



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2006-2007

NEXT REVIEW: 2011-2012

STATUS: A

COURSE TITLE: Supervision and Organizational Life

COMMON COURSE NUMBER: HIM 2512

CREDIT HOURS: 2

CONTACT HOUR BREAKDOWN
(per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: 32

Lab: 0

Clinic: 0

Other: 0

PREREQUISITE(S): HIM 2012

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION: *(750 characters, maximum)*

This course covers management and supervision principles as they apply to healthcare settings. A study of the aspects and techniques of planning, organizing, motivating, and controlling is presented with emphasis on communication, collaboration, and decision making.

UNIT TITLES

1. The Setting
2. The Supervisor and Self
3. The Supervisor and the Employee
4. The Supervisor and the Task



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UNITS

Unit 1: The Setting

General Outcome:

1.00 The student shall be able to examine management in health care versus management in “industry” for similarities and differences

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.01 Detail the various settings in which health care can be provided.
- 1.02 Provide criteria for “typing” organizations according to genuine differences rather than by product or process.
- 1.03 Establish an appropriate overall perspective of the organization of the health care department characteristics that point the way toward institution.
- 1.04 Identify several key the supervisor’s appropriate “management style.”
- 1.05 Provide a working definition of management and establish management as the generic term descriptive of all persons who run organizations or organizational units.
- 1.06 Relate a supervisor and manager to each other and to other labels applied to managerial positions.
- 1.07 Clearly identify the supervisor as a manager.
- 1.08 Differentiate between management as a generic term and the various labels used to identify managers in organizations.
- 1.09 Define the two-sided role of the supervisor as both “functional specialist” (worker) and “management generalist” (manager).
- 1.10 Explore likely reasons for a supervisor’s tendency to emphasize one side of the role at the expense of the other.
- 1.11 Introduce the overall responsibilities of health care management in general.
- 1.12 Established the nature of health care supervision as a strongly people-oriented process unavoidable concerned with day-to-day problems.



Unit 1: The Setting continued

- 1.13 Introduce and define the basic essential management functions: planning, organizing, directing, coordinating, and controlling.
- 1.14 Establish the importance of knowledge of each of the basic functions in supervisory practice.
- 1.15 Describe the relative influence of each of the basic management functions on the roles of managers at all organizational levels.



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Unit 2: The Supervisor and Self

General Outcome:

2.00 The student shall be able to identify delegation and its practice as a major influence on effective supervisory performance.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.01 Provide guidelines for assessing one's suitability for a supervisory role, with implications for successful self-management.
- 2.02 Convey the importance of proper delegation in terms of its value to supervisor, employees, and organization alike.
- 2.03 Identify the common reasons behind the failure to delegate.
- 2.04 Establish a perspective on delegation that will also help the supervisor work under authority delegated from higher management.
- 2.05 Develop a pattern of steps representing a desirable approach to proper delegation.
- 2.06 Encourage the supervisor to build positive delegation habits.
- 2.07 Place "time" in perspective as an unrenowable resource that influences all supervisory activity.
- 2.08 Identify the common time-wasting practices encountered in organized work activity.
- 2.09 Identify delegation and planning as key considerations in the supervisor's effective use of time.
- 2.10 Offer practical suggestions to apply in improving one's effective use of available time.
- 2.11 Isolate the sources of time-wasting pressure inherent in the organizational environment and suggest the supervisor's appropriate response to these pressures.
- 2.12 Round out the review of "The Supervisor and Self" by supplementing delegation and time management with important personal considerations.
- 2.13 Highlight the key influence of individual initiative on supervisory effectiveness.
- 2.14 Review the principal barriers to effective performance.
- 2.15 Discuss the relationship of stress to personal supervisory effectiveness.
- 2.16 Provide suggestions and guidance for organizing for effective performance.



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Unit 3: The Supervisor and the Employee

General Outcome:

3.00 The student shall be able to appreciate the importance of supervisory involvement in the hiring process.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.01 Suggest what the supervisor can do to establish a working relationship with human resources that will lead to improved human resource service to the organization.
- 3.02 Offer advice on how to prepare for an employee selection interview.
- 3.03 Present guidelines for interview questioning, specifically identifying kinds of questions that should be avoided and suggesting appropriate lines of questioning.
- 3.04 Describe a recommended general approach to the supervisor's conduct of the actual employee selection interview.
- 3.05 Describe desirable follow-up action to conclude the interview cycle effectively.
- 3.06 Emphasize the importance of establishing an effective one-to-one communicating relationship with each employee.
- 3.07 Stress the essential two-way character of interpersonal communication.
- 3.08 Highlight the common barriers to effective communication, and suggest how they can be avoided or overcome.
- 3.09 Offer guidelines for improving your listening capacity.
- 3.10 Suggest guidelines for effective interpersonal communication in the supervisor-employee relationship.
- 3.11 Describe patterns of leadership, or leadership "styles," ranging from rigid (autocratic) to open (participative)
- 3.12 Review opposing sets of assumptions about people that give rise to different leadership styles.
- 3.13 Establish the necessity for sufficient flexibility in leadership to vary style according to circumstances.
- 3.14 Determine the primary characteristic of effective leadership.
- 3.15 Relate the employees' view of the supervisor to critical elements of leadership performance.



Unit 3: The Supervisor and the Employee continued

- 3.16 Establish a perspective on “what employees want” from the organizations they work for.
- 3.17 Review the basic forces at work in human motivation and suggest the varying influences of different forces on employees in today’s organizations.
- 3.18 Examine the value of material rewards as motivators.
- 3.19 Describe the supervisor’s role in creating the environment in which employees will become self-motivated.
- 3.20 Establish the objectives of performance appraisal as a management technique.
- 3.21 Identify and review common approaches to employee performance appraisal.
- 3.22 Assess common appraisal problems and suggest why many appraisal programs fail.
- 3.23 Outline the requirements of an effective performance appraisal system.
- 3.24 Highlight the requirements or characteristics necessary to make the organization’s performance appraisal system as legally defensible as possible.
- 3.25 Introduce standard-based appraisal as a desirable long-range consideration in improving the organization’s evaluation process.
- 3.26 Introduce the concept of “constructive performance appraisal.”
- 3.27 Suggest how the supervisor can make any existing appraisal method better serve the true objectives of performance appraisal.
- 3.28 Establish the need for “rules and regulations” in the operation of any organization.
- 3.29 Suggest some self-improvement guidelines for taking-as well as delivering-criticism.
- 3.30 Introduce the concept of progressive discipline.
- 3.31 Distinguish between problems of conduct and problems of performance and describe how each should be addressed.
- 3.32 Provide guidance for the use of fair and effective disciplinary action.
- 3.33 Qualify the term problem employee and review the hazards involved in applying “labels” to people.
- 3.34 Provide suggestions as to why the problem employee may indeed present problems for the supervisor.



Unit 3: The Supervisor and the Employee continued

- 3.35 Present general guidelines for handling troublesome employees.
- 3.36 Recognize the “dead-end employee” as a special case and suggest approaches for dealing with this person.
- 3.37 Offer guidelines for the control of absenteeism.
- 3.38 Provide guidance for relating to employees whose performance is affected by personal problems.
- 3.39 Introduce the human resource department as a vital staff function that exists to support operating management and the employees.
- 3.40 Outline the functions of human resources and indicate how these functions relate to the role of the supervisor.
- 3.41 Describe a number of action steps the supervisor can take to ensure that he or she will obtain appropriate service from human resources when needed.



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Unit 4: The Supervisor and the Task

General Outcome:

4.00 The student shall be able to establish a direct relationship between the amount of effort going into a decision and the potential consequences of that decision.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.01 Stress the importance of the supervisor's role in effective two-way communication with employees- whether or not the employees belong to a union.
- 4.02 Identify the elements of the basic decision-making process and describe the steps followed in rational decision making.
- 4.03 Define constraints and identify the various forms in which they appear.
- 4.04 Establish perspectives on risk and uncertainty in decision making.
- 4.05 Discuss the implications of the "no-decision option."
- 4.06 Review decision-making authority and responsibility.
- 4.07 Establish a perspective and "change" as an unavoidable feature of the work, environment.
- 4.08 Consider the effects of change on the pursuit of health care careers.
- 4.09 Identify likely sources of employee resistance to change.
- 4.10 Suggest guidelines for the supervisor to consider in managing change and minimizing employee resistance.
- 4.11 Review the essential functions of written communication in the supervisor's job.
- 4.12 Provide guidelines for writing clearer, more concise letters and memoranda.
- 4.13 Examine "old habits" in writing and suggest why some of these habits should be changed.
- 4.14 Characterize various types of meetings by the purposes for which they may be held.
- 4.15 Provide guidelines for determining the need for a meeting and for preparing to conduct an effective meeting.



Unit 4: The Supervisor and the Task continued

- 4.16 Offer suggestions for leading a meeting in such a way as to obtain maximum benefits from the process while consuming the least possible amount of the valuable time of those attending.
- 4.17 Place meetings in general in perspective as an often misused but potentially effective management tool.
- 4.18 Introduce the basic concepts of budgeting and establish the importance of budget preparation to the individual supervisor.
- 4.19 Describe the advantages of participative approaches to budgeting.
- 4.20 Define operating budgets, capital budgets, and cash budgets.
- 4.21 Provide a step-by-step illustration of the preparation of a budget for an individual department.
- 4.22 Describe the process of developing an institution's annual budget from the budgets of individual departments.
- 4.23 Illustrate the fundamentals of the process of monitoring expenditures against budget allocations.
- 4.24 Identify the differences between the total quality movement and traditional concerns for quality in the health care organization.
- 4.25 Identify the conditions necessary for the success of a total quality management program.
- 4.26 Review the progression of the concern for productivity in health care organizations and reinforce the need for attention to continuing productivity improvement.
- 4.27 Interrelate the concerns for quality and productivity as dimensions of the same overall concern for organizational efficiency and identify these considerations as an ongoing part of the supervisory role.
- 4.28 Convey the belief that there is usually "room for improvement" in the way most tasks are performed.
- 4.29 Outline a simple but logical approach to the improvement of work methods.
- 4.30 Introduce some of the more common tools and techniques of methods improvement and provide guidelines for their application.
- 4.31 Outline an organized approach to methods improvement that is applicable institution-wide.
- 4.32 Identify the role of the supervisor in encouraging a "methods-minded attitude" on the part of the department's employees.
- 4.33 Establish the importance of continuing education as a legitimate concern of every supervisor.



Unit 4: The Supervisor and the Task continued

- 4.34 Stress the necessity for management commitment to continuing education.
- 4.35 Describe various approaches to continuing education.
- 4.36 Establish the role of the supervisor in providing and guiding the department's continuing education program.
- 4.37 Identify avenues of continuing education available to the supervisor for self-development.
- 4.38 Provide a review of pertinent areas of legislation with which the supervisor should be generally familiar, with emphasis on the National Labor Relations Act, wage and hour laws, and laws dealing with affirmative action and equal employment opportunity.
- 4.39 Compare and contrast the characteristics of upward communication and downward communication in the organizational setting, with special attention to the barriers to upward communication.
- 4.40 Define and describe the supervisor's role in organizational communication.
- 4.41 Provide suggestions for strengthening communications with other organizational elements including your immediate superior.
- 4.42 Suggest ways of dealing with "the grapevine."
- 4.43 Stress the importance of the supervisor's visibility to the department's employees.
- 4.44 Explore the apparent reasons for the organizing success of many unions, with emphasis on the basic management errors often leading to unionization.
- 4.45 Describe the circumstances that make health care a particularly fertile ground for union organizing.
- 4.46 Describe the typical union organizing approach.
- 4.47 Define the supervisor's active role during a union organizing campaign.