



# Lincoln University

## BA 436 – Human Factors in Small Businesses

### COURSE SYLLABUS

Spring, 2022

**Instructor:** Dr. Angus Ahanotu

**Lecture Schedule:** Tuesdays, 3:30 PM – 6:15 PM

**Credits:** 4 units: 3 units / 45 lecture hours +1-unit individual research project 3 units /45 lecture hours

**Level:** Mastery 2 / Research (M2R)

**Office Hours:** Tuesdays, 2:30 PM – 3:30 PM by appointment

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**Textbooks:** Robbins, Stephen P., David A. DeCenzo and Robert M. Wolter, "Supervision Today!" 8th ed. (Upper Saddle River, New Jersey: Pearson, Inc., 2019). ISBN-13: 9780134730745.

**Last Revision:** January 18, 2022

### CATALOG DESCRIPTION

The course studies problems in supervising and working effectively with people problems which face the proprietorship, partnership, or closely held corporation in such matters as organizational structure, personnel policies, and managerial succession. *Prerequisite: BA 308*

### 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 OUTCOMES<sup>1</sup>**

	<b>Course LO</b>	<b>Program LO</b>	<b>Institutional LO</b>	<b>Assessment Activities</b>
1	Analyze and communicate the role of supervision and human resources management in the development of tactics, policies, and practices in the achievement of the strategic goals of small businesses.	PLO 3	ILO 2c, ILO 7c	Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-assessment library Research project documenting sources; Final Comprehensive Exam; Attendance.
2	Contribute to the effective performance of a team as a team leader, co-leader, or team member.	PLO 5	ILO 4c, ILO 5c	Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-assessment library Research project documenting sources; Final Comprehensive Exam; Attendance.
3	*Apply supervisory knowledge to demonstrate the ability to diagnose and solve human factors in small business management issues and problems. *Evaluate the factors to be considered in starting a new entrepreneurial business that have the potential to cause people problems in the areas of entrepreneurial spirit and drive, staffing and recruiting, controlling, motivating followers, 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.			

<sup>1</sup> 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).

4	Apply ethical frameworks to resolve ethical dilemmas.	PLO 6	ILO 3c	Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Research project documenting sources; Final Comprehensive Exam; Attendance.
5	Analyze individual influences on ethical judgments.			

### 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
05%	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:** Graduate (MS and DBA) students will prepare one-unit written research papers and make 30-minute Power Point presentations summarizing the research to fellow MS and DBA students and faculty at large at a time and place to be arranged on campus upon conclusion of the course.

**COURSE SCHEDULE**

- Week One,** Chapter 1 Supervision Fundamentals  
Discussion Questions: 1-1, 1-4, 1-5, 1-6, 1-7  
Case 1.A: “Transition to Supervisor,”  
Questions 1-10, 1-11, 1-12, 1-13  
Self-Assessment Library
- Week Two,** 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
- Week Three,** 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
- Week Four,** 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
- Week Five,** 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
- Week Six,** 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
- Week Seven,** **Mid Term Examination**
- Week Eight,** 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 03/15/22 - SAT 03/19/22 Spring Recess (No Classes)**

- Week Ten,** 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, 11-16  
Case 11-B: “Bullying in the Locker Room,”  
Questions 11-17, 11-18, 11-19, 11-20, 11-21  
Self-Assessment Library
- Week Eleven,** 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, 12-16  
Case 12-B: “Performance Appraisal at the Athletic Shoe Shop,”  
Questions 12-17, 12-18, 12-19, 12-20
- Week Twelve,** 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, 13-14  
Case 13-B: “Safety First at the Samson Company,”  
Questions: 13-15, 13-16, 13-17, 13-18  
Self-Assessment Library
- Week Thirteen,** 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, 14-16  
Case 14-B: “Dealing with Conflict at Eco Landscape,”  
Questions: 14-17, 14-18, 14-19  
Student Presentations
- Week Fourteen,** 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  
Student Presentations
- Week Fifteen,** Final Comprehensive Exam

**INDIVIDUAL RESEARCH PROJECT (1 unit)**

Each student registered for a 400-level course must complete a one-unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor. The project requires 45 hours of independent study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session. Evaluation of the student's work on the Individual Research Project will be done using the following rubric:

<b>WRITTEN REPORT</b>				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations.  The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations  The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported.  Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated.  The report is poorly formatted

<b>PRESENTATION</b>			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience questions.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.