



Lincoln University

BA 236 – People Problems in Small Business

COURSE SYLLABUS

Spring, 2019

- Instructor:** Dr. Pete Bogue
Lecture Schedule: Monday, 3:30 PM – 6:15 PM
Credits: 3 units /45 lecture hours
Level: Advanced (A)
Office Hours: Wednesday, 11:30 AM – 12:30 PM by appointment
e-mail: petebogue@lincolnuca.edu
Textbooks: Robbins, Stephen P., David A. DeCenzo and Robert M. Wolter, “Supervision Today!” 9th ed. (Upper Saddle River, New Jersey: Pearson, Inc., 2019). ISBN-13: 9780134730745.
Last Revision: January 1, 2019

CATALOG DESCRIPTION

A new and small business typically starts with a narrow entrepreneurial, or family oriented, human resources base. This course investigates the problems in supervising and working effectively with peoples, problems which face the proprietorship, partnership, or closely held corporation in such matters as organizational structure, personnel policies, and managerial succession. *Prerequisite: PSYCH 10, BA 110*

EDUCATIONAL OBJECTIVES

1. Identify the elements that are necessary to be successful as a supervisor in small business.
2. Describe why creativity and innovation are such integral parts of small business ownership.
3. Describe how technology is changing the supervisor’s job.
4. Discuss the influence of government regulations on human resource decisions.
5. Understand the importance of strategic management to a small business.
6. Explain how a supervisor can reduce costs through effective controls.
7. List actions a supervisor can take to maximize employee motivation.
8. Identify the traits that may help you become a successful leader.
9. Understand forms of business ownership, franchising, and buying an existing business.
10. Explain how electronic communication affects the supervisor’s job.
11. List actions a supervisor can take to improve team performance.
12. List human errors that can distort a supervisor’s performance appraisal ratings.

13. Describe the importance of hiring the right employees and how to avoid making hiring mistakes.
14. Describe what supervisors can do to prevent workplace accidents.
15. List the steps a supervisor would take in progressive discipline.
16. Describe the supervisor’s role of a grievance procedure in collective bargaining
17. Understand the role managerial succession plays in perpetuating the life of the small business.

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment Activities
1-5	*Differentiate opportunities and difficulties encountered in starting and operating new small businesses from the supervision of human resources perspectives. *Demonstrate how to implement human resources plans, supervise and monitor the progress of employees in small businesses. *Recognize and conceptualize the small business supervisory knowledge learned from a people perspective. *Apply small business knowledge to demonstrate the ability to diagnose and solve human factors in small business management issues and problems. *Research the internet effectively for small business management information.	PLO 1	ILO 1a, ILO 2a, ILO 3a	Assigned textbook chapters; Discussion questions; Case applications; Personal inventory assessments; Individual research assignment; Final comprehensive exam; Attendance.
6	*Demonstrate critical thinking by identification, recognition, or application of key terms, items, concepts or relevant data.	PLO 3	ILO 2a, ILO 7a	Discussion questions; Case applications; Case application Power Point presentation; Individual research assignment.
7	*Evaluate the factors to be considered in starting a new small business that have the potential to cause people problems in the areas of entrepreneurial spirit and drive, staffing and recruiting, controlling, motivating followers,	PLO 5	ILO 3a, ILO 4a	Discussion questions; Case applications; Case application Power Point presentation;

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

	<p>leading followers, communicating effectively, developing groups, performance appraisal, workplace health and safety, conflict, politics, discipline, and negotiation, supervision and labor, management succession and risk management strategies, and ethical conduct.</p> <p>*IT Literacy: Using data for human factors in small business decision-making; Data storage and extraction; Computer skills.</p>			<p>Personal inventory assessments; Individual research assignment</p>
--	---	--	--	---

INSTRUCTIONAL METHODS

This is a direct classroom instruction course.

Lectures supported by PowerPoint slides with supervised exercises and business case studies. The emphasis will be on learning by doing. Every student must participate in intensive classroom activities, must complete homework and course assignments, and take the exams.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

TOPICAL OUTLINE

This course provides a complete, comprehensive review of the essential material needed to launch and manage a small business successfully in the hotly competitive environment of the twenty-first century. With a focus on the “people perspectives” of the small business enterprise, the course provides plenty of practical, “hands-on” tools and techniques to make the small business venture a success. The textual material teaches the “right” way to supervise employees to manage a small business with the staying power to succeed and grow.

COURSE REQUIREMENTS

Students will be responsible for completing the textbook chapter readings prior to the lectures, homework and classroom activities, case studies, and examinations. The expected amount of time a student will need to spend outside of class to complete his/her individual and/or group out-of-class homework assignments is six (6) hours per week for a 3-unit class.

GRADING POLICY

The basis for the determination of the final grade for the course will be the total weighted score for all activities according to the percentages shown in the table below:

10%	Discussion Questions/Answers
10%	Case Study Questions/Answers
10%	Case Study Power Point Presentations
10%	Self-Assessment Library
25%	Research Project Documenting Sources
30%	Final Comprehensive Examination
5%	Attendance
100%	Total

Grading Scale (Point/Grade Conversion):

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Points	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	0-59

ATTENDANCE

Regular attendance at classes is essential. Attendance is factored into the final grade for the course. Each student is expected to be present for scheduled class periods, to be punctual, and to remain in class for the entire scheduled period. Students who are late must wait until the break to enter class. Students may not come and go during class except for the break. Excessive absences or tardiness may result in loss of credit, lowering of grade, or dismissal from the class. Students are responsible for making up class work missed.

EXAMINATIONS

The final exam will consist of short answer and/or essay questions evaluating the student's understanding of the basic concepts, terms, processes, and issues covered in the course.

ELECTRONIC DEVICES

Cell phone ringers must be turned off while in the classroom or placed in a vibrating mode. Smart phone and laptop screens may not be viewed in class while lectures are in progress.

INTEGRITY AND QUALITY OF SCHOLARSHIP

Integrity of scholarship must be maintained at all times. Plagiarism (copying directly from an author's work) is not permitted. All written work is to be word-processed unless otherwise indicated and should reflect college-level ability in English structure, grammar, spelling, and sophistication of analysis.

PLAGIARISM DETECTION

Lincoln University subscribes to Turnitin plagiarism prevention service. Student work will be used for plagiarism detection and for no other purpose. Originality reports will not be available for viewing.

MODIFICATION OF THE SYLLABUS

This syllabus and schedule are subject to change in the event of extenuating circumstances. An announcement of any changes will be made in class.

HOMEWORK AND CLASSROOM ACTIVITIES

Individual Assignment: Particular attention should be directed to textbook chapter behavioral objectives, readings, and summaries, containing implications for managers since they help to organize the content of the chapters and to identify the most important information to be included in the course examinations. Completion of reading assignments prior to the class dates is essential not only to understanding the subject matter but also to enhancing the quality of participation in class.

Team Assignment: Students will answer the “Discussion Questions” in advance of lectures, word process the answers, bringing them to class, prepared to respond if called upon by the instructor to summarize the answers to these discussion questions. Satisfactory answers will be scored as a 2 (strong answer), 1 (satisfactory answer), or 0 (unsatisfactory answer or absence). Students will submit the discussion question answers to the instructor (or CANVAS) by the end of the course.

Team Assignment: Students will analyze and solve one or more assigned “Case Studies” in the text under the guidance of the instructor, cover the case scenarios in some detail, apply relevant concepts and practical applications found in the respective chapters, word process the answers to the questions following the cases, and submit them to the instructor (or CANVAS) by the end of the course.

Team Assignment: Students will be given the opportunity to make Power Point presentations before the class of their solutions to the assigned “Case Studies” and their responses to the questions following the case. Students must be prepared to deliver creditable responses adding value based upon the material in the relevant chapter(s). Students’ presentation skills will be assessed and evaluated for their professional demeanor. Please be prepared to participate. What you put into the course will determine what you and others get out of it. Students will submit the Power Points to the instructor (or CANVAS) by the end of the course.

Individual Assignment - Self-Assessment Library: Insights Into Your Skills, Interests, and Abilities.

Self-assessment questionnaire handouts will be completed in class in conjunction with the textbook readings. Students will record their self-assessment scores and an analysis/interpretation of them on the questionnaires to be submitted to the instructor (or CANVAS) upon completion of the exercise.

Individual Assignment - Individual Research Project: Undergraduate students are required to submit a research paper based upon the subject matter of selected chapter(s) from the textbook reviewing the current research about the chosen subject, summarizing the results, and offering conclusions. Needless to say, the research paper should be carefully and thoughtfully well written. The format of the research paper must adhere to the APA Publication Manual, available in the L.U. Library and on the Lincoln University Website, be documented by proper annotation and referencing and include a bibliography. The 12 point font size should be utilized. Students will include at the beginning of their essay paper the statement, “I have done my own work and have neither given nor received unauthorized assistance on this work.” Students will submit the research projects to the instructor (or CANVAS) by the end of the course.

COURSE SCHEDULE**MON 01/14/19, Chapter 1 Supervision Fundamentals**

Discussion Questions: 1-1, 1-2, 1-4, 1-5, 1-6, 1-7

Case 1.A: “Transition to Supervisor,” Questions 1-10, 1-11, 1-12, 1-13

Case 1.B: “Leading the A-Team,” Questions 1-14, 1-15, 1-16, 1-17
Self-Assessment Library**MON 01/21/19, Martin Luther King, Jr. Birthday (Holiday)****MON 01/28/19, Chapter 2 Supervision Challenges**

Discussion Questions: 2-2, 2-3, 2-4, 2-6, 2-7, 2-10

Case 2.A: “Work-Life Balance,” Questions 2-14, 2-15, 2-16

Case 2.B: “Ethical Considerations,” Questions 2-17, 2-18, 2-19

Self-Assessment Library

MON 02/04/19, Chapter 5 Staffing and Recruiting

Discussion Questions: 5-1, 5-2, 5-6, 5-7, 5-8, 5-9

Case 5-A: “It Takes Two,” Questions 5-13, 5-14, 5-15

Case 5-B: “Staffing and Hiring,” Questions 5-16, 5-17, 5-18, 5-19

Self-Assessment Library

MON 02/11/19, Chapter 6 Controlling

Discussion Questions: 6-1, 6-3, 6-5, 6-6, 6-7, 6-8

Case 6-A: “Walk the Talk,” Questions 6-13, 6-14, 6-15

Case 6-B: “Food Safety Procedures at the Plucky Chicken Restaurant,” Questions 6-16, 6-17, 6-18

Self-Assessment Library

MON 02/18/19, Presidents Day (Holiday)**MON 02/25/19, Chapter 8 Motivating Followers**

Discussion Questions: 8-2, 8-3, 8-4, 8-5, 8-8, 8-10

Case 8-A: “High Turnover at the Cafeteria,” Questions 8-14, 8-15, 8-16

Case 8-B: “Doldrums in the Dental Office,” Questions 8-17, 8-18, 8-19, 8-20

Self-Assessment Library

MON 03/04/19, Chapter 9 Leading Followers

Discussion Questions: 9-1, 9-3, 9-5, 9-7, 9-9, 9-10

Case 9-A: “The Policy Department Gets a Leadership Renewal,” Questions 9-13, 9-14, 9-15

Case 9-B: “Order Up!,” Questions 9-16, 9-17, 9-18

Self-Assessment Library

MON 03/11/19, Chapter 10 Communicating Effectively

Discussion Questions: 10-1, 10-5, 10-6, 10-8, 10-9, 10-10

Case 10-A: “Communication Problems at Ozark Corporation,”

Questions 10-14, 10-15, 10-16

Case 10-B: “A Pinch of this and a Dash of That,” Questions 10-17,
10-18, 10-19, 10-20

Self-Assessment Library

TUE 03/12/19-SAT 03/16/19 Spring Recess (No Classes)**MON 03/18/19**, Chapter 11 Developing Groups

Discussion Questions: 11-5, 11-6, 11-7, 11-8, 11-9, 11-10

Case 11-A: “Distribution at Hewlett-Packard,” Questions 11-14,
11-15, 11-16Case 11-B: “Bullying in the Locker Room,” Questions 11-17,
11-18, 11-19, 11-20, 11-21

Self-Assessment Library

MON 03/25/19, Chapter 12 Performance Appraisal

Discussion Questions: 12-1, 12-2, 12-5, 12-8, 12-9, 12-10

Case 12-A: “Stop and Go at J.C. Penney Company,” Questions 12-
14, 12-15, 12-16Case 12-B: “Performance Appraisal at the Athletic Shoe Shop,”
Questions 12-17, 12-18, 12-19, 12-20

Self-Assessment Library

MON 04/01/19, Chapter 13 Workplace Health and Safety

Discussion Questions: 13-1, 13-3, 13-5, 13-6, 13-7, 13-8

Case 13-A: “Get Healthy or Get Out,” Questions 13-12, 13-13, 13-
14Case 13-B: “Safety First at the Samson Company,” 13-15, 13-16,
13-17, 13-18

Self-Assessment Library

Case Power Point Presentations

MON 04/08/19, Chapter 14 Conflict, Politics, Discipline, and Negotiation

Discussion Questions: 14-1, 14-3, 14-5, 14-7, 14-8, 14-9

Case 14-A: “Social Networking Gone Wrong,” Questions 14-14,
14-15, 14-16Case 14-B: “Dealing with Conflict at Eco Landscape,” Questions
14-17, 14-18, 14-19

Self-Assessment Library

Case Power Point Presentations

MON 04/15/19, Chapter 16 Supervision and Labor

Discussion Questions: 16-1, 16-2, 16-5, 16-7, 16-8, 16-9

Case 16-A: Texaco Provides Labor-Management Training,”
Questions 16-14, 16-15

Case 16-B: “Faragut Services Faces a Union Challenge,” Questions
16-16, 16-17, 16-18

Self-Assessment Library

Case Power Point Presentations

MON 04/22/19, Case Power Point Presentations

MON 04/29/19, Final Comprehensive Exam (Chapters, 1, 2, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16); All Assignments Due to Instructor (or on CANVAS).