SUPERVISORY TRAINING FOR BANKERS
BKG 1900

Class Hours: 2.0          Credit Hours: 2.0
Laboratory Hours: 0.0      Date Revised: Spring
                          00

Catalog Course Description:
Provides first-line supervisors with the skills necessary to perform their job by integrating sound managerial concepts with practical experience.

Entry Level Standards:
None

Prerequisites:
None

Textbook(s) and Other Reference Materials Basic to the Course:

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Supervisory Training</td>
</tr>
<tr>
<td>2</td>
<td>The Challenge of Management; Role of a Supervisor</td>
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<tr>
<td>3</td>
<td>The Challenge of Management; Management and Leadership Skills</td>
</tr>
<tr>
<td>4</td>
<td>Improving Your Communication Skills: Understanding Communications</td>
</tr>
<tr>
<td>5</td>
<td>Improving Your Communication Skills: Developing Your Skills</td>
</tr>
<tr>
<td>6</td>
<td>REVIEW AND MIDTERM</td>
</tr>
<tr>
<td>7</td>
<td>Getting the Job Done; Decision Making, Planning, and Controlling</td>
</tr>
<tr>
<td>8</td>
<td>Working With People; Motivating and Developing Your Staff</td>
</tr>
<tr>
<td>9</td>
<td>Using Your Supervisory Skills; An Overview of Common Bank Policies and Practices; Case Studies</td>
</tr>
<tr>
<td>10</td>
<td>Case Studies Continued; FINAL EXAM</td>
</tr>
</tbody>
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II. Course Objectives*:
A. Demonstrate an understanding of the fundamental role of supervision. I,II,III

B. Demonstrate an understanding of the importance of maintaining effective relationships through effective communication. I,II,III

C. Demonstrate through understanding of the leadership function in developing and motivating employees. I,II,III,IV

*Roman numerals after course objectives reference goals of the Business and Community Services department.

III. Instructional Processes*:

Students will:

1. Use critical thinking skills to interpret and evaluate the financial statements of existing companies and make informed judgements about these statements to facilitate in decision making and problem solving strategies. Problem Solving and Decision Making Outcome, Numerical Literacy Outcome, Information Literacy Outcome, Active Learning Strategies

2. Discuss the impact of social, political, economic, and environmental issues on the financial statements of selected companies. Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Numerical Literacy Outcome, Information Literacy Outcome, Active Learning Strategies, Transitional Strategy

3. Use electronic mail to correspond with the instructor and other students enrolled in the course. Communication Outcome, Technological Literacy Outcome

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

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

1. Gain an understanding of the participants role as a supervisor. A

2. Identify leadership styles and give examples of the most effective styles. A

3. Identify obstacles to effective communication within an organization workplace, and themselves. A

4. Increase participants awareness of how personality conflicts can affect a job. B

5. Improve participants decision making processes and ability to solve problems within their work environment. B, C

6. Improve objective setting, time management, priority setting, and delegating abilities. C

7. Understand and apply effective motivating techniques. B, C

8. Provide participant with basic strategies for developing their employees through training, coaching, and counseling. C

9. Acquire skills, through role play in handling various situations that may occur in the bank
environment. A, C

10. Improve participants ability to handle problems by effectively using bank policies and practices. B, C

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

The instructor's policy on exams, quizzes, attendance, and grades will be provided on a supplement to the course syllabus.

B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92 - 100</td>
<td>A</td>
</tr>
<tr>
<td>89 - 91</td>
<td>B+</td>
</tr>
<tr>
<td>82 - 88</td>
<td>B</td>
</tr>
<tr>
<td>79 - 81</td>
<td>C+</td>
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<tr>
<td>72 - 78</td>
<td>C</td>
</tr>
<tr>
<td>65 - 71</td>
<td>D</td>
</tr>
<tr>
<td>Below 65</td>
<td>F</td>
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VI. Policies:

Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.