.
69. Define departmentalization and describe several ways it is implemented in organizations.
70. Understand the difference between authority and responsibility and between line and staff personnel.
71. Explain the concept of centralized versus decentralized authority.
72. Define empowerment and explain what elements are necessary for it to thrive.
73. Identify and describe several principles of supervision based on authority.
74. Recount the basic steps in the delegation process.
75. Discuss why supervisors are often reluctant to delegate authority.
76. Describe some supervisory tasks that can’t be delegated.
77. Describe several tips for making delegation more effective.
78. Describe formal and informal work groups.
79. Define group norms.
80. Explain group cohesiveness.
81. Define group conformity.
82. Define groupthink.
83. Understand the concept of team building.
84. Explain idiosyncrasy credit.
85. List the four phases in the life of teams.
86. Describe a quality circle.
87. Explain self-directed work teams.
88. Explain virtual work teams.
89. Describe the human resource planning process.
90. Define job analysis, job description, job specification, and skills inventory.
91. Describe the steps in the selection process.
92. Define tests.
93. Discuss the different types of employment interviews.
94. Define protected groups.
95. Describe antidiscrimination laws that affect organizations.
96. Identify the major federal enforcement agencies for equal employment opportunity.
97. Define employment parity, occupational parity, and systematic discrimination.
98. Define affirmative action.
100. Determine when it is appropriate for the supervisor to counsel employees.
101. Differentiate between directive and nondirective counseling.
102. Present a general approach for counseling employees.
103. Define a “troubled employee.”
104. Discuss ways to effectively supervise troubled employees.
105. Explain what employee assistance programs (EAPs) are.
106. Describe wellness program.
107. Summarize the legal requirements for dealing with troubled employees.
108. Explain the difference between a “troubled” employee and a “problem” employee.
109. Explain the supervisor’s role in career counseling.
110. Define leadership.
111. Describe three basic styles of leadership.
112. Define supportive and directive leaders.
113. Explain transactional and transformational leadership.
114. Explain servant leadership.
115. Define leadership characteristics.
116. Describe leader attitudes—Theory X and Theory Y.
117. Discuss the Managerial Grid®.
118. Explain the situational approach to leadership.
119. Define conflict.
120. Outline the five stages of conflict.
121. Discuss the useful effects of conflict.
122. Explain the basic perspectives for analyzing conflict in organizations.
123. Describe five strategies for dealing with interpersonal conflict.
124. Discuss the nature and sources of job-related stress.
125. Define burnout and workaholism.
126. Suggest several guidelines for managing organizational and personal stress.
127. Define performance appraisal.
129. Explain the determinants of performance.
130. Explain the contents of a job description.
131. Define job analysis.
132. List and describe the major performance appraisal methods.
133. Discuss common errors made in performance appraisals.
134. Suggest ways to make performance appraisal systems more legally acceptable.
135. Define compensation.
136. Explain employment at will and employment arbitration.
137. Define discipline.
138. Explain the key features of the formal discipline process.
139. Describe the differing philosophies of unions and management.
140. Discuss significant labor laws.
141. Describe four main types of union organizations.
142. Outline the three basic steps in the control process.
143. Identify tools and techniques most frequently used by supervisors to exercise control.
144. Define what quality means to a supervisor, and list several reasons for maintaining quality.
145. Differentiate between product quality control and process control.
146. Define the concept of quality assurance.
147. Discuss total quality management (TQM).
148. Define the following terms: continuous improvement, quality at the source, six sigma, and lean manufacturing.
149. Summarize the focus of ISO 9000/ISO 9001 and ISO 14000.
150. Explain the purpose of a zero-defects program.
151. Define a quality circle.
152. Cite several guidelines that supervisors can follow to help build quality job habits among employees.
153. Relate the overriding purpose of the Malcolm Baldrige National Quality Award.
154. Explain the three major components of organizational productivity.
155. Discuss the benefits of work-methods improvement.
156. Distinguish between motion study and time study.
157. Present a systematic approach for improving work methods.
158. Describe the Kaizen philosophy for improvement.
159. Describe the supervisor’s role in improving productivity through cost reduction and control.
160. Summarize several cost-reduction strategies that can be helpful to supervisors.
161. Identify several areas of concern to supervisors that tend to be especially susceptible to cost overruns.
162. Discuss the major types of inventories and explain the purposes for carrying inventories.
163. Explain the just-in-time approach to inventory control.
164. Discuss the supervisor’s responsibility for safety.
165. Appreciate the costs associated with work-related accidents and illnesses.
166. Discuss the major causes of work-related accidents.
167. Measure safety in the workplace.
168. Explain the basic purposes of a safety program.
169. Outline several organizational strategies for promoting safety.
170. Outline several specific things that the supervisor can do to prevent accidents.
171. Identify several warning signs that can help supervisors learn to recognize potentially violent employees.
172. Understand the purpose of the Occupational Safety and Health Act (OSHA).
173. Explain the basic purpose of the Hazard Communications Standard.

Skills and Competencies:
In order to successfully pass this course, you will need to possess and apply the following skills/competencies:
• Reading skills - required in order to grasp the essential business and management terminology and techniques needed to understand supervisory objectives and concepts.
• Analytical/technical skills (critical thinking) – needed to successfully participate in class discussion and to answer exam questions.
• Desire to learn and a willingness to work hard - involves the discipline to attend all classes and the completion of all readings on a regular basis.
• Interpersonal skills – ability to work with others trying to grasp management concepts and preparing for the group class presentation.
• Time management skills - completing your reading assignments and preparing for class discussion require a substantial amount of your time outside of class.
• Presentation skills – the individual and group presentation assignments will require you to present a professional presentation to the class.

**MODE OF INSTRUCTION**
Class will be conducted through discussion of assigned readings and discussion questions. Completion of the assigned readings prior to class is essential to your ability to participate in the classroom discussion.

The textbook is the basis for the course and exams will draw heavily from the textbook. **Additional reading will be assigned to augment the textbook.** All additional reading material will be posted at the course’s Laulima page. It is your responsibility to check the Laulima website for supplemental reading assignments. Classroom discussion will involve both textbook concepts and the additional assigned readings.

Review of sections causing difficulties is available through individual meetings with the instructor. All quizzes are administered online. Students are required to take quizzes at the online website. No make-up quizzes will be afforded.

**ASSESSMENT TASKS AND GRADING**
1. Tasks will be given the following points:
   - 36 Chapter 1 Quiz
   - 43 Chapter 2 & 3 Quiz
   - 79 Chapter 4 & 5 Quiz
   - 60 Chapter 6 & 7 Quiz
   - 92 Chapter 8 & 9 Quiz
   - 61 Chapter 10 & 11 Quiz
   - 58 Chapter 12 & 13 Quiz
   - 66 Chapter 14 & 15 Quiz
   - 97 Chapter 16, 17, & 18 Quiz
   - 41 Chapter 19 & 20 Quiz
   - 167 Individual Presentation
   - 200 Group Presentation
   - **1000**

   Students are expected to come to class prepared to actively contribute to the discussion. Discussion topics will follow the course outline. The best way to prepare for the classroom discussion is to assure that you have completed and understand the assigned reading material. Providing real world experience and perspectives to the discussion are also beneficial.

2. Letter grades will be given at the end of the course. Letter grades assigned will be as follows:
   - A  900 points or better weighted average
   - B  800 to 899
   - C  700 to 799
   - D  600 to 699
   - F  below 600
   - I  Incompletes will **not** be given
   - C/NC  Credit/No Credit option is available for this course.
Withdrawal grade will only be given if official withdrawal is processed according to published procedures and no later than the deadline date. (See current schedule and college catalog)

LEARNING RESOURCES


2. Quiz Website

All quizzes are administered through the following website:

https://www.eztestonline.com/591227/index2.tpx

You will be provided with your user id and password during the first class session. Please test your user id and password prior to the first quiz so as to assure that you have access.

Additional Information

- The instructor expects that all students will participate in the classroom discussion by providing their perspectives, experiences, positions, and opinions.

- In class **individual presentation:**

  Each student will prepare and present a management/supervisory related topic to the class. This is an individual presentation (not to be confused with the later group presentation). Students are encouraged to draw from current events, business periodicals, etc. Students are required to choose a presentation topic and presentation date by August 31, 2010. Available presentation dates are September 23, 2010; September 28, 2010; October 5, 2010; and October 7, 2010; Each presentation must exceed 15 minutes.

- In **class group presentation:**

  Prior to August 31, 2010, each student will have associated himself or herself with a group of three (3) to five (5) other students, and have selected a management/supervisory related topic to present to the class.

  Each group will schedule their presentation to occur on either November 11, 2010; November 16, 2010; or November 23, 2010.

  Each presentation will be timed to last 30 minutes (note: credit will be taken away for presentations that either exceed or fall short of 30 minutes, so it is important for your group to practice your presentation beforehand). Also, to avoid difficulty with the audio visual equipment, be sure to familiarize yourselves with this equipment **before** your presentation date.
• Students are encouraged to be creative with their presentations and to do adequate research when developing their topics. In the past, students have implemented various creative techniques and aides including: role play, video presentations, PowerPoint presentations, etc.

• The chapter quizzes will be a combination of true/false and multiple choice questions, drawn from the chapters in the textbook and from the supplemental readings provided by the instructor. Students will take the quizzes online and are allowed one (1) submission per quiz over each testing period. Ample time is allowed – (see course outline for quiz dates and time limits).

• Please silence your cellular phones before class starts. As a courtesy to the course participants, please do not use your cellular phone during class.

• All Quizzes are administered Online at the McGraw Hill Testing website. The URL for this course is:

   https://www.eztestonline.com/591227/index2.tpx

You will be provided with a user ID and password during the first class session. Quiz point values are listed on the course outline.

DISABILITIES ACCOMMODATION STATEMENT

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.*