

**School for New Learning  
DePaul University  
Fall 2008**

**Course Syllabus: FA 197 Developing Supervisory Skills**

**1. General Information**

Faculty: Kumiko Watanuki, Ed.D.  
1660 N. LaSalle Street, #607  
Chicago, IL 60614-6008  
Tel: (312) 266-2189  
Email: [kwatanuk@sbcglobal.net](mailto:kwatanuk@sbcglobal.net)

Location: O'Hare Campus

Dates/Time: Alternate Saturdays – 9/13, 9/27, 10/11, 10/25, & 11/8.  
9:00 a.m. to 4:00 p.m.

Credit Hours: 4

**2. Course Description and Faculty Biographical Sketch:**

**2.1 Course Description:**

As we entered the 21<sup>st</sup> century, we are facing a drastic change with respect to the age and the make-up of the working population which can have a significant impact upon the management of people. The challenges facing you today as an American manager are not only the profit/loss oriented business decision-making, but also improving and enhancing your supervisory and managerial skills in working with diverse workforce.

In this course you, as manager/supervisor, will examine the manner in which social and cultural dynamics are shaping technological and/or scientific developments, and how these changes frame social and cultural actions, values, and priorities relative to the supervisory role in terms of human resources training and development programs. Further, the topics you will study in this course will not only prepare you for change, but also guide and position you for the future.

During the course of studying essential managerial and supervisory skills, you will have opportunities to examine and reflect on how fundamental changes – diverse values and beliefs of workforce, the relationship between different cultures and society, values and science of technology – are altering the workforce of today and tomorrow. One of your essential tasks as a manager/supervisor is to identify and address the seemingly intractable issues and concerns you face today and find a new way of dealing with them.

**2.2 Course Structure and Contents:** The framework of this course is composed of three modules and 10 units. They are accompanied by numerous thought-provoking, highly practical exercises with specific personal questions to help you focus your essential needs and desires. You will examine following three (3) different but related modules (topics) for developing your supervisory skills:

Module 1: Workforce 2020: Work and Workers in the 21<sup>st</sup> Century – Unit 1: The Forces Shaping the American Economy; Unit 2: Changes in Work, Compensation, and Occupations; Unit 3: The Workforce to the Year 2020; and Unit 4: Rising to the Challenges of Workforce 2020

Module 2: Managing Change at Work – Unit 1: Facing Change; Managing in today’s Changing Organization; Unit 2: Understanding Change: Common Losses from Change, and Unit 3: Transitioning Through Change: Eight Guidelines for Leading Change, Leading Change and Creating a Change Action Plan.

Module 3: Excellence in Supervision: Essential Skills for the New Supervisors – Unit 1: Definition and Responsibility of a Supervisor; Unit 2: Proactive Communication with Others and Unit 3: Coaching for Excellence; Dealing with Change Positively Summary

The estimated time to complete each unit is one week. In some instances, your facilitator may choose to extend the time of any single unit, depending on ongoing discussion or current events

- 2.3 Faculty Biographical Sketch:** Dr. Watanuki has more than 30 years experience in International Relations and Negotiation, Cultural and Workforce Diversity Initiatives, Human Resources Administration, HR Training and Development, Management Training and Leadership Development, Organizational Development and Systems Renewal. Dr. Watanuki facilitates a series of International Protocol and Interpersonal Communication and Negotiation Skills seminars to meet the needs of Americans doing business in Japan and the Asian countries as well as for the US based for-profit and not-for-profit organizations and institutions. She holds a BA degree in Management from Mundelein College Chicago, an MA degree in Organization Development from the Center for Organization Development (CORD), Loyola University Chicago, an MPhil (Master of Philosophy) in Social Anthropology from the School of Oriental and African Studies (SOAS), University of London; and a Doctor of Education degree (Ed.D.) in Adult Education from the National-Louis University Chicago.

**3. Competencies:** Relationship of this course to the competence statements

The following is a list of competences for this course in terms of the content and the process that you will be studying. The following statements will enable you to see a very clear relationship between the Competence Statements and the cognitive skills you will be acquiring and applying in this course.

**A-4:** Can analyze a problem using two different ethical systems.

**H-1-I:** Can understand change methodology, plan change within a community, and assess its likely impact. This competence relates to the contents and the processes presented in “Workforce 2020” and “Managing Change at Work.”

**H-2-C:** Can identify an organizational problem and design a plan for change based on an understanding of change theories or models. This competence relates to the contents and the processes presented in “Workforce 2020” and “Managing Change at Work.”

**L7:** Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

**FX:** Written by student/faculty. This competence should relate to the contents and the processes presented in any one of the above topics, i.e., “Workforce 2020,” “Managing Change at Work,” and “Excellence in Supervision: Essential Skills for the New Supervisor.”

#### 4. Course Learning Goals

After completing this course, you will be able to:

- Identify, articulate, and apply two or more theories or models explaining human behavior.
- Identify a problem that affects the organization or the community and propose a solution using appropriate theoretical approaches.
- Describe, assess anticipated change and plan change to address the problem, identifying specific actions, resources, and time frame required to implement the plan.
- Determine and apply the process of creating an empowered organization.

#### 5. Learning Experience

##### 5.1 Learning Tools:

###### Required Textbooks:

Judy, Richard W & D’Amoco, Carol (1997). *Workforce 2020: Work and Workers in the 21<sup>st</sup> Century*. Indianapolis, IN: Hudson Institute. ISBN 1-55813-061-6

Scott, Cynthia D. & Jaffe, Dennis T. (2004). *Change Management: Leading People Through Organizational Transitions (3<sup>rd</sup> ed.)*. Thompson Course Technology. ISBN 1-4188-9815-6.

Conlow, Rick. (2001). *Excellence in Supervision: Essential Skills for the New Supervisor*. CRISP Publications. ISBN 1-56052-611-4

##### 5.2 Learning Strategy:

###### 5.21 Section 1: Learning Strategy includes:

- Lectures - Mini-lectures will be provided at the beginning of each session.
- Readings – You are expected to complete each reading assignment and briefly summarize problems/issues brought up in the chapter.
- Discussion and debate – Individual’s reading summary is reviewed by the group members and the findings will be presented to the class for discussion and presentation.
- Collaborative learning – Participate in a small group exercise with others. Apply collaborative learning skills, such as communication skills, skills of group dynamics, etc. Reflect on your ability to contribute to the collaborative learning process.

- Research project – Reflect on your values and beliefs to answer who you are. Identify what are your commitments (relative to your values and beliefs) that are embedded in your practice, and think about what and how you would like to become in terms of Leadership.

### 5.22 Essay Assignment (Mid-Term Exam and Final Exam) Paper Guidelines

Your assignment is to develop a 6 – 7 page paper. This is equivalent to a 1500 –1750 word count paper using 12 pt. font, double-spaced. Please use the APA (American Psychological Association) Style Guide format in writing your paper and citing sources. This is described in detail in the APA format online source at the following URLs:

[http://www.lib.depaul.edu/eresource/infotype\\_subject\\_search.asp?MaterialID=8](http://www.lib.depaul.edu/eresource/infotype_subject_search.asp?MaterialID=8)  
<http://www.nutsandboltsguide.com/apa.html>

### 5.23 Percent distribution of essay assignment paper

#### Two competences:

If you are taking this course for two competences, you are required to submit two (2) essay assignments 1 and 2 (Mid-Term Exam and Final Exam).

The percent distributions for two competences are as follows:

Essay Assignment 1 – Mid-Term Exam	30%
Essay Assignment 2 – Final Exam	30%
% Of the total course grade	60%

#### One competence:

If you are taking this course for one competence, you are required to submit one (1) essay assignment. You may select Assignment 1 **OR** 2 (Mid-Term Exam **OR** Final Exam).

The percent distribution for one competence is as follows:

Essay Assignment 1 <b>or</b> 2 – Mid-Term Exam <b>or</b> Final Exam	60%
% Of the total course grade	60%

### 5.24 Assessment Criteria for Mid-term and Final Exam Papers:

It is important that your examination paper(s):

- Defines a real life situation, which can be analyzed and is related to terms like democracy, democratic treatment, democratic participation and behavior. These terminologies can be referred and/or related to equal employment opportunity, fair salary treatment, and free association and participation in organization activities.
- Demonstrates that you can apply criteria of democratic environments (e.g., how do you define democratic environments?) to real life issues and at least plan the democratization of human environments (at workplace and/or community)

- Organizes your supportive evidence into relevant paragraphs that address your subject.
- Takes into account a variety of points of view.
- Demonstrates your appreciation of other points of view (demonstrates empathy and the ability to account for the vantage points of classroom discussions).
- Demonstrates that you are able to integrate the evidence derived from your chosen sources into your argument according in Standard English using proper grammar, mechanics, and sentence structure.
- Uses proper quotation form, including introduction of your quotation as well as your Commentary, following the quotation.
- Has an introduction and a concluding paragraph.
- Contains proper APA citation form for in-text references as well as for bibliography.

### 5.25 Percent distribution of the coursework grade

#### Signed up for two competences:

Essay Assignment 1 – Mid-Term Exam	30%
Essay Assignment 2 – Final Exam	30%
Participation in Discussion	40%
Total	100%

#### Signed up for one competence:

Essay Assignment 1 <b>or</b> 2 – Mid-Term Exam <b>OR</b> Final Exam	60%
Participation in Discussion	40%
Total	100%

### 5.26 Attendance and Participation:

SNL DePaul University anticipates that all students will attend all classes. 50% of coursework evaluation involves your attendance, active participation in, and contribution to classroom discussions and small group exercises. In the event of an absence it is imperative that you (1) let me know in advance so that I will give you an assignment to make-up for the session you will miss and (2) contact a classmate ahead of time to be your “learning partner” who would collect handouts and share the learning experience for the session you missed. Always consult the timeframe - course schedule of the syllabus for the future assignments.

### 5.3 **Expected Outcome:**

The intended outcome from taking this course is that you will be clearer about who you are and who you want to become in terms of making your decision about your leadership choices and more effective in acting on them.

Upon successful completion of this course, you

- a. Can identify and articulate two or more theories or models explaining four basic leader behavior styles.
- b. Can describe, assess anticipated change and plan change to address the problem associated with leadership and leadership skills, identify specific actions, resources, and time frame required to implement the plan.
- c. Can apply principles of the Gap Analysis and the Force Field Analysis to identify, analyze, plan and implement personal and professional goal settings.

### 6. **Evidence the students will submit:**

The learning project is a self-directed experience. It consists of individually determined goals(s) – competence statement(s) – based on individual career and educational needs and/or personal interests.

You will design and develop a Learning Project according to the Learning Project Guidelines provided at the first session.

### 7. **Criteria for Assessment:**

#### 7.1 **Developing Supervisory Skills course is a graded course and is not offered for Pass/Fail Grading.** The final grade(s) will be determined based on

- Active participation in and contribution to the classroom discussions and small group exercises
- Demonstrate the ability to analyze critical incidents being presented in the classroom
- Completed Learning Project that reflects objectives and competences established.
- Complete all homework assignments

#### 7.11 **Course Grading Criteria**

Developing Supervisory Skills for the 21<sup>st</sup> Century Workforce is a graded course. The learning outcomes for each competence will be assessed based on the written evidence that you present as required. The final grade is based on the successful completion of essay paper(s), classroom discussion, small group exercises, and reading assignments.

## 7.12 Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	IN = Incomplete

## 7.2 Policy on Incompletes:

It is expected that you will complete all course assignments and evidence by specified due dates within the quarter. These are not automatic, and must be negotiated with an instructor before the end of the quarter. In circumstances which the instructor determines to be exceptional, when you are unable to complete require course work by the established due dates, you must request that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completing a “Contract for the Issuance of an Incomplete (IN) Grade” specifying what needs to be completed in a time-frame not to exceed **two** quarters after the quarter of enrollment (Exception: Summer.) A copy of this contract must be submitted to the SNL for your file.

Incomplete grades that are not resolved within this time frame will be automatically converted to an "F" and may not be re-opened. The Fall term 2008's Incomplete grades will convert at the end of the Spring term 2009. Failure to submit outstanding work by the specified due date will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. **After the final submission deadline, you will have no further opportunities to submit work for a passing grade.**

## 7.3 Academic Integrity

All members of the DePaul community are bound by the University's guideline on academic integrity found in the student Handbook (<http://studentaffairs.depaul.edu/handbook/code16.html>). The Handbook's definition of plagiarism is as follows:

“Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.

- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or the University taking further punitive action including dismissal from the University”

See <http://studentaffairs.depaul.edu/handbook/code16.html> for Academic Integrity Policy and <http://studentaffairs.depaul.edu/handbook/code17.html> for Academic Integrity Disciplinary Procedures.

## 8. Class Schedule: Topics and Time Frame

Session Date	Topic	Reading Assignment for the following session
Session 1 9/13/08	<p><b>INTRODUCTION TO THE COURSE</b></p> <ul style="list-style-type: none"> <li>* Review of the syllabus</li> <li>* Individual Objective Setting</li> <li>* Take Home Essay Examination Construction</li> </ul> <p><b>ASSESSMENT INSTRUMENTS:</b></p> <ul style="list-style-type: none"> <li>* Thomas Kilmann Conflict Mode Scoring Sheet</li> <li>* Top-10 Frequently Asked Questions on Rewards, Recognition</li> <li>* Sexual Harassment Questionnaire</li> </ul> <p><b>HANDOUTS</b></p> <ul style="list-style-type: none"> <li>* Three Types of Organization</li> <li>* Eight Factors impacting Culture</li> <li>* Individual Coursework Objectives</li> </ul> <p><b>ARTICLES FOR FILE:</b></p> <ul style="list-style-type: none"> <li>* Having a Spanish-Speaking Organization Means Changing the rules of HR</li> <li>*Who is an American?</li> </ul> <p><b>WORKFORCE 2020 – Introduction:</b> Chapter 1: The Forces Shaping the American Economy</p> <ul style="list-style-type: none"> <li>* Rapid Technological Change</li> <li>* Further Global Integration of the US Economy</li> <li>* Rapid economic growth in certain developing nations</li> <li>* Deregulation and Liberalization, both nationally and globally</li> <li>* Demographic change – the aging of the baby boomers</li> </ul>	<p><b>Reading Assignment for the Session 2</b></p> <p><b>Workforce 2020: Chapters 2,3 &amp; 4: Chapter 2: pp. 51 – 85 Chapter 3: pp 87 -119. Chapters 4: pp 121 - 141.</b></p>

<p>Session 2 9/27/08</p>	<p><b>REVIEW OF SESSION 1 – (Q &amp; A)</b>  * Thomas Kilmann Conflict Solving Style – Graphing your profile scores</p> <p><b>WORKFORCE 2020:</b>  Chapter 2:  * Changes in Work, Compensation, and Occupation  * Small group discussion on how these factors are impacting your organization.</p> <p>Chapter 3  * The Workforce to the Year 2020  * Summarize the chapter in your own words in terms of how these forces impact your organization and its people.</p> <p><b>WORKFORCE 2020:</b>  Chapter 4:  * One America, Three Worlds  * The American Dream Never Worked This Well  * What Not to Do  * Better Ways Forward  * Primary Education Comes First  * Don't Lower Higher Education  * Rising to the Challenges</p> <p><b>MID-TERM ESSAY EXAM WILL BE DISSEMINATED – DUE DATE IS AT THE THIRD SESSION OF CLASS – OCTOBER 11, 2008</b></p>	<p><b><u>Reading Assignment for the Session 3</u></b></p> <p><b>Change Management: Parts 1, 2, 3 &amp; 4</b></p>
<p>Session 3 10/11/08</p>	<p><b>REVIEW OF SESSION 2 – (Q &amp; A)</b></p> <p><b>CHANGE MANAGEMENT: MANAGING CHANGE AT WORK:</b></p> <p>Part 1:  * Facing Change of Organization</p> <p>Part 2:  * Understanding Change</p> <p>Part 3  * Leading change  Understanding Change</p> <p>Part 4  * Creating a Change Action Plan</p> <p><b>MID-TERM EXAM. PAPER IS DUE TODAY.</b></p>	<p><b><u>Reading Assignment for the Session 4</u></b></p> <p><b>Excellence in Supervision – Parts 1 to 5 (pp. 3 – 96)</b></p>

<p>Session 4 10/25/08</p>	<p><b>REVIEW OF SESSION 3 – (Q&amp;A)</b></p> <p><b>EXCELLENCE IN SUPERVISION – ESSENTIAL SKILLS FOR THE NEW SUPERVISOR:</b></p> <ul style="list-style-type: none"> <li>* Definition of a Supervisor</li> <li>* Role of a Supervisor</li> <li>* Managing for High Performance</li> <li>* Building Interdependent Relationships</li> <li>* Coaching for Excellence</li> </ul> <p>The objectives of small groups discussion include:</p> <ul style="list-style-type: none"> <li>• Describe roles and responsibilities of a supervisor</li> <li>• Identify and explain the principles and processes of performance management</li> <li>• Provide effective communication guidelines among employees</li> <li>• How effective coaching skills can lead to increased employee satisfaction and productivity</li> </ul> <p><b>THE FINAL ESSAY EXAM WILL BE DISSEMINATED TODAY – IT IS DUE AT THE FIFTH SESSION OF CLASS, November 8, 2008.</b></p> <p><b>Self-Reflection</b></p> <p><b>COURSE EVALUATION</b></p>	<p><b><u>Reading Assignment for the Session 5</u></b></p> <p><b>Excellence in Supervision, Parts 5 and Summary</b></p>
<p>Session 5 11/8/08</p>	<p><b>REVIEW OF SESSION 4 – (Q &amp; A)</b></p> <p><b>EXCELLENCE IN SUPERVISION – ESSENTIAL SKILLS FOR THE NEW SUPERVISOR:</b></p> <ul style="list-style-type: none"> <li>* Dealing with Change Positively:</li> <li>* Action Plan – Keep Excelling</li> </ul> <p><b>FINAL EXAM PAPER IS DUE TODAY.</b></p>	