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# MGT-760: ELEMENTS OF SUPERVISION

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**Effective Term**

Fall 2023

**BOT Approval Date**

12/15/2022

**Discipline**

MGT - Management/Supervision

**Course Number**

760

**Course Title**

Elements of Supervision

**Short Title**

Elements of Supervision

**Credit Status (CB 04)**

D - Credit - Degree applicable

**Units****Lecture Units**

3.00

**Total Units**

3.00

**Hours****Lecture Contact Hours**

48-54

**Out of Class Hours Lecture**

96-108

**Total Contact Hours**

48 - 54

**Total Out of Class Hours**

96 - 108

**Total Student Learning Hours**

144 - 162

**Distance Education**

Yes

**Distance Education****Distance Education Type**

Both Fully Online and Hybrid Online

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Attach VPAT

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### Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

### Catalog Description

This course applies principles, strategies, and techniques of ethical and practical supervising individuals, teams, and departments. The course emphasizes planning, organizing, and creating systems in employee training, development, and motivation. Additionally, the course covers issues related to employee discipline, diversity, and employment regulations.

### Codes

#### TOP Code (CB 03)

0506.30\* - \*Management Development and Supervision

#### CIP Code

52.0204 - Office Management and Supervision.

#### Repeatability Code

No

#### Grading Option

Letter grade OR P/NP

### Learning Objectives

#### Learning Objectives

##### Learning Objective

1. Define the concept of workforce diversity and examine strategies that legally protect employees, along with identifying general guidelines for supervising a racial/cultural diversified workforce as it relates to equity and inclusion.
2. Analyze the importance of trust in leadership processes and the effects a lack of trust has on employee engagement and productivity.
3. Recognize personal and situational factors that can cause employee job dissatisfaction.
4. Analyze motivational theories and develop the basic skills necessary to manage the performance of others.
5. Evaluate, and apply various styles of decision-making and change management strategies for introducing and supervising change.
6. Examine, and describe potential inequities and biases in managing employee performance.
7. Apply supervisory functions to model real-world applications through the lens of diversity and equity.

8. Research insights for managing effective work groups/teams.
9. Develop coaching characteristics as an influential team member.

## Learning Outcome Information

### Course Learning Outcomes

#### Learning Outcome

1. Students will analyze a situation by finding trends in data for problem-solving.
2. Students will introduce and verbally communicate a change management process through a diversity and equity lens.
3. Students will demonstrate flexibility in leading diverse teams.

### Program Learning Outcomes

#### Learning Outcome

1. Apply analytical skills in finding trends in data for problem-solving, communicate findings, and develop or adjust processes as needed.
2. Organize written business messages to communicate with efficiency.
3. Demonstrate leadership characteristics and the ability to lead teams.

### Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

## Content

### Course Lecture Content

1. Supervisory Challenges
  - a. Identify barriers in supervision during uncertain times
  - b. Explain different factors and Trends affecting the role of the supervisor
  - c. Define strategic planning and explain why all supervision functions depend on planning
  - d. Define the concept of workforce diversity and identify the major categories of legally protected employees and general guidelines for supervising a diverse workforce
  - e. Differentiate between factors contributing to bias and non-bias information
2. Supervision and Managerial Functions
  - a. Examine the functions of supervision and management
  - b. Explore leadership skills for a supervisor
  - c. Compare and contrast supervision and management characteristics as it relates to trust and employee engagement and productivity
  - d. Analyze the channels of communication and explain their importance in today's business culture
  - e. Explain the use of motivational theories to manage a supervisor's performance and the performance of others
    - i. Explore motivational theories to include racial/cultural diversity, equity and inclusion within a multi-ethnic workforce
  - f. Using Appreciative Inquiry (AI) concepts as a problem-solving method/concept.
  - g. Understand how to use cause-and-effect analysis as a management function.
3. Evaluate approaches for introducing change to employees and for proposing a change to higher-level managers
4. Understand labor union functions
5. Organizing, Staffing, Managing and Measuring for Success
  - a. Evaluate and justify why a supervisor should strive for the "ideal" organizational structure and work towards this objective
  - b. Compare and contrast departmentalization and alternative approaches for group activities and assigning work
  - c. Differentiate approaches to training and the supervisor's role in employee development
    - i. Examine and evaluate the unique differences and similarities of a multi-generational and multi-ethnic workforce and how this contributes to employee development.
6. Organize and evaluate how to conduct an effective onboarding program

7. Analyze the form and function of the different types of work groups and the unique relevance of each to the supervisory role
8. Evaluate the value of why a coaching perspective is an essential part of the supervisor's job
9. Supervisory and Management Role in Control Processes
  - a. Describe the nature and importance of managing controlling functions
  - b. Identify the essential steps in the control process
  - c. Examine the supervisor's role in creating budgets and using them as a control device
  - d. Investigate the supervisor's role in maintaining cost consciousness and in responding to higher-level managers' orders to reduce costs
  - e. Compare the controlling functions of a supervisor and related to other supervisory functions
10. Supervisory and Management Role of Performance
  - a. Evaluate the factors, techniques, and challenges involved in measuring and documenting employee performance
  - b. Formulate the management tasks required in the performance appraisal process and describe the purposes of a formal appraisal system
  - c. Discuss the basis and importance of positive discipline in an organization
  - d. Distinguish between disciplinary situations that violate standards of conduct and discuss the need to confront those situations appropriately
  - e. Identify and discuss the need to document disciplinary actions and provide the right of appeal
  - f. Recognize and discuss the importance of fairness in the disciplinary process
11. Supervisory and Management Role of Conflict Resolution
  - a. Recognize that handling disagreements and conflicts in the workplace is a component of supervision, including the validation of respect by the supervisor for all individuals free from inequities or biases.
  - b. Categorize and contrast five styles that are inherent in conflict-resolution approaches
  - c. Analyze and understand supervisory guidelines for resolving complaints and grievances effectively
  - d. Compare and contrast the significant distinctions between grievance procedures, complaint procedures, and alternative dispute resolution procedures in a union and non-union workplace
  - e. Identify and debate strategies for addressing bullying in the workplace
  - f. Various cultural leadership styles and applications of managing others in a diverse workplace
    - i. Supervising racial and ethnic minorities
    - ii. Understand, identify, and demonstrate opportunities for women employees
    - iii. Reorganize and adjust as needed for supervising employees with disabilities
    - iv. Modify and develop strategies for the supervision of older workers
    - v. Accommodate and rearrange if needed for different religious beliefs
    - vi. Understanding reverse discrimination
12. Building and managing effective teams
  - a. Understand and build teams by recognizing their importance
  - b. Display through research insights for managing effective work teams
  - c. Develop processes to build and maintain employee morale and engagement
  - d. Display coaching functions and characteristics as a team member to lead by example

## Methods of Instruction

### Method

Lecture

### Integration

Lectures will focus on key concepts related to managing and supervising a diverse workforce in various industry settings, and language will contain descriptions that are warm and culturally responsive content. In addition, lectures will provide information and examples for students to interpret, discuss, and respond to business situations in management and supervision and its perspective needs, including inherent inequities and biases. Examples include general guidelines for supervising a diverse workforce and strategies for addressing bullying in the workplace, exploring policies that legally protect employees, and linking course competencies to supervisory practices.

### DE Adaptations for MOI

Using the CMS, accessible audiovisual lecture materials will be delivered to highlight critical concepts related to managing and supervising a diverse workforce in various industry settings. The language will contain descriptions that are warm and culturally responsive content. In addition, lectures will provide information and examples for students to critically and openly interpret, discuss, and respond to business situations in management and supervision and its perspective needs, including inherent inequities and biases. Examples include general guidelines for supervising a diverse workforce and strategies for addressing bullying in the workplace, exploring policies that legally protect employees, and linking course competencies to supervisory practices.

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**Method**

Projects

**Integration**

Projects will be used to explore, discuss, and process the various styles of decision-making and change management strategies for introducing and supervising change. For example, we are applying textbook concepts in Appreciative Inquiry (AI), the seven steps for effective supervisors to follow in the decision-making process, and using a Fishbone diagram for cause-and-effect analysis. In addition, team projects will include analytical reports that will be explored and discussed to identify why employees resist change and how to assist employees in overcoming the resistance to change through encouraging participation in decision-making and change management processes.

**DE Adaptations for MOI**

Students will participate in group projects to explore, discuss, and process the various styles of decision-making and change management strategies and cooperatively apply concepts and linking competencies to business cases and practices covered in supervising change. Additionally, individual or group projects will include applying textbook concepts in Appreciative Inquiry (AI), the seven steps for effective supervisors to follow in the decision-making process, and using a fishbone diagram for cause-and-effect analysis. Finally, team projects will include analytical reports that will be explored and discussed to identify why employees resist change and how to assist employees in overcoming the resistance to change through encouraging participation in decision-making and change management processes. All student group/team project communication will take place using the CMS discussion and chat features and accessible conferencing tools. In addition, the instructor will actively participate in the discussions and answer student questions within the discussion time frame.

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**Method**

Film/video Viewing and Discussion

**Integration**

Audiovisual and multimedia materials will be used to stimulate discussions and coursework on the content of applying management and supervisory skills. Examples include comparing and contrasting effective and ineffective communications when resolving complaints and grievances, evaluating the value of a coaching perspective that is essential to a supervisor's job, and the organization and evaluation of an effective onboarding program.

**DE Adaptations for MOI**

Audiovisual and multimedia materials will be used to stimulate discussions and coursework on the content of applying management and supervisory skills. Examples include comparing and contrasting effective and ineffective communications when resolving complaints and grievances, evaluating the value of a coaching perspective that is essential to a supervisor's job, and the organization and evaluation of an effective onboarding program. This will be accomplished by posting the videos, multimedia, and related assignment information in the assignment area and linked to a learning unit module. In addition, all video and multimedia will meet accessibility requirements, such as accessible, downloadable slide presentations, PDFs, and closed-caption videos.

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**Method**

Discussion

**Integration**

Discussions as a class or in small groups/teams will be used to encourage students to exchange ideas and findings and comprehend course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss their understanding of individual and organizational biases and barriers to explore diversity issues for supervisors and the impact on team development. Through discussion, students will be able to explore diversity issues for supervisors and the impact it has on teamwork production. Additionally, a discussion will provide opportunities to exchange ideas and formulate coaching processes to promote diversity, inclusion and equity in individuals, teams, and organizations.

**DE Adaptations for MOI**

Discussions as a class or in small groups/teams will be used to encourage students to exchange ideas and findings and comprehend course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss their understanding of individual and organizational biases and barriers to explore diversity issues for supervisors and the impact on teamwork production. Through discussion, students will be able to explore diversity issues for supervisors and the impact it has on teamwork production. Additionally, a discussion will provide opportunities to exchange ideas

and formulate coaching processes to promote diversity, inclusion and equity in individuals, teams, and organizations. In addition, all discussions will take place in the CMS features (discussion, chat, and accessible video conferencing tools. All video and multimedia will meet accessibility requirements, such as accessible, downloadable slide presentations, PDFs, and closed-caption videos.

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## Methods of Evaluation

### Method

Exams/Tests

### Integration

Exams will measure the competency of fundamental managerial and supervisory concepts, functions, and objectives, including problem-solving and situation analysis in employee performance, leadership processes, and the relationship between employee morale, engagement, teamwork, and productivity. Additionally, exams will measure a student's ability to describe the purpose of a formal appraisal system and explain the factors, techniques, and challenges involved in measuring and documenting employee performance. Exams will include multiple-choice, short-answer and essay questions. Exams will be evaluated by the instructor based on the student's ability to incorporate information from the course material, clarity, precision, completeness, and written composition. All written exam compositions will be reviewed for a courteous tone and bias-free language.

### DE Adaptations for MOE

Exams will measure the competency of fundamental managerial and supervisory concepts, functions, and objectives, including problem-solving and situation analysis in employee performance, leadership processes, and the relationship between employee morale, engagement, teamwork, and productivity. Additionally, exams will measure a student's ability to describe the purpose of a formal appraisal system and explain the factors, techniques, and challenges involved in measuring and documenting employee performance. Exams will include multiple-choice, short-answer and essay questions. Exams will be evaluated by the instructor based on the student's ability to incorporate information from the course material, clarity, precision, completeness, and written composition. All written exam compositions will be reviewed for a courteous tone and bias-free language. All exams will utilize the online grading system within the CMS. Instructor feedback will be provided within one week of the due date via the CMS's grade book, chat, or other accessible tools such as accessible video conferencing.

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### Method

Other

### Integration

Case studies will be used to measure competencies in examining, applying, and directing the supervisor's role in conflict resolution. In addition, five styles are inherent in conflict-resolution approaches, resolving complaints and grievances effectively, and the distinctions between grievance procedures in a union and non-union workplace. The exercise will be evaluated by the instructor with detailed feedback within the CMS within one week of the assignment's due date.

### DE Adaptations for MOE

Case studies will be used to measure competencies in examining, applying, and directing the supervisor's role in conflict resolution. In addition, five styles are inherent in conflict-resolution approaches, resolving complaints and grievances effectively, and the distinctions between grievance procedures in a union and non-union workplace. The case studies will be delivered and submitted within the CMS tools (i.e., journals, discussion boards, exam/testing tools, etc.) Instructor feedback will be provided within one week of the due date via the CMS's grade book, chat, or other accessible tools such as accessible video conferencing.

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### Method

Papers

### Integration

Papers will measure student competencies on topics such as examining supervisory performance issues and presenting a viable solution to a front-line supervisory problem. Another example of a sample topic could include the supervisory role in control processes by describing the nature and importance of managing controlling functions, identifying the essential steps in the control process, and examining the supervisor's role in creating budgets and using them as a control device. A third topic could include identifying, interpreting and evaluating organizations that embed racial/cultural diversity and inclusion into performance evaluations and individuals in their organization. Also, identifying the potential inequities and biases that, if management addressed, would give diverse voices equal attention and infuse a "say something" culture, potentially leading to increased profitability and/or increased

industry recognition. Finally, to provide an equitable opportunity, students can be given a chance to give a presentation on their findings instead of a written paper. The paper or students can have the option to give a presentation will be evaluated based on a rubric developed by the instructor to include students' ability to incorporate information from the course material, written composition and correctness of the information. Students will be instructed to submit paper assignments using the CMS for instructor evaluation.

#### **DE Adaptations for MOE**

Papers will measure student competencies on topics such as examining supervisory performance issues and presenting a viable solution to a front-line supervisory problem. Another example of a sample topic could include the supervisory role in control processes by describing the nature and importance of managing controlling functions, identifying the essential steps in the control process, and examining the supervisor's role in creating budgets and using them as a control device. A third topic could include identifying, interpreting and evaluating organizations that embed racial/cultural diversity and inclusion into performance evaluations and individuals in their organization. Also, identifying the potential inequities and biases that, if management addressed, would give diverse voices equal attention and infuse a "say something" culture, potentially leading to increased profitability and/or increased industry recognition. Finally, to provide an equitable opportunity, students can be given a chance to give a presentation on their findings instead of a written paper. The paper or students can have the option to give a presentation will be evaluated based on a rubric developed by the instructor to include students' ability to incorporate information from the course material, written composition and correctness of the information. Students will be instructed to submit paper assignments and a video presentation using the CMS assignment tools for instructor evaluation. Grading and feedback will be provided within one week of the due date via the CMS grade book, chat, or other accessible conferencing tools.

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#### **Method**

Group Projects

#### **Integration**

Student groups will view and analyze an oral presentation by a business professional or an in-class video on the instructor's management/supervision topic. Three presentations will be provided to student groups, and each student group will choose one presentation to critique. Instructors will include diversity and Inclusion (e.g., gender, culture/race, sexuality, etc.) consideration around the presentation topics. The student group's analysis/critique of the presentation will be an oral presentation. It will be evaluated based on a rubric developed by the instructor to capture and keep the audience's attention and how the presenter included (or examples of how to include) diversity, Inclusion, and equity into the presentation. The analysis/critique should include visual aids and multimedia about design principles and identify the presenter's delivery techniques. Such topics could include leadership and coaching techniques for supervising individuals, teams, and groups. Other topics could include identifying, evaluating, and applying various styles of decision-making and change management strategies for introducing and supervising change processes.

#### **DE Adaptations for MOE**

Student groups will view and analyze an oral presentation by a business professional or an in-class video on the instructor's management/supervision topic. Three presentations will be provided to student groups, and each student group will choose one presentation to critique. Instructors will include diversity and Inclusion (e.g., gender, culture/race, sexuality, etc.) consideration around the presentation topics. The student group's analysis/critique of the presentation will be an oral presentation. It will be evaluated based on a rubric developed by the instructor to capture and keep the audience's attention and how the presenter included (or examples of how to include) diversity, Inclusion, and equity into the presentation. The analysis/critique should include visual aids and multimedia about design principles and identify the presenter's delivery techniques. Such topics could include leadership and coaching techniques for supervising individuals, teams, and groups. Other topics could include identifying, evaluating, and applying various styles of decision-making and change management strategies for introducing and supervising change processes. Each student group will be provided with a discussion area in the CMS to communicate, share ideas, and transfer files. The oral presentation will be recorded inside the CMS in real-time and shared with other students and instructor by uploading the video in the CMS. Finally, the instructor will provide grading and feedback in the CMS grade book, discussion and chat tools within three days of the due date.

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### **Assignments**

#### **Assignment Type**

Reading

#### **In-class and/or outside of class**

In-class

#### **Formative or Summative**

Formative

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**Assignment**

Read and analyze the "Performance Management" chapter by Edwin C. Leonard, Jr. and Kelly A. Trusty; or an article on "Performance Management." Pay close attention to the appraisal meeting sections: Managing Performance Appraisal Results: Coaching Employees, Managing Performance Appraisal Results: Promoting Employees, and Managing Performance Appraisal Results: Compensating Employees. You should be able to define and explain a critical incident method used in employee appraisals. Additionally, be prepared to discuss in a small group setting: 1) suggestions for improving employee performance, 2) coaching strategies that can be used as a follow-up to performance appraisals, and 3) questions to be considered when determining coaching strategies. Also, be ready to answer and discuss, "How does the supervisor develop clear guidelines for determining who gets a raise and how much they should get?"

**How assignment will be adapted in online format**

Read and analyze the "Performance Management" chapter by Edwin C. Leonard, Jr. and Kelly A. Trusty; or an article on "Performance Management." Pay close attention to the appraisal meeting sections: Managing Performance Appraisal Results: Coaching Employees, Managing Performance Appraisal Results: Promoting Employees, and Managing Performance Appraisal Results: Compensating Employees. You should be able to define and explain a critical incident method used in employee appraisals. Additionally, be prepared to discuss in a small group setting: 1) suggestions for improving employee performance, 2) coaching strategies that can be used as a follow-up to performance appraisals, and 3) questions to be considered when determining coaching strategies. Also, be ready to answer and discuss, "How does the supervisor develop clear guidelines for determining who gets a raise and how much they should get?" The instructor will place each student into a student group and will use the small group discussion area in the CMS to communicate. The instructor will provide feedback no later than one week from the due date in the small group discussion area in the CMS and CMS grade book.

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**Assignment Type**

Writing

**In-class and/or outside of class**

Outside of class

**Formative or Summative**

Summative

**Assignment**

Write a two-page self-evaluation appraising your growth during the semester, evaluating your overall performance, and analyzing your management and supervision skillset growth in ethical standards and personal biases. Include in your self-evaluation three skills you have strongly acquired and five skills you intend to develop; additionally, add a growth plan to expand the five skills you will continue to grow.

**How assignment will be adapted in online format**

Write a two-page self-evaluation appraising your growth during the semester, evaluating your overall performance, and analyzing your management and supervision skillset growth in ethical standards and personal biases. Include in your self-evaluation three skills you have strongly acquired and five skills you intend to develop; additionally, add a growth plan to expand the five skills you will continue to grow. Finally, upload the assignment into the CMS. The instructor will evaluate and provide personalized feedback no later than one week after the due date in the CMS grade book.

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**Assignment Type**

Writing

**In-class and/or outside of class**

Outside of class

**Formative or Summative**

Summative

**Assignment**

Locate and interview a front-line supervisor in retail, warehouse, or customer service industries. And prepare an essay to include: a) A description of the operations and role of the front-line supervisor, b) a particular supervisory function that was explored in-depth during the interview, and c) the extent to which the organization's supervisory practices conformed with theoretical prescriptions from

classroom lectures and readings. If differences are present, explain why they exist. Lastly, identify and explain any conversation in the interview dealing with racial/cultural diversity and inclusion. Finally, prepare a two-page paper of your findings.

#### **How assignment will be adapted in online format**

Locate and interview a front-line supervisor in retail, warehouse, or customer service industries. And prepare an essay to include: a) A description of the operations and role of the front-line supervisor, b) a particular supervisory function that was explored in-depth, and c) the extent to which the organization's supervisory practices conformed with theoretical prescriptions from classroom lectures and readings. If differences are present, explain why they exist. Lastly, identify and explain any conversation in the interview dealing with racial/cultural diversity and inclusion. Finally, prepare a two-page paper of your findings and be prepared to present your findings to the class within three to four minutes in length. The paper will be evaluated based on a rubric developed by the instructor. Additionally, upload the two-page paper in the CMS. Students will be evaluated using the CMS grade book.

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## **Course Materials**

### **Textbooks**

Leonard, Edwin, Jr., Trusty, Kelly (2023), Supervision Concepts and Practices of Management, 14 Edition Cengage Learning. ISBN: 9780357719008

Mosley, D., Mosley, Jr., D., Pietri, P. (2019). Supervisory Management: The Art of Inspiring, Empowering, and Developing Cengage . ISBN: 9781337622875

## **Class Size Information**

### **Class Size**

40

### **Class Size Category**

A - Lecture/discussion 40

## **Diversity and Inclusion**

### **Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Diversity and inclusion are infused throughout the course to create opportunities for students to develop new skills while acknowledging and honoring their existing knowledge base. For example:

- Learning objectives include defining workforce diversity, examining strategies that legally protect employees, and identifying general guidelines for supervising a racial/cultural diversity workforce regarding equity and inclusion. Additionally, a learning objective has been added to understand, examine, and describe potential inequities or biases to prepare students with a better understanding and knowledge of their own and others' inequities and biases.
- Course content includes curriculum by incorporating the causes and effects of racial/cultural diversity, equity and inclusion in supervisory challenges, motivational theories, employee development, and conflict resolution.
- Instruction includes discussions that foster a learning culture allowing all students to feel safe expressing their views and being individuals and members of a group; while exchanging ideas in developing a skillset necessary to manage the performance of others. And recognize personal and situational factors that can cause employee job dissatisfaction. Also, lectures will focus on key concepts related to managing and supervising a multi-cultural, multi-generational, and multi-sexual workforce. For example, the instructor can introduce inclusive teaching strategies to help students view themselves as people belonging to the community of learners in a classroom and college. And asking the class to create a discussion policy to support a learning environment that allows all students to feel safe expressing their views and respected as individuals and members of groups. For example, the instructor encourages and demonstrates respect for peers, engagement with competing ideas, clarity, grace, and accounts for differences in the audience to avoid biases when working in team environments.
- An assignment requires students to prepare a two-page self-evaluation appraising their growth during the semester by evaluating their overall performance and analyzing their management and supervision skillset growth in ethical standards and personal biases relating to inequities and inclusion.

### **Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.**

Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT) will be used to develop and create course content and assignments. An example includes a class discussion on ethnocentrism. The discussion asks students to identify a situation in which they were aware of ethnocentrism in their actions or those of friends, family members, or classmates. Students are provided with the prompt of ethnocentrism in cultural, economic, political, and gender-based positioning. This example supports the course outline to

analyze culture and how culture affects motivation, team structures, and employee growth strategies to overcome negative cultural attitudes and develops a positive and courteous tone with bias-free language. The MOIs have been revised to better align with the objectives. For example, in-class exercises to help students identify and demonstrate a critical awareness of race, diversity, and equity related to leading others in a productive workplace and contributing positively to teamwork with team communicating, planning and performing.

To better support a diverse range of learners, UDL has been added along with active learning in an array of formative and summative learning activities aligned with the course learning objectives, for example, reading and analyzing the chapter "Performance Management" by Edwin C. Leonard, Jr. and Kelly A. Trusty or an article on "Performance Management.". Pay close attention to the appraisal meeting sections: Managing Performance Appraisal Results: Coaching Employees, Managing Performance Appraisal Results: Promoting Employees, and Managing Performance Appraisal Results: Compensating Employees. The student should be able to define and explain a critical incident method used in employee appraisals. Additionally, be prepared to discuss in a small group setting: 1) suggestions for improving employee performance, 2) coaching strategies that can be used as a follow-up to performance appraisals, and 3) questions to be considered when determining coaching strategies. Also, be ready to answer and discuss, "How does the supervisor develop clear guidelines for determining who gets a raise and how much they should get?" In class activities and discussions, students can examine the influence of culture, background, and biases in supervisory roles in writing assignments and verbally and auditorily in class discussions.

The course utilizes opportunities to revise resources to include guest speakers and authors that students can connect to within their race/cultural backgrounds—for example, requesting students to analyze an oral presentation given by a business professional. It is recommended that instructors provide presentations by presenters from different cultural backgrounds to allow students to resonate with themselves. Additionally, instructors are recommended to request a small group activity to develop a procedure to support inclusivity and protect students from racist, inflammatory, or insensitive comments in the classroom and class discussions.

## Interactions

### **Explain how the course will incorporate student-to-student interaction.**

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses during asynchronous discussions and a separate discussion area in the CMS will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and asked to identify three lead-by-example traits used by management in organizations. Then, each group will identify what actions each organization or company is doing to show they are leading by example. Finally, each group will report their group findings to the class. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals can comment and create a student-to-student dialogue in the small group and whole-class discussion activities.

### **Explain how the course will incorporate instructor-to-student interaction.**

In both face-to-face and online classes, instructors will use discussions to interact with students, for example, asking them to examine, apply, and compose motivational theories and develop a skillset necessary to manage the performance of others. Additionally, recognize personal and situational factors that can cause employee job dissatisfaction. Finally, instructors will clarify concepts, pose questions, and/or encourage students to make connections between the course concepts and their application in a business setting.

Additionally, instructor-to-student interactions will occur before and after face-to-face classes and faculty office hours in person and via CMS tools. Online and face-to-face students will be invited to participate in faculty office hours in person and virtually. In addition, online students will have an opportunity to visit the CMS and join an asynchronous ask-the-instructor question discussion. Further, instructor-led interactions will occur during face-to-face classes in a regular classroom, individual email, and inbox messages. Finally, instructor-to-student exchange in online courses will occur through asynchronous activities such as discussions, separate email and inbox messages, and direct personal feedback on assignments.

### **Explain how the course will incorporate student-to-content interaction.**

Student-to-content face-to-face or online interactions will occur through active learning activities strategies that promote students' active participation in knowledge construction processes. Active learning activities will include but are not limited to hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. For example, students may be given an assignment of a problem scenario, conflict within a team derived from two team members positioning themselves to lead the team and requested to provide a step-by-step process to resolve the dispute. Another example, students are placed in small groups. Each small group is given a communication technology (mobile devices, social networking sites, VoIP Instant and Text Messaging, Cloud Computing, Security Issues) and requested to provide five best practices using the technology within a teamwork environment. Finally, each small group presents their communication technology with the five best practices to the class.

### **Explain how the course will incorporate student-to-self interaction (metacognitive).**

Student-to-self interactions, face-to-face or online, will occur in both formative and summative assignments. In addition, each week, students will be requested to complete a reflective journal assignment related to particular learning material.

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For example, taking time to sit back and think about the material you are learning and how you may want to utilize the material in the workplace and increase your leadership skills is very important to a student's growth and effectiveness as a professional. Then, students are asked to write a one-page reflection on how they plan to identify their weaknesses and strengths as a professional. The final reflection activity will request students to read through all weekly reflections, paying close attention to how the content in theories, systems, and processes was acquired to write a one-page final reflection highlighting how the student will apply learned skills.

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