

Las Positas College
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Course Outline for BUSN 47

SUPERVISORY MANAGEMENT FOR DIRECT SUPPORT

Effective: Spring 2018

I. CATALOG DESCRIPTION:

BUSN 47 — SUPERVISORY MANAGEMENT FOR DIRECT SUPPORT — 3.00 units

Principles, functions, and responsibilities of effective supervisory management for direct support services; focus on the planning, organizing, coordinating, and controlling aspects within an organization, including current trends and developments, ethics, advocacy, diversity, legal issues, decision making, problem solving, communications, leadership, training, employee evaluation, and team building.

3.00 Units Lecture

Strongly Recommended

- Eligibility for ENG 1A -

Grading Methods:

Letter or P/NP

Discipline:

- Business
- Management or

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

- A. -Eligibility for ENG 1A

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. explain the role and importance of supervisors in direct support organizations;
- B. review the primary supervisory management responsibilities and functions and their roles in building successful organizations;
- C. demonstrate an understanding of supervisory management skills by applying them to organizational scenarios;
- D. evaluate the importance of creating, communicating, and implementing written policies, rules, and procedures;
- E. examine supervisory management functions including planning and organizing, leading, skill development, controlling, and managing human resources and diversity;
- F. demonstrate an understanding of team-building, relationship-building, and communication principles by applying them to organizational scenarios;
- G. plan human resources activities including performance appraisals, training, coaching, motivation, evaluation, and recognition, and evaluate how these contribute to employee and organizational success;
- H. debate the role of social responsibility, advocacy, and ethics for supervisors;
- I. analyze ADA/IDEA guidelines and special considerations in working with persons with disabilities;
- J. interpret federal and state laws governing managerial decisions; and
- K. investigate the unique challenges and opportunities of supervisory management in the direct support profession of the 21st century.

V. CONTENT:

- A. Supervisory management overview
 1. Role and importance
 2. Functions
 3. Skills
 - a. Conceptual
 - b. Human relations
 - c. Administrative
 - d. Technical
 4. Current trends
 5. Diversity
 6. Technology

- B. Supervisory management in direct support services
 - 1. Role and importance
 - 2. Overview of direct support services industry
 - 3. Direct support services industry requirements, expectations, and needs
- C. Planning and organizing
 - 1. Principles and perspectives
 - 2. Staff relationships
 - 3. Delegating authority
- D. Leading
 - 1. Communication
 - a. Process and elements
 - b. Listening skills
 - c. Verbal and nonverbal
 - d. Formal and informal
 - e. Internal and external
 - f. Flow and barriers
 - g. Conflict management
 - h. Diversity and multiculturalism
 - i. Technology
 - 2. Motivation
 - a. Levels
 - b. Intrinsic and extrinsic
 - c. Link to performance
 - d. Theories and models
 - e. Implementation
 - 3. Leadership
 - a. Styles
 - b. Functions
 - c. Qualities
 - 4. Group development and team building
 - a. Importance of work groups
 - b. Approaches to team building
- E. Skill Development
 - 1. Meeting and facilitation skills
 - a. Purpose
 - b. Approaches
 - c. Effectiveness
 - 2. Coaching, training, and mentoring
 - a. Core skills
 - b. Link to performance
 - c. Understanding diversity
- F. Controlling
 - 1. Overview, process, and systems
 - a. Links to planning
 - b. Characteristics of effective systems
 - 2. Productivity, quality, and safety
 - a. Standards
 - b. Measurement
 - c. Comparison and analysis
 - d. Actions
- G. Managing human resources and diversity
 - 1. Selecting employees
 - a. Job identification
 - b. Hiring process
 - 2. Performance appraisals
 - a. Purpose
 - b. Implementation
 - 3. Discipline and due process
 - a. Establishing rules of conduct
 - b. Determining and imposing penalties
- H. Legal issues
 - 1. Overview of supervisory management responsibility
 - a. Unions
 - b. Labor laws
 - c. Equal employment opportunity laws
 - 2. Overview of direct support service industry considerations
 - a. Guidelines for working with persons with disabilities
 - b. Federal and state laws
- I. Current trends
 - 1. National, regional, and local occupational conditions and outlook
 - 2. Role of social responsibility, advocacy, and ethics
 - a. Challenges and opportunities
 - b. Advancing the profession and industry

VI. METHODS OF INSTRUCTION:

- A. Written exercises and case studies to evaluate concepts and facts
- B. Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings
- C. Critical thinking exercises to integrate student's overall ability to understand the materials
- D. Formal and informal lectures enhanced by classroom discussion including student questions related to the material
- E. Problem solving tasks and activities, including role playing, in which students are expected to apply best practices
- F. Guest speakers as appropriate
- G. Audio-visual materials including but not limited to video tapes and Internet webcasts
- H. Class and small group discussion
 - I. Online BlackBoard course management system for readings, course content, and announcements
- J. Readings of text assignments, journals, magazines, class handouts, and/or student guide applications
- K. Stress management activities including guided imagery and exercises
- L. Lectures enhanced with PowerPoint, computer media, handouts, whiteboard, and/or blackboard

VII. TYPICAL ASSIGNMENTS:

Instructors will use a variety of assignments and skill-building exercises to meet the objectives of the courses and to enhance workplace competencies. Assignments will include reading, writing, speaking, listening, researching, and discussion.

- A. Analyze supervisory management job descriptions in the direct support services industry.
 1. Read the job descriptions and identify your areas of strength and opportunities for growth.
 2. List areas in which you possess the highest level of competency or experience and areas in which you need the most improvement.
 3. Discuss in small groups the qualities and activities of effective and ineffective supervisors.
 4. Present the supervisor descriptions to the class.
- B. Read the text chapter, "Fundamentals of Planning"
 1. Using the three steps of planning, write a plan to reach a personal or professional goal of your choosing.
 2. Draw a simple PERT (Program Evaluation and Review Technique) chart to schedule a project for a direct support services organization.
- C. Role play in a small-group activity to build communications and conflict management skills.
 1. Using effective communications practices, role play to resolve a staff conflict, focusing on the problem, rather than the person.
 2. Using effective communications and training techniques, role play to help an employee build a positive relationship with a client.
- D. Participate in a group activity to build management skills.
 1. Take turns conducting meetings within your group. Meeting topics include, but are not limited to, communicating workplace policies, conducting mock performance appraisals, and explaining guidelines for working with persons with disabilities.
- E. Write a research report on the direct support services industry.
 1. Select topic from instructor's list.
 2. Use at least three resources including interviews, texts, periodicals, and internet sources.
- F. Write your future resume.
 1. Imagine yourself 10 years from now. Write a resume reflecting your professional profile, qualifications, skills, job experience, and education.

VIII. EVALUATION:

A. **Methods**

1. Other:
 - a. Assessment of written assignments, research, and projects
 - b. Quizzes and tests
 - c. Frequency and quality of class participation
 - d. Quality of small group contributions
 - e. Class attendance
 - f. Final exam

B. **Frequency**

1. Weekly assessment of attendance, participating and group contributions
2. Weekly written assignments of chapter questions, reports, or projects
3. Monthly quizzes or tests
4. One final exam

IX. TYPICAL TEXTS:

1. Mosley, Donald C., Jr., Mosley, Donald C., Sr., and Pietri, Paul H. (2010). *Supervisory Management: The Art of Empowering and Developing People* (8th ed.). , Ohio: Southwestern Cengage Learning.
2. Lakin, et al (2011). *College of Frontline Supervision and Management*. : MC Strategies, Inc./Elsevier.
3. California Department of Justice. A Citizen's Guide to Preventing & Reporting Elder Abuse, 2002
4. California Department of Social Services, Office of Child Abuse Prevention, State of California. The California Child Abuse & Neglect Reporting Law: Issues and Answers for Mandated Reporters, 2003
5. Department of Justice. 2010 ADA Standards, 2010

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Computer and printer access
- B. Internet access