BMG 61 Course Outline as of Spring 2004

CATALOG INFORMATION

Dept and Nbr: BMG 61   Title: SKILLS FOR MANAGERS
Full Title: Skills for Managers
Last Reviewed: 1/25/2021

Units			Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50		Lecture Scheduled	8.00	12	Lecture Scheduled	96.00
Minimum	1.50		Lab Scheduled	0	3	Lab Scheduled	0
			Contact DHR	0.80		Contact DHR	9.60
			Contact Total	8.80		Contact Total	105.60
			Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 192.00   Total Student Learning Hours: 297.60

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

Catalog Description:
This course provides knowledge, skills and tools for students to refine their professional management effectiveness. Topics include your role set for managing others, getting started, managing yourself within the framework of time, focusing on results, getting results, and managing effectively.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: This course provides knowledge, skills, and tools for students to refine their professional management effectiveness. Topics include your role set for managing others, getting started, managing yourself within the framework of time, focusing on results, getting results, and managing effectively. (Grade or P/NP)
Prerequisites/Corequisites:

Recommended:
Limits on Enrollment:
Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:

CSU Transfer: Transferable   Effective: Fall 1998   Inactive:

UC Transfer: Effective: Inactive:

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:
Upon completion of the course, students will be able to:
1. Differentiate between the roles and duties of an employee and a new manager.
2. Identify the strategies in getting started as a new manager and develop a transitional plan for a new manager promoted from the employee ranks.
3. Evaluate how managers utilize their time and establish priorities.
4. Develop a set of goals and objectives for accomplishing tasks.
5. Evaluate various approaches to effectively lead, motivate, communicate, develop teamwork, and introduce change in a work environment.
6. Select the approach which will allow the new manager to effectively manage employees.

Topics and Scope:

1. The role of a new manager.
2. Skills and knowledge required of a new manager.
3. Managing yourself within the framework of time.
   a. Time log.
   b. Time utilization analysis.
   c. To-do list.
   d. Gantt chart.
   e. Calendar.
4. Focusing on results.
   a. Establishing goals and objectives.
   b. Delegating tasks.
   c. Training employees and establish training plans.

5. Sound management skills.
   a. Leading others.
   b. Creating a motivating environment at work.
   c. Employee development plans.
   d. Communicating and listening skills.
   e. Teamwork development.
   f. Embracing change and being proactive.
6. Tips on being an effective manager.

Assignment:

1. In-class written assignments.
2. Homework.
3. Group activities.
4. Role playing.
5. Workbook exercises.
6. Case studies.
7. Skill demonstrations.
8. Participation in classroom activities.
9. Examination(s).

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

| Written homework, In-class written assignments, short essay question | Writing 25 - 35% |

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

| Problem solving in groups, workbook exercises | Problem solving 20 - 25% |

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

| Group activities, class performance, role playing | Skill Demonstrations 20 - 40% |

Exams: All forms of formal testing, other than skill performance exams.

| Multiple choice, True/false, Short essays | Exams 1 - 20% |

Other: Includes any assessment tools that do not logically fit into the above categories.

| Participation in classroom activities. | Other Category 10 - 30% |

Representative Textbooks and Materials:

Instructor-prepared materials.

THE ROPES TO SKIP AND THE ROPES TO KNOW, by Ritti. 6th edition published by Wiley, copyright 2002.