University of Hawaii Maui College
Course Outline and CAR – 5-year Review/Amnesty Form

This form includes only those questions required for the 5-year review/amnesty process. Those questions not need have been omitted from the form; each question retains the same number as on the Course Outline and CAR for new and modified courses.

Numbers 1 to 10 and 30 cannot be modified using this form or via the 5-year review/amnesty process. The information in numbers 1 to 10 must match the published UHMC catalog and number 30 must match approved designations for the course.

Author(s): Rick Miller

Department: Business/Hospitality

Date submitted to Curriculum Committee: June 30, 2011

Course:

1. Alpha: MGT   2. Number:118
3. Title: Introduction to Supervision
4. Credits: 3   5. Contact Hours/Type: 3 lecture

6. Course Description:
   Emphasizes basics of effective supervision. Introduces responsibilities of a supervisor, along with modern supervisory and human relations techniques and concepts. Provides practical applications in day-to-day supervisor-employee relationships.

7. Pre-requisites: ENG 19 with grade C or better, or placement at least ENG 22 or 55, or consent

   Pre-requisite may be waived by consent ☒ yes   ☐ no

8. Co-requisites:

9. Recommended Preparation: ENG 22 or 55 with grade C or better, or placement at ENG 100

10. Cross-list:

30. Function/Designation: Mark all that apply.

   ☒ AA* First Category LE - Elective   Second Category, if appropriate Category
   ☐ Fulfills Hawaii Emphasis (HI) Graduation Requirement

   ☒ AS Any   Other   List Additional Programs and Category:

☒ AAS Business Careers   PE - Program Elective   List Additional Programs and Category: Other AASs - elective

☒ BAS ABIT - Applied Business and Information Technology   PQ - Pre-BAS Course
List Additional Programs and Category:

☐ Developmental/Remedial   ☐ Other/Additional: Explain:

☐ Diversification Designation**Diversification Designation

☐ Hawaii/Asia/Pacific (HAPS) Designation***

*Submit the appropriate form(s) to have the course placed in the requested category(ies). The course must meet the hallmarks for the requested category(ies) and needs to be approved by the Liberal Arts/AA Program. If the course satisfies category I: Foundations/Skills: Foundations I or II, it needs to be approved by the Foundations Board. Foundations I courses are submitted to the multi-campus Foundations Board for acceptance.

** Submit the Diversification form. The course must meet the hallmarks for the requested diversification designation and needs to be approved by both the Liberal Arts/AA Program and the Diversity Board.

***If a course needs a Hawaii/ Asia/ Pacific designation, it must be submitted to the HAPS board. See your Department Curriculum Representative, the Curriculum Chair, the Liberal Arts/AA Coordinator or the appropriate Board chair for additional information.

12. 5-year Review Date 2017

Many previous course outlines have SLOs and what are now called Competencies/Concepts/Issues/Skills *combined in question number 6. In this form in number 15: SLOs are considered to be over arching "what the student will be able to do in the rest of life" type statements. In number 16: Competencies/Concepts/Issues/Skills are considered to be the more specific steps by which the SLOs are achieved.*

15. **Student Learning Outcomes (SLOs). List one to four inclusive SLOs.**
    Use roman numerals (I., II., III.) to designate SLOs..
    On successful completion of this course, students will be able to:

    I. discuss the basics of effective supervision
    II. apply supervisory and human relations techniques and concepts.
    III.
    IV.

16. **Competencies/Concepts/Issues/Skills.** *Use lower case letters (a., b....zz) to designate competencies/concepts/issues/skills..*
    On successful completion of this course, students will be able to:

    a. Define supervision and other related terms.
    b. Explain the difference between supervisors and other management members.
    c. Describe the four essential supervisory competencies.
    d. Describe how technology and other recent trends are affecting supervisors.
    e. Define and discuss ethics.
    f. Define productivity
    g. Describe the planning process.
    h. Describe and use planning tools.
    i. Define terms such as benchmarking and MBO programs.
    j. Describe various organizing styles.
    k. Discuss the value of job descriptions.
    l. Identify the steps involved in delegation.
    m. Describe the human resources management process.
    n. Identify various training methods.
    o. Describe the goals of compensation administration and factors that affect wage structures.
    p. Describe the control process and its relationship to planning.
    q. Compare the various types of control used in organizations.
    r. List the steps in the decision-making process.
    s. Identify and explain the common decision-making errors.
    t. Compare and contrast various individual and group decision making processes.
    u. Compare and contrast various theories of motivation.
    v. Identify and define the personality characteristics relevant to understanding the behavior of employees at work.
    w. Define leadership and describe how it is different from supervision.
    x. Discuss various leadership techniques and styles.

y. Explain the communication process.

z. Discuss communication techniques, including active listening and effective feedback.

aa. Describe how a group becomes a team.

bb. Explain the purposes for performance appraisals.

cc. Describe the various types and standards used in performance appraisals.

dd. Discuss the various health and safety regulations required in the workplace.

ee. Explain how a supervisor can create a healthy, safe, accident free workplace.

ff. Describe the purposes of employee assistance and wellness programs.

gg. Identify the general sources of conflict.

hh. List the basic techniques for resolving conflicts.

ii. Compare and contrast the various types of negotiation.

jj. Explain the basics of discipline and it relationship to union issues.

kk. Discuss change and its impact on the workplace.

ll. Describe unions, the organizing, and collective bargaining process.

mm. List the various laws governing unions and workplaces.

nn. Additional appropriate student learning outcome(s) added by the instructor .

17. Suggested Course Content and Approximate Time Spent on Each Topic
Linked to #15. Student Learning Outcomes and #16:
Competencies/Concepts/Issues/Skills

2 weeks. Overview, Responsibilities, Ethics, and Challenges (I, II, a, b, c, d, e, f, nn)

1 week   Planning, Organizing, and Controlling (I, II, c, d, f, g, h, i, j, p, q, nn)

2 week   Staffing, Productivity and Job Design (I, II, c, k, l, m, n, o, nn)

1 week   Decision-Making (I, II, c, d, e, r, s, t, nn)

1 week   Communications (I, II, c, e, y, z, nn)

1 week   Motivation (I, II, c, u, v, w, nn)

1 week   Groups, Leadership and Conducting Meetings (I, II, c, e, w, x, aa, nn)

1 week   Training (I, II, c, e, n, nn)

2 weeks   Performance Appraisals, Counseling, Discipline and Crediting (I, II, c, e, bb, cc, hh, jj, nn)

1 week   Labor Relations, Labor Laws and Employee Rights (I, II, c, e, ii, jj, ll, mm, nn)

1 week   Safety and Health Regulations (I, II, e, dd, ee, ff, nn)

1 week   Dealing with Change and Conflict (I, II, c, e, gg, hh, ii, kk, nn)

1 week   Stress Reduction, Personal Problems (l, ll, e, aa, ff, gg, hh, nn)

18. Suggested Course Requirements and Evaluation
    Linked to #15. Student Learning Outcomes and #16:
    Competencies/Concepts/Issues/Skills
    Specific course requirements are at the discretion of the instructor at the time the
    course is being offered. Suggested requirements might include, but are not limited to:
    -
    TESTS (l, a-nn)
    PROJECTS (l, a-nn)
    FINAL (l, a-nn)
    OTHER AS APPROPRIATE (l, a-nn)

19. College-wide academic student learner outcomes (CASLOs) this course supports:
(mark all that apply)

☐ Written Communications
☐ Quantitative Reasoning
☐ Information Retrieval and Technology
☒ Oral Communication
☐ Critical Reasoning
☒ Creativity

If this course supports one or more CASLO, then either complete the Assessment of
    Intended Student Learning Outcomes Standards (CCOWIQ) Grid (see Curriculum
    Committee website for grid form and submit it with this form) OR in the box
    following explain briefly how this course supports the particular CASLO or
    CASLOs:

Grid is attached

20. Using the program student learning outcomes (PLOs) for the main program of which
this course is a part, list only those PLOs this course supports:

PLO: Use leadership and interpersonal skills to promote business ethics, values, and
    integrity related to professional activities and personal relationships
PLO:
PLO:
PLO:
PLO:
PLO:
PLO:

22. Method(s) of delivery appropriate for this course: *(mark all that apply)*
    ☒ Traditional   ☒ HITS/Interactive TV ☒ Cable TV   ☒ Online   ☒ Hybrid
        ☐ Other, explain:

23. Text and Materials, Reference Materials, and Auxiliary Materials
Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Leonard, E. Supervision, 11th ed. South-Western College Publishing

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: The Wall Street Journal, Business Week, other business magazines; appropriate websites.

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Instructor developed materials

31. Course is:
☐ Not articulated.

☐ Is presently articulated* as a general education course at:
    ☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO

If this course has a Foundation or Diversification designation, then check all the appropriate boxes. Only submit a Course Articulation Form (available on the Curriculum Committee website) if this course does not have a Foundation or Diversification designation and is already articulated as a general education (100-, 200-level) course. Check Curriculum Committee website under UH Courses for articulation sites.

☒ Is presently articulated by PCC or other UH system agreement at:
    ☒UHCC ☐UH Manoa ☒UH Hilo ☐UHWO Explain:

☐ Is presently articulated to a specific department or institution:
    ☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO ☐ Outside UH system
Explain:

☐ This course outline is standardized and/or the result of a community college or system-wide agreement. Name of the responsible committee/group:

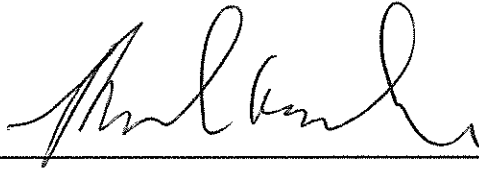**33. Additional Information** *(add additional pages if needed):*

SLO Project Submission Grid							

Intended General Education Student Learning
Outcomes for Courses - Business Careers Program

CODE

3 = Focus of course

2 = Evaluate Using Outcome

1 = Not evaluated

0 = Not included

Standard 1 - Written Communication	BUS 120	MGT 122	MKT 120	BUS 125	MGT 118	MGT 124	MKT 160
1.1 Use writing to discover and articulate ideas	1	1	1	1	1	3	2
1.2 Identify and analyze the audience and purpose for any intended communication	1	1	2	3	2	3	3
1.3 Choose language, style and organization appropriate to particular purposes and audiences	1	1	2	3	2	3	3
1.4 Gather information and document sources appropriately	2	1	2	3	2	3	2
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	1	2	1	2	2	3	1
1.6 Develop a main idea clearly and concisely with a appropriate content	1	2	1	2	1	3	3
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	2	2	2	2	1	2	2
1.8 Demonstrate proficiency in revision and editing	1	1	1	2	0	2	2
1.9 Develop a personal voice in written communication	0	0	1	0	0	0	0
1.10 Demonstrate mastery of various types of business writing, e.g. memos, letters	1	1	1	3	1	2	1

Standard 2 - Quantitative	BUS 120	MGT 122	MKT 120	BUS 125	MGT 118	MGT 124	MKT 160
2.1 Apply numeric, graphic, symbolic skills and other forms of quantitative reasoning accurately and appropriately	2	1	1	2	1	2	1
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	1	0	0	1	0	0	0
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0	0	0	1	0	0	0
2.4 Formulate and test hypotheses using numerical experimentation	0	0	0	0	0	0	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information and present results	1	0	0	3	0	0	0

	BUS 120	MGT 122	MKT 120		BUS 125	MGT 118	MGT 124	MKT 160
2.6 Assess the validity of statistical conclusions	1	1	1		3	1	1	2
Standard 3 -Information Retrieval and Technology	BUS 120	MGT 122	MKT 120		BUS 125	MGT 118	MGT 124	MKT 160
3.1 Use print and electronic information technology ethically and responsibly	1	1	1		1	1	1	3
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology	1	1	1		1	1	1	1
3.3 Recognize, identify, and define an information need	2	1	2		3	2	1	3
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	2	2	2		2	1	3	2
3.5 Create, manage, organize, and communicate information through electronic media	1	1	2		2	1	1	2
3.6 Recognize changing technologies and make informed choice about their appropriateness and use	0	0	0		0	0	0	1
Standard 4 - Oral Communication	BUS 120	MGT 122	MKT 120		BUS 125	MGT 118	MGT 124	MKT 160
4.1 Identify and analyze the audience and purpose off any intended communication	1	2	2		2	2	3	3
4.2 Gather, evaluate, select, and organize information for the communication	1	2	2		2	2	2	3
4.3 Use language, techniques, and strategies appropriate to the audience and occasion	1	2	2		2	2	3	3
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	1	2	2		2	2	2	2
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	1	2	1		2	1	2	3
4.6 Use competent oral expression to initiate and sustain discussions	1	2	2		2	2	2	2
Standard 5 - Critical Thinking	BUS 120	MGT 122	MKT 120		BUS 125	MGT 118	MGT 124	MKT 160
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information	1	2	2		2	2	3	2
5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem	1	3	2		1	1	3	2
5.3 Formulate research questions that require descriptive and explanatory analyses	2	2	2		0	1	2	2
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis	1	3	0		0	2	3	0

	BUS 120	MGT 122	MKT 120	BUS 125	MGT 118	MGT 124	MKT 160
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence	2	3	1	2	3	3	2
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence	1	3	2	2	2	3	2
Standard 6 - Creativity	BUS 120	MGT 122	MKT 120	BUS 125	MGT 118	MGT 124	MKT 160
6.1: Generate responses to problems and challenges through intuition and non-linear thinking.	3	0	3	3	1	1	3
6.2: Explore diverse approaches to solving a problem or addressing a challenge.	2	2	2	2	2	2	2
6.3: Sustain engagement in activities without a preconceived purpose.	0	0	0	1	0	0	1
6.4: Apply creative principles to discover and express new ideas.	2	0	2	2	0	0	3
6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction	0	2	1	2	2	2	2
6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.	2	2	3	1	2	2	2

University of Hawaii Maui College
Course Outline and CAR – 5-year Review/Amnesty Form Signature Page

_____   6/29/11

Author   Date

_____   6/30/11

Department Representative to Curriculum Committee   Date

_____   6/29/11
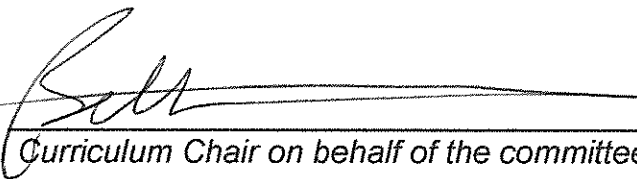
Department: Department Chair   Date

_____   6/30/11

Curriculum Chair on behalf of the committee and college   Date