

OUTCOMES BASED LEARNING MATRIX

Course: CTIM213 – Administrative Management (3 credits)
Department: Computer Technology and Information Management

Description:

This course will provide students with the tools for supervising people and technology in the rapidly changing information systems environment through a study of management theories, supervisory styles, and personnel procedures. Problem-solving and critical-thinking skills will be developed and applied to business situations. Topics covered include facilities layout and design, work standards and job analyses, work measurement and simplification, budgetary considerations, and the effective utilization of human resources.

Approved by Department:

Date:

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
At the conclusion of this course, the student will: 1. develop an appropriate management strategy for use by an administrative manager, taking into consideration the evolutionary	1. a. identify the responsibilities, challenges, qualifications, and roles of the manager in the information technology environment. (CCT, WC, IL)	1. Quiz/test on terminology and content (CCT, OC, WC) 2. Hands-on application assignments completed in-class and out-of-class. (CCT, WC, IL) 3. Case study/role play to show

Approved by CTIM Department: September 2003

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<p>nature of the broad field of management.</p>	<p>b. Understand the evolution of management theory. (CCT, WC)</p>	<p>problem-solving and analytical skills (CCT, WC, IL)</p>
<p>2. develop an appropriate philosophy regarding the organizing function of administrative management</p>	<p>2. a. understand organizational principles such as span of control, chain of command, unity of command, and employee empowerment (CCT, WC, IL) b. interpret various organizational structures such as line, line and staff, functional, committee, and matrix (CCT, WC, IL) c. evaluate the advantages and disadvantages of centralization and decentralization (CCT, WC, IL) d. develop and interpret organizational charts (CCT, WC, IL)</p>	<p>Referenced above</p>
<p>3. develop an appropriate philosophy regarding the important role communication plays in effective management</p>	<p>3. a. understand the flow of communication (downward, upward, horizontal) in the typical organization (CCT, WC, IL)</p>	<p>Referenced above</p>

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	<ul style="list-style-type: none"> b. examine small- and large-group communication strategies (CCT, WC, IL) c. observe the impact of non-verbal communication (CCT, WC, IL) d. overcome barriers to effective communication (CCT, WC, IL) e. apply effective communication strategies (decision-making, conflict resolution, implement change, etc.) (CCT, WC, IL) 	
<p>4. design an effective program for selecting IT employees for any type of organization</p>	<ul style="list-style-type: none"> 4. <ul style="list-style-type: none"> a. investigate sources of potential IT employees (CCT, WC, GL, IL) b. understand the selection process (CCT, WC, IL) c. develop a testing program for potential IT employees (CCT, WC, IL) d. understand federal legislation relating to the employment process (CCT, WC, IL) e. understand employment issues such as outsourcing, 	<p>Referenced above</p>

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	working with handicapped employees, affirmative action, etc. (CCT, WC, IL)	
5. design an effective orientation and training program for IT employees	5. a. understand the principles of learning (CCT, WC, IL) b. describe various training techniques that can be used effectively with IT employees (CCT, WC, IL)	Referenced above
6. develop effective strategies for supervising IT subordinates	6. a. describe the functions of leadership and supervision (CCT, WC, IL) b. identify the characteristics of effective supervisors (CCT, WC, IL) c. understand the special skills necessary of supervisors (conceptual, human, technical, teaching, coaching, counseling, communicating, etc.) (CCT, WC, IL)	Referenced above
7. design an effective employee motivation program	7. a. understand basic human/ psychological traits (aptitudes, emotions, needs, personality, etc.) (CCT, WC,	Referenced above

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	<ul style="list-style-type: none"> IL) b. apply various theories of motivation (CCT, WC, IL) c. understand the techniques and strategies of the motivation process (CCT, WC, IL) 	
8. design an effective program for appraising the performance of IT employees	<p>8.</p> <ul style="list-style-type: none"> a. explain why performance appraisal is necessary (CCT, WC, IL) b. describe the characteristics of performance appraisal programs (CCT, WC, IL) c. establish performance standards (CCT, WC, IL) d. explain the differences in performance appraisal methods (CCT, WC, IL) 	Referenced above
9. analyze and evaluate jobs of IT employees	<p>9.</p> <ul style="list-style-type: none"> a. explain the nature and uses of job analysis (CCT, WC, IL) b. establish a job analysis program (CCT, WC, IL) c. describe an IT job in terms of job description and job specification (CCT, WC, IL) d. understand job evaluation methods (ranking, grading, 	Referenced above

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	factor comparison, point evaluation) (CCT, WC, IL)	
10. design an effective salary administration program for IT employees	<p>10.</p> <ul style="list-style-type: none"> a. explain the goals of a salary administration program (CCT, WC, IL) b. explain how to determine salary structure (CCT, WC, IL) c. explain the difference between incentive pay and performance-based pay (CCT, WC, IL) d. describe legally required benefits and fringe benefits (CCT, WC, IL) 	Referenced above
11. measure the output of IT employees	<p>11.</p> <ul style="list-style-type: none"> a. describe the nature of work measurement (CCT, WC, IL) b. develop a work measurement program (CCT, WC, IL) c. explain work measurement techniques (CCT, WC, IL, QL) d. interpret work standards (CCT, WC, IL) 	
12. describe a program that enables employees to improve their productivity	<p>12.</p> <ul style="list-style-type: none"> a. explain the importance of productivity improvement programs (CCT, WC, IL) 	Referenced above

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	define productivity improvement techniques (CCT, WC, IL)	
13. design an effective quality and quantity control program	13. a. explain the process of control in terms of objectives, advantages, elements, quality, and quantity (CCT, WC, IL) b. use work scheduling devices (CCT, WC, IL)	Referenced above
14. describe effective budgetary and cost-control procedures	14. a. understand the budget process in terms of purpose, advantages, limitations, prerequisites, and preparation (CCT, WC, IL, QL) b. utilize zero-based budgeting (CCT, WC, IL, QL) c. understand cost-control techniques (CCT, WC, IL, QL)	Referenced above
To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.	Referenced above	Referenced above.

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .**
 Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to

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say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: critical and creative thinking (CCT); oral communications (OC); quantitative literacy (QL); information literacy (IL); written communication (WC); civic engagement (CE); integrative learning (IG); global learning (GL).